Omar Jamil ALJAAFREH*

MEASURING THE LEVEL OF KNOWLEDGE OF THE INTERNATIONAL LAW OF TABLE TENNIS AMONG PHYSICAL EDUCATION TEACHERS IN AL-KARAK

Mierzenie poziomu wiedzy o międzynarodowych zasadach tenisa stołowego wśród nauczycieli wychowania fizycznego w Al-Karaku

Streszczenie

Celem pracy jest pomiar poziomu znajomości międzynarodowych zasad tenisa stołowego wśród nauczycieli wychowania fizycznego w Al-Karaku. Badacz zastosował podejście opisowe, a próba badawcza składała się ze 110 nauczycieli wychowania fizycznego w Al-Karaku, którzy są zarejestrowani w ramach oficjalnych ograniczeń w wydziale edukacji Al-Karaku na rok akademicki 2021/2022. Badacz wykorzystał samodzielnie skonstruowane narzędzie badawcze, oparte na międzynarodowych zasadach tenisa stołowego, składające się z trzydziestu pytań podzielonych na trzy zagadnienia. Wyniki pokazały, że średnie arytmetyczne poziomu znajomości międzynarodowych zasad tenisa stołowego wśród nauczycieli wychowania fizycznego w Al-Karaku wypadły na bardzo słabym poziomie ogólnym. Rezultaty wskazują na istnienie istotnych statystycznie różnic w ocenach badanych osób w zakresie znajomości międzynarodowych zasad tenisa stołowego wśród nauczycieli wychowania fizycznego w Al-Karaku, w zależności od zmiennej *płeć* i wypadając na korzyść mężczyzn. Wyniki wykazały również różnice w ocenie członków próby badawczej w poziomie wiedzy według zmiennej *doświadczenie* i wypadając na korzyść grupy poniżej pięciu lat doświadczenia. Badacze zarekomendowali konieczność prowadzenia szkoleń mających na celu podniesienie świadomości nauczycieli wychowania fizycznego na temat międzynarodowych zasad tenisa stołowego dla obu płci oraz dla osób z dużym doświadczeniem.

Słowa kluczowe: wiedza, zasady tenisa stołowego, nauczyciele wychowania fizycznego.

* https://orcid.org/0000-0002-4856-891X; Associate professor; Department of Physical Education, College of Sports Sciences, Mutah University, Karak, Jordan; e-mail: omarj@mutah.edu.jo; omarj@mutahedujo.onmicrosoft.com; (corresponding author)

Abstract

The study aims to measure the level of knowledge of the international law of table tennis among physical education teachers in Al-Karak. The researcher used the descriptive approach, and the study sample consisted of 110 Physical Education teachers in Al-Karak, who are registered within the official restrictions in the directorates of education in Al-Karak for the academic year 2021/2022. The researcher used the self-developed study tool, based on the international law of table tennis, consisting of thirty questions distributed over three topics. The results showed that the arithmetic averages of the level of knowledge of the international law of table tennis among Physical Education teachers in Al-Karak overall reached a very low level. The results showed that there were statistically significant differences in the estimations of the study sample members in the level of knowledge of the international law of table tennis among Physical Education teachers in Al-Karak, according to the gender variable and in favor of males. The results showed that there were differences in the estimates of the study sample members in the level of knowledge according to the variable of experience and in favor of a group of less than five. The researcher recommended the necessity of holding training courses to raise the awareness of Physical Education teachers of the international law of table tennis for both genders and for those with longer experience.

Keywords: knowledge, laws of table tennis, Physical Education teachers.

Introduction

Physical Education teachers are able to develop their skills in the domains of physical education and its sciences, develop modern methods and keep pace with them, and this depends on the process of organizing and managing educational experiences and on their cognitive competence in teaching.

Knowledge is no longer a theoretical aspect based on attracting information and data and presenting it abstract and uncodified, but rather on providing an appropriate and safe environment to facilitate the process of attracting knowledge, transferring and sharing it with others, on rehabilitating individuals based on knowledge acquisition and developing their abilities to transfer, distribute and share that knowledge with others (Khalidi & Alawamleh, 2013).

Knowledge is the sum of various experiences that an individual possesses, which they have gained through academic education, courses or experiences, and which are manifested clearly in the person who possesses it through the percentage of the person's cognitive achievement and the level of the group they lead as coaches and teachers at the athletic level (Houri, 2003).

Knowledge is a collection of various information that an individual gathers during their academic learning process and through various courses or professional experiences they have lived through, which can be estimated by calculating the percentage of their knowledge attainment (Roman & Kozulin, 2005).

The development of knowledge of Physical Education teachers through their roles and responsibilities tends to assume responsibility in this domain. It must be viewed in the light of the changes that society is witnessing, which explains

the trends that are adopted and challenges and responsibilities faced. Accordingly, their mathematical cognitive competence must be linked to modernity and contemporariness, as sports modernity implicates developments taking place in the domain of teaching and teaching physical education (Rich, 2012).

The teacher is also considered the head of the educational process, its foundation and its solid pillar, and that a good curriculum, an appropriate textbook, an exemplary building, and advanced aids all diminish and will not be effective if the teacher is not a capable role model in their work and their knowledge is not broad in their field, they are not skilled enough in their subject, perfect at their teaching, exciting and influential for their students (Mufleh, 2012).

The physical education teacher is one of the main pillars of the educational process, and lack of knowledge or information related to the cognitive aspects of physical education represents a gap in the educational process that cannot be compensated for even by attending the course in the Ministry of Education (Zayed, 2011).

The physical education teacher is considered one of the pillars of the educational process in school, as they often have many educational opportunities that are not offered to their colleagues in other subjects. Therefore, it is necessary to take proper care of preparing and qualifying them for the teaching profession in a manner that would enable them to adopt a proper approach that would help them assume heavy responsibilities entrusted to them regarding the upbringing of generations, as they are the nation's treasure and its promise for the future (Alsayeh, 2004).

The researcher believes that it is useful and necessary for physical education teachers to be acquainted with the legal issues of the game of table tennis that is being taught, because knowledge facilitates awareness of information or its direct discovery, rediscovery or recognition. Also, physical education teachers are the ones who combine aptitude, physical ability, sports skills and theoretical knowledge. Acquisition of a given sports skill without any knowledge associated with it makes the process limited and needs to be modified and developed in line with the mathematical skills for effectiveness.

As for the research problem, the researcher sees, through his scientific and practical experience, that there is a deficiency in the extent of legal knowledge of table tennis among Physical Education teachers in Al-Karak. Also, most Physical Education teachers are not interested in developing their cognitive abilities in the law of the game in question. The vast majority do not follow the amendments to the articles of the law of the game. The vast majority of Physical Education teachers are not interested in following up on the articles of the law of the game on the one hand, and getting acquainted with the recent amendments in the law of the game of table tennis on the other hand, which leads to confusion and sometimes causes chaos and indifference due to their weak interest in the theoretical side.

This is what prompted the researcher to do this study with the aim of identifying the measurement of knowledge of the international law of table tennis among Physical Education teachers in Al-Karak.

Therefore, this study comes to determine the level of teachers' knowledge of the international law of table tennis, and it was applied to male and female Physical Education teachers in the Directorate of Al-Karak Education, which is one of the directorates of education in the Hashemite Kingdom of Jordan and has 118 schools affiliated with it.

Study Questions

1. What is the level of knowledge of the international law of table tennis among Physical Education teachers in Al-Karak?
2. Are there differences in the knowledge of the international law of table tennis among Physical Education teachers in Al-Karak according to the variables of gender and experience?

Statistical tools

The researcher used the following statistical tools to achieve the objectives of the study:

Arithmetic means and standard deviation

Measures of central tendency and measures of dispersion were used to determine the level of knowledge of the international law of table tennis among the study sample.

Pearson correlation coefficient

It was used to verify the degree of correlation between the scale items and all of the scale's domains and the correlation between each domain and the scale's total score to ensure the validity of the study tool.

Tow Way-NOVA

It was used to statistically verify the significance of the differences in the level of cognitive outcome according to the variables of gender and experience.

Study Procedures

The study sample consists of teachers of Physical Education in Al-Karak, who numbered (110) male and female teachers registered within the official restrictions in the directorates of education in Al-Karak for the academic year 2021/2022. Table 1 shows the distribution of the sample members.

Table 1
Distribution of the study sample (*110*)

Variable	Variable Categories	No.	Percentage
Gender	Male	45	40.9
	Female	65	59.1
	Total	110	100.0
Experience	Less than five	24	21.8
	From five to less than ten	48	43.6
	Ten and above	38	34.5
	Total	110	100.0

Study Tool

The researcher reviews the educational literature through scientific references and previous studies that were concerned with building measures of knowledge. Among these studies are the study of (Al-hasawneh & Zoubi, 2007), (Almuzaini & Ankari, 2003), (Alkurdi, 2006), (Hatamleh, 2002) and (ALkhawaldeh & ALzughialat, 2023). Then, they built a tool to measure the knowledge of the international law of the game of table tennis based on the first level according to Bloom's Taxonomy, i.e. the level of knowledge, which consists of 30 multiple-choice questions covering three topics. Table 2 shows the topics of the study tool presented in Appendix.

Table 2
Measuring Tool Topics

Topic No.	Topic Name	Paragraph No.
First	Playing Conditions	1, 4, 6, 9, 12, 16, 19, 21, 22, 27
Second	Players	2, 7, 11, 13, 14, 18, 23, 26, 28, 29
Third	Playing System	3, 5, 8, 10, 15, 17, 20, 22, 25, 30

Measuring Correction Method

One score was given for the correct answer, and zero for the wrong answer. Table 3 shows the correction key for the test items.

Table 3
Debug Key for The Test

Question No.	Answer Code	Question No.	Answer Code	Question No.	Answer Code
1	A	11	B	21	A
2	C	12	C	22	A
3	D	13	B	23	D
4	D	14	D	24	A
5	C	15	A	25	A
6	C	16	B	26	A
7	A	17	B	27	D
8	D	18	B	28	D
9	A	19	C	29	D
10	D	20	B	30	C

Based on the arithmetic averages of the answers, the researcher relied on some previous studies in determining the next ladder to classify the cognitive outcome of the sample members, as indicated by the study of (Elbaradei, 2004), (Shaalan, 2019) and (Alsoub, 2022).

Less than 50 (Very Weak)
From 50 to 59 (Low)
From 60 to 69 (Acceptable)
From 70 to 79 (Good)
From 80 to 89 (Very Good)
From 90 to 100 (Excellent)

Psychometric Properties of Measuring

Let us begin with honesty. Honesty was determined through a set of procedures, represented by the following:

1. **Virtual Honesty:**
   The measuring was presented to a group of specialists in order to express their opinion in terms of the following:
   — language formulation,
   — validity of items to measure and what they are designed to measure,
   — appropriateness of the terms to the nature of the research sample,
   — matching items,
   — knowing the sufficiency of the number of items,
   — delete, modify, or add items.
2. **Formative Honesty** (Internal Consistency Honesty):
   Internal Consistency Honesty between the measuring dimensions and the total score was calculated by calculating the correlation coefficient between

the score of each phrase and the total score of the dimension and the total score of the measuring on a rationing sample of 20 from the study population. Table 4 illustrates this.

Table 4
Correlation coefficients between the score of each statement and the domain and the total score of the measuring

Para.	a1	a2	a3	a4	a5	a6	a7	a8	a9	a10	Total	
Correlation Coefficient	.549*	.266*	.519*	.275*	.454*	.280*	.572*	.346*	.644*	.551*	.760*	First Domain
Significance Level	<.001	.005	<.001	.003	<.001	.003	<.001	<.001	<.001	<.001	<.001	
Para.	b1	b2	b3	b4	b5	b6	b7	b8	b9	b10		
Correlation Coefficient	.342*	.345*	.492*	.411*	.329*	.249*	.298*	.378*	.239*	.366*	.751*	Second Domain
Significance Level	<.001	<.001	<.001	<.001	<.001	.009	.002	<.001	.012	<.001	<.001	
Para.	c1	c2	c3	c4	c5	c6	c7	c8	c9	c10		
Correlation Coefficient	.515*	.514*	.328*	.536*	.198*	.243*	.239*	.209*	.451*	.285*	.547*	Third Domain
Significance Level	<.001	<.001	<.001	<.001	.038	.010	.012	.028	<.001	.003	<.001	

* Function at level ($\alpha \leq 0.05$)

It is clear from Table 4 that the correlation coefficients between the degree of each phrase and the domain and between the domains and the total measuring were statistically significant at a level of ($\alpha \leq 0.05$) for all items, which indicates the sincerity of internal consistency of the measuring under study.

3. Difficulty and Discrimination Coefficient

Difficulty and Discrimination Coefficient was used for the answers of the rationing sample. It was found that the coefficients of difficulty for all phrases ranged from 0.20 to 0.80 and that the coefficient of discrimination for all phrases was positive and its values were greater than 0.20.

Measuring Stability

Stability was calculated using **Pearson's Correlation Coefficient between application and re-application**.

The stability coefficient of the tests used in the study was calculated by applying and re-applying the test with an interval of two weeks on the rationing sample (20) from the study population, and the Pearson's correlation coefficient was found between the two applications, which is illustrated by Table 5.

Table 5

Values of Pearson's Correlation Coefficient between application and re-application of the sample (n = 20) on measuring knowledge

		Arithmetic Average	Standard Deviation	Correlation Coefficient	Significance Level
Pearson's Correlation Coefficient	Application	.3386	.07799	0.996	*.000
	Re-Application	.3414	.07909		

* Significant correlation at the level (α≤ 0.05)

The results from Table 5 indicate that there is a strong, statistically significant correlation between the results of application and re-application, which indicates the stability of the measuring.

Study Variables

a) Independent Variables
   Gender
   Years of Experience
b) Dependent Variable
   Knowledge

Statistical Methods

— Arithmetic Average
— Standard Deviation
— Pearson's Correlation Coefficient
— (Tow Way- ANOVA)

Research results and discussion

This chapter includes a detailed presentation of the results of the study and their discussion in the light of the questions posed, which aimed to identify the

level of knowledge of the international law of table tennis among Physical Education teachers in Al-Karak. The following is a presentation of the results of the study according to the sequence of its questions, as well as a discussion of the findings of the study and the recommendations emanating from these results.

The answer to the first question

The first question concerned the level of knowledge of the international law of table tennis among physical education teachers in Al-Karak. To answer this question, the arithmetic means and standard deviations were calculated for the responses of the study sample members on the cognitive outcome measuring. Table 6 shows the results.

Table 6
Arithmetic means and standard deviations of the level of knowledge

Domain	Arithmetic Average	Standard Deviation	Rank	Level
Playing Conditions	.3227	.13109	1	Very Weak
Players	.2136	.13305	2	Very Weak
Playing System	.0918	.09780	3	Very Weak
Total	.2094	.08437		Very Weak

Table 6 shows that the arithmetic averages of the level of knowledge outcome of the international law of the game of table tennis among Physical Education teachers in Al-Karak came at the overall level to a very weak degree with an arithmetic average (.2094). As for the domains, the playing conditions domain came first with a very weak score and an arithmetic mean (.3227), and the playing system domain came in second with a very weak score and an arithmetic mean (.2136), and third and finally the players domain with a very weak score and an arithmetic average (.0918). This result can be explained by the fact that all three fields of study came with a very weak score.

The researcher attributes this result to the fact that the level of knowledge outcome (of the law of table tennis) of Physical Education teachers in Al-Karak was weak due to the lack of knowledge of Physical Education teachers on the law of table tennis and the new amendments to it, or the dependence of Physical Education teachers on their field experiences, or on their practice of the game as a recreational activity and the failure to allocate quotas to the articles of table tennis law within the curriculum of the Ministry of Education, limiting them to the game of football as it is known in all schools due to students' love for the game of football.

The researcher also attributes this result to the belief of Physical Education teachers in the difficulty of this sport and their inability to teach and train stu-

dents due to material capabilities it needs related to its own tools, physical capabilities and skills, and consequently the lack of interest in it and not teaching it in schools.

This result agreed with the study (Shawkat, 2015) whose results showed that the cognitive outcome of the law of gymnastics among Physical Education teachers in Al-Karak was at a very weak level. It also goes along with another study (Hatamleh, 2002) whose results indicated that the level of knowledge of the international law of handball among students of the College of Sports Sciences at Mutah University is weak. The same applies to a study (Al-rahhala, 2007) whose results showed that the degree of Physical Education teachers' possession of cognitive competence in sports modernity in the city of Mosul came to a low degree. Similarly, it is true of a study (Zayed, 2011) whose results indicated that the knowledge of Physical Education teachers in the physiology of physical effort was at the weak level. Finally, one has to mention a study (Al-rahhala, 2007) whose the results indicated weakness in the knowledge of students in general.

The answer to the second question

Are there statistically significant differences at the level of ($\alpha \leq 0.05$) in the level of the knowledge outcome of the international law of table tennis among Physical Education teachers in Al-Karak according to the variables of gender and experience?

To answer this question, the arithmetic means and standard deviations were calculated, and Table 7 shows this.

Table 7
Arithmetic averages and standard deviations in the level of knowledge of the international law of table tennis among physical education teachers in Al-Karak, according to the variables of gender and experience

Variable	Category	No.	Average	Standard Deviation
Gender	Male	.2615	45	.09820
	Female	.1733	65	.04758
	Total	.2094	110	.08437
Experience	Less than five	.2556	24	.10104
	From five to less than ten	.2146	48	.08803
	Ten and above	.1737	38	.04529
	Total	.2094	110	.08437

The data in Table 7 indicate that there are apparent differences in the arithmetic averages in the level of the knowledge of the international law of table tennis among Physical Education teachers in Al-Karak, according to the variables of gender and experience.

In order to detect whether these differences were statistically significant, the analysis of variance (Way-ANOVA) was used, and Table 8 shows the results of that.

Table 8
Results of the multiple variance analysis to reveal the differences in the estimates of the study sample members in the level of knowledge of the international law of table tennis among Physical Education teachers in Al-Karak according to the variables of gender and experience

Contrast Source	Total Squares	Freedom Degrees	Average Squares	F value	Significance Level
Gender	.201	1	.201	45.110	<.001
Experience	.096	2	.048	10.720	<.001
Error	.473	106	.004		
Total	5.599	110			

The data in Table 8 indicate that there are statistically significant differences at the level of ($\alpha \leq 0.05$) in the estimations of the study sample members in the level of knowledge outcome of the international law of table tennis among Physical Education teachers in Al-Karak, according to the gender variable, in favor of males, with an average of (0.2615) compared to females with an average of (0.1733). This can be explained by the fact that male Physical Education teachers may have played table tennis more during their time in college compared to female Physical Education teachers.

The researcher attributes this to the fact that male Physical Education teachers have more interest in the law of table tennis than female Physical Education teachers, due to their commitment to the career side more than the female teachers. This is due to many concerns of the teachers and the requirements of life that place great burdens on them, which makes them not interested in what is new and modern regarding the game of table tennis, due to the difficulty of the law of the game and the lack of interest of the educational supervisors in evaluating the teachers of the game of table tennis, and Ministry of Education's neglect of the teaching of table tennis within the physical education curriculum.

The researcher attributes this to the fact that male Physical Education teachers are more involved in various sports activities and follow up on sports programs in general as a result of the nature and structure of the community in Al-Karak and how it looks at the role of females in this field.

This study agreed with the study of (Hatamleh, 2022) that there are statistically significant differences according to the gender variable and they are in favor of males.

It conflicted with the results of the study (Shawkat, 2015) which showed that there were no statistically significant differences according to the gender variable, academic degree, years of experience, the Directorate of Education, and the

study (Al-rahhala, 2007). The results of the study showed that there were statistically significant differences according to the gender variable and they were in favor of females.

The data in Table 8 also indicate that there are statistically significant differences at the level of ($\alpha \leq 0.05$) in the estimations of the study sample members in the level of knowledge of the international law of table tennis among Physical Education teachers in Al-Karak, according to the variable of experience. To detect in favor of which category these differences are, Scheffe' Test was used, and Table 9 illustrates this.

Table 9
Scheffe' Test to detect differences between groups

Arithmetic Average	Category	Five years or less	More than five to ten years	More than ten years
.2556	Less than five	—	.0410	.0819*
.2146	From five to less than ten	-.0410	—	.0409*
.1737	Ten and above	-.0819*	-.0409*	—

The results of Table 9 indicate that there are differences in the estimates of the study sample members in the level of the cognitive outcome according to the experience variable between the category (less than five) and the category (ten and above) and in favor of the category (less than five). There are differences between a category (from five to ten) and a category (ten and above) in favor of a category (from five to ten), meaning that the less experienced category has a better knowledge outcome than the more experienced category. This result can be explained by the fact that physical education teachers with less experience are more familiar with the knowledge of the law of table tennis.

The researcher attributes this to the fact that less experienced Physical Education teachers have knowledge of the table tennis law, because they are new graduates from the faculties of Physical Education, which makes them more knowledgeable in the law of table tennis, and they are registered in more than one course related to the game of table tennis, according to the plan of the Department of Physical Education. The researcher also attributes this to the fact that recently graduating Physical Education teachers take training and knowledge courses related to different sports, as part of a plan set by the Ministry of Education in Jordan.

This study agreed with the study (Al-rahhala, 2007) whose results showed that there were statistically significant differences according to the variable of experience, in favor of 5 years.

It contradicted the results of the study (El-baradei, 2004) showing that the level of academic achievement and experience has a significant impact on the level of knowledge between players and coaches.

The results of this study agreed with the results of the studies of (Alsoub, 2022), (Shaalan, 2019) and differed with the results of the studies of each of (Al-khaswneh, 2007) and (Al-kurdi, 2006). The reason for the difference is due to the difference in the study population.

Conclusions

The teachers of Physical Education in Al-Karak do not possess sufficient knowledge of the law of table tennis, especially female teachers and more experienced teachers. This means that Physical Education teachers should follow up on recent developments related to the concepts and contents of the international law of table tennis by holding training courses to raise Physical Education teachers' awareness of the international law of table tennis for both sexes and those with more experience.

Appendix

Distribution of questions according to the form in the study tool

1. The playspace must be rectangular, not less than
   A. 14 m long, 7 m wide and 5 m high.
   B. 15 m long, 7 m wide and 7 m high.
   C. 12 m long, 8 m wide and 6 m high.
   D. 10 m long, 6 m wide and 5 m high.

2. The player or pair who gets ahead of his opponent wins the half
   A. 10 points.
   B. 9 points.
   C. 11 points.
   D. All of the above is true.

3. The referee gives the game a yellow or red card in the following cases:
   A. Uttering impolite words
   B. Deliberate damage to gaming equipment
   C. Disrespect for match judges
   D. All of the above is true.

4. The height of the table from the ground is
   A. 74 cm
   B. 75 cm
   C. 67 cm
   D. 76 cm

5. The players fall under the authority of ..... from the time they arrive at the tournament site until the time they leave.
   A. coach
   B. admin
   C. public referee
   D. table referee

6. The playing surface must be of a dark and opaque color, along the edges of which a white line is drawn whose width is
   A. 5 cm.
   B. 7 cm
   C. 2 cm
   D. 4 cm

7. The period during which the result is calculated is called
   A. point.
   B. retry.
   C. no point calculated
   D. all of the above is wrong.

8. The players have the right to practise at the match table for no more than ..... right before the start of the match
   A. three minutes
   B. ten minutes
   C. five minutes
   D. two minutes

9. The weight of the ball which the game is played with in official matches is
    A. 2.7 g.
    B. 2.9 g.
    C. 3.7 g.
    D. 3.9 g.

10. The one who picks the game ball is the:
    A. coach.
    B. player.
    C. admin.
    D. referee.

11. "Playtime" is the time when a ball is
    A. unplayed.
    B. played.
    C. break.
    D. time-out.

12. The ball should be round-shaped, with a diameter of
    A. 10 Millimeters
    B. 20 millimeters
    C. 45 millimeters
    D. 40 millimeters

13. The period for which the result is not calculated is called
    A. point
    B. retry
    C. A+B
    D. all of the above is wrong.

14. "Racket" is the hand that
    A. doesn't hold the racket.
    B. A+B C.
    C. holds the racket.
    D. All of the above is wrong.

15. The player shall leave their racket..............during play stops, unless the referee permits otherwise.
    A. at the game table
    B. at the referee's table
    C. at the table of the public referee
    D. all of the above is wrong

16. The top surface of the table is called the "play surface", and it should be rectangular , ………………… in width.
    A. 145.5 cm
    B. 155.5 cm
    C. 175.5 cm
    D. 152.5 cm

17. The players fall under the authority of the ..... from the time they get to the play area until they leave.
    A. coach
    B. table referee

    C. public referee

    D. admin

18. If both players or pairs score 10 points, then the winner wins the first half of the competition
    A. by one point.
    B. by two consecutive points.
    C. by three points.
    D. All of the above is wrong.

19. There must be at least…… of the body thickness of the bat made of natural wood.
    A. 50%
    B. 60%
    C. 85%
    D. 20%

20. When the referee receives a valid request for a time-out, he has to stop the play and lift the ... with the hand closest to the player or pair who requested the time-out.
    A. red card
    B. white card
    C. yellow card
    D. red and yellow card

21. The net is lifted with a thread that connects each end to a vertical stand which measures:
    A. 15.25 cm.
    B. 17.25 cm.
    C. 12.5 cm.
    D. 15.55 cm.

22. The player or pair may request one timeout for a period not exceeding .... in the individual match.
    A. one minute
    B. three minutes
    C. four minutes
    D. ten minutes

23. The play may be stopped in the following cases:
    A. to correct an error in the Play system.
    B. to apply the alternative method.
    C. to warn or punish the player or mentor.
    D. All of the above is true.

24. The playing surface is conditioned if a legal ball falls on it from a height of 30 cm to bounce to a distance of
    A. approximately 23 cm.
    B. approximately 27 cm.
    C. approximately 30 cm.
    D. approximately 32 cm.

25. Any player is entitled to a break of no more than ....after each half of the match.
    A. one minute
    B. three minutes
    C. four minutes
    D. ten minutes

26. The player who has to be next to him in the hit ball is called
    A.   receiver.
    B.   shooter.
    C.   A+B
    D.   All of the above is true.

27. The top surface of the table is called the "play surface", and it should be rectangular, ….. in length.
    A.   275 cm
    B.   274 cm
    C.   270 cm
    D.   278 cm

28. In the serve, the server throws the ball up to a distance of not less than
    A.   15 cm.
    B.   9 cm.
    C.   12 cm.
    D.   16 cm.

29. Calculation of a point shall take place ......
    A.   if one's opponent fails to throw a proper serve.
    B.   if one's opponent fails to give a proper response.
    C.   A+B
    D.   All of the above is true.

30. The players have the right to short pauses to dry up their sweat after each ... from the beginning of each half.
    A.   three points
    B.   five points
    C.   six points
    D.   seven points

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