



ROLE OF VALUE EDUCATION IN DEVELOPING MORAL CHARACTER AMONG STUDENTS

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ABSTRACT

Value education plays a vital role in developing moral character, ethical behaviour, social responsibility, and positive attitudes among students. Education is not limited to the acquisition of academic knowledge; it also aims to develop responsible, honest, respectful, and compassionate individuals. The present study examines the role of value education in shaping students' moral character and promoting essential values such as honesty, discipline, kindness, tolerance, empathy, cooperation, respect, and integrity. It explores how schools, teachers, parents, and communities contribute to the development of moral and ethical principles among young learners. Value education encourages students to distinguish between right and wrong, make responsible decisions, respect cultural diversity, and develop concern for others. In the contemporary educational environment, students may face challenges related to peer pressure, social media influence, competition, and changing social expectations.

Therefore, integrating value-based learning into school education is important for promoting responsible behaviour and emotional and social development. The study adopts a descriptive approach based on secondary sources, including books, research articles, educational reports, and relevant policy documents. It examines approaches such as moral discussions, storytelling, group activities, community service, role-playing, and learning through teachers' behaviour to understand their contribution to character development. The study highlights the importance of creating a supportive school environment in which moral values are practised through everyday interactions and institutional activities. It concludes that value education should be an integral part of the teaching-learning process because it can contribute to students' ethical awareness, personal growth, responsible citizenship, and harmonious social relationships.

KEYWORDS: Value Education, Moral Character, Ethical Values, Character Development, Moral Education, Students' Behaviour, Honesty, Integrity, Discipline, Empathy, Respect, Social Responsibility, Ethical Decision-Making.

INTRODUCTION

Education is an essential instrument for the intellectual, social, emotional, and moral development of individuals. Its purpose extends beyond the acquisition of academic knowledge and professional skills to the development of responsible, ethical, and socially conscious citizens. In this context, value education



plays a significant role in shaping students' moral character, attitudes, behaviour, and relationships with others. It helps students understand the importance of honesty, integrity, respect, discipline, kindness, empathy, tolerance, cooperation, and social responsibility. By developing these values during the formative years, educational institutions can contribute to the overall personality development of students. Moral character refers to the principles, attitudes, and behavioural qualities that guide individuals in distinguishing right from wrong and making responsible decisions. Students with strong moral character are more likely to demonstrate honesty, respect others, accept responsibility for their actions, and respond to difficult situations with fairness and compassion. Value education provides opportunities for students to reflect on ethical questions, understand the consequences of their actions, and develop a sense of responsibility towards themselves, their families, their communities, and society.

Schools play a vital role in promoting value education because students spend a considerable amount of time in educational environments. Teachers influence students not only through classroom instruction but also through their behaviour, communication, fairness, and relationships with learners. Classroom discussions, storytelling, role-playing, group activities, community service, and collaborative learning can help students understand moral principles and apply them in everyday situations. A supportive school environment that promotes equality, mutual respect, inclusion, and responsible behaviour can further strengthen the development of moral values. Parents and family members are equally important in shaping students' moral character. Children often learn values by observing the behaviour of adults and experiencing everyday interactions within their families. When the values promoted at home are reinforced by schools and communities, students may develop a more consistent understanding of ethical conduct. Cooperation between parents, teachers, and educational institutions is therefore important for creating an environment in which moral values are regularly practised and encouraged.

In the contemporary world, students face several challenges that may influence their moral development. Peer pressure, excessive competition, cyberbullying, misuse of social media, intolerance, and changing social expectations can create situations in which ethical decision-making becomes difficult. Academic achievement alone may not adequately prepare students to respond to these challenges. Value education can help learners develop critical thinking, emotional awareness, empathy, self-discipline, and the ability to make responsible choices. It can also encourage respect for cultural diversity, democratic principles, human dignity, and peaceful coexistence. Value education should not be limited to theoretical lessons or memorisation of moral principles. It becomes more meaningful when students experience these values through practical activities, real-life examples, school practices, and positive social interactions. Educational institutions should create opportunities for students to demonstrate honesty, cooperation, responsibility, fairness, and concern for others in their daily lives. Such experiences can connect moral understanding with actual behaviour and contribute to the development of responsible citizenship.

AIMS AND OBJECTIVES

Aim of the Study

The main aim of this study is to examine the role of value education in developing moral character among students. The study seeks to understand how moral and ethical values contribute to students' personality development, responsible behaviour, decision-making abilities, social relationships, and overall development. It also aims to explore the role of schools, teachers, parents, and communities in nurturing honesty, integrity, empathy, discipline, respect, and social responsibility among students.

Objectives of the Study

1. To understand the meaning, nature, and importance of value education in students' lives.
2. To examine the role of value education in developing moral character and ethical behaviour among students.
3. To identify the essential moral values, including honesty, integrity, discipline, empathy, kindness, tolerance, and respect, that contribute to students' character development.
4. To study the role of teachers and educational institutions in promoting moral and ethical values.
5. To examine the influence of family and parental guidance on the development of moral character among students.
6. To analyse the effectiveness of storytelling, role-playing, group discussions, community service, and other value-based activities in promoting ethical understanding.
7. To understand how value education contributes to responsible decision-making, self-discipline, and awareness of the consequences of personal actions.
8. To examine the importance of value education in addressing challenges such as peer pressure, bullying, intolerance, and the misuse of social media.
9. To explore the contribution of value education to social responsibility, respect for diversity, peaceful coexistence, and responsible citizenship.
10. To suggest practical measures for integrating value education into the curriculum and everyday school activities to strengthen students' moral character and holistic development.

REVIEW OF LITERATURE

Value education has received considerable attention in educational research because of its role in developing students' moral understanding, ethical behaviour, social responsibility, and overall personality. Researchers have examined how educational institutions can promote values such as honesty, integrity, empathy, tolerance, discipline, respect, and cooperation. The literature generally emphasises that moral development requires more than theoretical instruction; it also depends on students' daily experiences, interactions with teachers and peers, family guidance, and the overall school environment. Lickona (1991), in his book *Educating for Character: How Our Schools Can Teach Respect and Responsibility*, discussed the responsibility of schools in developing students' moral character. He emphasised the importance of teaching respect, responsibility, cooperation, and ethical decision-making through classroom practices and institutional culture. In his subsequent work, Lickona (2001) explained that good character includes moral knowledge, moral feelings, and moral behaviour. This perspective suggests that students should not only understand moral principles but also develop positive attitudes and practise those principles in everyday life.

Berkowitz (2011), in the article *What Works in Values Education*, reviewed research on effective approaches to values and character education. The study highlighted the importance of positive teacher-student interactions, teacher role modelling, parental involvement, professional development, and service-oriented activities. It suggested that values education is more meaningful when ethical principles are integrated into classroom teaching and school culture rather than treated as an isolated subject. This work provides an important foundation for understanding how schools can create supportive environments that encourage responsible behaviour and positive social relationships. Srivastava, Chaudhry, Sota, and Tanwar (2021), in their study *Research on Education for Values in Schools: An Academic Review and Classification*, examined research published between 1995 and 2020. Using bibliometric analysis, the authors reviewed 581 relevant research papers from the Scopus database and identified major areas and patterns in school-based values education research. Their review organised the existing literature into research clusters and

provided an overview of the development of the field. The study is significant because it demonstrates the breadth of academic interest in values education while identifying areas where further systematic research can strengthen educational practice.

The National Education Policy (NEP) 2020 also recognises the importance of developing moral and ethical values among students. It emphasises values such as truthfulness, non-violence, empathy, compassion, tolerance, equality, justice, integrity, responsibility, and respect for diversity. The policy highlights the need to develop students' ethical reasoning and their ability to make responsible decisions in different situations. These provisions establish a policy-level foundation for integrating value education into the broader teaching-learning process and promoting the holistic development of students. Parmar and Jha (2024), in their article *Exploring the Impact of Value Education: A Comprehensive Analysis*, examined the contribution of value education to learners' cognitive, affective, and behavioural development. Their review considered the importance of integrating ethical and social values into formal and informal educational settings. It highlighted the relevance of suitable pedagogical approaches and curriculum planning in promoting empathy, integrity, and social responsibility. This perspective suggests that value education should address not only students' understanding of moral principles but also their attitudes and practical behaviour.

Srirangan and Anbuchelvan (2026), in their study *Value-Based Education in Strengthening Students' Moral Awareness and Social Responsibility among Secondary School Students*, examined attitudes towards values among 100 students studying in Classes IX and X at a government co-educational secondary school. The researchers used a normative survey method and a questionnaire-based scale to assess students' attitudes towards values. The findings indicated moderate to high levels of attitudes towards values among the participants, with no statistically significant differences reported according to gender, locality, parents' occupation, or standard of study. As the research involved a limited sample from one school, its findings should not automatically be generalised to all secondary school students; nevertheless, it provides a relevant perspective on value awareness and social responsibility in school education.

RESEARCH METHODOLOGY

The present study adopts a descriptive research methodology to examine the role of value education in developing moral character among students. The study is based on secondary data collected from books, academic journals, research articles, educational reports, government publications, and relevant policy documents, including the National Education Policy 2020. The research focuses on understanding how value education influences students' honesty, integrity, discipline, empathy, tolerance, respect, cooperation, ethical decision-making, and social responsibility. It also examines the roles of teachers, parents, educational institutions, and the wider community in promoting moral and ethical development. A qualitative approach is employed to analyse the available literature and identify major themes related to character development, moral awareness, responsible behaviour, and holistic education.

The collected information is organised and interpreted thematically to understand the significance of value-based teaching methods, including storytelling, role-playing, group discussions, collaborative learning, community service, and learning through positive role models. The study also considers the influence of school culture, family environment, peer relationships, and social experiences on students' moral development. Since the research relies on secondary sources, it does not involve the collection of original data through surveys, interviews, or field observations. The findings are therefore based on the analysis of existing literature and published information. This methodology provides a systematic

foundation for understanding how value education can contribute to the development of moral character and identifying appropriate strategies for integrating ethical values into educational practices.

STATEMENT OF THE PROBLEM

Education plays a vital role in developing students' intellectual abilities, social skills, attitudes, and moral character. However, academic achievement alone is not sufficient to prepare students to become responsible individuals and active members of society. Students also need to develop honesty, integrity, discipline, empathy, respect, tolerance, kindness, and a sense of social responsibility. Value education aims to nurture these qualities and help students distinguish between right and wrong, make ethical decisions, and understand the consequences of their actions.

In contemporary society, students face several challenges that may influence their moral development. Peer pressure, excessive competition, cyberbullying, misuse of social media, intolerance, and changing social relationships can create situations in which ethical behaviour becomes difficult to maintain. When value education receives insufficient attention in educational settings, students may have fewer structured opportunities to reflect on moral issues and practise responsible behaviour. However, moral development is influenced not only by schools but also by family background, peer groups, cultural experiences, and the wider social environment. Educational institutions have an important responsibility to promote moral values through classroom instruction, teachers' behaviour, school rules, extracurricular activities, and positive relationships. Nevertheless, integrating value education into everyday teaching practices can be challenging because of academic pressures, limited instructional time, and differences in teachers' training and institutional support. It is therefore important to understand how value-based learning can be integrated meaningfully into the educational process rather than being restricted to theoretical lessons.

The central problem addressed by the present study, "Role of Value Education in Developing Moral Character Among Students," is to examine how value education contributes to students' moral awareness, ethical decision-making, responsible conduct, and social relationships. The study also seeks to understand the roles of teachers, parents, and educational institutions in promoting moral development and to identify practical approaches for strengthening value education in schools. Through an analysis of existing literature and educational perspectives, the study aims to highlight the importance of value-based learning in developing morally responsible students and promoting a respectful, inclusive, and harmonious society.

Need of the Study

Value education is an essential component of holistic education because it contributes to students' moral development, ethical awareness, responsible behaviour, and social relationships. The need for the present study arises from the growing importance of preparing students not only for academic and professional success but also for responsible participation in society. Knowledge and technical skills are important for personal progress; however, honesty, integrity, empathy, respect, discipline, tolerance, and compassion are equally necessary for developing a balanced personality and maintaining harmonious social relationships. The study is necessary to understand how value education helps students distinguish between right and wrong and make appropriate decisions in different situations. During childhood and adolescence, students develop attitudes, habits, beliefs, and behavioural patterns that may influence their future lives. Appropriate value-based learning can encourage them to accept responsibility for their actions, respect others' opinions, understand different perspectives, and develop concern for the well-being of others. Examining these aspects can help educational institutions understand the importance of moral development alongside academic achievement.

Another important need for the study is the influence of contemporary social challenges on students' behaviour. Peer pressure, bullying, intolerance, excessive competition, cyberbullying, and the misuse of social media can create ethical and behavioural difficulties. Value education can provide students with opportunities to reflect on these issues, develop emotional awareness, practise self-discipline, and make responsible choices. Therefore, understanding the relevance of value education is important for preparing students to respond constructively to changing social circumstances. The study is also needed to examine the roles of teachers, parents, and educational institutions in developing moral character. Teachers act as role models through their conduct, fairness, communication, and treatment of students. Parents influence moral development through family relationships, guidance, and everyday behaviour. Schools can reinforce these values through storytelling, group discussions, role-playing, collaborative activities, community service, and the promotion of respectful classroom relationships. Cooperation among families, schools, and communities can help create a consistent environment for learning and practising ethical values.

Furthermore, the study may help educational planners and policymakers understand the importance of integrating value education into curriculum planning, teacher training, and extracurricular activities. A supportive school environment can encourage students to practise honesty, cooperation, responsibility, equality, and respect for cultural diversity. Such educational experiences may contribute to the development of responsible citizenship and peaceful coexistence.

In conclusion, the need for this study lies in understanding the contribution of value education to students' moral character, personal development, and social responsibility. By examining existing literature on ethical learning, character development, and educational practices, the study seeks to identify practical approaches for strengthening value education in schools. Promoting moral values alongside academic learning is important for developing thoughtful, compassionate, responsible, and ethically aware individuals who can contribute positively to society.

FURTHER SUGGESTIONS FOR RESEARCH

Further research should examine the influence of value education on students' moral character across different educational levels, including primary, secondary, and higher secondary education. Comparative studies may be conducted among government and private schools and between rural and urban educational institutions to identify differences in the implementation of value-based learning. Such studies could help explain how institutional conditions and students' social backgrounds influence moral development. Future researchers should investigate the effectiveness of different methods of value education, including storytelling, role-playing, group discussions, moral dilemmas, collaborative learning, community service, and experiential activities. Experimental and intervention-based studies could assess whether participation in these activities produces measurable changes in students' ethical awareness, empathy, honesty, discipline, cooperation, and responsible behaviour.

Longitudinal studies are recommended to understand how value education influences students' moral development over an extended period. Researchers could examine whether values introduced during primary education continue to influence students' attitudes, decision-making, and behaviour during adolescence and adulthood. Such studies should distinguish between students' knowledge of moral principles, their attitudes towards those principles, and their actual behaviour in everyday situations. Further research should explore the respective roles of teachers, parents, peers, and school culture in developing moral character. Studies may examine the influence of teacher role modelling, parental guidance, family relationships, peer pressure, and institutional discipline on students' ethical development.

Research could also assess the effectiveness of parent-teacher collaboration and school-based character development programmes.

Researchers should investigate the impact of digital media and contemporary communication technologies on students' moral values. Particular attention could be given to cyberbullying, online behaviour, misinformation, digital responsibility, empathy, privacy, and respect for others. Such research could help educational institutions design value education programmes that address the ethical challenges students encounter in digital environments. Further studies should also examine how value education can promote inclusion, respect for cultural diversity, gender equality, social responsibility, environmental awareness, and peaceful coexistence. Comparative research across different linguistic, cultural, and socioeconomic contexts may provide insights into developing value education programmes that respect diversity while encouraging shared ethical principles.

Mixed-method research combining student surveys, teacher interviews, parental feedback, classroom observations, and case studies could provide a more comprehensive understanding of moral development. Researchers should consider appropriate ethical safeguards, particularly when studying children and collecting information about personal beliefs or behaviour. Reliable assessment tools should be developed to evaluate changes in moral awareness and conduct without relying exclusively on self-reported responses. Finally, future research should focus on developing and evaluating practical frameworks for integrating value education into the curriculum, teacher training, extracurricular activities, and everyday school life. Evidence from such studies may help policymakers, teachers, and educational administrators identify effective approaches to strengthening students' moral character. Further investigation in this area can contribute to more responsible educational practices and support the development of empathetic, ethical, and socially responsible citizens.

SCOPE AND LIMITATIONS

Scope of the Study

The present study focuses on examining the role of value education in developing moral character among students. It explores how educational experiences contribute to the development of honesty, integrity, discipline, empathy, kindness, tolerance, respect, cooperation, and social responsibility. The study considers the importance of value education in promoting ethical awareness, responsible decision-making, positive behaviour, and harmonious social relationships. The scope includes the role of schools, teachers, parents, and communities in nurturing moral values among students. It examines the contribution of classroom discussions, storytelling, role-playing, group activities, community service, and teachers' role modelling to students' moral development. The study also considers the influence of school culture, family environment, peer relationships, and social media on students' attitudes and behaviour.

The study is relevant to primary, secondary, and higher secondary education, with particular emphasis on the importance of integrating value education into everyday teaching and learning. It also considers the relevance of value-based learning in addressing contemporary challenges such as bullying, peer pressure, intolerance, online misconduct, and declining social responsibility. The research is based on secondary sources, including books, academic journals, research articles, educational reports, and relevant policy documents. Its findings may be useful for teachers, parents, educational administrators, curriculum developers, and policymakers seeking to strengthen students' moral character and holistic development.

Limitations of the Study

The study has certain limitations that should be considered when interpreting its findings. First, it is based on secondary data obtained from existing literature, educational reports, books, and policy

documents. It does not include original fieldwork, student surveys, teacher interviews, or classroom observations. Therefore, the conclusions are based on published information rather than direct evidence collected from students or educational institutions. Second, moral character is a complex concept influenced by several interconnected factors, including family background, cultural values, personal experiences, peer relationships, school climate, and media exposure. It may be difficult to identify the independent influence of value education on students' behaviour because these factors can interact with one another.

Third, the availability and quality of published research may vary across educational levels, geographical regions, and socioeconomic groups. Findings from a particular school, community, or age group may not be applicable to all students. Differences in research methods and the ways moral values are defined or measured may also limit comparisons between studies. Furthermore, moral awareness and actual moral behaviour are not always identical. Students may understand ethical principles without consistently applying them in real-life situations. Since this study does not involve longitudinal observation or direct behavioural assessment, it cannot establish the long-term effects of value education on students' conduct.

Despite these limitations, the study provides a broad understanding of the potential contribution of value education to students' moral character and identifies approaches for promoting ethical awareness and responsible behaviour. Further empirical research involving students, teachers, parents, and educational institutions would help strengthen the understanding of how value education can be implemented effectively in different educational contexts.

DISCUSSION

Value education plays an important role in developing students' moral character, ethical awareness, social responsibility, and overall personality. Education is not limited to academic achievement but also involves preparing students to make responsible decisions, respect others, and contribute positively to society. The present study highlights the importance of integrating moral and ethical values into the teaching-learning process to promote honesty, integrity, discipline, empathy, tolerance, kindness, and respect among students. These values can guide students in their personal relationships, academic activities, and future responsibilities as citizens. One of the major contributions of value education is the development of moral awareness. Students need opportunities to understand the difference between right and wrong and reflect on the consequences of their actions. Classroom discussions, storytelling, biographies of inspiring personalities, and the examination of real-life situations can help students understand ethical principles. When students are encouraged to discuss moral dilemmas and consider different perspectives, they may develop stronger reasoning abilities and make more responsible decisions. However, moral awareness alone does not guarantee ethical behaviour; students also need opportunities to practise the values they learn.

The role of teachers is particularly important in developing students' moral character. Teachers influence learners not only through formal lessons but also through their behaviour, communication, fairness, and treatment of others. When teachers demonstrate honesty, punctuality, patience, respect, and responsibility, they provide practical examples for students to follow. A supportive classroom environment can encourage students to express their opinions, acknowledge mistakes, respect differences, and take responsibility for their actions. Therefore, value education should be reflected in teachers' everyday practices rather than being restricted to theoretical instruction. Family and parental guidance also contribute significantly to moral development. Children often acquire values by observing the behaviour of family members and participating in everyday family interactions. Parents who encourage honesty,

kindness, mutual respect, and accountability can reinforce the values promoted at school. Cooperation between parents and teachers is therefore important for providing consistent guidance. When students encounter similar expectations of respectful and responsible behaviour at home and school, they may find it easier to understand and practise these values in different settings.

Value-based activities can further strengthen the connection between moral understanding and practical behaviour. Group projects, role-playing, community service, peer collaboration, environmental activities, and discussions about social issues provide opportunities for students to demonstrate cooperation, empathy, fairness, and responsibility. For example, participation in community service can help students understand the needs of others and develop a sense of social responsibility. Such activities can make value education more meaningful by connecting ethical principles with real-life experiences. In contemporary society, value education has become especially relevant because students encounter challenges related to peer pressure, competition, bullying, intolerance, and the use of social media. Online interactions can expose students to cyberbullying, disrespectful communication, misinformation, and irresponsible sharing of information. Value education can help students develop digital responsibility, respect for privacy, empathy, and critical judgment. It can also encourage peaceful conflict resolution and respect for individuals from different cultural, linguistic, and social backgrounds.

The discussion also highlights the need to integrate value education into the broader educational curriculum. If moral values are taught only as isolated concepts, students may not always understand how to apply them in their daily lives. Educational institutions should therefore promote values through classroom practices, school rules, extracurricular activities, teacher behaviour, and relationships within the school community. School leadership should establish an inclusive environment in which fairness, equality, mutual respect, and responsible conduct are consistently encouraged. The existing literature generally supports the importance of school culture, teacher role modelling, family guidance, and practical learning experiences in promoting moral and character development. Nevertheless, moral character is influenced by several factors, including personal experiences, family conditions, peer groups, cultural backgrounds, and media exposure. As the present study is based on secondary sources rather than newly collected field data, its discussion represents an interpretation of existing literature and educational perspectives, not the results of a new empirical survey. Further research is required to determine how different value education strategies influence students' actual behaviour over time.

RECOMMENDATIONS

Value education should be integrated into the school curriculum to promote students' moral character, ethical awareness, and social responsibility. Educational institutions should give equal importance to academic achievement and character development. Values such as honesty, integrity, discipline, empathy, kindness, tolerance, respect, cooperation, and responsibility should be incorporated into classroom teaching and everyday school activities. These values should be presented through practical examples and meaningful experiences rather than relying exclusively on theoretical lessons. Teachers should play an active role in promoting moral development by demonstrating positive behaviour, fairness, patience, punctuality, and respect for others. Regular teacher training programmes should be organised to help educators develop effective strategies for teaching ethical values. Teachers should encourage students to express their opinions, discuss moral dilemmas, resolve conflicts peacefully, accept responsibility for their actions, and respect different viewpoints. A supportive classroom environment can help students practise moral values in their daily interactions.

Schools should organise various value-based activities, including storytelling, role-playing, group discussions, debates, biographies of inspiring personalities, community service, and collaborative projects.

Such activities can help students understand moral principles and apply them in real-life situations. Participation in social service, environmental protection campaigns, and community welfare programmes can also strengthen empathy, cooperation, compassion, and civic responsibility among students. Parents should be actively involved in developing their children's moral character. Families should encourage honesty, respect, kindness, self-discipline, and responsible decision-making through everyday interactions. Parent-teacher meetings should include discussions about students' social behaviour, ethical development, and emotional well-being alongside academic progress. Cooperation between families and schools can provide consistent guidance and reinforce positive values across different environments.

Educational institutions should create a safe, inclusive, and respectful atmosphere where bullying, discrimination, harassment, and unfair treatment are addressed effectively. Clear behavioural expectations should be established, and students should be encouraged to resolve disagreements through communication, understanding, and mutual respect. Schools should promote equality, gender sensitivity, cultural understanding, and respect for diversity to develop responsible and compassionate attitudes among learners. Value education should also address the challenges of digital communication and social media. Students should be taught about responsible online behaviour, digital citizenship, privacy, cyberbullying, respect for others, and the consequences of sharing harmful or misleading content. Activities that develop critical thinking and ethical decision-making can help students respond appropriately to peer pressure and challenging online situations.

School administrators and curriculum developers should ensure that value education is included in lesson planning, extracurricular programmes, teacher development, and institutional policies. Values should be reinforced across subjects and school activities rather than being treated as an isolated topic. Educational institutions should also encourage student participation in decision-making, leadership activities, teamwork, and peer-support programmes to develop responsibility, fairness, and cooperation. Finally, schools should assess the effectiveness of value education through classroom observations, student reflections, teacher feedback, parental feedback, and appropriate behavioural indicators. Evaluation should focus on students' understanding and everyday practice of moral values rather than merely testing their theoretical knowledge. Further research should examine the effectiveness of different value-based teaching approaches across age groups and educational settings.

CONCLUSION

Value education plays a significant role in developing students' moral character, ethical awareness, responsible behaviour, and overall personality. Education should not be limited to academic knowledge and professional skills; it should also prepare students to distinguish between right and wrong, make responsible decisions, respect others, and contribute positively to society. Values such as honesty, integrity, empathy, discipline, tolerance, kindness, cooperation, and respect form an important foundation for students' personal growth and social development. The present study highlights the importance of integrating value education into the teaching-learning process. Teachers can promote moral development by acting as positive role models, encouraging ethical discussions, and creating a supportive classroom environment. Similarly, parents and family members play an essential role in shaping students' attitudes through everyday interactions and guidance. Activities such as storytelling, role-playing, group discussions, community service, and collaborative learning can help students understand moral principles and apply them in practical situations.

Value education is particularly relevant in contemporary society, where students face challenges related to peer pressure, bullying, social media use, intolerance, and changing social relationships. Developing moral awareness, empathy, self-discipline, and responsible decision-making can help students

respond to these challenges constructively. Educational institutions should therefore promote an inclusive and respectful environment in which moral values are demonstrated and practised consistently rather than taught only as theoretical concepts. The study also emphasises the importance of cooperation among teachers, parents, school administrators, and communities in strengthening value education. Curriculum planning, teacher training, extracurricular activities, and institutional policies should provide meaningful opportunities for students to develop ethical awareness and social responsibility. Continuous evaluation and further empirical research can help identify effective methods for promoting moral character across different educational levels.

In conclusion, value education is an essential component of holistic education because it connects intellectual growth with ethical development and responsible citizenship. When moral values are reinforced through positive role models, practical experiences, and supportive relationships, students can develop greater respect for others, a stronger sense of responsibility, and a commitment to the well-being of society. Integrating value education into everyday school life can contribute to the development of thoughtful, compassionate, honest, and socially responsible individuals who support a peaceful, inclusive, and harmonious society.

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