

Relation Ship between Assertiveness , Psychological Well-Being, with Self Efficacy Among First Year Student Female Nurse

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Abstract

This study was a descriptive, correlation study aiming to explore the relation between these dimensions of assertiveness , student nurse 'psychological well-being and self efficacy while controlling for sex. The study was conducted in faculty of nursing ,Ain Shams university on 150 female student nurse .three tools instrument were used for collecting the data: assertive behavior in nurses questionnaire, General Self-Efficacy Scale and General Health Questionnaire. The main result revealed that the was a significant correlation among assertiveness, self efficacy and psychological wellbeing .the present study recommend that Implementing counseling services at faculty to help student to cope with academic, social and Emotional stressors

Keywords: assertiveness- self efficacy – psychological wellbeing – student nurse

Introduction

Assertiveness is a key attribute for nurses without which true autonomy professional status or empowerment cannot be achieved. Assertiveness is an interpersonal behavior that promotes equality in human relationships by assisting an individual give expression to their rights, thoughts and feelings in a manner that neither denies or demeans but recognizes and respects those of others.

(**Mc Cabe and Timmins 2003**),Unfortunately domination in nursing can be cultivated from student days. Oppression of nursing students occurs in both the clinical area and the classroom. The relationship between teaching staff and students has been described as: "like that between (military) recruit and drill sergeant" (**Farrell,2006**).

Student stress and self-efficacy are closely related. When an individual faces various demands from the external environment, personal beliefs such as self-efficacy help in differentiating them as threat or a challenge. It is the extent of competence of the individual that gives the confidence to interpret an event perceived as stressful or challenge. (**Peterson(2009)**). A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression. In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. They fall easy victim to stress and depression (**Moghadam, and Tahmassian,2011**)

Associations between education and well-being are not always positive. Adults with higher qualifications report relatively low job satisfaction, and there is some evidence that adults with high level qualifications are not much happier or resistant to depression than adults with qualifications at an intermediate level.

Significant of the study

Nursing students up and down the country are facing unique stress levels . Some of the sources of stress experienced by nursing students are experienced by students generally. Stressors included examinations, and the intense amount of work, clinical area due to the conflict between 'ideal' and 'real' and the pressure of time when performing duties. Specific experiences that caused stress included unfriendly atmosphere in the ward', and being reprimanded in front of staff and patients. Additional stressors faced student nurse, are leadership style of teaching staff, communication with physicians, lack of participation in practice decision, unadequate knowledge and skills for role functions. the promotion of assertive behavior in nursing students can equip nurses with the skills' to deal with oppressive atmospheres, relate well to patients and confront oppression issues'. Indeed, newly qualified staff nurses consider the ability to act in an assertive manner as requisite in facilitating them make the transition from student to qualified nurse successfully. It has been reported that nurses experiencing stress suffers from insomnia, weakness, severe headaches, muscular pain and nervous tension. Hence, it becomes more necessary for the nurses to develop coping skills to reduce stress at workplace. On the other hand, these nurses need to be guided to enhance their perceived self-efficacy required for achieving desired level of performance. so tat this study aiming to assess relation between these dimensions of assertiveness and student nurse 'psychological well-being and self efficacy

Aim of the study

to explore the relation between these dimensions of assertiveness and student nurse 'psychological well-being and self efficacy while controlling for sex.

Research hypothesis

1. There is a significant relationship between assertiveness ,psychological wellbeing and self efficacy

2. Assertiveness partly have the mediator role between self efficacy and psychological wellbeing

Research design: descriptive, correlation study

Study setting: this study was conducted in faculty of nursing Ain shams university

Subjects:

The subject of this study consist of 150 newly student nurse with following inclusion criteria :

age : 16-20 year

sex: female

newly student in semester 2011

not complain from psychiatric illness

Technical design:

Tool of collection :

Interview questionnaire: It covered the following items:

1:Socio demographic data: It includes data regarding to age ,birth order, parents education and reason to be joined to faculty of nursing

2-Question relating to stressors facing student nurse at the first year of the study

This questions were developed by researchers it includes :stressors related to relation ship with academic staff ,assignments, clinical evaluation and financial constrain . each question rated on a four point Likert scale :

3-assertive behavior in nurses questionnaire:

it was developed by **Begley and Glacken (2004)**.The questionnaire incorporates three dimensions of assertiveness: positive assertion, negative assertion and self-denial. Furthermore, three other areas were consider to be of importance: the ability to deal with criticism, confronting others and the spontaneous expression of feelings. The questionnaire includes 28 questions in the Likert four-point format type, with the options

always =3

often =2

rarely =1

never = 0

The questions were easy to understand and they took 8 min to complete.

Scoring :

The total score is the sum of items and can range from 28:84 with higher score reflecting more assertiveness

0: 28 a little assertiveness

38:65 assertive

+65 very assertive

4-General Self-Efficacy Scale

It was developed by **Schwarzer, & Jerusalem,(1995)** to assess a general sense of perceived self efficacy. It was consist of 10 items ,each item rated on a four point Likert scale :

1 = Not at all true

2 = Hardly true

3 = Moderately true

4 = Exactly true

Scoring

The total score is the sum of items and can range from 10 to 40 points. Higher score reflecting more self efficacy

In this study the scoring system

0 : 10 no self efficacy

10: 30 mild self efficacy

+30 complete self efficacy

5- General Health Questionnaire

It is originally develop by **Goldberg & Williams (1988)** to measure of

psychological well-being. It is designed to cover four identifiable elements of distress: depression, anxiety, social impairment, and hypochondria. The depression/anxiety factor identifies feelings of distress and consists of items 2, 5, 6, 9, 10, and 11 (lost sleep due to worry, constantly under strain, cannot overcome difficulties, feeling unhappy, loss of self-confidence, and thinking yourself worthless). Items 1, 3, 4, 7, 8, and 12 (ability to concentrate, playing a useful part, capable of making decisions, enjoying normal activities, facing up to problems, feeling reasonably happy) are components of the social dysfunction factor and indicate the inability to carry out one's normal. It consist of 12 items, each items each item rated on a four point Likert scale :

(0) = better than usual

- (1) = same as usual
- (2) = less than usual
- (3) = much less than usual

Scoring

Total Score range 0 to 36.
Scores :11-12 typical.
Score >15 evidence of distress
Score >20 suggests severe problems and psychological distress

Operational design

Pilot study

A pilot study was performed after the researcher was granted official permissions from the Dean of Faculty of Nursing, Ain Shams University, head of department fundamental nursing .

A pilot study was carried out on (15)order to test the applicability of tools and clarity of the included questions as well as to estimate the average time needed to fill the sheets. Those who shared in the pilot study were excluded from the study sample.

Result of pilot study was item of stressors was rated on a four point Likert scale .

Field work

At the beginning, the researchers introduced themselves and briefly explained the study objectives to student . Data were collected over a period of 2 months from (june and july) questionnaires were filled from 10-30 minutes by the student

Limitation of study

1. The primary limitation of this study was that our sample of 150 students was small;
- 2.As the student busy during academic study .the amount of information shared by them was limited

Ethical Considerations:

- Explanation of the aim of the study was done to students/guardians to obtain their permission to participate
- Subjects were assured about confidentiality of the information gathered and its use only for their benefits and for the purpose of the study

Statistical Design

Analysis of data was done by an IBM computer using Statistical Program for Social Science (SPSS) version 12 as follows:

- Description of quantitative variables as mean, SD and range
- Description of qualitative variables as number and percentage
- t-test was used to compare quantitative variables in parametric data within group
- Correlation co-efficient test was used to rank different variables against each others positively or inversely.

P >0.05 insignificant

P <0.05 significant

P <0.01 highly significant

Results

table (1)the table show that more half of study sample in age group 16-17 years old concerning to birth order the highest percent of student are 4th ,5th order of birth.

Regarding to parents education , the table explain that 33%of father have university level meanwhile 40% of mother are illiterate .

About the family income, the highest proportion of student have adequate family income . according to Residence place 57%of student are living in university hostel

Finally the table shows the only lowest percent of student (26.7%)were joined to faculty according to them desire

Table (2) clarified that the very stressful situations to the student were examination ,relationship with academic staff and assignment . they represent 60%,53% and 46.7%respectively

Table (3) The table reveals that only13.3%of student nurse were very assertiveness there was a highly statistically significant difference detected

table(4): As observed there was a highly statistically significant difference detected in self-efficacy level among student nurse(T=34.440) , P <0.0

table (5): As indicated there was a highly statistically significant difference detected in (psychological wellbeing) (T=34.440,p = P <0.0) .the half of study sample attain usual level of psychological wellbeing

Table (6): The table show that the highest average was psychological well being , it represent 2.17.

Table (7): The table shows positive correlation between assertiveness and self efficacy, positive correlation

between, assertiveness and psychological wellbeing finally, there was a positive correlation between self efficacy and psychological wellbeing

Table (8):) As indicate from the table group main effect is significant ($f= 55.389, p>0.01$) is concluded that the there was a significant relationship between assertiveness, psychological wellbeing and self efficacy

Discussion

Faculty students face pressures that are much different than those they faced in high school. They have increased responsibilities for all parts of their lives, including being assertive when necessary. Personal and emotional problems of faculty students may be manifested as global psychological distress, anxiety, low self-esteem, or depression (Hamoud, El Dayem, and Ossman (2011)). Self-efficacy pertains to optimistic belief about being able to cope with a variety of stressors. People with high self-efficacy choose to perform more challenging in difficult task. terms of feeling low level of self efficacy is concerned with depression, anxiety and helplessness. Well-being is connotative as a harmonious satisfaction of once desire and goals. Psychological well-being is the subjective feelings of gratification, happiness satisfaction with life's experiences and one's role in the world of work, sense overachievement, utility belongingness, and no distress dissatisfaction or worry etc. (Singh and Udainiya 2009)

Socio-demographic characteristics first year student female nurse

The present study show that more half of study sample in age group "middle adolescent stage" 16-17 years and are living in university hostel. this result is similar to Arslan, Akca, and Baser, (2013) they assess level of assertiveness among student nurse found that near half of sample in lees than 19 years and are Voluntarily joint to nursing college

Stressors facing student nurse at the first year of the study

The present study reveals that The most common sources of stress identified by students that relate to academics study. it includes Relationship with academic staff, examinations and assignments. this may be related to The nature of clinical education presents challenges that may cause students to experience stress. Moreover, the practical components of the program which is important in preparing students to develop into professional nurse role by its nature have made the program even more stressful than other programs. This result is consistent with

Labrague (2013) and Takao, Yamashita and Saito (2012) they explained The most common sources of stress identified by students and faculty that relate to academics includes academic demands, assignments and examinations,

Level of assertiveness among student nurse

The result clarified that half of student nurse have a little level of assertiveness, this may be due to Nursing students as university students may encounter economical, educational, sexual, academic and environment-adaptation problems; have no time and opportunities for activities outside the regular class sessions; the most nursing students, leaving their families and passing to adulthood in this period, are still dependant upon others. Additionally the relation relationship between student and teaching staff like relation between (military) recruit and sergeant": the student custom to obedience the staff order. Finally the Arabic culture has mistaken traditional assumptions about assertiveness that are reinforcing during rearing practices for individuals. Some of these assumptions are: "it is selfish to put your needs before others' needs", and "asking questions reveals your stupidity to others"

This result in agreement with Ibrahim (2010) reported that about half of the second year students at Port-Said University were non-assertive.

This result is contradicting with Arslan, Akça, and Baser (2013) they found that more than half of the nursing students had assertiveness in Bozok University in Yozgat, Turkey.

Level of self efficacy among student nurse

The result denote that half of study sample have mild self efficacy level this may be related to the first year students were experiencing more stress because of the major life transition secondary school to university. also student not achieve competence level of their clinical performance, inadequate role modeling during clinical practice, furthermore experiencing conflict between the ideal and real clinical practice. student not experience mastery due to negative interaction with instructors" being observed by instructors "not allow them to practice a new skills, alone that lead to doubt in their ability to control situation. this explanation in agreement with Hakimzadeh et al 2013 and Opacic (2003) demonstrate that self-efficacy have a significant relationship with clinical competence. Students with high self-efficacy had obtained higher clinical competence. This result was agreement with Sabates & Hammond (2008) they suggest that One source of self-efficacy is vivid experience, which refers both to learning from the competence of others (e.g. teachers and peers) and social comparison

This result is contradicting with Randle (2003). found that amongst students on a diploma course in nursing, self efficacy decreased dramatically between the start and the end of the course.

Level of psychological well being among student nurse

The result of this study show that the half of study sample have same level of psychological wellbeing this due to social support that students receive from friends and family. In addition all of student in middle adolescent stage.

"Adolescent is the most vulnerable age for development, that requires intensive readjustment to faculty, social and family life meanwhile the females have to bear the discrimination of the majority in every sphere starting from their own family to the society who provide impoverished environment, as a result affect their well-being and overall personality likewise clinical learning had led to increases in their self-confidence, their enjoyment and satisfaction with life, positive changes in how they felt about themselves and their ability to cope with everyday life.

This result is contradicting with **Feinstein et al (2006)** who found that adults with higher levels of education tend to also enjoy relatively high levels of self-efficacy and (psychological well being) optimism.

this result contradicting with **El Ansari & et al (2011)** showed that university students reported more health complaints than their working peers but did not appear to seek help for these problems. also this result contradicting with **Mansour (2007)** examine the relationship between perception of psychological well-being and general health among Jordanian university and The results showed that students perceived their psychological well-being as moderate.

Concerning the relation ship between assertiveness and self efficacy the result of present result clarified that there was positive correlation between assertiveness and self efficacy this may be due to different factors: assertiveness is the direct, honest and appropriate expression of personnel feelings, thoughts, needs, wants, and opinion in a way that respect the rights of other. Assertive behavior promotes equality in human relationship, personal power and self confident. , student have adequate knowledge about personnel and professional right all students have opportunity to practice social activity inside and out side college ,finally all student nowadays experience freedom to express their opinion in every aspect in their life without constrain. as well as self efficacy help student to determine how much effort resilience and preservation being put on a task this result in agreement with **Akbari, Mohamadi and Sadeghi (2012)** they found assertiveness has been effective on general self-efficacy in their study sample 200 female students studying in Azad University of Anzali, in year is 2010-2011 that their age is 18-40 years old.

Regarding the relation between assertiveness and psychological wellbeing

The result show that assertiveness was significantly correlated with psychological well being this could be related to all student are expose to a wide range of new social situation such as parties, celebration by social event, concert, as a result their come into contact not only with friends, but also with strangers, compelling them to learn and develop new social roles without the supervision of their parents. This interaction help student to feel about herself and other people, it increase self esteem., lead to mutual respect with other and help person to be confidence in their abilities. All student have a clear vision about the world, have commitment to clear goal and criteria relating to own, aware by their rules and rights, how standing to gain them and guarded them from aggressiveness.

additional the assertiveness behavior is mediate to fear, shyness, passivity, even anger, help student change her view about herself and establish confidence to avoid social anxiety

similar result found with **Paezy., Shahraray., and Abdi., (2010)** in their study about impact of assertiveness on psychological wellbeing on 30 Iranian 2nd grade high-school students in the field of Natural Sciences, they found that significant difference between assertiveness and well-being scores in pre-test, post-test and follow-up for the experimental group.

Also the result is similar to (**Sarkova et al 2013**) of psychological wellbeing and self-esteem were significantly correlated with the assertive subscales in their study on 1,023 students from 18 elementary schools in Kosice Slovak Republic.

Finally concerning correlation between study variable (assertiveness, psychological wellbeing and self efficacy) the result denote that there was a highly significant correlation between them this may be due to The assertiveness skill to express what an individual thinks and feels. The assertiveness skill is usually to affirm individual identity and succeed in the individualistic and competitive activity so that assertiveness decrease anxiety, enhanced feeling of personnel power and internal control to over hardship. this outcome lead to strong sense of self efficacy about the individual ability and competence that help individual with emotional adjustment, challenging situation without feeling overwhelmed, enhances accomplishment and personnel well being. so that our result confirm that, there is a significant relation between assertiveness, psychological well being and self efficacy and assertiveness have mediator role between self efficacy and psychological well being. The result is in confirmation with **Singh and Mansi (2009)** their study was conducted on a 250 students. both males and females having age range from 18 to 25. The sample was collected from the state of Haryana India the result confirm the relationship of well being & self efficacy and depicts that people with high self efficacy report better psychological well being. They are more confident, assertive, have high aspirations and strong

commitment to the goals they choose to pursue

This result also is contradicting with **Lightsey and Barnes(2007)** .in them study on 195 African American college students. To examined whether generalized self-efficacy and assertiveness uniquely predicted distress .they Found that Assertiveness partly mediated the relationship between generalized self-efficacy and psychological distress and both generalized self-efficacy and assertiveness inversely predicted distress,

Table (1)

Items	No	%
Age		
16-<17	40	26.7
17- <18	95	63.3
18-< 19	15	10
Mean \pm SD 18.7 \pm 1.4		
Birth order		
First	20	13.3
Second	15	10
4 th , 5 th	90	60
Before last	10	6.7
Last	15	10
Mean \pm SD		
Residence place		
With his\ her family	65	43
University hostel	85	57
Father education		
Illiterate	40	26.7
Read and write	20	13.3
Secondary school	40	26.7
University level	50	33.3
Mean \pm SD		
Mather education		
Illiterate	60	40
Read and write	50	33.3
Secondary school	35	23.3
University level	5	3.3
Mean \pm SD		
Family income		
Adequate	115	76.7
Inadequate	35	23.3
Reason to be joined to faculty of nursing		
Coordination office	50	33.3
Student desire	40	26.7
For immediate employing after graduation	60	40

Table (2) Stressors facing student nurse at the first year of the study

Stressors	Not at all stressful		Moderately stressful		Very stressful		Extremely Stressful	
	No	%	No	%	No	%	No	%
Relationship with academic staff	00	00	20	13.3	80	53.4	50	33.3
Examinations	5	3.3	30	20	90	60	25	16.7
Assignments	12	8	46	30.6	70	46.7	22	14.7
Living arrangement in hostel	3	2.1	90	60	50	33.3	7	4.6
Classroom hours	7	4.6	81	54	40	26.7	22	14.7
Travel to her countryside	17	11.4	90	60	43	28.6	00	00
Clinical placements	8	6.7	66	44	50	32	26	17.3
Relationships with ward staff	15	10	55	36.6	40	26.7	40	26.7
Clinical evaluation	8	6.7	70	46.7	56	37.3	16	9.3
Financial constrain	10	6.7	83	55.3	27	18	30	20

Table (3): Level of assertiveness among studies

Assertiveness level	No	%	T	p
a little assertiveness	82	54.7	27.143	0.000
assertive	50	32		
very assertive	18	13.3		

Table (4) :Level of self efficacy among studies girls

self efficacy	No	%	T	p
no self efficacy	23	15.4	34.440	0.000
mild self efficacy	100	66.6		
complete self efficacy	27	0.18		

Table (5) :Level of psychological well being among studies girls

Psychological well being	No	%	T	p
better than usual	14	9.3	38.976	0.000
same as usual	109	72.6		
less than usual	27	0.18		

Table (6) : descriptive statistic consist of average, standard deviation, minimum score, maximum score of testing items in variables

Variable	Average	Standard deviation	Maximum score	Minimum score
Assertiveness	1.58	0.7159	3.00	1.00
Self efficacy	1.88	0.6709	3.00	1.00
Psychological wellbeing	2.17	0.682	3.00	1.00

Table(7) : relationship between assertiveness with self efficacy and psychological wellbeing

Variable	R	Meaningfulness level
relationship between assertiveness and self efficacy	0.433	0.000
Relation between assertiveness and psychological wellbeing	0.655	0.000
Relation between self efficacy and psychological wellbeing	0.644	0.000

Table (8) :Covariance analysis results related to ,assertiveness ,self efficacy and psychological wellbeing

Items	Sum of square	D f	Mean square	F	sig
Between group	32.82	2	16.41	55.389	0.000
Within groups	43.55	147	0.29		
Total	76.37	149			

Recommendation

1. Encouraged student to participating in recreational physical activities for Improving the nursing students' assertiveness
2. Implementing counseling services at faculty to help student to cope with academic, social and Emotional stressors

Conclusion

The present study conclude that there was significant correlation between assertiveness ,self efficacy and psychological wellbeing . the present study recommend that implement counseling services at faculty for student to cop with their stressors .

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