

Knowledge management and the quality of the educational service in educational institutions at the primary level, UGEL 04-Comas, 2018

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Resumen

En la investigación se busca establecer la relación entre la gestión del conocimiento y la calidad del servicio educativo en instituciones educativas de nivel primario, de una UGEL, Comas, Peru. La investigación es cuantitativa, el diseño es no experimental, transversal correlacional. Asimismo, se consideró una población de 313 docentes del nivel de educación primaria y una muestra probabilística de 173 docentes pertenecientes a 15 instituciones educativas. Se utilizó la técnica de la encuesta, y como instrumentos se utilizaron cuestionarios referidos a medir la gestión del conocimiento y la calidad del servicio educativo. Se determinó como resultado que existe una relación positiva y moderada entre la gestión del conocimiento y la calidad del servicio educativo con un $\rho = 0.424$; siendo altamente significativa con un $p = 0.000 < 0.01$.

Palabras clave:

Gestión del conocimiento, creación de conocimiento, aplicación y uso de conocimiento, calidad del servicio educativo

Abstract

The research seeks to establish the relationship between knowledge management and the quality of educational service in educational institutions at the primary level, of a UGEL, Comas, Peru. The research is quantitative, the design is non-experimental, cross-correlational. Likewise, a population of 313 teachers at the primary education level and a probabilistic sample of 173 teachers belonging to 15 educational institutions was considered. The survey technique was used, and as instruments, questionnaires were used to measure knowledge management and the quality of the educational service. It was determined as a result that there is a positive and moderate relationship between knowledge management and the quality of the educational service with a $\rho = 0.424$; being highly significant with $p = 0.000 < 0.01$.

Keywords: Knowledge management, creation of knowledge, application and use of knowledge, quality of educational service.

1. Introduction

It is considered that, the various societies and cultures have developed knowledge. This has been transferred from generation to generation, complemented and adapted over time and has allowed the development of societies in different aspects, being a requirement for the progress of societies and the search for peace, freedom and values.

Currently in the field of economics it is stated that the most important asset of an organization is knowledge; This has replaced the natural resources that in the last century defined power and wealth and even man as worker or employee since their fidelity is determined by the conditions offered by organizations and the supply of employment, which implies high turnover and loss of knowledge. In this knowledge society is essential to achieve the survival of organizations, implement adequate knowledge management.

Education is probably the most important activity when it comes to knowledge management. Globalization, the speed of the advancement of information technologies and communication systems, is requiring the development of new generations that are able to adapt to these challenges and capture new useful knowledge in greater quantity, the same ones that change more and more quick.

The UNESCO World Report (2005) responds to the demand, which the knowledge society demands, granting a crucial role to higher education institutions in the production of new knowledge and the need to manage it, proposing to these scenarios, the breaking of the traditional schemes of generation, diffusion and application of knowledge, in order that they can act as the pillars in the construction of knowledge societies. Likewise, knowledge management is replicated at the regular basic level, considering the primary level as the generator of new knowledge. Teaching performance implies having become aware that knowledge management is one of the strategies for improving the quality of the service. Given this situation, it is worth investigating if knowledge is properly managed with an adequate quality of the educational service.

In one study, the instrument for the variable knowledge management consisted of 30 items and three dimensions, in the case of the teacher performance variable it consisted of three dimensions and 27 items, likewise, these instruments were validated by expert judgment, and the reliability gave as a result above 0.800 being highly reliable. The conclusion of the study affirms that the relationship between knowledge management and teaching performance in the Fe y Alegría educational community is accepted, with a p-value of 0.000, demonstrating the relationship between these study variables. (Liscano, 2015).

Sánchez (2015), concludes that knowledge management contributes and enhances the teacher's performance in the teaching-learning process. Also, the correlation of the research is 0.829. High correlation indicates that knowledge management and teacher performance are strongly related, the hypothesis of the researcher with a p -value of 0.000 is accepted.

Fernández (2014), correlates the variables of knowledge management and pedagogical training of teachers and concludes that these research variables are related to p-value of 0.841 this indicates that knowledge management and teacher pedagogical training reach a high correlation, likewise the hypothesis with a highly significant 0.000 is accepted.

Salas and Lucin (2013) reports that the strengthening of the educational institution, considered as the space where you really learn, is where it is possible to develop skills, abilities, skills, attitudes and values that characterize the comprehensive education of students without detracting from the importance of the management carried out by its managers.

Obispo (2018), concludes that knowledge management is directly related ($Rho = 0,730$) and significantly ($p = 0.000$) with the teaching performance in the aforementioned educational institution. The relationship between both variables is high. He also found that the creation of knowledge is directly related ($Rho = 0,776$) and significantly ($p = 0.000$) with the teaching performance; Similarly, the transfer of knowledge is directly related ($Rho = 0,742$) and significantly ($p = 0.000$) with the teaching performance. It was proved that there is a highly significant relationship; and, finally, the application of knowledge is directly related ($Rho = 0,707$) and significantly ($p = 0.000$) with the teaching performance.

Guisado (2017) concludes that knowledge management is related to intellectual capital in teachers ($r = 0.623^{**}$ and $p = 0.000$); Another outstanding conclusion, the tacit knowledge has relation with the intellectual capital ($r = 0,646^{**}$ and $p = 0,000$); and, it was also found that explicit knowledge is related to intellectual capital ($r = 0.454^{**}$ and $p = 0.000$).

Lavado (2017) concludes that knowledge management is directly related ($Rho = 0,856$) and significantly ($p = 0.000$) with the teaching performance. The veracity of the first hypothesis accepting the null hypothesis. That is, there is no direct and significant relationship between institutional management and the quality of the educational service

2. Material and methods

The method used is observational, since it is limited to observe the study variables: knowledge management and service quality without manipulation of the observed variables. The type of study is basic, because it is aimed at producing new knowledge and validating or not with new evidence existing theories (Sánchez Carlessi and Reyes, 2015). The Research Design is non-experimental, because no variable is manipulated and it is limited to the observation and description of each of the study variables (Hernández et al, 2014, p. 154).

The population consists of 313 teachers of both sexes, from 15 educational institutions of the primary level of a UGEL Comas district, Lima, Peru. The unit of analysis is each teacher who works in educational institutions at the level of primary education. It is a probabilistic sample, where each one of the elements has the same possibility of being selected. The sampling is simple random. They were considered teachers of both sexes, appointed and / or hired from the selected educational institutions. The directors of said educational institutions are excluded in the present investigation.

The technique used was the survey. The instruments were two questionnaires: The Knowledge Management Questionnaire (see Annex 1) and the Quality of Service Questionnaire (see Annex 2)

3. Results

To answer this research was used the Hypothesis testing.

General hypothesis

H0: There is no direct and significant relationship between knowledge management and the quality of the educational service in educational institutions at the primary level, UGEL, Comas, 2018.

Ha: There is a direct and significant relationship between knowledge management and the quality of the educational service in educational institutions at the primary level, UGEL, Comas, 2018.

Table 1. Correlation between levels of knowledge management and quality of service according to teachers in educational institutions at the primary level, UGEL, Comas, 2018.

		Level of knowledge management	Service quality level
Spearman Rho	Level of knowledge management	Correlation coefficient	1.000
		Sig. (bilateral)	.424**
		N	.000
			173
	Service quality level	Correlation coefficient	.424**
		Sig. (bilateral)	1.000
		N	.000
			173

** . The correlation is significant at level 0,01 (bilateral).

The results of the statistical analysis refer to a moderate relationship ($r = 0.424$, where $p < 0.05$) between the levels of knowledge management and educational service quality in educational institutions of the primary level, UGEL, Comas district. When a level of significance of 0.000 is found, being highly significant, the same level that is within the permitted value, the alternative hypothesis is accepted in the following sense: There is a direct and significant relationship between knowledge management and the quality of the educational service in educational institutions of primary level, UGEL, Comas, 2018.

Specific hypotheses

Specific hypothesis 1

H0: There is no direct and significant relationship between the dimension creation of knowledge and the quality of the educational service in educational institutions at the primary level, UGEL, Comas, 2018.

H1: There is a direct and significant relationship between the dimension creation of knowledge and the quality of the educational service in educational institutions at the primary level, UGEL, Comas, 2018.

Table 2. Correlation between levels of knowledge creation and quality of service according to teachers in educational institutions of primary level, UGEL, Comas, 2018.

		Level of knowledge creation	Service quality level
Level of knowledge creation	Correlation coefficient	1.000	.487**

Spearman Rho		Sig. (bilateral)	.	.000
		N	173	173
Service quality level		Correlation coefficient	.487**	1.000
		Sig. (bilateral)	.000	.
		N	173	173

** The correlation is significant at level 0,01 (bilateral).

The results of the statistical analysis refer to a moderate relationship ($r = 0.487$, where $p < 0.05$) between the levels creation of knowledge and quality of educational service in educational institutions of the primary level, UGEL, district of Comas. When a bilateral significance of 0,000 is found as a result that is within the allowed value, the alternative hypothesis is accepted in the following sense: There is a direct and significant relationship between the creation dimension of knowledge and the quality of the educational service in educational institutions of primary level, UGEL, Comas, 2018.

Specific hypothesis 2

H0: There is no direct and significant relationship between the knowledge transfer and storage dimension and the quality of the educational service in primary level educational institutions, UGEL, Comas, 2018.

H2: There is a direct and significant relationship between the knowledge transfer and storage dimension and the quality of the educational service in educational institutions at the primary level, UGEL, Comas, 2018.

Table 3. Correlation between levels of transfer and storage of knowledge and quality of service according to teachers in educational institutions at the primary level, UGEL, Comas, 2018.

		Level of knowledge transfer and storage		Service quality level
Spearman Rho	Level of knowledge transfer and storage	Correlation coefficient	1.000	.562**
		Sig. (bilateral)	.	.000
		N	173	173
		Correlation coefficient	.562**	1.000
	Service quality level	Sig. (bilateral)	.000	.
		N	173	173

** The correlation is significant at level 0,01 (bilateral).

The results of the statistical analysis refer to a moderate relationship ($r = 0.562$, where $p < 0.05$) between the levels of transfer and storage of knowledge and quality of the educational service in educational institutions of the primary level, district of Comas, UGEL. When a bilateral significance of 0,000 is found as a result, the alternative hypothesis is accepted in the following sense: There is a direct and significant relationship between the knowledge transfer and storage dimension and the quality of the educational service in educational institutions of primary level, UGEL, Comas, 2018.

Specific hypothesis 3

H0: There is a direct and significant relationship between the application and use of knowledge dimension and the quality of the educational service in educational institutions at the primary level, UGEL, Comas, 2018.

H3: There is a direct and significant relationship between the application and use of knowledge dimension and the quality of the educational service in educational institutions at the primary level, UGEL, Comas, 2018.

Table 4. Correlation between levels of transfer and storage of knowledge and quality of service according to teachers in educational institutions at the primary level, UGEL, Comas, 2018

		Level of knowledge application and use	Service quality level
Spearman Rho	Level of knowledge application and use	Correlation coefficient	1.000
		Sig. (bilateral)	.500**
		N	.000
			173
	Service quality level	Correlation coefficient	.500**
		Sig. (bilateral)	1.000
		N	.000
			173

** The correlation is significant at level 0,01 (bilateral).

The results of the statistical analysis refer to a moderate relationship ($r = 0.500$, where $p < 0.05$) between the levels of application and use of knowledge and quality of the educational service in educational institutions of the primary level, UGEL, Comas district. When the result is a bilateral significance of 0.000, which is within the allowed value, the alternative hypothesis is accepted in the following sense: There is a direct and significant relationship between the application and use of knowledge dimension and the quality of the educational service in educational institutions of primary level, UGEL, Comas, 2018.

4. Conclusions

- A positive and moderate relationship was established between knowledge management and the quality of the educational service in educational institutions at the primary level, UGEL, Comas, 2018; when finding a $\rho = 0.424$ and with a $p = 0.000 < 0.01$.
- A positive and moderate relationship was established between the dimension creation of knowledge and the quality of the educational service in educational institutions at the primary level, UGEL, Comas, 2018; when finding a $\rho = 0.487$ and with a $p = 0.000 < 0.01$.
- A positive and moderate relationship was established between the knowledge transfer and storage dimension and the quality of the educational service in educational institutions at the primary level, UGEL, Comas, 2018; when finding a $\rho = 0.562$ and with a $p = 0.000 < 0.01$.
- A positive and moderate relationship was established between the dimension application and use of knowledge and the quality of the educational service in educational institutions at the primary level, UGEL, Comas, 2018; when finding a $\rho = 0.500$ and with a $p = 0.000 < 0.01$.

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Additional information

Anex 1. The Knowledge Management Questionnaire

Instructions:

Dear teacher, you are presented with a question paper about knowledge management in the educational institution where you work. In order to guarantee the success of this survey, you are asked to mark according to the number of the table, the option that you consider correct:

1	2	3	4	5
Never	Almost never	Sometimes	Almost always	Always

General Data:

Sex	M	Age		Service time		Magisterial level	
	F						

N°	Ítems	Scale				
01	The teachers of the educational institution are a very important source of information.	1	2	3	4	5
02	It is always worth introducing new methods of work and services, although they provide risks to the educational institution.	1	2	3	4	5
03	The reports prepared by the specialists of the UGEL are a very important source of information for learning	1	2	3	4	5

04	The director uses press clippings, regular collection of articles of interest and shares them with teachers to improve their pedagogical practices.	1	2	3	4	5
05	The educational institution has workers whose functions are related to the search for external information.	1	2	3	4	5
06	External sources (reports, consultants, newspapers, etc.) are very important for the operations of the educational institution.	1	2	3	4	5
07	Frequently the educational institution sends teachers to seminars, workshops, conferences with the intention of acquiring information and improving their teacher training.	1	2	3	4	5
08	Teachers who provide quality projects to the educational institution are rewarded.	1	2	3	4	5
09	The information system of the educational institution allows an effective and efficient exchange of information among teachers.	1	2	3	4	5
10	All the teachers of the educational institution are aware of the objectives promoted by the Directorate.	1	2	3	4	5
11	Working meetings are often held among teachers with the purpose of providing information to parents about their children's learning.	1	2	3	4	5
12	Frequently pedagogical coordination meetings are held between teachers with the purpose of providing information to all levels of the educational institution on the quality of learning.	1	2	3	4	5
13	Among teachers there are formal protocols that ensure the transfer of best pedagogical practices between different work teams in curricular area.	1	2	3	4	5
14	Among teachers there are informal protocols that ensure the transfer of best pedagogical practices between different work teams in curricular areas.	1	2	3	4	5
15	The educational institution promotes teachers to devote themselves to the collection and internal analysis of good pedagogical practices aimed at improving student learning.	1	2	3	4	5
16	The teachers are summoned by the Director to make decisions regarding pedagogical practice in the classroom.	1	2	3	4	5
17	A balance is made about the participation of teachers in seminars, workshops, conferences, symposiums, etc	1	2	3	4	5
18	A professional interpretation of the reports presented by the teachers is made among the hierarchical staff of the educational institution.	1	2	3	4	5
19	Team meetings are encouraged in order to standardize information and interpret it with the PCI guidelines.	1	2	3	4	5
20	Teachers establish formal chains of information transmission to their superiors.	1	2	3	4	5
21	Internet, the forums (chat, blog, email) are tools that allow an interpretation of the information acquired by teachers in the classroom.	1	2	3	4	5
22	The pedagogical processes are documented through manuals, quality standards, etc.	1	2	3	4	5

23	Teachers have a phone or email directory by curriculum area that allows interdisciplinary coordination of learning sessions.	1	2	3	4	5
24	The educational institution has a database that allows teachers to access pedagogical information.	1	2	3	4	5
25	There is a protocol for updating information carried out by the head of the pedagogical innovation classroom.	1	2	3	4	5
26	There are manuals and books available to teachers on curricular planning, pedagogical management and educational projects.	1	2	3	4	5
27	ICTs are used to improve the flow of information and enhance communication among teachers to develop new products.	1	2	3	4	5
28	Periodic scientific-pedagogical written reports are prepared and distributed among the teacher community.	1	2	3	4	5
29	There are formal mechanisms (knowledge portals, digital magazines, blogs, etc.) where progress is regularly reported on pedagogical research.	1	2	3	4	5
30	Teachers' communities transfer new pedagogical knowledge to their colleagues in other educational institutions.	1	2	3	4	5
31	Case studies are addressed among the teachers of the educational institution regarding public management.	1	2	3	4	5
32	There are communities of practice or learning groups among teachers to share knowledge and experiences for the benefit of the educational institution.	1	2	3	4	5
33	The objectives of teamwork are clear and accepted by all the teachers involved.	1	2	3	4	5
34	The precise actions to achieve the pedagogical objectives are defined.	1	2	3	4	5
35	Team members have clear individual responsibilities to assimilate new experiences of their pedagogical praxis.	1	2	3	4	5
36	The pedagogical work committees define standards of educational excellence.	1	2	3	4	5
37	The management of the educational institution provides the information and knowledge necessary to improve the educational quality of teachers.	1	2	3	4	5
38	The work of teachers who generate value to the educational institution is empowered.	1	2	3	4	5
39	Considers that his work is significant in terms of promoting dialogue among the various groups that exist in the educational institution.	1	2	3	4	5
40	Recognizes the contributions of their predecessors and promotes new knowledge and skills.	1	2	3	4	5
41	Promotes greater communication among teachers in order to improve pedagogical practices in the classroom.	1	2	3	4	5
42	Educational materials are developed as a means to promote access to information among teachers	1	2	3	4	5
43	Specialized software was developed to process the information.	1	2	3	4	5
44	The product obtained from a pedagogical investigation is shared.	1	2	3	4	5

45	Coordination meetings are held among the different curricular areas to establish common methodological strategies.	1	2	3	4	5
46	Develops interdisciplinary actions with the rest of his colleagues to improve the quality of learning among students.	1	2	3	4	5
47	Interdisciplinary research activities are developed among the work teams of the different curricular areas.	1	2	3	4	5
48	Lack of knowledge do we detect among teachers in education.	1	2	3	4	5
49	When he gets knowledge from outside the school (readings, courses, other colleagues, internet) he integrates it, shares it with his colleagues.	1	2	3	4	5
50	Acquiring pedagogical information helps improve the daily practice of their colleagues.	1	2	3	4	5

Thank you very much for your help

Annex 2. The Quality of Service Questionnaire

Instructions:

Dear teacher, you are presented with a question paper about Quality of Service in the educational institution where you work. In order to guarantee the success of this survey, you are asked to mark according to the number of the table, the option that you consider correct:

1	2	3	4	5
Never	Almost never	Sometimes	Almost always	Always

General Data:

Sex	M	Age		Service time		Magisterial level	
	F						

N°	Ítems	Escala				
01	The physical facilities of the educational institution are in good condition for the attention of parents and the general public.	1	2	3	4	5
02	The physical facilities of the educational institution are permanently cleaned for the attention of parents and the general public.	1	2	3	4	5
03	The physical facilities of the educational institution are proportional or sufficient to the amount of general public that is served.	1	2	3	4	5
04	The educational institution has sufficient technological equipment so that the staff can carry out their work of attention to parents and the public in general.	1	2	3	4	5
05	The educational institution has state-of-the-art technological equipment to prioritize administrative tasks of attention to parents and the public in general.	1	2	3	4	5
06	The ability of the software for assessing the academic performance of students satisfies the information needs required by the educational institution.	1	2	3	4	5

07	The teaching and administrative staff of the educational institution present presentable to their work center giving a good image to the service they provide.	1	2	3	4	5
08	The presentation of the staff of the educational institution corresponds to the task carried out.	1	2	3	4	5
09	In the educational institution, we have the adequate means of communication for optimal work performance.	1	2	3	4	5
10	In the educational institution, the media allow the smooth development of daily tasks.	1	2	3	4	5
11	The teaching and administrative staff of the educational institution are prepared to solve the problems that arise.	1	2	3	4	5
12	The educational institution complies with what was promised to each parent in relation to their requirements and needs.	1	2	3	4	5
13	The attention to the parents of family and general public is made in the time promised by the educational institution.	1	2	3	4	5
14	The teaching and administrative staff do not show flaws in the process of attention to parents and the public in general.	1	2	3	4	5
15	The teaching and administrative staff of the educational institution acts quickly in an unexpected situation.	1	2	3	4	5
16	The teaching and administrative staff perform a fast and timely attention to parents and the public in general.	1	2	3	4	5
17	The educational and administrative staff of the educational institution meet the expectations of customers in an ongoing manner.	1	2	3	4	5
18	The teaching and administrative staff of the educational institution always transfer confidence to parents and the general public in each care.	1	2	3	4	5
19	The teaching and administrative staff of the educational institution are very competent and they show it to parents and the public in general.	1	2	3	4	5
20	The teaching and administrative staff of the educational institution personalize their attention with parents and the general public.	1	2	3	4	5
21	The hours of attention are appropriate for parents and the public in general.	1	2	3	4	5
22	Concern for guiding parents and the public in general.	1	2	3	4	5
23	The teaching and administrative staff of the educational institution is concerned with guiding parents and the public in general.	1	2	3	4	5
24	Understanding and patience for the needs of parents and the public in general.	1	2	3	4	5
25	The teaching and administrative staff of the educational institution understands the specific needs of parents and the public in general and prioritizes them in their attention.	1	2	3	4	5

Thank you very much for your help