INTRODUCTION
The term “adolescence” is a social construct, like other developmental phases in human growth and development, but unlike others, it breeds a lot of ambiguity. However, some experts view the term as a construct applied by adult members of the society to describe the person who is in the transition to acquire biological features peculiar to the adult population group. The term is derived from the Latin word meaning to grow up' or 'to grow into maturity'. Adolescence begins with the onset of physiologically normal puberty, and ends when an adult identity and behaviour are accepted. This period of development corresponds roughly to the period between the ages of 10 and 19 years, which is consistent with the World Health Organization’s definition of adolescence. Those responsible for providing healthcare to adolescents must allow sufficient flexibility in this age span to encompass special situations such as the emancipated minor or the young person with a chronic condition leading to delayed development or prolonged dependency.

According to Stanley Hall (1904) adolescence is a marvelous new birth, for the higher and more completely human traits are now born. Adolescence is a period of marked change in the person’s cognitive, physical, psychological, and social development and in the individual’s relations with the people and institutions of the social world. In essence, the meaning of adolescence and the ages at which it begins and ends, differ from culture to culture. Papalia (1993) defined adolescence as one yet in the nest and vainly attempting to fly while its wings have only pin feathers. Selman (1980) and Buhrmester and Furman (1987) stated that adolescence introduces a period of transition in family and social role expectations coupled with increase in the range and intimacy of social relationships. Patil (2003) reported that adolescence is accompanied by some stress, related to school, family and peers, and this stress can at times be difficult to control.

In some situations, the term is used interchangeably with youth even though they are significantly different. Adolescence like youth is a unique period of joy, vigour, opportunities as well as challenges as the individual begins to appreciate more
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vividly phenomena in his or her environment in a more personal manner (Ikorok, 2004). Adolescence is a period of change more rapid than at any other time in human development other than infancy. For the adolescent, this period is a dramatic challenge, one requiring adjustment to changes in the self, in the family, and in the peer group and also in the institutions.

At the stage of adolescence many biological, social and psychological changes occur. In physical changes there is growth in height and weight, anatomical development, growth of arms and legs, their hands, feet and nose seem to play an important part in adolescent development. The marked physical and emotional growths of adolescents result in strains that frequently precipitate. Stress and anxiety as reflected in physiological, psychological and social behavior. The period of adolescence is most closely associated with the teenage years, although its physical, psychological and cultural expressions can begin earlier and end later. For example, although puberty has been historically associated with the onset of adolescent development, it now typically begins prior to the teenage years and there have been a normative shift of it occurring in preadolescence, particularly in females. Physical growth, as distinct from puberty (particularly in males), and cognitive development generally seen in adolescence, can also extend into the early twenties. Thus chronological age provides only a rough marker of adolescence, and scholars have found it difficult to agree upon a precise definition of adolescence.

The social scientist looks at the adolescent as going through a period of ambiguous role expectations. The young person often cannot decide whether a situation calls for acting as a child or as an adult. The purely sociological approach does not complete the portrayed of the adolescent experiences. It illuminates only social aspect. The psychological aspect deals with the crisis of identity. Erikson's concept 'identity crisis' deals with the relationship between what a person appears to be in the eyes of others and what he/she feels it. Crisis does not a break down or catastrophe but rather a 'crucial period' what development must move one way or another and around the young person must be established.

Adolescence also brings some emotional changes in the individuals. These changes are often accompanied by emotional tensions. The adolescence is exposed to new social situations, patterns of behavior and societal expectations, which brings a
sense of lack of confidence. It increases the incidence of depression. They show the tendency of impulsive urge to take immediate actions, which often leads to risk taking behavior. Their body image can bring a sense of fun, pride, shyness or unhappiness, changes in habitual pattern of behavior, attitude and personality. There are marked changes in social interest. They use new set of values in selection of friends and social grouping. Along with these changes adolescence also brings in negative syndrome like self centered, showing off, emotional immaturity, stubbornness, irritability, unsatisfactory relationship with the family members and others and conflict with family and others. The period shows rapid shift between self confidence, self esteem and well being.

Problems of Adolescence

The biological and psychological changes of adolescents and the nature of developmental task which they are expected to perform often poses certain challenges and problems to them. Basically adolescents face problems related to their home, school and society. The problems are such as bodily changes, identity crisis and role confusion, generational conflicts, egocentrism, emotional instability, delinquency, aggression and violence, eating disorders, substance abuse, teenage pregnancy, adolescent suicide, conduct disorder, sexual problems and sexual transmitted diseases.

Above are a few and very common problems which adolescents face. The more serious problems are drug addition, alcoholism, smoking, truancy, sexual obsessions etc. Adolescence is a phase which makes a person enters into the adult world. Growing into an adult that makes the child to experience the problems in various domains of life such as personal, social, educational and emotional. Through proper guidance and counseling services adolescents can be helped to solve these problems.

Adolescence is one of the important periods of life. Home environment/family plays an important role in the personality development of adolescents and is undergoing structural, emotional and interactional transformations. Home environment plays a vital role in providing not only the congenial atmosphere to the individual to form his style of life and basic behaviour patterns.
Home Environment

Home is where the heart is. Home is the person's primary environment from the time he is born until the day he dies; hence its effect on the individual is also most significant and enduring. Among the various social groups, home occupies the first and most important place for the development of the individual. Home environment refers to the aspects of people's domestic lives that contribute to their living conditions. These factors may be physical (poverty), psychological conditions due to parenting and social circumstances (emptiness, living alone etc.) or wider cultural patterns of life related to the location (suburban environments or urban environments). Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits. For young children, the home or family environment is a central influence on emotional as well as cognitive and behavioral development, and it remains an important influence into adolescence (Maccoby, 1992).

An ideal home environment is one where there is proper reward to strengthen the desired behavior, a keen interest in and love for the child, provision of opportunities to express his/her views freely, where parents put less restrictions to discipline the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where the children are not compelled to act according to parental desires and expectations, where they are neither threatened of being isolated from beloved persons nor deprived of love, respect and childcare.

During the past few decades home environment had been identified as being a contributing factor in a child's educational, cognitive and affective development. Researchers typically separate elements of the home environment into two major categories; social and physical. In spite of rapid changes within the modern family the home environment is still the most potent favour in regulating the behaviour of young people (Chand, 2007). Home environment has many aspects such as family structure, family relationship, family socioeconomic resources and parenting style which may effect on adolescents development (Ackerman, Kogos, Youngstrom, Schoff and Izard, 1999).
Psychologists have consistently proved that the proper development of the child is impossible without a good environment in the family. The word ‘family’ has been taken from the Roman word ‘famulus’ means a servant. Gaur and Gupta (2004) stated that family provides most of the early environmental influence upon the personality which remains throughout the life. In our Indian culture two dominant family structures have been in existence, i.e. nuclear and joint family system. The joint family structure is that where presence of three or more generations of serial descent who share property, residence etc. Here, the child grows up in a very protective environment and considered to be obedient, respectful and rarely rebellious, severely disciplined and not allow to make own decision. On the other hand, nuclear family structure consists of parents and their unmarried child. Here the individual feels free to pursue his desired goals as one is not bound to follow the behavior pattern largely controlled by the community attitude. So both the family structures having their own impact upon the personality of the individuals. Family in Indian culture is the significant primary group that influences young people.

The family is basically a unit in which parents and children live together. Its key position rests on its multiple functions in relation to overall development of its members, their protection, and overall well being. Therefore, it would emerge that not only the social and physical well being of the individual is taken care of by the family, but also the psychological well being as well. All families are not necessarily able to provide favorable and emotionally nourishing environment.

Family relationships continue to be of crucial importance throughout adolescence and young adulthood. Because of the important role of psychological functioning for youngsters’ daily lives and their further social adaptation. Family relationships/interactions play an important role in an individual’s life pattern from early childhood through adulthood. Family is the only institution which provides the security and support without any rewards in return. Family cohesion and supportive relationships between family members are associated with adolescent psychological adaptation and lower depression (Herman, Ostrander and Tucker, 2007). Research regarding level of family conflict suggests that a conflictual family environment is associated with adolescents’ insecurity and psychological distress, as well as aggressive behaviour and conduct disorder (Wissink, Dekovic and Meijer, 2006). During adolescence, well being decreases and psychological problems increase. One
aspect of the family that has been steadily found to affect the emotional adjustment of adolescents is the quality and stability of their parents' marriage (Cui, Donnellan and Conger, 2007; Mandara and Murray, 2000). The effectiveness of family functioning in conditioning the children's personality and social development has an outstanding importance (Juyal and Gaur, 2007). These interactions and interpersonal relationships are seen between parents, parent and child, siblings, and any other relative or person living in the household. The healthy functioning of these interaction patterns enhances self-confidence, self-reliance, academic competence, work orientation, self-esteem, and well-being of the adolescents.

In family relationships, there is a variety of aspects of family life which influence adolescents' development; such as instability in the family environment causes acute stress to a child and may challenge a child's sense of security and ability to cope with later life changes. Adolescent development is characterized by dramatic changes in physical development, social relations, identity, sexuality, and behavior. High levels of family instability might be related to increased difficulty negotiating these normative transitions and to poorer adolescent outcomes across a variety of developmental domains (Rueter and Conger, 1995). Family dynamics is one of the most important elements affecting healthy child development. Positive family functioning can help mitigate the influence of other factors in child development, such as family income and family structure (Kumpfer and Alvardo, 2003). Research shows that both overall family system functioning and parental behaviors are positively related to adolescent well-being (Karavasilis, Doyle and Markiewicz, 2003; Miyamoto, Hishinuma, Nishimura, Nahulu, Andrade, Goebert, and Carlton, 2001; Muris, Meesters, Schouten and Hoge, 2004; Wolfradt Hempel and Miles, 2002).

Family's socioeconomic status/resources also an important factor of home/family environment which influence adolescents' development. Socioeconomic status has been widely used as a measure of home environment. Steinberg, Belsky and Meyer (1991) defined SES as "measure of an individual's or family's standing in society, based primarily on income, education and occupation". Bossard (1954) explains that the type of home, clothing, spending money, and other material possessions the adolescent has, all are influential in determining his social class status in the peer group. The adolescent from an upper or upper-middle class family is more assured of status than one from the lower-class family. When the adolescent finds that
his lack of social acceptance by his peers is due to lack of money, it frequently brings strong resentments towards his parents. Duncan and Magnuson (2003) states that social class affects not only the amount of money parents spend but also what they expect of their children. When asked to pick from a list of traits that are most desirable in a child, lower-class people favor obedience and conformity, whereas well to do people select qualities such as good judgment and creativity.

Sibling relationships in a family also have great impact on the development of adolescents. Sibling relationships are emotionally powerful and critically important not only in childhood but over the course of a lifetime. These relationships can provide a significant source of continuity throughout a child’s lifetime and are likely to be the longest relationships that most people experience. Siblings may have stronger socializing influence on the adolescent than parents have. Most families, at one point or another in their histories, are likely to contain two or more children. Thus a child’s siblings must also be seen as potential socializer. Essman (1977) found that older siblings role behavior towards younger children influence the child’s development and socialization in to the parental role. Children learn parenting behaviors from their siblings as well as from their parents. Floyd, Purcell, Richardson and Kupersmidt (2009) described that relationship between siblings has received much less attention than relationship with parents in every age group yet for many adolescents siblings are significant companions.

Parenting has long been recognized as making an important contribution to the development of competencies and problem behavior among children and adolescents. Parents are the chief architects in shaping the personality of an individual. However, recently researchers have begun to develop attention to understanding variations in parenting in different cultures and how it is related to psychosocial outcomes in children and adolescents (Murry, Bynum, Brody, Willert and Stephens, 2001). Recent studies investigating parenting in different cultures have pointed to several important patterns regarding linkages between parenting strategies and psychosocial outcomes (Barber, Ball and Armistead, 2003). Studies show that high parental involvement leads to high achievement and low parental involvement leads to low achievement (Ahuja and Goyal, 2005). Parental involvement is much more likely to promote adolescent school success when it occurs in the context of an authoritative home environment (Steinberg, Lamborn, Dornbusch and Darling, 1992).
Parenting practices characterized by warmth and support, consistent and firm discipline, and close monitoring have been shown for several decades to be important for the positive development of young children. These parenting practices are linked to lower rates of depression, drug use, delinquency and sexual behavior among young people (Crosnoe, Erickson and Dornbusch, 2002).

There are four types of parenting styles such as authoritarian, authoritative, permissive and uninvolved parenting styles. The authoritarian parenting style constitutes of parents who are often strict and harsh (Ang and Goh, 2006). Authoritarian parenting style has low acceptance and high control on their children. They are highly demanding and controlling, emotionally at distant with their children and may be rejecting. These parents always showed rigid behaviour and high control even when the child grown up to mature. Authoritative parenting style is distinguished by setting high goals for their children. These parents are very sensitive and involved in their child’s activities; responsive to their needs, encouraging them in verbal conversation and allow their children to question parental requests. They set less restriction when their children are grown up and become mature. While permissive or laissez-faire parents are those who impose few restrictions, rules or limits on their children. The permissive parents make few demands exhibiting non-controlling behaviour and use minimal punishment. They give high level of freedom to their children and do not restrict their behavior unless it physically harms them. Uninvolved parents who are ambivalent to their child’s wants and needs are considered uninvolved parents. Uninvolved parenting styles rank lowest across all life domains. These children tend to lack self-control, have low self esteem and are less competent than their peers. Often, this parenting style is associated with neglect and abuse. While there are no demands or rules to follow for the child, there is also no communication and no encouragement from the parent.

Parental acceptance and encouragement are positively related with academic school success and competence (Lakshmi and Arora, 2006). Aufseeser, Jekielek and Brown (2006) reported that parents who provide supervision and are involved with their adolescents' activities are promoting a safe environment in which to explore opportunities. Larson and Halfon (2010) the children of families living in poverty are more likely to have health conditions and poorer health status, as well as less access to and utilization of health care. Researchers revealed that authoritarian parenting style
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generally lead to children who are obedient, well behaved and proficient, but they rank lower in happiness, social competence, less resourceful, achieve less at school and have poorer social skills (Dewar, 2011). Adolescents from authoritarian homes had lower self esteem than did teens from authoritative or permissive families (Martinez, Garcia and Yubero, 2007). In addition, when authoritative parenting strategies are utilized, youth have higher rates of academic achievement, positive peer relationships, are more self-reliant (Robert, Shannon and Glen, 2003).

A home/family environment in which empathy works, peer communication occurs spontaneously there is smoother and warmer relationship; free communication occurs when there is respect for the opinion of others. The intergeneration gaps can evaporate smoothly with this type of mutual understanding. If the youngsters and adolescents are not accepted as valuable members in the family, they are not treated with affection and respect, they don’t reach a self satisfaction, they will crystallize a negative imagination on their own and they will be deprived of a sense of security which is the cornerstone of success. Thus, the value of self esteem entity as one of the inseparable dimensions in human personality which is considerable with respect to successes and failures is considered as either a positive (a facilitator) or a negative (preventive) factor (Liu Lihui and Liu Hong, 2006). Adolescent will encounter challenges in self identification, make optimum relationships with the others and establish healthy mental-behavioral growth. In the case of adolescents and youngsters, self-esteem is concerned with their cultural and social aspects of life. For example, a supportive family environment will foster boosting the self-esteem of the youngsters and adolescents.

Several efforts have been made to understand the effect of home environment on some psychological variables such as self concept, psycho-social adjustments, self esteem, achievement motivation, academic anxiety, psychological distress and emotional competence. In the present study a few of the following psychological variables have been focused.

Parental loving behaviours such as support, acceptance and nurturance build a child’s self confidence and a sense of competence whereas psychological maltreatment by parents result in low self esteem, behavioural and emotional problems in children and a major threat to children’s mental health. This is further lowers the self adequacy, sense of self worth and self confidence.
Self Confidence

Self confidence is the confidence one has in oneself, one’s knowledge, and one’s abilities. It is the confidence of the type: "I can do this". "I have the ability to do this". Self confidence is the one thing that is much more important than many other abilities and traits. If one does not have self confidence, what one do will never become fruitful at all? The fruits of what one does without self confidence are lost. The Merriam Webster’s dictionary definition of self confidence is, “Confidence in oneself and in one's powers and abilities.”

Self confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is an attribute of perceived self. Self confidence refers to a person’s perceived ability to take situations successfully without leaning on others and to have a positive self-evaluation (Breckenridge and Vincent 1965). In the words of Basavanna (1975),”self confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go all right.”

Genuine self confidence is the forerunner of achievements. Self confidence integrates the powers of mind and body and focuses them towards the goal. Only such a concentrated energy can reach the goal. Self confidence is the first step to progress, development, achievement and success. Even if one has a lot of abilities and a lot of knowledge, if one do not have self confidence one cannot be a success. But, on the contrary, even if one has only average abilities and knowledge, if one has an unfailingly true self-confidence, chances are that one achieves what one want to.

A self confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly assertive and having leadership qualities. Confidence is learned, it is not inherited. If one lacks confidence, it probably means that, as a child, one was criticized, undermined or suffered an inexplicable tragic loss, for which one either blamed one or were blamed by others. Confident people have deep faith in their future and can accurately assess their capabilities. They also have a general sense of control in their lives and believe that, within reason, they will be able to do what they desire, plan and expect, no matter what the foreseeable obstacle. This faith is guided by more realistic expectations.
Even when their goals are not met, those confidences continue to be positive, believe in themselves and they accept their current limitations with renewed energy.

Self confidence can be defined as having a positive, realistic self-image. With self confidence comes the ability to handle criticism, show affection, and be optimistic and assertiveness. Self confident people have a positive outlook and think positive thoughts about themselves, believing that their abilities match the tasks that they must take on. Emotional maturity and the ability to pragmatically evaluate capabilities are also markers of confidence.

Types of Confidence

In today's scenario three types of confidence may be found.

- **False confidence** is that when person who talks big and poses like a big shot. The person often takes big risks in an effort to either impress others or to assuage their own discomfort, and the result can be terrible.

- **True confidence**, which does not depend on recent results. It is based on a deep sense of inner trust. The person who has a history of doing the right thing regardless the outcome. It means that they act in their own best interest and trust and understand that doing such over time has a positive impact on results.

- **Temporary confidence**, which is conditional on recent performance. The person whose self esteem is tied to their account equity, when a good run, they feel confident and take larger risks. And when performance is lousy they start grasping at anything.

Attributes of Truly Confident Person

A lot of people might believe that they are confident, depending on how they feel on any given day but confidence is not a fleeting thing that is here today and takes a holiday tomorrow confidence is all pervasive. It shows itself in every aspect of our lives. The way one view oneself, perceives one’s world, approaches crises, the way one treats others, one’s world, one’s readiness to exercise, compassion and forgiveness and most important, the way one treats oneself. True confidence has following attributes.

- **Self-belief**: With self-love comes amazing self-belief in what is truly possible. People who think highly of themselves do not see barriers to achievement or
obstacle in their paths. The main difference between a confident and low confident person: one believes that they have the power to affect their life; whereas the other looks to others do it for them.

- **Self love:** It is the first crucial attribute. If anyone has no self-love, has no confidence because it is the heart of confident; self-love and self-acceptance, which decides our self-esteem. Any lack of self-love is a prelude to misery and dissatisfaction with our lot. Happiness begins from within and when one love oneself and do not seek the approval of anyone, one reach to the next attribute.

- **Happiness:** Confident people are truly happy with their life. It does not mean they are never sad. It means if they are down it lasts very briefly and then they are back up again. They know they can always do something else and change the result people of low self esteem always blame themselves and reinforce that with even thoughts of their abilities, so they stay in the doldrums much longer. Above all, being contended with themselves and their bodies confident people tend to be truly happy, often cheerful and with a ready smile.

- **Comfort in themselves:** Confident people are happy in their own skin. They love who they are, do not wish to be anyone else and they seek no one’s approval to whom they wish to be. That is a sure sign of a strong sense of belonging and personal security. They tend to do what they please without following the fashion or being lemmings. Being natural elders, they tend to set the pace for others and to inspire them.

- **Fearlessness:** Confident people tend to be pioneers, fearless in their approach and their actions it is not that they do not the usual fears of survival. Those with high self esteem are keen to get on with it so they tend to act first and be afraid later. Willing to take risks and to make sacrifices, they have very little fear in living their own life to the maximum.

- **Experiment:** Really confident people love to experiment, to try out new situations, innovate and create. They are always pushing the boundaries of their talents because of their self belief. Unlike people of low self esteem, confident ones do not care about making mistakes, because they know that’s how they learn and grow. They are not worried about being wrong, but at arriving at a solution or a different result, no matters how many times they have to change their approach. Failure is not in their vocabulary and so they
will achieve their desires no matter how long it takes, because they have tenacity, self belief and determination to keep trying even when many others have give up.

- **Self-Assuring:** Confident people believe in themselves. They know about their strengths and have accepted their weakness.

- **Sociable:** Confident people know how to endear themselves to others and how to take compliments and criticisms gracefully.

- **Competitive:** Really confident people love competition, they love to test their mettle against the best efforts of others, because they believe they can win, even when they lose.

- **Hard working:** Confident people know best path to achieve their goals is through putting in hard efforts, no matter how exhaustive or arduous.

- **Ambitious:** Confident people know what they want. They easily define their goals and strive to achieve them.

- **Determined:** Confident people never give up on their goals, even when it sometimes seems impossible, they know that it is better to try and fail and try again than to give up and let doubt take over.

- **Positive:** These people are positive. They know how to assuage doubts, conquer eras and how to find every silver lining in a sky gone gray with storm clouds. They know that while failure is a part of everyday life, even in failure fresh starts are always possible.

Self confidence seems to related to self esteem. According to Cohen (1959) "a person with high self esteem tends to deal with the life confidently and values the self highly". On the other hand, a person with low self esteem tends to deal with life less confidently and places a low value on self. Schlenker, Soraci and McCarthy (1976) suggested that individuals with high self esteem are accustomed to experience personal success with high self confidence levels. Individuals with low self condolence are accustomed to experience failure.

Self confidence also seems to be related with self efficacy. It is a term used in psychology, roughly corresponding to a person's belief in their own competence. Ormord (2006) defined it as the belief that one is capable of performing in a certain
manner to attain certain goals. It is believed that our personalized ideas of self efficacy affect our social interactions in almost every way. Self confidence connotes how individuals perceive their ability to succeed at a particular endeavor or how they judge their effectiveness once the task is finished.

Importance of Self Confidence

Self confidence is a general and realistic belief in one's own abilities. Self-confident people trust in their own ability to achieve goals that they plan and set out to achieve. This belief needs to be realistic. Self confidence does not mean that an individual can achieve anything and everything, even absurd goals. It simply means that the person will have a sense of control over his own destiny, a positive frame of mind and is likely to make the best use of his talents and skills in achieving positive outcomes. Achieving self confidence is a fine balance. Lack of self confidence or under-confidence will result in an individual doubting his abilities. Such people seek the approval of others for reassurance. They believe they have to conform to the expectations of others to fit in and be accepted. They will tend to avoid taking risks for fear of failure. They expect to fail, and this becomes a self-fulfilling prophecy! On the other hand over confidence is not desirable either, as such individuals may tend to have unrealistically high expectations and beliefs in their abilities and therefore take unwarranted risk.

Self confidence is not necessarily all-pervasive. An individual who is completely comfortable and confident in one area of activity such as his work or profession may lack confidence in other areas such as social situations.

Factors Affecting Self Confidence

Many factors affect the development of self confidence. Parents' attitudes are crucial to children's feelings about themselves. When parents provide acceptance, children receive a solid foundation for good feelings about themselves if one or both parents are excessively critical or demanding, if they are overprotective and discourage moves towards independence, children may come to believe that they are incapable, inadequate or inferior. If parents encourage children's moves towards self-reliance and accept and love their children when they make mistakes, children will learn to accept themselves and will be on their way to develop self confidence.
Self confidence is also affected by focusing upon too much on unrealistic expectations or standards of others, especially parents and society. Peer group or friends also affect one's self confidence at crucial stage of life i.e. adolescence stage.

Self confidence can be learned, not inherited. So lack of confidence does not have to be permanent. The persons with high self confidence have a realistic view of themselves and their capacity which makes them persistence in their endeavours and that further boost their self esteem.

Self Esteem

Self esteem is a concept used to describe a personality variable that captures the way a person generally feels about herself, or the way a person may evaluate her abilities and attributes. The term self esteem is used to describe a person's overall sense of self-worth or personal value. Self esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviors. Self esteem is the concept that one have of one's worth and it is based on one's thoughts, feelings, sensations and experiences that one has been collecting throughout live; one believes that one is clever or silly, people like him/her or not. The thousands of impressions, evaluations and experiences are all reunited into a positive feeling towards ourselves or on the contrary, in an uncomfortable feeling of not being what we expected to be.

Self esteem is generally considered a personality trait that reflects a person's overall sense of value and self-worth. Self esteem involves how one generally feel about oneself, one's abilities, appearance, emotions, attributes and behaviors. Some people have very high self-esteem while others may have very low self-esteem. It is a very important aspect of our personality. It helps us to achieve our identity and to adapt to society. In other words, the degree in which individuals have positive or negative feelings about themselves and the degree in which individuals value themselves.

The original normal definition presents self esteem as a ratio found by dividing one's successes in areas of life of importance to a given individual by the failures in them or one's "success / pretensions". Problems with this approach come from making self esteem contingent upon success: this implies inherent instability because failure can occur at any moment. In the mid 1960s, Morris Rosenberg and
social-learning theorists defined self esteem in terms of a stable sense of personal worth or worthiness. Nathaniel Branden in 1969 defined self-esteem as “the experience of being competent to cope with the basic challenges of life and being worthy of happiness”.

According to Branden, self esteem is the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth). It exists as a consequence of the implicit judgment that every person does about, on one side, his/her ability to face life’s challenges, that is, to understand and solve problems, and, on the other side, his right to achieve happiness, or, in other words, to respect and defend his own interests and needs. This two-factor approach, as some have also called it, provides a balanced definition that seems to be capable of dealing with limits of defining self-esteem primarily in terms of competence or worth alone.

Components of Self Esteem

According to Braden (1969) there are three key components of self-esteem:

1. Self-esteem is an essential human need that is vital for survival and normal, healthy development.
2. Self-esteem arises automatically from within based upon a person's beliefs and consciousness.
3. Self-esteem occurs in conjunction with a person's thoughts, behaviors, feelings and actions.

Self esteem can be broadly defined as the overall evaluation of oneself in either a positive or negative way. It indicates the extent to which an individual believes himself or herself to be competent and worthy of living. Simply put, self esteem is essentially one’s felling of self competence and self-worth (Malbi and Resoner, 2000). According to Tesser (2000) self esteem is a global evaluation reflecting our view of our accomplishments and capabilities, our values, our bodies, other respond to us and events or occasions and our possessions. Self esteem as defined by Aronson, Wilson and Akert (2005) is the extent to which people view themselves as good, competent and decent. It is a complex concept that has multiple variables, each of which can serve to enhance or hinder an individual’s concept of him/her self.
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Characteristics of self esteem

People who struggle with their self esteem are often advised to seek out people who are successful, confident and have high self esteem. Of course it’s not as simple to just watch someone who is outwardly comfortable and hope that will rub off and improve your own self esteem. However, it is useful to spend some time with people you know with high self-esteem and observe some of the specific characteristic that are common with people who are confident and ‘comfortable in their own skin’. The major characteristics of self esteem as follows.

- **Belief in themselves:** People who have high self esteem have confidence in their own abilities. This isn’t a case of false self confidence. They recognize what they’re good at, are confident that they are able to improve where necessary and unlike people with low self esteem, believe that they deserve to do better. The effect of this is that they are often ambitious in their chosen field and do well in their careers as they consistently strive for improvement and personal success.

- **Know what they want or need:** People with high self-esteem generally have clear ideas about what they want or need and are able to communicate these needs and wants to others.

- **Effective communication skills:** It is common for people with high self esteem to be good communicators. This includes having good listening skills which leave them open to taking advice, being open to change and new ideas.

- **Drive to succeed:** Not surprisingly people with high self-esteem have the drive to succeed. Some people with low self esteem have similar drive, but the difference is that people with high self-esteem are generally more flexible and find it easier to overcome challenges and disappointments along the way. They don’t worry about failure and even when they do fail, they have the inner resources to learn from the failure and then move on.

- **Comfortable with change:** Because people with high self-esteem are comfortable with change, they enthusiastically seek out new opportunities and are open to embracing new ideas. They are also happy to learn new skills to support them with any new challenges.

- **Enjoy healthy relationships:** With their good communication skills and their enthusiasm to succeed, people with high self esteem generally enjoy good healthy
relationships and are able to accept constructive criticism, without letting it dent their confidence. Because of their confidence they are rarely competitive with others because they are comfortable with their own abilities.

- **Goal-orientated:** The almost inbred confidence that someone with high self-esteem has, means that they are very focused on self-improvement and success and are often good at planning and setting goals in a methodical way, as well as achieving them.

Researchers have shown that the high self esteem is largely associated with good mental health, social skills and high achievement. Some positive outcomes of high self esteem may include healthy social relationships, positive perceptions by peers, academic achievement and persistence and improved coping skills. On the contrary, low self esteem has been associated with depression, antisocial behavior, drug and alcohol use and criminal behavior (Bae and Brekke, 2003).

**Types of Self Esteem**

- **Explicit self esteem**- Often defined as conscious feelings of self liking, self worth and acceptance (Kernis, 2003). It may be a product of the cognitive system, which is based to some extent on logical analyses of self relevant feedback and information.

- **Implicit self esteem**- Typically believed to consist of non conscious, automatic and over learned self evaluations. It may have its origins in the experiential system and be derived primarily from the automatic and holistic processing of affective experiences (Bosson, Brown, Zeigler-Hill and Swann, 2003).

Several factors such as heredity, physical characteristics, early training and experience, family group, peers, personal, cultural and socio-economic factors, current physical and mental conditions and life situations may affect the physical and emotional development of a person. These may affect one's self esteem.

**Factors Affecting Self Esteem**

Self esteem is an important factor in an adolescent in their social life and mental growing time. In their adolescent period, they grow the base of self esteem for life.
We may be known that there are many factors that affect adolescent self esteem. Children begin to develop self esteem while very young. Parents, friends, teachers and the television contribute a lot, without knowing, in their mental development. The important factors affecting the self esteem are given below.

- **Physical Image factor:** One of the major factors that affect the childhood and adolescent's self esteem is the concept of beauty. Children from very childhood and onwards may feel the preferences of some people in dealing with better looking children. It is true for the kids themselves, kids at the same age prefer to associate with better looking kids rather than those with deformities or physical problems. Teasing and bullying can be huge harmful for adolescent self esteem.

- **Family Support:** Family support and encouragement can actively shape adolescent self esteem. It may looks like adolescents are embarrassed by displays of affection from their family and relatives but these displays actually play a vital role in keeping them well grounded and confident in themselves. A great deal of open communication from parents and some members of the family can help provide a sounding board for rants and expressions of emotional feelings like grief, sorrow and anger. Giving children the necessary love and caring that they need and seek will prevent them from looking for this somewhere else.

- **Include oneself in activities that are good at or like to do:** Taking part or having an active role outside of lessons is good for building adolescent self esteem. This encourages them to interact and mingle with other adolescents. This also gives kids a chance to stand out in something, which can be very good for adolescent self esteem. Find something that interests you and try it out to see if you can excel in it and we should remember not to be easily discouraged by initial failures.

- **Get an Idea of Who You Are:** It may be hard job for adolescents as they are just figuring how to deal with adolescence but you can get an idea of your goal in life and start from there. In adolescent time, you may have definite likes and dislikes as well as some clear idea of what you want to be or which field
interests you. Having a clear goal in life is great benefit for adolescent self esteem.

- **Social Experiences:** A teenager's home and school life will both affect his/her self-esteem. If one's raised in a loving and nurturing home and has a close-knit group of supportive friends at school, his/her self-esteem may be higher than that of a teen that is being raised by critical parents and has few friends. Being teased or shunned by classmates or criticized by teachers can also damage an adolescent's self-esteem.

- **Performance:** Beyond school performance, the activities an adolescent participates in will also affect his self-image, sometimes for better and sometimes for worse. Not being chosen for a team can make a teen feel shame, while being chosen and becoming part of a team can make him feel important and valued. Finding a hobby that he enjoys and is good at can have a powerful effect on a teen's self-image.

- **Peers:** Since every teen is changing, many times the most self-conscious teens of all pick on their friends and classmates to feel better about them. If an adolescent constantly finds oneself put down by his friends it can be very easy for him to become self-conscious and even depressed.

- **Comparison to Siblings:** If an adolescent constantly feels that she is being compared to an older brother or sister, it can put a huge dent in her self-esteem. Even if no one in the family is intentionally trying to hurt the adolescent.

- **Media:** Movies and programmes of silver screen can play a big role in how an adolescent thinks that he/ she should look like the celebrities.

When all above these feelings are being put in one's life it will surely helps him/her to self esteemed person. The level of self esteem also influences the well being of individual's as self esteemed person becomes independent, self sufficient and accept responsibilities. All of these serve as the psychological indicators of well being. Self esteem can lead to better health and social behaviour and the poor self esteem is associated with a broad range of mental and social problems. Self esteem is not only seen as a basic feature of mental but also as a protective factor that contributes to better health and positive well being.
Well Being

Well being is a general term for the condition of an individual or group, for example their social, economic, psychological, spiritual or medical state; high well being means that, in some sense, the individual or group's experience is positive, while low well being is associated with the negative. Well being is a multifaceted concept. It is often thought of as one of the hallmarks of the liberal arts experience, resulting from educational encounters that both guide students in the search for meaning and direction in life and help them realize their true potential. Well being is a dynamic concept that includes subjective, social, and psychological dimensions as well as health-related behaviors.

Broadly, well being has been defined from two perspectives. The clinical perspective defines well being as the absence of negative conditions and the psychological perspective defines well being as the prevalence of positive attributes. Positive psychological definitions of well being generally include some of six general characteristics. The six characteristics of well being most prevalent in definitions of well being are:

- the active pursuit of well being;
- a balance of attributes;
- positive affect or life satisfaction;
- prosocial behaviour;
- multiple dimensions; and
- Personal optimization.

General well being is probably one of the most important aspects of human beings and state of general well being can be attained in terms of healthy body with healthy mind. General well being as a construct refers to the harmonious functioning of physical as well as psychological aspects of the personality, giving satisfaction to the society (Siwach, 2000). According to Angner (2008), even the philosophical literature refers to the ‘simple notion’ of well-being (i.e. ‘a life going well’) in a variety of ways, including a person’s good, benefit, advantage, interest, prudential value, welfare, happiness, flourishing, eudemonia, utility, quality of life, and thriving.
Aufseeser, Jekielek and Brown (2006) findings revealed that family environment can be a strong source of support for developing adolescents, providing close relationships, strong parenting skills, good communication, and modeling positive behaviors. Columbo’s (1986) conceptualization of adolescent well being describes well being as a multidimensional construct, incorporating psychological, physical and social dimensions. Adolescent well being is a relatively broad concept referring to a good or satisfactory condition of existence. A state characterized by health, happiness and prosperity. It refers to the functioning of an adolescent at a high level of behavioural and emotional adjustment and adaptiveness and not merely an absence of illness (Reber and Reber, 2001). Adolescents with higher than average psychological well being are regarded as more successful in meeting situational demands and stressors while a deficit in psychological well being can mean a lack of success and the occurrence of emotional problems (Visser and Routledge, 2007).

**Components of Well Being**

Researchers have addressed that the following components of well being plays an important role in developing the emotional strength and physical and mental health of individuals. One must nurture these components in the individual during the childhood to raise a healthy development of human beings.

- **Social Development**: The focal point of this action team is providing family-friendly information on assessing and facilitating social and emotional development.
- **Spiritual Foundation and Strength**: This action team provides resources for nurturing the development of a child’s spirit including qualities to teach and nurture, reading aloud, places to experience and adventuring in music, movement, drama and the visual arts.
- **Economic Stability**: This action team will help hard-working families become financially stable and take the next steps to long-term independence.
- **Physical and Mental Health**: This action team focuses on issues such as pediatric dental needs, infant mortality, mental health, health data collection, health insurance and navigation of the health delivery system.
- **Quality Education**: The goal of this action team is to improve children’s development through quality early education.
• **Safe and Nurturing Environments:** "From the crib to the playground" is a good description of the wide scope of this action team’s focus on creating a safe and nurturing environment within the home and neighborhood for children and families in our community.

**Dimensions of Well Being**

These following are the dimensions of well being which constitute overall general well being of an individual.

• **Social Well Being:** It includes the good communication skills, developing the capacity for intimacy, and cultivating a support network of caring friends and family.

• **Spiritual Well being:** This includes the possessing a set of guiding beliefs, principles, and values that give meaning and purpose to life.

• **Occupational Well being:** It consists of gaining personal fulfillment from employment, maintaining a sense of balance, and utilizing talents.

• **Financial Well being:** It means adopting smart fiscal management practices and being prepared for all possible expenses: short-term, long-term, and emergency.

• **Environmental Well being:** Advocating for sustainable change, contributing to the health of the planet, and living a “green” lifestyle.

• **Physical Well being:** This comprise of eating well, exercising, avoiding harmful habits, recognizing the signs of disease, getting regular physical exams, and taking steps to prevent injury.

• **Intellectual Well being:** This includes openness to new ideas, a capacity to question and think critically, and the motivation to master new skills.

• **Emotional Well being:** This dimension includes the optimism, trust, self esteem, self acceptance, self control, self confidence, satisfying relationships, and an ability to share feelings.

All these dimensions make overall general well being of an individual.
Factors affecting Well Being

The following are some of the factors which influence the well being of a person. These may enhance or disrupt the well being of an individual.

- **Healthy Conditions and Environments**: These include safe physical conditions, regular supply and nutritious food and water, restricted access to tobacco and drugs and provision of affordable housing and employment.

- **Psychosocial Factors**: These include participation in civic activities and social engagements, strong social networks, feeling of trust, feeling of power and control over life decisions, supportive family structure and positive self esteem.

- **Effective Health Services**: These include provision of preventative services, access to culturally appropriate health services, community participation in the planning and delivery of health services.

- **Healthy Life Styles**: These include decreased use of tobacco and drugs, regular physical activity, balanced nutritional intake, positive mental health and safe sexual activity.

The changing cognitive capacity of adolescents which allow for increasing abstract reasoning often implies that an adolescent develops skills that enable the adolescent to cope with complex issues. Such issues can be an ever increasing independence from parents, forming intimate relationships and focusing on career plans. Hopeful thinking could help adolescents increase their self esteem by increasing their levels of hope and increasing their academic achievement. Hope contributes to increases in athletic performance, promotes good health, prevents illness, facilitates psychological adjustment and increases perceived social support (Argyle, 2001). Hopeful thinking can increase sense of mastery and self-efficacy. Self esteem is an important aspect of an adolescent's overall functioning and seems to relate to other areas, including psychological health and academic performance. During adolescence self esteem is based on evaluation of self-worth in several contexts namely: within the family, school, leisure setting and peer group (Mruk, 2006). Personality strengths can be cultivated and strengthened by appropriate parenting, schooling, various youth development programs and healthy communities (Park, 2004). Cross-sectional studies revealed that adolescents generally score
higher in extraversion and emotional stability and lower on agreeableness and conscientiousness than adults (McCrae and Costa, 2000).

With this amount of information about the home environment, self confidence, self esteem and well being, one may now proceed towards the related review of literature.