

Does Mindfulness Affect Happiness?: The Relationship Between Mindfulness and Happiness in Sports

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Abstract

In this study, it was aimed to examine the relationship between mindfulness in sports and the happiness levels of students receiving sports education. The research group consisted of 78 women (31.6%) and 169 men (68.4%) studying at Bitlis Eren University Bachelor program in Physical Education and Sports (114 people) and Bitlis Ziya Eren Sports High School (133 people). It consists of 247 athletes. Relational screening model was used in the research. "Personal Information Form", "Athlete Mindfulness Scale" and "Happiness Scale" were used as data collection tools in the research. The analyses of the data in the research were made with the SPSS 22 statistical package program. The findings obtained from the research were analyzed according to the variables of gender, school type, sports branch and sporting success. In conclusion, it has been determined that the age of the athletes does not significantly predict happiness and athlete mindfulness and its sub-dimensions. In addition, a positive low level statistically significant relationship was found between the happiness scale of the athletes and the scores obtained from the "non-judgmental" dimension of the athlete mindfulness scale, and as the happiness levels of the athletes increase, the level of non-judgment also increases.

Keywords: Sports, Sports High School, Athlete Mindfulness, Happiness.

Bilinçli Farkındalık Mutluluğa Etki Eder Mi?: Sporda Bilinçli Farkındalık ile Mutluluk İlişkisi

Öz

Bu çalışma da, spor eğitimi alan öğrencilerinin sporda bilinçli farkındalık ile mutluluk düzeyleri arasındaki ilişkiyi incelemek amaçlanmıştır. Araştırma grubunu Bitlis Eren Üniversitesi Beden Eğitimi ve Spor Yüksekokulu (114 kişi) ve Bitlis Ziya Eren Spor Lisesinde (133 kişi) öğrenim gören 78'i kadın (%31,6), 169'u erkek (%68,4) olmak üzere toplam 247 sporçudan oluşmaktadır. Araştırmada ilişkisel tarama modeli kullanılmıştır. Araştırma da veri toplama aracı olarak, "Kişisel Bilgi Formu", "Sporcu Bilinçli Farkındalık Ölçeği" ve "Mutluluk Ölçeği" kullanılmıştır. Araştırma da verilerin analizi SPSS 22 istatistik paket programı ile yapılmıştır. Araştırmadan elde edilen bulgular cinsiyet, okul türü, spor branşı ve sportif başarı değişkenlerine göre analiz edilmiştir. Sonuç olarak; sporcuların yaşlarının mutluluk ile sporcu bilinçli farkındalık ve alt boyutlarını anlamlı düzeyde yordamadığı tespit edilmiştir. Ayrıca sporcuların mutluluk ölçeği ile sporcu bilinçli farkındalık ölçeğinin "yargılamama" boyutundan elde edilen puanlar arasında pozitif yönlü düşük düzeyde istatistiksel olarak anlamlı ilişki saptanmış olup, sporcuların mutluluk düzeyleri arttıkça yargılamama düzeyleri de artmaktadır.

Anahtar Kelimeler: Spor, Spor Lisesi, Sporcu Bilinçli Farkındalığı, Mutluluk.

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INTRODUCTION

The concept of mindfulness is based on the word "Sati", which was used 2500 years ago in the language of "Pali", the Buddhist teaching language in which Buddha's teachings were written, and which means awareness, attention and remembrance. The word "Sati" was translated into the English word mindfulness, which is the quality of being aware and paying attention, in 1921 and reached its current usage (Germer, 2009). It does not mean to remember memories or to live with them, but to invite attention to whatever is happening now, to that moment again (Özyeşil, 2011).

Mindfulness, an ancient tradition; can be expressed as the improvement of the emotional disorder felt physically and mentally by turning to the positive and the reduction of sadness-pain. However, it is defined as a fundamental psychological process that can change how one responds not only to existential problems in daily life, but also to serious psychological problems such as chronic depression and psychotic delusions (Siegel, Germer & Olendzki, 2008). Thus, suitable conditions are provided to create conscious happiness both in daily life and in the rapidly advancing time. Mindfulness doesn't just help one turn to positive emotions and thoughts; at the same time, it protects from the negative effects of self-critical thoughts (Bajaj et al., 2016). However, mindfulness alone is not enough to achieve happiness, it prepares the ground for other necessary factors (Rapgay & Brystrisky, 2007; cited in Siegel et al., 2008).

Mindfulness makes it possible to realize and control one's thought errors and thus increases the level of happiness perceived by the person (Arslan & Bektaş, 2020). The concept of 'happiness' is one of the topics which are frequently thought about throughout human history. In the most general sense, happiness; differences between people are defined as the purpose of life and are used together with the concepts of subjective well-being and life satisfaction (Eryılmaz, 2010). In other words; it is also expressed as "a competent state of satisfaction, which is an ideal that can be achieved through meaningful activity and interaction, and the fulfillment of desires and wishes completely" (Akduman & Yüksekbilgili, 2015). An individual's happiness can only be gained through his/her actions, and positively shaping this in his lifestyle with mindfulness can help him reach physical and spiritual satisfaction.

Human is not only a physical and physiological being, but also a living being with psychological, sociological and cultural characteristics. For this reason, it is thought that the mental and emotional state of the athlete in the sports environment is closely related to her/his performance. Today, performance in sports is defined as the physiological, biomechanical and psychological efficiency of the athlete during the activity (Altıntaş & Akalan, 2007). Achieving an optimal and superior performance depends on the development of both the psychological and physiological abilities of the athlete and increasing them to a certain level in accordance with the purpose (Konter, 2003). Many methods are used to achieve high performance and various methods are applied to ensure the mental, physical and psychological development of the athlete. Mental training, which is one of them, is among the concepts that an athlete should learn and apply in the annual training program. For this reason, sports psychologists examine mental training processes under two headings. Mental practice; while it is expressed as mental imagery and visual visualization of skills in mind; mental preparation, It is expressed as mental preparation before performance in which various strategies aiming at performance improvement are applied (Konter, 1999).

Mindfulness, which is considered one of the variables that positively affect happiness; is defined as focusing on the “here and now” in a non-judgmental and accepting way (Kabat-Zinn, 1994). The individual performs many actions without being aware of it, that is, he/she applies her feelings and thoughts automatically without being aware of it. Athletes can achieve success in subjects such as controlling their emotions and thoughts, self-confidence, motivation, coping with stress and learning skills with the help of mental training programs. In addition, mindfulness and happiness (Bellin, 2015); stress and emotional intelligence perceived by mindfulness (Bao et al., 2015); stress coping skills (Carpenter et al., 2018); life satisfaction (Kong et al., 2014); There are studies on cognitive flexibility (Moore & Malinowski, 2009). In the studies in the literature, it is seen that the mental states of the athletes are examined according to the physical, technical and tactical situation (Botwina ve Krawczynski, 2003; Sosovec, 2004; Crossman, 1992). The use of mindfulness in sports psychology is mostly about increasing sportive performance (Thompson et al., 2011). Happiness is thought to be one of the important tools used in solving problems in the emotional, mental and behavioral development of athletes in sports psychology. In line with this information, it is aimed to examine the level of the relationship between mindfulness and happiness levels in sports and in which direction they affect each other, with some variables.

METHOD

Model of the Research

In this study, which was conducted to determine the relationship between mindfulness in sports and happiness levels of students receiving sports training, the relational screening model was used. According to Karasar (2007), the relational screening model is defined as “a research model that aims to determine the existence and/or degree of co-variation between two or more variables”.

Study Group

The study group consisted of 78 women (31.6%) and 169 men (68.4%) studying at Bitlis Eren University School of Physical Education and Sports (114 people) and Bitlis Ziya Eren Sports High School (133 people) in the 2021-2022 academic year. The students forming the study group consisted of 247 people in total. Information on the demographic variables of the students is given in Table 1.

Table 1. Frequency table of participants' demographic variables

Variable		f	%
Gender	Female	78	31,6
	Male	169	68,4
School Type	Sports high school	133	53,8
	Bachelor program in Physical Education and Sports	114	46,2
Type of Sport	Individual sports	149	60,3
	Team sports	98	39,7
Sporting Success	No	112	45,3
	Yes	135	54,7
Total		247	100,0

When Table 1 is examined, it is seen that 31.6% of the athletes included in the study are female and 68.4% are male. 53.8% of the students study in sports high school, 46.2% in Bachelor program in Physical Education and Sports. 60.3% of them are interested in individual sports

and 39.7% in team sports. While 45.3% of them did not have sportive success, it was determined that 54.7% of them achieved sportive success.

Research Publication Ethics

It was approved with the decision of Bitlis Eren University Ethics Committee numbered 22/01-4 and document registration number E.1654.

Data Collection Tools

The data collection form used in the research consists of two parts. While the first part is the Personal Information Form prepared by the researcher, the second part consists of Athlete mindfulness and Happiness scales, of which validity and reliability have been established. Reliability coefficients of the scales are given in Table 2.

Table 2. Reliability coefficients of the scales

Scales	Chronbach's Alpha (α)	Number of Items
Awareness	,81	5
Non-Judgment	,80	5
Refocusing	,75	5
Athlete Mindfulness Scales Total	,80	5
Happiness Scale Total	,78	6

Reliability values determined by Özdamar in the literature; $0.00 < \alpha < 0.40$ "not reliable", $0.41 < \alpha < 0.60$ "low confidence", $0.61 < \alpha < 0.80$ "moderately reliable", $0.81 < \alpha < 1.00$ "high confidence" level of reliability" (Özdamar, 1999). When Table 2 is examined, it is seen that the chronbach's alpha (α) values are sufficient for reliability.

Personal Information Form

It was created by the researcher to determine the demographic characteristics of the students receiving sports education, such as age, gender, school type, sport type and sporting success.

Athlete Mindfulness Scale

The scale, which aims to measure the mindfulness levels of athletes, was developed by Thienot et al. (2014). The Turkish adaptation of the scale was made by Tingaz (2020b). The scale consists of three sub-dimensions: Awareness (5 items) ($\alpha=0.81$), non-judgment (5 items) ($\alpha=0.70$), refocusing (5 items) ($\alpha=0.77$) and a total of 15 items. The scale, which has a 6-point Likert type structure, is scored as (1) "almost never" and (6) "almost always". Non-judgmental sub-dimension items are reverse coded in the scale. The Cronbach Alpha internal consistency coefficient of the scale was determined as ($\alpha=0.81$).

Happiness Scale

The happiness scale was developed by Demirci & Ekşi (2018). It consists of one dimension and 6 items and there is no reverse item on the scale. The scale, which has a 5-point Likert type structure, is scored as (1) Not at all suitable for me (2) Not suitable for me (3) Somewhat Suitable for me (4) Fairly Suitable for Me (5) Completely Suitable for Me. The Cronbach alpha internal consistency coefficient of the scale was calculated as .83.

Analysis of Data

Before the analysis of the studies, it is necessary to provide statistical information about whether the assumptions such as normality, homogeneity, linearity and stationarity are provided by the researcher, and which statistical analysis he prefers in line with this information (Tozoğlu & Dursun, 2020). Before the analysis, skewness and kurtosis values were examined to decide on the tests to be used in the analysis of the data. Since the skewness and kurtosis values in Table 3 are within the limits (-1.5 to +1.5) determined by Tabachnick and Fidel (2013), parametric tests were used because the data set showed normal distribution. It has been seen that parametric tests can be used in the analysis of the data set according to the obtained values. First of all, descriptive statistics were made to determine the demographic characteristics. Then, the independent samples t-test was used for comparisons with two groups, and "One-Way Analysis of Variance" was used for comparisons with more than two groups, and the "Tukey HSD" multiple comparison tests were used to determine the source of the difference. In my Box m test, it was seen that the assumptions were not met. Considering that it is important for the reliability of the test, it was decided to perform the T-test and ANOVA. Pearson correlation test was applied to determine the relationship between the participants' ages, mindfulness levels and happiness levels.

Table 3. Descriptive analysis of the scales

Scales	n	Min.	Max.	\bar{X}	s	Mode	Median	Skewness	Kurtosis
Awareness	247	2,40	9,60	4,96	,86	5,20	5,00	,03	1,30
Non-Judgment	247	1,00	16,80	3,21	1,53	3,20	3,00	,08	,13
Refocusing	247	2,20	18,00	4,98	1,50	5,20	5,00	,19	1,06
Athlete Mindfulness Scales Total	247	2,93	9,20	4,39	,82	4,47	4,33	1,23	,76
Happiness Scale Total	247	1,17	12,67	3,97	1,12	3,83	4,00	1,38	,98

When examining the averages obtained from the sub-dimensions of the Athlete Mindfulness Scale, the highest average ($\bar{X}=4.98\pm 1.50$) and the lowest average value in the "No-Judgment" sub-dimension ($\bar{X}=3.21\pm 1, 53$) were found. The mean score of the happiness scale was found to be ($\bar{X}=3.97\pm 1.12$).

RESULTS

Table 4. T-test analysis of gender variable

Scales	Gender	n	\bar{X}	s	sd	t	p																																												
Awareness	Female	78	4,07	1,30	244	1,14	,25																																												
	Male	168	3,90	,97				Non-Judgment	Female	78	4,35	,82	244	-,53	,59	Male	168	4,41	,82	Refocusing	Female	78	3,01	1,27	244	-1,37	,17	Male	168	3,30	1,63	Athlete Mindfulness Scales Total	Female	78	4,97	,89	244	,06	,94	Male	168	4,96	,85	Happiness Scale Total	Female	78	3,94	1,23	244	2,14	,03*
Non-Judgment	Female	78	4,35	,82	244	-,53	,59																																												
	Male	168	4,41	,82				Refocusing	Female	78	3,01	1,27	244	-1,37	,17	Male	168	3,30	1,63	Athlete Mindfulness Scales Total	Female	78	4,97	,89	244	,06	,94	Male	168	4,96	,85	Happiness Scale Total	Female	78	3,94	1,23	244	2,14	,03*	Male	168	3,54	1,44								
Refocusing	Female	78	3,01	1,27	244	-1,37	,17																																												
	Male	168	3,30	1,63				Athlete Mindfulness Scales Total	Female	78	4,97	,89	244	,06	,94	Male	168	4,96	,85	Happiness Scale Total	Female	78	3,94	1,23	244	2,14	,03*	Male	168	3,54	1,44																				
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	Male	168	3,54	1,44																																															

(p<0.05)

According to the results of the analysis given in Table 4, no statistically significant difference was found between the genders of the students and the scores they received from the Athlete Mindfulness scale ($p>0.05$). A statistically significant difference was found between the gender of the participants and the scores they got from the happiness scale ($p<0.05$). It was found that women's happiness levels were higher than men's.

Table 5. T-test analysis of the school type variable

Scales	School Type	n	\bar{X}	s	sd	t	p
Awareness	Sports High School	133	3,83	,93	245	-2,04	,04*
	BPPES	114	4,13	1,30			
Non-Judgment	Sports High School	133	4,47	,92	245	1,75	,08
	BPPES	114	4,29	,67			
Refocusing	Sports High School	133	3,35	1,66	245	1,55	,12
	BPPES	114	3,05	1,35			
Athlete Mindfulness Scales Total	Sports High School	133	4,87	,90	245	-1,89	,06
	BPPES	114	5,08	,81			
Happiness Scale Total	Sports High School	133	5,19	1,87	245	2,40	,01*
	BPPES	114	4,73	,82			

BPPES: Bachelor Program in Physical Education and Sports
($p<0.05$)

When Table 5 is examined, a significant difference was found in the "Awareness" dimension according to the T-test results between the school type variable of the students and the scores obtained from the Athlete Mindfulness sub-dimensions ($p<0.05$). It has been determined that the mindfulness level of Bachelor program in Physical Education and Sports students is higher than that of sports high school students. There was no significant difference in other sub-dimensions. In addition, a statistically significant difference was found between the Happiness scale and the school type variable ($p<0.05$). It has been determined that the happiness scores of sports high school students are higher than Bachelor program in Physical Education and Sports students.

Table 6. T-test analysis of sports branch variable

Scales	Sports Branch	n	\bar{X}	s	sd	t	p
Awareness	Individual	149	5,05	,85	245	1,88	,06
	Team	98	4,84	,87			
Non-Judgment	Individual	149	3,19	1,30	245	-,27	,79
	Team	98	3,25	1,83			
Refocusing	Individual	149	4,98	1,48	245	,06	,94
	Team	98	4,97	1,54			
Athlete Mindfulness Scales Total	Individual	149	4,41	,76	245	,52	,61
	Team	98	4,35	,91			
Happiness Scale Total	Individual	149	4,08	1,27	245	1,89	,04*
	Team	98	3,80	,83			

($p<0.05$)

According to the results of the analysis given in Table 6, a statistically significant difference was found between the sports branch and the scores they got from the happiness scale ($p<0.05$). It has been found that the average score of individuals who do individual sports is higher than

those who do team sports. On the other hand, no statistically significant difference was found between the sports branch of the participants and the scores they got from the sub-dimensions of the Athlete Mindfulness Scale ($p>0.05$).

Table 7. T-test analysis of sporting success variable

Scales	Sporting Success	n	\bar{X}	s	sd	t	p
Awareness	No	112	5,01	,73	245	,72	,46
	Yes	135	4,93	,96			
Non-Judgment	No	112	3,53	1,38	245	-2,21	,02*
	Yes	135	4,01	1,89			
Refocusing	No	112	4,91	1,30	245	-,63	,52
	Yes	135	5,03	1,64			
Athlete Mindfulness Scales Total	No	112	4,32	,72	245	-1,05	,29
	Yes	135	4,44	,89			
Happiness Scale Total	No	112	3,99	1,00	245	,30	,76
	Yes	135	3,95	1,22			

($p<0.05$)

According to the results of the analysis given in Table 7, a significant difference was found in the "No-Judgment" dimension, according to the T-test results between the sporting success variable and the scores obtained from the Athlete Mindfulness sub-dimensions ($p<0.05$). It has been determined that the mean score of the athletes with a sporting success is higher than those without a sporting success. There was no statistically significant difference between the sporting success of the athletes and the scores they got from the happiness scale ($p>0.05$).

Table 8. Regression analysis of age variable

Independent Variable	Dependent Variable	B	Std. Error	β	t	p	R	R ²	F	P
Age	Awareness	4,729	,242	,065	19,562	0,31	,065	,004	1,037	0,31
	Non-Judgment	4,181	,473	-,053	8,844	0,40	,053	,003	,692	0,40
	Refocusing	5,628	,417	-,101	13,500	0,11	,101	,010	2,525	0,11
	Athlete Mindfulness Scales Total	4,666	,229	-,079	20,376	0,21	,079	,006	1,526	0,21
	Happiness Scale Total	-,455	,277	,107	1,685	0,93	,107	,011	2,818	0,93

In Table 8, when the results of the linear regression analysis are examined, the predictive variable is age, and the predicted variables are the mindfulness in sports scale and its sub-dimensions, and the happiness scale. In addition, it was determined that the age of the athletes did not significantly predict the happiness and athlete mindfulness scale and its sub-dimensions ($p>0.01$).

Table 9. Pearson correlation analysis of athlete mindfulness and happiness scale

	n=247	Athlete Mindfulness Scales Total			
		Awareness	Non-Judgment	Refocusing	Mindfulness
Happiness	r	,07	,22**	,01	,00
	p	,23	,00*	,85	,91

(p<0,01)

In Table 9, a positive low level statistically significant relationship was found between the scores obtained from the happiness scale of the athletes and the "non-judgmental" dimension of the athlete mindfulness scale (p<0.01). In other words, as the happiness levels of the athletes increase, the level of non-judgment also increases. No significant relationship was found between the other sub-dimensions of the athlete mindfulness scale and the scores obtained from the happiness scale (p>0.01).

DISCUSSION and CONCLUSION

The research group consists of 247 (78 female, 169 male) athletes studying at Bitlis Eren University Bachelor program in Physical Education and Sports (114 people) and Bitlis Ziya Eren Sports High School (133 people). In this study, in order to examine the relationship between the athlete's mindfulness level and happiness; gender, school type, sport type, sporting success variables were analyzed and examined.

According to the results of the gender variable analysis, between the athlete's mindfulness level and the average score of the happiness scale; there was no significant difference between the athlete mindfulness level mean score and the gender variable. However, a significant difference was found between the mean score obtained from the happiness scale and the gender variable. It has been determined that the level of happiness of female athletes is higher than that of male athletes. In line with this information, it can be thought that it may be due to the fact that women feel changes and developments at the point of recognizing their emotions or in the face of emotional situations. As a result of the literature review, in the study conducted by Gülcan and Nedim Bal (2014) on university students, it was determined that women were happier than men, and it can be stated that this supports the results of the research. In addition, Forrest and Mchale (2009) found that participation in sports contributes positively to the happiness levels of female students. Unlike the research results, Doğan and Eser (2013), stated that participation in sports increases the average happiness level of men more than women. In some studies in the literature, while women are happier; In some studies, it has been found that men are happier (Güven, 2008; Kangal, 2013). It was also found in another study that there are also studies that do not show a significant difference between athlete mindfulness and gender (Kılınçoğlu, 2020; Tingaz, 2020a; Yazıcı, 2020).

According to the results of the analysis of the school type variable, It has been determined that the mindfulness levels of the athletes studying in the Bachelor program in Physical Education and Sports are higher than the athletes in the sports high school. In addition, a statistically significant difference was found according to the Happiness scale analysis results. It has been

determined that the happiness scores of the athletes studying at the sports high school are higher than the athletes at the Bachelor program in Physical Education and Sports. In line with this information, it can be said while the mindfulness of the athletes of the Bachelor program in Physical Education and Sports are higher, they are unhappy. While the happiness levels of the athletes in the sports high school are higher, their mindfulness is low. In line with this information, it can be stated that the athlete's studying in the Bachelor of Physical Education and Sports program and choosing it as a profession is an indicator that their mindfulness is high. For this reason, it is stated that being more mindfulness of the athletes in the Bachelor program in Physical Education and Sport is effective in increasing their sportive performance. (Schwanhausser, 2009; Thienot et al., 2014). In this study, it was determined that the happiness levels of the athletes in the sports high school were higher than the other group. Because it is thought that the students in the sports high school do sports for exercise purposes. In some studies, it has been concluded that regular exercise contributes positively to people's happiness levels and well-being (Khazaepool et al., 2015).

According to the results of the sports branch analysis, a statistically significant difference was found between the scores of the athletes from the happiness scale. It has been found that the average score of individuals who do individual sports is higher than those who do team sports. On the other hand, no statistically significant difference was found between the sports branch of the participants and the scores they got from the sub-dimensions of the Athlete Mindfulness scale. In this context, it can be interpreted that the athletes who do individual sports are happier. Because it can be stated that the individual sportsmen's taking responsibility and assuming success individually affect the happiness level of the athletes positively. Nia and Besharat (2010) found in a study that individual athletes had higher autonomy scores than team athletes. Considering that autonomy is also associated with happiness, it can be said to support our research results. In another study investigating the effects of regular exercise on the health and happiness level of individuals, it was stated that individual recreational exercises such as cycling, or walking had a positive effect on individuals' well-being and happiness levels (Rasciute & Downward, 2010). Unlike the results of this research, Tingaz (2020a) concluded in a study that mindfulness does not differ according to sports branch.

According to the results of the sportive success analysis, according to the results obtained from the Athlete Mindfulness sub-dimensions, a significant difference was found in the "No Judgment" dimension. It has been determined that the average score of the participants with athletic success is higher than those without sports success. There was no statistically significant difference between the scores of the athletes from the sportive success and happiness scale. In this direction, considering that sportive success increases performance in sports, it can be interpreted that mindfulness practices improve sportive performance (Bühlmayer et al., 2017). In the literature research, it was not observed that the sub-dimensions of mindfulness were discussed one by one. However, it is considered to be important in terms of the results of this research that the relationship between mindfulness and sportive success, sportive degree and performance in sport is included. In a study examining the long-term effects of mindfulness on improving sportive performance, it was determined that the performance of runners increased (Thompson et al., 2011). When considering the studies on mindfulness, it can be stated that mindfulness practices have positive effects on the mental-

cognitive development and sportive performance of the athlete. As a matter of fact, there are programs such as Developing Athletic Performance with Mindfulness-MSPE (Kaufman et al., 2018), which has been used after the 2000s in order to increase mindfulness for athletes, and the important contribution of mindfulness in sports performance of the athlete has been revealed.

No statistically significant correlation was found between the ages of the athletes and the scores obtained from the athlete mindfulness and happiness scales. In line with this information, it can be said that the age of the athlete has no effect on the level of mindfulness and happiness. It can be added that age is actually an independent variable for athletes. An unsatisfactory result may have been achieved due to the close age range. As a result of the literature research, Aytan (2010) stated that in the study he carried out with university students, the grade levels did not have an effect on the happiness levels of the students, while Myer & Diener (2018) stated that happiness changes in different periods of life so it can be evaluated independently of age. Contrary to this study, Tingaz's (2013) study with university students reported that as the grade levels of the students increase, their happiness levels also increase. In parallel with this study, Gülcan (2014) stated in her study that the level of happiness decreases with increasing age. The data of the research conducted by Gündüz (2016) for the 18-57 age range stated that the level of mindfulness increases as the age gets older.

A positive low level statistically significant relationship was found between the scores obtained from the happiness scale of the athletes and the "non-judgmental" dimension of the athlete mindfulness scale. In other words, as the happiness levels of the athletes increase, the level of non-judgment also increases. No significant relationship was found between the other sub-dimensions of the athlete mindfulness scale and the scores obtained from the happiness scale. In this context, the increase in the happiness levels of the athletes increases the level of not judging and not examining the situations. From this point of view, it can be stated that they exhibit more mindfulness in the face of happiness. When looking at the literature, it is seen that there is a positive relationship between mindfulness and happiness (Drake et al., 2008; Pak et al., 2013). In other words, mindfulness contributes to happiness (Hollis-Walker & Colosmo, 2011). It can be stated that as the level of mindfulness increases, people are more flexible and able to adapt to internal and external experiences more easily. Therefore, it is seen that happiness levels are also higher (Pepping et al., 2013).

In conclusion, in the relationship between mindfulness and happiness in athletes, a positive and low-level significant relationship was found in the sub-dimension of non-judgment. In other words, it has been determined that when the athletes are happy, they make less judgments. To make a comment, it can be said that increasing the mindfulness levels of the athletes will also increase their happiness levels.

SUGGESTIONS

Considering the studies on mindfulness; the effect of mindfulness practices on the individual's mental change and sportive performance can be seen in a way that cannot be ignored. It is thought that this study, which examines the relationship between mindfulness and happiness, also contributes to other issues discussed. In this way, it is thought that other emotions such as mindfulness and happiness are also important. Because it is recommended for other studies that affective characteristics will be effective on mindfulness as well as behavioral characteristics (sportive success, sportive performance, etc.).

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Author Contribution: She carried out the entire process of preparing the article herself.

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