

## **Organizational Communication and Educational Quality according to ISO 21001 at the Norbert Wiener University of the District of Jesús María, Lima 2022**

Arias De La Cruz Karla Victoria Esther<sup>1</sup>, Cipriano Primo, Luis Enrique<sup>2</sup>, Gomez Gomez, Jhon Elver<sup>3</sup>, Collazos Roque, Edith Geovana<sup>4</sup>

### **Abstract**

*The research project entitled "Organizational communication and educational quality according to ISO 21001 at the Norbert Wiener University of the District of Jesús María, 2022" set the general objective of the study, which is to analyze the characteristics of the scientific production around the variables Organizational Communication and Educational Quality and propose a model to evaluate the correlation between them according to ISO 21001 at the Norbert Wiener University of the district de Jesús María, Lima 2022. The review is carried out with a bibliometric approach in order to highlight the characteristics of the scientific production in terms of Year of Publication, Country of Origin, Area of Knowledge and Type of Publication, at the same time some articles registered in the Scopus database are analyzed in order to determine the position of their authors regarding the topic initially raised. Among the main findings made through this research, it is found that the United States, with 47 publications, was the country with the highest scientific production registered in the name of authors affiliated with institutions in that nation. The Area of Knowledge that made the greatest contribution to the construction of bibliographic material referring to the study of the variables Organizational Communication and Educational Quality, was Social Sciences with 91 published documents, and the most used Publication Type during the period indicated above were Journal Articles with 76% of the total scientific production.*

**Keywords:** *Organizational communication, ISO 21001, Educational quality, Education.*

### **1. Introduction**

The problem of every organization trying to achieve the fulfillment of its objectives is due to the scarce control of organizational communication that seeks to guarantee a quality of service, but many times the communication channels are not efficient and not clear.

At the international level, it is important to know that organizational communication consists of the channels and forms of communication that occur within companies, non-profit organizations, academic institutions or government agencies as a way to build relationships and interaction of internal and external members in order to meet objectives that must be met in a set time. although it is no secret that this concept of organizational

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<sup>1</sup> Universidad norbert Wiener, karla.950802@outlook.es, ORCID: 0000-0001-8163-0669

<sup>2</sup> Universidad César Vallejo, ORCID: 0000-0002-0223-6661

<sup>3</sup> Universidad norbert Wiener, ORCID: 0000-0003-0855-9397

<sup>4</sup> Universidad norbert Wiener, ORCID: 0000-0002-8240-4281

communication has been in constant change in recent years (Contreras & Garybaray, 2020). Therefore, it is important to emphasize that communication of this type is not based on sending messages where elements of senders and receivers are involved, it goes beyond that, it is a complex process that constructs meanings and negotiations of norms, but in a certain context, being one of the current problems in some areas in organizations.

In addition, it is fundamental that education is for everything, a right of every person that allows them to develop a society, thanks to ISO 21001 allows educational institutions to have transparency at the time of teaching since it is necessary to take into account that ISO 21001 is a set of standards that guarantees educational quality by being involved in the control of teaching processes, The same is true of non-formal education. This indicates that communication channels such as areas of education are always controlled to achieve quality education for students who are participating in society in the future, so it is necessary to recognize that the areas that are involved for the security of an efficient education must have adequate communication. clear and concise (ISO 21001, 2019).

At the level of Peru, the great efforts that are made in order to support good educational development, studies organizational communication and educational quality, in order to have a society with educational prosperity and social welfare, ISO 21001 has been created, focusing on the needs of the educator, where they indicate the management indicators, Methodology with a curricular design and development, the elimination of activities that do not contain and provide added value is highlighted, with an improvement of the curricular design. (ISO 21001, 2019).

In our country, education has become a center of importance because it is responsible for the development of future professionals who will contribute to society, however, to ensure that the quality educational service is being carried out, it is necessary to indicate that the benefits would be to manage the entire system that involves meeting the objective that organizations in the field of education propose. Including the communication channels of internal organization so that the elements in charge of the operation guarantee a good result and meet the objectives set. This is still being done on a constant basis (Papick, 2019).

At the local level, it is necessary to focus on a specific time and place, in order for this article to be feasible and used properly, it is pointed out that this scientific article will be developed under the following title "Organizational Communication and educational quality according to ISO 21001 in the University Norbert Wiener of the district of Jesus Maria, 2022."

Highlighting the need for teachers to acquire these digital tools, in this context of educational well-being and guaranteeing better teacher teaching in each course and implementing added value, in the house of studies the authorities announced the new corporate culture, in whose vision is that the university is a leader in training students, at the service of society as a whole, expressed in a comprehensive educational experience, with innovation and a good technological service, moving into collective internal problems, it is necessary to point out that due to the little implementation of the technological factor, they suffer from deficiencies in organizational communication, due to the new stage of educational development (Wiener University 2018).

## **2. General Objective**

To analyze, from a bibliometric and bibliographic perspective, the preparation and publication of research papers in high-impact journals indexed in the Scopus database on the variables ORGANIZATIONAL COMMUNICATION and EDUCATIONAL QUALITY during the period 2017-2022.

### 3. Methodology

This article is carried out through a research with a mixed orientation that combines the quantitative and qualitative method.

On the one hand, a quantitative analysis of the information selected in Scopus is carried out under a bibliometric approach of the scientific production corresponding to the study of the variables ORGANIZATIONAL COMMUNICATION and EDUCATIONAL QUALITY. On the other hand, examples of some research works published in the area of study mentioned above are analyzed from a qualitative perspective, based on a bibliographic approach that allows describing the position of different authors on the proposed topic. It is important to note that the entire search was carried out through Scopus, managing to establish the parameters referenced in Figure 1.

#### 3.1. Methodological design

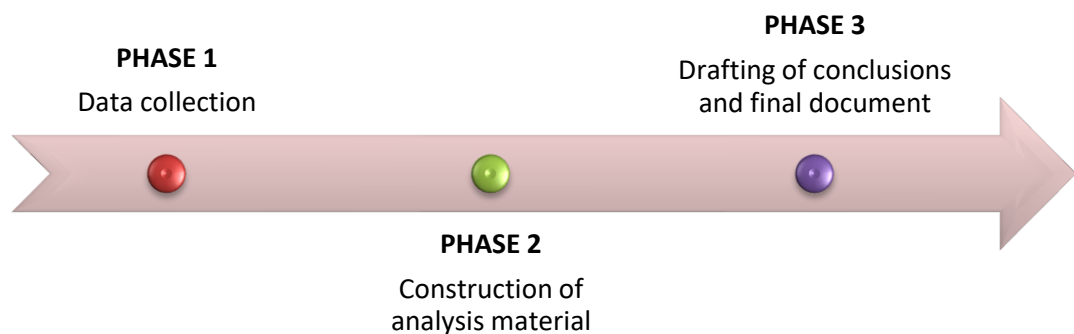


Figure 1. Methodological design

Source: Own elaboration

##### 3.1.1 Phase 1: Data collection

Data collection was carried out from the Search tool on the Scopus website, where 224 publications were obtained from the following filters:

TITLE-ABS-KEY ( organizational AND communication, AND educational AND quality ) AND PUBYEAR > 2016 AND PUBYEAR < 2023

- Published documents whose study variables are related to the study of the variables, ORGANIZATIONAL COMMUNICATION and EDUCATIONAL QUALITY.
- Limited to the years 2017-2022.
- Without distinction of country of origin.
- Without distinction of area of knowledge.
- No distinction of type of publication.

##### 3.1.2 Phase 2: Construction of analytical material

The information collected in Scopus during the previous phase is organized and then classified by graphs, figures and tables as follows:

- Co-occurrence of words.
- Year of publication.
- Country of origin of the publication.
- Area of knowledge.
- Type of publication.

### 3.1.3 Phase 3: Drafting of conclusions and outcome document

In this phase, the results of the previous results are analysed, resulting in the determination of conclusions and, consequently, the obtaining of the final document.

## 4. Document review

As part of our research, we undertook an in-depth search of national and international antecedents relevant to their studies and related variables. This step was vital to contextualize our research, so we analyzed several previous studies, focusing on those that addressed similar topics, such as the organizational climate in educational institutions, the impact of educational quality management, and the relationship of different factors such as motivation, identity, communication, etc. This made it easier for us to have a reliable and sustainable theoretical base. It also provided us with greater clarity on how our study fits into this context and its potential contribution to society. Therefore, we took as a reference different authors both nationally and internationally, having the article by Martínez (2020) that proposed as a research objective to evaluate the organizational climate in the Mayan School of Agricultural Studies of the Autonomous University of Chiapas in Mexico and its impact on the Institutional Quality Management System. To support the study, a sample of 111 participants was selected, all of them educational actors. On the other hand, the research methodology was developed under a mixed approach, and the validity of the instruments was confirmed by Cronbach's Alpha Coefficient, where results ranging between 0.898 and 0.95 were obtained in the different dimensions of analysis. Likewise, the results of the study showed that the aspects that most affect the organizational climate are: comfort, motivation, identity, communication, structure, decision-making, leadership, reward, innovation and cooperation in conflict resolution.

In addition, Stevenson (2017) proposed the objective of experimenting with an innovative model that places students who have completed high school as moderators of learning based on the framework of an out-of-school plan. To support the study, Stevenson investigated whether this model could be disproved or "franchised" and, if so, what factors were essential to keeping the program stable. The research methodology was developed at various sites, including different types of institutions (i.e., Research Institutions I, II, and predominantly undergraduate), geographic locations (rural and urban), and various school district partners (large and small). The analysis identified four core elements or criteria for program fidelity and replicability: (i) intentional programming, (ii) staff quality, (iii) effective partnerships, and (iv) program evaluation and continuous improvement. The results of the study, based on information collected from 16 focus group participants and 12 reflection surveys, indicated that Flexibility (21.22%), Student Engagement (19.53%), Classroom Management (19.31%), and Communication (15.71%) were the topics most cited by mentors of post-secondary students in the DE STEM 4U program, regardless of location. What the study made clear is that these elements are fundamental to the replication of the STEM 4U model, and their importance remained constant across different contexts and participants. Finally, the YAPA results demonstrated that the quality of the program remained generally consistent in a "franchise" location. These findings suggest that this program has the potential to expand (through strategic replication or "franchising") as an international model, highlighting its success in promoting the professional development of postsecondary students and in providing STEM opportunities for youth. Concluding that the core elements of the STEM 4U program are highlighted to consider expansion (through strategic replication or "franchising") as a possible international model.

On the other hand, Domínguez (2019) aimed to describe the types of internal organizational communication because he established a work coordination between directors and teachers to meet the expected goals of educational management, from a

perspective of municipalized education in Chile. Therefore, he focused on a concept where he indicated that communication is the fundamental point of educational management and this, complements with the methodology he carried out with a mixed exploratory-descriptive approach where he chose a selected sample of 22 municipalized education establishments; but it took into account criteria for an ungodly result in the research and that was that its selection included educational levels, dependence of the Directorate of Education and the Department of Education, location in urban or rural areas of the communes of Pudahuel and La Cisterna, and activity during the year 2015. While in the quantitative phase it consisted of a survey administered to 40% of the principals and 40% of the teachers, with a total of 246 surveys answered. Therefore, its results showed that, on the one hand, managers seek to use communication as a way to manage teachers during their work development and in this way, it was concluded that the study certified the use of these different styles of communication in order to protect work coordination and improve educational management processes. becoming an important instrument for educational quality.

In addition, Mounir et.al. (2023) points out that for quality management it is necessary to develop performance evaluation mechanisms, for that a culture of evaluation must be promoted, where feedback plays an extremely important role as it allows the identification of strengths and weaknesses, as well as motivating and encouraging them to promote real performance.

Ülker (2023) argues that the ISO 21001-2018 standards should be modified considering University 4.0, in which students, administrative and academic staff must be prepared to compete in changing contexts and that the center of design of educational offerings is given considering the university-community-industry partnership.

Arjona et.al. (2022) concludes that it is necessary to consider the particular context of the HEI for its strategic planning, it is necessary that if process management allows to reduce bureaucracies, excellence is based on establishing strategies for problem solving, coverage of needs measured through achievable objectives.

On the national background side, Bautista. (2021) indicated that the objective of his research was to verify the correct or incorrect management of the development of institutional activities. In order to support its contribution, it used as an instrument a survey that it conducted with 60 agents in the field of education (including teachers as administrative staff of the I.E of Ate, Peru 2021). It is important to highlight that the approach was qualitative with a hermeneutic method, where its first processes of the study showed that the organizational management of both teachers and administrative staff develop their educational agility. Therefore, it resulted in the validity and activity that manifests itself with a higher percentage to any factor that is involved in the process of educational management, so it was finally demonstrated that the coverage, between, between the organizational mission and the formative aptitude in the pedagogical bodies of jurisdiction of Ate, Peru.

Likewise, Torres, (2019) proposed to determine the correlation between organizational climate and work performance in Bolivarian educational institutions in the city of Puno in 2014. In relation to the research approach, Torres used a basic research approach and a non-experimental correlational design or ex post facto design, using a quantitative method. A stratified probabilistic sampling was used, with a sample of 133 teachers. To analyze the correlation, it was analyzed using Pearson's coefficient and Student's t, with the questionnaire being the instrument used. As a conclusion of his research, Torres points out that there is a direct correlation between a better organizational climate and higher work performance in Bolivarian educational institutions in the city of Puno, Peru.

In the same vein, Espinoza. (2018) aimed to identify the factors of teacher performance that influence the educational quality of teachers in engineering faculties in Peru. For the study, the appropriate instrument was designed and validated to meet the purpose of being

able to measure teaching performance, although, on the other hand, we have that the purpose of the study involves observing the educational quality of each engineering faculty, so it was carried out with a descriptive method with a comparative causal design, having 49 directors of professional careers from universities in Peru as a research sample. In order to control the function of the professional career. Therefore, he concluded that the variables have a strong correlation of great importance in this study.

Finally, Bedoya (2018) stated that his objective was the discovery of the already existing interconnections between pedagogical management and educational quality in the Faculty of Education and Social Sciences of the National University of Ucayali, so the research maintained that pedagogical management has a decisive influence on educational quality, so it used a non-experimental methodology with descriptive levels, analytical and statistical field-type and it helped us to carry out a detailed examination of all the factors that affect pedagogical management, academic foundation, organization, design of curriculum development and quality control; Thus, as a result, he indicated that pedagogical management is inversely related to educational quality and this is due to two important factors, the first is the teaching-learning process, while the second implies the authorities not carrying out or working efficiently on educational management. Therefore, he concluded that Bedoya's (2018) study is possible if there is an improvement in management and that it has a far-reaching impact on the quality of education at the National University of Ucayali.

#### 4.1 Theoretical basis

##### Organizational Communication in Educational Organizations

Communication is a fundamental element for socialization in which the exchange of ideas takes place and the space for social development is established in a natural way, therefore, it is important to review this fact in organizations, since communication in groups with common interests requires special attention in view of the achievement of objectives. Communication in organizations, or organizational communication, is a thematic space that contributes to the achievement of objectives in the organization (Contreras & Garibay, 2022), which has undergone variations in accordance with the transformations that society develops and its needs, since teamwork develops the necessary synergy for a result that is higher than expected (Heredia & Sullca, 2022).

Organizational communication is a process in which the exchange of information is carried out and relational interactions are promoted (Corrales & Neira, 2022), that is, it is not only about focusing on the transfer of information within the group, but also about keeping in mind how groups behave within that organic unit. The concern from theoretical spaces is the development of effective communication and achieving an organization with greater capacity in its achievement of results. As for educational organizations, the need is even greater, since fluidity of information is required, especially due to the technological environments in which they are developed, because although technology represents an opportunity since it allows processes to be accelerated, it is very necessary to maintain control in the interaction since communities are generated that can provide positive or negative feedback from the organization (Rodríguez & Vásquez, 2019).

##### The Types of Organizational Communication

In the evolution of organizational communication, the functional positions of communication and the interrelation exposed by evaluative interaction have been considered. These have led us to the identification of various types of communication present in an organization, among which the formal and informal communication of Robbins and Colter in the quote by Heredia & Sullca, (2022) stand out. Likewise, Contreras & Garibay (2020) cites León who points out Ferrer's classification as internal and intra-institutional, external or inter-institutional and commercial communication.

We will address in a general way theories related to the variables of the study as aspects of internal communication, since they are of importance for each of the academic units that higher level educational organizations have, as well as to safeguard the achievement of objectives and internal trust, above all, because of the formative condition that it presents by allowing the exchange of information contributing to knowledge, Promotion of interaction and credibility. Marchori (2011). In which aspects such as vertical and horizontal communication will be taken into account, which enhances the identification of the employee with the organization, talent retention generating a corporate culture. (Castro & Díaz, 2020).

However, the research will address two types of communication of a fundamental nature.

We start with formal communication, which is the one that delivers information or messages through appropriate channels or routes, which means that it seeks to get the information in a correct and timely way. This type of communication is known for how effective it is, since there are communication channels and there is also a communication system that we know today as reports, work commands, inventories, among others (Dominguez, 2019).

Among this dimension we have indicators such as top-down communication, which consists of when the top positions of an organization communicate with their subordinates, including norms, policies, instructions, among others that make up within it. The advantage of this indicator is the performance of the activities (Euroinnova Business School, 2021). On the other hand, we have bottom-up communication that tells us that it occurs when subordinates want to get the message across to senior managers. Its purpose is to provide suggestions for improvement, disagreements, complaints and help with decision-making (Euroinnova Business School, 2021).

Another indicator is diagonal communication, also known as transversal communication, which consists of workers from different levels/areas communicating with each other, regardless of the chain or direction of command. We also have the other indicator, which is horizontal communication, which tells us how employees who have the same hierarchical level get an exchange of information for problem solving in exchange (Euroinnova Business School, 2021).

On the other hand, we also have the second dimension such as informal communication, which is understood as not using formal methods to communicate, meaning that a rigid rule or some communicative channel is not required. She is free from all of this, as she tends to be spontaneous with subordinates and superiors so that they are free to speak with full transparency, allowing her to erase hierarchy, though not roles; that is, there are no official rules or systems to convey a message, this type of communication can be done with friends or co-workers, it is flexible, the bad thing is that this can generate rumors or propagated misinformation (Contreras & Garibay, 2022).

Formal and informal communication complement each other for the proper functioning of the transmission of a clear and fundamental message so that they can help an organization for decision-making. It is true, there are disadvantages to each one, but if you work in a more precise way, you can identify the most relevant messages for improvement or solution.

#### Educational Quality in Higher Education Institutions

Educational quality is the decision-making of the educational organization in search of the improvement of its processes that ensure the quality of the service. Martinez et.al. (2020). That is why it is a field of interest and much concern at present, despite the social crises and regulatory uncertainty in our country, it is the conditions of high competitiveness that the educational market has, which makes each of these organizations feel the need to constantly review the conditions of their service, Thus, many have chosen to carry out an audit that allows them to access the quality classification or quality



management through the ISO 9001 standards. However, reviewing the conditions of quality management can ensure the proper functioning of the educational service itself (Arjona et.al., 2022), however, in educational matters, other much more complex aspects are required, such as the results in relation to student learning.

This need for quality in the educational service increases due to the high demand of the labor market, in which competitiveness requires that the professional be able to respond to changing environments, as a result of the intervention of knowledge and technology, hence the tendency to review the production in science and innovation, as well as the performance of its graduates. therefore, educational evaluation will make it possible to take into account the training and innovation aspects that achieve a balance between the educational organization and the needs of external actors (Bonilla et. al., 2022). For all these reasons, it must be borne in mind that, in order to achieve quality service, there must be a high level of commitment from the highest authorities to all the components of the university community.

#### ISO 9001 TO ISO 21001

Many of the higher level institutions have chosen to achieve an ISO 9001 certification, with the aim of guaranteeing adequate management, with the necessary elements to establish strategic planning conditions, as well as process control, in such a way that they obtain an advantage over their competitors, so the benefits of this decision are found in productivity. Therefore, process control is carried out that impacts the satisfaction of the user - student. (Arjona et.al., 2022) In addition, it must be taken into account that any educational institution, including schools, universities, among others, since it consists of an international standard that seeks to promote the efficiency of the operation of an educational system that must be regulated, supervised and guaranteed that offers tools to manage educational organizations; Of course, taking into account that there is an entity like SUNEDU in the country that is in charge of it and working to meet its requirements promotes the quality of an efficient educational service, seeking the fulfillment of objectives of educational organizations, students, parents and everything that is involved in the educational process (Bedoya, 2018)

Currently the need for the attainment of the quality of educational organization seeks other points of view, since the ISO has as valuable principles to consider such as the focus on students, other beneficiaries, a visionary perspective, decision-making, relationship management or ethical conduct in education, protecting data information, an educational and social responsibility in order to provide a better orientation of quality of life; Above all, it is in the satisfaction of students in learning, because the differences found between both standards detail the following:





Among the main keywords used in the research identified thanks to the search carried out in the Scopus database, is Human, indicating that the publications develop an important effort in the analysis of the human component in organizations, as the main component in the execution of strategies aimed at improving the organizational climate. On the other hand, variables such as Leadership, Psychology, Qualitative Research, Total Quality in Administration, Organization and Administration, Skills, are part of a compendium of theoretical bases for the interpretation of the correlation that may exist between organizational communication and educational quality, which is the main objective pursued behind the review proposed in this document. The relationship between the variables indicated in Figure 2 allows us to understand the closeness between the research carried out from one variable to another, another clear example is in the execution of research projects related to Higher Education, Systematic Reviews, Questionnaires, Integral Communication of the Organization.

#### 4.2 Distribution of scientific production by year of publication

Figure 3 shows how scientific production is distributed according to the year of publication.

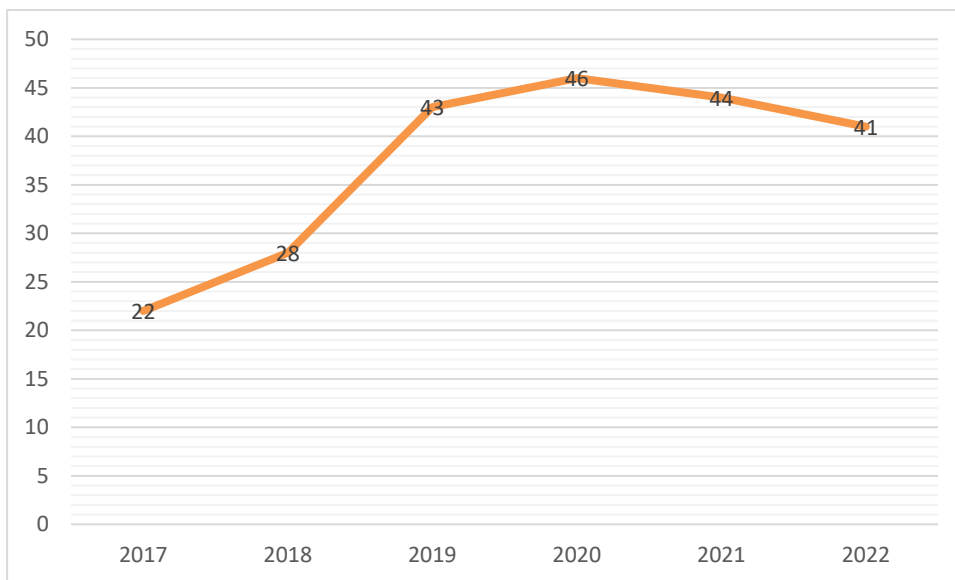


Figure 3. Distribution of scientific production by year of publication.

Source: Authors' own elaboration (2023); based on data exported from Scopus

One of the main characteristics to be taken into account in the volume of scientific production identified in Scopus through the search filters applied is the distribution of publications according to the year in which they were indexed in this database. In the case of research related to the variables Organizational Communication and Educational Quality, the production was temporally delimited to the years between 2017 and 2022, with 2020 being when the highest number of publications was registered, with a total of 46 documents. In view of this, it is possible to infer that the measures adopted to mitigate the effects caused by the pandemic caused by the accelerated spread of the virus known as Covid-19, awakened in the scientific community just this year, the interest in knowing which are the most important aspects when evaluating quality in education. This is in response to the multiple strategies designed to give continuity to the fulfillment of the academic calendar through technological platforms. However, after this year, the scientific production around these variables has shown a slight but steady drop, reaching 41 documents in 2022.

#### 4.3 Distribution of scientific output by country of origin

Figure 4 shows how scientific production is distributed according to the country of origin of the institutions to which the authors are affiliated.

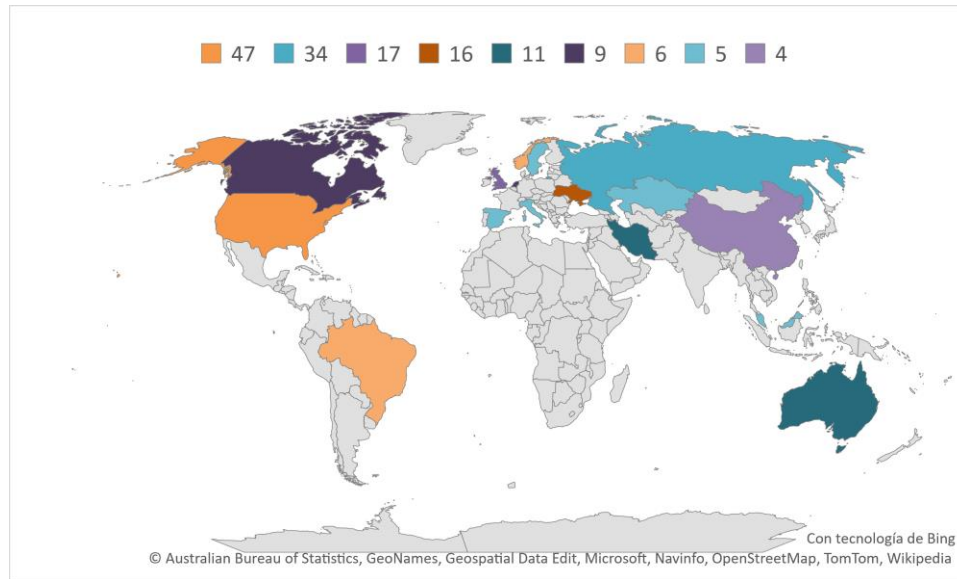


Figure 4. Distribution of scientific production by country of origin.

Source: Authors' own elaboration (2023); based on data provided by Scopus.

Within the distribution of scientific production by country of origin, the records from institutions were taken into account, establishing the United States as the country of this community, with the highest number of publications indexed in Scopus during the period 2027-2023, with a total of 47 publications in total. In second place, the Russian Federation with 34 scientific papers, and the United Kingdom occupying the third place presenting to the scientific community, with a total of 17 documents among which is the article entitled "An integrative review of the literature on menstruation patterns in people with congenital adrenal hyperplasia" This article addresses this gap by exploring menstrual patterns in people with CAH. An integrative literature review searched for articles published between 2005 and 2020, and 30 articles met the inclusion criteria. The study's findings indicated that while menarche appears to occur at an average age in people with CAH, menstruation is commonly interrupted and irregular. Several studies reported that people achieved regular periods and pregnancies, while others observed that people consistently showed poor control, irregular periods, and infertility despite continued treatment. A few studies reported that these people were 'non-adherent' or, worse, 'non-adherent' with their medication regimens when health outcomes were lower than expected. We emphasize that such fault-finding by health care providers around adherence acts as a barrier to communication with people with CAH. We argue that a sustained and coordinated person-centred approach, centred on communication and education throughout situational, developmental and organisational transitions, can promote health literacy, bringing people's health and bodily autonomy to the fore throughout their lives. Future research should address gaps in the translation of knowledge that supports menstrual education for people with CAH. Studies should also address how medication management is assessed and adherence is negotiated with people with CAH.(Usipuik, 2022)

#### 4.4 Distribution of scientific production by area of knowledge

Figure 5 shows the distribution of the elaboration of scientific publications based on the area of knowledge through which the different research methodologies are implemented.

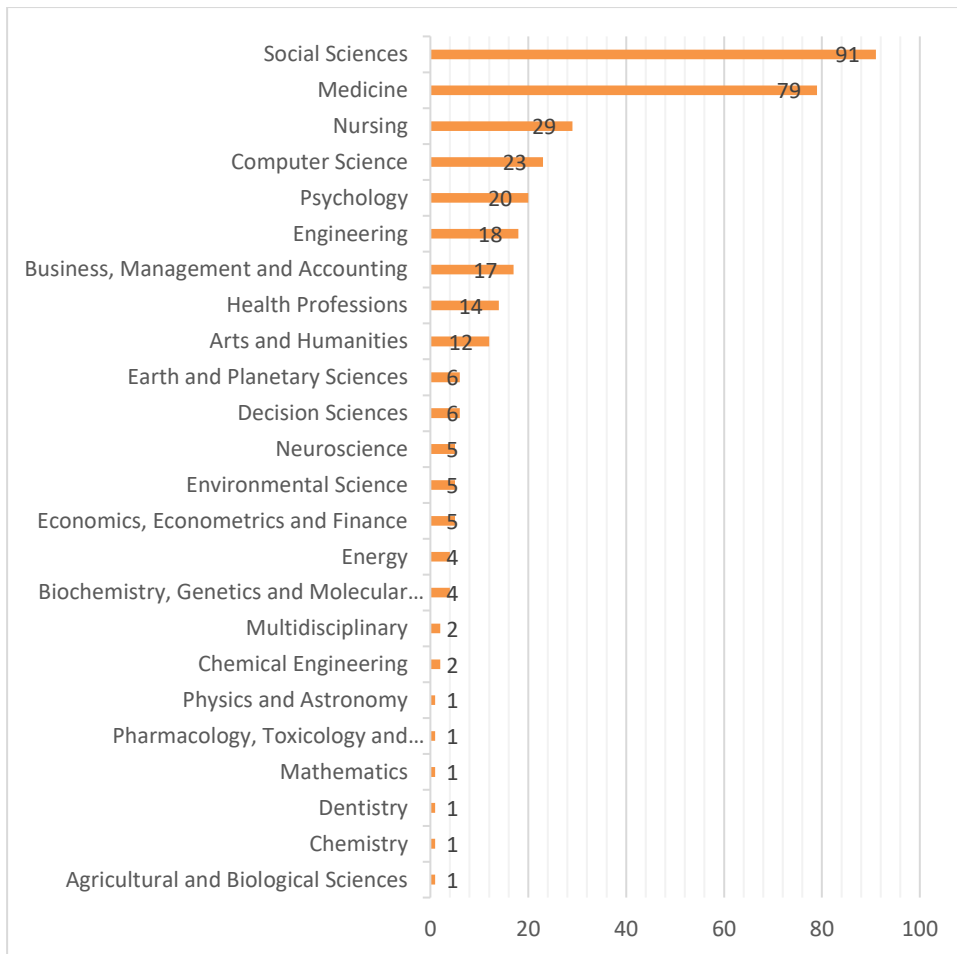


Figure 5. Distribution of scientific production by area of knowledge.

Source: Authors' own elaboration (2023); based on data provided by Scopus

Social Sciences was the area of knowledge with the highest number of publications registered in Scopus, with a total of 91 documents based on their variable methodologies ORGANIZATIONAL COMMUNICATION and EDUCATIONAL QUALITY. In second place, Medicine with 79 articles and Nursing in third place with 29. This can be explained thanks to the contribution and study of different branches, the article with the greatest impact was registered by the Social Sciences area entitled "Cyclical workflow to improve the implementation of the learning points of the meetings on morbidity and mortality." This prospective study was conducted in the gynecologic oncology department of a university hospital. The research was conducted with a participatory action research (PAR) approach using 10 consecutive M&MMs in 2019 and 2020. The cyclical workflow consisted of a list of actions based on the PDCA cycle, a verification of the implementation of areas for improvement in the next M&MM, and periodic follow-up of tasks. Each M&MM was observed and each professional with an assigned task was interviewed and gave informed consent. The thematic content analysis was carried out with the Atlas.ti 8.4.20 program. Results: Of the 39 tasks that resulted from 10 M&MM, 37 (94.8%) followed all the steps of the PDCA cycle and were implemented. In total, 16 interviews were conducted with consultants, nurses, registrars and residents. Five main factors were important in achieving the follow-up of the areas for improvement: organizational culture, motivation, commitment, communication to mobilize employees, and skills. (Myren B.J, 2022)

#### 4.5 Type of publication

In the following graph, you will see the distribution of the bibliographic finding according to the type of publication made by each of the authors found in Scopus.

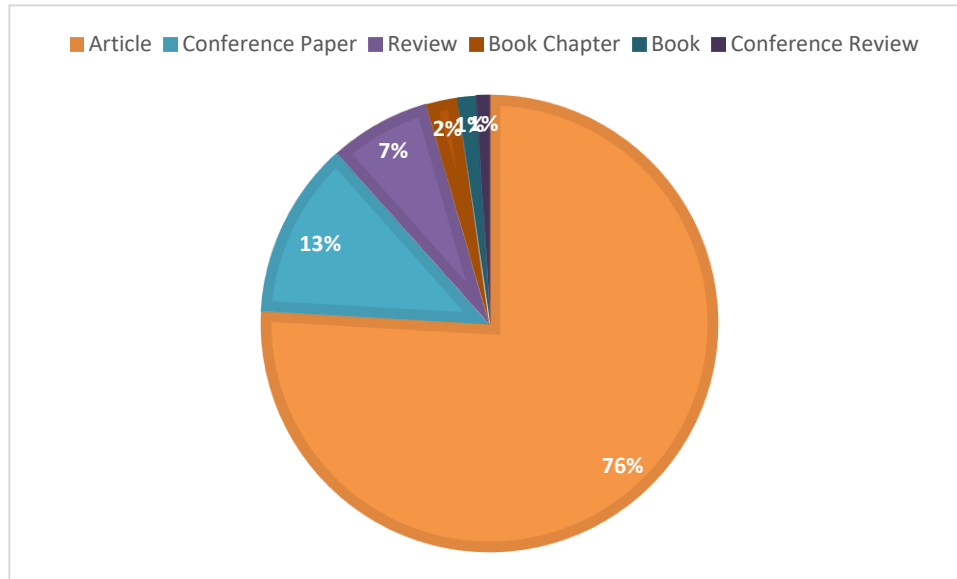


Figure 6. Type of publication.

Source: Authors' own elaboration (2023); based on data provided by Scopus.

The type of publication most frequently used by the researchers referenced in the body of this document was the one entitled Journal Articles with 79% of the total production identified for analysis, followed by Session Paper with 13%. Journals are part of this classification, representing 7% of the research papers published during the 2023 period in journals indexed in Scopus. In the latter category, the one titled "How Do Healthcare Professionals Use Incident Data to Improve Patient Safety in Japan? A Qualitative Study" The primary objective of the study was to investigate how healthcare professionals in Japan perceive reporting systems and use a systemic perspective to learn from incident data in acute care and mental health settings. Methods: A non-experimental, descriptive, and exploratory research design was adopted with the following two data collection methods: 1) Sixty-one semi-structured interviews with frontline staff in two hospitals; and (2) Non-participatory observations from thirty-seven periodic incident review meetings. The two Tokyo metropolitan hospitals that were invited to participate were: 1) a privately run, not-for-profit acute care hospital with approximately 500 beds; and (2) a public mental health hospital with 200 beds. Results: While most staff recognize the positive impacts of safety reporting systems, observational data found that little consideration was given to aspects of the systems during formal meetings.(Kodate, 2022)

## 5. Conclusion

According to the international standard for educational organizations, ISO 21001, organizational communication plays a critical role in ensuring the quality of education. Effective organizational communication in an educational institution is essential for setting clear goals, promoting cooperation, and promoting information sharing among stakeholders. By implementing a strong communication process, educational organizations can improve their ability to provide high-quality education and meet the diverse needs of students, parents, teachers, and other stakeholders, it should be said that the connection between organizational communication and the quality of education is decisive and significantly affects the efficiency of educational institutions. Clear and effective communication within an organization (be it a school, university, or any

educational setting) is essential to shaping the overall quality of education provided to students. Effective organizational communication fosters collaboration among educators, administrators, students, and parents, resulting in a more holistic and comprehensive educational experience. This ensures that everyone involved in the educational process is fully informed, meets the goals of the institution, and can make a meaningful contribution. Transparent communication facilitates conflict resolution, problem-solving, and adaptation to changing circumstances, all of which contribute to maintaining and improving the quality of education. In addition, strong communication practices facilitate the exchange of best practices, innovative teaching approaches, and successful strategies among educators. This exchange of ideas and experiences can lead to continuous improvements in teaching methods and curriculum development, which directly affects the quality of education provided to students.

In conclusion, organizational communication is not only a peripheral aspect of educational institutions, but also a peripheral aspect of educational institutions. It is an important component that affects the overall quality of education. By promoting transparent, open, and effective communication practices, educational institutions can create an environment that promotes continuous improvement, cooperation, and quality student education.

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