Chapter 1

Introduction
Human development from savagery to civilization has a chequered history where education has played a very significant role in fulfilling and attaining the goals and purpose of life. The very dynamic nature of human life has been beautifully explained by Huxley (1953) who stated that:

"Human life is a struggle against frustration, ignorance, suffering, evil, the maddening inertia of things in general; but it is also a struggle for something..... And fulfillment seems to describe better than any other single word the positive side of human development and human evolution, the realization of inherent capacities by the individual and of new possibilities by the race; the satisfaction of needs, spiritual as well as material; the emergence of new qualities of experience to be enjoyed; the building of personalities".

To develop human qualities, values and the overall shaping of personalities, different strategies are used, where formal education system plays a pivotal role. However, the role of the family and the environment cannot be ignored as these are inevitably very important too. It is a matter of fact that education has always been considered or has been emphasized, as an important element of life. Education was very informal in the beginning of its history, but gradually became more and more formal, and today in the present contemporary world, education is a mix of informal and formal modes leading towards distance mode of learning.

The modern age is emphasizing formal and informal form of education with the objective to provide education across all socio-economic hierarchies and particularly now, focusing on specialized vocational and professional education. This is the reason why, in this modern age, there is a growing emphasis on the professionalization of education which is subsequently becoming the need of the day. So far as education and employment is concerned, it is a fact that in the job market, there is a lot of
competition where professional education, skill, and other personality attributes play a very crucial role in the competitive fray, especially among young and novice competitors.

It is indeed, true that complex situations, especially those that result from global see-saw competitive battle, generate stresses and anxieties which subsequently become detrimental for students’ academic achievement. These two psycho-behavioural phenomena (anxiety and academic performance) are most likely to be influenced by self-concept and the environment, especially the school environment. Hence, the modern age is considered to be the age of stress and anxiety across almost all stages of people’s life i.e., from childhood period to the old age. Increasing competition among students has become one of the great concerns of the psychologists and other behavioral scientists. They are of the view that increasing competition is an outcome of people’s fast exposure to the world around through mass media. Mass media, in fact, is so influential today that it educates people for gaining knowledge/informations and for developing awareness informally and the result of which is so profound that one child is exposed to almost all those events of life which could have been experienced by adults and/or old people. Therefore, mass media is a magical invention which has become the best and convenient means of information dissemination.

The above explained reasons and circumstances have, most likely, become instrumental for generating competition among youths even at academic front causing stresses and anxieties. It is also true that competition at academic level does not seem to be the only reason but there may be many, and anxiety seems to be one of the important and significant factors most likely to influence once career in life starting from the beginning of schooling to the end of life. Therefore, the present study was an
endeavor to study anxiety and academic performance as a function of self-concept and perceived school environment. The details of various variables taken in this study are to be discussed in such a fashion that first of all the criterion variables viz., anxiety and academic performance and then the predictor variables i.e., self-concept and perceived school environment will be taken in the same fashion that follows:

Anxiety

Anxiety is not only a favorite theme for many poets and novelists, but has become a most noteworthy human related phenomenon influencing behavior and behavioral outcomes. In this modern age, individuals cannot escape themselves from anxiety throughout their lives, especially during the crucial stages of academics and at the beginning of the career. This is because of the pressure caused by the students need to keep themselves in tune with the requirements of the competitive world. As all individuals experience apprehensions, fear, and anxiety when they encounter new experiences but in fact, they should not be burdened by persistent anxiety, because constantly persistent anxiety, worry or fear initiate the feeling and experience of mental and physical tiredness that can rob one from the best periods his or her life in the form of disorder. Anxiety disorder can negatively affect person’s ability to enjoy life and to manage daily activities.

The word ‘anxiety’ has been derived from the Latin word ‘Anxietas’ which commonly means experience of varying blends of the uncertainty, agitation and dread. In everyday life, the term anxiety is used to describe uncomfortable and unpleasant feelings that an individual experiences. Anxiety reflects to the stage of emotion which is characterized primarily by feelings of tension, dread, worry, nervousness and apprehension. The physiological manifestations of 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 that have been highlighted by Spielberger and Rickman (1990). Anxiety is considered to be a normal reaction to stress that may help a person to deal with a difficult situation. Anxiety is experienced almost by every individual at some point of time. It has been observed that anxiety manifest itself in different spheres of life, for example— a person displays anxiety while making a presentation, appearing for an interview, waiting for test results, walking through a dark and unfamiliar street, and so on. Moreover, anxiety may be triggered in response to specific situations, people or events, as well as in anticipation of an event.

It is generally agreed that Freud was the first person who actually presented a comprehensive view of the nature of anxiety. Freud (1936) considered anxiety as “something felt a fundamental, unpleasant affective (emotional) state or condition characterized by apprehension or anxious expectation, all which is covered by the word nervousness and different discharge phenomena”. Thus, Freud distinguished anxiety as an emotional state or condition, which included a specific unpleasurable quality, and some motor discharge, and in which the individual perceive these two qualities. Freud initially had believed that anxiety resulted from the inability of the ego to repress impulses, but he later regarded anxiety as a signal to the organism of impending danger. He indicated that this danger may be external to the organism or more often, it is the result of the ego’s anticipation that it will be overwhelmed by the expression of sexual and/or aggressive impulses. Freud thought that anxiety results from a person’s internal conflicts. According to his theory, people feel anxious when they feel torn between moral restrictions and desires or urges toward certain actions.
'Symbolization' is one of the important aspects for anxiety, in some cases, the person's anxiety may attach itself to an object that represents the inner conflict. The psychoanalytic model gives a lot of weight to the symbolic aspect of human anxiety.

Since Freud's conceptualization, there have been a number of theoretical accounts of anxiety (Epstein, 1972; Lader & Marks, 1971). Most of these conceptualizations have come out of direct clinical-applied settings. Representative positions on anxiety include Sullivan (1953) who considered anxiety as 'a perceived negative evaluation by significant others' and Goldstein (1939) views anxiety as 'a catastrophic reaction', while Rogers (1951) observed anxiety as 'a threat to the self-concept' and May (1950) posited anxiety as 'a threat to existence'.

During 1960s considerable efforts were directed towards differentiating anxiety as an emotional state from other affective and arousal states. Epstein (1967) indicated that arousal is a common component of all motivational states and described anxiety as 'a state of emotional arousal following the perception of danger'.

In the year 1972, there were two very significant researches were witnessed that related anxiety to other emotional behaviors. First, Izard (1972) suggested, "anxiety involves such fundamental emotions as distress, shame, shyness, guilt, fear, and interest-excitement". And second research effort was made by Mandler (1972), who emphasized on the instability and distress aspects of anxiety and considered it as 'helplessness (feeling of not being in control)'. This distress was characterized by uneasiness and discomfort, caused by an interruption of any well organized behavior.

In clinical-applied perspective, Nijhawan (1972) conceived anxiety as one of the most pervasive psychological phenomenon referring to "a persistent distressing psychological state arising from an inner conflict". Hallam (1992) stated that the word...
anxiety is used in everyday conversation in this modern age that refers to a complex relationship between a person and his situation. It may refer to the behavior of a person, appraisal of the responses and their effect, his/her intentions toward a situation and evaluation of the resources available for dealing with it.

Recently, Encyclopedia of Children’s Health defined anxiety as 'a condition of persistent and uncontrollable nervousness, stress, and worry that is triggered by anticipation of future events, memories of past events, or rumination over day-to-day events, both trivial and major, with disproportionate fear of catastrophic consequences'.

In contrast to the clinical-applied perspective, experimental perspective conceptualized anxiety either as classical conditioned (Mowrer, 1939; Pavlov, 1927), or as a derive state which motivates the organism to further behavior (Dollared & Miller, 1950; Spence & Spence, 1966; Spence & Taylor, 1953). In experimental psychology, a large volume of work has been centered on the observed differential in high and low anxiety subjects. The development of the Manifest Anxiety Scale by Taylor (1953) provided a readily available measure of anxiety to the experimentalist and has stimulated a huge number of researches on it. Taylor (1953) interpreted derive state as “the level of internal anxiety and emotionality” and assumed that individuals who were high in anxiety tended to be chronically or consistently anxious and thus higher in derived level in particular situation than individuals who were lower in anxiety. Spence and Spence (1966) generated the relationship between anxiety level, task complexity, and performance. Their findings recommended, on simple learning tasks, those subjects high in anxiety will perform better than those who are low in anxiety whereas, on more complex tasks, the performance of high anxious subjects are generally inferior to low anxious subjects, particularly in earlier stage of learning.
but such performance may improve and even become better than performance of low anxiety subjects in the later stage. On the basis of review of two perspective of anxiety viz., clinical and experimental, it is observed that those individual working more directly in clinical applied setting were more interested in ways to reduce anxiety then in developing precise measuring operations. On the other hand, experimental perspective focuses on delineating specific characteristics of anxiety and relationship to learning.

It is imperative to distinguish here between anxiety as a feeling or experience, and anxiety disorder as a psychiatric diagnosis. A person may feel anxious without having an anxiety disorder. In addition, a person facing a clear and present danger or a realistic fear is usually not likely to be in a state of anxiety. Anxiety is often a realistic response to new roles and responsibilities, as well as identity development. A small amount of anxiety is normal in the developing child, especially among adolescents and teens. But when symptoms become extreme, uncontrollable, and people experience several symptoms over a period of a month or more, these symptoms may be sign of an anxiety disorder, or when anxiety occurs in unrealistic situations or with unusual intensity, it can disrupt everyday life and professional intervention then perhaps become necessary.

Seligman et al. (2001) point of view, psychological state of anxiety is characterized by cognitive, somatic, emotional and behavioral components. These components combined to create the painful feelings that are typically recognized as uneasiness, fear, apprehension, or worry. Anxiety is generally considered to have mainly three components- behavioral, cognitive, and physiological components. Behavioral component would lead both voluntary and involuntary behaviors. The strictly behavioral component is activated with the aim of reacting to a situation and
re-establishing optimum conditions of well-being. Here, can be two possibilities, either coping with the problem directly or simply avoiding the source of anxiety which is quite common. Cognitive component is represented by a series of mental processes that have the purpose of evaluating oneself and the situation in which we are. These processes include: concentrating exclusively on aspects perceived as being the most threatening, evaluating reality in an unrealistic and irrational manner such as, considering a judgment regarding the success or lack of success in a particular task as a global and absolute judgment of oneself. The third one, Physiological component is regarded as having physiological basis. It prepares the organism for action. The main physiological changes that are witnessed are-an increase in muscular tension with a consequent increase in blood flow to the muscles; tachycardia (rapid heartbeat), pumping a greater quantity of blood to parts of the body, and an increase in blood pressure; hyperventilation-an increase in respiratory frequency beyond one’s control. These are likely to lead to dizziness, cloudy vision and in declining one’s capacity to understand and manage the situation.

There are varieties of anxiety from which individual suffer, like—Existential anxiety, about that Kierkegaard, ‘father of existentialism’, regarded all humans to be born into despair by default (in The Sickness Unto Death), and such despair was created by having a false conception of the self. Tillich (1952) characterized existential anxiety as "the state in which a being is aware of its possible nonbeing" and he listed three categories for the nonbeing and resulting anxiety: ontic (fate and death), moral (guilt and condemnation), and spiritual (emptiness and meaninglessness). Another form of anxiety is Test anxiety—refers to uneasiness, apprehension, or nervousness felt by students as a fear of failing in examination or fear of negative evaluation. An optimal level of arousal is necessary to best complete
a task such as an exam, however, when the anxiety or level of arousal exceeds that optimum it creates problem. Furthermore, the Stranger and Social anxiety—refers to experience anxiety while meeting or interacting with unknown people, it is a common form of anxiety among youngsters. It may persist up to adulthood and becomes social anxiety and/or may be termed as social phobia. Last of all, is the State and Trait anxiety that can be either a short term "state" or a long term "trait." State anxiety is defined by Spielberger (1970) as a transitory emotional state- a condition of the human organism that is characterized by subjective consciously perceived feeling of tension and apprehension, and heightened autonomic nervous system activity. Trait anxiety on the other hand, reflects a stable tendency to respond with state anxiety in the anticipation of threatening situations (Schwarzer, 1997). It is closely related to the personality trait of neuroticism.

Since, there are minute differences among anxiety, stress and fear, hence, it is important here to make distinction among them. Stress and anxiety can be caused by similar situations. Stress is defined as a process linking external events, perception and appraisal of them, and responses directed at changing the event or one's relationship to it (Lazarus & Folkman, 1984). Stress can come from any situation or thought that makes ones feel frustrated, angry, nervous, worried, or even anxious. On the other hand, anxiety is a feeling of apprehension or fear; one may not know the source of uneasiness which can make them feel distress. One important difference between stress and anxiety is that, anxiety is a clinical or biological condition and can be classified as a mental disorder that can progress to phobias or additional mental disorders whereas, stress is an environmental condition and never classified as a mental disorder (Anthony, 2010). The point with stress is that there is always a stressor, as stressing period is off tension gets over, hence, stresses comes from
outside of a person while anxiety disorders start from inside which is a feeling of fear, worry or apprehension that accompanies people throughout their waking hours continuously, it recedes for a short while but it's always there. Since anxiety may be a lifelong condition so it needs to be managed but stress is typically a temporary problem and can be managed by overcoming the sources of stress.

One of the primary reasons for confusion about anxiety is its similarity to fear. Both of these mood states involve some sense of dread or apprehensiveness and fear may be experienced as "part" of anxiety. Fear refers to realistic or adaptive responses, whereas anxiety refers to less realistic or more inappropriate reactions. Distinctions between fear and anxiety focus on the presence or absence of a "consensually determined" threat, the degree to which responses to the threat are in line with its dangerousness, and the potential adaptive value of these responses. Although both anxiety and fear are alerting signals, they appear to prepare the body for different actions. Anxiety implies that danger may be near and that the fight or flight response may be necessary—hence, the priming effect described by Gray (1982). According to Karrie et al. (2000) anxiety is a generalized response to an unknown threat or internal conflict, whereas fear is focused on known or unknown external danger. Anxiety is usually long-lived (there is no obvious stimulus to escape or avoid), but fear is usually event-limited. Fear also differs from anxiety in that it is usually unanticipated and depends upon the termination of the feared object and often very intense.

A lot of situations direct anxiety ranging from speaking in public to facing a horrific situation. The child of nervous or anxious parents will most likely be nervous and anxious. If a child grows up in a family where there are tension and arguments, then this could also make them anxious because these situations are constantly shown to children by role models that might "teach" them to be anxious as well. Personality
types might also lead to generate anxiety. Some people have specific tendency to perceive the situation as threatening. If someone has low self-esteem or he/she is under the state of depression then these might be the cause of anxiety for them. It is also possible that bad experiences (e.g., making a mistake in front of the class, ridiculed by classmates, or being the victim of a schoolyard bully) can be responsible for the manifestation of anxiety disorder. Since humans are brought-up in social setting, so frequently they report feelings of high anxiety when they anticipate or fear the loss of social approval or love. In addition, it is common for some children to have anxiety during specific transitions— the start of daycare, kindergarten, junior high or high school.

School, which is of our utmost concern here, is an important aspect of individuals' life. School environment, academic performance, social acceptance and one's self-concept are significant factors which in some way or the other are instrumental for the development of anxiety. Children spend almost over 1100 hours each year in school where every child encounters occasional challenges during the school day. For children with anxiety disorders or worries, managing challenges of the day can be an exhaustive endeavor. It is not surprising that much of the stress of school is related to what and how children learn.

In view of Pilkington and Piersel (1991) school experiences have received a good deal of attention as potential sources of anxiety, as consistent with the magnitude of its impact on children. Some attention has been focused on the role of anxiety in school phobias, but most studies have considered its causes and effects on school performance. Fite et al. (1992) reported in their study that low self-concept appears to be associated with concurrent anxiety, and it may be a product of how others perceive one's academic performance, while they also suggested that anxiety
and self-concept have differential effects on school performance and moreover, a link between anxiety and self-concept was also reported. King and Ollendick (1989) posited that causes and consequences of anxiety in school settings fluctuate with age. At younger ages, influences from parents are stronger than peers, academic doubts and fears, separation from parents and similar concerns appear to be related to anxiety. Allsopp and Williams (1991) contended that as children grow older, they become gradually more aware of peer influences and the influence of these sources on anxiety raises. Friedman & Bendas-Jacob, 1997 stated that in school, many children experience test anxiety, regardless of whether or not they are prepared for exams. And be over concerned with the reduction of the self-image, particularly in the eyes of peers, leads to higher levels test anxiety.

In recent years, numerous studies have examined the relation between self-concept and anxiety or depression. Many researchers found a significantly negative relationship between levels of self-esteem or self-concept and anxiety (Ahtajjar & Clarke, 1996; Westaway et al., 1992; Tarlow & Haaga, 1996; Dishman et al. 2006; Fathi-Ashtiani et al. 2007; Berg, 2009). However, none of these studies have examined the potentially domain specificity of such relations as in the present research endeavors particularly in relation with perceived school environment.

Having deliberated on the nature and effects of anxiety on behavior and more specifically on the behavioral outcomes of children and adolescents, now, it is also important to stress light on the symptoms of anxiety. Anxiety symptoms are commonly experienced by people from time to time in varied situation. Specific anxiety disorders or illnesses are present among around 5% of the population in any time frame. Depressive symptoms are also common among adolescents, approximately 8% to 20% adolescent population reports of experiencing depressive
symptoms (Lewinsohn et al. 1998). The subjective experience of anxiety may be accompanied by physical, psychological and behavioral symptoms. Common physical symptoms include racing heartbeat (palpitations), chest tightness, breathing fast, feeling shortness of breath or finding it hard to 'get breath', increased blood flow in the amygdala, dry mouth, stomach aches, headaches, muscles tension, frequent loose motion, fatigue, nausea, etc. External signs of anxiety may include pale skin, sweating, trembling and pupil dilation. If one is suffering from anxiety might also experience it as a sense of dread or panic. Psychological symptoms consisted of feelings of apprehension or dread, trouble in concentrating, feeling tense or scared, anticipating the worst, irritability, restlessness, watching and waiting for signs and occurrences of hazard, and feeling like mind's gone blank' (Smith, 2003). There’s also insomnia, "nightmares/bad dreams, obsessions about sensations and feeling like everything is scary". Excluding physical and psychological signs, anxiety is also likely to affect mental health (behavior, feelings, and thoughts) as a result of irritability or constantly being in a bad mood, worried or a constant feeling that something bad is about to happen, often ask many unnecessary questions and require constant reassurance, being very well-behaved (e.g., never get into trouble at school or with friends), get upset when a mistake is made or if there is a change of routine (a substitute teacher, unexpected visitors, or a trip to an unfamiliar place), being a perfectionist as taking a long time to complete homework because try to have it absolutely correct, being argumentative, especially when trying to avoid a worried situation, being pessimistic and easily able to identify what may go wrong in any given situation, not answering questions and rarely volunteering comments or information at school, or university, etc. One of the most common symptoms of anxiety is fear, which includes the fear of dying—people may fear that the chest pains
are a deadly heart attack or that the shooting pains in their head are the result of a tumour or aneurysm and fear of losing control on every situation of their life. These are particular combination of symptoms that affects some people during the state of anxiety.

To conclude that above deliberations, it is to say that anxiety in every one’s life has become a reality and this is the reason why, Albrecht (1986) reiterates about the present modern age as the ‘age of anxiety’. If it is a reality then every human is prepared to deal with any threatening situation in life either by defending oneself by taking some step or through escape (e.g., “fight-flight-freeze” response). There are number of anxiety reducing strategies but all depends upon individuals’ skills and the level of conducive socio-environmental support either in independent function or in conjunction thereof.

Now, in accordance with the scheme of presenting the details of the variables, another criterion variable viz., academic performance is being taken-up in the proceeding description.

Academic Performance

Academic performance or excellence in academics bears significant importance in the present day world. It has been and still even today, it is being considered as an indicator and fortune of a child’s success in future. Academic achievement is a key criterion to judge one’s potentialities and capabilities. The effectiveness of any education system to a large extent depends upon the involvement of students to achieve whatever it is to be in the cognitive or psycho-motor domain. Therefore, it is more pressing to the students to have high academic achievement. On the aspect of academic performance, Tuckman (1975) posited that performance is
used to label the observable manifestation of knowledge, skills, concepts, understanding and ideas. Thereby, performance is the application of a learned behavior that at the end of the process provides mastery. Before discussing academic performance or achievement, it is pertinent here to discuss about achievement, although these two terms are very commonly and interchangeably used.

The term “achievement” refers to the outcome of a person's effort and action in some sphere of activity. Terms like attainment, accomplishment, and acquisition, in spite of containing varying shades of meaning are often used as synonyms of achievement. Eysenck et al. (1972) in their Encyclopedia of Psychology has described the term achievement as a general term for the successful attainment of some goal requiring certain effort. The concept of achievement illustrates the fact that subject is not merely accomplishing a task without assistance but is trying to perform well with the aim of eliciting positive reinforcement for his demonstrated competence in the task. Achievement encompasses ability and performance and elaborately related to human growth in terms of cognitive, emotional, social, and physical development. It is not related to a single instance, but occurs across time and levels, through a student’s life in school and on into post secondary years and working life (Steinberger, 1993). Merriam-Webster (2003) defines achievement as ‘the quality and quantity of a student’s work.’ This definition is the one that more or less applies to this research as the examination marks refers to the quality of work based on the quantum of informations required. Hence, achievement contains both quality and required quantity with which the work is performed. The degree of positive effect that children perceive about their own performance is important not only in maintaining positive attitude towards school, academic achievement, and learning, but also in promoting competence and self-worth.
Academic achievement is measured out of what and how much an individual has learnt. It may be the quality or quantity of learning attained by an individual in a subject of study after an instruction period. Academic achievement has meant the learning and attainment a student has made in school or college or university and, the marks obtained in the examination is the criterion for measuring students' 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 has become 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 their academic achievement. Moreover, the children perceive themselves as happier, competent and satisfied when they experience success than when they think they have failed. Therefore, the value of academic achievement has its significance for higher education, acquiring a degree or diploma, getting job on one hand and endorsing competence and self-worth on the other. Hence, as a result, the students going to school and colleges attempt to attain high achievement and consequently, pressure on school and college going has increased. Parents, teachers, social scientists have been very much interested in identifying the factors for improving student's academic performance.

Academic achievement has been defined differently by different experts. They tried to explain the complete and proper meaning of academic achievement. Good (1976) defined academic achievement as 'the knowledge attained or skills developed in the school subjects, usually designed by test scores or marks assigned by teachers or both'. It means students' academic achievement measured through the marks obtained by them in particular subjects or areas.
Howes (1982) described academic achievement as "successful accomplishment or performance in particular subjects, areas or courses, usually by reason of skills, hard work and interest; typically summarized in various types of grades, marks, scores or descriptive commentary". Howes extended the measuring module of academic achievement and included the various types of grades, marks, scores or descriptive commentary. In the same way, Choudhary (2004) defined scholastic achievement as 'knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests in an annual examination.'

Wiki answer.com described that "academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teacher". It is also stated that an academic achievement is something that individuals do or achieve at school, college, or university— in class, in a laboratory, library or fieldwork, and in different subjects of study. It does not include achievement in any co-curricular or cultural activities like sports or music. Furthermore, academic performance really means three things: first, the ability to study and remember facts; second, being able to study effectively and see how facts fit together and form larger patterns of knowledge as well as individuals and thirdly, being able to communicate individuals' knowledge verbally or in writing.

Academic achievement as graduating 1st in one's class is sometimes a purely quantitative matter, while having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement. In the present context the term academic performance refers to pupil's achievement as a reference to the level of attainment and proficiency in a prescribed course of study following formal schooling during a prescribed period of time. Wiseman (1961) stated that the acquisition of particular grades on examinations indicate candidates' ability.
mastery of the content, skills in applying learned knowledge to particular situations. A students’ success is generally judged on examination performance. Success on examinations is a crucial indicator that a student has benefited from a course of study. However, Harrison (1974) posited that although an examination is not a perfect measure of educational success of pupils, but it is an important indicator in this country’s educational system and such cannot be ignored rather than this position is widely accepted.

Lucas and Horrocks (1960) extracted approximately 70 needs of adolescents from a survey of literature and constructed a questionnaire covering these needs. Factor analysis of the responses of over 725 adolescents to the questionnaire revealed, need for achievement related primarily of school achievement. Therefore, it is concluded that the term academic attainment, achievement, academic aspiration, need for achievement have been used interchangeable by different investigators to present the phenomenon of academic achievement in different studies. Subramanyam and Rao (2008) stated that academic achievement is related to the acquisition of principles and generalizations and the capacity to perform efficiently certain manipulations, objectives, symbols, and ideas. The assessment of academic achievement has been largely confined to the evaluation in terms of information, knowledge and understanding of students. It is universally accepted that the acquisition of factual data is not an end in itself but that an individual who has received ‘education’ should show evidence of having understood it. But, for obvious reason, the essay type tests and examinations are largely used to measure the amount of information which the students have acquired.

In the light of the similarities of description on the nature of academic performance and academic achievement it seems, indeed, true that these two outcome
variables are synonyms to each other, hence, the same is conceived in the present investigation. With such concluding assertions now, on-going description will pertain to the factors of academic performance.

It is seen that there are numerous factors that influence the academic performance. Since a long back, some researchers have been interested to find out the issues associated with good or poor academic performance. Rao (1972) included life goals, aspirations, study habits, emotional factors, personal and social adjustment, etc., under academic adjustment which acted as a greatest solitary factor, that influencing students’ academic performance. Haralambos (2000) posited on the basis of Jamaican experience, discipline is an important factor for good academic performance. Students who are the most undisciplined often come within the group of poor academic achievers (i.e., failure in examinations). U.S. Department of Health and Human Services (DHHS) found that eating nutritious food improved academic, behavioral and emotional functioning. Absenteeism among students is also associated with school failure.

Researches convinced that social factors (e.g., class attendance, completion of assignment), psychological, environmental and physical factors (e.g., diet, exercise, health, etc) are directly affecting the knowledge base, skill level and competencies of students (Schneider, 1958; Freeman, 1993; Haralambos 1996; and Rudiger, 2005). Rudiger (2005) in her article on “School health programs and academic achievement” wrote that students participating in ‘school-based youth services programs’ with multiple services—including health services, improved or maintained their attendance and grade point average. These results were demonstrated repeatedly over 10 years. She revealed a positive relationship among class attendance, health, and academic performance. Schools offering intensive physical fitness programs found positive
effects on academic achievement including increased concentration, improved mathematics, reading and writing test scores, and reduced disruptive behavior, even when time for physical activity is taken from the academics.

Haralambos (1996) asserted that material factors such as family income, status, class, etc., play important role in determining levels of attainment both in the academic and non-academic domains. Lower social class parents may not provide their children with the same educational opportunities as middle and upper class parents. Haralambos’s point exhibits clearly that social class impacts on the future achievement and academic performance of the children. In that lack of money of the lower working-class find constraint in providing the instructional resources, proper diet, psychological advantage and the access of human resources that are needed in order to have pupils functioning productively and efficiently on examinations. It means that, if the children are not provided appropriate and adequate instructional resources that effectively and comprehensively covers a syllabus, the child is automatically placed at a disadvantage of high academic attainment. Hence, factors such as student socio-economic status and parental involvement are considered among the most important predictors of students’ academic performance.

In educational setting, teachers are considered as the heart of any educational process. Teacher’s attitude towards students and teacher-taught relationship play a vital role in students’ level of achievement. Lockheed et al. (1991) after studying teachers indicated that lack of motivation and professional commitment among teachers produce poor attendance and unprofessional attitudes towards students which in turn affect the academic performance of students. Agyeman (1993) reported that teachers who have both the academic and the professional-teacher-qualification would undoubtedly have a positive influence on the teaching and learning of his/her subject.
However, he further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus become less productive than a teacher who is unqualified but works under favorable conditions of service. The study shows the importance of both i.e., teachers’ professional qualification and the favorable service conditions.

Many school related environmental aspects have also been generally identified as causes of excellent academic performance. Numerous research have shown that clean air, good light, and quiet comfortable and safe learning environment are important for academic achievement (Earthman & Lemasters, 1996; Lemasters, 1997; Lackney, 1999; Cotton, 2001; Schneider, 2002). The condition, adequacy, and management of a school building are directly under the control of the school district and state—hence, improving school facilities offers a feasible opportunity for improving academic performance. Class sizes have also been identified as essential determinants of academic performance. It is found that schools with smaller class sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning concluded that class sizes above 40 have negative effects on students’ achievement. Asiedu-Akrofi (1978) indicated, since children have differences in motivation, interests, and abilities and they also differ in health, personal and social adjustment and creativity; so generally, good teaching is best done in classes with smaller numbers that allow for individual attention.

Scores of researches have also reported the role of psychological and social factors on academic achievement in recent years (Aluja & Blanch, 2004; Bruinsma, 2004; Gooden et al., 2006; Martin, Montgomery & Saphian, 2006; Tella, 2007; Evans
On the basis of the afore-mentioned descriptions, it is observed that several factors viz., psychological, physical, social as well as environmental affect students' academic performance. The preceding writing pertaining to academic performance has exhaustively discussed the confusions and controversies on the synonymity of the terms academic performance, and academic achievement and have also laid stress on the factors of academic performance. Having done this job to the best of our efforts, now, in the descriptions to precede, the two independent variables viz., self-concept and school environment will be taken in the same order. Hence, the descriptions of the self-concept follow:

Self-Concept

Self-concept is one of the most popular ideas in psychological and educational literature which is considered as a key to success. This important phenomenon had been taken here in the present investigation as one of the predictor variables to see its impact on anxiety and academic performance. Self-concept is individuals overall perception of their abilities, behavior and personality. Raimy (1943) was the first person who defined the self-concept and said about it, “the self-concept is the more or less organized perceptual object resulting from present and past self observation... (i.e.,) what a person believes about himself. The self-concept is the map which each person consults in order to understand himself, especially during moment of crises or choice”.

Thus, according to Raimy's point of view, self-concept serves as an executive in that it represents for the individual a way to make a variety of decision with some
consistency. Varied nature and meaning of the self-concept have been viewed differently by different people, which are being presented here for perusal.

According to Klein, Loftus and Burton (1989) and Van Hook and Higging (1988) self-concept is an organized collection of beliefs and self-perceptions about oneself, including one's attitudes, knowledge and feelings regarding abilities, appearance and social relationships. The self is a framework that determines how we process information about ourselves, including our motives, emotional status, self-evaluations, abilities and much else.

In view of Epstein (1973) and Oyserman and Packer (1996) self-concept is the sum total of a person's thoughts and feelings that defines the self as an object. It is a "theory" of individual's personal behavior, capabilities and social relationships that he/she constructs in the course of social interaction beginning with immediate family members (e.g., parents, siblings, relatives, etc.) and then broadening to interactions with those beyond the family such as peers and the general community.

Individual's self image or self-concept is one of the most basic and crucial component of his/her personality. Cattel (1957) referred to self-concept as the 'key stone of personality'. Dhanda and Chhikara (1998) wrote that the importance of self-concept stems from its influence over the quality of a person's behavior and his/her method of adjustment to life and situation. Social psychologists accorded importance of self-concept variables in their theories about interpersonal attributes, conformity behaviors and cognitive dissonance.

The origin of self-concept theory and consequential research are reputed to have been formalized by James in 1890 (Bracken, 1996; Hattie, 2000; Tamin, Khan & Mohammadyfar, 2009). James is regarded in history for his development of the
idea or philosophy of the 'self' and development of the 'self' into a cohesive theory. James (1890) demonstrated the 'self' as the core of the personality pattern which provides unity and he also hypothesized that there is a hierarchical order of the self starting at the lowest order with the 'material self' followed by the 'social self' with the 'spiritual self' being the highest level (Bracken, 1996).

It is important to mention here that self-concept is a central theme around which a large number of the major aspects of personality are organized. Self-concept "is the set of perceptions or reference points that the subject has about himself; (...) the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subjects knows to be descriptive of himself and which he perceives as data concerning his identity" (Hamachek, 1981, in Machargo, 1991). Medical Dictionary defined self-concept as 'an individual's evaluation of his or her status on a single trait or on many human dimensions using societal or personal norms as criteria'. This definition elucidate that societal and personal norms is a sole basis which person use to evaluate him/herself.

The recent literature has general agreement that the self-concept is the product of cognitive appraisals an individual makes about his/her personal attributes (Hattie, 1992; Marsh et al., 1985; Vander Werff, 1990). Taylor, Davis-Kean, and Malanchuk (2007) have stated about self-concept as "the cognitive representation an individual has of him- or herself". Hence, Purkey (1988) says that it may also be defined as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.

It is assumed that self-concept appears as a comprehensive and exhaustive area, which represents the personality at large, and gives direction to the whole life. It
plays an important role in the regulation of particular behavior and help individual in taking significant decisions. In such context, Franken (1994) enumerated that 'there is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves and it is possible selves that create the motivation for behavior'. This supports the idea that one's world view and one's relationship to that view provide the boundaries and circumstances within which one develops a vision about possibilities. When people know themselves they can maximize outcomes because they know what they can and cannot do. Hence, it helps individuals to set a realistic goal and motivate them to take action for achieving that target.

Earlier researchers (e.g., James, 1890; Klein, Loftus & Burton, 1989; Rogers, 1959; Baumeister, 1995) very commonly considered self-concept as a kind of organized informational summary of perceived facts about oneself, including one's traits, values, social roles, interests, physical characteristics, and personal history. This conception differs significantly from present ones in which an individual's self-concept is conceived as that individual's summary formulation of his or her 'status' (Ossorio, 1978; 1998). The status dynamic view maintains that the self-concept is most usefully identified, not with an organized summary of myriad perceived facts about oneself, but with one's summary formulation of one's status, i.e., overall conception of one's place or position in relation to all of the elements in one's world, including oneself.

Successes and failures that people usually experience in several spheres of life are closely related to the ways people have learned to view themselves and their relationships with others. Self-concept encompasses three major qualities that are— it is learned, organized, and dynamic. Self-concept is learned denotes that, no one is
born with a self-concept. It gradually emerges in the early stages of life and is shaped and reshaped by experiences through adolescents to adulthood, particularly with significant others. It is also assumed that any experience which is inconsistent with one’s self-concept may be perceived as a threat and the more of these experiences there are, the more rigidly self-concept is organized to maintain and protect itself. When a person is unable to get free of perceived inconsistencies, anxiety and emotional problems arise. Organized self-concept indicates that, each person maintains countless perceptions regarding one’s own personal existence and each perception is coordinated with each others. It is generally stable and organized quality of self-concept that gives consistency to the personality and help individual to resist change. Self-concept is also dynamic in nature, it might be assumed that continuously active guidance system not only shapes the ways a person views oneself, others, and the world, but it also serves to direct action and enables each person to take a consistent "stance" in life. Since, self-concept development is considered as a continuous process so there is constant assimilation of new ideas and expulsion of old ideas throughout life. Dynamic nature of self-concept continuously guards itself against loss of self-esteem; unfortunately, its loss produces feelings of anxiety.

The development of self-concept is a learning process that starts since childhood. A child surrounding, experiences and the style of parental upbringing contribute to a significant influence towards the development of self-concept. If a child lives in a confused and negative parental upbringing then the child tends to develop negative self-concept. Negative parental upbringing can be shown through beating without mercy, neglecting, paying less attention, unfairness, humiliating, and unsatisfactory behavior and gesture towards their child. When these occur independently or in conjunction thereof, children assume these as a punishment
caused by their fault or self-weaknesses. On the contrary, positive parental upbringings build up a positive self-concept among children. Negative self-concept may also develop due to continuous experience of failure in a child life. In this case, failure can be defined as unsuccessful to satisfy their parents or themselves. A continuous failure in a child life get him feel that they are useless. Whereas, a positive self-concept is developed if a child sees failure as an opportunity for him to improve himself in every aspect of life or in decision-making. Another significant aspect that contributes in the development of negative self-concept is depression. People who suffer from depression tend to think and response negatively towards everything including evaluating themselves. They can be super sensitive to what other people say about them or act towards them. Moreover, internal self-critic is another important aspect that influences the process of the development of self-concept. Internal self-critic is needed to evaluate every action and decision that a person takes in his/her life. It functions as a regulator in every action and behavior of a person, so that he/she can be accepted by the society around or can adapt well within the society (Yahaya, 2008).

Purkey (1988) stated that individuals contain within themselves relatively boundless potential for developing a positive and realistic self-concept. This potential can be realized by people, places, policies, programs and processes that are intentionally designed to invite the realization of this potential. Lewis (1990) contended that the development of the concept of self has two aspects viz., existential and categorical self. Existential self is “the most basic part of the self-scheme or self-concept; the sense of being separate and distinct from others and the awareness of the constancy of the self”. The individuals generally realize that existential self exists as a separate entity from others and that they continue to exist over time and space. This
awareness of the existential self begins due to the relation the peoples have with the world. Second one is Categorical self, that develops after realizing that he or she exists as a separate experiencing being, hence, thereafter he/she becomes aware that he or she is also an object in the world, which can be experienced and has properties (such as age, gender, size or skill, etc.). In early childhood the self-description children pertain to themselves are very concrete (e.g., hair color, height and favorite things) but later, begin to include internal psychological traits, comparative evaluations, and to how others see them.

Rogers (1959) considered that self-concept has three different components:

➢ **Self-image** refers to the view a person have about oneself

➢ **Self-esteem** or self-worth meant for how much value a person place on oneself, and

➢ **Ideal self** is the self that a person would like to be.

When there is a corresponding relationship between the real self and ideal self, a person is generally happy and satisfied, while discrepancy between real self and ideal self often results in sadness and dissatisfaction and this is likely to affect how much a person value oneself. Therefore, there is an intimate relationship between self-image, ego-ideal and self-esteem. A person’s ideal self may not be consistent with what actually happens in life and experiences of the person. Hence, a difference may exist between a person’s ideal self and actual experience. This is called incongruence that leads to generate anxiety in individuals. Roger’s basic principle is that people have a tendency to maximise self-concept through self actualization. He believed that for a person to achieve self-actualization, he/she must be in a state of congruence.
According to Rogers (1967) view, the gulf between a person's self-concept and his or her actual experiences (incongruence) is a chronic source of anxiety and can even result in mental disorders. As indicated by Rogers, a strong self-concept is flexible and allows a person to confront new experiences and ideas without feeling threatened. It is widely known that the higher test anxiety negatively influence academic performance (Smith, 1964) and test anxiety developed due to students' feeling of difficulty to adjust in new situation which shows low level of self-concept among students, those students who have high level of self-concept show low level of test anxiety that in turn leads to better academic performance.

Self-concept is considered to be a very important personality related phenomenon because of its potential influence upon children's social-emotional development (Harter, 1999) and children's psychological well-being, anxiety or depressed mood as noted by Cole (1990b, 1991). In view of Nicholls (1976), anxiety is a consequence of poor self-evaluation and expectation. Bandura (1988b) stated that individuals low in self-perceived efficacy and self-confidence are more likely to experience anxieties when confronted with challenges. As per observation by Harter and Marold (1994), Harter and Monsour (1992) and Swain and Wayman (2004), persistent low self-concept has been linked to depression, adjustment problems, suicide and alcohol use, etc. Weisz et al. (1993) noted that the most powerful predictor of depression among students might be the cumulative effect of perceived incompetency and non contingency. Their study evidenced that one's feeling of perceived incompetency (negative attitude towards oneself) and non contingency are also the roots of depression.

Taylor et al. (2007) stated that, individuals can make both global assessments of themselves and assessments about their specific skills and abilities. Piers and
Herzberg (2002) pointed out that a child's total self-concept is shaped by both cultural and biological factors and formed in the individual through interactions with the environment. Huitt (1998) reported several other components of self-concept: physical, academic, social, and transpersonal.

- **Physical self-concept** is related to that which is concrete, like- sex, height, weight, etc.

- **Academic self-concept** relates to how well we do in school or how well we learn.

- **Social self-concept** describes how we relate to our peers and other people, and

- **Transpersonal self-concept** refers how we relate to the supernatural or unknowns.

It is imperative to mention that there have been numerous factors that are instrumental in the formation of self-concept. Among all, socialization and broader environmental factors are of prime importance.

Self-concept theory and research have been instrumental for the advancement of four models, namely—nomothetic, hierarchical, taxonomic, and compensatory. The ‘Nomothetic’ or generalized model, views self-concept as a uni-dimensional construct in which global positive or negative view of one’s self ‘pervasively affects one’s behavior in a wide variety of situations’. Whereas, ‘Hierarchical structure’ advocated that self-concept is a multifaceted with perceptions of behavior at the base, moving to inferences about self in subareas, then to inferences about self in more generalized areas, and finally, to inferences about self in general. The ‘Taxonomic Model’ somehow related with hierarchical model in that it depicts self-concept as multifaceted but the various components of self-concept are only weakly related. The
major implication of this model that a change in any given self-concept domain would not lead to even a minor change in any other domain. Finally, the 'Compensatory Model' allows a compensatory relationship between facets. A lowered self-concept in one area is compensated by an enhanced view of self in another unrelated area.

Researchers often distinguish between academic self-concept (reading, mathematics, general school concept) and non-academic areas, such as social prowess, physical abilities, physical appearance, peer relations and parent relation (Marsh & O'Neill, 1984). This separating self-concept into constituent parts indicate that how one perceives oneself in one situation does not transfer necessarily to another. Shavelson and Bolus (1982) observed that self-concept becomes increasingly multidimensional as one grows older. Self-concept has both descriptive and evaluation aspects and individual gives weight to each dimension differentially with age.

Hattie (1992) reported that high self-concept i.e., realistic or somehow positive self-appraisals, has a number of correlates. Some correlates that have been more strongly associated with higher self-concepts are: internal locus of control, desirable home environments, supportive and attentive communication style, versatile and deep processing study skills. Burns (1979, 1982) expressed that a positive self-concept can be equated with positive evaluation, self-respect, self-esteem, and self-acceptance whereas a negative self-concept becomes synonymous with negative self-evaluation like self-hatred, inferiority, feelings of personal worthlessness and absence or low self-acceptance. According to Parker and Asher (1987) onset of adolescence period is the time when an individual begins to spend less amounts of time with their famil and more time with their peers. The satisfaction with these peer relationship is important to the development of a high self-concept. Those who are less accepted b
their peers tend to be at greater risk for problems in later social and psychological functioning. Many clinical studies have shown that, probably one major cause of anxiety is undergoing failure in making impression or lacking consistency in a person’s characteristics and wishes. In fact, if one accept that his/her anxiety is a result of feeling being threatened or sensing hazard, it can be said that persons’ self-concept has been threatened (Coopersmith, 1967b; American Psychiatric Association, 2000).

As the study of self-concept has been of clinical and research interest for decades. Self-concept is also considered a very important determinant of school success and academic achievement (e.g., Marsh, 1992, 1993; Guay, Marsh & Boivin, 2003; Marsh & Koller, 2004). In this perspective, Hamachek (1995) advocated that students with high self-concept generally approach school-related tasks with confidence, which is not found in children with low self-concept. Rotter (1972) claimed that the expected outcome of an action and the value people place on that outcome determine much of our behavior. For example, people whose positive self-concept leads them to believe they will succeed at a task are likely to behave in ways that ultimately lead to success, while those who expect failure are much more likely to bring it about through their own actions. Hence, every student should understand very well about their self because good scholastic achievement comprehensively depends upon realistic self-concept. Specially, in this competitive era, if the students do not understand their self they cannot take appropriate decision about themselves, even they feel trouble to choose which field is better for them. One’s self is considered a best guide and a best counselor as well, and it is developed by the appropriate role of parents, teachers, friends and at large by the social environment (Burns, 1982 & Harter, 1986). Rohner's theory (1980) also postulates that feeling accepted or rejected
by one's significant others will most likely affect the way a person views and evaluates oneself and the world. Feeling rejected by others will lead to greater hostility, low self-respect, emotional instability and unresponsiveness, and a negative view of the world, whereas one's feeling of being accepted by others will lead to a lower feelings of hostility, higher self-concept, emotional stability and responsiveness, and a positive view of the world.

In educational psychology, studies about self-concept in general and specifically academic self-concept in particular have one of the most debated subject matter (Strein, 1993). Marsh (1992) reported that the relationship of self-concept to school achievement is very specific. The major issue related with self-concept is the direction of relationship with achievement: does self-concept produce achievement or does achievement produce self-concept. Recently, Baumeister et al. (2005) claimed to have exploded the self-esteem myth that self-esteem has benefits and concluded "those efforts to boost people's self-esteem are of little value in fostering academic achievement or preventing undesirable behavior". In dramatic contrast to Baumeister et al. (2005) conclusions, Marsh and Craven (1997) claim that self-concept is an important mediating variable that causally impacts on a variety of desirable outcomes including academic achievement. Furthermore, there has also been a long debate in the causal priority between self-concept and academic achievement. Some researchers (e.g., Marsh, 1990) endorse the causal priority of self-concept of ability over achievement. In contrast, Calsyn and Kenny (1977) support to causal preponderance of achievement over self-concept of ability. Some researchers (e.g., Skaalvik & Hagtvet, 1990) suggested reciprocal relation between self-concept and achievement. On the other hand, others (e.g., Byrne, 1986) have found no evidence for any causal relationship. Hansford and Hattie (1982) pointed out, these inconsistent results might
be the outcome of divergence of age groups, specification of the domain of
achievement, definition of self-concept, and measures of academic achievement.

However, studies conducted by many researchers indicated that academic
performance or ability is associated with self-concept among elementary school
children (Black, 1974; Rogers et al. 1978), early adolescences (Demo & Savin-
Williams, 1983), and later adolescents (O'Malley & Bachman, 1979). This indicated
that self-concept is an important variable for determining academic achievement of
students across the all age groups. Therefore, it has been empirically tested fact that
academic self-concept is remarkably a consistent correlate of academic achievement.

It is advocated that the greater the pupil's self-concept, more learning strategies will
he/she use, facilitating deep information processing and intrinsically motivated to
perform well. (Gerardi, 1990; Lent et al., 1997; Witherspoon et al., 1997; Nunez et al.,
1998; Cokley, 2002a, b; Zsolnai, 2002; Awad, 2007).

An exhaustive write-up on the very nature and the importance of self-concept,
it becomes crystal clear that the phenomenon of self-concept is of utmost significance
which determines and influence behavior, especially in making decisions that may
lead to success and failure in a wider and global perspective, hence, it is called as a
key to one's personality.

After self-concept, one more predictor variable is left that also requires to be
described and discussed i.e., the phenomenon of perceived 'school environment'.
There have always been debates on the controversy of the role of heredity and
environment in shaping personality and determining behavior. However, environment
proved to have its significant role but to what extent and in what condition, it is
influencing behavior will always be a point of investigation and exploration.
Therefore, it is warranted to deliberate on the role of environment in general and school environment in particular, that follows:

**School Environment**

School environment is one of the important social and environment related phenomenon which has been taken as one another predictor variable in the present investigation. In school— its pattern, system, and practices constitute environment which have their deepest impact on children’s psycho-social development and mental health. School environment may be taken as synonym to school climate which in most of the cases is relatively an enduring characteristic of a school that is experienced by its members that affects their actions and behavior that is based on the collective perceptions of behavior in the school. Jindal (1984) also contended that school environment may be said to comprise of all the physical, social, academic, and emotional condition prevailing in the school and it has been variously called as school climate, school atmosphere and the individuality of the school. School and academic outcomes are concerned not merely in educational and psychological researches but also in mass media, where issues such as quality of schooling and the importance of children’s excellence in academic performance are emphasized.

It is well known fact that the concept of ‘organizational climate’ has a rich history in the social science literature where organizational psychologists have since long back making their quest to answer the question that how the ‘climate’ of the workplace impacts on employees and the quality of their work. In early 1960s, Stern was one of the first psychologists who used the concept of organizational climate to study institutions of higher education. This concept very rapidly spread to schools and industrial/business organizations. Each social set-up considered somewhat different
conceptual view of climate. Thus, Fisher, Docker, and Fraser (1986) described the history of school climate research that began with the work of Pace and Stem who developed and used College Characteristics Index (CCI) to study student and staff perceptions of the environments of colleges and universities in 1950s. In 1960s many school climate tools were used to measure perception of teachers and students about the school environment. Halpin and Croft's (1963) 'Organizational Climate Description Questionnaire' which was used in studying of teachers' perceptions of elementary school climates, and Stem's (1970) High School Characteristics Index too which is an adaptation of the CCI for use in high schools. McDill, Rigsby and Meyer conducted a study in the 1960s in which they found a significant relationship between climate scales and mathematics achievement (Fisher et al., 1986). Although there are different views and conceptualizations about climate but there is general agreement that organizational climate arises from routine organizational practices, especially by leadership behavior that are important to an organization's members and leadership behavior influences members' attitudes and behavior. Halpin and Croft's (1963) state about the importance of climate by describing that "Personality is to the individual what climate is to the organization" which clearly shows the relevance and implication of climate that provides a notion of importance of the two factors which have vital implication for both. Thus, school environment has been acknowledged as an important and vital aspect of any school and plays a central role in fostering students' cognitive and affective outcomes (Brookover et al., 1978), student's values (Vyskocil & Goens, 1979) and student's personal growth and satisfaction (Bailey, 1979). After definitive review of literature, Anderson (1982) revealed a problematic field of research endeavor viz., school environment which is posed with diverging definitions, conceptualizations, methodologies and instrumentations. Despite these
profound issues, a large volume of school environment research was conducted in the 1960s and 1970s, especially in the USA. In recent years, researches have been conducted by Vail (2005), Walker et al. (2005), Kelley et al. (2005), Loukas and Murphy (2007), Freeman et al. (2009) and Gislason (2010) that highlight the continued importance of school environment. Generally, it is an accepted view that a good school environment enhances students' outcomes almost in all aspects of one's life in the form of achievement level in the modern competitive fray.

Numerous terms are used as synonym to the word “environment” such as climate, atmosphere, situation, etc. According to Oxford Advanced Learner's Dictionary (2005) ‘environment’ means a condition that affect the behavior and development of something. The word environment consists of two words- ‘environ’ that means to encircle or to surround and suffix ‘ment’ refers to ‘the result of’; hence, environment has reference to two components. Number of experts tried to define the term environment in their own style. According to Epstein and Franklin (1970) environment refers to social, cultural and physical condition. Lapedes (1974) views environment as is the assemblage of material factors and conditions surrounding the living organism and its component parts. In a nutshell, it can be said that whatever the things that are around us including our psycho-physical set, constitute environment that subsequently influence our behavioral outcome.

A school is one of the most important formal agencies of education that plays a major role in molding the ideas, habits and attitudes of the children. A school is an educational set-up offering studies at different levels to groups of pupils of various ages and instruction may be given by one or more teachers. Education acquired by children in school help them to develop well balanced personalities, to become physically strong, mentally alert, emotionally stable, culturally sound, and socially
efficient along with the most desired aspects of knowledge and learning. Thus, the school education is considered a necessary component for the children of all the citizens of a nation for the development and utilization of best side of human resources, especially school goers’ resources and potentials. The above mani-fold activities of the school can only be possible if the general atmosphere/climate of the school is conducive, encouraging and healthy.

It is also witnessed from the literature that school climate refers to the sum of the values, cultures, safety practices and organizational structures of a school that cause and affect its members, especially teacher-taught relations and their performance outcome. School environment also includes that ‘how students, staff, and community interact’, ‘what approaches are used to solve school problems’ and ‘how school rules are determined, expressed, understood and enforced’. In general, school environment refers to the quality of school life in terms of children achievements in all school endeavors.

The terms “school climate,” “school culture” and “learning environment” have been used to view the same meaning but sometimes these are viewed in a quite different ways in the educational literature. Moos (1979) described that school climate as the social atmosphere of a setting or ”learning environment” in which students have different experiences, depending upon the rules and procedure set up by the teachers and administrators. Moos divided social environments into three categories: first is relationship which includes involvement, affiliation with others in the classroom as well as teacher support. Second is related with personal growth or goal orientation, which includes the personal development and self-enhancement of all members of the environment. Finally, third one is system maintenance and system change which
contains the orderliness of the environment, the simple set of the rules and the strictness of the teacher in enforcing the rules.

According to Tagiuri's (1968) taxonomy, one can categorize the environmental quality of an organization in four facets: ecology, milieu, social system, and culture. When this categorization applied to schools then the ecological facet would be referred to the physical and material aspects of school for instance, school building, school library, laboratory, playground, etc. The milieu would be the average characteristics of the individuals in school such as teachers' morale, staff stability, students' background, etc. The social system of any environment describes the formal and informal structures or rules that manage individuals and groups' interactions in school which include principal-teacher communication, participation of staff in decision making, students' involvement in decision-making, and teacher-student relationships. Finally, the cultural dimension is concerned with values and belief systems such as student peer norms, expectation for success, and discipline or behavior management in school. Thus, school environment is viewed as physical characteristics and diversification of school associated with attitudinal and affective tensions as well as the belief systems of the school that influence children's cognitive, behavioral, social, and psychological development.

There are many schools, governed under different types of management and have their varied philosophies, purpose, aims and objectives. They differ not only in their practices and policies regarding selection of staff, supervisory behavior, salary structure, stability of job, and curricular and co-curricular activities but also in their criteria for taking admission of students and modes of maintaining discipline. Syllabi, books, teaching materials and methodology, discipline, extracurricular activities,
teacher-taught ratio, school dress and a host of other factors determine quality of the school. Following elements are generally likely to contribute school environment.

- **Identity of a school**— level of courses, location, and type (e.g., government or private school, co-educational or non-co-ed school).
- **Human relations in school**— among students, among teachers, between teachers and students, and between teacher and management, etc.
- **The teaching learning system**— teaching methodology, school work, extracurricular activities, method of evaluation, etc.
- **Infrastructural facilities**— school building, seating arrangement, teaching materials, library, laboratory, playground, water and sanitation, etc.

In school setting, usually pupils come in contact with new student companions, teachers supporting staff and interactions among them constitute important aspects of the climate. Wilson and Wilson (1969) stated that the school is a place of promises, hopes, and inspirations. It is a place where the students grow and learn as they travel the road from childhood to maturity. The academic and non-academic pursuits, the interpersonal relations and the discipline are considered the basic units of school environment that must be under proper core of the school administration. Of these units, the interactions between the various members of the environment are of great importance. The interaction between students and the facilities available (viz., library, laboratory, teachers, teaching materials, etc.) determine the academic achievement of students as well as for their personality growth.
On the whole, it can be observed that there are several types of school climate. Panda, Sahoo and Sahoo (1995), and Halpin and Craft (1963) have identified six types of school climate and the characteristics of these types are being given below:

1. **Open Climate**: An open school climate is one in which administration and faculty members' behaviors are supportive, genuine, and engaged. Here feeling of integration and group co-operation is found and most of members are satisfied and enjoy their job.

2. **Autonomous Climate**: It refers to an environment in which teachers and administrators use skills such as collaboration, interdependence, and problem-solving and welcome innovation as a sign of improvement and progress. In this type of environment complete freedom is given to the staff members to formulate their own structures and function for greater interactions. Here staff members enjoy a degree of job accomplishment and satisfy their social needs to great extent.

3. **Controlled Climate**: In the controlled school climate, independence is exhibited among the faculty and leadership is primarily provided by the educational administration. Here authority is more interested in task achievement rather than social need satisfaction. Leadership act stem from only one side and in a dictatorial manner. Group involvement is never encouraged. Hence, hindrance is always prevailed in such institution.

4. **Familiar Climate**: A familiar school climate tends to be less formal and more flexible in response to the needs of students, families, teachers, and administrators. In this climate, both the authority and the teachers show friendly relationship. The principal exercises leadership in an indirect manner.
and tries to keep production satisfactory and does not hinder the social needs satisfaction on the part of the teachers.

5. Paternal Climate: Paternal climates involve little co-operation of administrators with teachers. This type of school climate has a more rigid atmosphere, the faculty members have to work in the way the principal wants but at the same time the principal as 'a paternal guardian of the school faculty' does not ignore the individual interest and hence, his behavior is perceived as highly considerate. In this type of climate there is very little scope for faculty members to satisfy their social needs and/or derive job satisfaction, and

6. Closed Climate: A closed climate is characterized by lack of genuineness, game playing and relational disengagement. A high degree of apathy is found on the part of all members of the organization. Here group members neither secure social needs satisfaction nor job satisfaction with respect to their task-achievement. Last of all, the principal is effective in directing the activities of the teachers.

All the above components and climate types are important in creating environment of a school but the combinations of the above may vary according to the situation, hence, proper care is necessarily needed for adapting proper combination in generating conducive environment for satisfaction of teachers as well as boosting student's talents, endowment and academic performance. Loukas (2007) has mentioned in one of his articles that some schools have the philosophy to feel friendly, inviting, and supportive; others are felt exclusionary, unwelcoming, and even unsafe. Thus, feelings and attitudes that are generated by a school's environment are referred to as school climate. Although, it is difficult to concur with a concise definition for school climate, most researchers agree that it is a multidimensional
construct that includes physical, social and academic dimensions. The physical dimension includes: appearance of the school building and its classrooms, school size, ratio of students and teachers in the classroom, order and organization of classrooms in the school, availability of resources, safety and comfort intended for students etc. The social dimension contains: quality of interpersonal relationships between and among students, teachers, and staff; equitable and fair treatment of students by teachers and staff; degree of competition and social comparison between students; and degree to which students, teachers, and staff contribute to decision-making at the school. Lastly, the academic dimension includes: quality of instruction, teacher expectations for student achievement, monitoring student progress and punctually, and reporting results to students and parents.

There are many essential determinants which affect the climate of schools. The principal's role as leader of the school has a profound effect on school climate. Littrell, Billingsley, and Cross (1994) found that principal support influenced the feelings that teachers have about themselves and their work. Furthermore, teachers who characterize their principals as supportive, found work more rewarding enjoyed a productive and motivating work environment, demonstrated lower attrition rates and experienced less job-related stress and burnout, this in turn leads students’ success. Principals have the capacity to guide the positive progress of the school and to develop and nurture relationship within the school community that impacts the overall climate (Day, 2000). According to Littrell et al. (1994), in order to establish a positive school climate, principals should provide an atmosphere of optimism and camaraderie rather than an environment of competition and confrontation. Recently, Halawah (2005) conducted a study of principals' communication styles and school climate. A uni-dimensional scale was used to measure communication effectiveness and School
Climate Questionnaire assesses teacher—student relations, security and maintenance, student academic orientation, student behavioral values, student—peer relationships, instructional management, and student activities. Results obtained that school climate was positively associated with principals’ communication styles and concluded that school improvement is not possible without skilled, supportive and knowledgeable leadership that is receptive to the needs of all teachers and students.

A good school facility supports the educational enterprise. Research has shown that clean air, good light, and a small, quiet, comfortable, and safe learning environment are important for academic achievement (e.g., Earthman & Lemasters, 1996; Lackney, 1999; Cotton, 2001; Schneider, 2002). With regard to building and physical environment, Rutter et al. (1979) observed that the school environment which includes good working conditions, awareness to pupil needs, and good care and decoration of buildings, is associated with better outcomes for students. Class sizes have also been identified as essential determinants of good academic performance as several studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. In this context, Kraft (1994) conducted a study on the ideal class size and its effects on effective teaching and learning demonstrated that class sizes above 40 have negative effects on students’ achievement.

It is a matter of fact that students, teachers, and staffs’ feelings about their school climate underlie individual attitudes, behaviors, and group norms. Climate of a school is not necessarily experienced in the same way by all of its members. Rather, there is variability in individual perceptions of a school’s climate and researchers proposed that it is the subjective perception of the environment that influences individual student outcomes. For example, students who are aggressive may perceive
their school climate more negatively than those who are not. Because of the importance of individual perceptions, schools often assess how students feel about their school. Stringfield (1994) has observed that measurements of school climate, based on the perceptions of the principal, teachers, and students, are not necessarily equivalent. Overall, the perceptions of the first two sources are more closely linked to socio-economic status than to student achievement, whereas the measurements based on student perception are independent of the socio-economic level. Power, Higgins, and Kohlberg (1989) suggested that, the school climate scale applied to students should recognize four factors: the normative expectations of student behavior (e.g., discipline), the quality of student–teacher and student–school relationships, student–student relationships, and students’ perception of the educational opportunities provided by the school.

School environment, some-times is described as the school psychological environment or what others have referred to as ‘school ethos; ‘school culture’ or school climate as observed by Maehr (1991). The emphasis here is the student’s perception of the school environment and his/her reaction to those perceptions that are of importance. Hence, mainly two dimensions of the school psychological environment were found viz., the "goal dimension" and the "relationship dimension". First, there is increasing evidence that the achievement goal structures that students perceive both in the classroom and in the school as a whole, are related to their self-perceptions, use of effective learning strategies, effort and persistence (e.g., Ames & Archer, 1988; Maehr & Fyans, 1989; Midgley et al., 1995). Second, researches on the interpersonal aspects of the school environment has demonstrated that perceptions of positive teacher-student relationships and feelings of school belongingness both related to positive academic motivation and achievement (Goodenow, 1993a; Midgley
et al., 1989; Moos, 1979). Furthermore, Eccles and Midgley (1989) found that students' perceptions of the goal dimension of the school environment are strongly related to their perceptions of the relationship dimension of the school environment. Students who perceived their school as emphasizing understanding, effort, and personal development also perceived that teachers cared about, trusted, and respected students. In contrast, when students perceived that only the most able students are recognized, rewarded, and given support, they feel the situation less warm and responsive. Boekaerts (1993) contended that supportive academic settings may be perceived by students as extensions of their personal resources, and may thus serve to reduce anxiety and negative affect that can arise in achievement settings.

Bandura (1997) highlighted the importance of school environment and stated that good schooling fosters psychological growth that contributes to the quality of life beyond the vocational domain. He further stated that the goal of formal education should be to furnish students with intellectual tools, efficacy beliefs and intrinsic interest to educate them in varieties of pursuits throughout their life. The importance of the school milieu in the academic development of the child cannot be underestimated. Hence, in this regard he suggested, the school is a place where child develops cognitive competencies and acquires the knowledge and the problem-solving skills essential for participating effectively in the society. A sustainable, positive school climate fosters youth development and learning necessary for a productive and satisfying life in a competitive world. Such climate includes norms, values, and expectations that support peoples' feelings socially, emotionally, and physically safe. Positive perception of students about their school climate promotes their learning and it has profound effect on students' motivation to learn and achieve academically.
Rutter et al. (1979) and Ouston et al. (1980) have also expressed their views and stated that a school is a complex social system where a school with positive or good climate characterized by clear academic emphasis, teachers' consistent management style, praise of pupils for work well done, greater responsibilities given to children, encouragement of pupils, co-operation between teachers, etc. They also recommended that positive school climate is advantageous in several ways, as it not only predicts good academic achievement, but also students' good behavior and positive self-esteem. Moreover, Freiberg (1998) and Kuperminc et al. (2001) pointed out that a positive school climate can yield positive educational and psychological outcomes for students and school personnel too.

It is also important to mention that poor school climate is likely to generate school stress. In school, peer relationship is considered as a very crucial and significant aspect. Although peer relationships are likely to change over time but peer support may be especially important for sustaining a sense of belongingness and as an essential factor in reducing the likelihood of depressive symptoms (Giordano, 2003). It is interesting to note the contention contended by Kuperminc et al. (1997) that a positive school climate associated with fewer behavioral and emotional students' problems. Moreover, school climate in high-risk urban environments indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students (Haynes, Emmons, & Comer, 1993). Finally, student perspectives are important during the transition from one school level to another. Attending a new school can be frightening for students and this apprehension can adversely affect students' perceptions of their school's climate and learning outcomes. Therefore, it is imperatively important to suggest that
providing a positive and supportive school climate for students is important for a smooth and easy transition to a new school which sometimes becomes necessary.

In view of the above deliberation regarding school environment, it is imperative to impress upon the fact that the environment in which people work and learn has a tremendous effect on how much successful, happier and productive they are. School is a very important element not only of our society but is globally relevant that plays a major role in shaping overall personality and in achievement motivation as well. Thus, it is supposed that the proper school environment is needed for students' good psychological adjustment, well-being and achievement that are not only contained in school but out of school too.

On the basis of afore-mention descriptions, it becomes clear that how much important are the variables which have been studied on school children, hence, the whole endeavors of this chapter advocates the significance and relevance of the study.