SELF CONFIDENCE AND SELF ESTEEM ON SATISFACTION WITH LIFE AMONG HIGH SCHOOL STUDENTS

M. Sasikumar*   K. Saraladevi**
*Ph D Research Scholar, Bharathiyar University, Coimbatore.
**Associate Professor in Physical Science, Meston College of Education (Autonomous), Chennai.

Abstract
The study aims to investigate individual differences in the factors related to integrated personality among the high school student. A random convenient sampling technique was adopted for the selection of sample. IX Standard 100 Students from Government aided School, 100Students from Government School, 100 Students from Private School were in Corporated for the investigation.

Self confidence scale by drawn Dr. Ken Humbly and Alice muir in 1994, self esteem scale, satisfaction with life scale were used to collect data.

Means of the variable were recorded statistical analysis were done on the different variable scores. It was found that gender has an impact on individual differences in the factors related to integrated personality.

Key Words: Self Concept, Five Factors Personality, Self Esteem, Communication Skills, Satisfaction with Life, Academic Stress.

1. Introduction
Self Esteem
The world esteem within itself carries its exact meaning. Esteem is composed of the world estimate which has a Latin origin from the world'a estimare' to estimate means to assess the merit of something or someone. For example, Mahatma Gandhi was a highly esteemed leader means he is estimated or assessed to have great leadership qualities.

If really admire your f4riend because he volunteers for social awareness campaigns, it means "you hold him high esteem." The special trophy for the most valuable player on a team is often called an esteemed trophy.

This means the trophy stands for the most meritorious player. Now self means me! So put the two words together it's easier to see what self-esteem to estimate the self. It is an assessment of the self by the self. it is a belief (opinion) which one holds about the self. I reflect how much I value is admire myself and how important I think I am. It is measure of how much I like myself. Belief in my estimation about myself governors what I think how I feel about myself. Hence self esteem can also be defined as. What one I think & how one feels about one self at a particular time is called one's self esteem.

If I hold positive thoughts & feelings about myself I have an appropriate self esteem. On the country if I hold negative thoughts & feelings about myself I have a low & negative self esteem. Positive self esteem is constrictive while negative one is highly destructive. One can never even dream to have a glittering personality if one is two low at self esteem. In psychology the term self esteem is used to describe a person's over all sense of self – worth or personal value. Terminologies existing in psychology like self concepts self evaluation self worth self value and self perception synonyms of self esteem.

Self esteem finally governs how I act or behave in my life. It plays a pivotal role to construct or destruct one's life. One who lacks self esteem fences boundaries of negativity. This fence is powerful enough to prevent oneself from experiencing once true nature & ultimately it chokes ones personality. Researchers have conceptualized it is an influential predictor or relevant out comes such as achievements and relationship in life. In addition, self esteem has also been treated as an important outcome due to its close relation which psychological well – being. Having poor self self esteem can complicate our lives, our works our relationship unnecessarily.

Once you have more positive regard for yourself, you 'll find that everything in your existence will run much than it does at the moment. Self esteem play's a role in almost everything you do. People with high self esteem do better in school and find it easier to make friends. They tend to have better relationship with peers and adults; feel happier; find it easier to deal with mistakes, disappointments, and failures; and are more likely to stick with something until they succeed.   How we feel about ourselves influence how we like our lives. Having good self esteem means being more confidence action. People who believe they can accomplish goals and solve problems are more likely to do well in their work place be it school, college, office or at home.

It also makes you more loving and accepting towards the self. Even if one does a wrong action any time one is able you accept one's mistakes and is confident to amend it. People who feel that they are like able and lovable (people with good self esteem) have better relationship. They are more likely to ask for help and support from friend and family is they need it.

Self esteem is how you see yourself it is the picture of the self that one believes in it may or niot be the facts about one self but rather what one believes to be true about one self. For example I am wearing a white dress and put a red colored spectacles and view my own dress, I might find my dress of red color which is not true.

If I am ignorant that I am wearing the glasses and it's that which is responsible to suppers the hide the reality accept and believe that my dress is of red color. Similar is the case with self image based on the other opinion may or may not be true because they may or may not be aware of the truth. Self image is true only when it is based on spiritual knowledge and awareness.   Low esteem which means low estimate of the self is actually a result of false that we have accumulated over a period of time. We all are praise worthy because every soul 9being) is unique and qualitative.

It's our ignorance which does not allow us to see them and unnecessarily we continue to punish us by living a life with mental pain. Its true that along with qualities there are certain weaknesses also. But it's very important to note and remember that all weakness in a being is acquired with time they and they can be dripped down if given proper attention and effort. Its rightly said god help them to themselves. and conversely even god can't hell them if they don't help themselves.

We have heard these sayings several times before but perhaps its true essences still needs to be understood clearly. Helping the self at its foundation means believing the self No matter how much anyone tells me that I am efficient, I can do till I don't accept the fact for myself and enhance myself esteem I can't do anything helping the self surely means making efforts for the self. But it's very important to note there that the preliminary action. Is the thought that we hold for the self before doing an action. Focusing on visible action without the invisible ones just like attempting to learn a language without crying to learn ABC.

Before my invisible action would decide o my success of failure, it gets decided much before with my invisible action but its myself esteem. Self esteem draws line between action and effective action. Generally we all perform actions but effective actions are performed by only esteemed people.

Self esteem changes others opinion about you. If you continue to think good about you, you will act good any if you act good sooner or later it would put an impact on other opinion about you. Their opinion is bound to change one day.

Motivation is the energy to do an action. An effective action is one done with get motivation. is always intrinsic. Intrinsic motivation is one where the fuel for energy is continues supplied by the self. One does not look outside for it. It means self esteem is the source of intrinsic motivation.

Intrinsic motivations the source of great success. Hence great esteem is the mother of great success. If I want to be successful I must enhance myself esteem. There does not exist any other way.

Self Confidence
Confidence is learned, it is not inherited. If you lack confidence, it probably means that, as a child, you were criticized, undermined, or suffered an explicable tragic loss, for which you either blamed yourself or were blamed by others. A lack of confidence isn't necessarily permanent but it can be if it isn't addressed.

Our religion, the influence of the culture which formed our perspectives, our gender, social class and our parents, in particular, are all factors which influence and contribute to our level of confidence.

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. But this faith is guided by more realistic expectation so that, even when some of their goals are not met, those with confidence continue to be positive, to believe in themselves and to accept their current limitations with renewed energy.

However, having high self confidence does not mean they will be able to do everything they want. That view is unrealistic, one for the perfectionist. A desire to be good at everything we do, in order to impress others, stems from a competitive instinct and lack of personal reinforcement. Any truly successful life as both rewards and the ability to learn from any set

backs, which increase our resilience, self belief and determination. Real confidence requires that we face the possibility of failure constantly and deal with it. However, if we consistently lose out on both achievement and validation, even our identy is called into question.

Self Confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity. 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**."**

Having self confidence does not mean that individuals will be able to do everything. Self confident people may have expectations that are not realistic. However, even when some of their expectations are not met, they continue to be positive and to accept themselves.

People who are not self confident tend to depend excessively on the approval of others in order to feel good about them. As a result, they tend to avoid taking risk because they fear failure.

They generally do not expect to be successful. They often put themselves down and tend to discount or ignore complements paid to them.

By contrast, Self Confident people are willing to risk the disapproval of others because they generally trust their own abilities. They tend to accept themselves; they don't feel they have to confirm in order to be accepted.

Self Confidence is not necessarily a general characteristic which pervades all aspects of a person's life. Typically, individuals will have some areas of their lives where they feel quite confident, e.g. academics, athletics, while at the same time they do not feel at all confident in other areas, e.g. personal appearance, social relationships. Many factors affect the development of self-confidence. Parents" attitudes are crucial to children's feelings about themselves, particularly in children's early years.

When parents provide acceptance, children receive a solid foundation for good feelings about themselves. If one or both parents are excessively critical or demanding, or if they are overprotective and discourage moves toward independence, children may come to believe they are incapable, inadequate or inferior. However, if parents encourage children's move toward 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 developing self-confidence.

Surprisingly, lack of self-confidence is not necessarily related to lack of ability. Instead it is often the result of focusing too much on the unrealistic expectations or standards of others, especially parents and society. Friends" influences can be as powerful as of parents and society in shaping feelings about ones self.
Students in their teens re-examine values and develop their own identities and thus are particularly vulnerable to the influence of their peer group. Many studies have been conducted in the area of child development. Some of the studies have been mentioned here.

Chowdhury Aparajita & Muni, Anita Kumari (1995) in their study about „Role of parental support in children need satisfaction and academic achievement", found that need satisfied by parents was much more than need satisfied by outside family members. With regards to academic it was found from the academic marks of the children that the average ranging (40-60) students were getting more parental support.

Feldman (2006), in his article, „Discovering the life span", writes that, during middle childhood, children spend less time with their parents. Sibling becomes an important influencing force, for good and for bad. Although brothers and sister can provide support, companionship, and security, they can also be a source of strife. Sibling rivalry can occur, especially when the siblings are the same sex and similar in age.

He further in his article views with disproving the stereotype that only-children are spoiled and self-centered, they are as well adjusted as children with brothers and sisters. In fact, in some ways, only-children are better adjusted, with higher self-esteem and stronger motivation to achieve. The time alone also gives children a chance to focus on homework and school or personal projects. Heidi Region(1999), "Personality and social skill differences between adults with and without siblings,"

tried to put an end to some of the only child misconceptions and negativism in her work on the importance of family structure for personality development.

She looked at core personality traits and social skills including the ability to express feelings, to interpret verbal and nonverbal communication, to control emotions and social sensitivity, among other traits generally thought to benefit children who have siblings. Riggio explained that the common thinking is only children "may experience social-skill deficits because of a lack of sibling relationships during key developmental periods." Riggio found that adult only children are quite the opposite of the lonely stereotype: They did not differ in social skills from those children with siblings.

In fact, the two groups were "remarkably" similar. In other words, singletons turn out as socially competent as children with siblings-they make friends as easily as their peers with siblings. Lazarus and Alfert (1972) pointed out that the differences in defensive personality disposition may lead to different reaction to stressful conditions. In a study of personality differences in defensive personality disposition may lead to differences in reactions to stressful conditions.

In a study of personality differences between reactions to vicariously experienced threat and to direct threat Alfert (1967) has obtained definite clusters of personality dimensions as self confidence, introversion, extroversion, dominance, sociability, impulse control & was highly active. Linda L. Dunlap (2004), in her paper, „What all children need: theory and application" provides that sibling relationships typically are children's first social network and form the basis for relationships with others.

Siblings are usually children's first playmates, intimate friends, protectors, enemies, competitors, confidantes and the role models. They are an important source of support school-age children, in particular.

During this time siblings are not only companions but also help with difficult tasks and provide comfort during emotional stress. The bond formed between siblings is one of the most complex, long-lasting, and important connections in life typically, no other relationship lasts as long or has such a great impact.

Siblings, who are close in age, often argue more but also develop closer bonds. Children who have siblings tend to work very well with peers. Maikhuri, R. and Panole, S.K., (1977), in his study about "Self confidence of adolescents in relation to their Academic achievement" revealed that there is no significant correlation between academic achievement and Self Confidence.

However, significant differences were observed in the academic achievement to the high and low self confidence groups. Anwar P.S., (1986), in his research on "Role of academic achievement and school background in self concept, self disclosure and inferiority feeling among students of Kumauni Hills" found that academic achievement, home background and school environment had significant effect on self concept.

He further disclosed that academic achievement had no significant relationship with feeling of inferiority. Saini, Sarita, (2005), in their article "Family environment and academic achievement of adolescents" explored that family environment of adolescents children of working and non working mothers were significantly different.

In respect of academic achievement, adolescents of working mothers were better than the adolescents children of non working mothers. Santrock John W., in his book, **"**A Topical Approach to Life-Span Development- 3E" writes, about only child saying, "The only child is a self centered „spoiled brat" with such undesirable characteristics as dependency and lack of self control.

On the other a more positive portrayal of the only child is achievement oriented and displays a desirable personality especially in comparison with later born and children from large families." On the contrary his view is that sibling relationships also have many pleasant, caring moments.

Children's sibling relationships include helping, sharing, teaching, fighting and playing. Sibling can act as emotional supports, rivals and communication partners. Also positive sibling relationships in adolescence contributed to a sense of emotional and school related support Susan Newman, in her book "Parenting an Only Child" explored that only children often develop better verbal skills and excel in school because they are read to more often than children with siblings.

She also pointed out that only children also tend to have higher IQs, which researchers say may be because their parents have higher expectations for them and more time and money to give.

On the other hand talking about sibling advantages, she writes, children from larger families also enjoy some advantages, which include having playmates and tormenters, team-mates and rivals. Siblings define each other and teach each other conflict resolution, which is a skill people bring to their workplaces, marriages and other relationships.

She pointed out that no doubt, having two children triples the work load because parents have to spend time with both children and with each child individually. She suggested that if a couple decides to have only one child, they should make sure the child has sibling substitutes from whom to learn sharing, empathy and conflict resolution.

Susan Newman (2011), "A Lonely Child? Not in Today's World" Singletons „The world of only children" Magazine, explores the reason why only children are not lonely children. Technology's Role Today's advanced technologies allow only children to be more connected to other children than ever before, and that connection gives them a social life that extends beyond school hours and after school too.

II. Sample
A Convenient random sampling was adopted for the selection of sample. The school selected for this study is divided into three categories namely Government, Government aided, and private schools. Then random convenient sampling technique is adopted to select the sample. 300 students Studying IX Standard are taken for the study and were drawn from government school, Private School and Government Aided School. Each type of school has 100 students (50 Boys and 50 Girls).

Statement of the Problem
The factors related to self esteem, self confidence on satisfaction with life.

III. Objectives of the Study
The find out the individual differences in the factors related to integrated personality.

IV. Hypothesis of the Study
1. There are no significant differences between self esteem of boys and girls from the total sample.
2. There are no significant differences between self confidence of boys and girls from the total sample.
3. There are no significant differences between self satisfaction with life of boys and girls from the total sample.

Table 1: To Differentiate Self Esteem of Boys and Girls from Government School

S. No	PV	Gender	N	Mean	S.D	C.R	L.S
1	Self	Boys	50	58.1	2.13	2.43	
2	esteem	Girls	50	65.32	5.45		0.05

Table 2: To Differentiate Self Confidence of Boys and Girls from Government School

S. No	PV	Gender	N	Mean	S.D	C.R	L.S
1	Self	Boys	50	70.18	2.8	2.8	
2	esteem	Girls	50	68.28	1.7		0.01

Table 3: To Differentiate Satisfaction with Life of Boys and Girls from Government School

S. No	PV	Gender	N	Mean	S.D	C.R	L.S
1	Satisfaction With life	Boys	50	16.68	5.03	2.79	
2		Girls	50	19.98	6.66		0.01

Table 4: To Differentiate Self Esteem of Boys and Girls from Government Aided School

S. No	PV	Gender	N	Mean	S.D	C.R	L.S
1	Self	Boys	50	80.78	11.47	4.6	0.001
2	esteem	Girls	50	90.44	8.98		

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Peer Reviewed & Indexed Journal

IJMSRR
E- ISSN - 2349-6746
ISSN -2349-6738

Table 5: To Differentiate Self Confidence of Boys and Girls from Gov. Aided School

S. No	PV	Gender	N	Mean	S.D	C.R	L.S
1	Self Confidence	Boys	50	56.8	10.35	5.84	0.001
2		Girls	50	69.84	11.92		

Table 6: To Differentiate Satisfaction with Life of Boys and Girls from Gov. Aided School

S. No	PV	Gender	N	Mean	S.D	C.R	L.S
1	Satisfaction with life	Boys	50	27.22	5.95	8.98	0.001
2		Girls	50	38.22	5.08		

Table 7: To Differentiate Self Esteem of Boys and Girls from Private School

S. No	PV	Gender	N	Mean	S.D	C.R	L.S
1	Self Esteem	Boys	50	78.62	12.11	4.7	0.001
2		Girls	50	88.26	7.99		

Table 8: To Differentiate Self Confidence of Boys and Girls from Private School

S. No	PV	Gender	N	Mean	S.D	C.R	L.S
1	Self Confidence	Boys	50	55.28	12.84	3.6	0.01
2		Girls	50	62.88	7.5		

Table 9: To Differentiate Satisfaction with Life of Boys and Girls from Private School

S. No	PV	Gender	N	Mean	S.D	C.R	L.S
1	Self esteem	Boys	50	28.32	5.49	9.5	0.001
2		Girls	50	4.41	4.41		

From **table I** and also from **figure A** it is understood that the calculated critical ratio values are significantly greater than that of the table CR values (P<0.05,N=50)in the case of boys and girls from the government school sample.

Hence the hypothesis is rejected and proved that there is significant differences between self esteem boys and girls from government school sample.

From **table 2** and also from **figure B**, it is understood that the calculated critical ratio values are significant greater than that of the table CR values P<0.01N=50) in the case of boy and girls from the government school sample.

Hence the hypothesis is rejected and proved that there is significant differences between self confidence of boys and girls from government school sample.

From **table 3** and also from **figure C** it is clearly understood that the calculated critical ratio values are significantly greater than that of the table CR values (p<0.01,N=50)in the case of boys and girls from the government school sample .

Hence the hypothesis rejected and proved that there in significantly differences of satisfaction with life of boys and girls from government school sample.

From **table 4** and also from **figure D**, it is clearly understood that the calculated CR values are significantly greater than that of the table CR values (p<0.001,N=50) in the case of boys and girls from the government aided school .

Hence the hypothesis is rejected and proved that there is significantly differences between self esteem of boys and girls from government aided school.

From **table 5** and also from **figure E** it is clearly understood that the calculated CR values are significantly greater than that of the table CR values (P<0.001 ,N=50) in the case of boys and girls from the government aided school .

Hence the hypothesis is rejected and proved that there is significant differences between self confidence of boys and girls from government aided school.

From **table 6** and also from **figure F** it is understood that the calculated CR values are significantly greater than that of the table CR values (P<0.001 ,N=50) in the case boys and girls from the government aided school.

Hence the hypothesis Is rejected and proved that there is significant differences of satisfaction with life of boys and girls from government aided school.

From **table 7** and also from **figure G ,** it is understood that the calculated CR values are significantly greater than that of the table CR values (P<0.001,N=50) in the case of boys and girls from the private school.

Hence the hypothesis is rejected and proved that there is significant differences between self esteem of boys and girls from private school.

From **table 8** and also from **figure H** it is understood that the calculated CR values are significantly greater than that of the table CR values (P<0.01N=50) in the case of boys and girls from private school.

Hence the hypothesis is rejected and proved that there is significant differences between self confidence of boy and girls from private school.

From **table 9** and also from **figure I** it is understood that the calculated CR values are significantly greater than that of the table CR values (P<0.001,N=50) in the case of boys and girls from the private school.

Hence the hypothesis is rejected and proved that there is significant differences of satisfaction with life of boys and girls from private school.

V. Educational Implication
Students self confidence, self esteem is likely to develop in Government, Government aided and Private School. Due to this development, there is a positive change in Students life. This leads to satisfaction with life.

VI. Conclusion
There are significant differences of self esteem in the case of boys and girls from Government School, Government Aided and Private School.
There are significant differences of self confidence in the case of boys and girls from Government School, Government Aided and Private School.

There are significant differences of satisfaction with life in the case of boys and girls from Government School, Government Aided and Private School.

VII. Delimitations of the Study
1. The study is restricted to High School Students.
2. School is selected from Chennai District of Tamilnadu.
3. A sample size was 300 high school students.

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