




The impact of assertive communication on educational quality and school climate

El impacto de la comunicación asertiva en la calidad educativa y el clima escolar


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ABSTRACT

Assertive communication has emerged as a key element in education. Based on the above assumptions, the research objective is to analyse the impact of assertive communication on educational quality and school climate. The article was developed under a descriptive-documentary methodology, the population consisted of 28 scientific articles. Assertive communication emerges as a transformative pedagogical practice that has a significant impact on the quality of learning, consolidating itself as a means to enhance the communicative and social skills of students. It is highlighted that assertive communication not only improves specific skills, but also reconfigures the pedagogical dynamics towards a more equitable and humanising model. It is important to integrate assertive communication as an integral strategy that favours both the well-being of educational actors and the quality of the school environment.

Descriptors: interpersonal communication; psychology of communication; educational management (Source: UNESCO Thesaurus).

RESUMEN

La comunicación asertiva ha emergido como un elemento clave en la educación. Partiendo de los presupuestos anteriores, se destaca como objetivo de investigación analizar el impacto de la comunicación asertiva en la calidad educativa y el clima escolar. El artículo se desarrolló bajo una metodología descriptivo-documental, la población estuvo conformada por 28 artículos científicos. La comunicación asertiva surge como una práctica pedagógica transformadora que incide significativamente en la calidad del aprendizaje, consolidándose como un medio para potenciar las capacidades comunicativas y sociales de los estudiantes. Se resalta que la comunicación asertiva no solo mejora habilidades específicas, sino que también reconfigura las dinámicas pedagógicas hacia un modelo más equitativo y humanizador. Siendo importante integrar la comunicación asertiva como una estrategia integral que favorezca tanto el bienestar de los actores educativos como la calidad del entorno escolar.

Descriptores: comunicación interpersonal; psicología de la comunicación; gestión educacional. (Fuente: Tesaurus UNESCO).

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Research articles section



INTRODUCTION

Assertive communication has emerged as a key element in education, especially for its impact on the quality of learning, school coexistence and institutional management. This communicative style, characterised by mutual respect, clarity of expression and empathy, makes it possible to build solid interpersonal relationships and educational environments that favour the comprehensive development of educational actors (Asanza-Capa, 2020). It should be taken into account that the dynamics of interaction must be improved, assertive communication is positioned as a strategic tool for the optimisation of pedagogical and administrative processes, guaranteeing institutional cohesion and strengthening educational quality.

From a learning perspective, assertive communication facilitates the development of social, emotional and cognitive skills in students, promoting a more meaningful, inclusive and student-centred education. Several studies have shown that its implementation generates tangible benefits in the interaction between peers and with teachers, enhancing collaborative learning and student autonomy (Barrera-Andrade et al., 2023; Lozada-Márquez et al., 2020). On the other hand, in the area of school climate, assertive communication acts as a protective factor by promoting an atmosphere of harmonious coexistence, reducing conflicts and fostering empathetic relationships that strengthen social cohesion within educational institutions (Vera-Mendoza & Flores-Vélez, 2024).

In the context of educational management, assertive communication is a fundamental resource for leading work teams, coordinating organisational processes and resolving conflicts effectively. This communicative orientation allows managers and teachers to establish relationships based on trust, facilitating decision-making and improving the internal organisation of institutions (Peñafiel-Villagómez & García-Montero, 2021). In this way, assertive communication not only responds to the demands of administrative efficiency, but also contributes to the creation of a positive work environment that directly impacts the quality of the education provided.

Based on the above assumptions, the research objective is to analyse the impact of assertive communication on educational quality and school climate.

METHOD

The article was developed under a descriptive-documentary methodology, using the analytical-synthetic method for the collection, analysis and synthesis of relevant information on the impact of assertive communication in school management, which allowed us to identify, analyse and contrast concepts, theories, empirical results present in selected secondary sources.

The design of this research was based on the review and analysis of 28 previously published scientific articles, which enabled an understanding of the factors that influence assertive communication and its influence in the educational field, the relevant information was characterised, while the analytical-synthetic method allowed the essential elements of each article to be broken down and then integrated into a comprehensive and argued vision.

The population consisted of 28 scientific articles selected from recognised academic journals, published between 2018 and 2024. These documents constituted the unit of analysis and were chosen for their thematic relevance and relevance in the study of assertive communication in the school context. A search was carried out in academic databases such as Scopus, Web of Science, Scielo, Redalyc, using keywords such as "assertive communication", "educational management", "school climate".

The analysis of the information was carried out using a systematisation matrix (table 1 and table 2) which allowed the data extracted from each article to be organised into categories such as the context of the study, the methodology used and the main results. Subsequently, the



analytical-synthetic method was applied to identify patterns, trends and differences, as well as to integrate the results into theoretical premises as a contribution to the state of the question.

RESULTS

Assertive communication is an essential component in education, not only to facilitate the transmission of knowledge, but also to build positive relationships and healthy school environments. This style of communication, characterised by mutual respect, empathy and clarity, has a direct impact on two fundamental pillars of the educational process: the quality of learning and the school climate. In terms of educational quality, assertive communication allows teachers to manage their classrooms more effectively, promoting meaningful learning and active student participation, as well as fostering the development of skills such as critical thinking, autonomy and problem solving, essential skills in today's educational context.

In terms of school climate, assertive communication contributes to generating an atmosphere of respect and collaboration, where differences are managed as opportunities for growth rather than sources of conflict. This is especially valuable in diverse and multicultural environments, where respectful interaction is key to harmonious coexistence. The development of assertive communication skills in students and teachers not only improves classroom dynamics, but also strengthens human relationships, promotes teamwork and prepares people to face social challenges constructively. Implementing programmes and strategies based on this approach is an urgent necessity in today's educational contexts.

Thus, in the light of the references studied, the results of the research are presented, revealing in table 1 the important documentary aspects for the contribution of the state of the question:

Table 1. The impact of assertive communication on educational quality and school climate.

CATEGORY	THEORETICAL CONTRIBUTION	REFERENCES
Definition and concept	Assertive communication is a style of interaction that combines honesty, respect and clarity, fostering positive interpersonal relationships.	Asanza-Capa (2020); Quiñonez-Fuentes & Moyano-Arcos (2019).
Impact on the quality of education	It improves educational management and promotes meaningful, self-directed and effective learning at different educational levels.	Solórzano-Soto (2018); Lozada-Márquez et al. (2020); Ullauri-Carrión et al. (2024); Chávez-Vinces et al. (2023); Gómez-Álvarez et al. (2023).
Influence on school climate	It contributes to an atmosphere of harmonious coexistence, strengthening mutual respect and reducing conflicts, especially in multicultural contexts.	Delgado-Togra et al. (2023); Vera-Mendoza & Flores-Vélez (2024); Juraz-Rolón et al. (2023); Lahoz-i-Ubach (2021).
Skills developed	It favours the development of communicative skills in students, especially in multicultural or bilingual contexts.	Carrión-Huarancca et al. (2023); Lahoz-i-Ubach (2021); Barrera-Andrade et al. (2023); Belmonte & Estupiñán (2024).
Pedagogical strategies	- Implementation of educational and mediation programmes based on assertive communication. - Development of strategies for teachers and students in virtual and face-to-face	Flores (2024); Villegas-Gómez & Estrada-García (2024); Vera-Cedeño & Caballero-Vera (2022); Cornejo-Dávila & Sanz-Martínez (2024); Del-Mar-Vera et al. (2021); Vela-Alquizar & Alata-Cusy (2023).



Specific applications	<ul style="list-style-type: none">- Tool for improving the working environment in educational institutions.- Promoting peace in the classroom as a basis for conflict resolution.- Rights-based approach.	Lara-Mazón (2024); Barreto-Fúquene & Suarez-Osorio (2023); Caballero-Velázquez et al. (2018); Lozada-Márquez et al. (2020).
Implementation challenges	<ul style="list-style-type: none">- Difficulties in changing from traditional to assertive communication styles.- Limitations in environments with little training in these skills.	Monar-Merchán & Caballero-Velázquez (2023); Calua-Cueva et al. (2021); Solís-Peralta et al. (2023); Mónica-Adriana et al. (2024).
Future perspectives	<ul style="list-style-type: none">- Longitudinal research on sustained impacts on educational quality and school climate.- Strengthening communication in inclusive contexts.	Peñafiel-Villagómez & García-Montero (2021); Belmonte & Estupiñán (2024); Mónica-Adriana et al. (2024).

Source: Own elaboration.

The analysis developed from table 1 confirms that assertive communication plays a central role in improving educational quality and school climate. As Asanza-Capa (2020) and Quiñonez-Fuentes & Moyano-Arcos (2019) point out, this communicative vision transcends the simple transmission of information to become a strategic resource that strengthens relationships between teachers and students, promoting educational environments that are more inclusive, respectful and conducive to meaningful learning.

As for the implementation of pedagogical strategies based on assertive communication, as indicated by Vera-Cedeño & Caballero-Vera (2022) and Flores (2024), it has proven effective in transforming the classroom into a space where skills such as empathy, respect and conflict resolution are developed in a comprehensive manner. These results benefit both students' academic performance and their emotional well-being, contributing to harmonious school coexistence, as suggested by Delgado-Togra et al. (2023) and Vera-Mendoza & Flores-Vélez (2024).

However, challenges associated with this approach, such as resistance to change in traditional practices and limited training in assertive skills, are highlighted by Monar-Merchán & Caballero-Velázquez (2023), Solís-Peralta et al. (2023). These challenges underline the need to systematically integrate assertive communication into teacher education programmes, allowing respect and clarity to be fundamental elements in educational interaction.

In terms of the future, authors such as Peñafiel-Villagómez & García-Montero (2021) and Belmonte & Estupiñán (2024) suggest the importance of developing longitudinal research to evaluate the sustained impact of these practices in different educational contexts. Furthermore, addressing their implementation in multicultural settings, as indicated by Lahoz-i-Ubach (2021) and Carrión-Huaranca et al. (2023), could generate more robust and adaptable guidelines.

After selecting the references that presented empirical results (see table 2), we proceeded to generate a contrast of results to find out the incidence and contribution in the study population in three neuralgic categories, with the intention of complementing the results in compliance with the research objective of the current article, and this was left for consideration:



Table 2. Characterisation of empirical references.

REFERENCE	CONTEXT OF STUDY	METHODOLOGY	RESULTS
Asanza-Capa, N. B. (2020)	Educational institution, focus on educational management	Descriptive	Improvements in pedagogical leadership and conflict resolution
Barrera-Andrade, P. A., Espinosa-Cevallos, P. A., & Chamorro-Benavides, N. C. (2023)	Children from 0 to 5 years old, development of communication skills	Descriptive	Advances in verbal and emotional expression
Carrión-Huarancca, Y., Toledo-Purguaya, R. J., Ibarra-Cabello, A. E., & Agustín Padilla-Caballero, J. E. (2023)	Bilingual children, learning and interaction	Descriptive	Increased interaction and understanding in the classroom
Juraz-Rolón, Nicolás Eduardo, Del-Cid-García, Carlos Javier, & Henríquez-Ritchie, Patricio Sebastián (2023).	Secondary school students, perception of school climate	Correlational	Improved social interaction and positive perception of the school climate.
Lozada-Márquez, A. del R., Figueroa-Cruz, M., Plúas-Salazar, R., & Ron-Vargas, M. (2020)	Baccalaureate students, inclusive and participatory learning	Descriptive	Fostering an inclusive and participatory environment
Peñafiel-Villagómez, D., & García-Montero, G. (2021)	Technical college, educational management and organisation	Descriptive	Improvements in school organisation and teacher job satisfaction
Vera-Mendoza, F., & Flores-Vélez, A. R. (2024)	Fiscal educational unit, school coexistence	Descriptive	Strengthening coexistence and relations between teachers and students

Source: Own elaboration.

In consideration of the highlights in table 2, it is developed:

Impact on learning

Assertive communication emerges as a transformative pedagogical practice that has a significant impact on the quality of learning, consolidating itself as a means to enhance the communicative and social skills of students. In this order, Barrera-Andrade, Espinosa-Cevallos & Chamorro-Benavides (2023) demonstrated that, in children aged 0 to 5 years, the implementation of a model based on assertive communication contributed to an integral development, evidenced in tangible improvements in verbal expression and emotional management. In a complementary way, Carrión-Huarancca et al. (2023) documented that bilingual students, through these strategies, achieved significant progress in social and academic interaction, which strengthened collaborative learning in contexts of linguistic and cultural diversity. At a more advanced educational level, Lozada-Márquez et al. (2020) found that assertive practices in high school fostered inclusive and participatory learning, based on a rights-based approach. It is highlighted that assertive communication not only improves specific skills, but also reconfigures pedagogical dynamics towards a more equitable and humanising model.

School climate

The impact of assertive communication transcends the classroom to structurally influence the school climate, becoming an axis that promotes harmonious coexistence and reduces conflict. In this sense, Juraz-Rolón et al. (2023) highlighted how social interactions were strengthened at secondary level, generating an atmosphere of respect and collaboration among students.



Consistently, Vera-Mendoza & Flores-Vélez (2024) identified that assertive communication acted as a protective factor in the school context, facilitating empathetic and respectful interpersonal relationships, essential for institutional cohesion. Likewise, Peñafiel-Villagómez & García-Montero (2021) documented that assertive practices not only improved students' perceptions, but also increased teachers' job satisfaction, a critical element for the sustainability of a favourable institutional climate. In summary, these studies converge on the importance of integrating assertive communication as an integral strategy that favours both the well-being of educational actors and the quality of the school environment.

Education management

In the field of educational management, assertive communication is positioned as an indispensable tool for school governance, facilitating leadership, coordination and decision-making processes. Asanza-Capa (2020) highlighted that the use of assertive communication strategies by teachers significantly improved their ability to manage complex situations, increasing efficiency and cohesion in institutional dynamics. Complementarily, Peñafiel-Villagómez & García-Montero (2021) argued that assertive communication optimised school organisation by promoting effective interaction between educational actors, which resulted in improved internal processes and conflict resolution. These results reaffirm that educational management based on assertive communication not only contributes to a more efficient administration, but also fosters an organisational climate that enhances the integral development of students and teachers. In this sense, the ability to express ideas clearly, set limits and listen actively becomes a central element of pedagogical and administrative practice.

CONCLUSION

The impact of assertive communication on school management is manifested in greater efficiency in organisational and pedagogical processes, strengthening institutional leadership and improving conflict resolution. Its application allows for clearer coordination between the different educational actors, favouring cohesion and teamwork. It also contributes to the creation of a positive work climate that increases teacher satisfaction and promotes harmonious coexistence. This consolidates assertive communication as a key element for efficient educational management, aimed at promoting the integral development of the entire school community and guaranteeing quality in educational processes.

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CONFLICT OF INTEREST

There is no conflict of interest with persons or institutions involved in research.

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