

**ABSTRACT**

**Name of Institution:** De La Salle University – Dasmariñas

**Address:** Dasmariñas, Cavite

**Title:** Introversiion-Extraversiion in Relation to the Intelligence Quotient of the Fourth Year Students of Dasmariñas National High School, School Year 1996-1997.

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**Cost:** 10,000.00

**Date Started:** August 1996

**Date Completed:** March 1997

**Objectives of the Study:**

- A. **General:** To determine the relation of introversion-extraversion on the intelligence quotient of the fourth year students of Dasmariñas National High School.
- B. **Specific:**
  - a. To know the mean intelligence quotient of the introvert respondents with ages 15, 16, 17 and 18.
  - b. To know the mean intelligence quotient of the extravert respondents with ages 15, 16, 17 and 18.

c. To know the relationship between the mean intelligence quotient of the respondents by:

c.1. age

c.2. personality type

#### SCOPE AND COVERAGE:

This study sought to determine if there exists a relationship between introversion-extraversion and intelligence quotient among the fourth year students of Dasmariñas National High School, school year 1996-1997, ranging from ages 15 to 18 years old regardless of their sex. The study also sought to determine if, at the age of 12 to 15, introverts become superior to extraverts in intelligence.

This study involved testing the respondents with Myers Briggs Type Indicator test to determine whether a participant is introvert or extravert and Otis-Lennon Mental Ability Test to measure the participant's intelligence quotient.

#### METHODOLOGY:

The study used a Quasi-Experimental design that determined the relationship between the independent and the dependent variables which were introversion-extraversion, age and intelligence quotient, respectively. The total respondents of 300 fourth year students, equally divided into introvert and extravert groups of 150 each, were given both the Myers Briggs Type Indicator test in determining the personality type and the Otis-Lennon Mental Ability Test in deriving the intelligence quotient.

**MAJOR FINDINGS:**

Based on the gathered data, the findings showed that the introvert group with ages 15, 16, 17 and 18 had a mean intelligence quotient of 21.66, 19.11, 19.45 and 20.66. On the other hand, the extraverts with ages 15, 16, 17 and 18 attained the mean scores of 20.56, 21.21, 18 and 16.64, respectively.

The findings of the study also showed that the mean intelligence quotient of the introvert group was 19.23 while the extravert group obtained a mean score of 18.64.

The gathered data further showed the finding that intelligence quotient has no significant relationship with introversion-extraversion and age.

**CONCLUSIONS:**

Based on the interpretation and the analysis of the gathered data, the study concluded that there exists no significant relationship between introversion-extraversion and the intelligence quotient of the fourth year students of Dasmariñas National High School as measured by Myers Briggs personality test and Otis-Lennon Mental Ability Test.

The researchers also came to conclude that there is no significant relationship between ages and intelligence quotient.

**RECOMMENDATIONS:**

The researchers highly recommended the following:

1. It is rational to try the whole procedure to a different sample of a different educational level and socio-economic status to test if the result is still ideal.
2. For the guidance counselors, the information provided by the tests will be used in understanding and assisting their individual charges in educational and career planning and in making decisions about their lives.
3. For all class advisers and instructors to learn more about personality type so as to provide lessons and projects that are well-planned so that students of all types will be motivated to learn.
4. For the students to know and determine the type of attitude they have and its relation to their intellectual aspect and do the necessary adjustments to develop themselves and deal effectively with others.
5. For the researchers who wish to conduct the same study, that they make use of different standardized tests for the test administration to truly determine the effectiveness of the study.