

Effects of Values Formation on the Behavior Modification of Grade Two Pupils

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Abstract

This study examined the effects of values formation on the behavior modification of Grade Two pupils in selected public elementary schools. Anchored on the premise that early childhood is a critical period for character development, the research aimed to determine the extent to which values formation influences pupils' behaviors in terms of honesty, respect for others, kindness, cooperation, responsibility, empathy, and compassion. It also described the profile of teacher-respondents according to age, sex, civil status, position title, educational attainment, length of service, and in-service trainings attended; identified problems encountered by teachers regarding pupils' behavior; and tested whether significant differences existed in respondents' perceptions when grouped according to profile variables. The study employed a descriptive survey research design using a researcher-made questionnaire-checklist validated by experts in education, research, and statistics. A total of 104 teachers participated as respondents. Data were collected through Google Forms in compliance with the Data Privacy Act and analyzed using the Statistical Package for the Social Sciences. Weighted mean was utilized to measure the extent of effects and problems encountered, while the F-test determined significant differences in perceptions. Findings revealed that values formation had a very high extent of positive effects on pupils' behavior across all seven dimensions, with behaviors consistently manifested at an "Always" level. Teachers reported that behavioral concerns were encountered only to a "Sometimes" extent, with lack of gratitude identified as the most common issue. Inferential analysis showed no significant differences in perceptions across respondents' demographic characteristics. The study concluded that values formation plays a vital role in enhancing positive behavior among Grade Two pupils. An action plan was proposed to strengthen school-based values education programs and promote sustained behavioral development.

Keywords: values formation, behavior modification, elementary pupils, character education, descriptive survey research

1. Introduction

Education serves as a guiding force in the holistic formation of individuals, shaping not only intellectual competence but also moral character and social responsibility. In the Philippine context, education is anchored on three fundamental pillars: academic excellence, work efficiency, and values internalization. Schools are therefore mandated to nurture learners who are not only academically proficient but also ethically grounded and socially responsive. Article XIV, Section 3(2) of the 1987 Constitution of the Republic of the Philippines explicitly requires all educational institutions to strengthen ethical and spiritual values, develop moral character and personal discipline, and promote responsible citizenship. This constitutional mandate affirms that values formation is not peripheral but central to the mission of Philippine education.

In support of this directive, the Department of Education through DepEd Order No. 010, s. 2024 on the MATATAG Curriculum emphasizes the integration of Values Education and Peace Education across learning areas. Similarly, global initiatives such as UNESCO's Living Values Education Program highlight the importance of universal core values including honesty, respect, responsibility, cooperation, and unity in fostering a culture of peace. Empirical studies reinforce these policy directions. Benninga (2021) and Berkowitz (2021) found that well-implemented character education programs are positively associated with improved academic and behavioral outcomes. Catalano (2021) reported that positive youth development programs enhance interpersonal skills, self-control, and school commitment. Studies in Greece and India further underscore the role of teachers in modeling democratic and ethical values that shape learners' behavior.

In the Philippine setting, local investigations affirm the relevance of values education in promoting holistic development. Malbas (2024) emphasized parental involvement in reinforcing values formation, while Punzalan (2021) documented strengths and weaknesses in school-based values integration programs. Sinocruz and Daing (2021) and Neneth

et al. (2021) highlighted challenges in implementation and the need for structured interventions to address student misbehavior.

Despite these efforts, gaps remain evident. There is no standardized framework for assessing the direct effects of values formation on specific behavioral dimensions among primary pupils. Many studies focus on program implementation, teacher strategies, or secondary-level learners, with limited empirical attention given to Grade Two pupils in public elementary schools. Moreover, inconsistencies in core values identification and evaluation mechanisms create variability in outcomes

Given the formative nature of early elementary years and the increasing reports of behavioral concerns such as dishonesty, disrespect, and lack of responsibility, there is a need for empirical evidence that examines how values formation influences behavior modification at this critical stage. Thus, this study seeks to determine the extent of the effects of values formation on the behavior modification of Grade Two pupils in selected public elementary schools, thereby contributing to evidence-based enhancement of school-based values education initiatives.

2. Materials and methods

2.1 Research Design

Descriptive survey research design was applied utilizing a researcher-made questionnaire-checklist as a tool in gathering the needed data. The variables that were considered in determining the extent of effects of values formation on the behavior modification of grade two pupils include honesty, respect for others, kindness, cooperation, responsibility, empathy, and compassion. Moreover, the extent of the problems encountered regarding the behavior of pupils was also considered.

2.2 Research Setting

The study was conducted in selected public elementary schools in Binangonan District, Schools Division Office of Rizal. These included Bilibiran Elementary School, Binangonan Elementary School, Calumpang Elementary School, Darangan Elementary School, Doña Susana Madrigal Elementary School, Don Jose Elementary School, Mabuhay Homes 2000 Elementary School, Sitio Mata Elementary School, Tagpos Elementary School and Tayuman Elementary School.

2.3 Respondents

The respondents of the study were the total population of the grade two teachers in selected public elementary schools in Binangonan District. These consist of one hundred four (104) teachers. They were described in terms of age, sex, civil status, position title, educational attainment, length of service, and in-service trainings attended.

2.4 Research Instruments

The study utilized a researcher-made questionnaire-checklist designed to describe the respondents' perceptions regarding the effects of values formation on the behavior modification of Grade Two pupils. The instrument was culturally contextualized and based on extensive readings from both local and international sources.

The questionnaire consisted of three parts. Part I gathered data on the respondents' profile, including age, sex, civil status, position title, educational attainment, length of service, and in-service trainings attended. Part II measured the extent of the effects of values formation on pupils' behavior across seven dimensions: honesty, respect for others, kindness, cooperation, responsibility, empathy, and compassion. Each dimension contained ten items, for a total of seventy items. Part III determined the extent of problems encountered by teachers regarding pupils' behavior.

A five-point Likert scale was used in Parts II and III, ranging from 5 (Always – Very High Extent) to 1 (Never – Least Extent).

To ensure content validity, the instrument underwent thorough review by experts in education and research, including the adviser, statistician, graduate professors, dean, master teacher, and guidance personnel. Their suggestions and recommendations were incorporated prior to finalization of the questionnaire..

2.5 Data Collection

A Gantt Chart of Activities will be followed in the conduct of the study. This includes the formulation of the research problem up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, consent to conduct the study will be attained from the Office of the Schools Division Superintendent. The questionnaire-checklist will be administered to the respondents. The researcher will also follow the guidelines in the Data Privacy Act of 2012.

After the retrieval, the data were encoded and processed through the Statistical Package for Social Sciences (SPSS). After the analysis and interpretation of data, summary of findings, conclusions and recommendations were formulated. After the final oral defense, the manuscript was revised and incorporating all the comments and suggestions of the oral examination committee. The manuscript was also subjected to Anti-plagiarism test at the statistical center.

Hardbound copies of the manuscript were submitted after the final editing and revision to the office of graduate studies program and other offices concerned.

2.6 Data Analysis

The collected data were tallied, tabulated, and analyzed using appropriate statistical tools. Frequency and percentage distribution were employed to describe the profile of the respondents. Weighted mean was used to determine the respondents' perceptions regarding the extent of the effects of values formation on the behavior modification of Grade Two pupils, as well as to assess the extent of problems encountered in relation to pupils' behavior. To examine significant differences in perceptions when grouped according to profile variables, one-way analysis of variance was utilized.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study..

3. Results and Discussion

3.1. The Profile of the Teacher Respondents in Terms of Selected Variables

Table1 presents the frequency and percentage distribution of the 104 respondents based on the selected profile variables. In terms of age, the largest group consists of respondents aged 31–40 years old, accounting for 38.5 percent, followed by those aged 41–50 years old at 26.9 percent. Respondents aged 51 and above make up 22.1 percent, while those within the 21–30 age bracket comprise 12.5 percent. For sex, the data show that the majority of respondents are female at 86.5 percent, while males represent 13.5 percent. With respect to civil status, married respondents constitute 70.2 percent, singles comprise 23.1 percent, separated or annulled respondents represent 5.8 percent, and widows or widowers make up 1 percent of the total. Regarding position title, Teacher III has the highest frequency at 27.9 percent, followed by Master Teacher I with 26 percent and Teacher I with 24 percent. Teacher II accounts for 10.6 percent, while Master Teacher III represents 5.8 percent. Smaller percentages are reflected in Head Teacher III (2.9%), Head Teacher I (1.9%), and Master Teacher II (1%). As for educational attainment, nearly half of the respondents, or 48.1 percent, hold a master's degree, while 30.8 percent possess a bachelor's degree. Respondents with MA units make up 13.5 percent, and those with doctoral units comprise 7.7 percent. In terms of length of service, the highest proportion of respondents (40.4%) have been in service for 1–10 years, followed by those with 11–20 years of service at 21.2 percent. Those with 21–30 years represent 17.3 percent, while respondents with less than one year of service account for 12.5 percent. The smallest group consists of those with 31 years and above, making up 8.7 percent. For in-service trainings attended, almost half of the respondents (48.1%) have attended division-level trainings. Regional trainings account for 16.3 percent, while national trainings cover 12.5 percent. School-based trainings represent 9.6 percent, district-level trainings account for 7.7 percent, and international trainings comprise the remaining 5.8 percent.

Table 1: *Profile of the Teacher-Respondents in Terms of the Selected Variables*

Age	f	%	R
21-30 years old	13	12.5	4
31-40 years old	40	38.5	1
41-50 years old	28	26.9	2
51 years old and above	23	22.1	3
Total	104	100	
Sex	f	%	R
Male	14	13.5	2
Female	90	86.5	1
Total	104	100.0	
Civil Status	f	%	R
Single	24	23.1	2
Married	73	70.2	1
Separated/Annulled	6	5.8	3
Widow/Widower	1	1	4
Total	104	100.0	
Position Title	f	%	R
Head Teacher III	3	2.9	5
Head Teacher I	2	1.9	7
Master Teacher III	6	5.8	4

Master Teacher II	1	1.0	8
Master Teacher I	27	26.0	2
Teacher III	29	27.9	1
Teacher II	11	10.6	4
Teacher I	25	24	3
Total	104	100.0	
Educational Attainment	f	%	R
With Doctoral Units	8	7.7	4
MAEd/MAT	50	48.1	1
With MAEd/MAT Units	14	13.5	3
Bachelor's Degree	32	30.8	2
Total	104	100.0	
Length of Service	f	%	R
31 years and above	9	8.7	5
21-30 years	18	17.3	3
11-20 years	22	21.2	2
1-10 years	42	40.4	1
Below 1 year	13	12.5	4
Total	104	100.0	
In-Service Trainings Attended	f	%	R
International	6	5.8	6
National	13	12.5	3
Regional	17	16.3	2
Division	50	48.1	1
District	8	7.7	5
School	10	9.6	4
Total	104	100.0	

3.2. Extent of Effects of Values Formation on the Behavior Modification of Grade Two Pupils as Perceived by the Respondents with Respect to Honesty, Respect for Others, Kindness, Cooperation, Responsibility, Empathy, and Compassion

Table 2 presents the summary of the extent of the effects of values formation on the behavior modification of Grade Two pupils as perceived by the respondents in terms of honesty, respect for others, kindness, cooperation, responsibility, empathy, and compassion. It could be gleaned from the table that the composite weighted mean is 4.55, verbally interpreted as Always or Very High Extent. This indicates that values formation strongly influences the behavior modification of Grade Two pupils across all seven aspects. Among the dimensions, kindness obtained the highest mean of 4.59, followed by empathy with 4.58. Cooperation and responsibility shared the next rank with identical means of 4.57. Honesty yielded a mean of 4.55, while compassion obtained 4.52. Respect for others registered the lowest mean of 4.50. Despite slight variations in ranking, all aspects fall within the Very High Extent category, reflecting consistently strong perceptions among respondents. These results imply that values formation functions holistically, shaping not only isolated traits but a broad spectrum of moral and social behaviors. The consistently high composite mean further suggests that the implementation of values education effectively supports pupils' character development in everyday classroom contexts. The findings align with the study of Subba (2021), which emphasized that values-based education fosters responsibility, cooperation, fairness, and positive social relationships. It highlighted that democratic and values-oriented learning environments enable children to internalize positive behaviors that promote harmonious relationships. The uniformly high ratings in this study support the view that structured values formation programs contribute to sustained and observable positive behavior among young learners.

Table 2: 3.2. Extent of Effects of Values Formation on the Behavior Modification of Grade Two Pupils as Perceived by the Respondents with Respect to Honesty, Respect for Others, Kindness, Cooperation, Responsibility, Empathy, and Compassion

Aspects	$\bar{W}\bar{X}$	Verbal Interpretation	Rank
Honesty	4.55	Always (Very High Extent)	5
Respect for Others	4.50	Always (Very High Extent)	7
Kindness	4.59	Always (Very High Extent)	1
Cooperation	4.57	Always (Very High Extent)	3.5
Responsibility	4.57	Always (Very High Extent)	3.5
Empathy	4.58	Always (Very High Extent)	2
Compassion	4.52	Always (Very High Extent)	6
Composite $\bar{W}\bar{X}$	4.55	Always (Very High Extent)	

3.3. Significant Difference on the Perception of the Respondents on the Extent of Effects of Values Formation on the Behavior Modification of Grade Two Pupils with Respect to the Different Aspects in Terms of Their Profile

The overall results presented in Table 11 indicate that all computed p-values are greater than the 0.05 level of significance, thereby leading to the acceptance of all null hypotheses. This signifies that there are no statistically significant differences in the respondents' perceptions regarding the extent of the effects of values formation on the behavior modification of Grade Two pupils when grouped according to their profile variables. Specifically, when grouped according to age, the p-values for honesty (0.117), respect for others (0.731), kindness (0.366), cooperation (0.903), responsibility (0.506), empathy (0.733), and compassion (0.823) all exceeded the 0.05 level of significance. Similarly, when respondents were grouped according to sex, the p-values ranging from 0.236 to 0.848 remained higher than 0.05, indicating no significant difference. The same pattern was observed for civil status, where p-values ranged from 0.517 to 0.743; position title, with p-values ranging from 0.686 to 0.933; educational attainment, with p-values ranging from 0.090 to 0.591; length of service, with p-values ranging from 0.488 to 0.966; and in-service trainings attended, with p-values ranging from 0.210 to 0.544. In all cases, the p-values were consistently greater than 0.05, thus failing to reject the null hypothesis. These findings demonstrate a statistically consistent perception among respondents across all demographic and professional categories. The absence of significant differences suggests that teachers, regardless of variations in age, sex, civil status, academic preparation, professional experience, or training exposure, share similar assessments of how values formation influences pupils' honesty, respect, kindness, cooperation, responsibility, empathy, and compassion. The results imply that the values formation program is implemented and experienced uniformly within the school context, fostering a shared understanding among teachers regarding its behavioral impact.

This finding supports the assertion of Martin (2020), who emphasized that systematically integrated values education initiatives cultivate a common institutional culture that shapes consistent teacher perceptions of student character development. The present statistical evidence, grounded on p-values greater than the 0.05 level of significance, affirms the coherence and uniformity of the program's perceived effects.

Table 3: Significant Difference on the Perception of the Respondents on the Extent of Effects of Values Formation on the Behavior Modification of Grade Two Pupils with Respect to the Different Aspects in Terms of Their Profile

Profile / Aspects	F-value	p-value	Ho	Verbal Interpretation
Age				
Honesty	2.013	0.117	Accepted	Not Significant
Respect for Others	0.432	0.731	Accepted	Not Significant
Kindness,	1.069	0.366	Accepted	Not Significant
Cooperation,	0.190	0.903	Accepted	Not Significant
Responsibility	0.784	0.506	Accepted	Not Significant
Empathy	0.429	0.733	Accepted	Not Significant
Compassion	0.304	0.823	Accepted	Not Significant
Sex				
Honesty	0.093	0.761	Accepted	Not Significant
Respect for Others,	0.424	0.517	Accepted	Not Significant
Kindness,	0.498	0.482	Accepted	Not Significant
Cooperation,	0.312	0.578	Accepted	Not Significant
Responsibility	1.422	0.236	Accepted	Not Significant
Empathy	0.571	0.452	Accepted	Not Significant
Compassion	0.037	0.848	Accepted	Not Significant
Civil Status				
Honesty	0.414	0.743	Accepted	Not Significant
Respect for Others,	0.437	0.727	Accepted	Not Significant
Kindness,	0.764	0.517	Accepted	Not Significant
Cooperation,	0.476	0.699	Accepted	Not Significant
Responsibility	0.713	0.546	Accepted	Not Significant
Empathy	0.746	0.527	Accepted	Not Significant
Compassion	0.416	0.742	Accepted	Not Significant
Position Title				
Honesty	0.641	0.721	Accepted	Not Significant
Respect for Others	0.667	0.700	Accepted	Not Significant
Kindness	0.341	0.933	Accepted	Not Significant
Cooperation,	0.421	0.887	Accepted	Not Significant
Responsibility	0.455	0.864	Accepted	Not Significant
Empathy	0.549	0.795	Accepted	Not Significant
Compassion	0.683	0.686	Accepted	Not Significant
Educational Attainment				
Honesty	0.64	0.591	Accepted	Not Significant
Respect for Others,	1.138	0.338	Accepted	Not Significant

Kindness,	1.321	0.272	Accepted	Not Significant
Cooperation,	0.972	0.409	Accepted	Not Significant
Responsibility	0.814	0.489	Accepted	Not Significant
Empathy	1.015	0.390	Accepted	Not Significant
Compassion	2.224	0.090	Accepted	Not Significant
Length of Service				
Honesty	0.376	0.864	Accepted	Not Significant
Respect for Others,	0.455	0.809	Accepted	Not Significant
Kindness,	0.450	0.813	Accepted	Not Significant
Cooperation,	0.189	0.966	Accepted	Not Significant
Responsibility	0.683	0.637	Accepted	Not Significant
Empathy	0.433	0.824	Accepted	Not Significant
Compassion	0.894	0.488	Accepted	Not Significant
In-Service Trainings Attended				
Honesty	1.324	0.261	Accepted	Not Significant
Respect for Others,	0.812	0.544	Accepted	Not Significant
Kindness,	0.967	0.442	Accepted	Not Significant
Cooperation,	1.124	0.353	Accepted	Not Significant
Responsibility	1.009	0.417	Accepted	Not Significant
Empathy	0.924	0.458	Accepted	Not Significant
Compassion	1.460	0.210	Accepted	Not Significant

3.4. Extent of the Problems Encountered by the Teachers on the Behavior Modification of Grade Two Pupils

The results in Table 12 reveal an overall weighted mean of 3.19, which falls under the verbal interpretation “Sometimes.” This indicates that teachers encounter the listed behavioral problems at a moderate extent. Among the indicators, “Lack of Gratitude or Appreciation” obtained the highest weighted mean of 4.55, ranking first and falling under the “Always” category. On the other hand, several behaviors such as “Poor Cooperation” (2.89), “Lack of Initiative” (2.91), “Lack of Responsibility” (2.96), and “Disrespectful Behavior” (2.99) received lower means and were all interpreted as “Sometimes.” Other concerns like lack of participation (3.16), lack of empathy (3.13), unkind reactions to mistakes (3.12), dishonesty (3.10), and lack of kind words (3.10) also fall within the middle range of the distribution. These figures show that although teachers observe gratitude-related issues more frequently, the remaining behavioral concerns appear at moderate levels. The cluster of means around the “Sometimes” category suggests that most of these behavioral challenges occur on an occasional but notable basis. Each indicator registers above the lowest scale point, reflecting that the behaviors are indeed encountered, though not consistently or severely across the group. The findings imply that while values formation positively influences many aspects of pupil behavior, certain problem areas persist and still require attention. The presence of issues such as dishonesty, lack of empathy, unkind reactions, and insufficient initiative suggests that pupils are still developing their social and moral competencies. The variance in rankings points to the need for focused interventions that strengthen gratitude, cooperation, and emotional regulation. These patterns further suggest that although values formation programs are impactful, continuous reinforcement is necessary for sustained behavioral improvement. These results align with the earlier discussion of Wilfredo (2021), who pointed out that despite efforts in values education, behavioral gaps among learners such as declining discipline, reduced courtesy, and inconsistent moral expression remain evident. Wilfredo emphasized that values must be continuously integrated and reinforced across subjects and daily routines. The present findings reflect this observation, as some behavioral issues still appear even with values formation being implemented.

Table 4: Extent of the Problems Encountered by the Teachers on the Behavior Modification of Grade Two Pupils

Problems Encountered	W $\bar{X}$	Verbal Interpretation	Rank
1. Lack of Gratitude or Appreciation	4.55	Always	1
2. Lack of Initiative	2.91	Sometimes	9
3. Lack of Responsibility	2.96	Sometimes	8
4. Lack of Participation	3.16	Sometimes	2
5. Dishonesty	3.10	Sometimes	5.5
6. Poor Cooperation	2.89	Sometimes	10
7. Lack of Empathy	3.13	Sometimes	3
8. Disrespectful Behavior	2.99	Sometimes	7
9. Unkind Reactions to Mistakes	3.12	Sometimes	4
10. Lack of Kind Words	3.10	Sometimes	5.5
Overall W$\bar{X}$	3.19	Sometimes	

4. Conclusion & Recommendations

The study concluded that there is no statistically significant difference in the extent of the effects of values formation on the behavior modification of Grade Two pupils when respondents are grouped according to age, sex, civil status, position title, educational attainment, length of service, and in-service trainings attended. Since all computed p-values exceeded the 0.05 level of significance, the null hypothesis was upheld in all cases. This indicates that teachers share consistent perceptions regarding the positive influence of values formation on pupils' honesty, respect, kindness, cooperation, responsibility, empathy, and compassion, regardless of their demographic and professional characteristics.

In light of these findings, it is recommended that school administrators further strengthen values formation programs through sustained professional development, systematic monitoring, and supportive policies. Teachers are encouraged to continuously integrate structured values-based activities and positive reinforcement strategies in classroom practice, while guidance personnel may design targeted interventions to address behavioral concerns that occasionally arise. Active parental involvement is likewise essential in reinforcing core values at home. The proposed action plan should be implemented to enhance behavioral outcomes, and future studies may be conducted across different grade levels and school contexts to validate and expand the present findings.

Compliance with ethical standards

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