Social Management Of Knowledge Through Teaching As A Strategy Of Social Construction

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ABSTRACT
The research focuses its study on the analysis of the perception of teachers regarding the good practices of University Social Responsibility in the social management of knowledge axis. The research is approached from a quantitative approach of descriptive type, starting in its initial phase from the theoretical review of the variables university social responsibility and social management of knowledge, then the field work is performed using the survey aligned to the design of the Likert scale as an instrument for collecting information from teachers as the population under study. The results point to the social management of knowledge in teachers in a positive way in the research processes by having lines aimed at economic, social and environmental development, being carried out in an interdisciplinary manner and covering multidimensional problems, however, it is necessary to promote the realization of research aimed at topics that involve the needs of vulnerable groups.

Keywords: University; social management; teachers; education; knowledge.

1. INTRODUCCIÓN

One of the substantive functions of higher education is knowledge management, which fulfills the role of a social mission based on which knowledge is disseminated, contributing to the productive, social and cultural development of collectives. The main objective of this substantive axis is the creation, modeling, dissemination and transfer of knowledge as an organized source that allows the exercise of processes, while increasing the competitiveness of Higher Education Institutions (HEI) in the environment in which they operate.

Similarly, when we speak of social management of knowledge applied to the university environment, it allows students in training to put into practice the knowledge acquired, fulfilling their socially responsible role in the environment through the formulation and implementation of projects whose focus is the community, satisfying specific needs of the groups of influence and giving solvency to the mission objectives of HEIs, which are articulated to the social, cultural, economic and scientific components. These projects or programs should be directed towards satisfying the needs of society, incorporating responsibility, ethics and respect as transversal elements in the integral formation of students (Montoya, et al., 2018).
According to Zapata (2017), the social management of knowledge is conceived as a strategy that responds to the relevance of universities in the contemporary context in the generation of responses to the demands of society, which serves for individuals of all populations to generate and transfer solutions to real needs, through the construction of collective projects based on ancestral knowledge and cultural interaction of the academy. For his part, Mendieeta, et al. (2018) establishes that the social management of knowledge is circumscribed in a new conceptualization that addresses the relevance of theoretical and scientific knowledge, reconvert the transfer of this into social knowledge, as a result of the praxeological transformation of the human being, as a subject of knowledge in higher education.

Reflecting on the transcendence of knowledge as a fundamental element for the construction of social capital and collective sustainability, Aponte and Vásquez (2020) affirm that by collectivizing training it is possible to develop and transform the cognitive bases of society, to the extent that these acquire competencies to adapt to changes in their environment, while increasing their sense of belonging, commitment and trust with the community to which they belong, consolidating their interpersonal ties. This is precisely what promotes the sustainable development that is so necessary in today’s knowledge and information society. From the organizational field, Saldarriaga (2013) highlights the relationship between knowledge management and human resource management, since it is necessary that learning incorporates labor, social, human rights and environmental aspects, as part of the strategic direction and catalyst of the demands of society.

Under this perspective, University Social Responsibility (USR) correlates with the social management of knowledge as it is a model, which as argued by Barrios, et al, (2017) this has encouraged many HEIs to consider it as a significant and integral line of action, which allows it to be incorporated into the function of the organization in which all the actors of its structure feel motivated to participate voluntarily, exposing idea with environmental and social sense openly and pedagogically, in such a way that they are appreciated and evaluated in order to apply them to the context of the academy.

In this sense, Pelekais and Aguirre (2010) establish that universities, far from being businesses, are organizations that generate impacts on the people who work in the society in which they operate, while responding ethically and intelligently, so that these impacts are as positive as possible. From this point of view, the USR requires the articulation of the constituent elements of the university, from a holistic conception, for the development of projects based on ethics, social equity and sustainability, facilitating the transfer of knowledge to responsible citizens and future professionals.

Gaete (2015) conceives that the adoption of the USR should respond to the demands of today's society for changes in the way universities function, leaving the endogamic model that concentrates most of its interests in the benefit of the university community, and extending them to all those actors of society that influence or are influenced by the institutional mission of the same. The demands of today’s society, merit an effort in the articulation of USR practices, whose purpose is the combination of strategies applicable to the present reality and contexts, divergent and changing, generally characterized by its conformation with multiple actors, affected by scourges such as social inequality, exclusion and poverty (López, 2014).
Yenney and Basantes (2022) consider USR as a fundamental axis for social development, oriented to sustainability and inclusion, and in environments where the impact of the academy and the organization are combined to promote, generate and transmit knowledge to improve the living conditions of today's globalized society. In turn, Vallaeys (2014) mentions the risk society, when he states that, although the USR is not comfortable, since its approach is the self-critical conception of institutionality, it is the most suitable alternative for the academy to be rooted relevantly and legitimately to the bases that allow to face the crises of scientific knowledge.

From the perspective of Happiness Management exposed by López, et al., 2(020) the RSU has two applications; on the one hand, it is related to the offer of a social, strategic and integral vision of the university and on the other hand, as an engine of knowledge and technology transfer, whose orientation is the generation of values of social and environmental responsibility.

For their part, Gaete and Alvarez (2019) mention the sub-axes that make up the social management of knowledge with regard to Social Responsibility within the Latin American university environment, which are: the promotion of interdisciplinarity and transdisciplinarity, the integration of external actors of society in the design and implementation of research lines, the dissemination and transfer of knowledge that is socially useful and aimed at the less favored audiences, and finally, the promotion of research on issues related to social development.

The actions of HEIs in relation to USR should start from plans, programs, innovation, the use of technological tools and research bases that allow a change, from the adaptation of its ethos from within, all oriented to knowledge management and the implementation of all these components in the fulfillment of its functions. However, the responsibility is not only of the university, but all other social agents that are part of the common spectrum of the institution, must fulfill their socially responsible role in the fulfillment of the Sustainable Development Goals (SDGs) (González, 2022).

Finally, it is possible to agree with the premise of Londoño (2013) who states that the social management of knowledge is one of the differential aspects between CSR and USR, since this component highlights the role of education in the generation of social contributions, in which, in addition to training socially responsible professionals, they must produce knowledge for the collective good, as well as in social, scientific and technological transformation and innovation.

2. METHODOLOGICAL DESIGN
The research is approached through a quantitative approach of descriptive type, starting with the theoretical review on the topic of study, then the field work is conducted using the survey aligned to the Likert scale design as an instrument for collecting information to teachers of the public accounting program of the UFPSO as the population under study, as shown in the following table 1.
Table 1. Sample selection.

<table>
<thead>
<tr>
<th>Target population</th>
<th>Number of persons</th>
<th>Formula</th>
<th>Optimum sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>58</td>
<td>$n = \frac{N(p \times q)(Z)^2}{(N - 1)E^2 + [(Z)^2 \times p \times q]}$</td>
<td>50</td>
</tr>
</tbody>
</table>

Note: Own elaboration.

The information collected was analyzed by means of graphical representations, then with the use of SPSS statistical software a percentage analysis and the arithmetic mean of the variables knowledge development, consolidation of interdisciplinarity, relationship with external agents at social level and dissemination and consolidation of knowledge was performed. Based on these findings, the analysis of the perception of teachers regarding the good practices of University Social Responsibility in the social management of knowledge axis was made known.

3. RESULTS

The social management of knowledge is framed in the construction and dissemination of knowledge as the basis of university social responsibility. Thus, the purpose of the study is to analyze the perception of teachers regarding the good practices of University Social Responsibility in the social management of knowledge axis of the Public Accounting Program of the Universidad Francisco de Paula Santander Ocaña Colombia. This section presents the results obtained.

Figure 1. Characterization of the teaching staff.
Note: Prepared by the authors based on the USR surveys conducted among teachers of the Public Accounting program.

To contextualize the analysis, the figure shows the characterization of teachers, where interdisciplinarity is described, with a predominance of the profession of public accountant with 60%, followed by the profile of systems engineers with 12%, business administrators with 10%, economists with 8% and lawyers with 6%. Likewise, the Public Accounting program is dominated by female teachers (68%) and male teachers (32%). It should be noted that the level of education is one of the most representative characteristics of the teaching staff, representing 93.9% at the graduate level and only 6.1% as professionals, also the years of service play a very important role because it transcends in experience and capabilities of teachers in knowledge management (Figure 1).

Figure 2. Research lines of the program aimed at social, economic and environmental development.

Note: Prepared by the authors based on the USR surveys conducted with professors of the Public Accounting program.

Currently, research is emerging as one of the most efficient mechanisms to study the problems of the communities in which the program intends to generate a positive impact, this tool should be promoted so that the different strata of the academic family of the UFPSO become a critical actor, setting precedents for future research and providing possible solutions to the regional and national reality.

For this reason, when the professors were questioned about their perception of the program's lines of research in terms of their relationship with economic, social and environmental
development, 96% agreed partially or totally that these aspects are immersed, compared to 2% who were not in favor or against and another 2% who did not agree (Figure 2).

Figure 3. Interdisciplinary research and approach to multidimensional problems by the program.

Note: Prepared by the authors based on the USR surveys conducted with professors of the Public Accounting program.

The interrelation of different disciplines in the development of research is a strategy that allows observing social problems from different perspectives. In this sense, psychological, environmental, economic, legal and social factors must be grouped together in order to find the right solutions. Therefore, the program's commitment to society and its implementation of USR policies starts with research, which, when promoted and included by teachers in the classroom, favors student education beyond the walls of the institution.

Considering the above, when teachers were questioned about the interdisciplinary nature of research and the treatment of multidimensional problems within the program, 60% were in total agreement and this position was supported by 34% who simply agreed, in contrast to 6% who were neutral with this statement. For this reason, actions should be promoted that relate and commit teachers even more to the research guidelines stipulated by the program and UFPSO (Figure 3).
Figure 4. Creation of alliances with external actors for the development of new lines of research.

Note: Own elaboration based on the USR surveys carried out with professors of the Public Accounting program.

The role of the institution in the research activity cannot be defined only by the institution, since there are an infinite number of social problems that must be solved and that in many occasions are beyond the sphere of influence of the program, that is why it is important to seek support from other public and/or private institutions that contribute to the definition of the lines of research in order to adapt them to the current context of the environment.

In this sense, when discussing the subject with the participating teachers, 84% agreed that the program creates alliances with external actors in order to facilitate the creation of the different lines of research and implement them according to the real needs of society. On the other hand, 12% of the teachers did not express a position in favor or against this statement and 4% disagreed, so it is necessary to work on strengthening communication between teachers and the institution so that this type of actions achieve greater visibility and their importance is noted (Figure 4).
Figure 5. Treatment of the issues of displacement, poverty, social exclusion and migration in the research processes of the program.

Note: Prepared by the authors based on the USR surveys conducted with teachers of the Public Accounting program.

In order to contribute significantly to the actors of all characteristics and conditions, the institutions that present themselves as socially responsible referents must develop actions and strategies that facilitate a research procedure that has a positive impact on each of the groups of influence.

During the study conducted, it could be seen that for 78% of the participants, the program makes visible its commitment to ensure that the research conducted is in accordance with problems such as forced displacement, poverty, social exclusion and increasing migration, since these are factors that not only affect the local but also the national level. Moreover, it is of vital importance that it is perceived by teachers and transmitted to students. In contrast to this statement, actions should be taken to change the perception of the 18% of teachers who were neutral and the 4% who disagreed on the relevance of university research to the aforementioned issues (Figure 5).
Figure 6. Promotion of an innovative curriculum that incorporates research results and case studies by the program.

Note: Prepared by the authors based on the USR surveys conducted with teachers of the Public Accounting program.

In accordance with the research policies of the program, students and teachers should be encouraged to participate in the research groups of the different academic programs from the creation of a relevant and innovative curriculum. When this is done in this way, teachers can include research in their pedagogical practices and activate in students the critical-scientific thinking that turns them into agents of social change, fundamental for the development of the regions.

In this sense, the perception of teachers regarding the program's promotion of an innovative curriculum in which research results and analysis of real cases are incorporated was favorable, since 94% agreed partially or totally with this statement, compared to only 6% who did not reflect their position in favor. Based on this, teachers should stimulate pedagogical strategies in the classroom that include the treatment of case studies and the development of a curriculum that is in line with the expectations of the groups of influence (Figure 6).

The following figure shows the results issued by the teachers regarding the Social management of knowledge axis, taking as a reference the statistical analysis through the arithmetic mean.
In the premises concerning the social management of knowledge in teachers, it presents a favorable position in relation to research management, there are lines of research directed to economic, social and environmental development and an innovative curriculum is promoted with an average of 4.6, followed by an average of 4.5 where it is observed that research is carried out in an interdisciplinary manner, however, it should strive for the conduct of research on topics that involve the needs of vulnerable groups (Figure 7).

Then reference is made to Laguado, et al. (2020) who agree on the fact that the university must create a link with the region within which it is thought not in a unilateral way but as a process of recognition of academic, social, cultural, economic and political factors. Indicating that subsequently, the alma mater must work tirelessly in the formulation of alternatives that allow understanding and transforming social processes from the particular to the general.

4. CONCLUSIONS
Higher education institutions, through the promotion of knowledge management, demonstrate their responsible social commitment by integrating the university with its stakeholders through the construction of social awareness, knowledge transfer, strengthening research based on interdisciplinary projects, with innovative models of training, teaching and research. The way in which the university exercises the social management of knowledge is consistent with the institutional mission and vision, however, greater efforts are required to articulate the university, business, the state and science and thus respond to the construction of the demands of society and integrate into the global market seeking the welfare of its stakeholders. The findings of the research infer that in the academic program under study, the social management of knowledge in teachers occurs positively in the research processes by having lines aimed at economic, social and environmental development, however, it is necessary to promote research on topics that involve the needs of vulnerable groups.

REFERENCES


