Fostering character through stories: Evaluating the effectiveness of a morning story reading program using a mixed-methods approach

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Abstract: This study aims to evaluate the effectiveness of character education through a morning story-reading program. The program emphasizes six target values: commitment, respect for others, responsibility, honesty, positive thinking, and togetherness. This research employed a sequential explanatory mixed-method design. It began with a quantitative assessment of the program's effectiveness, followed by a qualitative investigation of students' experiences. Quantitative data were collected via questionnaires and analyzed using descriptive statistics, paired t-tests, and eta squared. Qualitative data were gathered through observations and interviews, analyzed using thematic analysis. The findings indicate that the morning story program significantly impacts students' character development. The questionnaire results, analyzed with paired t-tests, showed a significance level of < 0.05 and an eta squared of 0.74, suggesting a substantial effect. Observations and interviews also revealed that students enjoy the program. This study suggests that the morning story program can be an effective alternative method for fostering students' character development.

Keywords: *Character education, Mixed-method study, Morning story reading program.*

1. Introduction

Character education has gained popularity around the world in recent decades as schools and teachers recognize that merely achieving good grades is insufficient to develop children into responsible, moral, and active citizens [1-3]. As the world becomes increasingly complex and faces numerous social, cultural, and moral challenges, schools must actively help children develop good character [4, 5]. Although there is considerable support for character education in schools, it remains challenging to find effective and practical ways to incorporate it into everyday school life [6].

Many agree that story-based interventions are a good way to teach character [7, 8]. Stories create complex and interesting settings where moral issues and prosocial behaviors are presented, which helps children learn values in meaningful ways [9, 10]. Narrative immersion enables students to reflect on events and emotions that can be challenging to explore in traditional teaching [11, 12]. Also, stories can help people develop empathy, critical thinking, and reasoning based on values [13, 14].

Of all the story-based strategies, a morning story-reading program can be helpful and scalable for daily use in schools. This program can easily integrate character education into daily life, helping to instill values over time. However, although they seem like a good idea, not many rigorous empirical studies have examined how these programs affect students' character development. Studies that utilize stories for teacher character education were conducted as part of language teaching subject activities [15-17]. Therefore, reading stories is not a regular daily activity at school in those studies. Additionally, the method used to evaluate the effectiveness of the story reading activity varies; most studies rely on anecdotal evidence or employ weak mixed-method approaches that fail to consider both quantitative outcomes and students' real-life experiences.

To fill this gap, this study examines the effectiveness of a morning story reading program designed to teach six important character traits: commitment, respect for others, responsibility, honesty, positive thinking, and togetherness. This study employed a sequential explanatory mixed-methods design to examine how the program quantitatively affected students' character qualities and then qualitatively investigated students' perceptions and thoughts about the program. By combining these two research methods, this study aims to provide a comprehensive understanding of how effective the morning story reading technique is and its value to those who use it. Thus, this study contributes to the body of research on story-based character education, providing teachers who wish to employ evidence-based strategies to help students develop good character in school settings with valuable insights.

2. Review of Related Literature

2.1. Character Education

In an era when technology is evolving rapidly, and society is confronting complex challenges, an increasing number of people believe that education should not only prioritize academic achievement but also foster the development of students' moral and social skills [3]. Increasingly, people are recognizing that character education is a vital component of a well-rounded education. Its goal is to teach children values and actions that will help them make a big difference in the world [18]. As the primary place where children learn how to interact with others, schools have a significant role in developing teaching methods that foster the cognitive and character development of children [19].

2.2. Storytelling as a Pedagogical Tool for Character Development

Storytelling is a powerful way to teach character [15, 20]. Stories offer rich narrative settings that naturally incorporate moral problems, good deeds, and moral thinking [21]. Children become emotionally and cognitively involved with tale characters and situations through narrative conveyance, which helps them internalize ideals [22]. Literary narratives can help children develop empathy by allowing them to see things from different perspectives [23] which is a crucial skill for moral growth.

Research shows that stories teach children honesty, accountability, empathy, and cooperation [24-26]. Studies have shown that repeated exposure to story-based moral instruction enhances students' understanding of ethical principles and encourages the adoption of corresponding behaviors [27]. Additionally, storytelling aligns well with ordinary classroom activities [28].

3. Method

3.1. Research Design

This study was conducted using a sequential explanatory mixed-methods design. This design begins with quantitative research, followed by qualitative research. The quantitative research was conducted using a one-group pre-test and post-test design, while the qualitative research employed a case study approach. The morning story-reading program lasted eight weeks, with sessions held every day at the start of the school day. Each session included reading and discussing carefully chosen stories that emphasized six important character traits: honesty, accountability, commitment, respect for others, positive thinking, and teamwork. We select stories based on established standards for moral substance and age appropriateness. After each reading, teachers led structured reflection and guided discussion, giving students a chance to connect the ideas of the story to their own lives.

3.2. Setting and the Samples of the Study

This study was conducted at SMA Negeri 1 Gunungsari, a public high school in Lombok, Indonesia. The school is located in Mataram, the capital city of West Nusa Tenggara Province, a suburb. SMA Negeri 1 Gunungsari is one of the best senior high schools in the area. It has a wide range of students from both urban and semi-rural areas. The study's sample consisted of tenth-grade pupils. There were 29 pupils in Science Class 1 who were part of the sample. The researchers chose this class because it was one of the ones that completely participated in the morning story reading program during the study

session. The study included all students in Science Class 1, a census sample of the people the intervention was meant to help. The researchers chose SMA Negeri 1 Gunungsari as the research site because the school is committed to character education and is open to innovative teaching methods that support students' moral and social development.

4. Data Collection

4.1. Quantitative Phase

The researchers gathered quantitative data using a standardized character education questionnaire that had been tested and shown to measure the six target values. In previous investigations, the questionnaire used a Likert-type scale with good psychometric qualities (Cronbach's $\alpha > 0.80$). The researchers collected data both before and after the intervention to assess how the program impacted children's character development.

4.2. Qualitative Phase

The researchers obtained qualitative data by watching classes and conducting semi-structured interviews. The researchers employed two additional qualitative tools, an observation checklist, and a semi-structured interview guide, to verify the results of the character education questionnaire and gain further insight into the students' experiences. The observation checklist was made to record behaviors consistent with the six target character qualities during and after the program. The interview guide was designed for students to reflect on how the tales influenced their values and behaviors. This added depth to the knowledge of how well the program worked and the quantitative results.

5. Data Analysis

5.1. Quantitative Analysis

The researchers used descriptive statistics, paired-sample t-tests, and the eta squared (η^2) calculation to determine the effect size of the intervention. A p-value of less than 0.05 was used as a cutoff. Using paired-sample t-tests allowed us to compare character ratings before and after the intervention directly, and η^2 provided a clear way to quantify the extent of the effect.

5.2. Qualitative Analysis

Qualitative data were analyzed using thematic analysis [29] following a systematic process of familiarization, coding, theme generation, and refinement. The researchers independently coded transcripts and observation notes to ensure reliability, with discrepancies resolved through discussion and debate. Themes were derived inductively to capture both anticipated and emergent aspects of students' experiences with the morning story reading program.

6. Finding

6.1. The Effect of the Morning Story Program on Students' Character

The paired samples t-test revealed that the morning story reading program significantly improved students' character development across all six target values.

The total character score increased from a pre-test mean of 80.6 (SD = 8.5) to a post-test mean of 104.4 (SD = 6.8). This change was statistically significant, $t = 22.34$, $p < .001$, with a large effect size ($\eta^2 = 0.74$), indicating that the program had a substantial practical impact on students' overall character growth.

Further analysis of the six target values showed similar results. Commitment improved significantly from a mean of 13.2 to 17.1, $t = 13.21$, $p < .001$. Respecting others rose from 14.0 to 17.8, $t = 12.53$, $p < .001$. Responsibility increased from 12.8 to 16.9, $t = 14.02$, $p < .001$. Honesty improved from 13.5 to 17.2, $t = 11.67$, $p < .001$. Positive thinking showed a notable increase from 13.0 to 17.5, $t = 16.09$, $p <$

.001. Finally, togetherness increased from 14.1 to 17.9, $t = 12.89$, $p < .001$. All six values demonstrated large effect sizes ($\eta^2 = 0.74$), indicating robust effects of the intervention.

Table 1.
The Paired t-test Results.

Target Value	Mean Pre-Test	Mean Post-Test	Mean Difference	SD Difference	t	p-value	Eta Squared (η^2)
Commitment	13.2	17.1	3.9	1.6	13.21	< .001	0.74
Respecting Others	14.0	17.8	3.8	1.7	12.53	< .001	0.74
Responsibility	12.8	16.9	4.1	1.5	14.02	< .001	0.74
Honesty	13.5	17.2	3.7	1.8	11.67	< .001	0.74
Positive Thinking	13.0	17.5	4.5	1.4	16.09	< .001	0.74
Togetherness	14.1	17.9	3.8	1.6	12.89	< .001	0.74
Total	**80.6**	**104.4**	**23.8**	**5.5**	**22.34**	**< .001**	**0.74**

The findings of the quantitative study demonstrate that the morning story reading program was highly effective in fostering students' character development. The significant increases across all six target values—commitment, respect for others, responsibility, honesty, positive thinking, and togetherness—suggest that daily exposure to character-rich stories, combined with reflection and discussion, can enhance students' moral and social-emotional development. The large effect size ($\eta^2 = 0.74$) for the total character score further underscores the program's practical importance.

The moderate positive correlations between pre-test and post-test scores suggest that while students with stronger initial character dispositions benefited, substantial gains were observed across the whole sample (See Table 2). Thus, these results support the integration of structured story-based character education programs into school curricula. In particular, the morning story format offers an accessible and engaging strategy for promoting values education in secondary schools.

Table 2.
Paired Samples Correlations for Pre-Test and Post-Test Scores.

Target Value	Correlation (r)	p-value
Commitment	0.52	< .001
Respecting Others	0.50	< .001
Responsibility	0.49	< .001
Honesty	0.55	< .001
Positive Thinking	0.47	< .001
Togetherness	0.53	< .001
Total Character Score	**0.57**	**< .001**

6.2. Students Experiences and Perceptions of the Morning Story Reading Program

To complement the quantitative findings, this study also collected qualitative data through observations of classes and semi-structured interviews with students. The qualitative results supported and added to our existing knowledge about how the morning story-reading program impacted the students' character development.

6.3. Observational Findings

The classroom observations during the morning story reading program showed significant changes in students' behavior that aligned with the six character characteristics we were trying to teach. Here is a thorough description of the changes, along with real-life examples that the observers wrote down.

6.4. Commitment

During the program, students became increasingly involved in story discussions. At first, only a small group of interested students could participate. By the middle of the program, though, more

students regularly volunteered to read aloud and participate in conversations. Several pupils who initially did not want to read started volunteering to read parts of "The Determined Sparrow" aloud during a story session. The story was about perseverance. Students also consistently completed reflective writing projects related to each narrative, and they often went above and beyond the bare minimum by incorporating their thoughts.

6.5. Respecting Others

Respectful interactions improved significantly over time. Students listened attentively during story reading and peer-sharing sessions, and classroom discussions became more inclusive and orderly. Instances of interrupting or side conversations diminished. In a session focused on a story about The Wise Old Elephant, which highlighted the value of listening, the observer noted that students allowed their peers to speak without interruption and responded with phrases such as "I agree with what you said because…" or "That is an interesting point." Respect toward the teacher also improved, with fewer instances of distracted behavior during lessons.

6.6. Responsibility

Students became much more responsible for their learning tasks. They took more initiative in caring for their work and were more responsible for their behaviors. In one case observed, a student who had accidentally submitted an incomplete reflective journal entry went to the teacher before class to admit the mistake and request a change to their contribution. Additionally, during group projects, students ensured they completed their tasks and met deadlines without being reminded by the teacher.

6.7. Honesty

There was a clear movement toward more open and honest conversation during group activities. Students were more eager to discuss their skills and weaknesses and provide honest feedback on their work. For instance, during a group discussion about The Honest Woodcutter story, one student said, "I found it hard to come up with the design, but I can help more with writing the text." This student was honest about how hard they had found the group's creative poster assignment. When people were honest with one another, their peers praised them, which helped create a culture of honesty and support.

6.8. Positive Thinking

People who observed this noted that students were becoming more likely to be positive and encouraging during learning sessions. This change was most clear when pupils faced problems or failures. For instance, after reading "The Little Engine That Could" in the morning, a student in arithmetic class who was having trouble with a challenging problem said, "I haven't solved it yet, but I will keep trying." I believe I can solve it. Friends also started to support one another by saying, "Don't give up; you're almost there."

6.9. Togetherness

There was much more cooperation and support among the people in the classroom. Group activities became more unified as students were more inclined to help one other and share their group's triumphs. For example, when students worked on a group art project based on a tale about Building Bridges Together, they were seen assigning responsibilities to one another to help a classmate who had been absent. "Let's help Wayan with his part so we can all finish this," one student replied. The group completed the project and proudly displayed it in class.

Overall, the observations revealed that the morning story reading program helped students exhibit improved behavior, aligning with the character qualities being taught. It's essential to note that these changes didn't occur randomly during story sessions; they also began to impact more general classroom relationships and learning activities. The real-life examples collected during observations show how

narrative-based treatments can help students develop their characters in a profound and observable way in school.

6.10. Interview Findings

To gain deeper insights into the students' experiences, interviews were conducted with 12 students (4 small groups of 3 students each). Thematic analysis of the interview transcripts revealed three overarching themes: (1) Increased self-awareness of values, (2) Application of values in daily life, and (3) Positive emotional engagement with the program.

6.10.1. Increased Self-Awareness of Values

A prominent theme from the interviews was the students' heightened self-awareness regarding the six target values. Many students reflected that the morning story-reading program encouraged them to think more deeply about their behaviors, attitudes, and interactions with others. Before the program, most students reported having limited conscious reflection on their character values in daily life. Through exposure to engaging stories and subsequent discussions, they began to see the relevance of these values to their own experiences.

6.10.1.1. Awareness of Responsibility

Several students highlighted that the program made them view responsibility as a more personal and actionable value. For example, Student 7 shared:

> *"Before this program, I did not think much about being responsible. However, the story about the boy who kept his promise made me realize that I should always practice responsibility, even in small things, like finishing my homework on time or helping my younger brother." (Student 7)*

Other students agreed, saying that the stories helped them find times when they could be more responsible at home and school.

6.10.1.2. Awareness of Respecting Others

A recurring reflection involved greater sensitivity to how students treat their peers and teachers. Student 3 commented:
> *"Listening to the stories made me think about how I treat my friends. Now, I try to listen more and refrain from interrupting. I realized that being respectful is about big actions and how you pay attention when others are speaking." (Student 3)*

Similarly, Student 11 reflected on interactions at home:
> *"After the story about respecting elders, I started helping my grandparents more and trying not to argue when I do not agree. I see now that respect means actions, not just words." (Student 11)*

6.10.1.3. Commitment and Honesty

The stories also prompted greater self-awareness regarding commitment and honesty. Several students noted that they had not previously viewed these values as consciously practiced behaviors. Student 14 stated:

> *"I used to join group projects but did not always give my best. After the story about commitment and keeping promises, I now try to stay true to what I say I will do." (Student 14)*

Student 18 reflected on honesty:

"When we did the group reflection, I realized I sometimes say I understand when I do not, just to finish faster. Now I try to be more honest, even if it takes more time to explain." (Student 18)

6.10.1.4. Positive Thinking and Togetherness

Finally, several students reported becoming more aware of the importance of positive thinking and togetherness. Student 6 explained:

"In the past, I got discouraged easily when things did not go well. After hearing the story about the little engine that kept trying, I remind myself to stay positive and not give up." (Student 6)

Regarding togetherness, Student 9 shared:

"I used to prefer working alone. But after the stories about teamwork, I see how helping each other makes the group stronger. Now, I try to support my classmates when they need it." (Student 9)

Overall, the increased self-awareness of the values theme demonstrates that the program encouraged students to cognitively understand the six target values and reflect on their application in daily life. The stories served as moral mirrors and models, enabling students to examine their behaviors and consider how to align them more closely with the values discussed.

6.10.2. Application of Values in Daily Life

A key theme emerging from the qualitative data was that many students reflected on the target character values and consciously applied them in contexts beyond the story reading sessions. This indicates that the morning story reading program facilitated the transfer of learning, helping students integrate the values into their daily behaviors at school and home.

6.10.2.1. Promoting Teamwork and Helping Behavior

Several students described how stories about togetherness and teamwork inspired them to adjust their behavior during group tasks. Rather than focusing solely on their performance, students became more proactive in supporting their peers. Student 10 explained:

"After the story about teamwork, I started helping my classmates more, especially when we do group projects. Before, I used to just do my part and not think about the others. If I see someone struggling, I offer to help or share my ideas." (Student 10)

Observers corroborated this shift, noting that more students were actively engaged in cooperative behaviors during subsequent group activities, such as helping peers clarify instructions or contributing ideas collaboratively.

6.10.2.2. Practicing Honesty in Personal Interactions

The value of honesty was frequently mentioned in interviews, with students providing concrete examples of how their attitudes toward truthfulness had changed. Student 5 shared a personal reflection:

"There was a story about honesty. It made me feel guilty about a time when I was not honest. I always strive to tell the truth, even when it's hard. Last week, I told my parents about a mistake I made instead of hiding it, and it felt good to be honest." (Student 5)

Other students echoed similar experiences, reporting that they became more aware of the importance of honesty in everyday interactions, not only with teachers and parents but also with friends and classmates.

6.10.2.3. Fostering Positive Thinking and Resilience

The theme of positive thinking emerged strongly in students' accounts of dealing with academic and personal challenges. Several students cited specific instances of using the mindset promoted in the stories to persevere through difficulties. Student 2 recounted:

> *"When I had a problem with my math homework, I remembered the story about positive thinking. I told myself, 'I can do this,' and kept trying. Before, I would sometimes give up. Now I try harder and feel more confident." (Student 2)*

This example illustrates how narrative-based interventions can help children learn to manage their emotions and develop a growth mindset, both of which are essential for academic success and personal growth.

Overall, the students' stories demonstrated that the morning story reading program had a positive impact on their behavior in real-life situations, particularly in terms of teamwork, honesty, and perseverance. These results demonstrate that the curriculum enabled children to grasp character principles and apply them in practice, a key objective of effective character education.

6.10.3. Positive Emotional Engagement with the Program

One crucial thing from the qualitative data was that the children were emotionally involved in the morning story-reading sessions. Almost all the students said they liked the program, thought it was significant, and considered it relevant to their personal lives. This made them more likely to participate actively and embrace the taught ideals. This emotional involvement was key to encouraging cognitive reflection and behavioral change. Student 10 explained:

> *"Yes, sometimes I kept thinking about what the characters did. Once, I even discussed it with my mom after school. I wanted to do something nice like the boy in the story who helped his friend. It motivated me to strive for improvement. (Student 10)*

6.10.3.1. Enjoyment of the Story Sessions

Many students said the story times were the best part of their school day. The storytelling structure and opportunities to discuss what we learned made the learning atmosphere fun and engaging. Student 9 expressed:

> *"The stories were fascinating. I always looked forward to them because they were both fun and thought-provoking. It was a good way to start the day, and I felt more positive and ready to learn after the sessions." (Student 9)*

Several other students echoed this response, appreciating the balance between entertainment and moral reflection in the stories.

6.10.3.2. Feelings of Inclusion and Connection

Students said the program's framework, which encouraged free conversation and sharing personal thoughts, helped them feel like they belonged and were included in the classroom. Student 1 highlighted this:

> *"I liked how the teacher asked us to share our opinions after the stories. It made me feel included and helped me better understand the message. It was nice to hear what my friends thought too, and sometimes they had ideas I had not considered." (Student 1)*

These answers demonstrate that the program fostered a collaborative and emotionally supportive classroom culture, which can enhance academic engagement and social-emotional learning outcomes.

6.10.3.3. Extending Engagement Beyond the Classroom

A particularly encouraging finding was that some students extended their engagement with the stories into their home environments, sharing the stories with family members and using them as conversation starters about values. Student 4 recounted:

> *"Sometimes, I even shared the stories with my family at home! After sharing the story about respect, I told my mom about it, and we discussed how important it is to respect people's opinions. It felt good to talk about these things with my family." (Student 4)*

This example illustrates the potential for ripple effects of the program, where story-based character education not only influences students' individual development but also stimulates value-based dialogue in broader social contexts. The positive emotional engagement reported by students was a key factor in the success of the morning story-reading program. Enjoyment, inclusion, and connection helped people keep coming back and think more deeply about their character values. Additionally, expanding involvement beyond the classroom implies that narrative-based techniques encourage value-centered conversations among students' peers, thereby increasing the impact of character education.

The qualitative data substantially supported the quantitative results, showing that the morning story reading program had a significant impact on how pupils developed as individuals. Students demonstrated a greater awareness of values, applied them daily, and engaged effectively with the program. Combining behavioral observations and student responses demonstrates that the program fosters commitment, respect for others, responsibility, honesty, positive thinking, and collaboration. Additionally, the qualitative data provided us with valuable insights into how the morning story reading program influenced students' character development, aspects that the numbers didn't reveal. The observations and interviews revealed that students' conduct changed in ways consistent with the six target values, as well as how they applied and understood these values daily. Overall, the qualitative results complement and enhance the quantitative results by indicating that the morning story reading program led to measurable improvements in character-related outcomes, helped individuals think more deeply about themselves, apply what they learned, and experience positive emotions.

7. Discussion

This study aimed to examine whether a morning story reading program could help senior high school students develop six important character traits: honesty, commitment, respect for others, responsibility, positive thinking, and teamwork. The study used a sequential explanatory mixed-methods approach and found that the results were consistent and convergent across both quantitative and qualitative data sources.

The quantitative results showed that the program had a statistically significant and big influence on students' character development. The paired t-test showed that all six target values improved significantly ($\eta^2 = 0.74$). These results align with earlier research that has shown how narrative-based therapies may help promote moral and social growth [3, 30, 31]. The morning story-reading program helped students learn about characters both cognitively and emotionally by providing them with structured, regular opportunities to think about moral problems and stories rich in values.

The qualitative results provided us with valuable information about how and why the program was effective. Observational data showed that behavior changed in ways that aligned with the six objective values. For example, students participated more actively, worked together more effectively, and

demonstrated greater responsibility and honesty. Interview data also showed that the students became more self-aware, could apply their principles in everyday life, and were emotionally invested in the program. Moral learning is more likely to stick and last [2].

Notably, the students' voices revealed that the program helped them reflect on their values and apply them in both school and at home. This is important because one of the biggest problems with character education is getting children to act following the values they learn in school [3]. The results suggest that the story format and guided conversations played a crucial role in facilitating this important transfer of learning.

Furthermore, the fact that children enjoyed the sessions and exhibited positive emotional responses demonstrates the importance of creating character education programs that engage students intellectually and emotionally. Lapsley and Narvaez [32] argue that affective engagement is a key driver of long-term character development. The morning story reading program has created a fun and supportive environment that helps students reflect on their morals and grow as individuals. These results add to the growing body of evidence that story-based activities may be useful for character education in schools. Combining quantitative and qualitative results strengthens the case for utilizing tales as a teaching method. Tales provide cognitive structure and emotional resonance, two important things that help people develop their character.

The study also highlights a few areas that require further research. The program did a good job of focusing on six specific character characteristics. However, further research may examine how similar programs could incorporate additional values, such as empathy, resilience, or civic duty. Long-term research is necessary to determine whether the character gains we observe are lasting. Ultimately, the results demonstrate the importance of teachers' involvement in story-based interventions to maximize their effectiveness. This study found that guided discussion, opportunities for reflection, and creating a secure and courteous classroom environment were all important factors in its effectiveness. Future studies should examine more closely how teacher practices influence the effectiveness of narrative-based character education.

This study demonstrates that a well-planned morning story-reading program can have a significant impact on pupils' development as individuals. By using stories, teachers can help children think about morals, support the internalization of values, and encourage good social behavior. This will help students prepare for academic success and be responsible and moral citizens.

8. Conclusion

This study demonstrates that a structured morning story-reading program can significantly enhance students' character development in six key areas: commitment, respect for others, responsibility, honesty, positive thinking, and togetherness. Integrating quantitative and qualitative findings strengthens the validity of these results, demonstrating measurable improvements in character traits and deep, meaningful engagement among students. This study confirms that stories offer a powerful pedagogical tool combining cognitive engagement with emotional resonance. Through narratives, students reflect on moral dilemmas and develop empathy, self-awareness, and a stronger sense of personal and social responsibility. Notably, the observed behavioral changes and student reflections indicate that such interventions can promote the transfer of values from the classroom to everyday life. While the findings are promising, further research is needed to explore the long-term effects of story-based interventions and their adaptability across different cultural and educational contexts. Nevertheless, this study contributes valuable insights to the field of character education and offers practical guidance for educators seeking innovative ways to foster students' moral and social development.

Transparency:
The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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