

Knowledge management and teamwork in organizational learning in Educational Institutions of Network No. 02, Lima

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Abstract

In this research it was considered as objective to determine the impact of knowledge management and teamwork on organizational learning in the Educational Institutions of the Network, No. 2, Cercado de Lima, 2020. The methodology used for the development of this research is based on the quantitative approach. Research is applied on an explanatory level, since it is oriented to the knowledge of reality as presented in a given temporal space situation. The design of the research is non-experimental, cross-cutting, correlational-causal. The population was 200 teachers and the sample of 132 teachers from Network No. 02 and Lima, sampling was probabilistic, simple random; In addition, the validity of the content of the instruments was made through expert judgment. Reliability was obtained with the Alpha statistic that was 0.934, 0.921 and 0.941, which corresponds to a level of high reliability. The results showed that 53.8% of teachers surveyed believe that knowledge management is regular, 53% that teamwork is regular and 59.8% and that organizational learning is regular. It was concluded according to the Nagelkerke coefficient, implying that organizational learning variability depends 77.7% on knowledge management and teamwork. Therefore, there is influence of knowledge management and teamwork on organizational learning in the Educational Institutions of the Network, No. 2, Cercado de Lima, 2020

Keywords: Knowledge management, teamwork and organizational learning

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INTRODUCTION

Management linked to knowledge has become a matter of importance for the authorities of the institutions worldwide.

In America, traditional schools are those that have been applying the strategies that have been studied for a certain time, but the world is changing and the needs of the students also change, therefore, teachers must be trained in strategies that replace the educational demands of the new generations (OECD, 2016).

Peru is not far from this difficulty, since most teachers in educational entities do not consider the application of knowledge management, most only work with previous approaches and do not modernize their procedures and professionalization, which allows them always be at the forefront of the changes that are necessary to add to the daily work to improve teaching with new approaches. Likewise, the presence of teamwork in organizational activities has brought better results. Each organization has qualities, traditions, and rules that are part of its identity. According to the results, the managers assume that at the national level 43.1% of managers are in a "medium to high" profile, and 56.9%

are "low to medium." Geographically, the directors of urban areas are 53.7% and rural managers are 62.6%, "low to medium" (Portal Educación en Red, 2018). This reflects that although the procedures are adequate, they must improve substantially, mainly in relation to organizational learning, a fundamental pillar of management. The development of teachers will be influenced according to the context of the educational institution, since each one has its own qualities. (Fullan, 2000).

At the local level in the Educational entities of Network No. 2, in the district of Cercado de Lima, at present that today we live through this pandemic forces all teachers from different institutions to apply the new virtual knowledge of different platforms, but it is perceived that most teachers have the difficulty of knowledge to apply these technological resources and impart teaching - learning in students, they occur due to lack of knowledge or updating of teachers. In addition, the teacher is not aware of teamwork, for time factor or because of the workload they do, at this time of the pandemic it requires teamwork to be carried out by different computer means to improve communication between teachers and managers. What is sought is that

teachers learn to work as a team so that they can share their visions on various topics and thus contribute to the improvement of the teaching they provide to their students, it is the key to achieving collaborative work. In addition, teachers present needs and dissatisfactions with the changes that are taking place. In the Cercado de Lima schools there is a lack of educational organization since the members do not share the goals of the entity, therefore there is discontent and uncertainty, the plans are not fulfilled due to lack of collaboration of the teachers, who show to be a group unmotivated. Pedagogical management is essential for any change to be implemented, otherwise these entities would be condemned not to provide quality service to students” (Santos, 2001, p.125) education is condemned to routine, which is not they are revealed to the changes that can be implemented in the entity, which represents a problem in the organization.

In addition, the general problem was raised: What is the impact of knowledge management and teamwork on organizational learning in the Educational Institutions of the Network, No. 2, Cercado de Lima, 2020? He also pointed out the specific problems: (a) What is the incidence of knowledge management and teamwork in the learning orientation? (B) What is the incidence of knowledge management and teamwork in the shared knowledge? (c) What is the impact of knowledge management and teamwork on the retention and recovery of knowledge?

MATERIALS AND METHODS

Research type and design

Kind of investigation

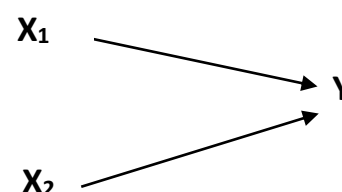
This research is of the applied type, which we also call utilitarian or constructive, characterized by the interest in the type of research of knowledge and theories that are applied in practice to a specific situation and its consequences. (Hernández et al., 2018).

Research design

This research is of a non-experimental and cross-sectional design since the variables included in the study were not tested. It is also considered to be cross-sectional since the measurement of the variables is done in a certain time and space. Hernández et al, (2018) indicated with respect to the transversal design that, “just as if a photo were taken of a specific event” (p.155).

Furthermore, this research work is of causal correlational designs. (Hernández et al., 2018, p.35) mention: "The relationship between two or more variables, categories or concepts at a certain time is described, and the correlation or what we call cause-effect is described."

Design outline



Where:

X1 : Independent variable (Knowledge management)

X2 : Independent variable (Teamwork)

Y3 : Dependent variable (Organizational learning)

Research focus

The research focus is quantitative. According to Hernández et al (2016, p.15) defines this type of research as one that is carried out by measuring variables in numerical form, with the possibility of doing statistical analysis, with the prevalence of theory verification patterns” (p. 4).

Research method

The hypothetical deductive method is the one used for this research, since it starts from a hypothesis and reaches conclusions after the corresponding deductions. According to (Bernal, 2016, p. 60) it is a procedure that begins with a hypothetical assertion, which seeks to verify its veracity or falsehood, after which deducing the conclusions confronted with the facts.

Causal correlation level

Behar (2008) argues that the analytical and synthetic methodology is combined to be able to deduce the reason for the investigation, a phenomenon is also described in detail, of which it is intended to know the variants that have its dimensions. It is quantitative and seeks to find the causes of the problem. (p. 19)

Variables and operationalization

Conceptual definition of knowledge management

Porret (2015), defined that it is the data that helps to interpret the context. That is, the information acquires a high value that is considered when making decisions to implement actions (p. 442)

Operational definition of knowledge management

It is a variable of a quantitative nature and is measured with the Likert scale. 3 dimensions, 12 indicators and 24 items were considered; the same ones that were useful to carry out the Likert-type questionnaire.

Table 1 Operationalization of knowledge management.

Dimensions	Indicators	Ítems	Scale	Level and range
Knowledge promotion	Direction	1,2	Ordinal scale	Deficiente
	Capabilities	3,4		
	Continuous improvement	5,6		
	To explore	7,8		
Knowledge capture	Interaction	9,10	Never (1)	Regular
	Technical knowledge	11,12	Almost never (2)	56 - 87
	Filtration	13,14	Sometimes (3)	Deficiente
	Apply knowledge	15,16	Almost always (4)	88 - 120
Knowledge distribution	Commitment	17,18	Always (5)	Porret (2015)
	Environment	19,20		
	Technical tools	21,22		
	Communication	23,24		

Conceptual definition of teamwork

Bernal and Sierra (2015) mention about a team, which is one that is made up of a set of individuals, each with their own abilities and capacities that are used in search of an institutional goal. Administrators are the ones in charge of uniting these qualities through motivation and commitment to the organization. (p. 298)

Operational definition of teamwork

It is a variable of a quantitative nature and is measured with the Likert scale. 4 dimensions, 15 indicators and 30 items were considered; the same ones that were useful to carry out the Likert-type questionnaire.

Table 2 Operationalization of teamwork.

Dimensions	Indicators	Items	Scale	Level and range
Training	Familiarization	1,2	Ordinal scale	
	Social relationships	3,4		
	Leadership	5,6		
	Cohesion	7,8		
Normativity	Unit	9,10	Never (1)	Deficient
	Role differentiation	11, 12	Almost never (2)	
	Identification of expectations	13,14	Sometimes (3)	
	Commitment	15,16	Almost always (4)	
	Organization vision	17,18	Always (5)	
	Resolve conflict	19, 20		

Storm and Adaptation	Mutual benefit	21,22	Bernal and Sierra (2015)
	Leader role	23,24	
	Dynamics	25,26	
	Innovation	27,28	
	High performance	29,30	

Conceptual definition of organizational learning

Procedure that takes into account people and teams to interact within the organization, who, through a dynamic process, contribute with their knowledge, skills and interaction, in the construction of a common knowledge of the entire entity. (Cardona and Calderón, 2006)

Operational definition of organizational learning

It is a variable of a quantitative nature and is measured with the Likert scale. 3 dimensions, 8 indicators and 24 items were considered; the same ones that were useful to carry out the Likert-type questionnaire.

Table 3 Operationalization of organizational learning

Dimensions	Indicators	Items	Scale	Level and range
Learning orientation	-Commitment of managers and other employees	9		
Learning orientation	-Opening and experimentation	10	5. Always (S) 4. Almost Always (CS) 3. Sometimes (AV) 2. Almost never (CN) 1. Never (N)	Deficient 24 - 55 Regular 56 - 87 Efficient 88 - 120
Retention and recovery of knowledge	-Ability to break with traditional perspectives	5		Cardona y Calderón (2006)

Population, sample, sampling and unit of analysis.

Population

We have Hernández et al (2018) specified that the population is the "set of all cases that agree with a series of specifications" (p.174). The population considered for the research was made up of 200 teachers.

N =
Z = 1.96
P = 0.5
Q = 0.5
d = 0.05

n = 131.751149
n= 132

Sample

$$n = \frac{NZ^2PQ}{d^2(N-1) + Z^2PQ}$$

Where:
200

It is the Sub-group of the population from which the data are collected and must be representative of that population. (Hernández, 2018, p.236). Therefore, the sample will be made up of 132 teachers.

Sampling

Type of sampling: Simple random probability: when any element of the population has the probability of being chosen in the sample.

Unit of analysis definition

It is a categorical structure from which we can respond to the questions posed to a practical problem, as well as to research questions (Bernal, 2016)

Inclusion criteria

Teachers from the mentioned Educational Institutions were considered within the Cercado de Lima district limits.

Exclusion criteria

The service personnel of the Educational Institutions of the Cercado de Lima district are excluded from the investigation.

Data collection techniques and instruments, validity and reliability

Technique

The survey was used, where Bernal (2016) points out, that “it is the most used technique for quantitative inquiries. After defining the technique, it must be clarified which was the instrument that is used to support it. ” (p. 116).

Instruments

According to Arias (2012, p. 68), an instrument is understood as: “any resource, device or format that is used to obtain, record or store information”. For data collection, two questionnaire-type instruments were used, these have the characteristic of containing a set of questions to be completed by the researcher.

Validation

Hernández et al (2016) point out that, “validity in general terms refers to the degree to which an instrument really measures the variable it wants to measure”. For the validity of the instrument, it was obtained through the judgment of experts, an activity that was reviewed in all phases of the investigation, subjecting the measurement instrument to the consideration and judgment of experts in the field in terms of promotion and methodology.

Table 4 *Expert judgment validation*

N°	Expert	Aplicable
Expert 1.	Dr. Edward José Flores Masías	Applicable
Expert 2.	Dr. Fortunato Diestra Salinas	Applicable
Expert 3.	Dr. Genebrardo Mejía Montenegro	Applicable
Expert 4.	Dr. Nerio Janampa Acuña	Applicable
Expert 5.	Dr. Segundo Pérez Saavedra	Applicable

Reliability

According to Bernal (2016) argues that reliability is used to measure a phenomenon in different contexts

using the same instrument; a so-called quantitative statistic was applied. For this study it was analyzed using the quantitative statistical method, Cronbach's Alpha (p. 247).

Table 5 *Reliability statistics of knowledge management, teamwork and organizational learning.*

Variables	Cronbach's Alpha	No. of items
Knowledge management	0.934	24
Teamwork	0.921	30
Organizational learning	0.941	24

Knowledge management reliability

Reliability statistics	
Cronbach's alpha	No. of elements
0,934	24

Teamwork Reliability

Reliability statistics	
Cronbach's alpha	No. of elements
0,921	30

Organizational learning reliability

Reliability statistics	
Cronbach's alpha	No. of elements
0,941	24

Table 6 Reliability levels.

Valores	Nivel
De -1 a 0	No es confiable
De 0,01 a 0,49	Baja confiabilidad
De 0,5 a 0,75	Moderada confiabilidad
De 0,76 a 0,89	Fuerte confiabilidad
De 0,9 a 1	Alta confiabilidad

According to the levels described and the perceived reliability results using Cronbach's Alpha, a high reliability was obtained for the knowledge management variable with (0.934), teamwork a high reliability with (0.921) and for the organizational learning variable, it was obtained as a result of the reliability of (0.941) of can reliability.

Process

The teachers belonging to the NETWORK N ° 2 of the UGEL 3 of the Cercado de Lima were evaluated, a request was sent to the person in charge of the NETWORK No. 2, once accepted, the survey will be carried out to the teachers and a Once collected with the questionnaire resolved, the data will be processed.

Data analysis methods

RESULTS:

Descriptive analysis, tables and statistical figures of frequency and percentages were elaborated and the levels of the variables were determined.

For the inferential analysis, the data acquired through the survey were incorporated into the database of the Microsoft Office Excel 2016 program and the IBM SPSS Statistics 25 program will also be entered, where the variables will be analyzed, finally, they will be submitted to the data validation.

Ethical aspects

The research respects the copyright, therefore citations and references were made with APA standards and the similarity will be verified by the Turniting program. In addition, authorization was requested from the coordinator of Network No. 02 of Cercado de Lima.

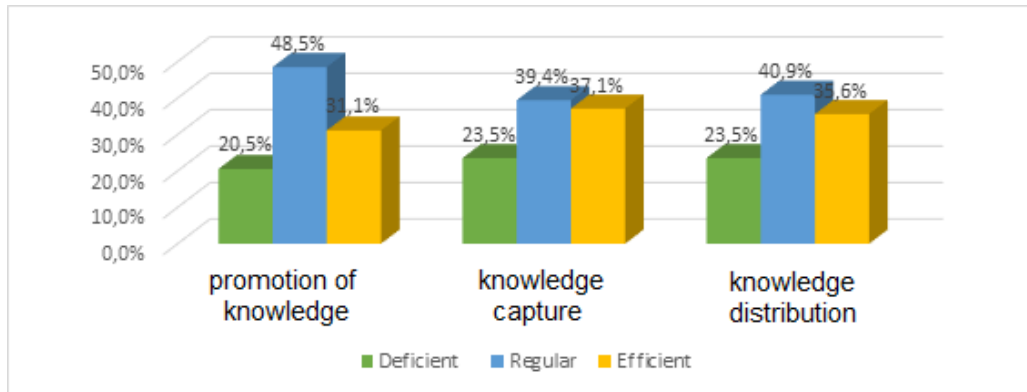
Dimension of the knowledge management variable

Table 7 Distribution of the sample by areas of the dimensions of the knowledge management variable

Levels	F	Knowledge promotion	f	Knowledge capture	f	Knowlede distribution
Deficient	27	20.5%	31	23.5%	31	23.5%
Regular	64	48.5%	52	39.4%	54	40.9%

Efficient	41	31.1%	49	37.1%	47	35.6%
Total	132	100%	132	100%	132	100%

Figure 1 Dimensions of the knowledge management variable.

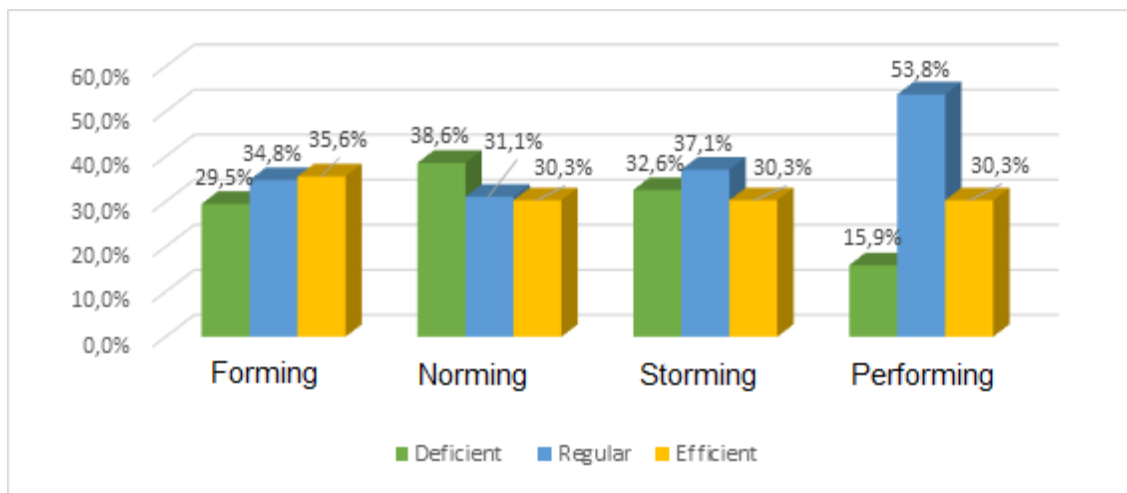


Teamwork dimensions

Table 8 Distribution of the sample by areas of the dimensions of the teamwork variable

Levels	f	Training	f	Regulations	f	Storm to adaptation	f	Performance
Deficient	39	29.5%	51	38.6%	43	32.6%	21	15.9%
Regular	46	34.8%	41	31.1%	49	37.1%	71	53.8%
Efficiente	47	35.6%	40	30.3%	40	30.3%	40	30.3%
Total	132	100%	132	100%	132	100%	132	100%

Figure 2 Dimensions of the teamwork variable.

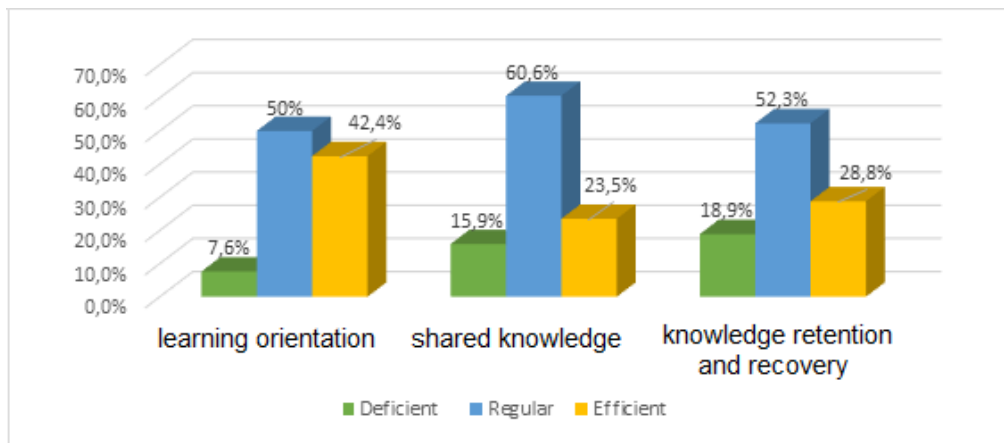


Dimension of the organizational learning variable

Table 11 Distribution of the sample by areas of the dimensions of the organizational learning variable.

Levels	f	Learning orientation	f	Shared knowledge	f	Knowledge retention and retrieval
Deficient	10	7.6%	21	15.9%	25	18.9%
Regular	66	50%	80	60.6%	69	52.3%
Efficient	56	42.4%	31	23.5%	28.8	28.8%
Total	132	100%	132	100%	132	100%

Figure 3 Dimensions of the organizational learning variable.



RESULTS:

Table 12 Goodness of fit and pseudo R2 test of knowledge management and teamwork in organizational learning.

Goodness of fit	Chi squared	gl	Sig.	Pseudo R ²	
Pearson	138.743	4	,000	Cox y Snell	,650
				Nagelkerke	,777
				McFadden	,579

It is observed according to the results obtained, explaining the dependence on knowledge management and teamwork, likewise, the Chi-square value is 138,743 and p-value (significance value) is equal to 0.000 compared to statistical significance α equal to 0.05

($p_value < \alpha$), for the analysis method (ordinal regression) and which has the Nagelkerke coefficient, implying that the organizational learning variability depends on 77.7% knowledge management and teamwork.

Table 13 Presentation of the coefficients of knowledge management and teamwork in organizational learning.

	Estimación	Error estándar	Wald	gl	Sig.	Intervalo de confianza al 95%	
						Límite inferior	Límite superior
Umbral [aprendizajeorganizacionall = 1]	-7,149	1,059	45,562	1	,000	-9,225	-5,073
[aprendizajeorganizacionall = 2]	-2,990	,719	17,313	1	,000	-4,398	-1,581
Ubicación [gestióndelconocimiento1=1]	-26,431	,000	.	1	.	-26,431	-26,431

[gestión del conocimiento 1=2]	-4,559	1,023	19,867	1	,000	-6,563	-2,554
[gestión del conocimiento 1=3]	0 ^a	.	.	0	.	.	.
[trabajo en equipo 1=1]	-1,503	1,015	17,192	1	,000	-3,492	-5,487
[trabajo en equipo 1=2]	2,019	,878	5,288	1	,021	-7,298	-7,740
[trabajo en equipo 1=3]	0 ^a	.	.	0	.	.	.

Link function: Logit

a. This parameter is set to zero because it is redundant.

According to the Wald score of 45,562, it is greater than 4 then, there is incidence $p: 0.000 < \alpha: 0.05$,

therefore the null hypothesis is rejected and the alternative hypothesis is accepted. That is, there is an incidence of knowledge management and teamwork in organizational learning in the Educational Institutions of the Network, No. 2, Cercado de Lima, 2020

Table 14 Goodness of fit and pseudo R2 test of knowledge management and teamwork in the learning orientation.

Goodness of fit	Chi-square	gl	Sig.	Pseudo R ²	
Pearson	149.243	4	,000	Cox y Snell	,677
				Nagelkerke	,800
				McFadden	,604

According to the results, it is observed, at the same time the dependence of knowledge management and managerial skills is being explained, likewise, the Chi square value is 149.243 and p-value (significance value) is equal to 0.000 compared to the statistical significance

α equal to 0.05 ($p_value < \alpha$), for the analysis method (ordinal regression) and which has the Nagelkerke coefficient, implying that the learning orientation variability depends on 80.0% of knowledge management and teamwork

Table 15 Presentation of the coefficients of knowledge management and teamwork in the learning orientation

		Estimate	Standard error	Wald	gl	Sig.	Confidence interval at 95%	
							Límite inferior	Límite superior
Umbral	[learning orientation 1 = 1]	-4,435	,694	40,854	1	,000	-5,794	-3,075
	[learning orientation 1 = 2]	-,333	,890	35,727	1	,000	-1,098	-4,432
Ubicación	[knowledge management 1=1]	-5,160	,881	34,281	1	,000	-6,887	-3,433
	[knowledge management 1=2]	-1,468	,404	13,181	1	,000	-6,260	-4,675

[knowledgemanagement 1=3]	0 ^a	.	.	0	.	.	.
[teamwork1=1]	,894	,768	12,484	1	,000	-5,218	-3,007
[teamwork1=2]	,531	,728	17,537	1	,000	-7,308	-4,370
[teamwork1=3]	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

According to Wald's score of 40,854, it is greater than 4 then, there is an incidence $p: 0.000 < \alpha: 0.05$, therefore the null hypothesis is rejected and the alternative

hypothesis is accepted. That is, there is an incidence of knowledge management and teamwork in the orientation to learning in the Educational Institutions of the Network, No. 2 Cercado de Lima, 2020.

Table 16 Goodness of fit and pseudo R2 test of knowledge management and teamwork in shared knowledge.

Goodness of fit	Chi-square	gl	Sig.	Pseudo R ²	
Pearson	19.153	4	,001	Cox y Snell	,235
				Nagelkerke	,460
				McFadden	,377

The table shows the results, at the same time the dependence of knowledge management and teamwork is being explained, also, the Chi square value is 19,153 and p-value (significance value) is equal to 0.001 versus the statistical significance α equal to 0.05 ($p_value < \alpha$), for

the analysis method (ordinal regression) and which, we have the Nagelkerke coefficient, implying that the variability of shared knowledge depends on 46% of management knowledge and teamwork.

Table 17 Presentation of the coefficients of knowledge management and teamwork in shared knowledge.

		Estimación	Error estándar	Wald	gl	Sig.	Intervalo de confianza al 95%	
							Límite inferior	Límite superior
Limit	[sharedknowledge 1 = 1]	-2,475	,459	29,019	1	,000	-3,376	-1,575
	[sharedknowledge 1 = 2]	,718	,383	3,510	1	,000	-4,033	-1,468
Location	[knowledge management1=1]	-2,943	,692	18,088	1	,000	-4,299	-1,587
	[knowledge management1=2]	-,674	,385	3,063	1	,000	-1,430	-1,081
	[knowledge management1=3]	0 ^a	.	.	0	.	.	.

[teamwork1=1]	-,248	,546	4,206	1	,000	-1,319	-1,823
[teamwork1=2]	,150	,410	3,133	1	,000	-1,654	-1,954
[teamwork1=3]	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

According to the Wald score of 29.019, it is greater than 4 then, there is influence $p: 0.000 < \alpha: 0.05$, therefore the null hypothesis is rejected and the

alternative hypothesis is accepted. That is, there is an incidence of knowledge management and teamwork in shared knowledge in the Educational Institutions of the Network, No. 2, Cercado de Lima, 2020.

Table 18 Goodness-of-fit and pseudo R2 test of knowledge management and teamwork in knowledge retention and recovery

Goodness of fit	Chi-square	gl	Sig.	Pseudo R ²
Pearson	130.409	4	,000	

The table shows the results obtained, in the same way the dependence on knowledge management and teamwork is being explained, also, the Chi square value is 130,409 and p-value (significance value) is equal at 0.000 compared to the statistical significance α equal to 0.05

($p_value < \alpha$), for the analysis method (ordinal regression) and which has the Nagelkerke coefficient, implying that the variability of knowledge recovery depends on 73.7% knowledge management and teamwork

Table 19 Presentation of the coefficients of knowledge management and teamwork in the retention and recovery of knowledge.

		Estimate	Standard error	Wald	gl	Sig.	Confidence interval at 95 %	
							Lower limit	Upper limit
Limit	[retentionand recoveryofconsciousness1 = 1]	-2,144	,428	25,072	1	,000	-2,983	-1,305
	[retentionand recoveryofconsciousness1 = 2]	,647	,378	22,920	1	,000	-2,095	-1,388
Location	[knowledgemanagement1=1]	-3,321	,698	22,659	1	,000	-4,688	-1,954
	[knowledgemanagement1=2]	-1,268	,385	20,875	1	,001	-2,022	-1,515
	[knowledgemanagement1=3]	0 ^a	.	.	0	.	.	.
	[teamwork1=1]	,981	,533	23,388	1	,000	-2,064	-1,026
	[teamwork1=2]	,737	,404	23,333	1	,000	-2,054	-1,528

[teamwork1=3]

0^a

0

Link function: Logit.

a. This parameter is set to zero because it is redundant.

According to Wald's score of 25.072, it is greater than 4 then, there is influence $p: 0.000 < \alpha: 0.05$, therefore the null hypothesis is rejected and the alternative hypothesis is accepted. That is, there is an incidence of knowledge management and teamwork in the retention and recovery of knowledge in the Educational Institutions of the Network, No. 2, Cercado de Lima, 2020.

CONCLUSIONS

First: Knowledge management affects teamwork in organizational learning at 77.7%. This shows an influence of knowledge management and teamwork on organizational learning in the Educational Institutions of the Network, No. 2, Cercado de Lima, 2020.

Second: The incidence of knowledge management and teamwork in the learning orientation was determined at 80%. This shows that there is influence of knowledge management and teamwork in the orientation to learning in the Educational Institutions of the Network, No. 2 Cercado de Lima, 2020.

Third: The incidence of knowledge management and teamwork in shared knowledge was established at 46%. Which is the influence of knowledge management and teamwork on shared knowledge in the Educational Institutions of the Network, No. 2, Cercado de Lima, 2020.

Fourth: The incidence of knowledge management and teamwork in the retention and recovery of knowledge was established at 73.7%. Which there is incidence of knowledge management and teamwork in the retention and recovery of knowledge in the Educational Institutions of the Network, No. 2, Cercado de Lima, 2020.

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