

## Stay In The Moment, Feel Good! The Relationship Between Mindfulness and Psychological Well-Being in Sports Science Students

Büşra Ünver<sup>1\*</sup> , Ayşe Feray Özbal<sup>2</sup> 

<sup>1</sup> Kastamonu University, Institute of Postgraduate Education, Department of Physical Education and Sport, Kastamonu, Türkiye.  
[ror.org/015scty35](http://ror.org/015scty35)

<sup>2</sup> Kastamonu University, Sports Science Faculty, Physical Education and Sports Teaching, Kastamonu, Türkiye.  
[ror.org/015scty35](http://ror.org/015scty35)

\*Corresponding author:  
[busrakoyonu21@gmail.com](mailto:busrakoyonu21@gmail.com)

Received: 17.10.2025  
Revision: 24.01.2026  
Accepted: 25.01.2026  
Online: 27.02.2026

**Abstract:** Mindfulness is awareness that arises through paying attention on purpose, in the present moment, and with an open mind. Psychological well-being refers to an individual's awareness of their life goals, their awareness of their potential, and the quality of their relationships with others. The aim of this study is to examine the relationship between mindfulness and psychological well-being levels among students studying at the Faculty of Sports Sciences and to determine whether these variables differ according to various demographic and individual variables (such as age, gender, class level, department, branch, income status, regular exercise, and regular meditative exercise). This study, designed using quantitative research methods, employed a survey approach. A total of 396 students (182 female, 214 male) selected through simple random sampling participated in the study. The Demographic Information Form, Mindfulness Awareness Scale (MAS), and Psychological Well-Being Scale (PWS) were used as data collection tools. According to the Kolmogorov-Smirnov test results, some of the research data showed a normal distribution, while some did not, and both parametric and non-parametric tests were applied. The findings showed a positive and significant relationship between mindfulness and psychological well-being. When examining demographic variables, it was observed that family income status and regular meditative exercise influenced levels of mindfulness and psychological well-being. The results suggest that mindfulness-based approaches may play an important role in increasing the psychological well-being levels of sports science students.

**Keywords:** Mindfulness, Psychological well-being, Sport sciences, Meditative

### I. INTRODUCTION

Mindfulness is a call to allow oneself to be present and to know the inner and outer landscape of experience in each moment (Kabat-Zinn, 2003). In other words, it represents an open, neutral awareness of inner experience and action (Brown et al., 2007). Goldstein (1993), a teacher of Vipassana (a meditation technique), defined mindfulness as “the quality of mind that notices what is present without judgment or interference”. Although mindfulness may seem like a modern innovation, it dates back to the teachings of Buddha, who lived in northeast India in the fifth century BC (Bodhi, 2011). The concept of mindfulness, as it appears in ancient texts, is the English translation of the Pali word “sati”, meaning remembrance and attention, and can be associated with expressions such as “staying in the moment”, “loving awareness”, “conscious acceptance”, “conscious compassion” (Didonna, 2009). According to Germer (2004), mindfulness is the opposite of being on autopilot and daydreaming. Mindfulness is paying attention to salient situations in the moment and individuals rarely stay in the moment. Often individuals get caught up in distracting and fleeting thoughts. Fortunately, mindfulness is a skill that can be developed (Germer, 2004; Kabat-Zinn, 2015) and learned by anyone (Kostanski & Hassed, 2008). Therefore, it can be said that mindfulness practices are applicable for everyone.

Mindfulness is often associated with Eastern spirituality, but secular (not linked to spiritual or religious issues) applications of mindfulness are increasingly being explored in a variety of settings, such as the workplace, correctional facilities, and educational institutions (Leland, 2015). When mindfulness research in the field of education was examined, studies conducted at different levels of education were found. It has been observed that practices aimed at increasing the mindfulness levels of primary school students affect students' skills such as impulse control, mental flexibility, planning, and problem-solving (Flook et al., 2010). In another study conducted on high school students, it was reported that mindfulness could help students grow significantly in their academic careers and also improve their stress-coping techniques when they move on to higher education (Riaz & Ali, 2023). It can be said that situations such as future anxiety and stressful school life of university students also increase the tendency towards mindfulness practices. Studies have concluded that mindfulness positively affects students' life satisfaction (Nam & Akbay, 2020; Şahin, 2019), autonomy (Karabacak & Demir, 2017), psychological well-being (Kurtipek et al., 2022; Zümbül, 2019), perceived stress and depression levels (Arslan, 2018). When the researches are examined, it can be said that mindfulness practices have

positive effects in the field of education and these effects enable students to both increase their academic achievement and cope with the difficulties they face in their lives.

It can be said that mindfulness practices, which are spread to different fields, are increasingly being used in the field of sports sciences with the increasing importance of sports psychology. Studies have shown that mindfulness is instrumental in the relationship between athletic performance and mental toughness (Tc & Sultana, 2016), and provides benefits such as better stress management, mindfulness, quality sleep, concentration, and accuracy in foul shots in different aspects of training and games (MacDonald et al., 2018). In another study, it was concluded that there was a positive relationship between athletes' mental training skills and mindfulness levels (Kozak et al., 2021). In a study conducted with student-athletes, it was observed that there was an inverse relationship between perceived stress and mindfulness; that is, as mindfulness increased, perceived stress decreased (Kara, 2021).

Mindfulness has been associated with a wide range of positive outcomes and well-being indicators, including greater satisfaction with life, fewer symptoms of depression and anxiety, improved well-being, and greater autonomy, relatedness, vitality, and competence (Bowlin & Baer, 2012; Brown & Ryan, 2003). Being vividly and clearly aware of experiences has a direct impact on happiness and well-being (Brown & Ryan, 2003). Looking at the experimental studies that will increase mindfulness, it has been observed that there is an increase in the psychological well-being levels of individuals with mindfulness (Pinquart & Teubert, 2010; Visted et al., 2015). Psychological well-being in the most general sense is the ability to manage the difficulties that an individual faces in life (Deci & Ryan, 2008). With these difficulties encountered in life, negative emotions such as sadness, anxiety, stress, etc. may occur in individuals. It can be said that mindfulness is a tool to cope with these negative emotions and manage the difficulties encountered in a healthy way. Studies have also emphasized that mindfulness has a high relationship with psychological well-being (Baer et al., 2008; Brown & Ryan, 2003; Falkenström, 2010).

In the field of sports science, mindful awareness can be described as the athlete's ability to recognise internal and external stimuli, direct their attention to the present situation, and effectively manage thoughts and emotions that may arise during performance (Gardner & Moore, 2004). It has been noted that athletes with high levels of mindfulness are able to sustain task-focused attention for longer periods during performance and are less distracted by intrusive thoughts (Röthlin et al., 2016). According to one study, an increase in mindfulness levels was associated with a decrease in athletes' anxiety and an improvement in their psychological resilience during competition (Baltzell & Akhtar, 2014). Psychological well-being in athletes is reported to directly affect their ability to cope with situations such as injury risk, training load, performance expectations, and competition pressure (Lundqvist, 2011). In addition, psychological well-being improves psychological resilience by supporting athletes in viewing negative situations they encounter as opportunities for development rather than threats (Fletcher & Sarkar, 2012). It is also noted to affect athletes' recovery processes after injury (Wiese-Bjornstal et al., 1998).

In the literature review, various studies examining the relationship between mindfulness and psychological well-being levels were found (Deniz et al., 2017; Zümbül, 2019). However, there is no research conducted on the students of the faculty of sports sciences. Mindfulness exercises can help athletes cope more effectively with challenging situations by improving their stress coping skills, and improve their performance by focusing their attention on the experience of the present moment during training or competition. Psychological well-being studies can positively affect athletes' performance by making them feel more motivated, confident, and happy. The contribution of such research to the field of sports sciences can enable athletes to develop in a more balanced and healthy way both mentally and physically while at the same time enriching the perspectives of athletes and coaches by emphasizing that sport is not only a physical but also a mental activity. In addition to these, it can be said that athletes who continue their student life also improve their academic skills. According to the literature, it is thought that investigating these two complementary situations on the students of the Faculty of Sport Sciences, the majority of whom are athletes, will contribute to the students of the Faculty of Sport Sciences, the lecturers interested in this field and the students who want to improve themselves in the field of mindfulness. In this context, the aim of this study is to examine the relationship between mindfulness and psychological well-being levels within the scope of the students of the Faculty of Sports Sciences. The study posits that there is a significant and positive relationship between the level of mindfulness and the level of psychological well-being; furthermore, it is assumed that the levels of mindfulness and psychological well-being show significant differences depending on whether regular meditative exercises are practised.

## **II. MATERIAL AND METHOD**

### *A. Research Design*

In the study, the survey model was utilized within the framework of quantitative research design. A survey model is research that aims to collect data to determine certain characteristics of a group (Büyüköztürk et al., 2023).

## B. Population and Sample

The participants of the study consisted of 396 (182 female, 214 male) sports sciences faculty students selected by simple random sampling method. Simple random sampling method is a method in which selected units are sampled by giving each sampling unit an equal probability of selection (Büyüköztürk et al., 2023). In this method, all units in the population have an equal and independent chance of being selected for the sample (Büyüköztürk et al., 2023). The population of the study consists of students studying at sports science faculties in Turkey during the 2023-2024 academic year, while the sample consists of students studying at the Faculty of Sports Sciences at Kastamonu University.

## C. Data Collection Instruments

In this section, information about the demographic information form, Mindfulness Scale, and Psychological Well-Being Scale used in the study is given.

### C.1. Demographic Information Form

Demographic information form: Age, gender, grade level, department, branch, regular exercise status, perceived family income level, perceived personal income level, parental education level, number of siblings, and regular meditative practice status.

### C.2. Mindfulness Scale (MBAS)

In the study, the "Mindfulness Scale (MBS)" developed by Brown & Ryan (2003) and adapted into Turkish by Özyeşil et al. (2011) was used to determine the mindfulness levels of the participants. The MBAS is a 15-item, 6-point Likert-type scale for being aware of and attentive to momentary experiences in daily life. High scores on the scale indicate high levels of mindfulness.

### C.3. Psychological Well-Being Scale (PBI)

In the study, the "Psychological Well-Being Scale (PBI)" developed by Diener et al. (2009, 2010) and adapted into Turkish by Telef (2013) was used to determine the psychological well-being levels of the participants. The PSWBS consists of 8 items measuring perceptions in important areas such as self-esteem, purpose, optimism, and relationships and is prepared on a 7-point Likert scale. Scores range from 8 to 56. A high score on the scale indicates that the person has many psychological resources and strengths.

## D. Research Ethics

Ethical approval for this study was obtained from the Kastamonu University Social and Human Sciences Ethics Committee with its decision dated 03.04.2024 and numbered 4/39.

## E. Reliability of the Study

To determine the reliability levels of the scales used in the study, Cronbach's alpha coefficients were calculated. The obtained values are presented in Table 1.

Table 1. Cronbach Alpha values for Mindfulness and Psychological Well-Being scale

Scales	Cronbach Alpha
Mindfulness	,868
Psychological Well-Being	,909

When Table 1 is examined, it is seen that the Cronbach Alpha values for the MBAS and PSWBS are ,868 and ,909. These values are above the threshold value (Nunnally, 1978).

## F. Data Collection Process

The data were collected face-to-face from the participants in May-June 2024. Participants were informed about the research topic before data collection and participants filled out the form on a voluntary basis.

## G. Data Analysis

The data obtained within the scope of the research were analyzed with SPSS 20.0. Frequency percentage analysis was used to create descriptive tables for the variables. According to the Kolmogorov-Smirnov test results, some of the research data showed normal distribution while some did not, and both parametric and nonparametric tests were applied. For mindfulness: an independent samples t-test was applied for gender; one-way ANOVA for age, grade level, and father's education level; Mann-Whitney U for branch, regular exercise status, and regular meditative practice status; Kruskal-Wallis analyses were applied for department, family income status, personal income status, mother's education status and number of siblings. For psychological well-being: Mann-Whitney U analyses were applied to the variables of gender, regular exercise status, branch and regular meditative practice status; Kruskal-Wallis analyses were applied to the variables of age, grade level, department, family income status, personal income status, mother education status,

father education status and number of siblings. Spearman Rank Difference Correlation was performed to reveal whether there is a relationship between mindfulness and psychological well-being. The reliability level of the scales was checked with Cronbach Alpha internal consistency coefficient.

### III. FINDINGS

Table 2. Frequency-percentage analysis results for demographic variables

Variable		f	%
Age	17-19	78	19,7
	20-22	207	52,3
	23-25	95	24,0
	26 and above	16	4,0
Sex	Women	182	46,0
	Men	214	54,0
Grade Level	1st grade	95	24,0
	2nd grade	106	26,8
	3rd grade	104	26,3
	4th grade	91	23,0
Section	Physical Education and Sports Teaching	67	16,9
	Coaching	177	44,7
	Sport Management	152	38,4
Sport Branch	Team Sport	218	55,1
	Individual Sport	178	44,9
Regular Exercise Status	Yes	238	60,1
	No	158	39,9
Perceived Family Income Status	Low	40	10,1
	Middle	326	82,3
	High	30	7,6
Perceived Personal Income	Low	141	35,6
	Middle	231	58,3
	High	24	6,1
Mother's Education Status	Illiterate / Primary School	154	38,9
	Middle School / High School	210	53,0
	Undergraduate and above	32	8,1
Father's Education Status	Illiterate / Primary School	91	23,0
	Middle School / High School	259	65,4
	Undergraduate and above	46	11,6
Number of Siblings	Only Child	19	4,8
	1	80	20,2
	2	102	25,8
	3 and above	195	49,2
State of Regular Meditative Practice	Yes	58	14,6
	No	338	85,4
<b>TOTAL</b>		<b>396</b>	<b>100</b>

Table 3. T-test results for gender variable

	Groups	N	$\bar{x}$	S	sd	t	p
MBAS	Woman	182	3,68	,83	394	,379	,705
	Men	214	3,65	,82			

\*p<0,05

When Table 3 is examined, no significant difference was found as a result of the analysis conducted for the gender variable [ $t(394) = ,379, p>0,05$ ]. In this case, it can be said that gender does not have a significant effect on the level of mindfulness.

Table 4. ANOVA results for age, grade level and father's education level

		Source of Variance	Sum of Squares	sd	Mean Squares	F	p	Significant Difference
	Age	Between groups	,913	3	,304	,444	,722	
		Within groups	268,748	392	,686			
		Total	269,661	395				
MBAS	Grade Level	Between groups	1,880	3	,627	,917	,432	
		Within groups	267,781	392	,683			
		Total	269,661	395				
	Father's Education Status	Between groups	,302	2	,151	,220	,803	
		Within groups	269,359	393	,685			
		Total	269,661	395				

\* $p<0,05$

When Table 4 is examined, no significant difference was found between the groups as a result of the analysis conducted for age, grade level and father's education status [ $F_{(3-392)} = ,444_{(age)}, ,917_{(grade\ level)}, ,220_{(father's\ education\ status)}, p>0,05$ ]. It can be said that age, grade level and father's education level do not have a significant effect on the level of mindfulness.

Table 5. Mann-Whitney U Test

		Groups	N	Rank Mean	Rank Total	U	p
MBAS	Branch	Team Sport	218	198,11	43188,50	19317,500	,941
		Individual Sport	178	198,97	35417,50		
	Regular Exercise Status	Yes	238	199,86	47567	18478	,771
		No	158	196,45	31039		
	Status of Regular Meditative Practice	Yes	58	207,09	12011,50	9303,500	,536
		No	338	197,03	66594,50		
PSWBS	Sex	Woman	182	200,17	36431	19170	,789
		Men	214	197,08	42175		
	Branch	Team Sport	218	194,15	42324	184453	,402
		Individual Sport	178	203,83	36282		
	Regular Exercise Status	Yes	238	206,73	49201,50	16843,500	,079
		No	158	186,10	29404,50		
Status of Regular Meditative Practice	Yes	58	237,12	13753	7562	,005*	
	No	338	191,87	64853			

\* $p<0,05$

When Table 5 is examined, according to the results of the Mann-Whitney U test conducted to reveal whether the level of mindfulness changed in the case of branch, regular exercise, and regular meditative practice, no statistically significant difference was observed between the groups ( $U = 19317,500_{(branch)}, 18478_{(regular\ exercise)}, 9303,500_{(regular\ meditative)}, p>0,05$ ). In this case, branch, regular exercise, and regular meditative practice do not have a significant effect on the level of mindfulness.

In the same test conducted to determine whether the level of psychological well-being changed in the case of gender, branch, and regular exercise, no significant difference was observed between the groups ( $U = 19170_{(gender)}, 184453_{(branch)}, 16843,500_{(regular\ exercise)}, p>0,05$ ). However, a statistically significant difference was observed between the groups in the case of regular meditative practice ( $U = 7562, p<0,05$ ). In this case, it can be said that gender, branch, and regular exercise

do not have a significant effect on psychological well-being. In contrast, regular meditative practice has a significant effect on psychological well-being.

Table 6. Kruskal-Wallis

	Groups	N	Rank Mean	sd	X <sup>2</sup>	p	Significant Difference	
<b>MBAS</b>	Section	Physical Education and Sports Teaching	67	209,01	2	4,880	,087	
		Coaching	177	208,34				
		Sport Management	152	182,41				
	Perceived Family Income Level	Low	40	143,65	2	10,282	<b>,006*</b>	<b>A - B</b>
		Middle	326	205,10				
		High	30	199,92				
	Perceived Personal Income Level	Low	141	184,90	2	3,453	,178	
		Middle	231	207,40				
		High	24	192,73				
	Mother's Education Status	Illiterate / Primary School	154	208,16	2	2,682	,262	
		Middle School / High School	210	189,65				
		Undergraduate and above	32	210,08				
	Number of Siblings	Only Child	19	185,47	3	6,687	,083	
		1	80	181,22				
2		102	222,19					
3 and above		195	194,47					
Age	17-19	78	204,12	3	3,699	,296		
	20-22	207	193,92					
	23-25	95	195,38					
	26 and above	16	248,91					
Grade Level	1st grade	95	202,89	3	,304	,959		
	2nd grade	106	195,77					
	3rd grade	104	200,24					
	4th grade	91	195,12					
<b>PSWBS</b>	Section	Physical Education and Sports Teaching	67	210,01	2	4,891	,087	
		Coaching	177	207,95				
		Sport Management	152	182,42				
	Perceived Family Income Level	Low	40	156,14	2	8,906	<b>,012*</b>	<b>A - C</b>
		Middle	326	200,18				
		High	30	236,72				
	Perceived Personal Income Level	Low	141	188,72	2	2,536	,281	
		Middle	231	201,68				
		High	24	225,40				
	Mother's Education Status	Illiterate / Primary School	154	203,05	2	,555	,758	
		Middle School / High School	210	196,74				
		Undergraduate and above	32	188,16				
	Father's Education Status	Illiterate / Primary School	91	197,47	2	,025	,988	
		Middle School / High School	259	199,14				
Undergraduate and above		46	196,91					
Number of Siblings	Only Child	19	211,71	3	5,266	,153		
	1	80	208,18					
	2	102	213,78					
	3 and above	195	185,25					

\*p<0,05

When Table 6 is examined, according to the Kruskal-Wallis test on whether the variables of the department, perceived

personal income, mother's education level, and number of siblings affect the level of mindfulness, no significant difference was observed between the groups ( $X^2_{(2)} = 4,88$  (department),  $3,45$  (personal income),  $2,68$  (mother's education),  $X^2_{(3)} = 6,68$  (number of siblings)). However, according to the Kruskal-Wallis test for the perceived family income status variable, a significant difference was observed between the groups ( $X^2_{(2)} = 10,28$ ,  $p < 0,05$ ). As a result of multiple comparisons, it was determined that this difference was between low (A) and medium (B) groups. In this case, department, perceived personal income, mother's education level and number of siblings do not have a significant effect on the level of mindfulness. In contrast, perceived family income level has a significant effect on the level of mindfulness.

According to the Kruskal-Wallis test on whether age, grade level, department, perceived personal income, mother's education level, father's education level and number of siblings affect the level of psychological well-being, no significant difference was observed between the groups ( $X^2_{(3)} = 3,69$  (age),  $,30$  (grade level),  $5,26$  (number of siblings),  $X^2_{(2)} = 4,89$  (department),  $2,53$  (personal income),  $,55$  (mother's education),  $,02$  (father's education),  $p > 0,05$ ). However, according to the Kruskal-Wallis test for the perceived family income status variable, a significant difference was observed between the groups ( $X^2_{(2)} = 8,90$ ,  $p < 0,05$ ). As a result of multiple comparisons, it was determined that this difference was between low (A) and high (B) groups. In this case, it can be said that age, grade level, department, perceived personal income, mother's education level, father's education level, and number of siblings do not have a significant effect on psychological well-being. In contrast, perceived family income level has a significant effect on psychological well-being.

Table 7. Relationship Analysis

	N	r	p
Mindfulness Psychological Well-Being	396	,414	<b>,000</b>

\* $p < 0,05$

When Table 7 is examined, the Spearman Rank Difference Correlation procedure conducted to reveal whether there is a relationship between mindfulness and psychological well-being shows that there is a positive and significant relationship between mindfulness and psychological well-being ( $r = 0,41$ ,  $p < 0,05$ ). In this case, it can be said that as the level of mindfulness increases, the level of psychological well-being increases or as the level of mindfulness decreases, the level of psychological well-being decreases.

#### IV. DISCUSSION

The study examined the relationship between mindfulness and psychological well-being levels within the scope of the Faculty of Sport Sciences students. For mindfulness in students, a significant difference was found between the groups according to the perceived family income level variable; no significant difference was found between the groups according to age, gender, grade level, department, branch, regular exercise status, perceived personal income level, mother's education level, father's education level, number of siblings and regular meditative practice status variables. For psychological well-being, a significant difference was found between the groups according to the variables of regular meditative practice status and perceived family income level; no significant difference was found between the groups according to the variables of age, gender, grade level, department, branch, regular exercise status, perceived personal income level, mother's education level, father's education level and number of siblings. According to the results of the analysis, it was determined that there was a positive and significant relationship between mindfulness and psychological well-being.

When the literature was examined, it was found that there was a positive and significant relationship between mindfulness and psychological well-being (Baer et al., 2008; Brown & Ryan, 2003; Brown et al., 2007; Deniz et al., 2017; Falkenström, 2010; Hamarta et al., 2013; Howell et al., 2008; Işık et al., 2020; İmroğlu et al., 2021; Koçyiğit, 2019; Taşdemir, 2018; Öcel, 2017; Zümbül, 2019). While mindfulness means an individual's ability to accept the present moment without judgment, psychological well-being can mean feeling satisfied, having a meaningful life, and having positive psychological characteristics. Individuals with mindfulness can positively evaluate their current situation and focus on healing instead of turning to negative thoughts (Öcel, 2017). Thus, it can be said that individuals exhibit healthier behaviors against the situations they face.

The analyses showed that family income level differed in both mindfulness and psychological well-being levels. In a similar study conducted on psychologists, the mean psychological well-being scores of individuals with higher income levels were higher (Taşdemir, 2018). In a study conducted on a group of young adults, it was observed that mindfulness did not differ in socioeconomic level (Çelikler, 2017). The fact that individuals with higher income levels can meet their basic needs more easily can contribute to the development of mindfulness by reducing many stress factors. Financial security can make an individual feel more independent and secure for psychological well-being. At the same time, a high-income level may cause the individual to constantly focus on financial success and material gains, causing the individual to miss the moment and constantly worry about the future. Individuals with high-income levels may evaluate their self-

worth solely in terms of financial success, which can create psychological imbalance. The discrepancies in the studies may be due to these situations.

When the variable of regular meditative exercise status was examined, a significant difference was found between the groups in the psychological well-being levels of individuals. Psychological well-being refers to multiple aspects of positive psychological functioning, including self-acceptance, autonomy development, positive interpersonal relationships, life goals, and potential development (Ryff, 1989). It can be said that regular meditative exercises (mindfulness meditation, yoga, breathing exercises, etc.) are good for psychological well-being by relaxing individuals physically and mentally, reducing stress and anxiety, and strengthening self-awareness and emotional balance. High levels of mindfulness and psychological well-being in students provide benefits such as stress management, increasing attention span, helping academic success, and improving emotional resilience. It has also been emphasized in studies that the capacity to perform best in athletes can be significantly increased by having strong mental health (Kaufman et al., 2009; Kumar & Devi, 2023; Noetel et al., 2019; Oliveira et al., 2025).

#### A. *Limitations and Future Research*

Our research has some limitations. First, our sample group is limited to Kastamonu University Faculty of Sport Sciences students. To support our research, the sample group can be expanded with the students of sports sciences faculties of different universities. A quantitative method was used in our research and as seen in our results, family income level and regular meditative exercise affect mindfulness and psychological well-being. Although measurement tools show this situation, this situation can be investigated in depth with a mixed method approach, including qualitative interviews, by conducting experimental research. Adaptations can be made with mindfulness applications on different sports branches and performance and academic achievement can be monitored. The research was conducted with university students. The research area can be expanded by researching mindfulness practices with students from different educational levels. The variables of the research are relatively limited. This may not fully reflect the results of the research. The study examined the relationship between psychological well-being levels and mindfulness. This is also a relatively limited situation. Comparisons can be made using different scales. Future research can be conducted with more comprehensive variables and larger sample groups. For future research, the current study's limitations should be addressed, larger sample groups should be used, studies involving experimental-control groups should be conducted, and more research should be conducted with different age groups. It will be important to conduct more comprehensive research by supporting quantitative data with qualitative data.

## IV. CONCLUSION

This study showed a positive relationship between mindfulness and psychological well-being levels of sports sciences faculty students. At the same time, significant differences were found in family income level for mindfulness and in family income level and regular meditative exercise practice for psychological well-being. In summary, as the level of mindfulness increases, psychological well-being also increases. A good income level and regular meditative exercises are good for mindfulness and psychological well-being. Considering all these results, mindfulness practices can increase academic achievement and sports performance in students and individuals who are both students and athletes. This research is limited to sports sciences students. It is important to conduct experimental research on mindfulness and psychological well-being by increasing the sample groups.

## DECLARATIONS

**Acknowledgements:** The author/authors do not wish to acknowledge any individual or institution.

**Author Contributions:** Conceptualization, B.Ü.; Methodology, B.Ü. and A.F.Ö.; Software, B.Ü.; Validation, A.F.Ö.; Formal Analysis, B.Ü.; Investigation, B.Ü. and A.F.Ö.; Resources, B.Ü.; Data Curation, B.Ü. and A.F.Ö.; Writing—Original Draft, B.Ü.; Writing—Review & Editing, A.F.Ö.; Visualization, B.Ü. and A.F.Ö.; Supervision, B.Ü. and A.F.Ö.; Project administration, B.Ü. and A.F.Ö. All authors have read and approved the final version of the manuscript.

**Conflict of Interest:** The author/authors declare no conflict of interest.

**Supporting Institutions:** This research received no external funding.

**Ethical Approval:** All procedures followed scientific and ethical principles, and all referenced studies are appropriately cited.

**Plagiarism Statement:** This article has been evaluated for plagiarism and no instances of plagiarism were detected.

**Use of AI Tools:** The author/authors declare that no Artificial Intelligence (AI) tools were used in the creation of this article.

## REFERENCES

- Arslan, I. (2018). Bilinçli farkındalık, depresyon düzeyleri ve algılanan stres arasındaki ilişki. *Birey ve Toplum Sosyal Bilimler Dergisi*, 8(2), 73-86. <https://doi.org/10.20493/birtop.477445>
- Baer, R. A., Smith, G. T., Lykins, E., Button, D., Krietemeyer, J., Sauer, S., Walsh, E., Duggan, D., & Williams, J. M. G. (2008). Construct validity of the five facet mindfulness questionnaire in meditating and nonmeditating samples. *Assessment*, 15(3), 329-342. <https://doi.org/10.1177/1073191107313003>
- Bodhi, B. (2011). What does mindfulness really mean? A canonical perspective. *Contemporary Buddhism*, 12(1), 19-39. <https://doi.org/10.1080/14639947.2011.564813>
- Baltzell, A., & Akhtar, V. L. (2014). Mindfulness meditation training for sport (MMTS) intervention: Impact of MMTS with division I female athletes. *The Journal of Happiness & Well-Being*, 2(2), 160-173.
- Bowlin, S. L., & Baer, R. A. (2012). Relationships between mindfulness, self-control, and psychological functioning. *Personality and Individual Differences*, 52(3), 411-415. <https://doi.org/10.1016/j.paid.2011.10.050>
- Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822-848. <https://doi.org/10.1037/0022-3514.84.4.822>
- Brown, K. W., Ryan, R. M., & Creswell, J. D. (2007). Addressing fundamental questions about mindfulness. *Psychological Inquiry*, 18(4), 272-281. <https://doi.org/10.1080/10478400701703344>
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş. & Demirel, F. (2023). *Eğitimde bilimsel araştırma yöntemleri* (34. baskı). Pegem Akademi Yayıncılık.
- Çelikler, A. N. (2017). *Bir grup genç yetişkinde bilinçli farkındalık düzeyi ile başa çıkma tutumları ve psikolojik iyi oluş arasındaki ilişkinin incelenmesi* (Yayımlanmamış yüksek lisans tezi). Haliç Üniversitesi.
- Deci, E. L., & Ryan, R. M. (2008). Hedonia, eudaimonia, and well-being: An introduction. *Journal of Happiness Studies*, 9(1), 1-11. <https://doi.org/10.1007/s10902-006-9018-1>
- Deniz, M. E., Erus, S. M., & Büyükcebeci, A. (2017). Bilinçli farkındalık ile psikolojik iyi oluş ilişkisinde duygusal zekânın aracılık rolü. *Turkish Psychological Counseling and Guidance Journal*, 7(47), 17-31.
- Didonna, F. (2009). *Clinical Handbook of Mindfulness*. Springer. <https://doi.org/10.1007/978-0-387-09593-6>
- Diener, E., Wirtz, D., Biswas-Diener, R., Tov, W., Kim-Prieto, C., Choi, D. W., & Oishi, S. (2009). *New Measures of Well-Being*. In: Diener, E. (eds) *Assessing Well-Being* (Social Indicators Research Series, Vol. 39, pp. 247-266). Springer. [https://doi.org/10.1007/978-90-481-2354-4\\_12](https://doi.org/10.1007/978-90-481-2354-4_12)
- Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D. W., Oishi, S., & Biswas-Diener, R. (2010). New well-being measures: Short scales to assess flourishing and positive and negative feelings. *Social Indicators Research*, 97(2), 143-156. <https://doi.org/10.1007/s11205-009-9493-y>
- Falkenström, F. (2010). Studying mindfulness in experienced meditators: A quasi-experimental approach. *Personality and Individual Differences*, 48(3), 305-310. <https://doi.org/10.1016/j.paid.2009.10.022>
- Fletcher, D., & Sarkar, M. (2012). A grounded theory of psychological resilience in Olympic champions. *Psychology of Sport and Exercise*, 13(5), 669-678. <https://doi.org/10.1016/j.psychsport.2012.04.007>
- Flook, L., Smalley, S. L., Kitil, M. J., Galla, B. M., Kaiser-Greenland, S., Locke, J., Ishijima, E., & Kasari, C. (2010). Effects of mindful awareness practices on executive functions in elementary school children. *Journal of Applied School Psychology*, 26(1), 70-95. <https://doi.org/10.1080/15377900903379125>
- Gardner, F. L., & Moore, Z. E. (2004). A mindfulness-acceptance-commitment-based approach to athletic performance enhancement: Theoretical considerations. *Behavior Therapy*, 35(4), 707-723. [https://doi.org/10.1016/S0005-7894\(04\)80016-9](https://doi.org/10.1016/S0005-7894(04)80016-9)
- Germer, C. (2004). What is mindfulness. *Insight Journal*, 22, 24-29.
- Goldstein, J. (1993). *Insight meditation: The practice of freedom*. Shambhala Publications.
- Hamarta, E., Ozyesil, Z., Deniz, M., & Dilmac, B. (2013). The prediction level of mindfulness and locus of control on subjective well-being. *International Journal of Academic Research*, 5(52), 145-150.
- Howell, A. J., Digdon, N. L., Buro, K., & Sheptycki, A. R. (2008). Relations among mindfulness, well-being, and sleep. *Personality and Individual Differences*, 45(8), 773-777. <https://doi.org/10.1016/j.paid.2008.08.005>
- Işık, U., Karakullukçu, Ö. F., & Güngörmüş, H. A. (2020). Bilinçli farkındalığın psikolojik iyi oluş üzerindeki etkisi: Boş zamanda can sıkıntısının aracılık rolü. *Sportif Bakış: Spor ve Eğitim Bilimleri Dergisi*, 7(S1), 49-61. <https://doi.org/10.33468/sbsebd.134>
- İmroğlu, A., Demir, R., & Murat, M. (2021). Psikolojik iyi oluşun yordayıcıları olarak bilişsel esneklik, bilinçli farkındalık ve umut. *Elektronik Sosyal Bilimler Dergisi*, 20(80), 2037-2057. <https://doi.org/10.17755/esosder.859555>
- Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144-156. <https://psycnet.apa.org/doi/10.1093/clipsy.bpg016>
- Kabat-Zinn, J. (2015). Mindfulness. *Mindfulness*, 6, 1481-1483. <https://doi.org/10.1007/s12671-015-0456-x>
- Kara, E. (2021). *Öğrenci sporcularda algılanan stres ile psikolojik sağlık ilişkisi: Başa çıkma stratejileri, bilinçli farkındalık ve algılanan sosyal desteğin aracılığı* (Yayımlanmamış doktora tezi). Anadolu Üniversitesi.
- Karabacak, A., & Demir, M. (2017). Özerklik, bağlanma stilleri, bilinçli farkındalık ve duygu düzenleme arasındaki ilişkilerin incelenmesi. *Bayburt Eğitim Fakültesi Dergisi*, 12(23), 271-291.

- Kaufman, K. A., Glass, C. R., & Arnkoff, D. B. (2009). Evaluation of mindful sport performance enhancement (MSPE): A new approach to promote flow in athletes. *Journal of Clinical Sport Psychology, 3*(4), 334-356. <https://doi.org/10.1123/jcsp.3.4.334>
- Koçyiğit, F. (2019). *Teknoloji bağımlılığının psikolojik iyi oluş ile ilişkisinde bilinçli farkındalık ve belirsizliğe tahammülsüzlük değişkenlerinin aracı rolünün incelenmesi* (Yayımlanmamış yüksek lisans tezi). İstanbul Medipol Üniversitesi.
- Kostanski, M., & Hassed, C. (2008). Mindfulness as a concept and a process. *Australian Psychologist, 43*(1), 15-21. <https://doi.org/10.1080/00050060701593942>
- Kozak, M., Zorba, E., & Bayrakdar, A. (2021). Sporcularda zihinsel antrenman becerileri ile bilinçli farkındalık. *Journal of Sport for All and Recreation, 3*(2), 89-97.
- Kumar, S., & Devi, G. (2023). Sports performance and mental health of athletes. *Sports Science & Health Advances, 1*(01), 46-49. <https://doi.org/10.60081/SSHA.1.1.2023.46-49>
- Kurtipek, S., Güngör, N. B., & Durhan, T. A. (2022). Rekreasyonel faydanın açıklanmasında bilinçli farkındalığın rolü. *Akdeniz Spor Bilimleri Dergisi, 5*(Özel Sayı 2), 749-759. <https://doi.org/10.38021/asbid.1199206>
- Leland, M. (2015). Mindfulness and student success. *Journal of Adult Education, 44*, 19-24.
- Lundqvist, C. (2011). Well-being in competitive sports—The feel-good factor? A review of conceptual considerations of well-being. *International Review of Sport and Exercise Psychology, 4*(2), 109-127. <https://doi.org/10.1080/1750984X.2011.584067>
- MacDonald, L. A., Oprescu, F., & Kean, B. M. (2018). An evaluation of the effects of mindfulness training from the perspectives of wheelchair basketball players. *Psychology of Sport and Exercise, 37*, 188-195. <https://doi.org/10.1016/j.psychsport.2017.11.013>
- Nam, A., & Akbay, S. E. (2020). Üniversite öğrencilerinde yaşam doyumunu: Beş faktör kişilik özellikleri, bilinçli farkındalık ve yılmazlığın rolü. *OPUS International Journal of Society Researches, 16*(31), 4210-4237. <https://doi.org/10.26466/opus.719138>
- Noetel, M., Ciarrochi, J., Van Zanden, B., & Lonsdale, C. (2019). Mindfulness and acceptance approaches to sporting performance enhancement: A systematic review. *International Review of Sport and Exercise Psychology, 12*(1), 139-175. <https://doi.org/10.1080/1750984X.2017.1387803>
- Nunnally, J. C. (1978). *Psychometric theory* (2nd ed). McGraw-Hill.
- Oliveira, S., Cunha, M., Rosado, A., Matos-Pina, I., & Ferreira, C. (2025). PLAYwithHEART: Non-Randomized feasibility trial of a mindfulness, acceptance, and compassion-based programme for adolescent athletes. *Mindfulness, 16*, 477-493. <https://doi.org/10.1007/s12671-025-02521-y>
- Öcel, H. (2017). Meme kanseri tanısı almış çalışan kadınlarda damgalanma ve bilinçli farkındalık ile psikolojik iyi oluş arasındaki ilişkiler: Psikolojik esnekliğin düzenleyici rolü. *Türk Psikoloji Dergisi, 32*(80), 116-133.
- Özyeşil, Z., Arslan, C., Kesici, S., & Deniz, M. E. (2011). The validity and reliability study of mindful attention awareness scale. *Education and Science, 36*(160), 224-235. <https://doi.org/10.15390/ES.2011.940>
- Pinquart, M., & Teubert, D. (2010). A meta-analytic study of couple interventions during the transition to parenthood. *Family Relations, 59*(3), 221-231. <https://doi.org/10.1111/j.1741-3729.2010.00597.x>
- Riaz, H., & Ali, Y. (2023). The relationship among school mindfulness, classroom anxiety, and high school student life satisfaction. *Educational Challenges, 28*(2), 128-140. <https://doi.org/10.34142/2709-7986.2023.28.2.09>
- Röthlin, P., Birrer, D., Horvath, S., & Grosse Holtforth, M. (2016). Psychological skills training and a mindfulness-based intervention to enhance functional athletic performance: design of a randomized controlled trial using ambulatory assessment. *BMC Psychology, 4*, Article 39. <https://doi.org/10.1186/s40359-016-0147-y>
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1069-1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Şahin, A. (2019). Üniversite öğrencilerinde bilinçli farkındalık ile yaşam doyumunu ve iyi oluş arasındaki ilişkiler. *Üsküdar Üniversitesi Sosyal Bilimler Dergisi, 8*(8), 151-176. <http://dx.doi.org/10.32739/uskudarsbd.5.8.61>
- Taşdemir, E. (2018). *Psikologlarda bilinçli farkındalık ve psikolojik dayanıklılık ile psikolojik iyi oluş arasındaki ilişkinin incelenmesi* (Yayımlanmamış Yüksek Lisans Tezi). İstanbul Arel Üniversitesi.
- Tc, A. R., & Sultana, D. (2016). Mediating role of mindfulness on the relationship between mental toughness and athletics performance of inter university track and field athletes. *International Journal of Physical Education, Sports and Health, 3*(2), 4-7.
- Telef, B. B. (2013). Psikolojik iyi oluş ölçeği: Türkçeye uyarlama, geçerlik ve güvenilirlik çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 28*(3), 374-384. <https://doi.org/10.13140/RG.2.1.2414.4480>
- Visted, E., Vøllestad, J., Nielsen, M. B., & Nielsen, G. H. (2015). The impact of group-based mindfulness training on self-reported mindfulness: A systematic review and meta-analysis. *Mindfulness, 6*, 501-522. <https://doi.org/10.1007/s12671-014-0283-5>
- Zümbül, S. (2019). Öğretmen adaylarının psikolojik iyi oluş düzeylerinde bilinçli farkındalık ve affetmenin yordayıcı rolleri. *Ege Eğitim Dergisi, 20*(1), 20-36. <https://doi.org/10.12984/eegefd.481963>
- Wiese-Bjornstal, D. M., Smith, A. M., Shaffer, S. M., & Morrey, M. A. (1998). An integrated model of response to sport injury: Psychological and sociological dynamics. *Journal of Applied Sport Psychology, 10*(1), 46-69. <https://doi.org/10.1080/10413209808406377>