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Assertive communication in higher education: A systematic literature review (2015–2025)

Comunicación asertiva en el contexto educativo universitario: revisión sistemática de la literatura (2015–2025)

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Abstract

Assertive communication is recognized as an essential skill for the comprehensive development of university students, as it promotes healthy interpersonal relationships, clear expression of ideas, and active participation in academic and professional contexts. This study presents a systematic review of the scientific literature published between 2015 and 2025, with the aim of identifying, analyzing, and synthesizing evidence on the relevance and impact of assertive communication in higher education. The search was conducted in the Scopus and SciELO databases, applying the PRISMA 2020 statement to ensure transparency and methodological rigor. Twenty-three peer-reviewed, open-access articles in Spanish and English with clearly defined methodologies were included. The results were organized into four dimensions: social-emotional skills, improvement of the educational environment, pedagogical and institutional management, and values and personal development. The evidence shows that assertive communication strengthens teamwork, optimizes teacher-student interaction, fosters inclusive learning environments, and contributes to improved academic performance. Likewise, gaps were identified related to the absence of structured programs and the limited integration of digital strategies for their development. It is concluded that the incorporation of assertive communication into the university curriculum is essential to improve comprehensive training and professional skills, and it is recommended that it be addressed through interdisciplinary approaches and active methodologies.

Keywords: assertive communication, university skills, interpersonal communication.

Resumen

La comunicación asertiva se reconoce como una competencia esencial para el desarrollo integral de los estudiantes universitarios, ya que favorece relaciones interpersonales saludables, la expresión clara de ideas y la participación activa en contextos académicos y profesionales. Este estudio presenta una revisión sistemática de la literatura científica publicada entre 2015 y 2025, con el propósito de identificar, analizar y sintetizar la evidencia sobre la relevancia e impacto de la comunicación asertiva en la educación superior. La búsqueda se efectuó en las bases de datos Scopus y SciELO, aplicando la declaración PRISMA 2020 para garantizar transparencia y rigor metodológico. Se incluyeron 23 artículos en español e inglés, revisados por pares, de acceso abierto y con metodología claramente definida. Los hallazgos se organizaron en cuatro dimensiones: habilidades

socioemocionales, mejora del entorno educativo, gestión pedagógica e institucional, y valores y desarrollo personal. La evidencia demuestra que la comunicación asertiva fortalece el trabajo en equipo, optimiza la interacción docente-estudiante, fomenta entornos de aprendizaje inclusivos y contribuye a mejorar el rendimiento académico. Asimismo, se identificaron vacíos relacionados con la ausencia de programas estructurados y la escasa integración de estrategias digitales para su desarrollo. Se concluye que la incorporación de la comunicación asertiva en el currículo universitario es fundamental para potenciar la formación integral y las competencias profesionales, recomendándose su abordaje mediante enfoques interdisciplinarios y metodologías activas.

Palabras clave: comunicación asertiva, competencias universitarias, comunicación interpersonal.

Introduction

Assertive communication is an essential element in the comprehensive education of university students, as it fosters the development of healthy interpersonal relationships, the clear expression of ideas, and participation in academic and professional contexts. Calua et al. (2021) note that this competency enhances confidence, spontaneity, and the respectful defense of opinions, contributing to the establishment of collaborative environments. In this regard, UNICEF (2022) documented that programs incorporating interactive learning methodologies can increase student participation by up to 35%, while the practice of social skills in training environments improves conflict resolution abilities by 28%.

At the international level, a significant gap persists in training for assertive communication. Kalzhanova et al. (2022) found that 62% of university students surveyed in Kazakhstan had not received formal training in communication skills, despite the fact that those who had training demonstrated an average academic performance 14% higher. This situation aligns with the observations made by Mendoza (2021), who warns that the absence of structured programs limits the development of inclusive learning environments and reduces opportunities for effective collaboration. In the Latin American context, Aguirre et al. (2024) discovered that 47% of first-semester students faced difficulties in expressing disagreements constructively, which affected their group integration.

The development of assertive communication depends on both personal and contextual factors. Goel et al. (2024) identified that students from favorable family and educational backgrounds reported assertiveness levels 22% higher than those lacking such conditions. Similarly, Chancusig (2023) demonstrated that the implementation of motivation workshops and constructive feedback increased perceived self-efficacy in communication skills by 31%. Likewise, Montes et al. (2024) concluded that the combination of in-person and virtual strategies was effective in reducing communication deficiencies in higher education institutions by 18%.

On the other hand, evidence suggests that active methodologies and the use of digital tools can have a direct impact on improving assertive communication. Asanza (2020) indicated that 54% of university students struggle to fully integrate into collaborative dynamics due to deficiencies in communication skills. In line with this, Morán et al. (2023) highlighted that in groups where active listening and conscious use of verbal language were promoted, team effectiveness increased by 26%. These results reinforce the need to integrate teaching strategies that enhance interaction and participation.

In this context, the present study aims to analyze the relevance of assertive communication in the university setting, considering its impact on academic performance and the comprehensive development of students. Through a systematic review of scientific literature, we seek to synthesize the available evidence and propose pedagogical strategies that favor its incorporation into higher education programs, with the goal of building more collaborative, inclusive academic environments focused on the holistic development of future professionals.

Methodology

This study is framed within the systematic review approach, whose purpose is to identify, analyze, and synthesize scientific evidence related to assertive communication in the university context. This type of review is characterized by following a rigorous, transparent, and replicable procedure, allowing for conclusions grounded in the most relevant body of research available (Barrios et al., 2021). To ensure methodological quality, the guidelines of the PRISMA 2020 statement (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) were adopted, which is internationally recognized for standardizing the phases of searching, selecting, and synthesizing scientific information.

The search was conducted in two high-impact international databases: Scopus and SciELO, selected for their extensive coverage in the areas of social sciences, education, and communication skills development. The

search period spanned from January to May 2025, considering only articles published between 2015 and 2025, in Spanish or English, that were open access and peer-reviewed.

To optimize information retrieval, a search equation was designed combining terms in Spanish and English, along with Boolean operators and truncation, adapted to the syntax of each database. The general search equation employed was:

(TITLE-ABS-KEY("comunicación asertiva" OR "habilidades comunicativas" OR "habilidades sociales" OR "autoexpresión" OR "inteligencia emocional" OR assertiveness OR "self-expression" OR "communication skills") AND TITLE-ABS-KEY("educación universitaria" OR "educación superior" OR "estudiantes universitarios" OR "higher education" OR "university students") AND (LIMIT-TO(DOCTYPE, "ar") OR LIMIT-TO(DOCTYPE, "re")) AND (LIMIT-TO(LANGUAGE, "Spanish") OR LIMIT-TO(LANGUAGE, "English")) AND PUBYEAR > 2014 AND PUBYEAR < 2026)

This approach allowed for refining the results and focusing the search on empirical studies, systematic reviews, and theoretical works directly related to the topic. Additionally, further filters were applied to restrict the results to publications with full text available, ensuring a thorough review of each study.

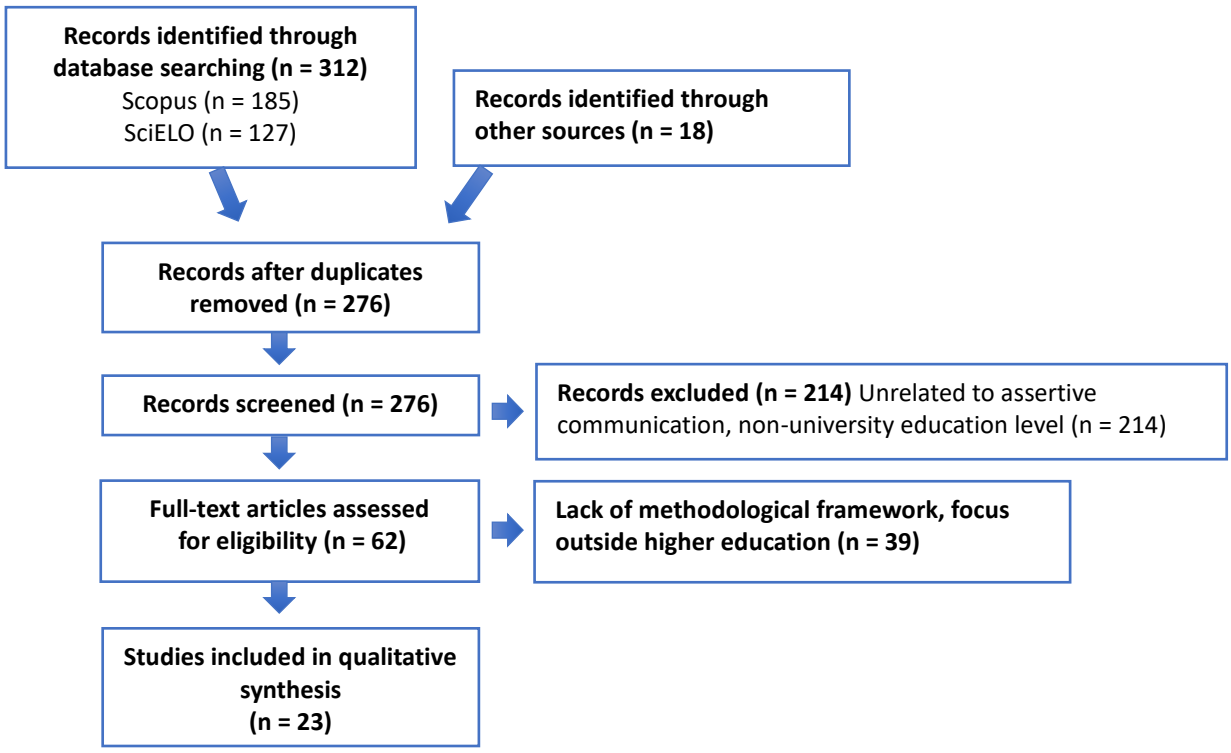
Table 1

Inclusion and exclusion criteria applied in the selection of studies

Inclusion criteria	Exclusion criteria
• Publications from 2015 to 2025. • Publications related to assertive communication with a focus on higher education. • Articles published in Spanish and English. • Peer-reviewed research with verifiable access.	• Articles lacking methodological context. • Duplicated articles. • Works not related to assertive communication in the university context. • Works from non-university levels.

Regarding the inclusion criteria, only articles that: (a) addressed assertive communication with an explicit focus on university contexts, (b) presented a clearly defined methodology, (c) had undergone peer review, and (d) reported verifiable results were considered. Conversely, duplicated articles, documents lacking explicit methodology, and those focused on educational levels distinct from university or on settings outside higher education were excluded.

Figure 1
PRISMA flow diagram of the identification, selection, and inclusion process for analyzed studies



Note. Content generated from https://hollyhartman.shinyapps.io/PRISMAFlowDiagram/

The screening process was conducted in three phases:

1. Initial review of titles and abstracts to exclude irrelevant works.
2. Comprehensive reading of the preselected texts to confirm their relevance.
3. Extraction and systematization of key information into analysis matrices, recording variables such as year of publication, country, type of research, studied population, methodology, and main findings.

This procedure established a solid foundation for subsequent analysis and discussion of the results.

Results and discussion

After applying the PRISMA method, scientific articles were selected from the Scopus and SciELO databases, published in various countries, with an emphasis on educational contexts and within the period 2015-2025. From each article, the main contribution related to assertive communication in higher education was extracted, aiming to enhance research efforts in this field.

Table 2
Analysis of identified research articles

Authors	Year	Source/Database	Type of Study	Country of Origin
1. Alcívar	2025	Horizon International Journal	Quantitative	Ecuador
2. Arroba	2025	Repositorio UTA	Descriptive	Ecuador
3. Fuentes	2025	SciELO	Systematic Review	Ecuador
4. Vimos et al.	2025	SciELO	Review of Studies	Ecuador
5. Alcívar Trejo et al.	2025	Retos (Scopus)	Quantitative	Ecuador
6. Ullauri et al.	2024	SciELO	Correlational	Ecuador
7. Astudillo et al.	2024	Scopus	Quantitative	Ecuador

8.	Mendivil Hernández & González Sánchez	2024	European Public & Social Innovation Review (Scopus)	Quantitative	Spain
9.	Morán et al.	2023	SciELO	Descriptive	Venezuela
10.	Bohórquez et al.	2023	Scopus	Case Study	Ecuador
11.	Monar et al.	2023	Scopus	Descriptive	Ecuador
12.	Avalos et al.	2023	SciELO	Descriptive	Ecuador
13.	Albitres-Seguin & Sánchez Trujillo	2023	REOP (Scopus)	Descriptive	Peru
14.	Franco et al.	2022	SciELO	Descriptive	Venezuela
15.	Salas et al.	2022	SciELO	Case Study	Peru
16.	Morales et al.	2022	SciELO	Descriptive	Ecuador
17.	Calua et al.	2021	Scopus	Systematic Review	Colombia
18.	Briones et al.	2020	SciELO	Descriptive	Ecuador
19.	Lachira et al.	2020	Scopus	Descriptive	Peru
20.	Caicedo et al.	2020	Zenodo	Descriptive	Ecuador
21.	Navia et al.	2020	SciELO	Descriptive	Ecuador
22.	Cañas et al.	2019	SciELO	Diagnostic and Educational Proposal	Colombia
23.	Ugalde & Canales	2016	SciELO	Descriptive	Costa Rica

Table 3

Thematic axes and authors of studies on assertive communication

Thematic Axis / Dimension	Authors
1. **Socio-emotional skills**: A fundamental part of comprehensive university education. It allows for the clear, respectful, and non-aggressive expression of ideas, emotions, and thoughts, strengthening interpersonal relationships and psychological well-being.	Ullauri et al. (2024), Cañas et al. (2019), Arroba (2025), Fuentes (2025), Astudillo et al. (2024), Calua et al. (2021), Morales et al. (2022), Alcívar (2025), Alcívar Trejo et al. (2025)
2. **Improvement in the educational environment**: Fosters a participatory, collaborative, and harmonious classroom climate; promotes meaningful learning, teamwork, and conflict reduction. Use of digital tools like Padlet to optimize communication, especially in virtual settings.	Morán et al. (2023), Franco et al. (2022), Salas et al. (2022), Ugalde & Canales (2016), Mendivil Hernández & González Sánchez (2024)
3. **Pedagogical and institutional management**: Strengthens university governance, collective decision-making, and effective leadership, involving faculty, authorities, and administrative staff.	Bohórquez et al. (2023), Briones et al. (2020), Monar et al. (2023), Avalos et al. (2023), Albitres-Seguin & Sánchez Trujillo (2023)
4. **Values, social ethics, and personal development**: Contributes to preventing lack of education, isolation, and demotivation; promotes self-esteem, self-regulation, and professional maturity; encourages social responsibility and coexistence.	Lachira et al. (2020), Caicedo et al. (2020), Navia et al. (2020), Vimos et al. (2025)

The analysis identified four essential dimensions of assertive communication in the university context, evidencing its relevance and impact on academic growth and educational quality.

Socio-emotional skills

The first axis emphasizes that socio-emotional skills constitute a fundamental dimension in the comprehensive education of university students, as they facilitate the clear, respectful, and non-aggressive expression of emotions, thoughts, and ideas. Ullauri et al. (2024) and Cañas et al. (2019) highlight that these

competencies strengthen coexistence and psychological well-being in educational contexts, while Arroba (2025) and Fuentes (2025) underscore their role as support for academic autonomy and self-regulation. Astudillo et al. (2024) and Calua et al. (2021) demonstrate that metacognition and emotional reflection are established as pillars for enhancing strategic learning, while Morales et al. (2022) emphasize the need to integrate these competencies into teaching processes that promote healthy interpersonal relationships. Additionally, Alcívar (2025) and Alcívar Trejo et al. (2025) argue that socio-emotional development fosters resilience and adaptability, crucial factors for facing current challenges in higher education.

Improvement in the educational environment

The second axis underscores the importance of consolidating participatory, collaborative, and harmonious academic environments, where assertive communication promotes meaningful learning and conflict reduction. Morán et al. (2023) and Franco et al. (2022) demonstrate that inclusive spaces enhance effective interaction between faculty and students, improving collective knowledge construction. In this regard, Salas et al. (2022) illustrate how active methodologies promote cooperation, while Ugalde and Canales (2016) reinforce the importance of horizontal communication to achieve consensus in university contexts. Similarly, Mendivil Hernández and González Sánchez (2024) highlight the potential of digital tools, such as Padlet, which optimize communication channels, especially in hybrid and virtual modalities, strengthening cohesion within learning communities.

Pedagogical and institutional management

The third axis focuses on pedagogical and institutional management, key to university governance, collective decision-making, and effective leadership. Bohórquez et al. (2023) assert that assertive communication facilitates the articulation among various actors in the educational community, while Briones et al. (2020) emphasize its importance in strengthening academic governance. Moreover, Monar et al. (2023) demonstrate that institutional processes require clear and transparent communication to maintain educational quality, whereas Avalos et al. (2023) underscore that communication management fosters active participation from teaching and administrative staff. Additionally, Albitres-Seguin and Sánchez Trujillo (2023) highlight assertive communication as a tool to consolidate shared decisions and effective leadership that respond to the needs of the university system.

Values, social ethics, and personal development

Finally, the fourth axis addresses values, social ethics, and personal development as essential factors in university education. Lachira et al. (2020) and Caicedo et al. (2020) argue that ethical and responsible communication helps to prevent isolation, demotivation, and lack of student commitment. Navia et al. (2020) highlight that self-regulation and self-esteem are consolidated as outcomes of clear and respectful communication, while Vimos et al. (2025) emphasize that these values drive professional maturity and social responsibility. Collectively, the findings reveal that assertive communication not only strengthens academic development but also enhances coexistence and the construction of educational communities based on ethical principles and mutual respect.

Conclusions

The results of this systematic review demonstrate that assertive communication plays a fundamental role in university education by strengthening interpersonal skills, promoting respectful and collaborative environments, and facilitating more effective learning processes. Most of the analyzed studies agree that this competency contributes to the integral development of students, positively impacting their academic performance, emotional well-being, and active participation in the classroom.

However, despite its relevance, gaps still exist in its effective implementation within higher education programs. This situation underscores the need to design and apply critical pedagogies that integrate the development of assertive communication into the university curriculum, involving both faculty and students.

In this regard, incorporating assertive communication as part of interdisciplinary training not only enhances the quality of the educational process but also contributes to the formation of professionals capable of communicating with openness, clarity, and respect for social and cultural values, including those inherent to the business realm.

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