



De La Salle University – Dasmariñas

**Intelligence Quotient and Its Relation to Obedience
Among Grade Three Pupils of Manuel Rojas
Elementary School**

**An Undergraduate Thesis
Presented to**

**Behavioral Sciences Department
De La Salle University – Dasmariñas
Dasmariñas, Cavite**

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AKLATANG EMILIO AGUINALDO ARCHIVES

**ABSTRACT****NAME OF INSTITUTION:** De La Salle University – Dasmariñas**ADDRESS:** 4115 Dasmariñas, Cavite**TITLE:** INTELLIGENCE QUOTIENT AND ITS
RELATIONSHIP TO OBEDIENCE AMONG GRADE
THREE PUPILS OF MANUEL ROJAS
ELEMENTARY SCHOOL**AUTHORS:** Edwina P. Clorina
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Aimee Pia M. Virata**FUNDING SOURCE:** Parents**COST:** Php 8,500**DATE STARTED:** August 2003**DATE COMPLETED:** March 2004**OBJECTIVES****General:**

To determine if there is a significant relationship between intelligence quotient and obedience

**Specific:**

(a) To determine the level of intelligence quotient of the grade three pupils of Manuel Rojas Elementary School

(b) To determine the level of obedience of the grade three pupils of Manuel Rojas Elementary School

SCOPE AND LIMITATION

This study had grade three pupils aged 8 to 9 years old and officially enrolled in Manuel Rojas Elementary School for the school year 2003-2004, as respondents. Forty pupils were enjoined to participate in the study. However, the findings were exclusive to the set of respondents only and not applicable to others.

The Culture Fair Intelligence Test (CFIT) Scale 2, the IQ test used, was designed to determine whether the achievement of each individual was what would be expected from his intelligence, consequently it facilitates the identification of emotional or learning problems if they exist. It helps in making a reliable and informed decision whether a particular child may require special educational facilities or a program of cultural enrichment. The special advantage of CFIT is that it makes a cleaner separation between natural ability and specific learning and permits better analysis of the individual's ultimate potentials. (Cattell, 1973)



CFIT Scale 2 can appropriately be used with children as young as eight years old and equally appropriately with older children and most adults. It measures the individual's ability to complete a progressive series (Series), to select items different from a class (Classification), to correctly complete a design or matrix (Matrices), and to understand and duplicate a condition (Topology/Conditions). (Cattell, 1973) This study only measured the respondents' "fluid" intelligence, the ability to see complex relationships and solve problems.

METHODOLOGY

Research Design

The researchers used the descriptive-correlational design in order to determine the extent to which intelligence quotient and obedience among the grade three pupils of Manuel Rojas Elementary School were meaningfully related to each other. This design determined how much variation was caused by one variable in relation with the variation caused by yet another variable.

Research Participants

The population of the research was composed of the grade three pupils of the school year 2003-2004 of Manuel Rojas Elementary School, located at San Roque, Cavite City.



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Out of the total population of 245 pupils aged 8 through 9, 40 pupils were selected as participants. This comprised 65% of the total population. Participants were randomly selected using the fishbowl technique. Using this method allowed all the pupils to get equal chances of being selected until the desired number of participants needed was reached.

Procedure

The researchers developed the Obedience Questionnaire, which initially contained 25 questions. The questionnaire was validated by three experts and was reduced to 20 items.

The respondents were selected using the fishbowl technique. Then the intelligence test was administered to the respondents using Culture Fair Intelligence Test (CFIT). Scoring and interpretation on the intelligence test followed.

The Obedience Questionnaire was then given to measure the pupils' level of obedience. Test results were tallied and data were statistically treated to determine if a significant relationship between intelligence quotient and obedience existed.

Statistical Treatment

The study used the Pearson Product Moment Correlation Coefficient or Pearson's r . This measured the strength of a suspected relationship between two variables (Ergle, 1995). The correlation



coefficient reflects the consistency of the effect of change in one variable has on the other. The Pearson's is widely used and can compare scores with different units (Johnson, et al, 2000).

The researchers, under the supervision of a statistician, used the software Statistical Program for Social Sciences (SPSS) to compute for the correlation between intelligence quotient and obedience.

SUMMARY OF FINDINGS

Majority of the respondents, which comprised 67.5%, had average intelligence. On the contrary, only five percent of the respondents had poor intelligence. The overall intelligence quotient level of the respondents was 106.775, meaning they have average intelligence. Average intelligence showed the children were able to see the relationships in the events in their lives. Through this, they become better in handling difficulties and solving problems.

The overall obedience level of the respondents was 18.025. The results showed that all the respondents had obtained high scores in the obedience questionnaire. It means that they are obedient. This supports Kohlberg's theory (cited by Gall, et al., 1996) that children aged seven through ten obey rules or defer to adults because of the prospect of reward or punishment. Obedience is part of everyone's social training.



Children are taught to obey authority figures, such as teachers, even at a very young age.

Results showed that there had been no significant relationship between the level of intelligence and obedience since the P-value of .143 was greater than .05. Therefore the null hypothesis was accepted. Intelligence quotient cannot predict a child's obedience level. Obedience to authority figures has been taught to children even at a young age. It is even taken as an indication of a socially adjusted individual. A high intelligence quotient is not necessary in order for an individual to become obedient.

CONCLUSIONS

Based on the findings of the study, the following are the conclusions drawn:

1. Majority of the pupils, which comprised 67.5 %, had average intelligence quotient. On the other hand, only 5 % of the pupils had poor intelligence quotient. The overall intelligence quotient level of the pupils was 106.775, meaning they had average intelligence.
2. The pupils' obedience level as measured by the Obedience Questionnaire was highly obedient. This supported Lawrence Kohlberg's theory (cited by Gall, 1996) that children from age



seven through ten obey rules or defer to adults because of the prospect of reward or punishment.

3. There was no significant correlation between intelligence quotient and obedience among the grade three pupils aged eight through nine of Manuel Rojas Elementary School. The respondents' level of intelligence quotient could not predict the level of obedience.

RECOMMENDATIONS

The study has contributed information in the field of research, particularly in descriptive-correlational research, about intelligence quotient and its relation to obedience among grade three pupils of Manuel Rojas Elementary School. However, for further improvement, the researchers recommend the following:

1. That future researchers conduct a similar study using other standardized intelligence tests to measure pupils' level of intelligence.
2. That future researchers use a battery of tests to measure pupils' level of obedience to arrive at more reliable and valid results.
3. That future studies be done with a bigger population of respondents for generalization purposes.



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4. That further studies be done regarding the relationship of children's rational mind and emotional mind to unveil aspects of intelligence.





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