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THE MANAGEMENT OF RESEARCH AND PUBLIC ADMINISTRATIVE KNOWLEDGE: TERRITORIAL CRITICAL NOTES

LA GESTIÓN DE LA INVESTIGACIÓN Y EL CONOCIMIENTO ADMINISTRATIVO PÚBLICO: ANOTACIONES CRÍTICAS TERRITORIALES.

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Abstract

The generation of public administrative knowledge requires the qualification of resources and factors of investigative management that integrate different instruments to the institutional course without losing sight of endogenous capacities. This document aims to show the incidence of organizational factors in the development of research management in the Higher School of Public Administration, Cauca territory, in the period from 1999 to 2013. For this, the hermeneutic historical approach is adopted, tracing the scope of the investigative training developed by the students and the perception of the teachers as a result of the regulations emanating from the central level. To this, the documentary analysis is added to capture the organizational singularities of the Cauca territory. In the end, the efficiency of the institutional scaffolding is qualified where there is low capacity for research management generated by the inertia of political administrative development that overshadows the elevation of academic productivity.

Key words: organization, knowledge management, organizational factors or resources, intellectual capital, research management.

Resumen

La generación del saber administrativo público requiere la calificación de recursos y factores de la gestión investigativa, que integran distintos instrumentos al derrotero institucional sin perder de vista las capacidades endógenas. Este documento pretende mostrar la incidencia de los factores organizacionales en el desarrollo de la gestión de la investigación en la Escuela Superior de Administración Pública, territorial Cauca,

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en el período de 1999 - 2013. Para ello, se acoge el enfoque histórico hermenéutico, rastreando los alcances de la formación investigativa desarrollada por los estudiantes y la percepción de los docentes a raíz de las normativas emanadas del nivel central. A esto se suma el análisis documental, para captar las singularidades organizacionales de la territorial Cauca. Al final, se califica la eficiencia del andamiaje institucional, dónde se encuentra baja capacidad de la gestión de la investigación generada por la inercia del desarrollo administrativo político, que opaca la productividad académica.

Palabras clave: organización, gestión del conocimiento, factores o recursos organizacionales, capital intelectual, gestión de la investigación.

INTRODUCTION

In the country, the Colombian State since 1968 formally deposited in the ESAP the research tasks and the entire training process of administrative public knowledge. With the issuance of Decree 523 of the year 2000, the aim was to modernize the organizational structure, deploy efforts by decentralizing mission processes and move towards research generation, in a territorial perspective contextualized and relevant to the development challenges of the regions. For this, a series of factors and resources were prescribed to generate a substantive change in the historical results on the subject.

However, the complexity of knowledge management and the singularities of sociopolitical spaces, at the national level such as those surrounding the development of the ESAP, territorial Cauca, may have altered the results compared to the general model of apprehension of administrative public knowledge proposed in the policy guidelines. Thus, the question is what organizational factors have influenced the development of research management at ESAP, Cauca territory, from 1999 to 2013?

To address the issue, this paper aims to show the results of the research within the stamentary components of the School, starting from the conceptual discussion of its management, compared to the policy guidelines[1]. The parameters of the methodological tracking are addressed, which are based on a hermeneutical approach that gives rise to documentary description and qualitative findings from the experiences and perceptions of students and teachers in which seven (7) emerging categories converge that account for the importance of establishing what factors have strengthened or weakened research management for the generation and strengthening of research, to then collect the findings and finally draw the conclusions.

[1] This document summarizes the findings of the research work to qualify for the title of the Master's Degree in Management of Organizations of the Cooperative University of Colombia in the city of Popayán - Cauca.

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THEORETICAL FRAMEWORK

The management of public administrative knowledge vs. knowledge management

Law 19 of November 18, 1958 consecrated, as a founding premise, research at ESAP, as one of the dynamic processes of training in administrative work (Administrative Reform). Thus, according to article 17, it is stated:

> "Create the higher school of public administration. The government will regulate its programs, its organization and operation, and will dictate the measures tending to establish courses or sections of public administration in the sectional universities and in the official institutes of secondary education, as well as to promote the creation of private courses or schools. of the same kind (Administrative Reform)".

In development of this, Decree 350 of February 12, 1960 was issued, which would establish in the second article:

> "The Higher School of Public Administration will have as its objective the teaching, research and dissemination of sciences and techniques concerning Public Administration, and in particular the preparation and training of personnel required by State services".

Likewise, it determines that it will aim to "articulate the work of teaching, training, training and institutional projection with the purpose of generating knowledge that leads to development and transformation of the social environment".

However, the changes in the patterns of public management, the introduction of management structures that aspire to be decentralized, the disdain of the political elites for this type of training and the crisis of the exercise of the public administrator, deserve to review what the ESAP proposed . , compared to what the academic world conceives of the subject, in the midst of what has been understood as the information and knowledge society (Drucker 1999) and Crovi (2002). For us, talking about the knowledge society does not make sense if the role played by university institutions regarding the generation of contextualized knowledge with the evolution of social problems, both local and national, is not located.

Thus, educational institutions, conceived as rules of the game or as rigs of resources, have the task of organizing their teaching and learning processes inside and outside the classroom, for the optimization of methods leading to the generation of knowledge (Portes, 2007). Therefore, the simple connection of the intervention on the intra and extracurricular, calls for the need to manage knowledge. But what kind of singularities could this kind of management entail within a virtual or diffuse tangibility of public knowledge?

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To begin with, it would have to be said that the formation of administrative public knowledge could not be separated from knowledge management. Every modern organization is committed to developing and articulating training in teaching that facilitates its generation and improvement through the understanding of scientific knowledge in its management practices. For Edgar & Albright, (2022) , the matter involves the process by which organizations create, store and use their collective knowledge. According to Brudny, (2004), this process includes three stages: organizational learning, (process by which information is acquired); knowledge production, (the process of transforming and integrating information into usable knowledge), and knowledge distribution, (the process of disseminating knowledge throughout the organization).

What then will determine the achievement of the purposes, even in an educational institution dedicated to the formation of the bureaucracy, politicians and interest groups? Well, it seems that it is the organizational factors and resources that are established as a point of special interest for the organization, as a way of sustaining its structure and its organizational activities. This is how guidelines, planning, design, management control, risk reduction, human talent management and environmental analysis, among other aspects, are established as the way to achieve efficiency and efficiency in fulfilling the mission and organizational functions. However, it is necessary to go into the conceptual details of this organizational matrix, emphasizing its relationship and directions. From this perspective, the meaning of organization is referred to first, considering the role of the organizational structure and human talent that precede the organizational factors and resources to give rise to the deployment of intellectual capital, as reflected below:

THE ORGANIZATION

The concept of organization has been an element that has surrounded academic research in the field of public administration. But not for that reason, there are unfinished precisions, for which it is necessary to return to it and discuss it to find the substratum that allows to shed light on this work and today there are multiple alternatives for its description, almost all concentrated on similar characteristics.

Based on this, some authors contribute to its definition, highlighting the following concepts:

Chiavenato, (2001), asserts that organizations are social units (or human groups) intentionally built and rebuilt to achieve specific objectives. The latter then, are proposed and built with the exercise of planning. In this sense, organizations are rebuilt, that is, they are restructured and reconsidered as objectives are achieved or better means are discovered to achieve them at less cost and effort. In other words, the organization is not an unmodifiable unit, but a living social organism subject to change (Wallace et al., 2011; Corre et al., 2018) .

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The approach that Chiavenato makes about organizations is pertinent to achieve the objectives of each of the processes, but this only develops when there is a well-structured planning and a group of people willing to meet the goals, each time making a record of errors that may occur and make the necessary corrections so that they are better and better in the techniques performed.

For his part, Dávila (1985) cited by Villafañe Solarte, (2009), states that:

> Organizations are groups or associations of people related to the basic functions of society (communication, goal setting, production and distribution of goods and services, etc.). Although they can reach a large size, there are also very few members. The purposes proposed in the organization are determined with relative precision: thus, they define the type of relationship possible within it (p. 30).

In this sense, the author alludes that organizations have different characteristics (class, size of the company, Mission, Vision, policies), which are oriented to fulfill planned purposes.

In this way, the organization implies the cooperation of those who are part of it, so it is relevant that higher education institutions, in this case the ESAP, incorporate strategies that entail commitment and comprehensive development of their activities with a view to service of society, understanding that it is instituted as a living organism that is constantly innovating and that can create new organizational models that motivate students to transform, create and, above all, to investigate. In this regard, a close and symbiotic relationship is essential between administrative knowledge, knowledge management and the organization as the center of management in general and of research management, unfolding in factors as follows:

Prominence of the factor

It is attributed to those elements that condition a situation, that generate changes or transformations. Within this framework, the definition is stated, which opens the understanding of it from the organizational context.

Kume (1992) points out that a factor that influences a result is understood as a force or condition that cooperates with other forces to produce a determined result. Thus, this can positively or negatively affect an activity, process, organization, which makes it possible to take those results to enhance, improve and strengthen them. That from the process the cause-effect relationship takes center stage. In this sense (García.1997) highlights that a factor is defined as each of the elements or circumstances that contribute to producing a result.

Due to the above, the authors denote that a factor is perceived as a variable of the organization that, in the first place, affects its result; and, secondly, to the environment and the organizational structure, where these factors are

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established. Moreover, in the way they affect the development of activities and strategies that must be carried out to achieve the proposed objectives. In this way, the conditions generated by the organization in front of each organizational process have a significant impact on the achievement of the objectives where it is necessary to establish strategies to ensure that these factors have a positive impact within it. However, they must be discriminated.

Organizational factors and their classification

It is recognized that organizations, as social entities, are different and diversified from each other. Each one has its own characteristics, ideologies, human capacities, specific resources, institutional policies, etc. Regardless of its size or business name, organizational factors are established that predominate and incur in its operation and therefore affect its results.

The following table supports the elements of an organized structure of these resources according to the components of intellectual capital, such as: human capital, structural capital and relational capital.

Table 1.

Organizational Factors Structure.

Research management dimension	Means	Variables	Indicators
Physical	Tangible	Scientific production	No. of articles published per year.
Financial		Capital	No. of incentives received by students.
Technological	Intangibles	Technology support	No. of information bases under investigation
Organizational structure		Administrative	No. of people who rotate jobs per year.
Humans		Experience	No. of teachers who integrate research projects .
Facilities	Materials	Buildings	No. of classrooms vs. number of students
Production systems	Technicians	Administrative	No. of administrative staff who are part of the investigation management process
Trademarks and rights		Indexed scientific production	No. of indexed products

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Research management dimension	Means	Variables	Indicators
Production systems	Humans	Knowledge generation	No. of projects carried out per year
Trademarks and rights		Scientific research experience	No. of students who are part of the research groups
			No. of teachers who are part of the research groups
Planning	Administrative	Headquarters Planning	Does not apply
Direction		Headquarters Address	Does not apply
Control		Headquarters Control	Does not apply

Source: Own elaboration based on Edgar & Albright (2022).

Indeed, table 1 lists the organizational factors or resources that exist in the ESAP, and which are the means to achieve each of the objectives proposed in the action plans for each year in research management.

In this way, it is possible to address the intellectual capital held by the ESAP, territorial Cauca, and the organizational factors that are part of it, both tangible and intangible and that can be summarized in human, structural and relational capital.

INTELLECTUAL CAPITAL

LThe existing definitions that make up the concept of Intellectual Capital show a certain degree of heterogeneity. They corroborate a still emerging state of the concept and the need to continue researching while cooperating or working in a network, between academics and professionals, to create a scientific community or a research program of generalized conceptual acceptance among those (Bueno, et al., 2008, p. 52).

In the same way, there are definitions of other authors, such as that of Kristandl and Bontis, (2007), who state that there are theories that are related to the previous contributions, such as the Theory of Resources and Capacities.

The theory mentions the relationship between strategies and resources to become a source of competitive advantage for the company.

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Therefore, in relation to intellectual capital, it is the way in which knowledge is intermingled, to strengthen the organization; and knowing how to transmit and generate new knowledge in order to improve each one of the processes and be increasingly competitive compared to other companies.

RESEARCH MANAGEMENT

Research is one of the first important spaces to promote in higher education an adaptation to contemporary challenges, characterized by globalization and competitiveness (Ekbia & Hara, 2008 and Gómez Marín et al., 2022). It is then, a need to universities structure educational models in accordance with the needs of the context, which is framed in the management of research as a relevant aspect to assume said changes. In this regard, let us consider the considerations of some authors who state the following aspects on the subject.

From the ESAP, in the Agreement 010 of 2006, a concept of research management is underlined that states "that the ESAP conceives research as the primary source of knowledge and scientific knowledge, which is the basis for all academic activity and serves as a support for teaching, advice, training and projection of the institution", related to what was mentioned by Ferrer and Clemenza (2006), which also shows their inclination towards social projection.

According to Ferrer and Clemenza (2006), the management of university research is one of the first spaces that new generations must go through; a work for the cultivation of science and the capitalization of the social environment. Its functions are not only framed in the creation, transmission, and dissemination of knowledge, but also aspire to be inserted in the integral development of the community. It implies the interrelation of the academy, who must also participate with the State as a facilitating body.

From the author's point of view, it is the reciprocity of investigative actions must be given inside and outside the academy to strengthen the generation of knowledge. In addition, the State must be involved in the generation of resources that help development and social transformation.

Indeed, from the perspective of the System, by virtue of which the mechanisms of Research Management are of an academic, normative and organizational nature and integrate and articulate the actions of the different units responsible for the development of the missionary functions of the ESAP; regulations and management processes must ensure "greater impact and effectiveness" of the research results in the consolidation of the academic community and its institutional projection. In this sense, research is not understood without its association with the processes of training, teaching and institutional projection.

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In contrast, with what was stated above, there is very little interaction between universities to strengthen scientific production, because each institution has its own resources to develop research and sometimes very limited for the execution of projects, added to the lack of interest of some teachers and students to carry out this important activity for the generation of new knowledge.

Let's see for now, how some of these elements emerge from the methodology that was considered in this research.

METHODOLOGY

For Heidegger (1974), the hermeneutical historical approach corresponds to a natural way of interpreting the reality of things; seeks scientific knowledge as a product of the interaction of the knowing subject with the object of knowledge through transforming action[2]. From this point of view, the tracing of the processes historically developed by the School, with respect to research training, was based on the construction of meaning from the perception of students and teachers against the official discourse of strengthening research (Tucker, 2020) . For this reason, its emphasis on the study of meanings of human actions and social life through the combination of techniques, related to the concept or quantitative or qualitative language (Pereira, 2011).

In this case, the investigation gives an important value to the knowledge represented in the complementarity of the documentary information and the understanding of perceptions that surround the process of the investigation management in the ESAP, as essential components to carry out a more dynamic investigation, to obtain a greater understanding of the present reality.

On the other hand, in order to achieve a reflection on the perception and knowledge of students and teachers regarding the organizational factors that affect the management of research in the ESAP, action research - reflection based on the paradigm, reflective critic (Lafrancesco, 2003). This to generate critical thinking about the actions that enable research training at the school.

Likewise, the information technique was used, through documentary review, through files, records, resolutions, existing documents in the library, which allowed analyzing the advance and setback in the development of research management. Likewise, a focus group was held with fifteen (15) students from the Territorial Public Administration program, belonging to research teams (seedbeds, training groups, young talent), from the period between 1999 and 2013, with a guide booklet of 14 questions, based on the categories called organizational factors and research management. Finally, an interview was conducted with ten (10) of the professors in-

[2] ific knowledge is objective and subjective at the same time. Knowledge is objective insofar as it is possible to explain reality and transform it. But it is subjective and relative in relation to the historical moment in which knowledge is produced and the impossibility of reaching absolute truths.

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volved in the investigative processes during the aforementioned period, based on an instrument that consisted of 10 questions, according to the categories previously evaluated.

In this sense, the analysis of the information was developed, through theoretical triangulation by means of three techniques:

a. Documentary Description. It is addressed from the documentation collected in the existing records and files in the institution, using Excel templates for its systematization.

b. Focus group and interviews. The categorization of the information collected was used, based on the definition of the highest relative and absolute frequency, based on the criteria or comments most mentioned by students and teachers.

c. Theoretical and conceptual comparison against the results obtained that give rise to the research findings.

FINDINGS

Description of research management at ESAP

The projection and diffusion of the investigative activity is measured from the institutional productive dynamics and the relations with the academic and scientific community. As is known, these are traced from the creation, mission and vision of the school.

Thus, the activities developed from 1999 to 2013 around research as the integrating axis revealed things like the following:

Table 2.

Description of the Research from 1999 to 2013.

	Hotbeds of research	Formative Research	Territorial Interest Project	Consolidated Project	Journals	Published	Colciencias	Total
2000	1	0	0	0	0	0	0	1
2001	3	0	0	0	0	0	0	3
2003	1	0	0	0	0	0	0	1
2004	1	0	0	0	0	0	0	1
2009	3	1	0	0	1	0	0	4
2010	6	1	0	0	1	0	0	9

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	Hotbeds of research	Formative Research	Territorial Interest Project	Consolidated Project	Journals	Published	Colciencias	Total
2011	11	2	0	0	0	0	0	13
2012	3	1	0	0	1	0	0	5
2013	6	3	1	0	0	0	0	10
Total	34	8	1	0	3	0	0	46

Source: self-made (2020).

Due to the above, it can be observed that the investigative activity in Cauca territory, measured by the number of research projects carried out, shows a growth trend. In what could be investigated in the Cauca region, there is a list of 46 investigations, from 1999 to 2013, concentrated largely in the years 2010 to 2013.

In the following graph and table you can see the number of works carried out, where there is a lot of information reflected in a number of documents that are waiting to be disclosed but that the weaknesses in management do not allow to consolidate in terms of the effects multiplicative that accompany the era of information and knowledge, which are in the library of the territorial Cauca. In this way, without it having been tacitly proposed, the school in its formulation processes ends up creating a kind of "information monopoly" that is recalcified in the territorial ones, feeds the dependency of the center and reveals inefficiency and ineffectiveness in the face of to the modernization models of the public administration that the institution proclaims in its curricula.

Likewise, as illustrated in the previous graph, in the years 2011 and 2013, the formulation of projects and their implementation intensified, but without conclusive effects. Thus, for example, if we stop to compare the years 2011 and 2013, those concerning projects of territorial interest, almost multiply by four. However, no impact is recorded at the level of publications, citations, training, or other external social effect, as the only destination, "the library".

Likewise, it is worth noting that the asymmetry and lack of reliability of institutional information restricts the possibilities of self-assessment for change. This was a constant in the development of this research, which ratifies the aspects stated above, and evidences the absence of a unified and easily accessible academic information system.

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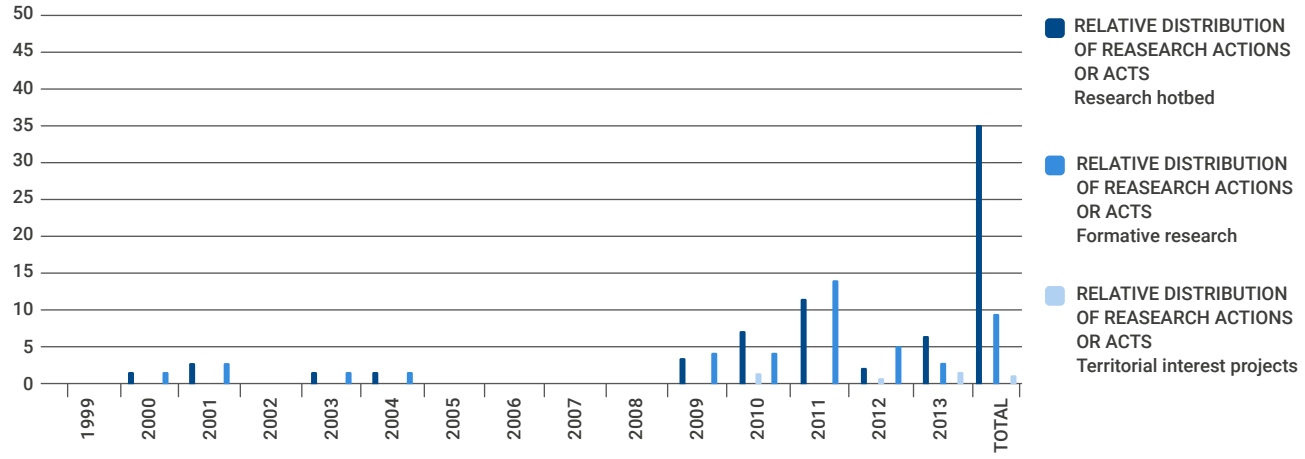
Graph 1.

Number of projects carried out at ESAP from 1999 to 2013.



Source: self-made (2020).

The following table shows the names of the projects that were carried out in the years from 1999 to 2013.

Table 3.

Name of the projects carried out from 1999 to 2013.

	Name of Research Seedbeds projects	Name of Formative Research projects	Name of projects of Project of Territorial Interest
1999	They were not done.	They were not done.	They were not done.
2000	Creation of the Geopolitical Observatory of Cauca. From the Association of Municipalities to the Formation and Organization of an Administrative Planning Region (RAP), perspectives for Cauca and Nariño. (Information and Documentation Center (CINFOR)	They were not done.	They were not done.

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	Name of Research Seedbeds projects	Name of Formative Research projects	Name of projects of Project of Territorial Interest
2001	Incidence of illicit crops in the Patía Region Departmental Sociopolitical Conflict. (Information and Documentation Center (CINFOR). From the Association of Municipalities to the Formation and Organization of an Administrative Planning Region (RAP), perspectives for Cauca and Nariño (CINFOR). Evolution of Social and Political Movements in the Southern Zone of the Department of Cauca during the last decade of the 20th century. (Information and Documentation Center (CINFOR).	They were not done.	They were not done.
2002	They were not done.	They were not done.	They were not done.
2003	Social movements and agrarian policies in the Department of Cauca 1980 – 2000. (City Research Group: BOGOTÁ DC)	They were not done.	They were not done.
2004	Legal, administrative and academic feasibility study of the application of the Science and Technology regulations (Informative Bulletin of the Faculty of Research, No. 3 of August 2004).	They were not done.	They were not done.
2005	They were not done.	They were not done.	They were not done.
2006	They were not done.	They were not done.	They were not done.
2007	They were not done.	They were not done.	They were not done.
2008	They were not done.	They were not done.	They were not done.
2009	Analysis of public policies in health and education for the municipality of Popayán. Evaluating a decade. (Resolution No. 252 of September 18, 2009). Evaluation of the development plan for the municipality of Rosas, validity (2004 – 2007). (Resolution No. 252 of September 18, 2009). Diagnosis of competencies of the dependencies of the social dimension of the municipal mayor's office of Popayán, in the context of the administrative development policies of Law 489 of 1998. (Resolution No. 252 of September 18, 2009).	Administrative practices and public administrative approaches in the colony from 1537 to 1800 (Resolution DT No 253 of September 21, 2009).	They were not done.

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	Name of Research Seedbeds projects	Name of Formative Research projects	Name of projects of Project of Territorial Interest
2010	School restaurants in concession, a social impact in the municipality of Puracé.(SC Resolution No. 70 of February 24, 2010). The role of the councilor in the municipality of Piendamó. (SC Resolution No. 70 of February 24, 2010). Influence of armed groups outside the law in public administration in the municipality of El Tambo, Cauca, period 2006 - 2010. (SC Resolution No. 70 of February 24, 2010).	Public Policies on Human Rights and their Impact on Women in the Department of Cauca. (SC Resolution No. 69 of February 24, 2010). Evaluación Sociopolítica de las Políticas Públicas dirigidas a población Afrocolombiana en el Departamento del Cauca, 2003 – 2009. (Resolución SC No 69 del 24 de febrero de 2010).	They were not done.
2011	Construction of public policies from citizen participation, with a socio-economic and environmental sense for the Barrio Bolívar market square, in the city of Popayán, in the Department of Cauca. (DT Resolution No. 043 of March 9, 2011). Analysis of the negative implications of administrative decentralization and land use planning in the municipality of Santa Rosa Cauca. Village case study: San Juan Villalobos. (resolution DT No 10-99 of May 18, 2011). Evaluation of the formulation process of the development plan of the municipality of Popayán cauca 2008 - 2011, through the methodological use used by the DNP and FONADE. (DT resolution No 10-99 of May 18, 2011). Social impact of the concentration of displaced people in the city of Popayán. (resolution DT No 10-99 of May 18, 2011). Environmental socioeconomic analysis of the municipality of Tambo Cauca year 2011. (Resolution DT No 043 of March 9, 2011). Evaluation of the process of formulating the development plan of the municipality of Santa Rosa - Cauca 2008 - 2011, through the methodological use used by the DNP and FONADE. (Resolution DT No 10-99 of May 18, 2011)	Local Development Planning in Afro-Path Community Councils. (DT Resolution No. 44 of March 9, 2011). Sociopolitical Evaluation of Public Policies aimed at the Afro-Colombian Population in the Department of Cauca, 2003 – 2009. (DT Resolution No. 44 of March 9, 2011).	They were not done.

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	Name of Research Seedbeds projects	Name of Formative Research projects	Name of projects of Project of Territorial Interest
2011	Analysis of the municipal management of electrification in the municipality of El Tambo - Cauca during the year 2010. (Resolution DT No 10-99 of May 18, 2011). Culture as a foundation for local development in the Patía Valley. Sociocultural characterization of Afro-Colombian community councils. (Resolution DT No 10-99 of May 18, 2011). Evaluation of the background that gave rise to the implementation of the territorial public policy "kills young people" in the municipality of Timbio - Cauca. (Resolution DT No 10-99 of May 18, 2011). Invasion of public space in the historic center of Popayán – Cauca. (Resolution DT No 10-99 of May 18, 2011) Environmental analysis of the Guambia reserve year 2010. (Resolution DT No 10-99 of May 18, 2011).		
2012	Towards a review of urban rural expansion in Popayán: Analysis of the process of reconfiguration of the territory in the last two decades. Drawing Whores: A Hitherto Invisible Evil. Own justice in indigenous reservation of pitayo.	Transfers for indigenous communities.	They were not done.
2013	Analysis of the incidence of the PAI scheme in the Early Childhood Comprehensive Care Program included in the Public Health Policy of the municipality of Piamonte, Cauca, during the year 2012. (Recognition of Recognition No. 179 of August 16, 2013). Indigenous Civil Resistance Process: a path of hope in Cauca. (Recognition Resolution No. 179 of August 16, 2013).	Legal-administrative process that led to the loss of the Olympic wetland in the municipality of Popayán during the term of the 2002-2011 land use plan. (Resolution No. 223 of September 16, 2013- clarifying resolution 181 of August 21)	"The Institutions in search of the well-being of society. "Organization of the State at the territorial level: Public Policies for risk mitigation in the municipality of Sierra - Cauca" (Resolution No. 195 of August 28, 2013- Project of Territorial Interest.

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	Name of Research Seedbeds projects	Name of Formative Research projects	Name of projects of Project of Territorial Interest
2013	Identification of the process of decentralization and autonomy in the municipality of Corintocauca. (Recognition Resolution No. 179 of August 16, 2013). Identification of the process of decentralization and autonomy in the municipality of Corintocauca. (Recognition Resolution No. 179 of August 16, 2013).	On the urban transformation in Popayán: a case analysis during the period 200-2012 (Resolution No. 223 of September 16, 2013- clarifying resolution 181 of August 21).	Resolution No. 178 of August 16, 2013- Young Talent Resolution No. 202 of September 4, 2013- Young Talent Resolution No. 331 of November 20, 2013- which modifies Resolution No. 178 of August 16, 2013. Resolution No. 332 of November 20, 2013- which modifies Resolution No. 202 of September 4, 2013.)
	Reduction of social vulnerability caused by climatic changes. (Recognition Resolution No. 179 of August 16, 2013). Transparency as a fundamental part of the fight against corruption, the territorial entities of the Departments. From Valle and Cauca (Pradera valley and Miranda Cauca). (Recognition Resolution No. 179 of August 16, 2013).	Political participation of women in the Department of Cauca, advances and setbacks of gender equity policies in political participation. (Resolution No. 223 of September 16, 2013- clarifying resolution 181 of August 21).	

Source: Own elaboration – library information (2020).

However, within the activities of promotion and massification of research practices, densification has also been scarce, which means that between 14 and 15% of these are concentrated in the participation of teachers in research hotbeds per year. This means that most of the activity is concentrated on teachers, something that was only surpassed in 2011 when student participation bordered on 60% of those involved (see table 3).

Table 4.

Students and teachers involved in the research process in the following years.

	Teachers in Research Seedbeds	Teachers in Formative Research	Teachers in Project of Territorial Interest	Students in Research Seedbeds	Students in Formative Research	Students in Project of Territorial Interest
2000	1	0	0	0	0	0
2001	3	0	0	3	0	0
2003	1	0	0	3	0	0
2004	1	0	0	3	0	0

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	Teachers in Research Seedbeds	Teachers in Formative Research	Teachers in Project of Territorial Interest	Students in Research Seedbeds	Students in Formative Research	Students in Project of Territorial Interest
2009	3	1	0	9	3	0
2010	3	2	0	9	6	0
2011	11	2	0	28	6	0
2012	3	1	0	12	5	0
2013	6	3	1	24	4	4

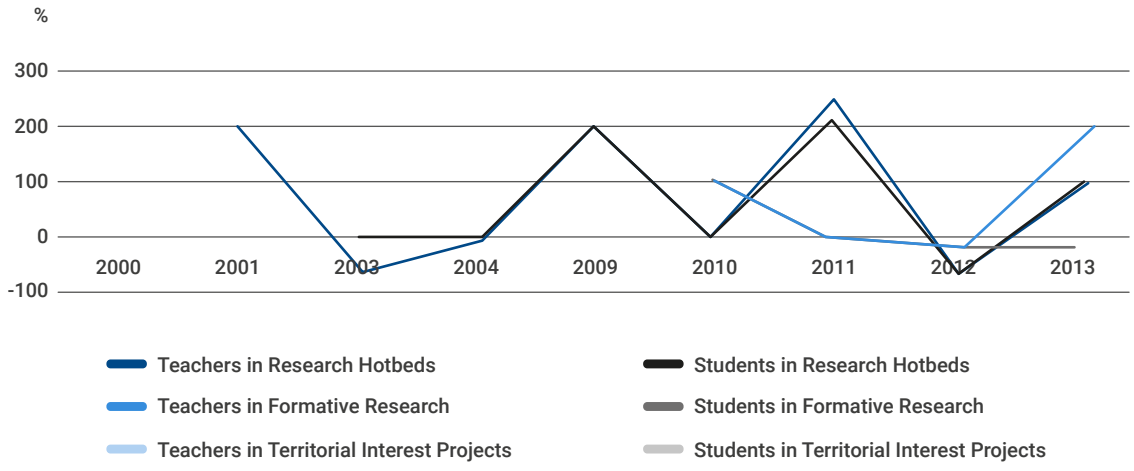
Source: Own elaboration based on the documentary analysis carried out in the archives of the ESAP- Cauca (2020).

Note in contrast, the scant role of these agents in projects of territorial interest, which are precisely those that would fuel the process of decentralization of training and those that would nurture the context of the future exercise of intervention in the region.

Now, if we make year-on-year comparisons, the activity of teachers stands out in the hotbeds (see graph 1). However, its behavior is tremendously high-sounding, an issue that evidences the low consistency over time and the weakness of the planning process and administrative implementation as well.

Graph 2.

Tasa de crecimiento de actividades de investigación.



Source: author's calculations according to database (ESAP, 2015).

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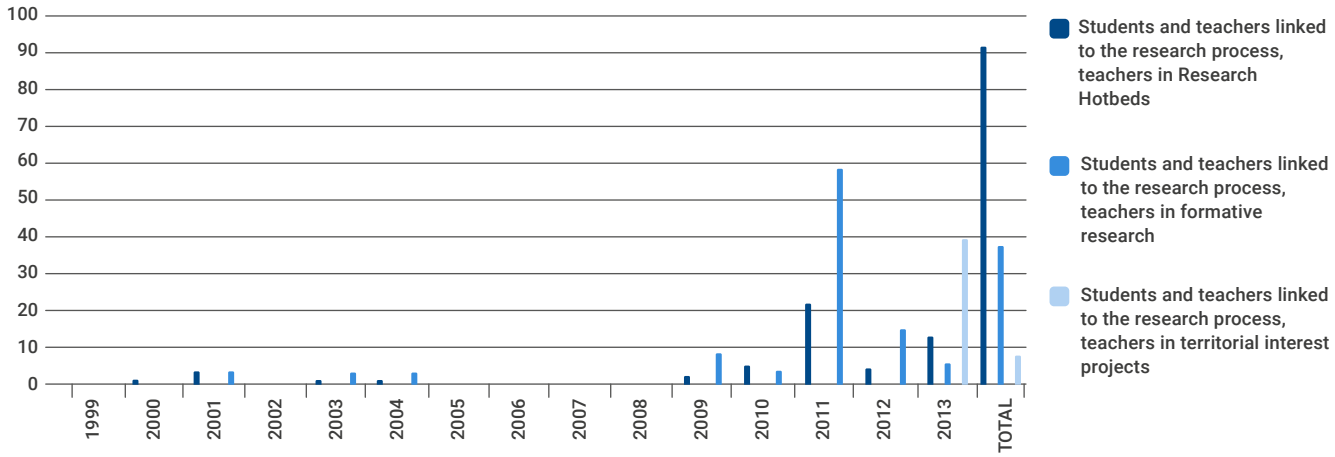
Once again, the highly oscillating horizon is concentrated between 2010 and 2012, where an extraordinary peak of over 200% rises, but which drops sharply towards 2012 to levels between 50 and 80%. The interesting thing about the topic is that this time students and teachers scored almost in unison to the din of the hotbeds. In this it also has to do with the budget assigned by the central headquarters, where the territorial ones have no greater interference and on the basis of unclear studies on the subject, which leaves a large space without academic productivity.

Graph 3.

Inclusion of students and teachers in research groups from 1999 to 2013.



Source: self-made (2020).

In the graph it can be evidenced that there are few students and teachers who are immersed in research groups and that in one way or another they are the ones who are strengthened every day in the management of knowledge and information through the different social troubles.

Previously, an assertion was expressed about the little interest that universities have in strengthening scientific production and the lack of motivation of both teachers and students to carry out this activity. This is evidenced, in the case studied, in the little scientific production that has been carried out from 1999 to 2013, of which no indexed publications were found, nor groups endorsed by Colciencias and also no research groups with high academic production are consolidated.

Despite the fact that there is academic production in the Cauca region, a constant dynamic was not evidenced because in some years more projects were carried out than in others and this reflects a lack of leadership of the research faculty to articulate this investigative process and the academic coordination of the territorial Cau-

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ca, As Padrón Guillén (2001) puts it , it is the universities themselves that institutionally declare their interest in research and the need to reinforce this activity. But curiously, these do not begin by defining their specific interests. If the need to investigate is only declared, without leaving that framework of generalities, it seems that the insistence is on "investigating for the sake of investigating", which makes the sincerity of the declarations doubtful, or, at least, the depth with which the real scope of the research processes is conceived.

Category results

The results of the triangulation indicated the use of various strategies when studying the same phenomenon, for example, the use of various methods such as individual interviews (ten (10) teachers, focus groups or investigative workshops with fifteen (15) students, (Benavides and Gómez Restrepo, (2005).

Accordingly, the complementarity of the theory was essential to determine the emerging category.

In the first instance, the findings respond to the results found in the students:

- ***Organizational factors, inhibitors of the organizational processes of the ESAP***

Ríos and Perozo (2007), supported by Rafael Espinoza (1999), highlights the existence of organizational factors that affect their performance. These factors are classified as structural (related to the conditions and processes of the context); institutional (they are related to the characteristics and intrinsic elements within the organization); individual, (related to the attitudes, capacities of the people that make up the organization); enhancers (related to the scenarios that strengthen the processes); drivers (instituted as improvement actions that contribute to management); and inhibitory factors, which prevent the process.

Therefore, students relate the concept of factor to elements and situations that affect something. As evidenced by the following comment:

"For me, factors are elements that facilitate the completion of a job." (Interview P1, 2015)[3].

From this, that these influenced their training process but in a negative way mainly due to the centralism generated for several years

- ***Research management a component to be strengthened.***

Bohórquez, C. (2008) supported by Jordán (1996), defines management as the direction of the actions that contribute to the implementation and decision-making of the organization aimed at achieving the proposed objectives. Consequently, they related the concept to the steps taken to achieve a proposed objective, as well as the way to carry out something as reflected in the following testimony:

[1] It should be noted that these interviews from 2015 refer to students and teachers who were immersed in the investigations from 1999 to 2013 in the Cauca region.

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> "I believe that management is the steps that are taken to achieve a proposed objective." (Interview P2, 2015).

While, compared to the concept of research, they linked it to the ability to get to the background of a problem and seek the explanation or solution to a phenomenon. It was also understood as a process where information is sought. In this regard they stated:

> "Well, when we talk about research it is because we have a concern about something and to get to the bottom of that problem, so for that we are going to use some methods, some processes and each person chooses for their research." (Interview P2, 2015).

It follows then that the interviewed students acquired knowledge in relation to the concepts of management and research, which denotes a training support from the classrooms aimed at conceptual strengthening of the same. However, there was evidence of a disarticulation in the processes developed by the ESAP regarding the management of research aimed at the cultivation of science, the creation, transmission and dissemination of knowledge.

- ***Research training oriented from the conceptual component***

Suáres Núñez and López Canto (2006) point out that research should be considered a real need for universities insofar as beyond providing new knowledge, it serves as a basis for another research.

> In this sense, the students recognize the existence of training environments that contribute to their research process, as evidenced in the following comments:
>
> "The theoretical part is promoted in the classroom, with the modules and the curriculum that includes the research part..." (Interview P3, 2015);

"... I consider that research activities allow for a critical attitude and a creative capacity to find alternatives not only for the advancement of science, but also for the contribution of knowledge and products to the community with the solution of the conflicts that affect them." (Interview P1, 2015).

But although the school's interest in strengthening research training and the creation of its own environments for its development, imparting a critical attitude and creative capacity, is recognized, the activities carried out do not allow the appropriation of sufficient concepts to reach the world. scientific (interaction with recognized researchers), nor the formulation of projects, with an impact that transcends beyond the classroom.

However, it is necessary to appeal to the reports of the teachers, represented by ten (10) interviewees whose particularities are discussed below:

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• *Organization and analogous concept*

For Hodge (2005), the organization is defined as two or more people who work collaboratively and together within identifiable limits to achieve a goal. For this, they divide the work among their members given shared objectives. Likewise, it is understood as human systems of cooperation and coordination coupled within established boundaries.

However, teachers relate the concept of organization to a group of people, governed by rules. In the same way they emphasize that it is teamwork. As evidenced in the following testimony.

> "An organization is the whole of a company where there is a group of people, infrastructure, technology, governed by rules that strengthen the normal development of activities for the fulfillment of certain objectives." (Interview P3, 2015)

Due to the above, teachers show knowledge of this figure and the need for clear objectives to the extent that its members are directed towards the same ends.

• *The administrative component as a factor or resource inhibiting research management*

Ucrós M. (2011), refers to the fact that organizational factors affect their internal environment or organizational climate, and have repercussions on the behavior of the worker, and therefore on the productivity of the company. These include communication and dissemination of policies, decision-making model, organizational structure, hierarchical level and its influence on the position, physical infrastructure and technological equipment, among others.

In accordance with the above, teachers state that the organizational factors incident in the management of research are the administrative and political factor. In this way, they testify:

"The administrative factor, in the institution, sometimes does not allow progress in the investigative processes, immersed, there is the financial factor that influences in a negative way, because there is no autonomy for the allocation of resources, which causes delays in the projects" (Interview P3, 2015).

"...the political or bureaucratic factor has limited the continuity of the processes and the obstacles are increasing, which affect the strengthening of the institution" (Interview P4, 2015).

The foregoing reflects the existing relationship between influential organizational factors and resources in the investigative processes, since the administrative component emerges as the main factor or inhibitory resource for its management, which denotes a deficiency to strengthen the processes developed. From this, it is inferred that the ESAP must monitor and control its action plan to favor the management of the investigation.

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• *Intellectual capital, aspect to be strengthened*

Bueno Campos (2003), states that intellectual capital is made up of three components: Human Capital, which represents the value of the knowledge and talent possessed by the people of the organization; Technological Capital linked to the use of technology and the results of R&D; and who make up the organization; Structural Capital related by Bueno, Paz Salmador, and Others (2008) as two subsets: Organizational Capital, associated with the structural scope of relational capital, understood as the representation of the value of knowledge that is incorporated into people and the organization for the purpose of of the more or less permanent relationships that it maintains with other organizations and society in general (Jacques, 2017) .

Indeed, from the point of view of the Human Capital component, teachers stated that the strategies and institutional support provided by the ESAP for the construction of knowledge are very few:

> "Very little support is given to teachers, they do not have a clear structure and an agreed agenda because most of the teachers are hired for teaching hours, so they do not have the time to dedicate to research. The missionary areas of the institution are disjointed, a local political dynamic is perceived that is interested in bureaucratic issues" (Interview P4, 2015).

But compared to the Structural Capital, the teachers affirmed that the quality of the infrastructure regarding the bibliographic resources is in the medium term, due, among other things, to the absence of a competent person in charge of the subject. Similarly, the academic classrooms and computer resources obtained the same rating, as highlighted in the following comments:

> "there is not enough disclosure in the bibliographic part, the school does not have a person in charge. The library must have a professional in the area, who knows the subject, and not people from other professions, unrelated to the query, it is necessary to implement the bibliographic part of the databases" (Interview P3, 2015).

Besides, from the Relational Capital component, the teachers mentioned that the investigative works have not had any transformation since they are not socialized. This is corroborated by the following testimonies:

> "No, because they have been works that remain on the desk and feedback is not given in the external work groups that collaborate in the process" (Interview P3, 2015)

> "They have not had the expected relevance, since until now, no project has been seen that has been published at the local level" (Interview P10, 2015).

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This denotes a deficient intellectual capital, since there are very few spaces for the construction of knowledge of these professionals. Likewise, an infrastructure with certain weaknesses is reflected in the management of the quality of life of students and teachers that prevents favoring organizational processes. At the same time, they state that research projects do not respond to the needs of the context. Consequently, the lack of attention to these organizational processes; prevents the creation of a scientific community that cooperates and works in a network to assume the dynamics of the environment where the accumulation of knowledge, experiences, among other aspects, allow generating value for the organization in the future.

- ***The divergence between research and organizational processes***

Vargas and Murillo (2012), state that the subject of research is essential to promote the generation, reconstruction, application and dissemination of knowledge. For higher education, it means an important challenge to locate aspects that enhance its development and that strengthen the contribution that is made from the university sphere and generate an impact on society.

According to this, teachers point out that research is related to the ability to reach the reality of a problem or need in a context. So, the development of the activities to inquire about an aspect that you want to know or solve, they estimate it as:

> "I think that research is a process, through which it is intended to search for the reality of a problem or need in a given context" (Interview P8, 2015).

With this, they tacitly make a call to assess the results of the projects according to what was planned. Moreover, they highlight it with the following:

> "At ESAP, there is little management in terms of research. It is reflected in the lack of continuity of research projects. Therefore, it has not generated the expected impact on the social environment" (Interview P3, 2015).

> "No, since since its creation the investigative part has been immersed in the mission and until now there has been no relevant progress in scientific production in the territory, it has only been based in recent years on meeting goals, but it has not followed up on project management to assess its continuity" (Interview P1, 2015)

And this marks that advances in scientific research have been minimal, as reflected in the following comment:

> "In the Cauca territorial, no progress has been seen in the investigation part, since there are no territorial groups in Colciencias" (Interview P7, 2015).

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Clearly, research appears disjointed from investigative processes, which prevents strengthening and generating new knowledge and the urgency of measures to support human talent (teachers) as training pillars, symbols and incentives for research work.

Documentary description and qualitative results

ESAP, as a public university institution, has the responsibility to fulfill its mission and vision. Implicit in them are the functions of teaching, research and institutional projection. However, from 1999 to 2009, very little academic production was carried out; only six investigations were carried out in the territorial Cauca and from 2010 onwards, it has carried out 40 research projects related to research seedbed groups, training research groups and territorial interest groups, but its results have remained in the library, without having any effect in relation to indexed publications, consolidated groups or academic production for Colciencias. In other words, only the goals that are projected each year in the territorial action plan are met, although they are omitting and not disseminating the research carried out.

In this sense, the perception of students and teachers, who from their experience at that time state that organizational factors, such as administrative, are responsible for:

> "The administrative factor, in the university, sometimes does not allow progress in the investigative processes, immersed is the financial factor that has a negative influence because there is no autonomy for the allocation of resources, which causes projects to be delayed" (Interview P3, 2015).

And the political factor, in which they state that,

> "In the territorial, the political or bureaucratic factor is very notable, this means that the projected plans are not given on time." (Interview P7, 2015).

Hence, these factors prevent favoring research training that allows generating a change in educational praxis that generates social transformation, based on the generation and production of knowledge of the academic community (students and teachers).

Conclusions

The results of the study reflect the inability of research management at ESAP. Administrative and political factors have hindered organizational processes in favor of the institution. The lack of territorial autonomy limits decision-making and the execution of actions linked to bureaucratic decisions significantly affect their development.

Although it is true that the existence of academic production in the territory is evident, a constant dynamic that allows generating progress in scientific research was not demonstrated, since in some years more projects were carried out than in others. The foregoing demonstrates

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a lack of leadership on the part of the Faculty of Research, to articulate this investigative process with the academic coordination of the Cauca territorial.

Therefore, research should be the support of the school, since it has been isolated or discriminated against by the administrations that are addressed by the ESAP. It also reflects the low quality in academic and research production and the disarticulation with the other processes, which limits the normal development of the research activity that every day becomes more visible in the universities to be at the forefront of society, knowledge and the construction of the public.

Consequently, the minimum progress in the development of research management was verified, due to the lack of commitment on the part of the ESAP, so that the projects are evaluated and socialized, based on the necessary support for a subsequent publication that allows the recognition of all the academic production generated in the Cauca territory.

It must be recognized that efforts have been made to strengthen research training from the classroom with the development and formulation of projects that have allowed students to acquire research training from the conceptual component. However, these developed investigations have not managed to transcend towards academic scenarios of greater impact.

In this way, it is very important that the ESAP, as an educational institution, must respond to the transformation of society and the demand of the community, as stated in the mission to strengthen the intellectual capital that is immersed in the organization and be more competitive when it comes to providing services to citizens. Although it is true that from the point of view of Structural Capital, bibliographic resources are evident for the promotion of research, there is no trained human talent to provide a better service.

Likewise, from the Human capital component, the absence of strategies and the lack of institutional support to favor the construction of knowledge of the educational community is reflected; and even more so if the constant change of administrative personnel is reflected to provide continuity and strengthening to the processes. As mentioned above, the deficiency of investigative work with social impact and its little diffusion prevent the potential of the Relational Capital of the School.

Therefore, the combination of knowledge, skills, experiences, intellectual property and organizational structures generate significant value for the institution, aimed at strengthening it to generate new knowledge. In this way, it is required that the school give importance to investigative activities, which constitutes a missionary component to be made visible from the organization.

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On the other hand, it is evident that the management of the research is limited because the ESAP does not provide the relevant motivational tools, such as a room for teachers to have extracurricular time with students, computers, access to Internet is very deficient, etc., to encourage teachers to the world of research, in such a way that they can acquire a commitment to the organization. Even more so if teachers are teaching hours, which makes it difficult to generate significant efforts from their role, to promote research.

Therefore, the analysis carried out aims to seek strategies aimed at improving all organizational processes to strengthen research and be able to be at the forefront of a society based on information and knowledge. It is necessary to have adequate mechanisms towards the construction of new knowledge, channeling their research into its creation.

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