



Research Paper

# The Relationship of Mental Alertness in Improving the Performance Level of Amputee Football Players in the Palestinian National Team

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## Abstract

The study aimed to identify the relationship of mental alertness in improving the performance level of amputee football players in the Palestinian national team. The descriptive analytical method was used, and data were collected through a questionnaire distributed to 30 amputee football players on the Palestinian national team. The study found that the mental alertness axis scored 84.02%, and the performance improvement axis scored 82.35%, indicating a strong relationship between mental alertness and improved performance in the team. The study recommends increasing mental alertness monitoring and psychological support by providing enough time to listen to the players, give advice, help them feel at ease, and motivate them toward training. It also encourages amputee football coaches to participate in training courses and meetings to enhance their training capabilities and experience.

**Keywords:** Mental Alertness, Performance, Amputee Football, Palestine

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## I. Introduction

Amputee football is a sport designed for individuals with upper or lower limb amputations. It has gained popularity worldwide, especially in countries with high rates of violence or road accidents. It differs from traditional football, requiring all outfield players to have lower limb amputations and to use crutches, while goalkeepers must have one upper limb amputation.

Palestinian amputee football was founded in March 2018 by the Palestine Football Association, starting with a 15-player team from Deir Al-Balah. The sport expanded across Palestinian governorates, reaching 85 players. In 2019, a partnership with the International Committee of the Red Cross (ICRC) was signed, and Simon Baker (head of the Irish Amputee Football Association) provided training for coaches and referees. The first league championship was held in 2019 with ICRC support. A team traveled to France for friendly matches, and in 2020, Palestine became the first Arab and second Asian country to gain international recognition. In 2021, the first national team was formed and participated in the West Asia Championship qualifying for the World Cup.

## II. Research Problem

A study by Abdelhadi (2022) highlighted the effect of functional strength training on essential skills of Palestinian amputee football players and emphasized the importance of fulfilling all aspects of mental alertness (observation, attention, awareness, openness, discrimination) and addressing psychological needs, which are crucial for competitive success.

As head coach of the Palestinian amputee team and Red Crescent Amputee Team since 2018, the researcher observed that performance decline was due to:

- Weakness in mental alertness components
- Mental distraction
- Psychological factors
- Lack of motivation
- Absence of preparatory matches (local/international)

- Mental exhaustion due to travel restrictions
- Lack of psychological support and stability

Performance assessments revealed performance gaps, highlighting the need to focus on and address these deficiencies. Unlike traditional football, amputee football receives little attention and support. This calls for scientific research to develop strategies for mental alertness and psychological support to improve player performance. Hence, this study seeks to explore this issue scientifically and practically.

#### **Main research question:**

Is there a relationship between mental alertness and improved performance among amputee football players in the Palestinian national team?

#### **3. Research Questions**

- What is the level of mental alertness among amputee football players?
- What is the level of performance improvement among amputee football players?
- Is there a relationship between mental alertness and performance improvement?

#### **4. Research Objectives**

- Identify the level of mental alertness among amputee football players.
- Assess the level of performance improvement.
- Determine the nature of the relationship between mental alertness and performance.

#### **5. Importance of the Study**

- **Scientific Importance:** Enriches the Palestinian and broader Arab/international academic literature with valuable references, supporting future research in this area.
- **Practical Importance:** Sheds light on the real use and necessity of mental alertness in enhancing the performance of amputee football players.

#### **6. Study Limitations**

- **Subject Scope:** Relationship between mental alertness and performance improvement.
- **Human Scope:** Applied to the Palestinian national team players.
- **Time Scope:** Conducted during 2022–2023 with necessary administrative approvals.
- **Location Scope:** Conducted in the southern Palestinian governorates.

### **First: Theoretical Framework and Previous Studies**

#### **A. Mental Alertness**

- **Definition:** A state of conscious attention to the present moment in a non-judgmental way, often used in psychology, education, and therapy. It enhances self-awareness and stress coping ability.
- **Goals of Mental Alertness:**
  - Improve mental and emotional health
  - Enhance focus and attention
  - Boost self-awareness
  - Improve social relationships
  - Help manage physical pain and illness
  - Achieve work-life balance
- **Characteristics (Brown & Ryan, 2020):**
  - Intentional focus on the present
  - Non-judgment
  - Physical awareness
  - Acceptance of experiences
  - Cognitive awareness and openness
  - Reflective capacity

#### **B. Sports Performance**

- **Definition:** Improving sports performance involves training, physical fitness, nutrition, and psychological support to reach optimal athletic levels.
- **Objectives:**
  - Physical strength and flexibility
  - Performance analysis and feedback

- Load management and recovery
- Technical and tactical improvement
- **Characteristics:**
- Personalization
- Continuity and progression
- Diverse training programs
- Use of sports technology

**C. Previous Studies**

1. **Abdelhadi (2022)** – Functional strength training improved several essential football skills.
2. **Al-Barqoni (2022)** – Built fitness benchmarks for amputee footballers; differences weren't related to amputation type.
3. **Yurdakul &Kizilci (2021)** – Compared amputee vs professional players; professionals had higher relative strength.
4. **Gunaydin (2021)** – Found a positive correlation between shoulder and core endurance in elite amputee players.
5. **Bou Kobus (2017)** – Leadership behavior improves social cohesion in football teams.
6. **Al-Asmi & Jamal (2018)** – Mental alertness correlates with psychological resilience in college students.
7. **Salmi & Mohamed (2022)** – Karate referees' mental alertness strongly influences decision-making ability.

**Second: Field Study**

1. **Methodology**

Descriptive analytical method used to examine mental alertness and psychological support in relation to player performance.

2. **Population**

32 players from the Palestinian national amputee football team. All were surveyed, and 30 valid responses were analyzed (93.75% response rate).

3. **Study Tool**

To address the analytical aspects of the study, the researcher collected primary data through a **questionnaire**, which was specially designed for this purpose. The researcher followed the following steps in designing the questionnaire:

- Reviewing previous studies and research related to the current study topic.
- Formulating the questionnaire items based on the topics and dimensions of the current study.
- Discussing with some supervisors regarding additions, deletions, and modifications, and preparing the preliminary version as shown in Appendix (1).
- Having the questionnaire reviewed by a group of experts and specialists in the sports and educational fields, and incorporating their feedback to enrich the questionnaire.
- Designing the final version of the questionnaire, as shown in Appendix (2).

**1. Internal Consistency Results for the Mental Alertness Axes**

**Table (2.3):** Internal consistency results for the mental alertness axes (Observation – Discrimination – Openness – ...)

Item	Pearson Correlation (Observation)	Item	Pearson Correlation (Discrimination)	Item	Pearson Correlation (Openness)	Item	Pearson Correlation (Attention)	Item	Pearson Correlation (Awareness)
1	0.834**	1	0.845**	1	0.835**	1	0.744**	1	0.832**
2	0.828**	2	0.831**	2	0.809**	2	0.800**	2	0.838**
3	0.771**	3	0.851**	3	0.790**	3	0.780**	3	0.894**
4	0.858**	4	0.845**	4	0.822**	4	0.758**	4	0.773**
5	0.653**	5	0.701**	5	0.879**	5	0.792**	5	0.816**
6	0.731**	6	0.875**	6	0.884**	6	0.728**	6	0.874**

**Table (2.3)** shows the **correlation coefficient between each item of the mental alertness axes and the total score of its respective dimension or axis**. It indicates that the correlation coefficients are statistically significant at the significance level ( $\alpha \leq 0.05$ ), which means the dimension is valid for what it was designed to measure.

**2. Internal Consistency of the Performance Improvement Axis:**

**Table (8.3): Internal Consistency Results – Performance Improvement Axis**

Item	Pearson Correlation (Observation)	Item	Pearson Correlation (Discrimination)	Item	Pearson Correlation (Openness)	Item	Pearson Correlation (Attention)	Item	Pearson Correlation (Awareness)
1	0.834**	1	0.845**	1	0.835**	1	0.744**	1	0.832**
2	0.828**	2	0.831**	2	0.809**	2	0.800**	2	0.838**
3	0.771**	3	0.851**	3	0.790**	3	0.780**	3	0.894**
4	0.858**	4	0.845**	4	0.822**	4	0.758**	4	0.773**
5	0.653**	5	0.701**	5	0.879**	5	0.792**	5	0.816**
6	0.731**	6	0.875**	6	0.884**	6	0.728**	6	0.874**

**Table (8.3)** shows the correlation coefficient between each item of the Performance Improvement axis and the total score of the axis. It indicates that the correlation coefficients presented are statistically significant at a significance level of ( $\alpha \leq 0.05$ ), which also confirms that the items of the axis are valid for measuring what they were intended to measure.

The study also verified the reliability of the questionnaire using Cronbach’s Alpha Coefficient and the split-half method, with the results shown in **Table (10.3)**.

**Table (10.3): Measuring the reliability of the questionnaire**

Item	Pearson Correlation (Observation)	Item	Pearson Correlation (Discrimination)	Item	Pearson Correlation (Openness)	Item	Pearson Correlation (Attention)	Item	Pearson Correlation (Awareness)
1	0.834**	1	0.845**	1	0.835**	1	0.744**	1	0.832**
2	0.828**	2	0.831**	2	0.809**	2	0.800**	2	0.838**
3	0.771**	3	0.851**	3	0.790**	3	0.780**	3	0.894**
4	0.858**	4	0.845**	4	0.822**	4	0.758**	4	0.773**
5	0.653**	5	0.701**	5	0.879**	5	0.792**	5	0.816**
6	0.731**	6	0.875**	6	0.884**	6	0.728**	6	0.874**

The results indicate that the Cronbach's Alpha value for the mental alertness axis reached (0.871), and the split-half value was (0.833), which means the reliability is high and statistically significant.

**Table (10.3)** also shows the Cronbach's Alpha value for the performance improvement axis, which was (0.857), and the split-half value was (0.812), again indicating high and statistically significant reliability.

Thus, the final version of the questionnaire, as shown in **Appendix (2)**, is ready for distribution. The researcher has confirmed the validity and reliability of the questionnaire, giving full confidence in its suitability for analyzing results and testing the study's hypotheses.

**3. Normal Distribution Test**

The researcher used the Kolmogorov-Smirnov (K-S Test) to determine whether the data follows a normal distribution.

Axis	Number of Items	Z Value	Significance (Sig.)
Mental Alertness	30	0.980	0.252
Performance Improvement	21	0.871	0.367

**Table (11.3): K-S Test for Normal Distribution**

The previous table shows that the p-values for the study axes are greater than (0.05), indicating that the data follow a normal distribution.

**4. Answering the first question, which states:**

What is the level of mental alertness among amputee football players?

**Table (1.4): Analysis of the dimensions of mental alertness**

No.	Dimension	Mean	Relative Weight	Standard Deviation	T-Test	Sig.	Level of Agreement	Rank
1	Observation	3.97	79.33	0.615	13.063	0.000	High	5
2	Discrimination	4.33	86.56	0.610	16.401	0.000	Very High	1
3	Openness	4.29	85.78	0.741	13.216	0.000	Very High	2
4	Attention	4.27	85.33	0.414	23.356	0.000	Very High	3
5	Awareness	4.16	83.11	0.768	11.806	0.000	High	4
	Mental Alertness Axis (Overall)	4.20	84.02	0.525	17.731	0.000	Very High	

Based on **Table (4.1)**, the researcher notes that the **Mental Alertness Axis** achieved a mean score of (4.20) with a relative weight of (84.02%). This indicates that mental alertness achieved a "very high" level among players of the Palestinian National Amputee Football Team.

Nofal (2024) emphasizes the importance of mental alertness in amputee football, highlighting its significant and vital role in enhancing player performance. Mental alertness encourages players to focus on the sport, dedicate attention to their role, and improve in the game specifically.

The researcher believes that mental alertness holds great importance for amputee football players. It greatly contributes to improving the player's concentration, which directly impacts their productivity on the field and in competitions. Conversely, low levels of mental alertness result in mental distraction, poor focus, apathy, and frequent errors that may even lead to being excluded from matches due to poor performance and minimal effectiveness.

### 5. Answer to the Second Research Question:

#### What is the level of performance improvement among amputee football players?

**Table (4.12): Analysis of Performance Improvement Items**

No.	Item	Mean	Relative Weight (%)	Standard Deviation	Level of Agreement	Rank
1	I have full knowledge of the game's rules and characteristics.	4.43	88.6	1.135	Very High	3
2	I possess dribbling skills during play.	4.17	83.4	1.289	High	9
3	I have the skill to shoot at the goal at the right time and place.	4.27	85.4	1.337	Very High	7
4	I try to improve my response to tactical plans.	4.0	80.0	0.983	High	15
5	I aim to raise flexibility levels in sports training.	4.33	86.6	1.093	Very High	5
6	I develop ball control skills.	4.03	80.6	1.426	High	14
7	I work on increasing ball possession and retention.	4.37	87.4	1.189	Very High	4
8	I elevate my ambition level during sports training.	4.53	90.6	1.008	Very High	2
9	I improve my direct and accurate passing of the ball.	4.32	86.4	1.093	Very High	6
10	I make the right decision when dealing with pressure on the opponent.	4.57	91.4	1.006	Very High	1
11	I properly handle the coach's instructions.	4.04	80.8	1.189	High	13
12	I try to raise my sportsmanship at all stages of sports competitions.	4.12	82.4	1.074	High	11
13	I possess team play characteristics to achieve common goals.	4.13	82.6	0.9	High	10
14	I foster teamwork spirit with fellow sports team members.	4.1	82.0	1.029	High	12
15	I enhance my strengths during sports training.	3.7	74.0	1.208	High	21
16	I address my weaknesses during sports training.	3.83	76.6	0.874	High	18
17	I effectively respond to changes in game plans at different times.	3.97	79.4	1.098	High	16
18	I maintain the same performance level from the start to the end of the match.	4.18	83.6	0.95	High	8
19	I avoid injuries during sports training.	3.8	76.0	1.186	High	19
20	I avoid committing fouls during the match.	3.71	74.2	1.264	High	20
21	I use time effectively to achieve victory in competitions.	3.87	77.4	1.137	High	17
	Overall Performance Improvement Axis	4.12	82.35	0.582	High	

From the previous table, the researcher notes that the **Performance Improvement Axis** achieved a **mean score of (4.12)** and a **relative weight of (82.35%)**. The researcher observes that **item (10)**, which states "*I make the appropriate decision to deal with pressure from the opponent*", received the **highest ranking** with a relative weight of **(91.40%)**, while **item (15)**, "*I enhance my strengths during sports training*", received the **lowest ranking** with **(74.00%)**.

The researcher also notes that performance improvement is related to the availability of requirements for such improvement. The most prominent of these are:

- Providing dedicated and safe fields for the players.
- Providing specialized sports equipment to help develop the players' abilities and skills.
- Appointing a technical staff that is well-qualified to work with the players at the desired level.

Moreover, the **financial aspect** of amputee football players significantly affects their performance. Financial incentives and providing financial necessities are essential motivational tools that drive players to achieve their best on the field in both local and international championships.

There is noticeable interest from international organizations, particularly the **Red Cross**, which provides many logistics for the game. The **Paralympic Committee** also contributes within its financial capabilities, which are known to be limited.

It is crucial to organize **training camps abroad** for the national team to increase exposure, experience, and to help players break psychological barriers. Expanding the player base would increase competitiveness, allowing coaches more options in player selection.

It is also vital to **direct media attention** towards the sport and the team, considering both the athletic and special-needs dimensions. There is a shortage of resources and support from official authorities and the private sector.

However, recent improvements have been observed, thanks to efforts made by sports institutions and associations like the **Palestine Amputee Football Association**, to promote the sport and make it more widespread.

There is an urgent need to raise **community awareness** about the importance of supporting these players who represent Palestine despite their disabilities and challenges.

### 7. Answer to the Third Research Question:

#### Is there a relationship between mental alertness and performance improvement?

To answer this question, the researcher used the **Pearson correlation coefficient** to measure the relationship between the two variables. The results are shown in the following table:

**Table (4.9): The Relationship Between Mental Alertness and Performance Improvement**

Dimension	Pearson Correlation Coefficient	Significance (Sig.)
Observation	0.496**	0.000
Discrimination	0.413**	0.000
Openness	0.523**	0.000
Attention	0.431**	0.000
Awareness	0.736**	0.000
Mental Alertness (Total)	0.643**	0.000

Statistically significant at the 0.01 level.

From Table (4.9), the researcher observes a statistically significant **positive correlation** between **mental alertness** and **performance improvement**, with a correlation coefficient of **(0.643)** at a significance level of **(0.00)**.

In the same context, **Naji (2024)** notes that **mental alertness** is a fundamental part of any athlete's performance, especially for **amputee football players**, as it helps them stay focused and make quick, accurate decisions during matches. In our sport, the ability to maintain high mental alertness is extremely important because it helps players adapt to competitive pressures and manage stress effectively. Through regular training on mindfulness techniques—such as focus and self-control—players can significantly improve their performance and maintain concentration even under the toughest conditions.

The researcher believes that **mental alertness greatly contributes** to the performance of amputee football players. The more aware and perceptive players are of their surroundings, and the more capable they are of engaging with their environment, the more positively this will reflect on their performance.

### Third: Findings and Recommendations

#### • Findings

The findings of the study are as follows:

- The **Mental Alertness Axis** achieved a **relative weight of (84.02%)**, indicating a **very high level** among players of the Palestinian national amputee football team.
- The **Performance Improvement Axis** achieved a **relative weight of (82.35%)**, indicating a **high level** among players of the Palestinian national amputee football team.
- There is a **statistically significant positive correlation** between **mental alertness** and **performance improvement** among amputee football players.

#### • Recommendations

Based on the research findings, the researcher recommends the following:

- Adopting and disseminating the results of this study to all those in charge of the **Palestinian national amputee football team** and its coaches.

- Preserving the talents of amputee football players by encouraging and developing them.
- Promoting **public acceptance** of this sport and encouraging its spread and support, to bring joy to players with disabilities and affirm their right to play and engage in sports like everyone else.
- Increasing **psychological and mental support** for players by allocating time to listen to them, provide guidance, offer reassurance, and motivate them toward training.
- Encouraging and motivating amputee football coaches to engage in **training courses and workshops** that help enhance their coaching levels and broaden their expertise.
- Emphasizing the importance of **psychological and mental health factors**—in addition to material factors—in the success and development of the **Palestinian amputee football team**, just as is done with non-disabled players.

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## Annex (1): Preliminary Questionnaire

Dear Respected Reviewer,

Peace, mercy, and blessings of Allah be upon you.

**Subject: Request for Questionnaire Review**

We hope this message finds you in good health and spirits.

The researcher is conducting a scientific study entitled:

**“The Relationship of Mental Alertness in Improving the Performance Level of Amputee Football Players in the Palestinian National Team”**

Given your esteemed expertise in this field, we kindly request your assistance in reviewing the questionnaire statements and sharing your observations and suggestions as you see fit, particularly in terms of:

- The clarity of each item

•Its linguistic accuracy

•And its relevance to the domain it is associated with

Please note that this questionnaire is used strictly for scientific research purposes only.

With deep respect, appreciation, and gratitude for your support.

**The Researcher**

**Khader Fayez Abdelhadi**

Reviewer Information:

Name	
Academic Degree	
Affiliated Institution	
Mobile Number and Email	

Please kindly select the most appropriate response for each of the following statements:

**Personal Information**

1. Age Group:

Personal Data Table:

1. Age Group

<input type="checkbox"/> Under 25
<input type="checkbox"/> 25 to under 30
<input type="checkbox"/> 30 and above

2. Marital Status

<input type="checkbox"/> Single
<input type="checkbox"/> Married

3. Educational Qualification

<input type="checkbox"/> High School or less
<input type="checkbox"/> Diploma
<input type="checkbox"/> Bachelor's Degree

4. Training Experience

<input type="checkbox"/> 1 to 3 years
<input type="checkbox"/> 4 to 6 years
<input type="checkbox"/> 7 years or more

5. Income

<input type="checkbox"/> Less than 500 Shekels
<input type="checkbox"/> 500 to less than 1000 Shekels
<input type="checkbox"/> 1000 to less than 1500 Shekels
<input type="checkbox"/> 1500 Shekels or more

**Questionnaire Items**

Please rate each item on a scale from 0 to 10 according to your level of agreement.

**Mental Alertness - Dimension 1: Observation**

Item	Agreement Score (0-10)
I regulate my emotions without letting them control me.	<input type="checkbox"/>
I can describe my emotions and beliefs in carefully chosen words.	<input type="checkbox"/>



I criticize myself for having irrational thoughts and emotions.	<input type="checkbox"/>
I pay attention to how my emotions and thoughts affect my behavior.	<input type="checkbox"/>
I pay attention to the outcomes of my actions.	<input type="checkbox"/>
I can see situations from different perspectives.	<input type="checkbox"/>
I realize that my thoughts seem as clear in my mind as they are in reality.	<input type="checkbox"/>
I direct my attention to all stimuli around me.	<input type="checkbox"/>
I try to accept each event regardless of whether it's desirable or not.	<input type="checkbox"/>
I care about accepting significant events in my sports training.	<input type="checkbox"/>

**Mental Alertness - Dimension 2: Differentiation**

Item	Agreement Score (0–10)
I find myself able to listen and act at the same time.	<input type="checkbox"/>
I use appropriate thinking strategies to face difficult situations.	<input type="checkbox"/>
I engage in work activities easily and smoothly.	<input type="checkbox"/>
I learn from my mistakes and find ways to correct them.	<input type="checkbox"/>
I can distinguish the features of things from various perspectives.	<input type="checkbox"/>
I select from my past experiences what enables me to handle future situations.	<input type="checkbox"/>
I can scrutinize new ideas to improve work easily and smoothly.	<input type="checkbox"/>
I can prioritize work in light of goal requirements.	<input type="checkbox"/>

**Mental Alertness - Dimension 3: Openness**

Item	Agreement Score (0–10)
I am curious to learn everything new in sports.	<input type="checkbox"/>
I can create abstract solutions to problems I face.	<input type="checkbox"/>
I benefit from my colleagues' opinions during training.	<input type="checkbox"/>
I am aware of all the thoughts happening around me.	<input type="checkbox"/>
I can understand others' emotions in different situations.	<input type="checkbox"/>
I am always open to new ways of doing things.	<input type="checkbox"/>
I evaluate my work whether it is right or wrong.	<input type="checkbox"/>
I tend to try everything new.	<input type="checkbox"/>
I aim to change training methods periodically.	<input type="checkbox"/>
I don't hesitate to change my position when I am convinced it is wrong.	<input type="checkbox"/>

**Mental Alertness - Dimension 4: Attention**

Item	Agreement Score (0–10)
Part of my thinking gets distracted from the task I'm doing.	<input type="checkbox"/>
I tend to perform multiple tasks at the same time.	<input type="checkbox"/>
I attentively listen to criticism and welcome it.	<input type="checkbox"/>
I experience mental distraction during my work.	<input type="checkbox"/>

I can predict future problems in my sports field.	<input type="checkbox"/>
I can defend my ideas with evidence and reasoning.	<input type="checkbox"/>
I can judge whether an idea is applicable or not.	<input type="checkbox"/>
I cannot describe what I am thinking about.	<input type="checkbox"/>

**Mental Alertness - Dimension 5: Awareness**

Item	Agreement Score (0–10)
I use all available tools to improve my understanding.	<input type="checkbox"/>
I try different viewpoints to solve problems.	<input type="checkbox"/>
I make sure to know opinions that differ from mine to benefit from them.	<input type="checkbox"/>
I am fully aware when receiving others' viewpoints.	<input type="checkbox"/>
I am eager to learn about things that capture my attention.	<input type="checkbox"/>
I like to know what's going on in my mind moment by moment.	<input type="checkbox"/>
I perform my tasks immediately without appreciating what I'm doing.	<input type="checkbox"/>
I am aware of the consequences of emotional reactions during competitions.	<input type="checkbox"/>
I judge valuable and non-valuable work based on my experiences.	<input type="checkbox"/>
I see all activities in the club as interconnected.	<input type="checkbox"/>

**Performance Improvement**

Item	Agreement Score (0–10)
I have complete knowledge of the game's rules and features.	<input type="checkbox"/>
I possess dribbling skills during play.	<input type="checkbox"/>
I can shoot accurately at the goal at the right time and place.	<input type="checkbox"/>
I try to improve my response to tactical plans.	<input type="checkbox"/>
I strive to increase flexibility in sports training.	<input type="checkbox"/>
I develop ball control skills.	<input type="checkbox"/>
I work on increasing ball possession and retention.	<input type="checkbox"/>
I elevate my ambition level during sports training.	<input type="checkbox"/>
I improve the accuracy of direct and correct passing.	<input type="checkbox"/>
I make the right decision when facing pressure from the opponent.	<input type="checkbox"/>
I correctly respond to the coach's directions.	<input type="checkbox"/>
I try to boost my sportsmanship throughout the competition stages.	<input type="checkbox"/>
I have team-playing traits and aim to achieve common goals.	<input type="checkbox"/>
I promote cooperation with team members.	<input type="checkbox"/>
I enhance the strengths I have during training.	<input type="checkbox"/>
I address my performance weaknesses during training.	<input type="checkbox"/>
I effectively respond to changes in game plans at any time.	<input type="checkbox"/>
I maintain consistent performance from start to	<input type="checkbox"/>

end of the match.	
I avoid injury during training sessions.	<input type="checkbox"/>
I avoid committing fouls during matches.	<input type="checkbox"/>
I use time efficiently to achieve victory in competitions.	<input type="checkbox"/>

**Annex (2): Questionnaire**

Dear Respected Player,

Peace, mercy, and blessings of Allah be upon you.

Subject: Filling Out the Questionnaire for Scientific Research Purposes

We hope this message finds you in good health and spirits. The researcher is conducting a scientific study entitled:

“The Relationship of Mental Alertness in Improving the Performance Level of Amputee Football Players in the Palestinian National Team.”

We kindly ask you to answer the items in the questionnaire. Please note that the questionnaire is used solely for scientific research purposes.

With all due respect, appreciation, and gratitude for your assistance.

The Researcher  
Khader Fayez Abdelhadi

Please kindly choose the most appropriate response for each of the following items:

**1. Age Group**

<input type="checkbox"/> Under 25 years
<input type="checkbox"/> 25 to under 30 years
<input type="checkbox"/> 30 years and above

**2. Marital Status**

<input type="checkbox"/> Single
<input type="checkbox"/> Married

**3. Educational Qualification**

<input type="checkbox"/> High school or below
<input type="checkbox"/> Diploma
<input type="checkbox"/> Bachelor’s degree

**4. Training Experience**

<input type="checkbox"/> 1 to 3 years
<input type="checkbox"/> 4 to 6 years
<input type="checkbox"/> 7 years and above

**5. Income**

<input type="checkbox"/> Less than 500 Shekels
<input type="checkbox"/> 500 to less than 1000 Shekels
<input type="checkbox"/> 1000 to less than 1500 Shekels
<input type="checkbox"/> 1500 Shekels and above

**Questionnaire (Rating Scale: 1–5)**

Please rate each statement on a scale from 1 to 5 based on your level of agreement.

**Mental Alertness – Dimension 1: Observation**

Statement	Agreement Level (1–5)
I can describe my feelings in carefully chosen words.	<input type="checkbox"/>
I pay attention to how my thoughts influence my behavior.	<input type="checkbox"/>
I feel that my thoughts appear clearly in my mind as they are in reality.	<input type="checkbox"/>
I can direct my attention to stimuli around me.	<input type="checkbox"/>
I try to accept events regardless of whether they are desirable or undesirable.	<input type="checkbox"/>
I care about accepting important events during my sports training.	<input type="checkbox"/>

**Mental Alertness – Dimension 2: Differentiation**

Statement	Agreement Level (1–5)
I find myself able to listen and work at the same time.	<input type="checkbox"/>
I use appropriate thinking strategies to face difficult situations.	<input type="checkbox"/>
I engage in sports training activities easily and smoothly.	<input type="checkbox"/>
I can differentiate the characteristics of things from various angles.	<input type="checkbox"/>
I choose from past experiences what helps me deal with future situations.	<input type="checkbox"/>
I set training priorities based on goal requirements.	<input type="checkbox"/>

**Mental Alertness – Dimension 3: Openness**

Statement	Agreement Level (1–5)
I am curious to learn everything new in sports.	<input type="checkbox"/>
I can invent abstract solutions to problems I face.	<input type="checkbox"/>
I strive to benefit from my teammates' opinions during training.	<input type="checkbox"/>
I can understand others' emotions in different situations.	<input type="checkbox"/>
I am open to new methods in sports training.	<input type="checkbox"/>
I can objectively evaluate my work whether it's right or wrong.	<input type="checkbox"/>

**Mental Alertness – Dimension 4: Attention**

Statement	Agreement Level (1–5)
I tend to perform several tasks at the same time.	<input type="checkbox"/>
I attentively listen to advice and guidance from others.	<input type="checkbox"/>
I can predict future problems in my sports field.	<input type="checkbox"/>
I can defend my ideas with evidence and reasoning.	<input type="checkbox"/>
I can judge whether an idea is applicable or not.	<input type="checkbox"/>
I can describe what I am thinking.	<input type="checkbox"/>

**Mental Alertness – Dimension 5: Awareness**

Statement	Agreement Level (1–5)
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I try different alternatives to solve problems.	<input type="checkbox"/>
I make sure to know the opposing view to benefit from it.	<input type="checkbox"/>
I am eager to know things that attract my attention.	<input type="checkbox"/>
I perform tasks immediately without appreciating what I do.	<input type="checkbox"/>
I am aware of the consequences of emotional reactions during competitions.	<input type="checkbox"/>
I judge valuable and non-valuable work based on my experiences.	<input type="checkbox"/>

**Performance Improvement**

Statement	Agreement Level (1–5)
I have full knowledge of the rules and characteristics of the game.	<input type="checkbox"/>
I possess dribbling skills during play.	<input type="checkbox"/>
I can shoot accurately at the goal at the right time and place.	<input type="checkbox"/>
I try to improve my response to tactical plans.	<input type="checkbox"/>
I aim to raise my level of flexibility in sports training.	<input type="checkbox"/>
I develop ball control skills.	<input type="checkbox"/>
I work on increasing possession and retention of the ball.	<input type="checkbox"/>
I raise my ambition level during sports training.	<input type="checkbox"/>
I improve my level of accurate and direct passing.	<input type="checkbox"/>
I make appropriate decisions to deal with pressure on the opponent.	<input type="checkbox"/>
I deal correctly with the coach's instructions.	<input type="checkbox"/>
I try to elevate my sportsmanship during all competition stages.	<input type="checkbox"/>
I have traits of teamwork to achieve common goals.	<input type="checkbox"/>
I develop a spirit of cooperation with team members.	<input type="checkbox"/>
I enhance my strengths during sports training.	<input type="checkbox"/>
I address my weaknesses during sports training.	<input type="checkbox"/>
I respond effectively to changes in game plans at various times.	<input type="checkbox"/>
I maintain the same level of play from the start to the end of the match.	<input type="checkbox"/>
I avoid injury during sports training.	<input type="checkbox"/>
I avoid committing fouls during matches.	<input type="checkbox"/>
I use time efficiently to achieve victory in sports competitions.	<input type="checkbox"/>