Chapter 2

Literature Review

A comprehensive review of literature forms an integral part of any scientific inquiry. The main functions of review of literature are to determine what work, both theoretical and empirical has been done previously; assist in the delineation of the problem area provided a basis for the theoretical framework: provide insight into methods and procedures; suggest operational definitions of major concept and provide a basis for interpretation of the findings. Further review of literature helps in avoiding unintentional duplications of work and also keeps abstract with the recent development in the field.

Present chapter deals with literature survey of existing volumes of similar or related subjects that helped in shaping the theoretical position of the research project. The studies for the present work undertaken by in to following heads:

2.1 School Environment

2.2 Impact of school Environment on students

2.3 Psychological Well-being

2.1 School Environment:

Khera (1980) studied “Organizational climate and educational environment of Sanik schools”. The major findings were summarized that the schools which had high educational environment also exhibited better results in the higher secondary organizational climate of different Sanik schools. There were wide variations in the educational, environmental and organizational climate of different Sanik School. Result based on the organizational climate of all schools revealed that the intensity of these variables differed significantly from school to school.
Nick Foskett et al. (2005) carried study to identify the nature and influence of school-based factors in the choices of young people about their post-16 education, training and career pathways. Four key school-based factors were found to have a very strong influence in the choices and decisions of young people about their post-16 education, training and career pathways. The academic ethos of schools offers a very powerful influence on post-16 choices and decisions of pupils.

Patricia L. Hardre et al. (2006) conducted study to investigate predictive relationships among student characteristics that influence motivation for learning and achievement. The participants were 6,539 students from 14 public high schools distributed across the western half of Taiwan. They were from three grade levels, and were balanced in gender. Correlations, analysis of variance, and multiple regression analyses were conducted. Individual differences predicted classroom perceptions, and perceptions predicted motivation, as did goal structures and group differences. Findings can reform educational policy, as well as teacher professional development and practice.

Tock Keng Lim (2006) studied factors related to perceptions of students in learning. The study showed that school type (the category of schools that the students come from), had the most influence on the students’ perceptions of both actual and preferred classroom environment. Gender had an influence too, but mainly on perceptions of actual classroom environment. Learning styles of students had the least influence.

Lim Keng Tock (2006) conducted a study entitled “perceptions of classroom environment, school types, gender and learning styles of secondary school students”. Two instruments, the Individualized Classroom Environment Questionnaire (ICEQ) and the Learning Style Inventory 1985 (LSI), were administered in Singapore to a stratified random sample of 1733 Secondary 4
students (equivalent to Grade 10) from nine secondary schools (good, average and below average schools). The study showed that school type (the category of schools that the students come from), had the most influence on the students’ perceptions of both actual and preferred classroom environment. Gender had an influence too, but mainly on perceptions of actual classroom environment. Learning styles of students had the least influence.

**Freeman John G. et al. (2012)** examined the predictive value of school climate and peer support for psychosomatic complaints, perceived academic achievement, and school satisfaction in Canada, Norway, and Romania. The authors examined the extent to which the patterns of relationship were similar across the countries and for two age groups (13- and 15-year-olds). There were similar cross-national patterns in relationships with stronger links between school climate and the three outcomes than between peer support and the outcomes. The results showed the peer support–perceived academic achievement path was in all instances weak or non-significant. With 30/43 respect to age differences, none were observed in Canada and Norway, but age differences were seen in Romania.

### 2.2 Impact of school Environment on students

**Veenhoven Ruut and Bakker Peter (1975)** conducted study entitled “School education and psychological well-being” to deals with the belief that a high school education results in a happier and fuller life. A secondary analysis of a survey study among 1.534 people aged 16 - 60 in the Netherlands reveals a small but significant relationship between the level of education and several indicators of psychological well being. Yet when controlled for age, sex, SES and social mobility this relationship appears to hold only for middle aged males and for
people who experienced downward social mobility. Rather than making people feel happier, increased schooling seems to make people derive their satisfactions from other aspects of life. The higher the level of education, the lower is the association between avowed happiness and reported satisfaction with daily pursuits, satisfaction with the level of living, satisfaction with health and several other domain satisfactions.

Rao (1976) studied “The relationship of few selected variables relating to school, teachers and pupils with the academic achievement.” The researcher found that the teaching condition and factor isolated analysis had a high predictive value. It was the result of the coalescence of the teacher, the pupils and the school. It appeared to be unique environmental factors influencing the performance of the school. Result also showed that Pupils from different socio-economic status level benefited differently from the available facilities of the school.

Earthman et al. (1997) conducted study to analyze the impact of school buildings on student achievement and behavior. The study examined the school building’s impact on student performance and behavior in 15 categories followed by a synthesis of findings from four studies demonstrating a relationship between student achievement and behavior and the condition of the built environment. Thermal environment, lighting, adequate space, and availability of equipment and furnishings are deemed particularly influential in affecting student performance and behavior.

Johanna Wyn et al. (2000), carried study to facilitate exemplary practice in the promotion of whole-school approaches to mental health promotion; develop mental health education resources, curriculum and professional development programs which are appropriate to a wide range of schools, students and learning areas; trial
guidelines on mental health and suicide prevention and to encourage the development of partnerships between schools, parents, and community support agencies to promote the mental wellbeing of young people. The program provides a framework for mental health promotion in widely differing school settings. The teacher’s professional development dimension of the program is central to enhancing the role of schools in broad population mental health promotion where teachers need to be comfortable and confident in promoting and teaching for mental health. Specific, targeted interventions, provided within a whole-school framework, address the needs of the minority of students who require additional support.

The Organization for Economic Co-operation and Development (2000) demonstrated that there was a relationship between student performance (achievement and behavior) and the condition of the built environment. School personnel as well as school board members can improve the educational opportunities of their students by insuring that buildings are in good condition and to provide the best possible learning environment that influences the educational opportunities of all students under their charge.

O’Neill et al. (2001), conducted study to assess the impact of school facilities on student achievement, behavior, attendance, and teacher turnover rate in central Texas middle schools. Researcher explored whether improving school buildings has a direct and positive effect on student learning, attendance, and teacher turnover rates. The study identified the environmental aspects of the school facility that have the potential to enhance learning. The study shows a direct relationship between building quality and student achievement.
Jin S. U. (2001) conducted study to investigate the impact of Korean science high schools on psychological well-being and satisfaction with school life. This causal-comparative research compared high-ability students from science high schools and regular high schools in Korea. A total of 299 second-year high school students from a science high school ($n = 111$) and several general high schools ($n = 188$) in the same province of Korea, participated in this study. Results indicated that there was no statistically significant difference between high-ability students from the two different schools. On the other hand, the results of an ANOVA test with scores on a Satisfaction with School Life scale as the dependent variable indicated that science high school students were more satisfied with their school life than high-ability students in general high schools. Content analyses of open-ended questionnaires showed that students in science high schools enjoyed the advanced curriculum, competent teachers, and good relationships with peers and teachers.

Eric M. Anderman (2002) conducted study to examine school-level differences in the relations between school belonging and various outcomes. In Study 1, predictors of belonging were examined. Results indicated that belonging was lower in urban schools than in suburban schools, and lower in schools that used busing practices than those that did not. In Study 2, the relations between belonging and psychological outcomes were examined. The relations varied depending on the unit of analysis (individual vs. aggregated measures of belonging). Whereas individual students’ perceptions of belonging were inversely related to depression, social rejection, and school problems, aggregated belonging was related to greater reports of social rejection and school problems and to higher grade point average.

Peter Blatchford et al. (2003), conducted study to explore if there existed class size differences related to pupils’ educational progress and classroom processes. Results showed that there was a clear effect of class size differences on children’s
academic attainment over the (first) reception year. In the case of literacy, the lowest attainers on entry to school benefited most from small classes, particularly below 25. Results support a contextual approach to classroom learning, within which class size differences have effects over both teachers and pupils. It is concluded that much will depend on how teachers adapt their teaching to different class sizes and that more could be done in teacher training and professional development to address contextual features like size of class.

**Margaret Stevens and Kathryn Graddy (2003)** conducted an empirical study to assess the impact of school inputs on pupils’ performance in private (independent) schools in the United Kingdom. Result showed that there was consistent negative relationship between the pupil-teacher ratio and the average examination results at a particularly selected school. Estimates indicated that the relationship persists even when researcher was estimating ‘added-value’ models conditional on previous exam results. The results were noteworthy in comparison with studies for the state sector, relatively few of which have found a consistent and significant effect.

**Fraillon Julian (2004)** gave a discussion paper entitled “Measuring student well-being in the context of australian schooling: discussion paper”. This report described a specific measurement model of student well-being in the school community. Student well-being cannot be viewed in isolation from a broader school context. School communities provide both the defining context and have the potential to significantly influence well-being.

**Marie-Christine Opdenakker and Jan Van Damme (2005)** conducted study to examine effects of school, student composition and school leadership on school practice and outcomes in secondary education in Flanders. The study revealed that relations between school characteristics do exist. Furthermore, it was found that school size positively affects school outcomes and that its effect is mediated by
school practice characteristics like the amount of cooperation between teachers, which affects school climate and outcomes. School leadership didn’t affect school practice much. However, the student composition of schools seemed to be very important for school practice, as well as for school outcomes. Nevertheless, the study revealed that schools can affect the outcomes of their students independent of their student composition and context by means of school practice.

Luiselli K. James et al. (2005) conducted study entitled “Whole-school positive behavior support: effects on student discipline problems and academic performance” to develop the whole-school model through technical assistance consultation with teachers that emphasized: improving instructional methods, formulating behavioural expectations, increasing classroom activity engagement, reinforcing positive performance, monitoring efficacy through data-based evaluation. The study also describes the effects of whole-school positive behaviour support on discipline problems and academic outcomes of students enrolled in an urban elementary school. Student academic performance, as measured by standardized tests of reading and mathematics skills, improved contemporaneously with intervention. The results showed that the whole-school intervention was associated with decreased discipline problems (office referrals and school suspensions) over the course of several academic years.

Uline and Tschannen-Moran (2005) stipulated that one link between school facilities and student achievement was school climate. School climate had an impact on the learning environment (Uline & Tschannen-Moran, 2005). It was possible that dilapidated, crowded, or uncomfortable school buildings lead to low morale and to reduced effort even to less positive forms of school leadership. It may be that these dynamics that are responsible for the drop in achievement when school facilities are inadequate.
Dowson Martin (2006) conducted the study to examine both the individual and interactive effects of school and sex differences on students’ motivational goals. 602 middle school students were taken for the study. The effects of school and sex on three academic and five social goals were examined. Results suggested that school and (to a lesser extent) sex differences, as well as the interaction between the two, significantly influence students’ motivational orientations.

Hardre L. Patricia (2006) conducted study to investigate predictive relationships among students’ characteristics those can influence motivation for learning and achievement. The participants were 6,539 students from 14 public high schools distributed across the western half of Taiwan. They were from three grade levels, and were balanced in gender. Correlations, analysis of variance, and multiple regression analyses were conducted. Individual differences predicted classroom perceptions, and perceptions predicted motivation, as did goal structures and group differences. Findings can inform educational policy, as well as teacher professional development and practice.

Konu Anne and Lintonent P. (2006) conducted study to understand the whole school approach trying to promote mental health and well-being in schools. The Internet-based School Well-being profile aims to be a holistic well-being evaluation tool for schools. Well-being is divided into four categories: ‘school conditions’, ‘social relationships’, ‘means for self-fulfillment ’and‘health statuses. The main findings after comparing gender and grades, that girls and younger students within each school level rated school well-being more positively, except the fact that boys had fewer symptoms than girls did.

McGowen Scott Robert (2007) conducted study to explore the possible relationship between school facility conditions and school outcomes such as student academic achievement, attendance, discipline, behavior, completion rate and teacher turnover rate. The results indicated that student achievement,
attendance and completion rate measures were not found to be statistically significant in relation to school facility conditions. The findings showed that discipline and behavior were found to be significantly related to the Total Learning Environment Assessment (TLEA). The results also showed that teacher turnover rate was found to be related to the TLEA subsections of Specialized Learning Space and Support Space, with the correlation to Support Space being indirect.

Viive-Riina Ruus et al. (2007), conducted study that result of a student survey conducted in 2004 at Tallinn University within the framework of the project “School as a developmental environment and students’ coping.” Result showed that the school climate parameters, especially the school value system and teachers’ attitudes toward students as perceived by the latter, influence students’ optimistic acceptance of life, their psychological and physiological well-being, and academic success.

Marin, Pilar; Brown, Brett (2008), conducted study look at schools more comprehensively as an environment affecting multiple aspects of adolescent development. Research had demonstrated the interconnectedness of the pieces, with safety and health affecting the academic environment, academics affecting health and social development and so on.

L. Horstmanshof R. Punch and P. A. Creed (2008) conducted study entitled “Environmental correlates of well-being among final-year high school students” focused on the wellbeing of Australian Year 12 students. The study investigating wellbeing among 377 Year 12 students in three public high schools in eastern Australia. The study explored wellbeing in terms of environmental and personality variables and investigated whether the school setting provided environmental elements that enhance adolescent wellbeing in ways similar to those provided by employment for adult wellbeing. The results indicated that school contributed significantly to adolescent wellbeing by providing time structure, access to the
wider society, and social contact. Personality variables were found to be significant predictors of life satisfaction and affective wellbeing. The findings have implications for the enhancement of environmental features that may optimize the wellbeing of adolescents at school.

Lackney and Picus (2008) suggested that school facilities should be responsive to the changing programs of educational delivery. School facilities should provide an environment that was safe, secure, comfortable, accessible, well-ventilated, well-illuminated, aesthetically pleasing, and should be an integral component of the conditions of learning. As public education in the United States entered the twenty-first century, educational leaders and policy-makers were faced with increasing costs for the maintenance and modernization of educational facilities. Driven by two factors—a considerable backlog of deferred maintenance expenditures and needs, and the need to ensure that classrooms have adequate facilities to accommodate the growing use of technology—estimates of the costs for maintenance and modernization of school facilities have soared.

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Elinor Simons et al. (2009) conducted study to investigate Upstate New York School building conditions and examined the associations between school absenteeism and building condition problems. Result showed that, student absenteeism was associated with visible mold, humidity, poor, vermin, 6 or more individual building condition problems, and building system or structural problems related to these conditions. Schools in lower socio-economic districts and schools attended by younger students showed the strongest associations between poor building conditions and absenteeism. Study found associations between student absenteeism and adverse school building conditions.

Colman John (2009) conducted empirical research to shows that how well-being has become a significant focus of much educational policy in the United Kingdom, and explores how this has come about. Different definitions of wellbeing are reviewed as is the empirical base on which many of the interventions to improve well-being have been founded. Some of the major criticisms of this shift in policy are outlined, and the article includes a consideration of the validity of these criticisms. Finally it is noted that, while some elements of well-being are based on empirical research, much of the impetus for the focus on well-being has stemmed from the political agenda in the United Kingdom over the past decade.

Hui Eadaoin K.P. and Sun Rachel C.F. (2010) investigated the contribution of school contextual factors and intrapersonal factors to school satisfaction among a sample of Hong Kong Chinese primary school children. A total of 760 children completed the School Satisfaction Subscale of the Multidimensional Life Satisfaction Scale for Children along with self-report measures of intrapersonal factors (self-esteem and hope) and school-related factors (teacher support, peer support, peer conflict, peer victimisation and academic performance). Findings revealed teacher support as the most significant predictor of school satisfaction across grades, followed by academic performance. The findings lend support to
using developmental ecological perspective and cognitive mediation models in studying school satisfaction. The implications of the findings for future research and educational practice were discussed.

**Peter Blatchford et al. (2010)** reviewed the existing evidence on the relationship between class size and achievement of children in their first years of schooling. Result showed that there was a relationship with size of class, after various confounding factors have been allowed for, and that there are interactions between class size and initial achievement and between class size and entitlement to free school meals. It was argued that these results, especially the differential effects for different groups of children, could have important implications for educational policy.

**Murray Harvey Rosalind (2010)** conducted study to find out the relationship influences on students’ academic achievement, psychological health and well-being at school. The findings confirmed the strength of the connection between the student’s social/emotional and academic experience of school, and highlighted that both academic and social/emotional outcomes are unambiguously influenced by the quality of the relationships between teachers and students which, when compared with that of family and peers, exert the strongest influence, on well-being.

**Holcombe Rebecca (2010)** conducted a study to examine the relationships among middle school students’ perceptions of school environment, school engagement, and academic achievement. The findings supported the theoretical conceptualization of three different, but related dimensions of school engagement: school participation, sense of identification with school, and use of self-regulation strategies. The results also indicated that students’ perceptions of the distinct dimensions of school environment in seventh grade contribute differentially to the three types of school engagement in eighth achievement outcomes for students.
Hui Eadaoin K.P. and Sun Rachel C.F. (2010) investigated the contribution of school contextual factors and intrapersonal factors to school satisfaction among a sample of Hong Kong Chinese primary school children. Findings revealed teacher support as the most significant predictor of school satisfaction across grades, followed by academic performance. The findings lend support to using developmental ecological perspective and cognitive mediation models in studying school satisfaction. The implications of the findings for future research and educational practice were discussed.

Colleen Mclaughin and Barbie Clarke (2010) Conducted study to explore the part played by relationships in schools. The study draws on a review of 133 papers published mainly in the last 15 years. Relationships between teachers and pupils and pupils’ peer relationships are identified as the key ones. The main ways in which school-based relationships impact upon mental health are explored. First, in terms of the relationship to academic outcomes; second, the relationship between social support, feelings of emotional well-being or distress, and teacher-pupil relationships; and finally the relationship between school connectedness and mental health outcomes. The authors argue for greater attention to be paid to the interconnections between the relationships with young people and their emotional and academic well-being. The paper concludes with the implications for schools and teachers of these findings and an argument for an acknowledgement of the importance of the social goals of education.

Ming-Te Wang and Rebecca Holcombe (2010) conducted a longitudinal research to examine the relationships among middle school students’ perceptions of school environment, school engagement, and academic achievement. Participants were from a representative of 1,046 students. The findings supported the theoretical conceptualization of three different, but related dimensions of school engagement: school participation, sense of identification with school, and use of self-regulation
strategies. The results also indicated students’ perceptions of the distinct dimensions of school environment in seventh grade contribute differentially to the three types of school engagement in eighth grade. Finally, the authors found that students’ perceptions of school environment influenced their academic achievement directly and indirectly through the three types of school engagement. Specifically, students’ perceptions of school characteristics in seventh grade influenced their school participation, identification with school, and use of self-regulation strategies in eighth grade that occur therein and, in turn, influenced students’ academic achievement in eighth grade.

Ridwan Maulana et al. (2011) conducted a study to investigate the distribution of interpersonal profiles based on students’ and teachers’ perceptions and to examine the associations between students’ perceptions of teacher interpersonal behaviour and learning motivation in Indonesia. A variety of interpersonal profiles could be distinguished, that teachers perceive themselves more favorably than their students do, and that student’ perceptions of teacher interpersonal behaviour and their learning motivation are associated. The study revealed that the relationship between teacher interpersonal behaviour and student motivation is more strongly connected to Influence than to Proximity.

Martin Eugene Sheets (2011) conducted study to examine the relationship between the condition of rural public high school facilities in Texas and student achievement, student attendance, and teacher turnover, while controlling for the effects of student wealth level, school district wealth level, and percent minority students. This study found that the student wealth level contributed most to the variance in student achievement. However, the condition of school facilities has a measurable effect over and above socioeconomic conditions on student achievement and teacher turnover, particularly when found in rural schools made up of primarily low-income students.
Patricia Garcia et al. (2011) conducted study to determine if there was a significant relationship among tenth and eleventh graders’ (secondary students) Texas Assessment of Knowledge and Skills (TAKS) scores due to teacher personality styles. Results indicate that there is a significant difference among the academic excellence of secondary students based on teacher personality style.

Bowers et al. (2011) undertook study to isolate the independent effects of high school facility quality on student achievement using a large, nationally representative U.S. database of student achievement and school facility quality. The study found no evidence of a direct effect of facility disrepair on student mathematics achievement and instead proposes a mediated effects model.

Maulana Ridwan et al. (2011) conducted a study to investigate the distribution of interpersonal profiles based on students’ and teachers’ perceptions and to examine the associations between students’ perceptions of teacher interpersonal behaviour and learning motivation in Indonesia. The results showed that a variety of interpersonal profiles could be distinguished, that teachers perceive themselves more favourably than their students do, and that students’ perceptions of teacher interpersonal behaviour and their learning motivation are associated. Influence and Proximity were found to be important determinants of student motivation; both dimensions are related to a more autonomous motivation, while Influence is also associated with a more controlled motivation. The study also revealed that the relationship between teacher interpersonal behaviour and student motivation is more strongly connected to Influence than to Proximity.

Garcia Patricia et. al (2011) conducted the study to determine if there was a significant relationship among tenth and eleventh graders’ (secondary students) Texas Assessment of Knowledge and Skills (TAKS) scores due to teacher personality styles. The study used the Big Five Inventory (BFI), to assess teachers’
criterion referenced test. The study used two years’ worth of TAKS test scores for secondary students in grades ten and eleven. Secondary students’ TAKS scores were compared to the teachers’ BFI surveys to determine if there was a significant relationship to tenth and eleventh graders’ TAKS scores due to the teacher’s personality style. Results indicate that there is a significant difference among the academic excellence of secondary students based on teacher personality style.

**Chiara Ruini (2011)** conducted study to test the efficacy of a new school program for the promotion of psychological well-being (PWB) and optimal human functioning in adolescence. A specific strategy for enhancing PWB, well-being therapy (WBT), has been developed, and controlled investigations have documented its efficacy in adult clinical populations. Results indicated a significant effect of WBT in improving the personal growth scores and the total PWB score at retest. WBT school-based intervention resulted also in a significant improvement in: SQ physical well-being and in RCMAS physiological anxiety at retest, SQ anxiety at follow-up and SQ somatization both at retest and at follow-up. Results also suggested that a school intervention based on promoting positive emotions and well-being was effective not only in increasing PWB among adolescents, but also in decreasing distress, in particular somatization.

**Ramalingam P. (2011)** prepared a reviewed the prospects of school psychology in India. India is the second largest country to provide school education to her children. More than 130 million children are in the classrooms. The Government of India is taking several initiatives to educate all her children between the age groups of 6 and 14 years. This paper analytically discusses certain basic issues related to school psychology and its future prospects in India. The major objectives are to explore the international perspectives of school psychology so as to apply it in India, to examine current research trends in school psychology in India, and to
describe the role of professional organizations in school psychology. To achieve these objectives, the researcher used psychological literatures and the documents on current practices. The analytical discussion encourages that there is a scope for developing school psychology related research in India as a potential major discipline so as to cater to the needs of the children. It also encourages the policy makers, psychologists, parents and teachers to show concern on school psychology.

Kate Levin et al. (2012), conducted study to examine the impact of the health promoting school (HPS) on adolescent well-being. Study was analyzed using multilevel linear regression analyses for outcome measures: happiness, confidence, life satisfaction, feeling left out, helplessness, multiple health complaints (MHC) and self-rated health. Results indicate that particularly high proportions of both boys and girls reported high life satisfaction and no MHC. For the majority of outcomes, mean proportions of young people reporting positive well-being were greater for schools that had or were working towards HPS status compared with those that did not. The findings suggest that while achieving an atmosphere of inclusion in schools, the HPS may also have increased awareness of health among girls, but may not have had much influence on life satisfaction, confidence or happiness.

Dix Katherine L. et al. (2012) conducted study entitled “Implementation quality of whole-school mental health promotion and students’ academic performance”. The paper argue for giving explicit attention to the quality of implementation of school-wide mental health promotions and examines the impact of implementation quality on academic performance in a major Australian mental health initiative. Hierarchical linear modeling was used to investigate change in standardized academic performance across the 2- year implementation of a mental health initiative in 96 Australian primary schools that was focused on improving student
social-emotional competencies. Results showed a significant positive relationship existed between quality of implementation and academic performance after controlling for differences in socioeconomic background. The difference between students in high- and low-implementing schools was equivalent to a difference in academic performance of up to 6 months of schooling.

**Freeman John G. et al. (2012)** examined the predictive value of school climate and peer support for psychosomatic complaints, perceived academic achievement, and school satisfaction in Canada, Norway, and Romania. While the three countries used the same measures of each construct, the questionnaires were written in three different languages. Having established linguistic equivalence, the authors examined the extent to which the patterns of relationship were similar across the countries and for two age groups (13- and 15-year-olds). Findings showed that there were similar cross-national patterns in relationships with stronger links between school climate and the three outcomes than between peer support and the outcomes. The peer support–perceived academic achievement path was in all instances weak or non-significant.

**2.2 Psychological Well Being:**

**Ruut Veenhoven and Peter Bakker (1977)** conducted study to deals with the belief that a high school education results in a happier and fuller life. A secondary analysis of a survey study among 1.534 people aged 16 - 60 in the Netherlands reveals a small but significant relationship between the level of education and several indicators of psychological well being. Yet when controlled for age, sex, SES and social mobility this relationship appears to hold only for middle aged males and for people who experienced downward social mobility. Rather than making people feel happier, increased schooling seems to make people derive their satisfactions from other aspects of life. The higher the level of education, the lower
is the association between avowed happiness and reported satisfaction with daily pursuits, satisfaction with the level of living, satisfaction with health and several other domain satisfactions.

**Veit et al. (1983)** described the development of the Mental Health Inventory (MHI), a 38-item measure of psychological distress and well-being, developed for use in general populations. The MHI was fielded in 4 large samples ($N = 5089$) of Ss aged 13–69 yrs. One data set was used to explore the MHI's factor structure, and confirmatory factor analyses were used for cross validation. Results support a hierarchical factor model composed of a general underlying psychological distress vs well-being factor; a higher order structure defined by 2 correlated factors—Psychological Distress and Well-Being; and 5 correlated lower order factors—Anxiety, Depression, Emotional Ties, General Positive Affect, and Loss of Behavioral Emotional Control. Summated rating scales produced high internal consistency estimates and substantial stability over a 1-yr interval. Results provided strong psychometric support for a hierarchical model and scoring options ranging from 5 distinct constructs to reliance on 1 summary index.

**Rigby K. and Slee P.T. (1993)** studied the dimensions of interpersonal relation among Australian children and implications for psychological well-being. 1162 school children were taken for the study from two secondary schools (School A, n = 285; School B, n = 877). Low levels of self-esteem were found among children who reported being more victimized than others, and high self-esteem among children practicing more pro-social behavior. Results also indicated that the tendency to bully others was correlated negatively with happiness and liking school, but no relationship was found between this variable and self-esteem.
Moomal Zubair (1999) conducted study entitled “The relationship between meaning in life and mental well-being”. A number of recent studies reported in the literature lent impetus to the research conducted for the current study. The hypothesis addressed is that meaning in life is positively associated with mental well-being irrespective of the nature or topos of the psychopathology. This hypothesis stems from an existential perspective on psychopathology (and consequently psychotherapy) which holds that a sense of meaning in life is a vital element in providing coherence to an individual's worldview and hence to his/her mental well-being. Interestingly, such a hypothesis also serves to challenge, within the existential approach, the view of one of the earliest existential psychologists, namely Victor Frankl that absence of meaning in life is associated only with a specific form of psychopathology which he termed noogenic neurosis. The sample yielded from a random sample ($N = 92$) of South African university students at one campus. Result indicated statistically significant correlations were established between meaning in life and mental satisfaction.

Christine Marie Opdenakker and Jan Vandamme (2000) investigated the effects of schools, teaching staff and classes on achievement and on the wellbeing of pupils at the end of their first grade in secondary education in Belgium are explored by means of multilevel analysis. The study affirms that the relative influence of classes and schools on achievement is much higher than on well-being. Findings showed that schools and 31/43 classes have main and interaction effects on both outcomes. However, the interaction effects on well-being are limited to a few class-pupil interactions. The results indicate that achievement and well-being can be considered as two different, distinctive school and class outcomes and that the school characteristics investigated act differently on these outcomes. Some school characteristics are always effective independent of the
outcome criteria, while the effectiveness of other school characteristics depends on the criteria considered. 

**Suk-Un Jin (2001)** conducted a study to investigate the impact of Korean science high schools on psychological well-being and satisfaction with school life. This causal-comparative research compared high-ability students from science high schools and regular high schools in Korea. The two-group MANOVA results indicated that there was no statistically significant difference between high-ability students from the two different schools. On the other hand, the results of an ANOVA test with scores on a satisfaction with school life scale as the dependent variable indicated that science high school students were more satisfied with their school life than high-ability students in general high schools. Content analyses of open-ended questionnaires showed that students in science high schools enjoyed the advanced curriculum, competent teachers, and good relationships with peers and teachers.

**Elizabeth Pollard and Patrice Lee (2003)** conducted a systematic review of the child well-being literature to assess the current state of child wellbeing research and answer the following questions: How is child well-being defined? What are the domains of child well-being? What are the indicators of child well-being and how is child well-being measured? Results indicated that well-being is a commonly used but inconsistently defined term frequently included in the study of child development. There are five distinct domains of child well-being: physical, psychological, cognitive, social, and economic. Positive indicators are used more often in the physical, cognitive, social, and economic domains, while more negative or deficit indicators are used in the psychological domain. There is little agreement in the research literature on how to best measure child well-being.
Ruini C. et al. (2003) conducted a study to analyze the concept of psychological well-being and its relationship to distress and personality traits. It is clinically and empirically important to establish where the measures of well-being are located in relation to symptomatology indices and personality traits. A sample of 450 subjects in the general population completed three self-rating scales for the assessment of symptomatology (Kellner’s Symptom Questionnaire), psychological well-being (Ryff’s Psychological Well-Being Scales, PWB), and personality traits (Cloninger’s Tridimensional Personality Questionnaire). The assessment was repeated after 1 month. Results showed that test-retest Pearson’s coefficients were satisfactory for all six PWB scales. Exploratory factor analyses showed a 4- or 5-factor structure, where well-being, distress and personality remained separated. PWB scales were negatively and significantly correlated with all symptom scales, but only with one personality dimension, TPQ Harm Avoidance. Mean-level differences by gender showed that in general women significantly presented with lower levels of well-being (except in Positive Relations) and higher levels of distress and personality disturbances. The results suggest that the relationship of well-being to distress and personality is complex. Psychological well-being could not be equated with the absence of symptomatology or with personality traits. PWB scales measure an attitude toward optimal functioning that is crucial for a comprehensive consideration of individuals in clinical settings.

Orellana (2004) determined the effectiveness of the School-Based Mental Health Programs (SBMHP) and its relationship to academic achievement and indicated that the SBMHP can be effective in eliciting students’ academic achievement. The analysis of the aggregated database and the results of two statistical tests showed statistical significance and positive correlation between the SBMHP and the academic achievement based on the four indicators (absences, suspensions,
disciplinary action, and grade point average) in the research hypothesis. The aggregated database selected for this analysis consisted of four years of mandatory education outcomes that the Hawthorne School District utilized for their annual California Slate Healthy Starts Report.”

Crews (2005) examined the relationship between the amount of extracurricular activities and the school performance and mental health of children and adolescents. Results indicated one significant linear and one significant curvilinear relationship between extracurricular activity participation and school performance of adolescents. As adolescents were involved (in a linear relationship), while median amounts of activity were related to the best grades (in a curvilinear relationship).

Konu Anne and Lintonent T. P. (2006) conducted study entitled “School well-being in grade 4-12” to promote mental health and well-being in schools. The School Well-being profile aims to be a holistic well-being evaluation tool for schools. Well-being is divided into four categories: school conditions, social relationships, and means for self-fulfillment and health status. The present data consist of the responses to the questionnaires for the School Well-being Profile from 8,285 participants from primary, lower and upper secondary school pupils in the school year 2004–05 in Finland. Pupils in primary school experienced school conditions, social relationships and means for self-fulfillment to be better than pupils in secondary schools. The finding was that girls and younger students within each school level rated school well-being more positively, except the fact that boys had fewer symptoms than girls did.

Andrew J. Fuligni and Christina Hardway (2006), conducted study to examine the daily dynamics of adolescent sleep time, activities, and psychological well-being among an ethnically diverse sample of over 750 adolescents approximately 14–15 years of age. Studying and stressful demands during the day were modestly
but consistently associated with less sleep that evening. Receiving less sleep at night, in turn, was modestly but consistently related to higher levels of anxiety, depressive feelings, and fatigue during the following day. In addition, the daily variability in adolescents’ sleep time was notable and just as important for the youths’ average levels of daily psychological well-being as was the average amount of time spent sleeping each night.

Jin, Suk-Un and Moon Sidney M (2006) examined whether academically talented adolescents attending a residential science high school in Korea had different levels of psychological well-being or school life satisfaction than their high-ability peers in regular high schools. The participating high-ability students (n=299) were in their second year of high school and were attending either a science high school (n=111) or a regular high school (n=188) in the same province in Korea. Results showed that there were no significant differences found in psychological well-being, but there were statistically significant differences in school life satisfaction favoring the science high school sample to the open-ended questions indicated that they appreciated the advanced curriculum and the expertise of their teachers. The findings also reported satisfactory relationships with teachers and peers. The study suggested that the residential science high school was meeting the educational needs of these talented Korean students, at least better than traditional high schools. The study also suggested that special high schools create a more positive climate for students with talents in the sciences even in cultures where peers are generally quite supportive of academic achievement.

Horstmanshof, L. et al. (2008), conducted study to investigate well-being among 377, 12 Year students in three public high schools in eastern Australia. The study explored wellbeing in terms of environmental and personality variables and investigated whether the school setting provided environmental elements that
enhance adolescent wellbeing in ways similar to those provided by employment for adult wellbeing. The results indicated that school contributed significantly to adolescent wellbeing by providing time structure, access to the wider society, and social contact. Personality variables were found to be significant predictors of life satisfaction and affective wellbeing. The findings have implications for the enhancement of environmental features that may optimize the wellbeing of adolescents at school.

Morrison Gutman et al. (2008) examined four dimensions of children's well-being: mental health, pro-social behaviour, antisocial behaviour, and achievement. Most children experience positive well-being in primary school. It is children’s individual experiences such as bullying, victimization and friendships, and their beliefs about themselves and their environment, which mainly affect their well-being, rather than school-level factors such as type of school. Schools make a difference for children’s well-being, but it is children’s individual experiences within schools which are important. Less likely to engage in pro-social, and more likely to engage in antisocial, behaviours.

Chiara Ruini et al. (2009), conducted study to test the efficacy of a new school program for the promotion of psychological well-being. Nine classes were randomly assigned to: a) Well-Being intervention; b) attention-placebo. Assessment was performed at pre and post-intervention, and after six months using: 1) Symptom Questionnaire; 2) Psychological Well-Being Scales; 3) Revised Children's Manifest Anxiety Scale. A significant effect of WB school intervention in improving Personal Growth (PWB), and in decreasing distress (Somatization (SQ), Physical Well-being (SQ), Anxiety (SQ), and RCMAS Physiological Anxiety) emerged. A school intervention based on promoting positive emotions and well-being was effective not only in increasing psychological well-being
among adolescents, but also in decreasing distress, in particular anxiety and somatization.

Wood M. Alex et al. (2009) conducted study to test whether gratitude predicts psychological well-being above both the domains and facets of the five factor model. Participants \((N = 201)\) completed the NEO PI-R measure of the 30 facets of the Big Five, the GQ-6 measure of trait gratitude, and the scales of psychological well-being. Results showed that gratitude had small correlations with autonomy, and medium to large correlations with environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance. Findings also indicated that after controlling for the 30 facets of the Big Five, gratitude explained a substantial amount of a unique variance in most aspects of psychological well-being. Gratitude is concluded to be uniquely important to psychological well-being, beyond the effect of the Big Five facets.

Chiara Ruini et al. (2009) conducted study to test the efficacy of a new school program for the promotion of psychological well-being. In this study a school program for promoting psychological well-being has been compared to an attention-placebo intervention in a high school setting. The results indicated that a school intervention based on promoting positive emotions and well-being was effective not only in increasing psychological well-being among adolescents, but also in decreasing distress, in particular anxiety and somatization.

Wood M. Alex and Joseph Stephen (2010) conducted study to test whether the absence of positive well-being forms an additional unique risk factor for depression. A large cohort of 5566 people completed a survey at two time points, aged 51–56 at Time 1 and 63–67 at Time 2. Positive psychological well-being included measures self-acceptance, autonomy, purpose in life, positive
relationships with others, environmental mastery, and personal growth. Personality was measured as extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience. Depression was measured with the CES-D scale. Results indicated that people with low positive well-being were 7.16 times more likely to be depressed 10-years later. After controlling for personality, negative functioning, prior depression, demographic, economic, and physical health variables, people with low positive well-being were still over twice as likely to be depressed.

**Pyhalto Kirsi et al. (2010)** explored the interrelated nature of learning and well-being is here referred to as pedagogical wellbeing. In this study, the authors studied the Finnish comprehensive school pupils’ experienced pedagogical well-being by examining the kinds of situations that pupils themselves find either highly positive or highly negative during their school career. Pupils’ pedagogical wellbeing is empirically examined in two complementary aspects: determining the point in the pupils’ school career in which the critical incidents are situated and identifying the primary contexts of pupils’ experienced critical incidents of pedagogical well-being. Results showed that critical incidents for pedagogical well-being reported by the pupils were situated all along their school career. A variety of episodes causing empowerment and satisfaction, as well as disappointment and anxiety, were reported by the pupils. Pupils perceived the social interactions within the school community as being the most rewarding as well as the most problematic part of their school career.

**Wang Ming-Te (2010)** examined the relationships among middle school students’ perceptions of school environment, school engagement, and academic achievement. Participants were from a representative, ethnically diverse, urban sample of 1,046 students. The findings supported the theoretical conceptualization of three different, but related dimensions of school engagement: school
participation, sense of identification with school, and use of self-regulation strategies. The results also indicated that students’ perceptions of the distinct dimensions of school environment in seventh grade contribute differentially to the three types of school engagement in eighth grade. The study found that students’ perceptions of school environment influenced their academic achievement directly and indirectly through the three types of school engagement. Specifically, students’ perceptions of school characteristics in seventh grade influenced their school participation, identification with school, and use of self-regulation strategies in eighth grade that occur therein and, in turn, influenced students’ academic achievement in eighth grade.

M. Sarkova et al. (2010) conducted study to explore (1) an association between pupil peer relationships and psychological well-being and self-esteem, (2) an association between pupil-teacher relationships and psychological wellbeing and self-esteem, and whether (3) this association varies according to pupils’ experience of bullying or being bullied. All bullying-categories were significantly associated with pupil-peer relationships and the four dependent variables. However, in the categories of aggressive victims and aggressive non-victims, the pupil-teacher relationship is not significantly associated with their psychological well-being and self-esteem. Also, in all subgroups better pupil-peer relationships were significantly associated with less depression/anxiety and social dysfunction as well as with more positive and less negative self-esteem.

June Statham and Elaine Chaise (2010) conducted a study to provide a summary of how wellbeing is conceptualized and defined; the domains and measures employed to assess child wellbeing within the United Kingdom and internationally; how the views of children and young people are incorporated into work on child wellbeing; and some conclusions from key studies relevant to the wellbeing of children and young people in the UK.
**Wang Ming-Te (2010)** examined the relationships among middle school students’ perceptions of school environment, school engagement, and academic achievement. Participants were from a representative, ethnically diverse, urban sample of 1,046 students. The findings supported the theoretical conceptualization of three different, but related dimensions of school engagement: school participation, sense of identification with school, and use of self-regulation strategies. The results also indicated that students’ perceptions of the distinct dimensions of school environment in seventh grade contribute differentially to the three types of school engagement in eighth grade. The study found that students’ perceptions of school environment influenced their academic achievement directly and indirectly through the three types of school engagement. Specifically, students’ perceptions of school characteristics in seventh grade influenced their school participation, identification with school, and use of self-regulation strategies in eighth grade that occur therein and, in turn, influenced students’ academic achievement in eighth grade.

**Dix Katherine L. et al. (2010)** conducted study for giving explicit attention to the quality of implementation of school-wide mental health promotions and examines the impact of implementation quality on academic performance in a major Australian mental health initiative. Hierarchical linear modeling was used to investigate change in standardized academic performance across the 2-year implementation of a mental health initiative in 96 Australian primary schools that was focused on improving student social-emotional competencies. Results indicated significant positive relationship existed between quality of implementation and academic performance. The difference between students in high- and low-implementing schools was equivalent to a difference in academic performance of up to 6 months of schooling.
Rosalind Murray-Harvey (2010) conducted study entitled “Relationship influences on students’ academic achievement, psychological health and well-being at school”. The data were collected from both students and teachers about students’ social/emotional adjustment and academic achievement and motivation. Data were obtained for 888 students across Years 5 to 9 from 58 classes in 21 South Australia schools, about their perceptions of relationships with family, peers and teachers as sources of stress or support at school. Teachers reported on randomly selected students in each of their classes regarding their Academic Achievement and Motivation, and their Social/Emotional Adjustment to school. This analysis confirmed the strength of the connection between the student’s social/emotional and academic experience of school, and highlighted that both academic and social/emotional outcomes are unambiguously influenced by the quality of the relationships between teachers and students which, when compared with that of family and peers, exert the strongest influence, on well-being and achievement outcomes for students.

Freeman John G. et al. (2011) investigated the Canadian Health Behaviour in School-aged Children (HBSC), the study report is part of the World Health Organization’s collaborative cross-national study. It aims to contribute to new insight and increased understanding with regard to the health, well-being, and health behaviours of young people (aged 11 to 15 years) and their social settings and conditions, especially the school environment. The major theme of this report is the mental health of young Canadians. In each chapter, as well as profiling recent data pertaining to its main focus, authors explore the relationships between the different contextual factors, health behaviours and outcomes and the four mental health indicators. In recognition of the important role that school plays in young people's lives, the HBSC study includes several measures that focus on academic achievement, school climate, and school-related interactions.
Bradshaw J. et al. (2011) conducted a study entitled “Children's subjective well-being: international comparative perspectives”. The comparison of the results obtained to sample survey questions on subjective well-being of children at two contrasting levels of analysis - international macro (European Union 29) and national level micro (England) in the study. At both levels, children's well-being is accessed in terms of three subjective domains: personal well-being, relational well-being, and well-being at school. The results showed that at the macro level personal well-being associated with the material and housing circumstances. Well-being at school is not associated with any variable. Subjective health is only associated with family structure. At the micro level, although many of the demographic and socio-economic characteristics of children are found to be associated with their well-being in the domains, these factors explain only a small amount of the variation in these well-being domains.

Long Rachel. F et al. (2012) conducted study to investigate a tripartite model of school-related subjective well-being (SWB) among adolescents, based on 3 measures of subjective well-being appropriate for adolescents. The measures included a measure of school satisfaction (SS) and measures of positive and negative emotions experienced specifically during school hours. Results indicated that a 4-factor model comprised of positive emotions, negative emotions, fear-related negative emotions, and SS best described the structure of school-related SWB in the current sample. The study points to the possible benefits of a contextualized approach to SWB that takes into account the specific environments in which adolescents live.

Currie Candace et al. (2012) conducted study on social determinants of health and well-being among young people. The study gave reports on young people’s health by the Health Behaviour in School-aged Children (HBSC) study. It presents findings from the 2009/2010 survey on the demographic and social influences on
the health of young people aged 11, 13 and 15 years in 39 countries and regions in the WHO European Region and North America. Responding to the survey, the young people described their social context (relations with family, peers and school), physical and mental health, health behaviours (patterns of eating, tooth brushing and physical activity) and risk behaviours (use of tobacco, alcohol and cannabis, sexual behaviour, fighting and bullying). Statistical analyses were carried out to identify meaningful differences in the prevalence of health and social indicators by gender, age group and levels of family affluence.

**Research Gap:**
From the above literature review it is apparent that previous researches in area of school environment were focused on students’ academic achievement, promoting mental well being in schools through activities and promoting programs in schools. These studies did attempt to assess the impact of school related environmental factors (such as: Personality of teacher, behavior and attitude of teacher, social-psychological environment of school, peer influence, infrastructure of school, academic motivation in school etc.), which could play a vital role in either developing or hindering psychological well being. However some factors (Environmental mastery, students’ Satisfaction, Autonomy etc.) were totally ignored. These factors can be of great help in improving school environment and making school as a promoter of psychological well being for students and on the other hand the association between the school environment and psychological well being seems obviously unexplored. In interest of expanding knowledge and well being of society these non-researched aspects need a generous attention of researcher community.