A study of the level of skill self-esteem and some aspects of attention (acute - focus - diversion) and their relationship to the performance of the spiking and serve among young tennis players

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Abstract

The purpose of this paper isto identifying the level of skill self-esteem of the young tennis players in the Governorate of Baghdad, identifying some aspects of attention (acuteness, concentration, and diversion of attention) among the young tennis players of the Baghdad governorate, and identify the skills of serve and serve spiking in tennis by young tennis players in Baghdad governorate.The researchers used the descriptive approach in the correlative relations style for its suitability and the research problem.the research sample was chosen in a deliberate way from the youth team players in tennis for the Governorate of Baghdad and the participants in the 2021-2022 sports season, whose number is (20) male players and (4) young players were selected to represent the exploratory sample.One of the most important results reached by the researcher is that: There is a significant correlation between the skill self-esteem scale of the young tennis players in Baghdad governorate with serve and serve spiking skills in tennis, and there is a significant correlation between the intensity of attention of the young tennis players in Baghdad governorate with serve and serve spiking skills in tennis.One of the most important recommendations recommended by the researchers is that: necessity of paying attention to psychological trends, including realizing and appreciating oneself, due to its great influence in determining the psychological state of the player, and necessity of the participation of the psychologist within the training cadre due to its tangible impact on achieving sporting achievements.

Introducing

The correct preparation based on scientific foundations is the main pillar on which developed countries rely in order to achieve excellence in the field of sports, through the remarkable achievements in various forms of sports thanks to the reliance on scientific methods and methods in sports training such as regular and legal training based on scientific foundations, which in turn led To the development of physiological and physical variables that were the basis that enabled the individual athlete to reach the highest level in sports tournaments, and choosing the appropriate individual for the type of sports activity practiced is the first step to reach the level of the championship, so specialists in various sports activities turned to determine the necessary specifications for each activity on A unit that helps to choose an athlete according to specific scientific bases with the aim of reaching high sports levels.

The game of tennis is one of the games that is characterized by activity, vitality, speed and strength. Reaching the highest levels of tennis requires the use of sciences related to performance, and the game of tennis , like other competitive games, consists of several skills whose mastery is of great importance in the ability to compete and achieve Win, serve and serve spiking are closed skills in which players can get a point directly. The arrival of the ball to the opponent's court at a high speed and in an unexpected place with a high degree of rotation and the opponent cannot return it, and the game experts believe that one of the reasons that prevents the player from mastering these two skills is to do what is not commensurate with their interests, inclinations and readiness, and therefore training must always be appropriate Their abilities are interesting to push them and urge them to master the game, so the player needs continuous training, motivation and attention during his training units.Therefore, there are many requirements to achieve athletic achievement, including physical attributes, skills, and psychological abilities, and there are many aspects of psychological abilities, including the level of skill self-esteem and attention, whose most important manifestations are (acuteness of attention, concentration of attention, and diversion of attention), which have an effective role in the implementation of my skills serve and serve spiking with tennis .

Hence, the importance of the research lies in studying the level of skill self-esteem and some aspects of attention (acuteness, concentration, diversion) and trying to find out the type of relationship that is associated with each of them with the skills of serve and serve spiking in tennis .

Research problem :

The skill of serve in tennis is one of the difficult skills as it requires control and mastery in order for the sending player to be able to implement it, and the skill of serve spiking in tennis , which means all types of serve, which are characterized by the strength and speed required to be crushing and the opponent cannot stop him and thus lose a point, that is, he can Through which the player scores a point on his opponent, and directing the individual

to the type of sports activity that is commensurate with his preparations and capabilities increases the possibility of reaching high sports levels and also contributes in the same direction the amount of accurate knowledge of the effectiveness of the impact of training operations on the growth of these preparations through psychological aspects For the player whose sports skills and physical abilities are no less important, it is important to receive the attention of the coach in terms of his learning and mastery, and the researchers noticed, through their field experience in the game, that there is a clear weakness in the performance of the two skills serve and serve spiking in tennis due to the suspension of training due to the Corona pandemic.And most of the exercises turned into electronic lectures that do not serve the game in practice, as they were not at the required level as a result of the weakness in the game. The level of skill self-esteem of the player, as well as weakness in some aspects of attention that require sharpness, focus and diversion in attention on the body and parts of the player's arm leading to the skills of serve and serve spiking in tennis to determine its direction and reduce the chance of blocking the ball sent to the opponent's court, hence the idea of studying this problem .

Therefore, the researchers directed most of their attention in researching this problem through its psychological aspects, which are no less important than the other aspects, in addition to measuring the skill aspect because the psychological aspect of the game has not been researched, studied and interpreted.

Research objective:

- Identifying the level of skill self-esteem of the young tennis players in the Governorate of Baghdad.
- Identifying some aspects of attention (acuteness, concentration, and diversion of attention) among the young tennis players of the Baghdad governorate.
- To identify the skills of serve and serve spiking in tennis by young tennis players in Baghdad governorate.
- Identifying the relationship of skill level of self-esteem with serve and serve spiking skills in tennis among young tennis players in Baghdad governorate.
- Identifythe relationship of some aspects of attention (acuteness, concentration, diversion) with the skills of serve and serve spiking in tennis among young tennis players in Baghdad governorate.

Research fields:

- Human field: young tennis players of the Baghdad governorate for the 2021-2022 sports season.
- Time field: (20/1/2022) to (5/4/2022)
- Spatial field: stadiums of the Shooting Sports Club.

Research methodology and field procedures:

Research Methodology:

The approach "is the method that the researcher follows in his study of the problem to discover the truth" (Badr.1978). The researchers used the descriptive approach in the correlative relations style for its suitability and the research problem.

Community and sample research:

"The researcher resorts to collecting his data and information either from the original community or from a representative sample of this community" (Luxurious.1979). Therefore, the research sample was chosen in a deliberate way from the youth team players in tennis for the Governorate of Baghdad and the participants in the 2021-2022 sports season, whose number is (20) male players and (4) young players were selected to represent the exploratory sample.

Devices and tools used in the research:

The following were used: (Arabic and foreign sources and references, personal interviews, a survey form for experts' opinions on determining the most important aspects of attention, a data collection form by recording the results of the serve and server spiking skills tests in tennis , the international information network (Internet), tennis rackets number (10), set (5) tennis balls, light and audio dispersal device, (5) stopwatch

Research Procedures: In order to start work, the researchers followed the following procedures:

skill self-esteem Scale:

The researchers used the (skill self-esteem for Tennis Players) , designed by (Allawi and Al-Din Radwan.1987), and the scale consists of (40) items, including (30) positive items and (10) negative items And the key to correct the items of the scale using the five-point Likert key, which is (never, rarely, sometimes, often, always), and the tester puts a mark () in the field he deems appropriate for the answer, and the total score of the scale is the sum of the scores of all the positive items And the negative and amounting to (200), and the closer the individual is to this limit, the more this indicates an increase in his understanding and a positive, high appreciation of the same skill, and the numbers of the positive paragraphs are as follows: (1, 2, 3, 5, 6, 8, 11, 12, 13, 14 , 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 35, 36, 37), and the numbers of the negative paragraphs are as follows: (4, 7, 9, 10, 22, 27, 34, 38, 39, 40).And the weights of the positive items: (5 points when always answering, 4 marks when answering often, 3 marks when answering sometimes, 2 when answering rarely, 1 when answering never).

The weights of the negative items: (5 when answering never, 4 when answering rarely, 3 when answering sometimes, 2 when answering often, 1 when answering always).

Identify the most important manifestations of attention:

In order to determine the most important aspects of attention related to the subject of the study, a questionnaire was presented to a number of experts and specialists in the field of sports psychology, tests and measurements and the field of tennis . Appearances as shown in Table (1).

Table (1) shows the most important aspects nominated by experts and specialists

No.	Attention	Percentages	Candidate appearances
1	Attention Deficit	% 40	×
2	Attention intensity (attention intensity)	% 95	
3	Attention size	% 35	×
4	attention focus	% 90	
5	Attention picking	% 5	×
6	attention diverting	% 80	
7	attention constancy	% 20	×
8	attention distribution	% 25	×

Borden-Anfimov test to measure the manifestations of attention (Khater and Al-Baik. 1978):

This test is one of the tests for athletes and used to measure five aspects of attention (acuteness, focus, distribution, diversion and stability) and is used to measure the level of attention of players and when selecting young people, and the scale is a paper containing (31) lines of Arabic numerals containing each line The test contains (40) numbers, and thus the test contains (1240) numbers. The numbers in each line consist of groups placed in a codified manner, and each of them consists of (3 - 5) numbers of different distribution and arrangement to ensure that they are not memorized by the laboratory.

Attention intensity Test:

- **Purpose:** To measure the intensity of attention of young players.
- **Tools:** Scale paper, stopwatch, and pen.
- **Performance specifications:** When hearing the word (start), the player flips the scale model at the moment the clock is turned on, and starts searching and crossing out the number (97) the line after the other from left to right.
- **Conditions:** The test time is only one minute, and upon hearing the word (stop), the tester places a vertical mark next to the numbers he reached.
- **Recording and calculating results:** The following indications are extracted:

- **A:** The overall size of the visible portion of the test (the amount of numbers looked at) from the beginning to the word "Stop."
- **S:** the number of digits to be crossed out in the visible part.
- **B:** the general number of errors (the number of digits that crossed out + the number of digits that crossed out).
- **E:** the coefficient of correctness of work in the equation

$$E = \frac{(S - B) \times 100}{S}$$

Attention intensity = A × E

Attention test:

- **Purpose:** To measure the concentration of attention of young players.
- **Tools:** an optical and audio scatterer, an attention meter paper, a stopwatch, a pen.
- **Performance specifications:** The performance system is the same as for measuring attention acuity, except that at the time when the start signal is given, the device that gives a light flash every (5 seconds) with an audio stimulus at a rate of one beat per second, i.e. (60) beats per minute. , provided that the device is placed at a distance of one meter from the laboratory at the level of his eyesight.
- **Conditions:** When the word (stop) is heard, a vertical mark is placed at the end of the crossed out numbers, while the device automatically turns off.
- **Registration and results calculation:**

- Net work productivity when measuring attentional acuity in the quiet state = U1.
- Net work productivity when measuring the intensity of attention in the case of exciting situations = U2.
- Concentration significance = the difference between the first terms in the calm state and the second when a stimulus is present.

Attention concentration = B=U1 – U2

Attention diverting test:

- **Purpose:** To measure the attention diversion of young players.
- **Tools:** Attention-gauge paper, stopwatch, pen.
- **Performance Specifications:**
- When you indicate (start), the player starts searching for the number (83) and crosses it out with a slash.
- When the command (substitution) is heard, the player places a vertical line and the cross out moves to the number (49) from where it ended without stopping.
- When the command (substitution) is heard, the player draws a vertical line and the cross out moves to the number (83).
- When the command (substitution) is heard, the player draws a vertical line and the cross out moves to the number (49).
- When the word (stop) is heard, the player draws a vertical line.
- **Conditions:** The command (replacement) is given every (30) seconds, bearing in mind that the test time is two minutes.
- **Registration and results calculation:**
- **First Intensity:** net work productivity in the first 30 seconds.
- **Second sharpness:**net work productivity in the second 30 seconds.
- **The third sharpness:**net work productivity in the third 30 seconds.
- **Fourth Intensity:** Net work productivity in the fourth 30 seconds.

Then we extract the following indications:

- **N:** diverting attention
- **M:** the difference between the net labor productivity between the first and second part of the time.
- **H:** the difference between the net labor productivity between the second and third part of the time.
- **C:** The difference between the net labor productivity between the third and fourth part of the time.

Attention diverting

$$N = \frac{M + H + C}{3}$$

Serve and serve spiking s

First- skill test serve (Majeed. 1989):

- **Purpose:** To measure the accuracy of serve in tennis .
- Research procedures: A tennis court is planned according to what is shown in Figure (1). A rope with a diameter of (4.1) inches is fixed from its two ends to the two posts of the net from the top so that the distance between it and the net is (4) feet, and the distance between it and the is (7) feet.

After the preparation period, the laboratory stands behind the base line designated to perform serve for individual play, then five trial attempts are given, and after their implementation, each player is assigned ten attempts to serve. -2-3-4-5-6) which represent values that indicate the serve area.

- The number (1) refers to a rectangle (15 x 13.5 feet).
- The number (2) refers to a rectangle (6 x 10.5) feet.

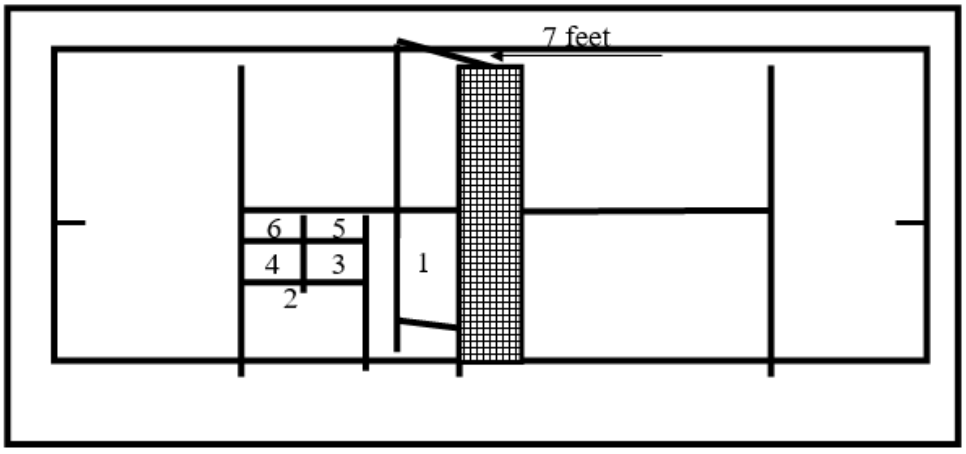

Fig. (1) Shows the evaluation scores, testers' parking areas, and how to conduct tests

White to send

- The numbers (3-4-5-6) refer to rectangles, the dimensions of each of which are (1.5×3) feet.
- The same numbers (1-2-3-4-5-6) indicate the scores assigned to each of the areas on which the ball falls, provided that you pass the net and the rope.
- Balls that touch the rope or the net are not counted as an attempt and are replayed.
- A ball that passes over the rope is considered an attempt and awarded a score of zero, even if it falls on any correct position.
- -The score is calculated in the correct area on which the ball falls.
- Players' scores are the sum of points obtained from the ten attempts.

Second-Serve spiking is a test (White) to measure the skill ability to achieve speed and it is called serve spiking strength test (Hasted And Lacy. 1998).

- **Purpose:** To measure serve spiking speed or serve spiking strength.
  The goal of the test is to have the ball bounce the lengths possible after it falls into the correct serve zone, and White found that the distance the balls travel after their first bounce off the after a successful serve is a good indicator of serve spiking.
- **Test procedures:**

1- The test area is planned as shown in Figure (2) and four areas are identified:

- Zone (1) to be between the serve line and the base line, at a depth of (18) feet.
- Zone (2) is directly between the base line and at a depth of (10) feet.
- Zone (3) is behind the zone line (2) and at a depth of another 10 feet.
- Zone (4) is 20 feet from the serve line, is the final enclosure of the playing court, and is 13.5 by 10 feet wide.

2- The player stands behind the base line, then sends (10) balls in succession to the designated targets in the opposite half of the court so that the player tries to get the highest score by dropping the ball in the correct serve area and then it bounces to the farthest area as possible.

3- The goal area in which the ball falls on the in the second rebound after a successful serve determines the score of correction marked on the playing court.

4- The value of the points that the player gets for each successful serve is recorded in that area in which it is located. For example, if the ball lands in the serve area and then rebounds to area No. (2), the score for this attempt will be counted as (2) a score for the serve speed indexthus .

5- Each player is given (10) consecutive attempts, and the player's score is the sum of the ten hits he gets from the ten attempts.

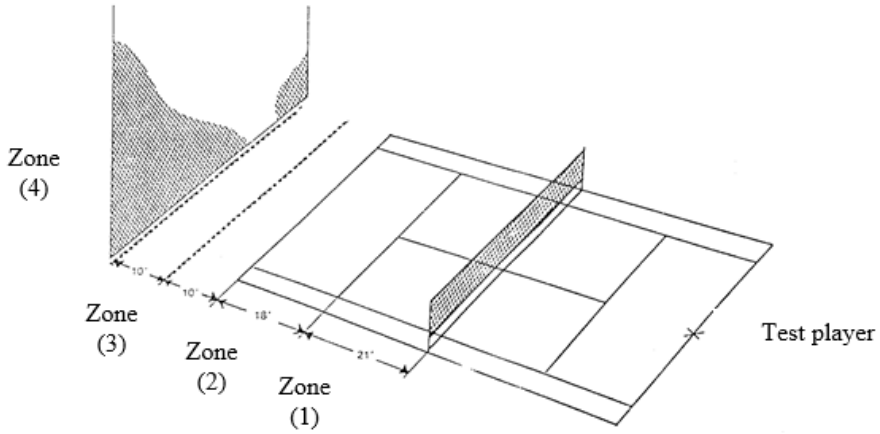

Fig. (2) Shows the (White) skill test shows serve spiking

The exploratory experience of psychological and skill indicators:

The exploratory experiment was conducted on (4) young tennis players by applying the self-skill scale in tennis , as well as testing the accuracy of serve and serve spiking in tennis in order to avoid any error that the researchers might make in the main experiment, in addition to extracting the scientific foundations represented

by (honesty, stability, and objectivity) despite its enjoyment of honesty, stability and objectivity, as well as applied to the Iraqi environment, as follows:

First, honesty:

The researchers presented (Skill self-scale for tennis players), (Some aspects of attention (acuteness, focus and diversion of attention), and (test serve and serve spiking in tennis) nominated to work in the study on experts and specialists in sports psychology, tests, measurements and tennis to estimate The extent of their suitability to the research sample and they all agreed on their validity, which indicates that they enjoy the validity of the content.

Second: stability:

The two researchers calculated the stability of (Skill Self Scale for Tennis Players) using the (Spearman-Brown Split-Half Method) (Al-Qaisi.2020) and the (Cronbachs Alpha Formula) method (Al-Qaisi.2020) from during its application to (4) young players in tennis and from outside the limits of the work sample.

In the method (half segmentation using the Spearman-Brown equation), the paragraphs were divided into two groups, the group of paragraphs that carry odd numbers and the group of paragraphs that carry even numbers. 0.801), which represents the internal consistency of half of the test, so it was corrected by the (Spearman-Brown) equation and the scale stability coefficient became (0.889), which indicates that the scale has a high stability coefficient, and the value (Cronbach's alpha coefficient) was extracted for the internal consistency to identify the extent of the paragraphs' correlation With each other within the scale, as well as the correlation of each paragraph with the scale as a whole. The calculated value of (0.912) was reached at the significance level of (Sig) of (0.001), which is smaller than the approved significance level of (0.05), which indicates that the scale has a coefficient of High stability.

The stability coefficient of the tests (acuteness, concentration and diversion of attention) was also extracted using the (test and retest) method, as the tests were re-applied after four days of conducting the first exploratory experiment and on the same sample. Pearson's simple correlation coefficient was used between the results of the first and second tests. (0.844, 0.851, 0.861) at the significance level of (Sig) of (0.000, 0.001, 0.000), which is smaller than the value of the approved significance level of (0.05), which indicates that they have a high stability coefficient, and the reliability coefficient was extracted To test (serve and serve spiking skills in tennis) by (test and re-test) method, as the tests were re-applied after four days of conducting the first exploratory experiment and on the same sample. Pearson's simple correlation coefficient was used between the results of the first and second tests, and the calculated correlation coefficient value was (0.877, 0.760) at the significance level of (Sig) of (0.000, 0.000) respectively, which is smaller than the value of the approved significance level of (0.05), which indicates that they enjoy stability factor.

Main experience:

The main experiment was conducted on 20/2/ 2022 AD, where the researchers distributed forms (Skill Self Scale for Tennis Players) on the main research sample represented by the (20) players of the youth team in tennis for the Governorate of Baghdad. The importance of the scale for the researchers' work and its importance For the game of tennis , a method was clarified, filled with data and emphasizing not to neglect any paragraph in the scale, then the researchers distributed forms to measure some aspects of attention (acuteness, focus and diversion of attention) and the importance of these aspects was clarified for the player and the game, and the accuracy in answering the form was emphasized, then The two researchers set another day in order to conduct (serve and serve spicking in tennis), which was applied to the same research sample that was distributed to them the self-scaling forms of tennis players.

Statistical means:

The ready program (IBM SPSS StatistisVer 25) was used to extract the following: (arithmetic mean, standard deviation, skew coefficient by moment method, Spearman-Brown Split-Half Method, Spearman-Brown equation to correct correlation coefficient, Cronbachs Alpha Formula , Pearson simple correlation coefficient).

Presentation, analysis and discussion of the results

Presenting and analyzing the results of the skill self-esteem scale (acuteness, focus and diversion) and serve and serve spiking in tennis :

The researchers extracted the values of the arithmetic means, standard deviations, the median and the value of the skew coefficient for each of the skill self-esteem scale for tennis players as shown in Table (2), and for (acuteness, focus and diversion), and the accuracy of serve and serve spiking in tennis , as shown in the table (3) .

Table (2) shows the Arithmetic means, standard deviations, median, and skewness coefficient value for a grading scale The skill self of tennis players

Paragraph sequence	arithmetic mean	median	standard deviation	skewness
1	3.050	3.000	0.825	0.098 -
2	3.600	4.000	0.502	0.442-
3	2.550	2.500	0.998	0.024
4	3.100	4.000	1.020	0.218 -
5	1.950	1.000	1.234	0.850
6	2.100	2.000	1.209	0.781
7	2.950	3.000	0.944	0.309 -
8	2.150	2.000	1.308	0.633
9	2.100	2.000	1.020	0.442
10	2.400	2.000	0.680	1.514
11	1.800	2.000	0.695	1.333
12	1.900	2.000	0.911	0.676
13	1.750	1.000	1.069	1.128
14	1.950	2.000	0.944	0.524
15	1.850	1.500	1.039	0.952
16	2.000	2.000	1.123	0.741
17	2.150	2.000	1.039	0.919
18	2.450	2.000	1.669	0.625
19	2.550	2.000	1.468	0.667
20	2.450	2.000	0.998	0.328
21	2.000	2.000	0.858	0.000
22	2.300	2.000	0.732	0.553 -
23	1.850	1.000	1.136	1.040
24	1.950	1.000	1.316	1.330
25	2.250	2.000	1.332	0.232
26	2.350	2.000	1.182	0.293
27	1.750	2.000	0.786	0.496
28	2.250	2.000	0.638	0.253 -
29	2.000	2.000	1.123	0.741
30	1.700	1.500	0.801	0.627
31	1.750	1.500	0.850	0.534
32	2.300	2.000	1.174	0.212
33	1.800	1.500	1.056	1.334
34	1.850	2.000	0.875	0.315
35	2.000	2.000	0.794	0.000
36	1.650	1.000	0.812	0.766
37	2.400	2.000	1.095	0.149
38	2.350	2.000	1.565	0.812
39	1.550	1.000	0.759	1.017
40	1.900	1.000	1.165	0.878

Table (3) Arithmetic mean, standard deviation, median, skew coefficient value for (acuteness, focus and Diverting of attention), serve and serve spiking accuracy in tennis

Tests	arithmetic mean	median	standard deviation	skewness
attention intensity	102.943	103	3.249	0.052 -
attention focus	16.12	17	1.366	1.932 -
attention diverting /first 30 seconds	11.75	11.25	1.784	0.840
attention diverting /second 30 seconds	9.31	9.32	0.761	0.039 -
attention diverting / third 30 seconds	8.49	9	2.385	0.641 -
serve skill test	40	41	2.195	1.366 -
serve Spiking strength Test (White)	30	32	3.692	1.625 -

It is noted from Table (2) that all the values of the skew coefficient and for all the items of the scale were less than (+3), which indicates the good distribution of the sample and its homogeneity under the normal distribution curve, due to the presence of differences in the arithmetic averages in the responses of the study sample to the items of the self-esteem scale skill in tennis , so the theoretical mediator was adopted at a degree of (2), and when matching the results of the responses, it was found that (29) out of (40) responses of the study sample were equal to or greater than the value of the theoretical mediator (2), at a rate of (72.5%).) of the responses of the study sample, while (11) out of (40) responses of the study sample were smaller than the value of the theoretical mean (2) and by (27.5%) of the responses of the study sample, which is indicative of the high level of skill self-esteem In tennis for the research sample, as for Table (3), it is noted that the value of the torsion coefficient was also less than (+3), which indicates the good distribution and homogeneity of the sample under the normal distribution curve for the tests (acuteness, concentration and diversion of attention) and the serve and serve spiking tests in tennis terrestrial.

Presenting, analyzing and discussing the relationship of the skill self-esteem scale and (acuteness, focus and diversion of attention) with serve and serve spiking in tennis :

The two researchers extracted the relationship between the skill self-esteem scale for tennis players and tests (acuteness, concentration, and shifting attention) with serve and serve spiking skills in tennis by using Pearson's simple correlation coefficient law as shown in Table (4), and it was found that the score The totality of the skill self-esteem scale for the tennis players (Attention Acuity, Attention Concentration, Attention Diversion / first 30 seconds, Attention shifting / second 30 seconds, and attention shifting / third 30 seconds) was significant with the skill of serve in tennis , because all values The calculated (R) had a calculated significance level (Sig) less than the approved value of (0.05), which indicates the existence of a significant correlation.

It was also found that the total score of the tennis players' skill self-esteem scale (Attention Acuity, Attention Concentration, Attention Shift / First 30 sec, Attention Shift / Second 30 sec, Attention Shift / Third 30 sec) were significant with serve spiking in tennis . This is because all the calculated (R) values had a calculated significance level (Sig) less than the approved value of (0.05), which indicates a significant correlation.

Table (4) shows the correlation coefficients between the skill self-esteem scale for tennis players (acuteness, concentration, and diverting attention) with serve and serve spiking in tennis .

Tests	serve skill test	Level Sig	Type sig	Serve Spiking . Strength Test (White)	Level Sig	Type sig
attention intensity	0.782	0.000	sig	0.842	0.000	sig
attention focus	0.834	0.000	sig	0.838	0.001	sig
attention diverting /first 30 seconds	0.811	0.000	sig	0.850	0.000	sig
attention diverting /second 30 seconds	0.802	0.002	sig	0.891	0.000	sig
attention diverting / third	0.813	0.000	sig	0.835	0.000	sig

30 seconds						
Skill self-esteem scale for tennis players	0.867	0.001	sig	0.843	0.000	sig

Discuss the results:

The conclusion reached by the researchers about the emergence of the significant relationship between the skill self-esteem scale for tennis players and (acuteness, focus, and shifting attention) with the skills of serve and serve spiking in tennis for the youth team players is a logical result because the moral relationship means that the tennis player cannot To succeed in serve and spiking without having a high degree of sharpness, focus and diverting attention despite the presence and multiplicity of stimuli facing the player during the performance, in addition to a high degree of self-skill, as the higher the amount of skill self-esteem of the tennis player, the higher Has the accuracy of the overall performance of the skills serve and serve spiking in tennis .The conclusion reached by the two researchers is consistent with what was indicated by (Al-Damd.2000) in his definition of the concept of sharpness in the sports field to that it "represents the degree of strength or difficulty that the player can exert towards a particular stimulus or stimuli, and therefore the greater the intensity of attention towards certain stimuli, the more nervous or mental energy is required in the process of attention, and it agrees with what he mentioned (Al-Kurdi and Al-Batikhi.1996) that "the importance of attention intensity lies in its impact on the individual's ability to achieve high achievement." It also agrees with what he referred to (Amin and WalidWaad Allah Ali.1995) in that "focus is one of the important means to raise the level of athletes and their abilities to notice things accurately and clearly", and it also agrees with what was indicated by (Rahman and Rashwan.1997) "that the player's ability to Self-evaluation is of great value that contributes to achievement and excellence." It also agrees with what was mentioned by (Allawi.1998) "that an athlete who has a positive concept of himself is characterized by clear confidence in himself and in his ability." Also with the conclusion reached by (Matar.2005) "that there is a positive relationship between the level of physical self-esteem and skill with serve and spiking skills in volleyball", and the result is consistent with what was indicated by (Allah Ali.1991) "Concentration of attention is one of the important factors in the level of skill performance," and the result is also consistent with what was reached by (Allawi.1979)"Concentration of attention plays an important role in the level of the sports field, as it is one of the important factors in the level of skill performance", while the result agrees with what was indicated (Fattah and Ruby.1986) indicated that "focusing attention affects the accuracy, clarity, and mastery of the technical aspects of the kinetic skill parts."

Conclusions and Recommendations

Conclusions:

- There is a significant correlation between the skill self-esteem scale of the young tennis players in Baghdad governorate with serve and serve spiking skills in tennis .
- There is a significant correlation between the intensity of attention of the young tennis players in Baghdad governorate with serve and serve spiking skills in tennis .
- There is a significant correlation between the concentration of attention of the young tennis players in Baghdad governorate with serve and serve spiking skills in tennis .
- There is a significant correlation between attention diversion / first 30 seconds, attention diversion / second 30 seconds, and attention diversion / third 30 seconds among young tennis players in Baghdad governorate with serve and serve spiking skills in tennis .

Recommendations:

- The necessity of paying attention to psychological trends, including realizing and appreciating oneself, due to its great influence in determining the psychological state of the player.
- The necessity of the participation of the psychologist within the training cadre due to its tangible impact on achieving sporting achievements.
- Trainers rely on scientific formulas and avoid improvisation in the process of building and developing their team.
- Conducting similar studies to identify the level of skill self-esteem in tennis and trying to find out the type of relationship with other skills that were not addressed in the current study.
- It is necessary to conduct similar studies to address other psychological variables that were not addressed in the current study and to try to find out the type of relationship with the basic skills of tennis and of both sexes.

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