


A STUDY ON THE RELATIONSHIPS AMONG SEX, MENTAL ABILITY,
SELF-CONCEPT AND PERCEPTION OF CLASSROOM
CLIMATE OF THE DLSU COLLEGE FRESHMEN

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ABSTRACT

The aim of this study is to obtain the self-concept and perception of classroom climate of the college freshmen of the De La Salle University, and relate the profiles with their sex and level of mental ability. A total of 178 freshmen students from five LIA sections were used as the subjects. The selection were chosen through purposive sampling. Data was gathered by administering the three instruments namely, SRA Verbal Test, Self-Concept Psycholexicon and Classroom Climate Survey.

The triads of personality traits which Holland attributed to the college freshmen were found to be Social, Realistic and Conventional. While the general classroom climate profile were Team Spirit, Organizational Clarity and Conformity. Raw score, mean and ranks were used for all variables.

A 2X5 Anova analyzed the effects of sex and mental ability on self-concept and perception of classroom climate. The results of the second and third hypotheses determines that there are no significant differences between males and females' mental ability and self-concept/perception of classroom climate.

In the first hypothesis, Pearson r computations showed that out of forty-two possible relationships, seven relationships were found to be significant at .05 and .01 level, and these are as follows: Artistic/Standards, Artistic/Team Spirit, Enterprising/Rewards, Intellectual/Rewards, Intellectual/Organizational Clarity, Social/Standards and Freedom from Defensive Behavior/Standards. These relationships are evidences in the positive and correlations obtained between students' scale scores on self-concept.

Exploring the importance of self-concept and perception of classroom climate is a major contribution of the present study to the school administration.