



www.ajbrui.org

Afr. J. Biomed. Res. Vol. 26 (May 2023); 209- 214

Research Article

Self-Esteem and Assertiveness among Basic Nursing Students, Southeast Nigeria

Madu O.T., Nwaneri A.C., Mbadugba C.J., Omotola N.J.

*Department of Nursing Sciences, Faculty of Health Sciences and Technology,
University of Nigeria, Enugu Campus, Nigeria.*

ABSTRACT

Quality patient care demands nurses to have assertive skills which depends on the level of self-esteem, however, the level of self-esteem and assertive skills and its relationship among nursing students remain understudied. This study assessed the level of self-esteem and assertive skills and their correlation among 126 Basic nursing students in Southeast, Nigeria. This was a cross sectional and correlational study. The respondents were selected using multi staged sampling technique. A questionnaire consisting of the researcher developed Socio demographic characteristics, standardized Rosenberg Self-esteem scale and Rathus assertive schedule were used for data collection. Data analysis was carried out using IBM SPSS version 23.0 software. Majority 87(69%) of the students had moderate and low 34(27%) self-esteem, only 5(4%) had high self-esteem and their average RSES scores were 17.80 ± 4.32 . Majority 95(75.4) were unassertive and their average RAE score was -0.68 ± 20.19 . There was a significant positive correlation between the level of self-esteem and assertiveness ($r = 0.241$, $p > 0.006$). Given the significant positive correlation of these variables, measures to enhance these skills in nursing student programs should be encouraged by nurse educators and managers to guarantee competent future nurse professionals.

Keywords: *nursing students, self-esteem, assertive skills,*

*Author for correspondence: Email: obiageli.madu@unn.edu.ng; Tel: +234-8030896703

Received: January 2023; Accepted: March 2023

DOI: 10.4314/ajbr.v26i2.9

INTRODUCTION

Self-esteem is an important factor that affects human functions in every sphere of life and in nursing, it enables the nursing students to preserve and promote their physical and psychological wellbeing, in addition to developing effective interpersonal relationship with patients, colleagues and other health care members (Dimitriadou – Panteka *et al.*, 2014; Edwards *et al.*, 2010; Manomenidis *et al.*, 2017; Morton *et al.*, 2012; Poorgholami *et al.*, 2016). Self-esteem can be described as positive or negative personal judgment and evaluation about oneself (Coopersmith 1968 as cited in Boham *et al.*, 2021). Positive evaluation leads to high self-esteem while negative evaluation leads to low self-esteem. Individuals with high self-esteem nurture positive feelings about themselves and their achievements, maintains good interpersonal relationships and are proud of their achievements and their professional choice (Rosenberg 1965 as cited in Manomenidis *et al.*, 2017). Nurses with high self-esteem easily collaborate and establish interpersonal relationships with colleagues and patients (Dimitriadou-Panteka *et al.*, 2014), cope positively and render quality nursing care (Arthur in Shrestha *et al.*,

2018; Edwards *et al.*, 2010; Manomenidis *et al.*, 2017; Oducado, 2021; Omura *et al.*, 2016).

In this context, nursing students, as future nurse professionals need high levels of self-esteem to both manage the academic challenges and also develop a strong therapeutic relationship with patient (Cowin & Sim 2006 in Kanade, 2018; Valizadeh *et al.*, 2016) to enable them provide a patient centered care, thus promoting the health care of the society at large. Moreover, empirical studies have shown that there exist a positive and significant relationship between nurses' self-esteem and job satisfaction (Dabirian *et al.*, 2014; He *et al.*, 2019), academic performance (Dancot *et al.*, 2021), professional identity and inter- intra-professional collaboration (Manomenidis *et al.*, 2017) and positive coping style (Ni *et al.*, 2012). Furthermore, self-esteem is significantly and negatively related to anxiety, stress and burnout (emotional exhaustion and depersonalization (Acharya & Chalise, 2015) depression (Johnson *et al.*, 2020; Azizi *et al.*, 2013; Peterson-Graziore *et al.*, 2013), and students' attrition rate (Dancot *et al.*, 2021). To prevent these negative effects, studies have equally shown that self-esteem can be improved through educational training intervention programmes and workshops (Ata & Ahmed, 2018; Ayhan &

Seki Öz, 2021; Kanade, 2018); Megahed & Mohammad, 2014).

However, it is important to identify variables that influence self-esteem before implementing interventions to improve it. One of such variables is assertiveness. In nursing, assertiveness, otherwise called assertive skills promote effective interpersonal relationships with patients, colleagues, and other members of health team, promoting an appropriate inter-intra professional collaborative health care services (Mahmoud *et al.*, 2013; Yoshinaga *et al.*, 2018) among different health professionals. Assertiveness is the ability to express personal ideas, opinions, thoughts, feelings and beliefs freely, and confidently without denying or violating others' rights (Alberti & Emmons, 2008 cited in Obineli & Ezioko, 2019; Oducado, 2021). Thus, assertiveness enables the nurse to respectfully and confidently express personal and patient safety issues with other staff without compromising her own rights or that of others (Omura *et al.*, 2018; Deltidou, 2009 cited in Azizi *et al.*, 2020). In addition, assertiveness in nursing students promotes quality patient centered care, stress management, leadership development skills, ability and wiliness to undertake designated tasks (Azizi *et al.*, 2020; Manomenidis *et al.*, 2017; Oducado, 2021; Omura *et al.*, 2016). Thus, Begley and Glacken as cited in Kanade (2018) emphasized that the of assertive skills must be given attention in order to promote the nurses' self-esteem and autonomy in provision of patient centered care.

Shrestha *et al.*, (2018) and Maheshwari and Kanwaljit (2015) Indian studies reported a positive significant correlation between assertiveness and self-esteem. Studies have equally shown that assertiveness has a positive and significant role in helping nurses to become independent decisionmaker, prudent to avoid breaching other people rights (Riley in Mahmoud & Hamid, 2013), efficient and effective in promoting psychological empowerment (Azizi *et al.*, 2020) and team building within the health care environment (Okuyama *et al.*, 2014). More so, assertiveness plays an important role in improving the healthcare professionals' well-being, job satisfaction, workplace relationships, coping strategies and decreases social anxiety levels (Ajibade *et al.*, 2015; Manomenidis *et al.*, 2017; Oducado, 2021; Omura *et al.*, 2016). Having assertive skill can improve self-esteem, positively affect the student's studies as well as the delivery of quality patient care (Shrestha & Ghimire, 2019).

However, there is a paucity of studies on the correlation between assertiveness and self-esteem among nursing students in general, therefore, considering the importance of high self-esteem and assertiveness in promoting nursing students' wellbeing and patients' care, as well as paucity of knowledge about the level of self-esteem and assertiveness and its correlation among nursing students in Nigeria, the present study was designed to fill the gap. Specific objectives were to determine the level of self-esteem and assertiveness of the nursing students, investigate the correlation between self-esteem and assertiveness.

MATERIALS AND METHODS

Study design and setting: This cross-sectional and correlational study was conducted in three Basic Schools of

Nursing in the three states (Anambra, Enugu, Ebonyi), Southeast Nigeria from November 2021 to March 2022. The Southeast Nigeria comprises five (5) Ibo-speaking states namely; Abia, Anambra, Enugu, Ebonyi, and Imo State. Of these five states, three states (Anambra, Enugu, Ebonyi) were purposively selected and one school of nursing from each state was randomly (balloting) selected for the study.

Study population and sampling: The population consist of 765 nursing students in the three selected basic nursing schools. The target population (192) were all the final (third) year nursing students. There was no sampling because they were small in size. A multi stage sampling method consisting of three stages was used to select the respondents. In the first stage and second stage, purposively three States (Anambra, Enugu, Ebonyi) were selected from Southeast Nigeria, and randomly (balloting) one school of nursing was selected from each the State. In the third stage, purposively and conveniently all (192) final years nursing students (presence in class) participated in the study to maximize participation

Data collection and analysis: Data was collected using a self-administered questionnaire that was divided into three main parts. The first part included sociodemographic characteristics such as: age, gender, ethnicity, family size and family income. The second part included the Rosenberg Self- Esteem Scale (RSES) (Rosenberg 1965 as cited in Manomenidis *et al.*, 2017), which assessed the level of self-esteem among nursing students. it is a 10 items scale, formulated as statements (five positives and five negative) and is measured on a 4 Likert scale ranging from "strongly agree" to "strongly disagree". The scale ranges from 0-to 30. Higher scores indicate higher self-esteem. Thus, scores between 0- and 14 indicate low self-esteem, 15 - 25 indicate moderate self-esteem while 26- 30 indicate high self-esteem. RSES is one of the most widely used instruments for self-reported global self-esteem both in general and in studies on nursing students (Dancot *et al.*, 2020; Oducado, 2021) to assess self-esteem, therefore, it is deemed fit for the study.

The third part is Rathus assertive schedule assessed their assertiveness status of the students. It is a 30-items six-point rating scale, out of which 17 are described as negative/passive and 13 of them as positive to avoid response bias (Mahmoud *et al.*, 2013). Scoring range from very uncharacteristic of me (-3) to (+3) very characteristic of me. The total score ranges between -90 and +90; Unassertive behavior ranges between -90 and +9 points and assertive between +10 and +90 points, -90 refers to the highest degree of unassertiveness and +90 refers to the highest level of assertiveness (Voltan -Vcar in Maheshwari, 2016).

Statistical analysis: Data was analyzed using International Business Machine for Social Sciences {IBM SPSS} version 23. Categorical variables (e.g., gender, religion, ethnicity, family income, family size, self-esteem level, assertiveness status) were summarized using frequencies and proportions while quantitative variables (e.g., age, self-esteem scores and assertiveness scores) were summarized using mean and standard deviation. Pearson correlation analysis was used to determine the relationship between self-esteem and

assertiveness. A p-value < 0.05 was considered statistically significant

Ethical Considerations: An ethical clearance with protocol number UNTH/CSA/329.VOL5 was gotten from Research and Ethics Committee, University of Nigeria Teaching Hospital, Ituku/Ozalla. Administrative permit was obtained from the school authorities and verbal consent was obtained from each respondent after the purpose of the study had been explained by the researcher. Participation in the study was voluntary and participants had the right to decline participation or to withdraw from the study at any time if they so desired with no penalties or loss of benefits

RESULTS

Table 1 shows a review of the sociodemographic characteristics of the students. Majority of the nursing students (n = 84, 66.7%) were in the age group between 15-24 years. One hundred and thirteen 113(89.7%) were female and 13 (10.3) were male. Virtually all of them 124(98%) were Christians and majority 107(84.9%) from Igbo ethnic religion. Also, majority (71,56.3%) of the students’ family income per month were more than 50 thousand and family size was between 4-6.

Table 2 shows that majority 87(69%) of the nursing students had moderate self-esteem, 34(27%), and only 5(4%) had high self-esteem.

Table 3 revealed that majority 95(75.4%) of the nursing students were unassertive and only 31(24.6%) were assertive. Table 4 reveals that Pearson correlation coefficient showed significant positive correlation between self-esteem and assertiveness score (r=0.242, P=0.006).

Table 1:
Socio-demographic characteristics of the study sample.
n = 126

Variables	n (%)	
Age group (years)	15-24	84(66.7)
	25-34	42(33.3)
Gender	Male	13(10.3)
	Female	113(89.7)
Religion	Christian	124(98.4)
	Muslim	2(1.6)
Ethnicity	Hausa	17(13.5)
	Igbo	107(84.9)
	Yoruba	1(1.6)
Family income per month	< 30,000	21(16.7)
	30,000-50,000	34(27.0)
	> 50,000	71(56.3)
Family size	< 4	25(19.8)
	6-Apr	86(68.3)
	> 6	15(11.9)

DISCUSSION

In the present study, majority of the nursing students had moderate level self-esteem and low self-esteem and only 4%

of the nursing students had high self-esteem . The result means that many of the students especially those with low self-esteem might be have been judging themselves negatively, self-critical, say a lot of negative things about their action and their abilities, feel inferior, useless, unworthy, and show self-blaming pattern and thinks she/he is nothing compared to the classmates or other profession.

Table 2:
Distribution of study participants by level of self-esteem

Level of self-esteem	n(%)	Mean ± SD
Low (score 1-14)	34(27.0)	17.80±4.32
Moderate (score 15-25)	87(69.0)	
High (score 26-30)	5(4.0)	

Table 3:
Distribution of study participants by assertiveness status

Assertiveness status	n (%)	Mean ± SD
Unassertive (score -90 to 9)	95(75.4)	--.68±20.19
Assertive (score 10 -90)	31(24.6)	

Table 4:
Correlation between self-esteem and assertiveness of the nursing students

Level of self-esteem and assertiveness	N	r	p-value
	126	.242**	.006

**Correlation is significant at the 0.01 level (2-tailed).

Possible reasons for the studied students' moderate and low self-esteem may be related to overloaded curriculum, strict policies, and pressure from the schools and clinical areas which could lead to stress (Shrestha & Ghimire, 2019). Stress according to Johnson *et al.*, (2020) could lead to low self-esteem and low self-esteemed health workers were nearly thrice more likely to suffer high stress which equally lead to burnout. Valizadeh *et al.*, (2016) also reported that low self-efficacy due to poor training or lack of support from lecturers could lead to experience of failure, numerous failures on the other hand increase stress of the probability of failure which ultimately leads to low self-esteem (Valizadeh *et al.*, 2016) This implies that the quality and quantity of patients’ care will be jeopardized, as low self-esteemed nurses also tend to feel stressed leading to poor motivation to adequately attend to themselves and patients under their care (Johnson *et al.*, 2020). Similarly, Dimitriadou-Panteka *et al.*, (2014) in a systematic review found that nurses with low self-esteem are unassertive and have difficulty in collaborating with colleagues and patients, exhibiting reduced empathy and efficacy in rendering patient care. This was confirmed in a study by Dancot *et al.*, (2021), Sa *et al.*, (2019) and Dimitriadou-Panteka *et al.*, (2014) who found that Nurses with low self-esteem are unassertive, feels more stress and have difficulty in collaborating with colleagues and patients in rendering quality nursing care. Therefore, nurse educators should enhance the students’ through educational intervention programs to promote nurses’ better collaboration with colleagues, patients, and improved job performance and satisfaction.

Previous studies consistent with the present study include Dancot *et al.*, (2021) and Mustafa *et al.*, (2020) who showed

that the self-esteem their studied nursing student was moderate level. Shrestha & Ghimire, (2019) study in Nepal who showed majority of the nursing students had low self-esteem which could be due high academic stress and poor support from peers, teachers and families. Contrary to the study is the study of Iacobucci *et al.*, (2013) in USA which showed that that senior nursing students in this study reported both high levels of self-esteem. Furthermore, this study also showed that more than half of the respondents were unassertive, only about one fourth of them were assertive. This means that many of the nursing students have difficulties expressing their views on personal issues and matters concerning the patients under their care, thus, leading to poor quality of care they render (Omura *et al.*, 2016)

The probable reason for the unassertiveness could be due to the historic belief about nursing as a woman's profession, and the usual subservient role associated with women (Bulut *et al.*, 2019). More so, nursing students historically are trained to behave in submissive, non-assertive and nice way and decisions for nurses are not taken by nursing personnel (Kilkus 1993 in Maheshwari, 2016). Other possible reason could be the reactions to stress, low self-esteem, lack of role model and lack of exposure to assertiveness trainings (Bulut *et al.*, 2019; Maheshwari, 2016). Unassertiveness among these students can interrupt their educational performance, lead to poor learning process, difficulties in communicating with instructors, counselors, and classmates and also risk their mental health (Senel *et al.*, 2002 in Rezayat & Nayeri, 2014). This was confirmed in a study by Bahreini *et al.*, 2005 in Rezayat & Nayeri, 2014) where unassertive negatively affected 40% of the students in their practical learning and performance.

Amicone and Miller, (2015) in USA revealed that majority of the nursing students were unassertive. Also, in India, Maheshwari and Kanwaljit, (2015) found that the studied nursing students were unassertive. Similarly, Shaimaa *et al.*, (2017) in Egypt reported that all studied head nurses had low assertiveness scores. Rezayat and Nayeri, (2014) Iranian study showed that more than half of the studied nursing students unassertive. Confirming these results, Okuyama *et al.*, (2014) in a systematic review, reported that despite the increase in number of nurses who are trained in higher educational institutions, nurses still experience some difficulties in asserting themselves.

Contrary to the present result, Shrestha and Ghimire, (2019) study in Nepal showed majority of the nursing students were assertive. Also, (Ilyas *et al.*, 2018) in Pakistan revealed that slightly more than half of nursing managers were assertiveness. Abdelrahman and El-magd, (2017) in Egypt, and Larijani *et al.*, (2017) in Iran also reported that more than half of the nurse managers and nursing students were assertive. This variation in the studies of assertiveness and self-esteem among the nursing students can be attributed to use of different scales and/or the cultural differences in society and the nature and mode of nursing education in the educational system. Therefore, in planning the measures to improve assertiveness and self-esteem in nursing students, social-cultural conditions of the society and nature the educational system should be considered.

The skill of assertiveness and self-esteem can be taught to students by different teaching methods (Kanade, 2018; Megahed & Mohammad, 2014). Therefore, policy makers, nurse educators and managers should ensure the promotion of assertiveness and self-esteem by designing, developing and building into the curriculum a comprehensive program to enhance assertive skills and self-esteem (Ata & Ahmed, 2018; Ayhan & Seki Öz, 2021). Proper attention to the quality of nursing curriculum can, in the future, produce competent workforce in the field of health care and treatment (Kanade, 2018; Megahed & Mohammad, 2014)

This study also showed that, there was a positive and significant correlation between self-esteem and assertiveness. This shows that that high self-esteem nursing students will exhibit assertive behavior and vice versa. High self-esteem and assertive skills influence the nurses' clinical performance and play an important role in improving their well-being, job satisfaction, workplace relationships, coping strategies and decreases social anxiety levels (Ajibade *et al.*, 2015; Dabirian *et al.*, 2014; Manomenidis *et al.*, 2017; Oducado, 2021; Omura *et al.*, 2016; Poorgholami *et al.*, 2016; Shrestha & Ghimire, 2019). In fact, high self-esteem and assertive skills of nurses and nursing students are among the key factors necessary for the provision effective patient centered care, playing significant roles in increasing their productivity and achieving the organizational goals (Oducado, 2021).

Collaborating the present study is the study the correlation between the self-esteem and assertiveness of Filipino nurses by Oducado, (2021) who reported a significant positive correlation between these two variables. Similarly, in India, a significant positive correlation between assertive behavior and self-esteem among nurses was reported by Binuja, (2020) and Maheshwari and Kanwaljit (2015). In Nepal, Shrestha and Ghimire (2019) study among nursing students showed a significant positive correlation between these two variables.

Considering the role high self-esteem and assertiveness in promoting patient centered care, professional autonomy, decision making in clinical situations, interpersonal and inter-intra professional relationships among others, therefore, programs to improve self-esteem and assertive skills are necessary to prepare students for careers as professional nurses. In addition, the program could equally contribute to nursing student retention, satisfactory with college life and satisfaction with the professional choice.

In conclusion, majority of the nursing students had moderate and low self-esteem and also were unassertive. Besides, there are positive significant relations between the nursing student's assertive scores and self-esteem scores. Therefore, we recommend regular assessment of the nursing students' self-esteem and assertive skills by nurse educators and managers, identifying those at risk and implementing regular trainings to enhance these skills. One limitation to this study is that this study was a cross-sectional and so do not explain the causal relationship between the main variables of the study. More so, the sample was limited to final year nursing students in three schools southeast, Nigeria, this limit the generalization of these results to other students in Nigeria and beyond, however, the knowledge of the students' self-esteem level and assertiveness can help to plan and implement

programs aimed at increasing improving one or both to promote their well-being of students and care rendered to patients.

Acknowledgement: Principals of the three Basic Schools of Nursing for providing us with the approval and administrative permit to undertake this study. Also we wish to thank all the students who consented and participated in the study.

REFERENCES

- Abdelrahman, S. M., & El-magd, M. H. A. (2017). Assertion behavior of Nursing Managers'. *Journal of Nursing and Health Science*, 6(5), 30–35. <https://doi.org/10.9790/19590605033036>
- Acharya, P. R., & Chalise, H. (2015). Self-Esteem and Academic Stress among Nursing Students. *Kathmandu University Medical Journal*, 52(4), 298–302. <https://doi.org/10.3126/kumj.v13i4.16827>
- Acosta, J., Checa, F., Lucas, M., García, J. A., Olmos, F. C., Matheu, M. L., & Carreno, Parron, T. (2019). Self esteem levels vs global scores on the Rosenberg self- esteem scale. *Heliyon*, January. <https://doi.org/10.1016/j.heliyon.2019.e01378>
- Ajibade, B. L., Adeleke, M. A., Adeolu, E., & Oyewumi, Z. O. (2015). Impact of Assertiveness Training on Improving the Coping Skills of Selected Nurses in a Nigeria Neuro-Psychiatric Hospital. *Journal of Health, Medicine and Nursing*, 19, 20–26. %0Awww.iiste.org
- Al Khatib, S. (2013). Satisfaction with life, self-esteem, gender and marital status as predictors of depressive symptoms among United Arab Emirates college students. *International Journal of Psychology and Counselling*, 5(3), 53–56.
- Amicone, K. F., & Miller, R. (2015). Assertiveness in Nursing Students. *Honors Research Projects.*, 8, 1–32.
- Arslan, E., Akça, N. K., & Başer, M. (2013). Levels of Assertiveness and Peer Pressure of Nursing Students. *International Journal of Caring Sciences*, 6(1), 78–86.
- Ata, A. A., & Ahmed, A. K. (2018). Effect of Assertiveness Training Program on Nurse Interns. Self-esteem and Stress at El-Fayoum University Hospitals. *American Journal of Nursing Research*, 6(6), 568–575. <https://doi.org/10.12691/ajnr-6-6-27>
- Ayhan, D., & Seki Öz, H. (2021). Effect of assertiveness training on the nursing students' assertiveness and self - esteem levels : Application of hybrid education in COVID - 19 pandemic. *Nursing Forum*, 1–9. <https://doi.org/10.1111/nuf.12610>
- Azizi, M., Khamseh, F., Rahimi, A., & Barati, M. (2013). The relationship between self-esteem and depression in nursing students of a selected medical university in Tehran by (Azizi et al., 2013. *Journal of Nursing Education*, 1, 28–34.
- Azizi, S., Heidarzadi, E., Soroush, A., Janatolmakan, M., & Khatony, A. (2020). Investigation the correlation between psychological empowerment and assertiveness in nursing and midwifery students in Iran. *Nurse Education in Practice*, 42, 1–3. <https://doi.org/10.1016/j.nepr.2019.102667>
- Binuja, P. (2020). Assertiveness and Self-esteem of Nurses. *Asian J. Nursing Education and Research*, 10(2), 160–162. <https://doi.org/10.5958/2349-2996.2020.00035.X>
- Boham, E. A., Dankyi, L. A., Ocansey, F., & Awabil, G. (2021). The Effects of Assertiveness Training and Cognitive Restructuring on Low Self-Esteem among University Students in Ghana. *International Journal of Social Sciences & Educational Studies*, 8(4), 17–35. <https://doi.org/10.23918/ijsses.v8i4p17>
- Bulut, H. K., Çalk, K. Y., Erdöl, H., & Yılmaz, G. (2019). Self-esteem and assertiveness levels of nursing students. *The European Proceedings of Social & Behavioural Sciences*, 1–9. <https://doi.org/https://dx.doi.org/10.15405/epsbs.2019.04.02.101>
- Dabirian, A., Malekipour, S., & Kakhki, A. (2014). The correlation between nurses self-esteem and job satisfaction in educational hospitals of Khorramabad in Off Sci Tech Inf Tech Rep. *Off Sci Tech Inf Tech Rep*, 4, 2161–2180.
- Dancot, J., Pétré, B., Dardenne, N., Donneau, F., Detroz, P., Guillaume, M., & Dancot, J. (2021). Exploring the relationship between first- - year nursing student esteem and dropout : A cohort study. *J Adv Nurs.*, 00, 1–13. <https://doi.org/10.1111/jan.14806>
- Dimitriadou-Panteka, A., Koukourikos, K., & Pizirtzidou, E. (2014). The Concept of Self-Esteem in Nursing Education and its Impact on Professional Behaviour. *International Journal of Caring Sciences*, 7(1), 6–11.
- Edwards, D., Burnard, P., Bennett, K., & Hebden, U. A. (2010). longitudinal study of stress and self-esteem in student nurses. *Nurse Educ Today*, 30(1), 78–84. <https://doi.org/10.1016/j.nedt.2009.06.008>
- He, L., Ma, Y. F., Zhang, K. Sen, & Wang, Y. X. (2019). Self-esteem enhancement as a strategy for promoting the mental health and averting the occupational problems of nurses. *Frontiers of Nursing*, 6(1), 59–65. <https://doi.org/10.2478/FON-2019-0012>
- Iacobucci, T. A., Daly, B. J., Lindell, D., & Griffin, M. Q. (2013). Professional values, self-esteem, and ethical confidence of baccalaureate nursing students. *Nursing Ethics*, 20(4), 479–490. <https://doi.org/10.1177/0969733012458608>
- Ilyas, U., Afzal, M., Parveen, K., & Gilani, S. A. (2018). Assertive Behavior of Nurses and Head nurses in Government Hospital Lahore, Pakistan. *Int. J. Grad. Res. Rev.*, 4(3), 77–87. www.ijgr.org
- Johnson, A. R., Jayappa, R., James, M., Kulnu, A., Kovayil, R., & Joseph, B. (2020). Do Low Self-Esteem and High Stress Lead to Burnout Among Health- Care Workers ? Evidence From a Tertiary Hospital in Bangalore , India. *Safety and Health at Work*, 11(3), 347–352. <https://doi.org/10.1016/j.shaw.2020.05.009>
- Kanade, A. (2018). The Effect of Assertiveness Training Program on Nurses. *Indian Journal of Psychiatric Nursing*, 15(2), 19–23.
- Larijani, T. T., Aghajani, M., Zamani, N., & Ghadirian, F. (2017). Assertiveness and the Factors Affecting it Among Nursing Students of Tehran University of Medical Sciences. *International Journal of New Technology and Research (IJNTR)*, 3(5), 34–38.
- Maheshwari, S. K. (2016). A study to develop and evaluate the effectiveness of assertiveness training module on assertive behaviour, self-esteem, interpersonal communication satisfaction and stress among nurses working in selected hospitals of Punjab. Rajiv Gandhi University of Health and Sciences, Karnataka, Indian.
- Maheshwari, S. K., & Kanwaljit, K. G. (2015). Relationship of Assertiveness and Self Esteem among Nurses. *International Journal of Health Sciences & Research*, 5(5), 440–449. www.ijhsr.org
- Mahmoud, A. S., Taher, M., Kalaldehy, A., & El-rahman, M. A. (2013). The Effect of Assertiveness Training Program on Jordanian Nursing students' Assertiveness and SelfEsteem. *International Journal Nurse Practitioner Educators*, 2(1), 1–15.
- Mahmoud, S., & Hamid, R. A. (2013). Effectiveness of Assertiveness Training Programme On Self Esteem & Academic

- Achievement in adolescents girls at secondary school at Abha city. *Journal of American Science*, 9(8), 1–8. <http://www.jofamericanscience.org>
- Manomenidis, G., Kafkia, T., Minasidou, E., Technological, A., Koutra, S., Kospantsidou, A., Dimitriadou, A. (2017).** Is Self-Esteem Actually the Protective Factor of Nursing Burnout? *International Journal of Caring Sciences*, 10(3), 1348–1359.
- Megahed, M. ., & Mohammad, F. A. (2014).** Effect of cooperative learning on undergraduate nursing students ' self-esteem : A quasi- experimental study. *J Nurs Educ Pract*, 4(11), 1–7. <https://doi.org/10.5430/jnep.v4n11p1>
- Morton, L., Roach, L., Reid, H., & Stewart, S. H. (2012).** An Evaluation of a CBT Group for Women with Low Self-Esteem. *Behavioural and Cognitive Psychotherapy*, 40, 221–225. <https://doi.org/10.1017/S1352465811000294>
- Mustafa, A. S., Adam, S., & Elazeem, H. A. (2020).** Educational Environment versus Nursing Students ' Self- Esteem at Technical Institute of Nursing. *Egyptian Journal of Health Care*, 11(2), 20–30.
- Ni, C., Lo, D., Liu, X., Ma, J., Xu, S., & Li, L. (2012).** Chinese female nursing students ' coping strategies , self-esteem and related factors in different years of. *J Nurs Educ Pract*, 2(4), 33–41. <https://doi.org/10.5430/jnep.v2n4p33>
- Obineli, A. S., & Ezioko, R. O. (2019).** Effect of Assertiveness Training on Low Self Esteem Among Secondary School Students in Enugu North Local Government Area , Enugu State , Nigeria. *Journal of Guidance and Counselling Studies*, 3(2), 104–132.
- Oducado, R. M. F. (2021).** Influence of self-esteem, psychological empowerment, and empowering leader behaviors on assertive behaviors of staff nurses. *Belitung Nursing Journal*, 1–7.
- Okoiye, O. E., Okreke, C., & Nwoga, A. N. (2015).** Assertiveness Training and Cognitive Restructuring Technique on Self-esteem of female undergraduate victims of relationship violence in South-West Nigeria. *European Journal of Educational and Development Psychology*, 3(2), 15–29. www.eajournals.org
- Okuyama, A., Wagner, C., & Bijnen, B. (2014).** How We Can Enhance Nurses ' Assertiveness : A Literature Review. *Journal of Nursing and Care*, 3(5), 1–9. <https://doi.org/10.4172/21671168.1000194>
- Okwaraji, F., Nduanya, C., Obiechina, K., Onyebueke, G., & Okorie, A. (2018).** Locus of control, self-esteem and depression in a sample of school going adolescents in two Nigerian rural communities. *The Journal of Medical Research*, 4(2), 106–110.
- Omura, M., Maguire, J., Levett-jones, T., & Stone, T. E. (2016).** Effectiveness of assertive communication training programs for health professionals and students: a systematic review protocol. *Joanna Briggs Institute*, 64–71. <https://doi.org/10.11124/JBISRIR-2016-003158>
- Peterson-Graziose, Virginia, Bryer, Jennifer, Nikolaidou, & Maria. (2013).** Self-Esteem and Self-Efficacy as Predictors of Attrition in Associate Degree Nursing Students by (PetersonGraziose *et al.*, 2013. *Journal of Nursing Education*, 56(6), 351–354.
- Poorgholami, F., Ramezani, S., Jahromi, M. K., & Jahromi, Z. B. (2016).** Nursing students ' clinical performance and professional self-concept. *Bangladesh Journal of Medical Science*, 15(1), 57–61.
- Rezayat, F., & Nayeri, N. D. (2014).** The Level of Depression and Assertiveness among Nursing Students. *IJCBNM*, 2(3), 177–184.
- Sa, B., Ojeh, N., Majumder, A. A., Nunes, P., Williams, S., Rao, S. R., & Youssef, F. F. (2019).** The Relationship Between Self-Esteem , Emotional Intelligence , and Empathy Among Students From Six Health Professional Programs. *Teaching and Learning in Medicine*, 1–8. <https://doi.org/10.1080/10401334.2019.1607741>
- Shaimaa, M. H. A., Mona, M. S., & Safaa, M. A. E. (2017).** Factors Affecting Assertive Behaviour among Head nurses. *Minia Scientific Nursing Journal*, 2(1), 1–7.
- Shrestha, K., Limbu, G., Twati, S., & Shrestha, P. (2018).** Study of self-esteem of nursing students in a nursing college in Kathmandu. *Global Journal of Medicine and Public Health*, 7(6), 1–8.
- Shrestha, S., & Ghimire, S. (2019).** Stress and self-esteem among nursing students at private medical college, Chitwan. *Journal of Chitwan Medical College*, 9(1), 41–46.
- Valizadeh, L, Zamanzadeh, V., Gargari, RB Ghahramanian, A., Tabrizi, F., & Keogh, B. (2016).** Pressure and protective factors influencing nursing students' self-esteem: A content analysis study. *Nurse Education Today*, 36, 468–472.
- Yoshinaga, N., Nakamura, Y., Tanoue, H., MacLiam, F., Aoishi, K., & Shiraiishi, Y. (2018).** Is modified brief assertiveness training for nurses effective? A single- - group study with long- - term follow- - up. *J Nurs Manag.*, 26(May 2017), 59–65. <https://doi.org/10.1111/jonm.12521> .