
THE MEANING OF BEING A VOLLEYBALL PLAYER IN THE PROCESS OF CAREER TRANSITION

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ABSTRACT. The objective of this study is to assess the meaning of being that a volleyball player for the under-19 players who are experiencing a transition in their in career. Sixteen male players aged 17 and 18 were evaluated, by being asked the triggering question "What does being a volleyball player mean to you?" The analysis of the discourses was carried out according to the procedures recommended by Miles & Huberman (2004). Four response categories resulted: psychoemotional and behavioral skills, emotions in sport, recognition and financial return, skills as an athlete/player. The athletes showed that the meaning of sport lies especially in the passion for practice, but also, in the improving of their tactics and techniques, in the development of psychoemotional and behavioral skills, in the professional recognition and, to a lesser degree, in the financial aspect. Most athletes state they intend to continue in the juvenile sports categories, therefore, understanding the meaning of this activity in their life can be the key to the elaboration of a plan of psychological preparation whose aim is to provide support to their needs in this moment of professional choice.

Keywords: Psychology; sport; professional development.

SIGNIFICADO DE SER JOGADOR DE VÔLEI EM FASE DE TRANSIÇÃO DE CARREIRA

RESUMO. O objetivo deste estudo foi avaliar o significado atribuído a ser jogador de voleibol por atletas da categoria sub 19 em processo de transição de carreira. Foram avaliados dezesseis jogadores do sexo masculino, idades entre 17 e 18 anos, por meio de dados biográficos, questões fechadas e da pergunta geradora: "O que significa para você ser um jogador de vôlei? A análise dos discursos foi feita através dos procedimentos propostos por Miles e Huberman (2004). Foram obtidas quatro categorias de respostas: habilidades psicoemocionais e comportamentais; emoções no esporte; reconhecimento e retorno financeiro; competências como atleta/jogador. Segundo estes atletas, o significado do esporte está especialmente na paixão pela prática, mas também no aperfeiçoamento da tática e da técnica, no desenvolvimento de habilidades psicoemocionais e de comportamento, no reconhecimento profissional e pouco no retorno financeiro. Compreender o significado de ser jogador pode ser a chave para a elaboração de um plano de preparação psicológica que vise dar suporte às necessidades neste momento de escolha profissional.

Palavras-chave: Psicologia; esporte; desenvolvimento profissional.

SIGNIFICADO DE SER JUGADOR DE VOLEIBOL EN PROCESO DE TRANSICIÓN DE CARRERA

RESUMEN. El objeto de este estudio fue el de evaluar el significado de ser jugador de voleibol para jugadores de categoría sub-19 en proceso de transición de carrera. Se evaluaron dieciséis jugadores del sexo masculino, con edades entre 17 y 18 años, por medio de una pregunta generadora "¿Qué significa para ti el hecho de ser un jugador de vóleybol?" El análisis de los discursos se realizó según los procedimientos recomendados por Miles & Huberman (2004). Fueron obtenidas cuatro categorías de respuestas: habilidades psicoemocionales y comportamentales, emociones en el deporte, reconocimiento y retorno financiero, competencias como atleta/jugador. Los atletas han demostrado que el significado

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del deporte está en el perfeccionamiento de la táctica y de la técnica, en el desarrollo de habilidades psicoemocionales y de comportamiento, en el reconocimiento profesional y poco en el aspecto financiero. La mayoría de los atletas afirma que pretende permanecer en el deporte juvenil; por lo tanto, comprender qué significa esta actividad en sus vidas puede ser la llave para elaboración de un plan de preparación psicológica, con vistas a dar soporte a sus necesidades en este momento de elección profesional.

Palabras-clave: Psicología; deporte; desarrollo profesional.

Introduction

Sport is a phenomenon of great importance at present, since the media releases it as a product that moves large sums of money, a fact that ultimately influences behaviors and social habits. In this context, being an athlete means more than the practice of sports or the possibility of a profitable profession, means an important social function associated with the identity with the fans, with the representation of moral and ethical values and the representation of the nation through overcoming and fights for victory (Sgobi, 2012; Mezzaroba & Pires, 2011).

The sport modality of volleyball, in recent decades has undergone several changes, including changes in rules, in order to become a more popularized sport worldwide. In Brazil, volleyball has become an example of how it is possible to turn a sport modality into a show for an entire country, with heavy expenditures in advertisements and promotion. There was also investment in the figure of athletes so that they could be regarded as idols in sport, aiming at greater interest of public and sponsors (Mezzaroba & Pires, 2011).

It is in this context that male and female Brazilian volleyball teams have conducted performances with great success and, according to the Brazilian Volleyball Confederation (2013), no country in the world in any team sport has similar medal table. Only between 1997 and 2012, the marks of 360 gold medals, 220 silver medals and 200 bronze medals were achieved, counting all sports categories. These achievements reverberate positively in both political macrostructures of the sport as in the family, social and school microstructures.

As a result, in Physical Education classes, volleyball is increasingly present and the players and coaches have become national idols, appearing frequently in the media and in advertising campaigns (Krebs, Brandão, & Copetti, 2010).

However, despite all efforts, it is difficult to develop and even more to stay in the athletic career, since it is involved in wide-ranging issues, both in the public and in the social and family spheres and of personal development.

Studies by Folle, Juarez e Graça (2015), presented evidences showing that the process of athletic formation starts from the combination of several personal factors: physical, anthropometric, psychological and technical-tactical that operate positively or negatively and that end up enabling the detection and selection of young athletes to the process of sports training. However, regardless of talent, the personal, psychosocial and academic-professional development end up influencing the development of the sporting career, requiring resources and personal and interpersonal strategies so that the difficulties can be overcome.

According to Sgobi (2012), sport initially presents a playful environment that goes on developing, until finally the game is interspersed with hard work, and the competition approximates the battlefield, requiring overcoming and extreme effort and it is in this environment that the youths will have their training.

The concept of career as we understand today, that is, the working life path is recent, having appeared in the 19th century and according to Chanlat (1995, p. 67) means "an occupation, a profession that presents phases, a progression".

From the understanding that "career" implies developments within the profession, the term "sporting career" is defined by Alfermann and Stambulova (2007, p.713) as the "*voluntary and multi-annual practice of a sport activity chosen by the athlete with the objective of achieving high levels of performance in one or many sporting events*".

The athlete passes through different stages, arising from both the stages of personal development and sport learning, and his own life history, in other words, the athletic career goes through different

transitions and changes throughout its development, for instance, transition from children's sports to youth, junior and adult sports; from the amateur to the professional sport, the transition to the end of the sporting career, etc. (Marques & Samulski, 2009; Wylleman & Lavallee, 2004; Folle, Nascimento, & Graça, 2015).

The career transition in sport is the result of innumerable factors, and most often, a combination of individual factors and social influences. Development experiences, sports identity, perception of control, social identification, third-party contributions, available resources to adapt to the transition, besides a prior career planning are examples of these factors (Alfermann, Lavalle, & Willeman, 2004).

The sports scientific community has been struggling to conceptualize the career transition process since when the debate about the difficulties faced by the athletes throughout their sports practice became emerging. The first studies focused this transition process only on the perspective of the sportsman, but recent studies seek to observe and analyze the transitions in the sporting career of athletes as a process that involves multiple spheres of their lives that not only the sporting life.

Based on research about the career development of student-athletes, elite professional athletes and former Olympic athletes, Wylleman and Lavallee (2004) presented a model of development that includes the evolutionary transitions that are faced during the sporting life and that are associated with the other areas of development, as described in the following figure:

AGE	10	15	20	25	30	35
ATHLETIC LEVEL	Initiation	Development	Mastery		Discontinuation	
PSYCHOLOGICAL LEVEL	Childhood	Adolescence	(Young) Adulthood			
PSYCHOSOCIAL LEVEL	Parents, Sibling, Peers,	Peers, Coach, Parents,	Partner, Coach,		Family, Coach	
ACADEMIC VOCATIONAL LEVEL	Primary Education	Secondary Education	Higher Education	Professional Occupation		
Note: the age at which the transition occurs is an approximation.						

Figure 1. Model Adapted to development in transitions faced by the athletes in the sporting career, stage of psychological, psychosocial and academic/professional development (Wylleman & Lavallee, 2004)

This model presents the transitions in development within the sports career, associating them to the level of requirement of sport so that the initiation phase is given in childhood, approximately between 10 and 13, when children develop playful activities without the excessive demand of performance. In this age group, parents, siblings and friends represent the greatest psychosocial influences and with regard to education, they are in elementary school (Wylleman, & Lavallee, 2004; Alfermann, Lavalle, & Wylleman, 2004).

The phase of development occurs during adolescence, between 14 and 18, when in the initiation phase is made the choice of sports modality and start competitions, increasing the athlete's level of commitment to the sport, which requires further organization in his routine. As for education, they should be attending high school and the psychosocial development should be under the influence of friends, coach and parents (Wylleman & Lavallee, 2004; Alfermann et al., 2004).

The stage of excellence, between 18 and 27 years approximately, is the time in which the athlete decides to invest in his career, dedicating himself entirely to sports performance and in most sports through professional training. It is at this stage that there is the choice of professional career and the possibility to start higher education. The great figures of influence in his life are the partner and the coach (Wylleman & Lavallee, 2004; Alfermann et al., 2004).

The retirement phase in the sport often happens before the age of 30 years, much earlier than in most other professional careers, and from this phase, there is the reduction in the involvement of the athlete with the training and competitions. This is a time in which he is being influenced, mainly by the partner and the family itself (Wylleman & Lavallee, 2004; Alfermann et al., 2004).

According to the authors, this model emphasizes the interactive nature of transitions in different domains of the lives of the athletes, showing that not only the transitions related to the athletic life, but also all the interactions of life may affect the development of their sporting career.

Complementing previous studies that focused on the contribution of coaches, parents and colleagues in the development of the athletes, most recent studies also consider the role of macro-social factors such as, for instance, the context and the sociocultural environment in which the sport is regionally inserted, with its facilities and difficulties, and, how these interfere directly in this process (Stambulova, Stephan, & Järphag, 2007).

The adolescence phase in sport requires a special look, since it reports to a time of transition to adulthood and the adolescent of today, in addition to the insecurity of his own age, lives other types of uncertainties from the magnification of prospects, availability of social possibilities, and variety of scenarios in which the life choices can be located (Melucci, 1996).

Extending the analysis of this moment of development, Pais (2002) addresses the transition to adulthood bringing the question that the time lived today is not determined only by the experiences added up from the past, but, the inspirations and plans for the future are part of it, once the present appears conditioned by projects or the anticipation of the future. In this context, the meaning attributed to the activity chosen by the youth can have great importance in deciding his future choices.

The moment, in life, of the transition from the adolescent phase to adulthood and consequently from the development phase to sporting excellence, according to Wylleman and Lavallee (2004), requires important decisions, such as continuing with elite sport or "abandon" the dream of sport as profession and opt for other professional career.

Understanding the aspects implied in these different moments of transition can be the key element in the process of planning and adjustment of the athletic career of sportsmen in general. Therefore, studies on Sports Career Transition became a global research trend in the field of Sports Psychology, however, in Brazil; there is a lack of studies about the aspects related to the transitions throughout the sporting career of athletes.

In fact, most studies conducted refers to the transition from sporting life to post-sport life (Brandão & Agresta, 2012; Marques & Samulski, 2009). Besides, there were no studies on the meaning of sport activity in volleyball athletes in an important moment of transition, from the amateur sport to the professional.

Subjective processes guide sports activities (Brandão, Serpa, Krebs, Araújo, & Machado, 2011) and the meaning of these activities is understood as part of the subjectivity of each athlete, therefore, singular, unique, and capable of provoking a set of reactions of differentiated conduct that will influence in the decisions of the career transition process. Thus, the understanding of the meaning of being a player for each youth is an additional element in this intricate process of professional decision taking.

Thus, the aim of this study was to evaluate how U-19 male volleyball players, in the process of transition of sporting career, attribute meaning to the sport to which they are dedicated.

Method

The present research is characterized as qualitative and quantitative, having as participants 16 volleyball athletes of the U-19 category, aged between 17 and 18 years, male, all federated, conducting their training in 2013 in a sports center of the city of São Paulo. This center aims at training athletes for high performance in several Olympic sports, with children and youths participating in the main municipal, state, national and even international competitions (Portal da PMSP, 2014).

The athletes filled out a form containing the following biographical data: age, age of onset of regular training in volleyball and schooling, then they answered the following questions: 1. If they intended to continue in the sport after the U-19 category, 2. If they intended to follow other career and what would be this career, 3 If they have already thought about leaving sport, and finally, they answered the generating question: 4. "What does mean to you to be a volleyball player?". There was no speech limit for the answers, ranging from a single word to a long text.

All of them were evaluated at the training center, in time previously established with the technical committee. Before starting the data collection, the technical committee and the athletes were contacted to explain the objectives of the study, as well as the procedures of evaluation. The athlete and his parents or legal guardian in the case of minors signed the free and informed consent form (FICF). The questionnaires were applied individually, filled without identifying the athlete and in a place reserved to guarantee privacy. The present study was approved by the committee on ethics in research of the São Judas Tadeu University according to the protocol 167627/2012.

The responses of the biographical data, in terms of frequency and percentage of responses, and the generating question were analyzed according to the procedures recommended by Miles and Huberman (2004), comprised of the following steps: exhaustive reading of the answers in order to be completely familiarized with them; selection of relevant information, choice as units of record, sentences or statements; data reduction by applying, a posteriori, a coding system, congregating thus the several sentences and statements into categories of analyses with common characteristics.

Results

Biographical data revealed the following information: the average age of the athletes is 17.5 years (sd + 0.5), they started regular training in volleyball on average at the age of 12.5 (sd +1.5) and became federated on average at the age of 14.5 (sd +1.0). As for education, 69% were enrolled in high school, 6% in technical education and 25% in higher education, that is, it is noticed in this study that all the participating athletes presented schooling level compatible with the age, between high school and higher education.

When asked whether they intended to continue playing volleyball after the category U-19, 62.5% of the athletes expressed interest to continue playing, while 18.75% did not intend to continue and 18.75% have not decided until that moment whether or not to continue the career. Such information shows that most of the participants intend to play in the U-21 category that is the front door to the adult category. In relation to the choice for other professional careers, all athletes referred interest in university level education in different courses. Despite the expressed interest in continuing the sport, 80% at some point thought about giving up.

From the responses of the generating question: "What does mean to you to be a volleyball player?" four categories of answers emerged: (a) psycho-emotional and behavioral skills, with 31% of the statements of the respondents; (b) emotions in sport, with 38% of the statements; (c) recognition and financial return, with 19% of the statements and finally; (d) competencies as an athlete/player, with 12% of the statements. Next, the definitions of each category will be presented and, to illustrate, the textual statements of the athletes will be individually identified from **e1** to **e 16**.

(a) *Psycho-emotional and behavioral skills*: This category includes the statements indicating that to be a volleyball player means having control of the emotions in sport and behaviors compatible with those expected for an athlete: **e1**: *"have a very good psychological that regardless of having made a mistake*

and/or the pressure of the crowd being able to circumvent the mistake..."; **e2**: "have posture of athlete and man inside and outside the volleyball court"; **e3**: "to be a volleyball player, firstly you must have discipline, must be a complete athlete in every training. It is necessary to have cold blood in the tense hours of a game and stay calm to finalize a score"; **e4**: "have attitude, discipline, leadership..."; **e5**: "Overcoming, willpower".

(b) *Sports Emotions*: The statements indicate that to be volleyball player is an activity that generates feelings of pleasure, love and happiness and that these are products of the own practice: **e6**: "it means everything, means make it worth all the time and sweat dedicated to the sport that I love"; **e7**: "it means doing something that you love to do, something that pleases you and gives you happiness"; **e8**: "doing for a very long time something that I love that is to play"; **e9**: "It is everything, more than a sport a passion"; **e10**: "It means a refuge, it has always been and will always be what makes me happy"; **e11**: "a safe haven, joy, love, my place where I find happiness and harmony also adrenaline."

(c) *Recognition and financial return*: This category includes statements that indicate the value assigned to the sport through professional recognition and prestige, in addition to financial returns: **e12**: "...be recognized worldwide"; **e13**: "for me, being a volleyball player means being recognized and always represent an institution or a country in the sport that I dedicate myself so much to succeed in being a professional"; **e14**: "have a good financial return through sport".

(d) *Competencies as an athlete/player*: This category includes the statements indicating that the meaning of being a player is related to technical and tactical competencies in addition to the requirements inherent to the fact of being an athlete; **e15**: "being a volleyball player is to be just one more in the world of volleyball, but volleyball athlete is totally different, is to acquire a technical and tactical knowledge about sport, having all the volleyball wiles"; **e16**: "being a volleyball player for me is to know how to play volleyball, different from being volleyball athlete where there is a routine of trainings and games, where the demand is much higher".

Discussion

The objective of the present study was to evaluate the implicit meaning that male volleyball players of the U-19 category in the process of transition of/in career attribute spontaneously to the activity to which they are dedicated.

The average age of the athletes is 17.5 years, therefore, when observed according to the adapted model of development from Wylleman and Lavalée (2004), today, in relation to the sporting career, everyone is in transition from the development to the excellence phase, time in which the level of demand on the part of the technical staff increases and there is the need for great dedication of time and personal effort.

As for the psychological development, the athletes are in transition from adolescence to adulthood, which means that in the psychosocial area, they are suffering direct influence of friends, coaches and parents, but according to Alfermann, et al. (2004) and Wylleman and Lavalée (2004), soon the current influences will cede space for an affective relationship, still remaining the importance of the coach in their decisions.

The subjective meaning is the form in which the various elements that compose the social subjectivity and the objective conditions of life are organized in an emotional and symbolic dimension. Thus, the individuals reorganize themselves and create possibilities to develop fully in all aspects in the contexts of social organization that are constantly recreated (González Rey, 2007).

Studies by González Rey (2007) point out that the subjective meaning and the subjective configurations are important, not only because allow to understand the individual actions, but because allow to understand society in a new dimension, in the consequences about the man and the organization of his different spaces of social life.

The model of Wylleman and Lavalée (2004) leads to the understand of the athletic development as a continuous and relational process being internalized by each person in a special way, thus, the meaning

of sport for each athlete can provide important elements about how each athlete builds his future possibilities from personal experience and subjectivity.

Investigating the meaning assigned by athletes to volleyball, we observed that the emotion is expressed by most athletes and was identified in sentences such as the following athletes: **e6**: *"it means everything, means to make it worth all the time and sweat dedicated to the sport that I love"* or as for **e7** that means: *"doing for a very long time something that I love that is to play"*; **e10**: *"it means a refuge, it has always been and will always be what makes me happy"*; **e11**: *"a safe haven, joy, love, my place where I find happiness and harmony"*, in these phrases we find passion and love as a motivating aspect for the engagement and maintenance of sports practice, aspect pointed out in different studies, such as Vieira (2011), Brandão et al. (2011) and Ferreira and Brandão (2012).

The authors Vallerand, Grouzet, Dumais, Grenier and Blanchard (2006) and Vallerand et al. (2007) developed a model to define passion from the understanding that the individuals are motivated to explore the environment where they live in order to develop themselves and by doing this they get involved in a variety of activities. Of these, only some will be particularly pleasant, important and will be in tune with the way of being of the person and end up being part of their lives in an intense way.

From this assumption, Vallerand et al. (2007) define passion as a strong inclination and desire about an activity that the individual considers important and invests time and energy, that is, for an activity to represent passion it should be significant in the person's life, something that he likes or loves and that spends time regularly in its execution. These authors also claim that passion reflects a strong investment in a particular activity, which implies that the individual is committed to engage in this activity in a competent way.

Another important characteristic about passion in the sport according to Vallerand et al. (2007) is that the activity becomes internalized as part of the person's identity, becoming an inherent part of who the person is, that is, he does not only practice the sport, but he is also a volleyball player, he is an athlete.

In a study with female volleyball athletes of youth category, Agnello (2009) shows similar results, revealing that the meaning of volleyball is related to passion for the practice itself, expectations of success through self-effort and dedication to meet the challenges and difficulties.

We note the fact that the athletes did not refer to volleyball as a distraction or a possibility of social interaction, which could be expected for the age. Perhaps because they withstand the demands of the elite sport, they have a more focused look at achievements as we can see through the following statement of the athlete identified as **e16**: *"being a volleyball player for me is to know how to play volleyball, different from being volleyball athlete where there is a routine of trainings and games, where the demand is much higher"*.

The reasons why an individual decides to participate in a sport constitute an important component of the subjective meaning of this activity and are motivating elements for the permanence.

According to Reinboth and Dudley (2004), the motivation may be related to the involvement with the task, which appears when the individuals focus their efforts on the development of the sport performance, with competence and concern with the mastery of task, being persistent, establishing appropriate goals and being motivated for success, or oriented towards the ego, presented in individuals who are motivated by external factors, such as recognition and status, demonstrating a concern with the comparison of their capacity with that of others.

In the statements of the athletes such as: **e12** *"...be recognized worldwide"*; **e13** *"being a volleyball player for me means to be recognized and always represent an institution or a country..."* and **e14** *"have a good financial return through the sport"*, we find athletes who affirm that the meaning of the sport in their lives is related to social recognition and financial return showing that, for them, the motivation seems to be more focused on the ego and external rewards.

However, in the following statements of the athletes: **e4**: *"being an athlete means to have attitude, discipline, leadership..."*; **e5**: *"Overcoming, willpower"*; **e3**: *"to be a volleyball player, firstly you must have discipline, must be a complete athlete in every training. It is necessary to have cold blood in the tense hours of a game and stay calm to finalize a score"*; **e2**: *"have posture of athlete and man inside and outside the volleyball court"*; **e1**: *"have a very good psychological that regardless of having made a mistake and/or the pressure of the crowd being able to circumvent the mistake..."*, we observed that more than 30% showed motivation for the task by pointing the importance of psycho-emotional and behavioral

skills such as posture, discipline and emotional control, in addition to the competencies as athlete, related to dedication, focus, technical knowledge and tactics.

The athletes of the research refer to sport in a very self-centered way, indicating that the meaning of the sport is in the improvement of tactics and technique, in the issues related to their own emotions, in the development of psycho-emotional skills and behavior and recognition. At no time it was mentioned the importance of other persons, such as parents, coaches or friends, revealing that, in the conception of these athletes, the sport occupies central place in their lives and that the result depends strictly on the commitment of each of them.

In a comparative study between athlete and non-athlete adolescents, Albion and Fogarty (2005) observed that the level of difficulty and the conflicts faced at the moment of decision-making in the career are the same among all teenagers, and we can see in this study that although most of them wish to follow sport career, at some point they have already thought about leaving sport.

Volleyball is definitely not the only option of professional career for these youths, because all of them when asked if they plan to have a profession other than the sport, they answered yes. Almost all professions presented require university level: engineering, history, medicine, law, music, fashion, architecture, business administration and pharmacy. These results differ from those found in the studies of Agresta (2006) carried out with basketball and soccer players, in which it was noticed that the sport directly influenced in the choice of the new professional career (coaches, assistants, commentators) and that 66.3% did not study during the professional career and had not, therefore, another professional training.

According to studies mentioned by Rubio (2012), athletes have better adjustment in the career and in post-athletic life if they have plans for the future and an identity other than sportsmen, thus expanding the network of relationships and social support, obtaining successful experiences outside the sports courts, and preferably, being prepared to follow new career pursuing a higher education that will provide them new professional identity.

Final considerations

Becoming an athlete requires early professional choice, abdications, dreams, knowing to handle with frustration and still have motivation, frequent injuries, besides facing physical challenges where only the tallest and physically capable will pass through the funnel from the amateur to the professional sport, reasons why most athlete possibly at some point have already thought about abandoning sport. However, despite all adversities and all athletes of this research are attending secondary, technical or higher education, most want continuing in the athletic career for at least in the next category (U-21).

The meaning of volleyball for the athletes appears strongly associated with the feeling of pleasure, happiness, love and emotional safety that the practice provides, therefore, this research reveals that for these athletes the passion for the sport is strong factor of engagement and stay in the activity.

Motivation for sport appeared related to external factors such as social recognition and financial return; however, most find meaning and motivation in accomplishing the task, that is, in applying tactics and technique as form of potentiating performance and pleasant feelings that the practice itself provides.

Personal characteristics such as leadership, attitude, posture, discipline, capacity to overcome and willpower are those that will be important for the formation of the person independent of sport, and they were valued and demonstrate that sports practice has a role that goes far beyond the sports courts and that will guide the lives of these youths.

The implicit meaning of volleyball for each athlete, brings to light the subjectivity involved in the practice of sport and understanding the emotions and feelings assigned by each athlete can be of fundamental importance to elaborate a plan of psychological preparation that aims at supporting their needs, including the decision to stay or not in sport, or to which path to follow if they wish to stay in sport.

From this study, we can recommend the development of complementary researches for the issue, such as comparative studies between athletes of the same age group in other training centers and modalities, as well as longitudinal studies to identify which are the facilitations and difficulties found by

the athletes whose sporting career reached professionalization or those whose sporting career did not reach professionalization, and studies focusing on the perspective of coaches and family about the sporting career, are also fundamental.

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