



## **Impact of the Catholic Religious Music Training Program 2025 on the University Social Responsibility of UNDAR: A Pre-Experimental Study in the Diocese of Huánuco, Peru.**

**Aland Bravo Vecorena**

Daniel Alomía Robles National University, Huánuco, Perú ORCID: 0000-0002-1802-8402

**Josinho Delu Figueroa Avila**

Daniel Alomía Robles National University, Huánuco, Perú ORCID: 0009-0007-7218-8515

**Roberto Carlos Cárdenas Viviano**

Daniel Alomía Robles National University, Huánuco, Perú ORCID: 0000-0001-9186-045X

**Fabio Rodríguez Meléndez**

Daniel Alomía Robles National University, Huánuco, Perú ORCID: 0000-0003-4533-5595

**Jocelyn Sánchez Herrera**

Private University of the North, Trujillo, Peru ORCID: 0009-0009-3813-573X

**Lizette Mejía Paulino**

Hermilio Valdizán National University, Huánuco, Peru ORCID: 0009-0001-1606-539X

### **Summary**

The purpose of the study was to evaluate the impact of the 2025 Catholic Religious Music Training Program, implemented by the Directorate of University Social Responsibility and Cultural Extension of UNDAR, on the integral training of musicians and amateurs who make up the parish choirs of the diocese of Huánuco, considering the development of musical skills, pedagogical relevance, participant satisfaction, their contribution to university, social rejection and to the cultural and spiritual strengthening of the Catholic community; for this purpose, an applied research type and pre-experimental design for paired samples with a single group of 33 samples of beneficiaries, 27 samples of volunteers, 8 instructors of the micro workshops, 8 musical performers, and 3 Project managers. The data collection instrument consisted of a questionnaire for each key actor with its corresponding survey technique, which has been structured through an independent variable: Catholic religious music training program 2025, with its dimensions (Contents of the micro workshops, Pedagogical strategies, Organization and methodology of the program), Participation of internal actors (managers, instructors, Band), Involvement of external actors (volunteers, sponsors, backers); with its respective dependent variable Impact on university social responsibility through religious musical training, with its dimensions: Development of musical skills, Pedagogical relevance, Satisfaction of the participants, University social



projection, Cultural and spiritual strengthening; through Likert scale questions that were validated by expert judgment. The study concludes that the intervention of the Catholic religious music training program 2025 significantly influences the development of musical skills, pedagogical relevance, participant satisfaction, its contribution to university social outreach, and the cultural and spiritual strengthening of the Catholic community.

**Keywords:** Catholic religious music training program, formative musical skills, university social outreach, Catholic religious music, UNDAR Open Edx plugin module.

### **Abstract:**

The purpose of the study was to evaluate the impact of the 2025 Catholic Religious Music Training Program, implemented by the Directorate of University Social Responsibility and Cultural Extension at UNDAR university, on the comprehensive training of musicians and amateurs who make up the parish choirs of the Diocese of Huánuco, considering the development of musical skills, pedagogical relevance, participant satisfaction, and its contribution to the university's social outreach and the cultural and spiritual strengthening of the Catholic community. To this end, an applied research study with a pre-experimental design was formulated for paired samples with a single group of 71 beneficiaries, 27 volunteers, 8 micro-workshop instructors, 8 musicians, and 3 project managers. The data collection instrument consisted of a questionnaire for each stakeholder with its corresponding survey technique, which was structured using the independent variable like 2025 Catholic Religious Music Training Program, with its dimensions such as Micro-workshop content, Teaching strategies, Program organization and methodology, Participation of internal actors (managers, instructors, band), Involvement of external actors (volunteers, sponsors, supporters); with its respective dependent variable Impact on university social responsibility through religious music education, with its dimensions: Development of musical skills, Pedagogical relevance, Participant satisfaction, University social outreach, Cultural and spiritual strengthening; through Likert scale questions that were validated by expert judgment. The study concludes that the intervention of the 2025 Catholic religious music training program significantly influences the development of musical skills, pedagogical relevance, participant satisfaction, its contribution to university social outreach, and the cultural and spiritual strengthening of the Catholic community.

**Keywords:** Catholic religious music training program, musical training skills, university social outreach, Catholic religious music, UNDAR Open Edx plugin.

### **Introduction and Theoretical Framework**

Catholic religious music has historically played a central role in the liturgical, spiritual, and cultural life of Christian communities, constituting a privileged means of expressing faith and



actively participating in liturgical celebrations. The Second Vatican Council recognizes sacred music as an integral and necessary part of the solemn liturgy, highlighting its pedagogical, communal, and spiritual function in the integral formation of believers (Second Vatican Council, 1963). In this sense, parish choirs fulfill a significant role as spaces for communal musical learning and for strengthening cultural and religious identity (Cruz Zamora, 2012).

However, in various local contexts in Peru, including the Diocese of Huánuco, it is evident that a significant number of parish choir members lack systematic musical training, which limits both the interpretive quality of the liturgical repertoire and the educational and spiritual potential of religious music. The absence of structured training processes negatively impacts the development of musical skills, the pedagogical relevance of the repertoires used, and the continuity of community musical practices (Swanwick, 2002; Campbell & Myers, 2020).

In response to this reality, university social responsibility (USR) emerges as a strategic approach that guides music and arts universities to respond ethically and with commitment to the needs of their social and cultural environment. USR involves integrating teaching, research, and community outreach to promote sustainable human development, inclusion, and the strengthening of the university-community link (Vallaes, 2014). From this perspective, the university not only trains competent professionals but also socially responsible citizens committed to transforming their context (UNESCO, 2015).

In accordance with these principles, the Daniel Alomía Robles National University, through its Directorate of University Social Responsibility and Cultural Extension, implemented the 2025 Catholic Religious Music Training Program, aimed at the comprehensive training of musicians and enthusiasts who make up the parish choirs of the Diocese of Huánuco. The program was structured through eight specialized micro-workshops in: Gregorian chant, polyphonic singing, tonal and modal accompaniment, choral conducting, popular liturgical religious singing, popular religious music, liturgical repertoire, and an integrative project, incorporating active pedagogical strategies and the participation of internal and external stakeholders such as instructors, volunteers, managers, and sponsors (Tinoco Gómez & Vizarréta Chía, 2014).

While this initiative addresses a clearly identified training need and aligns with university social outreach policies, it is essential to systematically evaluate its impact. Previous studies have demonstrated that university social responsibility actions positively influence the development of educational competencies, socially responsible behavior, and the cultural strengthening of beneficiary communities.(Vallaes, 2014).



However, there is still little research that empirically analyzes the impact of Catholic religious music training programs within the framework of University Social Responsibility, particularly in community and church contexts.

In this context, the present study aims to evaluate the impact of the 2025 Catholic Religious Music Training Program on the University Social Responsibility of UNDAR, considering the development of musical skills, pedagogical relevance, participant satisfaction, university social outreach, and the cultural and spiritual strengthening of the Catholic community of Huánuco. To this end, an applied research approach with a single-group, pre-experimental design is adopted, using pre-test and post-test measurements and instruments validated through expert judgment and Likert-type scales (Hernández Sampieri et al., 2014).

In this way, the research seeks to generate empirical evidence that contributes to the field of community music education and to academic reflection on university social responsibility, positioning religious music programs as relevant strategies for social, cultural and spiritual intervention from higher education.

Based on this context, a question was formulated: What is the impact of the Catholic Religious Music Training Program 2025, implemented by the Directorate of University Social Responsibility and Cultural Extension of UNDAR, on the integral training of musicians and amateurs who make up the parish choirs of the diocese of Huánuco, considering both the development of musical skills and their contribution to university social projection and the cultural and spiritual strengthening of the community?

In response to the identified problem, the general objective was established: To evaluate the impact of the Catholic Religious Music Training Program 2025, implemented by the Directorate of University Social Responsibility and Cultural Extension of UNDAR, on the integral training of musicians and enthusiasts who make up the parish choirs of the diocese of Huánuco, considering the development of musical skills, pedagogical relevance, the satisfaction of the participants, its contribution to the university's social projection and to the cultural and spiritual strengthening of the community.

Similarly, the following specific objectives were proposed:

- a) Analyze to what extent the training program contributes to the development of formative musical skills (singing, choral conducting, instrumental performance) in the participants of the parish choirs.
- b) Determine the relevance of the contents of the micro workshops with respect to the training needs identified in the parish choirs of the diocese of Huánuco.



- c) Evaluate the effectiveness of the pedagogical strategies used in the program for teaching Catholic religious music.
- d) Measure the degree of satisfaction of the participants with respect to the training experience received through the program.
- e) Examine the impact of the program on the social projection of the UNDAR university and on the strengthening of the cultural and religious fabric of the community of the Huánuco region.

The research hypothesis was assumed to be: The Catholic Religious Music Training Program 2025, implemented by the Directorate of University Social Responsibility and Cultural Extension of UNDAR, has a significant impact on the integral training of musicians and amateurs who make up the parish choirs of the diocese of Huánuco, improving their musical skills, pedagogical relevance, participant satisfaction, and contributing to the university's social projection and the cultural and spiritual strengthening of the community.

There is some background information that provides a preliminary contribution regarding the variables under study. Internationally, several studies highlight the relevance of university extension and community outreach as fundamental pillars for comprehensive education and the development of professional competencies. Tinoco Gómez and Vizarreta Chía (2014) demonstrate that the strategic integration of university extension, community outreach, and research strengthens educational quality and contributes significantly to professional training, provided there is planned and collaborative management. Similarly, from the field of religious music, Cruz Zamora (2012) analyzes the changes that occurred after the Second Vatican Council, concluding that liturgical music fosters community participation and strengthens religious identity; however, he emphasizes the need to implement structured musical training processes to optimize the performance of parish choirs, which is directly related to the development of musical competencies and the pedagogical relevance addressed in this study.

In the national context, research on university social responsibility (USR) demonstrates a positive and significant relationship between the implementation of USR strategies and comprehensive professional training. Cáceda Quispe (2022) shows that a higher level of USR is associated with socially responsible behaviors and with the strengthening of cultural development and student voluntary participation. Similarly, Valle Huertes (2023) identifies that university outreach activities and community projects favorably influence the development of ethical, civic, and professional competencies. At the local level, studies conducted at UNHEVAL highlight that, while there is a positive assessment of USR, its practical application presents limitations in terms of continuity, curricular integration, and



social impact (Mariano Tuesta, 2021; Príncipe Huamán, 2020). This underscores the need for structured and evaluable training programs, such as the 2025 Catholic Religious Music Training Program, aimed at strengthening university social outreach and its cultural and spiritual impact on the community.

## Methodology

This research adopted a quantitative approach, employing statistical processes to analyze and interpret the data collected by the instrument. The study was applied, using a pre-experimental design with a single pre- and post-test group (Hernández Sampieri et al., 2018). It was conducted with a population of 475 beneficiaries and a non-random sample of 33 beneficiaries, as well as a population of 62 volunteers and a non-random sample of 27 volunteers who agreed to participate in the pre- and post-test surveys.

The Scientific Method was used as the general method in the research process (Hernandez-Sampieri et al., 2018), whose design scheme is as follows:

G: O1 X O2

### Where:

G: Unique group of participants (beneficiaries and volunteers) on a voluntary basis.

O1: Pretest measurement (initial level of skills and expectations of the beneficiary participants and volunteers).

X: Implementation of the Catholic Religious Music Training Program 2025.

O2: Post-test measurement (final level of skills and satisfaction of beneficiary participants and volunteers)

The collected data were processed and analyzed using Excel and R software, from which the descriptive and inferential results were obtained.

## Technological development

During the implementation of the Catholic religious music training program 2025, technological innovations were developed during the project's development:

**Innovation 1:** Facial attendance registration kit for recording the attendance of participants in face-to-face mode, in which the HikVision cloud device DS-K1T321MFWX has been used, wirelessly linked to a wireless router in repeater mode that connects in HotSpot mode with a cell phone to monitor the attendance of the participants, generating real-time reports through a Python script.



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Figure 1: Facial attendance registration connection details

**Fountain:** The authors.

**Innovation 2:** First aid kit to address incidents that may occur during the training micro-workshop sessions.



Figure 2: First aid kit

**Fountain:** The authors.

**Innovation 3:** Deployment of the Open Edx platform as a learning management system, in which the 8 micro workshops were deployed.



Figure 3: Deployment of Micro Workshops on the Open Edx Platform

**Fountain:** The authors.



**Innovation 4:** Live broadcast kit using OBS with Microsoft Teams, connected to an audio interface that was linked to the audio console of the micro workshop auditorium, and a 4K webcam camera for video streaming.



Figure 4: Live broadcast kit connection details

**Fountain:** The authors.

**Innovation 5:** Deployment of WhatsApp groups with the theme of 20 Catholic saints for internal coordination among the beneficiaries of the training program.



Figure 5: Screenshot of the WhatsApp groups for the training program

**Fountain:** The authors.

**Innovation 6:** Deployment of the UN DAR Open Edx plugin module for the evaluation of training skills in music for the beneficiaries of the training program.

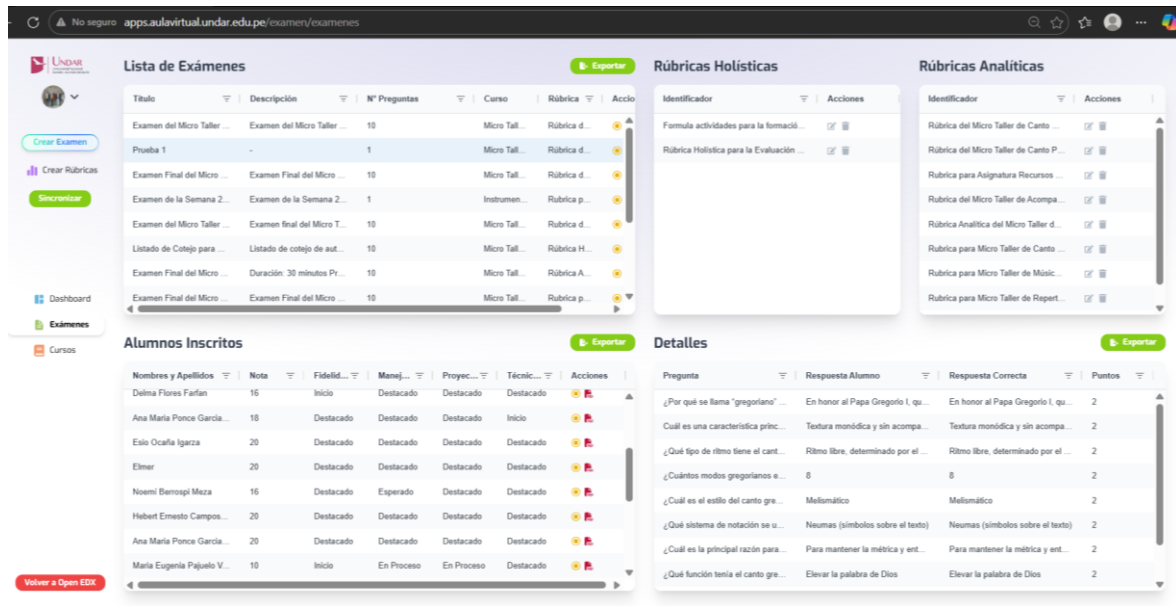


Figure 6: UNRAR Open Edx Plugin Module Exam Interface

Fountain: The authors.

## Results

Depending on the type of participant (beneficiaries, mentors, instructors, interpreters, volunteers, managers, providers), measures of central tendency (mean, median, and mode) and dispersion (standard deviation and range) were calculated at both the item and theoretical dimension levels. Since the items vary according to the participant's role, they are grouped into common dimensions, respecting the structure of the consolidated dictionary. Each item is identified with a standardized code (dep\_dX\_YY or ind\_dX\_YY) that allows for subsequent grouping without loss of specificity.

Prior to the calculation, only the numerical variables corresponding to Likert-type items are selected, and auxiliary functions designed to handle missing values and ensure the consistency and reproducibility of the analysis are used, generating results only when there is valid data.



## Board1:Descriptive summary by dimension of the Beneficiaries

### Descriptive results

Guy	Dimension	Pretest			Posttest		
		N	Average	Standard deviation	N	Average	Standard deviation
<b>Beneficiary</b>							
Dependent variable	Development of musical skills	212	4.07	1.17	122	4.14	0.87
Dependent variable	Cultural and spiritual strengthening	212	4.17	1.12	122	4.25	0.72
Dependent variable	Pedagogical relevance	212	4.05	1.17	122	4.34	0.76
Dependent variable	University social outreach	212	4.13	1.11	122	4.44	0.69
Dependent variable	Participant satisfaction	212	4.07	1.11	122	4.23	0.82
Independent variable	Contents of the micro workshops				183	4.22	0.84
Independent variable	Pedagogical strategies				183	4.21	0.82
Independent variable	Program organization and methodology				183	4.23	0.87

**Note:**N corresponds to the number of valid responses used to calculate the dimension statistics.

The absence of an item in a table should be interpreted as meaning that the item was not evaluated for that actor or that there are no valid responses recorded.

Descriptive statistics are presented aggregated at the dimension level, differentiated by participant type and measurement time (pretest and posttest). This level of aggregation allows for a synthesis of the overall assessment of each dimension evaluated, reducing the complexity associated with item-by-item analysis and facilitating comparisons between participants and measurement times.



Table 2: Descriptive summary by dimension of Graduates and Managers

Aggregate results by participant and measurement time

Guy	Dimension	Pretest			Posttest		
		N	Average	Standard deviation	N	Average	Standard deviation
<b>Graduate</b>							
Dependent variable	University outreach	social	4	1.00	0.00		
<b>Manager</b>							
Dependent variable	Development of musical skills		2	5.00	0.00	2	4.50 0.71
Dependent variable	Cultural and spiritual strengthening		2	5.00	0.00	2	5.00 0.00
Dependent variable	Pedagogical relevance		2	4.50	0.71	2	5.00 0.00
Dependent variable	University outreach	social	3	5.00	0.00	3	4.67 0.58
Dependent variable	Participant satisfaction		2	5.00	0.00	2	5.00 0.00
Independent variable	Contents of the micro workshops					4	4.75 0.50
Independent variable	Pedagogical strategies					4	4.75 0.50
Independent variable	Involvement of external actors					4	4.50 0.58
Independent variable	Program organization and methodology					4	4.00 0.82
Independent variable	Participation of internal actors					4	4.00 0.00

**Note:** N corresponds to the number of valid responses used to calculate the dimension statistics.

Since the instruments used were not identical for all participants, it is not assumed that all dimensions were universally assessed. Consequently, results are reported only for those participant-time-dimension combinations for which valid responses exist. The absence of a dimension in a table should be interpreted as meaning that the dimension was not assessed for that participant or time period.



**Table 3: Descriptive summary by dimension of instructors and interpreters**

Aggregate results by participant and measurement time

Guy	Dimension	Pretest			Posttest		
		N	Average	Standard deviation	N	Average	Standard deviation
<b>Instructor</b>							
Dependent variable	Development of musical skills	4	4.75	0.50	4	4.25	0.50
Dependent variable	Pedagogical relevance	4	4.50	0.58	4	4.50	0.58
Independent variable	Contents of the micro workshops				4	4.75	0.50
Independent variable	Pedagogical strategies				4	4.25	0.50
Independent variable	Program organization and methodology				4	3.75	1.26
<b>Interpreter</b>							
Dependent variable	Cultural and spiritual strengthening	12	4.33	0.49			
Dependent variable	University social outreach	12	4.50	0.52			

**Note:** N corresponds to the number of valid responses used to calculate the dimension statistics.

To determine the feasibility of the pretest-posttest comparative analysis, the number of paired observations available for each combination of participant, variable type, and dimension analyzed was calculated. This count corresponds to the number of participants with valid measurements at both evaluation points (pretest and posttest) for the same dimension, which is an essential requirement for applying statistical tests to related samples.

The following valid measurements were obtained from the data cleaning process by participant type: beneficiaries 33 pairs, managers 1 pair, instructors 1 pair, mentors 1 pair, providers 1 pair, volunteers 27 pairs.



Table 4: Descriptive summary by dimension of mentors, providers, and volunteers  
Results aggregated by participants and time of measurement

Guy	Dimension	Pretest			Posttest		
		N	Average	Standard deviation	N	Average	Standard deviation
<b>Mentor</b>							
Dependent variable	University social outreach	4	4.75	0.50	4	5.00	0.00
Independent variable	Program organization and methodology				4	5.00	0.00
<b>Supplier</b>							
Dependent variable	University social outreach	8	4.62	0.52	4	5.00	0.00
Independent variable	Involvement of external actors				4	5.00	0.00
Independent variable	Program organization and methodology				4	5.00	0.00
<b>Volunteer</b>							
Dependent variable	University social outreach	31	4.26	0.83	29	4.21	1.05
Independent variable	Involvement of external actors				29	4.22	0.97

**Note:** N corresponds to the number of valid responses used to calculate the dimension statistics.

## Discussion

The Shapiro-Wilk test was used on the post-test-pretest differences for each participant and dimension for those actors whose pairs were equal to or greater than 3, and the p-value was less than 0.05, indicating rejection of the assumption of normality of the differences, which



justifies the use of the Wilcoxon signed-rank non-parametric test instead of the Student's t-test for independent samples.

The application of the Wilcoxon signed-rank test for related samples allows us to evaluate whether the median of the differences between both measurement times is significantly different from zero, without assuming normality in the distribution of the data.

**Table 5: Pretest-posttest comparative analysis (Wilcoxon)**

Results for dimensions with sufficient paired observations

Variable type	Dimension evaluated	N (pairs)	Media diff.	Median diff.	Statistician V	p-value
<b>BENEFICIARY</b>						
Dependent variable	Development of musical skills	33	0.030	0.000	72,000	0.854
Dependent variable	Cultural and spiritual strengthening	33	-0.061	0.000	79,000	0.517
Dependent variable	Pedagogical relevance	33	0.152	0.000	72,500	0.491
Dependent variable	University social outreach	33	0.364	0.000	153,000	0.018
Dependent variable	Participant satisfaction	33	0.136	0.000	90,500	0.513
<b>VOLUNTEER</b>						
Dependent variable	University social outreach	27	-0.019	0.000	90,500	0.844

**Note:** The Wilcoxon signed-rank test was applied only to participant-dimension combinations with at least five paired observations. The median difference is the primary measure of change; the mean is reported for descriptive purposes.

The results of the Wilcoxon signed-rank non-parametric test show, in general terms, that no statistically significant differences were identified between the pretest and posttest in most of the dimensions evaluated for the actors for whom comparative analysis was possible. Specifically, for the beneficiary actor, a sufficient number of paired observations were available across the five dependent dimensions analyzed: development of musical skills, pedagogical relevance, participant satisfaction, university social outreach, and cultural and spiritual strengthening.  $n = 33$



In four of these five dimensions, the p-values associated with the Wilcoxon test exceeded the established threshold for statistical significance ( $p > 0.05$ ), indicating that the observed variations between the pretest and posttest cannot be considered statistically significant. Consistent with this, the median difference was zero in all dimensions, suggesting that, for at least half of the participants, the ratings remained stable between the two measurement points.

An exception to this general pattern is observed in the dimension of university social projection for the beneficiary actor, where the p value is less than 0.05 ( $p = 0.018$ ).

In this case, the mean difference is positive (0.364), which indicates that, on average, the post-test scores are slightly higher than those recorded in the pre-test.

However, the fact that the median difference remains at zero indicates that this result does not reflect a homogeneous increase across the entire sample, but rather variations concentrated in a subset of participants.

Therefore, the observed statistical significance should be interpreted as evidence of a detectable change in this specific dimension, without implying a generalized shift in the perceptions of the beneficiary group.

For the volunteer participant, the analysis was performed only in the University social outreach dimension, with a total of 27 paired observations. In this case, the results do not show statistically significant differences between the pretest and posttest ( $p = 0.844$ ), and the median difference is again equal to zero, which suggests stability in the ratings between both moments.

## Conclusions

Overall, the results indicate that, except for a single difference in the university's social impact dimension for the beneficiaries, there is no statistical evidence of systematic changes between the pre-test and post-test. This finding should be interpreted in light of the available sample size, the distribution of responses, and the non-parametric nature of the analysis, and suggests that participants' perceptions remained largely stable between the two measurement points, with variations detectable only in specific aspects of the training program.

In terms of the proposed musical intervention, the evidence shows that a training program would not be sufficient to achieve a significant improvement in the beneficiaries, which requires rethinking the strategy to include micro-workshops of musical specialization in future interventions.



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