



## Level of assertiveness among adolescent's students: A review based literature

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### Abstract

**Method:** A comprehensive systematic search of published literature and journal articles from PubMed, Ebsco, Delnet and google scholar was done. Search strategy specific to each database was used. During initial search 444188 titles were retrieved and after screening of 900 full text articles, finally 5 research articles were selected based on the rigid inclusion criteria.

**Result:** Out of 5 articles, 1<sup>st</sup> research study finding was showed that the level of assertiveness among undergraduate students is moderate in nature. 2<sup>nd</sup> result of the study showed no significant difference in assertiveness level between the adolescents based on gender. 3<sup>rd</sup> study finding suggest there was a significant increase in degree of difficulty with subordinates, followed by colleagues of South African population's assertiveness. 4<sup>th</sup> result showed that Swedish adolescents are more assertive than Turkish adolescents. 5<sup>th</sup> The students are assertive and mean score for assertiveness of the male students are more than female students.

**Conclusion:** Assertiveness is much important for the students to achieve more in their education as well as in personality development. Students should aware the importance of assertiveness and each student must learn how to develop the assertive behaviour. Teachers and parents should aware of it and help the students to develop such a character among students. The study may helpful for the students, teachers and parents to understand the level and importance of assertiveness in the present generation.

**Keywords:** assertiveness, assertive behaviour, self-efficacy, confidence level

### Introduction

Assertiveness was initially described as a personality trait by Andrew Salter (1949). Later researcher's redefined assertiveness as "expressing personal rights and feelings". Smith (1975) explains that a person is assertive when he can stand up for his rights in such a way that rights of others are not violated. Assertiveness differs from aggressiveness, which involves inappropriate expression of thoughts, emotions and beliefs in a way that violates the rights of others. It also differs from non-assertiveness, in that a non-assertive person functions passively and indirectly, which may lead to victimization. Assertiveness is thought to be a healthy form of behaviour and helps people in personal empowerment. It is an invaluable component for successful professional practice, with which many conflicts in a nursing situation can be successfully ruled out. (Park and Yang, 2006)

### Need for the Study

Assertiveness levels of individuals may vary as a result of personal attributes, the type of behaviour performed, the situation, the level of interpersonal anxiety and levels of self-efficacy. A second reason for the increased interest in assertiveness in nursing, stems from the realization of the advantages of being 'professionally assertive'. Overall, therefore, assertion skills are now considered to be a necessary attribute in nursing as such responses can be developed and nurtured during training. Assertiveness is a key attribute for nurses without which true autonomy, Professional status or empowerment cannot be achieved.

Traditionally nurses have been taught to be acquiescent and submissive helpers of doctors. Assertive behaviour has been an essential communication strategy for women in pursuing equality, however within the nursing profession which is a predominantly female, nurses working on wards retain a submissive role and do not assert themselves well. However, barriers that prevent nurses from being assertive. These included a lack of knowledge about personal/professional rights, concern about what others will think about their behaviour and anxiety due to a lack of confidence and poor self-esteem.

Assertiveness is a personal and social character which needs to value competition, success, and progress, communicate directly and unambiguously control over the environment, expect subordinates to take initiative, build trust on basis of calculation. Students are the pillars of nation and they are contributing much for social development, so each student should have the tendency of assertive behaviour to achieve more in their education and future life with more courage and self-confident. Assertive behaviour are different in nature such as self-esteem, communicative, interpersonal and social assertiveness. Student stage is the period for learning and to become meaningful human beings in the society. Assertiveness can develop social skills as a result of personality development, so the study is needful for students. (Prakash, 2013) [4].

### Aim

The aim of this review to determine the level of assertiveness among the adolescents student.

**Objectives**

To find the evidence of assertive behaviour among adolescents students.

**Methodology**

**Search Strategy**

An electronic search of articles published in various journals till 2017 (December) was conducted. Search was restricted to only English language. The database search done was PubMed, Ebsco, Delnet and google scholar.

**Key Word Mesh**

("assertiveness"[MeSH Terms] OR "assertiveness"[All Fields]) OR ("students, nursing"[MeSH Terms] OR "students"[All Fields] and "nursing"[All Fields]) OR "nursing)

**Type of study**

Survey design, Comparative study design, Cross sectional comparative study design, Descriptive design.

**Type of participant**

Undergraduate students, adolescents, Nursing students, health care professionals.

**Setting**

Colleges, urban setup & community setup.

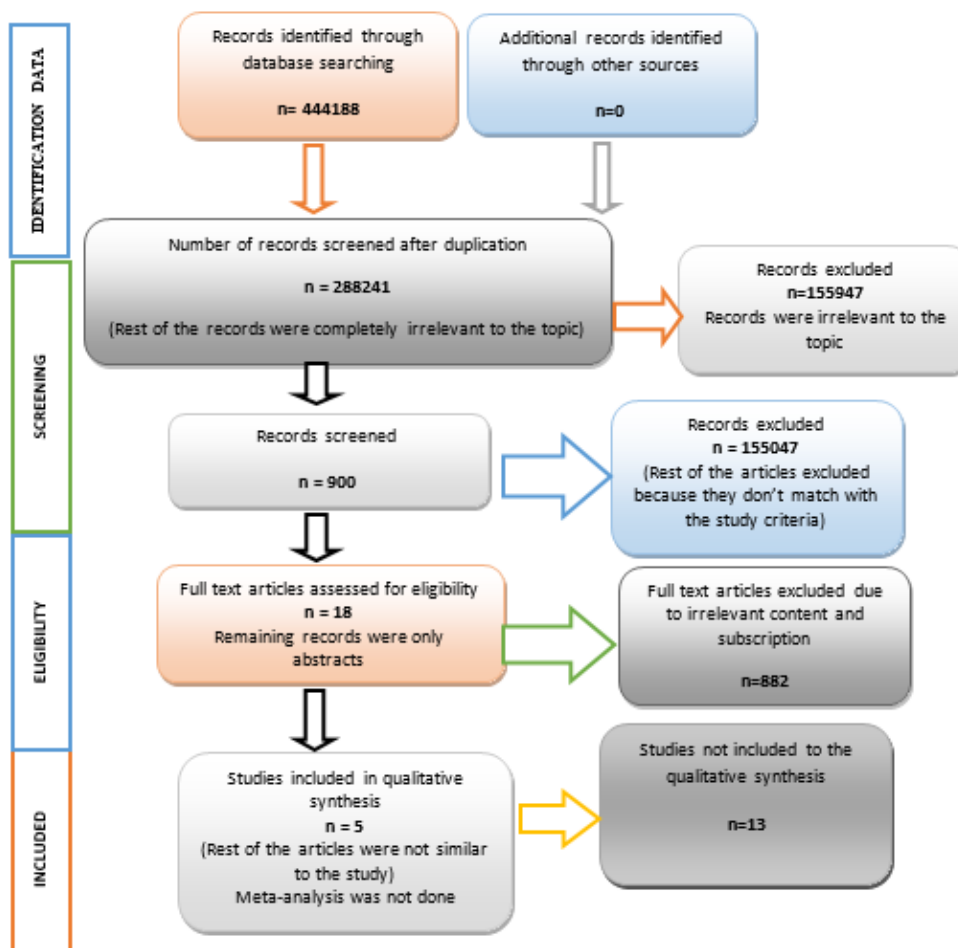
**Outcome**

The studies reveals that probability of assertive behaviour was significantly lower than the level noted in the literature and was negatively related to interpersonal anxiety and positively related to self-efficacy.

**Result**

The systematic search was conducted by framing the terms individually and in combination with all synonyms, also according to the database. In addition to this, a manual PubMed search was undertaken using the keywords and search synonyms from already found articles. Additions of 5 articles were found. Initial search retrieved 444188 articles over which 288241 articles were selected manually. Duplicates were removed and reviewed 900 articles for eligibility, 155947 articles were excluded because of duplications in two databases. 882 studies were excluded due to unavailability of full text. Hence 5 articles were screened which includes quantitative studies.

**Prisma Flow Chart**



## Data Extraction Table

Table 1

SR. & Author	Source & title	Country	Variables	Instruments	Sample & sampling Technique	Design	Findings	Conclusion
1. (N.R. Prakash, 2014)	Assertiveness behaviour of undergraduate students.	Saidapet Chennai INDIA	Level of assertiveness.	Assertiveness rating scale.	N=100 Random Sampling.	Survey design	The study revealed that the level of assertiveness among undergraduate students is moderate in nature.	Assertiveness is much more important for the students to achieve more in their education as well as in personality development.
2. A.Sajitha Qadir, <i>et al</i>	A study on assertiveness among adolescents.	Madurai District Tamilnadu INDIA	Level of assertiveness.	The Rathus assertive scale.	N=100 Randomized sampling	Comparative Study design	The results of the study showed no significant difference in assertiveness level between the adolescents based on gender.	The study revealed that the gender does not affect the level of assertiveness among adolescents.
3. M.Paterson, <i>et al.</i> 2002 <sup>[3]</sup>	Probability of assertive behaviour interpersonal anxiety and self-efficacy of south African registered dietitians.	SOUTH AFRICA	Level of probability of assertive behaviour and interpersonal anxiety.	Questionnaires collecting biographical information and psychometric scales measuring levels of assertiveness.	N=145 A computer generated random sampling.	Survey Design	study finding suggest there was an significant increased in degree of difficulty with subordinates, followed by colleagues of South African population's assertiveness.	The results of the study showed that although south African dieticians not have demonstrated levels of probability of assertiveness as high as those reported for health professionals.
4. Dr Mehmet Eskin 2003 <sup>[2]</sup>	Self-reported assertiveness in Swedish and Turkish adolescents A cross-cultural comparison. (eskin, 2003)	SWEDEN TURKEY	Level of assertiveness.	A questionnaire scale assessing personal assertion and scale for interpersonal behaviour (SIB).	N=1306 Purposive sampling	Cross sectional comparative study design.	The results showed that Swedish adolescents are more assertive than Turkish adolescents.	Comparative studies of assertive behaviour indicate that cultural or ethnic groups do differ in self- assertion.
5. Esin Arslan, RN, <i>et al.</i>	The levels of assertiveness and peer pressure of nursing students.	TURKEY	Level of assertiveness and peer pressure.	Rathus assertiveness inventory (RAI) and Peer pressure scale.	N=154	Descriptive study design.	The students are assertive and mean score for assertiveness of the male students are more than female students.	The present study has not any significant correlation between mean assertiveness scores and mean peer pressure scores of the students.

### Summary and Findings

The available literature refined to get 5 quantitative review. Out of 5 articles, 1<sup>st</sup> study claim Assertiveness behaviour of undergraduate students and the study revealed that the level of assertiveness among undergraduate students is moderate in nature. 2<sup>nd</sup> study on assertiveness among adolescents and the results of the study showed no significant difference in assertiveness level between the adolescents based on gender. 3<sup>rd</sup> study finding suggest there was a significant increase in degree of difficulty with subordinates, followed by colleagues of South African population's assertiveness. 4<sup>th</sup> Self-reported assertiveness in Swedish and Turkish adolescent's cross-cultural comparison and results showed that Swedish adolescents are more assertive than Turkish adolescents. 5<sup>th</sup> results showed the students are assertive and mean score for assertiveness of the male students are more than female students.

### Importance in Education

Assertiveness refers to the way we communicate our needs with others. It is a trained pattern of behaviour that allows us to convey our feelings and emotions without violating the rights of others or having our own rights violated. It is that middle ground between being labelled aggressive or passive. Being assertive means we can ask for what we want, need or desire. We can say no when we need to and we can express emotion and feelings without being self-conscious therefore it promotes the communication pattern of an individual and hence it plays a vital role in terms of education.

### Future Significance

The review helps to understand the assertive behaviour of individuals in order to promote the interpersonal relationship and also helps in straight forward communication that maintain protect one's right in a constructive way.

### Limitation

- Database search was limited towards subscription and English language.
- Meta – analysis will give more accuracy.
- Was limited to only in nursing student
- Was limited to Quantitative studies due to narrow criteria.

### Strength

- Article search was carried out on a significant criterion.

### Weakness

- Only 5 quantitative articles were included for data synthesis due to limitations.

### Conclusion

When we are assertive we have a sense of 'this is who I am, what I feel and how I think'. Without that sense of identity, we lose our sense of purpose and we suffer from a lack of control which in turn may lead to symptoms of stress, anxiety and depression. Assertive behaviour also helps us to determine whether we may need to challenge our own assertiveness, it can be helpful to ask ourselves how confident we are in different situations such as

- Complaining about a meal in a restaurant
- Initiating conversation with a stranger

- Discussing another person's criticism of you with them
- Telling a friend that something they do really bothers you
- Asking for and accepting constructive criticism
- Approaching another parent about their child's behaviour

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- (N.R. Prakash,2014)
- A.Sajitha Qadir, *et al*
- M.Paterson, *et al.*2002 <sup>[3]</sup>
- Dr Mehmet Eskin 2003 <sup>[2]</sup>
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