

ABSTRACT

Title: The problem under investigation was to explore the relationship of self-concept with classroom environment, Gender role, cognitive development and academic achievement of the students at secondary school level.

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This research attempts to investigate the relationship of self-concept with classroom environment, gender role, cognitive development, and academic achievement of the students at secondary school level. Instruments measuring classroom environment and self-concept of the student were developed by the researcher him self. For purpose of validating scales pilot study was conducted in summer, 1999, respondents were requested to express their degree of agreement to each item as to whether in their opinion the item would measure what it claims to measure and to what extent. Total 84% questionnaires were returned. In estimating the internal consistency of the scales the Cronbach's alpha formula was used and the reliability of the scales was determined. Academic achievement of the students were measured with help of test in the subject of Pakistan studies. For development and validation of test standard procedure was followed. The difference between percentages of upper and lower group provided an index of item validity. Every item in the test is valid. Cognitive development of the students was measured through "Standard Progressive Matrices" prepared by Raven (1960). The scale has a re-test reliability varying with age, from 0.83 to 0.93.

With these instruments data was collected and analyzed by using correlation, f-ratio- and t-test as a statistical techniques. Investigations tend to report facilitating affect of classroom environment on student self-concept. Study shows that better the environment of the classroom, the higher is the self concept of the students. The mean scores of private, urban, and rural school students on self-concept scale and classroom environment scale are significantly different form one anther. This shows that student self concept if considered on the basis of classroom physical conditions, material equipment, supervision of the head, policy of school human relations and so on, only was found to be more healthy in private schools as compared to urban and rural school. It was better in urban as compared to rural schools. In rural areas the classrooms are inadequate and the teachers are working not at required level. The mean score of male students on self-concept scale was greater than female students. . In general, masculine attributes are more highly valued than feminine ones and female tend to incorporate aspects of femininity negatively evaluated by the rest of the society. It is evident from the findings of the study that, the enhanced ability to abstract appears to be of central importance to the greater differentiaton of one's self system. I.Q. and self concept interact with self evaluation since differening cognitive levels likely bring in their wake different experiences of success or failure in particular task. Cognitive development is significantly correlated with self-concept, it aids the individual in understanding himself and the world, enabling him to integrate all his experiences into a more comprehensive self concept. Study indicates that self-concept is positively correlated with educational success. It plays a determining role in setting levels of academic achievement and is operating as both cause and effect in respect to academic achievement. The report concludes that there is a scope for consideration of self-concept.