Summary
Modern age is considered to be the 'age of anxiety'. Across almost all stages of personality development, from childhood to old age people are generally confronted with anxiety. It is a matter of fact that education has always been considered or has been emphasized as an important element in life. So far as, education and employment is concerned, there is a lot of competition where professional education, skill, and other personality attributes play very crucial role in the competitive fray, especially among young competitors. Therefore, increasing competition among students has become one of the great concerns of psychologists and other behavioral scientists, who have been interested to find out stressor or predictors of anxiety and moreover, the factors or predictors of excellent academic performance. It is generally observed that complex situations are considered as a result of global see-saw competitive battle, and likely to generate stresses and anxieties that subsequently become detrimental for academic achievement and these two viz., 'anxiety' and 'academic performance' are most likely influenced by self-concept and the environment, especially the school environment. Hence, the aim of the present investigation was to study predictive influence of self-concept, perceived school environment and their various dimensions on anxiety and academic performance of Class-X school goers.

The present empirical research work leading to Ph.D. degree in Psychology has been presented in five standard chapters. Chapter-1 highlights a brief history, and detailed description of the concepts and meaning of various criterion and predictor variables where researcher has also mentioned the relevance of these in the modern competitive world. In the present research endeavors, anxiety and academic performance were taken as criterion variables and self-concept and perceived school environment as predictor variables.
The first criterion variable i.e., anxiety refers to the stage of emotion which is characterized primarily by feelings of tension, dread, worry, nervousness and apprehension. Physiological manifestations in anxiety generally include increased blood pressure, rapid heart rate (palpitations or tachycardia), sweating, dryness of mouth, nausea, vertigo, irregularities in breathing, muscle tension, and muscular-skeletal disturbances such as restlessness, tremors, and feelings of weakness (Spielberger and Rickman, 1990). Anxiety affects people of all ages and social backgrounds, either stimulated by real or imagined dangers. A small amount of anxiety is normal among people, especially among adolescents and teenagers as it (anxiety) is often a realistic response to new roles and responsibilities, as well as for identity development. But when symptoms become extreme, uncontrollable, and people experience several symptoms over a period of a month or more, these symptoms may turn into the sign of an anxiety disorder, which can disrupt everyday life including professional activities, hence, then perhaps interventions become necessary for reducing anxiety.

As far as academic performance—an another criterion variable is concerned, it also bears significant importance in the present day world. Academic performance/achievement is most likely to determine individual’s success in future life endeavors. Academic achievement refers to learning and/or attainment, a student has made in school or college/university, and the marks obtained in the examination are usually taken as the criteria for measuring and meaning students’ academic performance. Academic performance is very much important in this modern age of competition as it helps the examinees having the cognizance of success and failure, and in job market, it becomes the initial criterion in the process of screening.
In educational institution, it is a common practice to promote students from one class to another on the basis of students’ academic achievement. Moreover, children perceive themselves as happier, competent, and satisfied when they experience expected success than when they think they have failed. Therefore, the value of academic achievement has its significance at all level—from higher education to acquiring a degree or diploma, and getting job on one hand and in developing the experience of competence and self-worth on the other.

Having described criterion variables, the descriptions also pertained to the two predictor variables viz., self-concept and perceived school environment. Self-concept is one of the important personality related phenomenon which is considered as a key to success in different life endeavors. As Cattel (1957) referred to self-concept as the ‘key stone of personality’. Self-concept refers to individuals overall perception of their abilities, behavior, and personality. It plays an important role in the regulation of particular behavior and help individual in taking significant decisions. Thus, the more realistic perception of oneself is more likely to be instrumental in achieving success either in academics or other walks of life as well as it helps to reduce anxiety.

As far as the significance of perceived school environment for anxiety and academic performance is concerned, it is to mention that perceived school environment determines one’s level of motivation, interest, competitive bent of mind, etc, hence, anxiety is likely to reduce and academic performance to get enhanced with positive perceived school environment. The same is also found true so far as relationship of self-concept with anxiety and academic performance is concerned.

Chapter-II was devoted to mention survey of literature relevant to the present quest of research. Therefore, studies pertaining to anxiety, academic performance,
self-concept, and perceived school environment were critically described and discussed. In the light of the available survey of literature the relevance of the present study was highlighted and then hypotheses referring to the objectives of the study were formulated for empirical testing in quest of filling the void of knowledge.

Chapter-III contained methodology opted in carrying out the investigation. Present study was conducted on Class-X boys and girls who were taken from University-run and Private schools comprising of both types of schools viz., co-ed and non-co-ed schools. Finally, the drawn sample size was N= 492. Sample of school boys and girls studying in different type of schools were chosen because of having an in-depth investigation for more and more generality. For the purpose of getting information with regard to anxiety, academic performance, self-concept and school environment, suitable tools were chosen and used. For measuring anxiety Shorter Hindi version of Sinha’s self analysis scale developed by Khan and Hasan (1981) was used, and for academic performance, the respondents’ school results of the last three consecutive years were taken and their averages were calculated for minimizing any discrepancy which could have come-up because of any reason. Students’ self-concept was assessed by Ahluwalia’s (1986) Children’s self-concept scale, which measures not only respondents overall self-concept, but also assesses six important domain areas viz., ‘Behaviour’, ‘Intellectual and school status’, ‘Physical appearance and attributes’, ‘Anxiety’, ‘Popularity’, and ‘Happiness and satisfaction’. School environment was measured with the help of a questionnaire developed by Fatima and Ansari (2002), this scale also contains eight dimensions viz., ‘Attitude towards teacher’, ‘Home-work’, ‘Attitude towards administration’, ‘Teacher caring attitude for students’, ‘Attitude towards classmates’, ‘Extra-curricular activities’, ‘Teacher-taught relationship’, and ‘Student’s attitude towards school’.
After collecting the data on afore-mentioned sample by using the above mentioned tools, the data were tabulated and the most appropriate and befitting statistic viz., ‘Stepwise Multiple Regression Analysis (SMRA)’ statistical treatment were used to analyze the data through computer with the help of SPSS 16.0 version package, which yielded results in different steps. ‘One-way ANOVA’ was also applied to compare sub-sample groups on criterion variables i.e., anxiety and academic performance.

Chapter-IV was devoted to results and discussion and Chapter-V for presenting conclusion, implications, and suggestions. On the basis of SMRA, which were run sub-sample group-wise, as well as on total sample and in a, nut-shell, it is found that out of sixteen predictor variables, twelve variables viz., ‘behaviour’, ‘intellectual and school status’, ‘physical appearance and attributes’, ‘anxiety’, ‘popularity’, ‘total self-concept’, ‘attitude towards teachers’, ‘home work’, ‘student attitude towards school’, ‘extra-curricular activities’, ‘teacher-taught relationship’ and ‘perceived school environment as a whole’ emerged as significant predictors of anxiety– a criterion variable. Among all significant predictor variables ‘behaviour’ and ‘anxiety’ (the dimensions of self-concept) are found to obtain rank-1, on the basis of their high frequency in predicting criterion variable i.e., anxiety. ‘Perceived school environment as a whole’ is ranked-2 so far as its significant predictive influence on anxiety was concerned. ‘total self-concept’ and ‘student attitude towards school’ (a dimension of self-concept) emerged to occupy rank-3 and remaining significant predictors viz., ‘intellectual and school status’, ‘physical appearance and attributes’, ‘popularity’(dimensions of self-concept), ‘attitude towards teachers’, ‘home work’, ‘extra-curricular activities’ and ‘teacher-taught relationship’ (dimensions of perceived
school environment) were ranked-4 in predicting significantly the anxiety level of school goers.

Similarly, in predicting academic performance of school goers, seven variables out of sixteen emerged as significant predictor variables. These seven factors are 'intellectual and school status', 'physical appearance and attributes', 'total self-concept', 'home work', 'teacher caring attitude for students', 'teacher-taught relationship', and 'attitude toward classmates'. Among all significant predictor variables 'intellectual and school status' and 'physical appearance and attributes' were found to occupy rank-1, so far as their frequency of occurrence was concerned, in predicting significantly the academic performance of students. Rank-2 was given to 'home work'—a dimension of perceived school environment, similarly, rank-3 was given to 'teacher caring attitude for students' while rank-4 was awarded to 'teacher-taught relationship' and 'attitude toward classmates' (these two are dimensions of perceived school environment), and lastly rank-5 was given to 'total self-concept' while their significant predictive impact on academic performance was concerned. On the basis of the ranking given to different significant predictor variables, the conclusion may be drawn that how much strength these significant predictor variables have in determining anxiety and academic performance.

The multiple comparisons among sub-sample groups very clearly show that in all comparison, girls' level of anxiety was found significantly higher than boys irrespective of the types of school in which they are studying as well as girls academic performance was also found better than boys in most of the cases. Moreover, private non-co-ed school girls were found significantly better on academic performance as compare to private co-ed school girls.
In the view of the findings, the researcher firmly believes that realistic or positive self-concept along-with conducive perceived school environment is highly helpful in negatively influencing anxiety and positively to academic performance.

In the light of the experience in carrying out the study, the following suggestions have been put-forth in conducting similar research work in future. It was suggested that study must be conducted on relatively a larger sample for obtaining more reliable results for generality. Moreover, sample must be taken from the various socio-economic groups as well as from both urban and rural areas for comparative and in-depth out comes. Home environment should also be undertaken as a predictor variable with school environment because home environment seems to be an important aspect to predict anxiety and academic performance of students.