

Effectiveness of Assertiveness Training Programme On Self Esteem & Academic Achievement in adolescents girls at secondary school at Abha city

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Abstract: Assertive training program is a systemic approach to more assertive self-expression, based on a balance between achieving one's own goals and respecting the needs of others. It is a psychological intervention which helps participants learn to integrate assertive behavior skills into their daily lives. It deals with attitudes, beliefs, and cognitions about assertiveness as well as specific, overt assertive behaviors. This study was Quasi Experimental study aiming to determine the effect of an assertiveness training program on assertiveness and self-esteem and academic performance on student girls at Abha. The study was conducted in 3 secondary school affiliated to Abha city (first, second and third secondary school). The study sample consisted of 145 student girls. Data were collected by using The Rosenberg Self-Esteem Scale (RSES), Assertiveness inventory and Achievement score. The result of this study revealed that there was a significant improvement in mean score of assertiveness, self esteem and achievement after training program. The study recommended that Further researches is need to investigate the socio cultural circumstances that may hinder or enhance the individual to be assertive.

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1.Introduction

Adolescence is defined as the period during which physically, mentally, socially and emotionally the biggest changes happen. self –esteem can be broadly defined as the overall evaluation of oneself in either a positive or negative way **Ingléset al., 2005**) It indicates the extent to which an individual believes himself or herself to be competent and worthy of living. **(Schmitt&Allik, 2005)**.Self-esteem has been correlated to school achievement, job success, interpersonal compatibility, and general happiness **(Greeson., 2009)**

Assertiveness encompasses multidimensional aspects of human expression, including behavior, cognition, and affect. Behaviorally assertive individuals are able to express their emotions, defend their goals, and establish favorable interpersonal relationships **(Bupas' Health Information Team, 2008)**. while cognitively and affectively assertive individuals can appropriately deal with both positive and negative emotions **(Wint, 2004)**

Academic performance is the one goal of teaching learning process followed by the educational authority, teachers,parents and students. Academic performance is the main indicator of cognitive enrichment, talent, skills, abilities and study process. there is no doubt that student assertiveness competence will develop easier in the school setting because this setting allow them to deal adequately with interpersonal social situation **(Makhija and**

Singh, 2010) In addition assertiveness training is aimed to help the individual change their self-perception, to increase the individual's assertiveness, to express the individual's emotions and thoughts adequately and to build self- confidence further. **(Sarkov et al., 2013)**

The use of assertiveness training as a part of program to enhance social skills has been shown to have positive benefits for adolescents' self concept,lowered self-abasement and improved locus of control, **(Onyeizuigbo, 2003)** Assertiveness training teaches to person that show respond appropriately in social situations to express their opinions and to reach their goals. Assertiveness training is relevant to the decisiveness. But also deals with a variety of real-life duties, such as buying food, job search, interact with others and Find dominated to shyness. **(Akbari et al., 2012)**

Significance of the study

The adolescent struggles with the developmental tasks of establishing an identity, becoming a contributing member of society, and selecting a vocation Therefore, before entering adulthood, it is important. For the adolescent to develop a healthy self-esteem.

Assertiveness and self esteem have a lot of commonalities. Both of them

are necessary and important character traits to live a satisfactory life and have healthy relationships with other people. Assertive adolescent develop confidence and satisfaction in their ability to interact

effectively with others. Thus, deeply investigating the interaction between these two subjects can highlight the ways to raise next generations who are fulfilled with different interaction skills.

Assertiveness training programs help the individual to self-actualize without abusing the rights of others. Therefore, it is more appropriate to assist students to learn assertion skills through assertive training program before their graduation than to work with them as practitioners later with self-defeating patterns already deep-seated so present study aiming to assess effectiveness of assertiveness training program on self-esteem and academic achievement on Achievement in adolescents girls at secondary school at Abha city

Aim of the study

The aim of the study is to determine the effect of an assertiveness training program on assertiveness and self-esteem and academic performance on student girls at Abha

This aim achieve through

1. Assessment the assertiveness communication skills for adolescent student girls
2. assessment of self esteem for adolescent student girls
3. investigate academic achievement for adolescent student girls
4. plan and implement assertiveness training program

Research hypothesis

1. Student will be increase in the level of their self esteem and assertiveness communication after assertiveness training program
2. Student show significant difference in their academic achievement before and after assertiveness training

I. Technical Design

The technical design for this study includes research design, research setting, subjects of the study, and tools of data collection:

Research deign

Quasi Experimental Research design was utilize in this study

Research setting

These study was conduct at three school selected according to direction of Abha student affairs. these schools are first, second and third secondary schools. these school represent study discipline by credit hours

Subjects of the Study:

The subjects of the present study included 145 Saudi female student girls in third grade of secondary school their age range 16: 19 years

Tools of data collection

The Rosenberg Self-Esteem Scale (RSES) it is originally developed by Rosenberg, (1965). It is a 10-item self report measure of self-esteem based upon satisfaction of ones self and life. The scale consists of five positive items and five negative items and need to be scored accordingly by reversing the value of either the positive or negative item responses. Typically, each item is answered on a four point Likert scale ranging from "strongly disagree" to "strongly agree

Scoring system

Scores are calculated as follows:

- **For items 1, 3, 4, 7, and 10:**

Strongly agree = 3

Agree = 2

Disagree = 1

Strongly disagree = 0

- **For items 2, 5, 6, 8, and 9 (which are reversed in valence):**

Strongly agree = 0

Agree = 1

Disagree = 2

Strongly disagree = 3

The scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem

In this study the scoring system

0:<15 low self esteem

Within normal range of self- esteem 15: 25

+25 high self esteem

Assertiveness inventory

This inventory was originally developed by Alberti and Emmons (1986)to assess level of assertiveness. The inventory consist of 17 items.Each item is answered on a five point Likert

0 = no or never;

1 = somewhat or sometimes;

2 = average;

3 = usually or a good deal

4 = practically always or entirely.

Scoring system

The scale range from 0:68

0: 17 not at all assertive

17:34 a little assertiveness

34: 51 very assertive

+51 complete assertiveness

3- Achievement score": - For academic achievement last two annual examinations of students was asked

II. Operational Design:

The operational design for this study includes preparatory phase, pilot study, and fieldwork, limitations of the study, and ethical considerations.

A. Preparatory phase

Tools of data collection development

In this phase the tools were performed with modification and translation the study tools by the researchers after a thorough literature review in the field of assertiveness communication style.

Tools validity and reliability

A pilot study was carried out on ten student girls selected randomly from school in 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 student shared in the pilot study were excluded from the study sample. As the result of pilot study some questions added such as Student. Hobbies, ambitions after graduation and the most favorite subject for student. some questions excluded such as student achievement in study subjects.

A. Fieldwork

The researchers reviewed the current and past, local and international literature in the various aspects related to the field of assertiveness to be acquainted with in-depth information about the study, in order to design the tools and prepare content of training program. The tools of this study and training program developed by the researchers after reviewed by a (1) experts in the psychiatric nursing field to evaluate face and content validity.

The actual fieldwork for the process of the data collection has consumed (2) months started on beginning of December 2012 and was completed by the end of January 2013 through the following steps:

First step:

Before starting the data collection, the researchers meets with the directors of general student affairs at Asser district after introducing them, they explained the nature and purpose of the study to gain their approval and selection of schools in Abha. the researches interview the headmaster and student school leader in each selected school.

Second step:

The researchers meet student leader in each school who agree to help the researchers in collected data and explain nature of the study, sequence of collected data.

The researchers meets students in each schools, explain the purpose of the study, sequence of training program and determine time for implement training program.

Data were collected in specific days these days selected by headmaster and student leader in each school. Confidentiality of any obtained information was assured, and the subjects were informed about their right to participate or not in the study. The subjects were also assured about anonymity, and that data will only be used for the purpose of the study.

Third step:

The researcher interviewed with the student who agree to participate in the study. After distributing the tools, explained the aim and objectives to them. In order to assess their self esteem, assertiveness communication, they filled in the sheets and the researcher identifies their Filling in the tools look about 20- 30 minutes.

Fourth step:**Program implementation**

The researchers implementing the training program in the form of (10) sessions as the each groups at three school. These session were in days selected by group leader in each school. The length of the session lasted for about 30-45 minutes

Implementation of the program and post test was carried out in school from February 2012 to the end March 3013

The content of the training program sessions was as follows:

1. Introduction about the concept of assertiveness; the importance of the assertiveness for students
2. the comparison of passive, aggressive, passive-aggressive and assertive behavior.
3. The individual's basic rights of assertive behavior.
4. How to say "No" assertively.
5. How to make a request assertively.
6. How to respond and give criticism assertively; and give constructive criticism.
7. Handle and express anger assertively.
8. How to give and accept compliments assertively; and how to make apology assertively.
9. How to promote self esteem.

It was difficult to control the time for each session because the students were interested in the subject of each session. To ensure that the students reached the objective of each session, each session started by a feedback about the previous one. All students in each group have been received the same training methods for each session.

Limitations of the study:

It was so difficult to get the suitable time every week for applying the program to the same group, the headmaster of the school doesn't want that the program hinder the educational process in the school.

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
- Chi-square test was used to compare qualitative variables between groups.
- paired 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

3. Results

Table (1) the table shows that the most of student girls are in age group 17- <18. With a mean age **16.9±3.59** The highest percentage of the studied girls their fathers and mothers had a high educational level (77.9% & 89% respectively). concerning the birth order, 42% of girls are before last child.

Table (2-a) the table indicate that there was a significant improvement in assertiveness level after training program.

Table (2-b) the table revealed that there was upgrading in level of self esteem after training program with highly statistically significant difference in comparison to the baseline by using chi-square test.

Table (2-c) the table show highly significant difference in achievement score after training program

Table (3) This table shows highly statistically significant inverse correlations between assertiveness before intervention versus age, self esteem and birth order by using correlation coefficient test. On the other hand, no significant correlations versus other variables were detected.

Table (4) the table revealed that shows highly statistically significant correlations between assertiveness score versus all variables.

Table (5) the table denote that there was a significant improvement in mean score of assertiveness, self esteem and achievement after training program

Table (6) as evidence from the table group main effect is significant ($f=434.27, p<001$) thus student girls score are significant higher in post test

Table (1) Socio demographic data of student under study

Age (years)	No	%
16-<17	19	14
17- <18	121	83
18-< 19	4	2.4
19+	1	0.6
Mean + SD	16.009±3.5969	
Father education		
Illiterate	6	5
Read and write	18	12
Secondary school	37	25
University level	84	58
Mean + SD	3.3724±8.575	
Mather education		
Illiterate	23	15.9
Read and write	38	26.2
Secondary school	38	26.2
University level	46	31.7
Mean + SD	2.7379±1.0738	
Birth order		
First	26	17.9
Second	41	28.2
4 th , 5 th	5	4.5
Before last	61	42
Last	12	8.3
Mean + SD	2.9448±3.5969	

Table (2-a) Level of assertiveness among studies girls before and after program implementation

Assertiveness level	Pre program		Post program		X ²	p
	No	%	No	%		
Not at all assertive	34	23.4	00	00	2.030	.980 *
A little assertiveness	99	68.3	13	8.9		
Very assertive	12	8.3	101	69.7		
Complete assertiveness	00	00	31	21.4		

Table (2-b) Level of self esteem among studies girls before and after program implementation

Self esteem	Pre program		Post program		X ²	p
	No	%	No	%		
Low self esteem	56	38.6	1	0.6	5.793	.190*
Within normal range of self	89	61.4	76	52.5		
High self esteem	00	00	68	46.9		

Table (2-c) score of achievement among studies girls before and after program implementation

Achievement level	Pre program		Post program		X ²	p
	No	%	No	%		
Pass	1	0.6	1	0.6	4.781	*.964
Average	3	1.1	3	1.1		
Good	5	4.5	5	4.5		
Very good	39	26.9	36	24.8		
Excellent	97	66.9	100	69		

Table (3) Correlation between assertiveness score versus socio-demographic variables before program training

Items	Assertiveness before Intervention	
	r-test	P-value
Age	-0.29	<0.01 HS
Birth order	-0.33	<0.01 HS
Father education	0.09	>0.05 NS
Mother education	0.10	>0.05 NS
Self esteem	-0.20	<0.05 S
Achievement level	.018	>0.05 NS

Table (4) Correlation between assertiveness score versus socio-demographic variables after program training

Items	Assertiveness before Intervention	
	r-test	P-value
Age	.042	<0.01 HS
Birth order	0.14	<0.01 HS
Father education	0.17	<0.01 HS
Mother education	.018	<0.01 HS
Self esteem	.029	<0.01 HS
Achievement level	0.14	<0.01 HS

Table (5) Descriptive statistics of dependent sample t-test results of study variables

Items	Pre program			Post program			P
	2×	±S D	T	2×	±S D	T	
Assertiveness	25.1655	7.4647	40.595	87.5172	5.2083	*68.367	.000
Self esteem	16.2759	2.7876	70.307	23.7241	3.5267	81.005*	.000
Achievement	87.2759	2.7876	190.145	87.5172	5.2083	*202.340	.000

*are significant at $p < 0.01$

Table (6) Covariance analysis results related to post test, assertiveness, self esteem and academic achievement scale

Items	Sum of square	D f	Mean square	F	sig
Between group	282.259	44	6.415	434.27	0.01 HS
Within groups	5.731	388	1.477		
Total	287.991	432			

4. Discussion

Assertiveness is an aspect of interpersonal communication which can be developed and improved. Assertiveness training has focused on the modification of nonassertive social behaviors, and acquisition of alternative assertive responses.

Assertiveness training was found to be effective in improving the social coping skills of general populations of adolescents. Assertiveness is an important skill for adolescent to develop healthy human relations with peers, parents, teachers, and all the other social contacts. When adolescent use assertiveness skills in their social, academic and personal life, they enhance the potential of reaching successful outcomes.

Socio-demographic characteristics of student girls

The present study shows that most of study sample (83%) their age ranged between 17- <18years and 42% of them were ranked as **are before last child**. As for educational level among parent, the mostly of father and mother are university level. this result is similar with **Eskin (2003)** who study Self-reported assertiveness in Swedish and Turkish adolescents. The ages of both groups of students ranged from 17to 20 years. also the results is similar to **Sarkova et al., (2013)**their study Associations between assertiveness, psychological well-being, and self-esteem in adolescents and found that The age of the respondents ranged from 14 to 17 years

Assertiveness level of student girls before and after training program

The present study revealed that that was a significant improvement in assertiveness level after program implementation., this might to due the possible reasons:, completing the assertiveness training program was helpful for students to understand the concept of assertive behavior and how to apply it practically, Learn the skills necessary for initiating and maintaining socially supportive interpersonal relationships. The contents of the program included proper assertive behavior and clarification and confirmation of the individual's fundamental rights, in addition the female student girls are skillful in admitting personnel limitation

Finally the students began to express their ideas, interests, and emotions without hurting others' feeling; able to identify with other people's viewpoints; they easily interacted with peers; and

could express sensitivity or concern about their peers' problems.

The result is similar to Paezyet al ((2010)they were Investigating the impact of assertiveness training on assertiveness, subjective well-being and academic achievement of Iranian female secondary students, they found increasing in assertiveness level in post test. also the result is consistent with **Erogul and Zengel (2009)** they assess The Effectiveness of an Assertiveness Training Program me on Adolescents' Assertiveness Level on 140 Middle School Turkey student they found s the assertiveness training program had a significant positive effect on adolescents' assertiveness levels. Findings of this study pointed to there was highly significant difference between assertiveness score and student age at post program test., It is possible that, with increasing age student gain ability to represent what are really to express, what they feel, respecting feeling and right of other is a core of interpersonal behavior and key of human relation which upgrading by age.

These result in agreement with **Karagözog et al. (2008)** they study Self-esteem and assertiveness of final year Turkish university and they found student in final study year have assertiveness communication and normal range of the self esteem.

The results of present study denote that there was a significant difference between assertiveness scare and parent education. this may be due to parent adopt modern views and values about women through which their daughters can interact freely with the social environment

Self esteem level of student girls before and after training program

The result of present study clarifies that the was statistically significant inverse correlations between assertiveness before intervention versus age, self esteem and birth order this maybe due to two reasons:1st reason the most student girls have ineffective communication skills before training and was trying to hidden ineffective communication skills by obeying other order or disagree with other opinion, talking with loud voice, other student are more shy in interacting other.2nd reason the public view about girl must be shy, not arguing with other in social event. meanwhile The results of present study showed that there was a significant improvement in

self esteem level in post test this maybe due to training program not only focus on explanation of assertiveness concept but also focus on how student think more assertively, express directly and properly valuing their feeling and thinking in identifying strength and weakness while not violating the personal rights of others, and during training session student gain communication methods to solve problem, resolving conflict in different social situation and develop ways of making decisions through frequent role playing during implementation of session in addition the student have motivation and interest to evaluating their own behavior, setting clear goal.

The result of this study similar to he assess Effect of Assertiveness Training Methods on Self-Esteem and General Self-Efficacy Female Students of Islamic Azad University. on 200 student female girls under 40years old and they found *that* increasing self-efficacy and self-esteem after assertiveness training by using mancova analysis.

The result of present is agreement with Kashani and Bayat (2010) they study The Effect of Social Skills Training (Assertiveness) on Assertiveness and Self-Esteem a twenty female student in age 9 to 11 Year-old years in Tehran. The results demonstrated that the assertiveness and self-esteem amount increased at the end of treatment program me.

The result of this study is contradicting with Sert (2003) study the effect of an assertiveness training on the assertiveness and self esteem level of 24, student 5th grade students. And found that no significant improvement in self esteem levels of the students after the assertiveness training program.

Score of achievement score among studies girls before and after program implementation

The results of present study clarified that the was significant difference in achievement score before and after training., these may be related to student are studying in obligatory education try to pass all subject and achieve very good grade under family and social pressure science child hood they are aware of the importance of their grade for their parents. Aside from evaluation pattern in the schools depend on frequent quizzes every month and cumulative evaluation at the end of the year. This result is contradicting with Eddington & Shuman (2004) they stated that student from secondary school who achieve very grades will also score low in assertiveness.

The result is agreement with (Makhija and Singh, 2010) they were assumed that assertiveness training show significant changes in academic achievement scores after training.

Lastly the result of the present study revealed that there was highly significant difference in mean

score of assertiveness, self esteem and achievement after training program. This may be due to the contents of the training program included proper assertive behavior and clarification and confirmation of the individual's fundamental rights. Training provided opportunities for students to interact with each other, provided them more opportunity to explore relationships with others, express their internal thoughts and feelings that they did not dare to express in the past. Additionally, frequent role play during implementation session allow students provided positive feedback for each other. On the other hand they learned how to say "NO" when they did not want to do something. In addition school environment and school teacher provide an atmosphere of acceptance, encouragement and safe experimentation for new behaviors

These results is similar to KSISc (2005) and Yata (2005). They reported that the mean score of assertiveness and self esteem were significant higher in post test among middle school seventh grade students

These results is contradicting *al.* (2012) they study assertiveness skills and academic performance in primary and secondary education in Spanish public sector school and they found there was statistically negative correlation was obtained between assertiveness and a academic performance.

Conclusion:

Based on the main findings of the study the following conclusion can be deduced

Assertiveness training program is effective on assertiveness, self-esteem and academic achievement. Further researches to investigate the socio cultural circumstances that may hinder or enhance the individual to be assertive

Recommendation

- Similar training program may be expanded and extended to include students' parents and educators. This may render them more readiness to accept and support the students' assertion
- Further researches to investigate the socioculturalcircumstances that may hinder or enhance the individual to be assertive.
- The concepts of assertiveness and self-esteem could be incorporated into everyday curriculum in middle schools

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