Constructing a Psychological and Practical Intelligence Test for Primary School Students in the City of Mosul

Ahmed Farhan Mshaan¹, Dr.Tanhid Adil Fadhil²

¹University of Mosul, College of Education for Humanities Department of Educational and Psychological Sciences ahmed.farhan@uomosul.edu.iq ²Assitant Professor, University of Mosul, College of Education for Humanities Department of Educational and Psychological Sciences Dr.tanhed@uomosul.edu.iq Received: 12-January-2023 Revised: 22-February-2023 Accepted:20-March-2023

Abstract

The current research aimed to build a practical intelligence test for primary school students in the city of Mosul, and the basic research sample consisted of (500) students selected by stratified random method from primary schools in the city of Mosul for the academic year (2022/2023) distributed over (10) schools, and to achieve the goal of the research, the researchers applied the practical intelligence test and the sincerity of the test was verified by adopting (right virtual ,right factorial ,and right construction) As for the stability, it was calculated in a way (re-test and Facronbach) and after applying the tool, the data was treated statistically using Statistical Bag Program for Social Sciences (SPSS) The results of factor honesty indicated that the positions of practical intelligence are saturated on three areas (verbal, numerical, formal), and that the factor honesty between the three areas is saturated under one dimension is (practical intelligence). All practical intelligence test positions have a good level of discriminatory power. The percentage of difficulty of practical intelligence test positions ranges between (0.33 - 0.74). The percentage of ease of positions of the practical intelligence test ranges between (0.26 - 0.67). The practical intelligence test has a good level of stability in the way of retesting. After investigating the results of the research, the researchers came out with some recommendations, including the need to rely on intelligence tests in schools in order to stand on the levels of real students that are sometimes difficult to detect in methodological books and the researchers suggested future studies to apply the practical intelligence test on different samples (middle school students, middle school, university).

Keywords: Intelligence, mental measurement, academic achievement

Introduction

The analysis of questions and items of intelligence tests of all kinds reveals a significant similarity in the content of these questions, despite the significant progress in the theories of mental measurement and the emergence of new theoretical models such as the theory of inherent features, but the progress in the theories of mental measurement was not accompanied by little progress in the content of the tests.

In addition, most intelligence tests rely on academic achievement as the main test on which these tests depend in verifying their external honesty, and then the questions of intelligence tests tended to measure the basic skills required to succeed in school and excluded any other skills included in the definition of intelligence in its general sense, such as the skills required to succeed in practical life and adapt to the society in which the individual lives (**Sternberg, 1990 : 97**).

The inadequacy of current IQ tests to apply to individuals belonging to different cultural frameworks, as many researches have revealed the bias of IQ tests designed within Western civilization against individuals belonging to different cultures. What's more, Jensen's (1969) research in intelligence revealed that there were substantial differences between the average intelligence of black Americans and white Americans (15 degrees) in favor of white Americans .

These criticisms and previous problems and through access to research and studies related to intelligence and the educational reality in general and primary in particular the researcher person (to the extent

of his knowledge) that there is a significant deficiency but a scarcity in intelligence tests that suit the Iraqi environment and the most urgent thing is that the subject of the study is related to a very important age, social and educational group represented by primary school students as the future generation qualified to lead society in the future, which was a motivation for the researcher to conduct this study.

The Importance of the Research

The interest in primary education and the repeated calls to increase interest in it is a feature of today's world in various countries of the world, and it is a clear interest, as the upbringing of generations according to the requirements of the times has become an urgent task that must be fulfilled if society wants its children to keep pace with human scientific progress (Al-Serifi, 2018: 108).

The primary education stage, like any other educational stage, derives its goals from the nature of society and the era in which it exists, with the difference of educational institutions from the rest of the institutions in being the most of these institutions related to aspects of social development, and therefore the importance of developing such institutions can be attributed to the importance of their role in moving countries, especially developing ones, from the stage of underdevelopment to advanced stages of growth (Amer, 2015 : 98).

The student represents the capital of the state, its promise, equipment, present and future, which is the wealth of the state, which exceeds all its wealth and resources, if the community realizes the most precious wealth and how to preserve it and work on its development and guidance as much as possible so that the emerging generations of students perform their mission in life, and the student is the future and hope, which is the hope of the state and the pillar of its strength, which is the symbol of its pride and the title of its development, and on his shoulders received the consequences of the future and in his responsibility converge the responsibilities of the days, and that prepared well, He is able to invest opportunities wisely, deal with reality with discernment, and enhance his abilities to reach the goal of life (Milson, 2017: 7).

As measurement is a crucial element in issuing judgments and evaluating human capabilities, because the absence of measurement means the absence of the goal and the absence of vision, as the measurement process plays an effective role, especially at the level of building psychological and educational tests alike, measuring any psychological trait or educational task necessarily needs a measurement tool that is applied to the examinee, and then his performance is estimated on the task; by giving him either a degree Celsius or a specific description, or even a symbol. The subject of intelligence has occupied most psychologists for nearly a century, and they differed in its perception and agreed in measuring it and all agreed that intelligence is a mental ability that exists in an amount, and that this amount varies from one individual to another, and may differ from one group to another, and that what is present in an amount that can be measured Intelligence is of great importance in various areas of life such as education, and training in the factory; The right man in the right place requires recognizing the individual's mental potential, as well as identifying the requirements and requirements of work (Al-Khayyat, 2010: 55).

The measurement of mental, skill, performance and other abilities is of particular importance in the field of psychology in general, and in the field of psychometrics in particular, because measuring abilities will naturally lead to knowledge of the nature, functions and capacity building and their relationship to each other, especially if the measurement tools used are of a high degree of quality and objectivity (Mahdi, 2021: 3).

Intelligence is one of the most topics that have received great attention, hardly without an article or book in psychology or educational psychology or mental measurement of talking about the concept of intelligence, its nature, theories, measurement, and its relationship to some other educational concepts such as talent, achievement, creativity and other concepts, and perhaps the ambiguity surrounding intelligence made it an old topic with the emergence of experimental (statistical) aspects in psychology nearly a hundred years ago – intelligence has become the subject of experimentation and testing after it was Galton showed interest in the subject of intelligence in the sixties of the nineteenth century, and Binet at the beginning of the twentieth century introduced the term mental age as an indicator of the intelligence of the individual, and developed the first individual test to measure it in 1905 (Qatami et al., 2010: 347).

Human intelligence, according to Sternberg, is a dynamic process used by the individual in various aspects of social life, at home, at school or during work, through continuous attempts to deal effectively with the

environment and through his interaction, he reaches multiple solutions to similar problems (Sternberg, 1989: 60-112).

Sternberg has suggested that intelligent behavior is the product of applying thinking strategies, dealing with new problems creatively and quickly, and adapting to environmental contexts by selecting and reshaping the environment (Abuallam, 2010:299).

The triple theory of successful intelligence for Sternberg entrance to cognitive processes to understand intelligence, as successful intelligence includes the skills and knowledge required to succeed in life, according to the definition of the individual himself to succeed, within the scope of the social context of the individual and prefers Sternberg the term successful intelligence to confirm that intelligence is more than measured by mental intelligence tests Intelligence is related to success in life and that this theory includes three abilities, These are: analytical, creative and practical (Ibrahim, 2012: 4).

Practical intelligence enables students to take advantage of their strengths and correct or compensate for their weaknesses, as well as enabling them to encode physical education to retain it in memory more deeply and perfectly. The ability to retrieve the study material by students at the time of the exam depends on practical intelligence in coding education in order to retrieve the study material more easily, and practical intelligence motivates students to learn more, as well as it prepares the student well and effectively for success in life and contributes to their evaluation through different areas (Sternberg & amp; Grigorenko, 2007 :80).

Interest in research in the development of practical intelligence has recently begun to increase after the emergence of some scientific studies that called for the need to distinguish between an individual who plans and evaluates to create new products that he is able to apply and invest in his daily life, and another who plans and evaluates in traditional tests only, achieving high results, but he is unable to deal with life problems (Al-Nashar, 2020: 31).

Sternberg gives the example of practical talent with one of his graduate students, Celia, who did not have the same analytical ability as Alice or Barbara's creativity, but was very successful in determining what she needed to do in order to succeed in her academic studies, she knew what kind of research was of great value in her field, how she could get research from scientific journals, how she could influence employers during a job interview, and other similar things. Although she did not possess the abilities of Alice or Barriara, she was able to use the skills she had to exploit them in areas that distinguished her from others in practical settings (Hamid, 2018: 65).

The researcher believes that the high level of practical intelligence is the ability of the individual to shape the environment. Individuals who possess practical intelligence not only balance the choice of environment and how to conform to it, but their main goal is to shape the environment in accordance with their point of view and desires. They are better able to transform the environments in which they live in a positive and scientific way to become what they desire. They also possess imaginative abilities in persuading others to work in environments determined by their mood.

Research Objectives

The current research aims to:

Constructing a practical intelligence test for primary school students in the city of Mosul.

Research Limitations

The limits of the current research are primary school students (government schools) day in the city of Mosul for the age groups of (7-12 years) for the academic year (2022/2023).

Definition Of The Terms

Practical intelligence: defined by

Thorndike (1920)

The ability to process objects and tangible subjects, as evidenced by the performance of manual and motor skills (Shoulder, 2015: 35).

Sternberg (1985)

The ability of the individual to find effective solutions to solve the problems facing him, and the application of ideas in the context of real life to find the best match between him and the requirements of the environment and includes practical intelligence verbal ability, numerical ability, and formal ability (Sternberg, 1985: 119).

Qatami (2018):

The ability to employ skills in a practical way in a real-world context, shape one's attitudes in accordance with one's environment, and provide solutions to the problems facing one's own (Al-Attabi, 2018: 40).

AL-Malham (2020)

The ability to apply, recruit and put things into practice (Al-Melhem, 2020: 6).

The researcher defines practical intelligence theoretically as: the student's ability to face problems through practical solutions, and the application of his ideas on the ground, to find an effective match between him and the requirements of the situation, whether verbally, or through numerical ability, and put the positions into practice, and influence them through the ability to recrystallize the form of the situation faced by the child (student) in distinctive practical ways and solutions.

The researcher defines practical intelligence procedurally as: the response of the primary school student to the practical intelligence test that was built by the researcher, which is the total score obtained in the practical intelligence test.

Methodology and Procedures

Research Community:

The research community is defined as all the components of the elements related to the research problem that the researcher seeks to generalize the results of the study (Mohammed, 2012: 47). The current research community consists of primary school students in the city of Mosul for the academic year (2022-2023) distributed over (449) schools, including (171) schools on the right side of Mosul and (278) schools on the left side of Mosul. In line with the objectives of the research, the number of students of the five grades (second, third, fourth, fifth, sixth) in the city of Mosul right and left (237938) students.

Construction sample: -

The research sample is part of the population and is chosen by the researcher to conduct his study according to special rules in order to represent the community correctly and withdraw randomly or regularly class from the research community (Aichor et al., 2017: 228).

For the purpose of calculating the indicators of the construction validity of the research tool, a sample of (500) students was withdrawn from the sample of schools, including (6) schools on the left side of the city of Mosul and (4) schools on the right side of the city of Mosul at the rate of (50) students from each school. **Search Tool:**

For the purpose of achieving the objectives of the research, it was necessary to build a test of practical intelligence for primary school students in the city of Mosul, which has objective psychometric characteristics, and the following is a presentation of the research tool: -

Practical intelligence test: -

A- Test Description:

Building a test of practical intelligence requires identifying the theoretical premises on which the researcher is based, as specialists in measurement and evaluation emphasize the need to identify the concepts and theoretical premises on which the researcher will rely in building the test before starting the construction steps (Cronbach, 1990: 404).

After the researcher reviewed the literature on practical intelligence, Sternberg's theory was adopted, which divided practical intelligence into three sub-abilities, namely (verbal ability, numerical ability, formal ability) and on this basis, the researcher built three sub-tests for each of the three abilities.

In order to ensure the appropriateness of the test to achieve the objectives of the current research, the indicators of psychometric properties were detected as follows:

1- Authenticity of the test: -

What is meant by honesty is the degree to which the test measures what it is designed to measure (Al-Damen, 2007: 113). Honesty is the most important among the characteristics of psychological tests in psychometrics that must be ascertained by the test designer and means the validity of the test to measure what it was designed for, meaning that the honest test measures what it was designed to measure only (Murad Wamin, 2005: 350).

The following honesty coefficients were calculated:

A. Apparent honesty: -. Apparent truthfulness means measuring the apparent face of a test or scale in terms of measuring what has been developed to measure it (Aqeel, 2008:308).

Since the practical IQ test is applied to primary school students, it is necessary to present the test positions to a group of experts and arbitrators to consult them on the suitability of the practical IQ test situations and their three abilities. The test was presented to a group of 33 experts and arbitrators specializing in educational and psychological sciences. The researcher adopted 75% and above of expert consensus as a benchmark for apparent truthfulness. Bloom pointed out that if the scale gets 75% or more, it can feel comfortable in terms of apparent honesty (Bloom, 1983).

Based on expert observations, 15 positions, five from each test, were deleted. This brings test positions to 60 after deletion by experts and arbitrators.

Practical intelligence test situations after apparent honesty became as follows: -

Verbal ability (position 20).

Numerical capacity (position 20).

Formal capacity (20 position).

B. Functional honesty:

For the purpose of obtaining practical IQ assurance, the three tests were applied to the construction sample. (500 pupils) from primary school in Mosul, after which the test was corrected, the data was then processed by the social science statistical pouch spss to see how saturated test situations are on each of the three dimensions of practical intelligence. (verbal, numerical, and formal) and after this procedure it was found that all practical IQ test situations are saturated under three dimensions (verbal, numerical, and formal).

The working analysis between the three domains (verbal, numerical, and formal) was then performed to see the saturation between the three areas and table (1) shows the outcome of the interdisciplinary working analysis.

	e imee iests	i i i i i i i i i i i i i i i i i i i	I uctoriu	
Test	Phonetic	Numerical	Modal	t
Phonetic	1	0.93	0.687	2.617
Numerical	0.931	1	0.637	2.568
Modal	0.687	0.637	1	2.324
Т	2.618	2.567	2.324	7.509
Full Degree	0.955	0.937	0.848	

 Table (1)

 Factorial Analysis of the Three Tests

Sincerely construct- :

The sincerity of the construct means to what degree the test reveals the presence of the trait or ability studied in the pupil, that is, the test is supposed to measure the ability, composition, or function.

The sincerity of the construction is concerned with measuring the test of the field or subject of focus (Hargrove and James, 2011:211).

The sincerity of the building is measured by several indicators. In the current research, the following indicators have been adopted:

Calculation of the degree of discriminatory strength of the capabilities of the three tests that make up practical intelligence: -

The discriminatory force is the extent to which the test is measured for a given hypothesis (Attia, 2009:109).

For the purpose of obtaining distinctive attitudes, the three tests were applied to the building sample (500 pupils) of primary school pupils in the city of Mosul, after which the test was corrected and the overall grade calculation of each pupil was calculated and the responses of the building sample members were arranged from the highest to the lowest grade.

The highest scores, representing 27% of the total number of the construction sample, were determined, and 27% of the scores were determined.

The discrimina	nory power or a	practical intelligence	
Discrimination coefficient	Group Lower	Group Higher	Number
0.51	29	98	1
0.81	25	134	2
0.76	31	133	3
0.69	40	133	4
0.65	47	135	5
0.71	39	135	6
0.70	40	135	7
0.83	23	135	8
0.53	34	105	9
0.52	39	109	10
0.35	50	97	11
0.53	64	135	12
0.46	40	102	13
0.69	31	124	14
0.64	49	135	15
0.75	34	135	16
0.50	50	117	17
0.44	66	125	18
0.47	50	113	19
0.44	29	89	20
0.51	12	81	21
0.35	46	93	22
0.81	24	134	23
0.73	36	135	24
0.77	27	131	25
0.68	38	130	26
0.79	23	130	27
0.38	62	113	28
0.53	59	130	29
0.50	56	124	30
0.34	69	115	31
0.55	53	127	32
0.58	54	132	33
0.50	64	132	34

 Table (2)

 The discriminatory nower of a practical intelligence test

0.47	72	135	35
0.71	39	135	36
0.60	54	135	37
0.41	67	123	38
0.47	66	129	39
0.50	65	133	40
0.41	17	73	41
0.41	29	85	42
0.70	26	121	43
0.53	36	107	44
0.34	37	83	45
0.58	29	107	46
0.47	23	86	47
0.78	28	133	48
0.66	29	118	49
0.73	12	111	50
0.64	37	124	51
0.51	35	104	52
0.54	42	115	53
0.57	39	116	54
0.55	39	113	55
0.60	49	130	56
0.73	34	133	57
0.74	27	127	58
0.59	44	124	59
0.59	27	107	60

After applying the distinction equation to mental tests it was found that all practical IQ test situations had a higher ratio of (0.30) meaning that all test situations had high discriminatory power.

Calculation of the correlation factor between the score of each test position and the overall test score as follows: -

The test was applied to the construction sample (500 pupils) of primary school pupils in the city of Mosul, thus calculating their grades in order to calculate the correlation factor between the score of each test situation with the overall score of the test. The morale of the correlation coefficients was verified by the correlation coefficient (t) test, table (3) shows this.

_	internar et	monoteney of			
		With			
	With his	college			
	domain	degree			Туре
Next	Correlation	Next	Correlation		
Value	coefficient	Value	coefficient	Paragraphs	Test
8.915	0.371	8.556	0.358	1	
18.736	0.643	17.773	0.623	2	
19.605	0.66	16.18	0.587	3	
19.658	0.661	13.55	0.519	4	

 Table (3)

 Internal Consistency of Practical Intelligence Test

18.588	0.64	16.013	0.583	5	
20.472	0.676	14.696	0.550	6	
19.088	0.65	16.693	0.599	7	
22.757	0.714	19.978	0.667	8	
12.953	0.502	12.243	0.481	9	Phonetic
11.402	0.455	11.027	0.443	10	
9.768	0.401	7.722	0.327	11	
17.914	0.626	13.911	0.529	12	
10.478	0.425	8.639	0.361	13	
13.407	0.515	12.276	0.482	14	
13.126	0.507	11.276	0.451	15	
18.936	0.647	17.269	0.612	16	
11.625	0.462	8.666	0.362	17	
6.967	0.298	6.509	0.280	18	
8.284	0.348	7.908	0.334	19	
7.643	0.324	7.485	0.318	20	
14.243	0.538	11.561	0.460	1	
11.089	0.445	8.338	0.350	2	
18.736	0.643	18.008	0.628	3	
21.156	0.688	18.441	0.637	4	
17.681	0.621	17.045	0.607	5	
20.25	0.672	16.223	0.588	6	
20.305	0.673	18.056	0.629	7	
16.478	0.594	14.889	0.555	8	
17.542	0.618	16.824	0.602	9	Numerical
19.924	0.666	17.867	0.625	10	
12.747	0.496	10.358	0.421	11	
19.5	0.658	17.179	0.610	12	
16.18	0.587	15.401	0.568	13	
15.765	0.577	14.28	0.539	14	
12.046	0.475	10.238	0.417	15	
22.954	0.717	19.552	0.659	16	
16.138	0.586	15.684	0.575	17	
15.684	0.575	13.802	0.526	18	
11.948	0.472	11.151	0.447	19	
15.806	0.578	12.884	0.500	20	

			With		
With his			college		
domain			degree		Туре
Next	Correlation	Next	Correlation		
Value	coefficient	Value	coefficient	Paragraphs	Test
8.095	0.341	7.069	0.302	1	
11.182	0.448	7.828	0.331	2	
16.781	0.601	14.355	0.541	3	
12.243	0.481	10.781	0.435	4	
9.768	0.401	8.257	0.347	5	
16.435	0.593	13.337	0.513	6	
12.443	0.487	9.914	0.406	7	

15.006	0.558	12.078	0.476	8	
16.18	0.587	11.151	0.447	9	Modal
17.867	0.625	13.057	0.505	10	
14.206	0.537	13.091	0.506	11	
9.595	0.395	9.509	0.392	12	
15.084	0.56	11.214	0.449	13	
14.169	0.536	11.883	0.470	14	
13.984	0.531	11.948	0.472	15	
12.781	0.497	9.798	0.402	16	
18.836	0.645	14.967	0.557	17	
21.752	0.698	16.097	0.585	18	
14.393	0.542	12.713	0.495	19	
16.35	0.591	12.578	0.491	20	

Calculation of the ease and difficulty factor

The test was applied to the building sample (500 pupils) of primary school pupils in the city of Mosul, thus calculating their scores in order to calculate the ease and difficulty factor of each test situation in order to arrange test situations from the easiest to the most difficult and table (4) shows this.

Table (4) Ease and Difficulty Coefficient to Test Practical Intelligence

Ease	Difficulty	Group	Group	Namehon
coefficient	coefficient	Lower	Higher	Number
0.53	0.47	29	98	1
0.41	0.59	25	134	2
0.39	0.61	31	133	3
0.36	0.64	40	133	4
0.33	0.67	47	135	5
0.36	0.64	39	135	6
0.35	0.65	40	135	7
0.41	0.59	23	135	8
0.49	0.51	34	105	9
0.45	0.55	39	109	10
0.46	0.54	50	97	11
0.26	0.74	64	135	12
0.47	0.53	40	102	13
0.43	0.57	31	124	14
0.32	0.68	49	135	15
0.37	0.63	34	135	16
0.38	0.62	50	117	17
0.29	0.71	66	125	18
0.40	0.60	50	113	19
0.56	0.44	29	89	20
0.66	0.34	12	81	21
0.49	0.51	46	93	22
0.41	0.59	24	134	23
0.37	0.63	36	135	24

0.41	0.59	27	131	25
0.38	0.62	38	130	26
0.43	0.57	23	130	27
0.35	0.65	62	113	28
0.30	0.70	59	130	29
0.33	0.67	56	124	30
0.32	0.68	69	115	31
0.33	0.67	53	127	32
0.31	0.69	54	132	33
0.27	0.73	64	132	34
0.23	0.77	72	135	35
0.36	0.64	39	135	36
0.30	0.70	54	135	37
0.30	0.70	67	123	38
0.28	0.72	66	129	39
0.27	0.73	65	133	40
0.67	0.33	17	73	41
0.58	0.42	29	85	42
0.46	0.54	26	121	43
0.47	0.53	36	107	44
0.56	0.44	37	83	45
0.50	0.50	29	107	46
0.60	0.40	23	86	47
0.40	0.60	28	133	48
0.46	0.54	29	118	49
0.54	0.46	12	111	50
0.40	0.60	37	124	51
0.49	0.51	35	104	52
0.42	0.58	42	115	53
0.43	0.57	39	116	54
0.44	0.56	39	113	55
0.34	0.66	49	130	56
0.38	0.62	34	133	57
0.43	0.57	27	127	58
0.38	0.62	44	124	59
0.50	0.50	27	107	60

2-Stability-:

If the test is applied to the same group of individuals in two consecutive times, the results are similar (Essawi, 2005:49).

The researcher used several methods to extract persistence as follows:

Application and reintroduction: -

The reexamination method is one of the most important methods of calculating consistency. This method is to apply the test to a group of pupils and then to be applied again to the same sample under conditions exactly similar to those in which they were tested and then to calculate the correlation factor between the two scores (Muhammad, 2004: 72-73).

Consistency is a common method of extracting the consistency of tests and metrics, and this method has been used by applying the three tests to the sample of pupils (80) After 14 days the tests were re-applied again to the same sample, the stability coefficient for the three aptitude tests and the practical intelligence test as a whole was extracted using the Pearson correlation coefficient to find the correlation between the scores of the two applications and the form (1).



Modal (1) Demonstrates Stability in the Way of Repatriation (Abu Allam, 2000: 149)

After completion of the application and correction process, the constancy coefficient values of the three tests were extracted and the practical intelligence test as a whole and Table 5 shows this.

is values by Recest Method	
Test	Values of retest stability coefficients
Pronunciational Ability	0.83
Numerical Ability	0.81
Modal Ability	0.84
Practical Test as a whole	0.83

Table	(5) Sho	ws Stability	Parameters	Values	bv l	Retest M	ethod
Labic	(5) 5110	"s stubility	1 al anteter b	v anaco	~	Recept 111	cunou

B- Alfa Cro Nabach equation:

To confirm the strength of the test stability, the stability was calculated again using the Cronbach alpha method, and the Cronbach alpha coefficient values were extracted as follows:

Test	Cronbach's alpha values
Pronunciational Ability	0.87
Numerical Ability	0.86
Modal Ability	0.90
Practical Test as a Whole	0.95

Table (6) It shows the values of Cronbach's alpha stability coefficients

Al-Issawi asserted that the stability factor is good if it is higher than (0.80) (Al-Issawi, 1974:58). • Correction of the practical intelligence test:

The process of correcting the practical intelligence test is intended to place a degree of pupil response in each of the three test situations constituting practical intelligence in the light of the alternative chosen by the student and in the light of his performance response to each of the three test situations. The two researchers used the following weights: -

Weight (1) to answer (correct).

Weight (0) to answer (wrong). According to the correction key put in place by the two researchers. The two researchers relied on the individual method of applying the test to pupils and focused on placing each pupil under conditions similar to the rest of the pupils during the application in order to make the results more accurate.

Since the practical IQ test consists of three sub-abilities, the bicycles are as follows, a table (7) detailing the three test scores and the method of correcting them.

Table (7) Details of the three test scores and method of correction					
Average	Lowest	Highest score	Correction	Number	Test Type
score	score		method	of	
				positions	
10	0	20)0 , 1(20	Verbal ability test
10	0	20)0,1(20	Numerical ability test
10	0	20)0,1(20	Formal ability test
30	0	60)0,1(60	Practical intelligence test
					as a whole

Based on this response scores will be collected for each student on the test positions to extract the total score for each student.

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