Title: Test Anxiety and its Relation to IQ & Academic Achievement for Middle and High school Students "A Comparative Study".


Researcher: Mohammed Abdel Qader Abdel Ghaffar, PhD.

Abstract: The research aimed to investigate: (a) Test anxiety and its relation to IQ & GPA for 9th graders (middle school) and 10th graders in each of the public and commerce (high schools). (b) Differences in test anxiety among them. The sample consisted of 219 students. Test Anxiety was measured by Spielberger's anxiety, IQ by Otis-Lennon ability test, and academic achievement by GPA. The results revealed that (a) there were significant negative correlations ($p < .05$) between test anxiety and both GPA of all girls, public high school girls, and boys in commerce high school; IQ scores of middle school boys. (b) There were significant differences in test anxiety ($p < .05$) between boys and girls of both middle school, commerce high school.
(2) Title: Developing the Primary & Middle School Students' IQ "An Experimental Study".


Researcher: Mohammed Abdel Qader Abdel Ghaffar, PhD.

Abstract: The research aimed to developing IQ of the 5th graders (primary school) & 8th graders (middle school) using a training program prepared by the researcher. The sample consisted of 240 students divided equally into 4 experimental and 4 control groups. IQ is measured by Otis-Lennon ability test. The training program consisted of 15 exercises on visualization, analogies, similarities, pictorial reasoning, and arithmetic abilities to develop students' spatial, numerical, and verbal abilities. The results revealed that (a) the experimental groups outperformed control groups in post IQ scores (p < .01) for boys in both primary and middle schools, and girls in girls in middle school. (b) The post IQ scores of all experimental groups in both primary and middle schools outperformed their pre IQ scores significantly (p < .01).
(3) Title: Some Parental Attitudes as Perceived by Children, IQ and Achievement of Normal Students and Those with Behavioral Problems in Middle School.


Researcher: Salah Ahmed Mourad, PhD. & Mohammed Abdel Qader Abdel Ghaffar, PhD.

Abstract: The research aimed to investigate: (a) some parental attitudes as perceived by children, IQ and academic achievement of normal students (n = 50) and those with behavioral problems (n = 48) in 7th, 8th, and 9th grades (middle school). Parental attitudes were measured by Family Attitudes Scale, IQ by Otis-Lennon ability test, and academic achievement by GPA. The findings of the research showed that (a) there were significant differences between normal students and those with behavioral problems (p < .01) in academic achievement (normal students' GPA was higher), Age (students with problems were older), and IQ scores (normal students ranged 70-140, students with problems ranged 70-110). (b) There were significant differences between normal students and those with behavioral problems (p < .05) in favor of normal students in tolerance, independency, ambition, intrusiveness, and parental conflicts; and in favor of students with behavioral problems in dependency, deception, equalitarian treatment, protectiveness, ignoring, and suppression of emotions. (c) There were no differences between normal students and those with behavioral problems in strict & extreme punishment, encouraging sociability and verbal expression of affection.
(4) Title: A Comparative Study of Methods of Memory Measuring and its Relation to IQ and University Students' Majors.

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Researcher: Mohammed Abdel Qader Abdel Ghaffar, PhD.

Abstract: The research aimed to compare two methods of memory measuring (recognition & recall), and its relation to IQ and university students' majors. The sample consisted of 82 students in Helwan University, faculty of education (29 Arabic major, 27 English major, 16 English & Social Studies majors). Recognition measured by achievement in instructional psychology objective test, recall measured by achievement in instructional psychology short answer test, IQ by Primary Mental Abilities Test. The findings of the research showed that (a) there were no significant correlations between students' scores in the two methods. (b) There were no significant correlations between students' scores in the two methods and their majors. (c) There were no significant differences between males and females in all tests.