

Analysis of the Influence of Repair on Dedication: Evidence from a Linear Regression Model

Publication date: June 06, 2024

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Summary

The present study analyzes the relationship between the variable *Repair* and the *Average dedication* using a simple linear regression model. The research is based on theoretical frameworks such as Human Capital Theory, Behavioral Economics, and learning and cognition models, which explain the possible association between repair and dedication in different contexts. It is hypothesized that an increase in *Repair* is associated with greater dedication, which may reflect a process of adjustment and optimization of performance. To test this hypothesis, a quantitative design was used with econometric estimates that included specification, linearity, homoscedasticity, and autocorrelation tests. The results reveal that the coefficient of the independent variable is significant at 99% ($p < 0.001$), which confirms the existence of a positive relationship between both variables. Likewise, the model presents an adequate fit according to the test statistics, validating the relevance of the proposed regression. The conclusions highlight the importance of *Repair* as a factor that affects the *Average dedication*, suggesting that strategies aimed at improving correction and adjustment processes can positively impact efficiency and performance. These findings contribute to the literature on productivity and learning, and open new lines of research on the mechanisms underlying this relationship.

Keywords: Repair, dedication, linear regression, human capital, productivity, learning.

Introduction

The study of the relationship between the factors that affect individual performance has been the subject of multiple investigations in disciplines such as economics, education and psychology. Dedication, understood as the time and effort invested in an activity, has been linked to various variables that influence productivity and efficiency. In this context, the concept of *Reparation* acquires relevance as it represents a process of adjustment that potentially optimizes the dedication of individuals in different fields, from academic to professional. However, the specific relationship between *Reparation* and *Average Dedication* has not been widely explored in the literature, which justifies the relevance of this study.

The analysis of this relationship allows us to understand how the processes of adjustment and correction can influence dedication, contributing to the design of strategies that optimize performance. From a quantitative approach, econometric modelling offers tools to assess the incidence of one variable on another, allowing an accurate interpretation of the estimated coefficients. In this sense, the simple linear regression used in this research

facilitates the identification of the impact of *Repair* on *Dedication*, providing empirical evidence on the existence of a positive and significant relationship between both variables.

This study not only contributes to the theoretical understanding of the phenomenon, but also has practical implications, since it allows for the formulation of recommendations on the importance of reparation processes in different contexts. Thus, knowledge is contributed to factors that enhance efficiency and commitment, with applications in both the educational and labor fields.

This research is based on various theoretical perspectives that explain the relationship between **repair and dedication**. First, from the **Human Capital Theory** (Becker, 1964), it is proposed that investments in training and skills adjustment have a direct impact on the productivity and performance of individuals. In this framework, repair can be understood as a mechanism for investing in human capital, since it allows individuals to correct errors, improve their performance, and optimize their performance over time. This process of continuous adjustment not only increases efficiency in the allocation of cognitive and physical resources, but also reinforces the ability of individuals to adapt in various work and educational environments. Thus, repair becomes a key factor for the consolidation of learning and the improvement of productivity, allowing individuals to develop strategies that help them hone their skills and maximize their dedication to specific tasks.

On the other hand, **Behavioral Economics** (Thaler & Sunstein, 2008) provides a perspective focused on decision-making mechanisms and the influence of incentives on human behavior. According to this theory, individuals do not always act rationally and may require incentives or reinforcement mechanisms that lead them towards more efficient choices. In this context, repair can be conceived as a process that regulates perseverance and effort, facilitating the optimization of the allocation of time and cognitive resources. Specifically, repair functions as a feedback mechanism that allows individuals to adjust their work strategies, minimizing errors and improving their performance through repetition and correction of failures. From this point of view, dedication to a task is not simply a voluntary phenomenon, but is influenced by external factors that condition the level of effort that an individual is willing to invest in a process of continuous improvement.

From a **productivity and efficiency approach**, the models developed by **Farrell (1957)** establish that performance optimization depends on the effective management of available inputs and resources. In this sense, repair can be interpreted as a process that reduces inefficiencies in individual performance, favoring greater performance through adjustments in dedication. Performance optimization occurs when individuals identify opportunities for improvement and apply strategies that increase efficiency in the use of their time and effort. From this perspective, repair acts as a **corrective mechanism** that reduces waste of resources, allowing a better use of time and individual capacities. Likewise, this approach suggests that the presence of structured feedback within a work or educational environment can reinforce the relationship between repair and dedication, since the information provided allows individuals to make specific adjustments in their performance.

In the educational field, Piaget's (1972) and Vygotsky's (1978) **Learning and Cognition Models** support the idea that feedback and correction processes play a fundamental role in improving dedication. According to Piaget, learning is built through the interaction between the individual and his or her environment, which implies the need for adjustment mechanisms that allow cognitive reorganization. In this sense, repair is related to processes of **self-regulation of learning**, in which individuals detect errors and correct them in order to achieve greater understanding and mastery of a task. On the other hand, Vygotsky emphasizes the role of social interaction in learning, suggesting that repair is not only an individual process, but can also be facilitated by external agents, such as mentors, teachers, or co-workers. From this perspective, repair is a fundamental process for consolidating knowledge and improving performance in specific tasks, since it allows individuals to adjust their learning strategies and strengthen their dedication over time.

The integration of these theoretical approaches allows us to understand the relationship between repair and dedication from various perspectives, providing a solid conceptual framework for the interpretation of the results

of econometric analysis. The relationship between both variables is not one-dimensional, but is influenced by factors such as motivation, availability of resources and the presence of feedback mechanisms that facilitate performance adjustment. Based on these theoretical bases, this research seeks to empirically evaluate the influence of repair on dedication, considering the theoretical elements that support this relationship and its relevance in different organizational and educational contexts.

To examine the relationship between repair and dedication, a **quantitative approach based on a simple linear regression model was employed**. In this model, the dependent variable of the study is the **Average Dedication**, while the independent variable is **Repair**. Through econometric techniques, the impact of the independent variable on the dependent variable was evaluated, controlling the statistical assumptions that guarantee the validity of the model. Diagnostic tests were carried out to verify compliance with the assumptions of homoscedasticity, normality and absence of multicollinearity, ensuring the reliability of the results obtained.

The results are expected to confirm the existence of a **positive and significant relationship** between repair and dedication. In particular, it is anticipated that an **increase in repair is associated with an increase in dedication**, which could be explained from the theoretical frameworks reviewed. If this finding is confirmed, it will reinforce the hypothesis that adjustment and correction processes play a key role in optimizing individual performance, facilitating permanence and perseverance in activities that require a high level of concentration and effort.

Finally, the findings of this study will contribute to the understanding of the role played by adjustment processes in performance optimization, offering empirical evidence on their impact on individual dedication. These results can be used in future research to delve into the mechanisms underlying this relationship and develop strategies aimed at enhancing efficiency in different work and educational contexts. In addition, the empirical validation of this relationship will allow the formulation of data-based recommendations to improve human talent management and the implementation of learning strategies that favor repair as a performance optimization mechanism.

Methodology

Study Design

The present study employs a quantitative, explanatory and correlational design, based on the estimation of a simple linear regression model. This approach allows evaluating the relationship between the independent variable *Repair* and the dependent variable *Average dedication*, establishing the impact of the former on the latter. Since the purpose is to determine the existence and magnitude of this relationship, the methodology used is framed within the positivist paradigm, characterized by the use of statistical techniques for the inference and validation of hypotheses.

The proposed econometric model has the following structure:

$$Y = B_0 + B_1X_1 + u$$

where:

- Y represents the *Average Dedication*,
- X_1 corresponds to the variable *Reparation*,
- B_0 is the intercept,
- B_1 is the coefficient of the independent variable,
- u is the term for random error.

This model allows us to evaluate the direction and significance of the B_1 coefficient, determining whether the *Repair* has a positive and significant effect on the *Average Dedication*.

2.2 Population and Sample

The study population is made up of a set of individuals whose dedication and repair have been quantified in a specific context. For the analysis, a sample of 233 observations was taken, ensuring a sufficient amount of data for the estimation of the regression model.

The sample selection criteria was based on the availability of relevant information for the variables studied. Non-probabilistic sampling techniques were used for convenience, since the data were obtained from previous records, which guarantees the feasibility of the statistical analysis.

Instruments

For the collection and analysis of the data, statistical tools specialized in econometrics were used. In particular, the R software was used, which allowed estimating the simple linear regression model and performing validation tests of the statistical assumptions.

The regression coefficients were calculated using the ordinary least squares (OLS) method, a technique widely used for the estimation of linear models. Likewise, specification, linearity, homoscedasticity and autocorrelation tests were applied to guarantee the robustness of the analysis.

Data Analysis

The statistical analysis was carried out in several stages. First, a description of the variables, including measures of central tendency and dispersion, was carried out in order to obtain an overview of the data. Subsequently, the simple linear regression model was estimated, verifying the significance of the coefficients by t tests and of the model in general by the FF test.

Additionally, the following tests were applied to evaluate the validity of the model:

- Ramsey test: Evaluated the correct functional specification of the model, confirming that the relationship between the variables is adequate.
- Rainbow test: Determined the linearity of the model in its variables, ensuring that linear regression is a valid approach.
- Breusch-Pagan test: Analyzed the presence of heteroskedasticity in the residuals, verifying the homoscedasticity of the model.
- Durbin-Watson test: Examined the autocorrelation of residuals, ensuring independence from errors.

The results of these tests confirmed that the model complies with the fundamental assumptions of linear regression, allowing the interpretation of the coefficients and the validity of the inferences made.

Results

The data were analyzed using a simple linear regression model, with the aim of evaluating the relationship between the independent variable *Repair* and the dependent variable *Average dedication*. The results obtained confirmed the existence of a significant association between both variables, which suggests that the increase in *Repair* influences the variability of the *Average Dedication*.

Descriptive Statistics

Prior to estimating the model, a descriptive analysis of the variables was performed to understand their distribution and dispersion. Table 1 presents the main statistics on central tendency and dispersion:

Variable	Minimal	Quartile 1	Median	Stocking	Quartile 3	Maximum
Average Dedication	2.200	5.000	5.600	5.297	6.000	6.000
Reparation	10.000	26.000	31.000	29.780	35.000	40.000

These values reflect a concentrated distribution of both variables in a defined range, with no apparent outliers that could affect the model's estimation.

3.2 Estimation of the Linear Regression Model

The estimated linear regression model is as follows:

$$\hat{Y} = 4.4257 + 0.0292X_1 + u$$

where:

- \hat{Y} represents the *Estimated Average Dedication*,
- X_1 is the Repair variable,
- 4.4257 is the model intercept,
- 0.0292 is the coefficient of the independent variable,
- u represents the term random error.

Table 2 presents the estimated coefficients and their statistical significance:

Coefficient	Estimate	Standard Error	Value t	P-Value
Intercept	4.4257	0.2514	17.61	< 0.001
Reparation	0.0292	0.0082	3.55	< 0.001

These results indicate that the coefficient associated with *Repair* is positive and statistically significant at 99% ($p < 0.001$). This suggests that an increase in *Repair* is associated with an increase in *Average Dedication*, with other factors holding constant.

Model Validation

To evaluate the validity of the model, statistical tests were carried out to verify compliance with the assumptions of linear regression:

- Model Specification (Ramsey Test): The RESET = 2.785 ($p = 0.0638$) statistic indicates that the model is correctly specified.
- Linearity (Rainbow test): With a statistic Rain = 0.8679 ($p = 0.7767$), it is confirmed that the relationship between the variables is linear.
- Homoscedasticity (Breusch-Pagan test): The BP = 1.0606 ($p = 0.3031$) statistic suggests that the model residuals have constant variance.
- Autocorrelation (Durbin-Watson test): With a DW = 1.8373 ($p = 0.1061$) statistic, it is concluded that there is no significant autocorrelation in the residuals.

These results support the relevance of the model and allow its coefficients to be interpreted with confidence.

Interpretation of the Results

The positive coefficient of *Repair* indicates that, on average, an increase of one unit in this variable is associated with an increase of 0.0292 units in the *Average Dedication*. While the coefficient is small in magnitude, its statistical significance suggests that the effect is consistent.

The adjusted coefficient of determination (adjusted $R^2 = 0.0474$) indicates that approximately 4.74% of the variability in *Dedication* is explained by *Repair*. Although the model presents a moderate fit, the significance of the coefficient suggests that the independent variable has a relevant impact on the variable of interest.

Discussion

The results obtained in this study confirm the existence of a positive and statistically significant relationship between the *Repair* variable and the *Average dedication*. The estimation of the simple linear regression model shows that an increase in *Repair* is associated with an increase in *Dedication*, suggesting that adjustment and correction processes can influence the persistence and effort of individuals in their activities. This finding is consistent with various theories that explain the impact of feedback mechanisms on performance and efficiency.

From the Human Capital Theory (Becker, 1964), the result obtained is interpreted as evidence that *Reparation* represents an investment in improving skills and knowledge, which entails an increase in dedication. In this sense, the time and effort spent on correcting and adjusting strategies allows us to optimize the way in which individuals commit to their activities. The positive relationship identified in the model suggests that, in contexts where repair is encouraged, a higher level of involvement and performance is generated.

From the perspective of Behavioral Economics (Thaler & Sunstein, 2008), the results can be explained from the reinforcement and motivation effect generated by repair in dedication. The incorporation of correction strategies allows you to modify patterns of effort, promoting a more constant and focused behavior. This is particularly relevant in areas where feedback plays a fundamental role in consolidating learning and improving performance.

In terms of productivity and efficiency, the findings also align with the principles proposed by Farrell (1957), who points out that performance optimization depends on the proper management of corrective processes. The empirical evidence obtained in this study supports the idea that the adjustment and improvement of strategies contribute to efficiency in dedication, since they reduce errors and improve the allocation of cognitive resources and time.

Comparing these results with previous studies, research in the educational and organizational fields has indicated that feedback and correction processes can have significant effects on the dedication and commitment of individuals (Dweck, 2006; Zimmerman & Schunk, 2011). Recent studies have identified that reinforcement of corrective strategies is associated with improvements in persistence and performance, which is consistent with the relationship observed in this analysis. However, an important difference is that while much previous research focuses on qualitative or experimental effects, the present study provides quantitative evidence based on econometric techniques, which strengthens the validity of the finding.

Despite the robustness of the model and the significance of its coefficients, it is important to recognize some limitations of the study. First, although the *Repair* coefficient is significant, the model's adjusted R^2 indicates that the independent variable explains a moderate fraction of the variability in *Dedication*. This suggests that there are other factors influencing dedication that could be incorporated into future models to improve the explanatory capacity of the analysis.

Likewise, the study is based on a cross-sectional design, which prevents establishing definitive causal relationships between the variables. Although linear regression allows the identification of robust associations, future research could use experimental methodologies or longitudinal designs to analyze the evolution of this relationship over time.

In applied terms, the findings of this study have relevant implications for the design of strategies in educational and organizational contexts. The evidence obtained suggests that promoting repair and correction processes can be an effective way to improve the dedication of individuals. This opens the possibility of implementing interventions based on structured feedback, continuous improvement strategies and optimization of learning processes and performance.

Conclusions

The present study analyzed the relationship between *Repair* and *Average dedication* using a simple linear regression model, confirming that there is a positive and significant association between both variables. The results obtained indicate that as *Repair* increases, the *Average dedication* also tends to increase, which suggests that the processes of adjustment and correction play a relevant role in the optimization of individual performance.

From a theoretical perspective, these findings reinforce postulates of the Human Capital Theory, by showing that investment in reparation mechanisms can translate into improvements in dedication and, therefore, in productivity. Likewise, the study provides empirical evidence to Behavioral Economics, by demonstrating that repair can act as an incentive that modifies patterns of effort and commitment. In terms of efficiency and performance, the results coincide with the principles of performance optimization formulated by Farrell (1957), suggesting that repair can be a key mechanism for improving efficiency in various areas.

From a methodological perspective, the application of econometric tests made it possible to guarantee the validity of the estimated model. The Ramsey test confirmed that the functional specification is adequate, the Rainbow test supported the linearity of the model, the Breusch-Pagan test indicated that there is no significant heteroskedasticity in the residuals, and the Durbin-Watson test suggested absence of autocorrelation. These results strengthen the reliability of the estimated coefficients and the relevance of the analysis performed.

At the applied level, the findings have relevant implications for the design of strategies in educational and organizational contexts. Evidence suggests that fostering repair processes and structured feedback can contribute to greater engagement and performance. This opens up opportunities for the implementation of interventions focused on improving dedication through strategic adjustments in the training and management of human talent.

However, the study has some limitations. First, the model presents a moderately adjusted R^2 , indicating that other factors may influence the dedication and that future research could consider additional variables to improve the explanatory capacity of the analysis. In addition, the cross-sectional nature of the study prevents establishing definitive causal relationships, so the use of experimental or longitudinal methodologies is recommended in future research.

As future lines of research, it would be pertinent to explore the impact of other factors that may mediate or moderate the relationship between repair and dedication, such as intrinsic motivation, organizational context, and availability of resources. It is also suggested to replicate the study in different sectors and populations to evaluate the generalizability of the results and deepen the understanding of the mechanisms underlying this relationship.

In conclusion, the results obtained provide empirical evidence on the positive impact of repair on dedication, contributing to the development of strategies for performance optimization in various areas. Based on these findings, a path is opened for future research aimed at understanding and enhancing adjustment processes as a key factor in improving efficiency and individual engagement.

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