Intelligence and its Measurements

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Abstract
There is no doubt that intelligence is extremely important and the scientists often differ in its definition, but they agreed that it is the existing mental status and this status varies from one person to another and that this existing mental status can be measured. Intelligence is critical in various fields of life. In the field of education, study and work and social areas and various life activities, no doubt that the issue of putting the right man in the right place requires learning the mental capabilities of the individual. Intelligence has been an important issue since ancient societies, and it is dealt with greatly in contemporary societies we hear a lot in our daily lives so smart and so stupid and often hear teachers praise the intelligence of the student so and so, but at the same time say that student is smarter than that one. Intelligence is a subject which psychologists in the past and present and the scholars differed in defining it, so varied definitions and differed in causes Some bring him to genetic reasons, some bring him back environmental reasons social whereas some puts intelligence in the balance biological and social says that the outcome of genetics and social environment. So, what is intelligence?? What are the factors that affect it?? Is there a measure of intelligence?? What is the benefit of its scale?? These and other questions the researcher will answer them through this research.

Keywords: Intelligence ; Measurements

Introduction
Undoubtedly, intelligence is a complex terms that are hard to understand and observable for this reason, intelligence has numerous definitions by many scientists, It must be some of these definitions mention because it cannot be limited to a specific definition and these definitions are: Spearman: intelligence is the ability to perceive relationships between objects. Wexler: Intelligence is the ability to act logically purposeful.(Alian - Hisham 1986. Pp. 135-136) Stwooard: the ability to achieve intelligence activities characterized by difficulty, complexity, abstraction and the economy in time and effort (Khairy - Mr. 1975. P. 5) Binet: defined as the ability to understand and meaningful innovation and guidance of conduct and self-criticism Bornj: defined as the possibility of good performance in the intelligence test (Yassin - compassionate, 1981. P.46)
Kelvin: Intelligence is the ability to learn.

Jarrett: Intelligence is the ability to succeed in school or college. (Hmhari - Omar 2001. Pp. 113)

Intelligence properties:
After mentioned the definitions of intelligence it should be refer to the intelligence properties, in the scientific concept intelligence is hypothetical composition that we do not observe and directly measure. But we inferred its effects and consequences, like natural energies such as heat, magnetism and electricity, we do not notice these things directly but we note the behavior of an individual in a certain position, monitor his various behaviors then inferred his range of intelligence, and in terms of intelligence that hypothetical configuration shown the existence findings of special tests known intelligence tests, therefore intelligence can be defined as a procedural methods that share performance in all the tests that measure any manifestation of mental activity and distinguished from other methods of other performance closely linked to weak (Saleh - Ahmed 1966. P. 223-224).

The components of intelligence:
Scientists confirm the presence of seven primary mental abilities consisting of intelligence, including:

- Linguistic understanding
- Spatial perception
- Inference
- Cognitive speed
- Numerical ability
- Memory factor
- Verbal fluency

These capabilities are associated with each other to be the so-called intelligence.

Types of intelligence:

Human exposure to multiple positions and all highlighting a certain intelligence depending on the nature of that position, therefore, the scientists divided the intelligence to several sections and the most famous one called Torndayk dividing into three types:

Practical intelligence: the practical intelligent behavior characterized by the skilled in tackling materials, tools and dealing with machines.

Theoretical Intelligence: theoretical intelligent characterized by ability to dealing with symbols, ideas and formulas.
Social Intelligence: social intelligent behavior characterized by interest in people and practice actions acceptable by the community and maintains good social relations with everyone.

**Intelligent human qualities:**

The intelligent human differs from other people, he has many qualities make everyone judged that he is intelligent, and the most prominent of these qualities:

- He is capable more to innovate, learning, applied what he had learned, solve problems encountered, good conduct, recognize relationships between things and numbers and words, fabricate of trick to achieve the goals, glances at the consequences of things
- Faster more in understanding and in education and learning process
- Most successful in: study, life, work and its management. (Hmhari - Omar 2001)

**Factors affecting intelligence:**

We will discuss some of the factors that are likely to be influential on intelligence, where many questions arise such as: Is intelligence inherited or acquired? Does intelligence quotient change with increased experience? Are there differences between the sexes in the level of intelligence? To other questions.

Inheritance, environment and intelligence

If we look at the nature of the people we find that they are various and differ in intelligence quotient some of them are very clever others are in average and others are weak, this disparity and differences must have a reason, the scholars differed in that, some of them attributed to the discrepancy to the inheritance others are attributed to environment and its factors.

Many psychologists agreed that there are evidence confirm that intelligence is determined by genetic factors returns 80% of the intelligence quotient (Alian - Hisham 1986), scientists emphasize and exaggerate when they do not see in a good environment what makes human genius or what prevents the emergence of genius, according to them ingenuity have only private hereditary, as well as they associate the ability to school achievement with specific standards.(Watfa Ali-2002 p 26).

In contrast to the vision of individual biological variation of intelligence, the proponents of environmental variation trend intelligence back to the environment surrounding the individual transaction with the environment affects the nervous system of the individual therefore, his wits since the transition of children from a poor environment to rich environment, studies have also shown that good nutrition can contribute to raising the intelligence of individuals. (Alian - Hisham 1986 p 137).
It clears from the foregoing that both factors of environment and inheritance has effect on IQ we cannot say that intelligence returns to the genetic factor or environmental factor, heredity and environmental factors are complementary to each other, there are degrees of intelligence ratio due to heredity and if you find a good environment grew and grew and emerged clearly the impact of the environment either increase the percentage or remain the same in the sense that the evolution of intelligence environment

**Intelligence and age:**

Psychologists elucidate that intelligence grows with age, and there are mental issues children in particular age can't understand them while the children who are older than this age can understand them, this mean that children aged fifth years, for example, cannot solve certain problems while children aged sixth can be resolved. (Alian - Hisham 1986 p 141). That mean individual's intelligence differs when he was a little from his intelligence when he is sane, one thing is for sure that cognitive development is increasing with age and knowledge indicator of intelligence and this is what makes Wexler says that the growth of intelligence maximum with the age of twenty, and then begin to decline gradually thereafter, he found that levels of qualitative verbal or abstract performance intelligence deteriorate with age, but unevenly verbal intelligence decrease after the thirty, but the speed of decline in this type of intelligence remains less than the speed of the decline in IQ per formative.

**Intelligence and academic achievement**

Scientists agree that there are closely linked between intelligence and school's success where students appear highly intelligent in their achievement and continue their studies for a longer time, while those who are less intelligent appear less ability in their achievement and drop out their studies early.

The relationship between intelligence and academic achievement in theoretical subjects is increasing, while it decreasing in practical subjects such as sewing and knitting.

We should be clarified that the correlation coefficient of intelligence achievement varies from study to another, because there are multiple factors affecting school success and it is important to know that intelligence is necessary for success in academic study only intelligence is not enough we must persevere and work, where we can find a number of intelligent students is not outstanding because they face emotional trouble or tend not to study or do not make enough effort to succeed. (Alian - Hisham 1986 p 140)
Intelligence and profession

Performance in a work required kind of intelligence, however, professions vary in their need of intelligence as a general ability therefore, individuals according to what they believe in their intelligence make their decisions in relation to programs that will join them in universities and colleges in a hope that the numbers corresponding to capacity and preparations will help to achieve success at work.

However, we have to pay attention that highly intelligence does not necessarily mean success in work as there are some professions, where individual's intelligence is indignation like professions that require frequent routine performance while the intelligence prerequisite for many of the engineering professions or that you need to plan, manage, creativity and innovation.

Intelligence and Gender

If successful in school is one of the indicators of intelligence, we can say that in a sarcastic comment that females in Jordan may be even the beginning of the seventies less intelligent than the male, but today they are more intelligence, as the secondary school results and success in college reveal.

I have given this satiric presentation as a prelude to say that it was unclear that there are differences between males and females in intelligence, but due to environmental and cultural influences guide the behavior of individuals in societies begin so far as if there are differences in qualitative intelligence as males showed superiority in mechanical ability and females in language ability. We do not know whether these differences back to the instinct or environmental effects.

Intelligence Tests

General principles of mental tests

Of the main principles in mental measurement that intelligence is not measured as we mentioned at the beginning of research intelligence like electricity which we cannot measure it directly we put electrically gregarious and this counter works by our use of electricity whenever withdraw current worked the counter and record number in an automated way, the same mechanism in the measurement of mental we give the individual a specific action to take place on the condition that this work requires the exercise of some higher mental functions, then record the results of this work in a strict, objective way and then compare the work of this individual work of other individuals united with him in chronological age who are in the same condition.
And also recognize that differences between individuals in performance, reflect the authentic individual differences in the ability behind this performance and what the individual did under certain circumstances the test conditions can be a sign of what can be done in general, so a child who is in the fifth could distinguish between the four main colors red, green, blue and yellow, but if this child can't make this distinction with no color blindness, we suspect that this child is normal. This test is a sample of the child's behavior as a whole sample and indicate the total and therefore we can infer many of the child's behavior in the test.

The individual's behavior sample in the test position indicates the fact that individual behavior as measured by test sample and the idea is not strange to scientific observation, so scientists do not notice the samples of evidence and phenomena, and sample thing is part representative best representation. Educational Psychology. Salh- Ahmed. page. 425-426)

Types of intelligence tests:

Intelligence tests are divided according to the method of conduct into :

intelligence tests: Collective

Collective test is that can be conducted on several individuals in one test period. This type of tests appear during the First World War where Oates and his colleagues at the U.S. Army tests put two test alpha and beta, alpha uses with learners while beta uses with the secretary

Then spread the demand to develop this kind of intelligence tests even increased the numbers of individual intelligence tests that do not fit to be applied on an individual only and the reason for this is due to the increase in demand for the use of intelligence tests which lead to the need for smarter tests, each of which can be applied on a large numbers of individuals at once, the collective intelligence tests characterized by easily applied and their need for a relatively short time also they are economic in terms that they are generally need only a pen and paper to record responses of subjects to sometimes called paper-and-pencil tests.

In addition, these tests typically contain objective questions could range from the number of items per test between 50 to 100. The tests vary in terms of the order of questions including the ascending difficulty begins easiest and more difficult and end most difficult or the questions be with a difficulty level, or the order of questions where gradually become more difficult questions then will quickly facilitate a second time, and then rise again in difficulty. The recent method is characterized that the examiner find strong motivation to complete the answer for the rest of the questions, especially after he faces some difficult questions. The first order does not encourage examiner on trying to continue to perform the test when they face difficult items for him.
Also, noted that intelligence tests also vary in terms of the kinds of questions, some tests represent computational items together and then verbal questions and so on, sometimes all kind of questions become a separate department with its own time to take the exam such as mental readiness test for the secondary stage and universities where is divided into five sections which they are mental vigilance the ability to understand the language codes the ability to perceive spatial relationships of logical thinking and mathematical reasoning.

Collective intelligence tests which is suitable to applied on primary school children, require to be the answer on the same question paper, but the tests that applied to individuals who outnumber primary individual answers on a separate sheet and the intelligence test is retained for use at other times.

In the tests the examinee delivers instructions orally and then, allows to read the written instructions in the introduction of the test and resolves the existing examples, then authorizes the examiners during a specific time, during this time the examinee himself reads the questions and answers them until he finishes answering the whole questions or the specified time over.

Despite the advantages of this kind of intelligence tests that were a major reason for the prevalence, but there are some criticisms against it which they are: the chance is few to observe the behavior of the examiner during the test, because the interest of this kind of tests focused on the final results of the behavior of the person, not individual-oriented style and strategy in solving the test items. (Khairy – Al_sayed. 1975. page 288-289).

Individual intelligence tests:
It means that the tests do not fit to applied on the individual during the test session one of the most famous individual intelligence tests is ALFRED BINEH test and WISC Bellevue scale.

ALFRED BINEH test
ALFRED BINEH considers the founder of standard psychology, where psychologists agree that Binet is the first to develop the first practical measure of intelligence.

Binet's genius embodies in his scientific efforts that led to the building of the first practical measure of intelligence in the field of psychology, where he with his colleague Simon consecrated ten years to build such a measure that would actually capable to classify individuals according to their mental abilities.

This discovery has represented in 1905 birthday of psychology of individual differences, a new science that studies the individual differences of various mental functions .This discovery was a great matter in the field of psychology measurement (Ali Assad and Watfah), which represents
the movement of mental measurement in the words of Ahmed Zaki in favor of the importance of the discovery of zero in the account because Binet presented in this first test alone in measuring intelligence. (Saleh - Ahmed 1966. P. 452).

The intelligence test which created by Binet and Simon in 1905 was the first mental test applicable, Binet knew the impact of that as he is the founder of the mental and measurement methods, this success based on three factors: First Binet was recognized the existence of a general function of general intelligence and the intelligence measurable mediate tests, they are tests does not measure the initial seeks to measure the top job for the humanity self.

In addition to all he adopted a unit of measurement of mind allow him to be aware of the level of intelligence towards on a graded quantitative although this measure has achieved great success, but that should not make us forget the importance of other aspects of his work in the field of psychology.

Binet believes that intelligence has four basics mental abilities are understanding, innovation, criticism and judgment. From this point, Binet began formulates types of tests, reflecting the mind in these different areas, where scale involves tests of remembering, understanding, balancing, resistance of intimation and the correct use of the language.

Binet's test consists of 30 questions arranged according to the degree of difficulty, Binet has taken into account in putting the items of scale that these items be able to measure intelligence, which relies on common experiences of children without affected by acquired information and this scale fit to measure the intelligence of children whose ages between the third and eleventh years.

Binet modified his scale several times and the last modified was in a year of his death in 191, and he identified to each age set of questions that suitable to their age each group of question consist of six question so he considers the first to develop a unit of mental measurement which is a mental age.

Binet's scale separated around the world and translated to many languages, and the worker in this field increased it where Terman modified it at Stanford University in the United States and published in 1916 under the name of the Stanford Binet scale of intelligence (Watfah-Ali 2002 page 28-29)

As well as open by Terman in 1937 and 1960 and the old unit of measurement for some tests are no longer valid and within it tests the best positioned in Formula One (1 - m) and codified accurately.
Samples of Binet test:
Set of items that waiting from children whose under five years correct response:
- Constipation colored body dangling at the end of the string and swinging in front of the child
- Remove the cover that surrounds a piece of chocolate
- Label the games which displayed in front of the child
- Facilitate rosary beads
-(Arafj - Sami 2000, p 99)

Test to the children six year:
1- Vocabulary: a list consist of 40 words graded in difficulty and the child succeed if he defined five truly
2- Make decade of memory: a box of 48 grain which they are the same color, including 16 cubic 16 spherical and 16 cylindrical, who made the test works series of seven grains using the exchange and one square and round, and the examiner succeed if he makes as a model for a string of grains round and square
3- Missing images: cards with five incomplete images, refers to each image respectively then say what is lacking and the examiner succeed if he gets the answer four of the five images.
4- Recognize numbers: Twelve cubic each rib inch, someone says to the examiner give me three cubes, the examiner must succeed in count three of the four attempts given in the question
5- Similarities and differences in the pictures: 6 cards with pictures, card shows the examiner and tell him that these things are quite similar, but there is one differ from others identified it, the examiner succeed if he answers correctly on the similar five cards
6- Track maze: the maze of corridors signs in three places, the boy wants to go to school from the nearest road without any fence and skips, the examiner succeed in two of three attempts to succeed in this test.

Test for children below fifteen:
- Presented to the examiner images seem silly because of the addition or deletion of some elements such as carrying an umbrella inside the house, and the examiner judged by reveal the absurdity in the picture.
- Tells the examiner a story and asks him to explain the behavior of its character.
- Complement sequences such as: (20,22,26,32,40,....) and reveal the ability to perceive relationships. (Sami Salti Arafj 2000, p 100)
Wechsler Scale

This scale considers one of the most famous individual intelligence tests after Alfred Binet test. It has the characteristics and attributes making it distinct. It has the characteristics and attributes of its own making it distinct, this test has developed as a basis for measuring the intelligence of adults and adolescents while Binet intelligence scale made for children. It also varies in the way the organization. It consists of two parts: the verbal part and the practical part. The first part includes six tests while the second part includes five tests, which measures each one special kind of behavior. And WISC gives three ratios of intelligence in verbal IQ.

As well as, concludes from six tests of verbal IQ and practical tests extracted from five practical tests and total IQ and extracted from the eleven test together.

It is also preferable to apply WISC particularly for individuals who suffer emotional disorders because such cases make the examinee who uses Binet test tired especially in the first phase that he looks to be a basic level in addition to WISC prefers Binet intelligence test, that gives the proportion of verbal intelligence and practical intelligence can be comparable to each other to find out weaknesses among retarded in achievement whereas this feature is not available for the second test, and practical tests can be used for the WISC to estimate the intelligence of defaulters you can also use verbal tests for the WISC to estimate the visually impaired and blind after adjusting standards to be appropriate with each category the follows is explanation divides scale tests that relate to each part separately:

- verbal test
- information test
- understanding test
- renumber test
- Arithmetic inferred test
- similarities test
- Vocabulary Test
- Practical test
- Image order test
- Complement images test
- fee cubes test
- compile things test
- codes numbers test
The development of the WISC of intelligence to used with adults and adolescents, but measurement material conducted minor modifications to fit children from five years to sixteen years of age and called the WISC to the intelligence of children. Almost the tests items are similar but not in terms of the level of difficulty as we find it easier for children.

It should be noted that it is not preferred to use WISC in case of children who are less than five-years, but better to be used in case of children who are under seven years and generally it prefers to use because it needs less time and gives different ratio of intelligence, one side is verbal and other side is practical. (Khairi – Alsid and other 1975 pp. 295-296).

Samples of the WISC

The verbal side:
- Why are people with deafness since their birthed cannot speak?
- Why shoes are made of leather?
- How is your employee e-half dinar if the message needs to (15) penny stamps?
- How many kilos of grapes buy per dinar if the price (1.5) k is half dinar?
- The examinee heard a series of numbers and asked to returned upside down.
- Identify the similarities between the two things seem different such as oranges and bananas.

Practical side:
- Rearrange a set of images to form in its graduation a story its contents as Superman magazine.
- Set the incomplete thing in some pictures, for example, the eyes without eyelashes in the face of a human image, or a man standing in the sun and there is no shadow.
- Cubes were coloring their faces with different colors, the examinee turns and combines them to form an image in front of him.
- Configure complete form from a set mixed together to compose the hands of man, the face of a woman, the body of a child born
- Presented to the examinee plates carrying numbers inside symbolic forms, and requests him to re-numbered plates carrying forms without numbering, and reveals such a test for remembering,
but also reveals the child's ability to find a link between the number and shape. (Arafj - Sami 2000, p 101)

The clinical significance and critical of Wechsler tests"

1- Most scientists agreed from their conviction that the standards of validity and reliability in Wexler test is satisfactory and conviction so much with what we did not find ways and more honest

2- We must be aware that Wexler is a scale of ability where items are getting more difficult gradually it's a test of speed because the speed estimates higher degree

3- The standard correlation of tests for sub-scale tests linked positively and acceptably

4- The visual acuity has a significant impact in the order and complete images tests

5- Some items should be modified in the tests to suit the cultural development of society, who conducted the tests

6- Translation test for the Arabic language requires a high level of precision and clarity, refinement and conformity of linguistic and cultural significance in order to achieve the purpose of the quotation process

7- The correlation tests give more accurate image of the diagnose the disease of just looking for the result of a single test

8- The IQ is impossible to be fixed absolutely since the birth of the human and until his death

9- The significance IQ with emotionally disturbed or mentally retarded indicates to retain their level mental functions thought of other functions. (Yassin – Atof, 1981. P. 36 - 37)

The most important differences between individual intelligence tests and collective test:

The individual intelligence tests applied on young children for the lack of the collective intelligence tests that can be used with them and it is necessary to use individual intelligence tests with children in the age before school, and it is advisable to use collective intelligence tests with adolescents and adults. Preferably applied the collective intelligence tests on adults in practice because of the cheap price and take a short time and little effort in correcting and the individual tests have a great personal value lies in the ability of the clinical specialist to displace a lot of ambiguity. (Jaber - Jaber 1984 pp. 125 – 126).

Account mental age and IQ

Binet had relied on the standard to judge which is mental age standard, this standard was derived from averages children's answer from different ages of the test items, if the average number of items that answered by a representative sample of the children their aged nine is twenty items and
the children aged twenty were they unable to correct answer correctly on more than twenty items his mental age consider to be nine years regardless of his chronological age If the child aged six years able to answer the same number (20) his mental age considered to be nine-year-old though his real age less than that

IQ: calculated by dividing the mental age to chronological age, multiplied by the100 if we assume that 10-year-old child and that the results of IQ tests showed that the old mental equivalent of 9 years, the proportion of equal intelligence

It is clear that the medium student his IQ is 100%
Who is his IQ is between 80-90% was below average
Who is his IQ is between 90-119% was average
Who is his IQ is between 110-120 was clever
Who is his IQ is between 120-140 was very clever
Who is his IQ is above 140 was genius

Fixity IQ with age

If IQ change with age, measures intelligence does not make sense but acutely IQ are fixed but not absolutely, it has been found from the results of measurements at different ages that there is a possibility of an increase or decrease up to ten degrees these changes come due to the changing situation which was the test or because examinee's motivation change or because of the accuracy of the test

Based on the idea of the fixity of IQ can make decisions regarding examinees considering that the level of performance will not change the status quo but a little.

The studies have been applied on examinees from large groups derived ideas for progressive categories image distributed by people in terms of IQ, and it was found that the majority of examinees the proportion of them medium and with the intelligence that the classification of individuals facing difficulties because of the different ratios derived from the various tests not to display a dividend may make sense to distinguish between extremist categories

Classifying individuals in large communities according to differentiation in intelligence and parallel intelligence ratios for each category
<table>
<thead>
<tr>
<th>Category</th>
<th>IQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geniuses and talented</td>
<td>More than 145</td>
</tr>
<tr>
<td>Very talented</td>
<td>125-145</td>
</tr>
<tr>
<td>outstanding students</td>
<td>115 -125</td>
</tr>
<tr>
<td>Above-average intelligence</td>
<td>105-115</td>
</tr>
<tr>
<td>Average intelligence</td>
<td>95-105</td>
</tr>
<tr>
<td>Below average intelligence</td>
<td>95-75</td>
</tr>
<tr>
<td>Weak-minded</td>
<td>50-75</td>
</tr>
<tr>
<td>Idiots</td>
<td>25-50</td>
</tr>
<tr>
<td>Mad</td>
<td>Less than 25</td>
</tr>
</tbody>
</table>

The majority of individuals (85%) of any large group located generally between the percentage of Intelligence (80-120), and there is a category exceed (1%) consists of very outstanding students, including (1.0%) and one out of every one thousand arrive reach rank talent including out geniuses.

The weak-minded In most cases constitute approximately (4%) of the members of any group and the percentage of idiots, including to (5.0%) the mad may be not exceed one thousand people

The previous classifications is important for the purposes upbringing individuals and teach them the talented may be need special programs or even private schools to care their talent rather than ordinary people to follow them at the same speed and face the same programs, which can be frustrating for them. And maybe the Jubilee School in Amman Baccalaureate are models of schools for talented.(Arafj - Sami 2000 p. 82 -85)

**The benefits of intelligence tests:**

It must have many benefits which are summarized as follows:

1- The tests make us know if the student's achievement agreed with his ability or it is less than it and to what extent.
2- Help us to accept the deficiencies or weaknesses of the student there is no pressure on him or bear him more than his powers so he will escape from school
3- Help us identify the aspects of weakness that could be addressed to student
4- Elucidet the individual differences among students and this and this is a very crucial no mature teacher can be indispensable
5- Help us identify the aspects of weak that could be addressed to student and which can be used to address the weaknesses that he has
6- Help us to guide the students toward the right direction do not be liable for failure and loss of efforts and moneys
7- Play a vital role in the educational program and operations numbers, methods and curricula
8- Plays an important diagnosis and predictive role (Yassin - Atof p. 180)

Thus, it is clear that the interest in such tests is crucial if we are want to succeed in educational work and avoided wasting efforts and our commitment to psychological students conditions and avoids all lead to a sense of failure and poor self-confidence and the inability and feelings of inferiority perhaps pupil resort to escape from the school if he found himself unable to perform his duties school like his classmates

(http://www.safahat.150m/15.htm)

How can the teacher benefit from the study of intelligence

The teacher could benefit from the following facts

1- That there is a general capability could call it intelligence and this theory was the subject of debate lies between doubt and certainty, between exile and proof facilitate that if it found foundations scientifically

2- Apart from the fact that intelligence capability is general researchers were able to achieve a statistically significant and there are special factors involved working with such verbal ability and cognitive ability, numerical ability and the ability to remember and the ability to expressive fluency inductive reasoning.

The notes and personal views indicated that usually this is not available in all the elements gather in per capita, for example a student may be superior in all lessons and interpretation of this availability of general intelligence that organizes all materials. And may be superior in language and mathematics but be remiss in other lessons

3- Some research has shown that most personal accomplish individual and achieved is attributable to general intelligence in young ages even if he grows up the main responsible is a special ability which associated with the work that he do

4- Possible link between the concepts of intelligence and individual differences in the educational process, studies have proved that there is in addition to other aspects of intelligence combine themselves determined the light of the educational process

5- Planning programs today are based on various foundations perhaps the most important:

A- Stages of growth time according to the learners
B-Stages of mental development and the results at each stage of the mental capabilities
C- Taking into account individual differences where these curriculum plans flexibility allows for different students in these mental capabilities

Whereas our schools depend on verbal theoretical learning predominantly, there are possibilities that should pay attention to them and perhaps the most important is the process of educational guidance is an important process it should be directed each student to study that are commensurate with the level of intelligence combined with its special abilities. Because verbal ability may masks other capacity so outstanding seems distinct in general intelligence and in the rest of the capacity, as backward looks behind the other so that, the study of the relationship between school achievement and general intelligence and special abilities essential to the teacher's work. They give analytical honest picture on the status of each student which specifies precisely weaknesses and where excellence. (Khairy - Mr. Educational psychology p. 66-67)

**Use IQ measures in schools**

There is no doubt that the school is the first place of for preparation, qualification, training and education so it must be aware of the levels of intelligence and aptitudes of individuals who will join them, they are students in order to be able to offer them programs commensurate with the potential and the organization of the education process commensurate with the ability of students and their speed in education. It is not easy to use IQ measures in private and public schools, which compelled to provide educational opportunities for all people where they are accepting children who complete the sixth in the first grade with the considerations that the ordinary in this age they are ready for school after that have achieved a level of maturity physical and motor, linguistic and mental, emotional and social

**The objectives of using tests in school**

If there is appropriate tests to measure IQ at different ages and these tests were on a high level of reliability and validity and reliability and ease of urgency and provide a cadre of qualified persons to conduct tests and evaluation of results, it tests that can check the following purposes:

1- Classification of pupils

Knowing the levels of readiness of students to learn helps to classify them into groups so that each group converged in the level of general intelligence and preparations in some fields such as readiness to read in the early grades. This division is possible in public schools because of the presence of the people for the one grade. It is possible to divide them to the sections by level instead of the random division, but this division in terms of educational critic because it takes into account all the preparations that affect school work there is a sense of pride in the
outstanding sections at the expense of the feelings of the lowest sections and governs the low sections lack ambition.

2- Liquidation
If IQ tests applied to students enrolled in public schools and the liquidation process happened so that helped to exclude extremes categories, the category of outstanding and very talented and weak-minded school rights and human justice in the performance of its function and that the extremes categories do not benefit from the education provided to ordinary, the talented need private schools to sponsor talent and excellence and the weak-minded can be transferred to schools slow learners and remedial education classes and special care centers.

3- Distribution of students to different specializations
The distribution of tests help students to different specializations require a level where academic secondary education needs to above-average intelligence while trade needs to an average level of intelligence and industrial needs to a level close to the average, and it finds that secondary agricultural education needs to be a lower level of intelligence

4- Study problems related to School delays
Many efforts have been made in an attempt to overcome weakness of achievement at some students but does not avail, the results of the tests come to alert to the need to rid these students of academic trouble and direct them to the field that can help them.

5- To help students and parents to form a realistic picture of student
The parents always think that their children cannot be intelligent and that all that is lacking is the effort and therefore, they find them tough in dealing with their children because of their negligence. Often the pupil himself regards to the ideal himself as he wishes.
So this self is far from the truth which there are unconscious motives blinding his vision IQ test shall be a real role in modifying the concept of individual himself so it gets rip from stress and frustration.

6- Judgment on the student's progress in school and interpretation of scores that he obtained
The grades obtained by students in the schools are often misguided them and their families the pupil who gets ranked fifth disappointed because he thinks that he can be the first and straining himself but he cannot jump to the rank he wants even if we compare his results in the light of the potential and preparations compared the potential and preparations peers we will find has achieved a significant milestone than the completion of got the second position when the intelligent owner ranking second is very high and it takes to the first class but fail to make the effort. (Arafj - Sami 2000, p 92 – 97)
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