

Original Article

The Role of Moral Education in Modern Schools

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ABSTRACT

Moral education plays a crucial role in modern society by helping develop responsible, ethical, and socially aware individuals. In a rapidly changing world influenced by technology and globalization, schools are expected to provide not only academic knowledge but also moral guidance. Moral education promotes values such as honesty, respect, empathy, responsibility, and social justice, which are essential for building responsible citizens. Many education systems focus mainly on academic achievement and technical skills, often overlooking students' moral and ethical development. However, moral education helps address social issues such as bullying, prejudice, corruption, and ethical challenges in digital environments. It encourages critical moral thinking, emotional intelligence, and ethical decision-making. This study examines the role of moral education in school curricula and its effectiveness in shaping students' behavior and character. Teaching approaches include value-based education, character education, ethical discussions, service learning, and experiential learning. A mixed-method research approach using questionnaires, interviews, and classroom observations was conducted with teachers, students, and administrators. Findings show that schools with structured moral education programs improve students' empathy, social responsibility, and moral awareness. However, challenges such as limited curriculum time, lack of teacher training, cultural diversity, and digital influences remain. Overall, integrating moral education with supportive policies and teacher development is essential for fostering ethical and responsible individuals in society.

KEYWORDS

Moral Education, Character Development, Ethical Learning, Value-Based Education, School Curriculum, Student Behavior, Educational Ethics, Character Formation.

1. INTRODUCTION

1.1. Background

The traditional way of looking at the process of education is to pass knowledge, skills, competencies required to help individuals grow as well as prosper in their professions. Although academic education emphasizes on intellectual building, education is also a critical factor in building the moral character and moral knowledge of students. This significance of moral education has been making itself more apparent in contemporary societies which are marked by, and are characterized by, cultural diversity, explosive growth of technology and ever-present social transformation. Schools are not only learning institutions that receive scholarly education but also significant places of bringing up young learners to responsible citizenship and ethical knowledge as well as good social conduct. Skilled environments of learning and value-based activities are seen to build attitudes and behaviors that contribute to harmony and cooperation by the people in the society through schools.

Moral education is also called deliberate and organized attempt to instill virtues, moral argument, and morally accountable conduct in the students. It entails inculcation of moral principles like honesty, respect, empathy, fairness, accountability, and collaboration as the guiding bands to the human being in their day-to-day life. Students who study and practice these values get in a better position to make ethical choices and solve problems without violence and cultivating healthy relationships with others. The moral education is also able to make the students examine themselves and realize the extended effects of their conduct to the society. Hence the incorporation of moral values in the education process will help form individuals not only well knowledgeable but also kind and responsible not to mention capable individuals who can make positive contributions in their societies.

1.2. Role of Moral Education in Modern Schools

Moral education has great value in the contemporary schools, in that it assists the students to acquire ethical values and behavior, as well as social awareness. Students in the contemporary world are experiencing a fast-growing and dynamic world which exposes them to numerous social, cultural, and technological forces that define their attitudes and behaviors. Studies thus carry a significant role of offering systemic guidance in morality that would help the students know what is right or wrong and therefore make responsible choices.

Through incorporation of moral education in the curriculum, teaching and culture in the school, academic attainment and character development can be cultivated in the learning institutions. Moral education assists students to have positive relationships with each other, appreciate diversity and be productive members of the society. Different aspects can be used to explain how moral education is relevant to the modern schools.

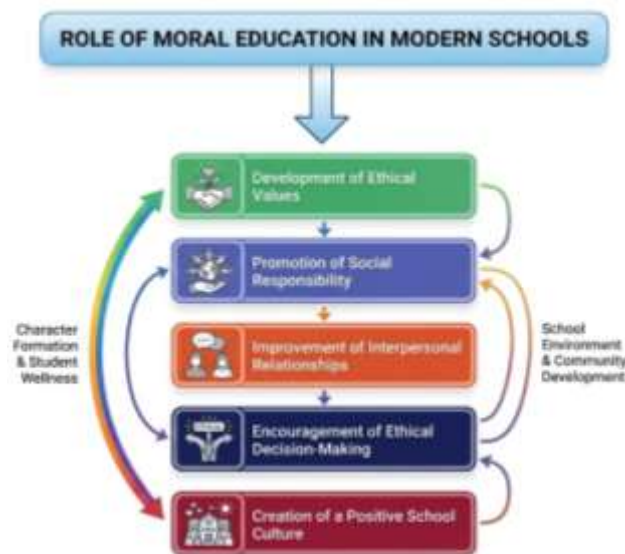


Fig 1 - Role of Moral Education in Modern Schools

1.2.1. Development of Ethical Values

Ethical education in schools, which cultivates ethical values on students, is one of the most important roles of moral education. Schools are able to teach about the values of honesty, integrity, fairness and respect both in the lessons and within classroom discussions and learning activities. When these values are taught at a young age, the students are trained on the application of the same in their lives, such as interactions with their teacher, colleagues, and the community as a whole. The value of ethics establishes a sound moral backbone in offering a way to help students make responsible decisions and behavior in a good manner.

1.2.2. Promotion of Social Responsibility

Moral education also teaches the students to be responsible members of the society. Community service, working in groups, and collaborative learning among others is one of the ways students are taught the value of assisting those in need and doing their part in ensuring the communities they live in are well. Through such experiences, the students learn that they can make a good impression on other people. Consequently, students become responsible enough to the society and are more sensitive to societal problems and issues.

1.2.3. Improvement of Interpersonal Relationships

The other significant thing that moral education can do is to enhance interpersonal relationships in school. Moral education will aid in making students grow to be healthy and respectful of others as it promotes values like empathy, kindness, and collaboration. Learners understand how to be communicative, to solve conflicts amicably and to listen to other schools of thought. These competencies are necessary in production of effective and conducive learning environment at schools.

1.2.4. *Encouragement of Ethical Decision-Making*

Moral education is also beneficial in enabling the students to be able in making prudent and ethical choices. Students get to know how to analyze situations and take into consideration the outcomes of their own actions through the discussions of moral dilemmas, real-life examples, and the learning activities based on reflection. This will improve their ethical thought process and make them responsible in many scenarios, both in and out of the classroom.

1.2.5. *Creation of a Positive School Culture*

Last but not least, moral education helps in shaping up a good and conducive school culture. Respect, responsibility and cooperation are some of the values that schools focus on and this will provide a safe environment, whereby a student feels respected and motivated to learn. Teachers, students, and administrators collaborate in order to take ethical standards and support each other. Moral culture of schools is very important because it does not only increase academic learning but also enables creation of moral students who would achieve moral responsibility and become ethical individuals in the society.

1.3. **Moral Education in the Modern Educational Context**

Moral education has become a significant part of the overall learning process in the contemporary learning environment that is aimed at cultivating the intellectual and personal capabilities of students, as well as their personality and moral consciousness. The modern society is characterized by the fast technological progress, the globalization process, cultural diversity, and the challenging social issues. Consequently, digital media, social networks, and global communication expose students to a vast number of influences. Such trends have made schools more and more concerned with how to teach the students ethical principles and how to act responsibly. Moral education assists students to deal with these complexities giving them a solid moral background that can guide them in making positive choices and interacting in a respectful manner both physically and virtually. Contemporary education has come to the understanding that academic achievement cannot be alone in preparing the students to meet the demands of the modern world. Rather it should also impart other values like empathy, respect, honesty, fairness and social responsibility in education. The values provide students with the capacity to engage in meaningful relationship, cultural differences and make positive contributions to communities they live in. In most contemporary schools, moral education is incorporated in different subjects, school policies as well as extracurricular activities. The process of teaching in classrooms includes discussions about ethical challenges and social justice and community responsibility, which help a teacher make students think of things they like and consider their behavior. Also, the contemporary educational systems focus on experiential forms of learning which enable the learners to apply the moral principles in the real life context. Service learning, group projects, ethical and reflective conversations and other activities offer students a chance to practice their moral thinking, social consciousness. These exercises allow students to perceive a practicality in the actual sense of their behavior and stimulate them to behave ethically and humanly. Ethical role modeling by teachers and school leaders is also critical in setting up a good environment where respect and cooperation is an advantage. Moreover, the contemporary educational environment comprises such a notion as the digital citizenship that prepares students to

act responsibly in the digital environment. As more and more technology are being used in education, the students are required to know how to communicate respectfully, maintain privacy and use digital resources in an ethical manner. Through the combination of academic education coupled with moral education, schools can create a classified of thoughtful responsible and ethical individuals capable of being members of a peaceful and inclusive society.

2. LITERATURE SURVEY

Many scholars have indicated the need to use moral education to develop ethical, responsible and socially conscious citizens. The moral education is an important way of helping students to attain values, attitudes, and behaviors that would have positive impacts to the society. Moral education has been a topic in the literature of various academic disciplines such as philosophy, psychology, sociology and educational theory. According to scholars, moral education not only ensures that one learns to do the right and wrong things but it is also involved in the creation of empathy, responsibility and respect towards others. The schools thus have a vital role to play in instilling moral consciousness and moral reasoning in the students not only as a part of the attended education but also as part of social activities in their daily life.

2.1. Historical Development of Moral Education

Moral education has traditionally been a major part of the educational philosophy in the various cultures throughout history. The key point that ancient philosophers like Aristotle pointed out was that education was meant to develop individuals with good character and virtue. Aristotle claims that moral virtues are acquired by training and supervised practice and thus education is a significant aspect of character building. John Dewey, an educational philosopher in the twentieth century, has developed a progressive approach to moral education, believing that moral development is achieved by becoming an active member of a democratic community and engaging in real life experiences. According to Dewey, moral values to the students were learned when they cooperated, when they solved problems, and when they thought over the social setting. In this way, historical approaches point out that moral education has been the subject of the immediate connection to the overall purposes of the education process and to the whole formation of a responsible citizen.

2.2. Character Education Models

Character education is concerned with encouraging good moral virtues and character traits among the students using structured school programs. Thomas Lickona who is one of the most prominent scholars on character education says a good character education is that which incorporates moral values into lessons taught in classrooms, school culture and even in community life. Such programs also promote virtues which include honesty, responsibility, respect, fairness and compassion among the students. Character education models focus on the aspect of teachers being moral role models and how teachers should build a conducive school atmosphere where moral conduct can be promoted and adopted. Moreover, such programs in most cases include school, family and community engagement to help enforce the moral principles in the day to day lives of the

students. Character education focuses on nurturing students to be good moral members of the society and hence responsible.

2.3. Moral Development Theory

Psychologist Lawrence Kohlberg has a popular stage-based moral development theory that is used to elaborate how different individuals acquire moral reasoning as they grow older. Kohlberg arranges the stages of moral development in three levels and seven stages according to Kohlberg: Pre-conventional, conventional and post-conventional morality. In the pre-conventional level, morality is a choice of those who decide to find the penalty and self-interest. At the traditional level, people abide by social norms and anticipations in order to uphold social order. In the post-conventional level, moral judgments made by individuals rely on the general moral principles like justice and human rights. Kohlberg believed that school settings have been significant in developing morals through facilitating moral debates, critical thinking and moral dilemma exposure. Students can develop stages of moral reasoning as the result of conversations and contemplation.

2.4. Contemporary Approaches to Moral Education

A range of new methods of moral education based on social work and focusing on experience is integrated into the modern education system. Service learning is one such example, which brings together community service and the academic learning by enabling a student to gain experience in the real world and become empathetic and socially responsible. Cooperative learning makes the students cooperate in groups and thus enables them to respect different views and skills in relating with others. Ethical debates offer a student with a chance to discuss moral problems, voice their concerns, and critically think in the case of ethical problems. Reflective learning will promote learning among students who will discuss and assess their own values and actions. Also, in the contemporary age digital citizenship education has emerged as a significant factor which educates students to act in a responsible and ethical manner in digital locations. These modern methods are more relevant and focused on real-life experiences and understandings which make moral education more important and applicable to students in the contemporary society.

3. METHODOLOGY

3.1. Research Design

The current research used both a descriptive and analytical research design in exploring the purpose and success of moral education in developing the ethical values and social responsibility among students. The research design was a descriptive study that described the current practices, attitudes as well as perceptions of moral education as part of the educational setting in a systematic manner. The given approach served to gain a clear picture of the way moral education is practiced in schools and whether it affects the behavior and character of students and creates an impact in their interpersonal relation. The descriptive part of the research helped the investigator to obtain specific data on the existing level of moral education programs, teaching methods and institutional activities that facilitate ethical learning. Besides description, the study also provided an analytical perspective to unravel and analyze the data collected to be able to discover a pattern, relationship, and insightful meaning. The research was analytic in nature and enabled the researcher to discuss the role played

by various variables including teaching strategies, school climate and student motivation, in fostering moral values in students. Through the analyses of answers given by various stakeholders, the study project sought to establish the effectiveness of moral education programs and which aspects need to be amended. Such a blend of descriptive and analytical approaches has helped in gaining an in-depth view of the topic and enhancing the validity of the results. To get a balanced outlook on moral education practices, data to be used in the study, were gathered through various sources, which were, students, teachers, and school administrators. Students gave information on their experiences, attitudes and their perception of moral values as acquired during school activities and classroom instruction. Educators provided details about teaching methods, classroom behaviors and struggles that they had during the implementation of moral teaching in the school curriculum. The school administrators provided quite helpful insights into organizational policies, school culture, and programs aimed at ensuring ethical conduct among learners. The sampled data collection among these various groups will give a more balanced and wide coverage of moral education in the school system, which adds to the validity and depth of the research findings.

3.2. Data Collection Methods

The data used in this study were gathered through numerous methods to get total and credible data on implementation and effects of moral education in schools. Data collection methods aided the researcher in obtaining the view of different participants and ensured that the topic was studied with greater precision. Structured questionnaires, classroom observations, teacher interviews and student feedback survey were the major ways of collecting data.

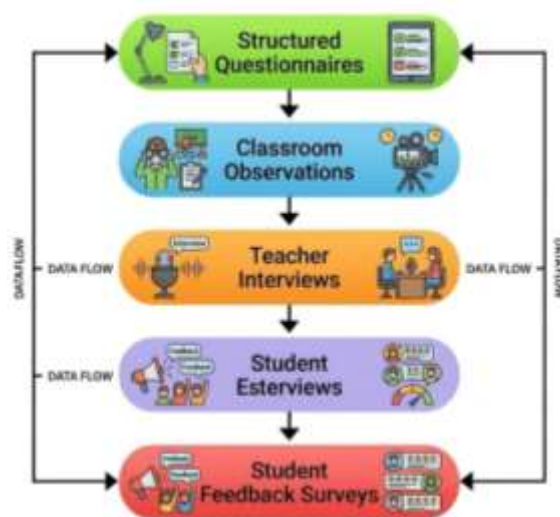


Fig 2 - Data Collection Methods

3.2.1. Structured Questionnaires

The quantitative data were collected using structured questionnaires among the students and the teachers. Questions in the questionnaires were well made in connection to moral values, ethical conduct, classroom activities as well as the role of school in instilling moral education. They were required to choose answers based on a set of predetermined responses, which contributed towards

some consistency and simplification of the data analysis. The process enabled the researcher to access information of a significant number of respondents within a short duration of time and this yielded quantifiable data on which statistical analysis can be done.

3.2.2. Classroom Observations

The observations applied to classrooms were aimed at seeing how moral education can be placed in everyday teaching and learning routine. As part of the observation process, the researcher was keen on observing teacher-students interaction, instruction strategies, classroom conversation and the environment at the classroom in general. The emphasis on activities, which foster such values as respect, cooperation, responsibility, and empathy between students, became a major point. Observation in classrooms gave first hand and practical information about how moral education was in practice as opposed to what participants had indicated in questionnaires or interviews.

3.2.3. Teacher Interviews

The interview with teachers was done to obtain a more profound qualitative data on their experience and their opinion of moral education. There were no closed questions, teachers were asked to give information openly, about what methods should they apply in teaching moral values, what are the difficulties of this task, and whether they believe moral development of a student, or not. Such interviews assisted the researcher to learn more about the teaching practice and how teachers play their role in ensuring that students grow morally in the classroom.

3.2.4. Student Feedback Surveys

The survey of student feedback was employed to know the impression and experience of students connected with moral education. After these surveys, students provided their views of school activities, classroom discussions and lessons that contributed to them learning ethical values and responsible behavior. The questionnaires also talked about the use of the moral principles among the students in their everyday interaction with other students and teachers. The gathering of opinions by the students was relevant in terms of the effectiveness of the moral education programs to students.

3.3. Sample Selection

The study sample comprised 300 participants who were sampled in five current schools and the sample was diverse and representative to enable the research obtain results of respondents. The participants were carefully selected to ensure the study gets useful data on the utilization and efficiency of moral education in the modern day academic institutions. The selection of these schools was explained by the fact that they adhere to the modern teaching method and introduce the value-based education in their academic and extracurricular life. The focus on a variety of schools as opposed to using a single school helped the study obtain a wider picture on the practice of moral education in various school settings. Students, teachers, and school administrators were the participants because they are significant players in the teaching, learning, and management of the moral education programs. Most of the sample was comprised of students since they are the main recipients of all the moral education programs whose experiences are important factors to help know

how moral values are interpreted and applied in daily life at school. Educators were also involved as they are the ones who are tasked with incorporating moral values in the classroom and also helping students develop their character. School administrators too were selected because they are the ones who are engaged in setting school policies, school activities, and a conducive environment where morally right and socially responsible actions and attitudes are promoted in students. The sample consisted of purposive sampling of the participants; this was done in such a way that they included people who have directly been involved in educational activities on moral development. This method aided the researcher to obtain appropriate and valid data based on people who had direct experience regarding the topic. The sample chosen was representative of varying ages, academic backgrounds, and work experience, which enhanced a balanced and all-inclusive data. The sample was also quite broad in terms of perspectives and experiences, as it involved the participants who represented five schools and several stakeholder groups. This variety has contributed to a better credibility and validity of the study, as the researcher was able to make significant conclusions concerning the role and effectiveness of moral education in contemporary schools.

3.4. Research Framework

The study research design describes how moral education affects the ethical growth of the students in a linear manner. It shows the interaction of various things in the learning system with each other to favor moral values and accountability among the learners. The paradigm starts with moral education curriculum and moves to teaching strategies, student involvement, behavior shaping and eventually the moral awareness.

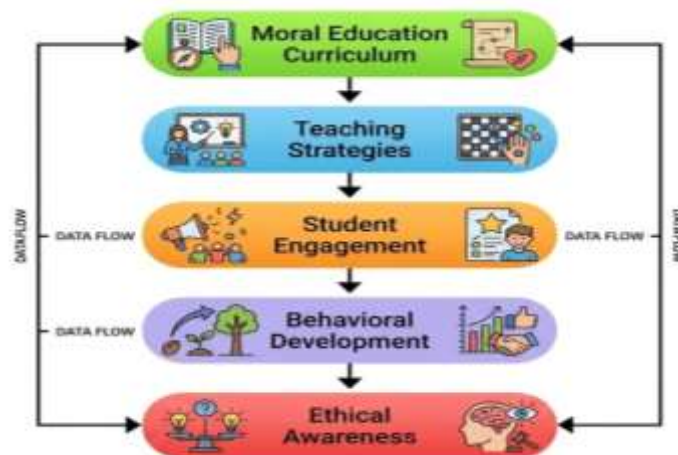


Fig 3 - Research Framework

3.4.1. Moral Education Curriculum

The basis of the research framework is the moral education curriculum. It is defined as the systematized material and learning objectives that facilitate moral values, ethical principles, and responsible behavior among the learners. In this curriculum subjects of honesty, respect, empathy, fairness and social responsibility could be included. Moral education is often incorporated in school programs in social studies, language, clerical education, through extra-curricular, and value based

programs. An adequately-developed moral education program equips the student body with the spirit and expertise required to comprehend ethical concerns and make a responsible choice in their everyday activities.

3.4.2. Teaching Strategies

Teaching strategies are the modalities and mechanisms through which the teacher imparts moral education in a good manner. Such strategies might consist of storytelling, group discussion, role-play, case study, moral dilemma discussion, and experience learning. Good pedagogical approaches assist students to gain insights on moral concepts in a relevant and realistic manner. Teachers are also role models who show ethical conduct and promote respectful classroom interactions. Through the interactive and student centered approach in teaching, moral education can be more interactive and can have more influence.

3.4.3. Student Engagement

Student engagement is a concept that is used to refer to the level of participation, interest and involvement that students show when undertaking moral education activities. Moral values will be effectively internalized among students when they engage in discussions, collaborative learning and community service. Active students would be able to think over ethical problems, express their ideas, and become educated by others point of view. A high level of engagement will make learning environment supportive and the students would have the interest to take on positive attitudes and behaviors.

3.4.4. Behavioral Development

Development is achieved within the behavioral level when students start to give practical contents to the morally instilled values in their everyday lives and interactions. This phase is centered on the process of converting moral knowledge and executing it in practice. Such character traits as honesty, respect, responsibility, and cooperation are exhibited by good students who become positive in behavioral patterns in the relationships they maintain with colleagues, colleagues, and community. Schools significantly contribute in strengthening these behaviors with the help of guidance, discouragement policies and praise.

3.4.5. Ethical Awareness

The last result of the research framework is ethical awareness. It is the skill of students to identify ethical issues and assess ethical decisions, as well as make responsible decisions. Students who have high ethical sensitivity have higher probabilities of weighing the effects of their behaviors and be more willing to behave without trampling upon the rights and welfare of others. With the help of constant exposition to moral messages, instructive teachings and experience of what is right and what is wrong, therefore, the students come to ultimately understand more about the moral codes that would govern their conduct in and out of their study setting.

3.5. Evaluation Formula

In order to gauge the degree of moral development in students, this study proposed a simple procedure of evaluation named as Student moral development index (SMDI). This index is aimed at giving a systematic measure on checking the moral development of students according to important behavioral and emotive cues. The index does not solely use the subjective observation but incorporates measurable elements, which reflect significant elements of moral development. Having the average of three key factors, namely empathy, responsibility, and social behavior, the SMDI is computed. Simply, the formulas imply that the empathy score, responsibility score, and social behavior score are summed up and divided by three to obtain the last index value. This mean grade can be described as the general level of moral development of a student. Empathy in this formula is a factor that is relevant to a student having the capability to comprehend and sympathize with the feelings of others. It also displays traits of kindness, compassion, and sensitivity towards the needs and feelings of peers, teachers, and other people in the society. Empathy has been measured by survey, observations at the classroom, and behavioral evidence like helping others, being respectful, and caring about the classmates. The second element, responsibility, is the feeling of accountability to the anything a student does and do. This comes in the form of doing things in due time, observing rules in schools, honesty and dedication towards academic and social duties. The responsibility scores were measured as teacher rates, involvement in activities within the school, and answers in questionnaires and interviews. The third one is social behavior which is concerned with interaction of the students with others within the school setting. It encompasses areas like collaboration, team work, respect towards diversity and good communication with peers and teachers. The social behavior was measured based on observations in the classroom, participation in a group activity, and teacher/student feedback. These three elements, which are empathy, responsibility, and social behavior combined in the Student Moral Development Index, give a well-rounded and complete understanding of the moral development of students. This index can be used to conduct the analysis of the effectiveness of moral education programs, and where new efforts or interventions might be required to help students to develop as ethical individuals.

4. RESULTS AND DISCUSSION

4.1. Behavioral Indicators

To assess how students are developing morally, one of the secondary aspects that were determined in the study was to focus on the major behavioral indicators, which could predict how students put moral values into practice in the daily school life. Behavioral indicators are evident behaviors and attitudes that help reflect on how students shape the use of ethical principles in their relationships with other individuals and in academic obligations. Instead of discussing purely theoretical knowledge about moral notions only, these indicators also emphasize how moral values are manifested in the behavior of the students in real-life situations. The primary pointers in this research were respect to the peers, honesty in academics, keeping tasks, and cooperation in group activities. These indicators have been chosen as these are some of the key qualities required in the process of growth in character and healthy learning environment. Treatment of peers was also deemed as a significant sign of moral growth since students are able to be nice, fair and dignified to

their peers. These behaviors are illustrated when students respect their peers and show respect by listening to their opinion, not by bullying and discriminating them as well as having positive and supportive relationships in the classroom. Respect also entails to recognize individual differences and also foster an inclusive environment in which all the students feel appreciated. Another important indicator that was used to determine the moral values of students was honesty in academic work. Academic honesty involves doing homework on your own, never cheating in the exam and giving credit to another person when using information in a book or other sources. Honest students can exhibit integrity and fair play in their school work and this is an indication of high moral burden. Responsibility in tasks means that the students are capable of doing their tasks assigned with their dedication and responsibility. Responsible students organize their time efficiently, do homework and classroom assigned tasks when they are due and accept responsibility of what they do. This indicator also emphasizes self-denial and dedication to education. Lastly, team work activities were employed to check the effectiveness of the students when they were working in groups. Being a team player requires sharing of ideas, supporting other team members, finding peaceful solutions to conflicts and making individual contributions towards the work of the group. Students who are attentively cooperative in group work possess skills in teamwork and appreciation of other students make contributions. The combination of these behavioral indicators represented a sophisticated model on which to evaluate the role of moral education on the attitudes and behaviors of students in school.

4.2. Student Response Percentage Table

The student response percentage table shows the extent of improvement on the different behavioral indicators regarding moral development in the students. These percentages survey the reaction of students to moral education programs which were carried out in the school setting. The findings prove that moral education programs have made a positive contribution to the formation of such important ethical values as respect, honesty, responsibility, cooperation, and empathy. All indicators point to a particular area of moral development that affects the attitudes and behaviors of students both in academic and social environments.

Table 1: Student Response Percentage Table

Indicator	Percentage Improvement
Respect for Others	78%
Honesty in Academic Work	72%
Responsibility	75%
Cooperation	81%
Empathy	69%

4.2.1. Respect of Others -78% improvement

Among the students, respect of other people improved significantly by 78 percent. This shows that most students were more favorable toward their colleagues, educators, and school members. Learners were more conscious of the need to listen to the views of other people, be kind to the friends, and establish a positive and inclusive atmosphere in the classroom. Group discussions,

collaborative learning and moral education lessons were performed, which helped to make students value diversity and treat people with respect.

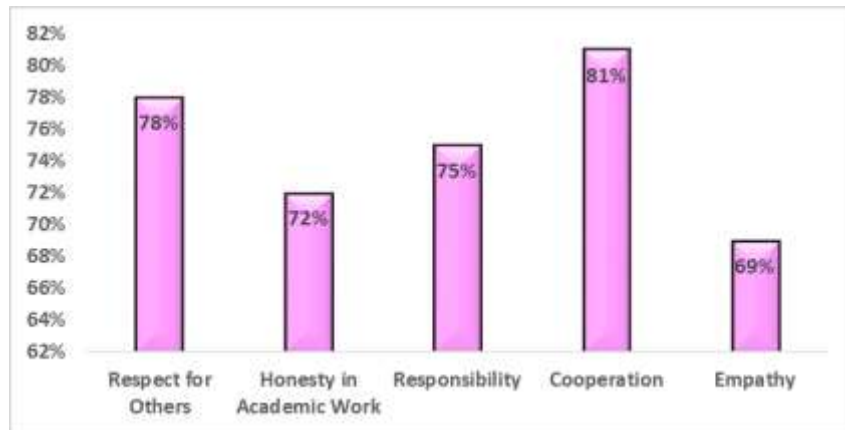


Fig 4 - Student Response Percentage Table

4.2.2. Honesty in Academic Work – 72% Improvement

The findings showed that there was an improvement in academically-related honesty by 72 per cent. This will imply that the students got more determined to abide by academic integrity in their studies. They were more conscious of against cheating in examinations, the carrying out of assignments without help and the need to be truthful in the educational process. Another area that teachers focused on was ethical practices in learning and this enabled students to realize that honesty is one of the critical values of personal and academic achievement.

4.2.3. Responsibility – 75% Improvement

Accountability by the students was also improved by 75 percent which meant that most of the students became more responsible of their work and obligations. Students increasingly completed their homework, became more regular in classroom work, and school discipline. They were also more time conscious and ready to assume responsibility of their activities. The responsibility enabled the students to be more disciplined and encouraged in their studies and other social activities.

4.2.4. Cooperation – 81% Improvement

The most improvement was on cooperation with 81 percent recorded. This implies that the students were more effective in cooperating when it comes to group activities and cooperation projects. The students were found to be more willing to share the ideas, had to support colleagues, and did their best to contribute to the team work. Strategies of cooperative learning that were applied by the teachers enabled students to appreciate the importance of teamwork, mutual respect, and collective problem solving.

4.2.5. Empathy – 69% Improvement

Empathy increased by 69 percent in the students. Even though this result is slightly worse than the other indicators, it still contains a certain positive resolution of the students in the capacity to

perceive and provide the mood of other people. Students were now more accepting and accommodating of students who had a challenge or problems. The activities of moral education, the discussions, and practical examples assisted the students in achieving the feeling of compassion and sensitivity to the emotions and experience of others.

5. CONCLUSION

Moral education is very essential in making students responsible and ethical and socially intelligent individuals which can be a positive input to the contemporary society. This research demonstrates that the structured moral education programs can play an important influence in promoting the most important values that include ethical awareness, empathy, responsibility and cooperation among the students. Schools can encourage students to learn the essence of integrity, respect, and accountability by using moral values in education and shaping it to their academic and personal lives. The study has shown that effective morality education through well planned curriculums and backed by effective teaching strategies can help the students to have a greater understanding of the ethical principles and motivate them to exercise the same principles in their daily conduct. The study also places a lot of emphasis on the critical role played by schools in the establishment of environments that support the development of morality. Those schools that positively embrace moral values in their curriculum, school culture and extracurricular activities stand a better chance of instilling positive morals in their students and also they would make wise choices. Having being subjected to regular moral guidance at the classroom level, in the form of group work, and with the help of community interactions students gain better interpersonal skills and are now more socially responsible. The teacher is especially an important feature of this process. Teachers being role models show their ethical behavior, impartiality and respect towards students in their interactions with students and this greatly influences the attitudes and behavior of students. Their teachings on moral values and their encouragement of morality to think help them entrench the values in their minds and apply them in real-life scenarios. Nonetheless, moral education programs can only be successfully implemented by not just classrooms instruction. Effective moral education initiatives should be maintained in the form of institutional support, teacher professional training, and family and community involvement. Effective integration of moral education into teaching activities should be given to teachers in schools by offering them sufficient resources, training, and counselling. Moreover, cooperation with the community, educators, and parents will promote moral values in students and help in their superior morale development which is not confined to classroom. This initiative ought to be reflected in the future policies of educational systems as there is a need to incorporate moral education into the academic curricula in a more systematic manner and encourage the use of experiential teaching methods like service learning, ethical discussions and reflective activities. Such strategies will promote critical thinking about matters related to morality and help students acquire the personalities required in responsible citizenship. To sum things up, moral education has become the inseparable element of the contemporary schooling and still has crucial functions in equipping learners with the ethical challenges of the modern society. Through empathy skill, responsibility, and ethical consciousness, moral education would help to build the person who can make a wise choice and be a part of an honest, caring and responsible society.

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