Model Of Predictors, Knowledge Management In The Development Of Teaching Skills, Peru

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Abstract

Knowledge management, learning methods, academic performance. In times of the second pandemic outbreak, the influence of knowledge management in the area of communication on the development of teaching competencies at the Julcán-2021 Educational Institution was determined. La Libertad, Peru. The study corresponds to a non-experimental, descriptive correlational causal design. A population equal to the sample of 73 teachers was reported, chosen by means of a non-probabilistic, intentional and directed sample selection. The information collection instrument was the survey to determine the

levels of knowledge management in teachers by (Velásquez, 2018), which evaluates the dimensions: Organizational culture, internal communication, competency development and planning. To measure the levels of teaching competencies elaborated by (Rivilla et al. 2013), which evaluates the dimensions: methodological, social, personal and technical. For the association, the Rho Spearman coefficient was used and for the effect the linear regression, registering: knowledge management and its dimensions, significantly ($p<0.01$) influence teaching competencies ($r= 0.935$, $r2 = 87.4\%$; $r=0, 761$, $r2 = 57.9\%$; $r=0.754$, $r2 = 56.8\%$; $r=0.849$, $r2 = 72.1\%$; $r= 0.706$, $r2 = 49.8\%$). In conclusion, the predictive model of knowledge management has an 87.4% influence on teaching competencies. Knowledge management and its elements should be stimulated to increase teaching competencies in the Julcán-2021 educational institution.

Keywords**:** Knowledge management; Communication; Teacher effectiveness; Student evaluation; Teacher qualifications; Pandemics.

1. Introduction

In recent years, the OECD's Programme for International Student Assessment (PISA) has been designed to assess and know how far students are able to acquire knowledge and skills at the end of their basic education that allows them to function in the knowledge society. This test is administered every three years for 15-year-old students; Peru has participated in PISA 2000, 2009, 2012, 2015, 2018 respectively, where it participated voluntarily in three areas of knowledge and competence: reading, mathematics and science.

Knowledge is a concept that over time has become more relevant in organizations (Araya et al. , 20 19), along the same lines, knowledge management strengthens educational organizations (Nonaka & Takeuchi, 1999). In this sense, the learning management system favors distance education (Bervell & Arkorful, 2020); in the same way, the information society is the great challenge of education, to transform that large amount of information into personal knowledge to function effectively in life (Jerí, 2008). Likewise, the growing importance of knowledge, research and innovation is changing the social role of universities in the globalized world (Rodríguez Ponce et al., 2013). It is endorsed that through knowledge management, teachers improved their performance through training and academic strategies (Tus et al., 2020)

The evaluation processes of students are articulated with teaching and learning (Rivas, 20 15); in this sense, Estrada, (2022) affirms that the teaching effort is the axis that mobilizes the training process within the formal education system . Similarly, knowledge management favors learning strategies through virtual objects that allow greater

interaction and assimilation of content (Arango et al. , 20 15); in this sense, consider the development of a teacher evaluation model, which integrates new way of evaluating, from the perspective of teacher reflection and improvement of their performance (Gálvez & Milla, 2018). This evidence confirms that knowledge management favors technological support in learning and teaching performance (Rodríguez Gómez, 2006).

In the knowledge society, it is to instruct teaching practices focused on innovative methodologies that contribute to the development of competences (De León, 2013); in this sense, the need to formalize a knowledge management model for educational organizations, which support the substantive functions of teaching, research, extension and social projection (Esquivel et al. , 20(17); Similarly, it is specified that the use of ICTs in knowledge management activities is becoming widespread in organizations of all types and sizes, specifically according to the capacity of each organization (Villafuerte & Leiva, 2015). This evidence confirms thatthe establishment of a culture of knowledge management in teaching performance has positive effects on the creation, exchange and application of knowledge (Girard & Girard, 2015).

With the objective of promoting community learning, which links stakeholders: students, teaching and research staff, who are knowledge workers as well as employees in a company (Almudallal et al. , 20(16); In the same line, knowledge is translated into actions and practices, various difficulties present in the organizational context are resolved, which generates greater learning (Cheng, 2015). In this sense, knowledge transfer is an important factor in knowledge management (Carneiro et al. , 2017).

Therefore, knowledge management is more than a process of accumulation of information, since the most important objective is to create new knowledge that provides value and sources of competitive advantages (Giraldo & Montoya et al., 2015). That is the reason why the development of competences is indispensable in learning (Perrenoud, 2008); in this sense, educational institutions encourage innovation, and pedagogical and methodological changes are generated, embodied in documents, standards, practices, repositories, etc. (Tumtuma et al., 2015), It is endorsed that the skills required in the productive sector, which allows to increase the correlation between the capacities of people and organizational performance, through the use of information and communication technologies (Ortiz et al., 2016).

From this perspective, the knowledge produced within educational organizations must be shared, properly managed, which is constituted as an intangible asset generating competitive advantages (Asma &

Abdellatif, 2016); In the same line, educational institutions in their interaction with the community, create new knowledge and new technologies that provide a store of knowledge and skills that society can take advantage of, in the education-knowledge relationship. (Upadhyaya & Pillai, 2016). In this sense, consider the identification of factors necessary for the construction of knowledge management models in education, strengthening web pages, online platforms and the use of software (García-Álvarez et al. , 2018). This evidence confirms that knowledge management facilitates the resolution of educational problems in today's globalized economy (Correa-Diaz et al., 2019)

In Peru, it ranks 64th out of 77 countries in the Program for International Student Assessment (PISA, 2018). The country has established a consensus course for educational policy, expressed in the National Education Project. There is a need to reassess the teaching profession, not only through labor measures, but mainly by rethinking the teaching project. A new teaching is required, functional to an education and a school transformed into spaces for learning democratic values, respect and intercultural coexistence, critical and creative relationship with knowledge and science, promotion of entrepreneurship and a citizenship based on rights. To generate lasting changes in the identity, knowledge and practice of the teaching profession, we have to achieve cohesion around a new vision of teaching that engages teachers in a leading way (Minedu, 2016).

In the La Libertad region in times of pandemic, they are accelerating the beginning of change, since virtual education is implemented at different levels of education, testing the development of the ability to share information, experience and knowledge, between teachers and students; That is why knowledge management in educational institutions contributes to strengthening the development of teachers' skills. As for our local environment, it has been observed that some teachers have little disciplinary mastery of the area of communication, the management of methodological teaching strategies where it is believed that students must learn to transcribe, read to decode without understanding what is read, complete questionnaires of questions at the literal level that is the most basic losing the opportunity to work questions of the inferential level and criteria for a true understanding of texts and as a consequence of all this is reflected in the results of the census evaluations of students in primary and secondary regular basic education.

In this sense, the evaluation kits, some student competitions show that the area of communication is only for students to repeat knowledge, very distant from the National Curriculum of Basic Education, whose purpose of the area is to develop communicative

skills in students whose learning that is promoted contribute to understanding the globalized world, making decisions and all this framed in an ethical action in different areas of life. That is why it is important that the profile of the teacher has skills that integrate everything that is needed for their work; knowledge, skills and attitudes and that an effective learning environment is generated. On the other hand, the development of this research contributes to the following contributions; Theoretically, a set of information will be organized and systematized, theoretically linked to the variables to be studied.

In practical terms, empirical evidence will be provided after the results obtained in this survey, which can be used for research and/or development of alternative solutions. Methodologically, it will allow us to make available to the community two academic evaluation tests, one for knowledge management and another for the development of competences. And in the scientific aspect, it allows us to know the interest in renewal and updating and ability to simplify technological and procedural aspects so that the student can focus on the exclusive coach to constantly strengthen and maintain research and a teacher survey to discover and understand the different problems that may arise during the teaching and learning process, as in its specific area of training and knowledge as well as in the field of management and academic organization.

Considering as a general problem: How does knowledge management in the area of communication influence the development of teaching competencies of Julcán, 2021? As a general objective: To determine to what extent the management of knowledge in the area of communication influences the development of teaching competencies of Julcán, 2021. And as a hypothesis, the knowledge management of the communication area positively influences the development of teaching competencies of Julcán, 2021.

2. Methodology

The research of quantitative approach, with explanatory scope of non-experimental, cross-sectional, descriptive causal correlational design. Being the population made up of 75 teachers of the Julcán- 2021 educational institution. The sample chosen through the intentional non-probabilistic sampling of 68 teachers of the population, from lto I.E Julcán. With inclusion criteria, teachers who have consistently attended their work and have accepted their voluntary participation in said research are considered. Likewise, the exclusion criteria, the teacher, for personal reasons, is retired, the teacher has had absences, and the teacher has been replaced during the first quarter.

Data collection techniques:

The technique to collect and store data was the survey from the application of the instrument with questionnaire, using the technical sheet to measure the levels of knowledge management developed by (Velásquez, 2018) that evaluates the dimensions: Dimension 1: Organizational culture of 05 items', Dimension 2: Internal culture of 05 items', Dimension 3: Development of competencies of 05 items', Dimension 4: Planning of 05 items', being a total of 2 0 items, with 5 answer options Never=1, Almost never = 2, Sometimes =3 , Almost always =4 and Always =5. Likewise, the instrument was applied to a pilot sample, with whose data the validity was performed with confirmatory factor analysis with KMO of adaptation to sampling = **0.803** and following. < 0.01 with **6**0.27**%** accumulated of the total variance explained by nine components with average values of homogeneity: Organizational culture **'0.629'**, Internal culture **'0.726'**, Skills development **'0. 654'**, Planning **'0.691'**, continuing with the calculation of reliability with alpha Cronbach of $\alpha_{\text{Knowledge management}}$ = **0.862**, with $\alpha_{\text{Organizational}}$ culture = **0.835**, $\alpha_{\text{Internal culture}}$ = **0.848,** $\alpha_{\text{Skills development}}$ = **0.846**, α_{Planning} = **0.848.** Which are considered statistically significant reliability.

For the second instrument Teaching competences with the questionnaire, using the technical sheet to measure the levels of teaching competences prepared by (Rivilla et al. 2013), which evaluates the dimensions: Dimension 1: Methodological of 0 5 items', Dimension 2: Social of 5 items', Dimension 3: Staff of 5 items', Dimension 4: Technique of 05 items'. Being a total of 20 items, with 5 answer options Nunca = 1, Almost never = 2, Sometimes = 3, Almost always = 4 and always = 5. Likewise, the instrument was applied to a pilot sample, with whose data the validity was carried out with confirmatory factor analysis with KMO of adaptation to sampling = **0.780** and sig. < 0.01 with 58.382**%** accumulated of the total variance explained by three components with average values of homogeneity: Methodology '0.689', Social **'0. 759', Personal** '0.6**17**', Technique **'0.589', continuing** with the calculation of reliability with alpha Cronbach of α Teaching competences = 0.863, with α Methodology = 0.84**5**, Social α = 0.8**44**, Personal α = **0.844,** α Technical = **0.847.** Which are considered statistically significant reliability. In this sense (Pérez-Gil et al., 2000) he performed confirmatory factor analysis to demonstrate the validity of the factorial structure previously obtained with exploratory factor analysis to obtain evidence of validity.

The information of the same students was collected via form on knowledge management and teaching performance, in the same way, the respective answers were received in the Excel database. Ifit had

the acceptance and authorization of the director of the I.E Julcán, also the teachers were informed about the reasons for the evaluation and the voluntary nature of their participation in the research and the confidentiality of the answers. Before the implementation of the survey, teachers were guided how to make the answer by executing the corresponding link. (Agustin Mawarni et al., 2020).

Data were entered into the SPSS v. 25 program, validity analysis was performed with confirmatory factor analysis and reliability with Cronbach's alpha; the descriptive part with prescription of levels and analysis of frequencies and percentages of variables and subvariants; the normality test was executed, identifying that the variables with their dimensions detect a non-parametric distribution (some sig. <0.05), therefore the Rho Spearman statistical test for measuring correlations with significance ($p<0.05$) was applied in the inferential part; To measure the impact of the use of knowledge management on academic effectiveness, linear regression was used.

3. Results

Table 1. Levels, variables and dimensions of knowledge management.

Dimensions	Organizational Culture		Internal communication		Skills development		Planning		Knowledge management	
Levels	f	%	f	%	f	%	f	%	f	%
Deficient	1	1,5	3	4,5	0	00,0	0	00,0	0	0,00
Regular	7	10,3	0	00,0	5	7,4	0	00,0	1	1,5
Well	34	50,0	46	67,6	44	64,7	42	61,8	33	48,5
Very good	26	38,2	19	27,9	19	27,9	26	38,2	34	50,0
Total	68	100,0	68	100,0	68	100,0	68	100,0	68	100,0

In Table 1, teachers are located with greater supremacy in a good level in internal communication dimension with (67.6%, 46), followed by the very good level in knowledge management variable with (50.0%, 34), after the regular level in the organizational culture dimension with (10.3%, 7). Finally, it was evidenced in the deficient level in the internal communication dimension with (4.5%, 3).

Table 2.Levels, variables and dimensions of teaching competencies

Dimensions/Variable	Methodology		Social		Personal		Technical		Teaching skills	
Levels	f	%	f	%	f	%	f	%		
Deficient	2	4,4	1	1,5	0	0,00	0	0,00	0	0,00
Regular	0	00,0	2	2,9	11	16,2	11	16,2	0	0,00

Well	42	61,8	45	66,2	42	61,8	57	83,8	41	60,3
Very good	23	33,8	20	29,4	15	22,0	0	0,00	27	39,7
Total	68	100%	68	100%	68	100%	68	100%	68	100%

In table 2, teachers are located with greater hegemony in a good level in technical dimension with (83.8%, 57), followed by a very good level in variable teaching skills with (39.7%, 27), then in the regular level in personal dimension with (16.2%, 11). Finally, it was evidenced at the deficient level in the methodological dimension with (4.4%, 2).

Table 3.Relationship between knowledge management and teaching skills.

Rho Spearman Correlation	Methodology	Social	Personal	Technical	Teaching skills
knowledge management	798**	770**	770**	770**	923**
Sig. (bilateral)	000	000	000	000	,000

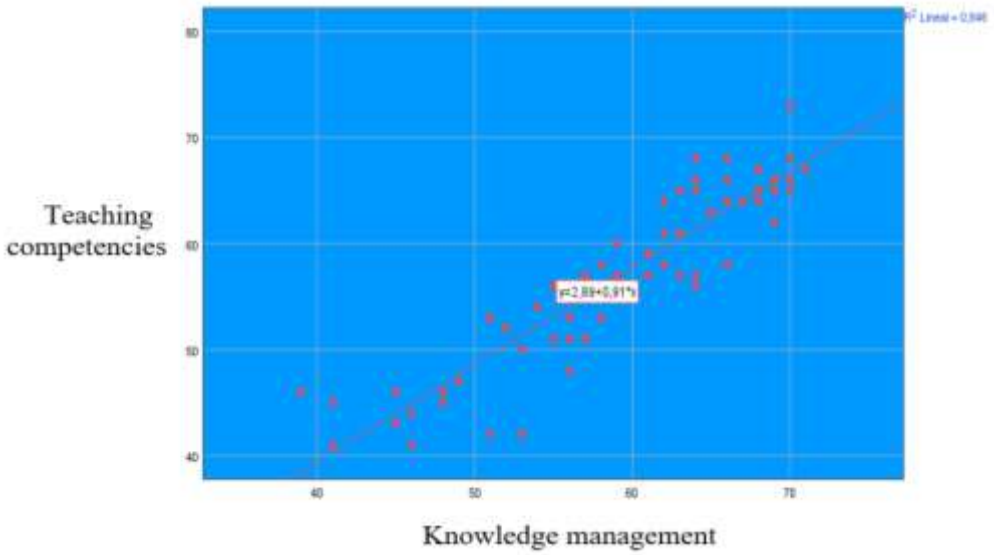
Table 3 shows the existence of a highly significant relationship between knowledge management with teaching competencies and its methodological, social, personal and technical dimensions with the values (r = 0.923**; r= 0.770**; r=0.770*; r=0.770**; r=0.798**; ∀ <0.01).

Table 4. Knowledge management predictors and subvariables in teacher competencies.

Model	R	R square	Adjusted R square	Standard error of estimate
Knowledge management/Teaching skills	,920[a]	,846	,843	3,243
Knowledge Management/Methodology	,743[a]	,552	,545	1,716
Knowledge Management/Social	,704[a]	,496	,488	1,750
Knowledge Management/Personal	,812[a]	,659	,654	1,656
Knowledge Management/Technical	,690[a]	,476	,468	1,736

In Table 4, Knowledge Management significantly influences teaching skills, in the methodology, social, personal and technical subvariables, whose values are (r^2= 84,6%; r^2= 55,2%; r^2= 49,6%; r^2= 65,9%; r^2= 47,6%; ∀ p < 0.01).

Fig. 1 Graph of the model, predictors of knowledge management in teaching competencies



In general terms, what is analyzed by means of a regression is how the mean of Y changes when the values of X change. In this sense, the equation of the line is as follows:

$$Y = 2,89 + 0,91\ X$$

4. Discussion

The results regarding knowledge management, teachers are located with greater supremacy in the good level in internal communication dimension with (67.6%, 46), followed by a very good level in knowledge management variable with (50, 0%, 34), after a regular level in organizational culture dimension with (10.3%, 7). Finally, it was evidenced in a deficient level in internal communication dimension with (4.5%, 3). It coincides with Chuquimia (2020), who points out educational quality is linked to knowledge management, from perspective of meaningful learning and teaching skills.

Regarding teaching skills, are located with greater hegemony in a good level in technical dimension with (83.8%, 57), followed by a very good level in variable teaching skills with (39.7%, 27), then in a regular level in personal dimension with (16.2%, 11). Finally, it was evidenced a deficient level in methodological dimension with (4.4%, 2). These results coincide with those found by Valle et al. (2019), who points out the best performance achieved by teachers is reflected in students who manage their own knowledge, learn to systematize information and share it. In this sense, the study is relevant to the subject and use of technologies by their teaching skills and students that promote the development of cognitive skills activities, according to academic training (Alsuraihi et al., 2016).

A highly significant relationship was found between Knowledge Management, organizational culture, internal communication, skills development and planning with teaching skills and their methodology, social, personal and technical dimensions with values (r = 0.923**, p <0.01 high positive relationship; r= 0.770**, p <0.01 high positive relationship; r=0.770*, p <0.01 high positive relationship; r=0.770**, p <0.01 high positive relationship; r=0.798**, p < 0.01 high positive relationship). These results are similar to those found by Ramos, (2018), who also found a high relationship (Rho = .712, p =.000 < 0.05), according to the background, since there are several attributes to describe the profile of a teacher, content knowledge and communication skills remain outstanding.

Knowledge management, organizational culture, internal communication, skills development and planning significantly favor teaching skills and their methodology, social, personal and technical dimensions whose values (r2= 84.6%; r2= 55.2%; r2 = 49.6%; r2= 65.9%; r2= 47.6%; V p < 0.01). Supported by previous appreciations, it is confirmed there is a significant multiple linear regression for any level of significance; that is to say, the final model given where it is explained that 57% of the variability of knowledge management of teachers in the Northern Peruvian Union (Requena, 2017). These results converge with Muro, (2018), who points out the effectiveness of knowledge management transforms and is manifested in their academic performance.

In Peru, it is endorsed in the study a high relationship between knowledge management and teaching competencies was determined in Julcán 2022. This high relationship converges with that found by Gutiérrez, 2019), who points out knowledge management strengthens development teacher's staff, and is projected with their knowledge and pedagogical skills. Finally, these evidences are supported by results that there is a high correlation coefficient of 0.819 and impact of knowledge management on academic effectiveness, which shows a direct and significant link. Additionally, students consider that their performance has improved due to the knowledge acquired and as a result, almost 95% of students have been evaluated between good and excellent (Álvarez et al., 2021).

5. Conclusions

Knowledge management represents best practices in current organizations, which have the role of being change managers for creation, dissemination, learning and innovation. The foregoing justifies the investment in platforms, software and infrastructures allow establishment of networks to share and renew knowledge.

Regarding knowledge management, in general, teachers are at a good level in internal communication dimension, followed by a very good level in knowledge management variable, after a regular level in organizational culture dimension. Finally, a deficient level was evidenced in internal communication dimension. It is concluded teachers should strengthen internal communication through advice, tutorials and training to increase communication, motivation and teamwork. Regarding teaching skills, are located with greater hegemony in agood level in technical dimension, followed by a very good level in variable teaching skills, then in a regular level in personal dimension. Finally, it was evidenced a deficient level in methodological dimension. It is concluded personal and methodological dimensions should be strengthened, through training for teaching staff in soft skills, teaching-learning methods and information and communication technologies. A highly significant relationship was found between knowledge management, organizational culture, internal communication, skills development, and planning with teaching skills and their methodological, social, personal, and technical dimensions. It is concluded that by increasing knowledge management, teaching skills of the province of Julcán also increase, considering orientation of systematizing information, managing their own knowledge and transmitting it for their respective learning. Knowledge management, organizational culture, internal communication, skills development and planning significantly favor teaching skills and their methodology, social, personal and technical dimensions. It is concluded present investigation allows a pedagogical contribution to be made with the influence of knowledge management in development of teaching skills for continuous improvement with an explanation of 84.6% of the influence of knowledge management on teaching skills.

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