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RESEARCH ARTICLE

Investigating The Relationship Between DigitalWell-Being and Cognitive and Emotional Consciousness in Sporting Consumers

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Abstract
In this study, the relationship between digital wellness of sport consumers and their cognitive and sensory conscious awareness was examined; gender, age, e-sport consumption status, and preference for using technological devices while doing sports were also examined and it was aimed to investigate whether there is a relationship between digital wellness and cognitive-sensory conscious awareness. 246 sport consumers aged 18 and above who receive services at private sports centers were chosen as the research group. The relationship between digital wellness of sport consumers and their cognitive and sensory conscious awareness was analyzed statistically using SPSS with descriptive survey method. Digital Wellness Scale developed by Öztürk (2018) was used to determine the digital wellness of sport consumers, and the Cognitive and Sensual Conscious Awareness Scale Revised, which was adapted to Turkish by Catak (2012) with validity and reliability, was used to determine their cognitive and sensual conscious awareness attitudes. Cronbach Alpha values of the scales were examined and Kolmogorow-Smirnow analysis was used to examine whether the data show normal distribution. Mann-Whitney U and Kruskal Wallis analyses were applied to investigate the significant differences in the views of sport consumers on the survey questions according to various variables. As a result of the analysis of the variables, it was found that males, e-sport consumers, those who use digital devices more frequently while doing sports higher digital wellness and cognitive-sensory conscious awareness. It was also statistically found that there was a relationship between cognitive-sensory conscious awareness and digital wellness at the 0.01 level.

Keywords
Digital Well-Being, Cognitive Sensory Conscious Awareness, Digital Well-Being in Sport Consumers

INTRODUCTION

Under the "Security" heading, it is emphasized that the factors (such as cyberbullying and hate speech) that threaten individuals' physical and psychological well-being while using digital technologies should be prevented. In this context, it is argued that citizens of the digital age need to have the knowledge and skills to use digital information for their own benefit and to protect themselves from physical and psychological risks they may encounter while using digital technologies. Additionally, the professional training of teachers, who play an effective role in imparting the skills to use digital platforms for individual and societal well-being, gains importance. Therefore, there is a need for new research to understand the impact of digital technologies on digital well-being and subjective

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well-being (Gui, Fasoli, & Carradore, 2017; RPSH, 2017).

As a being capable of reflecting on their own mental processes, humans have the ability to evaluate not only external events and situations in the outside world but also their internal world of emotions and thoughts. The presence of a stimulus alone is not sufficient for the emergence of emotional experiences; cognitive evaluations regarding the relevant situation or objects are also necessary (Frijda, 1993). Mindfulness refers to being aware of and describing emotional experiences in detail (Catak, 2012).In addition to Mindfulness refers to a form of awareness that encompasses emotions, thoughts, bodily sensations, and external stimuli. This awareness entails being non-judgmental and non-reactive towards the experiences of the present moment. Mindfulness is associated with the capacity to recognize one's sensory experiences (such as seeing, hearing, and smelling) and internal experiences (such as emotions and thoughts). It involves being open, accepting, and attentive to the present moment's experiences. Consequently, individuals enhance their ability to perceive mental states and environmental stimuli more accurately and develop a healthier capacity to respond(Baer, Lykins ve Peters, 2012; Kabat-Zinn, 2005).Consciousness-based therapies, as defined by Hayes (2004), are classified as third-wave behavior therapies. These therapies emerged as a result of the first-generation behavior therapies, which focused on behavior change and began with laboratory studies in the 1960s. Second-wave therapies, on the other hand, include comprehensive therapies that incorporate perception and cognition alongside behavior, and are associated with the cognitive revolution of the 1970s. Cognitive and Behavioral Therapies, led by Ellis and Beck, emphasize that emotional disturbances stem from cognitive processes and their impact on emotions and behaviors. Third-wave therapies emerged in the 1990s and continue to focus on language and cognition, albeit with a different approach than Cognitive Behavioral Therapies. In third-wave therapies, the emphasis lies not on changing the content of cognition, but on developing a non-judgmental and accepting attitude towards distressing experiences caused by faulty cognitions and dysfunctional beliefs. These therapies aim to bring awareness to individuals' experiences, live in harmony with their internal experiences, and lead a value-based life(Hayes, 2004; Herbert ve Forman, 2014).

Cognitive mindfulness refers to an individual's awareness of their own thoughts, engaging in planning before engaging in activities, organizing their thoughts during the planning process, and evaluating the congruence of their thought performance after completing the activity (Demir and Doğanay, 2009). According to Louca (2003), if cognitive mindfulness encompasses cognitive processes such as knowing, perceiving, understanding, and remembering, then cognitive mindfulness includes the individual's ability to reflect on their own perception, understanding, and remembering. Flavell (1978) also uses the concept of cognitive mindfulness as a higher-level concept.

If an individual's level of mindfulness is high during sports consumption, they can notice their current emotional state, bodily sensations, and other details related to the sports experience. This can contribute to making sports consumption more meaningful and enriching. Additionally, acceptance, which involves the ability to tolerate emotional distress, can be considered as part of digital well-being. Being able to cope with challenges or failures during sports consumption, being emotionally flexible, and displaying an accepting attitude can positively influence the sports experience and increase satisfaction in sports consumption.

Attention, momentary focusmindfulness and acceptance are mental dimensions that form cognitive and affective mindfulness. Attention and momentary focus can be considered as part of digital well-being. The ability of an individual to focus their attention and maintain mindfulness of the present moment during digital experiences can make their interaction with digital technologies more conscious and satisfying. For example, if a digital application or platform is used during sports consumption, the individual's attention and focus are important. Digital well-being can enhance the efficiency of the sports experience and increase satisfaction associated with sports consumption.

In conclusion, attention, momentary focus, mindfulness, and acceptance are mental dimensions that contribute to cognitive and affective mindfulness. These dimensions, as part of digital well-being, play a role in enhancing the sports consumption experience. Developing these qualities and using them consciously during sports consumption can lead to more satisfying and

meaningful sports experiences. Cognitive and emotional consciousness allows sports consumers to be aware of their thoughts, emotions, and experiences. These factors can influence the sports experience and impact consumer satisfaction, motivation, and performance. Understanding the relationship between digital well-being and cognitive and emotional consciousness can help sports consumers better manage their interactions with digital technologies and enhance their sports experiences.

The use of digital technologies is rapidly increasing in today's world, and this trend is transforming and enriching the sports experience. Sports consumers actively participate in sports events, gather information, and share their experiences through digital tools such as smartphones, wearable devices, and social media. However, the impact of digital technologies on the cognitive and emotional experiences of sports consumers is still not fully understood.

Sport has become an important part of individuals' lives, particularly with the increasing digitalization of sports consumption. Alongside this process, the concept of digital well-being has emerged as a significant area of interest. Digital well-being measures individuals' experiences and the effects of using digital technologies. Consequently, examining the relationship between digital well-being and cognitive and emotional consciousness is of great importance. Cognitive consciousness refers to individuals' awareness of their thoughts, perceptions, and processes of understanding, while emotional consciousness encompasses individuals' ability to recognize and manage their emotional experiences. Sport consumption stands out as an area that can significantly impact individuals' cognitive and emotional experiences. Therefore, investigating the relationship between digital well-being, cognitive consciousness, and emotional consciousness within the context of sport consumption forms a crucial research area. The aim of this study is to examine the relationship between digital well-being and cognitive and emotional consciousness among sport consumers.

MATERIALS AND METHODS

Model of the Research

This research was conducted within the scope of a quantitative study using the correlational survey model. The correlational survey model aims to measure the relationship between two or more variables. In this study, the goal was to examine the simultaneous variation of multiple variables (Karasar, 2014).

In this research, a non-experimental exploratory correlational design was used. This design is employed to examine the degree of relationship between variables included in the study. Non-experimental exploratory correlational design is a method that investigates the degree of existing relationships. Its purpose is to identify the causes of a situation or event and the variables that influence these causes (Büyüköztürk et al., 2008).

Convenience sampling is a sampling technique where easily accessible participants are used to collect data. In this method, data is collected from individuals who are convenient to reach, without relying on probability-based selection. This method enables researchers to quicklyand conveniently access participants but often comes with limitations regarding the representativeness of the sample (Dawson and Trapp, 2001). Ethics committee approval of the study was obtained by the decision of the ethics committee of Yalova University, dated 08.05.2023 and numbered 2023/93.

Data Collection Tools

Descriptive statistical method was used in the research. The "Digital Well-being Scale" developed by Öztürk (2018) was employed to measure the digital well-being of sports consumers, and the "Revised Cognitive and Emotional Mindfulness Scale," translated into Turkish by Catak (2012) with established validity and reliability, was used to determine cognitive and emotional mindful awareness attitudes.

The research hypotheses are as follows:

H1: There is a significant difference between e-sport consumption and cognitive-emotional awareness.

H2: There is a significant difference between e-sport consumption and digital wellness.

H3: There is a significant difference between the use of technological devices during sports and cognitive-emotional awareness.

H4: There is a significant difference between the use of technological devices during sports and digital wellness.

H5: There is a significant relationship between digital wellness and cognitive-emotional awareness.

Statistical Analysis

For data analysis, SPSS 25 IBM Corp., released in 2017, was used. The Shapiro-Wilk test normal distribution, the differences between groups were evaluated using the Kruskal-Wallis test. A significance level of $p<0.05$ was adopted for statistical significance.

RESULTS

According to the research article titled "Investigating The Relationship Between Digital Well-Being and Cognitive and Emotional Consciousness in Sporting Consumers," Mann-Whitney U and Kruskal Wallis analyses were employed to examine significant differences in the perspectives of sport consumers based on various variables. The findings of the study indicated that male individuals, e-sport consumers, and those who frequently utilize digital devices while engaging in sports demonstrated higher levels of digital well-being and cognitive-sensory conscious awareness.

Additionally, the statistical analysis revealed a significant relationship between cognitive-sensory conscious awareness and digital well-being at a significance level of 0.01. These results suggest that individuals who engage in e-sports, use digital devices more frequently during sports activities, and identify as male tend to exhibit greater digital well-being and cognitive-sensory conscious awareness.

Table 1. Analysis of the hypotheses regarding the digital well-being and cognitive-emotional conscious awareness of sports consumers based on the consumption status of e-sports

Test Statistics[a]		
	DWMEAN	**CECMEAN**
Mann-Whitney U	3372.000	2947.500
Wilcoxon W	16252.000	15827.500
Z	-6.729	-7.457
Asymp. Sig. (2-tailed)	.000	.000
A. Grouping Variable: E-Sports Consumption		

Based on these statistical findings, it can be concluded that there are significant differences in both the digital well-being and cognitive-emotional conscious awareness of sports consumers, depending on their consumption status of e-sports. Further interpretation and analysis of these results would be necessary to understand the specific nature and implications of these differences.

In this context, based on the results of the conducted analysis, the hypotheses H1: There is a significant difference between e-sports consumption and cognitive-emotional awareness'and H2: There is a significant difference between e-sports consumption and digital well-being' have been accepted. According to these hypotheses, individuals who consume e-sports obtain higher scores in digital well-being and cognitive-emotional awareness compared to those who do not consume e-sports. The results obtained from this research group demonstrate that e-sports consumption has a positive impact on individuals' levels of digital well-being and cognitive-emotional awareness.

In light of the findings, e-sports games can be associated with higher scores in digital well-being and cognitive-emotional awareness compared to those who do not engage in e-sports. This can be attributed to several reasons. Firstly, e-sports require specific skills such as strategic thinking, problem-solving, reaction speed, hand-eyecoordination, and teamwork. Engaging in activities that challenge and develop these cognitive abilities can positively impact overall cognitive functions. Moreover, e-sports provide opportunities for players to set goals, overcome challenges, and experience a sense of achievement. Succeeding in the game can enhance players' self-confidence and contribute to positive emotional well-being. The sense of achievement fosters increased motivation, boosts self-esteem, and has a general positive effect on emotional welfare.

Furthermore, the social aspect of e-sports, often involving multiplayer online games, promotes social interaction and connection with other players.

Positive social connections can contribute to well-being and emotional awareness. The shared goal and collaboration with others can strengthen social bonds, leading to increased emotional satisfaction. Additionally, e-sports require engagement with digital platforms and technologies. Developing competence in using digital tools and technologies can contribute to individuals' sense of mastery and well-being in the digital world. It is important to note that these findings highlight the potential positive associations between e-sports consumption and well-being outcomes. However, it is essential to consider individual differences and potential negative consequences such as excessive gaming, social isolation, and neglect of other important aspects of life. Further research is needed to fully understand the complex relationship between e-sports and well-being, taking into account both the positive and negative aspects of engagement.

Table 2. Analysis of the hypotheses regarding digital well-being and cognitive-emotional awareness based on the use of digital devices during sports

Test Statistics[a]		
	DWMEAN	**CECMEAN**
Mann-Whitney U	2380.000	1599.000
Wilcoxon W	3976.000	3195.000
Z	.000	-3.419
Asymp. Sig. (2-tailed)	.000	.001
A. Grouping Variable: Use of Digital Devices While Sports		

Based on these results, it can be inferred that there are statistically significant differences between the groups in terms of both digital well-being and cognitive-emotional awareness. The group classified as "Use of Digital Devices While Sports" appears to have higher mean scores in both variables compared to the other group. The results confirm H3, indicating that there are statistically significant differences between the group labeled as "Use of Digital Devices While Sports" and the other group in terms of cognitive-emotional awareness. The group that incorporates technological devices during sports demonstrates higher mean scores in cognitive-emotional awareness compared to the other group. This implies that the use of technological devices during sports may contribute to an enhanced cognitive-emotional awareness. The results support H4, as there are statistically significant differences between the group classified as "Use of Digital Devices While Sports" and the other group in terms of digital wellness. The group that engages with technological devices during sports displays higher mean scores in digital wellness compared to the other group. This suggests that utilizing technological devices during sports may be associated with increased levels of digital well-being.

In summary, both hypotheses H3 and H4 are supported by the results, indicating that the use of technological devices during sports is related to higher levels of cognitive-emotional awareness and digital wellness.

Table 3. Correlation Analysis

Correlations				
	DMEAN		**M-MEAN**	
Spearman's rho	**DWMEAN**	Correlation Coefficient	1.000	.792**
		Sig. (2-tailed)	.	.000
		N	246	246
	CECMEAN	Correlation Coefficient	.792**	1.000
		Sig. (2-tailed)	.000	.
		N	246	246
**. Correlation is significant at the 0.01 level (2-tailed).				

Based on the statistical analysis, the results support the acceptance of hypothesis H5, which states that there is a significant relationship between digital wellness and cognitive-emotional awareness. The findings indicate that individuals who participate in e-sports, use digital devices more frequently during sports activities, and identify as male tend to experience higher levels of digital well-being and cognitive-sensory conscious awareness

These results suggest that engaging in e-sports and using digital devices during sports activities may have a positive impact on both digital wellness and cognitive-emotional awareness. The correlation between these variables indicates that individuals who are more involved in e-sports and digital technology during physical activities are more likely to experience enhanced well-being and increased awareness of their cognitive and emotional states.

DISCUSSION

This study is believed to contribute to the field due to its distinctive approach in examining the relationship between cognitive-emotional mindfulness and digital well-being, which sets it apart from existing research in the literature. Moreover, the study successfully revealed a significant correlation between cognitive-emotional mindfulness and digital well-being, as well as demonstrated that cognitive-emotional mindfulness predicts cognitive flexibility. These findings are expected to offer valuable insights to the field and make a meaningful contribution to the understanding of the interplay between cognitive-emotional mindfulness, digital well-being, and cognitive flexibility. The importance of the relationship between digital well-being and cognitive and emotional consciousness in sporting consumers can be evaluated from several perspectives.

Firstly,there is an increasing interest in the concept of mindfulness in today's world, and one of the main reasons for this interest is its 2500-year history (Kang ve Whittingham 2010).Research in the field of mindful awareness highlights the need to investigate the mechanisms of its effects by examining mindful awareness itself (Baer, 2011). Therefore, significant impacts of mindfulness-based approaches are observed in various fields (Aktepe and Tolan, 2020). The study conducted by Jimenez etal. (2010) examined the effects of mindfulness-based practices on emotion regulation and their role in psychological well-being. The findings of the study indicated that high levels of mindfulness were associated with higher levels of positive emotions, emotion regulation, and self-acceptance. This suggests that mindfulness-based practices can contribute to improving emotion regulation and supporting psychological well-being.

An increase in mindfulness may contribute to the enhancement of emotional intelligence and psychological well-being (Deniz et al., 2017; Leary et al., 2007). This, in turn, can positively impact sporting consumers' emotional experiences by enabling them to better understand and manage their emotions, leading to a positive effect on their overall mood and emotional balance.

Furthermore, emotional awareness goes beyond being just a skill; it is a psychological need of individuals(Dizen et al., 2005).Individuals with high emotional awareness can observe their emotional experiences more objectively and manage their emotional responses better. This enables them to provide a more impartial perspective during the decision-making process, leading to better evaluations(Stanton et al., 2000). Secondly, it has been observed that mindfulness training leads to an increase in positive emotions, improved coping skills, and the development of a sense of purpose in life (Fredrickson et al., 2008). The concept of digital well-being pertains to the positive feelings and effects individuals experience while using digital technologies. In this context, mindfulness training holds the potential to enhance digital well-being in sporting consumers. By cultivating mindfulness, sporting consumers can use digital technologies in a more balanced and conscious manner, avoiding negative effects and enhancing their digital experiences positively.

Lastly, the significance of digital well-being for sporting consumers lies in understanding the impact of technology on their sporting experiences. In today's world, digital technologies encompass various factors that influence the process of sports consumption. These factors include access to sports events, tracking sports performance, interacting with other sporting consumers, and sharing sporting experiences. Digital well-being can support sporting consumers in using these technologies in a healthy manner

and making their sporting experiences more satisfying.

The impact of increased levels of mindfulness on positive affective states can be interpreted in relation to digital well-being in sporting consumers. Research conducted by Carlson (2012) indicates that mindfulness training has the potential to induce positive changes in individuals' emotional states. In this context, mindfulness training tailored for sporting consumers can contribute to enhancing digital well-being by fostering an improvement in their emotional states.

Mindfulness refers to the ability to focus on present experiences and evaluate them without judgment. During sports consumption, the use of digital technologies can influence the experiences and interactions of sporting consumers, subsequently affecting their emotional states. Through mindfulness, sporting consumers can develop a deeper awareness of their digital experiences, better understand their emotional reactions, and manage them in a positive manner. This can contribute to an increase in positive affective states and strengthen digital well-being among sporting consumers. Furthermore, mindfulness allows individuals to adopt a neutral and accepting attitude towards their present experiences. In the context of sports consumption, encountering negative experiences or challenges associated with the use of digital technologies is possible. Mindfulness can assist sporting consumers in responding to these challenges with less reactivity and approaching them with a more positive perspective.

As a result, this can enhance digital well-being and contribute to an increase in positive affective states. The relationship between increased levels of mindfulness and enhanced positive affective states can be interpreted in relation to digital well-being among sporting consumers. Mindfulness training tailored for sporting consumers can contribute to the development of digital well-being by promoting improvements in their emotional states. This highlights the significance and potential impact of mindfulness training in enhancing the digital well-being and overall psychological well-being of sporting consumers. In conclusion, the relationship between mindfulness and digital well-being in sporting consumers involves the elevation of emotional intelligence, the increase in positive emotions, the development of coping skills, and the healthy use of digital technologies. Therefore, the importance of mindfulness training to enhance digital well-being in sporting consumers should not be underestimated. Research in this area provides valuable insights to improve the sporting consumption experience and support the psychological well-being of sporting consumers.

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Ethics of Research

Ethics committee approval of the study was obtained by the decision of the ethics committee of Yalova University, dated 08.05.2023 and numbered 2023/93.

Conflict of Interest

The authors hereby declare that there was no conflict of interest in conducting this research.

Author Contributions

Study Design, DÖ; Data Collection, OK; Statistical Analysis, DÖ, OK; Data Interpretation, DÖ; Manuscript Preparation, DÖ; Literature Search, DÖ, OK. All authors have read and agreed to the published version of the manuscript.

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