An Assessment of Psycho-Social Factors That Can Affect Females Assertive Behavior in Wollega University: The Case of College of Education and Behavioral Sciences

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Abstract

The main objective of this study was to assess the psycho-social factors that can affect female students' assertiveness. The study employed both quantitative and qualitative design. From the total population of the female students of Wollega University College of Education and Behavioral Sciences 40 female students were selected by using simple random sampling techniques. The participants were selected from female students of 1ˢᵗ year up to 3ʳᵈ year students from College of Education and Behavioral Sciences Data were collected by using self-administered questionnaires and interview of the participants. Rathus assertiveness scale was used for the self-administered questionnaire for female students. Interview was employed to gain data from experts of Wollega University Gender office and Counseling center services. Quantitative data was analyzed by using frequencies and percentages. While the quantitative data or interview data was analyzed through narration. The finding of the study reveals that female students are slightly assertive due to psychological factors and social factors affecting them. From the psychological variables fear and anxiety are the major factors while from social factors teachers and classmates' negative attitude are the main factors in leading female students to the low level of assertiveness

1. Introduction

1.1. Background of the Study

Assertiveness means skills that include the ability to defend your rights, express your thoughts, emotions ,and beliefs in an appropriate ,direct, and honest ways such that others rights do not violated (Lang & Jakowodkib, 1978).

According to Latrobe (2007) assertiveness is a form of behavior characterized by a confident declaration or affirmation of a statement without need of proof this affirms the person's right or point of view without

aggressively threatening the right of another (assuming a position of dominance)or submissively permitting another to deny ones rights or point of view. The author noted that assertiveness is an excellent skill both for managing relationship with others and managing your relationship with yourself.

According to Harsens and Bleak (1976) assertive is the ability to express both the negative and positive inter personal situation with no worry about its consequence which accompanies presenting. Assertiveness is a concept that is getting with increasing popularity in psychological research in a recent year .Increasing in personal freedom; strengthening persons who use assertive skill (Egret, 2011).There are many definitions in literature about assertiveness .According to Towed (2007) assertiveness communication is a person's his own and other physical, emotional, social and intellectual awareness. In social work encyclopedia assertiveness is being defined as a behavior characterized as communicating of a person with self-confidence while being aware of his rights and value. On the other hand Barker (1995) defined assertiveness as a communication of a person feeling responsible for his emotion, belief and thought in most honest, direct and appropriate expression. Pfeiffer (2010) also reported that assertive communication is defined as expressing one need, feeling and demand clearly without violating others rights. From this When the definition of assertiveness is examined it can be seen that those definitions are not deferent from each other. In this context if we have to make a general definition of assertiveness it can be defined as a person while aware of himself and other own feeling, expressing ones thought and needs clearly. Assertiveness can be thought in the society generally as a way to be social and easily establishing communication with everybody and having a certain consciousness.

According to Ajani, Granger, Debary and Ducroix cited in Yeylagh (2001) assertiveness is an individual function which facilitates social interaction but its failure action will provoke anxiety, stress and personality disorder. Ghafarianzadeh (2000) reported the positive impacts of assertiveness training on academic achievement and social skills of female middle and high school students. A study conducted in Graham et.al. Demonstrated that assertiveness training decreased social anxiety and increases social skills including self –assertion. School counseling center play an important role

improving students social and academic performance, developing healthy assertiveness and prevent behavioral disorders and learning problems in (Afghani, et al. 2000). Assertiveness is an important social skill which promotes personal wellbeing. From this one can observe most definition of assertiveness emphasize on direct expression of feeling, desires and thought in interpersonal context.

Albert and Emmons (1990) stated that assertive behavior promotes equality in human relationship enabling as to act in our own best interest to stand up for ourselves without under anxiety to express honest feeling comfortably and to exercise personal right without denying the right of other. Although some earlier studies showed that boys are more assertive than girls (Eskin,2003) data from recent year have found that either girls have significantly highly scored on assertive communication and independence (Bourke, 2002) or that there are no significant gender difference in assertiveness (Karagozoglu et al. 2008). Assertiveness as a social skill is a construct which has a number of different dimensions including the ability to express oneself without anxiety or aggression in different situation (Bovaryet al. 1999). Assertiveness is about effective communication and this does not just mean choosing the right words in a given situation. Assertive behaviors are convergence to and correlated with positive self-concept, self-esteem, mastery, self-efficacy while self-confidence and non-assertive behaviors are preventive and avoidant and are highly correlated with fears, phobias, social anxiety and a variety of internal aggression.

1.2. Statement of the Problem

Many female find it difficult to express themselves effectively in social situations .This undermines their significant role in the development of modern Ethiopia and also improving and strengthening the society. Females are the pillars 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 for others. Studies in assertive behavior among gender have report contradictory finding like: The study by Radars and Saguaro (2013), Azania and Praveen (2015), and Applebee (1976) did not find sex difference in assertive adolescents.

While Prankish and Devi (2015), Harsens et al. (1973) reported that male were more assertive .other finding Chandler et al. (1978) found that woman were significantly more assertive than male specific situations.

According to Eskimo (2003) the levels of assertiveness behaviors in most female students is very low, because they show lack of respect to their own needs, other violate their right, afraid to speak up and exhibit psychological and social influence which are hindering the assertive behaviors of female students. Even females are affected by psychological and social factors up to the extent that they become less assertive in class.

According to Betz and Fitzgerald (1987), thus in male dominated educational setting male dominance is a significant problem for female. To this end the study will be conducted by the researchers to find out assertive level among females with reference to their social and psychological factors. This research expects to fill the gap mentioned in the above by proving a new and recent scientific investigation .The study expected to provide some practical in a sense that's shares some light how to reduce those factors . In addition it will be an input for other researchers for further study in analyzing psycho social factors that affect female assertiveness. Albert and Emmons (1990) also state that assertive behavior promotes equality in human relationship enabling as to act in our own best interest to stand up for ourselves without denying the right of others. Assertiveness is an important social skill which promotes personal well beings. Even if there are a lot of researches done in assertiveness area the research conducted, there is a very limited number of in psycho social aspects of factors that affect female student's assertiveness is quite limited. Therefore this study intends to investigate the factors that affect female student assertiveness. In case of Ethiopia female students feel weaker and unwelcomed in class room due to lack of assertiveness (Genet cited in Shay, 1991). To this end, the conducted study will be designed by the researchers to find out psycho social factors that affect female assertiveness in the case of Wollega University female students.

1.3. Research Question

 This study was attempted to address the following three principal questions;
1. What is the level of assertive behavior of female students in Wollega University at College of Education and Behavioral Sciences?

2. What are the psychological factors that affect the assertive behavior of females a student in Wollega University at College of Education and Behavioral Sciences?

3. What are the social factors that affect the assertive behavior of females a student in Wollega University at College of Education and Behavioral Sciences?

1.4. Objective of the Study

1.4.1. General Objectives

The objective of this study was to assess the psycho-social factors that can affect female assertive behavior in Wollega University College of Education and Behavioral Sciences.

1.4.2. Specific Objectives

- To find out the level of assertive behavior of females student in Wollega University at College of Education and Behavioral Sciences
- To identify psychological factors which affect the assertive behavior of female students in College of Education and Behavioral Sciences
- To investigate the social factors which influence the assertive behavior of female students in College of Education and Behavioral Sciences

1.5. Significance of the Study

The study was designed to investigate the psycho-social factors that affect female assertive behaviors in Wollega University at College of Education and Behavioral Sciences.

Hence, it is hoped that the study raises awareness and increases insights about the issue of assertiveness. Understanding and knowledge on the issue of female assertiveness and factors affect female assertiveness is crucial prerequisite to develop intervention policy in this area. Thus, the findings of the study provide genuine and constructive inputs for stakeholders' who are working on women empowerment and intervention programs and in making as well as revising their program. It provided information for department of psychology and university counseling center to prepare constructive life skill trainings for female students and strengthen their level of assertiveness.

Finally, 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

This study is delimited to investigate the psycho-social factors that affect female assertive behavior in Wollega University and the study would be delimited only to College of Education and Behavioral Science.

1.7. Limitation of the study

Although the present study attempted to provide new information regarding to psycho-social factors that affect female assertive behavior in Wollega University. Due to time constraint this research was limited to come across psycho-social factors that affect female assertive behavior in Wollega University. During conducted research there are different problems was faced the researchers and the study was also limited to some extent .Those problems are shortage of time, financial problem more over there were some trouble in accessing literatures from internet and other source.

1.8. Operational Definition

➢ **Assertiveness:**-is the female ability to express their feeling, opinion, beliefs and needs directly and openly.
➢ **Psychological factors**:-that related with the individual herself behavior such as anxiety; fear and stress are that can affect females assertiveness.
➢ **Social factors**: - the influence that comes from the society or from the physical environment such as family, culture and peer pressure are that can affect female assertiveness.

3. Methodology

3.1. Research Design and Methods

Cross-sectional study design was employed for this research. This is because Creswell (1994) stated that cross-sectional study design is used when the purpose of the study is descriptive, often in the form of survey. According to him, 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.

Both quantitative and qualitative approach was used to collect and analyze data. The quantitative data were collected by using survey questionnaire. While for qualitative data in-depth interview was used to triangulate the major quantitative findings.

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 western Oromia in Nekemte town particularly Wollega University College of Education and Behavioral Science which is located 331km from Finfinne (Addis Ababa) the capital city of Ethiopia. This place was selected for the sole purpose of the researchers is more familiarity with the area.

3.3. Sample and Sampling Techniques

3.3.1. Target Population

All undergraduate of regular female students who were registered for (2008-2010) academic year at Wollega University College of Education and Behavioral Sciences that includes department of Psychology, Special Need and Inclusive Education, Adult Education and EdPM Education were the target population. The study was tried to show the psycho-social factors that affect female assertiveness. Therefore, the target of the population involves female students in Wollega University College of Education and Behavioral Sciences, one Wollega University Counselor and one gender office expert were included in this study.

3.3.2. Sample Size

The total population of the study female students from Wollega University College of Education and Behavioral Sciences in Department of Psychology, Special Need and Inclusive Education, Adult Education and EdPM Education were taken as a sample of the study. Total number of female students from 1st to 3rd year in this college is 100. So that researchers was used for sample size take 40% from total population by using percentage

formula that is total population is "N" with proportion "n" sample size (Daniel, W, 1995).

n=$\frac{40 \times N}{100}$ =$\frac{4N}{10}$ =$\frac{4(100)}{10}$ =$\frac{400}{10}$ = 40. So that sample size is 40.

Then, the researcher employed simple random sampling techniques. The sample size 40 was selected from total population by using lottery method. Each member of the total population has equal chance to participate to be selected.

3.4. Data Collection Instruments

Data was collected through self-administered questionnaires which were prepared in clear and understandable English language to ensure its consistency. 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. The questionnaire was designed to collect the information from the respondents which were prepared having five parts by considering legal sequence. The first part tells about demographic variables of the respondents. It includes age, religion, residence area of study, and residence before joining the university and family socio-economic status. The second part of the questionnaire helps to identify level of assertiveness among respondents which contains thirty (30) questions. Assertiveness scale developed by Rathus, S. A. (1997). "Rathus assertiveness scale" was used to assess female students' level of assertiveness.

The third aspect of the instrument tells psychological factors affecting assertiveness which includes six (6) questions and the instrument tells social factors affecting assertiveness which consists of seven (7) questions. Finally, the last part of the instrument contains interviews.

Interview questions were mplimented with Wollega University Gender Office and University Counselor. In- depth interviews are very essential to uncover the relevant information concerning the topic under discussion. 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.

Semi-structured interview was developed to collect qualitative data. The interview guide contains two sections, factors affecting female students' assertive behavior.

3.5. Data Collection Procedure

The overall quantitative data was collected at the same time. Following every necessary precaution such as securing permission to enter the class and to get the subjects (sample) permission, the questionnaire was distributed to the selected students (sample) in the classroom by researcher in cooperation with data collector and classroom representatives. Some clarifications were made for the respondents by the researcher as participation is voluntary and they have the right not to fill the questionnaire before they were participated in the research.   Finally keeping the confidentiality of data filled by the respondents from an authorized person, the distributed questionnaires were collected the same day to fill the question in the specified period of time. Two stakeholder interviews were digitally recorded by the researcher. At the beginning of their interview if participants were eligible and interested in doing an interview, the researcher make arrangement to meet in allocation convenient for them. The entire interview was made in English. The duration of interview were lasted between 30-35 minutes.

3.6. Method of Data Analysis

All demographic variables of the respondents were presented by using frequencies and percentage. The level of female students' assertiveness was analyzed by using Rathus assertiveness scale. Here percentage and frequencies was used to analyze the data. While the qualitative data or interview data was analyzed through narration.

3.7. Ethical Consideration

Ethical clearances were secured from the department of psychology for the permission to conduct the study. The students were given any information they need verbally and in writing. 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 recorded or produced on any documentation.

4. Data Analysis and Discussion

4.1. Data Analysis

The main objective of this study was to assess the psycho- social factors that can affect the assertiveness of female students in Wollega University at College of Education and Behavioral sciences. The both from qualitative and quantitative focusing on demographic characteristics of the respondents, level of assertiveness and psycho- social factors is analyzed and presented as follows.

4.1.1. Demographic Variables

To show by using frequency and percentage of demographic variables.

Table: 4.1. Demographic Variables

No	Status		Frequency	Percentage
1	Age	18 – 20	10	25
		21 – 23	20	50
		24 and above	10	25
		Total	40	100
2	Religion	Protestant	15	37.5
		Orthodox	20	50
		Catholic	_	_
		Islam	5	12.5
		Waaqeffana	-	-
		Other	_	_
		Total	40	100
3	Place of residence	Urban	15	37.5
		Rural	25	62.5
		Total	40	100
4	Family socio-economic status	High	8	20
		Medium	20	50
		Low	12	30
		Total	40	100

Source: Survey questionnaire (2018

The above table 1 indicate that 10(25%) of respondents were at the age of between 18 –20, the majority 20(50%) of the respondents were age of between 21 – 23 and 10(25%) of the respondents were 24 and above year. In terms of religion, the majority 15(37.5%) of the respondents were protestant, 20(50%) of the respondents were Orthodox and (12.5%) of respondents were Islam religious followers. Regarding their place of residence 15(37.55) of respondents were Urban and most of the respondents (62.5%) from Rural

areas. Socio-economically 8(20%) of respondents were coming from high socio-economic status, 20(50%) of respondents were medium socio-economic status and the remaining 12(30%) of respondents were from low socio - economic status family.

4.1.2. Rathus Assertiveness Scale on the Level of Assertiveness

To show by using Likert scale level of assertiveness the following alternatives:

SD= strongly disagree   **DA**= Disagree   **UD**= Undecided

A= Agree   **SA**= strongly agree

were used

Table: 4.2. The Average of Rathus Assertive Scale Response on the Thirty Questions

Average responses of respondents on the Rathus assertive level of scale which consists thirty questions		SD	DA	UD	A	SA	Total
	F	3	4	6	16	11	40
	%	7.5	10	15	40	27.5	100

Source: survey questionnaires (2018)

This above table show that majority of female students low assertive behavior 40% and 27.5% of female students are moderate assertive while the female students 10% and 7.5% are high and very high assertive behavior. The rest female students around 15% are not responded on the questions so they cannot categorized on the level of assertiveness behavior. Generally this shows that more of the female students have low assertive behavior in college of education and behavioral sciences.

4.1.3. Psychological Factors That Can Affect Female Assertive Behavioral

To be expressed the participants' response yes or no answer

Table: 4. 3. Psychological Factors That Can Affect Female Assertive Behaviors

NO	Item	Respondents				Total	
		Yes	%	No	%	F	%
1	Do you believe that you have confidence to ask support in difficult	25	62.5	15	37.5	40	100
2	Do you believe that you do not have potential in class activity?	12	30	28	70	40	100
3	Do you express your opinion or feeling in class without any fear?	22	55	18	45	40	100
4	Do you speak about your right in class without any fear?	10	25	30	75	40	100
5	Do you speak at home without any fear?	20	50	20	50	40	100
6	Do you have any cause that makes you angry and less confident in class?	28	70	12	30	40	100
7	Do you believe that Teacher attitude influence on female student assertiveness?	16	40	24	60	40	100

Source: survey questionnaire (2018)

From table 3, 25(62.5%) of respondents believe that they have confidence to ask or support in the difficult things. while, 15(37.5%) of respondents did not believe that they have confidence to support in difficult things. On the hand 12(30%) respondents replied that they don't have potential in class activity. on the other hand, 28(70%) of participants responded as they do not believe that the do not have potential in class activity. In addition, most of respondents 22(55%) replied that they express their opinion or feeling in class without any fear, while 18(45%) of them do not express their opinion or feeling in the class without any fear. In addition to this a small number of participants 10(25%) responded that they speak about their right in class without any fear, while most of them 30(75%) responded that they cannot speak about their right in class without any fear. As It is indicated that 20(50%) of respondents that they speak at home without any fear, similarly 20(50%) of participants responded that they cannot speak at home without

any fear. On the other hand 28(70%) participants responded that they belief that they have any cause that makes them angry and less confident in class, while 12(30%) of respondents replied that they do not believe that they have any cause that makes them angry and less confident in class. Finally, as we section the above table 16(40%) of responded that they believe that teachers attitude influence on female student assertiveness. But 24(60%) of respondents responded that they believe teacher attitude did not influence on female student assertiveness.

4.1.4. Social Factors that Can Affect Female Assertive Behaviors

To be seeing the participants replied yes or no answer

Table: 4. 4.Social Factors That Can Affect Female Assertive Behaviors

NO	Items	Respondents				Total	
		Yes	%	No	%	F	%
1	Do you believe that there are any discrimination between girls and	25	62.5	15	37.5	40	100
2	Do your family encourage you to express your emotion, feeling, thought and ideas at home equally with your brothers?	10	25	30	75	40	100
3	Do you believe that you resist peer pressures to do some undesirable things?	22	55	18	45	40	100
4	Do you believe that friends are the main cause that leads to undesirable behavior?	15	37.5	25	62.5	40	100
5	Teachers encourage student's family so that their children improve their assertiveness in	17	42.5	23	57.5	40	100
6	Does male student work in collaboration with female students to improve their assertiveness?	12	30	28	70	40	100

Source: survey questionnaire (2018)

As it is indicated in the above table 4, 25(62.5%) of respondents responded that they believe that there are discriminations between girls and boys at home, while the rest 15(37.5%) respondents as they do not believe that there are any discrimination between girls and boys at home. Moreover, 10(25%) of respondents believe that family encourage them to express their emotion, feeling, thought and ideas at home equally with their brothers, on the other

hand 30(75%) of responded do not belief family encourage you to express your emotion, feeling, thought and ideas at home equally with your brothers. in addition, 22(55%) of participants responded that they believe that their resist peer pressures to do some undesirable things. The rest 18(45%) of them responded as they do not resist peer pressures to do some undesirable things. On other hand 15(37.5%) of respondents replied as they believe that friends are the main cause that leads to undesirable behavior. But most of them 25(62.5%) respondents it also reported that as they do not believe the friends are the main cause that leads to undesirable behavior. 17(42.5%) of respondents also responded that teachers encourage student's family so that their children   improve their assertiveness in class room, but 23(57.5%) of respondents do not believe that teachers encourage student's family so that their children   improve their assertiveness in class room. Finally, a small number of participants 12(30%) stated that the male student work in collaboration with female students to improve their assertiveness, while the majority 28(70%) of respondents responded that they do not believe the male student work in collaboration with female students to improve their assertiveness.

4.1.5. Interview

 An interview conducted with Wollega University Gender office experts and the University counseling service center experts is analyzed as follows. The social factor that can affect females assertiveness in the University are the residential area where they come from, cultural background of students, parenting style, socio-economic status of the family, peer pressure, religious influence and new schooling environment are some of factors that can affect female assertive behavior. Interview participants also reported that there are psychological variables that can affect the assertiveness behavior of female Students University, namely; anxiety related to exam, depression because of separation from family, anxiety related to living with different students who are from different background and experience of fear because of unfamiliar environment. Finally the participants recommended the use of different counseling techniques and guidance to address female students' problem. Guidance and counseling service should be provided for female students by diagnosing the root cause of the problem.

4.2. Discussion

The study related that there are different psycho- social factors that can affect the assertiveness of female students in the University. A social factor includes teachers', family, and peer or class mate negative attitudes. The finding of this study is consistent with the study done by Rag cited in Feldman (2000) which postulated that teachers work out with male than female students and male receives more attention in the class than female students. In addition it resemble with study result founded by the Ministry of Education of Ethiopian in 1994, which state that young female do not feel welcomed in the class room due to the teachers negative attitude. Which state that females are afraid of speaking out their opinion and feeling, the finding of the study also revealed that the family attitudes play a vital role in the female assertiveness. Male students are having been found to be more assertive than female students. Psychological factors that can affect female assertiveness of female students in the University include; confidence, potential, communication, express feeling or opinions and anger are appropriately justified on the above table 3. Confidence to ask support in difficult things the majority 25(62.5%) influenced and also do not have potential in class activity the majority agreed 30(70%).

During the analysis it was found the majority of respondents 35(30-50%) were slightly assertive this indicates that there is assertive behavior. 25(62.5%) of respondents responded that they believe that there are discriminations between girls and boys at home, while the rest 15(37.5%) respondents as they do not believe that there are any discrimination between girls and boys at home. 25(62.5%) of respondents believe that they have confidence to ask or support in the difficult things. while, 15(37.5%) of respondents did not believe that they have confidence to support in difficult things.

5. Summary, Conclusion and Recommendations
5.1 Summary

The major objective of this study was to investigate psycho-social factors that can affect female assertiveness in Wollega University College of Education and Behavioral Sciences. The study has also attempted to examine

level of female assertiveness in Wollega University. The study has tried to answer the following research questions:

➢ What are the psychological factors that can affect assertive behavior of female students in Wollega University at College of Education and Behavioral Science?

➢ What are the social factors that can affect assertive behavior of female students in Wollega University at College of Education and Behavioral Sciences?

➢ What is the level of assertive behavior of female students in Wollega University at College of Education and Behavioral Sciences?

Mixed research design was employed to conduct the research. The participants of the research were departments of Psychology, Special Need and Inclusive Education, Adult Education and EdPM programs from 1st year to 3rd year students in Wollega University. A sample size of 40 female students and two stake holders were selected. To collect the quantitative data self-administered questionnaires were prepared and to collect the qualitative data, semi structured interview was used. Data from the quantitative data analyzed through frequency and percentage and qualitative study were analyzed using narratives.

The studies found out level of female student assertiveness are slightly assertive. The study identified factors affecting female assertiveness behavior, from the psychological factors fear and anxiety, from the social factors class mates and teachers negative attitude are the more determinant factors.

5.2 Conclusions

The study has tried to assess the psycho-social factors that can affect female assertiveness in Wollega University College of Education and Behavioral Sciences. The major finding of this study was concluded by the researcher as follows. The major psychological factor which influences the assertiveness of female students is fear of class mate and teachers negative comments. The potential psychological factor is the distorted belief that they hold. I cannot to be successful in the class. On the other hand, social factors were revealed by the participants as factor which can affect the assertiveness of female students. For instance they have distorted perception that the females cannot compete with male students and they cannot score equal performance. From

the psychological factors they experience fear in class, lack of confidence and experience of anxiety. Thus, the findings of the study revealed that female students in Wollega University faced psychological and social problems. These problems were caused by teacher and class mate attitudes.

What we have found, from interviewing the gender office and counseling service center of Wollega University, that the social factors that affect female assertiveness in the University are the residential area where they come from, cultural background of the students, parenting style, socio-economic status of the family, peer pressure, religious influence, and new schooling environment.. The psychological factors that affect female student's assertive behavior of the university are anxiety and tension related to exam, depression because of separation from family, anxiety relating to living with different students and coming from different background, fear because of unfamiliar environment. As a conclusion, an assertive training could be beneficial for developing female assertiveness behaviors and this enhancing program should be incorporated in to the curriculum. The study can be also helpful for the female students understanding of the level and importance of assertiveness. In addition, the trainings related to assertiveness should be provided for female students so that they can get awareness about their right, self-esteem and communication skills.

5.3. Recommendations

Based on the finding of this research, the following recommendations were stated by the researcher.

- Wollega University in College of Education and Behavioral Sciences expected to empower female students through providing life skill training for female students to strengthen their level of assertiveness.
- Wollega University in College of Education and Behavioral Sciences teachers are expected to change female students' negative attitude towards themselves through encouragement and motivation.
- Wollega University Gender Office should collaborate with different colleges and departments on how to empower female students and select organize female teachers from different department as a role model and for experience sharing.

- Wollega University 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 University and outside of the University to enhance their self-confidence and self-esteem.

- Effective diligent counselor should be employed in Wollega University in College of Education and Behavioral Sciences to help students detach from their irrational belief and other thoughts.

- Wollega University in College of Education and Behavioral Sciences teachers should improve female student's assertiveness by encouraging them while they are teaching.

- College of Education and Behavioral Sciences should be playing a great role by preparing and providing continuous training to develop female students' assertiveness.

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