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Testing And the Improvement of Children Intelligent Quotient (IQ)

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Abstract

This study was conducted to test children's Intelligent Quotient (IQ). Thirty four children from different classes were tested using an IQ test. Their mental ages were calculated having known their chronological age. It was found out that as a child grows from age one so his IQ increases. Parents are therefore encouraged to assist their children with the author's recommendation tips to boost their children IQ also to make play a priority. Play is like a superfood. It supports development across all 7-abilities. As long as your child is engaged and having fun, that's all that matters.

Keywords: *Quotient, mental age, and chronological age.*

INTRODUCTION

The intellectual ability is still one of the most commonly talked-about but poorly defined constructs in psychology, largely because upper limits on psychological or even biological definitions remain ambiguous. Whereas some scholars view intelligence as a singular, general cognitive ability, others argue that it is actually a multidimensional construct comprised of many different abilities, skills and talents (Kendra Cherry 2019 https://www.verywell. There are various descriptions to describe Intelligence, such as The ability of thought that involves reasoning, understanding, self-awareness learning capability emotional knowledge planning ability creativity critical thinking problem-solving (Wikipedia 2019) https://study.com>academy>stem From a theoretical standpoint, Robert Sternberg proposed a triarchic theory of intelligence that conceptualizes intelligence in three different but related constructs and those are analytical intelligence, creative intelligence and practical intelligence https://en.mwikipedia.org.

Questions about Intelligence Testing

To develop a comprehensive understanding of intelligence and the various instruments designed to measure it, it is essential to examine the historical evolution of intelligence testing, alongside the body of scientific research that has informed its development and the key findings that have emerged over time.

The History of IQ Testing

The concept of what constitutes intelligence has a millennia-long pursuit, but it wasn't until the early nineteenth century that something that could be recognized as formal measurement was created when Alfred Binet set out to find children needing special educational help. One of the attempts of this effort was that they successfully developed an early Intelligence Quotient (IQ) test. Although recognized to have serious, well-known shortcomings with many imitations that lack the same scientific rigor used in Binet's IQ test, Binet's IQ test became one of the world's most common measures for assessing and comparing general cognitive ability.

History

When the French government introduced compulsory education laws in the early twentieth century, which required that all children attend school, they hired Alfred Binet to find a way of identifying students who would experience difficulty in school. The initiative is to provide learners who required support, the proper identification and assistance from the system.

With the help of Theodore Simon, Binet developed a series of tasks that assessed cognitive skills not directly taught in school such as attention, memory and problem-solving skills. By systematically testing items, they found ones that were the most predictive of academic success and founded early intelligence tests.

What intrigued Binet as he followed the children was that their performance varied significantly; certain younger children could manage questions usually tackled by older ones, and conversely certain mature individuals found simplicity in tasks beyond their ken. This gave rise to the idea of "mental age," where a person's intellectual functioning is compared with the average abilities for someone of that particular chronological age.

First IQ Test

The Binet–Simon scale, the first intelligence test created by Alfred Binet and Theodore Simon, served as the basis for many modern tests of intelligence. Even though he has had such an impact, Binet didn't see his instrument as a means to assess a static component of innate intelligence. In fact, he went on to focus less on how good (or bad) a predictor IQ tests are and more so on the nature of intelligence itself, explaining that it is far too complex and dynamic to be measured by one value. He also added that intelligence is a function of different variables and changes with time, and should be understood relative to those in the same social milieu or environment.

Stanford-Binet Intelligence Test

When the Binet–Simon Scale was brought to the United States, it created a sensation in psychological circles. Later, Lewis Terman at Stanford University refined and normed the original tool on a sample of Americans. The Stanford–Binet Intelligence Scale, as the adapted version was called once it was published in 1916, quickly became popular and remained the most widely used standardized measurement of intelligence for people up to age 16 in the United States.

The Stanford-Binet intelligence test used a single number, known as the intelligence quotient (or IQ), to represent an individual's score on the test.

The IQ score was calculated by dividing the test taker's mental age by his or her chronological age and then multiplying this number by 100.

For example, a child with a mental age of 12 and a chronological age of 10 would have an IQ of 120 (12/10 x 100).

The Stanford-Binet remains a popular assessment tool today, despite going through a number of revisions over the years since its inception.

Pros and Cons of IQ Testing

When World War I began, the mobilization of huge armies meant that the U.S. Army needed a way to quickly evaluate vast quantities of recruits. Consequently, Robert Yerkes — who was chair of the Committee on the Psychological Examination of Recruits — produced two standardized tests in 1917 termed the Army Alpha and Army Beta tests. The Army Alpha was a series of written tests meant for literate recruits, while the Army Beta used non-verbal, picture based activities aimed at those who were illiterate or did not speak English. Over two million soldiers took these instruments to help determine their fitness for particular military and leadership roles.

These intelligence tests were used outside the military after World War I, and on a wider range of people regardless of age, background, or country. In particular, they were used for screening entrants to the United States in Ellis Island. But the interpretation of these tests often resulted in overreaching and scientifically unfounded conclusions about entire populations. This did contribute to the espousal of biased views by some supporters of intelligence testing, some even advocating for restrictide immigration based on these erroneous findings.

Wechsler Intelligence Scales

In expanded research over the Stanford–Binet period, David Wechsler sought more to act as an all-encompassing measure of intelligence. Even Binet, however, framed intelligence not as a unitary construct but as a complex phenomenon composed of many cognitive abilities (Wechsler, 1939). Dissatisfied with the restrictions imposed by the Stanford–Binet scale, he developed in 1955 an alternative measure of intellectual functioning, the Wechsler Adult Intelligence Scale (WAIS), that encompassed a wider span of behavior.

Apart from the adult scale, Wechsler created specific tools suited for younger groups. They include the WISC and WPPSI, tests designed to assess cognitive abilities in children at various developmental stages. There have been various revisions made to the WAIS throughout the years to improve its reliability and validity, with the current iteration known as the WAIS-IV.

WAIS-IV

The WAIS-IV is David Wechsler's full-scale, 10 core subtest plus supplementary subtests battery designed to provide a multi-faceted evaluation of cognitive functioning. The scores are generated using 4 primary indices: Verbal Comprehension, Perceptual Reasoning, Working Memory, Processing Speed. Besides these domain-specific scales, the instrument yields two overarching indices of intellectual functioning: The Full-Scale IQ (FSIQ; iq) integrates performance across all four domains, while the General Ability Index (GAI) derives from selected subtests that are

designed to assess crystalized and fluid cognitive abilities without influences primarily attributable to working memory or processing speed.

In this respect, the pattern of subtest scores obtained from the WAIS-IV is especially useful for assessing specific learning difficulties. A significant discrepancy in performance, like scoring substantially lower in specific areas while showing higher-level abilities in others may suggest a learning disability or cognitive processing issue. Such a nuanced profile can more directly inform educational and psychological interventions.

In contrast to older measures such as the Stanford–Binet, which scored subjects based on comparisons of mental age and chronological age, the WAIS-IV uses a norm-referenced scoring system. A standardized sample of peers within an age group is utilized in evaluating individual performance. Scores are normally distributed, and the average score is 100; about two-thirds of scores fall between 85 and 115. This has become the modern intelligence testing paradigm, as well as reflected in the revision of older assessment tools.

LIMITATION OF TESTING

While IQ tests give helpful indications about whether a child might need targeted support or show exceptional intellectual gifts, they do have their drawbacks. Background (cultural, linguistic), motivation and all contextual variables can affect test results. While their intelligence can grow and fluctuate through life, the American Psychological Association (2019) writes that IQ scores are considered to be relatively stable over time but will inevitably show the limitations of the tools available for its assessment. For this reason, it is very important that tests are interpreted by professionals qualified to do so—those who understand that IQ scores comprise just one part of a child's overall cognitive profile.

A similar notion that overlaps Binet, who was critical of the intelligence test to some degree. Binet believe that intelligence is incredibly diverse and complex construct, and can never been defined correctly with a single number. He argued that intellectual ability is determined by many variables like language, culture and experience and is not static. Also emphasizes that the context of intelligence assessment is crucial so that comparisons can only be made among those people with similar profiles.

Here's an age-by-age guide for identifying kids with high IQ:

1. Newborn: Having a bigger-than-average head!

Rejoice, mums, if your kid was born with a really big head! A study published in the Journal of Molecular Psychiatry found a positive association between the size of a baby's head at birth and the chance of a high IQ.

Analysis of the research data also showed that "babies born with larger heads are significantly more likely to get a degree, as well as score higher on verbal-numerical reasoning tests."

Tips to boost your child's overall development at this age:

a. Regular massage for fostering physical and motor skills.

b. Responding to your baby's babbling and also speaking to your baby will help develop your baby's brain.

c. Holding and cuddling your baby helps in making him or her feel emotionally secure and stable.

2. Kid with high IQ Age One and Two Years: Exposure to a number of languages

Bilingual exposure in early childhood leads to cognitive benefits. If accurately informed studies recommend that exposing productive toddlers to more than one language can inspire unique aspects of mind development (so-called areas regarding interest, reminiscence, and problem-fixing) psychiatrist auteur Trixi Kolb therapist response. Instead of directly "boosting IQ" in some simplistic manner, bilingualism is more correctly associated with increased cognitive flexibility and executive function — all key aspects of general intelligence development.

Empirical evidence supports these observations. In a benchmark study Elizabeth Peal and Wallace Lambert reported that bilingual youngsters were more likely than their monolingual peers to show advantages in concept formation, flexibility of thought, and other cognitive measures. These findings suggest that exposure to multiple language systems can enrich cognitive processes; however, intelligence is a multifaceted construct with many environmental and genetic factors influencing it.

Tips to boost your child's overall development at this age:

a. You can help improving your child's cognitive skills by encouraging imitation.
b. Playing games like hide-and-seek, peek-a-boo will also foster cognitive skills at this age.
c. Give your toddler choices: "Would you like apple juice or orange juice?" This gives your child autonomy, while you still maintain some control!

3. Age Three Years: Growing taller than the usual benchmark:

Other research has established a statistical link between height in early life and scores on cognitive tests, but these need to be read with caution. According to research conducted by the National Bureau of Economic Research,

taller children do better on some cognitive tests from age 3 onwards, before formal schooling has a particularly strong effect. Interpretation: There is moderate correlation between heights at ages 1-6 and adulthood height (r approximately 0.7) such that taller children are more likely to be adults of longer stature. Nonetheless, such a relationship is indicative of correlation but not causation and height cannot be said to actually determine intelligence.

Additional interpretations of these results suggest that the advantages associated with early physical development may extend to other areas of development, such as nutrition, health and environmental factors, which also contribute to cognitive development. That taller people end up in better-paying careers — those that also require some level of verbal and arithmetic abilities — may thus have as much to do with these foundational skills (and whether they are present) than with height, per se. As a result, intelligence, as one of the most complex construct, is influenced by many biological wiping out than physical/(fact that: others) factors making any association research ever important.

Tips to boost your child's overall development at this age:

a. Allow your child to play as much as possible as they are developing motor skills Most children can learn to walk or run without falling by this age. You can also promote the use of a bicycle or a tricycle.
b. Encourage your three-year-old to sketch with crayons or turn the pages to promote development of fine motor skills.
c. You can also start to ask easier queries such as their name and age. This activity will stimulate their verbal skills.

4. Kids with High IQ, Age Four Years: Capacity to paint a person

Interest in kids' early creativity has produced some research examining a possible link between children's early expression and future brain functioning. Subsequent research done in October 2023 by the researchers at King's College London investigated if intelligence is connected with drawing, particularly for young children. Four-year-old participants were administered the "Draw-a-Child" test where their drawings were coded for accuracy and included key human features like eyes, nose, and limbs. And that children who drew more detailed and proportionate representations from the study — where researchers analyzed around 15,000 drawings — also had a tendency to perform better on measures of cognition both at age four and into adolescence.

Lead author Rosalind Arden said: 'A correlation between drawing ability and intelligence at age four was expected, because pictures of people drawn by young children have been historically used to assess mental development. But one thing that stood out was how enduring this association proved throughout the years. That said, these results must be interpreted with care: artistic talent in childhood is only one of many measures of cognitive maturation that — by itself — does not govern intelligence.

Tips to boost your child's overall development at this age:

a. Bounce ball with your youngster to work on their motor skills
b. You can also ask kids to identify names of colours, animals and other items to help their cognitive growth.
c. Encourage children to sketch as they will start to master the art of holding a pencil properly during this age, which will help with writing.

5. Age Five Years: Ability to lie

Some developmental research indicates that early-on instances of lying in children might indicate the emergence of cognitive abilities rather than strictly negative behavior. By its very nature, constructing a lie taps into complicated skill sets which include imagination, memory and empathy for what others are thinking or feeling: All are cognitively taxing tasks. The Canadian study, which looked at around 1,200 children aged between two and 17, suggested that the earlier a child starts lying the more complex their cognitive development is. Kang Lee, a psychologists at the Institute of Child Study at the University of Toronto explains that lying is a developmental milestone rather than something to worry about. Most kids lie in some capacity, Jennings says, and those with better developed cognitive skills have more time to create and sustain these stories. Nonetheless this behavior needs to be seen in the wider context of developmental relationships regarding ethics and society, not as a direct reflection of intelligence.

Tips to boost your child's overall development at this age:

a. You can go to the park with your youngster and tell them to swing and climb. At this age a youngster is looking forward to improve these physical skills.
b. Encourage your children to participate in storytelling. They can finish the narrative at this age. Allowing children to lead the narration every now and then will help kids develop cognitive skills like memory and imagination. You can also let your youngster dress themselves in their clothes. At this age, children learn to dress themselves.

6. Kids with High IQ, Age Six Years: Playing a musical instrument

University of Vermont College of Medicine conducted a study that showed children who played a musical instrument had higher anxiety control and emotional abilities than children who didn't. They examined brain scans of 232 healthy children, between the ages of six and eighteen. Playing musical instruments at age six can help in enhancing a child's emotional intelligence.

Tips to help your child's healthy development at this age:

a. Let your child be more independent as this is an age when kids like to accomplish things by themselves.
b. Motivate them to dance. At this age, children learn to move to music and beat.
c. Other than that, let them get enough of physical activity to grow their little bodies.

7. Age Seven Years: Being voracious readers

Reading to children early and often is generally connected with positive cognitive development, especially related to language learning, understanding and critical thinking. Kids who are reading enthusiasts have a roomier vocabulary and sharpened cognitive base that support intellectual development. But reading should be considered a developmental advantage, not necessarily a direct or absolute measure of high intelligence.

In 2014 a joint study carried out by the University of Edinburgh and King's College London also backed this, and found that those who read more than once a week at age seven tend to later outperform their peers cognitively. Children from these families also scored better on tests of intelligence. However, these findings indicate correlation not causation as cognitive development is impacted by an array of environmental, educational, and genetic variables.

Tips to boost your child's overall development at this age: As a child moves through this stage of development, his or her personality and sense of self are coming together, so treating them like they matter is key to building healthy self-esteem. When the child is frustrated or anxious while trying new or difficult tasks, caregivers should show patience and empathy. Promoting confidence, responsibility and emotional development is also furthered by assigning children age appropriate responsibilities that help them to gain independence.

8. Age Eight Years: Staying up until late

If you have trouble putting your eight-year-old to bed on time, mums, they're probably going to grow up to be youngsters with high IQ. According to study from the London School of Economics, bright adults tend to be night owls. And guess what They went into the habit of it when they were quite little.

Researchers observed: "More intelligent children are more likely to grow up to be nocturnal adults who go to bed late and wake up late on both weekdays and weekends."

Tips to boost your child's overall development at this age:

a. Your child may have a strong yearning to belong at this age. So this can be an excellent age to discuss peer pressure. Parents must also be aware of a child's demand for privacy at this age.

b. Provide your child with an acceptable quantity of pocket money to help them learn how to manage basic finances.

9. Age Nine Years: Eating a healthy breakfast:

Kids with a high IQ love to have a healthy breakfast. Research from the University of Cardiff looked at 5,000 youngsters aged between 9 and 11 and found those who had a balanced breakfast scored better in their tests.

Tips to boost your child's overall development at this age:

a. Kids in this age are also curious about relationships between boys and girls. So you can talk to them more openly about what they think. You may allow kids of this age to make their own decisions. Around this time, children would appreciate that type of freedom from parents. Encourage them to be organized in their day-to-day life as well as make plans, by keeping a journal or a daily planner.

10. Kids with High IQ, Age Ten Years: Ability to engage in a good chat

Some of the important symptoms of intelligence can be a liking to converse, thinking up alternative rules for games on a board and being bored with other youngsters before the age of ten years.

Tips to boost your child's overall development at this age:

a. Getting children involved with group activities and spending time with their peers can really help theirs social and inter personal skills. Enabling them permission to help with moderately challenging activities—like contributing age-appropriate chores around the house—also enables autonomy, creativity, and confidence. Having a child who loves reading, then registering them in a library, all contribute to motor and cognitive development and curiosity. Kids with higher cognitive abilities show memory, observation and attention in-depth. Some may demonstrate advanced

skills in certain areas of development, while developing typically in other areas, and are often focused on special interest activities that they pursue voraciously.

b. Such children may also start to demonstrate early abstract thinking, leading them to produce a wide variety of, often unrelated ideas, and understand complex concepts at an early stage in life. A relentless curiosity tugs at them to keep seeking information gaps and absorbing new skills. They grasp ideas quickly, and exhibit the ability to express their understanding well through examples or explanations that reflect deeper comprehension.

STATEMENT OF THE PROBLEM

The researcher observed that most parents are ignorant of the IQ scale and its measurement. Also most classroom teachers do not know either how to calculate a child IQ. The study therefore is an eye opener to parents and teacher to know the exact way to calculate and to improve children IQ under their cares.

Objectives of the Study

This study sought to calculate the Intelligent Quotient (IQ) of children and to help stake holders to achieve the following:

1. To be aware the need to calculate a child IQ.
2. To know the right approach to carry out the task of calculating IQ.
3. To suggest ways to improve a child IQ.

METHODS

34 pupils of ages ranging from 3 to 5 years were selected for this study. The instrument for generating score was children IQ question for age between 3 and 6. The question was applied to the children and their scores were obtained for analysis using IQ formula. Given below

To calculate children IQ, IQ formula was used which is:

IQ = (Mental Age/Chronological Age) x 100

IS = Intelligent Score

Mental Age (MA) = Age due to mental ability

Chronological Age (CA) = Biological Age

Mental Age = (IS x A)/100

ANALYSIS

Thirty four (34) Children were used for this study and their intelligence scores, Mental Age, Chronological Age And Intelligence Quotient Are Given in Table 1, Below:

Table 1: showing intelligence score, chronological Age, mental Age and Intelligent Quotient

S/NO.	INTELLIGENCE SCORE, IS (%)	CHRONOLOGICAL AGE IN YEARS	MENTAL AGE = (IS x CA)/100	INTELLIGENT QUOTIENT IQ = (MA/CA) X 100
1	**100**	**5**	5	100
2	**100**	**4**	4	100
3	**93**	**4**	3.72	93
4	**93**	**5**	4.65	93
5	**87**	**3**	2.61	87
6	**80**	**4**	3.2	80
7	**100**	**4**	4	100
8	**100**	**4**	4	100
9	**100**	**4**	4	100
10	**87**	**5**	4.35	87
11	**93**	**4**	3.72	93
12	**93**	**4**	3.72	93
13	**100**	**4**	4	100
14	**100**	**4**	4	100
15	**100**	**4**	4	100
16	**100**	**5**	5	100
17	**100**	**5**	5	100
18	**100**	**5**	5	100
19	**100**	**5**	5	100
20	**100**	**5**	5	100
21	**100**	**5**	5	100
22	**100**	**5**	5	100
23	**100**	**5**	5	100

24	**100**	**5**	5	100
25	**100**	**5**	5	100
26	**100**	**5**	5	100
27	**100**	**5**	5	100
28	**100**	**5**	5	100
29	**100**	**5**	5	100
30	**100**	**5**	5	100
31	**100**	**5**	5	100
32	**100**	**5**	5	100
33	**100**	**5**	5	100
34	**100**	**5**	5	100

DISCUSSION

The data presented in Table 1 indicate a general developmental trend in intelligence during early childhood. It can be observed that younger children, particularly those aged three and four years, tend to have IQ scores below 100, whereas many children around the age of five demonstrate scores closer to the average benchmark of 100. This aligns with the principle that when a child's mental age corresponds with their chronological age, the resulting IQ score is 100. As children grow older, especially during adolescence, greater variability in IQ scores may be observed, reflecting ongoing cognitive development and individual differences.

Furthermore, research suggests that certain aspects of intelligence, particularly fluid intelligence, may gradually decline beginning in early adulthood, typically in the late twenties or thirties. Despite this, standardized IQ scores remain relatively stable across age groups because they are norm-referenced, meaning they are adjusted based on age-specific populations. Consequently, while raw scores may decline over time, the average IQ score remains centered around 100 for each age group (Wikipedia, 2019) https:en.m.wikipedia.org.

CLASSIFICATION OF IQ

Table 2: IQ Classification

IQ Range	Classification	Remark
120 – 129	very high	very bright
110 – 119	high average	bright
90 – 109	average	normal or average
80 – 89	low average	backward
70 – 79	feeble mind	borderline
50 – 74		moron
25 – 49		imbecile
0 – 24		idiot

TIPS TO BOOST CHILDREN IQ

1. Talk to your child about everything and everything all the time. This will help develop her verbal skills. Kids reared in high language homes have IQs scores that are 38-points higher than kids raised in poor language homes.
2. Read concept books. Children tested for kindergarten are expected to know colours, shapes, seasons, fruit, farm animals – all the basic information kids are exposed to through picture books, pre-school, and life itself. If your child knows everything covered in these books, she will be ready.
3. Challenge your child memory. After you read your child a book, ask him to tell you the story back in his own words. Make pattern s using fruit loops or coloured pads, cover them up, and see if the he can recreate them. These activities will build your child's verbal and visual memory.
4. Build maths concepts into your conversations. Dinner will be ready in five minutes. Do you want a whole cookie or a half cookie? Look how cute toes are. Let's count them. You have three M&Ms. I will give you two more. Now you'll have five. You can even bring up math when reading picture books. Look at that funny octopus. How many legs does he have?

5. Give your child bricks, puzzles, etc. to play with. It will help him with his spatial skills. You may also check for spatial difficulties in Highlights magazine, which always has hidden photos inside of other pictures. Or you can read a where is waldo book and let your youngster find Waldo.
6. Let your child solve problems. When the ball rolls behind the console, ask him to come up with ways to retrieve it. When he can't get dressed in time for school, let him think of ideas to get ready faster. Give him a voice in making simple choices so he will become a decision-maker. Children who are allowed to think for themselves at home develop strong cognitive skills.
7. Keep craft supplies handy and let your child create on rainy days. Coloured paper, crayons, scissors, glue, glitter, paint, market, brushes, q-tips, play-Doh – working with these materials strengthens fine-motor skill, which are simply your child's ability to control her hands and fingers.
8. Make play a priority. Play is like a supper food. It supports development across all 7-abilities. As long as your child is engaged and having fun, that's all that matters (https://www.google.comtipsonlifeand love.com)

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