VIRTUAL COLLABORATIVE LEARNING IN OMPETITION BUILDS YOUR IDENTITY IN FIFTH SECONDARY STUDENTS, SJL-2020

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ABSTRACT

The present research aimed to determine the relationship between virtual collaborative learning with competence constructs its identity in fifth year high school students of a state educational institution. The research was applied, with a non-experimental, cross-sectional, causal correlational design. The population consisted of 150 participants. Two instruments were used, one to measure virtual collaborative learning and the other to measure competence builds your identity. The content validity of the instruments was made through expert judgment. Reliability was obtained with the alpha statistic showing a level of 0.70, which corresponds to good reliability. For the two variables, 49.3% of the surveyed students present high levels in virtual collaborative learning and high levels in constructs their identity, followed by 26.7% who present high levels in virtual learning and regular level in constructs their identity, then 16.7% present regular levels in virtual collaborative learning and also regular levels in constructing their identity, 1.3% present regular levels of virtual

collaborative learning and low levels in constructing their identity, and a similar percentage, 1, 3% present low levels of virtual collaborative learning and regular levels in building their identity.

KEYWORDS: Virtual collaborative learning, competence, identity construction

INTRODUCTION

The WHO declared COVID-19, as the disease caused by the new coronavirus SARS [Severe Acute Respiratory Syndrome] CoV-2, as a pandemic that has proven to be a concern that can intensely impact the universaleconomy. (Alba, 2020). Faced with this situation, the central governments took health measures, including in the education sector, which includes the absence of students in educational centers and universities. For this reason, it was decided to teach virtual classes through the various platforms implemented by the education sectors of each country.In turn, Latin American countries except Nicaragua have implemented different innovative strategies with other more traditional ones in education . In this sense, the world bank is precisely monitoring how countries such as Uruguay, Mexico, Colombia and Chile use technology in education, to support remote learning during the pandemic (Di Gropello,2020)

At present, collaborative learning is located as a pedagogical success in which knowledge is propagated and remade from the probability of admitting the variety of positions and learning rhythms. (Lizcano-Dallos et al., 2019). In Peru, the government declared a health emergency and also decreed home isolation that has impacted the education of millions of students. The specialists of the Ministry of Education (Minedu, 2016) postponed the start of the school year by taking effective measures and one of them is the non-face-to-face modality so as not to stop the teaching- learning process. Likewise, he stated that there are incessant changes, where at every moment new challenges are proposed and opportunities are offered for social and

personal development.

In this way, the CNEB is the basis for the elaboration of the program and curricular tool of EBR and this modality contemplates the guidelines of pedagogical work in which it is established in the area of Personal, Citizenship and Civic development that deals with the competence build your identity. Therefore, the I.E "José María Arguedas", from the SJL district, the students of the fifth year of secondary school, do not take due importance to the competition, build their identity by finding weaknesses in this area. For this reason, students must continue to build their identity since they are in the adolescence stage where they begin to develop their interest in participating in public affairs. They have to be responsible with their civic values that promote the foundation of a participatory, institutional and democraticsociety

The general problem answers the question: In what way is virtual collaborative learning related to competence builds your identity in 5th grade students of a state educational institution of SJL, 2020? Therefore, the specifics were: (a) How is virtual collaborative learning related to self-appraisal ability in 5th grade high school students from an SJL state educational institution? (B) How is learning related to Collaborative virtual learning with the ability to self- regulate their emotions in students of 5th grade of a state educational institution of SJL ?, (c) How is virtual collaborative learning related to the ability to reflect and argue ethically in students of 5th grade of an institution educational institution of SJL ?, (d) How is virtual collaborative learning related to the ability to live their sexuality in a comprehensive and responsible way in 5th year high school students of a state educational institution of SJL?

This study has a theoretical justification, because it tried to establish a level of correlation between virtual collaborative learning with respect

to the construction of its identity. Then, the methodological justification is relevant for its study because, the instruments are validated, through the use of tests, in order to achieve the objectives, set with the intention of accumulating information on the variables and finally the practical justification, contributes to solve practical difficulties that involve the related variables, thus making it possible to take the necessary measures. The epistemological justification allows us to become aware of the close relationship between both theories, which are the theory of social representation and collaborative learning, which are part of a socio-constructivist approach to knowledge as the highest representative Kenneth Bruffee, who advocates a far-reaching change in Otherwise, the relationships assumed by teachers and students, between what they have learned and what they learn, will lose the opportunity to learn a mature and effective interdependence.

The general objective of the research is to determine the relationship between virtual collaborative learning with competence constructs its identity in fifth year high school students of a state educational institution of SJL, 2020. While the specific ones were: (a) Identify the relationship between virtual collaborative learning with self-assessed ability in 5th grade high school students from an SJL state educational institution, (b) Identify the relationship between virtual collaborative learning with self-regulating emotion ability in 5th grade high school students from a state educational institution of SJL, (c) Identify the relationship between virtual collaborative learning with the ability to reflect and argue ethically in 5th grade students from a state educational institution of SJL, (d) Identify the relationship between virtual collaborative learning with the ability to live their sexuality in a comprehensive and responsible way in 5th grade students from an SJL state educational institution.
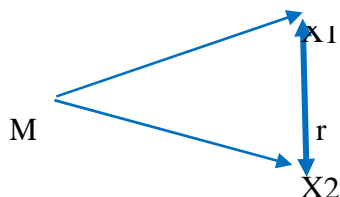
MATERIALS AND METHODS

Research type and design

The research is of an applied type. Baena (2014) affirms that they are concrete problems that require immediate and equal specific solutions (p.18). Likewise, it is included in the non-experimental transectional or cross- sectional design, according to Hernández et al. (2010) define it as the investigations that are carried out avoiding the deliberate manipulation of variables and in which phenomena are observed in their natural environment and then analyzed" (p.191). In turn, the study presents a correlational descriptive cross-sectional (Hernández et al., 2014) affirming that these designs refer to relationships between two or more concepts, variables or categories at a given moment (p.126). In other words, the research sought to confirm the presence of the relationship between virtual collaborative learning and competence by

building its identity.

The design graphic is as follows:

X1

M

r

X2

Sample: participants from the fifth year of secondary school
Variable 1: Virtual collaborative learning
Relationship
Variable 2: Competence builds your identity

Variables and operationalization

Independent Variable 1:

Virtual collaborative learning

Independent Variable 1:

Virtual collaborative learning

Conceptualdefinition:Accordingto,GuitertandPérez-Mateo(2013)explainthat,whencollaborativelearning takes place in a virtual environment, the student has a set of technological tools that favor the achievement of thisprocess.

Operational definition: Virtual collaborative learning is important, because it helped the participants in the fifth year of secondary school to have mastery, selection of diverse tools and technological resources, favoring the teaching-learning process considering the dimensions of positive interdependence, information exchange, social communication skills and digital skills, each accompanied by its

indicators and items that measure four levels of rank.

Dependent variable 2: competence builds its identity

Conceptualdefinition:Para,ChalaandMatoma(2013,p.6)Theconstructi onofIdentitydefinesitas acontinuousprocessthattendstooperatelevelsofstability,forthisreasonth eindividuallivesrapid, constantanddeepreworkingsoftheirreality,sinceatthisstagevulnerability ,distancingandconflicts are more evident in their socializationspaces.

Operational definition: The competence builds its identity was evidenced through the questionnaire which measured the four capacities that are, values itself, self-regulates their emotions, reflects and argues ethically and lives their sexuality in a comprehensive and responsible way, each one accompanied by its indicators and items that measure four levels of rank.

Indicators: Baena (2017, p.94), are means of operationalization of the variables. These constitute the smallest dimensions of the variables and are composed of concrete elements in which the reality that one wants to know is expressed. Regarding this research, we worked on the basis of eleven indicators corresponding to the virtual collaborative learning variable proposed by Soto José in 2014 and related to the variable; Competition builds its identity in the fifth year of secondary school, eleven indicators were used by Minedu specialists through the 2017 national curriculum.

Measurement scale: In this sense, Valderrama and León (2009), stated that: "the research instruments used to obtain a set of data that represent with verbal, symbolic or graphic accuracy the situation of the different elements that are located in the indicators and therefore of the variables" (p.32). The ordinal measurement scale that respond to the Likert psychometric scale was used for the two instruments:

never (1), Almost never (2),Sometimes(3),Almostalways(4)andAlways(5).Also,therangelevels inthetwovariablesthatare:lowlevel (13 - 29), regular level (30 - 47) and high level (48-65).

Population, sampling and unit of analysis

According to (Hernández et al., 2014), the population is: "the set of all cases that agree with certain specifications" (p.174). This research was carried out with all the participants of the 5th grade of a SJL state educational institution made up of 150 students and were distributed by section.

Table 1: *Distribution of participants by section of the public Educational Institution*

GRADE	SECTION					TOTAL
	A	B	C	D	E	
QUANTITY	30	30	30	30	30	150students

Note. 2020 enrollment payroll

Inclusion criteria

- Fifth gradestudents
- Students with regularattendance
- Students participating in the GoogleClassroom

Exclusion Criterion

- Students who do not haveconnectivity
- Students who do not participate in the GoogleClassroom

Sampling: For Otzen and Manterola (2017) they stated that it is used in situations in which the population is highly variable and consequently the sample is very small. So, this study was intentional

non-probability sampling.

Unit of analysis: González and Salazar (as cited in Cabezas et al., 2018), stated that the units of analysis are a constitutive part of the population, which must be delimited and on which it is possible to generalize the results (p. 89). This case study was made up of each of the students of said research.

Data collection and instruments

According to Baena (2017, p.82) "A survey is the application of a questionnaire to a representative group of the universe we are studying. For this reason, the survey technique was used, which was aimed at 5th year high school students from the state educational institution. For this reason, Valderrama and León (2009) mention that the questionnaire is a favorable and efficient tool for gathering testimonies in a relatively concise time (p. 89). Then, two questionnaires were raised in relation to the variables virtual collaborative learning and competence builds its identity, which consistedof13itemseachoftheinstrumentsthatwereappropriatelyselected thequestionsaccording

tothenatureoftheresearch.Likewise,thefirstvariablehasbeenmeasuredini tsdimensions:positive

interdependence,socialcommunicationskills,informationexchangeanddi gitalskills.Theinstrument was adapted from COMECOL used by Soto (2014); the second variable competence builds its identity its dimensions: it values itself, self-regulates its emotions, reflects and argues ethically. The instrument used was adapted from Bendezú in 2017.

Validity

Regarding the term of "validity", Cabero and Llorente (2013) basically emphasizes, in managing a series of individuals the demand of an expert judgment towards an object, an instrument, a teaching material,

or their criterion regarding a determined aspect. Therefore, the instrument has been validated through the judgment of 5 experts. Likewise, it is shown that the instrument has an applicable level and V Aiken was 1.0. The validity of the construct of the instrument of the virtual collaborative learning variable was performed through exploratory factor analysis, prior to this analysis, two statistical tests were performed: the KMO and the Bartlett test, the results were: that the KMO of the data is 0.915 close to 1, which indicates that it is pertinent to perform the exploratory factor analysis with this information, and in the Bartlett sphericity test the p-value is less than 0.05, which suggests that the exploratory factor analysis can be applied. observed that the four dimensions explained 74.718% of the total variance, and in relation to the variable constructs its identity, the two statistical tests were also performed, the results were: that the KMO of the data is 0.815 greater than 0.70, which indicates that it is pertinent to perform the exploratory factor analysis with this information, and in Bartlett's sphericity test the p- valueislessthan 0.05,whichsuggeststhatpExploratoryfactoranalysiscanbeapplied,itwas observedthat the four dimensional components explained 62.126% of the total variance.

Reliability

Reidl-Martínez, Lucy (2013, p. 109) It refers to the consistency of the grades obtained by the same people on different occasions or with different sets of equivalent items. The reliability of the present study through the appliedinstrumentwasfoundintheCronbach'sAlphaconsistencyprocedure.Fromtheresults,itwasvisualized that Cronbach's alpha internal consistency coefficient in both questionnaires shows values greater than 0.7, which is why it is established that the instruments present goodreliability.

Table 2

Cronbach's alpha coefficient of the questionnaires

Questionnaire	N ° items	$\square$
Virtual collaborative learning	13	,929
Competition builds your identity	13	,795

Note. SPSS version 25

Procedures

The development of the research was carried out with prior authorization from the director of the educational institution. There was also coordination with teachers from the Personal Development, Citizenship and Civics area to be able to access the required information. Then, the survey was applied to 150 students in the fifth year of secondary school via zoom, which had a total duration of 60 minutes. Therefore, the information obtained from the application was processed in SPSS version 25 software, in order to determine its reliability, and the results of the respective hypotheses.

Data analysis method

Descriptive analysis was used; applying the frequency distribution of the variables and their dimensions represented through tables and figures in a tabulated, detailed and meticulous way. Likewise, the collection of the database, information from the surveys, executing the analysis and presentation. For this, statistical programs such as: Statistical Package for the Social Sciences (SPSS) V. 25. And xceloft office xcel were used. Finally, inferential analysis was applied, that is, by analyzing the correlation between the variables where Spearman's Rho coefficient (non-parametric statistics) and its corresponding hypothesis test wereused.

Ethical aspects

During the present work, data was obtained through questionnaires and the subjects were informed about the aims and purposes of the study, guaranteeing the reliability of the research. In the development of the exploration, the ethical aspect was taken into account, by respecting anonymity, reserving their identification. Subsequently, confidentiality, the confidence of having obtained data, were only used for statistical purposes and in no way to harm third parties or the public educational institution. Finally, the informed consent, considering the permission of the director, to the teachers responsible for the sections.

RESULTS

Descriptive analysis of the research Normality test

H0: The data tend to a normal distribution.

Ha: The data do not tend to a normal distribution.

Table 3

Virtual collaborative learning normality test with the competition builds your identity

Statistical	Kolmogorov-Smirnov	gl	p-valor
Virtualcollaborativelearning	0,103	150	0,001
Buildyouridentity	0,085	150	0,010

Note. SPSS version 25

Table 3 presents the results of the normality test whose p-value is less than 0.05 in both variables, so the null hypothesis (H0) is rejected and it is established that the data do not tend to a normal distribution, that is In other words, when analyzing the correlation between them,

Spearman's rho coefficient (non-parametric statistics) and its corresponding hypothesis test were used.
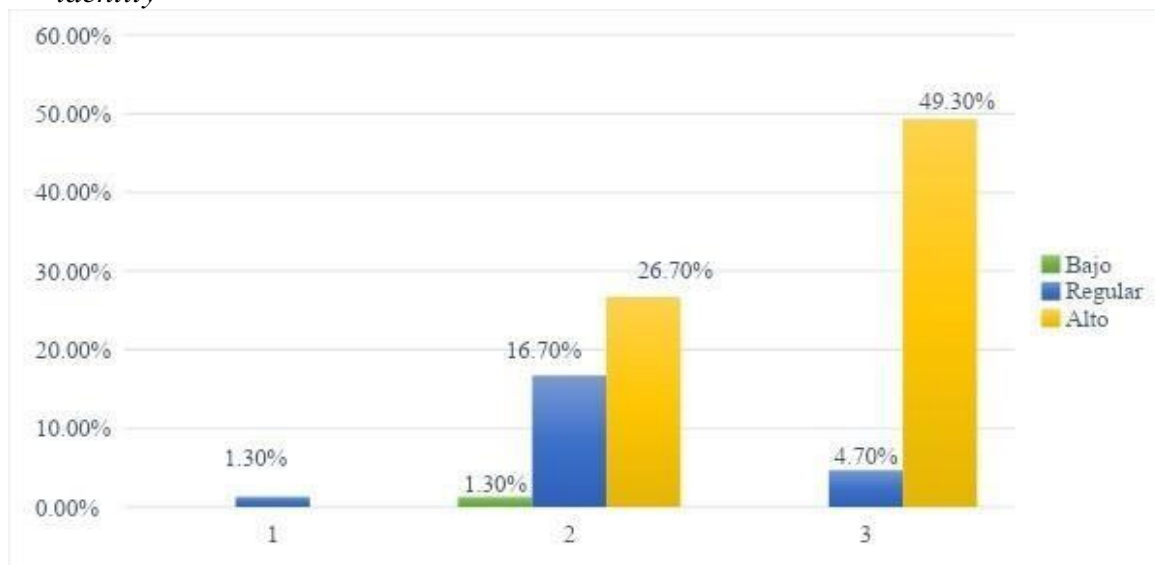
Table 4

Relationship between virtual collaborative learning with the competition builds its identity

Virtualcollaborativelearning Build your identity

		Low	Regular	High	Total
Low	**Count**	0	2	0	2
	% del total	0%	1,3%	0%	1,3%
Regular	**Count**	2	25	7	34
	% del total	1,3%	16,7%	4,7%	22,7%
High	**Count**	0	40	74	114
	% del total	0%	26,7%	49,3%	76,0%
Total	**Count**	2	67	81	150
	% del total	1,3%	44,7%	54%	100,0%

Note. Applied instrument

Figure 1

Relationship between virtual collaborative learning with the competition builds its identity

Note. Relationship between variables

Table 4 and figure 1 show that 49.3% (74) of school respondents

present high levels in virtual collaborative learning and high levels in constructing their identity, followed by 26.7% (40) who present levels high in virtual learning and regular level in building their identity, then 16.7% (25) present regular levels in virtual collaborative learning and also regular levels in building their identity, 1.3% (2) present regular levels of learning virtual collaborative and low levels in building their identity, and a similar percentage, 1.3% present low levels of virtual collaborative learning and regular levels in building their identity.
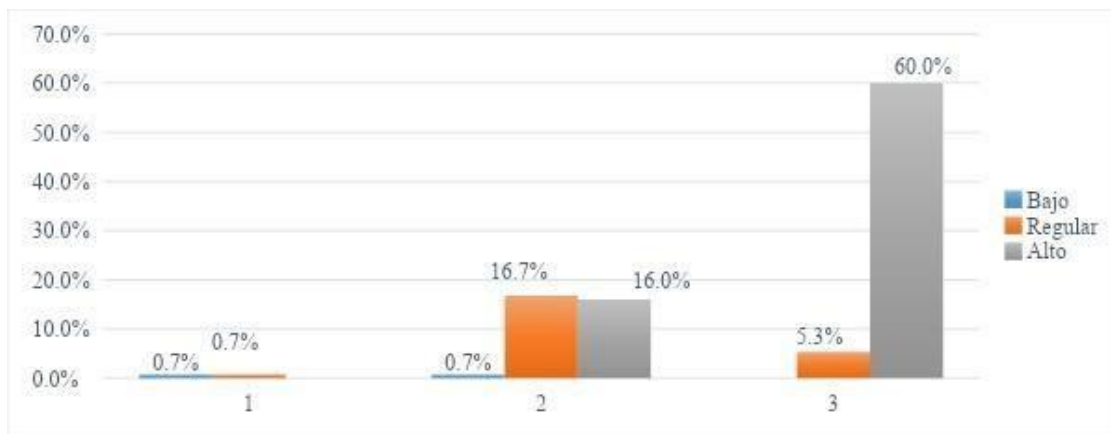
Table 5

Relationship between virtual collaborative learning with self-valued ability.

Virtual collaborative learning		He values himself			Total
		Low	Regular	High	
Low	**Count**	1	1	0	2
	% del total	0,7%	0,7%	0,0%	1,3%
Regular	**Count**	1	25	8	34
	% del total	0,7%	16,7%	5,3%	22,7%
High	**Count**	0	24	90	114
	% del total	0,0%	16,0%	60,0%	76,0%
Total	**Count**	2	50	98	150
	% del total	1,3%	33,3%	65,3%	100,0%

Note. Applied instrument

Figure 2

Relationship between virtual collaborative learning with self-valued ability.

Note. School respondents

In Table 5 and Figure 2, it is found that 60% (90) of the school respondents present high levels in virtual collaborative learning and high levels in self-valued ability, followed by 16.7% (25) who they present regular levels in virtual collaborative learning and regular level in capacity value themselves, then 16% (24) present high levels in virtual collaborative learning and regular levels in capacity value themselves, 5, 3% (8) present regular levels of virtual collaborative learning and high levels of self-valued ability, and 0.7% (1) present low levels of virtual collaborative learning and are also at low levels of seminar ability. he values himself.

Table 6

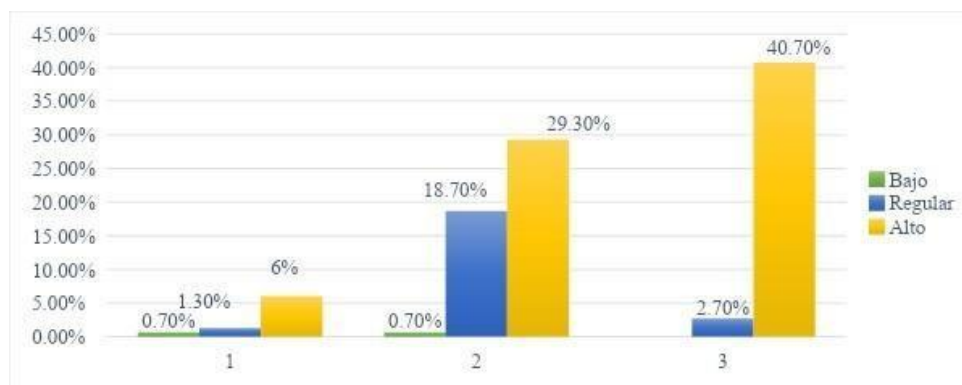*Relationship between virtual collaborative learning with the ability to self-regulate their emotions.*

Virtualcollaborativelearning	Self-regulation of your emotions			Total
	Low	Regular High		

Low	**Count**	1	1	0	2
	% del total	0,7%	0,7%	0%	1,3%
Regula		2	28	4	34
	% del total	1,3%	18,7%	2,7%	22,7%
High	**Count**	9	44	61	114
	% del total	6%	29,3%	40,7%	76,0%
Total	**Count**	12	73	65	150
	% del total	8%	48,7%	43,3%	100,0%

Note. Applied instrument

Figure 3

Relationship between virtual collaborative learning with the ability to self-regulate their emotions.

Note. EI Student Results

In Table 6 and Figure 3, it is found that 40.7% (61) of the school respondents present high levels in virtual collaborative learning and high levels in the ability to self-regulate their emotions, followed by 29.3% (44) who present high levels in virtual learning and a regular level in the ability to self-regulate their emotions, then 18.7% (28) present regular levels in virtual collaborative learning and regular levels in the ability to self-regulate their emotions, 6% (9) present levels high levels of virtual collaborative learning and low levels of the ability to self-regulate their emotions, and 2.7% (4) present

regular levels of virtual collaborative learning and high levels of the

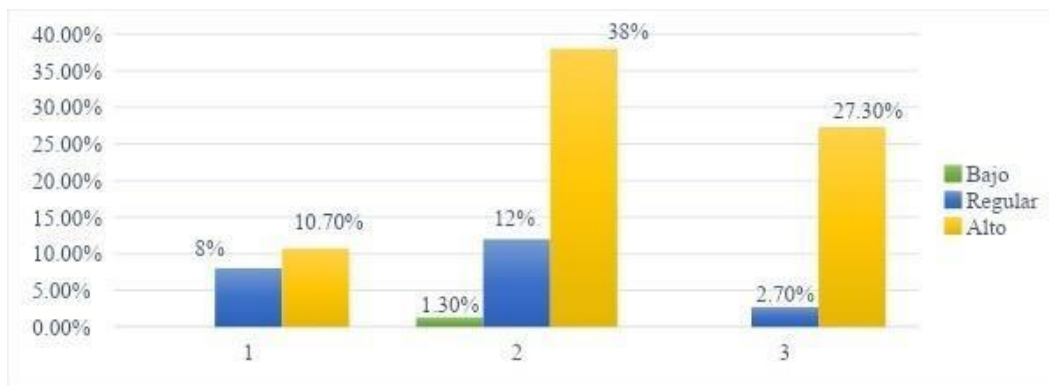ability to self-regulate their emotions.

Table 7

Relationship between virtual collaborative learning with the ability to reflect and argue ethically.

Virtual collaborative learning		Reflect and argue ethically			Total
		Bajo	**Regular**	**Alto**	
Bajo	**Recuento**	0	2	0	2
	% deltotal	0,0%	1,3%	0%	1,3%
Regular	**Recuento**	12	18	4	34
	% deltotal	8%	12%	2,7%	22,7%
Alto	**Recuento**	16	57	41	114
	% deltotal	10,7%	38%	27,3%	76,0%
Total	**Recuento**	28	77	45	150
	% deltotal	18,7%	51,3%	30%	100,0%

Note. Applied instrument

Figure 4

Relationship between virtual collaborative learning with the ability to reflect and argue ethically

Note. Results of school respondents

In table 7 and figure 4, it is found that 38% (57) of the school respondents present high levels in virtual collaborativelearningandregularlevelsintheabilitytoreflectandargueethically,followedby27.3%(41)who present high levels in virtual learning and high level in the ability to reflect and argue ethically, then 12% (18) present regular levels in virtual collaborative learning and regular levels in the ability to argue and reflect ethically, 10.7% (16) present high levels of virtual collaborative learning and low levels of ability to reflect and argue ethically, 8% (12) present regular levels of virtual collaborative learning and low levels of ability to reflect and argue ethically, 2.7% (4) present regular levels of virtual collaborative learning and high levels of ability to reflect and argue ethically and 1.3% (2) present low levels of virtual collaborative learning ual, and regular levels of ability, reflect and argueethically.

Table 8

Relationship between virtual collaborative learning with the ability to live your sexuality in a comprehensive and responsible way
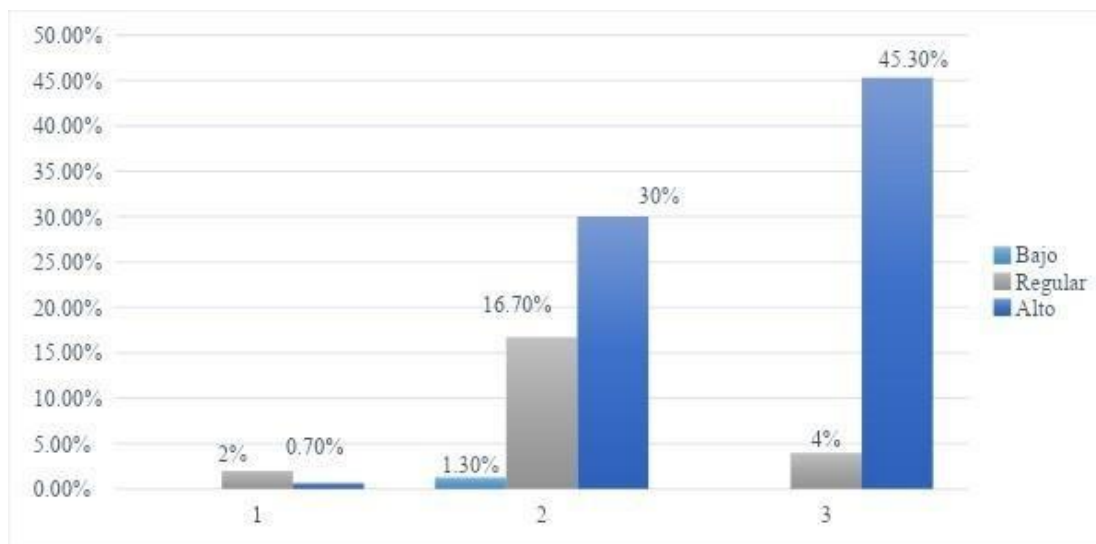
Aprendizaje colaborativovirtual	Live your sexuality in a comprehensive and responsibleway	Total

645

		Low	Regular	High	
Low	**Count**	0	2	0	2
	% del total	0,0%	1,3%	0,0%	1,3%
Regular	**Count**	3	25	6	34
	% del total	2%	16,7%	4%	22,7%
High	**Count**	1	45	68	114
	% del total	0,7%	30%	45,3%	76,0%
Total	**Count**	4	72	74	150
	% del total	2,7%	48%	49,3%	100,0%

Note. Applied instrument

Figure 5

Relationship between virtual collaborative learning with the ability to live your sexuality in a comprehensive and responsible way

Note. Relationship between virtual collaborative learning and the ability to live your sexuality in a comprehensive and responsible way

In table 8 and figure 5, it is found that 45.3% (68) of the surveyed students present high levels in virtual collaborative learning and high levels in the ability to live their sexuality in an integral way, followed by 30%

(45) who present high levels of virtual learning and a regular level of ability live their sexuality in an integral way, then 16.7% (25) present regular levels of virtual collaborative learning and regular levels of ability live their sexuality in an integral way, the 4% (6) present regular levels of virtual collaborative learning and high levels of ability to live their sexuality in a comprehensive manner, 2% (3)

4. 2. Inferential analysis

General hypothesis of the investigation
Ho:Thereisnorelationshipbetweenvirtualcollaborativelearning withthecompetencethatbuildsitsidentity.
Ha:Thereisarelationshipbetweenvirtualcollaborativelearningwiththecompetencethatbuildsyouridentity.

Table 9

Hypothesis testing of correlation between virtual collaborative learning with competence builds your identity.

Spearman's Rho		Competition builds your identity
Virtual collaborativ e learning	Correlationcoefficient	0,523[**]
	p-valor	0,000
	R^2	0,274
	N	150

**. The correlation is significant at the 0.01 level (bilateral).

In table 9, a moderate positive correlation (0.523) is observed between virtual collaborative learning with competence constructs its identity, with the p-value (0.000) less than 0.01, the rejection of the null hypothesis (H0) is decided and it is stated that the correlation found is highly significant, in addition the coefficient of determination(R2)indicatesthat27.4%ofthechangesincompetencebuild theiridentity,thereisarelationship with virtual collaborativelearning.

Specific hypothesis 1

H0: There is no relationship between virtual collaborative learning and self-valued ability.

Ha: There is a relationship between virtual collaborative learning with the ability to value oneself.

Table 10

Hypothesis test of correlation between virtual collaborative learning with self-assessed ability.

Rho de Spearman		He values himself
Virtual collaborative learning	**Correlation coefficient**	0,456**
	p-valor	0,000
	R^2	0,208
	N	150

**. The correlation is significant at the 0.01 level (bilateral).

In Table 10, a weak positive correlation (0.456) is observed between virtual collaborative learning and self- assessed ability, with the p-value (0.000) less than 0.01, the rejection of the null hypothesis is decided (H0) and it is affirmed that the correlation found is highly significant, in addition the coefficient of determination (R2) indicates that 20.8% of the changes in capacity value itself, it is related to virtual collaborative learning.

Specific hypothesis 2

Ho: There is no relationship between virtual collaborative

learning and self-regulation of their emotions. Ha: There is a

relationship between virtual collaborative learning and self-

regulation of their emotions

Table11

Hypothesistestofcorrelationbetweenvirtualcollaborativelearningwiththeabilitytoself-regulatetheir emotions.

Spearman'sRho		Self-regulation ofyour emotions
Virtual collaborative learning	**Correlation coefficient**	0,343 **
	p-valor	0,000
	R^2	0,118
	N	150

**. The correlation is significant at the 0.01 level (bilateral)

Specific hypothesis 3

Ho: There is no relationship between virtual collaborative learning and reflection and argue ethically. Ha: There is a relationship between virtual collaborative learning with reflection and ethical arguments.

Table12

Testofhypothesisofcorrelationbetweenvirtualcollaborativelearningwiththeabilitytoreflectandargue ethically.

Spearman'sRho		Reflect and argueethically
Virtual collaborative learning	**Correlation coefficient**	0,253 **
	p-valor	0,002
	R^2	0,064
	N	150

**. The correlation is significant at the 0.01 level (bilateral).

Table 12 shows a weak positive correlation (0.253) between virtual collaborative learning and the ability to reflect and argue ethically, with the p-value (0.002) less than 0.01, the rejection of the null hypothesis (H0) and it is stated that the correlation found is highly significant, in addition the coefficient of determination (R2) indicates that 6.4% of the changes in the capacity reflect and argue ethically, there is a relationship with the virtual collaborative learning variable.

Specific hypothesis 4

Ho: There is no relationship between virtual collaborative learning with living your sexuality in a comprehensive and responsible way.

Ha: There is a relationship between virtual collaborative learning with living your sexuality in a comprehensive and responsible way.

Table 13

Hypothesis test of correlation between virtual collaborative learning with the ability to live your sexuality in a comprehensive and responsible way.

Spearman's Rho		Live your sexuality in a comprehensive andresponsible way
Virtual collaborative learning	**Correlationcoefficient**	0,504**
	p-valor	0,000
	R²	0,254
	N	150

**. The correlation is significant at the 0.01 level (bilateral).

shows a moderate positive correlation (0.504) between virtual collaborative learning and the ability to live their sexuality in a responsible and comprehensive way, with the p-value (0.000) less than 0.01, the rejection of the null hypothesis (H0) and it is affirmed that the correlation found is highly significant, in addition the coefficient of determination (R2) indicates that 25.4% of the changes in capacity live their sexuality in an integral and responsible way, is due to virtual collaborative learning.

CONCLUSIONS

First: There is a moderate positive correlation of 0.523 between virtual collaborative learning with competence builds its identity, with the p-value (0.000) less than 0.01, therefore, it is stated that the correlationfoundishighlysignificant,inadditiontothecoefficientdetermi nation(R2)indicates that 27.4% of changes in competence build their identity, determining a relationship with virtual collaborativelearning.

Second: There is a weak positive correlation (0.456) between virtual collaborative learning and self-assessed ability, the p-value (0.000) being less than 0.01, therefore, it is stated that the correlation found ishighlysignificant,inadditionthecoefficientofdetermination(R2)indica testhat20.8%ofthe changes in ability value themselves, identifying a relationship with virtual collaborative learning.

Third:Thereisaweakpositivecorrelation(0.343)betweenvirtual collaborativelearningandtheabilitytoself- regulate their emotions, with the p-value (0.000) less than 0.01; therefore, it is affirmed that the correlationfoundishighlysignificant,inadditionthecoefficientofdetermi nation(R2)indicates that11.8%ofthechangesinthecapacityself- regulatetheiremotions,determiningarelationship with virtual collaborativelearning.

Fourth: There is a weak positive correlation (0.253) between virtual collaborative learning and the ability to reflectandargueethically,thep-value(0.002)beinglessthan0.01;Therefore,itisaffirmedthat the correlation found is highly significant, in addition the coefficient of determination (R2) indicates that 6.4% of the changes in the capacity reflect and argue ethically, determining a relationship with the virtual collaborative learningvariable.

Fifth: There is a moderate positive correlation (0.504) between virtual collaborative learning and the ability to live their sexuality in a comprehensive and responsible way, the p-value (0.000) being less than 0.01, therefore it is stated that the correlation found is highly significant Furthermore, the coefficient of determination (R2) indicates that 25.4% of the changes in the ability to live their sexuality in an integral and responsible way, is due to virtual collaborative learning.

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