

# ASSERTIVENESS ASSOCIATED WITH THE PREVENTION OF INTIMATE PARTNER VIOLENCE AMONG UNIVERSITY STUDENTS

## ASSERTIVIDADE ASSOCIADA À PREVENÇÃO DA VIOLÊNCIA CONJUGAL ENTRE ESTUDANTES UNIVERSITÁRIOS

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### Abstract

**Purpose:** The main purpose of this study was to determine the relationship between sexual assertiveness and violence among students in the Faculty of Human Medicine. **Methodology:** The design was descriptive correlational with a quantitative, non-experimental approach, and the sample consisted of 217 students. A survey was used to apply the Sexual Assertiveness Scale (EAS) instrument, which has a corrected item-test correlation between .238 and .600 and Cronbach's alpha values of .788, and the Questionnaire on Violence between Males and Females in a relationship (CUVINO). **Conclusion:** There is a very significant ( $p < .01$ )

### Resumo

**Objetivo:** O objetivo principal deste estudo foi determinar a relação entre assertividade sexual e violência entre estudantes da Faculdade de Medicina Humana. **Metodologia:** O delineamento foi descritivo correlacional com abordagem quantitativa e não experimental, e a amostra foi composta por 217 estudantes. **Utilizou-se um questionário para aplicação do instrumento Escala de Assertividade Sexual (EAS), que apresenta correlação item-teste corrigida entre 0,238 e 0,600 e valores de alfa de Cronbach de 0,788, e do Questionário sobre Violência entre Homens e Mulheres em um Relacionamento (CUVINO). Conclusão:** Existe



and slight inverse correlation between sexual assertiveness and dating violence among Peruvian university students. This indicates that as sexual assertiveness increases, the incidence of intimate partner violence tends to decrease and vice versa, assertiveness serving as a preventive mechanism against violence. Implications: The results of the study highlight the importance of establishing educational policies within the institution that allow young people to become aware of self-care and the prevalence of their sexual rights within the framework of comprehensive sex education.

**Keywords:** Sexual Assertiveness. Intimate Partner Violence. Sexual Violence. University Students. Sexual Education.

*uma correlação muito significativa ( $p < 0,01$ ) e ligeiramente inversa entre assertividade sexual e violência no namoro entre estudantes universitários peruanos. Isso indica que, à medida que a assertividade sexual aumenta, a incidência de violência por parceiro íntimo tende a diminuir e vice-versa, servindo a assertividade como um mecanismo preventivo contra a violência. Implicações: Os resultados do estudo destacam a importância de estabelecer políticas educacionais dentro da instituição que permitam aos jovens a conscientização sobre o autocuidado e a prevalência de seus direitos sexuais, no âmbito de uma educação sexual integral.*

**Palavras-chave:** Assertividade Sexual. Violência por Parceiro Íntimo. Violência Sexual. Estudantes Universitários. Educação Sexual.

## 1 INTRODUCTION

Sexual assertiveness is a construct that allows for a holistic understanding of human interactions in the context of intimate relationships (Santos and Sierra, 2010), based on the visibility of underlying processes such as power dynamics. In this sense, it is an element that can contribute to the prevention of violence in intimate relationships, risky sexual behaviors, sexually transmitted infections, teenage pregnancies, among other behaviors that place human beings in a vulnerable position (López-Alvarado *et al.*, 2020; Roque *et al.*, 2024).

According to the United Nations Population Fund (UNFPA, 2022; 2025), around half of all pregnancies worldwide are unintended, equivalent to approximately 121 million cases. In addition, an estimated 257 million women and adolescents lack the ability to make decisions about their reproduction and sexual protection. More than 60% of unwanted pregnancies end in abortion, 45% of which are unsafe abortions, with 13% resulting in serious consequences, such as the death of the pregnant woman. Conflicts and social crises in each country are factors that contribute to the increase in unwanted pregnancies, as they disrupt access to contraception and increase sexual violence.

Lack of sexual assertiveness and risky sexual behaviors are prevalent among Latin American university students. In Mexico, the National Institute of Statistics and Geography (INEGI, 2023) reports that between 2017 and 2021, the average birth rate

among pregnant women was 35.3% per 1,000 adolescents, and in 2021 alone, there were 147,279 births in this population. Belduma *et al.* (2022) revealed that 57.3% of participating Ecuadorian university students experienced an unwanted pregnancy before entering university, and the remaining 42.7% experienced it during their time at university. Deleon *et al.* (2022), in their study with Brazilian university students, found that a significant percentage of participants did not consistently use condoms with stable partners (47.22%) and casual partners (30.36%). In addition, a large proportion (65.08%) admitted to consuming alcoholic beverages before sexual intercourse, and the majority (56.7%) did not undergo annual HIV testing. These numbers underscore the urgent need to address the lack of sexual assertiveness among young university students.

On the other hand, Manrique-Velásquez *et al.* (2022) investigated young Colombian university students and found that 31.57% of students experienced a mild level of intimate partner violence, with women exhibiting coercive and detached behaviors, while men exercised sexual, gender-based, instrumental, physical, humiliating, and emotional punishment violence. At the same time, Pérez-Vizcarra and Rodríguez-Rojas in Peru (2021) explored the dynamics of sexual assertiveness and dating violence among university students, finding that 5.4% of participants exhibited a low level of sexual assertiveness, pointing to possible difficulties in their ability to express desires, limits, and preferences in sexual situations. In terms of dating violence, the study found that 87% experienced mild levels of violence in their relationships, which, combined with low sexual assertiveness, can be risk factors for the development of appropriate sexual behavior.

For his part, Álvarez-Canales (2020), finding in his study that 86.7% of Peruvian university students have a very low level in the “initiation” dimension of sexual assertiveness, pointed out that the conditions of these students are a negative exposure to having healthy relationships, free of guilt and fear. Shocking results were revealed about gender violence in Peru in the 2024 Social Skills Survey [ENARES] (INEI, 2024), with 58.8% of women over the age of 18 having experienced some form of violence within their romantic relationships. These figures are significant, especially considering that they do not reflect the cases of those who chose not to participate in the survey, either out of embarrassment or because they did not consider it necessary. It is therefore necessary to raise awareness and sensitivity towards the practice of a culture of respect and equality

through public and health policies throughout the country (Saavedra-Díaz, 2022; Montoya and Galindo, 2025).

Therefore, it is expected that as a person's sexual assertiveness increases, the likelihood of experiencing or tolerating violent acts in their relationships will decrease. The main objective of the study is to determine the relationship between sexual assertiveness and violence among students at the Faculty of Human Medicine at a Peruvian university. The research question is: What is the relationship between sexual assertiveness and violence among Peruvian university students?

## 2 METHODOLOGY

This research is substantive in nature, also known as pure or basic research, which seeks to describe and explain phenomena as they occur naturally (Sánchez, Reyes, & Mejía, 2018). Its design is descriptive-correlational, seeking to describe the relationship that may exist between two or more phenomena observed in the same sample (Hernández-Sampieri & Mendoza, 2018).

The participants were 217 out of a total population of 5,721 students from the Faculty of Human Medicine: Medicine (3,957), Psychology (785), and Stomatology (979) at a private Peruvian university. Proportional stratified random sampling, which belongs to the probabilistic sampling type, was used to select the sample. Proportional stratified random sampling was used. This type of sampling is proportional because the distribution of the sample within each stratum is based on the size of the strata (Otzen and Manterola, 2017).

**Table 1**

*Distribution of the sample of students according to the program of study to which they belong within the faculty of Human Medicine.*

<b>Programa</b>	<b>N</b>	<b>%</b>
Human Medicine	150	69%
Psychology	30	14%
Stomatology	37	17%
<b>Total</b>	<b>217</b>	<b>100%</b>

Two measurement instruments were used: *The Sexual Assertiveness Scale (SAS)*, originally developed by Morokoff in 1997 to assess sexual assertiveness, initially aimed at women and composed of 112 items.

It was modified into Spanish by Sierra, Vallejo-Medina and Santos-Iglesias in 2011. In 2022, Cordova and Yovera adapted the instrument in university couples in Peru. This questionnaire is designed to be applied to men and women aged 17 years and older. Its development is based on the assertiveness theory of Joseph Wolpe and Arnold Lazarus.

Subsequently, it was subjected to a principal component analysis with oblique rotation, resulting in the grouping of 18 items distributed in three main dimensions. These three sub scales are as follows: the first is called "Initiation" (composed of items 1, 2, 3, 4, 5, 6), it focuses on assessing how often a person initiates a sexual relationship voluntarily.

The second, called "Refusal" (comprising items 7, 8, 9, 10, 11, 12), measures the frequency with which a person is able to avoid sexual intercourse or unwanted sexual practices. Finally, the sub scale "Pregnancy prevention – STD" (comprising items 13, 14, 15, 16, 17, 18).

Regarding validity and reliability: Córdoba and Yovera (2022), obtained correlation indexes corrected test item between .2386 and .6008 in most of the items, which are adequate.

In addition, Cronbach's alpha values of .788 were found at the global level and in the dimensions ranged between .625 and .760.

***Dating Violence Questionnaire:*** This questionnaire was created by Rodriguez-Franco *et al.* (2010), whose objective is to evaluate violence between adolescent and young couples. This test has been adapted to various countries and regions in Latin America (Alfaro-Urquiola, 2025). Subsequently, it was adapted in Peru, specifically in Arequipa by Rodríguez-San Miguel (2018), it can be applied collectively or individually to people of both sexes, aged between 15 and 25 years.

This instrument aims to assess the frequency and intensity of distress caused by negative behaviors and attitudes present in romantic relationships. Its development is based on Heise's ecological theory. The questionnaire consists of one question: it seeks to determine how often acts of violence have occurred in the relationship.

This questionnaire has eight dimensions which would be "coercion" (made up of items 1, 9, 17, 25, 38, 42), "sexual" (made up of items 2, 10, 18, 26, 34, 39), "gender" (made up of items 3, 11, 19, 27, 35), "instrumental" (made up of items 4, 12, 20, 28), "physical" (made up of items 5, 13, 21, 29), "detachment" (made up of items 6, 14, 22, 30, 32, 33, 37), "humiliation" (made up of items 7, 15, 23, 31, 36, 40, 41) and "emotional punishment" (made up of items 8, 16, 24) which are answered by means of the Likert scale in terms of frequency, it is worth mentioning that each question option has the same value that this expresses ("never" a value of 0, "sometimes" a value of 1, "frequently" a value of 2, "usually" a value of 3 and "almost always" a value of 4).

Regarding psychometric evidence, the Peruvian adaptation by Rodriguez-San Miguel (2018) found validity through confirmatory factor analysis, with acceptable fits of the estimated model compared to the theoretical model (CFI= .94; GFI= .92; RMSEA= .051). As for outstanding internal consistency, with high statistics at the general level (0.90) and acceptable levels at the scale level greater than (0.75.).

### **3 THEORETICAL BASIS**

#### **3.1 Sexual assertiveness**

Assertiveness is a social skill that allows human beings to communicate thoughts, feelings, and needs in a clear, honest, and respectful manner, avoiding infringing on the rights of others, which is a foundation of socio-emotional well-being and harmonious social relationships (Tuero-Santoyo *et al.*, 2025), including sexual behavior. In short, sexual assertiveness involves skills such as initiating or rejecting sexual encounters, negotiating sexual practices, expressing pleasure or discomfort, and setting clear boundaries in relation to sexual behavior (Sayyadi *et al.*, 2019).

#### **3.2 Intimate partner violence**

Violence is an exclusively human behavior through which deliberate use is made of physical and/or psychological force or power toward another person, group, or community in order to destroy them. Such behavior is aimed at causing psychological distress, injury, death, deprivation, or poor development in other human beings (Pan

American Health Organization [PAHO], World Health Organization [WHO], 2016; Tourné *et al.*, 2024). In this sense, it is essential to differentiate it from aggression, which is a behavior typical of animals and humans that allows for adaptation and survival.

### **3.3 Theory of power**

It highlights that when this capacity is exercised in a coercive or abusive manner, it becomes a tool for perpetuating violence, generating a feeling of vulnerability and lack of protection in the partner, leading to a lack of autonomy and affecting the emotional well-being of the victim due to a dysfunctional power dynamic (Camargo, 2019). In this regard, Barberá-Heredia (2025) states that when women show themselves to be submissive, it awakens a coercive power in their partners, who will use the threat of their strength or position.

### **3.4 Social learning theory**

From this perspective, violence is learned and normalized through observation and repetition of violent models in the environment in which an individual develops. Thus, intimate partner violence can be explained by vicarious or observational learning generated by violent situations experienced throughout life, especially in the family environment by authority figures (Rizo-Martínez and Sosa-Sánchez, 2022).

Finally, it is important to note that violence is a complex and multifactorial phenomenon, and that the interaction of various individual, social, cultural, and environmental factors can influence its emergence and perpetuation.

## **4 RESULTS**

As shown in Table 2 regarding the levels of sexual assertiveness among those evaluated, overall, the majority (59.9%) were found to be at the medium level, while in the dimensions of initiative, rejection, and pregnancy/STD prevention, the average level also stood out with percentages of 75.6%, 48.8%, and 45.2%, respectively.

**Table 2***Level of sexual assertiveness in university students couples.*

Component	Low		Medium		High	
	N	%	N	%	N	%
Sexual assertiveness	10	4.6	130	59.9	77	35.5
Initiative	11	5.0	164	75.6	42	19.4
Rejection	27	12.5	106	48.8	84	38.7
Pregnancy/STD prevention	31	14.3	98	45.2	88	40.5

As for Table 3, on levels of violence between partners, overall, a predominance of mild levels was detected, at 98.2%, while in the dimensions of coercion, sexual, gender, detachment, humiliation, and emotional punishment, this level also stood out, with percentages ranging from 51.2% to 90.8%. On the other hand, in instrumental and physical violence, the level without violence prevailed, with percentages of 59.4% and 53%, respectively.

**Table 3***Level of dating violence among university students*

Component	No violence		Mild		Moderate		Severe	
	N	%	N	%	N	%	N	%
Violence between couples	0	0	213	98.2	3	1.4	1	0.5
Coercion	10	4.6	184	84.8	22	10.1	1	0.5
Sexual	79	36.4	127	58.5	9	4.1	2	0.9
Gender	94	43.3	111	51.2	10	4.6	2	0.9
Instrumental	129	59.4	84	38.7	2	0.9	2	0.9
Physics	115	53.0	97	44.7	4	1.8	1	0.5
Detachment	6	2.8	197	90.8	12	5.5	2	0.9
Humiliation	66	30.4	147	67.7	3	1.4	1	0.5
Emotional punishment	76	35.0	130	59.9	9	4.1	2	0.9

Using Spearman's statistic, a very significant ( $p < .01$ ) and mild inverse correlation was found between sexual assertiveness and violence among couples in the sample evaluated, as shown in Table 4.

**Table 4***Relationship between sexual assertiveness and dating violence in university students*

Component	Sexual assertiveness (rho)	Significance (p)
Dating violence	-.226	.001**

Note: rho: Spearman coefficient; \*\* $p < .01$

On the other hand, as shown in Table 5, Spearman's correlation statistic found no

significant relationship ( $p > .05$ ) between the initiative factor and each of the dimensions of dating violence.

**Table 5**

*Relationship between the sexual assertiveness initiative factor and dimensions of dating violence in university students.*

Component	Initiative (rho)	Significance (p)
Coercion	.023	.731
Sexual	-.052	.448
Gender	.071	.297
Instrumental	-.004	.957
Physics	-.107	.117
Detachment	-.001	.985
Humiliation	.062	.363
Emotional punishment	-.093	.174

As shown in Table 6, a highly significant ( $p < .01$ ) and moderate inverse relationship was identified between the rejection factor and the sexual dimension of violence between partners. On the other hand, highly significant ( $p < .01$ ) and mild inverse correlations were found between the rejection factor and the instrumental, physical, humiliation, and emotional punishment dimensions of violence between couples.

**Table 6**

*Relationship between the sexual assertiveness rejection factor and the dimensions of dating violence in college students*

Component	Rejection (rho)	Significance (p)
Coercion	.060	.381
Sexual	-.305	.000**
Gender	-.132	.052
Instrumental	-.287	.000**
Physics	-.229	.001**
Detachment	-.099	.146
Humiliation	-.224	.001**
Emotional punishment	-.203	.003**

On the other hand, as shown in Table 7, a very significant ( $p < .01$ ) and moderate inverse relationship was identified between the factor of pregnancy prevention - STD and the sexual dimension of violence between partners. On the other hand, a very significant ( $p < .01$ ) and mild inverse correlation was found between the pregnancy prevention-STD factor and the instrumental dimension; while significant ( $p < .05$ ) and mild inverse correlations were found between the pregnancy prevention-STD factor and the physical and humiliation dimensions of violence between couples.

**Table 7**

*Relationship between the pregnancy prevention factor – sexual assertiveness STD and the dimensions of dating violence in university students*

Component	Pregnancy prevention-STD (rho)	Significance (p)
Coercion	.034	.614
Sexual	-.316	.000**
Gender	-.126	.064
Instrumental	-.209	.002**
Physics	-.135	.048*
Detachment	-.011	.868
Humiliation	-.155	.023*
Emotional punishment	-.067	.325

## 5 DISCUSSION

The findings of this study highlight that as sexual assertiveness tends to increase, the incidence of violence between partners tends to decrease, and vice versa. This situation is not unfamiliar to a significant population such as university students, since, depending on their stage of development, they are exposed to major changes in all aspects of their lives, a situation that puts them at risk due to their lack of skills in setting boundaries and demanding respect from others (Papalia and Martorell, 2017; López-Alvarado *et al.*, 2020; Belduma *et al.*, 2022). Therefore, the attitude of complacency in some adolescents can affect sexual behavior (Santos-Iglesias and Sierra, 2010; Álvarez-Canales, 2020), which makes issues such as sexual assertiveness relevant for managing their self-determination and reducing their vulnerability (Deleon *et al.*, 2022; UNFPA, 2025). It is important to highlight the role of higher education institutions in promoting self-care actions and the development of students in responsible sexuality that does not

undermine their integrity, much less their dignity as human beings (Sayyadi *et al.*, 2019, Tuero-Santoyo *et al.*, 2025). This also helps prevent situations of violence in couples that could threaten physical integrity or lead to cycles of violence that end up causing depression, anxiety, and even death by homicide or suicide.

Therefore, the findings show a highly significant and mild inverse correlation ( $p < .01$ ,  $r = -0.226$ ). This indicates that as sexual assertiveness tends to increase, the incidence of violence between partners tends to decrease, and vice versa. However, the magnitude of this relationship is slight, suggesting that other factors could have a more significant influence on this dynamic (Corral-Gil, *et al.*, 2022). Sexual assertiveness, self-efficacy, and risky sexual behaviors in adolescents: A literature review. ACC CIETNA: Journal of the School of Nursing, 9(2), 167-177. <https://doi.org/10.35383/cietna.v9i2.851>. In this sense, sexual assertiveness becomes a protective factor in situations of violence, allowing students to manage themselves safely within their interpersonal and romantic relationships.

In this context, the prevention of conflicts and violent behaviors plays a fundamental role, highlighting its valuable contribution to the promotion of healthy emotional relationships and the prevention of situations of violence. This is where communication plays a significant role, allowing them to express their own desires and convictions in a direct and respectful manner (Morokoff, *et al.*, 1997; Tuero-Santoyo *et al.*, 2025).

On the other hand, there is no relationship between the factor of sexual assertiveness initiative and the dimensions (emotional punishment, coercion, detachment, physical violence, gender violence, humiliation, instrumental violence, and sexual violence) of violence between couples among university students, finding a non-significant correlation ( $p > .05$ ) between the initiative factor and each of the dimensions of violence between couples. These results suggest that the ability to take initiative in one's sex life may not be a determining factor in intimate partner violence, as it may be influenced by other external factors, such as life experiences and the interpersonal dynamics of each couple (Sesti-Becker *et al.*, 2019; Rizo-Martínez and Sosa-Sánchez, 2022; Montoya, and Galindo, 2025).

In contrast, negative sexual experiences are often related to difficulties in developing this skill. In addition, various factors come together multidimensionally, such as the acceptance and justification of violence due to cultural influence, social context,

and individual beliefs, which is reinforced by vicarious learning (Camargo, 2019, Rizo-Martínez and Sosa-Sánchez, 2022; Roque *et al.*, 2024). In this context, it is possible that other aspects of sexual assertiveness or external variables, such as exposure to violent behavior models and the influence of cultural and social factors, play a more critical role in the emergence of violent behaviors.

At the same time, there is a relationship between the factor of rejection of sexual assertiveness and the dimensions of violence between couples among university students (emotional punishment, coercion, detachment, physical violence, gender violence, humiliation, instrumental violence, and sexual violence), as a very significant ( $p < .01$ ) and moderate inverse relationship was identified between the rejection factor and the sexual dimension of violence between partners. On the other hand, very significant ( $p < .01$ ) and mild inverse correlations were found between the rejection factor and the instrumental, physical, humiliation, and emotional punishment dimensions of violence between partners. This means that as the feeling of rejection in a relationship increases, the incidence of sexual violence tends to decrease moderately. This suggests that people who experience high levels of rejection are less likely to suffer sexual violence in their intimate relationships. Mild inverse and significant correlations were also found between the rejection factor and other forms of intimate partner violence, such as instrumental, physical, humiliation, and emotional punishment. This indicates that as rejection increases, there is a tendency for these forms of violence to decrease, although this reduction is milder compared to sexual violence. The inability to reject what we do not want and the lack of skills to set clear boundaries can negatively affect our interpersonal relationships, as well as lead to a loss of personal identity, as our own needs and desires are constantly subordinated to those of others, causing a feeling of emptiness and disconnection (Alvarado, *et al.*, 2020). It is important to develop self-awareness and self-esteem, as they strengthen our ability to set and maintain these boundaries, promoting more balanced, respectful, and satisfying relationships.

In this regard, he suggests that the evolution of the factor refers to how some women may experience difficulties in refusing sex, which could lead to submissive behavior and, consequently, to later reporting of having experienced some form of sexual aggression by the other person (Morokoff, 1997; Ramírez, *et al.*, 2020; Aguirre *et al.*, 2024).

Given the relationship between the sexual assertiveness factor of pregnancy and STD prevention and the dimensions of emotional punishment, coercion, detachment, physical violence, gender violence, humiliation, and violence, a very significant ( $p < .01$ ) and moderate inverse relationship was identified between the pregnancy and STD prevention factor and the sexual dimension of violence between partners. On the other hand, a very significant ( $p < .01$ ) and mild inverse correlation was found between the pregnancy prevention-STD factor and the instrumental dimension, while significant ( $p < .05$ ) and mild inverse correlations were found between the pregnancy prevention-STD factor and the physical and humiliation dimensions of violence between partners. This means that people who take measures to prevent pregnancy and sexually transmitted infections (STI) experience fewer forms of violence in their intimate relationships (Álvarez-Canales, 2020; Tuero-Santoyo *et al.*, 2025).

A significant association was found between those who use prevention methods and those who are less likely to face sexual violence, economic control, physical violence, or humiliation from their partners. This relationship suggests that sexual and reproductive health care may be linked to a lower propensity for violence in intimate relationships, involving mechanisms such as effective communication, self-esteem, and autonomy (Quintero and Bula, 2023). This is without neglecting education and practices related to sexual and reproductive health, as these are possible protective factors for individuals. The research results are consistent with the findings of the United Nations Population Fund (UNFPA, 2025) and data from INEGI (2023) regarding the importance of comprehensive sex education in preventing unwanted pregnancies and sexually transmitted infections.

A predominance of mild levels was also detected, with 98.2% of violence between partners, as well as in the dimensions of coercion, sexual, gender, detachment, humiliation, and emotional punishment, with percentages ranging from 51.2% to 90.8%. On the other hand, in instrumental and physical violence, the non-violent level prevailed, with percentages of 59.4% and 53%, respectively. This indicates that the romantic relationships of most university students are based on respect, communication, and support. However, although they are not at an average or high level, some of them do have violent behaviors or attitudes that characterize their romantic relationship, which can be harmful to the well-being of the person involved. No level of violence is acceptable, as it can have negative effects on people's well-being (Rodríguez-San Miguel,

2018; Álvarez-Canales, 2020; Pérez-Vizcarra and Rodríguez-Rojas, 2021; Manríquez-Velázquez *et al*, 2022).

## 6 CONCLUSIONS

The investigation main objective was to determine the relationship between sexual assertiveness and violence in students of the Faculty of Human Medicine of a higher education institution in Peru. To summarize, the present quantitative research of descriptive correlational design found the following, sexual assertiveness tends to increase, the incidence of violence between partners tends to decrease, and vice versa. Consequently, it's fundamental and peremptory to work on sexual assertiveness, since while present, the prevalence of violence between partners shows a downward trend.

Sexual assertiveness is a fundamental social-emotional skill for health, psycho-social well-being, and as a protective factor against risky practices. This is significant in the university context due to the stage of human development in which students are, is marked by psycho-emotional changes, exploration of new experiences and personality formation.

Therefore, it's relevant to promote, from the framework of comprehensive sexual education and the development of socio-emotional skills, axiological elements in order to achieve skills that allow them to establish healthy limits from the early stages of development, to establish solid foundations for a balanced emotional and social development, which permeates sexual behavior with healthy practices that contribute to socio-emotional and effective well-being.

Given that, negative experiences in social relationships, especially in the context of couples, can leave deep emotional mark, affecting the self-esteem, mental health and the ability to establish healthy relationships in the future. It's crucial to promote a culture of zero tolerance towards any form of violence and to foster conflict resolution and effective communication skills to ensure healthy relationships and the emotional well-being of all involved.

In this regard, it's essential to implement workshops on sexual assertiveness and safe sexual practices in universities. Therefore, the value of the study highlights the importance of establishing educational policies within the institution that allow young people to become aware of self-care and the prevalence of their sexual rights.

Like all studies, the present study is limited by the fact that it is subject to a sample derived from a higher institution. Therefore, it is convenient to develop research in universities with other academic profiles.

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