



A Psychometric Investigation of Assertiveness in Female Students with Nice Girl Syndrome: Profiling the Contribution of Big Five Personality and Self-Esteem

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Abstract

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Nice girl syndrome poses a challenge to female students' social lives, and assertiveness plays a key role in minimizing its effects. This study aims to examine the influence of the Big Five personality traits and self-esteem on the assertiveness of students with nice girl syndrome, using an associative, cross-sectional approach. A total of 148 female 10th-grade students at SMA Negeri 10 Padang who exhibited an extreme level of nice girl syndrome were selected through purposive sampling. Research instruments included the Engel Nice Girl Syndrome instrument, an assertiveness scale developed by the research team, the Rosenberg Self-Esteem Scale, and the adapted Big Five Inventory. All instruments have demonstrated acceptable psychometric characteristics, with factor loadings ranging from 0.277 to 0.809 and Cronbach's alpha coefficients ranging from 0.70 to 0.875. Findings showed that two dimensions of the Big Five personality traits have a significant effect on the assertiveness of students with nice girl syndrome, namely conscientiousness and openness, with p-values of 0.033 and 0.023, respectively. Self-esteem showed the strongest and most significant effect on the assertiveness of these students, with a p-value of 0.002. Simultaneous testing of the Big Five personality traits and self-esteem on the assertiveness of nice girl syndrome students also revealed a significant influence with a p-value of 0.000 < 0.05. The coefficient of determination indicated that these variables jointly predicted 26.8% of the variance in assertiveness among students with nice girl syndrome. These findings can serve as a basis for developing school-based counselling

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interventions that address personality characteristics and self-esteem as key factors in enhancing assertiveness among students with nice girl syndrome.

INTRODUCTION

Humans are social beings who, throughout their lives, require social interaction both verbal and nonverbal (Ebstein et al., 2010). This is a basic need (Baumeister & Leary, 1995; Mamaghani et al., 2015; Orben et al., 2020) and is often equated with the need for food, shelter, and sleep (Bauer et al., 2025). In relationships with others, individuals often experience difficulties. This is caused by various factors, one of which is the inability to be assertive. In this case, assertiveness is a basic (Wahid et al., 2024) and crucial social skill (Cherifa et al., 2022). This aspect has an impact on individuals' social processes, based on various studies that state that assertiveness influences interpersonal communication (Al-hawaiti et al., 2025; Markid et al., 2019) and interpersonal relationships (Jandhyala & Kumar, 2024; Putri et al., 2023). Assertiveness is an individual's ability to easily express their thoughts, feelings, and desires honestly and comfortably, while considering their own rights and the rights of others.

Having good assertiveness has various positive effects on individuals. Such as in interpersonal relationships (Jandhyala & Kumar, 2024), increasing self-confidence, and improving mental and psychological well-being (Abdelaziz et al., 2020; Gevorgyan et al., 2024; Golshiri et al., 2023; Guo et al., 2025; Pourjali & Zarnaghash, 2010). However, in reality, not all individuals are capable of exhibiting good assertiveness. Research conducted by Ibrahim (2011) on 207 students in Egypt revealed that 39.6% of the total sample were not assertive. Similarly, research conducted by Kılıç & Sevinç (Kılıç & Sevinç, 2018) on 444 students in Turkey showed that 39.6% of the total sample were not assertive. One of the results of the study was that the entire sample had only moderate assertiveness. Furthermore, Husnah et al.'s (2022) study at SMA Negeri 1 Ciampea Bogor also stated that 13% of students had very high assertiveness, and 57% had high assertiveness. Then, in the low assertiveness category, there were 24% of students, and in the very low category, there were 5% of students.

One type of individual who tends to have low assertiveness is someone identified as having nice girl syndrome. This is a condition in which women constantly try to be nice and make everyone happy, often neglecting their own feelings or rights (Engel, 2008). This condition is very similar to the people-pleasing personality type (Blötner, 2026; Kuang et al., 2025), except that it is more specific to female characteristics and exhibits various traits that are, of course, different, including in terms of motivation. According to Engel (2008), individuals with this condition need to train themselves to be more assertive. In other words, individuals with the nice girl syndrome tend to have low assertiveness (Wahid et al., 2026). This makes them easy to take advantage of, manipulate, and even abuse (Yudith et al., 2024). Therefore, this study will focus on the

assertiveness of individuals who are indicated to have the nice girl syndrome.

Assertiveness in individuals is influenced by various factors, which have been discussed extensively in various studies. Some of these factors include personality type (Rathus & Nevid, 1983), gender, self-esteem, parenting style, and level of education (Alberti & Emmons, 2017). Of these various factors, this study will focus on two predictors: personality type and self-esteem. According to Rathus & Nevid (1983), one factor that can predict assertiveness in individuals is personality type. Based on its characteristics and traits, personality is one of several aspects that play an important role in understanding and predicting individual behavior in various situations (El Tah & Jaradat, 2018), including assertiveness.

One popular theory for classifying individual personality types is the Big Five personality. The Big Five personality is a hierarchical organization of human personality traits based on five basic dimensions (McCrae & John, 1992). The five dimensions summarized in this theory are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Costa & McCrae, 1992; Kircaburun et al., 2020; Minkov & Schachner, 2024; Otero-López et al., 2025; Raya et al., 2023; Skuk et al., 2025; Soutter et al., 2020; Vuyk et al., 2016). How the Big Five personality traits influence assertiveness in individuals has been empirically tested several times by previous researchers. They found that the Big Five personality traits can predict assertiveness, as in the study conducted by Sims (2017), which states that three of the five Big Five personality traits clearly influence an individual's assertiveness, namely extraversion, conscientiousness, and neuroticism. Similarly, research conducted by Hamid Hamid (1994) on 208 students in China stated that of the five dimensions, there were also three influential dimensions, namely extraversion, openness, and neuroticism. Therefore, from the results of these various studies, it can be observed that the Big Five personality is one of the predictors of assertiveness.

Furthermore, a factor that can predict an individual's assertiveness is their self-esteem. The general view has seen self-esteem as a very important aspect (Hepper, 2016). Self-esteem refers to a form of self-evaluation regarding one's own value and worth, which is related to whether one's view is negative or positive. Relevant to this, Yendi et al. (2015) explain that self-esteem is the belief that exists within an individual who views and assesses themselves as an important, worthy, capable, and useful person in life. Various studies have empirically proven that this aspect has a positive influence and can predict an individual's assertiveness (Cherifa et al., 2022; Hamraoui et al., 2023; Sarkova et al., 2013; Ünal, 2012), and the results of these studies have been consistent over the years. Research conducted by Cherifa et al. (2022) on 125 students in Tunisia states that self-esteem is one of the predictors of assertiveness in individuals. In his research, self-esteem can predict assertiveness by 14.99%. In other words, high self-esteem will increase assertiveness in individuals. Based on this, it can be stated that the variable of self-esteem influences an individual's assertiveness.

Based on the previous description, it can be observed that the Big Five personality and self-esteem variables each have an influence on an individual's assertiveness. This study differs from previous studies. So far, there has been no study that simultaneously tests the contribution of Big Five personality traits and self-esteem to students' assertiveness. Based on a systematic review conducted by Syahputra et al. (2025) which in one of its analyses examined the influence of self-esteem on assertiveness across various studies, it clearly did not address the Big Five aspects in its analysis and was not even related to the characteristics of the nice girl syndrome. Similarly, the study by Shilpa & Shalini (2020), which also reviewed approximately 250 studies, found that none of them examined the relationship between self-esteem and assertive behavior in a sample of individuals with nice girl syndrome. Similarly, previous research on the Big Five personality traits and assertiveness revealed the same gap as before. (Hamid, 1994; Sims, 2017).

This study seeks to address the identified gap in knowledge by developing a more comprehensive understanding of the factors associated with assertiveness among students with nice girl syndrome. In particular, the study focuses on students who are identified as exhibiting extreme nice girl syndrome, which represents an important element of novelty and originality because research specifically examining this population remains very limited. Based on this background, the study is guided by three research questions: how the Big Five personality traits contribute to the assertiveness of students with nice girl syndrome (RQ1), how self-esteem contributes to their assertiveness (RQ2), and how the Big Five personality traits and self-esteem simultaneously contribute to the assertiveness of students with nice girl syndrome (RQ3).

METHOD

Research Design

This study is an associative study with a cross-sectional approach, where all variables are measured simultaneously (Cvetkovic-Vega et al., 2021; Wang & Cheng, 2020). This is a method that is widely used in various clinical studies (Xueying et al., 2025). The purpose of this study is to examine the contribution of the Big Five personality traits and self-esteem variables to the assertiveness of students with nice girl syndrome. This design can determine the extent of the influence of the predictor variables on the response variables. To clarify the design of this study, please refer to Figure 1.

Procedure and Participants

This study was conducted specifically among female students in the 10th grade at SMA Negeri 10 Padang, with a total population of 440 students. Sample collection was carried out using purposive sampling so that the samples would meet the expected criteria. The sample criteria set for this study were female students identified as having extreme nice girl syndrome. The identification process used the Nice Girl Syndrome instrument developed by Beverly Engel. Based on the results of the analysis of the 23 items, the correlation coefficients (calculated r) ranged from 0.133 to 0.508. Using a 5% significance level, all items had a calculated r value greater than the table r value (0.133). Furthermore, the Cronbach's alpha reliability coefficient was 0.799. Based on the criteria

developed by Engel (2008), if a student scores >10 on all items of the instrument, she can be categorized as a student with nice girl syndrome at an extreme level. After identification using this instrument, a sample of 148 female students was obtained.

Furthermore, to measure assertiveness in students with nice girl syndrome, the researchers and their team used an instrument they developed. Development was carried out through construct analysis, instrument validation by experts, and subsequent validity and reliability testing. Then, based on the validity tests using CFA, for all items in the instrument, the factor loadings ranged from 0.652 to 0.809. Based on the interpretation of the results by Hair et al. (2010), this indicates that the instrument is suitable for use. Reliability was also established, with a Cronbach's alpha score of 0.875. For the self-esteem variable, the Rosenberg Self-Esteem Scale (RSES) was used. This instrument has been shown to have good validity and reliability, with factor loadings ranging from 0.277 to 0.808 and Cronbach's alpha internal reliability coefficients ranging from 0.84 to 0.86. Next, for the big five personality variables, the Big Five Inventory (BFI) was used, which was developed by John (1990) and adapted by Ramdhani (2012). It consists of 37 items and demonstrates acceptable construct validity with factor loadings ranging from 0.32 to 0.78 and good internal consistency, with Cronbach's alpha coefficients ranging from 0.70 to 0.79.

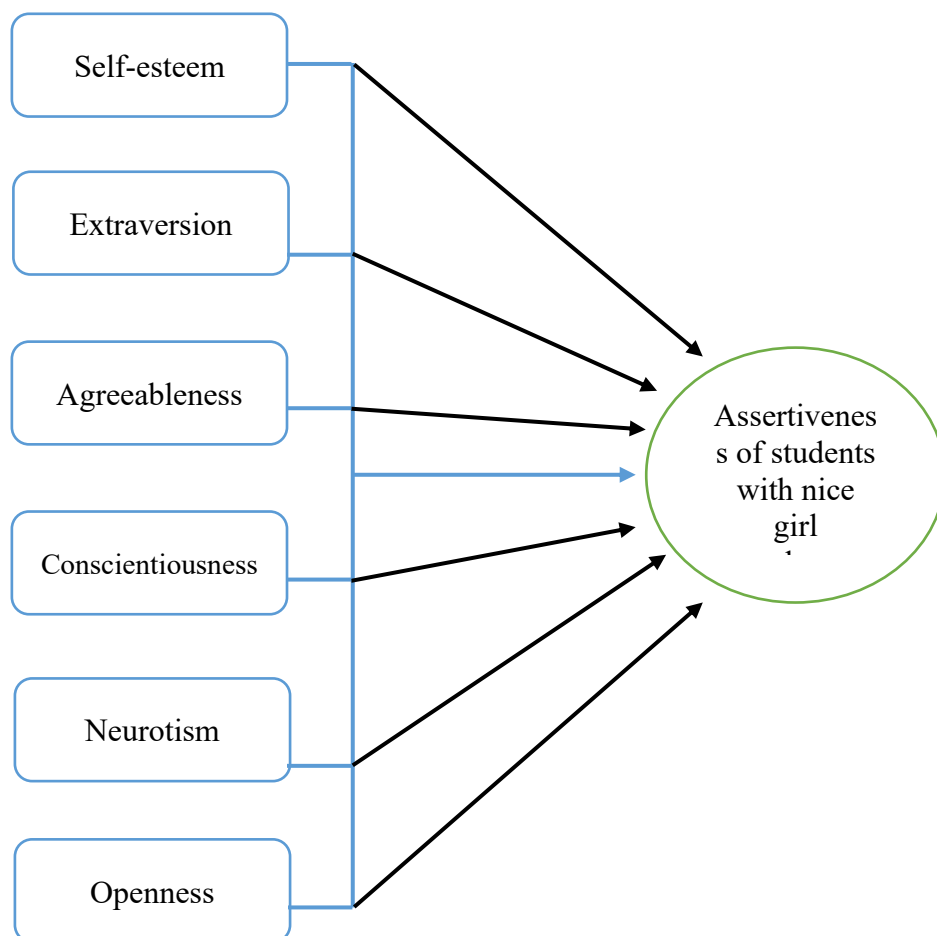


Figure 1. Research Model

All data collected through the research instruments were analyzed using multiple linear regression based on the Ordinary Least Squares (OLS) approach. SmartPLS 4 was used as the statistical software to facilitate the regression analysis. To provide a detailed description of the characteristics of the participants, the demographic characteristics of the sample are presented in Table 1.

Table 1. Participants Characteristics

Participant	Frequency	Percentage
Ethnic		
Minang	117	79%
Batak	9	6%
Melayu	15	10%
Jawa	7	5%
Living with		
Parents	137	93%
Without parents	11	7%
Total	148	100%

RESULTS AND DISCUSSION

Results

Classical Assumption Test

Before conducting multiple linear regression testing to answer this research question, several classical assumption tests are required, including normality, multicollinearity, and heteroscedasticity tests. These assumption tests were also conducted using SEM PLS 4 software. For the first assumption test—the normality test—detailed results can be found in Table 2.

Table 2. Descriptive Distributional Characteristics of the Study Variables

Name	Mean	Median	Scale min	Standard deviation	Excess kurtosis	Skewness	Cramér-von Mises p-value
Self-Esteem	2.73	2.7	1.5	0.376	0.447	-0.116	0.005
Extraversion	2.709	2.75	1.375	0.454	0.008	-0.081	0.063
Agreeableness	2.996	3	1.889	0.286	0.83	-0.333	0.005
Conscientiousness	2.723	2.667	1.222	0.387	1.21	-0.542	0.002
Neuroticism	2.802	2.75	1.5	0.466	-0.087	0.005	0.014
Openness	3.005	3	2.3	0.283	-0.465	-0.018	0.018
Assertiveness	3.167	3.188	1.969	0.399	0.365	-0.371	0.034

Based on Table 2, it can be seen that the values of skewness and kurtosis fall within the range of -2 to +2; this data indicates that there are no substantial deviations from normality. However, the Cramér-von Mises p-value indicates that some variables show deviations. Nevertheless, this is not an absolute obstacle. In OLS multiple linear regression analysis, it is not required that all variables individually follow a normal distribution. Instead, the relevant assumption of normality pertains to the distribution of the regression residuals. To illustrate this, the residual histogram is presented as follows.

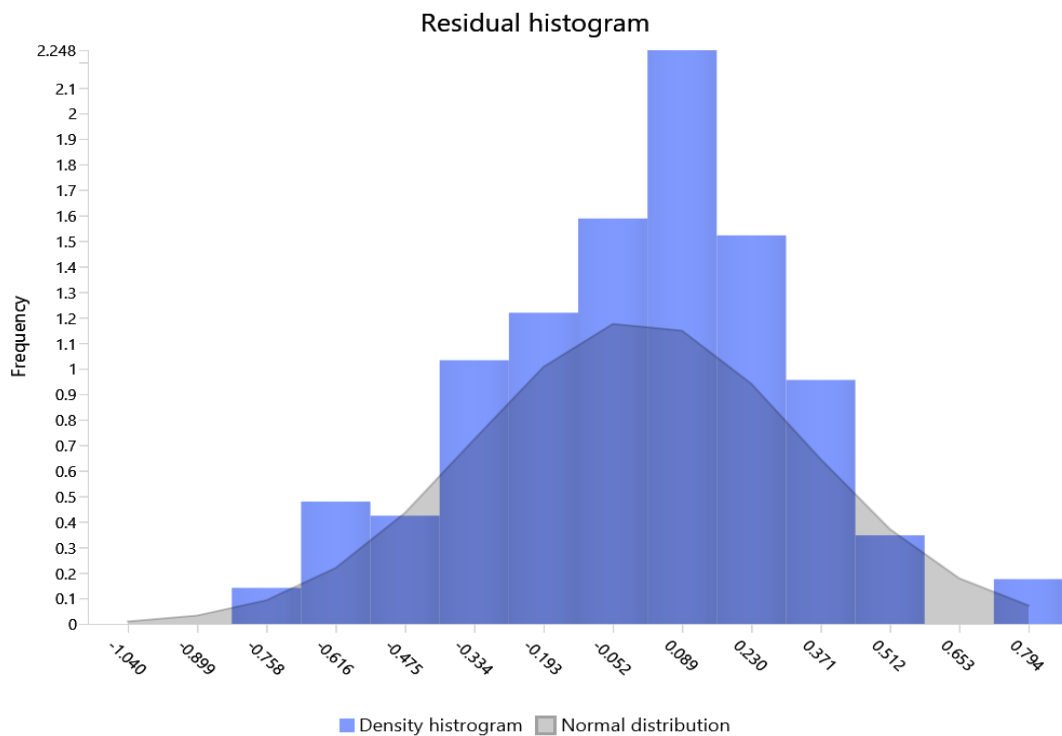


Figure 2. Residual Histogram

Based on a visual analysis of the residual histogram in Figure 2, it can be concluded that the residual distribution approximates a normal distribution. Next, regarding the second assumption test that needs to be conducted—namely, the multicollinearity test—the results of that test can be seen in Table 3.

Table 3. Multicollinearity Test

	VIF
Agreeableness	1.266
Conscientiousness	1.691
Extraversion	1.434
Neuroticism	1.541
Openness	1.209
Self-Esteem	1.895

Based on Table 3, it can be observed in the VIF column that, in this case, the test criterion is that if the VIF value is less than 10, then the data passes the multicollinearity test. As observed in the table, from the data it can be concluded that the multicollinearity test has been passed. This means that there are no signs of multicollinearity in the analyzed data.

Table 4. Heteroscedasticity Test

	Test-Statistic	df	P value
Breusch-Pagan Test	5.181	6	0.521

Furthermore, the criterion for testing heteroscedasticity is that if the p-value is >0.05 , then the data has passed the heteroscedasticity assumption test. Based on the data in Table 3 above, it can be observed in the p-value column that the value obtained is 0.521, which in this case is >0.05 ; therefore, the data passes the heteroscedasticity test. In this case, it is concluded that there is no heteroscedasticity in the analyzed data.

The Contribution of The Big Five Personality Traits to the Assertiveness of Students with Nice Girl Syndrome

As explained in the previous section, the Big Five personality traits tested for their contribution to the assertiveness of students with nice girl syndrome are divided into five dimensions. In this case, this study will answer how the Big Five personality contributes to the assertiveness of students with nice girl syndrome. For testing using statistical analysis, it can be observed in the table below.

Table 5. Partial Test of the Big Five Personality on Assertiveness

	Unstandardized coefficients	Standardized coefficients	SE	T value	P value	2.5 %	97.5 %
Agreeableness	-0.126	-0.090	0.111	-1.139	0.257	-0.345	0.093
Conscientiousness	0.204	0.198	0.095	2.152	0.033	0.017	0.391
Extraversion	0.136	0.155	0.074	1.832	0.069	-0.011	0.283
Neuroticism	-0.036	-0.042	0.075	-0.483	0.630	-0.184	0.112
Openness	-0.252	-0.179	0.109	-2.306	0.023	-0.469	-0.036
Self-Esteem	0.329	0.310	0.103	3.192	0.002	0.125	0.533
Intercept	2.584	0.000	0.490	5.274	0.000	1.615	3.552

Note: The t-values presented in the table have been adjusted to match the sign of the regression coefficients. SMART-PLS reports absolute t-values. All significance tests were conducted using two-tailed tests.

To clearly see whether the five personality traits have a significant effect on the assertiveness of students with nice girl syndrome, it can be determined based on the criterion that if the p-value is <0.05 , then it can be stated that there is a significant effect. From Table 4, in the p-value column, it can be observed that of the five dimensions tested, there are three dimensions that do not have a significant effect, namely, agreeableness, extraversion, and neuroticism. Only two dimensions were found to have a significant effect on the assertiveness of students with nice girl syndrome, namely the dimensions of conscientiousness and openness. The p-values obtained are 0.033 and 0.023, which in this case are <0.05 . Therefore, the conclusion is that there is a significant influence of the personality dimensions of conscientiousness and openness on the assertiveness of students with nice girl syndrome. Conscientiousness has a positive influence, while openness has a negative influence.

The Contribution of Self-Esteem to Assertiveness in Students with Nice Girl Syndrome

The next research question is to examine how self-esteem affects the assertiveness of students with nice girl syndrome. The testing criteria are the same as for the previous variable. Based on Table 4, it can be observed that of all the independent variables tested, self-esteem has the smallest p-value. From this score, it can be observed that self-esteem has the most significant influence on the assertiveness of students with nice girl

syndrome. The influence is also positive. From the p-value score obtained, which is 0.002, which in this case is <0.05 , it can be concluded that self-esteem has a positive and significant influence on the assertiveness of students with nice girl syndrome.

The Contribution of the Big Five Personality and Self-esteem to Assertiveness in Students with Nice Girl Syndrome

Furthermore, this study simultaneously tested how the Big Five personality traits and self-esteem contribute to the assertiveness of students with nice girl syndrome. In this test, the researcher used multiple linear regression analysis using SEM PLS 4 software. To see how these two independent variables simultaneously affect the assertiveness of students with nice girl syndrome, refer to the following table.

Table 6. F-test Score

	Sum square	df	Mean square	F	P value
Regression	7.003	6	1.167	9.958	0.000
Residual Error	16.528	141	0.117	-	-
Total	23.531	147	-	-	-

Based on the F-test criteria, if the p-value obtained is <0.05 , it can be interpreted that these two variables have a strong effect on the dependent variable simultaneously. From Table 5, it can be observed that the p-value obtained is 0.000 or, in this case, <0.05 . This result can be clearly interpreted, and it can be concluded that the Big Five personality and self-esteem have a significant effect on the assertiveness of students with nice girl syndrome simultaneously. Then, to see how much impact the Big Five personality and self-esteem have on the assertiveness of students with nice girl syndrome, it can be observed in the following table of the coefficient of determination.

Table 7. Testing the Coefficient of Determination

	Assertiveness
R-square	0.298
R-square adjusted	0.268
Durbin-Watson test	1.898

To see how much the Big Five personality and self-esteem contribute to the assertiveness of students with the nice girl syndrome, we look at the R-square value obtained from the analysis results. Overall, the resulting regression model shows an R^2 score of 0.298, indicating that the Big Five personality traits and self-esteem can simultaneously explain 29.8% of the variance in assertiveness. However, after adjusting for predictors to provide a more conservative estimate of the model's explanatory power, the adjusted R-squared value was 0.268, indicating that the Big Five personality traits and self-esteem contribute 26.8% to explaining assertiveness among students with nice girl syndrome.

Discussion

The research findings have answered the research questions posed. The first finding shows that the Big Five personality traits have a partial influence on the

assertiveness of students with nice girl syndrome. Based on the previous data presentation, it was observed that three personality dimensions did not have a significant effect, namely agreeableness, extraversion, and neuroticism. Meanwhile, the other two dimensions of the Big Five personality had a significant influence on the assertiveness of students with nice girl syndrome. These dimensions are conscientiousness and openness, with p-values of 0.033 and 0.023, respectively. Although these results are quite relevant to the findings of previous studies, there are differences between them.

Unlike previous findings, this study differs in that it is similar to research conducted by Sims (2017), which states that the dimensions that influence assertiveness are extraversion, conscientiousness, and neuroticism. In his research, the dimension of extraversion had the greatest influence on individual assertiveness, while the other two dimensions had little influence. Hamid's (1994) research also differs from the findings of this study, in which the dimensions that influence an individual's assertiveness are openness, extraversion, and neuroticism.

One of the interesting findings of this study is the non-significant relationship between extraversion and assertiveness among students with "nice girl syndrome." This is despite the fact that many subsequent studies have shown that these two variables are positively and significantly correlated (Lobel, 1981; Vestewig & Moss, 1976). However, this study does not refute that finding; the direction of the relationship remains positive. Nevertheless, after conducting simultaneous tests with other variables, extraversion was unable to demonstrate a unique contribution at a significant level. The personality trait of extraversion is broadly defined and encompasses several interpersonal behaviors (Deyoung et al., 2013; Watson et al., 2019), whereas assertiveness is a more positive form of interpersonal behavior. Therefore, although they are aligned, assertiveness is only a small part of extraversion and thus cannot be absolutely guaranteed to always be significantly correlated.

Furthermore, if we examine the other findings in terms of specific personality dimensions, the results are quite consistent with previous research. In this case, the dimension of conscientiousness has a significant and positive influence on the assertiveness of students with the nice girl syndrome. This is relevant to previous research, which concluded that conscientiousness significantly influences assertiveness (Bagherian & Kraskian, 2016; Zeb & Abrar, 2022). Why, then, does this personality dimension encourage good assertiveness in students with nice girl syndrome? Because individuals with this personality type are skilled, wise, rational, and successful (Piechurska-Kuciel, 2020). Thus, their wisdom and rationality directly encourage them to be able to openly communicate their desires and needs, their positive and negative feelings, and their ability to establish social contact. In addition, individuals with conscientious personalities engage in assertive communication to achieve their goals and desires, and this theory is supported and proven by research (Bouchard et al., 1988; Kirst, 2011). Therefore, individuals with a meticulous personality tend to exhibit a good level of assertiveness. For more information on the characteristics of meticulousness, see Figure 3.

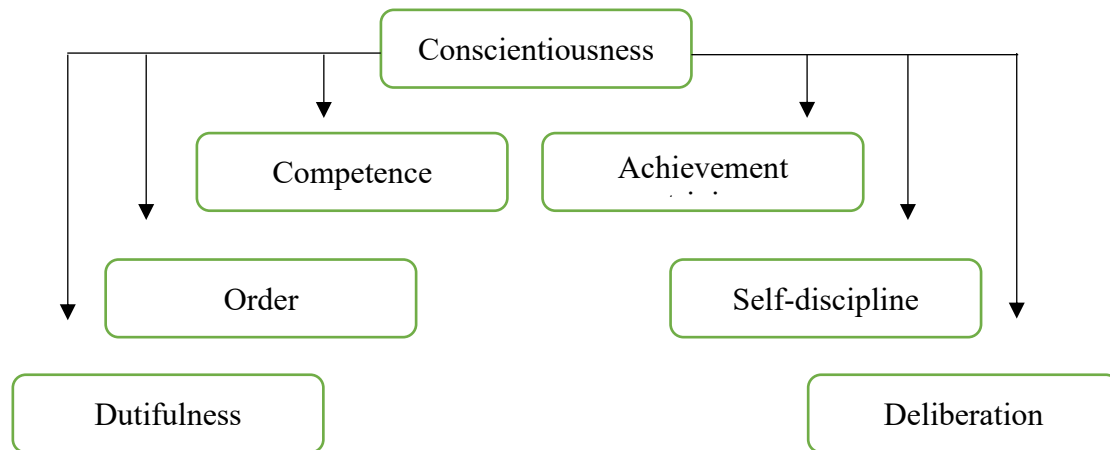


Figure 3. Characteristics of Conscientiousness Dimension

Then, regarding the negative and significant influence of the openness dimension on the assertiveness of students with nice girl syndrome. These findings are also relevant to several previous research results, which also concluded that the openness dimension independently influences assertiveness significantly (Hamid, 1994; Myint et al., 2022). However, the findings of this study differ in terms of the direction of influence. In this study, the influence of openness on the assertiveness of students with nice girl syndrome is negative. In other words, the higher a student's level of openness, the lower their assertiveness is likely to be among students with nice girl syndrome. Openness is a broad dimension of an individual's personality characterized by a willingness to embrace new experiences, new knowledge, new values, imagination, and new perspectives (Costa & McCrae, 1992). Some of these characteristics are clearly distinct from the specific characteristics of assertiveness, which is an individual's ability to freely express their thoughts, feelings, desires, disagreements, or boundaries in an honest and comfortable manner. Therefore, it is possible that the openness personality trait and assertiveness represent different interpersonal characteristics.

Furthermore, one way to interpret this relationship is that individuals with higher levels of openness may be more receptive to alternative perspectives and more likely to consider various viewpoints before expressing their personal stance. In certain interpersonal situations, this tendency may be associated with deeper consideration or flexibility, rather than the honest, direct, and assertive expression of personal desires and opinions. This possibility may be particularly relevant to the characteristics of students with nice girl syndrome, who place great importance on being accepted by others and go to great lengths to avoid interpersonal conflict. However, this interpretation remains tentative because it does not directly and thoroughly examine the psychological mechanisms underlying the negative relationship between openness and assertiveness in students with nice girl syndrome. Therefore, the researchers suggest that the results of this study should be interpreted as an empirical association within this specific sample, rather than as evidence supporting a broad generalization that the openness personality trait causally reduces assertiveness.

Furthermore, regarding the independent influence of self-esteem on the assertiveness of students with nice girl syndrome, this has also been explained in the research results section. The presentation of the analysis results shows that self-esteem is the largest and most significant contributor to the assertiveness of students with nice girl syndrome, with a significance value of 0.002. The influence is also positive, so these results clearly show that self-esteem is a factor that can predict the assertiveness of students with the nice girl syndrome. Whereas if the self-esteem of students with nice girl syndrome is higher, they will also be more assertive. These findings reinforce the conclusions of various previous studies, the majority of which also state that there is a significant influence on assertiveness.

Many studies have empirically tested whether there is a relationship between self-esteem and assertiveness in individuals. The majority of studies state that self-esteem has a positive correlation with assertiveness (Hamraoui et al., 2023; Karagözoğlu et al., 2008; Madu et al., 2023; Miraucourt et al., 2022; Niyogi et al., 2020; Vaughan-Johnston et al., 2020). Testing the contribution of self-esteem to assertiveness was also conducted by Cherifa et al. (2022). Her research results reinforce this finding, stating that self-esteem has an influence on predicting assertiveness by 14.99%.

Based on this study, researchers can conclude that self-esteem is a factor that can predict and influence an individual's assertiveness, as well as in theory. Healthy self-esteem is very important in encouraging individuals to have good assertiveness (Oducado, 2021), and conversely, being assertive can increase self-esteem (Kumari et al., 2025). The same applies to the nice girl syndrome, where, according to Engel (2008), low self-esteem encourages girls to become nice girls. Therefore, paying attention to the variable of self-esteem in relation to the assertiveness of students with the nice girl syndrome is an urgent matter for school counselors.

Then, regarding the answer to what became the final and very important objective of the research, the findings state that, simultaneously, the Big Five personality and self-esteem have a significant effect on the assertiveness of students with nice girl syndrome, with a p-value of 0.000, which is <0.05 . Based on the coefficient of determination test using SEM PLS, it shows that these two variables can predict the assertiveness of students with nice girl syndrome by 26.8%. Therefore, it can be concluded that the Big Five personality and self-esteem have a significant effect on the assertiveness of students by 26.8%. To clearly understand that these effects occur simultaneously, refer to Figure 4.

These results are the most original aspect of this study, as previous studies have not tested these variables simultaneously. However, partial testing of these variables has been conducted (Hamid, 1994; Kammrath et al., 2015; Oducado, 2021). The results of this study can provide an overview of how school counselors can observe and predict the assertiveness of students with nice girl syndrome in the future. Likewise, this study is limited to samples with nice girl syndrome characteristics, so it cannot be generalized to other individuals. The recommendation to other researchers is to test the same variables while considering broader aspects of nice girl syndrome students, such as social, cultural, educational levels, or parenting patterns.

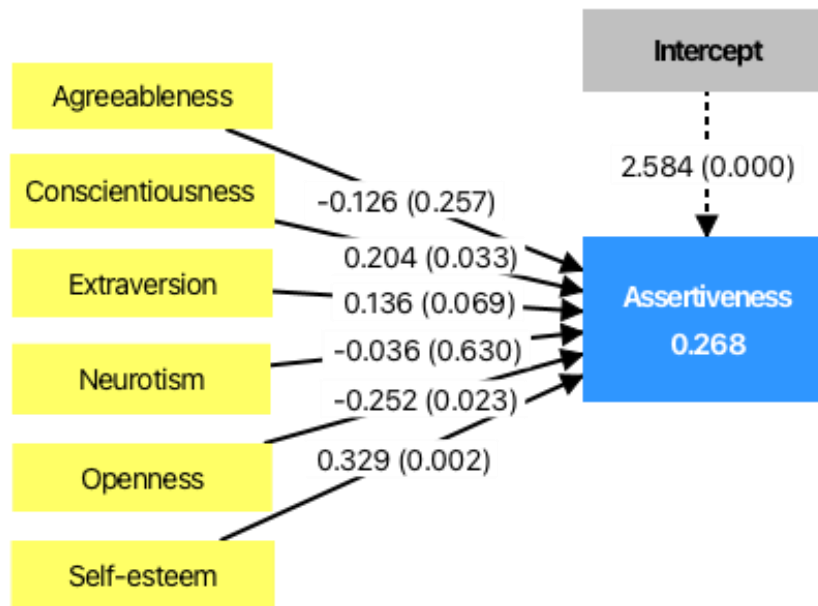


Figure 4. Simultaneous Contribution of Independent Variable

CONCLUSION

Assertiveness is of great urgency in addressing the nice girl syndrome problem that is inherent in students. With assertiveness, students with nice girl syndrome are able to minimize the severity of the syndrome so that it does not have undesirable effects. In understanding assertiveness, the Big Five personality and self-esteem are variables that are very important to consider in terms of their influence. The results of this study indicate that assertiveness among students with nice girl syndrome is related to several dimensions of the Big Five personality traits and self-esteem. Among all the Big Five personality dimensions, conscientiousness and openness showed significant contributions. Furthermore, self-esteem was found to be the individual variable with the greatest contribution compared to the others. Simultaneous testing also showed that, collectively, the Big Five personality traits and self-esteem significantly contribute to explaining assertiveness among students with nice girl syndrome. This study can serve as a basis for developing school-based counseling interventions focused on students' personality characteristics and self-esteem as key factors in enhancing assertiveness among students with nice girl syndrome. This study has limitations that prevent its findings from being widely generalized, including its cross-sectional design, purposive sampling, and the fact that the study was conducted at only one school. Therefore, the researcher recommends that future researchers examine and analyze these variables while considering broader aspects related to students with "nice girl syndrome," such as social and cultural factors, educational level, or parenting styles—using, of course, more comprehensive methods.

DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

The writing of this article was refined with the help of Grammarly to minimize grammatical errors and ensure compliance with academic and scientific standards. Of course, all findings and text in this study have been reviewed by the entire research team. Furthermore, all authors are responsible for the academic integrity of this article.

AUTHOR CONTRIBUTION STATEMENT

Lailan Syafira Lubis contributed to the development of the research concept, research design and methods, the development of research instruments, data collection, data analysis, and the preparation of the research manuscript. Ahmad Wahid contributed to the development of the research framework and methods, the development of research instruments, data collection, data analysis, and the writing of the research manuscript. Fatnee Saha contributed to the writing of the manuscript, critical review, and grammatical refinement of the manuscript.

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DATA AVAILABILITY STATEMENT

All supporting data for this study are available and may be obtained from the corresponding author upon reasonable and justified request. Access to the data is subject to academic integrity, ethics, and privacy considerations.

DECLARATION OF INTERESTS

The researchers have no financial, personal, professional, or other competitive conflicts of interest that could influence any aspect of this research process, from its inception through the reporting of this study.

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