Adolescence is one of the most important periods of life. It can be defined as the transitional stage of development between childhood and adulthood, representing the period of time during which a person is biologically adult but emotionally not fully mature. Major physiological, cognitive and behavioral changes take place during this period. A person's body undergoes dramatic changes. Adolescent stage is associated with drastic changes in their mood sometimes known as mood swings, which influences their behavior a lot. Cognitive, emotional, attitudinal and behavioral changes which are the characteristics of adolescence, often take place during this stage, and this can be a cause of conflict on one hand and on the other hand it has a positive impact on personality development. Because the adolescents experience various strong cognitive and physical changes, for the first time in their lives they may start to view their friends and peer group, as more important and influential than their parents. Sometimes they may indulge in antisocial activities under the influence of peer group, although this may be more of a social phenomenon than a psychological one. Hence proper guidance at this crucial phase in life is all the more important for enhancing their self concept, self confidence and self esteem, enhancing their knowledge and skills in decision making, conflict resolution and management of emotions. The home environment and family play an important role in adolescent psychology. So, home environment is the basic and essential nurturing support system for all the individuals. The home environment and family process provide a network of social, physical and intellectual forces. Home is the social-biological unit that exerts the greatest influence on the development of the individual's behaviour. Researchers and theorists have increasingly recognized the role of home environment for the overall development of the children especially the adolescents. Adolescence is a period when the behaviour gets influenced highly by emotions and this in turn affects the psychological/mental health. Keeping all this in mind, the present investigation was carried out to explore the relationships between home environment and self confidence, self esteem and general well being amongst adolescents. The following objectives were formulated.
Objectives

The present study was undertaken with the following objectives.

1. To study the relationship between home environment and self confidence amongst adolescents.
2. To study the relationship between home environment and self esteem amongst adolescents.
3. To study the relationship between home environment and general well being and its dimensions amongst adolescents.

Hypotheses

The following hypotheses were formulated.

1. There would be a significant relationship between home environment and self confidence amongst adolescents.
2. There would be a significant relationship between home environment and self esteem amongst adolescents.
3. There would be a significant relationship between home environment and general well being and its dimensions amongst adolescents.

For investigating these hypotheses, a correlational design was adopted in the present study. A sample of 200 adolescent (100 males and 100 females) students of 10th and 11th standard was selected for present study on the basis of availability. Only those students were taken who gave their consent and showed their cooperation and interest in the study. The sample was taken from different private schools of Jind city affiliated to CBSE (Central Board of Secondary Education). The age range of the participants was 15-17 years with a mean of $16.02 \pm 0.83$ years. Home environment inventory, self confidence inventory, self esteem scale and general well being scale were administered on the subjects individually. The data was analyzed by descriptive statistical analysis and coefficient of correlation by Pearson’s product moment method.
The results indicated that out of ten dimensions of home environment only five dimensions i.e. control, social isolation, reward, nurturance and rejection have been found significantly related to self confidence. The nature of correlation was positive for nurturance and negative was for control, social isolation and rejection. It means that adolescents with high control, social isolation and rejection exhibit lower level of self confidence whereas high nurturance at home builds the self confidence of adolescents. No significant relationships were found between protectiveness, punishment, conformity, reward, deprivation of privileges and permissiveness and self confidence amongst adolescents. Thus, first hypothesis stating that there would be a significant relationship between home environment and self confidence amongst adolescents has been partially proved.

The present results of home environment and self esteem showed that out of ten dimensions of home environment only five dimensions are significantly related to self esteem. Punishment, social isolation and deprivation of privileges have been found significantly and negatively related the self esteem whereas significant and positive relationship have been found on reward and permissiveness dimensions amongst adolescents. It indicates that punishment, high social isolation and deprivation of privileges at home significantly lower the self esteem of adolescents. On the other hand, materialistic and symbolic rewards and freedom to express their views lead to high self esteem. The relationships between control, protectiveness, conformity, nurturance and rejection are non significant. The second hypothesis stating that there would be a significant relationship between home environment and self esteem amongst adolescents is partially verified.

Regarding the general well being, punishment, social isolation, deprivation of privileges, rejection had a significant but negative relationship with general well being amongst adolescents. These results suggest that punishment, social isolation, deprivation of privileges at home diminish the overall well being of adolescents. On the dimension of general well being, protectiveness, conformity and nurturance had a significant positive relationship with physical well being and significant inverse relation is seen with rejection dimension. Similarly protectiveness and reward are significant and positively related with emotional well being. Significant and negative correlation is found between rejection and emotional well being. On
the third dimension of general well being which is social well being, punishment and social isolation have significant but negative relation with social well being whereas nurturance and permissiveness have positive significant association with social well being. Punishment, conformity, social isolation, deprivation of privileges and rejection are significantly related to school well being. The direction of correlation for punishment, social isolation, deprivation of privileges and rejection was negative whereas conformity was positively related to school well being of adolescents. The above findings indicate that a few dimension of home environment are significantly related to general well being and its dimensions. Thus the third hypothesis stating that there would be a significant between home environment and general well being and its dimensions amongst adolescents has been partially verified.

The results indicate that home environment is a strong source of support for all round development of adolescents, providing close relationships, strong parenting skills, good communication and modeling positive behaviour. It can further be inferred that modifications in the home environment can be made to make it favourable for the holistic development of adolescents.