



ASSERTIVENESS AND SELF-ESTEEM AMONG COLLEGE STUDENTS: A SYSTEMATIC REVIEW STUDY

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Abstract

The act of communicating one's demands and goals in a clear and suitable manner is known as assertiveness. and viewpoints without criticising or demeaning others' An individual's overall good opinion of themselves is referred to as self-esteem. And The aim of the study was to measure Assertiveness and Self - Esteem among young adults and the data was collected by an online questionnaire done by Google form. A Google form link was provided which gave the participants access to the Assertiveness inventory by Robert E. Albert and Michael L Emmons and Rosenberg Self - Esteem scale (RSE) and demographic questions regarding the gender.

Methods and Material: To find pertinent articles published between 2015 and 2023, literature searches were conducted in databases such as Google Scholar, the National Centre for Biotechnology Information (NCBI), and PubMed. This was done utilising the PRISMA exclusion and inclusion criteria (recommended reporting items for systematic reviews and the meta-analyses technique). The present study comprises 39 empirical research studies.

Result: The results indicate that social media addiction is adversely connected with resilience in college students and is favourably associated with anxiety, despair, and stress. The research also suggested that the link between psychological distress and resilience may be mediated by social media addiction. It indicates that there is no significant difference in Assertiveness and Self- Esteem among males and females. No gender difference was found in Assertiveness and Self-esteem among young adults. As the world has changed over the past decades the rate of Assertiveness and Self-esteem felt by males and females are the same in today's society

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Introduction

An interpersonal trait called assertiveness encourages human equality connections by allowing a person to communicate their rights, opinions, and feelings in a way that neither dismisses nor denigrates but rather acknowledges and respects those of others. Lazarus (1973), according to (1973), assertive behaviour includes "the ability to say no, the ability to ask for help or make requests, the ability to express both positive and negative feelings, and the ability to start, carry on, and end a general conversation." Respect for oneself and others is shown by assertive behaviour, which also encourages self-disclosure, self-control, and a healthy sense of self-worth. The best strategy for resolving interpersonal issues is assertiveness. Direct communication, transparency, and honesty enable one to hear messages without distortion, maintaining relationships with others. Assertiveness as a social skill is a construct which has a number of different dimensions, including the ability to express oneself without anxiety or aggression in different situations (M. Bouvard, et al., 1999). Assertiveness is about effective communication and this does not just mean choosing the right words to say in a given situation. Tone of voice, intonation, volume, facial expression, gesture and body language all play a part in the message you are sending to the other person, and unless all parts of the equation match, you will be sending a garbled message (Bishop, 2000). There is general consensus regarding two general categories of assertiveness. Positive assertiveness includes admitting personal shortcomings, giving and receiving compliments, initiating and maintaining interactions, and expressing positive feelings. Negative assertiveness includes expressing unpopular or different opinions, requesting behavior changes, and refusing unreasonable requests. Negative assertions have become known as the conflict classes and are the most frequently studied (Rakos 1991). Self-esteem refers to a person's evaluation of his/her worth. The best-known form is global self-esteem: general, dispositional, and consciously accessible self-evaluation. Psychologists have argued that self-esteem is important because it signals how well accepted or culturally valued one is. Accordingly, people are motivated to seek and maintain high self-esteem using diverse strategies. Most people have relatively high self-esteem, although levels vary across the life span and depend on experiences of interpersonal acceptance. Self-esteem is an overall assessment of the individual's worthiness, expressed in a positive or negative orientation towards them. It is a component of the Self-concept

that Rosenberg defines as a totality of individual thoughts and feelings, having reference to him as an object. Besides self-esteem, self-efficacy and self-identification are an important part of the Self-concept. Self-esteem as a whole is an unchanging feature of adults and it is difficult to be influenced by the experimental design of a study.

Methods and Material

For this particular study (process showing the selection of publications), the recommended reporting items for systematic reviews and meta-analysis (PRISMA) criteria and checklist were adhered to. The authors use PRISMA procedures to guarantee the accuracy and thoroughness of their systematic reviews and meta-analyses. The PRISMA statement and its explanations were created by the authors to assist researchers in reporting on a wide range of systematic reviews that evaluated the advantages of high self-esteem conditions. This article is a systematic review of the empirical research on assertiveness and self-esteem and aims to compile the key findings, particularly with regard to psychosocial factors affecting assertiveness and self-esteem, and health effects.

Using the keywords of Assertiveness and Self-Esteem. Assertiveness and Self-Esteem intervention, "factors of Assertiveness and Self-Esteem, Assertiveness and Self-Esteem in college and university students," a search was conducted on Google Scholar, Web of Science, and "the consequences of Assertiveness and Self-Esteem on mental health and well-being."

Boolean operators, such as and, or, and not, were employed during the search procedure to find accurate and pertinent materials relating to Assertiveness and Self-Esteem. Searches were conducted independently for each keyword and phrase, such as Assertiveness and Self-Esteem, self-worth, risk factors of low self-esteem, mental health effects of assertiveness and self-esteem, etc. The following inclusion and exclusion criteria were used in this study to select articles of importance for the review purpose. Empirical studies reporting in relation to Assertiveness and Self-Esteem to its understanding, screening and psychometric tools, psychological risk factors, consequences, and intervention, as well as studies specifically in the context of Assertiveness and Self-Esteem that had been published in the English language. Additionally, the inclusion criteria for this study only took articles released between 2015 and 2022 into account. Guided by the objective of the review and the inclusion-exclusion criteria, a literature search using several databases turned up 500 items. Following the removal of duplicates,

420 articles were kept for preliminary evaluation. 420 articles were eliminated based on the exclusion criteria by looking at the titles and abstracts of the 45 publications. This was brought about by the fact that the majority of the 45 articles included one or two factors relating to assertiveness and self-esteem. The study did not include reviews, or case studies, that were not available in full text. The present review included 35 empirical publications. The sample sizes of the empirical research included in this analysis varied from 10 to 1500, and most of them used cross-sectional survey methodologies and online or web surveys. Overall, the method used for this review article involved a systematic search and synthesis of the literature, and a critical analysis of the findings to provide insights into the relationship between assertiveness and self-esteem, as well as strategies for promoting and improving self-esteem and assertive behavior in college.

Literature Review

Several studies have examined the relationship between assertiveness and self-esteem among college students. For example a study by (Sreedevi PA, Aswathy BL, and Neethumolroy 2018) on title assertiveness and self-esteem of undergraduate students of a selected college of nursing, Ernakulam and here the data were collected using personal information schedules and two standardized self-report tools, the Rathus Assertiveness Schedule and the Rosenberg Self-esteem Scale and The study found no significant correlation between assertiveness and self-esteem but did find associations between assertiveness and year of study, medium of instruction before nursing, extracurricular activities, and plus two examination marks. Self-esteem was associated with introverted students. The authors recommend mandatory assertiveness training for nursing students to improve their communication, decision-making abilities, and professional development

And then next study by (Shraddhesh Kumar Tiwari, Suman Singh, Sylvia Lindinger-Sternart, Ashok Kumar Patel (2018) on title Self-esteem and life satisfaction among university students of Eastern Uttar Pradesh of India: A demographical perspective and their major findings was Self-esteem and satisfaction with life were found to be significantly correlated in 200 college students, with self-esteem having a significant effect on satisfaction with life.

Parray, Kumar, & Ahirwar (2018), investigate the assertiveness level of adolescents with reference to gender. A total sample of 60 students in the age group of 12-18 years was selected for the study.

They were equally distributed based on gender i.e. 30 boys and 30 girls selected from higher secondary school DhanaSagar (M.P). The tool used by the researcher for this study is Rathus Assertiveness Schedule (RAS, 1978). The findings of the study revealed that there is a significant difference in the score of assertiveness among rural students. In addition to that, results showed no significant difference in their assertiveness with respect to gender. Shanmugam & Kathyayini (2017), conducted A descriptive correlation survey research design was adopted for collecting data from sixty adolescents from a selected children's hospital, OPD, Bangalore using a simple random sampling technique. Rathus Assertiveness Schedule and Rosenberg Self-esteem Scale were used to assess assertiveness and self-esteem in adolescents. The data were analyzed using descriptive and inferential statistics. The majority of the adolescents were moderately assertive and 75% to 53.33% of adolescents had high self-esteem. A significant positive correlation ($r_s=0.64$) was found between the assertive behavior and self-esteem of adolescents. Significant associations were found between the assertive scores and Education level of the adolescents ($x = 7.16$ & 6.13). The education level of the adolescents was the only variable significantly associated with the assertive and self-esteem scores ($x = 14.08$)

Sarkova & Orosova et.al, (2013), explored the associations between adolescents' assertive behaviour, psychological well-being, and self-esteem. The sample consisted of 1,023 students ($14.9 \pm .51$; 47.6% boys). Two dimensions of the Scale for Interpersonal Behavior (distress and performance), 2 factors of the General Health Questionnaire (depression/anxiety and social dysfunction), and 2 factors of the Rosenberg Self-Esteem Scale (positive self-esteem and negative self-esteem) were used; data were analyzed using hierarchical linear regression. It was found that both dimensions of assertiveness were associated with psychological well-being and self-esteem. Malik and Varghese (2020), investigated the effectiveness of assertiveness training in terms of improving self-esteem among adolescents and to find out the factors associated with it. A Pre experimental one group pretest-posttest design was used for a total of sixty adolescents recruited from selected schools in Barabanki (U.P.); India, by non-probability purposive sampling technique. A standardized tool, Ken William Self-Esteem Inventory used to assess the level of self-esteem among adolescents. The Findings revealed a statistically significant difference in the pre and posttest level of self-esteem among the adolescents ($t = 39.8$, $p = 0.001$). There is an association

between adolescent's self-esteem with their selected demographic variables like school performance and family income. The study concluded that assertiveness training was effective in improving the level of self-esteem among adolescents. Maheshwaria & Kaur Gill (2015), examine the relationship of assertiveness and self esteem among nurses. In an exploratory, correlational, cross sectional survey, 220 eligible nurses working in selected hospitals of Punjab were identified conveniently and assessed using Socio demographic Data Sheet, Rathus Assertiveness Schedule (RAS) and Rosenberg Self - Esteem (RSE) Scale. Data were analyzed using descriptive statistics and Independent t-test, ANOVA and Pearson's correlation. Assertive behavior has moderate positive correlation with self-esteem at 0.01 level of significance ($r=0.272$). Older nurses who are on regular job, studied from Govt. nursing institutions and working in Govt. hospitals were more assertive. Nurses those are older, Christian, belongs to nuclear family and working as PHN had more self esteem as compared to others. The findings of the present investigation suggested that assertive behavior and self esteem are positively and significantly correlated. Nurses should regular assess their assertive behavior as it affects the self esteem of self and communication with in health care system. Assertiveness training or other intervention may be initiated for nurses who are nonassertive and have low self-esteem. D'Mello & Pinto et.al., (2018), examined to know the level of self-esteem of the students with low academic performance. The objectives of this study were to investigate the relationship between self-esteem and academic achievement, to understand the Socioeconomics background, to assess the level of self-esteem, and to know what could be the reason for low academic performance in spite of having high self-esteem. The research design used for the study would be descriptive in nature. Total 50 students from Government Schools have taken. The students (aged 13-15) studying in a High school in the district Dakshina, Kannada and have achieved low marks (below 60%) and failed in one or more subjects would be the population for the present study. The sample selected from 2 private schools (25 each). The Simple Random sampling techniques of probability sampling has been used to draw out the sample. The samples are selected from the population which includes an equal number of boys and girls. The Researcher has concentrated on collecting primary data by questionnaire methods. Keeping in mind the observation as a supportive tool while meeting them and seeing their progress reports. The secondary data has been obtained

from the books, magazines, reports, school records, and websites. The major findings of the study where, there is a gender difference where the female respondents have more self-esteem than male respondents. But there is no significant correlation between the self-esteem and academic performance of the respondents

Sprecher & Avogo et.al. (2013), examine the joint effects of race and gender on the self-esteem of young adults. Data came from a large sample of undergraduate students ($N = 7,552$; 2,785 men and 4,767 women) enrolled at a Midwestern U.S. University over the period 1990–2012. Consistent with prior research, we found that men had higher self-esteem than women and those Blacks had higher self-esteem than Whites, Hispanics, and Asians. The analyses, however, revealed that the gender differences in self-esteem were not found among Blacks and that the higher self-esteem of Blacks relative to other races was greater among women than among men. The effects of race and gender did not change controlling for social class and other demographic variables, did not differ across domains of self-esteem, and were not affected by period of time. This study deepens our knowledge of social group differences in self-esteem, providing evidence that the higher self-esteem of men (relative to women) and of Blacks (relative to other races) persisted across the past two decades.

Waqar, Shraddha, Sanjay and Blessy (2020), investigated the association between assertiveness, self-esteem, academic achievement and stress among the students. Correlational design was employed for the present research. Participants of the study comprised 120 high school students with an equal number of male and female students and the age range of 12 to 19 years. The scales used for data collection are namely-Rathus assertiveness schedule (RAS), Rosenberg self-esteem (RSE), perceived stress scale (PSS), and academic achievement scale. Correlation coefficient and hierarchical regression were employed as statistical techniques. Hierarchical regression analysis indicated in step one that gender and residence predicted 15.50 percent of the total variance in self-esteem while in step two assertiveness predicted 00.30 percent of change in self-esteem. The findings also reported that gender and residence predicted 04.00 percent of the total variance in academic achievement while in step two, assertiveness predicted 01.40 percent of a total change in academic achievement. In another finding, gender and residence predict 19.60 percent of a total change in stress while in step two assertiveness predicted 00.30 percent of change in stress.

Shrestha (2019), conducted to identify assertiveness and self-esteem among nursing students. A descriptive cross sectional survey was conducted among 202 Proficiency Certificate Level and Bachelor of Science in nursing students of Manipal College of Medical Sciences (nursing programme), Pokhara, Nepal during July/August 2015. Data collection was done by purposive sampling. Tools used were demographic proforma, Begley and Glacken Assertiveness behavior questionnaire and Rosenberg self-esteem scale. Data were analyzed using descriptive and inferential statistics chi-square and correlation coefficient. The study revealed nursing students had moderate level of assertiveness and self-esteem. There is a significant association between assertiveness and level of study and residence. There is a significant association between level of self-esteem with level of study and residence and There is significant positive correlation ($r= .412$) among assertiveness and self-esteem score with p value

"Assertiveness and Self-Esteem in Indian Adolescents" by Dr. Valliammal Shanmugam and Dr. B.V. Kathyayini (2007) aimed to investigate the relationship between assertiveness and self-esteem in Indian adolescents. The study provides useful insights into the relationship between assertiveness and self-esteem in Indian adolescents. It highlights the potential benefits of interventions aimed at improving assertiveness skills, which may also have a positive impact on self-esteem. The study also suggests that there may be gender differences in assertiveness and self-esteem among Indian adolescents, with boys scoring higher than girls on both measures. However, further research is needed to explore these gender differences in more detail.

Perceived Stress and Assertiveness among Young Adults by Reshmi Nair (2021) This study aimed to investigate the relationship between perceived stress and assertiveness among young adults. The study found that there was a negative correlation between perceived stress and assertiveness, meaning that higher levels of perceived stress were associated with lower levels of assertiveness. The study highlights the importance of developing assertiveness skills to manage stress among young adults

Relationship Between Self-esteem and Academic Achievement Amongst Pre-University Students by Mohammad Aryana (2010). The main objective of this study was to examine the relationship between self-esteem and academic achievement among pre-university students. The study found that there was a positive correlation between self-esteem and academic achievement, meaning that higher levels

of self-esteem were associated with higher academic achievement. The study highlights the importance of developing self-esteem to promote academic success among students.

Study of Relationship between Mental Health and Assertiveness among Adolescents by Uzaina and Dr. Asma Parveen (2015). This study aimed to investigate the relationship between mental health and assertiveness among adolescents. The study found that there was a positive correlation between mental health and assertiveness, meaning that higher levels of mental health were associated with higher levels of assertiveness. The study highlights the importance of developing assertiveness skills to promote mental health among adolescents

A study on Assertiveness of College Students by C. Prince Samuel and Dr. V. Chandrasekaran (2018). The main objective of this study was to examine the assertiveness levels of college students. The study found that most college students had moderate levels of assertiveness, with female students scoring lower than male students. The study suggests that interventions aimed at developing assertiveness skills may be beneficial for college students, particularly for female students. Assertiveness among Undergraduate Students of the University by W. M. Parray and Sanjay Kumar (2016). This study aimed to investigate the assertiveness levels of undergraduate students in a university setting. The study found that most students had moderate levels of assertiveness, with male students scoring higher than female students. The study suggests that developing assertiveness skills may be beneficial for university students, particularly for female students who may be at higher risk of experiencing assertiveness difficulties. Young Adults' Assertiveness in Relation to Parental Acceptance-Rejection in Greece and in Bosnia and Herzegovina by Irina Mrvoljak-Theodoropoulou, Aikaterini Gari, Kostas Mylonas (2022). This study aimed to investigate the relationship between parental acceptance-rejection and assertiveness among young adults in Greece and Bosnia and Herzegovina. The study found that higher levels of parental acceptance were associated with higher levels of assertiveness among young adults in both countries. The study highlights the importance of positive parenting practices in promoting assertiveness among young adults. The effect of problem-solving and assertiveness training on self-esteem and mental health of female adolescents: a randomized clinical trial by Parastoo Golshiri, Alireza Mostofi, Shiva Rouzbahani (2023). This study aimed to investigate the effectiveness of problem-solving and assertiveness training on self-esteem and mental health among female

adolescents. The study found that both interventions were effective in improving self-esteem and mental health outcomes among female adolescents. The study highlights the potential of problem-solving and assertiveness training as effective interventions. The effect of assertiveness training program on improving self-esteem of psychiatric nurses by GA Abed, SH El-Amrosy, and MM Atia (2015). This study aimed to investigate the effectiveness of an assertiveness training program on improving self-esteem among psychiatric nurses. The study found that the assertiveness training program was effective in improving self-esteem among psychiatric nurses. The study suggests that assertiveness training may be beneficial for promoting self-esteem among healthcare professionals, particularly those working in high-stress environments.

The study by SH Khademi Mofrad and T. Mehrabi (2015) explores the role of self-efficacy and assertiveness in aggression among high-school students in Isfahan. The study found that both self-efficacy and assertiveness negatively predicted aggression among high-school students. The authors suggest that assertiveness training may be useful in reducing aggressive behavior among high-school students. The study by W. M. Parray and Surinder Kumar (2016) investigates the level of assertiveness among undergraduate students at a university in India. The study found that male students scored higher than female students in assertiveness. Additionally, the study found that assertiveness was positively correlated with self-esteem and academic performance. The study by L. Kumar and K. Rathi (2020) examines the relationship between assertiveness and self-esteem among adolescents in India. The study found that there was a positive correlation between assertiveness and self-esteem among adolescents. The authors suggest that assertiveness training may be a useful intervention for improving self-esteem in adolescents. The study by Riya Susan, Alina Grace, and Aswathy Santhosh (2022) investigates the relationship between assertiveness and perceived social support among college students in India. The study found that assertiveness was positively correlated with perceived social support. The authors suggest that assertiveness training may be a useful intervention for improving social support among college students. The study by Luo Yanhong, Shi Zhenrong, and Zhong (2022) examines the influence of self-control and self-concept on the relationship between self-esteem and interpersonal difficulties among college students in China. The study found that both self-control and self-concept mediated the relationship between self-esteem and interpersonal difficulties.

The authors suggest that interventions targeting self-control and self-concept may be useful in improving interpersonal difficulties among college students with low self-esteem. Feeling Controlled and Drinking Motives Among College Students: Contingent Self-Esteem as a Mediator" by Neighbors et al. (2004). This study aimed to examine the relationship between feeling controlled and drinking motives among college students, with contingent self-esteem as a mediator. The results suggested that feeling controlled by others was positively associated with drinking motives, and this relationship was partially mediated by contingent self-esteem. The study highlights the importance of understanding how contingent self-esteem can influence drinking behavior among college students. College students' comfort with assertive behaviors: An analysis of students with and without disabilities in three different postsecondary" by Orr (2004). This study investigated the comfort levels of college students with and without disabilities in asserting themselves in different situations. The results showed that students with disabilities reported less comfort in asserting themselves compared to students without disabilities. The study emphasizes the need for individuals with disabilities to develop assertiveness skills to enhance their overall quality of life. A Study on Assertiveness Level of College Students Who are Doing Orienteering Sports" by Savucu et al. (2012). This study explored the assertiveness levels of college students who participate in orienteering sports. The findings indicated that orienteering sports participants had higher assertiveness levels compared to non-participants. The study suggests that engaging in physical activity, such as orienteering sports, can contribute to the development of assertiveness skills among college students. Assertiveness and perceived social support among college students" by Susan et al. (2022). This study investigated the relationship between assertiveness and perceived social support among college students. The findings showed a positive correlation between assertiveness and perceived social support. The study emphasizes the need for college students to develop assertiveness skills to enhance their ability to navigate social situations and develop a supportive network.

Result:

In order to identify and map the empirical data that is currently accessible on Assertiveness and self-esteem, a systematic review was conducted to highlight the important ideas and conclusions from the selected papers. In order to show assertiveness and self-esteem from a various of dimensions,

including the factors affecting assertiveness and self-esteem and its effect on mental health and well-being. The existing literature was divided into several categories. Assertiveness is a crucial characteristic that can significantly impact a college student's academic, social, and personal life. In brief, assertiveness refers to the ability to express one's needs, feelings, opinions, and desires in a clear, direct, and respectful manner. Parray, W. M., & Kumar, S. (2017). It involves standing up for oneself while being considerate of others' rights and feelings. Research has consistently shown that assertiveness plays a vital role in a college student's success. Assertive students tend to be more confident, independent, and proactive in pursuing their academic and personal goals. Sitota, G. (2018). They are more likely to participate actively in class discussions, seek help when needed, and take calculated risks that lead to growth and learning. Eslami, A. A., Rabiei, L., Afzali, S. M., Hamidzadeh, S., & Masoudi, R. (2016). Furthermore, assertiveness can also enhance a student's social and personal life. Students who are assertive are better equipped to communicate their boundaries, build healthy relationships, and manage conflicts effectively. Alberti, R., & Emmons, M. (2017). They are less likely to fall victim to peer pressure or engage in risky behaviours, such as substance abuse, because they can say "no" firmly and respectfully. High assertive behavior refers to a communication style that involves expressing one's thoughts, feelings, and needs in a clear, direct, and respectful manner while also being considerate of others. Paterson, R. J. (2022). This communication style involves standing up for oneself and setting boundaries without being aggressive or passive. High assertive behavior is characterized by the following traits: Clear communication: High assertive individuals express their thoughts and feelings clearly and directly, using "I" statements to convey their opinions and needs. Podrug, N., Vrdoljak Raguž, I., & Dedić, M. (2015). Confidence: High assertive individuals are confident in their communication and do not hesitate to express themselves even in challenging situations. Matheson, C., Robertson, H. D., Elliott, A. M., Iversen, L., & Murchie, P. (2016). Low assertive behavior refers to a communication style that involves avoiding expressing one's thoughts, feelings, and needs in a clear, direct, and respectful manner. Low assertive individuals may avoid conflicts or problems, often sacrificing their own needs and values to keep the peace.

Factors affecting self-esteem

Self Esteem: In psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. It affects how you think, act or relate to other people. It is the foundation of your existence. Terms similar to self-esteem include self-worth, self-regard, self-respect, and self-integrity. Self-Esteem Self-esteem is influenced by internal factors like the way you talk to yourself, the way you think and the things you believe in. External factors influencing self-esteem includes the environment in which you live and work. The things that make you feel special and worthwhile enhances your self-esteem and the things that make you feel bad lowers your self-esteem. Self Esteem helps us at every place and in every context. The confidence and the positive attitude enable us to give our best. It enables us to have the right attitude for succeeding in every walk of life.

Self Determination Theory: SDT is a theory of human motivation and personality that is concerned with growth tendencies that are inherent and innate psychological needs. It is concerned with the motivation behind choices people make without external influence and interference. It focuses on the degree to which an individual's behaviour is self-motivated and self-determined. It was developed by Edward L. Deci and Richard M Rejan. According to this theory, people have three innate psychological needs that are considered as universal necessities. The first is the need for competence which means the desire to control and master the environment. The second is the need for relatedness, which means the desire to interact and feel connected with other people. The third need is the need for autonomy which deals with the urge to be causal agents and to act in harmony with our integrated self. The fourth level in Maslow's hierarchy of needs is based on emotions and the need for self-esteem and self-respect. The accomplishment of the first four levels of needs leads to the last stage of needs based on peak experiences and self-actualization. Rogers Theory: Carl Rogers (1902-1987). Research has consistently shown that self-esteem plays a vital role in a college student's success. Students with high self-esteem tend to be more resilient, motivated, and optimistic, which translates to better academic performance, greater social competence, and improved overall well-being. Future research can prioritize long-term follow-up and evaluation of assertiveness and self-esteem interventions among college students.

Discussion:

As it was discussed, assertiveness is a technique that is used to remove the stress, anxiety resulted from social mutual communication and social fear.

In accordance with the prevailing cultural value differences in rural and urban areas, it was expected that there will be difference in assertiveness of rural and urban adolescents. This expectation was based on the assertiveness as a behavioral pattern in rural and urban area. The results from some study found significant relationship between assertiveness and but not for the wellbeing with reference to area. rural students are more assertive than urban students. However. In terms of factors affecting self-esteem and assertiveness, and health effects, this study evaluates and attempts to summarise it. Vagos and Pereira (2010) stated that assertive and non-assertive responses are partially influenced by a cognitive filter controlling how individuals interpret social cues. These cognitive interpretations of social situations are guided by core beliefs developed from childhood experiences with attachment figures and influence how we view ourselves, others, and their relationships. Individuals with positive core beliefs about the self (e.g., "I possess as many skills as most people"), others (e.g., "I may go against the will of others, without having them reject or mistreat me for it"), and relationships (e.g., "In my relationships with others I don't let them dominate me and also don't try to dominate them") may find it easier to assert themselves than individuals with negative core beliefs. Self – Esteem Self-esteem is characterized as the value people place on themselves (Baumeister, Campbell, Krueger & Vohls, 2003). From this concept, high or low self-esteem is distinguished. High self-esteem is defined as a highly favourable global evaluation of the self, and low self-esteem is defined as an unfavourable evaluation of the self (Bramante, 2015). The role of self-esteem in the psychological and personality literature is substantial (Ramsdal, 2008). There is a positive relationship between assertiveness, self-confidence, and self-esteem. The level of assertiveness and self-confidence affect each other (Ozsaker M., 2013). Karagözoğlu et al. (2008) concluded that students who had the highest SE also had the highest levels of assertiveness. The power component of differentiated self-esteem was found to have a high correlation with global self-esteem and with assertiveness than with other components and has established a positive correlation between SE and assertiveness.

Conclusion

The findings of this study provide new information to support a better understanding of the psychological factors behind the development and maintenance of assertiveness and self-esteem

among students. Finally, the most significant research, therapeutic effort, and advancement in this subject are restricted, which must be broadened to include diverse groups of people. In today's society the rate of Assertiveness and Self-esteem felt by male and female are same.

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Conflict of interest

There are no conflicts of interest to disclose

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