

The Impact of Mental Alertness on Performance Quality among Educational Counselors at Hebron Public Schools

Rania Hashlamoon

Abstract

The study aimed at identifying the impact of mental alertness on performance quality among educational counselors at Hebron public schools. The study approached the literature as a multi-dimensional phenomenon, which addressed both theoretical and applied research. The significance of this recent study is the first, which dealt with this theme, to the authors' knowledge, which in turn encourages other researchers to address this important topic on further research.

To achieve this end, the study adopted the quantitative research approach using the sampling survey method. The questionnaire is appropriate for the exploratory nature of the research, which consists of 59-items. The random stratified method was utilized which comprised of a sample size of (159) educational counselors at Hebron public schools. Data were analyzed using the statistical package for social sciences (SPSS).

The results revealed that the educational counselors at Hebron public schools experienced a high level of mental alertness and performance. The mean scores and standard deviation were (M 3.85 SD 0.32; M 4.28 SD 0.39) respectively. The study revealed the determinant effect of mental alertness on improving the performance among the educational counselors at Hebron public schools. It was found that when mental alertness increases, educational counselors' performance increases and vice versa.

The findings of the study revealed no significant statistical differences in mental alertness and performance among the sampled population due to the study variables that are, gender, educational level, experience, and directorate.

The above findings confirm the value of mental alertness on improving the performance among the educational counselors at Hebron public schools, and recommend for training programs and workshops that improve the mental alertness among the educational counselors which, encourage

the educational counselors to manage their own behavior, autonomy, and self-motivation that are most conducive to creativity and performance; giving the educational counselors a priority in the Palestinian educational system; and finally, further research is essential in the area of mental alertness and performance using the qualitative research design.

Keywords: Mental alertness, performance, educational counselors, public schools, Hebron governorate.

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Number of Pages: 122. Number of References: 77. Defense Date: March 25, 2019.

HOW TO CITE THIS PAPER

Hashlamoon, R. (2019). The Impact of Mental Alertness on Performance Quality among Educational Counselors at Hebron Public Schools. *International Humanities Studies*, 6(2), 38-39.

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