



HAWASSA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

**PSYCHO-SOCIAL FACTORS AS DETERMINANTS OF FEMALE
STUDENTS' ASSERTIVE BEHAVIOR IN EDO DUGUNA SECONDARY
SCHOOL, WOLAITA ZONE, ETHIOPIA**

BY;
EJIGAYEHU ENDRIAS TONA

SEPTEMBER, 2023
HAWASSA, ETHIOPIA

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**A THESIS SUBMITTED TO HAWASSA UNIVERSITY, SCHOOL OF GRADUATE
STUDIES, DEPARTMENT OF PSYCHOLOGY, COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCES, HAWASSA UNIVERSITY, HAWASSA, ETHIOPIA**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER
OF ARTS DEGREE IN SOCIAL PSYCHOLOGY**

**SEPTEMBER/ 2023
HAWASSA; ETHIOPIA**

DECLARATION

I hereby declare that this research work entitled “Psycho-Social Factors as Determinants of Female Students’ Assertive Behavior in Edo Duguna Secondary School, Wolaita Zone, Ethiopia” is my own original work. I have carried out it independently with the guidance and suggestions of the research advisor. It is not presented before and that all sources of materials used for the study were dully acknowledged.

Name: _____

Signature: _____

Date: _____

ADVISORS' APPROVAL SHEET

This is to certify that the thesis entitled “An Investigation of Psycho-Social Factors as Determinants of Female Students’ Assertive Behavior in Edo Duguna Secondary School, Wolaita Zone, Ethiopia” submitted in partial fulfillment of the requirements for the Master of Arts Degree in Social Psychology, School of graduate studies, Department of Psychology and has been carried out by Ejigayehu Endrias Tona, Id. No. GPSOPSR/0002/14 under our supervision, therefore we recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department.

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ACKNOWLEDGMENTS

First and foremost I would like to express my deepest gratitude to my advisors Dr. Adamu Assefa and Mahilet Ashenafi (MA) for their invaluable and insightful comments, suggestions and feedback. Without their mentorship, this study would not have been successful. I am very much indebted to the kindness, patience, and warm-welcome they have shown me in my entire work, and also for they were giving me a quick response as I emailed them my every attempt from the time of proposal preparation up to the final thesis report. Once more, I would especially like to thank them for constructive suggestions and tireless support in commenting and advising on the development of this research work.

My heartfelt gratitude and appreciation goes to my whole family members. It was through their strong initiation, encouragement and support that my graduate study has become a reality. I would also like to thank my friends Ayalew Simegn (MA) from Jinka University, Negeso Gemedo (MA) from Worabe University, Yedil Aklilu (MSC) from Wolaita Sodo University, coworkers Mulugeta Girima (MA) and Melaku Tesfaye (MA) from Mizan-Tepi University for their help on sharing me their ideas on the development of this research work.

Finally, I have so much thanks to all respondents of this study for the time and patience in filling the questionnaire and also my heartfelt gratitude goes to all Edo Duguna secondary school directors and teachers and for those who offered me their support in one way or the other for the success of this study. Without their cooperation this study would not have been successful.

LIST OF ACRONYMS

EDSS	Edo Duguna Secondary School
AS	Assertiveness
SE	Self-Esteem
SC	Self-Confidence
AN	Anxiety
AV	Authoritative
AR	Authoritarian
PV	Permissive
ND	Neglected
PGP	Peer Group Pressure
SMA	Social Media Addiction

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Abstract

The purpose of this study was to investigate the impact of psycho-social factors that affect female students' assertive behavior in Edo Duguna secondary school. The design of the study was descriptive and predictive correlational design. Totally 290 students were participated in this study that selected through purposive sampling technique. Three types of questionnaire including assertiveness scale, psychological and social factors scale were applied. Descriptive and Inferential statistics (Pearson correlation and multiple linear regression analysis) were used to analyze the data. The mean and standard deviation results showed that, female students as demonstrated low level of assertive behavior. The result from multiple linear regression analysis showed that, from psychological factors self-confidence as stated statistically most significant predictor of assertive behavior of female students, whereas from social factors culture stated statistically most significant predictor of assertive behavior of female students. Edo Duguna Secondary School teachers should improve female student's assertiveness by encouraging them while they are teaching.

Key words: Assertiveness, psychological factors, social factors

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Herein the researcher have mentioned the definition of study variables and the studies that conducted regarding to assertive behavior in World, in Africa and in Ethiopia. Assertiveness is the ability of an individual to express his/her opinion in an honest and open manner, while expressing his/her emotions, thoughts, and the right to the other person (Lambertz & Blight, 2016). Self-confidence is defined as "courage"; however, the concept of self-confidence also includes the firm belief in one's own abilities. It is a concept with a physical side as well as a state of mind (Merey, 2010). Parenting style is described as a combination of attitudes toward the child that are communicated to the child and create an emotional climate in which the parents' behaviors are expressed and the child's behavior is influenced (Starr, 2011). Reid, (2022, as cited in Aishwarya and Dhiraj (2023) defines anxiety as irrational fears across numerous social situations with avoidance and impairment. Social media addiction can be defined, as users of social media are highly exaggerated and causes people cannot be separated from social media, so people who cannot use social media they feel that they cannot access the information and people who are addicted on it can disrupt the communication process with others (Bhattacharrya, 2015). Self-esteem is term used to reflect a person's over all evaluation or appraisal of his/her own worth. It compasses beliefs (for example, I am worthy" and emotion such as triumph (success), despair, pride and shame (Malley, 1997 cited in Nevid & Rathus, 2010). Peer group pressure is the influence exerted by a peer group or an individual encouraging other individuals to change their attitudes, values or behaviors in order to conform to group norms (Treynor, 2009). According to Mead (2002) "Culture means the whole complex of traditional behavior which has been developed by the human race and is successively learned by each generation".

The researcher has defined study variables and discussed studies on assertive behavior around the world, in Ethiopia, and in Africa in this section. According to Lambertz and Blight (2016), assertiveness refers to a person's capacity to communicate their opinions, feelings, and rights to others in an honest and transparent way. Although "courage" is the definition of self-confidence, self-confidence also refers to having a strong belief in one's own abilities. It's a notion that has both a mental and physical aspect (Merey, 2010). Parenting style is defined as a set of attitudes that parents have toward their children and that they communicate to them in order to create an emotional environment in which their behaviors are expressed.

Anxiety is defined by Reid (2022), referenced in Aishwarya and Dhiraj (2023), as irrational fears experienced in a variety of social contexts that result in avoidance and impairment. Social media addiction is characterized by highly exaggerated social media users who feel unable to live without social media. Those who are addicted to social media may interfere with others' ability to communicate, and those who are unable to use it may feel as though they are unable to obtain information (Bhattacharya, 2015). The term "self-esteem" refers to an individual's overall assessment of their own value (Malley, 1997 cited in Nevid & Rathus, 2010). The influence of a peer group or an individual pressuring others to alter their beliefs, values, or actions in order to fit in with the group's norms is known as peer group pressure (Trenor, 2009). As per Mead (2002), culture encompasses the entire array of customary conduct that has been cultivated by humanity and passed down through the generations. The above all gives the detailed explanation about assertive behavior, thus it's better if we see the globalized study regarding to assertive behavior and then contextualizing it.

In Asia specifically in India, Harisingh (2020) conducted his study regarding to the relationship of assertiveness with self-esteem, academic achievement, and stress among the adolescents of Kashmir and, the findings reported that assertiveness as positively correlated with self-esteem and academic achievement. But retained assertiveness as negatively correlated with stress. The study was correlational research design and quantitative in nature. This study was not able to include qualitative aspects or the subjective expression of participants and not indicated the effect of independent variable on dependent variable. In other way Sadiya, Nandini, and Swati, (2021) conducted their study regarding to the relationship between family environment, assertiveness and social connectedness in intermediate Students from Hyderabad in the state of Telangana. Their results showed that girls were higher in all dimensions of family environment and assertiveness. Positive correlations were found between dimensions of family environment and social connectedness in both the genders. The study also indicated a positive correlation between assertiveness and social connectedness in intermediate boys. This study was used a correlational research design to ascertain whether there is a relationship between family environment, assertiveness and social connectedness among intermediate students. It overlooked mixed method approach and the effects of family environment and social connectedness on students' assertiveness.

A study on the relationships between assertiveness, self-esteem, academic achievement, and stress in Kashmiri adolescents was carried out in India; specifically on the Asia (Harisingh,

2020). It found significant positive relationships between assertiveness, self-esteem and academic achievement. But retained assertiveness as negatively correlated with stress. The study was correlational research design and quantitative in nature. In this regard the study was not included the subjective expression of participants and not indicated the effect of independent variable on dependent variable. Alternatively, Sadiya, Nandini, and Swati (2021) studied the connections among intermediate students from Hyderabad, Telangana, in the areas of assertiveness, social connectedness, and family environment. According to their findings, girls scored higher on all traits related to assertiveness and the home environment. For both genders, positive correlations were discovered between social connectedness and aspects of the home environment. Similarly with Sarkova (2013) study, this study also overlooked the mixed approach and failed to see the effect of independent variables on dependent variable.

In Africa specifically in Egypt Ahmed (2021) was conducted his study regarding to the relationship between social support and assertiveness among Majmaah university students. The results showed that there is a statistically significant positive relationship between social support (its domains like; support from the family, support from colleagues and friends, and support from the university) and assertiveness among university students. The study was used the analytical descriptive studies and depends on the quantitative approach to determine the relationship between the social support and assertiveness among university students. This study also overlooked to include the subjective expression of participants and not indicated the effect of independent variable on dependent variable. Accordingly, Arigbabu, Oladipo, and Owolabi-Gabriel (2011) investigated Gender, marital status and religious affiliation as factors that affects assertiveness among higher education students in Southwest Nigeria. The hypothesis stated and tested showed that none of these variables were a significant predictor of assertiveness among students. The study was ex post facto field survey design and quantitative in nature and unable to include qualitative aspects or the subjective expression of the participants. Also this study failed to investigate the level of students' assertiveness.

Ahmed (2021) investigated the relationship between assertiveness and social support among Majmaah university students in Egypt. According to the findings, there is a statistically significant positive relationship between assertiveness and social support, which includes support from friends and family, colleagues, and the university. The study was used analytical descriptive studies and a quantitative approach to investigate the relationship between assertiveness and social support among college students. Arigbabu, Oladipo, and

Owolabi-Gabriel (2011) investigated the effects of gender, marital status, and religious affiliation on assertiveness in Southwest Nigerian higher education students. In light of this none of these variables were a significant predictor of assertiveness among students, according to the hypothesis that was proposed and tested.

In Ethiopia specifically in Harari Peoples Regional State, Sitota (2018), was conducted his study regarding to the relationship between assertiveness and academic achievement motivation of adolescent students in selected secondary schools of Harari peoples regional state, Ethiopia (Aboker and Abadir senior secondary and preparatory schools and Harari junior secondary school). Based on the relationship between assertiveness and academic achievement motivation the researcher was able find positive and significant relationship. This implied that as adolescents' level of assertiveness increases, their academic achievement motivation increases too. Herein in order to obtain the required information, Sitota (2018) was employed descriptive survey research design. However the study was overlooked to include the subjective expression of participants and was not able to examine the students' level of assertive behavior. In other way Gelata (2010) conducted his study regarding to an assessment of psycho-social factors that can affect female students' assertiveness among Wollega University College of Education and Behavioral Sciences students. The study was able to find anxiety as the major factors from psychological variables, while from social factors teachers and classmates' negative attitude are the main factors in leading female students to the low level of assertiveness. Herein, in order to obtain the required information Gelata (2010) was used descriptive research design and his study was not included the subjective expression of participants in depth.

Sitota (2018) conducted his study in Ethiopia, specifically in Harari Peoples Regional State, on the relationship between assertiveness and academic achievement motivation of adolescent students in selected secondary schools in Harari Peoples Regional State, Ethiopia. The descriptive survey research design was used by Galata Sitota. The researcher discovered a positive and significant relationship between assertiveness and academic achievement motivation. Gelata (2010), on the other hand, conducted his research on the assessment of psycho-social factors that can affect female students' assertiveness among Wollega University College of Education and Behavioral Sciences students. The study discovered that anxiety is the most important factor from psychological variables; while from social factors teachers' and classmates' negative attitudes are the most important factors in leading females' to low

assertive behavior.

Concerning the situation in Edo Duguna secondary school the researcher could not find any researches done regarding to the impact of psycho-social factors that affects female students' assertive behavior. In addition to this, as to researcher (Endrias .E. 2023) observation and experience the females who live in Edo town do not behave assertively in their environment and society to which they belongs to and they also place great value for male and give priority to male to decide at something. In Edo Duguna secondary school the number of female students faced difficulty to raise up their hands to participate in class activate, to use personal rights, and they also was not able to express their opinions and feelings at some topic: these all leads them to not be assertive in their life. If the above mentioned problems do not be studied, females will not play an important role in contributing much to their nation and its social developments. Hence, this urged the researcher to conduct the study in Edo Duguna secondary school believing that it could be worthwhile to assess the impact of psycho-social factors that can affect female students' assertive behavior (Endrias, E, 2023).

1.2 Statement of the Problem

Assertive individuals feel good about themselves; they can create meaningful relationships and also enjoy effective interpersonal relationships. Assertiveness has emerged as a communication style that enhances successful relationships with colleagues as well (Mahmoud, Kalaldehy, & Abed El-Rahman, (2013). Effective persons maintain self-respect and respect for others by means of assertiveness which enables them to directly express their feelings, desires, and opinions in a positive way without denying the rights of others. The study of Gelata (2010) stated that, in Ethiopia many females find it difficult to express themselves effectively in social situations. Unable to express one's feelings, desires, and opinions in a positive way without denying the rights of others undermines females' significant role in the development of modern Ethiopia and also improving and strengthening the society (Gelata 2010, p,61). Actually females are important members of the nation and play an important role in contributing much to its social development. So it is important for female to be assertive, because being assertive can help them in many ways. It helps them in improving self-confidence, self-esteem and also helps them to stand up for their right without being aggressive and without violating the right of others (Endrias, E, 2023).

The studies that conducted regarding to assertive behavior among gender have report different finding like: Reza and Prima (2020) conducted their study regarding to the relationship between social support and assertive behavior of students majoring in Islamic Counseling Guidance in University of Islam Negeri Imam Bonjol Padang and, the finding reported that the positive significant relationship between social support and assertive behavior. The research design used in this study was correlational research design with the method of quantitative approach. What remains to be explored, is how social support affects assertive behavior of the students' in study area. It also overlooked mixed method approach, because, it was not able to indicate the qualitative aspect of the participants or subjective expression of the participants with the method of quantitative approach. Accordingly, Arigbabu, Oladipo, and Owolabi-Gabriel (2011) investigated Gender, marital status and religious affiliation as factors that affects assertiveness among higher education students in Southwest Nigeria. The hypothesis stated and tested showed that none of these variables were a significant predictor of assertiveness among students. The study was ex post facto field survey design and quantitative in nature and unable to include qualitative aspects or the subjective expression of the participants. Also this study failed to investigate the level of students' assertiveness.

Similarly, Harisingh (2020) conducted his study regarding to the relationship of assertiveness with self-esteem, academic achievement, and stress among the adolescents of Kashmir and, the findings reported that assertiveness as positively correlated with self-esteem and academic achievement. But retained assertiveness as negatively correlated with stress. This study was correlational research design and quantitative in nature and, also was not able to include qualitative aspects or the subjective expression of participants. Also Khairunnisa and Harisdiane (2018) conducted their study regarding to the relationship between assertive behavior and social media addiction in adolescents of Malanga, India. Their result of data analysis conducted by means of Pearson correlation test and was able to show that there is a significant positive relationship between assertive behavior and social media addiction. The design used in this study was quantitative approach; with the research design used correlational research design. This demonstrates the index of the relationship between the independent and the dependent variables. Therefore this study was not included the subjective expression of participants and not indicated the effect of independent variable on dependent variable.

Sadiya, Nandini, and Swati, (2021) conducted their study regarding to the relationship between family environment, assertiveness and social connectedness in intermediate Students from

Hyderabad in the state of Telangana. Their results showed that girls were higher in all dimensions of family environment and assertiveness. Positive correlations were found between dimensions of family environment and social connectedness in both the genders. The study also indicated a positive correlation between assertiveness and social connectedness in intermediate boys. This study was used a correlational research design to ascertain whether there is a relationship between family environment, assertiveness and social connectedness among intermediate students. It overlooked mixed method approach and the effects of family environment and social connectedness on students' assertiveness. According to Eskin (2003) the levels of assertiveness behaviors in most female students is very low, because they show lack of respect to their own needs, others violate their right, afraid to speak up and exhibit psychological and social influence which are hindering the assertive behaviors of female students. Eskin (2003) also stated that the level of assertiveness increased with an increase in the students' age, but this relationship was significant only in boys but not in females.

Regarding the situation in Ethiopia, Asrat and Aster (2017) was conducted their study regarding to the role of parenting style and gender on assertiveness among undergraduate students in Bahir Dar University and have found no statistical significance mean difference in assertiveness scores across four parenting styles (authoritative, authoritarian, permissive/indulgent and neglectful) and also have found no statistical significance mean difference between males and females students in assertiveness scores. The study was Quantitative research design and unable to include qualitative aspects or the subjective expression of participants on the study. Accordingly, Galata Sitota (2018) study was aimed to examine the relationship between assertiveness and academic achievement motivation of adolescent students in selected secondary schools of Harari Peoples Regional State. The finding indicated that, there was a statistically significant positive relationship between them. The study was used descriptive survey research design and overlooked qualitative approach.

As to researcher observation (Endrias, E, 2023), these studies did not actually examine the impact of psycho-social factors that affect female students' assertive behavior. In above statement the number of previous research studied assertiveness as independent variable and unable to conduct the effect of psychological and social factors on female students' assertiveness. There is no sufficient evidence that indicates the impact of psycho-social factors that affect female students' assertive behavior (Endrias, E, 2023). Even if there are a lot of researches conducted in assertiveness area, As far as the researcher knowledge concerned there is a knowledge gap which was not addressed by previous studies. Because most of the

researches was conducted regarding to the relationship between variables like: assertiveness with self-esteem, academic achievement, and stress, assertiveness with social media addiction, assertiveness with social support, assertiveness with family environment, social connectedness, and assertiveness with academic achievement motivation and so on. Thus, all of those studies were not concerned the impact of psycho-social factors that affect female students assertive behavior in depth, but they were studied assertiveness with other related concepts in depth (Endrias, E, 2023).

Having this in mind, the following rationales initiated the current researcher to conduct this study. As to researcher (Endrias .E. 2023) observation and experience in the Ethiopian context particularly in Edo Duguna secondary school the researcher could not find any researches done regarding to the impact of psycho-social factors that affects female students' assertive behavior. Not only have that, the females who live in Edo town do not behave assertively in their environment and society to which they belongs to and they also place great value for male and give priority to male to decide at something. In Edo Duguna secondary school the number of female students faced difficulty to raise up their hands to participate in class activate, to use personal rights, and they also was not able to express their opinions and feelings at some topic: these all leads them to not be assertive in their life. If the above mentioned problems do not be studied, females will not play an important role in contributing much to their nation and its social developments. Hence, this urged the researcher to conduct the study in Edo Duguna secondary school believing that it could be worthwhile to assess the impact of psycho-social factors that can affect female students' assertive behavior (Endrias, E, 2023).. Thus to fulfill the above gap and to identify the reason for above mentioned problems, the current study intended to investigate the impact of psycho-social factors that affect female students assertive behavior in Edo Duguna secondary school.

1.3 Research Question

This study was attempted to address the following three basic research questions;

- ❖ What is the level of assertive behavior of female students in Edo Duguna secondary school?
- ❖ Do psychological factors predict female assertive behavior most?
- ❖ Do social factors predict female assertive behavior mos?

1.4 Objectives of the Study

1.4.1 General Objective

- ❖ The general objective of this study was to investigate the impact of psycho-social factors that can affect female students' assertive behavior in Edo Duguna secondary school.

1.4.2 Specific Objectives

- To determine the level of assertive behavior of female students in Edo Duguna secondary school.
- To identify the psychological factors that predicts female assertive behavior most.
- To identify the social factors that predicts female assertive behavior most.

1.5 Significance of the Study

- ❖ Assertiveness is an important social skill which promotes personal well beings. It can help overcome shyness and anger.
- ❖ Herein the study benefits Edo Duguna school female students, school counselors, teachers, and community in helping them to understand the importance of assertiveness.
- ❖ Hence, it is hoped that the study raises awareness and increases insights about the issue of assertiveness for all those beneficiaries.
- ❖ Provide reliable information for the above mentioned beneficiaries by existing psycho-social factors that impact students' assertiveness.
- ❖ The study also helps parents in allowing them to realize the influence of parenting style as a contextual element in shaping assertive behavior of students.
- ❖ Understanding and knowing psycho-social factors that impacts female students' assertiveness can help school counseling center to prepare constructive life skill trainings for female students and strengthen their level of assertiveness.
- ❖ The finding of this study was expected to provide genuine and constructive inputs for stakeholders' who are working on women empowerment and intervention programs.
- ❖ Lastly the researcher leave the door open for more research to be conducted in this area and serve as a secondary source of information for future comparison and for those intending to carry out further research.

1.6 Delimitation of the Study

The study was carried out at Wolaita zone Edo Duguna secondary school. This study was delimited to investigate the impact of psycho-social factors that can affect female students

assertive behavior in Edo Duguna Secondary school and the study was delimited only to grade nine and ten female students.

1.7 Operational Definition

Assertiveness: - Is the females' ability of knowing their needs, rights, wants and goals and asking for them to be met while acknowledging the needs, rights, wants and goals of the other person.

Psychological factors:-Events that related with the individual herself behavior such as self-esteem, self-confidence, anxiety, anger, depression, stress, hopeless ...etc.

Social factors: Factors that originate from physical environment like family or parenting style, culture, the media and peer group pressure that impact female students' assertive behavior.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The aim of this study was to investigate the impact of psychological and social factors that affect assertive behavior. Thus in this section the researcher wrote the related literatures with respect to the aim of the study. Most of researchers were conducted their study regarding to assertive behavior and mentioned their finding in detail. This chapter begins with a discussion on the concept of assertiveness and follows with theoretical frame work and empirical research findings on psycho-social factors that can influence assertiveness.

2.1 Concept of Assertiveness

When we come to the conceptual understanding of assertiveness, Alberti and Emmons (2017) provide the most complete definition of assertiveness: Assertive self-expression is direct, firm, and positive, when necessary, persistent –action intended to promote equality in person-to-person relationships. The study of Hasanah, Supriyono, Herani & Lestari (2012) state that assertive behavior is significant for students for several reasons: first, assertive behavior will make it easier for students to socialize and establish relationships with the environment effectively. Secondly, with the ability to express what they feel and want directly, and frankly, students can avoid the emergence of tension and discomfort due to holding and storing something they want to say. Third, by having an assertive attitude, students can easily find solutions and solve various difficulties or problems they face more effectively. Fourth, assertiveness will help students to improve their cognitive abilities, broaden their insights about the environment, and not quickly stop at something they don't know (Hasanah, Supriyono, Herani & Lestari 2012).

With regard to conceptual definition of assertiveness Alberti and Emmons (2017) provided the most complete definition of assertiveness: they declared that assertive self-expression as direct, firm, and positive, when necessary, persistent –action intended to promote equality in person-to-person relationships. Due to their social nature, students will constantly interact with others. It is imperative that students exhibit assertive behavior when completing their coursework. Students should exhibit assertive behavior for the following reasons, among others: First, students who behave assertively will find it simpler to interact with others and build relationships with their surroundings. Secondly, students can prevent tension and discomfort from arising as a result of holding and storing something they want to say when they are able to express what they feel and want directly and honestly. Third, students who

possess an assertive attitude are more adept at resolving a variety of challenges and issues they encounter. Fourth, students who are assertive will be better able to think more clearly, gain a wider perspective on their surroundings, and not give up easily on what they don't know (Hasanah, et al. 2012).

The definition of “assertiveness” is interesting both in the general psychological and social psychological context. According to Salter (2002), an assertive personality is characterized by orientation to real life events that make sense of the past and future, the independence of values and behavior from outside influences, the ability to form and express their thoughts about life independently; faith in yourself and trust in others. Salter’s (2002), ideas about assertiveness are consistent with the ideas of humanistic psychology researchers about self-actualizing personality (Sheinov 2015). Psychologically, assertiveness has its own conceptual definition. Glandding (1988) cited in Moore, Hudson, Brandon, & Smith (2003) stated that, assertiveness has multi-dimensional definitions that cover the three major tents of human expression: behavior, cognition and affect. Again Glandding (1988) as cited in Moore et al. (2003), said that behaviorally, assertiveness is exercised when an individual is capable of freely expressing his or her emotions, is able to define his or her purposes or goals in general and specific situations, and can establish rewarding and fulfilling interpersonal relationships. In addition he states that affectively and cognitively assertive people are capable of expressing and reacting to positive and negative emotion without undue anxiety or aggression. Assertiveness has importance in increasing self-confidence, openness, self-esteem, judgment, conscious and other rational abilities.

In above statement Salter (2002) stated that, traits of an assertive personality include faith in oneself and trust in others, an orientation toward real-life events that make sense of the past and future, and the ability to form and express one's own opinions about life without external influence. The concepts of assertiveness proposed by Salter (2002) align with the theories of self-actualizing personality held by researchers in humanistic psychology (Sheinov 2015). There is a conceptual definition of assertiveness in psychology. Assertiveness has multifaceted definitions that encompass the three main tents of human expression: behavior, cognition, and affect, according to Glandding (1988), cited in Moore, Hudson, Brandon, & Smith (2003).

Different scholars’ has explained the concepts of assertiveness in different way. According to Carrobbles (1986, as cited in Ghodrati et al. 2016), such behavior is not an individual’s stable

and general traits; a person may be sufficiently assertive in some situation and behave according to certain prototype in one's social interactions, such as assertive or socially skilled behavior, passive behavior, and at the other extreme, aggressive behavior. Assertiveness is the ability to state, to declare yourself, who you are, what you think and feel directly, openly and honestly while not violating the personal rights and dignities of others best and surprising (Robesit & Surprising, 2001). Brain (2009), also defined assertiveness as it is the ability to state positively and constructively your rights or needs without violating the rights of others. Assertiveness is described as the ability to be comfortably strong willed about one's thoughts, feelings, and actions; and neither inhibited nor aggressive in actions for the betterment of oneself in the surrounding environment (Tappen, 2001).

As explained earlier the ideas of assertiveness have been explained in a variety of ways by different academics. Carrobles (1986, cited in Ghodrati et al. 2016) asserts that such behavior is not indicative of a person's stable and general traits; rather, a person may exhibit sufficiently assertive behavior in a given situation and behave in social interactions in a way that resembles a particular prototype, such as passive behavior, aggressive behavior, or assertive or socially skilled behavior. The capacity to speak up and declare who you are, what you think, and how you feel in an honest, straightforward manner without violating upon the privacy or dignity of others is what makes someone assertive (Robesit & Surprising, 2001). According to Brain (2009), assertiveness is also the capacity to constructively and positively express your needs or rights without going against the right of others. The above all different scholars explain the concepts of assertiveness in different ways; but conceptually the notion of their definition is well-nigh similar.

2.1.1 Nature of Assertiveness

In assertive behavior, we are not forcing others to agree with us, we are simply stating our needs. Acting assertively helps maintain honesty in relationships, allows us to feel more in control of our world, and improves our ability to make decisions. Williams and Shoultz (1982) as cited in Meseret (2012) identified the characteristics of assertiveness as follows. First, assertiveness has to do with expressing one's own needs and ideas without feeling guilty or intimidated. In this regard, it may also imply the quality of having strong belief in one's own self to promote personal need. Second, it is related to having necessary information about one's own self and effectively communicating them to the others. In this respect, assertiveness

involves self-confidence, self-reliance, independence and sense of responsibility. Third, it indicates the ability to identify problem and being agent of change to bring about solution.

The above statement elaborates that when we act assertively, we are merely expressing our needs and do not coerce others to agree with us. According to Meseret (2012), who cited Williams and Shultz (1982), assertiveness has the following traits. First and foremost, assertiveness is the ability to voice one's own needs and opinions without fear of repercussions or intimidation. In this sense, it might also imply to the trait of fostering personal need by having a strong belief in oneself. Secondly, it pertains to possessing the essential knowledge about oneself and proficiently conveying it to others. In this regard, assertiveness entails having self-assurance, independence, self-reliance, and sense of responsibility. Third, it denotes the ability to recognize a problem and act as a change agent to bring about a solution.

2.1.2 Aggressiveness and its Manifestation

Bandura (1973) operationalized aggression as the delivery of harm to another person. As regard to the impacts of assertiveness on personality of individuals, Moon (2009) cited in Galata (2018), stated that assertive behavior resulted in different personalities such as aggressive behavior; aggression involves standing up for you in a way that is pushy and inappropriate. Aggressiveness is characterized by the following behavioral manifestations; expressing your feelings, opinions, or desires in a way threatening others; putting yourself at the expense of others; domination behaviors, for example shouting, demanding, looking down on other etc. Therefore, people who have an aggressive style believe firmly in their own rights but may not believe that others have equal right. Again people who have an aggressive style tend to have poor communication skills. They usually get their own way by treading on others by being rude, pushy and insulting, (Moon 2009, cited in Sitota (2018).

From this statement someone can understand that assertiveness can results in aggressive behavior but, what makes different is using power to fulfill ones needs and believing firmly in their own rights but may not believe that others have equal right. For example Bandura (1973) defined aggression as causing harm to another person. In terms of the effects of assertiveness on individual personalities, Moon (2009), as cited in Sitota (2018), stated that assertive behavior resulted in different personalities such as aggressive behavior; aggression involves standing up for yourself in a pushy and inappropriate manner. Aggression is defined by the

following behavioral manifestations: expressing your feelings, opinions, or desires in a way that hurts others; putting yourself ahead of others; dominance behaviors such as shouting, demanding, looking down on others, and so on. As a result, people with an aggressive personality believe strongly in their own rights but may not believe that others have equal rights. People with an aggressive personality are more likely to have poor communication skills.

2.2 Characteristics of Assertive People

According to Lange and Jakubowski (1976, as cited in Eskin, 2003), people high in assertiveness are more self-actualized than people low in assertiveness because assertive behavior leads to one's needs being respected and fulfilled. Assertive individuals engage in active behaviors by exhibiting their confidence via verbal and nonverbal cues such as holding eye contact, acting confident, giving polite but firm refusals, elaborating as to why one feels the way s/he does and effective gestures (e.g., Hummert, Garstka, Ryan, & Bonnesen, 2004). Also they are communicative, self-actualized, free-spirited, secure, self-assured, and able to influence and guide others & more confident about their ability to interact with other individuals (Masters & Burish, 1987, as cited in Mirela 2020). Assertive persons who are able to say clearly what they want to say and who have empathy ability, respect others and who can say no (Uzuntarla et al., 2016; Eliusuk, Gunes, Arslan; 2014).

As the study indicates, people with high assertiveness are more self-actualized than those with low assertiveness, according to Lange and Jakubowski (1976, as cited in Eskin, 2003), because assertive behavior results in one's needs being respected and fulfilled. By demonstrating their confidence through verbal and nonverbal cues like maintaining eye contact, acting assured, offering courteous but firm rejections, explaining why they feel the way they do, and using powerful gestures, assertive people engage in active behaviors (e.g., Hummert, Garstka, Ryan, & Bonnesen, 2004). Additionally, they are more assured of their capacity to engage with others and are communicative, self-actualized, free-spirited, secure, and self-assured (Masters & Burish, 1987, as cited in Mirela 2020). Self-assured individuals who possess the capacity to express themselves clearly, empathy, respect for others, and the ability to refuse requests (Uzuntarla et al., 2016; Eliusuk, Gunes, Arslan, 2014).

Regarding to assertiveness Welder, (2004) as cited in Asrat and Aster (2017) maintained that

assertiveness exists at three continuum dimensions. These include positively assertive, non-assertive, and negative. Welder, (2004) further indicated that positively assertive individuals are able to express their emotions, opinions, attain specific goals, and experience peace and joy in their daily lives. To the contrary, non-assertive individuals tend to be highly anxious about their interpersonal interactions, value themselves less than others and fail to get logical goals. On the other hand, negatively assertive individuals tend to set socially undesirable goals and trample on the rights, needs, and feeling of others despite their high anxiety.

In terms of assertiveness, According to Welder (2004), referenced by Asrat and Aster (2017), assertiveness can be found on three different continuum dimensions. These consist of negative, non-assertive, and positively assertive. Welder (2004) went on to say that people who are positively assertive are able to communicate their feelings and opinions, achieve their goals, and lead peaceful, happy lives. Conversely, people who lack assertiveness frequently experience extreme anxiety when interacting with others, place a low value on themselves, and struggle to set and achieve reasonable goals. Conversely, despite their intense anxiety, negatively assertive people often set socially unacceptable goals and violate the rights, needs, and feelings of others.

2.3 Theoretical Background of Assertiveness

Social Learning Theory

According to Bandura (2003), humans have evolved an advanced cognitive capacity for observational learning that enables them to shape and structure their lives through the power of modeling. Social learning theory (Bandura, 1986) offers the explanation that people learn by observing others and then imitating that behavior. Bandura suggests that people use symbols as internal models to guide their behavior and as a means for estimating outcomes of their actions (Bandura, 1986) and through practices and experiences they can facilitate assertive behavior. In addition since peers strongly influence the young adolescent, group counseling enhances the possibility that youths will attempt new behaviors practiced and modeled by their peers and significant others Gazda, (1989) as cited in Mustafa Zengel (2009). If group members provide good models for assertive behavior, they can learn assertive behavior from their peers easily. So that the peers strongly influence the young adolescent, group counseling enhances the possibility that youths will attempt new behaviors practiced and modeled by their peers and significant others (Mustafa Zengel 2009).

In sum, social learning theory suggests that humans have evolved an advanced cognitive capacity for observational learning that enables them to shape and structure their lives through the power of modeling, if it so, everyone can get assertive behavior through observing the actions of other. According to social learning theory (Bandura, 1986), people learn by observing others and then imitating their behavior. Bandura (1986) proposes that people use symbols as internal models to guide their behavior and as a means of estimating the outcomes of their actions, and that they can facilitate assertive behavior through practices and experiences. Furthermore, because peers have a strong influence on young adolescents, group counseling increases the likelihood that youths will try new behaviors practiced and modeled by their peers and significant others Mustafa Zengel (2009) cites Gazda (1989). They can easily learn assertive behavior from their peers if group members provide good models for assertive behavior. Group counseling increases the likelihood that young adolescents will be influenced by their peers. Similarly the students can learn whether assertive or non-assertive behavior from their culture, from which they belongs to and in turn this might have the significant effect on their assertive behavior.

Cognitive Perspective on Assertiveness

Vagos and Pereira (2016), state that investigating the existence of cognitive differences between assertive and nonassertive persons is not a new endeavor. They also declare that, various psychological processes of assertive persons influence each other to activate an assertive response in each social event and to maintain a tendency for enacting assertive behavior in subsequent social events. The interactions processes that we propose may underlie assertiveness according to a cognitive framework. It concerns the associations between: 1) the social event and the activation of interpersonal core beliefs, on the one hand, and the processing of social cues, on the other, 2) the activation of core beliefs and the processing of social cues; 3) the processing of social cues and the circumstance dependent cognitive, emotional and behavioral assertive products, which mutually influence each other; 4) the assertive behavior and the reaction the interaction partner has to it; and 5) the information retrieved from the extant interpersonal exchange and ones" interpersonal core beliefs. Herein the above four processes refer to the explication of how the individual comes to enact an assertive behavior, whereas the fifth process more explicitly conveys how assertiveness is maintained and reinforced through being continuously practiced. When facing a social event, the assertive individual activates interpersonal core beliefs regarding him/her, the interaction partners, and

the exchanges and outcomes that have resulted from previous similar social situations and that have been stored in memory. The observable and external cues taken from this social event will, consequently, be interpreted and coded according both to their objective features and to the subjective standing the individual adopts towards that kind of situations, with that kind of interaction partners.

As mentioned in above section, our assertive behavior and the factors that can affect this behavior have a tendency to depend on our interpersonal core beliefs. For example, regarding to the study of Vagos and Pereira (2016) claimed that the interaction processes we suggest may be the foundation of assertiveness. It is about the relationships that exist between: 1) the processing of social cues and the activation of interpersonal core beliefs; 2) the activation of core beliefs and the processing of social cues; 3) the processing of social cues and the situation-dependent cognitive, emotional, and behavioral assertive products, which influence each other reciprocally; 4) the assertive behavior and the response of the interaction partner; and 5) the information gleaned from one's interpersonal core beliefs and existing interpersonal exchange. In this case the explanation of how a person becomes assertive is covered in the first four processes mentioned above, while the fifth process goes into greater detail about how assertiveness is sustained and reinforced through constant practice. An assertive person engages in interpersonal core beliefs about themselves, their interaction partners, and the exchanges and outcomes they have experienced in similar social situations in the past and have stored in memory when faced with a social event. As a result, the external and observable cues from this social event will be interpreted and coded based on the individual's subjective perspective regarding those kinds of situations and interaction partners as well as their objective features.

2.4 Empirical Research Findings on the Level of Students Assertiveness

A study conducted by Kumar and Rathi (2020) examines the relationship between self-esteem and assertiveness among Nagpur, India adolescents. This study was able to assess the level of assertiveness behavior among adolescents as the first study of objective's and able to found low level of female students' assertiveness. According to Eskin (2003) the levels of assertiveness behaviors in most female students is very low, because they show lack of respect to their own needs, others violate their right, afraid to speak up and exhibit psychological and social influence which are hindering the assertive behaviors of female students. Eskin (2003) also stated that the level of assertiveness increased with an increase in the students' age, but this

relationship was significant only in boys but not in females. However, the study of Ahmed (2021) conducted his study regarding to the relationship between social support (its domains like; support from the family, support from colleagues and friends, and support from the university) and assertiveness among Majmaah University, in Egypt. And the findings was able to show statistically significant positive relationship between social support and assertiveness among university students and also able found moderate level of female students assertiveness, which indicating their need for various programs to develop this assertiveness and acquire its skills among Majmaah University students.

Regarding to research findings on the level of students assertiveness, Kumar and Rathi (2020) conducted a study that examined the relationship between self-esteem and assertiveness among Nagpur, Indian adolescents and discovered a low level of assertiveness among female students. According to Eskin (2003), most female students' exhibit very low levels of assertiveness behaviors because they show a lack of respect for their own needs, others violate their rights, are afraid to speak up, and exhibit psychological and social influences that inhibit female students' assertive behaviors. However, in another study, Ahmed (2021) conducted his research on the relationship between social support (its domains such as support from family, support from colleagues and friends, and support from the university) and assertiveness among Majmaah University students in Egypt, and the findings were able to show a statistically significant positive relationship between social support and assertiveness among university students, as well as a moderate level of female students assertiveness.

2.5 Psycho-Social Factors that Affect Assertiveness

Assertiveness is one of the most important life skills. An assertive person is able to fully use good communication skills, self-respect, and personal strength to create healthy relationship with others. However, there are many factors which affect the development of assertiveness and thought like; Rathus and Nevid (in Nabila, Hardjono, & Nugroho, 2012) suggest factors that influence assertive behavior, namely internal factors consisting of age, sex, self-esteem and external factors including of parenting style, culture, and the environment (social). As stated earlier one of the most crucial life skills is assertiveness. A person who is assertive can build positive relationships with others by making the most of their strong points, self-respect, and effective communication abilities. Nonetheless, a variety of factors influence the growth of assertiveness and thought. For example, Rathus and Nevid (in Nabila, Hardjono, & Nugroho,

2012) identify internal factors that impact assertive behavior, such as age, sex, and self-esteem, as well as external factors, such as parenting style, culture, and the surrounding environment (social).

2.5.1 Self-Esteem

Self-esteem is term used psychology to reflect a person's over all evaluation or appraisal of his/her own worth. It compasses beliefs (for example, I am worthy" and emotion such as triumph (success), despair, pride and shame (Malley, 1997 cited in Nevid & Rathus, 2010). Literature have report different findings on the relationship between self-esteem and assertiveness. Kumar and Rathi (2020) examined the relationship between self-esteem and assertiveness among adolescents in India. The study found that there was a significant positive correlation between assertiveness and self-esteem among adolescents. In addition to this, the study of Popoola et al. (2018) examined peer relation, self-esteem and assertiveness among selected adolescents in Ilorin, Nigeria and able to found that adolescent with higher self – esteem is more assertive than those with lower self-esteem. Another similar study was conducted on 30 nurses at Psychiatric and addiction treatment hospital in Egypt by Abed, Amrosy and Atia (2015) where data was collected by using two tools of Garas Ahmed Bader Arabic version of Rosenberg's Global self-esteem scale and assertive behavior inventory tools. The study showed that there is a positive significance correlation between assertiveness and self-esteem score level. A study by Lefevre and West (1981) as cited in Postolati (2017) found a significant positive correlation between assertiveness and level of self-esteem in undergraduate students. Furthermore, a study conducted by Anfajaya and Indrawati (2016) results shows that self-concept contributes effectively by 33.7% to assertive behavior. The self-esteem of an adolescent is an important contributor to his/her growth and development. Previous studies show that assertive people have high self-esteem. Tagay, Önen & Canpolat, (2018) state that, adolescents showing a high level of assertiveness are also having a high level of self-esteem. The studies of Ghodrati, et.al, (2016) also have report as assertiveness is closely associated with, self-esteem, and academic achievement in female of Shiraz High School Students, in Iran.

As stated in this section, diverse conclusions about the connection between assertiveness and self-esteem have been reported in the literature. The study conducted by Kumar and Rathi (2020) investigated the correlation between assertiveness and self-esteem in Indian teenage

girls. The results of the study showed that among teenagers, assertiveness and self-esteem were significantly positively correlated. Also in their 2018 study, Popoola et al. looked at assertiveness, peer relationships, and self-esteem in a sample of teenagers in Ilorin, Nigeria. They discovered that adolescents who had higher self-esteem were also more assertive than those who had lower self-esteem. According to a study by Lefevre and West (1981), which was referenced by Postolati (2017), assertiveness and undergraduate students' degree of self-esteem were significantly positively correlated. According to Tagay, Önen, and Canpolat (2018), teenagers who exhibit strong assertiveness also have high levels of self-esteem.

2.5.2 Self-Confidence

Self-confidence is defined as "courage"; however, the concept of self-confidence also includes the firm belief in one's own abilities. It is a concept with a physical side as well as a state of mind (Meray, 2010). The confidence is an evolved attitude about one's character (Kaya and Sackes 2004). Ozsaker (2013) examined the relationship between self-confidence and assertiveness among in Turkish adolescents and able to found that there was significant relationship between self-confidence and assertiveness. The study of Stein and Book (2011), stated that confident people are relaxed and confident in their behavior, are able to express feelings sincerely and without aggression. Some researchers understood self-confidence as assertiveness: for example Alberti and Emmons (2008) and other behavioral psychologists laid the general bases for understanding the assertiveness phenomenon as self-confidence. Also Piccinin et al., 1998 as cited in Postolati (2017) suggested that assertiveness is social skill which includes communication like direct, honest and open communication, where mutual respect is displayed and rights are mutually respected and in turn these as inspiring confidence in people. According to Pfeiffer, (1998) as cited in Postolati (2017) stated that assertiveness reflects a confident type of behavior of a person who

- Is free in their self-disclosure;
- Easily communicates at all levels, at the same time communication being open and clear;
- Has an active orientation and an active life attitude;
- Manifests a high self-esteem;

In above statement Ozsaker (2013) looked at the relationship between assertiveness and self-confidence in Turkish teenagers and was able to determine that there was a significant

relationship. According to a 2011 study by Stein and Book, people who are confident can behave with ease, be sincere in their emotions, and do so without becoming aggressive. According to certain researchers, assertiveness is synonymous with self-confidence. For instance, behavioral psychologists Alberti and Emmons (2008) and others established the broad framework for identifying the assertiveness phenomenon as synonymous with self-confidence. Furthermore, Piccinin et al. (1998), referenced in Postolati (2017), proposed that assertiveness is a social skill that encompasses communication in the form of direct, honest, and open communication in which respect for one another's rights is demonstrated. These actions in turn serve to inspire confidence in others.

2.5.3 Anxiety

Reid, (2022, as cited in Aishwarya and Dhiraj (2023) defines anxiety as irrational fears across numerous social situations with avoidance and impairment. Nawal Alghamdi (2015) conducted on the relationship between anxiety and assertiveness and the study showed that there is a significant negative correlation between assertiveness and anxiety. One more in addition Larijani, Aghajani, Baheiraei, & Neiestanak, (2010) studies on the relationship between anxiety and assertiveness was able to find a strong negative relationship between assertiveness and anxiety. Alberti and Emmons (2017) describes anxieties impact on assertiveness by saying, a person who displays non-assertiveness may experience excessive anxiety due to others making decisions on their behalf. This in short implies that, the highest degree of anxiety as resulting on non-assertiveness, because a person who has excessive fear can experience a denial of self-expression and an inhibition for showing feelings. Ezer (2020) examined the predictive role of shyness and Fear of Negative Evaluation on Assertiveness among adolescents. The results of the study revealed that shyness was found as a significant negative predictor of Assertiveness but Fear of Negative Evaluation did not reveal as a significant predictor. In Saudi society assertiveness plays a vital role in development of anxiety. Saudi culture supports non-assertive behavior; specifically females are expected to be polite, nurturing, vulnerable and non-assertive. Therefore, the students who grew up from Saudi culture when they join the academic institution or join workforce they may face problems due to lack of assertiveness and increased anxiety level (Larijani et al 2010). Schwartz (2000) stated poor assertiveness can raise the academic anxiety and academic failure consequently.

Regarding to anxiety an investigation into the relationship between assertiveness and anxiety was done by Nawal Alghamdi (2015), and the results indicated a significant negative correlation. Additionally, research conducted by Larijani, Aghajani, Baheiraei, & Neiestanak (2010) on the subject of assertiveness and anxiety revealed a substantial inverse relationship between the two. According to Alberti and Emmons (2017), excessive anxiety can arise from others making decisions on behalf of someone who lacks assertiveness. This is how anxiety affects assertiveness. Ezer (2020) investigated how shyness and the fear of negative evaluation influenced adolescents' assertiveness. According to the study's findings, shyness was a significant negative predictor of assertiveness, but fear of being negatively evaluated was not found to be a significant predictor.

2.5.4 Parenting Style

Parenting style might predict the assertive behavior of students. According to Baumrind (1971), there are three types of parenting style such as authoritative, authoritarian and permissive were proven able to shape children differently. Accordingly, Maccoby & Martin cited in Tilahun, (2002) pointed out that the combined effects of parental acceptance and parental control yields four types of families rather than the three types of families as identified by Baumrind. Regarding to the consequences of parenting style on adolescent assertiveness, researchers have report different findings. Regarding to relationship between parenting style and assertiveness the study conducted by Seyrdowleh et al. (2014) able found that positive relationship between parenting style and assertiveness. Tang and Noor (2022) conducted their study on the relationship between parenting style and assertiveness among postgraduate students from a public university in Malaysia and able to found the negligible relationship between parenting style and assertiveness. A study conducted by Achieng et al. (2019) found that adolescents' level of assertiveness was influenced by parental support, parental separation, divorce, absence, and poor parent-adolescent relationships. Jenaabadi & Efteghari, (2014) stated that the level of assertiveness among adolescents may be different across different parenting styles. Accordingly, Ellis (2007) indicated that children from Authoritative parenting styles were found to be more mature, independent, pro-social, active, achievement oriented and acceptance of adolescents need than children of permissive parents scored lowest on measure of self-reliance, self-control, and competence. So that children from authoritative parenting style have a tendency to behave assertively than others. In addition to this, Hoskins, (2014), suggested that authoritative parenting style is associated with the lowest levels of depression,

increasing the demands for independent decision making and the highest levels of school commitment among adolescents than adolescents from permissive families. Similarly Tilahun (2002), also suggested that students from authoritative families have shown the most positive level of psychological adjustments and students from neglected families have had negative level of psychosocial adjustments and able to generalize students who have high level of psychosocial adjustment could have high level of assertiveness. In contrast, authoritarian parenting is associated with harsh, restrictive, and psychological methods of control that do not foster psychological autonomy and having an external locus of control, in turn that situation negatively contribute to assertive behavior (Barber 1997 as cited in Asrat and Aster (2017).

Regarding to relationship between parenting style and assertiveness the study conducted by Seyrdowleh et al. (2014) able found that positive relationship between parenting style and assertiveness. Tang and Noor (2022) conducted their study on the relationship between parenting style and assertiveness among postgraduate students from a public university in Malaysia and able to found the negligible relationship between parenting style and assertiveness. A study conducted by Achieng et al. (2019) found that adolescents' level of assertiveness was influenced by parental support, parental separation, divorce, absence, and poor parent-adolescent relationships. Accordingly, Ellis (2007) indicated that children from Authoritative parenting styles were found to be more mature, independent, pro-social, active, achievement oriented and acceptance of adolescents need than children of permissive parents scored lowest on measure of self-reliance, self-control, and competence. So that children from authoritative parenting style have a tendency to behave assertively than others. Ellis (2007) reported that children raised by authoritative parents exhibited higher levels of maturity, independence, pro-social behavior, activity, achievement orientation, and acceptance of their teenage needs. Conversely, children raised by permissive parents demonstrated lower levels of competence, self-reliance, and self-control. Because of this, kids raised by authoritative parents are more likely to act assertively than kids raised by other parents.

Regarding the situation in Ethiopia, Asrat and Aster (2017) was conducted their study regarding to the role of parenting style and gender on assertiveness among undergraduate students in Bahir Dar University and have found no statistical significance mean difference in assertiveness scores across four parenting styles and also have found no statistical significance mean difference between males and females students in assertiveness scores. Birhanu, and Marcos cited in Asrat and Aster (2017) found that authoritative style of parenting is relatively

predominant or encourage independence in their children although they set standards for their children. Abraham cited in Abesha (2011) revealed that the most common childrearing practice in Ethiopia is authoritarian. Tilahun (2002) stated that students from authoritative families have shown the most positive level of psychological adjustments and students from neglected families have had negative level of psychosocial adjustments. Therefore, it can be thought that students who have high level of psychosocial adjustment could have high level of assertiveness.

As for Ethiopia, Asrat and Aster (2017) conducted a study at Bahir Dar University on the influence of gender and parenting style on assertiveness among undergraduate students. They found no statistically significant mean difference in assertiveness scores across the four parenting styles, nor between male and female students. As per Asrat and Aster (2017), Birhanu and Marcos discovered that while parents set expectations for their kids, an authoritative parenting style is more common and can even foster independence in their kids. According to Abraham, referenced in Abesha (2011), authoritarian parenting is the most popular method of raising children in Ethiopia. As family or parent base for adolescent, it might have great influence on their assertive behavior. So to assure this, current research intended to investigate the impact of social factors that affect female student's assertive behavior.

2.5.5 Culture

The behavior of females based on their culture in which they grew up or on the society in which they belongs to. The idea that women make decisions about education, family formation, fertility, and work based on beliefs about the role of women in society or on differences in family models (Burt and Scott, 2002). The study conducted by Susan et al. (2022) investigated the relationship between assertiveness and cultural support among college students in India and able to find a positive correlation between assertiveness and cultural support. Amanatullah & Morris, (2010) conducted their study regarding to the effect of culture on assertiveness among Gahanian adolescents and able to state women with low level of assertiveness are liked more than women with a high level of assertiveness. In Nigeria for instance, men are expected to be more assertive (even aggressive), ambitious and strong, whereas women are expected to be submissive, passive and gentle (Onyeizuigbo, 2003 cited in Arigbabu et al., 2011). According Rodriques, et al. (2001) cited in Moore, et al, (2003) there are factors that influence

assertiveness. Among these culture, age, sex, birth order, ethnic identity, family occupation, and education are worth mentioning.

Generally, as we seen from above literature the number of researchers was able to found culture as factor which impact assertive behavior. In their study, Susan et al. (2022) examined the relationship between assertiveness and cultural support among Indian college students and discovered that the two variables were positively correlated. The impact of culture on assertiveness in Ghanaian adolescents was studied by Amanatullah & Morris (2010), who found that women who are less assertive are liked less than those who are more assertive. Actually culture has its own influence on adolescents' behavior, because the society in which the adolescents belongs to, educates them to follow the societies customs, beliefs, and norms or standards to shape the behavior of adolescents. For example, in Nigeria, women are expected to be submissive, passive, and gentle, while men are expected to be more assertive—even aggressive—ambitious, strong, and courteous (Onyeizuigbo, 2003 cited in Arigbabu et al., 2011). Regarding the situation in Ethiopia, the Ethiopian culture is different from others culture, not only that, the Ethiopian has the number of cultures that differentiate one Ethiopian from other Ethiopian (Endrias, E, 2023). Hence the cultures which were considered as impact that affect assertiveness in other country, region or zone might not be the factor which affect assertiveness of Wolaita zone Edo Duguna secondary school students. As researcher (Endrias, E, 2023) mentioned in above discussion, as long as cultural difference, the culture which was considered as impact that affect assertive behavior in other country or region might not be the impact that affect assertiveness of Edo Duguna secondary school students. To assure culture as impact which affects assertiveness, the current research intended to assess the impact of social factors that affect female students' assertive behavior (Endrias, E, 2023).

2.5.6 Peer Group pressure

Peer group pressure is the influence exerted by a peer group or an individual encouraging other individuals to change their attitudes, values or behaviors in order to conform to group norms (Treynor, 2009). According to Simons, (1976, as cited in Eunice Wanjiku 2015), Persuasion theory views peer pressure as a result of interactions within the peer groups individuals are influenced to change their attitudes and in turn result to change of behavior positively or negatively. The finding of Nazan and Mürüvvet, (2013) indicated that there was insignificant correlation between peer group pressure and assertiveness scores of the students

in Yozgat, Turkey. They stated that relationship between assertiveness and peer group pressure showed that there was a positive correlation between two variables, but their relation was not significant. In addition, Newman (2007) declare that, peer pressure can affect adolescents' lives irrespective of their age or sex either positively or negatively, even though the intensity of peer group pressure generally varies with age and maturity

Herein persuasion theory sees peer pressure as the outcome of interactions within the peer groups, where people are influenced to change their attitudes, which in turn results in a change of behavior, either positively or negatively, according to Simons (1976, as cited in Eunice Wanjiku 2015). According to Nazan and Mürüvvet's (2013) findings, there was no significant relationship between the assertiveness scores of Yozgat, Turkey students and peer group pressure. They claimed that although there was a positive correlation between the two variables, there was no statistically significant relationship between assertiveness and peer pressure. Furthermore, Newman (2007) states that, although the degree of peer group pressure typically has a negative impact on adolescents' lives, it can also have a positive impact on them regardless of their age or sex. In a group setting, if group members are not able to stand up for their personal rights or not autonomous from external influence to decide at something, an individual who belongs to this group also might not be confidently stand up for his/her personal rights or might not be assertive: Because the peer group has a power to shape their group members behavior (Endrias, E, 2023). Not only have that in a group setting, our perception of the reaction of others to the situation or the perception of negative evaluation of others might affect our decision to speak up or to be assertive (Endrias, E, 2023). Thus to assure this, current research intended to investigate the impact of social factors that affect female students assertive behavior.

2.5.7 The social Media Addiction

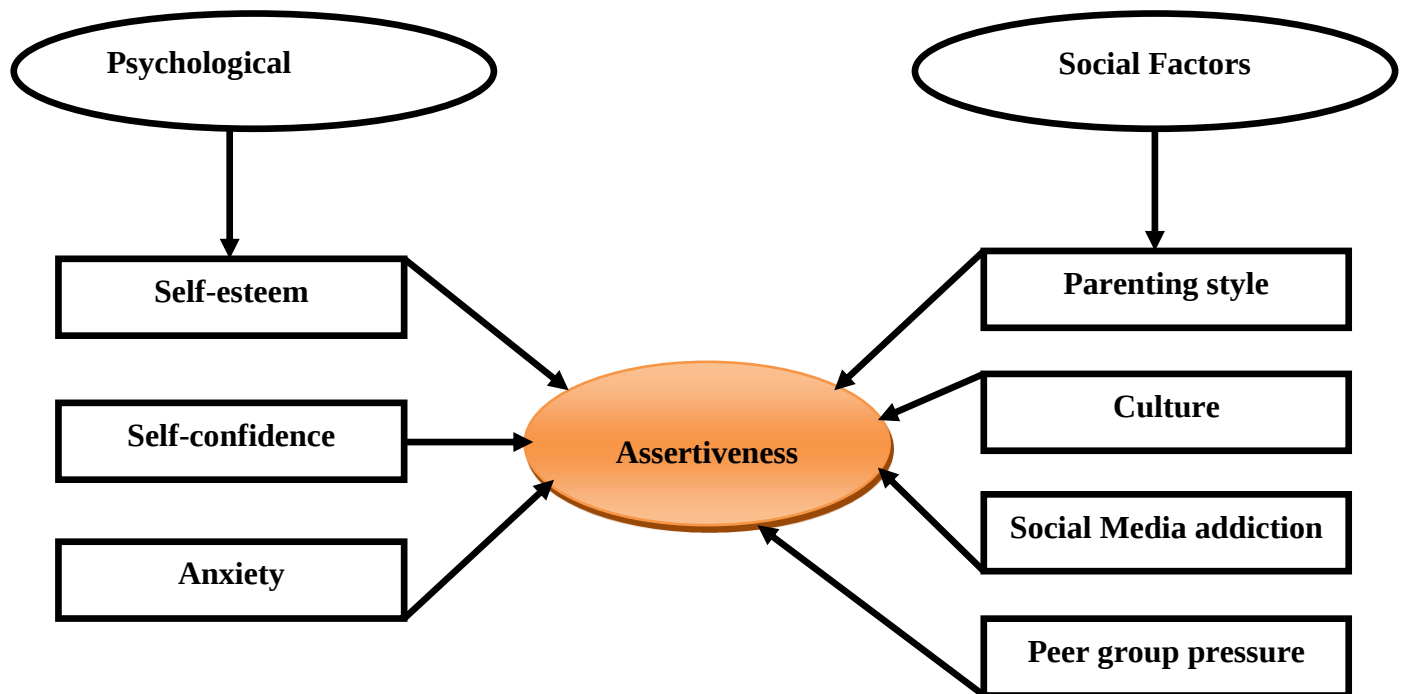
Social media addiction can be defined, as users of social media are highly exaggerated and causes people cannot be separated from social media, so people who cannot use social media they feel that they cannot access the information and people who are addicted on it can disrupt the communication process with others (Bhattacharrya, 2015). Nowadays, more adolescents concerned with establishing interaction relations through cyberspace, most of the adolescents choose to express their arguments and express their positive and negative expressions through social media (Wang et al., 2018). In addition to this, literatures elaborate the effect of social

media addiction on assertiveness. The finding of Khairunnisa and Harisdiane (2018) conducted their study regarding to the relationship between assertive behavior and social media addiction in adolescents of Malanga, India. Their result of data analysis conducted by means of Pearson correlation test and was able to show that there is a significant positive relationship between assertive behavior and social media addiction. According Sampathirao, (2016) the study of Sampathirao implied that, there is inverse relationship between assertiveness and social media addiction. Makarevics & Ilisko (2022) conducted their study regarding to dependence on social networks and assertiveness among the students of Daugavpils University and able to find non-linear relationship between two measured values. The study of Wang et al. (2018) revealed that internet can give negatively effect of adolescents' life that might lead such as decreased study outcomes or drop out of school, family conflict, abandoned hobbies, psychological problems like depression, anxiety, low self-esteem and health problems physical due to lack of sleep and lack of physical activity. Adolescents who have a quiet personality and shy, they often feel nervous when they meet other people, they usually more active on social media than interact directly (Yao & Zhoun, 2014).

In the above statement the number of researchers study revealed as social media addiction affects the adolescents every day activities. For example the research conducted by Khairunnisa and Harisdiane (2018) examined the connection between social media addiction and assertive behavior in adolescents residing in Malanga, India. They were able to demonstrate that there is a strong positive correlation between assertive behavior and social media addiction through the results of their data analysis using the Pearson correlation test. Sampathirao (2016) stated that his research suggested an inverse relationship between social media addiction and assertiveness. When Makarevics and Ilisko (2022) studied Daugavpils University students' assertiveness and reliance on social networks, they discovered a non-linear relationship between two measured values. So the present study was intended to examain the effect of social media addiction on the students' assertive behavior.

2.6 Conceptual Framework of the Study

The conceptual framework of the variables in the study based on the literature review has been shown on figure 1 below.



Source;

Developed by the researcher (2023), based on the different literature review.

Figure 1: Conceptual framework of the study: As indicated in above figure the variable which is indicated in the center of the diagram was dependent variable (assertiveness). The variables listed around the dependent variable of the study on the diagram were independent variables of the study. These included psychological and social factors. Among the psychological factors: self-esteem, self-confidence and anxiety that affects students assertiveness was listed. Among social factors: parenting style, culture, social media addiction and peer group pressure was included.

CHAPTER THREE

3. RESEARCH METHODS

In this chapter design of the study, study area, participants of the study, sampling technique, data gathering instrument, data collection procedures, and data analysis techniques are presented orderly.

3.1 Design of the Study

According to Asenahabi (2019) “it is a plan adopted by a researcher before data collection commences so as to achieve the research objective in a valid way”. Accordingly the present study was employed descriptive and predictive correlational research design. Descriptive study was used to describe a population or a subgroup within the population and to find out the prevalence of the outcome of interest, at a given time point, While Predictive correlation – explains the prediction of assertiveness from psycho-social factors.

Herein both quantitative and qualitative approaches were used to collect and analyze data. This mixed approach helps the researcher to answer the questions that cannot be answered using only qualitative or quantitative approach alone. Accordingly, the ‘Explanatory Sequential Design’ was used in this study. The primary reason to use this specific research design is, it’s bearable and thinkable by this design to explain why certain phenomena can occur and to predict future occurrences, and the researcher can also easily specify the nature and direction of the relationships between or among variables being studied in this study. Explanatory sequential designs begin with the analysis of the data in quantitative methods, and followed by qualitative methods designed to explain the quantitative findings in depth (Creswell, 2015). The quantitative data were collected by using survey questionnaire. While for qualitative data in depth interviews were used to triangulate the quantitative major findings. The qualitative data was used to triangulate the quantitative findings in depth.

3.2 Study Area

To understand the research problem more clearly, it is necessary to give some necessary background information of the study location in which the study was conducted. Accordingly, the study was conducted in Wolaita Zone Southern Nation Nationalities and Peoples Region, particularly in Edo Duguna secondary school which is located 328 km from Addis Ababa the capital city of Ethiopia. This place was selected for the sole purpose of the researchers is more familiarity with the area. Totally the school had thirteen classes, grade ninth had six classes and

grade tenth had seven classes. Also, as to researcher (Endrias .E. 2023) observation and experience the females who live in Edo town do not behave assertively in their environment and society to which they belongs to and they also place great value for male and give priority to male to decide at something. According to EDSS (Edo Duguna Secondary School, 2015 E.C) directors' and teachers report the female students who attend their education in Edo Duguna secondary school faced difficulty to raise up their hands to participate in class activity, to use their personal rights, they faced difficulty to be active in class participation, they lacked self-confidence to speak up their personal ideas toward others and they also was not able to express their opinions and feelings at some topic: these all leads them to not be assertive in their life. Thus the researcher purposively selected this school to find out the reason for this happened problem.

3.3 Study Population

The participants of this study were all regular grade nine and ten female students who were registered for 2015 E.C, academic year at Wolaita Zone, Edo Duguna secondary school. According to EDSS (Edo Duguna Secondary School, 2015 E.C) directors' and teachers report, the school includes grade nine and grade ten students, so those were the target population. As to EDSS (2015 E.C) directors' and teachers report the female students who attend their education in Edo Duguna secondary school (grade nine and ten) faced difficulty to raise up their hands to participate in class activity, to use their personal rights, they faced difficulty to be active in class participation, they lacked self-confidence to speak up their personal ideas toward others and they also was not able to express their opinions and feelings at some topic: these urges the researcher to use Edo Duguna secondary school (grade nine and ten) female students as participants of the present study. The study was tried to show the impact of psycho-social factors that affect female students' assertive behavior. Therefore, the target of the participants involves all female students in Edo Duguna secondary school. The school has a total of 636 regular program students. Out of 636 students, 328 students were Males and 308 students were Females (EDSS 2015).

3.3.1 Sample and Sampling Technique

The researcher was employed total population sampling technique, which meant all grade ninth and tenth female students (308 students) who were registered in 2015 E.C, academic year at Wolaita Zone, Edo Duguna secondary school were participants of the present study. The

present study researcher was used the entire population in the study, because the researcher believed that size of the population is relatively small and perhaps easily manageable. The total population of the study was all female students who were registered in 2015 E.C, in Edo Duguna secondary school. The total number of female students from grade nine to grade ten in this school was 308 and those all were participants of the present study.

3.4 Variables in the Study

3.4.1 Independent variables

- Self-esteem
- Self-confidence
- Anxiety
- Parenting style
- Culture
- Peer group pressure
- Social media addiction

3.4.2 Dependent variable

- Assertiveness

3.4.3 Demographic variables

- Age
- Grade
- Place of residence
- Religion

3.5 Data Gathering Instruments

3.5.1 Questinnaire

The data were collected through self-administered questionnaires which were translated from English language in to Amharic language in clear and understandable way to ensure its consistency. This translation was done by two instructors of the Foreign Language and Literature Department of Jinka University and in an effort to verify the adequacy of the instruments; the Amharic version was translated back into English by instructors of the Foreign Language and Literature Department of Mizan-Tepi University. Two Amharic instructors from the Amharic Department of Mizan-Tepi University evaluated and approved the appropriateness of the translation. Lastly, copies of the instrument were assessed by one major advisor (Phd holder) and

one co-advisor (M.A holder) from the Psychology Department of Hawassa University and they approved the items appropriateness. As stated by Creswell (1994) good format of the instrument is vital for both simplicity of answering or administering the questionnaire and the quality of the answers in a research process.

In terms of instrumentation, this study was used the following instruments:

- 1) To measure the level of female students' assertive behavior, Rathus assertiveness schedule was adapted from Rathus (1973) which contain thirty (30) items and its test retest reliability of 0.78 and split half-reliability of 0.73 to 0.91 and its convergent validity is 0.88. All in all, its measure has demonstrated good internal consistency and validity.
- 2) To measure the students self-esteem, Rosenberg Self-Esteem Scale (RSE) was used and adapted which developed by Rosenberg, M. (1993) contained ten (10) items and its reliability was found to be 0.92 and convergent validity 0.95, indicating excellent internal consistency and validity.
- 3) To measure the students self-confidence; Kristine Self-Confidence Scale was used and adapted, which developed by Holly Kristine (2001) contained twenty two (22) items and its reliability relatively high Coefficient Alpha of 0.87 and convergent validity of 0.93. This indicated good internal consistency and excellent validity.
- 4) To measure the students anxiety; Beck Anxiety Inventory was adapted from Beck et.al (1988), which contain twenty one (21) items and its reliability and validity value of the final tool was found to be 0.92 and 0.95.
- 5) To measure the familial of students child rearing practice; Ribeiro Parenting Style Scale was adapted from Lorena Ribeiro, (2009) which contain thirty (30) items and its reliability was found to be .77 to .92 in a test re-test check over a two-week period of time and its validity found to be 0.87 to 0.95.
- 6) To measure the the students culture; Choi, Papandrea and Bennett Cultural Scale was adapted from Choi, et.al (2007), which contain nineteen (19) items and its reliability was larger than 0.7 and its validity 0.83. This instrument was modified and contextualized by present study researcher and evaluated by advisors.
- 7) To measure peer group pressure; Palani and Mani Peer Pressure Scale was adapted from Palani and Mani (2016), which contain thirty (30) items and its reliability and validity value of the final tool was found to be 0.942 and 0.971

respectively.

- 8) To measure the students social media addiction; Şahin social media addiction Scale was adapted from Cengiz Şahin (2018), which consists twenty nine (29) items and its internal consistency coefficient (Cronbach's alpha coefficient) was found .93 and its validity 0.96.

Each and every question was rated by using 5-point Likert scale and was coded as 1 – Strongly Disagree, 2- Disagree, 3 – Undecided, 4– Agree, 5 – Strongly Agree. The questionnaire was designed to collect the information from the respondents which were prepared having five parts by considering legal sequence. The first part was indicated demographic variables of the participants. It was included age, religion, and place of residence. The second Part of questions was concerned an assessment of female students' level of assertive behavior, which contains thirty (30) questions. The third Part of the questionnaire was implied to measure the impact of psychological factors that affect female students' assertive behavior, which contains fifty three (53) questions. The fourth part of the questionnaire could indicate the impact of social factors that affect female students' assertive behavior, which consists of one hundred eight (108) questions.

3.5.2 Interview

The purpose of using interviews was to uncover the relevant information concerning the topic under discussion. In using this approach the researcher intended to answer the questions that cannot be answered using only quantitative approach alone. Leady and Ormond (2000) stated that interviews have distinct advantage of enabling the researcher to establish rapport with potential participants and to get their cooperation. To collect the qualitative data the researcher was used Semi-structured interview. The interviewee of present study was five female teachers and six female students who were conveniently selected from Edo Duguna Secondary School (EDSS). Accordingly, the researcher was used convenience sampling technique and administered three (3) open ended self-constructed interview questions for the respondents. Based on this, two Phd and M.A. holder advisors was evaluated self-constructed open ended questions and the comments and observations of these experts were used for modifications of the instrument. When working with qualitative data, the concepts of trustworthiness, dependability, transferability, and credibility are also used.

3.6 Pilot Study

The researcher was intended to do the Pilot study on randomly selected 50 students of Edo Duguna preparatory school. The researcher was made these students out of the main study data

collection process. The questionnaire was administered following standard examination procedure such as, students were seated properly and they were instructed not to talk or discuss with their friends while doing the task. Next to that, participants were informed that they could put a question mark in front of the questions that are not clear to them. After collecting the questionnaire, each item was checked for appropriateness.

3.6.1 Reliability and Validity of the Tool

Reliability of the Tool

As indicated in the part of data gathering instrument, the researcher utilized eight basic tools to measure the research variables: (1) Assertiveness scale (2) Self-Esteem scale (3) Self-Confidence scale (4) Beck Anxiety Inventory (5) Parenting style scale (6) Culture scale (7) Peer group pressure scale (8) Social Media Addiction scale. Regarding to the reliability of items, the reliability of items to be administered was analyzed by using Cronbach's alpha reliability coefficient. Cronbach's alpha measures the internal consistency of a test or scale (Agbo, 2014). Table 1 embraced the Cronbach's alpha reliability coefficient for items listed under assertiveness, psychological factors, and social factors as a whole.

Table 2.1: Summary of Reliability Results of the Questionnaires Used in the Study

No.	Variables	Cronbach's Alpha	N of Items	N of Respondents
1.	Assertiveness	0.770	30	50
2.	Self-Esteem	0.838	10	50
3.	Self-Confidence	0.826	22	50
4.	Anxiety	0.834	21	50
5.	Parenting style	0.828	30	50
6.	Culture	0.763	19	50
7.	Peer group pressure	0.787	30	50
8.	Social Media Addiction	0.803	29	50

As shown in the above table 2.1 The reliabilities obtained from the study were 0.770 for assertiveness, 0.838 for self-esteem, 0.826 for self-confidence, 0.834 for anxiety, 0.828 for parenting style, 0.763 for culture, 0.787 for peer group pressure, 0.803 for social media addiction. Therefore Cronbach's Alpha coefficient 0.770, 0.838, 0.826, 0.834, 0.828, 0.763, 0.787 and 0.803 based on rules of thumb stated by (George & Mallery, 2003) the results have exceeded the threshold (0.70) this showed that the scale for the study was consistent (reliable). Quantitatively convergent validity was done through square root of Cronbach's Alpha of each item. Accordingly, convergent validity of assertiveness is 0.87, self-esteem is 0.91,

self-confidence is 0.90, anxiety is 0.91, parenting style is 0.90, culture is 0.87, peer group pressure is 0.88, and social media addiction is 0.89. This all measure has demonstrated good and excellent validity.

Validation of the Instruments

In order to assure the qualities of all instruments; face, content, and convergent validity were confirmed before being used in the actual research. Two subject-matter experts (SME) were selected based on their expertise and experience in the area. Instruments were adjusted based on the feedback received from the experts. The comments and observations of these experts were used for modifications of the instrument. Accordingly, complex questions were avoided, clarity of wording and simplicity of design were made, and simple, short and clear instructions for completion of the questionnaire booklet get structured or administered. Generally, all instruments have demonstrated good internal consistency and validity.

3.7 Data Collection Procedures

After the questionnaire prepared well and made ready for administration, letter of cooperation from psychology department of Hawassa University was taken to present to Edo Duguna secondary school. Following that, the researcher was explained the objective of the study to the concerned body of the school. Then after, the researcher was secured their consent and collaboration, which is crucial for the success of the study. The researcher was made a contract with concerned body of the school for collecting data and the researcher was gave them short orientation how to do the task. Following every necessary precaution such as securing permission to enter the class and to get the subjects permission, the questionnaire was distributed to the 302 students who were in classroom at the time of questionnaire distribution. In cooperation with data collectors and classroom representatives the researcher was administered 302 questionnaires and took back 290 successfully completed questionnaires from the respondents. Out of 302 questionnaires which were administered, 290 were successfully completed and returned for the researcher, this represents a response rate of about 96 percent. Students were told not to write their name & completion of the questionnaire should be in private. Some clarifications were made for the respondents by the researcher as participation is voluntary and as they have the right not to fill the questionnaire before they were participated in the research. Finally the completed questionnaires were collected by researcher in cooperation with data collectors and classroom representatives.

3.8 Methods of Data Analysis

First it was planned to collect data by processes like sorting, coding and tabulating of items were made, and then both descriptive and inferential statistical analyses were used to analyze the collected information of the respondents. All demographic variables of the respondents were presented by using frequencies and percentage. To determine the level of female students' assertive behavior, frequencies and percentage, mean and standard deviation were used. In using descriptive statistical analyses, specifically mean and standard deviation some statisticians suggests that the data should be normally distributed. For example Frempong, Aboagye & Duncan, (2016) suggest that when we want to analys dependent variable by using mean and standard deviation the data should be normally distributed. In accordance with this, the present study data was normally distributed. To determaine the psychological and social factors that predicts female assertive behavior most, Multiple Linear Regressions analysis was used. Before conducting multiple linear regression analysis to your original data set, statisticians suggest the assumption of multiple linear regression analysis should be met (Frempong, Aboagye & Duncan, 2016). The assumptions of multiple linear regression analysis as the following: 1) Test of Linearity 2) the values of the residuals are independent 3) Test of Multi-co-linearity 4) Tests of Homoscedasticity and Outliers and 5) Normality Test. Based on this all assumptions were tested and met. SPSS (statistical package for social science) version 25 was used to analyze the obtained data. Here percentage, frequencies, mean, standard deviation, correlation and multiple liner regression analysis were used to analyze the data. While the qualitative data or interviews data were analyzed through thematic analyzation method.

3.9 Ethical Consideration

Ethical clearances were secured from the department of psychology for the permission to conduct the study. The respondents were greeted and their voluntariness to fill the questionnaire was first assured. The students were given any information they need verbally and in writing. The researcher was not force the respondents for any information needed to be collected rather depends on their willingness through good and effective communication. Thus, participation was voluntary and they were informed that they can withdraw from the study at any time without explanation. Confidentiality was assured and no personal details were recorded or produced on any documentation.

CHAPTER FOUR

4. DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS

This chapter comprises analysis and presentation of the data collected through survey questionnaire and semi-structured interview. The goal of this study was to investigate the impact of psycho-social factors that affect female student's assertive behavior in Edo Duguna secondary school. The survey was conducted between May/10/2023 and May/25/2023; Out of 302 questionnaires which were administered, 290 were successfully completed and returned for the researcher, this represents a response rate of about 96 percent. Two hundred ninety participants completed a questionnaire on various aspects related to their demographic characteristics (personal information), their level of assertive behavior and the effects of psycho-social factors on their assertive behavior. The interviewee of present study was five female teachers and six female students who were conveniently selected from EDSS. Accordingly, the researcher was administered three (3) open ended self-constructed interview questions for the respondents. Hence, the results of both quantitative and qualitative data were integrated based on the research questions outlined in chapter one. Quantitative data gathered for this study were analyzed by using descriptive statistics and inferential statistics such as frequency, percentage, mean, Pearson product-moment correlation coefficient, and linear regression analyses. Likewise, qualitative data was analyzed by a thematic analysis.

4.1 Demographic Characteristic of the Respondents

This section presents the demographic information of the respondents namely; Grade, Age, Place of residence, and Religion.

Table 4.1: Demographic Characteristic of the Respondents

NO	Variables		Frequency	Percent (%)	Total
1.	Grade	9 th	151	52.1	290
		10 th	139	47.9	
2.	Age	15 - 20 years	212	73.1	290
		21 - 25 years	73	25.2	
		26 - 30 years	5	1.7	
3.	Place of residence	Urban	132	45.5	290
		Rural	158	54.5	
4.	Religion	Orthodox	58	20.0	290
		Protestant	201	69.3	
		Muslim	2	.7	
		Others	29	10.0	

Table 4.1 shows that the distribution of demographic characteristics of the respondents, accordingly the grade column shows that out of the total respondents 151(52.1%) were grade 9th and the remaining 139 (47.9%) were grade 10th. From this demographic profile, the implication of the paper is that the majority of the respondents were grade 9th students. With regard to age, the respondents distribution was clearly depicted at above table are largely dominated by respondents who are at the age of 15 - 20 years old covering 212(73.1%).The next higher group was 73(25.2%) fall under age categories of between 21 - 25 years and the remaining groups 5(1.7 %), were under the age categories of 26 – 30 years respectively. Here the data indicated that most of the students in this study fall under age categories of between 15 - 20 years.

Regarding to the Place of residence of participants, majority of them 158(54.5 %) were Rural, and the remaining 132(45.5%) of the total number of respondents were Urban. In terms of Religion of respondents a large portion of them 201 (69.3%) were Protestant, 58(20%) were Orthodox, 29(10%) were other Religion and 2(.7%) were Muslim. In sum this implies that the majority of the respondents were Protestant.

4.2 The level of assertive behavior of female students

This part of the analysis is made based on survey questionnaires gathered from 290 students of Edo Duguna secondary school using 5-point Likert scale (see Appendix I). To make the analysis easy, the researcher was used mean and standard deviation as the best measures for analysis in determining the students' level of assertiveness that based on the mean range developed by Al-Sayaad et al. (2006) of the following table 4.2:

➤ Mean Score Range for Five Likert's Scale Response

Table 4.2: Mean Score Range for Five Scale Likert's Response

Mean	Response
1.00 - 1.80	Strongly Disagree
1.81 - 2.60	Disagree
2.61 - 3.40	Neutral
3.41 - 4.20	Agree
4.21 - 5.00	Strongly Agree

Source: Al-Sayaad et al. (2006), as cited in Bassam, 2013

As seen from Table 4.2, the ranges of values were presented as disagreeing if the mean score is between 1.00 and 2.60, neutral if the mean score is between 2.61 and 3.40, and agree if the

mean score is above 3.41. Based on these classifications the interpretations of all Likert scale items such as non-assertiveness and assertiveness were presented as follows.

➤ **The level of assertive behavior of female students by mean and standard deviation**

Table 4.3: Descriptive Analyses of the Assertive and Non-Assertive Behavior

Descriptive Statistics					
Variables	N	Minimum	Maximum	Mean	Std. Deviation
Non-Assertiveness	290	1.20	4.95	3.42	.82
Assertiveness	290	1.00	5.00	2.87	.72

As indicated in the above table 4.3, the mean score of non-assertiveness is 3.42 with a standard deviation of 0.82. This shows that the respondents of this study (female students) have agreed response to the question raised under non-assertiveness. Regarding to the level of assertiveness, the above result was show that as female students has low assertive behavior, because most of the respondents had a tendency to agree on the question raised under non-assertive behavior. Regarding to assertiveness, the average score of female students' response is 2.87 with a standard deviation of 0.72. This indicated that female students have neutral response to the question raised under assertiveness. From this result one can understand that, female students had no tendency to behave assertively. In sum the result of mean and standard deviation was able to show that as female students has low assertive behavior.

The qualitative results also confirmed that female students as having low level of assertive behavior. The respondents were asked the question 'how do you perceive or explain your female students' level of assertive behavior in the class activities?'

An interviewee responded the level of female students' assertive behavior as follow:

Most teachers described that, in class before starting the day's lessons and day's lessons end, we ask the question all of the class students, but most of female students were not confidently able to reflect on the question. In short females' participation in class activities were very low. So this thing leads us to say female students have low assertive behavior in class. (001).

Herein, on their personal observation the most teachers able to respond on the level of female students' assertiveness, as female students not assertively behaving on their class and society to which they belongs to. Accordingly, both quantitative and qualitative results were able to

confirm that the female students who attend their education in Edo Duguna Secondary School as having low level of assertive behavior.

4.3 Effect of Psycho-social Factors on Students' Assertiveness

In order to evaluate the combined effect of all predictor variables (self-esteem, self-confidence, anxiety, authoritative, authoritarian, permissive, neglectful, culture, peer group pressure and social media addiction) on the criterion variable (assertiveness) multiple linear regression were used. Before conducting multiple regression analysis to your original data set, statisticians suggest the assumption of multiple linear regression analysis should be met (Frempong, Aboagye & Duncan, 2016).

Assumptions of multiple linear regression analysis

A. Linearity Test

Linearity refers to the degree to which the change in the dependent variable is related to the changes in the independent variables. To determine whether there is relationship between the dependent variable which is assertiveness and the independent variables (self-esteem, self-confidence, anxiety, authoritative, authoritarian, permissive, neglectful, culture, peer group pressure and social media addiction) scatter plots were used. For all of independent variables scatter plots were used to determine its relationship with dependent variables. To assure the linearity tests were done, self-esteem's relation with assertiveness from psychological factors and culture relation with assertiveness from social factors presented as sample in the following graphs.

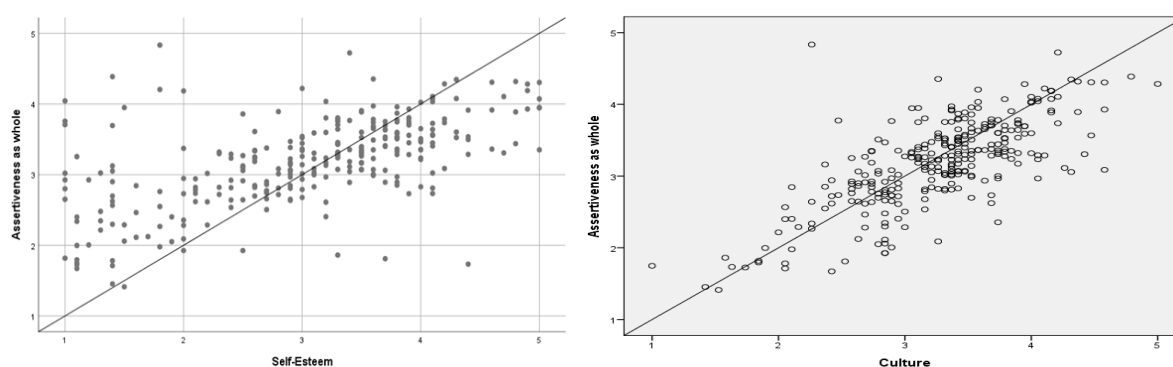


Figure 2: The Linearity test of Independent variables with the Dependent variables

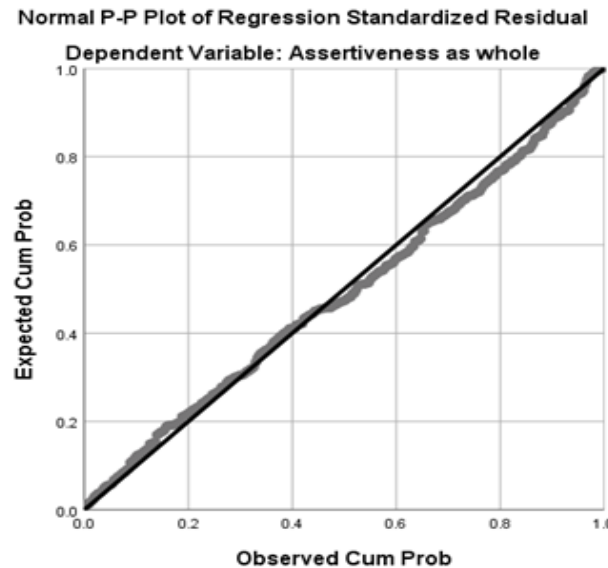
In above figure 2, the dots shows that when self-esteem and parenting style increase from 1–5 also assertiveness has a tendency to increase so. This result suggests that there is linearity between predictor variables and criterion variables. Hence, the researcher assured that linearity

is not problem to do multiple linear regression analysis.

B. Normality Test

Normality test is used to determine whether a data set is modeled for normal distribution or not. As a result, there is a graphical method for evaluation of normality.

Figure 3: Normal Probability Plot for the Data Set



The above figure 3 indicates normality of test and linearity of test as well. In checking linearity and normality also, I did not identify any violations of normality or linearity, because the plots were formed an approximate straight line, which implies the normality of data set. Departures from this straight line indicate departures from normality. Chatterjee and Hadi (2012) stated that when checking for the assumption of normality and linearity, the plots should appear to be in a straight line and should not show a correlation but resemble a random scatter, as shown in figure 3 our figures are in line with the assumptions of normality, and linearity.

C. Multi-co-linearity

Multi-co-linearity shows the relationship between independent variables. If there is relationship between independent variables it is difficult to do multiple linear regression analysis. According Pallant (2005) when evaluating the co-linearity statistics, a tolerance value less than 0.1 indicates there is a concern for multi-co-linearity, in addition to this, according to Haans (2007), a variance inflation factor (VIF) that is below 3.0 and does not exceed a value of 6.9 indicates that co-linearity is not present. Miller and Whicker (1999) also describes, a tolerance of > 0.10 and a $VIF < 10$ are considered as good enough to minimize the effect of

multi-co-linearity. The co-linearity test value of the data indicated all values are within the recommended amounts.

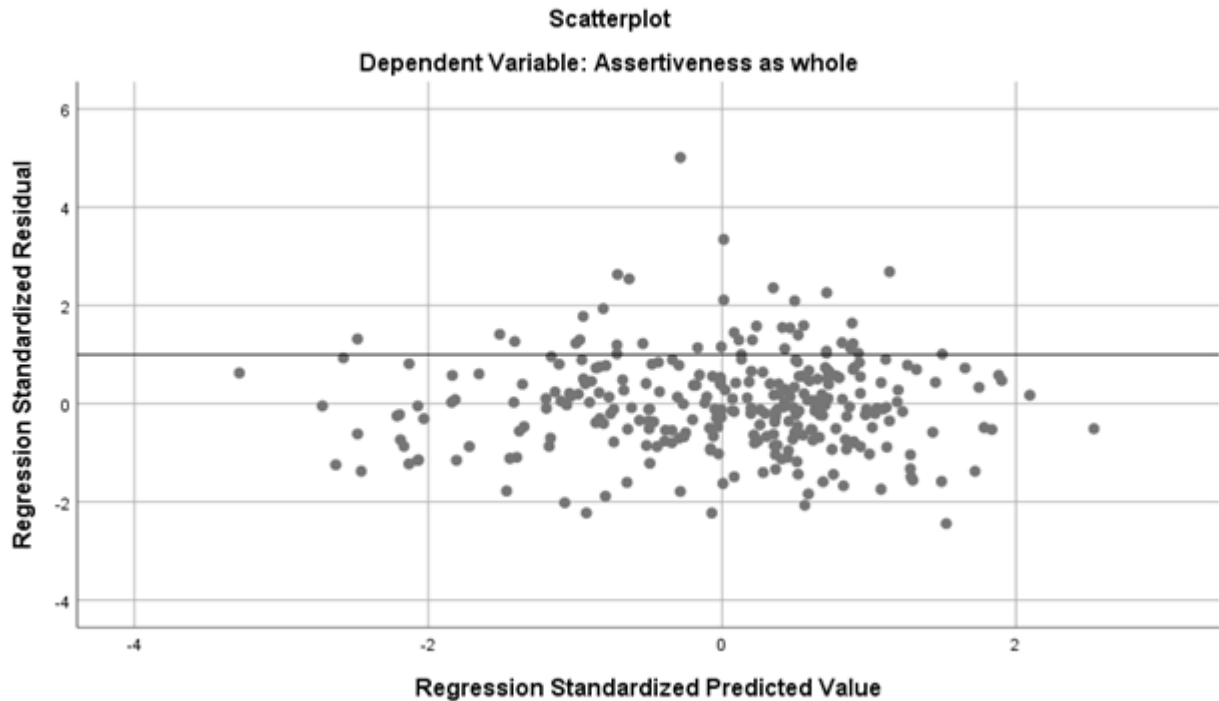
Table 4.4: Shows Co-linearity Statistics

Model		Co-linearity Statistics	
		Tolerance	VIF
1	(Constant)		
	SE	.570	1.755
	SC	.448	2.234
	AN	.753	1.329
	Authoritative	.897	1.115
	Authoritarian	.700	1.428
	Permissive	.732	1.366
	Neglectful	.667	1.499
	CU	.524	1.910
	PGP	.513	1.949
	SMA	.514	1.946

In above table 4.4 all the VIF column values are less than 10 and Tolerance values are greater than 0.10 respectively, indicating that there is no multi-co linearity influence between the explanatory variables.

D. Tests of Homoscedasticity and Outliers

Figure 4 Residual Scatterplot for Homoscedasticity



Homoscedasticity, according to McDonald (2014) homoscedasticity characterize when there is the same deviation across all data. In evaluating the Scatterplot, in Figure 4, the plots appear to be similar on both sides of the line, so the data exhibits homoscedasticity. Regarding to outliers, if the cook's Distance statistic value over 1 are likely to be significant outliers, which may place undue influence on the model, and should therefore be removed and the analysis need to be rerun. In order to remove the undue influences from the model, there are no noticeable outliers in original data set because the minimum and maximum, values for Cook's Distance fell below 1.0.

E. The values of the residuals are independent

Here, we can use the Durbin-Watson statistic to test the assumption that our residuals are independent or uncorrelated. Assumption E suggests that the residual variables and independent variables should not be correlated. If they are correlated, they may render our analysis invalid or it is difficult to do multiple linear regression analysis. Durbin-Watson states that if the value of Durbin-Watson is between 1.5 and 2.5 there is no relationship between the residual variable and the independent variable. As we can see from below table 10, the value of Durbin-Watson which is 1.947 indicated that, as there is no relationship between residuals variables and independent variables and assumption E was satisfied. After confirming the data's eligibility for multiple regression analysis the summary of the multiple regression analysis has been presented as follows.

❖ **The Interaction Effect of Psycho-Social Factors on Students' Assertiveness**

Table 4.5: Summary of Linear Regression Coefficient of Psycho-Social factors Scores and Assertiveness

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.822 ^a	.675	.664	.357	1.947

a. Predictors: (Constant), Social Media Addiction, Authoritative, Permissive, Anxiety, Authoritarian, Neglected, Self-Esteem, Culture, Peer Group Pressure, Self-Confidence

b. Dependent Variable: Assertiveness as whole

Table 4.5 indicates that investigation of the relationship between psycho-social factors (predictors) and assertiveness. The R value is the correlation coefficient between the criterion variable and the predictor variables taken together, and the adjusted R square indicates the extent or percentage of the predictor variables which can explain the variations in the criterion variable (Assertiveness). According to the model summary of multiple linear regression analysis, the R value was 0.822 which shows the highest degree of correlation between the criterion variable and predictor variables. The adjusted R square value of the regression model was 0.664, indicated that 66.4% proportions of variance in female students' assertive behavior was accounted (explained) by social media addiction, parenting style (authoritative, authoritarian, permissive, and neglectful), peer group pressure, anxiety, self-esteem, culture, and self-confidence. The remaining 33.6% proportions of variance in female students' assertive behavior was not accounted by, authoritative, authoritarian, permissive, neglectfully, peer group pressure, anxiety, self-esteem, culture, social media addiction and self-confidence.

Table 4.6: Results of ANOVA Output

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	73.934	10	7.393	57.995	.000 ^b
	Residual	35.568	279	.127		
	Total	109.502	289			

a. Dependent Variable: Assertiveness as whole

b. Predictors: (Constant), Social Media Addiction, Authoritative, Permissive, Anxiety, Authoritarian, Neglected, Self-Esteem, Culture, Peer Group Pressure, Self-Confidence.

The ANOVA table (Table 4.6) indicated that the multiple linear regression model itself is statistically significant or not significant. In short it implies that the overall significance of the model, because R square is not a test of statistical significance (it only measures explained variation in Y from the predictor X), the F-ratio is used to test whether or not R square could have occurred by chance alone. In short the f-ratio found in the ANOVA table measures the probability of chance departure from a straight line, on result of the output found in the ANOVA table, the model is statistically significant when social media addiction, authoritative, authoritarian, permissive, neglectful, peer group pressure, anxiety, self-esteem, culture, and self-confidence were included ($F = 57.99$, $p < 0.05$). Therefore it can be concluded that the model was statistically significant.

4.4 Psycho-Social factors that Predicts Female Assertive Behavior most

Table 4.7: Results of Multiple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.433	.138		3.124	.002
	SE	.080	.027	.132	2.921	.004
	SC	.216	.037	.295	5.779	.000
	AN	.029	.027	.042	1.073	.284
	Authoritative	.028	.021	.048	1.335	.183
	Authoritarian	.092	.031	.123	3.020	.003
	Permissive	.013	.022	.023	.583	.561
	Neglectful	-.022	.024	-.038	-.912	.363
	CU	.376	.046	.384	8.136	.000
	PGP	-.011	.041	-.013	-.270	.788
	SMA	.061	.048	.061	1.277	.203

Based on Table 4.7, using “Beta” (standardized) coefficients, the regression equation of the research model becomes in the form indicated as follows.

The regression equation is interpreted in the following paragraphs. Since all independent variables such as social media addiction, parenting style (authoritative, authoritarian, permissive, and neglecting), peer group pressure, anxiety, self-esteem, culture, and

self-confidence are found to be significant, the following paragraphs describe their interpretation one by one.

4.4.1 Self-Esteem: was found to be determinant factors for female students' assertive behavior in the study area. The result of beta coefficient for self-esteem was found to be positive and statistically significant (Beta = 0.132, $p < 0.05$). The positive beta coefficient implies that a one unit increase in the self-esteem of students brings a 0.132 unit increase in their assertive behavior. Next to culture and self-confidence, self-esteem has a higher (beta = 0.132, $p < 0.05$) effect on female students' assertive behavior than other psycho-social factors.

4.4.2 Self-Confidence: Among psychological factors self-confidence is the most predictor variable of female students' assertive behavior than others. Regarding to this variable, Table 4.7 shows that self-confidence has a positive and significant effect on female students' assertive behavior. The result of the beta coefficient (Beta = 0.295, $p < 0.05$) indicates the amount of increase in female students' assertive behavior that would be predicted by a one unit increase in the students self-confidence.

In other way the qualitative results was able to shown that self-confidence as predictor variable of assertive behavior within psychological factors. The interviewee [011] reported as follows:

For me fear and lack of self-confidence can strongly affect the female student assertive behavior: because a person who have experience of being fear to express his or her feeling and opinion in well-mannered situation cannot be self-confident to stand up for one's human right.[011].

The other respondents replied as follows:

But the remaining two teachers of respondents was frequently described self-confidence as major psychological factor of female students' assertiveness. Most of them stated that if the students have self-confidence, there is nothing can prevent them from being assertive. [004]

Herein both quantitative and qualitative results was able to shown that the self-confidence as predictor variable of female students assertive behavior

4.4.3 Anxiety: according to the result of Table 12, Anxiety has a positive and insignificant effect on female students' assertive behavior (Beta = 0.042, $p > 0.05$). The result of the regression coefficient indicates that, as anxiety has no significant effects on students' assertiveness.

The respondents were asked about the question that ‘What are psychological factors that can affect student’s assertive behavior?’ Based on this question the interviewee explained as follow:

The first respondents of teacher stated that, fear as the major psychological factors that might affect female students’ ability to speak up what they want to speak. If they do not fear to take their own decisions responsibility and being confident on their self, they can speak what they want to speak [010]

Another interviewee also reflects his belief hereunder:

Also the second and third respondents was able to give the similar response with initial interviewee, narrated that to tell the truth female students are not assertive enough in class. Because as effective teacher personally I ask them all time the brainstorming question in class, but they were not confidently able to participate on the question. The reason for this seems like fear: for instance because of fear they might choice being silent rather than trying the raised question or they might say I’m not good enough to answer this question as well [008]

Other respondent from students added by saying: [003]

Psychological factors can include a lot of things, but for me fearing negative evaluation of class mates can restrict students from expressing their opinion, and feeling up on some topic in class activity. Especially when you reflect on some topic which is raised by your respected teacher; most of my class mates are very ruder or not showing respect for what you speak in class activity and cramps you out of class. So such things can be difficult to express one’s true, basic feelings, personal rights, desires, opinions and needs in a positive way. [003]

In the qualitative section the interviewee most frequently responded that the fear as predictor variable of the students assertive behavior. But the quantitative result was able to show that anxiety as less siginificant predictor of female students’ assertive behavior. This might happen due to the respondents’ inability to give their genuine response on the survey questionnaire. However the lived experience of participants could show anxiety as predictor variable of assertive behavior.

The interviewee from students described also her idea on psychological factors that can affect their assertive behavior as follows: Interviewee [006] described as follows:

Ehm...the things that I do think as psychological factor is students’ attitude toward teachers: so this thing might have negative or positive effects on students’ assertive

behavior. Personally I have negative attitude toward some aggressive teachers; because if the students miss the answer for raised question they deliberately insults or cramps the students in class. As a good teacher they have to motivate or patronage the students who missed the answers, but rather than motivating they cramp students in front of other class mates: so such things do not motivate me to express my opinion or idea in class activity. [006]

In the above qualitative section the respondent was reported that students' perception or attitude toward teachers as psychological factor that affects their assertive behavior indepth. This was not mentioned under literature review, but the interviewee was responded it in qualitative section. This was helped the researcher to answer the questions that cannot be answered using only quantitative approach alone or it fulfilled the weakness of quantitative approach.

4.4.4 Parenting Style

- ❖ **Authoritative Parenting Style:** The result showed that authoritative parenting style has positive and insignificant effect on female students' assertive behavior. The result of the beta coefficient (Beta= 0.048, $p>0.05$) indicates that no significant effect of parenting style on assertive behavior.
- ❖ **Authoritarian Parenting Style:** was found to be determinant factors for female students' assertive behavior in the study area. The result of beta coefficient for authoritarian parenting style was found to be positive and statistically significant (Beta =0.123, $p<0.05$). Next to culture, self-confidence and self-esteem, authoritarian parenting style has a higher (Beta=0.123, $p<0.05$) effect on female students' assertive behavior than other psycho-social factors. This significant positive result might be happen due to the respondents' inability to give their genuine response on the survey question. In turn this affects the study result as well.
- ❖ **Permissive Parenting Style:** Regarding to this variable, Table 12 shows that permissive parenting style has a positive and insignificant effect on female students' assertive behavior. The result of Beta coefficient (B=0.023, $p>0.05$) indicates that as permissive parenting style has no significant effect on students assertiveness.
- ❖ **Neglectful Parenting Style:** According to the result of Table 12, neglectful parenting style has a negative Beta coefficient and insignificant p-value of 0.363 ($p > 0.05$). The result of the regression coefficient (B=0-.038, $p>0.05$) could show that neglectful parenting style of students has no significant effect on their assertive behavior.

Qualitatively the interviewee confirmed that parental influence as having effects on the respondents' assertive behavior. Regarding to the question that was, what are the social factors that predict assertive behavior of the students?

An interviewee described social factor as saying:

Honestly speaking females' assertiveness might be affected by different things beyond what I'm going to describe. In my opinion parental influence might be one of social factors. For instance if parents do not allow their children to participate and share their idea on family issues and sent children to alcove at the time of family discussion, the children might not be assertive and tend to show the action silent. Since families are fundamental for children growth, they have to listen to their children's justifications for their behavior or reasons for their requests and they have to encourage independency for their children starting from at the age of boy hood or girl hood: if so the children might grow up assertively. [005]

Herein the result of qualitative section was able to show parenting style as predictor variable of the students assertive behavior.

4.4.5 Culture: Among the social factors culture is the most predictor variable of female students' assertive behavior than others. As the result of study, culture was found to be the determinant factors for female students' assertive behavior in the study area. The result of Beta coefficient for culture was found to be positive and statistically significant (Beta =0.384, $p < 0.05$). The positive beta coefficient implies that a one unit increase in the culture of students brings a 0.384 unit variation in their assertive behavior.

The qualitative result was also able to show that culture of the respondents as predictor variable of the students' assertive behavior. Accordingly one of the interviewees reflected her belief hereunder:

As you know what our culture taught our generations. When we grew up in our culture as proverb we learnt that boys born to be boy and girls born to be girl. Also In our culture women are expected to be submissive, caregiver, politely speaker, passive, obedient and gentle. To the contrary, males are expected to be objective, brave, independent, logical and competitive in society. In sum the above all has a great influence on female students' assertive behavior. [001]

Also another respondent mentioned the related response with previous one

stated that when we come to marriage boys are expected to propose the marriage

proposal to girls, even if girls has feeling to propos marriage proposal to their lover, they do not express this feeling toward their lover, because if they do so, its expected as cultural taboos [005].

The quantitative result of multiple linear regression analysis was able to shown culture of the respondents as most predictor variable of the students assertive behavior. Likewise, qualitative result was also able to shown culture as predictor variable. If so, the researcher could say both qualitative and quantitative results were able to shown culture of respondents as predictor variable of the respondents' assertive behavior.

4.4.6 Peer Group Pressure: Regarding to this variable, Table 12 shows that peer group pressure has negative beta coefficient and insignificant p-value of 0.788 ($p > 0.05$). As result of the Beta coefficient (Beta= -0.013, $p > 0.05$) there is no significant effect of peer group pressure on female students' assertive behavior.

4.4.7 Social Media Addiction: As indicated in the above table 12, social media addiction has a positive Beta coefficient and no significant effect on female students' assertive behavior ($B=0.061$, $p > 0.05$).

Under the question which was concerned the social factors, the interviewee was able to report uneductated family as predictor variable of students' assertive behavior.

One of the interviewees was reported as follow:

In my view educated family has great chance to make their children more assertive: Because most of educated family motivates their children to have assertive behavior and encourages being tough in academic performance. I do think that the students from uneducated family have low chance to be assertive. In addition to this the students who attend his/her education in private school expected to be more assertive than the students who attend his/her education in public school. For me uneducated family is one of social factor that can affect assertive behavior of female students. [004]

In addition to above reflection, out of psychological and social factors, the respondents narrated as follows: [001]

Age and genetics are major factors which can affect assertiveness. One of the respondents from teachers stated that, when the ages of students increase the ability to speak up confidently is also increase. Because it's expected that the age of students' increase he/she becomes more mature and able to stand up for oneself, which means they can explore their idea or view on some issue. [001]

The other respondents reported as follows [008]

Regarding to genetics, genetically gifted and talented students able to express whatever they want to express, they able to stand up for their personal rights, they are communicative, free-spirited, able to influence and guide others. [008]

In the above qualitative report the respondents frequently reported that age and genetics as factor that can affect the students' assertive behavior, which was out of psychological and social factors.

Based on the above qualitative report the researcher could theme the mentioned variables as the following:

The first theme that occurred and the most frequently mentioned response was that, fear.

One teacher clearly mentioned, in class before starting the day's lessons and day's lessons end, we ask the question all of the class students, but most of female students were not confidently able to reflect on the question. In short females' participation in class activities were very low. So this thing leads us to say female students have low assertive behavior in class. (001).

Herein the majority number of qualitative respondents was mentioned fear (anxious) as restricting the students from speaking up their idea in the class activity or on the issues that participates all of class student.

The second theme was self-confidence:

For me self-confidence is major psychological factor of female students' assertiveness. Because if the students have self-confidence, there is nothing can prevent them from being assertive. (004)

The third theme was culture; interviewee [001] elaborated it in clear way:

As you know what our culture taught our generations. When we grew up in our culture as proverb we learnt that boys born to be boy and girls born to be girl. Also In our culture women are expected to be submissive, caregiver, politely speaker, passive, obedient and gentle. To the contrary, males are expected to be objective, brave, independent, logical and competitive in society. In sum the above all has a great influence on female students' assertive behavior.

Herein the respondents able to mention culture as major social factor that can affect female students' assertive behavior.

In last age themed as biological factor: interviewee [001]

One of the respondents from teachers stated that, when the ages of students increase

the ability to speak up confidently is also increase. Because it's expected that the age of students' increase he/she becomes more mature and able to stand up for oneself, which means they can explore their idea or view on some issue.

So this above mentioned theme was out of present researcher target variable, which were psychological and social factors that can affect assertiveness. But in sum it fulfilled the intended purpose of qualitative approach.

As indicated in above table 4.5 the adjusted R square (the coefficient of determination) indicated that 66.4% of female students' assertiveness was explained by those selected ten predictors (authoritative, authoritarian, permissive, neglectful, peer group pressure, social media addiction, anxiety, self-esteem, culture, and self-confidence) while 33.6% was caused by some other (unknown) factors, which were not included in this data, as you may remember the final section of the data gathering instrument had interviews which included three open-ended question, asking teachers and students to specify if they have any idea about psycho-social factors that can affect assertiveness and other reason which is different from causes listed under survey questionnaire or literature review. Some teachers and students explained their thoughts for this question; accordingly, students' attitudes toward aggressive teachers, uneducated family, and age were reported by many teachers and students as factors which can affect assertiveness. Therefore those factors can be from the remaining (33.6%) factors that would explain the variation on the criterion variable, it is my conviction they would make some difference on the adjusted R square, if they were part of the survey questionnaire.

So, in the above qualitative results the respondents' reflections on the question 'what are psychological factors that can affect student's assertive behavior' and 'what are the major social factors that can hinder assertive behavior of students' were shown the implication that psycho-social factors can predict female students' assertive behavior.

- **Summary:** As shown in Table 4.7, ten explanatory variables were tested in this study, self-esteem (p-value=.004), self-confidence (p-value=.002), authoritarian (p-value=.003), and culture (p-value=.000), were statistically significant predictor of assertive behavior of students at 5 percent. But anxiety (p-value=.284), authoritative (p-value=.183), permissive (p-value=.561), neglectful (p-value=.363), peer group pressure (p-value=.788), and social media addiction (P-value=.203) were statistically less significant predictor of assertive behavior of students. However, from psychological

factors self-confidence was stated as statistically most significant predictor of assertive behavior of female students, whereas from social factors culture stated statistically most significant predictor of assertive behavior of female students. Therefore it can be concluded that the increase or decrease of the value of this two variables has most significant impact on the level of female students' assertive behavior.

CHAPTER FIVE

5. DISCUSSION

The present study was done to investigate the impact of psycho-social factors that affect female student's assertive behavior in Edo Duguna secondary school. In the following sections the research results from the current study are required to be compared with what was obtained from previous studies that were covered in the literature review section. To this end, the following four research questions were stated:

1. What is the level of assertive behavior of female students in Edo Duguna secondary school?
2. Do psychological factors predict female assertive behavior most?
3. Do social factors predict female assertive behavior mos?

5.1 Level of assertive behavior of students

As the finding of present study, both quantitative and qualitative results were able to confirm that the female students as having low level of assertive behavior. This finding is consistent with a study conducted by Kumar and Rathi (2020) examines the relationship between self-esteem and assertiveness among Nagpur, India adolescents. This study was able to assess the level of assertiveness behavior among adolescents as the first study of objective's and able to found low level of female students' assertiveness. In contrary to present study Ahmed (2021) conducted his study regarding to the relationship between social support and assertiveness among Majmaah University, in Egypt. And the findings was able to show statistically significant positive relationship between social support and assertiveness among university students and also able found moderate level of female students assertiveness, which indicating their need for various programs to develop this assertiveness and acquire its skills among Majmaah University students.

Possible reason for this difference might be the cultural and demographic variation between the studies, because Ahmed's (2021) study conducted in Egypt in Majmaah University and present study conducted in Ethiopia, in Edo Duguna secondary school. Not only that, also the present study respondents' might be sensitive and easily offending by the words and behavior of others about themselves. To tell the truth, teenagers may tend to be silent or rebellious if their desires or opinions are not accepted or ignored. According to Niusha, et al (2012) suggested that teenagers do not have the patience to accept any criticism and are accustomed to associating all mistakes with ignorance and ignorance of others. Because of this all they might have low level of assertive behavior in their life.

5.2 Psychological Factors that can Predict Female Assertive Behavior most

5.2.1 Self-Esteem

As the study shows self-esteem has a significant effect on female students' assertiveness. Therefore, those female students' who have more or less value of self-esteem have also a significant impact on the level of their assertive behavior. Next to culture and self-confidence, self-esteem has a higher ($\beta = 0.132$, $p < 0.05$) effect on female students' assertive behavior than other psycho-social factors. This finding is consistent with a study conducted by Urvashi and Vinay (2015) stated that, enhancing self-esteem has had a significant positive effect on the assertiveness of school students of Bhopal, India. Also, Popoola et al. (2018) were able to find that adolescents with higher level of self-esteem will be more assertive. Finding of Lefevre and West (1981) as cited in Postolati (2017) suggested that, lower self-esteem students have low-assertive behavior and fear of disapproval than high-assertive students. As we can see from above statement self-esteem has impact on assertiveness and a tendency to affect female students' level of expressing their opinions, rights, wishes and attitudes. Based on above discussion, someone can understand that self-esteem as psychological factor that can affect female students' assertiveness.

5.2.2 Self-Confidence

Self-confidence of students has a positive and significant effect on female students' assertiveness. The result of study could show self-confidence as the most predictor variable of female students' assertive behavior than other psychological factors. The positive and significant relation indicates that self-confidence is significant factor for the assertiveness of female students. This indicated that, a high degree of assertiveness seems to go hand in hand with a high degree of self-confidence. So if there is a situation like this, female students do not hesitate to assert their point of view. Next to culture, self-confidence has a higher ($\beta = 0.295$, $p < 0.05$) effect on female students' assertive behavior. This finding is in line with the study conducted by Ozsaker (2013), which examines the relationship between self-confidence and assertiveness among in Turkish adolescents. The study found that significant relationship between self-confidence and assertiveness and the significant effect of self-confidence on students' assertiveness. Similarly Stein and Book (2011), stated that confident people are relaxed and confident in their behavior, are able to express feelings sincerely and without aggression.

To support self-confidence and assertiveness tendency of going hand in hand, the present study researcher was able to view some of behavioral psychologists understanding about assertiveness. For example Alberti and Emmons (2008) and other behavioral psychologists laid the general bases for understanding the assertiveness phenomenon as self-confidence.

As indicated in above statement being assertive simply means being confident enough to clearly and effectively express his/her feelings, opinions and needs, while still valuing those of others. Based on this discussion it can be concluded that, self-confidence of female students can affect their level of assertiveness as psychological factor.

5.2.3 Anxiety

Anxiety has less significant effect on female students' assertive behavior (Beta= 0.042, $p>0.05$). This indicated that anxiety can affect students' assertiveness as one of psychological factor, but its effects on assertive behavior was less significant or insignificant. Alberti and Emmons (2017) describes anxieties impact on assertiveness by saying, a person who displays non-assertiveness may experience excessive anxiety due to others making decisions on their behalf. This in short implies that, the highest degree of anxiety as resulting on non-assertiveness, because a person who has excessive fear can experience a denial of self-expression and an inhibition for showing feelings. Similarly Ghodrati, Tavakoli, Heydari, & Akbarzadeh, (2016), stated that assertiveness as closely associated with anxiety, self-confidence, and self-esteem. From above discussion someone can understand that anxiety as might affect female students' assertiveness.

5.3 Social Factors that can Predict Female Assertive Behavior most

5.3.1 The effect of parenting styles on assertiveness

The present study was able to found that, parenting styles as significant factors that can affect female students' assertiveness. Therefore, families parenting style significantly matters the way their children express themselves. This study consistent with finding of Anggrani et al. (2019) explained that parenting styles are a factor that affects students' behaviors and emotions. Based on Yusuf et al. (2021) study, it can be said that parents play a fundamental role in providing security for their children and shape their growth in a significant way which influences their behaviors and attitudes. In contrary with present study Sankah (2007) reported that parenting styles had no effect on the assertiveness of adolescents. The present study researcher believed that assertive behavior can be learned naturally from one's environment. The environment in this context referred to the family, since the family is the first social environment that everyone is exposed to, there is no one can wonder to know the families impact on their children assertive behavior.

The present study also able found the different level of female students' assertiveness across different parenting style. That meant the students who grow in different parenting style experience different assertiveness skill. This study supports the finding of Khamen and Ahmadi Gatab (2011) stated that, there are significant differences between the self-assertiveness of students from families of different parenting styles. Similarly Jenaabadi & Efteghari, (2014) stated that level of assertiveness among adolescents may be different across different parenting styles. Let us see the specific effect of parenting styles on female students' assertiveness.

Authoritative parenting style:

The result showed that authoritative parenting style has a positive and less significant effect on female students' assertive behavior (Beta= 0.048, $p>0.05$). This study somehow consistent with the study of Seyrdowleh et al. (2014) indicated that, children who come from authoritative parenting styles behave assertively and show high levels of social skills compared to the other styles of parenting. This is because this type of parenting is rooted in a more democratic system of conveying and receiving opinions during interactions. Thus, these children are more sociable because they can express their opinions and respect others opinions with appropriate manners. Accordingly Reihaneh et al (2022) stated that Authoritative parenting styles had

direct and indirect effects on assertiveness. In addition to this, the study of Hoskins (2014) examines the consequences of parenting on adolescent outcomes indicated that authoritative parenting style is associated with the lowest levels of depression, increasing the demands for independent decision making and the highest levels of school commitment among adolescents than adolescents from permissive families. Therefore, it can be thought that students who have high level of psychosocial adjustment could have high level of assertiveness. Based on above discussion someone can understand that the students who do not grow under authoritative parenting style might not be better in expressing their opinions, beliefs, wishes and attitudes toward others. Therefore it can be concluded that, authoritative parenting style can affect female students' assertiveness as one of social factors.

Authoritarian parenting style

Authoritarian parenting style was found to be determinant factors for female students' assertive behavior in the study area (Beta =0.123, $p < 0.05$). This indicated that the significant impact of authoritarian parenting style on female students' assertiveness. This finding supports, the study of Barber 1996, as cited in Asrat and Aster (2017) described that, authoritarian parenting style is associated with harsh, restrictive, and psychological methods of control that do not foster psychological autonomy and having an external locus of control, in turn that situation negatively contribute to assertive behavior.

Permissive parenting style

Regarding to this variable, Table 4.7 showed that permissive parenting style has a positive and insignificant effect on female students' assertive behavior ($B = 0.023$, $p > 0.05$). This study indicated the positive relationship between permissive parenting style and assertiveness. In the same manner the study of Jenaabadi, et al (2014) indicated that there was a significant positive relationship with permissive parenting style. Accordingly Reihaneh et al (2022) stated that permissive parenting styles had direct and indirect effects on assertiveness. Relatively with this finding Ellis (2007) indicated the effect of permissive parenting style on persons behavior, stated that children from permissive parenting style were scored lowest on self-reliance, self-control, and competence than children of authoritative parenting styles who scored highest on more mature, independent, pro-social, active, achievement oriented and acceptance of adolescents need. The above mentioned behaviors like self-reliance, self-control, competence, more mature, independent, pro-social, active, achievement oriented and acceptance of adolescent needs are implies the behavior of assertive people. Thus, no one may hesitate to

accept the Ellis (2007) study as concerned the impact of permissive parenting style on assertiveness. In this discussion the present and previous study was able to show the impact of permissive parenting style on the students' assertiveness. Therefore it can be concluded that, permissive parenting style can affect female students' assertiveness as one of social factors.

Neglecting parenting style

Neglectful parenting style has a negative Beta coefficient ($B = -0.038$) and insignificant p-value of 0.363 ($p > 0.05$). Generally this indicated that neglectful parenting style of students has indirect and no significant effect on their assertive behavior. Similarly with the present study's result, Tilahun (2002) said students from neglected families have had negative level of psychosocial adjustments and students from authoritative families have shown the most positive level of psychological adjustments. Therefore, it can be thought that students who have negative or low level of psychosocial adjustments could have low level of assertiveness and high level of psychosocial adjustment could have high level of assertiveness.

In present study the majority number of respondents might be experienced more often authoritarian parenting style than authoritative, permissive and neglecting parenting style. Thus, the insignificant effect of authoritative, permissive and neglectful parenting style on assertiveness could be happen due to the respondents' lack of practice on authoritative, permissive and neglectful parenting style. In part this finding supports, the study of Abraham, and Habtamu cited in Tilahun (2002) showed that the most common child rearing practice in Ethiopia is authoritarian. Generally families parenting style significantly could affect the way the students express themselves. Because everyone build their cognition based on the awareness imparted onto them by their parents; and how they perceive the world may reflect the cultural practices of their family.

5.3.2 Culture

Culture was found to be the most determinant factors for female students' assertive behavior than other social factors in the study area ($Beta = 0.384$, $p < 0.05$). And it also has a higher effect on female students' assertive behavior than other psycho-social factors. This study was supported by the findings of Terlutter; et al (2010) stated that the level of assertive behavior of a person is influenced by culture. Accordingly Anggraini et al (2019) study results indicated culture as one of factors that affect one's level of assertiveness. In addition to this Rodriques, et al. (2001) as cited in Moore, et al, (2003) there are factors that influence assertiveness. Among

this culture is indicated as the first one following age, sex, birth order, ethnic identity, family occupation, and education are worth mentioning.

As indicated in above discussion culture has a significant positive impact on assertiveness and also this cultural effect is different from culture to culture. Accordingly the study of Onyeizuigbo, 2003 as cited in Arigbabu et al., (2011) stated that in Nigeria men are expected to be more assertive (even aggressive), ambitious and strong, whereas women are expected to be submissive, passive and gentle. Also the research conducted by Lineberger, and Calhoun (1983, as cited in Asni and Nurul (2019) revealed that culture is a difference in expressing assertive behavior. Similarly Yoshioka (2000) points out the cultural conceptual differences in terms of what constitutes assertiveness. For example, assertiveness is valued highly in West European and North American cultural contexts, where individualistic values predominate, but less in Asian cultures, where collectivistic values predominate. Therefore, we can expect differences in assertiveness between cultural and/or ethnic groups in accordance with their cultural codes and values.

Obviously females who live in Edo Duguna area are culturally expected to be submissive, passive, obedient and gentle. And they also are expected to look on to others to set up goals or decide for them rather than setting their own. Thus in above table 4.7, the result of multiple linear regression analysis was able to show the highest effect of culture on female students' assertiveness than other psycho-social factors.

5.3.3 Peer group pressure

As the study shows peer group pressure has no significant impact on female students' assertiveness (Beta= -0.013, $p>0.05$). As the present study implies, those female students' who have more or less friends would be affected by their friends whether or not to express their opinions, ideas, wishes and attitudes, but the effect is not significant. Similarly with this study Newman (2007) stated that peer group pressure can affect adolescents' lives irrespective of their age or sex either positively or negatively. Also the study of Steinberg & Silverberg, (1987), as cited in Nazan and Mürüvvet (2013) stated that peer groups pressure influences adolescent socialization and identity by allowing young people to explore individual interests and uncertainties while retaining a sense of belonging and continuity within a group of friends. Also Treynor, (2009) suggest that as peer group pressure has an influence that exerted by a peer group or the influence that occur as result of an individual encouraging other individuals to

change their attitudes, values or behaviors in order to conform to group norms. If so, no wonder peer group pressure can affect the students' assertiveness. However the present study indicated that peer group pressure could not significantly affect female students' assertiveness. Few studies indicated that less influence of peer group pressure on female students' live. For example the study of Yıldırım (2007) stated that male students felt peer pressure more than girl students. Kapıkıran & Fiyakalı (2006) also stated that peer pressure scores of the male students were higher than female students. As indicated in this paper the respondents of present study were Edo Duguna secondary school female students. So female students might not begin to think, act like their friends, and may not recognize that there are other values, opinions, and rules besides those set by their parents. Thus they may spend more of their time with their brothers, sisters and parents at home and also they might spent their leisure time on reading books and magazines, thus they may undergone less peer group pressure or felt less peer group pressure.

5.3.4 Social media addiction

As indicated in the above table 4.7, social media addiction has a positive beta coefficient ($B=0.061$, $p>0.05$). This indicated that social media addiction has no significant impact on female students' assertive behavior. In contrary to this finding the study of Sampathirao, (2016) implied that, there is inverse relationship between assertiveness and social media addiction. And stated that, individuals who are less assertive use social media more often as a means of communicating, and express their opinions, so that the individual's social abilities or expressive behavior in face to face interaction decline. Accordingly Yao & Zhoun, (2014) found that adolescents who have internet addiction on social media would be to avoid social contact with others directly. So that no wonder this can affect students level of assertiveness.

➤ Out of psychological and social factor the respondents narrated age as factors of assertiveness on the qualitative section.

One respondents from teachers stated that, "when the ages of students increase the ability to speak up confidently is also increase. Because it's expected that the age of students' increase he/she becomes more mature and able to stand up for oneself, which means they can explore their idea or view on some issue" [003].

The above qualitative response supports the quantitative result, which is mentioned in demographic section; indicated that the majority number 212(73.1%) of current study participants were categorized between 15 - 20 years. And this it-self can affect female students'

assertiveness. Consistently with this finding, the study of Eskin (2003) stated that the levels of assertiveness behaviors in most female students is very low, because they show lack of respect to their own needs, others violate their right, afraid to speak up and exhibit psychological and social influence which are hindering the assertive behaviors of female students. Eskin (2003) also stated that the level of assertiveness increased with an increase in the students' age, but this relationship was significant only in boys but not in females. Since the participants of present study were female students and their age categorized under twenty, the level of their assertive behavior might be low.

Generally the respondents' idea on the factors that can affect assertiveness is age, so this factor is out of psycho-social factors which were the focus of the researcher on the present study, but in this part the factor which was reported qualitatively was themed as biological factor. So in addition to psychological and social factors the other researchers were suggested to study the effect of biological factor on students' assertiveness in depth.

CHAPTER SIX

6. SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary of the Study

The purpose of this study was to investigate the impact of psycho-social factors that determines female student's assertive behavior in Edo Duguna secondary school. The study was guided by descriptive and predictive correlational research design. This study utilized survey questionnaires that consists assertiveness, psychological and social factors items categorized into four main sections. part one of the questionnaire aimed to assess demographic variables, part two involves thirty (30) items prepared to assess the level of female students assertive behavior, part three of the questionnaire has fifty three (53) items prepared to assess the psychological factors that can affect assertiveness and part four of the questionnaire has one hundred eight (108) items prepared to assess the social factors that can affect assertiveness. In last, three open-ended questions were provided for five female teachers and six female students of the school respondents. Closed ended items of the study utilized five Point Likert-scales. It employed reliability and validity test to verify the eligibility of questionnaire items for the study. The survey was conducted in Edo Duguna secondary school; Out of 302 questionnaires which were administered, 290 were successfully completed and returned for the researcher, this represents a response rate of about 96 percent. And the collected data was analyzed using frequency, percentage, mean, standard deviation, and multiple linear regression analysis. Descriptive statistics like, frequency and percentage were used for background of respondents and mean and standard deviation were used to measure the level of female students' assertiveness. From inferential statistics multiple linear regression analysis was used to measure psycho-social factors that can predict female students' assertiveness.

Based on the analysis and interpretation of the data the researcher presented the summary of the major findings as shown below:

- Regarding to the level of female students assertive behavior, the result could show that female students as having low level of assertive behavior.
- The result of the model summary of multiple linear regression analysis indicated that the overall relationship between the independent and dependent variables was strong.
- The adjusted R square value of the regression model was indicated that 66.4% proportions of variance in female students' assertive behavior was accounted (explained)

by social media addiction, parenting style, peer group pressure, anxiety, self-esteem, culture, and self-confidence. The remaining 33.6% proportions of variance in female students' assertive behavior was not accounted by, present study predictor variable.

- The result of the output found in the ANOVA table, the model was statistically significant when social media addiction, parenting style, peer group pressure, anxiety, self-esteem, culture, and self-confidence were included.
- Regarding to independent variables specific effects on female students' assertiveness; the self-confidence was stated as the most predictor variable of assertive behavior than other psychological factors, whereas culture was stated as the most predictor variable of assertive behavior than other social factors.

6.2 Conclusions

Depending on the findings of the study, the following concluding notes were made:

Regarding to the level of female students assertiveness, the present study researcher measured assertive and non-assertive behavior of students. Accordingly the result of mean and standard deviation score was able to show low level of female students' assertive behavior. So it can be concluded that female students who attend their educations in grade ten and nine in Edo Duguna secondary school had low assertive behavior. Regarding to psychological and social variables specific effects on female students' assertiveness, it can be concluded that self-esteem, self-confidence, authoritarian parenting style and culture can significantly predicts the female students' assertiveness and the remaining independent variables such as anxiety, authoritative parenting style, peer group pressure, social media addiction, permissive parenting style and neglectful parenting style cannot significantly predict female students assertiveness. However it can be concluded that self-confidence is the most predictor variable than other psychological factors, whereas culture was stated as the most predictor variable of assertive behavior than other social factors.

6.3 Recommendations

In accordance with the findings and conclusions of the study, the following recommendations were stated by the researcher.

- Edo Duguna Secondary School teachers should improve female student's assertiveness by encouraging them while they are teaching.
- Effective diligent counselor should be employed in Edo Duguna Secondary School to help students to detach from their irrational belief and other thoughts.
- Edo Duguna Secondary School teachers are expected to change female students' negative attitude towards themselves through encouragement and motivation.
- The trained EDSS Counseling Service center expected to design deferent intervention programs from grass root level to change female assertiveness behavior.
- Female students' should involve in different co-curricular activities in the school and outside of the school to enhance their self-confidence and self-esteem.
- From psychological factors especially self-confidence had significant effects on female students' assertive behavior. Since the students have low assertive behavior, the school should have to motivate and empower students' especially female students by providing school life related trainings and workshops repetitively to be more self-confident and assertive in their life.
- Finally, students' attitudes toward teachers, uneducated family, and age were another cause that has been mentioned frequently by school teachers and some of students in the qualitative section of the questionnaire. So I recommend future researchers to investigate the role of students' attitude toward teachers, uneducated family, and age on female students' assertiveness.

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Appendix A

Table A: The reliability of Psychological and Social Factors components as a whole:

No	Variables	N of Items	Cronbach's Alpha	N of Respondents
1.	Assertiveness	30	0.770	50
2.	Self-esteem	10	0.838	50
3.	Self-confidence	22	0.826	50
4.	Anxiety	21	0.834	50
5.	Parenting style	30	0.828	50
6.	Culture	19	0.763	50
7.	Peer group pressure	30	0.787	50
8.	Social media addiction	29	0.803	50

As indicated in the part of data gathering instrument, the researcher utilized eight basic tools to measure the research variables: (1) Assertiveness scale (2) Self-Esteem scale (3) Self-Confidence scale (4) Beck Anxiety Inventory (5) Parenting style scale (6) Culture scale (7) Peer group pressure scale (8) Social Media Addiction scale. Regarding to the reliability of items, the reliability of items to be administered was analyzed by using Cronbach's alpha reliability coefficient. Cronbach's alpha measures the internal consistency of a test or scale (Agbo, 2014). Internal consistency describes the extent to which all the items in a test measure the same concept or construct. Cronbach's alpha reliability coefficient normally ranges between 0 and 1. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale (George & Mallery, 2003) as a rules of thumb: "a reliability coefficient > 0.9 considered as Excellent, > 0.8 is Good, > 0.7 is acceptable, > 0.6 considered as Questionable, > 0.5 is Poor, and < 0.5 is Unacceptable" (George & Mallery, 2003). Table 1 embraced the Cronbach's alpha reliability coefficient for items listed under assertiveness, psychological factors, and social factors as a whole.

The reliabilities obtained from the study were 0.770 for assertiveness, 0.838 for self-esteem, 0.826 for self-confidence, 0.834 for anxiety, 0.828 for parenting style, 0.763 for culture, 0.787 for peer group pressure, 0.803 for social media addiction. Therefore Cronbach's Alpha coefficient 0.770, 0.838, 0.826, 0.834, 0.828, 0.763, 0.787 and 0.803 based on rules of thumb stated by (George & Mallery, 2003) the results have exceeded the threshold (0.70) this showed that the scale for the study was consistent.

Appendix B1
Hawassa University
College of Social Sciences and Humanities
Department of Psychology
In Partial Fulfillment of the Requirements for the Master of Arts Degree in: Social
Psychology
Questionnaire for Edo Duguna Secondary School Students
The English version of the questionnaire

Dear respondents,

The purpose of this questionnaire is to collect relevant data for the study conducted under the title “Investigating the impact of psychological and social factors that affect female students assertive behavior: In The Case of Edo Duguna Secondary School Students, Wolaita Zone, Ethiopia” submitted in partial fulfillment of the requirements for the Master of Arts Degree in Social Psychology”. The survey is being done by Ejigayehu Endrias, MA student at Hawassa University, and a graduate assistant III (GA-III) in the department of psychology at Mizan-Tepi University as a fulfillment to earn Master of Arts degree in social psychology. Thus, the response that you will provide is very important for the success of the study. The researcher kindly requests you to attempt all of the questions, and give your genuine response. All the response given will be kept confidential. Nobody will recognize that it was you who said these things.

I thank you in advance for your cooperation!!!

Part I: Background of the Respondents

Direction: please put a tick mark (‘√’) in the box given for your answer

Here are some items about your background information and you are required to write the necessary information on the blank space provided.

Grade: 9th ☐ 10th ☐

Religion: Orthodox ☐ Protestant ☐ Muslim ☐ Other religion ☐

Place of residence: Urban ☐ Rural ☐

Age: 15-20 ☐ 20-25 ☐ 25-30 ☐ 35-40 ☐ እና ከ 40 ☐

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Part II: Questions for the level of Assertiveness

Directions: The following questions are to provide information on how to describe yourself. So your answer should generally reflect, how you would describe yourself in the given situation. Please indicate your level of agreement by ticking (✓) one of the boxes in the table that you agree with.

A rating of 1 = Strongly Disagree, 2=Disagree, 3=Agree, 4 =Undecided, 5 =Strongly Agree.

No	Items	Respondents				
		1	2	3	4	5
1.	I think most people are more argumentative and decisive than I am					
2.	I have hesitated to make or accept dates because of “shyness.					
3.	I am careful to avoid hurting other people’s feelings, even when I feel that I have been injured.					
4.	If a salesperson has gone to considerable trouble to show me merchandise that is not quite suitable, I have a difficult time saying “No.					
5.	To be honest, people often take advantage of me.					
6.	I often don’t know what to say to people I find attractive.					
7.	I will hesitate to make phone calls to business establishments and institutions.					
8.	I would rather apply for a job or for admission to a college by writing letters than by going through with personal interviews.					
9.	I have avoided asking questions for fear of sounding stupid.					
10.	When I am given a compliment, I sometimes just don’t know what to say.					
11.	During an argument, I am sometimes afraid that I will get so upset that I will shake all over.					
12.	There are times when I just can’t say anything.					
13.	If a close and respected relative were annoying me, I would smother my feelings rather than express my annoyance.					
14.	I avoid arguing over prices with clerks and sales- people.					
15.	I often have a hard time saying “No.”					
16.	I prefer to restrict my feelings rather than creating an argument.					
17.	I find it embarrassing to return merchandise.					
18.	If a famed and respected lecturer makes a comment which I think is incorrect, I will have the audience hear my point of view as well.					
19.	When the food served at a restaurant is not done to my satisfaction, I complain about it to the waiter or waitress.					
20.	When I have done something important or worthwhile, I manage to let others know about it.					
21.	I am open and frank about my feelings.					
22.	If someone has been spreading false and bad stories about me, I will “talk” about it as soon as I see him or her.					
23.	I enjoy starting conversations with new acquaintances and strangers.					
24.	When I am asked to do something, I insist upon knowing why					
25.	I complain about poor service in a restaurant and elsewhere.					
26.	There are times when I look for a good, vigorous argument.					

27.	If a couple near me in a theatre or at a lecture were conversing rather loudly, I would ask them to be quiet or to take their conversation elsewhere.					
28.	Anyone attempting to push ahead of me in a line is in for a good battle.					
29.	I am quick to express an opinion.					
30.	I strive to get ahead of most students in my class					

Part III: Questions for Psychological Factors That Can Affect Females Assertive Behavior

Directions: Indicate how much each question describes you by putting (X) mark in the chart and using the following code that best describes you: **1=Strongly Disagree, 2=Disagree, 3=Agree, 4=neutral, 5=Strongly Agree.**

No	Items	Respondents				
		1	2	3	4	5
31.	On the whole, I am satisfied with myself.					
32.	At times I think I am no good at all.					
33.	I feel that I have a number of good qualities.					
34.	I am able to do things as well as most other people.					
35.	I feel I do not have much to be proud of.					
36.	I certainly feel useless at times.					
37.	I feel that I'm a person of worth.					
38.	I wish I could have more respect for myself.					
39.	All in all, I am inclined to think that I am a failure.					
40.	I take a positive attitude toward myself.					
41.	I always approach academic situations with assurance:					
42.	I would never take more than 15 hours of class:					
43.	I always know the answers to class questions:					
44.	I am not an extremely confident person:					
45.	I am comfortable with extra work or activities:					
46.	I am always very sure of myself before an exam:					
47.	I remain sure of myself after exams:					
48.	I read different books every day:					
49.	I think that Edo students are too apathetic:					
50.	I never expect high grades:					
51.	I am always apprehensive about graded work:					
52.	I can be anything that I want to be:					
53.	I feel comfortable leading academic groups:					
54.	I feel that voting is a very important duty in society:					
55.	It doesn't bother me to be wrong if I answer a question in class:					
56.	Some people would say that I am egotistical:					
57.	Having high grades makes me feel good about myself:					
58.	I never skip class:					
59.	I enjoy offering answers in class discussions:					
60.	I always try to participate openly in class:					

61.	If I don't agree with a grade I have received, I always talk to the professor about it:					
62.	I second guessed my answers on this survey:					
63.	I feel numbness or tingling					
64.	I do not experience feeling hot					
65.	I feel wobbliness in legs					
66.	I am able to relax					
67.	I do have a fear of the worst happening					
68.	I feel dizziness or lightheadedness					
69.	I do not feel my heart pounding/racing					
70.	I do not feel unsteady					
71.	I feel terrified or afraid					
72.	I do feel nervous					
73.	I do have a feeling of choking					
74.	I do not experience hands trembling					
75.	I do not feel shaky/unsteady					
76.	I do have a fear of losing control					
77.	I do have difficulty in breathing					
78.	I do have a fear of dying					
79.	I do not feel scared					
80.	I do not experience indigestion					
81.	I do not feel faint/lightheaded					
82.	I do not have face flushed					
83.	I do have hot/cold sweats					

Part IV: Questions for Social Factors that Can Affect Females Assertive Behavior

Instruction: Please read carefully and indicate the extent to which you agree with each statement on a five-point scales by putting a check mark (X) on the box that best describes your response.

1 – Strongly Disagree, 2- Disagree, 3 – Agree, 4 – Undecided, 5 – Strongly Agree.

No.	Items	Respondents				
		1	2	3	4	5
84.	If my parents made a decision in the family that hurt me, they were willing to discuss that decision with me and to admit it if they had made a mistake.					
85.	My parents gave me clear direction for my behaviors and activities, but they also understood when I disagreed with them.					
86.	My parents gave me direction for my behavior and activities and they expected me to follow their direction, but they were always willing to listen my concern and to discuss their direction with me.					
87.	My parents took the children's opinions in to consideration when making family decisions but they would not decide for something simply because the children wanted it.					
88.	I knew what my parents expected of me in family, but also felt free to discuss those expectations with my parents when I felt that they were unreasonable.					
89.	My parents directed the activities and decisions of the children in the family					

	through reasoning and discipline.					
90.	My parents have always encouraged verbal give and take whenever I have felt that family rules and restrictions were unreasonable.					
91.	My parents had clear standards of behavior for the children in our homes as I was growing up, but they were willing to adjust those standards to the needs of each of individual children in the family.					
92.	My parents have always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.					
93.	Whenever my parents told me to do something as I was growing up, they expected me to do it immediately without asking any question.					
94.	My parents did not allow me to question any decision they had made.					
95.	My parents felt that wise parents should teach their children early just who is boss in the family.					
96.	My parents would get very upset if I tried to disagree with them.					
97.	My parents let me know what behavior they expected of me, and if I did not meet those expectations, they punished me.					
98.	My parents often told me exactly what they wanted me to do and how they expected me to do it.					
99.	I know what my parents expected of me in the family and they insisted that I conform to those expectations simply out of respect for their authority.					
100.	My parents allowed me to form my own point of view on family matters and they generally allowed me to decide for myself what I was going to do.					
101.	My parents have always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.					
102.	My parents allowed me to decide most things for myself without a lot of direction from them.					
103.	My parents felt that in a well-run home the children should have their way in the family as often as the parents do.					
104.	My parents felt that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.					
105.	I never learn how to control my own behavior from my parents and always expect to get my way.					
106.	Most of the time as I was growing up my parents did what the children in the family wanted when making family decision.					
107.	My parents did not direct the behavior, activities, and desires of the children in the family.					
108.	My parents are not involved in my any aspect of my life.					
109.	My parents are not interested to devote their time and energy to interact with me.					
110.	My parents have no information what I do in school activities.					
111.	My parents have little interest in my experience at school (with my friend).					
112.	My parents do not view themselves as responsive for directing and guiding behavior.					
113.	My parent does not give me consistent direction and guidance in a rational and objective way.					

114.	The cultural values of our forefathers are important to me.					
115.	Culture does not help me to identify myself.					
116.	I want to know my culture that guides me to shape my behavior.					
117.	We are not losing our cultural heritage.					
118.	We need to conserve more cultural heritage for future generations.					
119.	Cultural heritage does not mean anything to my wellbeing.					
120.	I would like to know our traditional style of dress that makes me confident to express my culture.					
121.	Students do not need to learn what their culture is.					
122.	The present cultural heritage should be available for my children's children.					
123.	Cultural heritage is not disappearing.					
124.	We do not need to care about cultural heritage.					
125.	Cultural heritage must be a part of our life.					
126.	Although we do our business as usual, there won't be any major cultural loss.					
127.	Our traditional style of dress is important to me.					
128.	Buildings, museums, and paintings do not have the right to be preserved.					
129.	Future generations have the right to enjoy the present cultural heritage.					
130.	Ideas, beliefs, and customs do not have the right to be preserved.					
131.	Culture helps us to live with people of different backgrounds.					
132.	I have lied many times at the instigation of my friends.					
133.	When others make fun of my friends, I ought to defend my friends.					
134.	Am coerced by my friends to go out with them during weekends					
135.	I often skip my classes as my friends force me to do so.					
136.	I have to accept new friends at the urge of my other friends.					
137.	I have to read some unwanted books due to the compulsion of my friends.					
138.	I indulge in undesirable activities to satisfy my friends.					
139.	I would like to have an iPod because my friends expect me to have one.					
140.	My hairstyle and clothing are according to the wishes of my friends.					
141.	I am afraid that I will be left alone, if I am not a part of whatever my friends do.					
142.	I have to get along with my friends decisions, what so ever it may be.					
143.	I stay away, when my friends destroy others properties.					
144.	I will not do things against my conscious in spite of my friends' compulsion.					
145.	I am honest with my parents about my whereabouts despite of my friends' objections.					
146.	I do not allow my friends to copy from my home assignments and test related activities.					
147.	I will not feel bad, if my friends have something that I do not have.					
148.	I will not fight for unjust causes like my friends.					
149.	I do not want to have a Face book account in spite of my friends' compulsion.					
150.	I like to spend my weekends usefully with my parents and relatives, in spite of my friends' weekend programs.					
151.	I will not go for movies which I do not like even if my friends compel me.					
152.	I like to choose a career of my own, irrespective of my friends' advice.					
153.	I take important decisions without being influenced by my friends' suggestions.					
154.	I am not crazy with my friends' choices.					
155.	I will enroll myself in school Sport clubs and other social service activities even					

	if my friends don't enroll themselves.						
156.	I get more interest in studies when my friends motivate me.						
157.	I listen to good music as my friends recommend them.						
158.	I joined swimming and other lifesaving training programs, because of my friends' encouragement.						
159.	Like my friends, I would like to go abroad for higher studies and job.						
160.	I complete my assignments on time at the instance of my friends.						
161.	I get so much of encouragement from my friends to solve difficult issues.						
162.	I am eager to go on social media.						
163.	I look for internet connectivity everywhere so as to go on social media.						
164.	Going on social media is the first thing I do when I wake up in the morning.						
165.	I see social media as an escape from the real world.						
166.	A life without social media becomes meaningless for me.						
167.	I prefer to use social media even there are somebody around me.						
168.	I prefer the friendships on social media to the friendships in the real life.						
169.	I express myself better to the people with whom I get in contact on social media.						
170.	I am as I want to seem on social media.						
171.	I usually prefer to communicate with people via social media.						
172.	Even my family frown upon, I cannot give up using social media						
173.	I want to spend time on social media when I am alone.						
174.	I prefer virtual communication on social media to going out.						
175.	Social media activities lay hold on my everyday life.						
176.	I pass over my homework because I spend much time on social media.						
177.	I feel bad if I am obliged to decrease the time I spend on social media.						
178.	I feel unhappy when I am not on social media.						
179.	Being on social media excites me.						
180.	I use social media so frequently that I fall afoul of my family.						
181.	The mysterious world of social media always captivates me.						
182.	I do not even notice that I am hungry and thirsty when I am on social media.						
183.	I notice that my productivity has diminished due to social media.						
184.	I have physical problems because of social media use.						
185.	I use social media even when walking on the road in order to be instantly informed about developments.						
186.	I like using social media to keep informed about what happens.						
187.	I surf on social media to keep informed about what social media groups share.						
188.	I spend more time on social media to see some special announcements (e.g. birthdays).						
189.	Keeping informed about the things related to my courses (e.g. homework, activities) makes me always stay on social media.						
190.	I am always active on social media to be instantly informed about what my kith and kin share.						

Part V: Semi-structured Interview Questions

- 1) How do you perceive or explain your female students' level of assertive behavior in the class activities?
- 2) What are psychological factors that can affect student's assertive behavior?

3) What are the major social factors that can hinder assertive behavior of students?

Appendix B2 Hawassa University

College of Social Sciences and Humanities

Department of Psychology

**In Partial Fulfillment of the Requirements for the Master of Arts Degree in: Social
Psychology**

Questionnaire for Edo Duguna Secondary School Students

The Amharic version of the questionnaire

ዉድ የመጠይቁ ተሳታፊዎች የዚህ መጠይቅ ዋና አላማዉ “Investigating the impact of psychological and social factors that affect female students assertive behavior: In The Case of Edo Duguna Secondary School Students, Wolaita Zone, Ethiopia” በሙሉ ርዕስ ስር ለሚረገዉ ጥናት ጠቅሚሚጃ ለመስጠት ነዉ፤ ጥናቱ እየተካሄደ ያለዉ በሐዋሳ ዩኒቨርስቲ የድህረ ምረቃ ተማሪ በሆነዉ እና በ ሙን-ቴፒ ዩኒቨርስቲ በሳይኮሎጂ የትምህርት ክፍል ረዳት ምሩቅ ማህረ በሆነዉ በ Ejigayehu Endrias ሲሆን ፤ በ Social psychology ዘርፍ የሚተርከ ድግሪዉን ለመደራጀቅ የሚከህደዉ የሚሆኑ ጥናት ነዉ፡ ጥናቱ የተሳካ ይሆን ዘንድ የምትሰጡ ምላሽ በጣም ጠቅሚስለሆነ፡ የተነሱ ጥያቄዎችን በሙሉ እንድትሞክሩ እና እዉ ተኛ መልሳችሁን እንድትጸባርቁ በትህትና እጠይቃለሁ፡ ሁሉም የምትሰጡ መልስ ምክግራዊነታቸዉ የተጠበቀ ነዉ፤ ማንም ቢሆን የምትሰጩ ምላሽ ያንቺ መሆኑን አያውቅም፡

ስለትብብርዎ ከልብ አመክግናለሁ !!

መግቢያ- ለሚተላት ጥያቄዎች እባክዎ በተቀመጠዉ ሳጥን ውስጥ የ ‘✓’ ምልክትን በሚረግ ይመልሱ፡

ክፍል-1: የግል ሚጃ

- 1.1 ክፍል፣ 9ኛ 10ኛ
- 1.2 ሀይማኖት፣ ኦርቶዶክስ ፕሮቴስታንት ማስሊም
- ሌላች
- 1.3 የሚረግ በታ፣ ከተማ
- 1.4. ዕድሜ 15-20 20-25 25-30 30-40
- እና ከ 40 በላይ

ክፍል II: እራስዎን የሚፈጸበት የደረጃ ጥያቄዎች

አቅጣጫዎች- የሚተላት ጥያቄዎች እራስዎን የሚፈጸበትን ማገድ ሚጃ ለመስጠት ነዉ፡ የእርስዎ መልስ በአጥቃላይ በተገለጸውሁኔታ ውስጥ እራስዎን እንዴት እንደሚፈጹ የሚንፀባርቅ መሆን አለበት። እባክትን

በሚመዘገቡት በሰንጠረዥ ውስጥ ካሉት ሳንቶች በአንዱ ላይ ራዊት ምልክት (✓) በሚደረግ የስምምነት ደረጃዎን ያሳዩ።

1=በጣም አልስማማም ፣ 2=አልስማማም ፣ 3=ያልተወሰነ ፣ 4= እስማማለሁ፣ 5=በጣም እስማማለሁ ።

No.	Items	Respondents				
		1	2	3	4	5
1.	ብዙ ሰዎች ከእኔ የበለጠ ተከራካሪ እና ቆራጥ ናቸው ብዬ አስባለሁ።					
2.	“በዓይን አፋርነት” ምክንያት ከዳደሩ ጋር ለማናኘትም ሆነ ቀጠሮ ለሚካተቱት ተጠራጥሯለሁ።					
3.	ጉዳት እንደደረሰብኝ በሚመስለኝ ጊዜም እንኳ የሌሎችን ስሜት ላለማዳት እጠነቅቃለሁ።					
4.	አንድ ሻጭ በጣም ጥሩ ያልሆነ ሽቀጥ ሽቀጦችን አሳይቶኝ ከሆነ “አይሆንም” ለማለት ያስቸግረኛል።					
5.	እውቀትን ለማግኘት ሰዎች ብዙ ጊዜ እኔን ይጠቀማሉ።					
6.	ብዙ ጊዜ ሚኒስቴር ሆኖ ያገኘኋቸዋል ሰዎች ምን እንደሚሉ አላውቅም።					
7.	ወደ የንግድ ድርጅቶች ማቋቋሚያ እና ተቋማት ስልክ ከሚደረግ ወደኋላ እላለሁ።					
8.	በግል ቃለ መጠይቅ ከሚሰጡ ይልቅ ደብዳቤ በሚጻፍ ለሥራ ወይም ከሌላ ለማግኘት ማዘጋጀት እሚጠቅማለሁ።					
9.	ደደብ መሆኔ እንዳይሰማኝ በሚረዳኝ ጥያቄዎችን ከማቀድ ተቆጥቼያለሁ።					
10.	ምክንያት ሲሰጠኝ አንዳንድ ጊዜ ምን እንደሚሉ አላውቅም።					
11.	ጭጭቅ በሚጠራበት ጊዜ በጣም ከሚደረግ የተነሳ ሁሉንም አናውቃለሁ ብዬ አንዳንድ ጊዜ እፈረሳለሁ።					
12.	ምንም ማለት የሚችልበት ጊዜ አለ።					
13.	የቅርብ እና የሚጠራው ዘመዬ ቢያናድደኝ ብዙ ጊዜ ከሚሰጡ ይልቅ ስሜትን አረጋጋ ነበር።					
14.	ከፀሐፊዎች እና ከሽያጭ ሰዎች ጋር በዋጋ ላይ ከሚደረግ እቆጠባለሁ።					
15.	“አይ” ለማለት ብዙ ጊዜ ይከብደኛል።					
16.	ጭጭቅ ከሚጠራ ይልቅ ስሜትን ማደብ እሚጠቅማለሁ።					
17.	ሽቀጥ ሽቀጦችን መዋሰን አሳፋሪ ሆኖ አግኝቼዋለሁ።					
18.	አንድ ታዋቂ እና የሚጠራው መግቢያ ትክክል አይደለም ብዬ የሚመስለኝ አስተያየት ከሰጠ ተመልካቾች የእኔን አስተያየት እንዳሳማ አደርጋለሁ።					
19.	በአንድ ፊልሚንት ውስጥ የሚደረግው ምክንያት ሲቀር ለአስተናጋጁ ወይም ለአስተናጋጁ ቅሬታ እቀርባለሁ።					
20.	ጥያቄ ነገር ካደረግሁኝ ስለ እሱ ለሌሎችን ለማወቅ እጥራለሁ።					
21.	ስለ ስሜት ግልጽ እና ግልጽ ነኝ።					
22.	አንድ ሰው ስለ እኔ የወሰነ እና መጽሐፍ ታሪኬን የሚሰራው ከሆነ በተቻለ ፍጥነት እሱን ወይም እሷን ካየሁኝ ስለሱ “አወረሰሁ።”					
23.	ከአዳዲስ ዓይኖች እና ከሚጠራው ሰዎች ጋር ወይም ወደፊት ያስደስተኛል።					
24.	የሆነ ነገር እንዳደረግ ሲጠየቅ ለምን እንደሆነ ለማወቅ አጥብቄ እጠይቃለሁ።					
25.	በአንድ ፊልሚንት ውስጥ እና በሌላ ቦታ ስለ ደካማ አገልግሎት ቅሬታ አቀርባለሁ።					
26.	ጥሩ፣ ጠንካራ ክርክር የማይፈግበት ጊዜ አለ።					
27.	ከእኔ አጠቃላይ ሁኔታ በላይ ማለት በቴዎድሮስ ወይም በንግግር ላይ ጭንቀት ብለው ሲነጋገሩ ዝም እንዳሉ ወይም ንግግራቸው ወደ ሌላ ቦታ እንዳይሰራ እጠይቃቸው ነበር።					
28.	በሰልፍ ክፍል ለማግኘት የሚጠራ ሁሉ ለጥሩ ጦርነት ነው።					
29.	ሀሳብን ለማለጽ ፈጣኝ ነኝ።					
30.	በክፍሉ ውስጥ ካሉ አጠቃላይ ተሞልተው ለማድረግ እጥራለሁ።					

ክፍል III: የሴቶችን እውነተኛ የስሜት/ የሀሳብ መግለጫ በሀረግ ለሆኑ የሚሉ የስነ ልቦናዊ ጉዳዮች ጥያቄዎች

አቅጣጫ- በሰንጠረዥ ውስጥ (X) ምልክት በሚደረግ እርስዎን በትክክል የሚመለከትዎትን የሚተላለፍ ከድ በሚጠቀም እያንዳንዱ ጥያቄ ምን ያህል እንደሚፈፀም ያመልክቱ።

1=በጣም አልስማማም ፣ 2=አልስማማም ፣ 3=ያልተወሰነ ፣ 4= እስማማለሁ፣ 5=በጣም እስማማለሁ ።

No.	Items	Respondents				
		1	2	3	4	5
31.	በአጠቃላይ, በራሴ ረክቻለሁ					
32.	አንዳንድ ጊዜ እኔ ምንም ጥሩ አይደለሁም ብዬ አስባለሁ።					
33.	በርካታ ጥሩ ባሕርያት እንዳሉኝ ይሰማኛል።					

34.	እኔም እንደ ሌሎች ብዙ ሰዎች ነገሮችን ማረጋገጥ እችላለሁ።						
35.	የምስራቅ ብዙ ነገር እንደሌለኝ ይሰማል።						
36.	በእርግጠኝነት አንዳንድ ጊዜ ምንም ጥቅም እንደሌለኝ ይሰማል።						
37.	ዋጋ ያለው ሰው እንደሆነኩ ይሰማል።						
38.	ለራሴ የበለጠ ክብር እንዲኖረኝ እመኛለሁ።						
39.	ባጠቃላይ እኔ ተሸናፊ እንደሆነኩ ለማሳሰብ አዘነ ብላለሁ።						
40.	ለራሴ አዎንታዊ አማካካሪ እወስዳለሁ።						
41.	እኔ ሁል ጊዜ የትምህርት ሁኔታዎችን ከሚጋገጩ ጋር እቀርባለሁ።						
42.	ከ15 ሰዓታት በላይ ክፍል አልወሰድም።						
43.	ለክፍል ጥያቄዎች ምልሱን ሁል ጊዜ አወቃለሁ።						
44.	እኔ በጣም በራሳዬ የሞላላለሁ ሰው አይደለሁም።						
45.	ተጨማሪ ስራ ወይም እንቅስቃሴዎች ተሞቶኛል።						
46.	ከፈተኛ በፊት ሁል ጊዜ ስለራሴ እርግጠኛ ነኝ።						
47.	ከፈተኛ በኋላ ስለራሴ እርግጠኛ ነኝ።						
48.	በየቀኑ የተለያዩ ሙሉዎችን አነባለሁ።						
49.	የኤድ ተሟዎች በጣም ግደዮለሽ ናቸው ብዬ አስባለሁ።						
50.	ከፍተኛ ውጭ በፍፁም አልጠቅም።						
51.	ደረጃ ለተሰጠው ሥራ ሁል ጊዜ እፈራለሁ።						
52.	መሆን የምፈልገው ማንኛውም ነገር መሆን እችላለሁ።						
53.	የክፍል ተሟዎችን በማራከር ምኞት ይሰማል።						
54.	ደግሞ መስጠት በህብረተሰብ ውስጥ በጣም አስፈላጊ ግዴታ እንደሆነ ይሰማል።						
55.	በክፍል ውስጥ አንድ ጥያቄ ብቻ መስጠት አያስብኝም።						
56.	አንዳንድ ሰዎች እኔ ትምህርተኛ ነኝ ይላሉ።						
57.	ከፍተኛ ውጭ ማንኛውንም ስለራሴ ጥሩ ስሜት እንዳለሰኝ አደርገኛል						
58.	ክፍልን ፈጽሞ አልዘለልም።						
59.	በክፍል ውስጥ ውስጥ ምልሱን መስጠት ያስደስተኛል						
60.	በክፍል ውስጥ ሁል ጊዜ በግልፅ ለመተባበር እጥረኛለሁ።						
61.	በ ውስጣት በክፍል ውስጥ ካልተሰማኝ፣ ስለዚህ ጉዳይ ከመሆኑ ጋር ሁል ጊዜ እናገራለሁ -						
62.	በዚህ ዓለት ላይ ምልሱን ሁለተኛ ገምቻለሁ።						
63.	የመኖሪያ ወይም ማንኛውም የመከላከያ ስሜት ይሰማል።						
64.	የመቅረብ ስሜት አይሰማኝም።						
65.	በእግሮች ውስጥ የመኖሪያ ስሜት ይሰማል።						
66.	ዘና ማለት እችላለሁ።						
67.	በጣም የከፋ ነገር እንዳይከሰት እፈራለሁ።						
68.	የመከላከያ ስሜት ወይም ራሳዬ ምን ይሰማል።						
69.	ልቤ ሲሞት/ሲሮጥ አይሰማኝም።						
70.	ሚጋገጥ ይሰማል።						
71.	ፍርሃት ይሰማል።						
72.	በጭቀት መኖሪያ ይሰማል ።						
73.	የመከላከያ ስሜት አለኝ።						
74.	እጆች ሲንቀጠቁጡ አላጋጠሞኝም።						
75.	የመቅረብ ስሜት አይሰማኝም።						
76.	መቆጣጠር የማለት ስጋት አለኝ።						
77.	የመቅረብ ትግር አለብኝ።						
78.	የመከላከያ ፍርሃት አለኝ።						
79.	የፍርሃት ስሜት አይሰማኝም።						

80.	የምግብ አለመፈጸሙ ችግር አላጋጠመም						
81.	የሙሳት ስሜት አይሰማም						
82.	በሆስፒታል በጥም የሚሰጡ ፊት የለኝም						
83.	ትኩስ/ቀዝቃዛ ላብ አለኝ.						

ክፍል IV፡ የሴቶችን እውነተኛ የስሜት/የሀሳብ መለጠፊያ ለህክምና የሚበረድ ጉዳዮች ጥያቄዎች መሠረድ፡ እባክዎን በጥንቃቄ ያንብቡ እና በአምስት ነጥብ መሳሪያዎች ከእያንዳንዱ መለጠፊያ ለሚመዘገቡትን መዋክፍ በምርጫ ላይ ያልዘከትሉ (X) በመረዳት ምልክቱን በደንብ ይገልጻሉ ብለው ያምኑትን ያሳዩ።
1=በጣም አልስማማም፣ 2=አልስማማም፣ 3=ያልተወሰነ፣ 4= እስማማለሁ፣ 5=በጣም እስማማለሁ።

No.	Items	Respondents				
		1	2	3	4	5
84.	በተሰባች እኔን የሚዳ ውሳኔ በወሰኑ ውሳኔዎች ደግሞ ለመቅረብ ፍላጎት አለብኩ፡					
85.	በተሰባች ለባህሪዬ ለምሳሌ ስራዎች ግልጽ የሆነ አቅጣጫ እና መረጃ ይሰጠኛል (ይጠቅሙኛል)፡ መረጃዎች በልሳሽነት እንዲሁ ሊሰጡ (ለያዳምገኝ) ፈቃደኛ ናቸው፡					
86.	በተሰባች ምክንያታዊ ወይም ለካህናት/የልጆቻች አስተያየት ምንም ዓይነት ምን ይሰጣሉ ነገር ግን ልጆቻች ለራሳቸው ብቻ እንደሚረዱ አይፈቅዱም፡					
87.	በተሰባች ምክንያታዊና ተጨማሪ መረጃ ያለው መረጃዎች አቅጣጫ ይሰጣሉ ይነግሩኛል/ይጠቁኛል/፡፡					
88.	በተሰባች ከእኔ ምን እንደሚጠቅሙ አወቃለሁ ነገር ግን ምክንያታዊ ባልሆኑ ነገሮች ላይ ከእነሱ ጋር ለመዋወቅ አልፈረም (አልሸመቅም)፡፡					
89.	በተሰባች ልጆች እንዲናገሩ እንዲወያዩ ያበረታታሉ፡ ከወይዘሪ ሃሳቦችን ይወስዳሉ፡					
90.	በተሰባች ለበተሰባች ጉዳይ ያላቸው አመለካከት ፍላጎት ፍልስፍና በየጊዜው ግምገማ ያካሂዳሉ፡					
91.	በተሰባች ለእያንዳንዱ ልጅ ግልጽ ግብ ማለት አለቸው በተጨማሪም ከልጆች የሚጠቁትን ውሳኔና ባህሪ ከልጆቹ አቅም፡ ዕድሜ አንፃር መሆን አለበት ብለው ያምናሉ፡					
92.	ወደ ትክክለኛው ተገቢው ማግኘት ልጆች እንዲመኩ በተሰባች ቁጥጥር ቅጥጥ ያስፈልጋል ብለው ያምናሉ፡					
93.	በተሰባች ልጆች የሚዘዙትን ስራ ወዲያው ያለምንም ጥያቄ/ተቃውሞ እንዲሰሩ ያደርጋሉ፡					
94.	በተሰባች በእኔ ጉዳይ የወሰኑትን ውሳኔ በምንም ሆኑም ደግሞ ለመቅረብ አይፈልጉም፡					
95.	በተሰባች ተጨባጭ ወላጅ በሆኑ ውስጥ ማለት አዛዥ ማለት ይቻላል እንደሆነ ልጆችን መቆጣጠር መቻላቸው ተገቢ ነው ብለው ያስተምራሉ (ያምናሉ)፡፡					
96.	በተሰባች እነሱ በተናገሩት ነገር ላይ ተቃውሞ በቀርብ ይናደዳሉ (ይባላሉ)፡፡					
97.	በተሰባች ከእኔ ምን እንደሚጠቅሙ በግልጽ ይነግሩኛል ሆኖም እነሱም እንደሚፈልጉት ሆኖ ካልተገኘው ይሰደባኛል፡ ይቆጠሩኛል፡፡					
98.	በተሰባች በአንድ መሀበረሰብ ውስጥ በሚጠሩ ችግር ምክንያቱ ልጆችን በግድና በጉልበት (በቁጥጥር ጉድለት) ባህልንና ወገን አለመቆጣጠርና አለመቆጣጠር ነው ብለው ያምናሉ፡					
99.	በተሰባች ልጆች ምን እንዲት መቅረት እንዳለባቸው ሁል ጊዜ በግልጽና ጠንካራ ባለ ሀይል ቃል ትዘዝ ያስተላልፋሉ፡					
100.	በተሰባች በበተሰባች ጉዳዮች ላይ የራሴ አመለካከት እንዲኖረኝ እና ለምሳሌ ስራዎች የራሴን ውሳኔ እንደወሰን ፈቅደወኛል፡፡					
101.	በተሰባች አብዛኛውን ነገር ካለነሱ ትዕዛዝ ለራሴ በራሴ እንደወሰን ያበረታታኛል፡፡					
102.	በተሰባች በይሁና ቤት ውስጥ የሚኖሩ ህፃናት በተሰባችዎች እንደሚደርጉት ሁሉ ነፃ መሆን አለባቸው የሚል አመለካከት አላቸው፡					
103.	በተሰባች በአብዛኛው በበተሰባች ያሉ ችግሮች በቀላሉ ይፈታሉ ብለው ያምናሉ፡ ይህም የሚሆነው በህፃናት ላይ ያለው ስሜት እና የሚሰጠው ፍላጎቶች ገደብ ሲሆን ነው፡					
104.	የራሴን ባህሪ ለመቆጣጠር ከበተሰባች ፍጥነት አልተሻሻለም እና ሁል ጊዜ የምትተላለው የራሴን ማግኘት ነው፡					
105.	በተሰባች ስለ ጊዜ አጠቃቀም ህጎች የሏቸውም፡					
106.	በተሰባች በበተሰባች ውሳኔ ለመካሄድ ሲፈልጉ ህፃናት ከሚፈልጓቸው ነገሮች ተነስተው ነው፡					
107.	በተሰባች ለልጆች ባህሪ እንቅስቃሴ ፍላጎቶች ግድ የላቸውም፡					
108.	በተሰባች በሚገኘው የህይወት እንቅስቃሴዎች ግድ የላሽ ናቸው፡					
109.	በተሰባች ጊዜያቸውን ጉልበታቸውን ከኔ ጋር አቀናጅተው እኔን ለመረዳት ፍላጎት የላቸውም፡					
110.	በተሰባች በትምህርት ቤት ውስጥ ስላሉ ህይወት ምንም መረጃ የላቸውም፡					
111.	በተሰባች በትምህርት ቤት ውስጥ ያለኝን ባህሪ ምንም ነገር አያውቁም፡					
112.	በተሰባች የባህሪ አቅጣጫ መቆጣጠርና የማህበራዊ ሀላፊነት እንዳለባቸው አያውቁም፡					
113.	በተሰባች ተከታታይ የህይወት አቅጣጫ ምክንያታዊና ተጨማሪ በሆነ ማግኘት አላሳዩኝም፡					
114.	የአባቶቻችን ባህላዊ እሴቶች ለእኔ አስፈላጊ ናቸው፡					
115.	ባህሌ እራሴን እንደላይ አይረዳኝም፡					
116.	አባቶቻችን የሰረዙትን ምግቦች መቅቅ እፈልጋለሁ፡					
117.	የባህል ቅርሶቻችንን እያጣኑ አይደለም፡					
118.	ለወይዘሪ ትዕዛዞች ብቻ ባህላዊ ቅርሶችን መቆጣጠር አለብኝ፡፡					
119.	የባህል ቅርስ ለኔ ደህንነት ምንም ማለት አይደለም፡					

120.	የኛን ባህላዊ የአለባበስ ዘይቤ ማዕቅ እፈልጋለሁ።					
121.	ተማሪዎች ባህላቸው ምን እንደሆነ መጥፎ አያስፈልጋቸውም።					
122.	አሁን ያለው የባህል ቅርስ ለልጆቼ ማኘት አለበት።					
123.	የባህል ቅርስ እየጠፋ አይደለም።					
124.	አያዳቸውን የሰሩት ምግቦች ለእኔ ጠቃሚ ናቸው።					
125.	ለባህላዊ ቅርስ ማጫካ አያስፈልገንም።					
126.	የባህል ቅርስ የሕይወታችን አካል መሆን አለበት።					
127.	እንደተለመደው ስራችንን ብድርግም ምንም አይነት ትልቅ የባህል ኪሳራ አይኖርም።					
128.	የባህል አለባበሳችን ለእኔ ጠቃሚ ነው።					
129.	ሕንፃዎች፣ ማዘዎች እና ሥዕሎች የሚጠበቅ ማዘት የላቸውም።					
130.	የወደፊት ትዕልዶች አሁን ባለው ባህላዊ ቅርስ የሚጠቀም ማዘት የላቸው።					
131.	ሀሳቦች፣ እያንዳንዱ እና ልማቶች የሚጠበቅ ማዘት የላቸውም።					
132.	ባህል የተለያየ አስተዳደግ ካላቸው ሰዎች ጋር እንደንኖር ይረዳናል።					
133.	በዳደሮቼ አገሳሽነት ብዙ ጊዜ ዋሽቻለሁ።					
134.	ሌሎች በዳደሮቼ ላይ ሲሰለቁብኝ ዳደሮቼን ማሳለክ አለብኝ።					
135.	ቅዳሜ እሁድ አገሬያቸው እንደወጣ በዳደሮቼ ተገደዳለሁ።					
136.	ብዙ ጊዜ ዳደሮቼ እንዳይረግ ሲያስገደዱኝ ክፍሎቼን እዘልላለሁ።					
137.	በሌሎች ዳደሮቼ ፍላጎት አዳዲስ ዳደሮችን ማበል አለብኝ።					
138.	በዳደሮቼ አስገዳጅነት አንዳንድ ያልተፈለጉ ሙሃፎችን ማበብ አለብኝ።					
139.	ዳደሮቼን ለማዘት ወደሚፈለጉ ተግባራት እገባለሁ።					
140.	ዳደሮቼ እንዳያረጉ ስለሚጠቁ አይገድብ እንዳያረጉ እፈልጋለሁ።					
141.	የፀጉር አሠራር እና ልብኤ በዳደሮቼ ፍላጎት ማረጋገጥ ነው።					
142.	ዳደሮቼ የሚደርጉትን ማዕዘንም ነገር ካለደረሱኝ ብቻዬን እቀራለሁ ብዬ እፈራለሁ።					
143.	ምንም ይህን ምን ከዳደሮቼ ውሳኔዎች ጋር ማጠቃለል አለብኝ።					
144.	ዳደሮቼ ሌሎች ንጉሮችን ሲያወድሙ እኔ ከወጫ እቆያለሁ።					
145.	ዳደሮቼ በገደዳም በሀላናዬ ላይ ነገሮችን አላደርግም።					
146.	የዳደሮቼ ተቃውሞ በኖርም የት እንዳለሁ ለወላጆቼ ታማኝ ነኝ።					
147.	ዳደሮቼ ከቤቴ ሥራዬ እንዲገለጥ እና ተዛማጅ እንቅስቃሴዎችን እንዲጥቅሩ አልፈቅደም።					
148.	ዳደሮቼ የሌላን ነገር ቢኖራቸው ቅር አይለኝም።					
149.	እንደ ዳደሮቼ አፍትሐዊ በሆኑ ጉዳዮች አልታገልም።					
150.	ዳደሮቼ በገደዳም የFace book አካላትን እንዳያረጉ አልፈልግም።					
151.	የዳደሮቼ ቅዳሜ እሁድ ፕሮግራሞች በኖሩም ቅዳሜ እሁድን ከወላጆቼ እና ከዘመኔ ጋር ጠቃሚ በሆነ መልኩ ማሳለፍ እወዳለሁ ።					
152.	ዳደሮቼ በገደዳም የሚወደዱ ፊልም ለማየት አልሄደም።					
153.	የዳደሮቼ ምክር ምንም ይህን ምን የራሴን ሥራ ማረጋገጥ እወዳለሁ።					
154.	በዳደሮቼ አስተያየት ሳልበክል አስፈላጊ ውሳኔዎችን አይርጋለሁ።					
155.	በዳደሮቼ ምክላት አላበድኩም።					
156.	ዳደሮቼ ራሳቸው ባይመዝገቡም በት/ቤት ክበቦች እና ሌሎች የሚበረዱ አገልግሎት እንቅስቃሴዎች እመግባለሁ።					
157.	ዳደሮቼ ሲያበረታቱ ለጥናት የበለጠ ፍላጎት አገኛለሁ።					
158.	ዳደሮቼ እንደሚጠቁ ጥሩ ማዕቅ አዳምጽለሁ።					
159.	በዳደሮቼ ማረጋገጫ ምክንያት ዋና እና ሌሎች ሕይወት አደን የሥልጠና ፕሮግራሞችን ተቀላቀልኩ።					
160.	እንደ ዳደሮቼ ለከፍተኛ ትምህርትና ለሥራ ወደ ወጫ አገር ማድ እፈልጋለሁ።					
161.	በዳደሮቼ ምክላት ስራዬን በሰዓቱ አጠናቅቄያለሁ።					
162.	አስቸጋሪ ጉዳዮችን ለማታወቅ ከዳደሮቼ ብዙ ማረጋገጫ አገኛለሁ።					
163.	ሚበረዱ ማደን ለማጠቃለል ዳጉቻለሁ።					
164.	ሚበረዱ ማደን ለማጠቃለል የኢንተርኔት ግንኙነትን በሁሉም ቦታ እፈልጋለሁ።					
165.	በማሳ ስነ ቃ የሚደርገው የሚረዳው ነገር ወደ ሶሻል ሚዲያ ማጠቃለል ነው።					
166.	ሚበረዱ ማደን ከገሃዱ አለም እንደሚሸጥ ነው የማየው።					
167.	ሚበረዱ ማደን የሌለው ህይወት ለእኔ ትርጉም አልባ ሆኑብኝ።					
168.	ምንም እንኳን በአጠቃላይ የሆነ ሰው ቢኖርም እኔ ሶሻል ሚዲያን ማጠቃለል እሚጣለሁ ።					
169.	በእውነተኛው ህይወት ካለው ዳደሩን ይልቅ በሚበረዱ ማደን ላይ ያለውን ዳደሩን እሚጣለሁ።					
170.	በሚበረዱ ደህረ-ገጾች ውስጥ ለምን ናቸው ሰዎች ራሴን በተሻለ ሁኔታ እገልጻለሁ።					
171.	በሚበረዱ ማደን ላይ ለማጠቃለል እንደፈለኩ ነኝ።					
172.	ብዙኛ ጊዜ በሚበረዱ ማደን ከሰዎች ጋር ማጋገርን እሚጣለሁ።					
173.	ቤተሰቤ እንኳን ተባብሮታል ፣ ግን ሚበረዱ ማደንዎችን ማጠቃለል ማቆም አልቻልኩም።					
174.	ብቻዬን ስሆን በሚበረዱ ማደን ላይ ጊዜ ማሳለፍ እፈልጋለሁ።					
175.	ከመጽሐፍ በሚበረዱ ማደን ላይ ምንጣዊ ግንኙነትን እሚጣለሁ።					
176.	የሚበረዱ ማደን እንቅስቃሴዎች በዕለት ተዕለት ሕይወቴ ላይ ይቆማሉ።					
177.	በሚበረዱ ማደን ብዙ ጊዜ ስለሚጠቁ የቤት ስራዬን ሳልሰራ አልፋለሁ።					
178.	በሚበረዱ ማደን ላይ የሚገኝ ስራ ከተገደደኩ ማድ ስሜ ይሰማል።					
179.	በሚበረዱ ደህረ ገጽ ላይ የሌለሁ ጊዜ ይስተኛ አይደለሁም።					
180.	በሚበረዱ ደህረ ገጽ ላይ ማየን በጣም ያስደስተኛል።					
181.	ሚበረዱ ማደን በተደጋጋሚ እጠቅማለሁ ስለዚህም በቤተሰቤ ፊት ተተክኩ እወደቅ ነበር።					
182.	ሚበረዱ ማደን የሚበረዱ ማደን አለም ሁሉም ይሚከናወናል።					

183.	በመሀበራዊ ደህረ-ገጾች ላይ ስሆን መረብንና መዝገብን እንኳን አላስተዋለውም።					
184.	በመሀበራዊ መጪያ ምክንያት ምርታማ ቴ ማኑ ሰን አስተዋለሁ።					
185.	በመሀበራዊ መጪያ አጠቃቀም ምክንያት አካላዊ ችግሮች አሉብኝ።					
186.	ስለ እድገቶች በቅጽበት እንዲነገረኝ በማገድ ላይ ስሄድም መሀበራዊ መጪያን እጠቅማለሁ።					
187.	ስለመሆኑ ውነገር መረጃ ለማግኘት መሀበራዊ መጪያን መጠቀም እወዳለሁ።					
188.	የመሀበራዊ መጪያ በድኖች ስለሚረገጥ መረጃ ለመጠቀም በመሀበራዊ መጪያ ላይ እሳሳለሁ።					
189.	አንዳንድ ልዩ መሳተፊያዎችን ለማት (ለምሳሌ የልደት ቀናት) በመሀበራዊ መጪያ ላይ ብዙ ጊዜ አሳልፋለሁ።					
190.	ከትምህርቶቼ ጋር በተያያዙ ነገሮች (ለምሳሌ የቤት ስራ፣ እንቅስቃሴዎች) መረጃ መግኘቴ ሀልጊዜ በመሀበራዊ መጪያ ላይ እንደቆይ ያደርገኛል።					
191.	ቤተሰቦቼ እና ዘመቼ ስለሚረገጡ ነገር ወዲያው ለመጠቀም ሀልጊዜ በመሀበራዊ መጪያ ላይ ንቁ ነኝ።					

ክፍል v: በክፍል የተዋቀረ ቃለ መጠይቅ ጥያቄዎች ለሴት አስተማሪዎች

- 1) በክፍል እንቅስቃሴዎች ውስጥ የሴት ተማሪዎች የሀሳብ መግለጫ ባህሪ ደረጃ እንዴት ይገነዘባሉ ወይም ያብራራሉ።

- 2) በሴት ተማሪ የሀሳብ መግለጫባህሪ ላይ ተጽእኖ የሚፈጥሩ የስነ-ልቦና ምክንያቶች ምን ምን ናቸው?

- 3) የሴት ተማሪዎችን የሀሳብ መግለጫባህሪ የሚደናቅፉ ዋና ዋና መሣሪያዎች ምንድን ናቸው?
