


ANALYSIS OF MOTIVATION AND COMMUNICATION ASPECTS IN UNIVERSITIES THROUGH ISO 21001:2018 MANAGEMENT SYSTEM STANDARD AND TOTAL QUALITY MANAGEMENT

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ARTICLE INFO	<u>ABSTRACT</u>
<p>Article history: Received: Feb, 5th 2025 Accepted: Apr, 2nd 2025</p>	<p>Objectives: This study aims to evaluate the ISO 21001:2018 Educational Organizations Management System Standard through the lens of organizational communication and employee motivation. Specifically, it investigates how the standard influences communication structures within educational institutions and contributes to their overall success.</p>
<p>Keywords: Total Quality Management; Quality; Management System Standards; Communication; Organizational Communication; Motivation.</p>	<p>Theoretical Framework: Grounded in the principles of Total Quality Management (TQM), the research explores the integration of communication and motivation as core components of institutional quality. While ISO 21001:2018 is based on TQM—which seeks continuous improvement across all organizational processes—this study critiques the extent to which communication and motivation are recognized within the standard.</p>
	<p>Method: A quantitative research design was employed. Data was collected through a structured survey conducted with employees of XXX University, which has implemented the ISO 21001:2018 standard. The survey aimed to capture employees' perceptions of the standard's influence on internal communication and motivation.</p>
	<p>Results and Discussion: Findings indicate that ISO 21001:2018 contributes to establishing a more systematic and process-oriented educational management system. However, its indirect influence on communication and lack of explicit emphasis on motivation present potential limitations. Although the standard enhances organizational structure, it overlooks key human-centered variables such as communication flow and staff motivation, which are critical to institutional success.</p>
	<p>Research Implications: The study highlights the need to reconsider how management system standards like ISO 21001:2018 can more holistically integrate soft factors, including communication and motivation, into quality frameworks. Institutions may benefit from adopting complementary strategies or internal guidelines that emphasize these dimensions.</p>
	<p>Originality/Value: This research offers a novel perspective by bridging the gap between quality management standards and organizational communication theory in educational settings. It contributes to the limited body of literature assessing ISO 21001:2018's effectiveness beyond operational efficiency—focusing instead on the human dynamics that drive educational quality.</p>
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ANÁLISE DOS ASPECTOS DE MOTIVAÇÃO E COMUNICAÇÃO EM UNIVERSIDADES POR MEIO DA NORMA DE SISTEMA DE GESTÃO ISO 21001:2018 E DA GESTÃO DA QUALIDADE TOTAL

RESUMO

Objetivos: Este estudo tem como objetivo avaliar a Norma de Sistema de Gestão de Organizações Educacionais ISO 21001:2018 por meio das lentes da comunicação organizacional e da motivação dos funcionários.

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Especificamente, ele investiga como a norma influencia as estruturas de comunicação nas instituições educacionais e contribui para o sucesso geral delas.

Estrutura Teórica: Com base nos princípios da Gestão da Qualidade Total (TQM), a pesquisa explora a integração da comunicação e da motivação como componentes essenciais da qualidade institucional. Embora a ISO 21001:2018 seja baseada na TQM - que busca a melhoria contínua em todos os processos organizacionais -, este estudo critica a extensão em que a comunicação e a motivação são reconhecidas na norma.

Método: Foi empregado um projeto de pesquisa quantitativa. Os dados foram coletados por meio de uma pesquisa estruturada realizada com funcionários da Universidade XXX, que implementou a norma ISO 21001:2018. O objetivo da pesquisa foi captar as percepções dos funcionários sobre a influência da norma na comunicação interna e na motivação.

Resultados e Discussão: Os resultados indicam que a ISO 21001:2018 contribui para o estabelecimento de um sistema de gestão educacional mais sistemático e orientado a processos. Entretanto, sua influência indireta na comunicação e a falta de ênfase explícita na motivação apresentam possíveis limitações. Embora a norma aprimore a estrutura organizacional, ela ignora as principais variáveis centradas no ser humano, como o fluxo de comunicação e a motivação da equipe, que são essenciais para o sucesso institucional.

Implicações para a Pesquisa: O estudo destaca a necessidade de reconsiderar como as normas do sistema de gestão, como a ISO 21001:2018, podem integrar de forma mais holística os fatores sociais, incluindo a comunicação e a motivação, nas estruturas de qualidade. As instituições podem se beneficiar da adoção de estratégias complementares ou diretrizes internas que enfatizem essas dimensões.

Originalidade/Valor: Esta pesquisa oferece uma nova perspectiva ao preencher a lacuna entre os padrões de gestão da qualidade e a teoria da comunicação organizacional em ambientes educacionais. Ela contribui para o corpo limitado de literatura que avalia a eficácia da ISO 21001:2018 além da eficiência operacional, concentrando-se, em vez disso, na dinâmica humana que impulsiona a qualidade educacional.

Palavras-chave: Gestão da Qualidade Total, Qualidade, Normas do Sistema de Gestão, Comunicação, Comunicação Organizacional, Motivação.

ANÁLISIS DE LOS ASPECTOS DE MOTIVACIÓN Y COMUNICACIÓN EN LAS UNIVERSIDADES A PARTIR DE LA NORMA ISO 21001:2018 DE SISTEMAS DE GESTIÓN Y GESTIÓN DE LA CALIDAD TOTAL

RESUMEN

Objetivos: Este estudio tiene como objetivo evaluar la Norma ISO 21001:2018 del Sistema de Gestión para Organizaciones Educativas a través de las lentes de la comunicación organizacional y la motivación de los empleados. En concreto, investiga cómo la norma influye en las estructuras de comunicación de las instituciones educativas y contribuye a su éxito general.

Marco Teórico: Basándose en los principios de la Gestión de la Calidad Total (GCT), la investigación explora la integración de la comunicación y la motivación como componentes esenciales de la calidad institucional. Aunque la norma ISO 21001:2018 se basa en la TQM -que busca la mejora continua en todos los procesos organizativos- este estudio critica hasta qué punto la comunicación y la motivación están reconocidas en la norma.

Método: Se empleó un diseño de investigación cuantitativo. Los datos se recogieron mediante una encuesta estructurada a los empleados de la Universidad XXX, que ha implantado la norma ISO 21001:2018. El objetivo de la encuesta era captar las percepciones de los empleados sobre la influencia de la norma en la comunicación interna y la motivación.

Resultados y Discusión: Los resultados indican que la norma ISO 21001:2018 contribuye al establecimiento de un sistema de gestión educativa más sistemático y orientado a procesos. Sin embargo, su influencia indirecta en la comunicación y la falta de énfasis explícito en la motivación presentan posibles limitaciones. Aunque la norma mejora la estructura organizativa, ignora variables clave centradas en el ser humano, como el flujo de comunicación y la motivación del personal, que son esenciales para el éxito institucional.

Implicaciones para la Investigación: El estudio destaca la necesidad de reconsiderar cómo las normas de sistemas de gestión, como ISO 21001:2018, pueden integrar de forma más holística los factores sociales, incluidas la comunicación y la motivación, en los marcos de calidad. Las instituciones pueden beneficiarse de la adopción de estrategias complementarias o directrices internas que hagan hincapié en estas dimensiones.

Originalidad/Valor: Esta investigación ofrece una nueva perspectiva al salvar la brecha entre las normas de gestión de la calidad y la teoría de la comunicación organizacional en entornos educativos. Contribuye al limitado cuerpo de literatura que evalúa la eficacia de la norma ISO 21001:2018 más allá de la eficiencia operativa, centrándose en cambio en la dinámica humana que impulsa la calidad educativa.

Palabras clave: Gestión de la Calidad Total, Calidad, Normas del Sistema de Gestión, Comunicación, Comunicación Organizacional, Motivación.

1 LITERATURE REVIEW

1.1 TOTAL QUALITY MANAGEMENT

Total quality management (TQM) puts quality into the focus point in an organization. It tries to integrate all the employees to the participation of the organization. The author of the present essay suggests that total quality management aims for all the employees without leaving anyone and it connects them to the operation of the organization. The goal of total quality management is not short term, it aims at long term goals. The management's quality is also very important in total quality management (Lau & Anderson, 1998). Because all the managers, supervisors influence the quality of the work. The way they behave, the way they communicate with each other, or the employees are essential points of the motivation and quality of business life. For that reason, the way behaviour formulates is very important in an organization. A manager should not be only the one who has power. A manager should have leadership skills, he/she should know how to control behaviours. Total quality management aims for the satisfaction of the customers, the employees, and other shareholders (Topalović, 2015). Therefore, the employees are one of the most important parts in total quality management. Without the motivation and satisfaction of employees, the job cannot be done perfectly and the quality of work decreases. At one point, the satisfaction of employees depends on the organizational communication because it gets affected by the internal communication and information flow.

Total quality management, also referred to as broad participation quality management; It is the participation of all employees in the organization to ensure the production at minimum cost and customer satisfaction is at the highest level (Ecevit, 2009). To ensure these points, employees should always be improved, and the management part of the company should be aware of this fact. In this context, total quality management is defined as the strategy of continuous improvement of business performance (Ecevit, 2009). It can be stated that total quality management aims to have continuous improvement and quality assurance.

Many organizations today implement management system standards based on the philosophy of Total Quality Management (TQM) and subject to certification systems. In this

context, there are internationally applicable generic standards such as ISO 9001:2015 Quality Management System and ISO 14001:2015 Environmental Management System Standards, which can be applied across all sectors. Additionally, there are management system standards like ISO 21001:2018 Educational Organizations; Management Systems for Educational Organizations Standard, which are specifically designed for organizations operating in particular fields of activity. These management system standards incorporate principles and requirements inspired by the TQM philosophy, such as the process approach and employee involvement.

In organizations, TQM practices are often evaluated through award systems such as the EFQM Excellence Model, while organizations implementing management system standards like ISO 9001 or ISO 21001 are assessed through certification activities within the scope of conformity assessment by third-party independent certification organizations. Given the international recognition of these certification activities, it is crucial that they are conducted by accredited certification bodies. When examining the general principles of the ISO 21001 standard, which focuses on the quality of educational institutions, the following principles take the attention:

- Focus on Learners and Other Beneficiaries
- Visionary Leadership
- Engagement of People
- Process Approach
- Continual Improvement
- Evidence-Based Decisions
- Relationship Management
- Social Responsibility
- Accessibility and Equitability
- Ethical Conduct
- Data Security and Protection

When examining the general principles of the ISO 9001 standard regarding the quality systems of implementing organizations, it can be observed that the same philosophy underlies both the ISO 9001 and ISO 21001 standards, with the following key principles (ISO, 2024).

- Customer Focus
- Leadership
- Engagement of people

- Process approach
- Improvement
- Evidence-based decision making
- Relationship management

On the other hand, when the requirements of the ISO 9001 and ISO 21001 management system standards are examined in detail, it can be seen that both address the need for effective communication within the scope of clause 7.4, with the following requirements:

Under clause 7.4 of the ISO 21001 standard:

Clause 7.4.1 specifies how, why, and by whom internal and external communication should be conducted.

Clause 7.4.2 addresses the objectives of internal and external communication.

Clause 7.4.3 outlines how internal and external communication will be organized.

Educational organizations that adopt this standard are required to document and implement these communication processes.

Under clause 7.4 of the ISO 9001 standard:

Organizations that use this standard as a model for their quality management systems are required to identify the necessary internal and external communications related to the quality management system. Educational institutions implementing these standards must effectively integrate the relevant standard requirements into their existing quality systems and prioritize documentation and practices that raise awareness among employees. While ISO 21001 includes detailed requirements to ensure effective internal and external communication, the topic is addressed in a more general manner in ISO 9001. Even though the communication aspect is not explicitly covered in the standards, it is impossible to ensure the quality aspect without effective communication. Particularly in educational institutions, establishing an effective communication methodology and ensuring its transfer to employees is crucial. It is essential to plan practices in a way that meets at least the minimum requirements of the relevant standards. Effective communication not only enhances the internal coordination and information flow but also supports transparency and stakeholder engagement, both of which are vital in education settings. By adhering to the communication requirements outlined in standards like ISO 21001, educational organizations can ensure that all parties—students, staff, parents, and external stakeholders—are well-informed, leading to improved satisfaction and educational outcomes. Furthermore, a well-structured communication strategy also promotes the alignment of

educational goals with the institution's broader quality objectives, ensuring that the quality management system is fully integrated into the daily operations of the organization.

Therefore, this present research states that the objective is to evaluate educational institutions applying ISO 21001:2018 and ISO 9001:2015 standards in terms of corporate communication and employee motivation, and to examine the impact of implementing the ISO 9001:2015 and ISO 21001:2018 management system standards on organizational communication processes, particularly in educational institutions like universities.

1.2 ISO 21001:2018 EDUCATIONAL ORGANIZATIONS — MANAGEMENT SYSTEMS FOR EDUCATIONAL ORGANIZATIONS

According to International Standard Organisation; 'ISO 21001:2018 specifies requirements for a management system for educational organizations (EOMS) when such an organization:

- a) needs to demonstrate its ability to support the acquisition and development of competence through teaching, learning or research.
- b) aims to enhance satisfaction of learners, other beneficiaries and staff through the effective application of its EOMS, including processes for improvement of the system and assurance of conformity to the requirements of learners and other beneficiaries (ISO, 2024).

This standard can be applied to any educational organization that uses a curriculum to support the development of competence for those benefiting from teaching, learning, or research activities. The standard can also be applied to organizations that offer vocational training, even if education is not their primary purpose. However, ISO 21001:2018 cannot be applied to organizations that do not conduct educational activities and only design and produce educational products. ISO 21001:2018, titled "Educational organizations — Management systems for educational organizations — Requirements with guidance for use", was first published in 2018. In 2024, a new section titled "Climate action changes" was added, similar to updates made to other management system standards like ISO 9001:2015 Quality Management System. The principles upon which this standard is based are primarily rooted in total quality management. Additionally, risk-based thinking and the Plan-Do-Check-Act (PDCA) cycle are fundamental to the operation of each requirement and principle within the standard.

1.3 RELATIONSHIP BETWEEN QUALITY, COMMUNICATION AND HUMAN RESOURCE MANAGEMENT

Juran (1999) states that to achieve quality, it is best to start by developing the organization's "vision," along with policies and goals. Goals are subsequently converted into results (quality is achieved) through managerial processes—sequences of operations that deliver the desired results. Quality management makes considerable use of three such managerial processes:

- Quality planning,
- Quality control,
- Quality improvement.

Juran declares that “each of these processes is universal, it is carried out by an unvarying sequence of activities. Furthermore, these universal processes are interrelated in ways we can depict on a single diagram (Juran, 2005: 55). The trilogy epitomizes the importance of quality. It absolutely achieves its goal in the most efficient and effective way imaginable. Quality planning is the process of creating products, services, and processes to achieve new breakthrough objectives. Quality control is the process of meeting objectives during operations. Quality Improvement is the process of achieving breakthroughs to previously unheard-of levels of performance (Godfrey & Kenett, 2007).

According to the experts, employees inherently care about the quality of their work and desire to improve it as long as they are given the necessary training, tools, and a supportive managerial atmosphere in which to develop their ideas. Thus, it appears that human resource management practices have an important role in service quality enhancement (Redman & Mathews, 1998). In recent years, the vast majority of quality experts, researchers, academics, and practitioners appeared to agree that human resources issues are at the heart of the quality philosophy and that employee involvement and commitment are critical for the successful introduction and implementation of quality initiatives, programs, practices, and techniques (Vouzas, 2004). Human resources departments are challenged to obtain either higher corporate stature and increased decision-making authority with a more strategic approach in their efforts to introduce and implement quality improvement programs (Wickramasinghe, 2012). It is undeniable that human resource management in the context of quality management entails a collection of practices guided by the notion of human development and human connections. As a result, we discover three human resource management-related principles. Despite differences

in formulation, training, teamwork, and motivation would preside over a set of labor practices based on complete quality principles (Perdomo-Ortiz et al., 2009). Therefore, it is important to analyse in detail the relationship with quality management and employee motivation, leadership and quality culture itself within the perspective of human resources.

1.3.1 Employee Motivation and Human Resources

In general, process theories of motivation predict that higher motivation leads to improved performance (Hays & Hill, 2001). Individuals' performance and motivation will improve when they have defined goals. Motivated personnel that understand the value of quality to the company should give exceptional service (Hays & Hill, 2001). Quality of work life is a management idea or philosophy that has been recognized since the mid-1970s in order to increase the quality of human resources (Indrasari et al., 2018). In addition, the quality of working life is a type of philosophy used by management to manage the organization in general and human resources in particular. The characteristics that contribute to a high quality of working life in the organization will motivate people to do their jobs well (Indrasari et al., 2018). Motivation is an aspect which can be assured through the policies of top management and human resources. Quality management, as it is mentioned above, has three dimensions such as planning, control, and improvement. Employees are a part of these dimensions since they are one of the most important aspects in organizations. Human resource departments need to assure the motivation of the employees through quality dimensions of the company, and they need to invest in employees' engagement. This investment would only be beneficial through quality management since it contains the process control and continuous improvement elements.

Productivity requirements and quality standards can appear to be at variance at times. A major component of creating performance standards is ensuring that team members (and line supervisors) understand that achieving exceptional performance in many work situations is a balancing act (Jalloh & Jalloh, 2016). Quality and motivation are always about people because it is people who create quality. We have a common saying that an organization is only as good as its members. It is well known that the bulk of quality-related problems in organizations are not within the control of the individual employee. As much as 80% of the problems are caused by the way people perceive, organize, and manage themselves (Kanji, 1995). Organizations cannot move forward without giving the exact value to their employees, since they cannot

assure the quality aspect during the functioning. The reason to assure the quality aspect in the organization is stated as “a constantly developing system of basic ideals, processes, and tools, with the goal of increasing external and internal satisfaction while using less resources” (Klefsjö et al., 2008).

1.3.2 Leadership and Impact of Top Management

Top management leadership is the degree to which top management establishes quality culture objectives and plans, contributes, and distributes appropriate resources, supports quality improvement activities, and evaluates quality implementation and performance (Mustafa & Bon, 2012). Organizations have the opportunity to see how leadership traits may influence the quality of commodities as well as the safety of goods used by consumers. Organizations with a deeper grasp are better able to handle consumer quality and safety issues while maintaining profitability (Wakefield, 2023). Smart leaders understand that, like any campaign, effective messaging must be renewed over time. Managers should test messaging with their employees on a regular basis and use the feedback to ensure long-term relevancy (Srinivasan & Kurey, 2014). Through role modelling and encouragement, leaders may foster a culture of teamwork and continuous improvement, which will eventually lead to desired organizational outcomes (Buch & Rivers, 2001). According to quality management, it is the role of leadership at the top of the organization to create and develop processes that have an impact on how products and services are produced, as well as to foster organizational culture (Teoman & Ulengin, 2018). Leaders are the responsible ones in the organizations to ensure the effective functioning of communication, productivity, and job quality. Quality management suggests that if managers do not have effective leadership skills, it is not doable to support the quality factor in the organizations. But it is still hard and questionable how managers gain the leadership skills through the figures of organizational culture, and how it is used to be effective on the employees' motivation and productivity.

Employee empowerment and increased job satisfaction are promoted by top management leadership and dedication to the quality goal of shareholder satisfaction through the creation of an organizational environment that values quality and customer satisfaction. Effective employee empowerment and job satisfaction strategies, as well as top management leadership roles in a quality culture context, are highly important for the success of organizations (Ugboro & Obeng, 2000). Juran (1999) states that leading the charge in identifying and advancing the vital quality

planning initiatives is upper management's responsibility. In its capacity as a quality council or comparable organization, management must carry out the following essential duties. To ensure the quality, Juran mentions five steps: Setting Quality Goals, Nominating and Selecting Projects, Selecting Teams, Supporting Teams, Monitoring Process (Juran & Godfrey, 1999). Leadership is an important factor in establishing quality culture and ensuring the progress of quality in the organizations (Laohavichien et al., 2011).

1.3.3 Employee Empowerment and Motivation

Employee empowerment is used by many organizations for enhanced knowledge and capacities, higher motivation, and to minimize the management-employee gap by enhancing authority, accountability, and commitment. Because of this reason, managers should embrace employee empowerment as a critical approach to improve organizational performance during the establishment of quality culture (Gözükara et al., 2019). In some points, quality culture is not well established in the organizations. It means that top management forces the employees to adopt the quality culture without giving the training and necessary documentation. This attitude would mostly demotivate the employees and not work in the proper way. Lo (2002) studied on the “on paper quality management” and his study shows that internal motivation is the only factor that can ensure a successful adoption of the quality culture, as enterprises are compelled to adopt it instead of receiving encouragement from upper management. Employee and employer avoidance of the quality culture might be attributed to dissatisfaction with the internal system in the absence of appropriate motivation. Quality management could be reduced to just a paper system which is worthless due to a lack of motivation (Lo, 2002). Chandra et al. (2022) states that there is a positive correlation between quality culture and motivation, this correlation influences employee empowerment in a positive way.

Motivation is one of the most essential factors in the organizations to ensure the work quality and organizational success. Quality culture supports employee empowerment and motivation while establishing employee participation to every step of functioning and continuous improvement. But still, it is unknown if creating a quality culture is enough to proceed with continuous employee motivation, and how an excellence model would increase the system with effective organizational communication.

2 METHODOLOGY

The study employed a questionnaire to collect data from employees of XXX University, including both academic and managerial staff. The questionnaire was prepared by the author using Google Forms and was designed to be easily accessible to participants. It consisted of a series of carefully curated questions aimed at collecting quantitative data on the topic under investigation. It was structured into three categories: general questions, motivation and communication, and working environment. The questions aimed to capture a comprehensive range of perspectives on various aspects of the workplace experience. The questionnaire was distributed electronically. The collected data were subsequently analysed to identify key trends, patterns, and insights pertinent to the research objectives. The questionnaire was administered in Turkish to ensure clarity and engagement from all participants. The collected responses provided valuable insights that were analysed to understand the key factors influencing the university's employee motivation through the applications of ISO 21001 standard. The personal data of the employees are not collected to ensure the anonymity of the questionnaire. The questionnaire is sent to 80 employees: 40 employees from academic staff and 40 from administrative staff. To ensure the accuracy and transparency of the results, the same number of employees are chosen from both academic and management parts of the university. 54 answers are collected from the chosen participants. Meanwhile, it will give another comparative perspective during the discussion of the results to understand how academic and administrative staff elaborate the use of ISO 21001 standard and how it affects the motivation and communication perspectives of the application.

The use of a questionnaire as a data collection method offered several advantages. It allowed for the efficient collection of data from a large number of respondents in a relatively short period. Additionally, it provided a cost-effective way to gather diverse perspectives across different roles within the university. The structured format of the questionnaire facilitated the standardisation of responses, enabling straightforward analysis and comparison of data. The anonymity of the responses also encouraged participants to provide honest and candid feedback, contributing to the reliability and validity of the findings. The ethics committee approval has been obtained from the university, can be found in Appendix 1.

2.1 XXX UNIVERSITY

XXX University, located in Istanbul, Turkey, was established in 2008 by the Mehmet Altınbaş Education and Culture Foundation. Named after its founder, Mehmet Altınbaş, the university was founded with the vision of becoming a leading higher education institution that combines academic excellence with practical experience. It officially began offering programs in the 2011–2012 academic year. Since its inception, XXX University has grown rapidly, expanding its academic programs, faculty, and student body. Today, it offers a wide range of undergraduate, graduate, and doctoral programs across various fields, including law, business, engineering, arts, social sciences, and health sciences.

XXX University prides itself on its international outlook, with a diverse community of students and faculty from over 80 countries. The university is known for its emphasis on research, innovation, and entrepreneurial spirit, which is reflected in its curriculum and partnerships with both local and international institutions. With its modern campus facilities in Istanbul's vibrant urban environment, XXX University aims to provide a dynamic and inclusive learning atmosphere. Its mission is to foster critical thinking, creativity, and global awareness among its students, preparing them to excel in an increasingly interconnected world. XXX University has the EN ISO 21001:2018 Educational Management System certificate in 2022. The certificate is valid until 06.2025.

XXX University offers a broad range of academic programs designed to provide both theoretical knowledge and practical experience. It has nine faculties, including the Faculty of Business Administration, Faculty of Law, Faculty of Engineering and Natural Sciences, Faculty of Fine Arts, and Faculty of Medicine, as well as several vocational schools and institutes for graduate studies. The university offers over 30 undergraduate programs, 30 graduate programs, and 6 doctoral programs, catering to a wide range of academic interests and career aspirations. Many of its programs are taught in English, reflecting the university's commitment to international education and its aim to attract students from around the globe.

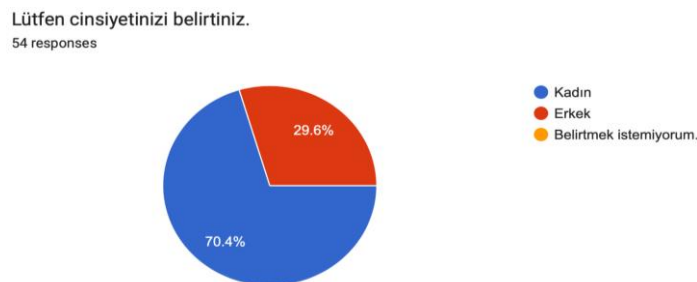
This questionnaire study was planned to examine the effects of the integrated management system implemented in our university on the corporate communication and motivation of employees within the scope of ISO 21001:2018 management system standard applications for educational institutions. Within this sphere, as it is mentioned above, the three main categories are presented in the questionnaire. The next part of the research will show the results through these 3 parts, and how the answers of the participants are shaped.

2.2 GENERAL QUESTIONS

The first question of the general questions section is gender specification. Even though this research does not include gender related results, it is still considered important the percentage of female and male employees' participation in the questionnaire.

Figure 1

Gender Specification



Please specify your gender. Blue colour: Female, Red color: Male, Orange colour: N/A
(Source: Google Forms Questionnaire, Translated by Özkan Füsün Zehra)

The second and third questions are about the employees' workplace and how long they have been working in the institution. 18 of the participants were academic staff, 2 of the participants did not want to share their working department for anonymity, and 34 of the participants were administrative staff.

The participants' working years at XXX University are asked as a next question. The importance of the question is to consider how corporate information is stored through employees, and how they are motivated and satisfied from the workplace, especially within the sphere of the ISO 21001:2018 standard.

Figure 2

Work Years



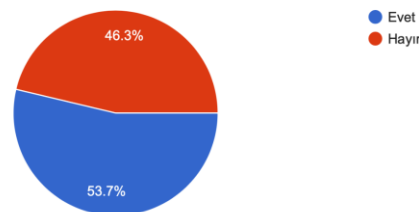
How many years have you been working at the university? Blue colour: Less than 1 year, Red colour: 1-3 years, Orange colour: 3-5 years, Green colour: More than 5 years.
(Source: Google Forms Questionnaire, Translated by Özkan Füsün Zehra)

The remaining questions within the General Questions section pertained to the organization's quality management systems and the training provided to employees. A significant majority, 75.9% of the respondents, indicated that they are familiar with the ISO 9001:2015 and ISO 21001:2018 management system standards. However, when asked about their awareness of the specific requirements of these standards, only 59.3% of participants confirmed that they understood the requirements, while 40.7% indicated a lack of knowledge in this area. Regarding the impact of the implementation of the ISO 9001:2015 Quality Management System and the ISO 21001:2018 Educational Organizations Management System Standard on employee motivation, 75.9% of participants reported a positive effect, while 24.1% indicated a negative impact. Although the majority of participants believe that the implementation of management system standards has a positive impact on workplace motivation, they also reported that a significant portion of employees have not received adequate training on the two management system standards or on total quality management practices (can be seen in charts below, Figure 3 and 4).

Figure 3

Training on ISO 9001:2015 and ISO 21001:2018

Daha önce ISO 9001:2015 Kalite Yönetim sistemi, ISO 21001:2018 eğitim kuruluşları için yönetim sistemi standardı ile ilgili kurum içi eğitim aldınız mı?
54 responses



Have you previously received in-house training on the ISO 9001:2015 Quality Management System and the ISO 21001:2018 Management System Standard for educational organizations? Blue colour: Yes, Red color: No
(Source: Google Forms Questionnaire, Translated by Özkan Füsün Zehra)

Figure 4

Training on total quality management



Have you previously received in-house training on total quality management? Blue colour: Yes, Red color: No
(Source: Google Forms Questionnaire, Translated by Özkan Füsün Zehra)

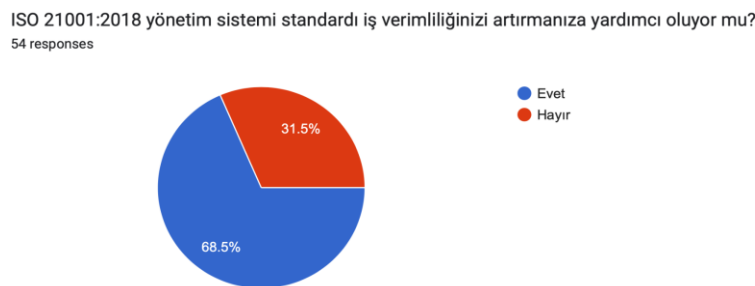
2.3 MOTIVATION AND COMMUNICATION

The second section of the questionnaire is about the understanding of motivation and communication aspects of the employees. Therefore, the questions here are about the measurement of motivational and communication factors on the employees through ISO 9001:2105 and ISO 21001:2018 management system standards.

As illustrated in Figure 5, 68.5% of participants reported that the ISO 21001:2018 Management System Standard contributes to enhancing work efficiency within the university.

Figure 5

ISO 21001:2018 and work efficiency



Does the ISO 21001:2018 Management System Standard help improve your work efficiency? Blue colour: Yes, Red color: No
(Source: Google Forms Questionnaire, Translated by Özkan Füsün Zehra)

A key aspect of the successful implementation of management system standards, such as ISO 9001:2015 and ISO 21001:2018, is the accessibility of system documentation. According to the questionnaire results, 88.9% of respondents reported having easy access to

the system documentation prepared in relation to the management standards applied at the university. Furthermore, 94.4% of participants confirmed that they can access the system documents specific to their department or academic unit. This high level of accessibility is crucial for ensuring that staff can effectively engage with and adhere to the standards, thereby enhancing the overall efficiency and quality of operations within the institution.

Employee motivation and satisfaction are key factors in the workplace, as indicated by 70.4% of respondents who consider them important in their respective units. When examining the role of integrated management system standards, such as ISO 9001:2015 and ISO 21001:2018, in influencing motivation, 64.8% of participants reported that these standards positively contribute to enhancing their motivation. However, a notable 35.2% of respondents did not perceive any improvement in their motivation as a result of the implementation of these standards. These findings suggest that while the majority recognize the positive impact of management systems on motivation, there remains a segment of employees who feel these systems have not significantly influenced their workplace engagement. The results of the questions on the relation of motivation and integrated management systems can be found below, in Figure 6 and Figure 7.

Figure 6

Departmental motivation and satisfaction

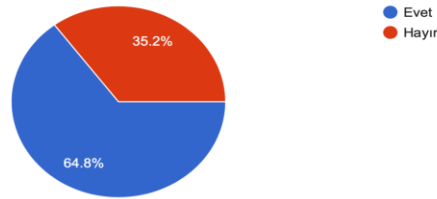


Do you think employee motivation and satisfaction are important factors in your department? Blue colour: Yes, Red color: No

(Source: Google Forms Questionnaire, Translated by Özkan Füsün Zehra)

Figure 7*Relation between integrated management systems and motivation*

Üniversitede uygulanan entegre yönetim sistemi standartlarının (ISO 9001:2015 Kalite Yönetim sistemi, ISO 21001:2018 eğitim kuruluşları için yö... motivasyonunuzu artırmanıza yardımcı oluyor mu?
54 responses



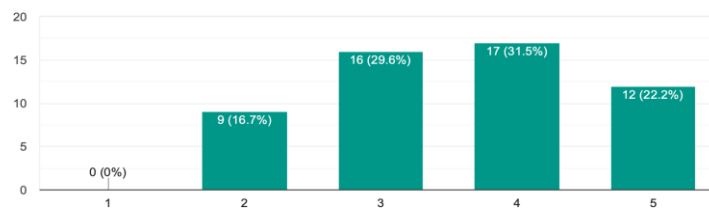
Do the integrated management system standards applied at the university (such as the ISO 9001:2015 Quality Management System and the ISO 21001:2018 Management System for Educational Organizations) help to improve your motivation? Blue colour: Yes, Red color: No

(Source: Google Forms Questionnaire, Translated by Özkan Füsün Zehra)

Within the perspective of communication, there are several questions in the questionnaire. For instance, majority of the participants (75,9%) indicated a positive answer to the question of *“Do you think quality management system standards, such as ISO 21001:2018 and ISO 9001:2015, have an impact on the communication flow within the university?”*. It can be stated that the employees at the institution believe that there is a positive correlation between integrated management standards and communication flow within the university. On the other hand, the scale-based questions are more accurate for the influence on communication at the institution. The below mentioned Figure 8, Figure 9, Figure 10 and Figure 11 will show the effects of integrated management systems on communication flow, efficiency, productivity and the relationship between leaders and employees through motivation and satisfaction.

Figure 8*"Managers/leaders promote teamwork within the university in alignment with the perspective of quality management system standards such as ISO 21001:2018 and ISO 9001:2015."*

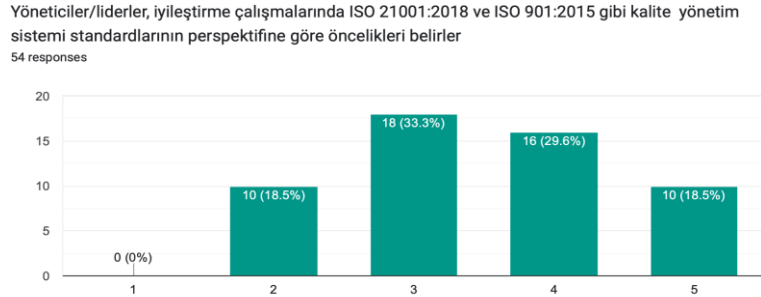
Yöneticiler/liderler, ISO 21001:2018 ve ISO 9001:2015 gibi kalite yönetim sistemi standartlarının perspektifine uygun olarak üniversite içerisinde ekip çalışmasını teşvik eder.
54 responses



(Source: Google Forms Questionnaire, Translated by Özkan Füsün Zehra)

Figure 9

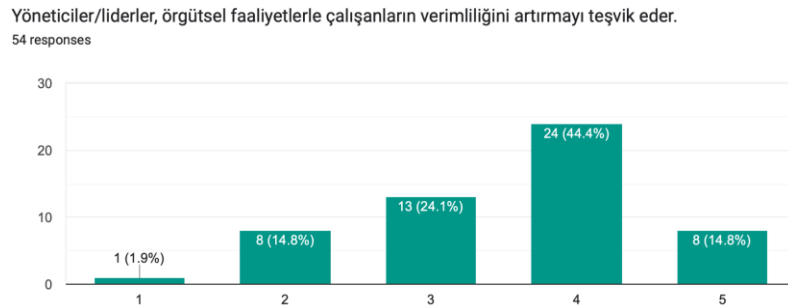
"Managers/leaders prioritize improvement efforts based on the perspective of quality management system standards, such as ISO 21001:2018 and ISO 9001:2015."



(Source: Google Forms Questionnaire, Translated by Özkan Füsun Zehra)

Figure 10

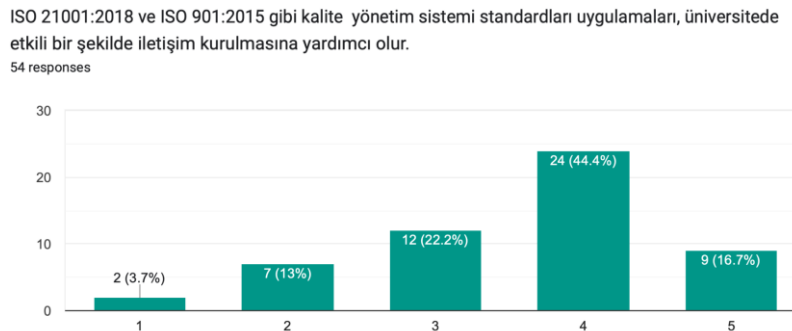
"Managers/leaders encourage increasing employee productivity through organizational activities."



(Source: Google Forms Questionnaire, Translated by Özkan Füsun Zehra)

Figure 11

"The implementation of quality management system standards, such as ISO 21001:2018 and ISO 9001:2015, facilitates effective communication within the university."



(Source: Google Forms Questionnaire, Translated by Özkan Füsun Zehra)

According to the questionnaire results, 42.6% of participants rated the communication flow within the university as average (3) on a scale of 1 to 5. Regarding the promotion of creativity and innovation by managers and leaders in alignment with the perspective of quality management system standards, such as ISO 21001:2018 and ISO 9001:2015, 37% of respondents rated it as 3, while 35.2% rated it as 4 on the same scale. These responses highlight a moderate to positive perception of communication and support for innovation within the institution.

2.4 WORKING ENVIRONMENT

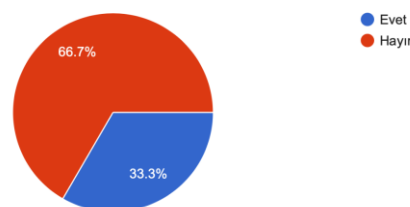
In the section concerning the working environment, survey responses reveal varied perspectives on the impact of the ISO 21001:2018 Management System Standard for Educational Organizations. Specifically, 35.2% of participants believe that the standard positively affects both individual and team work motivation, while 27.8% do not share this view. Regarding the provision of adequate social activities outside of work by the university, 33.3% of respondents feel that sufficient opportunities are provided, whereas 66.7% disagree. Of those who acknowledge the availability of social activities, 40.7% believe that these activities have a positive effect on their motivation. The results of the mentioned questions can be found below, in Figure 12 and Figure 13.

Figure 12

Do you think the university provides sufficient social activities with your colleagues outside of work? Blue colour: Yes, Red color: No

Üniversitenin size iş dışında çalışma arkadaşlarınız ile yeterli sosyal faaliyet sağladığını düşünüyor musunuz? (Örneğin; ekip toplantıları, yemek organizasyonu kutlamaları, dil kursları, yılbaşı kutlaması vb.)

54 responses

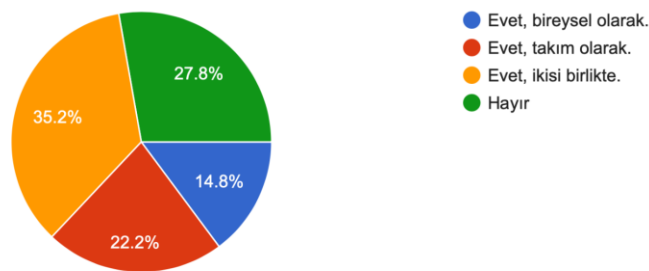


(Source: Google Forms Questionnaire, Translated by Özkan Füsün Zehra)

Figure 13

Do you believe that the ISO 21001:2018 Management System Standard for Educational Organizations has a positive impact on your motivation both individually and as a team? Blue colour: Yes individually, Red colour: Yes as a team, Orange colour: Yes both together, Green colour: No.

ISO 21001:2018 eğitim kuruluşları için yönetim sistemi standardının bireysel ve ekip olarak çalışma motivasyonunuza olumlu etkisi olduğunu düşünüyor musunuz?
54 responses



(Source: Google Forms Questionnaire, Translated by Özkan Füsün Zehra)

Having detailed the research methodology and the procedures for data collection and analysis, the paper turns to the Discussion chapter to interpret the findings. The data gathered through the survey provides valuable insights into how the implementation of ISO 21001:2018 and ISO 9001:2015 standards influence various aspects of the working environment, including employee motivation and communication. By analysing these results, the author aims to understand the broader implications of these standards on organizational practices and employee engagement.

3 DISCUSSION OF THE RESULTS

The aim of this research was to analyse educational institutions through the lens of total quality management and the ISO 21001:2018 standard, with a particular focus on organizational communication. This analysis sought to evaluate institutional success by examining various factors, including value, corporate structure, organizational communication, motivation, and social responsibilities. The survey results reveal that a significant proportion of participants are familiar with the ISO 9001:2015 and ISO 21001:2018 standards, with 75.9% acknowledging their awareness. Despite this general familiarity, only 59.3% of respondents demonstrated a thorough understanding of the specific

requirements of these standards. This discrepancy suggests that while the standards are recognized, there is room for improvement in how their requirements are communicated and understood within the institution. The impact of these standards on motivation was also explored. A notable 75.9% of participants reported that the implementation of ISO 9001:2015 and ISO 21001:2018 positively influences their motivation. However, 35.2% of respondents did not perceive significant motivational benefits, indicating that the standards' impact on individual and team motivation may vary based on personal experiences or departmental contexts. This variability highlights the importance of tailoring motivational strategies to address the diverse needs and perceptions of employees. The research aimed to assess how the ISO 21001:2018 and ISO 9001:2015 standards affect organizational communication. The survey found that 75.9% of participants believe these standards positively impact communication flow within the university. This strong perception suggests that the standards contribute to more effective communication practices. However, when examining the scale-based responses, 42.6% of participants rated the communication flow as average, and 37% rated the promotion of creativity and innovation by managers as average. These findings indicate that while the standards are perceived as beneficial, there is still a need for ongoing improvements in communication practices and the support for creativity and innovation. The accessibility of system documentation was found to be high, with 88.9% of respondents reporting easy access to documentation related to the management standards, and 94.4% having access to departmental documents. This accessibility is crucial for ensuring effective engagement with the standards. However, a significant portion of employees reported a lack of adequate training on the ISO standards and total quality management, which may contribute to the observed gaps in the perceived impact of these standards. The gap between documentation accessibility and training suggests that more targeted training initiatives are needed to enhance understanding and implementation. The research also examined the role of social activities in the working environment. Only 33.3% of participants felt that the university provides sufficient social activities outside of work, with 66.7% disagreeing. Among those who do acknowledge the availability of social activities, 40.7% believe these activities positively impact their motivation. This suggests that while social activities are provided, their quality and relevance may need to be evaluated to ensure they effectively contribute to employee motivation.

In summary, this research highlights that while the ISO 9001:2015 and ISO 21001:2018 standards are generally perceived as beneficial for motivation and communication, there are

significant areas for improvement. The findings underscore the need for enhanced training, better communication of standards' requirements, and more relevant social activities to maximise the benefits of these management systems. By addressing these areas, educational institutions can better align with total quality management principles and improve overall organizational success.

This expanded discussion provides a comprehensive analysis of the research findings, aligning them with the aim of evaluating educational institutions from the perspective of total quality management and the ISO 21001:2018 standard.

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www.iso.org (Date of Access: 10.09.2024)

[ISO 21001:2018 - Educational organizations — Management systems for educational organizations — Requirements with guidance for use](#) (Date of Access: 10.09.2024)

APPENDIX 1: ETHICS COMMITTEE

ALTINBAŞ ÜNİVERSİTESİ
BİLİMSEL ARAŞTIRMA VE YAYIN ETİK KURUL TOPLANTISI
KARAR TUTANAĞI

Toplantı No: 2024/21

Toplantı Tarihi: 19/08/2024

Toplantı Yeri: Çevirim içi

Kurul Başkan ve Üyeleri:

Prof. Dr. Saim KILIÇ -İşletme Fakültesi/Öğretim Üyesi- Başkan

Prof. Dr. Osman Nuri UÇAN -Uygulamalı Bilimler Fakültesi/Öğretim Üyesi -Üye

Prof. Dr. Dilek ŞİRVANLI ÖZEN-İktisadi, İdari ve Sosyal Bilimler Fakültesi/Öğretim Üyesi- Üye

Prof. Dr. Nuray YILMAZ ALTINTAŞ- Dış Hekimliği Fakültesi/Öğretim Üyesi- Üye

Prof. Dr. Yasa EKŞİOĞLU ÖZOK- Mühendislik ve Mimarlık Fakültesi/Öğretim Üyesi- Üye

Dr. Öğr. Üyesi Yeşim YILMAZ-Hukuk Fakültesi/Öğretim Üyesi- Üye

Dr. Öğr. Üyesi Gaye HAFEZ -Eczacılık Fakültesi/Öğretim Üyesi- Üye

Dr. Öğr. Üyesi Yalda HEKMATSHOAR -Tıp Fakültesi/Öğretim Üyesi -Üye

Dr. Öğr. Üyesi Cüneyt GÖK- Güzel Sanatlar ve Tasarım Fakültesi/Öğretim Üyesi-Üye

Doç. Dr. Hakan KAYGUSUZ- Araştırma Dekan/Dekan- Üye

Kararlar:

1. İşletme Fakültesi'nde görev yapmakta olan Dr. Öğr. Üyesi Tina SHABSOUGH'un danışmanlığını yaptığı İşletme Yüksek Lisans öğrencisi Husam Mazen Darwish'in "The Impact of Human Resources Management Practices on Employees' Engagement: A Study in Hospitals in Jenin City- Palestine" başlıklı tez çalışması kapsamında anket veri toplama önerisi görüşüldü. Araştırmanın bilimsel içeriği, metodolojisi, orijinalliği ve kaynakları etik onay kapsamı dışında olup, başvuru sahibinin sunduğu belgeler ışığında "belirtilen yöntemle veri toplamada ve araştırma yapmada herhangi bir sakınca bulunup bulunmadığı" hususıyla ilgili değerlendirme yapıldı. Bu yönüyle yapılan değerlendirmede, araştırma önerisinde etiğe aykırı bir unsur tespit edilmediğinden uygun bulunmasına ve Rektörlük Makamına arz edilmesine karar verildi.
2. İşletme Fakültesi'nde görev yapmakta olan Dr. Öğr. Üyesi Deniz AKGÜL'ün "TÜKETİM ELEŞTİRİSİ, İHTİYAÇ YA DA SÜRDÜRÜLEBİLİRLİK KAYGISI: YENİ BİR YAŞAM TARZI OLARAK DUMPSTERDIVING" isimli çalışması kapsamında mülakat yoluyla veri toplama önerisi görüşüldü. Araştırmanın bilimsel içeriği, metodolojisi, orijinalliği ve kaynakları etik onay kapsamı dışında olup, başvuru sahibinin sunduğu belgeler ışığında "belirtilen yöntemle veri toplamada ve araştırma yapmada herhangi bir sakınca bulunup bulunmadığı" hususıyla ilgili değerlendirme yapıldı. Bu yönüyle yapılan değerlendirmede, araştırma önerisinde etiğe aykırı bir unsur tespit edilmediğinden uygun bulunmasına ve Rektörlük Makamına arz edilmesine karar verildi.
3. İşletme Fakültesi'nde görev yapmakta olan Dr. Öğr. Üyesi Deniz AKGÜL'ün danışmanlığını yaptığı "ÜNİVERSİTE ÖĞRENCİLERİNİN SÜRDÜRÜLEBİLİR TÜKETİME KARŞI KİŞİSEL TUTUM, ALGI VE BEKLENTİLERİNİN ARAŞTIRILMASI" isimli TÜBİTAK 2209A Projesi kapsamında anket yoluyla veri toplama önerisi görüşüldü. Araştırmanın bilimsel içeriği, metodolojisi, orijinalliği ve kaynakları etik onay kapsamı dışında olup, başvuru sahibinin sunduğu belgeler ışığında "belirtilen yöntemle veri toplamada ve araştırma yapmada herhangi bir sakınca bulunup bulunmadığı" hususıyla ilgili değerlendirme yapıldı. Bu yönüyle yapılan değerlendirmede, araştırma önerisinde etiğe aykırı bir unsur tespit edilmediğinden uygun bulunmasına ve Rektörlük Makamına arz edilmesine karar verildi.

Evrak Tarih ve Sayısı: 26.08.2024-73430

4. Uygulamalı Bilimler Fakültesi'nde görev yapmakta olan Dr. Öğr. Üyesi Fusun Zehra Özkan'ın "Üniversitelerde Motivasyon ve İletişim Yaklaşımlarının ISO 21001:2018 Yönetim Sistem Standardı ve Toplam Kalite Yönetimi Açısından Değerlendirilmesi: Altınbaş Üniversitesinde Örnek Değerlendirme Çalışması" kapsamında anket/soru yoluyla veri toplama önerisi görüşüldü. Araştırmanın bilimsel içeriği, metodolojisi, orijinalliği ve kaynakları etik onay kapsamı dışında olup, başvuru sahibinin sunduğu belgeler ışığında "belirtilen yöntemle veri toplamada ve araştırma yapmada herhangi bir sakınca bulunup bulunmadığı" hususıyla ilgili değerlendirme yapıldı. Bu yönüyle yapılan değerlendirmede, araştırma önerisinde etiğe aykırı bir unsur tespit edilmediğinden uygun bulunmasına ve Rektörlük Mekanına arz edilmesine karar verildi.
5. İktisadi İdari ve Sosyal Bilimler Fakültesi'nde görev yapmakta olan Dr. Öğr. Üyesi Burak Emre Gürsoy'un eş danışmanlığı yaptığı Klinik Psikoloji Tezli Yüksek Lisans öğrencisi Cansu Yazıcı'nın "Erken Yetişkinlikte Yeme Tutumunun Yordayıcısı Olarak: Sosyal Görünüş Kaygısı ve Otantik Benliğin İncelenmesi" başlıklı tez kapsamında form/soru/test/ölçek yoluyla veri toplama önerisi görüşüldü. Araştırmanın bilimsel içeriği, metodolojisi, orijinalliği ve kaynakları etik onay kapsamı dışında olup, başvuru sahibinin sunduğu belgeler ışığında "belirtilen yöntemle veri toplamada ve araştırma yapmada herhangi bir sakınca bulunup bulunmadığı" hususıyla ilgili değerlendirme yapıldı. Bu yönüyle yapılan değerlendirmede, araştırma önerisinde etiğe aykırı bir unsur tespit edilmediğinden uygun bulunmasına ve Rektörlük Mekanına arz edilmesine karar verildi.

e-imzaProf. Dr. Saim KILIÇ
Başkan**İzinli**Prof. Dr. Osman Nuri UÇAN
Üye**İzinli**Prof. Dr. Dilek ŞİRVANLI ÖZEN
Üye**e-imza**Prof. Dr. Nuray YILMAZ ALTINTAŞ
Üye**e-imza**Prof. Dr. Yasa EKŞİOĞLU ÖZOK
Üye**e-imza**Dr. Öğr. Üyesi Yeşim YILMAZ
Üye**e-imza**Dr. Öğr. Üyesi Gaye HAFEZ
Üye**e-imza**Dr. Öğr. Üyesi Yalda HEKMATSHOAR
Üye**e-imza**Dr. Öğr. Üyesi Cüneyt GÖK
Üye**e-imza**Doç. Dr. Hakan KAYGUSUZ
Üye

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