



The effect of a counseling program to improving psychological alert and stopping the ball by diving among futsal goalkeepers

Efecto de un programa de asesoramiento para mejorar la alerta psicológica y la parada del balón en picado entre porteros

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Abstract

Introduction: Psychology is a science closely related to many sports, whether team sports like football or individual sports. Counseling psychology is an applied branch of psychology that seeks to enhance and develop positive behavior and psychological characteristics in individuals. Psychological mobilization is an important concept that counseling psychology focuses on to enhance it in athletes.

Objective: The study aimed to construct and standardize a scientific scale to measure the level of psychological alertness among futsal goalkeepers in football, and to construct and standardize an objective performance test to evaluate the skill of blocking the ball from diving among futsal goalkeepers, as well as to prepare a structured psychological guidance program that includes guidance units designed to improve both the level of psychological alertness and the skill of blocking the ball by diving among futsal goalkeepers.

Methodology: The researchers used the experimental method to suit the research problem after constructing a scale and testing it in a survey on the community representing the futsal goalkeepers of the teams of the central and northern regions.

Results: The results indicate that the higher the goalkeepers' level of psychological alertness, the better their performance on the dribbling ball-blocking test. The counseling sessions included in the program also had statistically significant results in improving both the psychological alertness scale and the dribbling ball-blocking skill of the experimental group.

Conclusions: The researchers found that the guidance program had a positive and direct impact on the level of psychological alertness among goalkeepers in the experimental group. The program also had an indirect positive impact on the skill of blocking the ball from a dive.

Keywords

Guidance; programme; psychological alert; blocking; diving; futsal goalkeepers.

Resumen

Introducción: La psicología es una ciencia estrechamente relacionada con muchos deportes, ya sean deportes de equipo como el fútbol o deportes individuales. La psicología del asesoramiento es una rama aplicada de la psicología que busca mejorar y desarrollar comportamientos positivos y características psicológicas en las personas. La movilización psicológica es un concepto importante en el que se centra la psicología del asesoramiento para potenciarla en los deportistas.

Objetivo: El estudio tuvo como objetivo construir y estandarizar una escala científica para medir el nivel de alerta psicológica en porteros de fútbol, así como construir y estandarizar una prueba objetiva de rendimiento para evaluar la habilidad de bloquear el balón en lances de los porteros, así como preparar un programa estructurado de orientación psicológica que incluya unidades de orientación diseñadas para mejorar tanto el nivel de alerta psicológica como la habilidad de bloquear el balón en lances de los porteros.

Metodología: Los investigadores utilizaron el método experimental para adaptar el problema de investigación, tras construir una escala y probarla en una encuesta a la comunidad que representa a los porteros de los equipos de las regiones centro y norte.

Resultados: Los resultados indican que cuanto mayor es el nivel de alerta psicológica de los porteros, mejor es su rendimiento en la prueba de bloqueo de balón con regate. Las sesiones de asesoramiento incluidas en el programa también obtuvieron resultados estadísticamente significativos en la mejora tanto de la escala de alerta psicológica como de la habilidad de bloqueo de balón con regate del grupo experimental.

Conclusiones: Los investigadores descubrieron que el programa de orientación tuvo un impacto positivo y directo en el nivel de alerta psicológica de los porteros del grupo experimental. El programa también tuvo un impacto positivo indirecto en la habilidad de bloquear el balón tras una zambullida.

Palabras clave

Orientación; programa; alerta psicológica; bloqueante; buceo; porteros.



Introduction

Psychology is one of the sciences that are involved in many team and individual sports, including the game of football, because it has an impact on the psychological traits and abilities that the player possesses in performing skilful, defensive, and offensive duties, psychologists in qualitative data is not surprising. Such, performance related emotional states (psychological alert) (Hanin, Y. L. 2000). Counseling psychology is one of the sciences derived from psychology that works to enhance and develop behavior and positive psychological traits and extinguish and treat negative behavior and traits through counseling (Weinberg, R. S., & Gould, D. 2019). Since psychological alert is one of the behaviors that counseling science works to enhance in order to enable players to perform skill duties in the best way, by preparing and preparing all the psychological abilities to perform the behavior well, players are able to perform the skill in the best way, and the goalkeeper is the base on which the team as a whole, especially a football, is built (Abdul, A. R., & Hatem, N. 2024). This is the importance of having the psychological quality that enables them to exert their maximum energies to carry out their offensive and defensive tasks. Performing the futsal goalkeeper's defensive skill by blocking the ball with all parts of the body enables him to perform the skill of blocking the ball by throwing, that is, throwing the body towards the ball and blocking it with any part of the body, psychological alertness is one of the basic factors that influence athletes' performance, especially in situations that require quick response and precise concentration, as is the case with futsal goalkeepers. (Cox, R. H. 2016).

It is worth noting that the current study is consistent with the research trends of previous studies in this field. For example, a study published by a researcher at the University of Basra indicated the importance of conducting guidance workshops focusing on modern psychological measures (Al-Jubouri, Z. H. F., & Hussein, A. R. A. 2022).

Another study emphasized the importance of using new psychological measures and investigating their impact on other variables relevant to futsal players. Based on this scientific background, the current study highlights the importance of investigating the impact of a guidance program—as the study's independent variable—on both the level of psychological alertness and the futsal goalkeepers' ability to block the ball by diving in the current study sample (Mohammed, W. Y., & Fahad, A. N. 2024).

Research Problem: Based on the researchers' personal experience as former athletes and current academic instructors, they developed in-depth observations and a sense of a fundamental research problem that warrants further study and analysis. These observations raised a set of important research questions that the current study seeks to answer. These questions are summarized in the following points:

The possibility of developing a standardized tool to measure psychological alertness specifically for goalkeepers in football: Is it possible to develop a scale with good psychometric properties (such as validity and reliability) to measure the level of psychological alertness among goalkeepers in particular, in a manner consistent with the nature of their tasks and the requirements of their position on the field?

Research objective:

- 1-Building and codifying a measure of psychological alert among futsal goalkeepers.
- 2-Building and codifying the futsal goalkeepers' test of stopping the ball by diving.
- 3-Preparing guidance units to improve psychological alert and prevent the ball from diving.
- 4-Identifying the effect of guidance units on psychological alert and preventing the ball by diving.

Research hypotheses

1. There are significant differences between the control and experimental groups and in favor of the experimental group.
2. There are significant differences between the pre-and post-tests and in favor of the post-tests.



Method

Study Design

The researchers used the experimental method to suit the research problem of the experimental and control groups with pre- and post-tests (Adham Ali et al., 2022; Ali et al., 2024). According to Thomas, Nelson, and Silverman, clearly describing the type of design is essential to assessing its internal and external validity, especially in studies applied to sports. (Thomas, J. R., Nelson, J. K., & Silverman, S. J. 2020).

Participants

The research community was determined using the purposive sampling method, where the researcher targeted all goalkeepers in sports clubs located in the central and northern regions of Iraq.

The number of sports teams in the northern region reached [14] teams, and each team includes two goalkeepers. Thus, all the goalkeepers in the northern region teams (Mosul, Anbar, Al-Maarif, Al-Qalam University, Kirkuk, Al-Kutab, Northern Technical Al-Hadba, Samarra, Al-Nour, Fallujah, Tal Afar, Diyala, Tikrit, Nineveh, Al-Hamdaniya) formed the sample for constructing and standardizing the research tools, as their coverage rate of the target community in this region reached 100%.

As for the clubs of the central region, their number reached (22) teams (Al-Mustansiriya, Al-Imam Al-Sadiq, Al-Farahidi, Al-Salam, Al-Mansour, Al-Hadi, Al-Azaz, Al-Shaab, Anwar, Al-Isra, Al-Hikma, Al-Nahrain, Al-Amin, Al-Iraqiya, Al-Ma'mun, Baghdad, Central Technology, Al-Mustafa, Al-Imam Al-Kadhim, Dijlah, Technology, Al-Rafidain).

Regarding the sample for implementing the guidance program, it was selected exclusively from the first-choice goalkeepers in the clubs of the Central Region. These futsal goalkeepers were randomly divided by lot into two groups: a control group and an experimental group, with each group consisting of (11) goalkeepers. This sample is considered a good representative of the community of first-choice goalkeepers in the Central Region, which enhances the possibility of generalizing the results of the guidance program to this group.

Table 1. Shows the homogeneity of the research sample in the variables of Length, Weight, Age, and Training age.

N	Variables	Mean	Std. Deviation	Skewness
1	Length	178	1.92	0.88
2	Weight	65.5	0.899	0.659
3	Age	20.66	0.976	0.780
4	Training age	2.65	1.389	0.981

Means, devices, and tools used

- Measurement form
- Stopwatch
- Playground, futsal goal
- Futsal football number 3
- Information collection form

Steps For Constructing A Psychological Alert Scale

Determine the goal of the measure:

It is to measure the psychological alertness of futsal goalkeeper players

Determine the theoretical framework for the psychological alert scale

The concept of alert is a state of readiness and preparedness, and the researcher based the scale's construction on the behavioral theory of the scientist Watson John, who gave models of behavior modification techniques. (Mohammed, W. Y., & Fahad, A. N. 2024)



1. Positive reinforcement
2. Social reinforcement
3. Punishment
4. Extinguishing or ignoring
5. Distancing or exclusion
6. Response cost
7. Negative practice
8. Dumping or alienation
9. Alienation
10. Behavioral reciprocal contracting
11. Gradual desensitization
12. Affirmative training
13. Self-control and self-guided behavior programs
14. Multifaceted therapy
15. Modelling

Determine the scale areas

The areas of the scale were determined according to the theory above, which are (positive and negative feelings, self-awareness, focus of attention, previous experiences and information) and were presented to the experts, and the researcher used Ki2. The result was acceptance of the four areas because the calculated chi is greater than the tabular chi of 3.84 at a degree of freedom (1). The relative importance of each axis was determined through expert opinion in order to know the number of paragraphs for each axis, and it was found that they are {(positive and negative feelings (5), self-awareness (6), the focus of attention (4), previous experiences and information (4)}.

Psychological alert scale in its initial form

The psychological alert scale has 19 phrases, with a hypothetical mean of 57, with the highest value being 95 and the lowest value being 19, with keys to the positive phrases (1.2.3.4.5) and negative (5.4.3.2.1).

Apply the scale to the building sample

The scale was distributed to a sample of (76) students in order to confirm the acceptable statements from the unacceptable ones and delete the unacceptable ones.

Discriminatory ability

The discriminatory power was conducted between the upper and lower groups, as the sample structure was divided in half, i.e. 50%, equal to 38 for each group, as in Table 2.

Table 2. The discriminatory power of the psychological alert scale between the upper and lower groups using the t-test for two independent samples.

N	Groups	Mean	Std. Deviation	Sig Level	T Value	Sig Type
1	The Highest	4.3	0.44	0.00	5.51	Sig
	The Lowest	1.50	8.33			
2	The Highest	4.21	1.31	0.001	6.43	Sig
	The Lowest	3.15	0.45			
3	The Highest	4.62	0.97	0.002	5.33	Sig
	The Lowest	3.25	1.60			
4	The Highest	4.72	0.83	0.001	6.48	Sig
	The Lowest	2.66	1.27			
5	The Highest	4.75	0.84	0.003	6.68	Sig
	The Lowest	2.75	1.25			
6	The Highest	4.23	0.66	0.001	5.66	Sig
	The Lowest	3.04	1.04			



7	The Highest	4.31	0.63	0.001	8.14	Sig
	The Lowest	3.34	1.12			
8	The Highest	4.42	0.73	0.03	6.63	Sig
	The Lowest	2.67	1.22			
9	The Highest	2	1.9	0.61	0.78	Non-Sig
	The Lowest	1.22	1.88			
10	The Highest	4.22	0.92	0.03	5.14	Sig
	The Lowest	2.21	1.40			
11	The Highest	3.94	1.32	0.001	5.33	Sig
	The Lowest	1.97	1.25			
12	The Highest	4.20	0.81	0.01	5.34	Sig
	The Lowest	3.22	1.14			
13	The Highest	4.11	0.93	0.01	4.98	Sig
	The Lowest	3.14	1.14			
14	The Highest	4.17	0.91	0.00	6.32	Sig
	The Lowest	3.11	1.11			
15	The Highest	4.11	0.96	0.00	7.02	Sig
	The Lowest	2.14	1.50			
16	The Highest	4.15	0.82	0.00	5.74	Sig
	The Lowest	3.14	1.14			
17	The Highest	4.51	0.93	0.01	6.10	Sig
	The Lowest	2.58	1.21			
18	The Highest	4.11	0.94	0.03	7.04	Sig
	The Lowest	2.12	1.70			
19	The Highest	4.03	0.83	0.000	5.74	Sig
	The Lowest	1.92	1.03			

The table shows that statement 9 is rejected, while the rest of the statements are accepted.

Internal consistency coefficient and extracting the consistency coefficient of an item with the total score of the psychological alert scale:

Table 3. shows the value of the coefficient correlation and significance of the psychological alert scale between the scale paragraph and its total degree.

Paragraph number	Correlation coefficient	Sig level	Sig type
1	0.67	0.00	Sig
2	0.71	0.00	Sig
3	0.77	0.00	Sig
4	0.63	0.00	Sig
5	0.67	0.00	Sig
6	0.72	0.00	Sig
7	0.69	0.00	Sig
8	0.74	0.00	Sig
9	fell into discriminating power		
10	0.67	0.00	Sig
11	0.64	0.00	Sig
12	0.65	0.00	Sig
13	0.69	0.00	Sig
14	0.68	0.00	Sig
15	0.64	0.00	Sig
16	0.63	0.00	Sig
17	0.65	0.00	Sig
18	0.67	0.00	Sig
19	0.65	0.00	Sig

At a significance level (0.05)

It appears from the table above that all expressions are significant because the error value is less than the level of 0.05.

Table showing the internal consistency coefficient between each axis and the total score of the psychological alert scale.

Table 4. shows the value of the correlation coefficient and significance of the psychological alert scale between the scale's Axes and its total degree.

N	Axes	Correlation Coefficient	Sig Level	Sig Type
1	Positive And Negative Feelings	0.77	0.00	Sig
2	Self Conscious	0.82	0.00	Sig
3	Focus Of Attention	0.81	0.00	Sig
4	Previous Experiences And Information	0.79	0.00	Sig

All Items Are Significant At The Significance Level (0.05)



Psychometric properties of the psychological alert scale

It is to verify the scientific foundations, which is the validity of the content. The statements were presented to a group of experts. To ensure the validity of the scale, as well as formative validity, was achieved through discriminatory power, as in Table (4). As for the stability of the scale, the Vachonbach equation was used, and it is called the internal consistency between the statements. The value of the coefficient (0.832) is shown, which is a good indicator of reliability.

The psychological alert scale in its final form

The psychological distress scale in its final form has (18) statements distributed with (5) alternatives, which are (applies to me completely, applies to me often, applies to me sometimes, applies to me rarely, does not apply to me at all) the highest score is (90), and the lowest score is (18), and the hypothetical mean is (54).

Test of stopping the ball from diving by futsal goalkeepers

To achieve the second goal of the research, the researcher built the test. She presented the test to the experts, and after collecting their opinions, it was modified and written in the final form.

Test name: Preventing the ball from diving

Its purpose: to measure receiving the ball by diving

Tools: ball, futsal goal, whistle, stopwatch

Description of the performance: - The coach throws 6 consecutive balls from the penalty kick point, 6 m, in the direction of the goalkeeper, and the ground of one of them is on the right side and the other on the left side. At the same time, the coach gives a hand signal to the goalkeeper in the direction of the ball that he is blocking while calculating the total time, with emphasis on throwing the balls from the coach at a level, middle, and ground in order to prevent the goalkeeper from hitting the ball.

Registration: Two attempts are given, and the best is counted, as one score is counted for each correct reception along with the total time for the six balls, as the time is calculated from the start of the performance. As for the incorrect one, it takes zero. The unit of measurement is score/time.

Exploratory experiment to test stopping the ball from diving

A reconnaissance experiment was conducted to test the ball's repellency from diving to extract scientific coefficients on (14) players. Its purpose is:

- Knowing the suitability of the test for the sample.
- Knowing the time to take the test.
- Distribution of the work of auxiliary staff.
- Knowing the difficulties and obstacles facing the researcher.

Scientific Transactions Test: Stopping the ball from diving

Distinctive validity:

The discriminatory power was conducted on the building sample of (76). The sample was divided into two halves, 50% the upper group and the lower group, to extract the calculated T and Table [5] between that.

Table 5. The discriminatory power of stopping the ball by diving between the upper and lower groups using the t-test for two independent samples

Test	Highest Degree		Lowest Degree		T Value	Sig Level	Sig Type
	Mean	Std. Deviation	Mean	Std. Deviation			
stopping the ball by diving	54	1.67	50	1.089	8.45	0.00	Sig

The reliability of the test of stopping the ball from diving

The reliability coefficient for the test of stopping the ball from diving was extracted using the correlation coefficient between the first and repeated tests, as the correlation coefficient reached (0.819).

Objectivity:

It is that there is no difference between two judges in evaluating a test, as the test was judged by two judges, and the correlation coefficient between the two judges was extracted and reached (0.89), which is a high degree of correlation.

The main experiment (pre-test)

After completing and verifying the validity of the scale and the test, the final application was carried out for each of them, as the researcher distributed the scale on psychological alert and then performed the test: repelling the ball by diving. She preserved and recorded the time and duration of administering the scale and test in order to confirm it when conducting the post-test.

Guidance programme

After completing the pre-tests of the psychological alert scale and repulsing hatred by joining, the guidance program was prepared based on cognitive behavioral theory, and the following steps were taken in building the goals of the behavioral theory. The theory's techniques are (positive reinforcement, social reinforcement - acquiring new behavior, eliminating the inappropriate behavior, and reinforcing the desired behavior, punishment, extinguishing, ignoring, distancing and exclusion, response cost, negative practice, dumping and overflow, alienation, behavioral reciprocal contracting, and affirmative training)

The researcher arranged the items of the technical alert scale in descending order according to the arithmetic mean. She selected the priorities and transformed the scale's axes into program evaluation sessions. The preliminary evaluation was achieved through the pre-test. The final evaluation was achieved through the post-test. The validity of the program was achieved through the experts. She implemented the program after performing the previous steps in a time of 40-45 minutes per session for the program unit, with 8 sessions, one session for each week, as in Table (6).

Table 6. Axes Guidance sessions and their titles.

N	Axes	Title Of The Session
1	Positive And Negative Feelings	Positive Reinforcement
2	Self Conscious	Behavioral Contracting
3	Focus Of Attention	Psychological Acceptance
4	Previous Experiences And Information	Affirmative Training

Main experiment (posttest)

After completing the guidance program, the researcher conducted the post-test for both the scale and the test, taking into account that the conditions were the same as in the pre-test.

Data analysis

To analyze the data collected in the current study, the Statistical Package for the Social Sciences (SPSS) was used. The statistical treatments performed included the following:

- Mean: Calculates the average performance of sample members across various variables.
- Standard Deviation: Estimates the extent of variability and dispersion of data around the mean.
- Skewness: Examines the symmetry or asymmetry of the data distribution around the mean.
- Pearson Correlation Coefficient: Estimates the strength and direction of the linear relationship between different variables.

- Paired Samples T-test: To compare the experimental group's performance averages in the pre- and post-tests to assess the impact of the counseling program (Khalaf et al., 2025; Omar et al., 2025).
- Independent Samples T-test: To compare the experimental and control group's performance averages in the post-tests to assess the effectiveness of the counseling program between the two groups (Hammood et al., 2024; Mohammed Hammood et al., 2025).
- Z-score: Converts raw scores into standard scores to standardize measures and facilitate comparisons between different variables if necessary.

Results

Presentation and discussion of the results

Rating table for the psychological alert scale:

Table 7. shows the levels of the psychological alertness scale, its raw scores, standard scores, the number of the sample at each level, and the percentages.

Raw Degree	Standard Degree	Repetition	Percentages	Level
Less Than 32	Less Than 2	0	0 %	Weak
47-33	3-2	16	%21	Acceptable
62-48	5-4	25	%33	Middle
77-63	7-6	22	%29	Good
Up To 78	8-	13	%17	Very Good

Rating table: Preventing the ball by diving

Table 8. shows the levels of the ball repelling test from a throw, the raw scores, the standard scores for it, the number of the sample at each level, and the percentages.

Raw Degree	Standard Degree	Repetition	Percentages	Level
0	0	1	%1.3	Weak
0.136-0.1	51	10	%13	Acceptable
0.25-0.2	52	34	%44.7	Middle
0.33-0.3	53	26	%34	Good
0.4up to	54	5	%6.5	Very Good

T was calculated for the control and experimental groups (pre-pre-test) in the test of stopping the ball from falling and the psychological alert scale.

Table 9. shows the t-value for the two independent samples calculated for the pre-tests of the two control groups in the stopping the ball by diving test and the psychological alertness scale.

Variables	Groups	N	Mean	Std. Deviation	Std. Error Mean	T	Sig Level
stopping the ball by diving	Pre-Control	11	51.3636	0.80904	0.24393	0.459	0.65
	Pre-Experimental	11	51.5455	1.03573	0.31228		
Psychological lert	Pre-Control	11	55.7273	2.45320	0.73967	0.82	0.935
	Pre-Experimental	11	55.8182	2.71360	0.81818		

Table 10. T was calculated between pre-and post in the test of stopping the ball by diving and the psychological alert scale.

Paired Samples Statistics					
Groups	Tests	Mean	N	Std. Deviation	Std. Error Mean
Control	Pre-stopping the ball by diving	51.3636	11	.80904	.24393
	Post-stopping the ball by diving	51.7273	11	.78625	.23706
Experimental	Pre-stopping the ball by diving	51.5455	11	1.03573	.31228
	Post-stopping the ball by diving	52.9091	11	.83121	.25062
Control	Pre- Psychological Alert	55.7273	11	2.45320	.73967
	Post-Psychological Alert	61.0000	11	1.00000	.30151
Experimental	Pre- Psychological Alert	55.8182	11	2.71360	.81818
	Post-Psychological Alert	65.0000	11	1.00000	.30151

Table 11. shows the difference in arithmetic means, the difference in standard deviations, and the calculated t-value for the two non-independent samples for the pre- and post-tests of the control and post-groups in the stopping the ball by diving and the Psychological Alert scale.

Groups	Tests	Mean	Std. Deviation	t	df	sig
Control	Pre-post stopping the ball by diving	-0.36364	0.92442	-1.305	10	0.221
Experimental	Pre-post stopping the ball by diving	-1.36364	0.67420	-6.708	10	0.000
Control	Pre-Post Psychological Alert	-5.27273	1.61808	-10.808	10	0.000
Experimental	Pre-Post Psychological Alert	-9.18182	1.88776	-16.132	10	0.000



Discussion

It is clear from the table above that the guidance program has an effect in improving both psychological alert and repelling the ball by throwing, as the guidance program works by influencing the traits and abilities that make up the athlete's personality. The program is planned according to scientific foundations and is based on the theories and experiences of scientists. It works to enhance and improve the positive traits and get rid of the negative traits (Aseel N. F., 2024). The guidance program is the basis upon which the formation of a healthy personality with a positive impact on society is built. Source (Fahad, A. N., 2023) . The more the program has a plan programmed according to behavioral goals, the greater its impact on forming a balanced personality (Naji, A., 2023) .

The program works to enhance psychological mobilization, which means preparing and preparing all the physical and psychological traits and abilities to achieve the goals, that is, determining the personal potential according to the goals to achieve the achievement in the desired manner (Abdul, A. R., & Hatem, N. 2024). The program also works to build a strong personality, meaning achieving psychological alertness, and through the program's effect on the performance of sports skills, it works to achieve self-balance and provide good vision through psychological comfort (Al-Jubouri, Z. H. F., & Hussein, A. R. A. 2022).

The program was also administered to a carefully selected sample to ensure a good representation of the target group, to ensure the impartiality of the training process and the accuracy of the results, the trainer's neutrality during program implementation was emphasized in any evaluation or influence on participants' behavior, whether directly or indirectly. His role was limited to implementing the pre-determined training plan, without bias or favoritism toward any individual within the sample. This procedure helped ensure that the improvement in performance resulted from the influence of the mentoring program itself and not from external factors (Fahad, A. N., (2023).

In light of the results, it can be confirmed that the guidance program not only contributes to improving futsal goalkeepers' technical performance, but also has a positive impact on the development of the athlete's personality, which is reflected in their behavior and performance on and off the field, preparing them to become athletic models capable of adapting to and succeeding in various sporting environments.

That is, developing a personality with balanced confidence and enabling him to perform skillfully and then block the ball.

Conclusions

1. The program has an effect on psychological alert, directly and implicitly, of stopping the ball by diving.
2. The greater the psychological alert, the better the futsal goalkeeper's skills.
3. The counselling sessions showed significant results in the psychological alert scale and the skill of stopping the ball by diving.

Recommendations

1. Creating guidance programs to improve variables other than those taken into account in the research
2. Focus on psychological traits as they are important traits in influencing players in general and their performance and the futsal goalkeeper in particular.

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Appendix 1. Scale



N	Paragraph: The axis of positive and negative emotions	Applies to me completely	Applies to me a lot	Applies to me sometimes	Applies to me rarely	It does not apply to me at all
1	He has the ability to avoid situations that arouse negative feelings towards the opponent in a situation where the team loses.					
2	I have the ability to avoid problems within the team between my teammates and the opponent.					
3	It has the ability to direct my attention away from the negative emotions that arise when a team loses.					
4	He has the ability to change his negative thoughts in competition situations and make them more positive.					
5	I have the ability to control my emotions during a loss.					
N	Paragraph: The axis of self-awareness					
1	My aggressive style of competition with my colleagues annoys them.					
2	I take care of my external athletic appearance constantly.					
3	I strive to achieve my sporting goals in the shortest way.					
4	My self-esteem increases when I can win in competition.					
5	My emotions affect important decision-making within the team.					
6	I was able to identify the error that led to the team's losses.					
N	Paragraph: The axis of Focus of attention					
1	I can't control my thoughts.					
2	I find myself busy with personal matters that affect the concentration of attention, and I am unable to block the ball from a penalty kick when it can be blocked with ease.					
3	I can control the team's outcome.					
4	I focus my thoughts on competition.					
N	Paragraph: The axis of previous experiences and information					
1	I have experiences that enable me to understand the match, no matter how difficult it is					
2	He has the ability to deal with the coach within the team in a balanced manner.					
3	My experience enables me to analyze the match in case of victory or loss.					
4	My information enables me to understand the strengths and weaknesses of the team.					

Appendix 2. Third session (psychological acceptance)

Subject	The need associated with the title	General objectives	Behavioral goals	Public activities	Formative evaluation	Home training
Psychological acceptance	-The need to know the psychological acceptance of what has value and importance begins between the mentor, the mentee, the player and the team by forming a reassuring relationship. -Developing psychological acceptance	-Helping members of the counseling group gain psychological acceptance of oneself and others	-The group members know the concept and definition of psychological acceptance and its importance in sports life - Developing feelings of comfort, reassurance, and psychological calm among members of the same team and between the mentor and the guided	- Make a list of the people who have good psychological acceptance and the causes and sources of the problems -The guide begins by using video explanatory methods on developing self-acceptance of others and its impact on psychological self-formation -Using illustrative methods, ideas, and proverbs on how to accept yourself and then others	- Summarizing what happened in a session in order to identify the negatives and positives	- The mentor gives opportunities to apply what he learned in the session within the team among the players and coaches - Apply everything you have learned about how to control negative thoughts that affect self-acceptance and promote positivity, achieving balance in acceptance of self and others.

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