

## Nursing Students' Assertiveness, Satisfaction, Commitment and Motivation to Learn in the Faculty of Nursing, Zagazig University

Azza Abdeldayem Ata<sup>(1)</sup>, Neamat Mohammed Elsayed<sup>(2)</sup>,  
Maha Abdeen Abdeen<sup>(3)</sup> & Fatma Gouda Metwally<sup>(4)</sup>

<sup>(1)</sup>Assistant lecturer- Nursing Administration Dep.- Faculty of Nursing-Zagazig University,  
<sup>(2)</sup>Prof. of Nursing Administration- Faculty of Nursing- Damanhour University, <sup>(3,4)</sup>Lecturer of  
Nursing Administration- Faculty of Nursing- Zagazig University

### Abstract:

**Background:** Research has shown that students who are motivated find faculty work interesting and important, become absorbed in their studies, and work hard to achieve their goals. However, low assertiveness in students simultaneously creates educational dysfunction, cessation of learning, ability weakness and decrease in aptitude, so high assertiveness is important for students. As well, satisfaction and commitment is necessary for students to have positive feelings about their learning experiences and to develop continuing motivation to learn. **Aim of the study:** was to determine nursing students' levels of assertiveness, satisfaction, commitment and motivation to learn in the Faculty of Nursing, Zagazig University. **Subjects & methods: Research design:** Descriptive correlational design. **Setting:** The study was conducted at the faculty of Nursing Zagazig University. **Subjects:** Stratified proportionate random sample of 323 students in the Faculty of Nursing, Zagazig University. **Tools of data collection:** a questionnaire sheet for student nurses composed of five parts: personal characteristics, assertiveness, satisfaction, commitment and motivation to learn. **Results:** revealed that 87.6 % of students were moderately assertive and 62.2 % of them were moderately satisfied. In addition, 56.7% and 52.9 % of students were moderately motivated to learn and committed to the faculty, respectively. Additionally, there were positive statistically significant correlations between students' assertiveness, satisfaction, commitment and motivation to learn. **Conclusion:** It can be concluded that, student nurses were moderately assertive, satisfied and had moderate level of commitment and motivation to learn. **Recommendations:** It is recommended to improve students' assertiveness level, develop students' satisfaction level, enhance students' commitment level and increase students' motivation to learn level.

**Key words:** Students' assertiveness; Students' satisfaction; Students' commitment; Students' motivation to learn.

### Introduction:

Nursing students today are the nucleus of the professional nurses of tomorrow, who will interact with their colleagues and other health care professionals on a daily basis and provide the care for patients, their families and society in the area of health and education in the future.<sup>(1)</sup> Assertiveness is a way of communication that allows people to express themselves in direct, honest, and appropriate ways that do not infringe on another person's rights.<sup>(2-4)</sup> As mentioned by Ortega<sup>(5)</sup>, students' assertiveness and responsiveness to instructor were positively and significantly correlated with their satisfaction. In addition, assertiveness

is viewed as a valued behavior within nursing; resulting in positive outcomes such as the enhancement of leadership skills, an increase in satisfaction, and alleviation of stress.<sup>(6,7)</sup>

Also, higher education institutions nowadays are focusing on identifying and satisfying the needs and expectations of their students. As well as, good quality education provides better learning opportunities and suggests that levels of satisfaction or dissatisfaction strongly affect student's success or failure.<sup>(8)</sup> Additionally, students' satisfaction surveys are important in ascertaining whether colleges and universities are fulfilling their mission.<sup>(9)</sup> Student satisfaction is a pleasurable emotional state resulting

from a person's performance of the role of student. It also, the degree to which student needs and expectations regarding educational programs and environmental factors are addressed.<sup>(10)</sup>

Several researchers have identified and empirically tested factors that are correlated with students' satisfaction as follows: Physical environment, learning courses used in the faculty and interaction with faculty personnel.<sup>(11)</sup> Shetty and Gujarathi<sup>(12)</sup> stated that, satisfied students are more likely to be committed and continue their studies than unsatisfied students, who are likely to be less willing to regularly attend classes, and are more likely to quit their studies. In addition, commitment is the key factor that influences educators' work and students' performance in faculties, and can be defined as the process by which students become willing to give their loyalty and energy to a particular faculty.<sup>(13)</sup> Also, students' commitment was defined as the extent to which students are committed to a college/university to earn a higher degree in near future.<sup>(14)</sup>

As reported by Carver et al.,<sup>(15)</sup> there are three components of commitment outlined by Meyer and Allen: Affective, normative, and continuance. Affective commitment is the feeling of attachment that students have toward their chosen faculty and students stay in it because they want to.<sup>(16)</sup> Continuance commitment describes students who are committed because they are aware of the costs associated with leaving the faculty so; they stay.<sup>(17)</sup> Normative commitment is the sense of owing a faculty loyalty and remaining in it out of a sense of obligation. Students stay in the faculty as they feel that they should stay.<sup>(16)</sup>

As mentioned by Tella et al.,<sup>(18)</sup> motivation is a human psychological characteristic that contributes to a person's degree of commitment. In addition, a subset of motivation is students' commitment to continue their studies until graduation in a chosen college.<sup>(19)</sup> Motivation to learn can be

defined as a student's tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them.<sup>(20-22)</sup> As mentioned by Glynn et al.<sup>(22)</sup> motivation to learn included six dimensions are: First, intrinsic motivation, which involves learning nursing for its own sake; Second, there is extrinsic motivation, which involves learning nursing as a means to an end; Third, there is personal relevance/goal orientation, which is the relevance of learning nursing to students' goals. Fourth, self-determination, which refers to the control students believe they have over their learning of nursing.<sup>(21,22)</sup> Fifth, self-efficacy which refers to a student's belief that he/she can organize and execute the course of action required to achieve in a specific area.<sup>(23)</sup> Sixth, assessment anxiety, which is the debilitating tension some students experience in association with grading.<sup>(22)</sup>

#### **Significance of the study:**

Despite research conducted internationally about nursing students' assertiveness, satisfaction, commitment and motivation to learn; but there's not any study internationally or in Egypt was done about these variables together on nursing students. Additionally, students who have poor interpersonal skills without a doubt exhibit negative professional attitudes and behaviors when they graduate so; it is crucial for them, to be individuals with high assertiveness in order to ensure competent and safe patients' care.<sup>(1)</sup> As well, satisfied students are more successful and dedicated to accomplish their goals than unsatisfied students.<sup>(24)</sup> Likewise, students who are committed to their college help socialize new students and speak positively about their educational institution to outsiders.<sup>(14)</sup> Moreover, students who lacked motivation experienced more psychological distress while studying and were more likely to drop out of college.<sup>(25)</sup> So,

there is a need to determine nursing students' levels of assertiveness, satisfaction, commitment and motivation to learn, in the Faculty of Nursing, Zagazig University.

**Aim of the study:**

Determine nursing students' levels of assertiveness, satisfaction, commitment and motivation to learn, in the Faculty of Nursing, Zagazig University.

**Research questions:**

- What is the level of students' assertiveness?
- What is the degree of students' satisfaction?
- What is the level of students' commitment to the Faculty?
- What is the degree of students' motivation to learn?

**Subjects and methods:**

**Research design:**

A descriptive correlational, design was used for this study.

**Setting:**

The study was conducted at the Faculty of Nursing, Zagazig University. The Faculty of Nursing was founded in 1984 as a center of academic excellence and innovation to prepare highly qualified graduates capable of competing at the national and regional levels. The Faculty of Nursing consists of six academic departments: Nursing Administration, Community Health Nursing, Pediatric Nursing, Medical Surgical Nursing, Psychiatric and Mental Health Nursing, and Obstetric and Gynecological Nursing. 1221 undergraduate students are currently enrolled in the four years of the nursing program.

**Sample:**

Stratified proportionate random samples of 323 students were chosen from the four academic years as follows: the 1st year 22.7%, the 2nd year 23.4%, the 3rd year 26.3% and the 4th year 27.6%

**Sample size:**

The sample size was estimated

at confidence interval 95%, margin of errors 5.0%, a total population size of 1221 nursing students obtained from the students' affairs records, and by using the following formula  $[ X^2 NP (1-P) / d^2 (N -1) + X^2 P (1- P) ]^{(26)}$  the required number of student nurses from each academic year was calculated. Accordingly 323 student nurses were chosen as follow; 1<sup>st</sup> academic year 73 students (30 male and 43 female), 2<sup>nd</sup> academic year 76 students (13 male and 63 female), 3<sup>rd</sup> academic year 85 students (18 male and 67 female), and 4<sup>th</sup> academic year 89 students (18 male and 71 female).

**Tools of data collection:**

A questionnaire sheet was used to determine assertiveness, satisfaction, commitment and motivation to learn of students in the Faculty of Nursing, Zagazig University. It was composed of five parts:

- **Part (1):** Personal characteristics' sheet: This part developed by the researcher and used to collect personal data of students that were: age, gender, academic year, marital status, and entering the faculty on a personal desire.
- **Part (2):** Students' assertiveness questionnaire: this part was developed by Deltidou<sup>(27)</sup> and modified by the researcher to assess nursing students' assertiveness level, it consisted of 24 questions
- **Part (3):** Students' satisfaction questionnaire: this questionnaire was developed by Kao<sup>(11)</sup> and modified by the researcher to assess nursing students' satisfaction level. It included 39 questions categorized under three dimensions, these were: Satisfaction with faculty staff members, support staff and employees, satisfaction with the physical environment, and satisfaction with the learning courses used in the faculty.

- **Part (4):** Students' commitment questionnaire: this part was developed by Demiray and Curabay<sup>(28)</sup> and modified by the researcher. It was directed to the nursing students in order to assess their commitment level. This part consisted of 16 questions subdivided into the following dimensions: Affective, continuance, and normative commitment.
- **Part (5):** Students' motivation to learn questionnaire: this questionnaire was developed by Glynn and Koballa<sup>(29)</sup> and modified by the researcher to assess nursing students' motivation to learn level. It included 30 questions categorized under six dimensions were: Intrinsic, extrinsic, personal relevance of learning, self determination to learn, self efficacy for learning, and anxiety about assessment.

**Scoring system:**

The last four parts have the same scoring system in which, the responses of the participants were measured on a four point Likert scale rating always, sometimes, rarely and never scored as 4, 3, 2 and 1 respectively for each statement. While, the reverse questions were scored as 1, 2, 3 and 4 for always, sometimes, rarely and never respectively; and they were: Items 1 – 3, 6, 8 – 14, 20 and 23 in assertiveness variable, items 3 – 5 and 7 in affective commitment; in addition, item 1 in continuance commitment and all items of anxiety about assessment regarding motivation to learn variable. Then, the total score was calculated and converted into percent by dividing nursing student's total score by the maximum possible score and then multiply by 100 and then classified into three categories following Glynn and Koballa<sup>(30)</sup>: Low < 60%, Moderate 60 – < 80% and High ≥ 80%.

**Content validity and Reliability:**

The questionnaire was translated into Arabic, and then content and face validity were established by a jury of "seven" experts from faculties of nursing at Cairo University, Ain Shams University and Zagazig University. Content and face validity sheet involved two parts: the first part included the opinions of the experts for each item that were recorded on a two point scale: relevant, and not relevant; and the second part covered general or overall opinion about the form which express their opinions and comments on the tools for clarity, applicability, comprehensiveness, understanding, any suggestions for any additional or omissions of items and ease for implementation. According to their opinions all recommended modifications were performed by the researcher.

Internal consistency reliability was done using Cronbach's alpha to assess the consistency of results across items within a test. In internal consistency reliability estimation; a single measurement instrument (tool) administered to a group of students on one occasion was used to estimate reliability. Cronbach's alpha coefficients were 0.65, 0.91, 0.74 and 0.83 for students' assertiveness, satisfaction, commitment and motivation to learn scales, respectively.

**Pilot study:**

A pilot study was carried out on 33 (10% of the study sample) nursing students to test the clarity of the questions, and determine the time needed to fill-in the questions. These students were excluded from the main study sample. The necessary modifications were done according to the answers and comments made by nursing students.

**Field work:**

Field work of this study was executed in 2 months from beginning of March, 2012 till beginning of May, 2012. The preparatory phase was done by explaining orally the purpose of the study briefly to the students

before the beginning of their sections and this done for all academic years. The time consumed to answer each questionnaire sheet ranged from 25 to 30 minutes.

#### **Administrative and ethical considerations:**

Official permissions after explaining the nature of the study was obtained from the Dean, Vice Dean of Education and Students' affairs and Department Heads of the Faculty of Nursing, Zagazig University. The participants were informed that their participation in the study is completely voluntary and there is no harm if they choose not to participate and no individual information is shared outside of the researcher.

#### **Statistical analysis:**

Data entry and statistical analysis were performed using computer software, the statistical package for social sciences (SPSS), version 14. Suitable descriptive statistics were used such as; frequency, percentage, median, range, mean and standard deviation. Chi-square test was used to detect the relation between the variables. In addition, correlation coefficient (r) test was used to estimate the closeness association between variables. For all the tests used, statistical significance was considered at  $p$ -value  $< 0.05$ .

#### **Results:**

**Table (1):** Indicates that, the mean age of the students was  $20 \pm .96$  years and 65.3% of them aged 20 years old or less. In addition, 75.5% of students were female. Moreover, 27.6% of students in the 4<sup>th</sup> academic year. The majority (87%) of students were single. Furthermore, 52.6 % of them entered the faculty on a personal desire.

**Figure (1):** Illustrates that the majority (87.6 %) of students were moderately assertive and 62.2 % of them were moderately satisfied. In addition, 56.7% and 52.9 % of students were moderately motivated to learn and committed to the faculty,

respectively.

**Table (2):** Shows that, there was a statistically significant positive correlation between students' satisfaction and their assertiveness ( $P < 0.05$ ). In addition, there was a statistically significant positive correlation between students' commitment and their satisfaction ( $P < 0.01$ ). Moreover, there were positive statistically significant correlations among students' motivation to learn as regards their assertiveness, satisfaction and commitment ( $P < 0.01$ ).

**Table (3):** Shows statistically significant relationship between students' desire to enter the faculty and their level of assertiveness, where  $P$  - value  $< 0.05$ .

**Table (4):** Reveals that there was statistically significant relationship between students' desire to enter the faculty and their level of satisfaction, where  $P$  - value  $< 0.05$ .

**Table (5):** Indicates that there was statistically significant relationship between students' desire to enter the faculty and their level of commitment, where  $P$  - value  $< 0.05$ .

**Table (6):** Displays that, there were statistically significant relationships between students' motivation to learn level regarding to their academic year and desire to enter the faculty, where  $P$  - value  $< 0.05$ .

#### **Discussion:**

Students' motivation plays a fundamental role in their learning and educational achievement, and can be easily maintained by their assertiveness and commitment. As well, students' satisfaction is necessary for having positive feelings about learning experiences and developing motivation to learn. In addition, previous literature emphasized that students should enhance their assertiveness, satisfaction, commitment and motivation to learn by asking questions, seeking advice, studying, and participating in classes and labs in

order to be effective agents in the learning environment. <sup>(13)</sup>

Concerning the distribution of total assertiveness level among the faculty students, the findings of the present study indicated that the majority of student nurses were moderately assertive. This moderate level might be due to the traditions and cultural effects in obtaining assertiveness, or because student nurses did not know their rights and responsibilities from the beginning of entering the faculty so; they couldn't be assertive. Likewise, in a study conducted in Iran by Larijani et al. <sup>(31)</sup>, that more than half of student nurses had moderate level of assertiveness. Conversely, this finding disagreed with a study by Abdel-Fattah <sup>(32)</sup> in Egypt who found that the majority of students were not assertive.

As for the distribution of total satisfaction level among the faculty students, the current study findings showed that less than two thirds of student nurses were moderately satisfied. This might be due to the discrepancy between the theoretical education and practice, deficiencies in infrastructure and inadequate use of educational techniques and technologies, or because student needs and expectations concerning educational programs and environmental factors weren't met. In this respect, Jaradeen et al. <sup>(24)</sup> carried out a study in Jordan and found that the level of student nurses' satisfaction was moderate. This finding is in disagreement with that of Baykal et al. <sup>(33)</sup>, and Kantek and Kazanci <sup>(10)</sup>, who conducted a study in Turkey and found that students' satisfaction level was low.

As regards the distribution of total commitment level among the faculty students, the current study findings confirmed that more than half of student nurses were moderately committed to the faculty. This might be due to that student nurses took the nursing field as only an opportunity to find a job, or because their scores were only enough to enter the Faculty

of nursing. In the contrary, in other studies carried out by Draper et al. <sup>(34)</sup>, in England, and Wu and Norman <sup>(35)</sup>, in China, the overall level of students' commitment was high.

Regarding the distribution of total level of motivation to learn as reported by the faculty students, the current study findings clarified that more than half of student nurses were moderately motivated to learn nursing. This might be due to that student nurses were highly anxious about exams and assessments that could negatively affect their motivation to learn. This study finding is contradicting with that of Stomberg and Nilsson <sup>(36)</sup>, who found in a study in Sweden that student nurses had high level of motivation.

Investigating the correlations among students' assertiveness, satisfaction, commitment, and motivation to learn, according to the current study findings, there were positive statistically significant correlations among students' assertiveness, satisfaction, commitment and their motivation to learn. This might be due to that student nurses who are assertive in the faculty tend to be decisive, outspoken, forceful, direct and share ideas and information in a clear and confident manner. As a result, their feelings of enjoyment and accomplishment increased and consequently, their satisfaction level improved. These feelings could make students more committed to the faculty to earn a higher degree in the near future and accordingly, became more motivated toward their studies.

With reference to the positive statistically significant correlation between students' assertiveness and their satisfaction, this finding is on the same way of a study conducted in Arizona by Pearsall and Ellis <sup>(37)</sup>, who detected that team students' assertiveness was significantly and positively related to their satisfaction. Regarding to the positive significant correlation between students' assertiveness and motivation to learn,

this study finding contradicts with Frymier<sup>(38)</sup>, who carried out a study in Virginia and found that, there was no statistically significant correlation between students' assertiveness and motivation to study.

Considering the positive statistically significant relation between students' satisfaction and their commitment, this finding is matching with Kara and DeShields<sup>(39)</sup>, who conducted a study in California and found that the relationship between students' satisfaction and their commitment was positive and significant. As well, Shetty and Gujarathi<sup>(12)</sup> found in a study in India that satisfied students were more likely to be committed and continued their studies than unsatisfied students, who were likely to be less willing to regularly attend classes, and were more likely to quit their studies. These findings also in accordance with the findings of King<sup>(40)</sup>, who conducted a study in USA and reported that there was strong relationship between academic satisfaction and academic commitment.

As regards the positive statistically significant relationship between students' satisfaction and motivation to learn, this study finding is similar to that of King<sup>(40)</sup> who, found that there was statistically positive relationship between students' overall satisfaction and their academic motivation.

As for the positive statistically significant relation between students' commitment and motivation to learn, this result is in accordance with Siti Nazilah et al.<sup>(41)</sup>, who conducted a study in Malaysia and found that there was a positive correlation between motivation and commitment of the college students. Additionally, King<sup>(40)</sup> found that there was statistically significant positive relationship between students' overall commitment and their academic motivation.

With respect to that students' assertiveness did not significantly vary based on their gender, this might be attributed to that female and male students have the same place in

university education and in society, or the present finding may possibly have been influenced by exposure to higher education, which has brought about a change in the students' orientation as well as their cultural beliefs about gender bias, or because male and female students had the same rights in the faculty. This result is consistent with the findings of a study in Turkey, by Guven<sup>(42)</sup> who reported that there was no significant difference in the mean assertiveness score based on students' gender. However, in a study conducted in Turkey by Karagozolu et al.<sup>(43)</sup> girls' assertiveness level was found to be higher than boys. On the other hand, Arslan et al.<sup>(44)</sup> found in a study in Turkey that mean assertiveness scores of the male students were higher than the female students. Also, Abdel-Fattah<sup>(32)</sup> found that there was statistically significant relationship between students' assertiveness and their gender.

Concerning the statistically insignificant relationship between students' gender and their satisfaction level, this might be due to that male and female students get the same opportunities in education. This finding is matching with Smith and Roehrs<sup>(45)</sup>, who conducted a study in USA and concluded that no significant correlation was found between gender and student satisfaction. On the opposite way, Butt and Rehman<sup>(8)</sup> indicated in a study in Pakistan that female students are lesser satisfied with their education as compared to male students. As well, Tessema et al.<sup>(46)</sup> clarified, in a study in USA, that gender had a statistically significant effect on students' satisfaction.

As regards the statistically insignificant differences between male and female students regarding their commitment level, this might be due to that male and female students had the same satisfaction level that could lead to similar level of attachment to the faculty and thus, equal level of commitment. Likewise, in a study was conducted on Asian students in Canada by Gill et al.<sup>(14)</sup>, there was no

significant relationship between students' gender and commitment to continue their studies.

In the current study, as for the statistically insignificant relationship detected between students' gender and their motivation to learn, this might be attributable to that both male and female students had the same needs, or might be as a result of both of them were treated similarly in the faculty that could lead to equal level of satisfaction and belonging to the faculty thus, the similar level of motivation to learn. In the same way, Nilsson and Stomberg <sup>(47)</sup> found in a study in Sweden, that there was no significant difference between men and women with respect to their motivation.

Considering the relationship between students' academic year and their levels of assertiveness, satisfaction, commitment and motivation to learn, the present study findings showed that there were no statistically significant differences in student nurses' assertiveness, satisfaction, and commitment level in relation to their academic year. While, there was statistically significant difference in student nurses' motivation to learn level as regards their academic year; where, the first year students expressed the highest percentage of motivation to learn, while the fourth year recorded the least percentage.

In relation to the statistically insignificant differences between the four academic years' students as regards their assertiveness level, this might be due to there was not any training or importance to improve students' assertiveness level in the faculty throughout all the academic years. This study finding is in harmony with Arslan et al. <sup>(44)</sup> and Erbay and Akçay <sup>(48)</sup> that conducted a study in Turkey and found that the 4<sup>th</sup> grade students had less assertiveness levels, than the 1<sup>st</sup> grade students but with no statistically significant relation. Alternatively, this study finding is incompatible with the results of

Ibrahim <sup>(49)</sup>, who reported that the first and fourth year students expressed the highest percentage of assertiveness, while the second year recorded the least percentage. Likewise, Abdel-Fattah <sup>(32)</sup> found that the first year students expressed the highest percentage of assertiveness, while the fourth year recorded the least percentage and this difference was statistically significant.

For the statistically insignificant relationship between students' academic year and their satisfaction, this might be attributed to the fact that the four academic years' students studied in the same educational environment that could make the equal effect on them. This study finding disagreed with that of Baykal et al. <sup>(33)</sup>, who found that overall students' satisfaction was the highest among the first year students and it gradually decreased among the senior students. Additionally, Kantek and Kazanci <sup>(10)</sup> affirmed that the satisfaction scores suggested a statistically meaningful difference in regard to the studying years.

As to the statistically insignificant relationship between students' academic year and their commitment, this could be related to that all student nurses had nearly the same mean age. This finding is congruent with the finding of Allen <sup>(50)</sup>, who found that there is not statistically significant relationship between students' commitment and academic year. Conversely, this study finding differs with that of Forward et al. <sup>(51)</sup>, in a study in California, and found that there was a statistically significant difference between the class ranks regarding to students' commitment level.

Concerning the statistically significant relationship between students' academic year and their motivation to learn, this might be related to the content of courses in the 4<sup>th</sup> academic year, where the courses focused on clinical skills that could give students a clear and complete insight to their future profession and

the professional demands compared to other academic years, which are more theoretical. In this respect Nilsson and Stomberg <sup>(47)</sup> asserted that there was a significant decrease in student nurses' motivation scores to complete their program of study with respect to the number of semesters.

Relating to students' desire to enter the faculty and their levels of assertiveness, satisfaction, commitment and motivation to learn, the current study findings proved that there were statistically significant relationships between students' desire to enter the faculty and their levels of assertiveness, satisfaction, commitment and motivation to learn. This could be related to that student nurses who chose to enter this faculty by themselves used to make their decisions alone without support and continue to show their likeness and conviction to nursing and to be satisfied in their study. On the other hand, student nurses who chose the faculty on personal desire might have more interest to identify and study the courses offered throughout the years of study to learn what they didn't know.

The previous finding is similar to that of Ahmad and Safadi <sup>(52)</sup>, which mentioned in a study in Jordan, they found that students who chose to study nursing based on desire were more satisfied with the status of nursing profession and they liked nursing more than students admitted to this faculty without the desire to study nursing.

### Conclusion:

In the light of the main study findings, it can be concluded that, the majority of student nurses were moderately assertive, less than two thirds of them were moderately satisfied and more than half had moderate level of commitment and motivation to learn. Additionally, there were positive statistically significant correlations among students' assertiveness, satisfaction, commitment and motivation to learn. As well, there were statistically

significant relationships between students' desire to enter the faculty and their assertiveness, satisfaction, commitment and motivation to learn level. Moreover, there was a statistically significant relationship between students' academic year and their level of motivation to learn.

### Recommendations:

Based on the findings of the current study it's recommended that:

#### 1. Improve students' assertiveness level through:

- Engaging representatives of students in the faculty and departments' councils.
- Offering extended learning opportunities for all students, such as summer and vacation camps, to improve academic and social skills
- Providing opportunities like office hours throughout the faculty day and allow students to identify, label and express their feelings.
- Assuring that no student feels isolated or lonely by providing a responsive social environment and active orientation.

#### 2. Develop students' satisfaction level by:

- Retaining qualified and expert faculty staff for promoting the quality of education
- Developing the learning environment in the faculty and classrooms' facilities by using modern building and equipment that are sufficient both in quality and quantity
- Designing advanced and creative learning courses that meet the contemporary challenges and needs of the market. As well, regularly revise and update them with consensus of all faculties and Higher University Council of Egypt to keep them abreast with the latest developments in the nursing field.
- Using effective classroom management and new teaching strategies such as learner-

centered approach and other evidence based teaching strategies to foster a positive learning environment.

**3. Enhance students' commitment level through:**

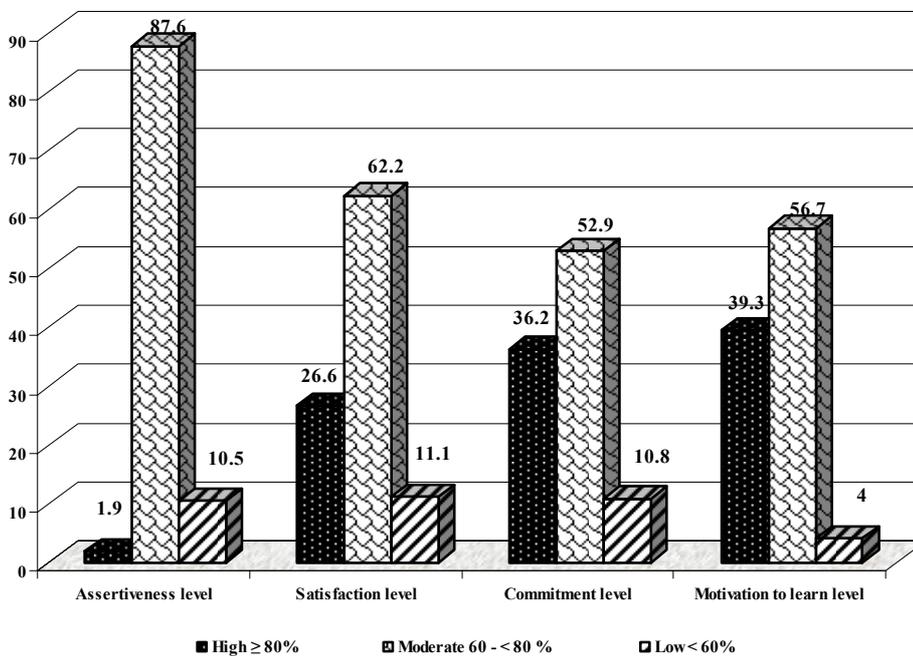
- Increasing student activities that promote their commitment such as cultural trips, student conferences as well as seminars and scientific meetings
- Holding students' exchange agreements at the national and international level.
- Encouraging students to Participate actively in the faculty activities.

**4. Increase students' motivation to learn sources by:**

- Balancing the challenge in students' assignments and tasks in which, they perform best when the level of difficulty is slightly above their current ability level.
  - Giving students regular and constructive feedback, with regard to both the positive and negative aspects of their performance.
  - Establishing a motivation system for both academic and extracurricular achievements, such as written praise.
5. Future research compares between accredited and non accredited nursing faculties as regards students' assertiveness, satisfaction, commitment and motivation to learn.
- Future research that compares between students from faculty of nursing with students from faculties of medicine and pharmacology as regards students' assertiveness, satisfaction, commitment and motivation to learn.

**Table (1): Personal characteristics of the studied students (n=323)**

Personal Data	No	%
<b>Age in years:</b>		
▪ ≤ 20* years	211	65.3
▪ >20 years	112	34.7
<b>Mean± SD</b>	<b>20 ± .96</b>	
<b>Gender:</b>		
▪ Male	79	24.5
▪ Female	244	75.5
<b>Academic year:</b>		
▪ First year	73	22.6
▪ Second year	76	23.5
▪ Third year	85	26.3
▪ Fourth year	89	27.6
<b>Marital status:</b>		
▪ Single	281	87.0
▪ Married	42	13.0
<b>Entering the faculty on a personal desire:</b>		
▪ Yes	170	52.6
▪ No	153	47.4



**Figure (1): Distribution of total levels of students' assertiveness, satisfaction, commitment and motivation to learn**

**Table (2): Correlation coefficient between faculty students' total assertiveness, satisfaction, commitment, and motivation to learn (n=323)**

Variables	Students' Assertiveness		Students' Satisfaction		Students' Commitment	
	r	P	r	P	r	P
▪ Students' satisfaction	0.128*	0.02				
▪ Students' commitment	0.109	0.05	0.392**	0.000		
▪ Students' motivation to learn	0.226**	0.000	0.644**	0.000	0.572**	0.000

*\*\* Correlation is significant at the 0.01 level*                      *\* Correlation is significant at the 0.05 level*

**Table (3): Relationship between personal characteristics of faculty students and their assertiveness level (n=323)**

Personal characteristics	Students' Assertiveness Level						X <sup>2</sup> Test	P-value
	High (≥ 80%)		Moderate (60 – < 80 %)		Low (< 60 %)			
	No	%	No	%	No	%		
<b>Gender:</b>								
▪ Male (n=79)	0	0.0	71	89.9	8	10.1	2.019	0.36
▪ Female (n= 244)	6	2.4	212	86.9	26	10.7		
<b>Academic year:</b>								
▪ First year (n= 73)	4	5.5	63	86.3	6	8.2	8.72	0.20
▪ Second year (n= 76)	0	0.0	69	90.8	7	9.2		
▪ Third year (n= 85)	1	1.2	75	88.2	9	10.6		
▪ Fourth year (n= 89)	1	1.1	76	85.4	12	13.5		
<b>Entering the faculty on a personal desire:</b>								
▪ Yes (n= 170)	1	0.6	158	92.9	11	6.5	9.883	0.007*
▪ No (n= 153)	5	3.3	125	81.7	23	15.0		

*\*Significant at p < 0.05*

**Table (4): Relationship between personal characteristics of faculty students and their satisfaction level (n=323)**

Personal Characteristics	Students' Satisfaction Level						X <sup>2</sup> Test	P-value
	High (≥ 80%)		Moderate (60 – < 80 %)		Low (< 60 %)			
	No	%	No	%	No	%		
<b>Gender:</b>								
▪ Male (n=79)	25	31.7	46	58.2	8	10.1	1.356	.50
▪ Female (n= 244)	61	25.0	155	63.5	28	11.5		
<b>Academic year:</b>								
▪ First year (n= 73)	18	24.7	52	71.2	3	4.1	7.831	.25
▪ Second year (n= 76)	23	30.3	45	59.2	8	10.5		
▪ Third year (n= 85)	22	25.9	53	62.4	10	11.7		
▪ Fourth year (n= 89)	23	25.8	51	57.3	15	16.9		
<b>Entering the faculty on a personal desire:</b>								
▪ Yes (n= 170)	53	31.2	105	61.7	12	7.1	8.182	.01*
▪ No (n= 153)	33	21.6	96	62.7	24	15.7		

*\*Significant at p < 0.05*

**Table (5): Relationship between personal characteristics of faculty students and their commitment level (n=323)**

Personal Characteristics	Students' Commitment Level						X <sup>2</sup> Test	P-value
	High (≥ 80%)		Moderate (60 – < 80 %)		Low (< 60%)			
	No	%	No	%	No	%		
<b>Gender:</b>								
▪ Male (n=79)	29	36.7	41	51.9	9	11.4	.058	.97
▪ Female (n= 244)	88	36.1	130	53.3	26	10.6		
<b>Academic year:</b>								
▪ First year (n= 73)	25	34.2	38	52.1	10	13.7	11.53	.07
▪ Second year (n= 76)	39	51.3	33	43.4	4	5.3		
▪ Third year (n= 85)	27	31.8	48	56.4	10	11.8		
▪ Fourth year (n= 89)	26	29.2	52	58.4	11	12.4		
<b>Entering the faculty on a personal desire:</b>								
▪ Yes (n= 170)	88	51.8	71	41.8	11	6.4	38.71	0.000*
▪ No (n= 153)	29	19.0	100	65.4	24	15.6		

\*Significant at p < 0.05

**Table (6): Relationship between personal characteristics of faculty students and their motivation to learn level (n=323)**

Personal Characteristics	Students' Motivation To Learn Level						X <sup>2</sup> Test	P-value
	High (≥ 80%)		Moderate (60 – < 80 %)		Low (< 60 %)			
	No	%	No	%	No	%		
<b>Gender:</b>								
▪ Male (n=79)	30	38.0	46	58.2	3	3.8	.107	0.94
▪ Female (n= 244)	97	39.8	137	56.1	10	4.1		
<b>Academic year:</b>								
▪ First year (n= 73)	35	47.9	38	52.1	0	0.0	16.856	0.01*
▪ Second year (n= 76)	34	44.7	40	52.6	2	2.7		
▪ Third year (n= 85)	29	34.1	54	63.5	2	2.4		
▪ Fourth year (n= 89)	29	32.6	51	57.3	9	10.1		
<b>Entering the faculty on a personal desire:</b>								
▪ Yes (n= 170)	85	50.0	81	47.6	4	2.4	18.047	0.000*
▪ No (n= 153)	42	27.5	102	66.7	9	5.8		

\*Significant at p < 0.05

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