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Examination of Primary School Handball Player's Reasons for Starting Sport and Life Satisfactions*

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ABSTRACT

The purpose of this study was to determine the reasons for starting sport and life satisfaction of primary school handball players according to some variables. In this study, a triple questionnaire form was used for collecting data. It was composed of a personal information form which consisted fourteen questions in the first part. The second part was Satisfaction with Life Scale and the third part was Participation Motivation Questionnaire. For comparisons more than two groups Kruskal Wallis variance analysis and in bilateral comparisons Bonferroni Mann Whitney U tests were used. The Spearman Correlation analysis was done for the level of relationships between the Participation Motivation Questionnaire and satisfaction with Life. The study population was composed of 14 provinces of turkey from seven regions by taking two large cities from each region, and sample groups occurred with 350 girls and 350 boys for a total of 700 primary student handball players. When the primary school handball player's sport participation and satisfaction with life subscales were determined; region, sport experience, number of sibling, parents' education and monthly income variables were found significant ($p<.01$, $p<.05$). Also in our findings about relationships between sport participation and life satisfaction, it was seen that there were negative and weak relationships in all subscales. In conclusion, it was determined that primary school handball players participated in sports for entertainment, they had middle life satisfaction and the relationships between participating sport and life satisfaction was negative and weak. It was seen that despite increasing in the satisfaction of life, the sport participation decreased.

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Keywords:
Primary school, handball, life satisfaction, sport participation

Introduction

Modern Age has revealed the concept of modernization nearly in all areas of education, health, transportation to industry, energy and security. This concept is a type of action, done for activating society according to the values determined for the purpose of individual and social conditions improvement (Rocher, 1968). Today, extremely radical changes have occurred in the life style of people, and nations with the rapid increase in the rate of technological development with urbanization and industrialization, and people have less physical activity (Zorba, 2001). People spend lots of time in front of a television, or a computer etc. and also malnutrition paves the way to many bad conditions from cardiovascular disease to obesity and development of some types of cancer (Ozer and Ozer, 2001). Society's health directly affects a country's health so the progress of this condition in a positive direction is the duty of all people, particularly of government officials and managers. According to Yumuturug and Sungur (1980), it is necessary for individuals who are born into a healthy society, to live healthier, to improve society's health level, and to avoid endangering others, and to share knowledge about disease, provide information on measures to be taken. It is also important to acquire knowledge, learn positive points, put into practice and develop good habits and manners. For this reason Kurtoglu (2006) said that sport is being proposed for people of all ages

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because scientific studies show that regular exercise has positive effects on mental and physical health. Also Yılmaz (2011) explained that in recent years scientists are aware of cases where accelerated studies about sport participation and participation motivation theories for creating a healthy society. This happens by avoiding the problem of physical inactivity and idleness which causes the largest disease of our century and also takes into account the positive effects of sport on children. Sports participation subjects are being investigated, to decide whether this influences other areas and determining whether it is considered a necessity for normal life. In other words, the positive or negative contribution of a person's branch in life, his/her philosophy or worldview was examined in the surveys. As a result of this, further studies have been viewed in order to reach the highest levels on sports and branches. Clubs have encouraged sports participation and ensured the selection of the appropriate and lovely branch for children by guidance at an early age. So primary school age was also important in the selection sport and orientation to branches. According to Tutkun (2002) reaching a high level of success is closely related to early guidance to sport and children and young people should be oriented to the branches in which they can provide the highest efficiency. Because of being the most important subject of the sport science, it is important to direct children to the branch at the best possible age. The guidance does not only affect the sport career but also the life of people in all areas, so it is a very sensitive point. Vara (1999) states that from a different perspective, considering good morals and well-being express positive or negative contribution of happiness along with life. Aksayan et al. (1998) points to the concept of life satisfaction, including cognitive judgments, and evaluations associated with life in general are based on a foundation of dominating positive emotion to negative emotions. Life satisfaction rapidly gained importance as a result of affecting some variables and the affects from them. But studies have usually been made on physically ill people rather than on sport areas or especially not in sport branches. Another area that studies have not been conducted in is handball, a branch which is increasingly becoming popular worldwide and therefore demands to be watched in large masses. Kotzamanidis et al. (1987) expressed that as in every sport when we looked at the countries that have reached international success in handball, we cannot ignore how vast their research studies have a part in this success. Consequently in this study, we aimed to examine the satisfaction of life and sport participation of students according to some variables and determine whether these variables affect their worldviews and satisfaction of life or not.

Method

Participants

The participants in this study were 700 students aged between 11 years and under and 14 years and above who continued their education in a primary school in Turkey in the academic year 2010-2011. The study group was determined by the random method. When determining study groups, two cities were chosen from each region according to population, economic development (tuik, 2011) and extent of handball branch in the regions (Thf, 2011). Descriptive statistics of participations were given in the table 2.

Table 1. Descriptive statistics (Age, grade and gender)

Grade	Age	Female	Male	
	11 years and under	66 (55,9%)	52 (44,1%)	118 (100.0%)
	12 years	39 (45,9%)	46 (54,1%)	85 (100.0%)
6. Class	13 years	11 (68,8%)	5 (31,3%)	16 (100.0%)
	14 years and +	2 (50,0%)	2 (50,0%)	4 (100.0%)
	Total	118 (52,9%)	105 (47,1%)	223 (100.0%)
	11 years and under	2 (25.0%)	6 (75.0%)	8 (100.0%)
	12 years	49 (48.5%)	52 (51.5%)	101 (100.0%)
7. Class	13 years	48 (42.1%)	66 (57.9%)	114 (100.0%)
	14 years and +	4 (22.2%)	14 (77.8%)	18 (100.0%)
	Total	103 (42.7%)	138 (57.3%)	241 (100.0%)
	11 years and under	1 (100.0%)	0 (0.0%)	1 (100.0%)
	12 years	4 (100.0%)	0 (0.0%)	4 (100.0%)
8. Class	13 years	65 (60.2%)	43 (39.8%)	108 (100.0%)
	14 years and +	59 (48.0%)	64 (52.0%)	123 (100.0%)
	Total	129(54.7%)	107 (45.3%)	236 (100.0%)
	11 years and under	69 (54.3%)	58 (45.7%)	127 (100.0%)
	12 years	92 (48.4%)	98 (51.6%)	190 (100.0%)
Total	13 years	124 (52.1%)	114 (47.9%)	238(100.0%)
	14 years and +	65 (44.8%)	80 (55.2%)	145 (100.0%)
	Total	350 (50.0%)	350 (50.0%)	700 (100.0%)

According to the table 1, there were 223 6th class students, 241 7th class students and 236 8th class students in the study. 350 participants were female and 350 were male. 127 of them were 11 years and under, 190 of them were 12 years, 238 of them were 13 years and 145 of them were 14 years and above.

Data Collection

"Personal Information Form", "Sport Participation Motivation Inventory" and "Satisfaction with Life Scale" were used as a data collecting tools in the study.

Personal information form. Gender, age, grade, sports experience, region, profession plan, parents alive or dead situation, number of sibling and monthly income variables were asked in the personal information form but because of being significant only region, sport experience, number of sibling, parents education and monthly income variables used in the analyses.

Sport participation motivation inventory. Participation Motivation Inventory was used to identify youth's motives for sport participation by Gill et al. (1983). Participants were asked to answer a list of 30 reasons for participation in sport and physical activity. Inventory had 8 subscales (Achievement, Energy Release / Fitness, Team Affiliation/Spirit, Friendship, Entertainment, Competition, Improving Skills, Activity /Being Active) and prepared 3-point scale ranging from 1 (not at all important) to 3 (very important). Scale was translated into Turkish language and adaptation to Turkish population by Çelebi (1993) and the validity and reliability of the scale for 9-17 years old Turkish students, done by Oyar et al. (2001). Principle Component Factor Analysis of the findings showed that there were 8 factors as in the original survey.

Satisfaction with life scale. Life Satisfaction Scale was developed by Diener et al. (1985), was translated into Turkish language and adaptation to Turkish population by Köker and Yetim (1991). There were 5 expressions in the scale and it was prepared as 7-point Likert type (1: strongly disagree - 7: Strongly agree). In original form of scale Diener et al. found reliability as Alpha = 0.87 and validity as 0.82. Köker and Yetim (1991) found reliability as Alpha = 0.86 and the test-retest reliability as 0.73.

Analysis

Study results analyzed by statistical package for social sciences (SPSS). Data for the quantitative variables were presented with Means ($\bar{x}$), standard deviation (sd). Quantitative variables were tested with the Kolmogorov test whether data is showing normal distribution or where. It was observed that data did not show normal distribution therefore non-parametric tests were chosen (Table 2). For bilateral comparisons Man Whitney U test, for the differences between bilateral groups Bonferroni Mann Whitney U test and for more than two groups comparisons Kruskal Wallis variance analysis were used in the study. Spearman Correlation analysis was done for the level of relationships between Sport Participation Motivation Inventory and Satisfaction with Life Scale.

Table 2. One-sample kolmogorov-smirnov test results

One-Sample Kolmogorov-Smirnov Test										
		Achievement	Energy Release / Fitness	Team Affiliation /Spirit	Friendship	Entertainment	Competition	Improving Skills	Activity /Being Active	Life Satisfaction
N		700	700	700	700	700	700	700	700	700
Normal Parameters[a]	12.529	13.063	11.679	13.281	13.675	13.148	11.116	12.471	221.825	22,1825
	0.29279	0.31503	0.30559	0.38918	0.37448	0.36428	0.27903	0.39804	847.967	8,47967
Most Extreme Differences	0.222	0.199	0.359	0.259	0.223	0.261	0.448	0.38	0.104	,104
	0.222	0.199	0.359	0.259	0.223	0.261	0.448	0.38	0.065	,065
	-0.194	-0.165	-0.291	-0.2	-0.163	-0.194	-0.345	-0.267	-0.104	-,104
Kolmogorov-Smirnov Z		5.864	5.271	9.488	6.852	5.904	6.892	11.832	10.049	2.754
Asymp. Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000

Findings

Table 3. Distribution of primary school handball players' sport participation scores according to the regions

Sport Participation Motivation Subscale	Region	N	X±SD	Mean Ranks	Kruskal Wallis	Difference
Achievement	Marmara	100	1.24±.27	343.3	34.719**	1-7** 3-7** 5-7**
	Aegean	100	1.18±.24	302.64		
	Black Sea	100	1.28±.28	376.22		
	Mediterranean	100	1.17±.21	306.23		
	Central Anatolia	100	1.20±.27	316.98		
	Eastern Anatolia	100	1.30±.34	380.15		
	Southeast Anatolia	100	1.37±.35	427.98		
	Total	700				
Energy Release / Fitness	Marmara	100	1.27±.26	334.68	74.156**	2-3** 4-6** 5-6**
	Aegean	100	1.18±.22	267.85		
	Black Sea	100	1.30±.30	353.63		
	Mediterranean	100	1.25±.27	325.38		
	Central Anatolia	100	1.23±.28	298.4		
	Eastern Anatolia	100	1.39±.38	396.81		
	Southeast Anatolia	100	1.50±.32	476.74		
	Total	700				
Team Affiliation / Spirit	Marmara	100	1.13±.24	337.31	100.004**	1-2** 2-3** 3-6** 4-6** 5-6** 6-7**
	Aegean	100	1.05±.16	273.86		
	Black Sea	100	1.14±.23	342.58		
	Mediterranean	100	1.07±.14	298.27		
	Central Anatolia	100	1.10±.20	323.56		
	Eastern Anatolia	100	1.27±.45	393.44		
	Southeast Anatolia	100	1.39±.39	484.49		
	Total	700				
Friendship	Marmara	100	1.28±.37	329.90	42.371**	1-6** 2-3** 2-6** 4-6** 6-7**
	Aegean	100	1.21±.32	292.47		
	Black Sea	100	1.37±.42	368.42		
	Mediterranean	100	1.25±.37	310.32		
	Central Anatolia	100	1.26±.35	321.66		
	Eastern Anatolia	100	1.41±.37	403.52		
	Southeast Anatolia	100	1.48±.42	427.20		
	Total	700				
Entertainment	Marmara	100	1.32±.34	324.88	32.407**	2-6** 5-6**
	Aegean	100	1.25±.28	293.63		
	Black Sea	100	1.30±.30	320.66		
	Mediterranean	100	1.36±.33	358.54		
	Central Anatolia	100	1.36±.37	343.12		
	Eastern Anatolia	100	1.43±.40	380.94		
	Southeast Anatolia	100	1.54±.47	431.74		
	Total	700				
Competition	Marmara	100	1.34±.39	361.82	38.729**	2-6** 3-7** 5-7**
	Aegean	100	1.22±.30	303.74		
	Black Sea	100	1.24±.32	314.38		
	Mediterranean	100	1.28±.33	341.12		
	Central Anatolia	100	1.22±.27	312.06		
	Eastern Anatolia	100	1.38±.39	381.78		
	Southeast Anatolia	100	1.49±.41	438.6		
	Total	700				
Improving Skills	Marmara	100	1.07±.19	328.34	33.901**	3-4** 4-6** 4-5**
	Aegean	100	1.07±.20	322.11		
	Black Sea	100	1.11±.21	359.79		
	Mediterranean	100	1.03±.13	297.7		
	Central Anatolia	100	1.14±.40	362.60		
	Eastern Anatolia	100	1.16±.34	371.18		
	Southeast Anatolia	100	1.18±.31	397.36		
	Total	700				
Activity /Being Active	Marmara	100	1.20±.39	325.42	39.839**	2-6** 3-7** 5-6**
	Aegean	100	1.14±.27	306.10		
	Black Sea	100	1.20±.34	332.92		
	Mediterranean	100	1.25±.44	345.58		
	Central Anatolia	100	1.18±.32	323.22		
	Eastern Anatolia	100	1.33±.45	389.82		
	Southeast Anatolia	100	1.42±.45	430.44		
	Total	700				

* p <.05, ** p<.01

Table 4. Distribution of primary school handball players' sport participation subscale scores according to the sport experience

Sport Participation Motivation Subscale	Sport Experience	N	X±SD	Mean Ranks	Kruskal Wallis	Difference
Achievement	1 Year	157	1.29±.29	376.64	12.927*	1-3*
	2 Years	191	1.30±.34	374.72		
	3 Years	140	1.19±.21	319.18		
	4 Years	117	1.21±.26	325.06		
	5 Years	56	1.25±.27	351.13		
	6 Years and +	39	1.19±.26	314.50		
	Total	700				
Energy Release / Fitness	1 Year	157	1.35±.33	384.57	17.339**	1-3** 1-5** 2-3** 2-5** 3-6**
	2 Years	191	1.33±.33	370.1		
	3 Years	140	1.23±.26	310.29		
	4 Years	117	1.28±.32	332.6		
	5 Years	56	1.22±.23	305.52		
	6 Years and +	39	1.34±.32	379.97		
	Total	700				
Team Affiliation / Spirit	1 Year	157	1.21±.32	379.55	26.442**	1-4** 2-4**
	2 Years	191	1.21±.34	378.53		
	3 Years	140	1.13±.25	333.25		
	4 Years	117	1.08±.24	296.03		
	5 Years	56	1.11±.22	312.71		
	6 Years and +	39	1.22±.34	375.87		
	Total	700				
Friendship	1 Year	157	1.38±.43	375.27	15.028**	3-4**
	2 Years	191	1.32±.38	347.6		
	3 Years	140	1.22±.30	301.2		
	4 Years	117	1.37±.39	373.59		
	5 Years	56	1.30±.37	344.17		
	6 Years and +	39	1.40±.44	381.79		
	Total	700				
Entertainment	1 Year	157	1.40±.41	367.59	5.12	
	2 Years	191	1.39±.39	361.11		
	3 Years	140	1.32±.32	330.31		
	4 Years	117	1.34±.33	341.84		
	5 Years	56	1.29±.29	321.23		
	6 Years and +	39	1.42±.44	370.21		
	Total	700				
Competition	1 Year	157	1.36±.40	372.84	11.227*	1-4*
	2 Years	191	1.34±.38	365.26		
	3 Years	140	1.27±.30	335.78		
	4 Years	117	1.23±.31	306.51		
	5 Years	56	1.30±.34	348.08		
	6 Years and +	39	1.35±.36	376.59		
	Total	700				
Improving Skills	1 Year	157	1.13±.27	364.14	6.98	
	2 Years	191	1.13±.30	359.65		
	3 Years	140	1.09±.33	332.81		
	4 Years	117	1.09±.23	341.6		
	5 Years	56	1.07±.15	342.1		
	6 Years and +	39	1.04±.11	317.85		
	Total					
Activity /Being Active	1 Year	157	1.29±.42	372.98	6.798	
	2 Years	191	1.27±.42	359.8		
	3 Years	140	1.18±.30	332.43		
	4 Years	117	1.20±.37	328.74		
	5 Years	56	1.22±.36	345.99		
	6 Years and +	39	1.28±.48	351.09		
	Total	700				

*p<.05, **p<.01

Table 5. Distribution of primary school handball players' sport participation subscale scores according to the mother education

Sport Participation Motivation Subscale	Mother Education	N	X±SD	Mean Ranks	Kruskal Wallis	Difference
Achievement	Literate	142	1.30±.33	385.13	12.132*	1-4*
	Primary School	236	1.25±.29	349.33		
	Secondary School	125	1.23±.28	332.88		
	High School	143	1.19±.23	317.89		
	University	54	1.31±.31	391.69		
	Total	700				
Energy Release / Fitness	Literate	142	1.39±.35	398.96	15.571**	1-4**
	Primary School	236	1.31±.31	353.12		
	Secondary School	125	1.29±.27	348.04		
	High School	143	1.24±.26	313.11		
	University	54	1.27±.34	316.33		
	Total	700				
Team Affiliation / Spirit	Literate	142	1.25±.37	404.45	19.627**	1-4**
	Primary School	236	1.17±.32	346.92		
	Secondary School	125	1.13±.28	331.57		
	High School	143	1.10±.19	322.63		
	University	54	1.14±.25	341.88		
	Total	700				
Friendship	Literate	142	1.40±.38	399.28	18.332**	1-4**
	Primary School	236	1.34±.40	354.15		
	Secondary School	125	1.31±.36	346.65		
	High School	143	1.24±.34	304.01		
	University	54	1.33±.46	338.30		
	Total	700				
Entertainment	Literate	142	1.50±.42	424.96	34.992**	1-4**
	Primary School	236	1.36±.37	351.91		
	Secondary School	125	1.35±.35	346.37		
	High School	143	1.27±.32	300.44		
	University	54	1.26±.32	290.65		
	Total	700				
Competition	Literate	142	1.40±.37	402.38	20,496**	1-4**
	Primary School	236	1.32±.38	351.62		
	Secondary School	125	1.28±.33	335.2		
	High School	143	1.21±.28	304.01		
	University	54	1.36±.42	367.71		
	Total	700				
Improving Skills	Literate	142	1.14±.29	368.11	5,15	
	Primary School	236	1.09±.24	339.94		
	Secondary School	125	1.09±.23	342.06		
	High School	143	1.13±.35	356.1		
	University	54	1.08±.23	329.57		
	Total	700				
Activity /Being Active	Literate	142	1.29±.43	371.77	15,155**	1-4**
	Primary School	236	1.27±.42	363.33		
	Secondary School	125	1.26±.38	362.79		
	High School	143	1.14±.29	304.69		
	University	54	1.21±.39	331.36		
	Total	700				

*p<.05, **p<.01

Table 6. Distribution of primary school handball players' sport participation subscale scores according to the father education

Sport Participation Motivation Subscale	Father Education	N	X±SD	Mean Ranks	Kruskal Wallis	Difference
Achievement	Literate	70	1.35±.38	405.64	11.973*	1-5* 1-3*
	Primary School	212	1.26±.28	361.94		
	Secondary School	135	1.22±.28	328.39		
	High School	189	1.24±.26	352.24		
	University	94	1.20±.27	311.89		
	Total	700				
Energy Release / Fitness	Literate	70	1.39±.37	394.12	17.919**	1-5** 2-5**
	Primary School	212	1.34±.33	373.06		
	Secondary School	135	1.30±.28	358.39		
	High School	189	1.27±.28	335.79		
	University	94	1.21±.26	285.38		
	Total	700				
Team Affiliation / Spirit	Literate	70	1.25±.38	397.13	17.59**	1-3** 1-4** 1-5** 2-3** 2-4**
	Primary School	212	1.21±.36	377.08		
	Secondary School	135	1.14±.29	331.48		
	High School	189	1.12±.22	334.63		
	University	94	1.10±.20	315.05		
	Total	700				
Friendship	Literate	70	1.42±.42	398.7	10.025*	1-5*
	Primary School	212	1.35±.41	363.5		
	Secondary School	135	1.31±.37	346.58		
	High School	189	1.30±.36	340.05		
	University	94	1.25±.36	311.94		
	Total	700				
Entertainment	Literate	70	1.50±.40	423.59	30.318**	1-5** 2-5**
	Primary School	212	1.40±.37	376.52		
	Secondary School	135	1.30±.33	313.17		
	High School	189	1.37±.38	355.41		
	University	94	1.25±.32	281.13		
	Total	700				
Competition	Literate	70	1.36±.34	388.31	13.739**	1-3** 1-5** 2-3** 2-5**
	Primary School	212	1.36±.38	376.9		
	Secondary School	135	1.26±.35	318.97		
	High School	189	1.30±.34	346.3		
	University	94	1.25±.34	316.52		
	Total	700				
Improving Skills	Literate	70	1.17±.34	388.37	9.391	
	Primary School	212	1.12±.26	354.72		
	Secondary School	135	1.07±.21	327.54		
	High School	189	1.09±.22	347.58		
	University	94	1.12±.40	336.99		
	Total	700				
Activity /Being Active	Literate	70	1.30±.41	378.45	11.824**	2-4**
	Primary School	212	1.29±.42	371.72		
	Secondary School	135	1.25±.39	356.74		
	High School	189	1.19±.37	326.11		
	University	94	1.18±.35	321.91		
	Total	700				

*p<.05, **p<.01

Table 7. Distribution of primary school handball players' sport participation subscale scores according to the number of siblings

Sport Participation Motivation Subscale	Number of Siblings	N	X±SD	Mean Ranks	Kruskal Wallis	Difference
Achievement	No Sibling	48	1.28±.33	363.32	21.829**	2-6** 4-6**
	1 Sibling	158	1.20±.24	326.99		
	2 Siblings	158	1.21±.26	326.31		
	3 Siblings	133	1.23±.28	337.93		
	4 Siblings	83	1.25±.28	351.23		
	5 Siblings and +	120	1.36±.35	421.6		
	Total	700				
Energy Release / Fitness	No Sibling	48	1.33±.32	369.03	34.774**	2-6** 3-6** 4-6**
	1 Sibling	158	1.24±.27	314.52		
	2 Siblings	158	1.28±.28	341.22		
	3 Siblings	133	1.24±.30	306.79		
	4 Siblings	83	1.33±.27	379.5		
	5 Siblings and +	120	1.44±.37	431.06		
	Total	700				
Team Affiliation / Spirit	No Sibling	48	1.11±.21	326.79	56.553**	2-6** 4-6**
	1 Sibling	158	1.10±.22	314.66		
	2 Siblings	158	1.11±.21	330.96		
	3 Siblings	133	1.12±.28	321.98		
	4 Siblings	83	1.19±.31	368.68		
	5 Siblings and +	120	1.35±.44	451.93		
	Total	700				
Friendship	No Sibling	48	1.25±.31	317.38	18,979**	2-6** 4-6**
	1 Sibling	158	1.27±.35	325.62		
	2 Siblings	158	1.31±.39	340.37		
	3 Siblings	133	1.29±.37	332.08		
	4 Siblings	83	1.40±.42	385.63		
	5 Siblings and +	120	1.43±.41	405.96		
	Total	700				
Entertainment	No Sibling	48	1.32±.37	320.82	19.522**	2-6** 4-6**
	1 Sibling	158	1.29±.32	315.32		
	2 Siblings	158	1.39±.41	360.3		
	3 Siblings	133	1.31±.30	330.37		
	4 Siblings	83	1.37±.34	361.51		
	5 Siblings and +	120	1.49±.43	410.48		
	Total	700				
Competition	No Sibling	48	1.36±.42	371.08	37.793**	2-6** 4-6**
	1 Sibling	158	1.27±.33	329.51		
	2 Siblings	158	1.25±.30	324.02		
	3 Siblings	133	1.24±.33	312.85		
	4 Siblings	83	1.31±.33	359.83		
	5 Siblings and +	120	1.50±.42	440.05		
	Total	700				
Improving Skills	No Sibling	48	1.10±.25	344.34	13,841*	2-6* 4-6*
	1 Sibling	158	1.09±.32	327.62		
	2 Siblings	158	1.08±.19	346.82		
	3 Siblings	133	1.09±.25	337.35		
	4 Siblings	83	1.12±.27	353.92		
	5 Siblings and +	120	1.17±.33	388.51		
	Total	700				
Activity /Being Active	No Sibling	48	1.29±.49	352.86	18,73**	2-6** 4-6**
	1 Sibling	158	1.18±.33	323.39		
	2 Siblings	158	1.24±.38	352.72		
	3 Siblings	133	1.18±.32	321.66		
	4 Siblings	83	1.27±.38	373.69		
	5 Siblings and +	120	1.37±.49	398.25		
	Total	700				

*p<.05, **p<.01

Table 8. Distribution of primary school handball players' sport participation subscale scores according to the monthly income

Sport Participation Motivation Subscale	Monthly Income	N	X±SD	Mean Ranks	Kruskal Wallis	Difference
Achievement	750TL and under	251	1.28±.32	371.7	5.045	
	751-1500 TL	297	1.34±.32	335.22		
	1501-2500 TL	102	1.23±.26	342.67		
	2501 TL and +	50	1.24±.27	350.82		
	Total	700				
Energy Release / Fitness	750TL and under	251	1.23±.27	381.62	11.592**	1-2** 2-3**
	751-1500 TL	297	1.29±.32	338.83		
	1501-2500 TL	102	1.24±.27	310.83		
	2501 TL and +	50	1.29±.29	344.56		
	Total	700				
Team Affiliation / Spirit	750TL and under	251	1.21±.37	369.77	5.807	
	751-1500 TL	297	1.14±.26	338.4		
	1501-2500 TL	102	1.14±.23	351.03		
	2501 TL and +	50	1.12±.23	324.52		
	Total	700				
Friendship	750TL and under	251	1.36±.39	373.6	7.967*	1-3*
	751-1500 TL	297	1.32±.39	346.66		
	1501-2500 TL	102	1.24±.31	315.59		
	2501 TL and +	50	1.30±.41	328.51		
	Total	700				
Entertainment	750TL and under	251	1.44±.42	387.1	14.563**	1-2**
	751-1500 TL	297	1.33±.34	336.04		
	1501-2500 TL	102	1.29±.32	315.31		
	2501 TL and +	50	1.31±.32	324.47		
	Total	700				
Competition	750TL and under	251	1.37±.38	381.33	10.558*	1-2*
	751-1500 TL	297	1.28±.35	336.07		
	1501-2500 TL	102	1.26±.33	326.4		
	2501 TL and +	50	1.26±.31	330.58		
	Total	700				
Improving Skills	750TL and under	251	1.13±.28	363.67	7.166	
	751-1500 TL	297	1.08±.21	334.51		
	1501-2500 TL	102	1.15±.41	360.23		
	2501 TL and +	50	1.07±.19	330.96		
	Total	700				
Activity /Being Active	750TL and under	251	1.30±.43	376.58	13.815**	1-2**
	751-1500 TL	297	1.22±.37	339.09		
	1501-2500 TL	102	1.16±.35	309.43		
	2501 TL and +	50	1.28±.40	371.11		
	Total	700				

*p<.05, **p<.01

When we examine sports participation subscale scores of primary school handball players in terms of some variables (Table 3, 4, 5, 6, 7, 8), following findings were obtained.

There were significant differences between "Achievement", "Energy Release / Fitness", "Team Affiliation/Spirit", "Friendship", "Entertainment", "Competition", "Improving Skills" and "Activity /Being Active" subscale scores of handball players according to the region variable (p<.01).

According to the sport experience variable, there were significant differences between "Achievement", "Competition" (p<.05). "Energy Release/Fitness", "Team Affiliation/Spirit" and "Friendship" subscale scores of handball players (p<.01)

"Achievement" (p<.05), "Energy Release / Fitness", "Team Affiliation/Spirit", "Friendship", "Competition", "Entertainment" and "Activity /Being Active" subscales were found significant according to the mother education variable (p<.01).

According to the father education variable, There were significant differences between "Achievement", "Friendship" (p<.05), "Energy Release / Fitness", "Team Affiliation/Spirit", "Entertainment", "Competition" and "Activity /Being Active" subscale scores of handball players (p<.01).

There were significant differences between "Achievement", "Energy Release / Fitness", "Team Affiliation/Spirit", "Friendship", "Entertainment" "Competition", "Activity /Being Active" (p<.01) and "Improving Skills" (p<.05) subscale scores of handball players according to the number of sibling variable.

According to monthly income variable, there were differences between "Energy Release / Fitness", "Entertainment", "Activity /Being Active" (p<.01) Competition" and "Friendship" (p<.05) subscale scores of handball players.

Table 9. Distribution of primary school handball players' satisfaction with life scores according to the region, sport experience, mother education, father education, monthly income and number of siblings

Satisfaction with Life		N	X±SD	Mean Ranks	Kruskal Wallis	Difference
Region	Marmara	100	23.59±8.49	383.7	54.809**	2-6**
	Aegean	100	23.45±8.71	382.23		3-6**
	Black Sea	100	24.37±7.30	396.75		4-6**
	Mediterranean	100	20.99±9.72	326.58		2-7**
	Central Anatolia	100	24.83±7.66	411.8		3-7**
	Eastern Anatolia	100	18.32±8.60	260.48		4-7**
	Southeast Anatolia	100	19.62±6.26	275.02		
	Total	700				
Sport Experience	1 year	157	21.15±8.39	322.7	9.696	
	2 years	191	23.36±8.47	377.99		
	3 years	140	22.37±8.83	355.92		
	4 years	117	22.29±8.84	353.5		
	5 years	56	21.41±7.67	323.55		
	6 years and +	39	20.65±7.02	303.21		
	Total	700				
Mother Education	Literate	142	19.74±7.93	286.2	36.706**	
	Primary School	236	21.06±8.35	321.09		1-3**
	Secondary School	125	23.74±8.35	387.27		1-4**
	High School	143	24.51±8.42	407.44		2-4**
	University	54	23.66±8.56	386.05		
	Total	700				
Father Education	Literate	70	19.71±7.85	284.17	35.507**	1-4**
	Primary School	212	20.98±8.54	320.03		1-5**
	Secondary School	135	21.04±8.66	321.8		2-4**
	High School	189	23.51±8.33	381.17		2-5**
	University	94	25.67±7.39	433.39		3-5**
	Total	700				
Number of Sibling	No brother	48	24.64±8.90	414.52	48.413**	1-5**
	1 Siblings	158	24.22±8.77	402.75		1-6**
	2 Siblings	158	22.91±8.12	364.76		2-5**
	3 Siblings	133	22.18±8.73	349.02		2-6**
	4 Siblings	83	20.81±8.28	314.04		3-6**
	5 Siblings and +	120	18.38±6.75	249.75		4-6**
	Total	700				
Monthly Income	750 TL and under	251	21.24±8.33	324.18	11.320**	
	751-1500 TL	297	22.10±8.45	346.67		1-3**
	1501-2500 TL	102	23.67±8.32	384.75		1-4**
	2501 TL and +	50	24.36±9.09	408.44		
	Total	700				

*p<.05, **p<.01

The analysis of Table 9 showed that there were significant differences in region, mother education, father education, number of sibling and monthly income variables in terms of life satisfaction (p<.01). But sport experience wasn't meaning in terms of life satisfaction (p>.01).

Table 10. Relationship between sport participation and life satisfaction of primary school handball players.

	Achievement	Energy Release /Fitness	Team Affiliation /Spirit	Friendship	Entertainment	Competition	Improving Skills	Activity /Being Active	Life Satisfaction
Achievement	1	.403*	.340*	.337*	.410*	.381*	.355*	.308*	-.130*
Energy Release / Fitness		1	.387*	.395*	.409*	.365*	.331*	.351*	-.076**
Team Affiliation/Spirit			1	.260*	.274*	.370*	.425*	.345*	-.129**
Friendship				1	.392*	.272*	.31*1	.302*	-.114**
Entertainment					1	.387*	.253*	.361*	-0.046
Competition						1	.269*	.313*	-.091**
Improving Skills							1	.293*	-0.057
Activity /Being Active								1	-.095**
Life Satisfaction									1

*p<.05 **p< .01

The data presented in Table 4 revealed "Achievement subscale -.130*", "Energy Release / Fitness subscale -.076**", "Team Affiliation/Spirit subscale -.129**", "Friendship subscale -.114**" "Competition subscale -.091**" and "Activity /Being Active subscale -.095**" in terms of relation between sport participation motivation and life satisfaction.

Discussion and Conclusion

When we examined primary school handball players' sport participation according to the regions, all areas were found significant and handball player participation scores were high in six regions in "Entertainment" subscale but in the "Friendship" subscale the Black sea region had the highest score (p<.05, Table 3). This result shows that a region is an important factor on handball player's sport participation. There were especially big differences between geographic regions in terms of educational levels, economic development, cultural diversity, climate, etc. in Turkey. Also handball player's sport participate can be different because of proof of different opportunities in East and Southeast Anatolia. East Anatolia/Southeast Anatolia handball player's low sport participation scores supported these views. In addition to sport participation, Central Anatolia had the highest scores ($\bar{x}$=23.83) and Southeast Anatolia had the lowest scores ($\bar{x}$=19.62) according to the life satisfaction scores, which was also found to be significant (p<.05, Table 9). Development disparities and opportunities in some regions may have caused differences between life satisfactions of handball players.

The meaning between subscales of handball player's sport participation was tested in term of sport experience and "Achievement", "Energy Release/Fitness", "Team Affiliation/Spirit", "Friendship", "Competition" subscales found significant (p<.01 and p<.05, Table 4). Although achievement, team spirit and physical activity were more important in early years, competition and friendships began to gain importance in players' sport participation over the years. With these results we can think that the possible

effects of collaborative efforts of being in a team such as acting together, acquiring individual and group communication skills, spending time with the same person in a specific time for the common goals. In "Determination Affecting Factors of High School Student's Sport Participation" Şirin (2008) found that "Team Affiliation/Spirit" and Friendship" was more important for 0-2 years sport experience group than 6 years sport experience group. Team Affiliation/Spirit and Friendship seems to be more important for the beginners in sport. This finding shows that a subscale of Team Affiliation/Spirit and Friendship scores decreases when associated with the dealing of time in sport. In harmony with our study, Şirin et al. (2008) said that being a team member or having friendship for participating in sport was less important for players while dealing with time as sports are increased. Also in the study there was no statistical meaning in disturbance of handball players' life satisfaction score, this showed that sport age had no or little effect on players satisfaction levels ($p<.05$, Table 9).

It was determined that there was a significant difference in handball players' sport motivation in the subscale and life satisfaction scores in terms of parents' education levels ($p<.01$, $p<.05$ (Table 5,6,9). Sport participation of children may be affected from the rise in education and awareness level of parents. The differences in our study can be connected with the parent's influence and orientation on the child. Pepe (2001) determined that there was a relationship between parent education and sport participation of children. Watkins and Regmi (1939) stated that sport participation was affected from parent's education levels (Kazak, 2007). In another study Akandere (2009) pointed out that parents' high education levels were directly related to children being physically more active, spending less time in front of the TV and to attending sport clubs willingly.

Sport participation and life satisfaction scores of handball players, according to the number of sibling were found significant ($p<.01$, $p<.05$ (Table 7, 9). It is thought that sharing with sibling or playing games together and also sibling cases will (having or not) may affect sports participation and affect life satisfaction. Contrary to our study, in his study Taylı (2007) determined that there was no difference about having siblings on number of friends in collective and cooperative games. This may result from to be controlled and lesser participation to the game.

Handball player's sport participation and life satisfaction found meaning statistically in terms of parent's income ($p<.01$, $p<.05$ (Table 8, 9). Diener (1996) claimed that economic situation showed strong relationships with socio-economic status, age and sex. Also income and social status was the most powerful predictors of socio-structure. Akandere (2009) determined that social status and economic situation were effective on player's achievement and starting sport. According to Larsen (2000) and Seabra (2008) there was a relationship between regular sport participation and socio-economic levels. Kılcıgil (1998) said that the parent's income level was effective in directing individuals to sport branches. Finally income level which means comfortable and happy life, can affect positively sport motivation and life satisfaction because income makes people happy by eliminating the problem of accessibility to anything. When we looked at these results, our study is compatible with the general assumptions.

As a result of correlation analysis for determining the relationship between handball player's motivation and life satisfaction scores, it was seen that there was a weak, negative and significant relationship between all sport participation subscales and life satisfaction except for "Entertainment" and "Improving Skills" ($p<.01$, $p<.05$ (Table 10). This result showed us that life satisfaction of a handball player who attended to this branch for different reasons, may have very little decrease after starting sport branch. In reality a handball player's life satisfaction is expected to be higher but this result wasn't compatible with our study. This may occur because of handball players being affected negatively from bad situations such as lack of popularity, audience, recognition and leagues so these cases also may reflect on a handball players' life satisfaction.

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