

# Organizational Learning Strategies in The Management of Educational Institutions: A Bibliometric Review in Scopus

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**Abstracts:** The objective of this study was to carry out a review to know the state of the literature on organizational learning strategies in the management of educational institutions in the Scopus database. The methodology used was the bibliometric review, seeking to quantify. On this occasion he came up with the total of subsequent publications in Scopus. Resulting in a total of 14 publications after their identification, they were analyzed using CRAN-R and Bibliometrix. 2017 has been the year with the greatest impact at the total level of citations for studies; it was identified that the most frequent keyword was "organizational learning". Regarding the author with the most frequent use of keywords, it was Lewis MM. The most frequently published source of studies was Springer Science+Business (n=2). The author analysis identifies Fauske JR (TCpY= 1.421) and Eikeland O (TCpY= 0.909), suggesting the importance of both studies in related scientific production. Regarding the local impact indices, the h and G index were equal to 1, while the M index was higher for Herrera-Caballero JM with a value of 0.333. The most frequent affiliation among the studies was the Metropolitan Technological Institute. According to the scientific production by country, it is led by the United States (n=4). Finally, the author with the highest general citation is Sutano EM.

**Keywords:** Organizational Learning, Strategies.

## 1. INTRODUCTION

The management of educational institutions refers to the way in which the organization shapes its operating policies, establishes hierarchies, subsystems for the organization, and the administrative procedures necessary for its operation [1]. It is also considered as a set of organized processes comprising actions for management and for education [2].

Since its scope of action is not limited to administrative work, it should be noted that it includes all the people who make up the institution, both students and teachers, those who receive formal education, support staff and those who receive non-formal education. It also covers three areas of management: strategic, operational and functional. Additionally, it includes pedagogical and didactic aspects, since the formation of people is the reason of educational institutions. All its components enable the institution to achieve the educational objectives set at the beginning of the study period [3].

In this line, the management of institutions requires that the organization includes organizational learning. The term refers to the "process that necessarily involves the development of a set of skills and capabilities to enhance curriculum development in the process of practice" [4]. Since management is the action carried out by a team of people who make up the organization of the educational institution, then organizational learning starts from its own knowledge structure transferred in the documents embodied in its decision-making process, its organizational form [5], [6].

According to the defined conceptions, and the current context of globalization and changing environments, the application of organizational learning becomes a key tool for the management of educational institutions. Therefore, the team in charge needs to have the necessary competencies to outline the necessary strategies to face the situations it is confronted with [7].

Organizational learning strategies, as a learning process, can be individual or group-based; thus, it makes possible the "functional grouping of all learning generated by individual members and teams within an organization; taking into account all types of support (logistics, processes, protocols, strategies, among others)" [8].

In this sense, organizational learning entails the "creation of internal capabilities in the organization" that allow it to adapt to the environment and, therefore, to face the present and future situations; thus it obtains a "competitive advantage that has the necessary characteristics to guarantee sustainability over time" [9].

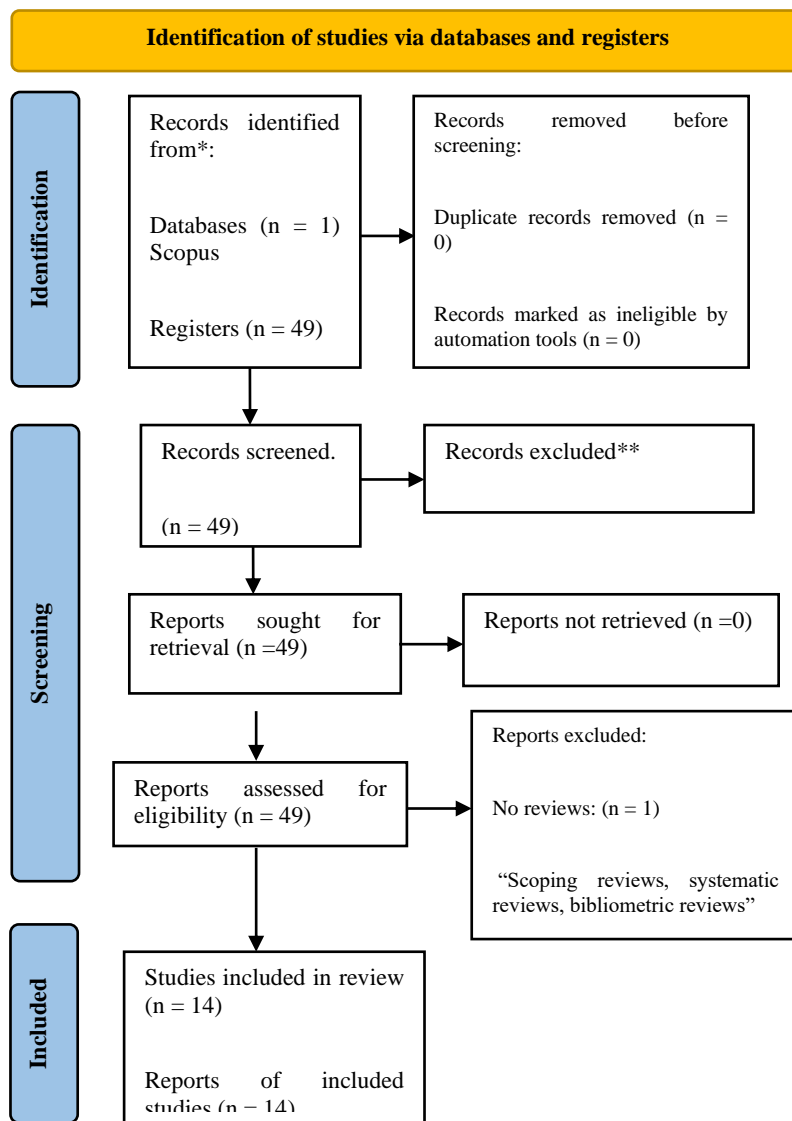
In relation to the above, the application of organizational learning strategies requires following structured steps; first, the generation of information, which allows the internal situation to be diagnosed; second, integration and dissemination, which allows the socialization of experiences to enrich the response options, in case situations are repeated; third, collective interpretation, which refers to sharing conclusions about one's own experiences in identifiable situations; and fourth, the authority assumes responsibility by outlining actions and processes to follow in order to act in a safe and organized manner [9]. This goes hand in hand with the admission of technologies, both for management and for the process of organizational learning strategies, since it will allow the organization, storage and visualization of relevant information [10].

Thus, the organizational learning strategy will allow educational institutions to act in the face of adverse situations, in terms of planning, teaching and learning processes, evaluations, attention to stakeholders, and their relationship with the community, contributing not only to the training of students, but also raising awareness of the problems that surround them, seeking joint solutions [8]. Considering the changing environment and the challenges for educational organizations to continue their work, the application of organizational learning strategies as a tool for continuous improvement of institutional management is considered important, evidencing its importance and relevance as a research topic, and thus the knowledge of the state of the art on the subject.

Given the current context, the interest and the need to gather more on the subject of organizational learning strategies in the management of educational institutions arises. For this reason, the following general research objective arises: to carry out a bibliometric review study to know the state of the literature on organizational learning strategies in the management of educational institutions in the Scopus database. The specific objectives of the study are: to review the panorama of the scientific production of studies in the Scopus database; to identify the average number of citations per year of the studies; to verify the relationship between keywords, authors and their affiliations; to analyze which are the most relevant sources; to verify the authors' production over time; Also, to study the local impact of the authors included with the H, G and M indexes; on the other hand, to review which are the most relevant affiliations and their production over time; to analyze what has been the scientific production of the countries over time; finally, to verify bibliometric indicators according to authors, published documents with DOI and citations per year. Consequently, the following question is proposed: What is the state of the scientific literature in Scopus in relation to organizational learning strategies in the management of educational institutions?

## **2. METHODOLOGY**

The present research is conducted under the guidelines of a bibliometric review, from the identification of records to the execution of bibliometric indicators. Therefore, we can define the bibliometric review as a study that emphasizes the analysis of existing literature and quantifies parameters to determine indicators that help to better understand the state of the literature during the period under study [11], [12].



**Figure 1.** PRISMA 2020 flowchart for new systematic reviews including only database and registry searches.

### 3. RESULTS

The results shown in the next phase represent the 14 included studies that were extracted from Scopus and used for the bibliometric review. These were analyzed with CRAN-R and Bibliometrix. Table 2 shows the variety of studies included in the research. For the identification process, use was made of the PRISMA 2020 flowchart, which is shown in Fig. 1. Table 1 shows the detailed methodology used for the following research.

**Table 1. Bibliometric methodological design.**

Phase	Description	Classification
<b>Phase I Questioning</b>	The research question is posed and defined in relation to the topic under study.	What is the state of the scientific literature in Scopus regarding organizational learning strategies in the management of educational institutions?
<b>Phase II Efficient search</b>	Search keywords are defined based on the research topic. Boolean search operators (AND, AND NOT) are also used to combine keywords and obtain more precise search results.	(TITLE-ABS-KEY ( "organizational learning" ) AND TITLE-ABS-KEY ( "educational institutions" ) AND NOT TITLE-ABS-KEY ( "scoping review" ) AND NOT TITLE-ABS-KEY ( "systematic review" ) AND NOT TITLE-ABS-KEY ( "bibliometric review" ) ) AND ( LIMIT-TO ( OA , "all" ) )
<b>Phase III Data collection</b>	After the search, studies were selected for subsequent bibliometric analysis. Likewise, relevant data for the analysis are normalized: n = 14	<p><b>Published papers</b></p> <ul style="list-style-type: none"> <li>• Period: Not specified (all publications in Scopus are considered).</li> <li>• Adjustment without country limitation.</li> </ul> <p><b>Bibliometric indicators:</b></p> <ol style="list-style-type: none"> <li>a. Data Overview.</li> <li>b. Bibliometric indicators according to information sources.</li> <li>c. Bibliometric indicators according to authors.</li> <li>d. Bibliometric indicators according to authors' affiliation.</li> <li>e. Bibliometric indicators according to scientific production of the countries.</li> <li>f. Bibliometric indicators according to authors and published documents with DOI and citations per year.</li> </ol>
<b>Phase IV Construction of analysis material</b>	The bibliometric indicators were calculated and extracted to later interpret the results by means of tables and figures that were extracted with the "R" language and Bibliometrix.	<p><b>Visual representation of bibliometric indicators:</b></p> <ul style="list-style-type: none"> <li>• Annual scientific production.</li> <li>• Average number of citations per year</li> <li>• Three-field graph.</li> <li>• Most relevant sources.</li> <li>• Authors' production over time.</li> <li>• Local impact of authors H-index, G-index, M-index.</li> <li>• Most relevant affiliations.</li> <li>• Production of affiliations over time.</li> <li>• Scientific production of the countries.</li> <li>• Most cited papers worldwide.</li> </ul>
<b>Phase V Drafting and conclusions.</b>	We proceed to the analysis of the final results to make a critical interpretation of the data. On the other hand, the arguments put forward in the study are reviewed so that they are written in a correct and easy to understand and read manner.	The information collected is presented and organized for subsequent analysis of all the results obtained during the execution of phase III and IV, taking into account the objectives and research question. Likewise, patterns of trends and relationships that could be found after the analysis are sought in order to study and examine the strengths and weaknesses of the existing literature. Conclusions are drawn, highlighting the most relevant findings of the research and the contribution it will leave for future research.

On the other hand, for the analysis of the data collected with the help of CRAN-R and Bibliometrix, the completeness of metadata in the automated analysis performed by "R" has to be taken into consideration. Table 2 shows the percentage of missing metadata for the files included in the review. It is of utmost importance that the completeness "State" is not detrimental to the results. The research only takes into consideration metadata with "Excellent" and "Acceptable" status.

**Table 2. Bibliometrix bibliographic metadata completeness table**

Metadata	Description	Missing counts	Missing %	Status
AB	Abstract	0	0.00	Excellent
C1	Affiliation	0	0.00	Excellent
AU	Author	0	0.00	Excellent
DI	DOI	0	0.00	Excellent
DT	Document Type	0	0.00	Excellent
SO	Journal	0	0.00	Excellent
LA	Language	0	0.00	Excellent
PY	Publication Year	0	0.00	Excellent
TI	Title	0	0.00	Excellent
TC	Total Citation	0	0.00	Excellent
CR	Cited References	2	14.29	Acceptable
DE	Keywords	2	14.29	Acceptable
RP	Corresponding Author	4	28.57	Poor
ID	Keywords Plus	13	92.86	Critic
NR	Number of Cited References	14	100.00	Completely missing
WC	Science Categories	14	100.00	Completely missing

### 3.1. Data Overview

**Table 3. Studies included in the bibliometric review based on organizational learning strategies in the management of educational institutions: a bibliometric review in Scopus.**

Authors	Title of the study
Lewis et al. (2023) [13]	The Rise of the School District Chief Equity Officer: Moving Beyond Mimetic Isomorphism and Promoting Anti-Racist Systemic Change
Korma et al. (2022) [14]	Impact of Organizational Culture on Organizational Performance: A Study on the Employees in Educational Institutions
Weinstein et al. (2022) [15]	Differentiated Knowledge Absorption Capacity of Ten Chilean Public Schools
Rodríguez & Herrera (2021) [16]	Organizational learning in higher education institutions. Case study of a research group
Macias et al. (2018) [17]	Involved factors in the research results transfer in higher educational institutions
Sutanto (2017) [18]	The influence of organizational learning capability and organizational creativity on organizational innovation of Universities in East Java, Indonesia
Khuzzan et al. (2015) [19]	Purposive teaching styles for transdisciplinary AEC education: A diagnostic learning styles questionnaire
Jucevičiene (2015) [20]	Looking for the conceptual basis of staff learning and knowledge creation at public institutions: Questioning the Dewey's theory
Eikeland (2013) [21]	Symbiotic Learning Systems: Reorganizing and Integrating Learning Efforts and Responsibilities Between Higher Educational Institutions (HEIs) and Work Places
Ng & Liang (2010) [22]	Educational institution reform: Insights from the Complexity-Intelligence strategy
Visscher (2009) [23]	Improving quality assurance in European vocational education and training: Factors influencing the use of quality assurance findings
Stenström & Tynjälä (2009) [24]	Towards integration of work and learning: Strategies for connectivity and transformation
Leach (2009) [25]	Maybe I can fly: Nurturing personal and collective learning in professional learning communities
Fauske & Raybould (2005) [26]	Organizational learning theory in schools

### 3.2. Annual Scientific Production

The following figure highlights the years in which the production of scientific studies related to the topic of study was at its peak. The year 2009 had the highest publication rate with a (n = 3) compared to other years. During 2015 and 2022, 2 studies were partially published in each year. Finally, it is observed that 2023 had a contribution of 1 publication, which suggests that there is still a prevailing interest in publishing scientific studies related to organizational learning strategies in the management of educational institutions.

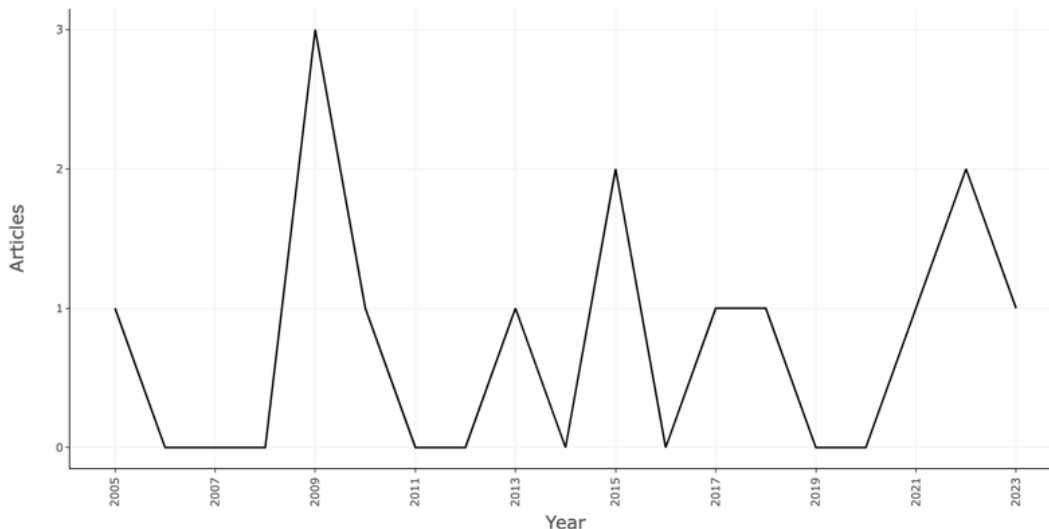


Figure 2. Diagram of the annual scientific production of Scopus.

Table 4 shows the average number of citations per year from the first publication in 2005 to 2023. The Year (Year of publications), MeanTCperArt (Mean total citations per article) which is the result of dividing the Total citations of that year (TC) by the number of studies published in the same year (N), MeanTCperYear (Number of articles published during that period), MeanTCperYear (Mean total citations per year) which is the result of dividing the Total citations of that year (TC) by the number of studies published in that year (N). N (Number of articles published during that period), MeanTCperYear (Mean total citations per year) is the result of dividing the MeanTCperArt by the Citable Year, finally, the Citable Years.

The analysis of the data suggests that 2017 has been the year with the highest impact at the level of total citations per study, during this period only one study was published and had a total number of citations of 53, which represents a quality index at the bibliometric level on the study entitled: "The influence of organizational learning capability and organizational creativity on organizational innovation of Universities in East Java, Indonesia". Similarly, MeanTCperYear suggests that the year 2017 carries the highest publication index as this depends entirely on the cumulative citable years, which for this case is 19 years of time period.

Table 4. Average citations per year

Year	MeanTCper Art	N	MeanTCperYear	Citable Years
2005	27	1	1.42	19
2009	16	3	1.07	15
2010	8	1	0.57	14
2013	10	1	0.91	11
2015	2	2	0.22	9
2017	53	1	7.57	7
2018	6	1	1.00	6
2021	1	1	0.33	3

2022	0	2	0.00	2
2023	0	1	0.00	1

### 3.3. Three Field Plot

The "Three Field Plot" shows an overview of the relationship between 3 different aspects of the literature. For this case, we took into consideration in the left column the DE (Keywords), in the middle column the AU "Authors" and in the right column we can see the AU\_UN "Authors' affiliations". Likewise, the graph shows the incoming flow and outflow, in order to show the frequency of use of each element.

It was possible to identify that the key word with the highest frequency is "organizational learning". On the other hand, the following words also stand out for their high frequency compared to others: "Chief equity officer", "absorptive capacity", "anti-racist leadership", "anti-racist change".

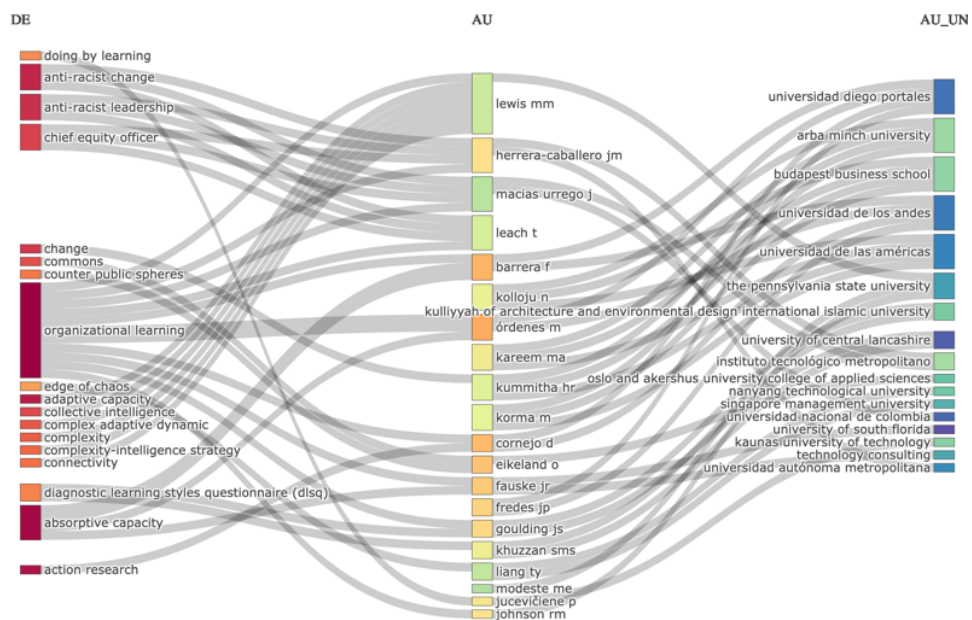


Figure 3. Three-Field Plot.

With respect to the authors, Lewis MM is the author with the highest frequency of use of the keywords shown in the graph. However, there are other authors such as Herrera-Caballero JM, Macias Urrego J and Leach T. With respect to the affiliations to which these authors shown belong, the ones that stand out most in frequency of flow entry are: Diego Portales University, Arba Minch University, Budapest Business School, De los Andes University and De las Américas University.

### 3.4. Bibliometric Indicators According To Information Sources

#### 3.4.1. Most Relevant Sources

Table 5. Most relevant sources

Sources	Articles
Springer Science+Business Media	2
ARCHNET-IJAR	1
Asian Pacific Management Review	1
Business Systems Research	1
Educational Administration Quarterly	1
Human Systems Management	1

Ingeniare	1
Journal of Educational Administration	1
Journal of the Knowledge Economy	1
Pastoral Care in Education	1
Public Policy and Administration	1
Revista Electrónica Educare	1
Revista Internacional de Educación para la Justicia Social	1

Table 5 shows the most relevant sources of published studies. It can be seen that the source with the highest frequency is "Springer Science+Business Media" which is responsible for publishing two books that are part of the studies included in the research. The rest of the sources are scientific journals that have published at least one study. The information shown in the table shows the wide variety of sources that were consulted for the search of scientific publications that were included in the bibliometric review.

### 3.4.2. Bibliometric Indicators According To Authors

**Table 6. Author's production over time**

Author	Year	Freq	TC	TCpY
Órdenes M	2022	1	0	0.000
Barrera F	2022	1	0	0.000
Cornejo D	2022	1	0	2.000
Eikeland O	2013	1	10	0.333
Fauske JR	2005	1	27	0.000
Fredes JP	2022	1	0	0.000
Goulding JS	2015	1	2	0.000
Herrera-Caballero JM	2021	1	1	1.500
Lewis M	2023	1	0	10.333
Jucevičiene P	2015	1	2	0.000

Table 6 shows the authors' production over time and provides an implicit overview of the relationship between scientific production and total citations. It is worth noting that the number of total citations is not a total assertion of the quality and prestige of a work. The table shows a list of 10 authors with the year of publication, frequency of published studies, total citations and total citations per year.

From the analysis of the authors, Table 6 identifies authors who have had an impact with respect to the total citation indicator. Fauske JR, presented a TCpY (Total Citation per Year) of 1.421, being the highest among the other authors, this indicates that his work has stood out among other studies and has been of importance for the development of other studies by collaborating as a background with 27 citations to his study entitled "Organizational learning theory in schools". Likewise, Eikeland O, has a TCpY of 0.909 which is the result of 10 citations in only 1 study, which suggests the contribution of his research in other studies related to the topic.

**Table 7. Author's local impact h-index, g-index, m-index**

Authors	H-Index	G-Index	M-Index	TC	NP	PY-Start
Eikeland O	1	1	0.091	10	1	2013
Fauske JR	1	1	0.053	27	1	2005
Goulding JS	1	1	0.111	2	1	2015
Herrera-Caballero JM	1	1	0.333	1	1	2021
Jucevičiene P	1	1	0.111	2	1	2015
Khuzzan SMS	1	1	0.111	2	1	2015
Leach T	1	1	0.067	11	1	2009
Liang TY	1	1	0.071	8	1	2010
Macias Urrego J	1	1	0.167	6	1	2018
Montoya Restrepo I	1	1	0.167	6	1	2018

Table 7 deals with the local impact of the authors based on the bibliometric indicators of the published works on "organizational learning strategies in the management of educational institutions". The elements described in each column are the "H-Index (H-Index)", which serves as a productivity indicator to see the impact of the authors based



on their scientific publications. This indicator serves as a reference of the most cited works of the author with respect to the numerical order position he/she occupies. "G-Index (G-Index), is the metric in charge of improving the H-Index by giving more weight to highly cited publications.

For this reason, a high G-index suggests that the researcher has a variety of studies that have been cited with regular frequency. "M-Index (M-Index) is the metric resulting from dividing the H-index by the number of years since the first publication by the author. In that sense, the metric provides a support for modifying the H-index by the time the researcher has been active in research, in order to allow fairer comparisons between authors at different career stages.

"TC (Total citations)" is the total number of times the author's work has been used as a reference or background in another study. "NP (number of studies)", refers to the number of investigations the author has conducted. "PY\_start (Year of start of publication)", is the year since the author's first publication.

An analysis of the table shows that all the authors have contributed to Scopus on the subject under investigation, which is why the H index is 1. The G index is also 1 because it is the square of the H index. However, focusing more on the M index, it is observed that the highest M index is from Herrera-Caballero JM with a value of 0.333.

These indices provide a useful overview of the productivity and impact of authors on the topic of organizational learning strategies in the management of educational institutions. However, the previously mentioned indexes do not capture all the important elements of the published studies, in that sense, the metrics are not a key factor to conclude the quality and specialization of a researcher in his or her field of study.

### 3.4.3. Bibliometric Indicators According To Author Affiliation

**Table 8. Most relevant affiliations**

Affiliation	Articles
Instituto Tecnológico Metropolitano	2
Arba Minch University	1
Budapest Business School	1
Kaunas University of Technology	1
Kulliyyah of Architecture and Environmental Design International Islamic University	1
Nanyang Technological University	1
Oslo and AKERSHUS University. College of Applied Sciences	1
Petra Christian University	1
Singapore Management University	1
Technology Consulting	1

Table 8 provides information on the production of studies related to the topic of research in educational institutions. The Metropolitan Institute of Technology is the affiliation with the highest frequency, which in this case is 2 published studies. This suggests that within this affiliation there is interest in organizational learning strategies.

Finally, the rest of the affiliations shown in the table have published at least once. This indicates an emerging interest or perhaps a more limited specialization in "Organizational learning strategies in the management of educational institutions".



Figure 4. Affiliation's Production Over time

Figure 4 shows the distribution of publications of all the affiliations included by the authors in their research. Being as noted in Table 8, the Instituto Tecnológico Metropolitano the one with the highest frequency over time, having made its publications since 2018 publishing 1 study, and in 2021 made its second publication.

### 3.4.4. Bibliometric Indicators According To Countries' Scientific Production



Figure 5. Countries' Scientific Production

The scientific production of countries is shown in Fig. 5, in order to show the territorial dispersion of the literature throughout the world with respect to the research topic. It can be seen that the highest frequency is found in South American countries and North America, although other countries in Europe, Asia, Africa, etc. can also be detected.

The leading country in scientific publications is USA (United States of America) with a frequency of 4, Colombia had a frequency of 3. Also, Chile, Mexico, Singapore and the United Kingdom had a frequency of 2: Ethiopia, Finland, Hungary, India, Indonesia, Lithuania, Malaysia, Netherlands and Norway. The result of the analysis suggests an interest around the globe in organizational learning strategies in the management of educational institutions, so it is necessary to go deeper into the subject for future research.

### 3.4.5. Bibliometric Indicators According To Authors And Published Documents With DOI And Citations By Year

The following table shows an overview of the 10 research papers with the highest total citation index on organizational learning strategies in the management of educational institutions. We have the "Paper" column, which refers to the author's name, the year of publication of the paper, and the journal of publication in abbreviated form. "DOI (Digital Object Identifier), which is that unique identifier for each scholarly study that provides a web link that redirects you to its location on the Internet. "Total citations", total number of times the scholarly paper has been cited in other research. "TCperYear (Total citations per year)", the average number of citations a study has received over the years since its publication date. Finally, "Normalized TC" is a measure of total citations by some factor.

**Table 9. Most global cited documents**

Paper	DOI	Total Citations	TC per Year	Normalized TC
Sutanto EM, 2017, Asia Pac Manage Rev	10.1016/j.apmr.2016.11.002	53	7.57	1.00
Stenström ML, 2009, Towards integr of work and Irng: Strat for connectivity and transformation	10.1007/978-1-4020-8962-6	33	2.20	2.06
Fauske JR, 2005, J Educ ADM	10.1108/09578230510577272	27	1.42	1.00
Leach T, 2009, Pastoral Care Educ	10.1080/02643940903349328	11	0.73	0.69
Eikeland O, 2013, J Knowl Econ	10.1007/s13132-012-0123-6	10	0.91	1.00
Ng PT, 2010, Hum Syst Manage	10.3233/HSM-2010-0709	8	0.57	1.00
Macias Urrego J, 2018, Ingeniare	10.4067/S0718-33052018000300528	6	1.00	1.00
Visscher AJ, 2009, Improv qual assur in europ voc educ and training: factors influencing the use of qual assur findings	10.1007/978-1-4020-9527-6	4	0.27	0.25
Khuzzan SMS, 2015, Archnet-ijar	10.26687/archnet-ijar.v9i2.669	2	0.22	1.00
Jucevičiene P, 2015, Public Policy Adm	10.5755/j01.ppaa.14.1.10150	2	0.22	1.00

It is observed that the study with the highest total citations is from Sutanto EM in 2017, which was published in the Asian Pacific Management Review journal. Similarly, the paper contains the highest TCperYear index of all with ( $n = 7.57$ ), this for the reason that during that year it was the only study published in relation to the topic studied. The paper by Stenström ML published in 2009 has 33 total citations and a TCperYear of 2.20. Likewise, Fauske JR in 2005 carried out the study entitled "Organizational learning theory in schools", which during the time obtained 27 total citations and a TCperYear of 1.42. In this sense, the 3 authors previously mentioned are those who have generated a significant impact on the scientific community by contributing with their research and promoting the subject. With respect to the Normalized TC, it was observed that although Sutanto has 53 total citations, Stenström's study has 2.06 as the value of the indicator, which suggests that it is a study with greater influence in the community, this may be because it has been in the scientific community longer since Sutanto's study was published in 2017.

## CONCLUSION AND DISCUSSION

The bibliometric research sought to explore the state of the art of organizational learning strategies in the management of educational institutions, in the Scopus database without geographical or temporal limits; using the PRISMA method, 14 studies were identified that met the inclusion and exclusion criteria defined by the study. The

research was able to investigate six bibliometric indicators; firstly, the author affiliation indicator, analyzed by means of the three-field graph, where the most frequent keywords were: "organizational learning", "Chief equity officer", "absorptive capacity", "anti-racist leadership", "anti-racist change"; the author with the highest frequency of use of the keywords was Lewis; and the most frequent affiliations were: Universidad Diego Portales, Arba Minch University, Budapest Business School, Universidad de los Andes and Universidad de las Américas.

The bibliometric indicator according to sources of information indicates that the source "Springer Science+Business Media" had two articles related to the subject published. On the other hand, the bibliometric indicators of authors reveal that Fauske's study published in 2005 has an indicator of total citations equal to 27; however, its TC per year indicator is 0. While Eikeland's research published in 2013 had a TC equal to 10, and its TC per year indicator was 0.333. The Lewis study published in 2023 had the highest TC per year equal to 10.333. On the other hand, the indicator by authors' affiliation results that the most frequent was the Instituto Tecnológico Metropolitano.

Comparing the conceptions of the study with the most frequent keywords and the author with the highest number of citations, it is found that Lewis' conception of organizational learning is from the point of view of the leadership of formal or informal actors of the institution whose behavior transforms educational institutions into equitable, socially just and anti-racist places, which structurally support all students without distinction [13]. In contrast, Fauske's conception of organizational learning is through the organizational theory of a firm, where an educational institution can act as an organization through its members; it is influenced by five aspects: the priority of learning in the organization, consistency and breadth of information distribution, unpredictability or uncertainty, the ease of learning new routines (how to do it), and the difficulty of learning new conceptual frameworks (why) [26].

The bibliometric indicator of scientific production by country is led by the USA with a frequency of 4 articles, followed by Colombia with 3 articles. Regarding the document with a normalized indicator of the highest total citations and equal to 2.06 is Stenström's, it should be noted that it is a book whose purpose is to unify the educational organizational work involving learning and activities to organize the work in it [24].

Through the proposed methodology, specific objectives were determined that helped us to understand the state of the art in relation to organizational learning strategies in the framework of educational management. The Scopus search allowed the identification of a total of 14 publications. The results of the bibliometric indicators are: 2017 is the year with the highest impact at the total level of citations by studies; it was identified that the keyword with the highest frequency was "organizational learning". Regarding the author with the highest frequency of keyword use was Lewis MM. The source with the highest frequency of published studies was Springer Science+Business (n=2). The author analysis identifies Fauske JR (TCpY= 1.421) and Eikeland O (TCpY= 0.909), suggesting the importance of both studies in the related scientific production. Regarding local impact indices, the h and G index were equal to 1, while the M index was higher for Herrera-Caballero JM with a value of 0.333. The most frequent affiliation among the studies was the Instituto Tecnológico Metropolitano. According to scientific production by country, it is led by the United States (n=4). Finally, the author with the highest overall citation is Sutano EM.

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