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**SOCIO-ECONOMIC STATUS AND MENTAL ABILITY OF STUDENTS OF  
CAVITE STATE UNIVERSITY SCIENCE HIGH SCHOOL  
S.Y. 2008 – 2009**

**A Research Study  
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## ABSTRACT

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This study examined the Relationship of Socio-Economic Status and Mental Ability of Students of Cavite State University – Science High School.

This study aimed to: determine the socio-economic status of the students of CvSU-SHS; determine the mental ability level of the high school students as measured by Culture Fair Intelligence Test; and identify whether each of the socio-economic variables has a significant relationship in the level of mental ability of students.

The respondents in this study were the 243 students enrolled in Cavite State University – Science High School during the School Year 2008-2009. No sampling method was used since this study purposely covered the total population of Cavite State University – Science High School.

The Culture Fair Intelligence Test was used to determine the reasoning and analytical mental ability of respondents, while a Socio-Economic Status Questionnaire was used to provide answers on the following variables: average annual family income, sibling position, existence of internet and existence of telephone at home.

This study used the relative percentage frequency to show the distribution of responses of the socio-economic variables. Also, this research study used the Mean to



determine the average of mental abilities of respondents. Lastly, the Chi-Square Independence Test was used to determine the significant relationship between socio-economic status and mental ability.

The results revealed that 46.92% of the respondents were the eldest siblings in the family and half of the population belonged to the families with annual income of Php 100,001 - Php 250,000. With respect to the existence of telephone at home, it was found that 93.83% of the respondents had a telephone available at home while 52.26% of the respondents did not have an internet connection at home. Data showed that students of the CvSU-SHS are generally the eldest child in the family. They typically have telephone at home and belong to average-earning families. On the other hand, most of the students do not have Internet available at home.

Regarding the level of mental ability of the students, the study identified that 33.74% of the respondents' mental ability score were classified into the "average" criterion. They obtained a mean score of 108.24, which shows that students have "average" mental ability. Regarding the relationships between the four socio-economic variables and mental ability, it was found that only annual family income was significantly related with the mental ability of the students. The findings could be attributed to the fact that high-income families had higher access to educational materials and exposure to media and latest technology that could develop the mental ability of the students, as compared to low-income families.

Based on the findings, it can be concluded that annual family income had considerable influence on the mental ability of the students. Also, having enough financial support makes it convenient for the student to complete his/her school



requirements, paper works, projects in time than those with limited finances. Furthermore, financially-stable families tend to have the capacity to avail internet connection as source of information for school works.

The findings substantiate the importance of family income as a determinant of the mental ability of the students. The socio-economic and demographic profiles of the respondents revealed that the students were eldest in the family, had average family income and average mental ability. The higher mental ability in the higher family income bracket may also underlie the higher predominance of mastery, self-efficacy, ability to make important decisions and efficient coping styles in this group.



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