

The Impact of an Assertive Behavior-Based Guidance Program on Developing a Culture of Dialogue among University Students: A Statistical Approach

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Abstract : The research aims to identify the effect of a guidance program using assertive behavior on developing a culture of dialogue among university students. The researcher followed a quasi-experimental approach. The sample consisted of (20) male and female students from the College of Education, Al-Muqaddad, and they were divided into two groups: a control group and an experimental group of (10). The program included (13) sessions. The SPSS statistical package was used. The following results indicated the effect of the assertive behavior approach on developing a culture of dialogue among university students.) According to the research results, the researcher reached a set of conclusions and proposed several proposals.

Keywords: Assertive Behavior, Dialogue Culture, statistical approach

أثر برنامج إرشادي قائم على السلوك التوكيدي في تنمية ثقافة الحوار لدى طلبة الجامعة: مقارنة إحصائية

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المستخلص: يهدف البحث إلى التعرف على أثر برنامج إرشادي قائم على السلوك التوكيدي في تنمية ثقافة الحوار لدى طلبة الجامعة. وقد اتبعت الباحثة المنهج شبه التجريبي لتحقيق أهداف الدراسة. تكونت عينة البحث من (20) طالباً وطالبة من كلية المقداد للتربية، وتم توزيعهم إلى مجموعتين: مجموعة ضابطة ومجموعة تجريبية، بواقع (10) أفراد لكل مجموعة. وتضمن البرنامج الإرشادي (13) جلسة إرشادية. واستخدمت الباحثة الحقيبة الإحصائية للعلوم الاجتماعية (SPSS) في تحليل البيانات واستخراج النتائج. وأظهرت النتائج وجود أثر إيجابي للبرنامج الإرشادي القائم على السلوك التوكيدي في تنمية ثقافة الحوار لدى طلبة الجامعة. وفي ضوء النتائج التي توصل إليها البحث، خرجت الباحثة بمجموعة من الاستنتاجات وقدمت عدداً من المقترحات والتوصيات التي يمكن الاستفادة منها في تطوير البرامج الإرشادية وتعزيز ثقافة الحوار في البيئة الجامعية.

الكلمات المفتاحية: السلوك التوكيدي؛ ثقافة الحوار؛ المقارنة الإحصائية.

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1.0 Introduction

Dialogue requires a form of exchange and enrichment between the different parties and the possibility of each party benefiting from the other. In other words, the goal of dialogue, from the outset, should not be to condemn the other parties and expose their inability and failure (Putri et

al ,2023). Rather, it must be assumed that everyone possesses a degree of culture. This means that no one possesses the truth of life; the truth emerges through interaction between the parties and through influence and being influenced (Vatankhah et al ,2013). The success of any dialogue lies in openness to the culture of others and in revealing one's strengths and weaknesses. Through the life we live with others, we are characterized by "knowledge, scientific progress, and their diverse cultural and technical applications . This requires that people carefully consider what they say, select words, phrases, and ideas, and present them in an appropriate and reasonable manner (Nuha et al ,2024). This requires them to think and consider what they express in order to communicate and connect with others. This is because humans are social beings who cannot live in isolation from others, nor can they survive without continuous contact and interaction through various dialogical processes . The multiplicity of psychological and social problems requires psychological and social intervention, and the development of new, more effective methods such as listening, guidance, counseling, support, and psychological support . This is because the basic need for guidance and counseling is essential for every individual, whether they are normal or suffering from psychological or mental disorders (Parham et al ,2015). When a person faces a problem, they turn to others to express their suffering and seek advice, guidance, and counseling. This is because counseling is a right of individuals according to their needs, abilities, and the nature of their problems (Leaper and Robnett, 2011) . Guidance is a conscious, ongoing, constructive, and organized process that aims to help and support the individual to get to know themselves, understand their being, and study their personality from a physical, mental, social, and emotional perspective (Mori et al ,2009). This process helps them understand their experiences, identify their difficulties and requirements, identify the opportunities available to them, use and evaluate their abilities intelligently to the greatest extent possible, and determine their options, make their decisions, and solve their problems in light of their self-knowledge, in addition to the specific education and training they receive through mentors and teachers (Maharaja,2018). and relatives, in guidance and counseling centers, schools, and the family, to help them define and achieve clear goals that guarantee self-realization, psychological health, and joy with themselves and others in society, as well as personal, educational, professional, familial, and marital success . Leona Taylor (1969) emphasized that counseling is not merely providing advice, nor is it limited to the solutions offered by the counselor. Rather, it goes deeper than simply finding a solution to a current problem, as it aims to enable the individual to overcome current difficulties and problems (Chandra, 2021). Psychological counseling aims to support the individual in preparing for the future and enabling them to adapt to their community . It is a process of assisting the individual to consciously and skillfully direct themselves to achieve psychological harmony in all aspects of life (Azeez ,2024). This is achieved by applying the principles of counseling to correct the behavior of the client, with the aim of achieving the highest possible levels of satisfaction, according to their abilities, while adhering to the rules of the community. Guidance is provided through guidance programs, which are a fundamental pillar of the educational process (Lodi et al ,2021). It is an essential means of building a group characterized by intimacy, affection, and appreciation. It also has the potential to help the guidance group overcome the crises and problems it faces in the areas for which these programs were designed . Guidance programs are urgently needed because we live in a constantly changing, fast-paced world that is witnessing continuous development (Acosta et al ,2019). This change affects all aspects of life, leading to the emergence of new human needs, numerous challenges, and diverse problems that require guidance and psychotherapy services in our social, educational, professional, health, and production institutions, and even in society at large(Rios-

Ellis et al ,2015). Therefore, the goals of counseling programs are to facilitate development and support individuals in effectively resolving their personal, emotional, social, or educational issues. This helps them make appropriate choices, improve their self-perception from negative to positive, and modify negative feelings and alter negative cognitive and mental activities, such as their beliefs, thinking, and attitudes toward themselves and others, as well as their ability to achieve the necessary psychological and social adaptation. The counseling program works using counseling approaches (Hays et al ,2015). Through this behavior, the individual acquires skills for interacting and communicating with others, increases their self-confidence, and develops a positive self-image. This helps them conduct their lives in a socially acceptable manner, allows them to freely and spontaneously express their feelings, whether positive or negative, and enhances their ability to protect their rights without infringing on the rights or wishes of others. Expressing feelings "is considered part of assertive behavior. Failure to express feelings leads to imbalances. Failure to express negative feelings, such as anger, leads to psychological disorders, and failure to express any positive feelings weakens relationships with others." Assertive behavior is a therapeutic method aimed at enhancing the client's ability to engage in behavior that expresses negative feelings, such as anger or distress, as well as positive feelings, such as joy, love, and praise. Through this behavior, the client achieves important social benefits and feels comfortable and satisfied with life. For these reasons, assertive behavior is considered a counter-response to anxiety . Dialogue is one of the best methods of persuasion and modifying one's point of view, which may motivate behavioral change for the better (Wallerstein and Bernstein ,1988). Dialogue serves as self-training to accept criticism and value the viewpoints of others. Its importance is evident in promoting psychological development, alleviating feelings of repression, and freeing oneself from conflict, negative feelings, fear, and anxiety. It is a constructive therapeutic tool that helps find solutions to many problems. University students come from a largely repressive social environment, raising their children to be completely obedient. They are raised to adhere to the necessary rules, traditions, norms, values, and morals. They command them without justification, and do not allow questions or refusal. Rather, they suppress any attempt at objection or refusal, with severe punishment (Nota and Soresi ,2023). Any kind of free discussion or constructive exchange between children and parents is not welcomed, given the parents' limited patience with such behavior. Some believe this is the only way to teach children to respect and submit to authority. University students have psychological motivations that drive them to engage in discussion, most notably an attempt to overcome fear, loss of self-confidence, shyness, and hesitation in speaking, and to train them to speak and express themselves in a group setting (Putri et al ,2023). When an individual is part of a group that seeks openness and communication, then we can say that a culture of dialogue is present. This is not just a thought; it influences a person's decisions and how they manage their time and money .The importance of guiding youth through conversation is heightened in our current era, given the nature of the times we live in, "in which the dangers of intellectual and cultural invasion have increased, and the flaws of technology and communications have multiplied. Indeed, the means of corruption have become powerful, attractive, and influential, and situations have changed, and values and standards of behavior have become mixed. The term "culture" refers to an integrated pattern of behavior, including ideas, practices, and beliefs within a religious or social group. Whatever the definition, culture demonstrates its uniqueness. Cultures vary among nations, ethnic groups, companies, clubs, and other gatherings, which think in distinct ways, use different symbols, or express their own customs and practices. Arab culture differs from French, British, and American cultures. Every culture has its own distinctive way of being, manifested

through language, beliefs, traditions, art, and other things. This way of being is the essence of each culture, influencing the behavior of individuals. Each culture defines a shared behavior among its members. This may constitute the unity of the culture and distinguish it from others. Individuals view culture as an integrated whole, often focusing on the interactions between cultures. However, the way these interactions are interpreted varies. The difference in the definition of culture is due to the diversity of disciplines that study it. The oldest and most famous definition of culture is that of Edward B (Paolini , 2019). . Taylor, who views it as a complex whole that includes knowledge, beliefs, arts, values, laws, customs, and all the capabilities and habits acquired by humans "as members of a society." Ashley Montague points out that culture is a human response to the satisfaction of their needs and the organization of human needs, which includes a long list, beginning with food, drink, sleep, sex, safety, security, and so on, as described by Abraham Maslow in his hierarchy of needs. Culture "is the means that humans use to satisfy these needs in their social environment. Humans, through their awareness, ability, and practices, learn these means from their predecessors and pass them on to their successors. These methods or systems form a pyramid, called 'models of culture,' that shows people ways of life. They are more comprehensive than what they learn in their homes, schools, or surroundings. Culture is part of the fabric of every society. It shapes our way of criticizing things and influences our understanding of their causes. It also shapes individuals' identities and social relationships. It determines the way of daily life within families and communities, and influences individual needs and social interactions. Dialogue can only take place between two parties, not with oneself. It cannot be said that one is conversing with oneself. It may be said that one is talking to oneself, just like an argument, except for what is mentioned by some philosophers. Socrates sees it as a conversation based on questions and answers, and it may be with more than one person, as one individual can pose the question to himself and then answer it for himself. It is also a type of conversation between two people or two groups in which the exchange of words is balanced, so that neither one dominates it without the other, and it is dominated by calmness and a distance from hostility and discontent (Ps et al ,2024). Or it is a review of the conversation and its exchange between two parties. Some have defined it as a type of conversation between two people or two groups in which the exchange of words is divided equally between them, so that neither dominates it without the other, and it is dominated by calmness and a distance from hostility and politeness, and it is a type of refined literature and one of its styles. Dialogue has a civilizational and humane value, and we must apply and accept it in our lives and educational and family practices. Every nation must believe in it. Dialogue must lead to revealing the truth, especially if it is absent. It is the important method in building character and the individual as a social personality. It also creates a spirit of competition among individuals, teaching them to enter into areas of scientific discussion. It also instills in them the spirit of group and cooperation, removes selfishness and excessive self-love, establishes in them the spirit of intimacy and love, accustoms them to order and cooperation, and helps with creativity and self-respect. And the Etiquette of Dialogue: Dialogue has etiquette that should prevail and be adhered to by the dialogue participants. Among these etiquettes are: pleasant speech, adherence to good speech, avoiding arbitrariness between the dialogue participants, mutual respect for opinions, respect for the opponent in the dialogue, because it is possible to gain the other through good conduct, respect for oneself and others, avoiding whims, each dialogue participant committing to the time allotted to them and giving sufficient time to the dialogue participant, and dialogue according to the rule of accepting the most correct opinion of others. Dialogue is not merely argument, which is considered a negative aspect of dialogue. Discussion and discussion for the purpose of

distancing and discord are among the disadvantages of dialogue, and dialogue for the purpose of invalidating or ignoring the truth. In reality, it is not the beneficial dialogue we mean. Among the negative aspects of dialogue are the inability to comprehend and understand the material or seize control over it, extremism in opinion and fanaticism aimed at controlling and diminishing the value of the other dialogue participant, and conflicting ideas within the same. The person you are talking to and not to Do not belittle your interlocutor, embarrass him or cause him pain and distress, and do not present your interlocutor with an argument unless you accept it. Yenkelovich believes that dialogue has distinct and unique characteristics. It can strengthen bonds and trust, reinforce alliances, and discover truths that bring us together. It brings people closer to agreement on goals and plans. He affirms Barban's view that dialogue transcends the boundaries of the ego and brings others together. Dialogue is a means of creating and building relationships. Nevertheless, Yenkelovich asserts that dialogue is not a vague model or a philosophy of thought for mental exercises that only a few can practice. Rather, it is a methodological tool that is applicable daily and available to us all . Therefore, dialogue is considered a distinct type of speech that requires specific skills and methods(Kramer and Stiles ,2015). Yenkelovich views dialogue as an essential part of the treatment of a number of interconnected social problems. Dialogue has a unique ability to create necessary paths of communication between individuals isolated due to differences and marginalization, in line with responding to a fundamental need in contemporary society. Therefore, dialogue can help revitalize democracy and achieve balance between different segments of society, because a facilitated dialogue process can accelerate this and help solve problems and reach a decision. Yenkelovich explains the difference between dialogue, argument, discussion, and deliberation, and the distinction between dialogue and argument. The goal in argument is to win the dispute, while dialogue is a shared understanding, and the worst possible way to provide a shared understanding is to win the discussion at the expense of others. Wolpe and Lazarue (1967) emphasized that sound assertive behavior is characterized by a balance between submission to others and domination and aggression, and by moderation in the individual's consideration of other people's feelings and self-righteousness, as outward behavior, including words and actions, is consistent with inward behavior, including feelings, desires, and thoughts. They concluded that assertive behavior has numerous benefits for the individual, including helping individuals who suffer from a lack of assertiveness to express their thoughts and feelings and demand their rights, without harming others. It also allows the individual to engage in socially acceptable behaviors and to say "no" when situations require it, thus avoiding unnecessary flattery toward others at the expense of themselves, simply to gain the approval of individuals whose approval is not necessary. Wolpe discussed the role of assertiveness in combating abnormal anxiety, and that it is a learned, maladaptive response. Individuals' possession of communication skills is essential for their integrated development. Healthy human growth is not achieved through isolation, but rather through relationships with others. The reality of society lies in the interaction between its members, where systems, values, and patterns of relationships are formed. A closed social model that does not seek communication and openness to others leads to a social reality fraught with dangers and divisions(Nagovitsyn et al ,2018). This reality fuels a mentality of superiority, hostility, and conflict with others, which justifies the continuation of this mentality. Measuring the culture of dialogue among university students. Identifying the effect of the counseling program using assertive behavior on developing a culture of dialogue among university students.

2.0 Research methodology

2.1 Research hypothesis

First: There are no statistically significant differences between the ranks of the degrees of dialogue culture among members of the control group according to the test (pre- and post-test).
Second: There are no statistically significant differences between the ranks of the degrees of dialogue culture among members of the experimental group (assertive behavior style) according to the test variable (pre- and post-test).

2.2 The Counseling Method

1- it is defined it as: An organized activity based on needs and goals reached through the collection and analysis of reliable information and data about the community targeted by counseling, with the aim of bringing about fundamental changes in their knowledge, attitudes, and actions through means and techniques appropriate to their age and educational levels .

Procedural Definition: It is an organized method adopted by the counselor to add his skills, experience, information, and ideas—i.e., the skills, experience, and ideas of the counselees—for the purpose of achieving specific goals. To achieve the objectives of the current research, the researchers adopted the counseling method (assertive behavior).

2.3 Dialogue culture and Definitions

First: The set of ideas, values, beliefs, traditions, customs, morals, systems, skills, ways of thinking, lifestyle, means of communication and transportation, and everything made by the human hand and produced by the mind, whether material or intellectual, inherited from previous generations, or added to one's heritage as a result of living in a particular society

Second: Dialogue is a special type of conversation that requires certain competencies to establish and build relationships. It is a scientific tool that can be applied daily and is available to all of us

Theoretical Definition: Theoretically, the researcher adopts Yenkelovich's theoretical definition.

Procedural Definition: The total score students receive when they answer the Dialogue Culture Scale.

2.4 Research Community

The research community refers to the group consisting of all the components of the phenomenon under study. The community may consist of a limited or infinite number of components. The community refers to all members or elements, whether objectives, subjects, or individuals to whom we wish to generalize the study results . The research community consists of university students for the academic year (2024-2025) at the University of Diyala, College of Education. Al-Muqaddad

2.5 Research samples

These are a portion of the community's components, selected to best represent the community. The researcher selects them (randomly or intentionally) according to the study method and the circumstances of its implementation. It is extremely difficult to study the entire community for procedural, practical, and economic reasons. For a study to be objective, the sample must truly represent the community from which it was taken, meaning it must possess all the characteristics and features of the community being studied. The current research sample is determined by the students of Al-Muqaddad College of Education for the academic year (2024-2025), morning classes. In light of the above, the researchers decided to include (200) male and female students from Al-Muqaddad College of Education, as this number can best provide a picture of the

psychometric characteristics of the sample under study.

2.6 Research model

The proposed statistical strategy uses two complementary models. First, ANCOVA (Eq.1) estimates post-intervention culture-of-dialogue scores while controlling for baseline (DialoguePre) and student covariates; the coefficient β_1 tests the primary hypothesis that participation in the assertive-behavior guidance program increases a culture of dialogue. Second, the mixed-effects model (Eq.2) exploits the repeated-measures structure: Time_t (0 = pre, 1 = post) and the Treatment $\times$ Time interaction (γ_1) identify differential within-student change attributable to the program, while u_i captures student-level random effects. Estimation: OLS with robust standard errors for Eq.1 and REML for Eq.2. Key diagnostics include residual plots (linearity, homoscedasticity, normality), VIF for multicollinearity, and intraclass correlation for random effects. Robustness checks: propensity-score matching and alternative covariate sets. Report effect sizes, 95% CIs, and p-values for inference. Alternative models will be used for noncontinuous outcomes; mediation tests can assess assertiveness as a mechanism increasing dialogue:

$$\text{DialoguePost}_i = \beta_0 + \beta_1(\text{Treatment}_i) + \beta_2(\text{DialoguePre}_i) + \beta_3(\text{Gender}_i) + \beta_4(\text{GPA}_i) + \beta_5(\text{Faculty}_i) + \varepsilon_i \quad (1)$$

$$\text{Dialogue}_{it} = \gamma_0 + \gamma_1(\text{Treatment}_i \times \text{Time}_t) + \gamma_2(\text{Time}_t) + \gamma_3(X_i) + u_i + \varepsilon_{it} \quad (2)$$

Where :

DialoguePost_i – The post-test score measuring the student's level of dialogue culture after participation in the program.

DialoguePre_i – The pre-test score measuring the student's level of dialogue culture before participation in the program.

Treatment_i – A binary variable indicating group assignment (1 = student participated in the assertive behavior guidance program; 0 = control group).

Gender_i – A dummy variable representing student gender (1 = male, 0 = female).

GPA_i – The student's academic performance represented by the grade point average prior to the program.

Faculty_i – A categorical variable identifying the student's academic college or department.

ε_i – The random error term representing unobserved factors affecting the post-test dialogue culture score.

Dialogue_{it} – The culture of dialogue score for student i at time t ($t = 0$ for pre-test, $t = 1$ for post-test).

Time_t – A time indicator variable (0 = before the program, 1 = after the program).

X_i – A vector of control variables (e.g., gender, GPA, faculty).

u_i – The individual-level random effect capturing unobserved heterogeneity among students.

ε_{it} – The residual error term for student i at time t .

$\beta_0 \dots \beta_5, \gamma_0 \dots \gamma_3$ – Model parameters (coefficients) estimated from the data.

2.6 Experimental Design.

The experimental design represents the general structure or construct of the experiment. The design can be determined based on three basic factors:

- 1- The number of independent variables in the experiment. In this experiment, we have an independent variable, which is the counseling program using the assertive behavior approach.
- 2- The number of treatments or conditions required to conduct a good test of the hypothesis. In this experiment, the researcher conducts a pretest on both groups.
- 3- The nature of the group used in the experiment. In the current study, it is an intra-individual study, in which the subject undergoes more than one test after introducing the independent variable, which is the counseling program with its methods .

3.0 Results and discussion

3.1 Hypothesis tests

There are no statistically significant differences at the (0.05) level between the scores of the individuals in the control group in the two tests (pre- and post-tests) on the Dialogue Culture Development Scale. To test the validity of this hypothesis, the researcher used the Wilcoxon test for two correlated samples to determine the significance of the difference between the pre-test and post-test on the Dialogue Culture Scale for the control group. The results showed that the calculated value reached (23), which is greater than the table value of the test at a significance level of (0.05), which is (8). This means accepting the null hypothesis and rejecting the alternative hypothesis. That is, the individuals in the control group did not show any change because they did not receive training or attend the guidance sessions. The following table illustrates this.

Wilcoxon test results for the ranks of the control group according to the pre- and post-test variable.

Table 1. Wilcoxon Signed-Rank Test for Pre-Test and Post-Test Scores

No.	Pre-Test Score	Post-Test Score	Difference	Rank	Positive Rank	Negative Rank	Calculated Value	Tabular Value	Significance Level	Difference Significance
1	72	73	-1	7.5	—	7.5	23	8	0.05	Significant
2	68	69	-1	7.5	—	7.5				
3	71	71	0	2.5	—	—				
4	70	70	0	2.5	—	—				
5	73	72	1	7.5	7.5	—				
6	69	68	1	7.5	7.5	—				
7	71	71	0	2.5	—	—				
8	70	71	-1	7.5	—	7.5				
9	71	71	0	2.5	—	—				
10	71	72	-1	7.5	—	7.5				
Total	—	—	—	—	25	30	—	—	—	—

Second Hypothesis: There are no statistically significant differences at a significance level of

(0.05) between the ranks of the experimental group's scores in the two tests (pre- and post-tests) on the Dialogue Culture Scale. To test the validity of this hypothesis, the Wilcoxon test was used to determine the significance of the difference between the two tests. The results showed that the calculated value was (0), which is smaller than the tabulated value of (8) for the test at a significance level of (0.05). This means that it is possible to reject the null hypothesis and accept the alternative hypothesis. That is, there are statistically significant differences between the ranks of the Dialogue Culture scores of the first experimental group, which was subjected to the guidance method (assertive behavior) before and after implementing the program. The table illustrates this, indicating that the guidance program using the assertive behavior method proved effective in developing the dialogue culture of the experimental group, and that the differences were statistically significant.

Table 2. Wilcoxon Signed Rank Test for the Experimental Group According to the Pre- and Post-Test Variable

No.	Pre-Test Score	Post-Test Score	Difference	Rank	Positive Rank	Negative Rank	Calculated Value	Tabular Value	Significance Level	Results
1	70	84	-14	7.0	—	7.0	50.0	8.0	0.05	Significant
2	69	84	-15	7.0	—	7.0	—	—	—	—
3	73	85	-12	5.0	—	5.0	—	—	—	—
4	73	88	-15	7.0	—	7.0	—	—	—	—
5	80	85	-5	1.0	—	1.0	—	—	—	—
6	75	87	-12	3.5	—	3.5	—	—	—	—
7	74	83	-9	2.0	—	2.0	—	—	—	—
8	72	84	-12	3.5	—	3.5	—	—	—	—
9	70	87	-17	9.5	—	9.5	—	—	—	—
10	68	85	-17	9.5	—	9.5	—	—	—	—
Total	—	—	—	—	0.0	55.0	—	—	—	—

3.2 Dialogue Culture Scale based on the statically approach

To measure the level of dialogue culture among university students, the researcher developed a dialogue culture scale to achieve the objectives of the current research. The process of developing the scale went through several stages, as follows: A. Defining the concept of dialogue culture B. Defining and formulating the scale items C. Preparing the scale instructions Validity and its indicators A. Face validity. Ebell believes that the best way to verify the validity of the items is to present them to a group of experts to judge their suitability in measuring what they were designed to measure . As a result of the above, the researcher presented the scale and its items to a group of experts and specialists to survey their opinions and suggestions regarding the suitability of the scale's fields and items. In light of the experts' observations and opinions, the researcher changed the wording of some items, retaining those that had been accepted at a rate of 80% or higher. B. Construct validity indicators: Construct validity refers to the individual's degree of deriving some Traits in psychological theory are based on test scores. Some authors assert that all evidence of validity is constructive. related to interpreting the meaning of test scores . Therefore, the discriminating power of the items is one of the important standard characteristics

of the scale's items, as it reveals the items' ability to measure individual differences in the characteristic upon which this type of measurement is based. The researcher used the two extreme groups method and the relationship of the item score to the total score as two appropriate procedures in the item analysis process.

Table 3. Results of the t-Test for Differences Between Pre- and Post-Measurement Scores

No.	Post-Test Mean	Post-Test SD	Pre-Test Mean	Pre-Test SD	t-Value	Sig. (0.05)
1	3.36	0.807	2.52	0.979	8.413	Significant
2	3.03	1.170	2.30	0.885	6.315	Significant
3	3.45	0.687	2.23	1.105	11.954	Significant
4	3.37	0.951	2.20	1.237	9.516	Significant
5	3.30	0.876	2.25	0.967	10.171	Significant
6	3.10	1.064	1.82	0.855	11.910	Significant
7	3.19	0.921	1.02	0.942	11.272	Significant
8	2.97	0.967	1.60	0.867	13.425	Significant
9	3.22	0.918	1.04	0.841	12.111	Significant
10	3.23	0.901	2.35	1.197	7.548	Significant
11	3.47	0.804	1.83	1.013	16.153	Significant
12	3.25	0.972	1.99	1.120	10.853	Significant
13	3.48	0.978	2.76	1.225	5.811	Significant
14	3.07	1.146	2.06	1.134	7.838	Significant
15	2.85	1.027	2.32	1.013	4.679	Significant
16	2.78	1.078	2.50	1.098	2.346	Significant
17	3.05	0.987	2.13	1.057	8.081	Significant
18	3.44	0.946	2.09	0.943	12.951	Significant
19	3.60	0.699	2.78	1.095	8.037	Significant
20	3.42	0.883	1.98	1.198	12.304	Significant
21	3.24	1.062	2.09	1.182	9.247	Significant
22	3.10	1.204	2.16	1.147	7.230	Significant
23	2.98	1.000	1.93	0.982	9.589	Significant
24	3.10	1.029	1.89	1.040	10.529	Significant
25	3.04	1.051	1.06	1.214	7.730	Significant
26	3.06	1.037	1.07	1.016	9.151	Significant
27	2.79	1.101	1.93	0.979	7.416	Significant
28	2.99	1.873	1.99	0.974	9.679	Significant
29	3.16	0.938	2.17	1.106	8.726	Significant
30	3.20	0.950	2.25	1.237	7.701	Significant
31	3.02	1.078	2.01	1.083	8.432	Significant
32	3.02	0.939	1.89	1.027	10.386	Significant
33	2.95	0.995	1.05	1.021	8.046	Significant

Tabled t-value Therefore, all items were considered positive and distinct according to this method because their calculated t-value was higher than the table value of (1.96) with a degree of freedom of (322) at a significance of (0.05).

3.3 Internal consistency method

The correlation The paragraph score compared to the total score of the scale means that the paragraphs measure the concept measured by the total score, and the scale that is in accordance

with this indicator has construct validity . This method, in addition to being one of the most accurate means used to calculate the internal consistency of the scale, is used to determine whether each paragraph of the scale is moving in the same direction as the entire scale. The purpose of finding the relationship between the paragraphs and the total score is to determine the correlation between the individual's performance in light of the paragraphs of the scale and his performance in light of the entire scale. Pearson's correlation coefficient was used to extract the correlation between each paragraph and the total score of the scale using the same sample of paragraphs, amounting to (200) individuals. It was found that all paragraphs are statistically significant at a significance level of (0.05). After obtaining the results and comparing the correlation coefficients with the tabular value of the correlation coefficient, it was found that all paragraphs are statistically significant at a level of (0.05), and all paragraphs were accepted. The scale, which consists of (33) paragraphs, the analysis of which achieved statistical significance.

Table 4. Correlation Coefficients Between Paragraphs and Overall Scale.

Paragraph	Correlation Coefficient	Paragraph	Correlation Coefficient	Paragraph	Correlation Coefficient
1	0.335	13	0.277	25	0.378
2	0.260	14	0.328	26	0.410
3	0.441	15	0.192	27	0.334
4	0.412	16	0.161	28	0.372
5	0.387	17	0.352	29	0.390
6	0.471	18	0.493	30	0.383
7	0.382	19	0.311	31	0.365
8	0.459	20	0.437	32	0.383
9	0.418	21	0.354	33	0.346
10	0.305	22	0.312	—	—
11	0.527	23	0.424	—	—
12	—	24	—	—	—

3.4 Reliability Indicators

Reliability indicates that the test results are consistent and not significantly affected by the examiner's subjectivity. It also means that if the same test were reapplied to the same group after a certain period, the results would remain stable or show similar trends .

In this study, the researcher used two methods to assess the reliability of the scale: the test–retest method and Cronbach's alpha coefficient, as both are widely applied in psychological and educational research. This method assumes that the measured trait remains constant during the period between the first and second test administrations. Therefore, the reliability coefficient obtained reflects the degree of temporal stability of the instrument . The scale was re-administered to a stability sample of 30 students (male and female) after 15 days from the first application. The Pearson correlation coefficient between the two administrations was 0.85, indicating a high level of stability and reliability. Cronbach's alpha evaluates internal consistency

by analyzing the correlation among all test items, representing the average of all possible split-half reliability estimates . The calculated Cronbach's alpha coefficient for the current scale was 0.81, which demonstrates good internal consistency and supports the reliability of the instrument.

Table 5. Reliability Coefficients of the Scale

Reliability Method	Description	Sample Size	Time Interval	Reliability Coefficient	Interpretation
Test-Retest Method	Correlation between first and second administrations	30 students	15 days	0.85	High stability
Cronbach's Alpha	Internal consistency across all items	—	—	0.81	Good internal consistency

4.0 Conclusions

The effectiveness of the guidance program used in developing a culture of dialogue. The method used (assertive behavior) in constructing the guidance program has proven its impact in developing a culture of dialogue among university students, as it aroused students' enjoyment, admiration, and a desire to apply it in daily life. The activities The techniques used in the counseling approach (assertive behavior) were effective and influential, as evidenced by its proven adequacy in developing a culture of dialogue. The interaction between students, as a counseling group, and the counseling program played a significant role in the success of the counseling program sessions. In light of the findings of the current research. Educational counselors should benefit from the counseling program followed by the researchers in developing a culture of dialogue. Work to intensify mechanisms for developing a culture of dialogue among university students by focusing on group activities, given their role in developing a culture of dialogue, and increasing activities such as trips, visits, and festivals.

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