**Review Article**

# Self-Esteem and Assertive Training to Decrease Stress among Nursing Students

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### Abstract

In health-care environments, the current trend is susceptible to working with a multidisciplinary approach to teamwork. The nurse and nursing student must play a key role within a multidisciplinary team in providing quality care to patients under their supervision. Depression causes depression and tension has been described as a major issue in nursing professions around the world. In terms of stress, students of nursing who make up the high-risk category are vulnerable to a higher risk of depression. To be a successful advocate of the patients and inspire them, nurses and nursing students must be assertive. Non-assurance can result in anxiety, low self-esteem, impotence, and poor work satisfaction resulting in poor job performance and a maximum turnover of employees. It is also very significant to educate nurses and nursing students and to enable them to assertive in their practice. Methods of learning will inculcate assertive behavior. Instructors have an important function for undergraduate nursing students in developing and attaining assertiveness training curricula.

**Key words:** Assertive training, depression, nursing students, self-esteem

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## Introduction

Definition of self-esteem has been topic of much discussion. Historically, the first common definition of self-esteem dates back to 1890, and in essential realms of life, James measured self-esteem to be a mixture of achievement and pretentions. While focusing on individual mechanisms that influence self-esteem to a greater extent, symbolic interactionism later advance stressed social effects on self-esteem.[1]

Later meanings of confidence underline the way that confidence can be recognized from different parts of self-idea (for example, self-information and self-efficacy).[2] The emotional or evaluative segment of self-idea is confidence; it implies how individuals feel about themselves.[2]

High confidence communicates the conviction that one is adequate and describes confidence as a mentality that is advantageous or horrible to oneself. Confidence is broadly used to portray a person's general feeling of self-esteem and may incorporate an assortment of self-admissions. High confidence is viewed as an essential component of individual prosperity, whose improvement is joy. People with higher confidence are fulfilled in their lives, have less relationship issues, hit higher and increasingly stable levels, and are less helpless against mental conditions (for example, tension and misery) and physical ailment than people in lower confidence. Confidence likewise alludes to the constructive or contrary manner by which individuals carry on about themselves all in all. Confidence is a general estimation or pointer of an individual's own value. Regardless of their blunders and streams, individuals with a high confidence feel that they are justified, despite all the trouble. The confidence is commonly perceived as a center piece of the mental job of young people. It assumes a huge job in an assortment of developing mental issue. The most solid and powerful pointer of bliss and satisfaction in life has been seen as confidence. Confidence is a noteworthy emotional wellness factor that impacts human capacities, particularly work execution.[2]

Confidence is a mental quality corresponded with an impression of a person's self-esteem and fearlessness in complete regions of human movement. Overall examinations show an association between confidence and human wellbeing and mental prosperity. This effect can be deciphered by expanding the compass of assets and by dynamic managing the issues of life. In actuality, whatever the conditions, there is a major enemy of stress sway on confidence. High confidence is viewed as an indispensable segment of individual prosperity, satisfaction, and change. Higher confidence is increasingly content with their lives, has less relational difficulties, accomplishes higher and progressively secure levels, and is less powerless against mental issues.[3]

## What is Stress?

Stress is characterized as "the danger or saw risk to homeostasis that is created to react to the social and physiological reactions of the body through an unpredictable system." Alternative definition is the aftereffect of association between the individual and the environment.[4] If individuals feel they cannot adapt to the quantity of capacities and abilities required by ecological necessities, they experience pressure. We may include a negative (trouble) and a positive (eustress) measurement to the word pressure. Stable homeostasis, called eustasis specifically, while poor adjustment to stretch prompts flawed homeostasis, called allostasis.[4]

Stress is available in the lives of individuals and is believed to be the reason for psychopathologies, infections, and powerlessness to conform to the work or circumstance being referred to. Stress is viewed as an intricate body cautious adjusting system that happens in two phases: In the primary stage, people assess the stressor and his/her requests, and in the subsequent stage, choose whether or not they have enough assets to fulfill stressor needs. The last stage causes to notice the person's emotional appraisal of the stressor which conditions their response to it. Various people may respond contrastingly on a similar stressor. Stress reaction alludes to body reactions that can be physiological, passionate, or social reactions to improvements that trigger pressure.[4]

## Stress and Self Esteem

A few investigations show the connection among stress and confidence on a few levels.[5,6]

### Self-esteem and cortisol secretion

There are numerous manners by which tension can be connected with fearlessness. What's more, adverse associations impact confidence and confidence, influencing the manner in which individuals respond to pressure and adapt. In more established adulthood, confidence may decay. This can be because of higher paces of diurnal cortisol discharge and irritations of the HPA pivot. In any case, rising confidence in more seasoned adulthood prompts decreased ability to adapt to worry because of an absence of individual mental and enthusiastic assets. In this manner, an individual is bound to encounter lower paces of confidence with the entry old enough, prompting expanded danger of melancholy and pain. The inverse is likewise substantial, recommending that setting higher confidence levels in more seasoned populaces can shield against tension and misery from antagonistic results. Confidence assumes a job in physical and mental well-being and can be related with individual fulfillment and personal satisfaction.[7]

### Self-esteem and early life stress

Due to the absence of care and abuse, early life worry in youngsters diminishes kid's confidence and sound bond with his folks and is probably going to have sorrow later on traumatic occasions, for example, abuse, parental sickness, and demise that form into sociopathic practices. Such subtleties all fortify both avoidance and ambivalence and vulnerability.[8]

### Stress, self-esteem, and depression

The confidence will in general line up with the stressors related with the feelings. Terrible confidence and stress lead to disarranges of state of mind and melancholy. High confidence and low confidence are connected to pressure and sadness.[9] Be that as it may, people with low confidence are progressively helpless against these undesirable and adverse components in light of the fact that their sentiments of confidence will in general be shy of dissatisfaction, are increasingly worried about self-insurance in upsetting conditions, and are bound to quality burdensome reactions. They likewise tend to over-sum up the unfavorable results of a horrible circumstance and think that it is hard to recuperate their mindsets. The results of these badly adjusted reactions to distressing circumstances might be exacerbated if stressors are considered hazardous and uncontrollable.[10]

### Self-esteem and academic stress

Students with high confidence will, in general, be less worried than those with low confidence and tension.[11] Three essential gatherings of stress-related factors in young people are abstract psychosocial conditions, way of life, and confidence. An extensive number of nursing understudies, particularly females, feel focused and mentally burdened.[12] Highly focused on individuals are bound to feel more regrettable about them than non-focused on people, base their confidence on progress, and have more rest issues. Not just have females indicated fundamentally more pressure side effects, lower worldwide confidence, and better based confidence contrasted with male nursing understudies, they have demonstrated greater levels of popularity and additionally resting challenges. Scholarly stalling is about confidence and scholastic auto-adequacy. Progress to school is a period of monstrous worry in the lives of nursing understudies, expanding their tension, and decreasing their confidence. Misery indications

during this pivotal progress stage are typical as nursing understudies adjust to new requests during their freshmen year. Accordingly, stressors related with life advances seem fit for dissolving confidence. Groundbreaking character qualities had critical positive relationship with confidence levels and negative relationship with mental trouble and utilitarian debilitation indications. Constructive character characteristics can shield nursing understudies from mental pain during an all-encompassing time of pressure, prompting expanded nervousness, progressively physical hindrance, and less confidence.[13]

### Self-esteem and burnout

The confidence that outcomes from a person's activity execution can fill in as a free stressor or increment the pessimistic impacts of upsetting occasions in his own and expert life coming about in burnout.[14] Performance-based confidence has to a great extent intervened between the stressors and burnout and is, after some time, the essential burnout indicator, trailed by private stressors. Females additionally experienced more worry than men from work. Men had more grounded associations between work stressors and burnout, while ladies had more grounded associations between confidence and burnout-based results.

Stress likewise has a negative connection to confidence and self-adequacy. High confidence and high self-viability instructors and teachers show lower worry at work. Instructor stress can be characterized as the educator's involvement in unfortunate, pessimistic feelings, for example, dissatisfaction, nervousness, inconvenience, disillusionment, or misery emerging from the showing calling's requests, just as the level of irregularity between these requests and an individual's capacity to adapt to them.[15]

## Challenges Faced by Students

University understudies are at a phase of improvement where acknowledgment and a feeling of having a place gained inside their friend bunch through agreeable connections become essential factors.[16] Interpersonal aptitudes obtained during school years are vital after school graduation to keep up a sound and satisfying social and work life. While relational aptitudes are significant for the accomplishment of undergrads, because of an absence of these abilities, it is accounted for that understudies face numerous troubles and are under serious pressure. Understudies at colleges experience a wide scope of passionate trouble, experiencing, among others, sentiments of melancholy, uneasiness, disappointment, disengagement, and fatigue, due to the lack of comprehensive and sufficient interpersonal studies. Such psychological problems can cause additional difficulties in adjusting to the university life and, at worst, can lead to a total failure in college life.[17]

Discouragement is viewed as one of the contributing components that compel relational connections between understudies. Simultaneously, it is the most widely recognized mental sickness in Pacific Asian understudies, with an occurrence pace of more than 20%. Discouragement is likewise the foremost mental issue for Korean nursing understudies.[18]

Stress is a presumed pointer of wretchedness. Specifically, relational pressure builds a person's affectability to relational connections and, as a result, misshapes conditions which trigger adverse recognitions. At long last, relational pressure prompts misery. Individuals with sadness have low relational critical thinking abilities which entangle relational connections. The additional pressure at that point builds the sentiments of melancholy and makes an endless loop.[19]

Although relational abilities are imperative to everybody throughout everyday life, these aptitudes are of specific significance to nursing understudies since nursing proficient aptitudes require day-by-day contact and communication with patients and their families, associates, and different suppliers. Healthy interpersonal relationships should create good nursing care.

## Challenges Faced by Nursing Students

Nursing understudies face all the more requesting relational circumstances and are along these lines more worried than understudies in other subjects.[20] What's more, associations with patients, their families, and nursing partners are significant supporters of worry during clinical training.[21] On the other hand, the fulfilling and constructive criticism from relational connections not just causes nursing understudies to think about their qualities and shortcomings yet in addition to be more hopeful.[22] Specifically great encounters with patients permit nursing understudies to all the more likely location persistent conditions and viewpoints. Furthermore, these viable coordinated efforts additionally permit nursing understudies to learn other conceivably valuable nursing systems. At the end of the day, supporting connections extraordinarily impact the development of the nursing understudies' proficient professions. Consequently, nursing understudies will both have a more grounded scholarly life and will be increasingly proficient and sure with their relational connections.

Nursing understudies face significantly more worry than other field understudies and are powerless against gloom. Thinking about these realities, a coordinated and sorted out program is required to improve relational connections and confidence among these understudies and to lessen sadness among them.[22]

Among the most common characteristics observed in nursing students are tension, low assertiveness, depression, aggression, and aggressiveness. Depression is a major health concern for nursing students and a significant cause for restlessness. It affects their studies and lives throughout the cycle of critical learning and social development.

Students of nursing are considered a vulnerable category to experiencing depression and its symptoms.[23]

Nursing students struggle with various forms of stressors, such as being away from the family for the 1st time, living in a dormitory next to other students, experiencing independence from interference by the parents, obligation to excel, as well as uncertainty about the future and difficulties of entering a social network. They regularly experience the ill effects of physical, mental, individual, and social issues that can affect their learning procedure and scholarly execution, and along these lines increment sadness. Sadness in the hour of studentship, which can adversely impact the nursing students' professional future and social interactions, is closely linked to their dysfunctional relationships and poor performance at work. Such causes, in effect, create stress in nursing students and intensify depression.[23]

The medical sciences educational climate is known as being overwhelming to nursing students. During the hour of tutoring, nursing understudies not just have the run of the mill issues of different understudies, yet additionally manage special issues of their field of study including high mental and enthusiastic weights of the medical clinic and crisis room, tending to the issues of patients, and their long scholastic time. Subsequently, they are dependent on a raised danger of emotional well-being issues.[24]

Given the developing significance of this subject, a few past examinations on the relational connections of nursing understudies have been conveyed out.[25-27] However, the effect a program has on relational connections, confidence and melancholy have not yet been explored. Furthermore, different systems were executed to improve relational connections between understudies; however, these focus on the particular character of an individual or different part of relational connections. These structures have accordingly neglected to join the basic significance of dynamic and complex relational connections.

## Self-esteem in Nursing Students

Self-esteem is of most extreme significance in nursing understudies. Stress has been distinguished as a noteworthy issue in nursing professions around the world. Medical attendants and nursing understudies collaborate with patients, bosses, and other social insurance suppliers regularly and this association is improved when attendants and nursing understudies have great relational abilities. Number of nursing research sees pressure and tormenting as significant issues. The feelings made by pressure were accounted for in the clinical experience to offer ascent to apprehension, gloom, nervousness, dread, disillusionment, rage, misery, dejection, and inadequacy. The individuals who experience the ill effects of terrorizing and stress need to have a high level of confidence to determine and effectively adapt to some examinations have indicated that medical caretakers and nursing understudies need

emphaticness abilities and that this absence of decisiveness prompts diminished correspondence performance, thereby undermining patient care. That is what nurses and students with poor self-esteem are and this is mostly because of opposing positions. During their everyday work and training, self-esteem helps to relieve the extreme demands put on them and also helps to build a healthy and productive relationship with a patient. Nurses with a high level of confidence are hopeful, pleased with their work, and show empathy and regard for patients and associates.[27]

## Assertiveness: A Trait to Mitigate Stress among Nursing Students

Assertiveness is an essential communication style which reinforces positive relationships with patients, friends, and colleagues. Self-esteem is an assertive term. Studies have demonstrated that people with emphatic practices are normally increasingly self-commendable and progressively effective throughout everyday life. Decisive people keep up fearlessness and regard for others by emphatic acts that expressly convey one's authentic, central sentiments, needs, wishes, conclusions, and individual rights in a constructive and beneficial manner without precluding the rights from claiming others. It gives one act access their own or his own advantages without undue dread. Confident individuals state their own privileges, make demands from others, disapprove of things they do not need, welcome applause, and effectively verbalize their emotions. They make life easier for people who are receiving constructive input from other people. This, in turn, would ease the tension and increase trust in interpersonal relationships.[28]

Assertiveness is considered to be a positive type of behavior. More assertiveness, as an individual and as a nurse, will contribute to greater respect and appreciation. Assertiveness is seen as an important ability for nurses. For nurses, it is a vital attribute without it being able to gain true autonomy and personal empowerment. Assertive behavior includes suppressing upheavals of outrage, crying, or other conduct practices that show an absence of demonstrable skill. Decisiveness abilities can be viewed as an "esteem factor" for effective expert nursing practice and in a nursing situation can effectively eradicate multiple disputes.[28]

Assertiveness is among the behavioral dimensions of treatable communication. This ability could enable individuals to interact effectively with their colleagues in superior and subordinate positions. Assertiveness is characterized as verbal and nonverbal conduct that encourages individuals to pursue their desires, stand on their own feet, and honestly express their opinions, feelings, and thoughts without stress. Assertiveness requires respect for the interests of others, too. Assertive people respect and honor others; they are not passive, and they do not allow manipulation by other people. They always respect the needs and wishes of others and interact tactfully with them. Lazarus claims that assertiveness consists of four

components: Rejection of requests, taking care of others and meeting their needs, positive and negative feelings, and the willingness to begin, resume, and close conversions.[29]

Today, assertiveness is an important attribute for the professional nurse. As patients and patients shift away from traditional hierarchical roles and perceived assumptions, a nurse's need to be assertive is increasingly recognized. Good nurse/patient contact requires assertiveness and it is proposed that their development will also raise the morale of the profession as it increases. Educational approaches can promote assertive behavior. This training is appropriate during graduate programs for nurses and nursing students. Nurse educators play a significant role in designing and developing training/education assertiveness programs for students in undergraduate nursing. There is no empirical evidence to support teaching in this field, but role-playing is a suggested method for experiential communication/ interpersonal teaching skills in general.[29]

Self-assuredness is one of the fundamental characteristics in the advanced universe of work, there are numerous advantages of being decisive like improved time the executives, expanded confidence, and the capacity to haggle all the more successfully. Mental emotional wellness care medical attendants have the standard weight of surveying, checking, and investigating customer responses to stress and encounters with customers. We have to distinguish their own feeling of pressure and set methodologies to help individual and expert development. A few medical caretakers and nursing understudies may have figured out how to communicate their necessities in all honesty, use outrage usefully, improve connections among individuals and work, and fabricate fearlessness through decisive conduct. However, some are as yet attempting to be emphatic, either on the grounds that they do not accept, they reserve the option to be decisive, they are hesitant to be confident, or they do not have the foggiest idea how to be self-assured. Self-assured learning procedures are utilized as strategies for adapting abilities for a scope of life stressors. Rising emphatic conduct means that the person's sentiments.[30]

More assertiveness, as a person and as a nurse, will contribute to greater respect and appreciation. Assertiveness is seen as a crucial attribute for nurses and nursing students. A critical quality for nurses and nursing students is that without it genuine adaptability and individual force cannot be accomplished. Decisive conduct incorporates stifling upheavals of outrage, crying, or other social practices that show an absence of demonstrable skill. Emphaticness abilities can be viewed as an "esteem factor" for effective expert nursing practice and in a nursing situation can effectively eradicate multiple disputes.[30]

Assertiveness is seen as a significant trait for becoming a skilled nurse to establish a positive relationship with patients, friends, and colleagues. In addition, assertiveness is the nature of nursing practices, allowing them to be more confident and to take more effective decisions. Assertiveness is considered a desirable trait in nursing because it includes positive outcomes such as improving leadership skills, increasing job satisfaction, gaining true freedom, professional accomplishment, strength and determination, preventing failure and neglect during treatment, decreasing work stress, and increasing productivity during changes in the situation. The ability to give the crucial or potentially dangerous circumstances a proper assertive response is an essential and life-saving skill. Through assertive behavior, effective contact can be established and the rights of patients respected without damaging the professional relationships.[30]

## Techniques of Stress Management and Self-esteem

Many studies suggest that stress management method often improves self-esteem, in addition to increasing stress. First, transcendental meditation decreases anxiety and enhances focus that leads to improved academic achievement. Yogic activities such as pranayama, asana, Vedic chanting, and meditation improve the focus, self-esteem, and visual and spatial memory. By increasing self-esteem among chronically stressed and vulnerable nursing students, yoga will boost the adjustment. In nursing students, stress has a reason for low self-esteem. Different elements of yoga such as physical postures, cleaning exercises, breathing practices, relaxing approaches, and meditation have a positive impact on the concentration and self-esteem.[31]

Meditation helps the nursing students recover their self-esteem. Meditation mindfulness helps to enhance self-regulation, calm them down, relieve stress, enhance relaxation, and improve emotional coping. Meditation can likewise be educated as a type of self-care, as it has end up being a significant pressure reliever.[31]

Besides, giggling is self-strengthening, used to keep up confidence and adapt to pressure. The reckless style of silliness is specifically compelling in light of the fact that it has been appeared to have a solid antagonistic relationship with unequivocal confidence and constructive relationship with gloom, tension, and various clinical and substantial side effects which show that individuals with mental trouble will in general utilize this style of cleverness.[32]

Utilizing specific consideration regarding the misery of nursing understudies, colleges that likewise assume a functioning job in the underlying change time frame to school. To help their confidence, nursing understudies who do not have the help assets gave by constructive character attributes and experience nervousness need exceptional help. Colleges give nursing understudies directing projects and workshops. Furthermore, colleges may help transitional nursing understudies hold or develop certainty, expectation and satisfaction, and increment their confidence, as these attributes can be particularly useful for the 1st year school

nursing understudies as they attempt to adapt to various testing conditions when adjusting to life as an undergrad.[32]

## Stress Management Training Programs

Dynamic pressure the executives emphaticness preparing is a persuasive intercession that is utilized for the improvement of social cooperation, uneasiness issue manifestations, and fears in young people, teenagers, and grown-ups. This preparation is a multicontent methodology which incorporates guidance, pretending, input, demonstrating, practice, and investigation of conduct. Confident preparing is an organized way to deal with progressively decisive self-articulation, concentrated on a harmony between accomplishing one's own objectives and regarding the necessities of others. The methodology encourages individuals figure out how to coordinate self-assured adapting abilities into day-by-day life. This tends to mentalities, convictions, and insights of self-assuredness just as unique, emphatic practices. The preparation in self-assuredness depends on the suspicion that individuals do not act emphatically in light of the fact that in specific circumstances, they have not had the chance to build up decisive reactions, both hostility and non-self-assured conduct are found out reactions that can be supplanted by confident reactions.[33]

Confidence preparing programs permit the person to self-actualize without abusing the privileges of others. Consequently, helping medical attendants and nursing understudies create self-assured abilities in speaking with them as experts through a self-assured preparing program is all the more fitting. Medical attendants and nursing understudies often associate with patients, partners, and other social insurance experts; this collaboration is reinforced when the relational abilities of medical attendants and nursing understudies are high. The potential advantages of emphatic direct for medical caretakers and attendants are colossal where mindfulness, improved staff resolve, improved patient consideration, interdisciplinary joint effort, and cohesiveness are upgraded.[33]

Power training activities concentrate on relieving tension and improving nursing students' assertive skills. Assertiveness training programs provide teaching techniques such as lectures interwoven with group conversation, brainstorming, real-life scenarios, modeling, behavior rehearsals, input from participants, suggestions, constructive reaction, and homework assignment.

The content of the training program sessions include following:
1. Introduction on the assertiveness concept
2. Importance of nursing and nursing student assertiveness and contrast of passive, violent, passive-aggressive, and assertive behavior
3. The fundamental rights of assertive behavior for the adult
4. Thus would one assertively say "No"

5. How to render assertive demands
6. How to give assertive responses and criticism and offer positive feedback
7. Be assertive in managing and expressing frustration
8. How to assertively send and accept congratulations; and
9. How to make assertive arguments

How to promote self-worth. Assertive training programs have been placed in place in many countries to alleviate tension among nursing students. Chinese college student group counseling program in Korea is successful. Furthermore, 10-session, 5-week stress management training curriculum for nursing students provides the most popular and efficient approach from available approaches to tackle assertiveness training for successful stress management.

Assertive training programs reduce stress among nursing students by reducing depression and increasing skills in self-esteem as well as interpersonal relations. Nursing students should have interpersonal communication skills focused on a positive confidence to empower them to furnish great nursing through associations with different people in a social insurance condition. To energize this competency, preparing and instruction should begin deliberately at a beginning period of college training. Table 1 agreed preparing programs that upgrade relational connections and confidence, and decrease gloom and worry among nursing understudies, likewise help nursing understudies acclimate to their school life and grow early professional aptitudes.

In nursing students, an important inverse relationship was developed between assertiveness and depression. Therefore, as assertiveness is one of the treatable aspects of interpersonal communication, it is possible that increased assertiveness will minimize depression in this high-risk population.[34]

## Factors Affecting Level of Assertiveness in Nursing Students

Education qualifications for nurses and nursing students may have a huge effect on their level of assertiveness. Nurses with a bachelor's degree and related degree show a more significant level of decisiveness than medical caretakers with a declaration in a school of well-being callings and a testament in nursing. Studies have indicated that medical attendants with a Master's or PhD degree (PhD) show more decisiveness than some other gathering, including the baccalaureate holder. To put it plainly, the higher the instructive level, the level of emphaticness with respect to patients and nurses.[34] Few studies reported this gender affected degree of assertiveness. Male nurses display a high degree of assertiveness as opposed to female nurses. Other than gender, in nursing students, the level of assertiveness is positively affected by intrinsic self-esteem,

**Table 1:** Common agenda in the assertive training programs to decrease stress among nursing students

| Purpose | Theme | Content |
|---|---|---|
| Orientation of the assertive training program | Inform members of the process for the program | Establishing rapport – introduce group members, researchers, group rules, purpose, content, and the process of each session developing the unity of group members |
| Understanding oneself | Understanding oneself Understanding about positive and negative interpersonal relationships | Understanding oneself and the importance of interpersonal relationships by sharing the experience of positive and negative interpersonal relationships |
| Expression of emotions from negative interpersonal relationships | Showing emotions and reducing anxiety | Expressing emotions from negative interpersonal relationships and learning a muscle relaxation technique to reduce anxiety |
| Exploring interpersonal thinking | Rational thinking | Understanding irrational beliefs and turning them into positive thinking by a rational-emotional approach |
| Understanding interpersonal relationship behavior | Expressing oneself | Acquiring skills for interpersonal relationships |
| Understanding others | Understanding others by attentive hearing | Promoting interpersonal interactions through empathizing and active listening |
| Enhancing interpersonal interaction | Effective communication training | Understanding behaviors and thinking of oneself and others by practicing expressing one's thoughts, emotions, and opinions to others in a respectful way |
| Becoming "Together" | Solving interpersonal problems | Understanding countermeasures with interpersonal problems, coming up with better relationships through negotiations |
| Turning to positive thinking | Accepting oneself with gratitude | Verbalizing a thankful mind to people, having positive thinking and self-acceptance |
| Positive feedback | Check achievement level post-experiment survey | Share opinions about participating in this program. Exchange positive feedback within the group |

competence, and uniform wear. In a clinical environment, attitudes and hierarchical organization adversely affect the degree of assertiveness in nurses.[35]

## Conclusion

Students of nursing play a significant role in promoting health. With this in mind, it is significant to improve the assertiveness and self-esteem of nurses and nursing students by introducing assertive training of skills.

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