

ASSERTIVENESS BEHAVIOUR AND SELF-EFFICACY AMONG NURSES AT MAIN MANSOURA UNIVERSITY HOSPITAL

Asmaa Mohamed El-Sayed Taha El-Nhas¹ , Karima Ahmed Elsayed² ,
Awatef Hassan Kassam³

1.Nursing Administration Department , Faculty of Nursing , Mansoura university .

2.Assistant Professor of Nursing Administration , Faculty of Nursing , Tanta University.

3.Lecturer of Nursing Administration , Faculty of Nursing , Mansoura university

Abstract

Background : Staff nurses have interaction with patients , colleagues and other health care specialists on a day by day basis and this interaction is advanced when staff nurses have good communication capabilities . It is far vital for them to be more assertive and have excessive self-efficacy .**Aim :**To assess assertiveness behavior and self-efficacy among staff nurses at Main Mansoura University Hospital . **Subjects and Methods :**Descriptive design was used to achieve the aim of the present study . Subjects were included 108 staff nurses working in all medical and surgical departments at Main Mansoura University Hospital . Two tools were used for data collection , first tool was assertiveness assessment scale and the second tool was general self-efficacy scale questionnaire sheet . **Results and conclusion :** There was a statistical significant positive correlation between assertiveness and self-efficacy. **Recommendations :** Providing specific courses for enhancing the acquisition of assertiveness skills , rules , techniques and self-efficacy and maintaining continuous development activities for staff nurses to improve their feelings , understanding and capabilities of self-efficacy .

Key words: Staff nurses, Assertiveness , Self-efficacy, Main Mansoura University Hospital.

Introduction:

Nursing entails pleasing numerous role , counting interact with customers , colleagues and additional healthiness professional and the role be stronger as well as completed by extra efficiency whilst staff nurse be prepared by means of right contact competencies (Rasetsoke, 2010). Assertiveness is a huge communication style that enhances a hit relationships with patients , families and colleagues . Staff nurses who have assertive behaviors usually have better self-worth and are more a success in lifestyles . Assertive staff nurses keep self-appreciate and respect for others by using assertive behavior which without delay expresses one's authentic , primary feelings , wishes , goals , reviews and personal rights in a high quality and efficient manner without denying the

rights of others (Mohamed et al., 2016) .

Assertiveness is the ability to express one's emotions , evaluations , ideals and wishes directly , openly and truly , while not violating the non-public rights of others . Assertive staff nurses are able to gift suggestions in an instantaneous , at ease manner , supply and take complaint , check the rights and duties in a nursing state of affairs and act on assessments in a thoughtful hassle – fixing way (Amicone and Miller, 2015) .

Tillman , (2011) perspectives assertive similar to the conversation shape in which individual speak out of bed in support of the individual believe , through esteem designed for together staff nurse and customer . Assertiveness is a behavior which enables one to act in his want , to face on his very own with none anxiety , to

explicit his real feelings and to satisfy his rights thinking about rights of other human beings (Yavarian, et al., 2010).

Yarbrough, (2011) views assertive individual as the middle statement ability as well as within feel of individual capable on the way to explicit oneself efficiently and suggest staff nurse's personal top inspection whilst in respect of human rights of the other.

Staff nurse assertiveness be a person who's truly interested by other people, moreover who knows his rights properly (Cam, 2010; Ozsaker, 2010). Whilst, passive staff nurses do no longer express their own views, however instead comply with things they might as an alternative no longer conform to, and obtain land by means of occupation with the aim of being not their (Hodgetts, 2011).

Submissive communiqué takes location while persons contain urban evading contact technique throughout fading on the road to explicit the opinion otherwise thoughts during defending the human rights plus identify moreover assembly wants. Low down self-respect be mostly the end outcome of inactive communiqué (Cuncic, 2012).

There are five domains of assertiveness; rules of assertiveness, techniques of assertiveness, courage, autonomy and authenticity (Kishk, 2014). For staff nurses, as high-quality outcomes of making use of assertive techniques and obtaining assertive abilities indicated now not best improved self-efficacy, self-belief and self-acceptance however, additionally discount of emotional distress, melancholy and popular mental fitness (Karami, et al., 2016).

Self-efficacy is a guarantee that one feels about certain activities which affects his level of private efforts and overall performance. In different phrases, self-efficacy impacts motivation and the

stronger the belief, the more encouraged and lively the staff nurses will be (Alidosti et al., 2016).

Perceived self-efficacy refers to belief in one's agentive abilities, that one can produce given ranges of attainment. Self-efficacy perception, consequently, includes each confirmation of a functionality stage and a strength of that belief (Garside, 2012).

Self-efficacy defined as a way which one engages in duties at hand, the amount of attempt implemented to the final touch of the obligations, the usage of the opportunities and the decision of barriers encountered (DuPreez, 2010). Self-efficacy is the personal perception that one is capable of performing in the right and effective manner to acquire certain desires. It exists in lots of domains of human functioning, along with both expert and personal conduct (Gavora, 2010).

The benefit of perceived self-efficacy associated with one's capacity to fulfill the expectations of one's profession is well documented within the literature (Townsend and Scanlan, 2011). Staff nurses with powerful self-efficacy have more suitable personal well-being and an extended ability to perform desires. In fact the very goals they set are stronger. They advance difficult responsibilities expectantly and with hobby. They become deeply engaged in such activities and accept as true with that they will sooner or later succeed in the event that they work hard. Inside the face of failure they are probably to increase their efforts and attribute such failure to a loss of resources or insufficient effort on their part, in place of to any private lack of capability or intelligence (Kennedy, 2013).

Powerful exercise of self-efficacy has a fantastic effect on staff nurses and the care they offer which sooner or later influences the nursing unit as an entire. Stepped forward outcomes for patients and

the fitness care device may result (Chang , 2010 ; Lee and Ko , 2010) .

Staff nurses with low self-efficacy have pessimistic thoughts toward their very own skills consequently, they keep away from of any state of affairs , which they suppose it's far greater than their abilities . Alternatively, Staff nurses with excessive self-efficacy challenges with difficult task (Sarvghad et al . , 2010) .

Significance of the study

Staff nurses have interaction with patients , colleagues and other health care specialists on a day by day basis and this interaction is advanced when staff nurses have good communication capabilities . Staff nurses had been found to behave with less assertiveness at their workplace than they do in lifestyles in general . In order for staff nurses to emerge as more influential inside the development of health care delivery system , more in a position within the provision of quality of patient care , more comfortable of their conversation inside society and more effective in using their expert understanding and abilities , it's far vital for them to be more assertive and have excessive self-efficacy .

Aim of the study

This study aimed to assess assertiveness behavior and self-efficacy among staff nurses at Main Mansoura University Hospital.

Research questions:

- What are the levels of assertiveness among staff nurses at Main Mansoura University Hospital?
- What are the levels of self-efficacy of staff nurses at Main Mansoura University Hospital?
- What is the relationship between assertiveness and self-efficacy of staff nurses at Main Mansoura University Hospital?

Subjects and Methods

Design of study

Descriptive design was used to achieve the aim of the present study.

Setting

The study was conducted in all medical and all surgical departments at Main Mansoura University Hospital that provides a wide spectrum of health services at Delta Region .Main Mansoura University Hospital bed capacity (1800) beds and includes 16 department in addition to unit`s attachments to the main building.

Subjects

Subjects were included (108) staff nurses (75) working in surgical department they are classified as follow ; 22 staff nurses working in (6) surgical department , 12 staff nurses working in (7) surgical department , 10 staff nurses working in (8) surgical department , 19 staff nurses working in (11) surgical department and 12 staff nurses working in (12) surgical department and (33) working in medical department they are classified as follow ; 8 staff nurses working in (3) medical department , 13 staff nurses working in (14) medical department and 12 staff nurses working in Tropical department at Main Mansoura University Hospital .

Tools of data collection

The data of the present study was collected by using questionnaire sheet. It consisted of three parts:

Part one :This part includes personal characteristics of staff nurses such as age , marital status , educational qualification , working department , years of experience and attending training program.

Part two : Assertiveness assessment scale:

It was developed by **Kishk (2014)** and modified by the researcher to assess staff nurses level of assertiveness. It

consisted of 90 items and divided into five domains classified as the following: rules of assertive behavior (18) items, assertive techniques (18) items, courage (18) items, autonomy (18) items and authenticity (18) items.

Scoring System:

Subjects' responses were measured on a three points Likert Scale ranging from (1) never I don't do to (3) usually do.

- <75% indicates assertive staff nurses > 202.5
- 50-75% indicates staff nurses need assertive training 135-202.5
- >50% indicates non assertive staff nurses (Kishk , 2014) 90-<135

Part three: General Self-Efficacy Scale

It was developed by Schwarzer and Jerusalem (1995) and reused by Abo Habieb (2013) to assess staff nurses' perception of self-efficacy. It consisted of 21 items.

Scoring System:

Subjects' responses were measured on a four point Likert Scale ranging from (1) strongly disagree to (4) strongly agree .The total score was the sum of items and ranged from 21 - 84 points higher scores reflecting more self-efficacy. Levels of self-efficacy were classified as follow:

- > 75% indicates complete self - efficacy < 63
- 50-75% indicates mild self-efficacy 42 – 63
- > 50% indicates no self- efficacy 21- > 42

II- Operational design:

The operational design includes the preparatory phase, pilot study, implementation phase.

Preparatory phase:

This phase-involved review of literature related to the problem, and to

acquire theoretical knowledgeof related administrative principles, using books, magazinesand internet in order to develop data collection tool. Also, this phase was concerned with translation, validation and preparation of tool for data collection with managerial arrangements to carry out the implementation phase.

Validity:

It was established for face and content validity by a panel of five expertise one assistant professor and four lecturer from Faculty of Nursing at Main Mansoura University who revised the tools for clarity, relevancy, applicability, comprehensiveness, understanding and ease for implementation and according to their opinions minor modifications were applied. The opinions of the experts for each item were recorded on a two point scale: relevant, not relevant. Some expertise made modification in translation of tools of data collection.

Pilot study:

A pilot study was carried out on 11 (10%) of staff nurses to test the clarity, feasibility of the questions and whether they were understandable, and to determine the time needed to fill-in questions .The tools were handed to participants to fill them in and collected by the researcher. Staff nurses who shared in the pilot study were excluded from the study sample.

Implementation phase: (Field work description)

Collecting data from staff nurses by explaining to each participant the aim of the study and take her acceptance. They were assured that the information given would be utilized confidentially and used for the research purpose only and the researcher explained to them how to fill in the sheets.

Filling the questionnaire sheet about nurses' perception toward using assertiveness assessment scale and self-efficacy scale took from 20–30 minutes; this time was depending on the work conditions. Data collection for some participants was carried out through distribution of the questionnaire sheet to the subjects and handed back to the researcher upon completion. Field work of this study was carried out in three months from beginning of April to the beginning of July, 2015.

Ethical consideration:

Prior to the initial interview, explanation of the nature and the aim of the study were performed by the researcher to all staff nurses included in the study. In addition, a verbal consent was obtained from each participating staff nurse prior to inclusion into the study. Clarification of the nature and purpose of the study was done while interviewing with each staff nurse. The researcher emphasized that the participation is absolutely voluntary and confidential as anonymity of the subjects is absolutely assured throughout the whole study.

III- Administrative design:

Official permission was obtained from the Dean of Faculty of Nursing Mansoura University and from director of Main Mansoura University Hospital to conduct the study.

IV. Statistical Design:

The collected data was organized, tabulated and statistically analyzed by SPSS software (Statistical Package for the Social Sciences Standard version release 16.0, SPSS Inc. Chicago, IL, USA). Parametric data are articulated the same as signify ± average deviation as well as definite data are uttered like numeral (one hundredth). Constant variable was checked used for regularity via use Wilk test. Pearson correlation for correlating self efficacy and assertiveness total scores. Fissure test, independent t test were used to compare mean scores of assertiveness and self efficacy with subject characteristics. All tests were two tailed. P value significant ≤ 0.05 (Dawson and Trapp, 2001).

Results:

Table (1) : levels of assertiveness among staff nurses (n=108)

Assertiveness domains	Levels of assertiveness					
	Nonassertive (<50%)		Need assertive training(50-75%)		Assertive (>75%)	
	N	(%)	N	(%)	N	(%)
• Rules of assertive behavior	38	35.2%	52	(48.1%)	18	6.7%
• Assertive techniques	43	39.8%	49	(45.4%)	16	4.8%
• Courage	44	40.7%	52	(48.1%)	12	11%
• Autonomy	38	35.2%	54	(50%)	16	4.8%
• Authenticity	44	40.7%	58	(53.7%)	6	5.6%
Total assertiveness	34	31.5%	73	(67.6%)	1	.9%

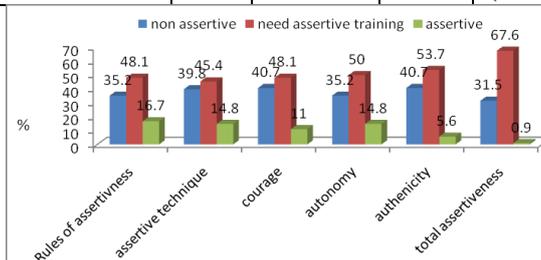


Figure (1) : levels of assertiveness among staff nurses (n=108)

Table (1) and figure (1) : represent levels of assertiveness among staff nurses. Results revealed that more than two third (67.6%) of staff nurses were need assertive training. Also, more than one quarter (31.5%) of them were non assertive . Regarding rules of assertive behavior, nearly half (48.1%) of staff nurses were need assertive training while more than one third (35.2%) of them were non assertive . As for assertive techniques, less than half (45.4%) of staff nurses need assertive training and more than one third

(39.8%) of them were non assertive . Concerning courage, nearly half (48.1%) of staff nurses need assertive training, while more than one third (40.7%) of staff nurses were non assertive . In addition, half (50%) of staff nurses in autonomy were need assertive training, while more than one third (35.2%) were non assertive . Finally, more than half (53.7%) of staff nurses in authenticity were need assertive training, while more than one third (40.7%) of them were non assertive .

Table (2) : relation between personal characteristics of staff nurses and assertiveness (n=108)

Personal characteristics	Assertiveness	
	Mean ± SD	Test of significance
Age in years		
< 30	188.11±44.6	F =0.424 P=0.736
< 40	194.18±46.53	
< 50	177.64±39.45	
+ 50	183	
Marital status		
Single	187.04±39.55	F=1.376 P=0.254
Married	191.64±45.9	
Divorced	129±9.89	
Widow	173	
Educational qualification		
Diploma degree in nursing 3 years	189.87±47.16	t=0.163
Associated degree in nursing	188.46±41.49	P=0.871
Working department		
Surgical	182.24 ± 38.04	t =2.524 P=0.013*
medical	205.15±53.94	
Years of experience in nursing		
< 10	189.73±42.19	F= 0.472 P=0.703
<20	184.57±46.89	
<30	199.76±47.16	
+40	183	
Attending training sessions		
Yes	188.02±45.74	t=0.68 p=0.498
No	196.25±37.32	

Table (2) : illustrates relation between personal characteristics of staff nurses and assertiveness. According to this table , there was a statistical significant relation between working department and

assertiveness score (p<0.001) . According to age , staff nurses were in age group more than forty years old had the highest mean scores (194.18±46.53) regarding assertiveness . Regarding marital status,

married staff nurses had the highest mean scores (191.64±45.9). As for educational qualification, those had diploma degree in nursing three years had the highest mean scores (189.87±47.16). Also, staff nurses were working in medical department had the highest mean scores (205.15±53.94).

In addition, staff nurses above twenty years of experience in nursing had the highest mean scores (199.76±47.16). Finally, staff nurses didn't have attended training sessions had the highest mean scores (196.25±37.32).

Table (3) : levels of self-efficacy among staff nurses (n=108)

Levels of self-efficacy	Self-efficacy	
	N	%
No self-efficacy	78	72.2%
Mild self-efficacy	29	26.9%
Complete self-efficacy	1	0.9%

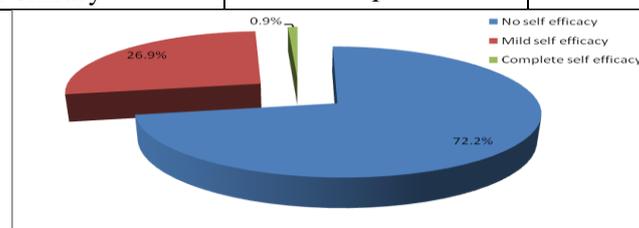


Figure (2): levels of self-efficacy among staff nurses (n=108)

Table (3) and figure (2): show levels of self-efficacy among staff nurses. According to this table, high percent (72.2%) of staff nurses had no self-efficacy, while above quarter (26.9%) of them had mild self-efficacy.

Table (4) : relation between personal characteristics of staff nurses and self-efficacy (n=108)

Personal characteristics	Mean ± SD self-efficacy	
		Test of significance
Age in years		
< 30	39.48±8.08	F =0.548 P=0.651
< 40	40.88±10.88	
< 50	37±8.39	
+ 50	38	
Marital status		
Single	38.96±6.61	F=1.388 P=0.251
Married	40.31±9.84	
Divorced	27.5±3.54	
Widow	37	
Educational qualification		
Diploma degree in nursing 3 years	39.98±10.49	t=0.317
Associated degree in nursing	39.42±7.36	P=0.752
Working department		
Surgical	38.16±7.16	t =2.757 P=0.007*
medical	43.3±12.07	
Years of experience in nursing		
< 10	39.604±7.6	F= 0.352 P=0.788
<20	39.09±10.55	
<30	41.76±10.27	
+40	38	
Attending training sessions		
No	39.5±9.5	t=0.625 p=0.533
Yes	41.06	

Table (4) : relation between personal characteristics of staff nurses and self-efficacy. According to this table , there was a statistical significant differences between working department and self-efficacy of staff nurses ($p>.005$) . According to age , staff nurses were more than forty years old had the highest mean scores (40.88 ± 10.88) . Regarding marital status , married staff nurses had the highest mean scores (40.31 ± 9.84) . Concerning educational qualification , staff nurses who

had diploma degree in nursing three years had the highest mean scores (39.98 ± 10.49) related to self-efficacy . Also , staff nurses were working in medical department had the highest mean scores (43.3 ± 12.07). In addition, staff nurses who had more than twenty years of experience in nursing had the highest mean scores (41.76 ± 10.27). Finally, staff nurses had been attended training sessions had the highest mean scores (41.06).

Table (5) : Correlation between self-efficacy and assertiveness among staff nurses (n=108)

Assertiveness Domains	Self-efficacy	
	r	p
• Rules of assertive behavior	0.928	<0.001*
• Assertive techniques	0.866	<0.001*
• Courage	0.961	<0.001*
• Autonomy	0.937	<0.001*
• Authenticity	0.744	<0.001*
• Total assertiveness	0.965	<0.001*

* P value significant ≤ 0.001

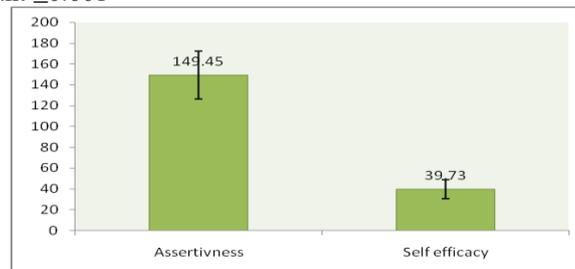


Figure (3):correlation between self-efficacy and assertiveness among staff nurses (n=108)

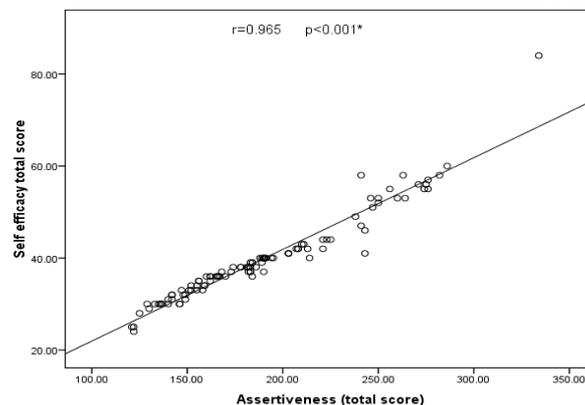


Figure (4):correlation between self-efficacy and assertiveness among staff nurses (n=108)

Table (5) and figure (3 and 4) : show correlation between self-efficacy and assertiveness among staff nurses. It can be noticed that there were a statistically significant correlation between self-efficacy and assertiveness and all domains ($p \leq 0.001$).

Discussion

Assertiveness capabilities are critical at all levels of the health service and in all roles of staff nurses . Assertive communication is the capacity to talk and interact in a way that considers and respects the rights and critiques of others while , status up for staff nurses` own rights , needs and personal boundaries . It is able to reinforce their relationships , reducing stress from conflict , enhance self-efficacy and offering them with social support while facing hard times (**Pipas and Jaradat , 2010**) .

I - Results related to levels of assertiveness of staff nurses

The present study showed that more than two third of staff nurses were need assertive training. This result may be due to more than one third and nearly half of staff nurses not oriented about rules of assertive behavior respectively .Also , more than one third of them unknown assertive techniques . In addition, more than one third and nearly half of them not have courage respectively. Furthermore, more than one third and half of staff nurses not have autonomy respectively. Finally, more than half and more than one third of them not have authenticity **as shown in table , (2)**.

In this respect , **Mccabe and Timmins , (2010)** mentioned that assertive preparation might increase self-confidence to persons inside career of staff nurse otherwise concerning just before go into , instruction be too essential within conditions for rising successful message among staff nurse in addition to the sick public .

The result of the present study was in the same line with **Taghavi et al ., (2013)** study , they found that nearly two third of staff nurses had average level of assertiveness.

The present study result was consistent with **Taghavi et al ., (2010) and Mehran , (2010)** study , they found that more than half of staff nurses had an average level of assertiveness .

The present study result was congruent with **Ibrahim , (2010)** study who found that half of staff nurses were non assertive .

The present study result was agree with **Mabrouk , (2009)** study who found that the majority of staff nurses was moderately assertive.

The present study result was in the same line with **Bal , (2006)** study who stated that staff nurses had low level of assertiveness . Also, the present study result was congruent with **McCabe and Timmins, (2003)** study, they found that most of staff nurses were found not assertive.

The present study result was incongruent with **Mohamed et al ., (2016)** study , they found that more than two third of staff nurses had high level of assertiveness . Also , the result of the present study was in congruent with **Kishk , (2014)** study who found that more than half of staff nurses were assertive .

The present study result was inconsistent with **Arslan , (2013)** study who found that two third of staff nurses were assertive . This result was disagree with **Essa , (2009)** study who found that only more than one third of staff nurses were highly assertive . Also , the result of the present study was disagree with **Kilkus , (2008)** study who found that the majority of staff nurses were assertive.

II - Relation between personal characteristics of staff nurses and assertiveness

Regarding age the present study illustrated that staff nurses in age group more than forty years old had the highest mean scores than other groups and they need assertive training . This result may be due to staff nurses hadn't learnt interaction skills and hadn't been able to act more assertively ,they had more duties and responsibilities , they hadn't more experience and they hadn't been able to solve problems and negotiate work situations .

The results of the present study were consistent with **Kilkus , (2011)** study who found that older group of staff nurses was less assertive than younger group of staff nurses .

The result of the present study was inconsistent with **Mabrouk , (2009)** and **Cam,(2010)** study , they found that older staff nurses had higher degree of assertiveness than younger staff nurses .

Regarding marital status the present study results illustrated that married staff nurses had the highest mean scores of assertiveness . This result may be due to they had more duties and responsibilities , they face live dependent on themselves . While , unmarried staff nurses in our society live their lives under the shelter of their parents that's why they are assertive.

The results of the present study were incongruent with **Abedet al., (2015)** study , they found that married staff nurses had higher level of assertiveness.

Regarding educational qualification the present study results illustrated that staff nurses had diploma degree in nursing three years had the highest mean scores of assertiveness . This result may be due to staff nurses hadn't knowledge and skills because assertiveness is not a talent and they need assertive training courses.

The results of the present study were in the same line with **Kilkus , (2011)** study who found that staff nurses had a

diploma degree were less assertive than staff nurses having a baccalaureate or above .

Regarding attending training sessions the present study results illustrated that staff nurses didn't have attended training sessions had the highest mean scores of assertiveness . This may be due to they aren't oriented about assertiveness and need to help them to learn skills and knowledge about assertiveness **as shown in table , (8)** .

The results of the present study were congruent with **Solaf et al., (2011)** and **ossman , (2011)** study , they found that assertive behaviour can benefit from attending assertiveness training sessions to increase staff nurses` assertiveness skills.

The results of the present study were in the same line with **Erogul and Zengel , (2009)** study , they found that assertiveness training sessions were effective on staff nurses' assertiveness level .

III - Results related to levels of self-efficacy

The present study shows that above one quarter of staff nurses had mild level of self-efficacy. This may be due to the majority of staff nurses strongly disagree with they can usually handle whatever comes their way , if they in trouble , think of a way out and when they having a problem , find more than one way to solve it . Also high percent of staff nurses strongly disagree with spending time planning things they want to do **as shown in table , (9)** and **table , (10)** .

In this respect **Chatman , (2012)** mentioned that staff nurses are dependent on their personal and community factors to influence their level of confidence and self-efficacy .Each of the factors may interact differently with each staff nurse . Understanding the interplay of factors such as age , marital status , educational qualification, working department , years

of experience in nursing and attending training sessions is key in supporting staff nurses.

The present study results were in agreement with **Sabety et al., (2009) and Zadeh, (2009)** they found that more than one third of staff nurses reported that their skills were at an intermediate level of self-efficacy.

The present study results were disagree with **Li et al., (2016)** study, they found that most of staff nurses had a middle level of self-efficacy. This results were inconsistent with **Janjhua et al., (2014)** and **Ghadamgahi et al., (2011)** study, they found that majority of staff nurses had high level of self-efficacy. Also, the present study results were disagree with **Ahmed and Elmasri, (2011)** study, they found that more than half of staff nurses had low level of self-efficacy. In addition, these results were incongruent with **Jimenez et al., (2006)** study, they found that a higher level of self-efficacy of staff nurses.

IV – Relation between personal characteristics of staff nurses and self-efficacy

Regarding age the present study revealed that staff nurses in age group more than forty years old had the highest mean scores of self-efficacy than other groups. This result may be due to they had less experience than others, interact with different staff and face different problems and responsibilities.

The results of the present study were incongruent with **Janjhua et al., (2014)** and **Molinari and Monseruds, (2009)** study, they found that older staff nurses had higher level of self-efficacy.

Regarding marital status the present study revealed that married staff nurses had the highest mean scores regarding self-efficacy than other groups. This result may be due to they had different roles and responsibilities leading to many problems in their life.

The results of the present study were congruent with **Ahmed and Elmasri, (2011)** study, they found that more than two third of staff nurses were married and had low level of self-efficacy.

The results of the present study were incongruent with **Janjhua et al., (2014)** study, they found that high level of self-efficacy belief among unmarried staff nurses is more than that of married staff nurses.

Concerning educational qualification the present study revealed that staff nurses had diploma degree in nursing three years had the highest mean scores regarding self-efficacy. This result may be due to staff nurses didn't have interaction skills, knowledge and they didn't have attended training sessions and courses.

The results of the present study were consistent with **Kim, (2013)** study who stated that the higher the educational level of staff nurses, the higher their self-efficacy levels.

The results of the present study were congruent with **Ahmed and Elmasri, (2011)** study, they found that more than half of staff nurses had associated degree in nursing and had low level of self-efficacy.

Regarding years of experience in nursing the present study revealed that staff nurses above twenty years of experience in nursing had the highest mean scores regarding self-efficacy. This result may be due to more years of experience in nursing leading to high level of self-efficacy as they had more skills, became aware of everything and tend to be most powerful and dependable predictors of self-efficacy beliefs as shown in table, (11).

The results of the present study were in the same line with **Janjhua et al., (2014)** study, they found that staff nurses had more years of experience in nursing had higher level of self-efficacy. These

results were agree with **Sarafis and Malliarou , (2013)** study, they found that more clinical nursing experience result in high level of self-efficacy .

V - Results related to correlation between assertiveness and self-efficacy

The present result study revealed that positive correlation between assertiveness and self-efficacy .This result may be due to staff nurses have high self-efficacy are able to obtain their rights and communicate effectively in an assertive manner **as shown in table , (12)** .

In this respect **Mahmed and Zaki , (2014)** mentioned that a strong sense of self efficacy enhances human accomplishment and staff nurses` well being in many ways . Such an efficacious outlook produces personal accomplishments , reduces stress and lowers vulnerability to non assertiveness .

The present study results were congruent with **Yamada et al., (2013)** study, they found that incorporating self-efficacy formation and cognitive development of staff nurses` assertiveness . These results were agree with **Akbari et al., (2012)** study, they found that assertiveness has been effective on general self-efficacy. The present study results were congruent with **Kokkinos and Kipritsi , (2012)** study, they found that low self-efficacy has been associated with aggression and non assertive behavior .

The present study results were in the same line with **Gini et al., (2008)** study , they found that self-efficacy beliefs in the domain of social interactions and interpersonal relationships are of huge importance as staff nurses with poor beliefs in their ability fail to be assertive and to cope with conflictual social interactions .

The present study results were in the same line with **Paiizi , (2007)** stated that assertiveness can give staff nurses feeling of self-efficacy and internal

consistency, and as a result , strengthen one's self-confidence and self-esteem .

The present study results were similar with **Gini et al ., (2007)** study , they found that high social self-efficacy results in assertively handling social environments whereas low social self-efficacy is higher related to a timid and a reserve way of handling social environments. The present study results were in the same vein with **Caprara and Steca , (2005)** study , they found that confident beliefs about interpersonal efficacy positively affect prosocially behavior .

The present study results were incongruent with **Hsu et al ., (2009)** study , they found that there is a negative correlation between assertiveness and self-efficacy of staff nurses .

Recommendations

Based on the findings of this study it is recommended that:

1. Providing specific courses for reinforcing the acquisition of assertiveness skills , rules , techniques and self-efficacy.
2. Providing routinely periodical assertiveness and self-efficacy self-reporting could be very essential for updating and improving of nursing staff weakness and keep the strength and reform.
3. Maintaining continuous development activities for staff nurses to improve their feelings , understanding and capabilities of self- efficacy.
4. Offering possibility for staff nurses to examine and enjoy hospital principles , assertive behavior , problem-solving, self-efficacy and constructing good relations with their managers.

5. Further research concerning assertiveness is exploring other personal variables which includes ; self-esteem and self-awareness that may relate to assertiveness to extend staff nurses` understanding of staff nurses who experience trouble with self-assertion.
6. Further research concerning self-efficacy is studying and exploring important variables in social work , such as commitment to the profession and well-being.

References

- 1- **Abed , G., El-Amrosy , S., and Atia , M., (2015)** : The effect of assertiveness training program on improving self-esteem of psychiatric nurses . Journal of nursing science, vol., 1, No., 1, Pp., 4-6.
- 2- **Abo Habieb, E . , (2013)**: Effect of faculty support and nursing students` self-efficacy and affective commitment on their academic achievements , Pp., 46.
- 3- **Ahmed , H., and Elmasri, Y., (2011)**: Effect of self-awareness Education on the self-efficacy and sociotropy autonomy characteristics of nurses in a Psychiatry Clinic. Life science Journal, 8(2) . 856 -857.
- 4- **Akbari , B., Mohamadi , J., and Sadegh , S., (2012)** : Effect of Assertiveness Training Methods on Self-Esteem and General Self-Efficacy Female Students of Islamic Azad University , Anzali Branch., J. Basic.Appl.Sci.Res., 2(3) . Pp., 22-69.
- 5- **Alidosti , M., Delaram, M., Dehgani , L., and Moghadam, M., (2016)** : Relationship between self-efficacy and burnout among nurses in Behbahan City , Iran.3(4) . Pp.1.
- 6- **Amicone , K., and Miller , R., (2015)** : Assertiveness in nursing students. Http: // idea exchange .Uakron. Edu / honors-research-projects. Pp., 2.
- 7- **Arslan , E ., (2013)** : Levels of assertiveness and peer pressure of nursing students . International Journal of caring sciences. Vol., 6 . Pp., 82.
- 8- **Bal , A. , (2006)**. The relation between assertiveness level and self-perceptions of primary education students , Marmara University Institute of Educational Sciences Department of Primary Education Master's Program, Master Thesis, Istanbul.
- 9- **Cam , I., (2010)** : Investigation of assertiveness level of students attending celalbayer university college of physical education and sports with regard of their demographic features . Journal of physical education and sport sciences. 46-51.
- 10- **Caprara , G., and Steca , P., (2005)** . Self-efficacy beliefs as determinants of prosocial behavior conducive to life satisfaction across ages. Journal of social and clinical psychology, Vol., 24 Pp., 191-217.
- 11- **Chang, Y., (2010)**. The influence of personality traits on nurses' job satisfaction in taiwan. International Nursing Review, 57 (4), Pp., 478.
- 12- **Chatman , M., (2012)**: Self-efficacy in freshman and sophomore nursing students. Pp., 14.
- 13- **Cuncic , A., (2012)**. (<http://socialanxietydisorder.about.com/od/glossary/p/g/passive.htm>).
- 14- **Dawson, B., and Trapp,R., (2001)**: Reading the medical literature: Basic & Clinical Biostatistics. Lange Medical Book / McGraw – Hill. Medical Publication Division, New York. 3 rded, Pp., 161-218 and Pp., 305-314.
- 15- **Du Preez , J ., (2010)** : Generalized self-efficacy in relation to the life transitions of adult learners in a university setting : Towards a narrative constructivist model of self-regulation . Brief oral session presented at the

- international congress of applied psychology, Melbourne , Australia.
- 16- **Erogul , A., and Zengel , M., (2009) .** The effectiveness of an assertiveness training programme on adolescents` assertivenesslevel .Elementary Education Online.8 (2) Pp., 485-492. Available from: URL: <http://ilkogretim-online.org.tr>.
- 17- **Essa , A.,(2009)** . Assertiveness among nursing personnel at Zagazig University Hospital. Master Thesis .Pp. 58, 60, 63, 65.
- 18- **Garside , M., (2012):** Nursing expertise and self-efficacy following high fidelity simulation based training. Pp., 21.
- 19- **Gavora, P., (2010).** Slovak pre-service teacher self-efficacy: Theoretical and research considerations. The new educational review. Vol., 21, No., 2, Pp., 2 .
- 20- **Ghadamgahi , F., Zighaimat , F., Ebadi, A., and Houshmand, A., (2011) :** Knowledge , attitude and self-efficacy of nursing staffs in hospital infections control . Iranian Journal of Military fall .Vol.13, Issue. 3; 167-172.
- 21- **Gini , G., Alberio , P., Benelli , B., and Altoe , G., (2008) :** Does empathy predict adolescents` bullying and defending behaviour ? Aggressive behaviour , Vol., 33; Pp., 467-476.
- 22- **Hodgetts , S., (2011).** Being Assertive Benefits Everyone ([http:// www.nursingtimes.net / nursing – practice / clinical-specialisms / management / being-assertive-benefits-everyone/5038545.article](http://www.nursingtimes.net/nursing-practice/clinical-specialisms/management/being-assertive-benefits-everyone/5038545.article)).
- 23- **Hsu , M., Wang , S., Chiu , W ., and Kevin , K., (2009) :** Computer attitude , statistics anxiety and self-efficacy on statistical software adoption behavior : An empirical study of online MBA learners .Computers in human behavior . 25(2) Pp., 412-420.
- 24- **Ibrahim, S., (2010)** .Factors affecting assertiveness among student nurses. Port-Said University. Nurse Education Today .31 (4) Pp., 356-360.
- 25- **Janjhua Y., Chaudhary R., and Chauhan M., (2014):** Relationship between Employees` self-efficacy Belief and role stress. Himachal Pradesh, India Journal Psychology, 5(2): 171-172.
- 26- **Jimenez , J. ,Contreras , J., Shellman, J., Gonzalez , M., and Bernal , H., (2006).** The level of cultural self-efficacy among a sample of Spanish nurses in South eastern Spain . *Journal of Transcultural Nursing*, Vol., 17, Pp.,164–170.
- 27- **Karami J., Sharifi K., Askari S., and Moradi A., (2016).** Roles of assertiveness and self-efficacy as predictors of sport competition anxiety in boxers. Vol., 1 no., 1. Journal of Psychology and Theology. Pp., 92.
- 28- **Kennedy, E., (2013):**The nursing competence self-efficacy scale: An instrument development and psychometric assessment study. Evelyn – Kennedy @ cbu.ca. Pp., 13-14.
- 29- **Kilkus, S., (2008).** Assertiveness among professional nurses. Journal of Advance Nursing, 18(8): Pp., 1324-1330.
- 30- **Kilkus, S ., (2011) .** Assertiveness among professional nurses advanced nursing. [Online].Available from Winona state university, website URL: [http:// www.ncbi.nlm.nih.gov/pubmed /8376672](http://www.ncbi.nlm.nih.gov/pubmed/8376672).
- 31- **Kim, S., (2013).** [Transcultural self-efficacy and educational needs for cultural competence in nursing of Korean nurses] (Article in Korean).*Journal of Korean Academy of Nursing*, Vol., 43, Pp., 102–113.
- 32- **Kishk , F., (2014) :** Assertiveness levels among nursing staff by using self-reporting method .Thesis in Master degree in nursing administration , Faculty of nursing , Tanta University ,Pp.,129-140 .

- 33- **Kokkinos , C., and Kipritsi , E., (2012)** . The relationship between bullying ,victimization , trait emotional intelligence , self-efficacy and empathy among preadolescents.Social Psychology of Education , Vol., 14, Pp., 41–58.
- 34- **Lee , T., and Ko, Y., (2010)**. Effects of self-efficacy, affectivity and collective efficacy on nursing performance of hospital nurses. Journal of Advanced Nursing , 66 (4), Pp., 839-848.
- 35- **Li , J., He, Z., Luo, Y., and Zhang, R., (2016)**: Perceived Transcultural self-efficacy of nurses in General Hospitals inGuangzhou , China 65(5) : Pp., 371-379 .
- 36- **Mabrouk , S., (2009)** . The Effect of Assertiveness and Conflict Resolution Skills Utilized on Nursing Care Productivity in Different Health Care Sectors at Menoufyia Governorate. Doctoral Dissertation, Nursing College, Menofyiauniversity , Egypt.
- 37- **Mahmed , S., and Zaki , R., (2014)** .Relationship between assertiveness , psychological well-being , with self-efficacy among first year student female nurse . Journal of Education and Practice. Vol., 5 Pp., 5.
- 38- **McCabe , C., and Timmins, F., (2003)**:Teaching assertiveness to undergraduate nursing students. Nurse Education in practice, 3(1): Pp., 30-42.
- 39- **McCabe , C., and Timmins , F., (2010)**. The importance of assertive behavior by nurses in becoming autonomous practitioners, Faculty of nursing , 25th Annual nursing and research conference , Royal college of surgeons in Ire land , Stephen`s Green , Dublin.
- 40- **Mohamed, N., Abdel El Hammed, N., and Thabet, R., (2016)**: The effect of assertiveness training program on psychiatric nurses, communication skills and self-esteem. Medical Journal of Cairo University,vol.84, No.1, Pp. 665-666.
- 41- **Molinari , D., and Monserud , M., (2009)** .Rural nurse cultural self-efficacy and job satisfaction .*Journal of Transcultural Nursing* ,Vol., 20 , Pp., 211–218.
- 42- **Ozsaker,M., (2010)**. Comparing the assertiveness Levels of Elite Adolescent Sportsmen and women in Development Stage. 11 th International Sport Sciences Congress, Antalya – Türkiye.
- 43- **paiizi , M., (2007)** . Life quality and educational progress of female students studying in the second year of high school. (Unpublished Master’s Thesis, TarbiyatMoalem University). Available at [www.cibtech.org/.../13-010..Tarkhan ... Relationship](http://www.cibtech.org/.../13-010..Tarkhan...Relationship).
- 44- **Rasetsoke, R., (2010)**: Assertive behaviour of professional nurses and nurse managers in unit management at Academic Hospital Settings in the Pretoria Region Vol.31 No.02 Pp3.
- 45- **Sabety, F., Nassaji,N., and Zadeh, M., (2009)** . Nursing studentsself-assessment regarding clinical skills achivement in Ahvazundishapur University of medical sciences. Iran J MedEduc.; 11(5): Pp., 506–515. [in Persian]
- 46- **Sarafis , P. , and Malliarou , M. , (2013)** .Cultural self-efficacy of baccalaureate nursing students in a Greek University. *Iranian Journal of Nursing and Midwifery Research*, Vol., 18, Pp., 446 – 450.
- 47- **Sarvghad , S. , Rezayi, A. , and Ma'soumi , F. , (2010)** . Relationship between Thinking Styles and Self-efficiency of Girl and Boy Students of Colleges in Shiraz.Women and Society Journal, 1(4), Pp., 133-154.
- 48- **Schwarzer , R., and Jerusalem , M., (1995)** . Generalized Self-Efficacy scale. InJ.Weinman, S.Wright, & M. Johnston , Measures in health

- psychology ; A useresportfolio.Causal and control beliefs (Pp.35-37).Windsor,UK : NFER-NELSON.
- 49- **Solaf , A., Hamoud, A., El-Dayem , A., Samia , A., Laila H., and Ossman , H., (2011) .** The effect of an assertiveness training program on assertiveness skills and self-esteem of faculty nursing students. *Journal of American science* [serial online]: 7(12) Pp., 1085-1096. Available from: URL: [http:// www. American science .org..](http://www.American science .org..)
- 50- **Taghavi ,T., Sharifi, N., Aghajani, M., and Mehran, A., (2010) .** Relation between assertiveness and anxiety in nursing and midwifery students. *Journal of Hayat*.Vol., 15 : Pp., 61–72. [In Persian]
- 51- **TaghaviLarijani , T., Rezayat, F., Seyedfatemi, N., and Mehran, A., (2013).** Effect of the assertiveness training program on nursing students' assertiveness skills. *Journal of Nursing Education* .Vol. 1 Pp., 42–52. [In Persian]
- 52- **Tillman , L., (2011).** Discover the power of saying no .([http:// www.albawaba . com /discover-power-saying-no](http://www.albawaba . com /discover-power-saying-no)) .
- 53- **Townsend, L., and Scalan , J. , (2011).** Self -efficacy related to student nurses in the clinical setting: A concept analysis. *International Journal of Nursing Education Scholarship*, 8 (1).
- 54- **Yamada , K., Maeuezato, N., and Ohtsu , K., (2013) .** Effective teaching-learning process for training Assertive communication skills . *School Health* Vol., 9,Pp., 45-58.
- 55- **Yarbrough, C., (2011).** Assertive Communication, Confident Minds, Self-Confidence, Self-Esteem, Leadership and other aspects of Mental Health.
- 56- **Yavarian, R., Sohrabi, F. and Yavarian, N., (2010).** Effect of Aggressiveness and Assertiveness on academic achievement among female High-School Students of Oroumieh . *Nursing and Midwifery Faculty of Oroumieh University*, 8pp.114-117