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RELATIONSHIP OF FAMILY ENVIRONMENT  
TO COGNITIVE ABILITIES OF GRADE 5  
PUPILS OF INDANG CENTRAL  
ELEMENTARY SCHOOL

RESEARCH STUDY

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<sup>a/</sup>  
**RELATIONSHIP OF FAMILY ENVIRONMENT TO COGNITIVE ABILITIES  
OF GRADE 5 PUPILS OF INDANG CENTRAL  
ELEMENTARY SCHOOL**

**A Research Study  
Presented to the Faculty of the  
Science High School, College of Education  
Cavite State University  
Indang, Cavite**

**In Partial Fulfillment  
Of the Requirements  
For Graduation**



**Michael Gideon Corpus  
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David Kervin Salgado  
April 2008**



## ABSTRACT

**CORPUS, MICHAEL GIDEON A., CRUCENA, KATHERINE L., AND SALGADO, DAVID KERVIN R., RELATIONSHIP OF RELATIONSHIP OF FAMILY ENVIRONMENT TO COGNITIVE ABILITIES OF GRADE 5 PUPILS OF INDANG CENTRAL ELEMENTARY SCHOOL**, Research Study. Science High School, Cavite State University, Indang, Cavite. April 2008. Dr Rhodora S. Crizaldo (Adviser)

This study examined the Relationship between Family Environment and Cognitive Abilities of Grade Five Pupils of Indang Central Elementary School.

The researchers hypothesized that: (a) there is no significant relationship between family environment and cognitive abilities of grade 5 pupils of Indang Central Elementary School with respect to educational attainment of father, (b) there is no significant relationship between family environment and cognitive abilities of the grade 5 pupils of Indang Central Elementary School with respect to educational attainment of mother, (c) there is no significant relationship between family environment and cognitive abilities of the grade 5 pupils of Indang Central Elementary School with respect to number of siblings, (d) no significant relationship between family environment and cognitive abilities of grade 5 pupils of Indang Central Elementary School with respect to family income.

The respondents in this study were all Grade Five Pupils enrolled in Indang Central Elementary School. The respondents were randomly selected to get the sample needed for this study. The researchers randomly chose 120 students from the total population to get the needed sample for this study.

The researchers used the Otis- Lennon Mental Ability Test to determine the level of reasoning abilities and linguistic abilities of the respondents. The authors also used a

research-made Family Profile Variables Questionnaire, which consists of Parents' Educational Attainment, Number of siblings, and Family Income.

The researchers used Relative Percentage Frequency to show the distribution of responses on their family profile variables. Then, the researchers used the mean to determine the average of the cognitive abilities of the respondents. Lastly, the researchers used Chi-square Independence Test to determine the significant relationship between family environment and cognitive abilities.

The findings showed that there is no significant relationship existing on the educational attainment of father in relation to cognitive ability, reasoning abilities and linguistic abilities of the respondents. On the other hand, significant relationships existed on the educational attainment of mother in relation to cognitive ability and reasoning ability of respondents but no significant relationship in relation to respondents' linguistic ability. In terms of Family Income, findings show that monthly family income has significant relationships with cognitive and linguistic abilities but not with reasoning abilities of the respondents. In terms of number of siblings, findings show that there are no significant relationships existing on number of siblings in relation to cognitive, linguistic and reasoning abilities.

Thus, the researchers concluded that the higher the educational attainment of the mothers, the higher the cognitive and reasoning abilities of the children. Also, the lower the monthly family income, the lower the cognitive and linguistic abilities of the children.

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**INTRODUCTION**

At present, the economic status of most Filipinos is below average and many children cannot avail of quality education. The family, which is central in the process of development, is mostly unable to perform its responsibility for its members. As a result, children become unaware of their society.

Home environment could make or break a child. In fact, the more deprived a child is, the more important parenting is to him. The parents set, directly or indirectly, the academic standards for the child. If the parents value the education of their children, they will encourage them to study harder to achieve goals. The language models of parents, the work habits of the family, and the structure and standards of excellence also influence a child's intellectual development (Koo, 2001).

Child's home atmosphere is the major factor on the development of child's cognitive abilities. Home atmosphere includes the way the parents feel about education, the plans of the parents for their children, parent-child interaction and the stability of the family. Both rich and poor families develop a home atmosphere that fosters learning. According to KR. White (1982) "Even though family background does have a strong