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## **Categorical Structure of the Knowledge Agenda: A Systematic review from 2015 to 2019**

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**Abstract:** Studies of educational institutionalism warn; 1) the administration of a traditional culture and leadership as the guiding axis of the academic programs; 2) the establishment of an agenda focused on knowledge management, entrepreneurship and

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innovation; 3) the strategic alliances between universities and companies as a central axis of professional training; 4) multidisciplinary collaborative networks. Specify a model for digital entrepreneurship research. A non-experimental, cross-sectional and exploratory study was carried out with a non-probabilistic selection of indexed sources in repositories of the UNAM and UAEMEX. The specification of the model includes five explanatory hypotheses of the trajectories of dependency relationships among eight variables-beliefs, values, perceptions, knowledge, motives, attitudes, intentions and behavior. Given that the specified model pretends to anticipate entrepreneurship as a result of institutional management and knowledge management, entrepreneurship and innovation, its empirical contrastis recommended. The specification of the model establishes the differences between teachers, students and administrators with respect to the evaluation, accreditation and certification of the quality of processes and academic products, as well as anticipates scenarios of knowledge management, entrepreneurship and innovation.

**Keywords:** Higher education, educational innovation, transformational leadership model, member countries of the OECD, ICT.

### **Estructura Categorial de la Agenda del Conocimiento: Una revisión Sistemática de 2015 a 2019**

**Resumen:** Estudios de institucionalidad educativa advierten; 1) la administración de una cultura tradicional y liderazgo como eje guía de los programas académicos; 2) el establecimiento de una agenda centrada en la gestión del conocimiento, el espíritu empresarial y la innovación; 3) las alianzas estratégicas entre universidades y empresas como eje central de la formación profesional; 4) Redes colaborativas multidisciplinares. Especificar un modelo para la investigación en emprendimiento digital fue el objetivo del trabajo. Se realizó un estudio no experimental, transversal y exploratorio con una selección no probabilística de fuentes indexadas en los repositorios de la UNAM y la UAEMEX. La especificación del modelo incluye cinco hipótesis explicativas de las trayectorias de las relaciones de dependencia entre ocho variables: creencias, valores, percepciones, conocimientos, motivos, actitudes, intenciones y comportamiento. Dado que el modelo

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especificado pretende anticipar el emprendimiento como resultado de la gestión institucional y la gestión del conocimiento, el emprendimiento y la innovación, se recomienda su contraste empírico. La especificación del modelo establece las diferencias entre profesores, estudiantes y administradores con respecto a la evaluación, acreditación y certificación de la calidad de los procesos y productos académicos, así como anticipa los escenarios de gestión del conocimiento, espíritu empresarial e innovación.

**Palabras claves:** Educación superior, innovación educativa, modelo de liderazgo transformacional, países miembros de la OCDE, TIC.

The studies related to the entrepreneurship establish : 1) The synergy between Institutions of Higher Education and micro, small and medium enterprises (mipymes); 2) The establishment of knowledge networks between universities, technological institutes, research centers and industries; 3) The formation of scientific, technological and industrial agendas prior to the multidisciplinary academic exchange; 4) The framing of topics such as technoscience, nanotechnology and digital entrepreneurship ; 5) The formation of talents and leadership (Walgrave and Van Aeist , 2006) .

The purpose of this paper is to specify a model for the study of correlation trajectories among the variables reviewed in the theoretical, conceptual and empirical frameworks related to digital entrepreneurship.

Indicators of educational quality of the Organization for Economic Co-operation and Development (OECD), located in Mexico in recent spaces. This text proposes to carry out a non-experimental, transversal and exploratory study of three portals that collect and give access to scientific documents published in Spanish (DIALNET, LATINDEX, REDALYC), also called " indexed sources ", to: a ) review the theory of human capital to extract indicators of formative quality; b ) establish the hypotheses of correlation trajectories between the quality of life indicators; c ) compare the specified model with others to discuss its scope and limits; d ) propose an integral model considering the theoretical, conceptual and empirical frameworks reviewed.

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The specified model included four hypotheses, five constructs and four indicators for each of these; all relative to the trajectories of correlations between the variables.

This study, in relation to other models of leadership and using electronic devices, identified the scope and limits of the specified model as well as possible integration into future research.

An integral model for the study of digital entrepreneurship would include leadership and psychological variables around the acceptance, adoption and intensive use of Information and Communication Technologies (ICT).

## **1. Context: Higher Education Institutions in Mexico (compared to other OECD countries)**

In the first place, it is established that the education system in Mexico, at the upper level, accuses a greater presence of Higher Education Institutions (IES) of a private nature regarding public IES s. being the City of Mexico, the entity with the most private HEIs, followed by the State of Mexico and the state of Puebla. While it is the state of Veracruz, which registers the highest percentage of public HEIs, followed by Mexico City and the State of Mexico.

On the other hand, to carry out a comparison of the distribution of both public IES and private, with other countries in the Organization for Cooperation and Development Economic (OECD) structured under a scheme that favors public funding of the educational sector, above others, such as the health sector; or of balanced financing ; it is observed that Mexico is among the countries that allocate more public financing to the education sector ; However, at the same time, it is located at the same level as the Czech Republic , which allocates more economic resources to the health area. In addition, it is at a lower level than Canada, which has a balanced system of financing in education and health.

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From the above, it follows that, although Mexico is intermediate places in the lists of the OECD, if considered a type of financing in health and education. However, to include other indicators of educational quality, such as: educational innovation, research, collaboration and availability of talent or competitiveness, the country occupies a lower place with respect to Brazil, Chile, Costa Rica and Puerto Rico.

Synthetically is possible to say, considering the competitiveness indicator and talent training, HEIs both public and private, place Mexico at rates lower quality relative to other member countries of the OECD, and even the region Latin America.

## **2. Theory of Knowledge Creation**

The relationship between the State and citizens, mediated by an agenda in which education, science and technology are central issues of human development, supposes; 1) the influence of contexts, sources, audiences and devices on public opinion; 2) the establishment of symbols from which the incidence of citizens in public policies is interpreted; 3) the representation of progress indicated by strategies, discourses and styles of knowledge; 4) the intensive use of electronic devices for the diffusion of innovations; 5) Barriers to digital entrepreneurship identified in audience styles such as *stalker*, *troller* or *buller* ( McCombs and Stroud, 2014) .

That is to say that human capital is a process of educational formation that is made up of two aspects: on the one hand, there are the opportunities of academic formation generated by the State, while on the other, there are the individual (cognitive and contextual) capacities. Consequently, those who have a greater educational background and experience in the processes, will be considered talents. This is because knowledge and skills are perfected and accumulated in order to provide solutions in public management and administration (García et al., 2016).

Finally, it is emphasized that e n the case of indicators of educational quality, such as research, collaboration and innovation, not only determine the human capital, but also

to locate these in key sectors of the economy, explain the development of a country, since it is these talents who will perform the management and administration of public goods and resources, then digital entrepreneurship should not only include these drawbacks in the business model, but also identify the reasons that these Internet users have to discredit the entrepreneurial initiative or the innovative proposal.

That is, if rational choice and human capital reflect a proactive audience style that coexists with inhibiting styles of entrepreneurship and innovation, then business models should adjust to this complex dialectic, while identifying the reasons for Audiences will be possible to establish a dialogue to highlight the competitive advantages of the product or service that is intended to be carried out on the Internet, social networks or email.

### 3. Knowledge creation studies

The study of knowledge creation highlights three processes; management or codification of skill and knowledge, production or generation of scientific literature and transfer or teaching learning of theories, models, concepts, studies and applications of knowledge advances (see Table 1).

Table 1. Knowledge creation studies

<i>Year</i>	<i>Author</i>	<i>Sample</i>	<i>Instruments</i>	<i>Results</i>
1996	Salgado, et. To the,	17 employees of a shopping center in Oviedo, Spain	* Organizational Climate Scale (alpha greater than .69 for each of its ten dimensions)  * Labor Satisfaction Scale (alphas above .80 for each of its five dimensions)	Positive and significant associations between the climate dimensions and the dimensions of job satisfaction.
1998	Glisson & Hemmelgard	6000 children from Tennessee, United States	Child Behavior Checklist	The sociodemographic variables affected the organizational climate ( $\beta = -.24$ ; $p .05$ )  The climate negatively influenced the results of the service ( $\beta = -.13$ ; $p.05$ ) and positively on the quality of service ( $\beta = .12$ ; $p = .05$ ).

1999	Wallace, et. To the,	300 clerks from Victoria, Australia	* OrganizationalClimateScale	<p>The climate of conflicts and tasks correlated with the organizational culture (r respective of .31 and .34 with significance less than .010).</p> <p>Climates of conflict correlated negatively with organizational values; efficiency, effectiveness, elitism, openness, justice, opportunity, power and endogroup. The climate of cooperation correlated positively with each of the values.</p>
2000	Neal , et. To the,	525 Australian employees	<p>* OrganizationalClimateScale (alpha of .94)</p> <p>* Safety ClimateScale (alpha of .93)</p> <p>* Safety performance Scale (alpha of .90 and .93 for two dimensions, practices and procedures)</p>	<p>The organizational climate influenced the safety climate (<math>\beta = .54</math>), the safety climate on safety knowledge (<math>\beta = .58</math>), the safety knowledge on safety procedures (<math>\beta = .35</math>) and on safety. safety participation (<math>\beta = .28</math>), safety climate on safety motivation (<math>\beta = .43</math>) and safety participation (<math>\beta = .23</math>), safety motivation on safety procedures (<math>\beta = .57</math>) and on safety participation (<math>\beta = .29</math>).</p>
2002	Nystrom , et. To the,	70 hospitals in Wisconsin, Milwaukee, United States	<p>* External Orientation Scale (alpha of .71)</p> <p>* Achievement Orientation Scale (alpha of .92)</p> <p>* Risk Orientation Scale (alpha of .84)</p> <p>* Organization Slack Scale (alpha of .61)</p>	<p>The size of the organization influenced innovation (<math>\beta = .65</math>),</p>
2004	Cooper & Phillips	540 employees from Indiana, United States	* Safety ClimateScale	<p>They established significant pre-test differences between safety experiences with respect to attitude management (<math>F = 4.7, p = .01</math>), action management (<math>F = 5.83, p = .01</math>), training (<math>F = 2.66, p = .05</math>).</p> <p>They also established differences between years of work experience with respect to attitude management, level of risk, handling of actions, teamwork, training and commission (respective F of 5.37, 6.09, 2.97, 6.71, 3.85 and 2.85 with <math>p = .05</math>).</p> <p>Differences between work accidents with respect to risk, place and training (respective F of 8.51, 4.14 and 3.50 with <math>p = .05</math>).</p> <p>Finally, they found differences between the functioning of departments with respect to management, risk, actions, place and</p>

				training (respective F of 7.36, 16.40, 3.62, 3.46 and 2.83 on $p = .01$ )
2006	Castro	1491 Argentine military and civilians	* Scale of Leader Attributes (alphas greater than .70 for each of the four dimensions between the two groups surveyed)  * Scale of Organizational Culture	Significant differences between civilians and the military with respect to each of the four leadership dimensions (respective t of 2.62, 5.12, 2.20 and 11.17 with $p = .05$ ).  Culture influences leadership ( $\beta = .35$ ; $p = .05$ )
	Beautiful	25 residents of Ibaguè, Colombia	* Labor Satisfaction Scale and Maslach Burnout Inventory	The exhaustion and cynicism factor correlated negatively with job satisfaction ( $r = -.554$ , $p = .05$ and $r = -.232$ , $p = .05$ )
	Amram & Kusbramayanti	100 Indonesian employees	* Scale of Culture, Leadership, satisfaction and Work Performance	Authoritarian leadership determines job satisfaction ( $\beta = .40$ ; $p = .05$ ).
	Castro and Benatuil	432 Argentine cadets	* Leadership Styles Questionnaire	Significative differences between transformative, transactional and free leadership (respective F of 16.56, 317.53, 54.03 with significance less than .010)
2007	Mañas, et. To the,	697 workers from Oviedo, Almeria, Roviro and Tarragona, Spain	* Scale of Commitment and Organizational Satisfaction (alphas superior to .70)  * Life Satisfaction Scale  * Scale of Psychological Well-Being (alpha of .83 for each one).	Sex, job satisfaction and life are predictors of organizational commitment
2007	López, et. To the,	771 Spanish troopers	* Occupational Stress Indicator,  * Scale of Pressure Sources at Work (alpha of .69).  * Work Implication Scale (alpha of .71)  * Labor Satisfaction Scale (alpha of .92)	The intrinsic factors in the work, the psychological identification, the feeling of duty obligation and the interaction between the achievements with the identification determined the satisfaction ( $\beta = -.391$ , $F = 21.561$ , $R^2 = .165$ first model $\beta = .314$ , $F = 40,009$ , $R^2 = .33$ second model $\beta = -.229$ and $\beta = -.587$ , $F = 16.887$ , $R^2 = .337$ third model)
2009	Neighbor, et. To the,	673 volunteers from welfare institutions in Madrid, Spain	* Sociodemographic Questionnaire and Volunteering,  * Labor Satisfaction Scale (alphas higher than .60 for each of its three motivational, managerial and functional dimensions)  * Observation of Real Time of Permanence.	Job satisfaction affected the real time of permanence through intention ( $\beta = .423$ and $\beta = .288$ respectively) adjustment of 8.9; % degrees of freedom; significance of .151; GFI = .995; AGFI = .986; RMR = .055; RMSEA = .030; NFI = .978; IFI = .991; CFI = .991

2009	Velázquez and Montgomery	1309 students from Lima, Peru	* Resilience scale * Depression Inventory in Adolescence	They showed significant differences regarding self-confidence and optimism ( respective X <sup>2</sup> of 34,349 and 18,067 with significance less than .010)
2010	Yáñez, et. To the,	209 Hospital workers for the validity and 321 workers of 7 health centers to establish causal relationships	* Satisfaction Scale in Interpersonal Relationships at Work (alpha = .94)	The interpersonal relationships with the heads of area affects the labor satisfaction of the workers
2010	Molero, et. To the,	954 Spanish employees	* MultifactorLeadershipQuestionnaire	They found four dimensions of the MLQ; Transformational Leadership, Developer, Corrective and Avoider . All positively correlate (r respective of .90, .99 and .87) each other except for the avoidant factor (r respective of -.87, -.83 and -.78)
2010	Omar	208 workers from public and private companies in the downtown area of Buenos Aires, Argentina	* Transformative Leadership Scale (alpha greater than, 80) * Scale of Trust in the Supervisor (alpha greater than .80) * Labor Satisfaction Scale (alpha greater than .80)	Significant associations between leadership, confidence and job satisfaction. Gender, seniority and leadership affected satisfaction through confidence ( $\beta = -.136$ ; $\beta = .197$ ; $\beta = .421$ respectively and $\beta = .510$ for confidence, $\text{adjusted } R^2 = .447$ ; $F = 7146$ ; 7 degrees of freedom and significance less than .01)
	García, Carreón and Hernández	140 migrants	Scale of Perceptions, Norms, Values, Beliefs, Knowledge, Motives, Attitudes and Behaviors	They established eight dimensions of professional training related to perceptions as determinants of actions.
2008	Alonso	220 officials from Huelva, Spain	* Work Satisfaction Scale and Sociodemographic Data Questionnaire	He established differences between the male and female sexes ( $t = (78)2,259$ , $P = .027$ ). and significant differences between age ranges ( $F_{(2,27)} = 4,04$ , $p = .021$ ) for physical conditions and ( $F_{(2,27)} = 3,41$ , $p = .018$ )
2009	Saavedra and Vallata	288 resilient from Cuico, Chile	* Resilience scale (alpha of .96)	Differences between male and female sexes around their level of resilience ( $t = .73$ )
2011	Castro & Martins	1453 employees of South Africa	* InformationTechnologyScale	Job satisfaction was positively and significantly related to technological information factors; immediacy, transformation, diversity, growth, adjustment, welfare and climate (r

				respective of .66, .54, .68, .48, .59 and .42 with significance less than .010)
2012	Leon, et. To the,	311 Spanish workers	* Maslach Burnout Inventory * Big Five Inventory	The resilience negatively correlated with emotional exhaustion factor and factor neuroticism ( $r = -.29$ - $.49$ and $p = 0.010$ respectively) and positively with extroversion, openness, agreeableness, awareness and age ( $r$ respective .45 , .49, .35, .50 and .17 with $p = .010$ ).
2013	Pain	652 students from Arequipa, Peru	* Inventory of Resilience Sources (alpha of .83)	He demonstrated significant differences between men and women with respect to three dimensions of resilience ; Strengths, support and skills.
2014	Tejero and Fernández	274 school managers from Madrid, Spain	* Scale of Labor Satisfaction in School Management (alphas above .70 for each of the four dimensions: teaching staff, address, family and environment)	Positive associations between the factors of job satisfaction. The teacher dimension correlated with the family ( $r = .424$ , $p = .010$ ). They established the adjustment of the factor structure in each of the four subsamples of managers, primary, public and private
2011	Paris and Omar	196 health professionals from Rosario, Argentina	* Scale of Assistance Stressors (alpha greater than .70 for each of the six dimensions, disposition, overload, difficulties, relationships, dissatisfaction and justice). * Scale of Coping with the Care Stress (alphas greater than .70 for each of the four factors: maladaptation, resolution, resignation and distancing). * Subjective Well-Being Scale (alphas greater than .70 for each of its nine items) * General Satisfaction Scale (alpha of .80 for two working and life dimensions)	Satisfaction correlated negatively with stress, maladaptation and resignation ( $r = -.41$ , $r = -.31$ and $r = -.24$ with significance less than .010 respectively) In contrast, it correlated positively with resolution and distancing ( $r = .38$ yr = .23 with significance less than .05 for each). The extrinsic sources of dissatisfaction negatively determined satisfaction ( $\beta = -.40$ ; $p.010$ ). On the contrary, the hours and the intention to remain positively influenced job satisfaction ( $\beta = .40$ and $\beta = .26$ ; $p .001$ )
2012	Moreno, et. To the,	250 Latin American immigrants	* Work Satisfaction Scale (alpha of .90) * Bournout scale (alphas higher than .60 for each of its three subscales )	They established significant differences between men and women regarding the level of noise at work ( $F = 9,329$ , significance level of .003). the satisfaction of leisure, lack of stability, efficiency and professional cynicism were determinants of job satisfaction ( $\beta = 0.508$ , $R^2 = 0.248$ , $F =$

			27,416; $\beta = -.335$ ; $R^2 = 0.351$ , $F = 22.688$ ; $\beta = .286$ , $R^2 = .422$ , $F = 20,472$ , $\beta = -.192$ , $R^2 = .445$ , $F = 17,042$ in man respectively). Exhaustion, lack of stability, leisure time and strict control ( $\beta = -.550$ ; $R^2 = 0.293$ , $F = 33,809$ ; $\beta = -.248$ ; $R^2 = 0.335$ , $F = 20,871$ ; $\beta = 0.211$ ; $R^2 = .364$ ; $F = 16-080$ ; $\beta = -.187$ ; $R^2 = .391$ ; $F = 13,694$ in women respectively)	
2013	Chiang , et. To the,	53 workers from Concepción, Chile	* Scale of Superordinated Satisfaction-Supervisor (alpha greater than .60 for each of the nine dimensions: general, physical environment, forms, opportunities, relationships, remunerations and knowledge)	They established a negative and significant association between seniority and satisfaction with remuneration ( $r = -.83$ , $p = .01$ ). They also found a negative and significant relationship between satisfaction with development opportunities and achievement orientation ( $r = -.087$ ; $p = .05$ ). finally, they found that satisfaction with the form of recognition is negatively and significantly linked to customer orientation ( $r = -.094$ ; $p0$ .05)
2015	Méndoza , et. To the,	87 workers from Arancen and Picos de Arroche , Spain	* Sociodemographic Data Questionnaire, Quality and Culture Questionnaire.  * Quality Orientation Scale (alphas higher than .69 for each of its four dimensions, customer orientation, continuous improvement, suggestions and recognition),  * Work Satisfaction Scale (alpha of .89),  * Scale of Commitment to the Company (alpha of 86)  * Organizational Communication Scale (alpha of .91)	The commitment factor correlated with customer orientation, suggestions , recognition and training ( $r = .29$ , $r = .29$ , $r = .34$ and $r = .23$ all with a level of significance less than .05)
2016	López, et. To the,	57 hotel workers from Santiago de Compostela, Spain	* Scale of Psychosocial Factors (alphas greater than .70 for each of the four dimensions: influence, support, role and leadership).  * Mobbing scale (alpha of .97)  Labor satisfaction scale (alphas higher than .70 for each of the three dimensions, supervision, environment and provision)	Job satisfaction was negatively related to each and every dimension of mobbing . Only the role, leadership and support correlated positively with the three factors of job satisfaction.  The Total Number of Harassment Strategies had a direct, negative and significant influence on supervision and benefits ( $\beta = -.56$ , adjusted $R^2 = .31$ , $p = .010$ , $\beta = .63$ , adjusted $R^2 = .40$ , $p .010$ ). The Global Index of Psychological Harassment

				negatively and significantly determined the physical environment ( $\beta = .64$ , adjusted $R^2 = .41$ , $p = .010$ ).
2010	Adenike	419 students from Ottawa, Canada	* Organizational Climate and Job Satisfaction Scale	Job satisfaction was related to the organizational climate ( $r = .66$ ; $p = .010$ )
2011	Celik , et. To the,	311 residents of Sakarya, Turkey	* Organizational Trust Scale * Maslach Burnout Inventory * Interpersonal Deviance Scale * Organizational Performance Scale	Organizational trust and the 1 syndrome of overwork affected indirectly the organizational performance through interpersonal deviation. ( $\beta = -.25$ and $\beta = .29$ ; $p = .010$ )
2017	Rodríguez, et. To the,	96 workers from Maule, Chile	* Organizational Climate Question (alpha of .85) * Facet Satisfaction Questionnaire (alpha of .92) * General Satisfaction Questionnaire (alpha of .88) * Institutional Performance Evaluation Questionnaire	Job satisfaction influenced organizational performance ( $\beta = .46$ ; $p = .000$ ) and performance and productivity ( $\beta = .68$ ; $p = .000$ )
2012	Tayo and Adeyemi	78 residents of Nigeria	* Job Performance Scale * Organizational Commitment Scale	They correlated organizational commitment with work performance ( $r = .075$ ; $p = .05$ ).
2018	Anwar & Norulkamar	207 executives/paquistanies	* Transformational Leaderships Scale * Transactional Leaderships Scale * Job Performance Scale * Job Satisfaction Scale Organizational Commitment Scale	Labor commitment was positively related to leadership, performance and satisfaction ( $r$ respective of ... 105, .433, .431 and .281, $p = .05$ ). The commitment determined the work performance ( $\beta = .105$ , $p = .05$ ) and satisfaction ( $\beta = .43$ ; $p = .05$ ) Transformational and transactional leadership with work performance ( $\beta$ 0.152 and $\beta = .107$ ; $p = .05$ ), satisfaction ( $\beta = .603$ and $\beta = .305$ ; $p = .001$ ) and commitment ( $\beta = .431$ and $\beta = .281$ ; $p = .001$ ).
2019	Figuerero , et. To the,	316 nursing professionals from Valencia, Spain	* Maslach Burnout Inventory (alpha greater than .60 for each of its three dimensions: exhaustion, depersonalization and frustration) * Labor Satisfaction Scale (alpha of .71)	Satisfaction was negatively and significantly related to exhaustion ( $r = -.45$ ; $p = .01$ ) and positively to depersonalization and performance ( $r = .29$ ; $p = .01$ and $r = .23$ ; $p = .01$ respectively ). Finally, they carried out linear hierarchical regressions where they found that satisfaction determined the burnout ( $\beta = .71$ ; $R^2 = .480$ )

2010	Carreón et al.,	120 migrant workers	Occupational Health Perception Scale	Vocational training in the context of occupational health, is a direct relationship between the quality of the climate of tasks concerning prevention of accidents and diseases, indicators of subjective well-being and satisfaction on labor.
2013	Bautista et al.,	174 social workers	Scale of Organizational Culture	They established three dimensions of organizational culture in the context of training of community health. It is about commitment, dedication and innovation as preponderant factors.
2017	Carreón et al.,	300 academics, students and teachers	Scale of Organizational Intelligence	They demonstrated eight dimensions related to professional training in knowledge producing organizations. Organizational intelligence distinguishes organizations dedicated to knowledge was determined by the motivation of the leader.
2011	Carreón et al.,	104 coffee growers	Scale of Sociopolitical Reliability	They established three factors of the first order concerning all risk, uncertainty and conflict over a factor of allusive second order reliability. The risk was associated with uncertainty, evidencing a scenario of contingent demands of the environment with respect to the internal resources of the organization.
2012	Carreón et al.,	125 social workers	Labor Commitment Scale	They established eight dimensions of work commitment related to professional training and work practice, focused on the perceived efficiency capacities.
2013	García, Bustos and Carreón	Key informants	In-depth interview questionnaire	The meanings related to vocational training revolved around the learning of labor skills in contexts different from the place of origin, considering them more demanding and specialized.
2014	Carreón et al.,	300 administrative staff, teachers and students	Organization Collaboration Scale	They established four first-order factors that were used to a second-order factor in which the climate of relationships indicated organizational collaboration.
2015	García, Carreón and Bustos	Key informants	Depth Interview Questionnaire	The meanings around vocational training were limited around the category of youth as an ideal state of learning and systematization of skills and knowledge contrary to the category of old age, which

				symbolizes an instance of fatigue and annoyance.
2016	Carreón and García	Indexed sources	National repositories	The consulted literature warns that vocational training is indicated by degrees and levels of labor representations, consisting of a figurative core with respect to skills and requirements peripheral to objectives and goals.

Source: Elaboration with literature review

In the process of knowledge management, the organizational climate is essential to establish strategic alliances between universities and companies through the system of professional practices and social service (García, 2011). It is a phase in which relations and tasks climates are established that will affect innovation climates. It is a process in which the formation of human capital is oriented towards the consolidation of intangible assets.

In the knowledge production phase, the climate of tasks and relationships generates innovation climates (García, 2012). That is, academic training has been replaced by professional training and this will be replaced by job training. Human capital has become intellectual capital due to the specification of functions and the skills and knowledge that this implies.

In the third round corresponding to the transfer of knowledge, the cycle of teaching and learning of knowledge, skills and abilities are combined with work experiences, considering the objectives, tasks and achievements efficient, effective and effective for knowledge-creating organizations (García, 2015).

#### 4. Specification of the innovative entrepreneurship model

The model includes five hypotheses of correlation trajectories among the variables used by the state of knowledge to explain 1) the establishment of an educational, scientific and technological agenda ; 2) the professional training of human capital, talents and leadership; 3) knowledge networks around strategic alliances between universities and for-

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profit organizations; 4) the quality of educational processes and products in terms of evaluation, accreditation and certification; 5) the barriers that inhibit and / or stimulate entrepreneurship and digital innovation .

The model assumes that there is a close relationship between values and motives (hypothesis 1) since, if the enterprise is oriented by values of cooperation and is intrinsically motivated, then it is an altruistic style that does not seek to maximize the benefits over costs. Even if entrepreneurship is the result of expected benefits but interrelated with the belief that opportunities are increasingly scarce (hypothesis 2), it is determined by traditions, habits and customs deeply rooted in productive and innovative sectors. Thus, values, beliefs, perceptions, motives and knowledge anticipate the emergence of provisions in favor of innovations in the face of limited opportunities (hypothesis 3). If such dispositions are in favor of an innovative culture that coexists with the authoritarianism of traditional leaderships, consequently, decision-making will favor innovative entrepreneurship (hypothesis 4). Precisely, the balance in favor of cost benefits not only reflects the rational choice of human capital or the prospective of talents and leadership, but also predicts the emergence of a lifestyle with dispositions inherited from the academic or labor culture and provisions learned from more successful trials than from mistakes (hypothesis 5).

In this way, the establishment of an agenda in matters of higher education, science and technology, at the local level, consists in the orientation of cooperation, the beliefs of scarcity of opportunities, the perceptions of areas of opportunity that will determine intrinsic motives such as the need to be informed about the alternatives of prosperity in knowledge networks, as well as the dispositions to know and acquire skills that delimit the decisions of entrepreneurship and generate proposals, agreements and co-responsibilities within the academic groups.

## **5. Method**

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A documentary, retrospective and exploratory study was conducted with a non-probabilistic selection of sources indexed to international repositories; Copernicus, Dialnet, Ebsco, Latindex, Publindex, Redalyc, Scielo and Zenodo (see Table 1), considering the period of publication from 2015 to 2019, as well as the type of literature:

Table 1. Data descriptors

	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
<i>Copernicus</i>	11	8	5	3
<i>Dialnet</i>	10	5	3	2
<i>Ebsco</i>	7	3	2	1
<i>Latindex</i>	4	2	1	1
<i>Publindex</i>	3	1	1	1
<i>Redalyc</i>	2	1	1	0
<i>Scielo</i>	1	0	0	0
<i>Zenodo</i>	1	0	0	0

A: Literature that reported positive and significant findings between management, production and knowledge transfer; B: Literature that reported positive and spurious findings between knowledge management, production and transfer; C: Literature that reported null relationships between management, production and knowledge transfer; D: Literature that reported negative relationships between management, production and knowledge transfer

Source: Elaborated with data study

The Delphi technique was used to qualify extracts corresponding to the four types of literature (A, B, C, D), considering -1 for D, 0 for C, +1 for B and +3 for A, for three rounds. The first qualification, the second feedback and the third consensus between the criteria and qualifications of expert judges in the areas of management, production and knowledge transfer.

The Inventory of Management, Production and Transfer of Knowledge of Carreón (2016) was used to establish the relationships between the criteria and the qualifications of the judges, considering the type of literature.

The application of the instrument was carried out in the facilities of the universities to which the judges are attached, provided for a guarantee of confidentiality, anonymity and non-impact of the results of the study on their academic and employment status.

The data was processed in the qualitative data analysis package version 4.0. Nonparametric statistics, of contingent relations and proportion of probabilities were estimated in order to observe the structure of relations between extracts, rounds and central category of knowledge management.

## 6. Results

Table 2 shows the non-parametric values that demonstrate the learning of a consensus and the contingent relations as proportional between the qualifications of the judges with respect to the categories of management, production and transfer of knowledge.

Table 2. Descriptive of the instrument

<i>E</i>	<i>M</i>	<i>S</i>	<i>W</i>	<i>K</i>	<i>A</i>	<i>e1</i>	<i>e2</i>	<i>e3</i>	<i>e4</i>	<i>e5</i>	<i>e6</i>	<i>e7</i>	<i>e8</i>	<i>e9</i>	<i>e10</i>	<i>e11</i>	<i>e12</i>
<i>e1</i>	,67	,13	,10	,12	,11	1,0											
<i>e2</i>	,60	,14	,11	,13	,12	,35*	1,0										
<i>e3</i>	,68	,10	,18	,14	,13	,45**	,57	1,0									
<i>e4</i>	,69	,11	,14	,15	,10	,30**	,42	,58*	1,0								
<i>e5</i>	,62	,12	,13	,18	,14	,39*	,41*	,52	,50*	1,0							
<i>e6</i>	,61	,14	,15	,10	,15	,36*	,44	,51*	,47	,36*	1,0						
<i>e7</i>	,60	,17	,19	,15	,17	,41*	,40*	,56*	,48*	,52	,37*	1,0					
<i>e8</i>	,66	,18	,17	,14	,19	,30*	,43**	,39**	,38*	,47*	,49	,48*	1,0				
<i>e9</i>	,63	,15	,13	,17	,14	,46*	,48	,55*	,50	,62	,69*	,65*	,47	1,0			
<i>e10</i>	,65	,14	,12	,16	,15	,36*	,39*	,30*	,45*	,48**	,41*	,45	,47*	,37	1,0		
<i>e11</i>	,64	,13	,11	,19	,18	,39	,38*	,36*	,45*	,47	,40*	,46*	,44	,48	,51*	1,0	
<i>e12</i>	,67	,12	,10	,15	,14	,46	,58*	,50	,55	,48*	,46	,43	,42*	,45*	,51	,56*	1,0

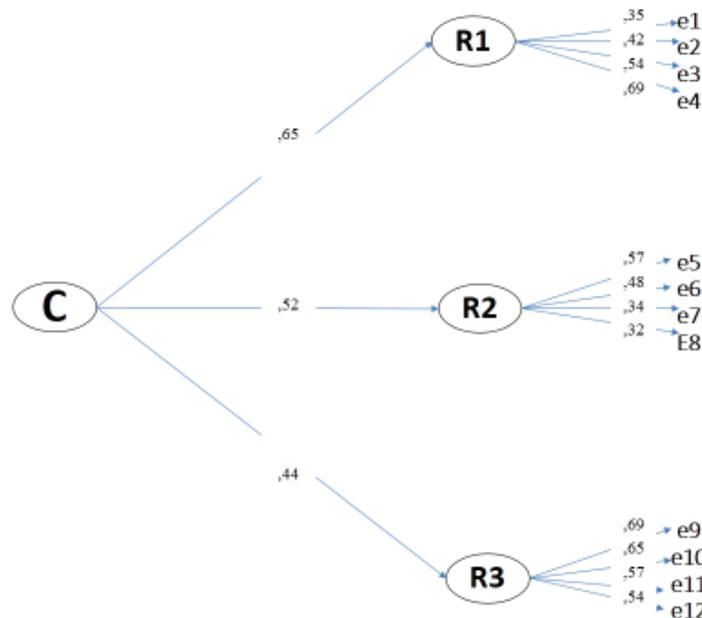
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E = Extract; e1, e5, e9 = Literature type A, e2, e6, e10 = Literature type B, e3,e7, e11 = Literature type C, e4, e8, e12 = Literature type D. M = Mean, S = Standard Deviation, W = Swednes, K = Kurtosis, A = Asymmetry.  
 \* p < ,01; \*\* p < ,001; \*\*\* p < ,0001

Source: Elaborated with data study

The structure of relations between the extracts suggests the observation of the structure of trajectories between the extracts, the rounds and the central category of knowledge management, production and transfer (see Figure 1).

Figure 1. Relationship decision tree



E = Extract; e1, e5, e9 = Literature type A, e2, e6, e10 = Literature type B, e3,e7, e11 = Literature type C, e4, e8, e12 = Literature type D. R = Round; R1 = Evaluation, R2 = Feedback, F3 = Consensus. C = Central Category (Management, production and transfer of knowledge).

Source: Elaborated with data study

The structure of relations between informative extracts, rounds of analysis and central category of knowledge creation (management, production and transfer) shows the

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trajectories of close to zero relations and therefore spurious. That is, the sample of judges who rated the findings according to the type of literature seems to show a consensus oriented towards spurious relationships between the central category, the rounds of analysis and the informative extracts.

## **7. Discussion**

The contribution of this work to the state of knowledge lies in the specification of a model for the study of entrepreneurship considering a) the context of scarcity of opportunities and abundance of initiatives that, however, are disconnected from agreements and co-responsibilities between citizens and the state; b) business promotion policies limited to SMEs that require them to merge or ally with multinationals; c) the absence of a culture of social and organizational entrepreneurship that is ignored by an ideology of cooperatives where profits do not exceed costs; d) the knowledge networks established in the professional practices or social service, but without monitoring by the university or the company; e) the dissociation between theoretical subjects with respect to professional practices; f) the confinement of the disciplines and the lack of multidisciplinary systems (Weaver, 2007) .

However, educational institutionalism has been the preponderant barrier that not only inhibits, but also reduces to its minimum expression any initiative or proposal that contradicts its principles of reproduction of the differences between talents and leaderships; predominance of climate of relationships on the climate of tasks; direction and control from traditional leaderships; conservation of processes that have not always been efficient, effective or effective.

Aguilar et al., (2016) warn that institutionalism determines entrepreneurship directly through financing policies and distribution of resources, but indirectly institutionalism has a greater dissipating effect because it determines the priorities of an institution among which entrepreneurship and Innovation is not a central issue in the institutional agenda because it refers to change and the quality of processes and products.

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Once institutionalism has penetrated the academic spheres, its reproduction is imminent. Carreón, Hernández and García (2014) demonstrated that through the teaching-learning process, as well as the extra-curricular process, the agenda is established as a legacy of the public agenda. That is, if the citizen's opinion is immersed in topics established by the traditional media, then the student, teaching or administrative opinion will also be influenced by those same issues.

Institutionalism generates academic exclusion, since those who do not follow the guidelines of educational policies, their voice and vote will be considered peripheral in the discussion of the central themes established by the media and disseminated in the classroom and other university spaces (García, 2011).

Therefore, in the face of institutionalism, dissident groups are organized in collaborative spheres and knowledge networks in order to counteract the effects of the agenda on professional training, professional practices and social service, although García (2013) proposes a disconnection between the academic objectives and business purposes and observe two types of entrepreneurship; one mediated by traditional cultures and styles of leadership that limit innovations, but reinvent institutionalism and another mediated by information technologies that promote proposals, agreements and co-responsibilities.

However, only a few Internet users are able to build a personal agenda and contrary to the institutionalist agenda. Because the use of the Internet is limited, only those who have the resources and funding are eligible to establish a personal agenda in the classroom and other instances (García, 2014).

Therefore, digital entrepreneurship is subordinated to a context that limits its emergence as an alternative to establishing an agenda and building collaborative networks.

García (2015) specified a model in which culture had no direct or indirect influence on innovation strategies but developed a model in which decisions and behaviors had a close relationship with capabilities. Skills and knowledge as determinants of innovative

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entrepreneurship on the Internet are cultures and transformational leadership where there are no differences between talents and leaders. That is, if knowledge management has an impact on talent proposals, then the institutionalist administration is outside the process of creation and innovation (García, Carreón and Quintero, 2016).

The institutionalist administration to be replaced by technological risks and threats from communities on the Internet directs an endeavor related to the legitimization of the State as knowledge manager (García et al., 2015). In this sense, the effects of risks and threats on innovative entrepreneurship are reflected in the privacy and identity of talents (García, et al., 2016). As the *stalkers* intensify, *trollers* and *Bullers*, institutionalism is reduced to a minimum to such an extent that the propaganda disrepute, identity theft or harasses Internet users are the issues that govern the university, its strategic alliance and prospects of entrepreneurship and innovation s.

## **8. Conclusion**

The objective of this work has been to explore the configuration of a central category (knowledge creation) in the evaluation of the literature published from 2015 to 2019 regarding the management, production and transfer of knowledge, considering a typology of literature; although the design of the investigation limited the findings to the qualifications of judges with respect to the sources consulted.

In relation to educational policies concerning the creation of knowledge; the management of science and technology, the production of literature and the transfer of content are central axes of the educational, academic, scientific and technological agenda. Therefore, it is necessary to deepen the analysis, incorporating databases such as Scopus and Web of Science (WoS) in order to establish the trend of the themes.

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