

Social Responsibility And Teamwork In The Investigative Skills Of Teachers In Covid-19 Pandemic At The Isaíasardiles Educational Institution, Pachacamac 2020.

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Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 16 April 2021

ABSTRACT : The present study aimed to determine the incidence of social responsibility and teamwork on the investigative skills of teachers, and responds to the institutional educational problem. With a quantitative approach, explanatory type and causal correlational design, with a sample comprised of 77 teachers from the IsaíasArdiles Educational Institution of Pachacamac; Questionnaires were used for the variables, the general objective of the research was: To determine the incidence of social responsibility and teamwork in the investigative skills of the IsaíasArdiles Educational Institution, Pachacamac, 2020; and the specific objectives were: Determine the incidence of social responsibility and teamwork in the ability to problematize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020; determine the incidence of social responsibility and teamwork in the ability to theorize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020; and determine the incidence of social responsibility and teamwork in the ability to verify the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020; and in the hypothesis test the linear regression statistic was used; and after data collection, the following conclusion was reached: Social responsibility and teamwork significantly affect the investigative skills of the IsaíasArdiles Educational Institution, Pachacamac, 2020; having obtained a value $p = 0.000$ in the linear regression test.

Keywords: Social responsibility, teamwork, investigative skills, educational reality.

INTRODUCTION

In recent years, social responsibility has increased its work space, having positioned itself in all instances and in international politics, with globalized initiatives. Martínez (2019) pointed out that the educational authorities of Europe and Latin America have reflected on the mission of social responsibility in the 21st century; and international and multilateral meetings were held by governing bodies of the education sector, representatives of the ministries of education, directors, counselors and non-governmental organizations worldwide.

Thus, the Ministry of Education (2018), as responsible for the education sector, managed to include issues related to social responsibility, and how this favors the development of the community, inserting a topic in the national curriculum for students, which was used as an instrument, and identify opportunities, developing models or plans for the generation of new productive or commercial business units.

Vallaey (2018) pointed out that social responsibility manages to develop when the educational agents of an educational institution assume the challenges of institutional development and its projection to the community, with a joint and comprehensive effort, it develops activities for sustainable development based on the premise the conservation of the environment, a responsibility that grows in the educational agents, users, and the different instances of the organization.

Gallardo (2019), pointed out that the strategy of social responsibility is gaining greater interest, and is based on the scope of a set of competencies, which implies guiding training and determining the type of activities that students carry out, based on the development of skills, attitudes and values. Likewise, Severino, Medina and Pujol (2018) in recent decades have increased concern about the role of social responsibility in educational organizations, where there are pressures from internal and external agents when incorporating values such as respect, diversity, tolerance, equity, equality, social commitment, empathy, among others; where social responsibility becomes more forceful in this type of organization as a result of its role as an integral educator of people and in the development of the local, regional and national community.

Ojeda (2019) pointed out that social responsibility is an issue that has existed since the beginning of civilizations, which as an idea has undergone changes depending on the historical and epistemic angle, as a general organizational element as a basic idea in educational institutions; and it has returned to be important due to the great corporate and business scandals since the beginning of the 21st century. Makita, Gaber and Bustillos (2018) pointed out that educational institutions are generators of values, attitudes and customs that the student adopts and transfers in their immediate surroundings and societies, which require responsible collaboration in

the different areas of the institutions; social responsibility goes hand in hand by creating suitable environments to share and act in favor of society in an economic, political, environmental, ethical and philosophical context.

Armijo, Costa, Aguirre, and Loaiza (2018), pointed out that, in higher education, they are betting on the use of TICs as part of the educational model, being aware that not only trained teachers are required, but also tutors who motivate the learning process, where social networks play an important role in the generation of interrelationships between teachers and students, which allows the strengthening and dynamic development of learning. Also, Patiño (2018) pointed out that higher-level educational institutions are concerned to provoke a positive change in the training of students, where their graduates assume a critical awareness of solidarity and interdependencies and promote the values of responsibility, generosity, compassion and cooperation, based on the principle of recognition of human dignity, regardless of cultural roots, sexual orientation, religion or other individual difference.

Montse (2015), pointed out that teamwork is based on the achievement of common objectives, through exchanges in individual and shared work, that is, apart from the theoretical, also putting into practice the knowledge acquired, the development of good skill and attitude. The formation of a team must be carried out in a planned way, in a controlled manner, rather than face-to-face environments, because the students cannot know each other personally, and strategies must be sought so that each group is formed in a personalized way and with a minimum knowledge of the members. Thus, teamwork as a technique favors the integration and learning of a certain group of students, therefore, its usefulness is promoted in the classroom.

Thus, Giniger (2014) pointed out that the term social responsibility was used in Europe and the United States, to refer to the practice of every organization to carry out to benefit society, later in the seventies, it was emphasized in the elaboration of manuals, policies and standardized practices that identified voluntary actions of social responsibility.

The Congress of the Republic (2014) pointed out that social responsibility is aimed at effective and ethical management, the results of which impact society; through management, research, projection to the community. Educational institutions in Peru, many times do not generate social impacts, which generates a change in society, which improves and develops the community; causing weak links between an educational institution and local, regional and national communities. Likewise, in the development of their academic work, there are meaningless opportunities, because students do not internalize their responsibility in the face of a community problem, be it of a social, environmental, economic, political nature, among others, of the community, and the resolution of some problems is tried in a very generalized and theoretical way, since this is carried out in the classrooms, when it should be the opposite, that is, practical and specific in the same place where the problem arises.

For Casanova, Gonzales, Vásquez and Asqui (2019), the university is oriented to the production of useful knowledge, which can be learned in the pedagogical process, based on the model of skills training; and responds to the social and political demands of the State and education, with a vision of training professional teachers with academic, investigative and bonding capacities; having a permanent update in theories and methodologies of practice during the academic training of the student and manage to form investigative skills. Also, Casanova, González, Vásquez, and Navas (2020), pointed out that, in recent years, educational institutions have experienced profound changes in the political and educational sphere, which generates competitive and quality expectations; and this requires professionals with new expectations in their investigative way, and to be able to challenge the challenges that society presents; and for this it needs to create, develop, develop and disseminate knowledge through research training, which strengthens human talent and contributes to a better society.

Martín, Díaz y Sánchez (2017) señaló que la solución para los docentes y estudiantes de los problemas educativos y asistenciales diarios, depende del proceso de la investigación científica, por ello, la importancia del desarrollo con calidad, de las habilidades investigativas, que permita la formación integral del profesional, y prestar atención al aseguramiento y mejora de la calidad, y no solo en la formación académica y de la investigación científica, sino también de la gestión institucional. Asimismo, Fernández, Zambrano, Quintero y Fuentes (2017), señaló que la formación de las habilidades investigativas, contribuye en los estudiantes para que dominen acciones y operaciones que le permita la ejecución de una investigación científica y poder solucionar problemas científicos; y que la virtualización de la misma permite la potenciación de la educación a distancia, y el fortalecimiento de la enseñanza presencial y no presencial; y, Villarreal, Muñoz, Pérez, Corredor, Martines y Porto (2017), una habilidad investigativa es el grado de capacidad de una persona frente a un objetivo determinado; cuando se logra el objetivo propuesto en la habilidad, se considera que se logró a pesar de que se

haya logrado una forma depurada y económica; asimismo, orienta el desarrollo de dichas habilidades, como el redescubrimiento del estudiante sobre lo que la ciencia o el pensamiento científico descubre y establece previamente y rescata la actividad investigativa como estrategia.

Currently in Peru, the teacher does not adapt to practice with reality or vice versa in an effective and efficient way, because having received professional training, it is thus that the teacher professional does not manage to master skills to exercise their profession, not achieving develop the necessary competence for professional development, with limitations as a pedagogue in the transmission of knowledge, some without having completed the teaching career, others with many years of service, but without developing the new pedagogical technology.

In the IsaíasArdiles Educational Institution of Pachacamac, a limited participation was observed by teachers in the development of society, they fail to identify themselves as part of the community where they work, with a slow solution of problems of a social, economic, cultural and social nature. political; having a significant impact on their training and teaching practice; because they still use traditional teaching models, with limitations in virtual teaching in some areas. Likewise, it was observed that, there is indifference of teachers to institutional and community problems, they fail to transmit knowledge in an optimal way, they fail to multiply the knowledge acquired in updates or training on virtual education, with deficiency in curricular planning, without knowledge about the institution's PEI, there is no coordination between teachers in the same area, that is, there are technical pedagogical deficiencies in the virtual teaching of teachers.

Likewise, a limited predisposition of teachers to carry out training, specializations and / or updates was observed; Teachers, due to multiple occupations, lack mastery of tics to develop investigative ability and this undermines the teaching function; All of this triggers teachers not being able to apply an adequate methodology with students, since improvisation generates the use of a traditional methodology, merely memoristic, where it limits student participation, being only a recipient of knowledge, this triggers students to students do not achieve adequate academic performance.

Faced with the problem described, the following problems were formulated, such as the general problem: What is the incidence of social responsibility and teamwork on the investigative skills of the IsaíasArdiles Educational Institution, Pachacamac, 2020 ?; also, specific problems: 1) What is the incidence of social responsibility and teamwork in the ability to problematize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020? 2) What is the incidence of social responsibility and teamwork in the ability to theorize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020? 3) What is the incidence of social responsibility and teamwork in the ability to verify the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020?

Regarding the justification of the research, it is theoretically justified, since it will be possible to determine the cause-and-effect relationship of social responsibility, and teamwork in investigative skills; increasing the knowledge of this relationship and that is based on the proposals of Prado, Ogliastri, Flores and Pratt (2015) with respect to social responsibility, Smith (2000) with respect to teamwork and Chirino (2012) with respect to investigative skills; and responds to the problem described; Likewise, it is justified in the methodological field, because it responds to a qualitative approach, where the hypotheses will be checked, with results obtained from the application of questionnaires with relevance, coherence with the categories and subcategories.

Among the objectives of the research, where the general objective: To determine the incidence of social responsibility and teamwork in the investigative skills of the IsaíasArdiles Educational Institution, Pachacamac, 2020; and the specific objectives: Determine the incidence of social responsibility and teamwork in the ability to problematize the educational reality of the Educational Institution IsaíasArdiles, Pachacamac, 2020. 2) Determine the incidence of social responsibility and teamwork in the ability to theorize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020, and 3) Determine the incidence of social responsibility and teamwork in the ability to verify the educational reality of the IsaíasArdiles Educational Institution, Pachacamac , 2020.

The research hypotheses are: general hypothesis: There is a significant incidence of social responsibility and teamwork in the investigative skills of the IsaíasArdiles Educational Institution, Pachacamac, 2020; and the specific hypotheses: There is a significant incidence of social responsibility and teamwork in the ability to problematize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020. 2) There is a significant incidence of social responsibility and teamwork in the ability to theorize the educational

reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020, and 3) There is a significant incidence of social responsibility and teamwork in the ability to verify the educational reality of the IsaíasArdiles Educational Institution, Pachacamac , 2020.

MATERIALS AND METHODS

Research type and design

The study was of a quantitative approach, which according to Hernández, Fernández and Baptista (2014), is due to the collection of data in a numerical way and the elaboration of a statistical analysis about the results of the variable.

The research was explanatory, which according to Sánchez, Reyes and Mejía (2018), allows the researcher to formulate questions about the causes of the phenomenon under study, in the search to identify causality.

The research design was non-experimental, causal correlational, and that according to Hernández et al. (2014), allows the cause-effect relationship of social responsibility and teamwork in investigative skills; and obeys the following scheme:

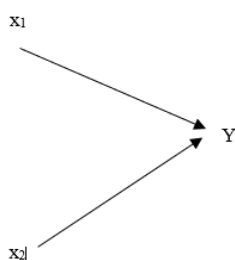


Figure 1: Research design

Where:

X1: Social responsibility

X2: Teamwork

Y: Investigative skills

Variables and operationalization

Conceptual definition of the social responsibility variable

It is a permanent commitment of organizations to increase competitiveness, while they manage to actively contribute to the sustainable development of societies, through concrete and measurable actions that are aimed at solving priority problems within the country. (Prado, Ogliastri, Flores and Pratt, 2005)

Conceptual definition of the teamwork variable

It is a different qualitative development of each group; where capacities for the optimization of resources available to the institution are achieved, whether human, material or financial for the optimization of the service or production of goods. (Ivancevich and Dinnelly, 2001)

Definition of the investigative skills variable

Mastery of actions that involve the scientific method, which ensures that the person has an adequate management of skills to problematize, theorize and verify activities of their professional practice, contribute to transformations but are based on scientific bases. (Chirinos, 2012)

Population and sample

The population according to Tamayo (2012), is the totality of elements with common characteristics, and that is the subject of the study; and was made up of 96 teachers from the IsaíasArdiles de Pachacamac Educational Institution, and includes:

Table 1

Distribution of the teacher population

Turn	Amount
Morning	58
Afternoon	38
Total	96

Source. CAP IE "Isaías Ardiles"

The sample according to Hernández and Mendoza (2018), is a subset of the population, which was selected using a probabilistic formula of Arkin and Colton (1995); It was probabilistic, and it was determined as a result of 77 teachers from the educational institutions of Pachacamac, 2020; and the sampling according to Boza, Pérez and De León (2016) was proportionally stratified, distributed in shifts, morning and afternoon, through the stratification coefficient:

$$fh = \frac{n}{N} = \frac{77}{96} = 0,802$$

Table2

Distribution of the teacher population

Turn	Population	<i>fh</i>	Amount
Morning	58	0,802	47
Afternoon	38	0,802	30
Total	96	0,802	77

Data collection techniques and instruments

The survey technique was used, which according to Murphy (2005) is a technique that allows the collection of data from a group of people through questions.

The instrument used was the questionnaire for both variables, according to Tamayo and Tamayo (2014) it comprises the important aspects of the fact or phenomenon that are considered essential, likewise, it allows the isolation of problems that are of primary interest, as well as the reduction from reality to a quantity of essential data and precise the object of study that will comprise the Likert scale.

Datasheet 1

Name: Questionnaire on social responsibility

Author: Chije, J. (2019)

Adapted by: Miranda, E.

Year: 2020

Description: It comprises 27 items, distributed in three dimensions: dialogue and participation, respect for the individual and decent work

Time: approximately 20 minutes

Application: Individual

Datasheet 2

Name: Questionnaire on teamwork

Author: Flores, A.

Adapted by: Miranda, E.

Year: 2020

Description: It comprises 32 items, distributed in four dimensions: training, confrontation, normalization and performance.

Time: 20 minutes approx.

Application: Individual.

Datasheet 3

Name: Questionnaire on Investigative Skills

Adapted by: Miranda, E.

Year: 2020

Description: It comprises 19 items, distributed in three dimensions: problematize reality, theorize reality and check reality.

Time: 20 minutes approx.

Application: Individual

Validity. The validity of the instrument was performed through five experts, as detailed below:

Reliability. A pilot test was applied to 25 teachers, and the statistical analysis was carried out through Cronbach's Alpha, obtaining the following results:

Table3

Reliability - Cronbach's Alpha

N°	Instrument	Cronbach's Alpha	N°
1	Questionnaire on social responsibility	0,923	27
2	Questionnaire on teamwork	0,941	32
3	Investigative skills questionnaire	0,901	19

The results obtained allow us to affirm that the questionnaire on social responsibility obtained a value of 0.923, the questionnaire on teamwork equals 0.941 and the questionnaire on investigative skills equal 0.901, therefore, the instruments have a high reliability and their app.

Procedure

After collecting the information through the application of the questionnaires, we proceeded to:

Create a database through a table distributed in the dimensions of each variable

Prepare tables and figures based on frequencies and percentages according to the dimensions and variables.

Preparation of tables on the test of general and specific hypotheses.

Analyze and interpret descriptive and inferential results

Draw conclusions and recommendations based on results.

Information analysis method

After collecting the data, the analysis and interpretation of the results was carried out using the SPSS 25 statistical software, and the ordinal logistic regression test will be used for the hypothesis test.

Ethical aspects

Taking into account the guidelines of the APA (2010), and it was considered:

Consent of the entity. The educational institution granted authorization for the compilation of the information with the free and voluntary participation of the teaching staff.

Confidentiality. The information obtained has been treated in terms of confidentiality and used to achieve the objectives.

Free participation. The information collected was made with the free participation and without pressure from the teachers.

Anonymity The information collected has been treated protecting the privacy of teachers

The minimum percentage of similarity proposed by the César Vallejo University was taken into account, with 25% being the minimum percentage.

RESULTS

Social responsibility

Table 4

Frequency distribution of the social responsibility variable

Level	frequency (fi)	(%)
Low	56	72,7
Medium	21	27,3
High	0	0
Total	77	100,0

Figure 2

Levels of the social responsibility variable

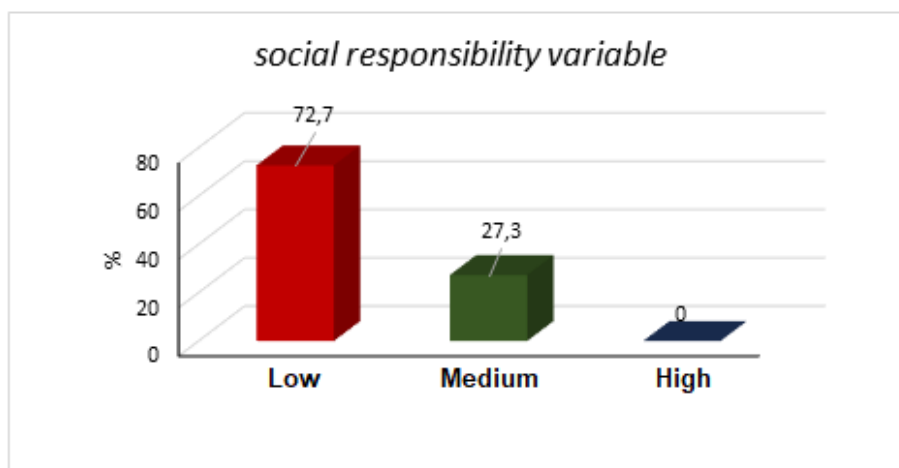


Figure 2 shows that, with respect to the social responsibility variable, 72.7% present a low level, and 27.3% a medium level; This indicates that most teachers present a low level of the social responsibility variable.

Teamwork

Table 5

Frequency distribution of the teamwork variable

Niveles	Frequency (fi)	(%)
Low	44	57,1
Medium	33	42,9
High	0	0
Total	77	100,0

Figure 3

Levelsoftheteamwork variable

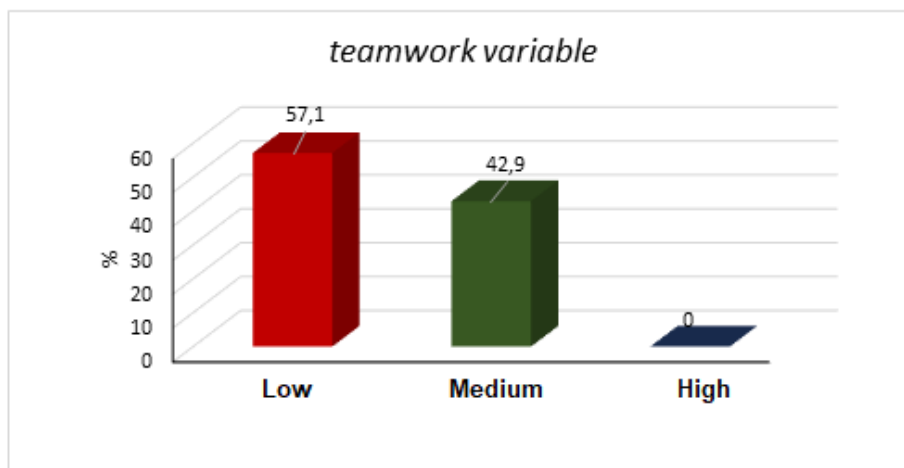


Figure 3 shows that, with respect to the teamwork variable, 57.1% present a low level and 42.9% a low level; This indicates that most teachers present a low level of the self-employment variable.

Investigative skills

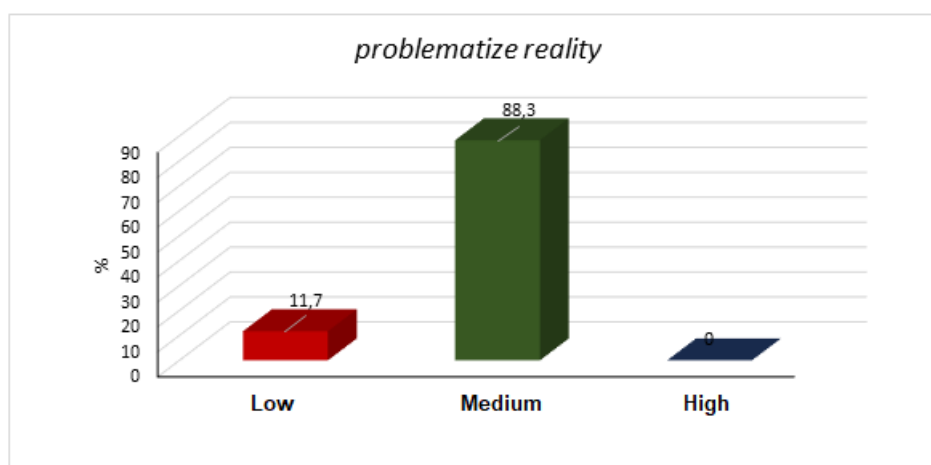
Table 6

Frequency distribution of the dimension to problematize reality

Level	Frequency (fi)	(%)
Low	9	11,7
Medium	68	88,3
High	0	0
Total	77	100,0

Figure 4

Levels of the dimension to problematize reality



In figure 4 it is observed that, with respect to the dimension to problematize the reality of the investigative skills variable, 88.3% present a medium level and 11.7% a low level; Given this, it can be affirmed that most teachers present a medium level of the dimension to problematize reality.

Table 7

Frequency distribution of the dimension theorize reality

Level	Frequency (fi)	(%)
Low	73	94,8
Medium	4	5,2
High	0	0
Total	77	100,0

Figure 5

Dimension level theorizing reality

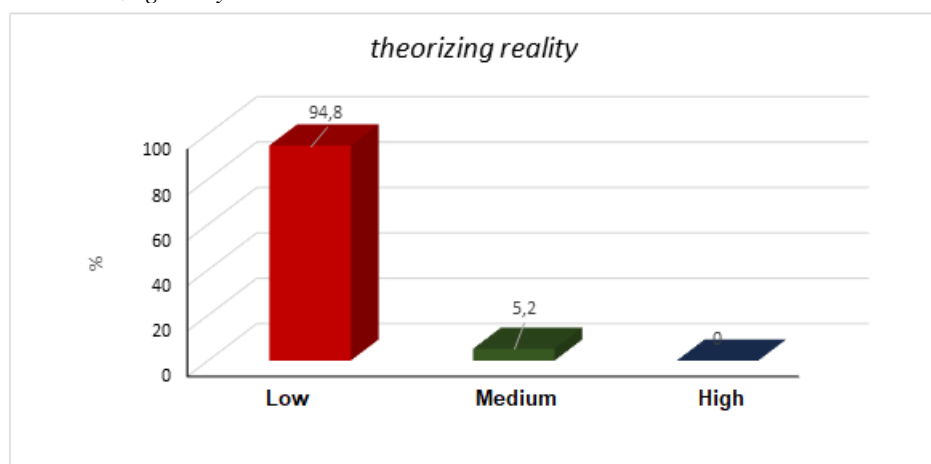


Figure 5 shows that, with respect to the dimension of theorizing the reality of the investigative skills variable, 94.8% present a low level and 5.2% a medium level; Given this, it can be affirmed that most teachers present a low level of the theorizing reality dimension.

Table 8

Frequency distribution of the dimension understand reality

Level	Frequency (fi)	(%)
Low	45	58,4
Medium	32	41,6
High	0	0
Total	77	100,0

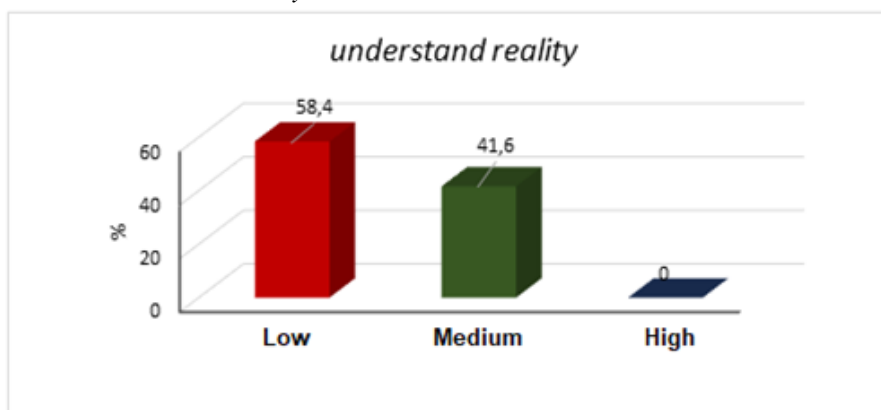
Figure 6*Levels of the dimension understand reality*

Figure 6 shows that, with respect to the dimension understanding the reality of the investigative skills variable, 58.4% present a low level and 41.6% a medium level; Given this, it can be affirmed that most teachers present a low level of the dimension of understanding reality.

Table 9

Frequency distribution of the investigative skills variable

Level	Frequency (fi)	(%)
Low	53	68,8
Medium	24	31,2
High	0	0
Total	77	100,0

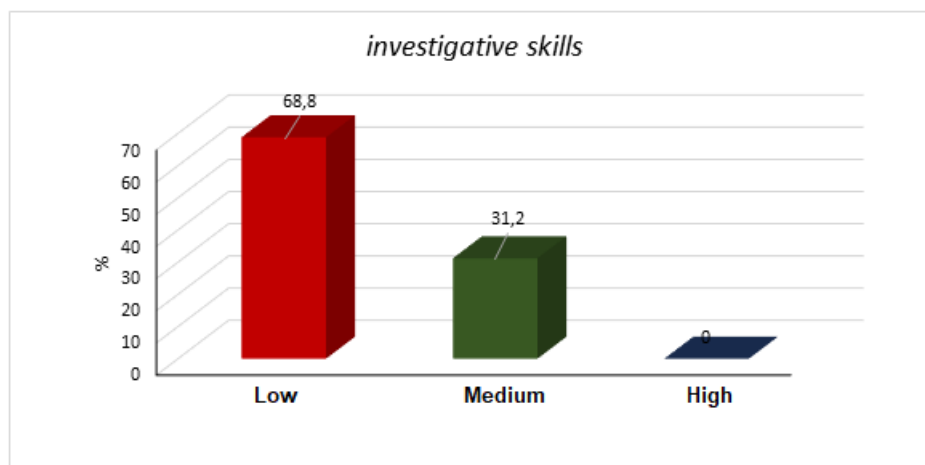
Figure 7*Levels of the investigative skills variable*

Figure 7 shows that, with respect to the investigative skills variable, 68.8% present a low level and 31.2% a medium level; Given this, it can be affirmed that most teachers present a low level in the variable understand reality.

Inferential results

General hypothesis

H0: There is no significant incidence of social responsibility and teamwork in the investigative skills of the Isafas Ardiles Educational Institution, Pachacamac, 2020

H1: There is a significant incidence of social responsibility and teamwork in the investigative skills of the Isafas Ardiles Educational Institution, Pachacamac, 2020

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Table 10
Model Summary - General Hypothesis

Model	R	R ²	R ² tight	standard error
1	,760 ^a	,577	,566	,307

The model explains that 57.7% that after being corrected for the effect of the sample and the independent variables results in 56.6%, likewise, the standard error of the estimation or square root of the unexplained variance, turns out to be 0.307.

Table 11
Linear Regression Test - General Hypothesis

ANOVA ^a						
Model	Sum of squares	Gl	Mean quadratic	F	Sig.	
1	Regression	9,532	2	4,766	50,468	,000 ^b
	Residue	6,988	74	,094		
	Total	16,519	76			

a. Dependent variable: Investigative skills (Pooled)

b. Predictors: (Constant), Teamwork, Social Responsibility (Grouped)

The F value obtained was 50.468, where the associated probability ($p = 0.000$) is less than 0.05, which leads to rejecting the null hypothesis and accepting the research hypothesis: There is a significant incidence of social responsibility and teamwork in the investigative skills of the IsaíasArdiles Educational Institution, Pachacamac, 2020

Specific hypothesis 1

H0: There is no significant incidence of social responsibility and teamwork in the ability to problematize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020

H1: There is a significant incidence of social responsibility and teamwork in the ability to problematize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020

Table 12
Model Summary - Specific Hypothesis 1

Model	R	R ²	R ² tight	standard error
1	,166 ^a	,028	,001	,323

Predictors: (Constant), Teamwork (Grouped), Social Responsibility (Grouped)

The model explains that 16.6% that after being corrected for the effect of the sample and the independent variables results in 2.8%, likewise, the standard error of the estimation or square root of the unexplained variance, turns out to be 0.323.

Table 13
Linear Regression Test - Specific Hypothesis 1

ANOVA ^a						
Model	Sum of squares	gl	Mean quadratic	F	Sig.	
1	Regression	,220	2	,110	1,055	,353 ^b
	Residue	7,728	74	,104		
	Total	7,948	76			

a. Dependent variable: Problematize reality (Grouped)

b. Predictors: (Constant), Teamwork (Grouped), Social Responsibility (Grouped)

The F value obtained was 1.055, where the associated probability ($p = 0.353$) is greater than 0.05, which leads to accept the null hypothesis and reject the research hypothesis: There is no significant incidence of social responsibility and work in team in the ability to problematize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020.

Specific hypothesis 2

H0: There is no significant incidence of social responsibility and teamwork in the ability to theorize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020

H1: There is a significant incidence of social responsibility and teamwork in the ability to theorize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020

Table 14

Model Summary - Specific Hypothesis 2

Model	R	R ²	R ² tight	standard error
1	,396 ^a	,157	,134	,208

Predictors: (Constant), Teamwork (Grouped), Social Responsibility (Grouped)

The model explains that 39.7% that after being corrected for the effect of the sample and the independent variables results in 15.7%, likewise, the standard error of the estimation or square root of the unexplained variance, turns out to be 0.208.

Table 15

Linear Regression Test - Specific Hypothesis 2

ANOVA ^a					
Model	Sum of squares	gl	Mean quadratic	F	Sig.
1					
Regression	,594	2	,297	6,868	,002 ^b
Residue	3,199	74	,043		
Total	3,792	76			

Predictors: (Constant), Teamwork (Grouped), Social Responsibility (Grouped)

The model explains that 39.7%, after being corrected for the effect of the sample and the independent variables, is 15.7%, a. Dependent variable: Theorize reality (Grouped)

b. Predictors: (Constant), Teamwork (Grouped), Social Responsibility (Grouped)

The F value obtained was 6.868, where the associated probability ($p = 0.002$) is less than 0.05, which leads to rejecting the null hypothesis and accepting the research hypothesis: There is a significant incidence of social responsibility and teamwork in the ability to theorize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020.

Specific hypothesis 3

H0: There is no significant incidence of social responsibility and teamwork in the ability to verify the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020.

H1: There is a significant incidence of social responsibility and teamwork in the ability to verify the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020.

Table 16

Model Summary - Specific Hypothesis 3

Modelo	R	R ²	R ² tight	standard error
1	,639 ^a	,408	,392	,387

a. Predictors: (Constant), Teamwork (Grouped), Social Responsibility (Grouped)

The model explains that a 40.8% that after being corrected for the effect of the sample and the independent variables results in 63.9%, likewise, the standard error of the estimation or square root of the unexplained variance, turns out to be 0.387.

Table 17

Linear Regression Test - Specific Hypothesis 3

ANOVA ^a					
Model	Sum of squares	gl	Mean quadratic	F	Sig.
1					
Regression	7,639	2	3,820	25,551	,000 ^b
Residue	11,062	74	,149		
Total	18,701	76			

a. Dependent variable: Understanding of reality (Grouped)

b. Predictors: (Constant), Teamwork (Grouped), Social Responsibility (Grouped)

The F value obtained was 25.551, where the associated probability ($p = 0.000$) is less than 0.05, which leads to rejecting the null hypothesis and accepting the research hypothesis: There is a significant incidence of social

responsibility and teamwork in the ability to verify the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020.

DISCUSSIONS

With respect to the results of the general hypothesis, where the associated probability ($p = 0.000$) is less than 0.05, which leads to rejecting the null hypothesis and accepting the research hypothesis: There is a significant incidence of social responsibility and work in team in investigative skills of the IsaíasArdiles Educational Institution, Pachacamac, 2020; which is similar to the study by Gray (2017) that pointed out the existence of a direct and significant relationship between education by competencies and social responsibility in teachers; In the same way, Uera (2019), determined that the use of didactic strategies developed investigative skills of the students; Also, Quezada and Gómez (2017) where the application of the educational proposal I learn by researching significantly developed the investigative ability in students of a normal school, as well as the approaches of Chirino (2012) pointing out that investigative skills are domains of Actions that involve the scientific method, which ensures that the person has an adequate management of skills for the problematization, theorization and verification of activities of their professional practice, contribute to transformations but that are based on scientific bases.

Likewise, with respect to specific hypothesis 1, where the associated probability ($p = 0.353$) is greater than 0.05, which leads to accept the null hypothesis and reject the research hypothesis: There is no significant incidence of social responsibility and work as a team in the ability to problematize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020, and is similar to the study by Badillo, Bonilla, and Paredes (2018) which concluded that an educational proposal managed to develop the skills of teachers but he was unable to reincorporate social projects for the community; and the study by Vásquez (2018) where a very low relationship was perceived between teaching competence, academic commitment and attitude towards mathematics; Likewise, with the approach of Hellriegel and Slocum (2009) who pointed out that, people manage to learn new behaviors by observing others in a social context, and subsequently the imitation of the behavior is achieved, and of Chirino (2012), who pointed out that problematizing reality is the perception of some contradiction that appears in the teaching profession, comparing reality with scientific knowledge and the ethical-professional value of the teaching decade; that allows you to identify the professional problem.

Also, with respect to specific hypothesis 2, where the associated probability ($p = 0.002$) is less than 0.05, which leads to rejecting the null hypothesis and accepting the research hypothesis: There is a significant incidence of social responsibility and work in team in the ability to theorize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020; and it bears resemblance to the Gonzales study. and Rebollo (2018) where they concluded that professional competences have been developed to a great extent for their social-labor insertion process, where teamwork and cooperation is the most worked together with decision-making and communication skills, and with less emphasis on leadership and organizational commitment; and Hernández (2017) who determined that there is a deficient development of investigative skills to theorize problems, and Chirino (2012) who pointed out that the theorization of reality implies seeking, applying and socializing the essential scientific knowledge for the interpretation and explanation of reality in the educational field, assuming scientific and ethical conceptualizations for their professional projection.

In the same way, with respect to the specific hypothesis 3; where the associated probability ($p = 0.000$) is less than 0.05, which leads to rejecting the null hypothesis and accepting the research hypothesis: There is a significant incidence of social responsibility and teamwork in the ability to verify the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020, Hernández (2017) which determined that there is a development of investigative skills to understand problems; Izarra (2019) teachers assume their role as officials taking into account the responsibility of the educational institution in solving community problems, participating in a timely and ethical manner as a public official; Villarroel and Bruna (2017) where it was developed was accessibility, empathy, flexibility, humility; and differences were observed according to the levels of studies; Likewise, the motivational capacity of the teacher was valued, evidencing work experience; as well as the approach of Chirino (2012), to permanently verify the process and results of the application of proposals, are a scientific alternative to solve problems of reality, and will allow to evaluate the achievements and difficulties with a scientific and ethical position, which succeed in contributing to the development of teaching practice.

CONCLUSIONS

Social responsibility and teamwork have a significant impact on the investigative skills of the IsaíasArdiles Educational Institution, Pachacamac 2020; having obtained a value $p = 0.000$ in the linear regression test.

Social responsibility and teamwork do not significantly affect the ability to problematize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac 2020; having obtained a value $p = 0.353$ in the linear regression test.

Social responsibility and teamwork significantly affect the ability to theorize the educational reality of the IsaíasArdiles Educational Institution, Pachacamac 2020; having obtained a value $p = 0.002$ in the linear regression test.

Social responsibility and teamwork significantly affect the ability to verify the educational reality of the IsaíasArdiles Educational Institution, Pachacamac, 2020; having obtained a value $p = 0.000$ in the linear regression test.

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