SPORMETRE
The Journal of Physical Education and Sport Sciences
Beden Eğitimi ve Spor Bilimleri Dergisi

DOI: 10.33689/spormetre.1673971
Research Article

Geliş Tarihi (Received): 11.04.2025 Kabul Tarihi (Accepted): 25.08.2025 Online Yayın Tarihi (Published): 30.08.2025

THE RELATIONSHIP BETWEEN SPORTS AND HEALTHY LIVING AWARENESS: A STUDY ON ICE HOCKEY ATHLETES

Muhammed Sıddık Çemç[1], Taner Bozkuş[2], Erdal Zorba[2], İlyas Karakaş[3], Yunus Emre Susuz[3], Yalçın Uyar[4*]

[1] Boğaziçi University, Department of Physical Education and Sports, Istanbul, TÜRKİYE
[2] Gazi University, Faculty of Sport Sciences, Ankara, TÜRKİYE
[3] National Defense University, Turkish Military Academy, Ankara, TÜRKİYE
[4] Ankara University, Faculty of Sport Sciences, Ankara, TÜRKİYE

Abstract: Present research sets out to evaluate the levels of awareness regarding healthy living and sports among ice hockey athletes, as well as to identify the relationship between these two concepts. The research sample consisted of 101 athletes (54 male and 47 female) who actively participated in leagues organized by the Turkish Ice Hockey Federation during the 2023-2024 season. Data collection instruments were a Personal Information Form, the Sports Awareness Scale, and the Healthy Living Awareness Scale. The data were analyzed using SPSS 27.0 software. Upon examining the research findings, no statistically significant differences were observed in sports and healthy living awareness levels based on gender or age variables. However, a significant difference was identified in the "nutrition" sub-dimension of the healthy living awareness scale in favor of the 21-26 age group. Moreover, the results indicated that higher levels of education and greater sports experience were associated with increased awareness. Specifically, individuals with undergraduate or postgraduate degrees exhibited higher levels of sports and healthy living awareness compared to high school graduates. Similarly, those with 13 or more years of sports experience demonstrated greater awareness than those with less experience. In addition, a positive and significant association was discovered between sports awareness and healthy living awareness, suggesting that these two variables are mutually reinforcing. In conclusion, sports play a vital role in fostering healthy living consciousness, extending beyond being merely a physical activity. The findings of the study indicate that sports can serve as an effective tool in promoting awareness-based health behaviors, emphasizing the importance of strategies that enhance awareness both at individual and societal levels.

Keywords: Healthy living awareness, ice hockey, sports awareness, sport psychology

SPOR VE SAĞLIKLI YAŞAM FARKINDALIĞI ARASINDAKİ İLİŞKİ: BUZ HOKEYİ SPORCULARI ÜZERİNE BİR ARAŞTIRMA

Öz: Bu araştırma, buz hokeyi sporcularının sağlıklı yaşam ve spor farkındalığı düzeylerini incelemeyi ve bu iki kavram arasındaki ilişkileri ortaya koymayı amaçlamaktadır. Araştırmaya 2023-2024 sezonunda Türkiye Buz Hokeyi Federasyonu tarafından düzenlenen liglerde aktif olarak yer alan 101 sporcu (54 erkek ve 47 kadın) dahil edilmiştir. Veri toplama için; Kişisel Bilgi Formu, Spor Farkındalığı Ölçeği ve Sağlıklı Yaşam Farkındalığı Ölçeği kullanılmıştır. Veriler SPSS 27.0 programı ile analiz edilmiştir. Araştırma bulguları incelendiğinde, cinsiyet ve yaş değişkenlerine göre spor ve sağlıklı yaşam farkındalığı düzeylerinde anlamlı bir farklılık saptanmamıştır. Bu kapsamda yalnızca sağlıklı yaşam farkındalığı ölçeğinin "beslenme" alt boyutunda 21-26 yaş grubunun lehine anlamlı bir farklılık tespit edilmiştir. Bununla beraber eğitim düzeyi ve spor deneyimi arttıkça farkındalık düzeylerinin yükseldiği görülmüştür. Bu kapsamda özellikle lisans ve lisansüstü mezunların, lise mezunlarına kıyasla, 13 yıl ve üzeri spor deneyimine sahip bireylerin ise daha az deneyime sahip bireylere göre daha yüksek spor ve sağlıklı yaşam farkındalığına sahip oldukları ortaya koyulmuştur. Ayrıca, spor ve sağlıklı yaşam farkındalık düzeyleri arasında anlamlı ve pozitif yönlü bir ilişki bulunmuş olup, bu durum iki değişkenin birbirini destekleyici yapılar olduğunu ortaya koymaktadır. Sonuç olarak spor sadece fiziksel bir etkinlik olmanın ötesinde bireylerin sağlıklı yaşam bilinci geliştirmelerinde önemli bir rol oynamaktadır. Araştırmanın sonuçları, farkındalık temelli sağlık davranışlarının geliştirilmesine yönelik uygulamalarda sporun etkili bir araç olarak kullanılabileceğini göstermekte ve bu bağlamda hem bireysel hem toplumsal düzeyde farkındalık artırıcı stratejilerin önemine işaret etmektedir.

Anahtar Kelimeler: Buz hokeyi, sağlıklı yaşam farkındalığı, spor farkındalığı, spor psikolojisi

[*] *Corresponding Author: Yalçın Uyar, Associate Professor, E-mail: yuyar@ankara.edu.tr*

INTRODUCTION

Psychological skills are a crucial aspect of performing successfully as an athlete in competitive sports (Weinberg & Gould, 2019). In the last ten years, interest in mindfulness and acceptance-based training approaches has steadily increased, often adapted from Acceptance and Commitment Therapy (ACT), particularly for athletes (Bühlmayer et al., 2017).

Mindfulness is referred to as the skill to shift attention to the here and now in a flexible and nonjudgmental manner, by engaging with both intrinsic and extrinsic stimuli through neutral observation (Fletcher & Hayes, 2005). The term "mindfulness" originates from the Pali word "Sati," which is rooted in Buddhist teachings and encompasses meanings such as remembrance, awareness, and attention (Germer, 2004). While Kabat-Zinn (2009) defines mindfulness as the conscious and nonjudgmental focus of attention on the present moment, Siegel (2009) describes it as the awareness of moment-to-moment experiences through acceptance and discernment. Mindfulness also entails not remaining indifferent to social issues, but rather investigating and understanding these issues in order to produce solutions and uphold individual responsibility toward all segments of society. Developing a sense of responsibility beyond sensitivity to personal matters-by accurately perceiving events and acting consciously-constitutes the foundation of social awareness (Kuş, 2014).

Ice hockey is a complex sport that requires multiple athletic and technical skills (Cordinley et al., 2019). In the context of ice hockey, awareness refers to the capacity to stay present and aware while on the ice, enabling players to focus their attention effectively in any situation to make the best possible decisions during both games and training sessions (Lungren et al., 2018).

Until the 19th century, health was defined solely as a status of physical well-being. However, during the 2000s, the World Health Organization (2006) redefined health as “not simply freedom from illness or physical limitations, but rather a holistic status of complete physical, mental, and social well-being, thereby signaling a profound change in how health is conceptualized. Today, health is considered a multidimensional concept encompassing all components of an individual’s life, including bodily, social, feeling-wise, and spiritual well-being (Geçkil & Yıldız, 2006). A healthy lifestyle is explained as a person’s ability to regulate behaviors that affect their health and to choose actions consistent with their health status when organizing daily activities. Health-promoting behaviors refer to the set of actions that individuals believe in and practice to be able to keep good health, prevent illness, enhance well-being, and support personal development (Açıksöz, 2013).

A healthy lifestyle has been defined as an individual's ability to regulate all actions that might impact their health and to organize daily activities by selecting behaviors appropriate to their health status (Esin, 1997). When the concept of healthy living is examined, it is understood as the individual being healthy in all aspects-physiologically, psychologically, and spiritually-leading a balanced life. Naturally, there are certain healthy lifestyle practices necessary to achieve a holistic state of well-being. These include maintaining a regular and balanced diet, managing caloric expenditure, valuing spiritual development, taking responsibility for one’s life, and developing effective stress management strategies (Bozkurt, 2014). For a person to change negative lifestyle behaviors and replace them with more productive and beneficial ones, a high level of awareness is essential (Dökmen, 2000).

Sports awareness is explained as a person’s capacity to comprehend the personal and societal benefits of sports, relate these to other domains, apply them in daily life, and raise awareness

within their social environment regarding these issues (Uyar, 2019). Healthy living awareness, on the other side, is not limited to disease prevention or the maintenance of health; it involves being conscious of a healthy lifestyle and adopting health-promoting behaviors to enhance and sustain well-being (Demirel, 2021). Health awareness encompasses an individual's skill and eagerness to change their lifestyle, behaviors, and habits (Alonazi et al., 2016).

Today, the importance of engaging in sports is increasingly recognized, highlighting the need to raise individuals' awareness of sports in order to cultivate healthier and more conscious generations. In recent years, the widespread adoption of sedentary lifestyles across the globe has had adverse effects on both public health and the economy, bringing renewed attention to the role of sports as the most appropriate, cost-effective, and sustainable solution to this issue. Particularly thanks to the influence of technological developments and social networks, various awareness-raising efforts have been conducted in different fields. Sports awareness, much like other forms of awareness, has emerged as a significant tool in enhancing public consciousness (Uyar & Sunay, 2020).

Awareness related to athlete health can promote conscious behaviors during sports activities, and the development of such awareness may enhance both athletic performance and overall life quality. Present research aims to evaluate the levels of healthy living and sports awareness among ice hockey athletes and to investigate the connection between these two components. In this context, the findings obtained might provide support for the advancement of policies that support healthy living.

METHODS

Research Model

This is a quantitative research designed conforming to the fundamentals of the survey model. In the survey model, a phenomenon that existed in the past or currently exists is described as it is. Data like docs, statistics, pictures, or visuals are systematically examined and deciphered (Karasar, 2020).

Study Group

Participants include male and female ice hockey athletes over the age of 16 who participated in leagues organized by the Turkish Ice Hockey Federation during the 2023-2024 season. 101 ice hockey athletes (54 male and 47 female) were chosen to participate in the study using a convenience sampling method.

Data Collection Instruments

Present research utilizes three instruments: a personal information form collecting information like participants' demographic data, and two scales-the Sports Awareness and Healthy Living Awareness scales. The Sports Awareness Scale, created by Uyar and Sunay (2020), includes 30 questions and 2 sub-dimensions, structured on a 5-point Likert scale. The possible points vary between 30 to 150, with higher scores pointing to a higher level of sports awareness. The Healthy Living Awareness Scale, created by Özer and Yılmaz (2020), is also structured on a 5-point Likert scale and includes 15 items across 4 sub-dimensions. Total scores vary between 15 to 75, with higher ones reflecting greater awareness of healthy living. There are no reverse-coded items in either of the scales used in this research.

Data Analysis

The data analysis was conducted with IBM SPSS Statistics version 27.0. Prior to analysis, incomplete or erroneous forms were identified and removed from the study. Skewness and kurtosis values were examined to assess the normality of the data distribution, and Cronbach's alpha (α) values were used to evaluate the reliability of the scales. The results of the normality test showed skewness (.240) and kurtosis (.476) values within the acceptable range of -2 to +2, indicating a normal distribution of the data (Şencan, 2002). Reliability tests were conducted independently for the total scales and their sub-dimensions. The Cronbach's alpha coefficient for the entire Sports Awareness Scale was found to be .952. For its sub-dimensions, the sports knowledge and differentiation subscale had a Cronbach's alpha of .938, and the social and individual benefits subscale had a value of .952. For the Healthy Living Awareness Scale, the overall Cronbach's alpha coefficient was .914. The reliability coefficients for its sub-dimensions were as follows: change (.869), socialization (.836), responsibility (.898), and nutrition (.875). These values indicate high reliability of the scales used in the study (Kalaycı, 2006). To determine differences between two groups, the Independent Samples t-test was applied. For comparisons among multiple groups, the One-Way ANOVA test was used, and the LSD test was conducted to identify the specific source of significant differences. Additionally, Pearson correlation analysis was utilized to evaluate whether a significant association existed between healthy living awareness and sports awareness, and to identify the course and vigor of this association. The p value was set at 0.05.

Ethical Approval

Ethical approval for this study was obtained from the Ethics Committee of the National Defense University, with the decision dated 05.02.2024 and numbered 3249997.

RESULTS

Table 1. Evaluation of participants according to gender variable

Scale Dimensions	Gender	n	Mean ± Sd	t	p
Overall Score of the Sports Awareness Scale	Female	47	4.00 ± 0.50	-0.49	0.62
	Male	54	4.07 ± 0.80		
Sub-Dimension of Sports Knowledge and Differentiation	Female	47	3.75 ± 0.60	-0.88	0.37
	Male	54	3.88 ± 0.83		
Sub-Dimension of Social and Individual Benefit	Female	47	4.58 ± 0.56	-0.51	0.61
	Male	54	4.50 ± 0.94		
Overall Score of the Healthy Living Awareness Scale	Female	47	3.93 ± 0.59	-0.43	0.66
	Male	54	4.00 ± 0.81		
Sub-Dimension of Change	Female	47	4.28 ± 0.67	-0.68	0.49
	Male	54	4.38 ± 0.77		
Sub-Dimension of Socialization	Female	47	3.55 ± 0.86	-0.34	0.73
	Male	54	3.62 ± 1.08		
Sub-Dimension of Responsibility	Female	47	4.12 ± 0.80	-0.36	0.71
	Male	54	4.19 ± 1.06		
Sub-Dimension of Nutrition	Female	47	3.68 ± 0.89	-0.07	0.94
	Male	54	3.67 ± 1.16		

$p > 0.05$

As shown in Table 1, the analysis revealed no statistically significant differences in the overall Sports Awareness scores or its sub-dimensions, as well as in the overall Healthy Living Awareness scores and its sub-dimensions, based on the gender variable ($p > 0.05$).

Table 2. Evaluation of participants according to age variable

Scale Dimensions	Age	n	Mean ± Sd	f	p	Lsd
Overall Score of the Sports Awareness Scale	[a] Ages 16-20	44	3.88 ± 0.74			
	[b] Ages 21-26	24	4.23 ± 0.70			
	[c] Ages 27-31	22	4.04 ± 0.58	1.88	0.13	
	[d] Age 32 and above	11	4.26 ± 0.41			
	Total	101	4.04 ± 0.68			
Sub-Dimension of Sports Knowledge and Differentiation	[a] Ages 16-20	44	3.63 ± 0.75			
	[b] Ages 21-26	24	4.06 ± 0.72			
	[c] Ages 27-31	22	3.82 ± 0.74	2.28	0.08	
	[d] Age 32 and above	11	4.07 ± 0.51			
	Total	101	3.82 ± 0.73			
Sub-Dimension of Social and Individual Benefit	[a] Ages 16-20	44	4.45 ± 0.90			
	[b] Ages 21-26	24	4.64 ± 0.90			
	[c] Ages 27-31	22	4.55 ± 0.53	0.45	0.71	
	[d] Age 32 and above	11	4.69 ± 0.31			
	Total	101	4.54 ± 0.78			
Overall Score of the Healthy Living Awareness Scale	[a] Ages 16-20	44	3.80 ± 0.77			
	[b] Ages 21-26	24	4.19 ± 0.63			
	[c] Ages 27-31	22	4.03 ± 0.66	1.61	0.19	
	[d] Age 32 and above	11	4.02 ± 0.70			
	Total	101	3.97 ± 0.71			
Sub-Dimension of Change	[a] Ages 16-20	44	4.24 ± 0.80			
	[b] Ages 21-26	24	4.39 ± 0.74			
	[c] Ages 27-31	22	4.45 ± 0.57	0.49	0.68	
	[d] Age 32 and above	11	4.38 ± 0.66			
	Total	101	4.33 ± 0.72			
Sub-Dimension of Socialization	[a] Ages 16-20	44	3.49 ± 1.00			
	[b] Ages 21-26	24	3.84 ± 0.86			
	[c] Ages 27-31	22	3.61 ± 0.99	0.86	0.46	
	[d] Age 32 and above	11	3.36 ± 1.14			
	Total	101	3.58 ± 0.98			
Sub-Dimension of Responsibility	[a] Ages 16-20	44	3.93 ± 1.04			
	[b] Ages 21-26	24	4.38 ± 0.89			
	[c] Ages 27-31	22	4.31 ± 0.79	1.64	0.18	
	[d] Age 32 and above	11	4.30 ± 0.80			
	Total	101	4.16 ± 0.94			
Sub-Dimension of Nutrition	[a] Ages 16-20	44	3.38 ± 1.02			
	[b] Ages 21-26	24	4.13 ± 0.97			
	[c] Ages 27-31	22	3.59 ± 1.12	3.41	**0.02***	b > a
	[d] Age 32 and above	11	4.03 ± 0.69			
	Total	101	3.67 ± 1.04			

* $p < 0.05$

As shown in Table 2, the analysis revealed no statistically significant dissimilarities in the total Sports Awareness scores or its sub-dimensions based on the age variable ($p > 0.05$). Another finding from the analysis indicated that, while no significant dissimilarities were noted in the total Healthy Living Awareness scores or in the sub-dimensions of change, socialization, and responsibility ($p > 0.05$), a statistically significant dissimilarity was found in the nutrition sub-dimension favoring participants aged 21-26 ($p < 0.05$).

Table 3. Evaluation of participants according to educational status

Scale Dimensions	Educational Status	n	Mean ± Sd	f	p	Lsd
Overall Score of the Sports Awareness Scale	[a] High School	66	3.89 ± 0.74	4.56	**0.01***	b, c > a
	[b] Undergraduate	18	4.33 ± 0.39			
	[c] Postgraduate	17	4.29 ± 0.47			
	Total	101	4.04 ± 0.68			
Sub-Dimension of Sports Knowledge and Differentiation	[a] High School	66	3.66 ± 0.77	4.98	**0.00***	b, c > a
	[b] Undergraduate	18	4.17 ± 0.51			
	[c] Postgraduate	17	4.08 ± 0.62			
	Total	101	3.82 ± 0.73			
Sub-Dimension of Social and Individual Benefit	[a] High School	66	4.44 ± 0.92	1.76	0.17	
	[b] Undergraduate	18	4.69 ± 0.37			
	[c] Postgraduate	17	4.79 ± 0.32			
	Total	101	4.54 ± 0.78			
Overall Score of the Healthy Living Awareness Scale	[a] High School	66	3.77 ± 0.73	8.94	**0.00***	b, c > a
	[b] Undergraduate	18	4.43 ± 0.41			
	[c] Postgraduate	17	4.26 ± 0.60			
	Total	101	3.97 ± 0.71			
Sub-Dimension of Change	[a] High School	66	4.15 ± 0.78	6.55	**0.00***	b, c > a
	[b] Undergraduate	18	4.70 ± 0.40			
	[c] Postgraduate	17	4.65 ± 0.47			
	Total	101	4.33 ± 0.72			
Sub-Dimension of Socialization	[a] High School	66	3.37 ± 0.98	5.05	**0.00***	b, c > a
	[b] Undergraduate	18	4.02 ± 0.86			
	[c] Postgraduate	17	3.97 ± 0.85			
	Total	101	3.58 ± 0.98			
Sub-Dimension of Responsibility	[a] High School	66	3.96 ± 1.04	4.76	**0.01***	b > a
	[b] Undergraduate	18	4.62 ± 0.41			
	[c] Postgraduate	17	4.45 ± 0.70			
	Total	101	4.16 ± 0.94			
Sub-Dimension of Nutrition	[a] High School	66	3.46 ± 1.01	5.57	**0.00***	b > a
	[b] Undergraduate	18	4.33 ± 0.70			
	[c] Postgraduate	17	3.82 ± 1.16			
	Total	101	3.67 ± 1.04			

* $p < 0.05$

As shown in Table 3, the analysis showed a statistically significant dissimilarity in the overall Sports Awareness scores and in the sports knowledge and differentiation sub-dimension in favor of participants with undergraduate and postgraduate degrees ($p < 0.05$), while no significant dissimilarity was noted in the social and individual benefits sub-dimension ($p > 0.05$). Another result of the analysis indicated that, with respect to educational status, significant dissimilarities were noted in the overall Healthy Living Awareness scores, as well as in the change and socialization sub-dimensions, in favor of undergraduate and postgraduate participants. Additionally, significant dissimilarities were noted in the responsibility and nutrition sub-dimensions favoring participants with undergraduate degrees ($p < 0.05$).

Table 4. Evaluation of participants according to sports experience

Scale Dimensions	Sports Experience (Years)	n	Mean ± Sd	f	p	Lsd
Overall Score of the Sports Awareness Scale	[a] 3-7 years	44	3.85 ± 0.79	3.18	**0.02***	c, d > a
	[b] 8-12 years	24	4.03 ± 0.44			
	[c] 13-17 years	22	4.32 ± 0.47			
	[d] 18 years and above	11	4.31 ± 0.65			
	Total	101	4.04 ± 0.68			
Sub-Dimension of Sports Knowledge and Differentiation	[a] 3-7 years	44	3.62 ± 0.81	3.86	**0.01***	c, d > a
	[b] 8-12 years	24	3.76 ± 0.52			
	[c] 13-17 years	22	4.14 ± 0.63			
	[d] 18 years and above	11	4.19 ± 0.66			
	Total	101	3.82 ± 0.73			
Sub-Dimension of Social and Individual Benefit	[a] 3-7 years	44	4.40 ± 0.96	1.05	0.37	
	[b] 8-12 years	24	4.65 ± 0.47			
	[c] 13-17 years	22	4.73 ± 0.49			
	[d] 18 years and above	11	4.60 ± 0.83			
	Total	101	4.54 ± 0.78			
Overall Score of the Healthy Living Awareness Scale	[a] 3-7 years	44	3.72 ± 0.72	5.16	**0.00***	c > a, b d > a
	[b] 8-12 years	24	3.98 ± 0.67			
	[c] 13-17 years	22	4.41 ± 0.50			
	[d] 18 years and above	11	4.16 ± 0.74			
	Total	101	3.97 ± 0.71			
Sub-Dimension of Change	[a] 3-7 years	44	4.14 ± 0.82	2.99	**0.03***	c > a
	[b] 8-12 years	24	4.35 ± 0.62			
	[c] 13-17 years	22	4.69 ± 0.51			
	[d] 18 years and above	11	4.47 ± 0.61			
	Total	101	4.33 ± 0.72			
Sub-Dimension of Socialization	[a] 3-7 years	44	3.41 ± 1.00	4.11	**0.00***	c > a, b
	[b] 8-12 years	24	3.33 ± 0.99			
	[c] 13-17 years	22	4.22 ± 0.74			
	[d] 18 years and above	11	3.65 ± 0.89			
	Total	101	3.58 ± 0.98			
Sub-Dimension of Responsibility	[a] 3-7 years	44	3.86 ± 1.06	3.42	**0.02***	c, d > a
	[b] 8-12 years	24	4.28 ± 0.75			
	[c] 13-17 years	22	4.51 ± 0.61			
	[d] 18 years and above	11	4.51 ± 0.90			
	Total	101	4.16 ± 0.94			
Sub-Dimension of Nutrition	[a] 3-7 years	44	3.31 ± 0.93	4.06	**0.00***	b, c, d > a
	[b] 8-12 years	24	3.93 ± 1.10			
	[c] 13-17 years	22	4.08 ± 0.91			
	[d] 18 years and above	11	3.97 ± 1.16			
	Total	101	3.67 ± 1.04			

* $p < 0.05$

As shown in Table 4, the analysis revealed statistically significant dissimilarities in the total Sports Awareness scores and in the sports knowledge and differentiation sub-dimension in favor of participants with 13-17 years and 18 or more years of sports experience ($p < 0.05$). Nevertheless, no significant dissimilarity was noted in the social and individual benefits sub-dimension ($p > 0.05$). Another finding of the analysis indicated that, based on the sports experience variable, participants with 13-17 years and 18 or more years of experience had significantly higher scores in overall Healthy Living Awareness ($p < 0.05$). In the change and socialization sub-dimensions, the dissimilarity was favoring those with 13-17 years of experience; in the responsibility sub-dimension, it was in favor of participants with 13-17 years and 18 or more years of experience; and in the nutrition sub-dimension, the dissimilarity was favoring participants with 8-12 years, 13-17 years, and 18 or more years of experience ($p < 0.05$).

Table 5. Correlation analysis results regarding participants' scale scores

		Sports Awareness
Healthy Living Awareness	r	.739**
	p	**.001**

** $p < 0.01$

Table 5 presents the relationship between participants' Healthy Living Awareness and Sports Awareness scores. The analysis showed a statistically significant and positive correlation between healthy living awareness and sports awareness ($r = .739$; $p < 0.01$). This indicates that as sports awareness increases, the level of healthy living awareness also increases.

DISCUSSION AND CONCLUSION

This research examined the sports and healthy living awareness levels of ice hockey athletes in relation to various variables, and both awareness levels were evaluated regarding the outcomes.

The present study showed no statistically significant dissimilarities in the overall Sports Awareness Scale scores or its sub-dimensions based on the gender variable (Table 1). Akbal et al. (2024) examined the sports awareness of mothers and fathers with kids aged 14-16 and found no statistically significant dissimilarities regarding gender. Similarly, Çingöz and Söyler (2023), in a search for the effect of exercise on sports awareness and psychological resilience, reported no significant gender-based differences in total or subscale scores of sports awareness. These outcomes are in line with the present study's outcomes. However, there are also studies whose findings do not align with ours. İlkim et al. (2021) worked on the sports awareness of mothers and fathers of children with autism participating in sports activities and found significant dissimilarities supporting male participants in both overall and sub-dimension scores of the Sports Awareness Scale. Bayzan and Kalfa (2023) analyzed the sports awareness of professionals in the sports management field and observed significant differences based on gender. Çeyiz et al. (2023) investigated the association between the sports awareness of regional government workers and their participation in sports events, identifying significant dissimilarities in favor of male participants. Yetiş et al. (2022) examined the sports awareness status of sports sciences faculty students and noted significant dissimilarities supporting female participants. Çimen et al. (2023) studied the impact of sports awareness on life satisfaction among elite swimmers and reported significant dissimilarities in favor of male participants. These findings suggest that the influence of gender on sports awareness might differ depending on the characteristics of the sample group, particularly in relation to socio-cultural dynamics. The fact that different outcomes were noted in research conducted with various age groups, sports branches, or social contexts implies that gender, rather than acting as a standalone determinant, should be considered in conjunction with other variables.

In this study, there weren't any statistically significant dissimilarities in the overall Healthy Living Awareness Scale scores or its sub-dimensions based on the gender component (Table 1). Mansur and Ertaş (2022) examined individuals' healthy living awareness during the COVID-19 pandemic and reported no statistically significant gender-based dissimilarities. Similarly, Demirtaş and Demirel (2024) analyzed healthy living awareness among students of the faculties of sports sciences and found no significant differences according to gender. Yılmaz and Özer (2021) also investigated healthy living awareness among members of Generation Y and did not find any statistically significant dissimilarities based on gender. These outcomes are consistent with the present study. However, contrasting findings also exist in the literature. For example, Demirel (2021) explored the relationship between healthy living awareness and health-seeking behaviors and identified statistically significant dissimilarities based on gender.

In contemporary society, efforts to promote gender equality have been emphasized across various domains, including sports, health, and education. For instance, the Paris 1900 Olympics are notable as the first Olympic Games in which women (22 participants) were allowed to compete, while the Paris 2024 Olympics will mark the first-time full gender equality has been achieved (Nbcolympic, 2024). In line with these developments, some studies suggest that healthy living awareness does not significantly vary by gender, although opposing findings have also been reported. These results imply that differences in healthy living awareness may be influenced by the participants' contextual factors, such as the period in which they live, cultural norms, and lifestyle characteristics. Therefore, it can be argued that gender alone is not a definitive determinant, but when evaluated alongside other individual and environmental factors, it may yield more meaningful insights.

This study found no statistically significant dissimilarities in the overall Sports Awareness Scale scores or its sub-dimensions based on the age variable (Table 2). In Akbal et al.'s study (2024) involving individuals with children aged 14-16, no significant dissimilarities were noted in overall or subscale scores of sports awareness based on age. İlkim et al. (2021) also found no age-related differences in their study on the sports awareness of mothers and fathers of children with autism who participated in sports. Çingöz and Söyler (2023) investigated the impact of training on sports awareness and psychological resilience and likewise reported no statistically significant age-based differences. Yetiş et al. (2022), in examining the influence of various variables on sports awareness, and Bayzan and Kalfa (2023), in their study of individuals working in sports management, both found no statistically significant differences related to age. These results align with the present study. However, there are studies that report differing results. For instance, Çimen et al. (2023), in their research on students of sports sciences, and Uyar (2019), in his development of the Sports Awareness Scale and assessment of sports awareness in society, reported statistically significant dissimilarities regarding age. These conflicting findings suggest that age alone may not have a direct or consistent effect on sports awareness. Thus, it is recommended that sports awareness be evaluated in conjunction with other individual and environmental factors.

Another finding based on the age variable pointed out that there were no statistically significant dissimilarities in the overall Healthy Living Awareness Scale scores or in the sub-dimensions of change, socialization, and responsibility; however, a significant dissimilarity was noted in the nutrition sub-dimension favoring participants aged 21-26 (Table 2). Literature reveals studies with varying results. For example, Demirtaş and Demirel (2024) examined the healthy living awareness of students in the field of sports sciences and noted no statistically significant dissimilarities based on age. Similarly, Mansur and Ertaş (2022), in their study of individuals' healthy living awareness during the COVID-19 pandemic, reported no age-related differences. On the other hand, Aydın and Güner (2021) found a significant dissimilarity in favor of women aged 40 and over in both the overall Healthy Living Awareness Scale and the change sub-dimension in their study examining the mental impact of the pandemic and healthy living awareness among women in the workforce. Demirel (2021), who investigated the association between healthy living awareness and health-seeking behavior, reported statistically significant differences based on age in the overall scale as well as the socialization and nutrition sub-dimensions. Yılmaz and Özer (2021) also identified a significant difference in the socialization sub-dimension when studying healthy living awareness among Generation Y individuals. Additionally, Demir et al. (2024) examined the relationship between attitudes toward cancer screening, cancer-related knowledge load, and healthy living awareness among 343 participants, concluding that positive attitudes toward healthy living awareness decreased as age increased. In line with the results of the present research, it was found that ice hockey

athletes aged 21-26 had significantly higher scores in the nutrition sub-dimension of healthy living awareness compared to those aged 16-20. This dissimilarity may be connected to the fact that the age range of 21-26 represents the most active and conscious phase in an athlete's performance-oriented sporting career. Thus, age may have a distinctive influence on certain sub-dimensions of healthy living awareness.

There were statistically significant dissimilarities in the total Sports Awareness Scale scores and in the sports knowledge and differentiation sub-dimension in favor of individuals with undergraduate and postgraduate education levels (Table 3). Literature reveals varying findings. For instance, Akbal et al. (2024), in their study on parents of children aged 14-16, found no statistically significant dissimilarities in sports awareness sub-dimensions based on educational status. In contrast, Gülşen and Yarayan (2023) reported significant differences in the overall and subscale scores of sports awareness based on the educational status of mothers and fathers whose children played in youth teams. Uyar (2019), in a study assessing sports awareness in society, observed significant differences in overall and subscale scores of the Sports Awareness Scale according to educational status. Similarly, İlkim et al. (2021) found that sports awareness increased with higher education levels among individuals with children diagnosed with autism. These findings suggest that educational level is an influential variable on sports awareness and that as individuals attain higher levels of education, their awareness and understanding of sports tend to increase. However, the presence of contradictory findings in the literature indicates that this relationship may vary depending on sample characteristics and contextual factors.

Another finding regarding the educational status variable revealed statistically significant dissimilarities in favor of undergraduate and postgraduate graduates in the overall Healthy Living Awareness Scale scores, as well as in the change and socialization sub-dimensions. In the responsibility and nutrition sub-dimensions, significant dissimilarities were observed in favor of participants with undergraduate degrees (Table 3). Literature shows statistically significant differences in both the overall and subscale scores of the Healthy Living Awareness Scale based on educational level (Alali et al., 2023; Aydın & Güner, 2021; Demirel, 2021; Kaplan et al., 2023; Uludağ & Öztürk, 2024; Yılmaz & Özer, 2021). However, some studies have found no significant differences in healthy living awareness based on educational status (Demir et al., 2024; Mansur & Ertaş, 2022; Yağcı et al., 2024). Research indicates that individuals who receive longer or higher-quality education tend to lead healthier lives and demonstrate better overall well-being. Education plays a major role in enabling individuals to lead a higher quality of life (Schuller & Desjardins, 2007; Stiglitz et al., 2009). These findings suggest that educational level might have a significant effect on healthy living awareness. In particular, the increase in knowledge and self-regulation skills that accompanies higher education may help individuals adopt healthy lifestyle behaviors in a more conscious and deliberate manner.

Based on the sports experience variable, statistically significant dissimilarities were observed in the total Sports Awareness Scale scores and in the sports knowledge and differentiation sub-dimension in favor of individuals with 13-17 years and 18 or more years of experience (Table 4). Additionally, in terms of the Healthy Living Awareness Scale, significant dissimilarities were noted in favor of participants with 13–17 years and 18 or more years of experience in the overall scale; in favor of those with 13-17 years of experience in the change and socialization sub-dimensions; in favor of participants with 13-17 and 18 or more years of experience in the responsibility sub-dimension; and in favor of those with 8-12, 13-17, and 18 or more years of experience in the nutrition sub-dimension (Table 4). While some studies examined the effects of sports experience on different types of awareness and on various aspects of ice hockey

athletes' performance (Kesler, 2020; Kozak et al., 2021; Uyar, 2023), no studies have been found that directly investigate the influence of sports experience on sports awareness and healthy living awareness. The significant differences found in this study suggest that sports experience plays a determining role in both sports awareness and healthy living awareness. As the duration of sports experience increases, the accumulation of knowledge, habits, and attitudes appears to positively influence levels of awareness. In this regard, the limited number of studies directly addressing this relationship points to a noteworthy gap in the literature and highlights a promising area for future studies.

In this research, a positive and statistically significant correlation was observed between participants' levels of sports awareness and healthy living awareness (Table 5). This indicates that as participants' awareness of healthy living increases, so does their awareness of sports. While some studies examined healthy living awareness and sports awareness individually (Çingöz & Söyler, 2023; Karaca, 2021; Taştan & Alkan, 2023; Yılmaz & Özer, 2021), no research has been identified that investigates these two variables together. The findings of this study reveal that as individuals develop a stronger consciousness regarding healthy living, their awareness of sports also increases. The limited number of studies addressing these two variables jointly suggests that this relationship represents a unique and underexplored area of research that merits further in-depth investigation.

In this study, the levels of sports awareness and healthy living awareness among ice hockey athletes were examined. The results revealed that awareness levels increased with higher educational attainment and greater sports experience. Furthermore, a positive association was identified between sports awareness and healthy living awareness, indicating that sports serve as a supportive factor in the development of healthy living consciousness.

REFERENCES

Açıksöz, S., Uzun, Ş., & Arslan, F. (2013). Hemşirelik öğrencilerinin sağlık algısı ile sağlığı geliştirme davranışları arasındaki ilişkinin incelenmesi. *Gülhane Tıp Dergisi*, *55*(3), 181-187.

Akbal, S., Yılmaz, B., Koçak, Ö., & Sadık, R. (2024). 14-16 yaş aralığında çocuk sahibi olan ebeveynlerin spor farkındalığının değerlendirilmesi. *Düzce Üniversitesi Spor Bilimleri Dergisi*, *4*(1), 8-15.

Alali, D. S., Alshebly, A. A., Alajlani, A., Al Jumaiei, A. H., Alghadeer, Z. M., & Ali, S. I. (2023). Awareness of healthy lifestyle among elderly population during aging in Al-Ahsa, Saudi Arabia. *Cureus*, *15*(11).

Alonazi, W. B., Albaiz, A. S., Albejaidi, F. M., & Alenazi, F. Z. (2016). Health awareness among female undergraduate medical students in Saudi Arabia. *Southeast Asian Journal of Tropical Medicine and Public Health*, *47*(1), 121.

Aydın, A., & Güner, Ö. (2021). Çalışan kadınlarda pandeminin ruhsal etkileri ve sağlıklı yaşam farkındalığı. *Turkish Journal of Family Medicine and Primary Care*, *15*(3), 602-609.

Bayzan, Ş., & Kalfa, M. (2023). An Investigation of the sports awareness of employees in sports management according to several variables. *Pamukkale Journal of Sport Sciences*, *14*(2), 98-124.

Bozkurt, F. (2014). *Sağlıklı yaşam (wellness) pazarlamasında, kişisel değerlerle sağlığın tanımının sağlıklı yaşam tarzı üzerindeki etkisi ve bir araştırma.* Doktora Tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Bühlmayer, L., Birrer, D., Röthlin, P., Faude, O., & Donath, L. (2017). Effects of mindfulness practice on performance-relevant parameters and performance outcomes in sports: A meta-analytical review. *Sports medicine*, *47*, 2309-2321.

Corbin, C. B., Lindsey, R., Welk, G., & Corbin, W. R. (2000). *Concepts of fitness and wellness: A comprehensive lifestyle approach*. Boston, MA: McGraw-Hill.

Cordingley, D. M., Sirant, L., MacDonald, P. B., & Leiter, J. R. (2019). Three-year longitudinal fitness tracking in top-level competitive youth ice hockey players. *The Journal of Strength & Conditioning Research*, *33*(11), 2909-2912.

Çeyiz, S., Alagül, Ö., & Kara, İ. (2023). Yerel yönetim çalışanlarının spor farkındalıkları ile spor etkinliklerine yönelimleri üzerine ilişkisel bir araştırma: İstanbul İli Örneği. *SPORMETRE Beden Eğitimi ve Spor Bilimleri Dergisi*, *21*(2), 63-72.

Çimen, K., Demirci, S., & Kaya, A. (2023). Yüzme ihtisas sporcularının spor farkındalıklarının yaşam doyumlarına etkisi. *Journal of Education and Social Sciences*, *1*(1), 41-48.

Çingöz, Y. E., & Söyler, M. (2023). Egzersizin spor farkındalığı ve mental dayanıklılığa etkisi. *Akdeniz Spor Bilimleri Dergisi*, *6*(3), 736-747.

Demir Doğan, M., Kurt, S., & Ertin, B. (2024). The correlation between individuals' attitudes toward cancer screening, cancer information overload, and healthy life awareness: a cross-sectional study. *Journal of Public Health*, *32*(5), 759-764.

Demirel, G. (2021). *Sağlıklı yaşam farkındalığı ve sağlık arama davranışı arasındaki ilişki: Konya örneği.* Yüksek Lisans Tezi, Selçuk Üniversitesi Sağlık Bilimleri Enstitüsü, Konya.

Demirtaş, B., & Demirel, N. (2024). Spor bilimleri fakültesi öğrencilerinin sağlıklı yaşam farkındalığı düzeylerinin çeşitli değişkenler açısından incelenmesi. *Akdeniz Spor Bilimleri Dergisi*, *7*(1), 196-216.

Dökmen, Ü. (2000). *"Farkına varmak" yarına kim kalacak evrenle uyumlaşma sürecinde varolmak gelişmek uzlaşmak*. Sistem Yayıncılık.

Fletcher, L., & Hayes, S. C. (2005). Relational frame theory, acceptance and commitment therapy, and a functional analytic definition of mindfulness. *Journal of rational-emotive and cognitive-behavior therapy*, *23*, 315-336.

Geçkil, E., & Yıldız, S. (2006). Adölesanlara yönelik beslenme ve stresle başetme eğitiminin sağlığı geliştirmeye etkisi. *Cumhuriyet Üniversitesi Hemşirelik Yüksek Okulu Dergisi*, *10*(2), 19-28.

Germer, C. (2004). What is mindfulness. *Insight journal*, *22*(3), 24-29.

Ilkım, M., Ozoğlu, F., & Kalaycı, M. C. (2021). Evaluation of sports awareness of parents of individuals with autism attending to sports clubs. *About This Special Issue*, 76.

Kabat-Zinn, J. (2010). *Letting everything become your teacher: 100 lessons in mindfulness*. Delta.

Kaplan Uyan, T., Çaynak, S., & Keser, İ. (2023). Yaşlı bireylerin covid 19 pandemi sürecinde sağlıklı yaşam farkındalığı. *Yaşlı Sorunları Araştırma Dergisi,* 16(2), 58-68.

Karaca, Ş. (2021). Sağlık haber algısının sağlıklı yaşam farkındalığı üzerindeki etkisinin incelenmesi. *Istanbul University Journal of Sociology*, 41(2), 289-318.

Karasar, N. (2020). *Bilimsel araştırma yöntemi.* Ankara, Nobel Akademik Yayıncılık.

Kalaycı, Ş. (2006). *SPSS uygulamalı çok değişkenli istatistik teknikleri*. Ankara: Asil Yayın Dağıtım. İlköğretim Online, *12*(1), 1-6.

Kesler, E. (2020). Elit güreşçilerde bilinçli farkındalık, sürekli optimal performans duygu durumu, spora katılım motivasyonu ve stres düzeylerinin incelenmesi. Yüksek Lisans Tezi, Sakarya Uygulamalı Bilimler Üniversitesi Lisansüstü Eğitim Enstitüsü, Sakarya.

Kozak, M., Zorba, E., & Bayrakdar, A. (2021). Sporcularda zihinsel antrenman becerileri ile bilinçli farkındalık. *Herkes için Spor ve Rekreasyon Dergisi*, *3*(2), 89-97.

Kuş, S. (2014). *Koruyucu Aile Hizmeti ve Toplumsal Farkındalık.* Yüksek Lisans Tezi, Çanakkale Onsekiz Mart Üniversitesi Sosyal Bilimler Enstitüsü, Çanakkale.

Lundgren, T., Reinebo, G., Löf, P. O., Näslund, M., Svartvadet, P., & Parling, T. (2018). The values, acceptance, and mindfulness scale for ice hockey: A psychometric evaluation. *Frontiers in Psychology*, *9*, 1794.

Mansur, F., & Ertaş, Ş. (2022). Covid-19 sürecinde bireylerin sağlıklı yaşam farkındalıklarının incelenmesi. *Gazi Sağlık Bilimleri Dergisi*, *7*(1), 43-64.

Nbcolympics, (2024). *Cinsiyet eşitliğine Ulaşan İlk Olimpiyat*. 04.11.2024 tarihinde https://www.nbcolympics.com/news/paris-2024-sets-milestone-first-olympics-achieve-full-gender-parity adresinden erişilmiştir.

Oliver, M. D., Baldwin, D. R., & Datta, S. (2018). Health to wellness: A review of wellness models and transitioning back to health. *The International Journal of Health, Wellness and Society*, *9*(1), 41.

Özen, M. Y., & Güzel, Ş. (2024). The Effect of Cyberchondria on Health Anxiety and Healthy Life Awareness. *Turkish Studies-Economics, Finance, Politics*, *19*(1).

Özer, E. ve Yılmaz, N. (2020). Sağlıklı yaşam farkındalığı: Bir ölçek geliştirme çalışması. *Geleneksel ve Tamamlayıcı Tıp Dergisi,* 3(1), 47-60.

Schuller, T., & Desjardins, R. (2007). *Understanding the social outcomes of learning.* OECD Publishing.

Sıegel, R. D., Germer, C. K., & Olendzkı, A. (2009) *Mindfulness: What İs İt? Where Did İt Come From? Clinical Handbook Of Mindfulness,* Springer Publishing, 17-35.

Stiglitz, J. E., Sen, A. K., & Fitoussı, J. P. (2009). *Report by the Commission on the Measurement of Economic Performance and social Progress.* 26.11.2024 tarihinde http://www.aaps.org.ar/dev/pdf/area_politicassociales/Stiglitz.pdf adresinden erişilmiştir.

Şencan, H. (2002). *Bilimsel Yazım,* İstanbul Üniversitesi İşletme Fak. Yayınları, İstanbul.

Taştan, H. Ş., & Alkan, A. D. (2023). Investigation of the relation between sports awareness and life satisfactions of young generations. *Avrasya Spor Bilimleri ve Eğitim Dergisi*, *5*(2), 311-327.

Uyar, Y. (2019*). Spor farkındalığı ölçeğinin geliştirilmesi ve toplumun spor farkındalıklarının değerlendirilmesi*. Doktora Tezi, Ankara Üniversitesi Sağlık Bilimleri Enstitüsü, Ankara.

Uyar, Y. (2023). The relationship between social physique anxiety and self-confidence: A research on elite ice hockey players. *Culture*, *8*(21), 896-912.

Uyar, Y., & Sunay, H. (2020). Spor farkındalığı ölçeğinin geliştirilmesi: geçerlilik ve güvenilirlik çalışması. *SPORMETRE Beden Eğitimi ve Spor Bilimleri Dergisi*, *18*(1), 46-58.

Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology*. Human kinetics.

Yetiş, Ü., Aytaç, K. Y., & Gündoğdu, M. (2022). Spor bilimleri fakültesinde öğrenim gören öğrencilerin farklı değişkenlere göre spor farkındalık düzeylerinin incelenmesi. *Akdeniz Spor Bilimleri Dergisi*, *5*(Özel Sayı 1), 594-602.

Yılmaz, N., & Özer, E. (2021). Y Kuşağı Bireylerin Sağlıklı Yaşam Farkındalık Düzeylerinin İncelenmesi. *Gümüşhane Üniversitesi Sağlık Bilimleri Dergisi*, *10*(4), 955-963.