

The Role of School Education in Promoting Moral Values among Students at Secondary Level

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ABSTRACT

The study titled “The Role of School Education in Promoting Moral Values among Students at Secondary Level” investigates the contribution of formal schooling to the moral development of students during a critical stage of their educational journey. It emphasizes the importance of fostering ethical values such as honesty, respect, and responsibility through structured educational practices and school environments. The objectives of the study were to examine the role of school education in promoting moral values, analyze the influence of classroom environment and school culture on moral development, and investigate the effectiveness of curriculum and teaching practices in inculcating moral values. The study adopted a quantitative research design using a descriptive survey approach. The population comprised approximately 320 secondary schools and 48,000 students in District Rawalpindi, while a sample of 20 schools and 200 students was selected through stratified random sampling technique. A structured questionnaire based on a five-point Likert scale was used as the research tool. Content validity was ensured through expert review, while reliability was confirmed through a pilot study with a Cronbach’s Alpha value of 0.82. Data were analyzed using descriptive and inferential statistics, including mean, standard deviation, t-tests, and correlation through SPSS. The findings of the first objective revealed that school education plays a significant role in promoting moral values, with a high overall mean score (4.08), particularly highlighting the role of teachers in shaping ethical behavior; therefore, it is recommended that teachers should be further trained to effectively integrate moral values into their teaching practices. The study is significant as it provides empirical evidence for policymakers, educators, and administrators to enhance moral education practices, improve curriculum integration, and foster positive school environments to develop ethically responsible citizens.

Keywords: school education, moral values, secondary level, classroom environment, school culture, curriculum, teaching practices

INTRODUCTION:

Education is widely acknowledged as a fundamental mechanism for the holistic development of individuals and societies, extending beyond cognitive advancement to include moral and ethical formation. In contemporary educational discourse, the role of school education in promoting moral values has gained increasing significance due to rising concerns about ethical decline, social instability, and behavioral challenges among youth. Moral values such as honesty, respect, empathy, tolerance, and responsibility are essential for shaping socially responsible citizens and fostering cohesive societies. Secondary education, in particular, represents a critical developmental stage where students undergo significant psychological, social, and emotional changes, making it an ideal phase for the inculcation of

moral values through structured educational interventions (Tabassum et al., 2024; Junaid et al., 2023; Kayani et al., 2025).

The concept of moral education is deeply rooted in philosophical and psychological theories, particularly Kohlberg's theory of moral development, which emphasizes the progression of individuals through different stages of moral reasoning. Schools function as formal institutions where these stages can be nurtured through curriculum, teacher-student interactions, and institutional culture. Research indicates that the moral atmosphere of schools significantly influences students' moral development, suggesting that values are not merely taught explicitly but also transmitted implicitly through the environment and social interactions within educational settings (Kayani et al., 2025; Alamzeb & Khan, 2020; Tabassum et al., 2024). Consequently, schools are not only centers of academic learning but also key agents of moral socialization (Abbasi et al., 2025).

In recent years, scholars have emphasized the integration of moral education into school curricula as a strategic approach to address moral degradation in society. The inclusion of value-based education, peace education, and ethical instruction within secondary school systems has demonstrated positive outcomes in shaping students' moral attitudes and behaviors. For instance, studies on peace education reveal that both teachers and students perceive it as an effective means of fostering moral values such as cooperation, empathy, and tolerance (Malik et al., 2024; Junaid et al., 2023; Akhter, 2022). These findings underscore the importance of structured moral education programs in cultivating ethical awareness among adolescents (Batoool et al., 2025).

Furthermore, the classroom environment plays a crucial role in the development of moral values among students. A positive, supportive, and inclusive classroom climate encourages ethical behavior, mutual respect, and collaborative learning. Teachers act as role models whose attitudes, behaviors, and teaching practices significantly influence students' moral development. Empirical evidence suggests that classroom interactions, disciplinary practices, and teacher-student relationships are strongly associated with students' moral values, highlighting the importance of pedagogical approaches in moral education (Junaid et al., 2023; Tabassum et al., 2024; Kayani et al., 2025).

Another critical dimension of moral education in schools is the role of curriculum design and content integration. Modern educational frameworks advocate for the incorporation of ethical and moral values across various subjects rather than limiting them to specific courses. This integrated approach ensures that moral education is not treated as an isolated component but as a pervasive element of the entire educational experience. Research on curriculum models indicates that embedding ethical principles within subjects such as social studies, language, and religious education enhances students' moral reasoning and ethical decision-making skills (Alvi & Khanam, 2023; Akhter, 2022; Jalal, 2022).

Religious and cultural contexts also play a significant role in shaping moral values within school education systems, particularly in countries like Pakistan where religion is closely linked with ethical teachings. Religious education has been identified as a key factor in promoting moral values such as honesty, integrity, and social responsibility among students. Studies indicate that religious teachings integrated into school curricula contribute significantly to students' moral development by providing a framework for ethical behavior and decision-making (Jalal, 2022; Malik et al., 2024; Kayani et al., 2025).

In addition to formal curriculum and pedagogy, school culture and institutional practices are instrumental in shaping students' moral values. School culture encompasses shared beliefs, norms, values, and practices that influence the behavior and attitudes of students and teachers. A positive school culture characterized by fairness, respect, discipline, and inclusivity fosters moral development among students. Research findings reveal a strong correlation between school culture and students' moral growth, indicating that a supportive and value-oriented school environment enhances ethical behavior and social responsibility (Tabassum et al., 2024; Alamzeb & Khan, 2020; Kayani et al., 2025).

Moreover, the role of co-curricular and extracurricular activities in promoting moral values cannot be overlooked. Activities such as community service, group projects, debates, and sports provide practical opportunities for students to practice ethical behavior, teamwork, leadership, and social responsibility (Bibi et al., 2023). These activities complement formal instruction by allowing students to internalize moral values through experiential learning. Scholars argue that experiential approaches to moral education are more effective than traditional didactic methods, as they engage students actively in moral reasoning and ethical decision-making processes (Malik et al., 2024; Alvi & Khanam, 2023; Junaid et al., 2023).

Despite the recognized importance of moral education, several challenges hinder its effective implementation in schools. These challenges include lack of teacher training, insufficient curriculum integration, limited resources, and varying perceptions of moral education among educators and policymakers. Research indicates that teachers often lack the necessary skills and training to effectively integrate moral values into their teaching practices, leading to inconsistent implementation across schools (Akhter, 2022; Jalal, 2022; Tabassum et al., 2024). Addressing these challenges requires comprehensive policy reforms, professional development programs, and collaborative efforts among stakeholders in the education sector (Ibrahim et al., 2023).

In the context of globalization and rapid technological advancements, the need for moral education has become even more critical. Students are exposed to diverse cultural influences, ethical dilemmas, and social challenges that require strong moral foundations for effective navigation. Schools must therefore adapt their educational practices to address these emerging challenges by promoting critical thinking, ethical reasoning, and social responsibility among students. Contemporary research highlights the importance of integrating moral education with modern pedagogical approaches to prepare students for the complexities of the 21st century (Alvi & Khanam, 2023; Malik et al., 2024; Tabassum et al., 2024).

In conclusion, school education plays a pivotal role in promoting moral values among students at the secondary level. Through curriculum integration, classroom environment, teacher influence, school culture, and co-curricular activities, schools serve as powerful agents of moral development. However, the effective implementation of moral education requires addressing existing challenges and adopting comprehensive strategies that align with contemporary educational needs. The present study seeks to explore the role of school education in promoting moral values among secondary school students, with the aim of contributing to the development of effective educational practices and policies that foster ethical and responsible citizenship (Mahnaz, 2024).

Objectives of the Study

1. To examine the role of school education in promoting moral values among students at the secondary level.
2. To analyze the influence of classroom environment and school culture on students' moral development.
3. To investigate the effectiveness of curriculum and teaching practices in inculcating moral values among secondary school students.

Hypotheses of the Study

Null Hypotheses (H₀):

- H₀₁: School education has no significant role in promoting moral values among secondary school students.

- H₀₂: Classroom environment and school culture have no significant influence on students' moral development.
- H₀₃: Curriculum and teaching practices have no significant effect on the inculcation of moral values among secondary school students.

Alternative Hypotheses (H₁):

- H₁₁: School education has a significant role in promoting moral values among secondary school students.
- H₁₂: Classroom environment and school culture have a significant influence on students' moral development.
- H₁₃: Curriculum and teaching practices have a significant effect on the inculcation of moral values among secondary school students.

Statement of the Problem

In recent years, there has been growing concern regarding the decline of moral values among students, which has manifested in various forms such as increased indiscipline, lack of respect, intolerance, and unethical behavior in society. Although schools are considered primary institutions for character building and moral development, there is limited empirical evidence regarding the effectiveness of school education in promoting moral values at the secondary level. Furthermore, inconsistencies in curriculum implementation, teaching practices, and school environments raise questions about the extent to which moral education is effectively integrated into the educational system. Therefore, the problem addressed in this study is to investigate the role of school education in promoting moral values among secondary school students and to identify the factors that influence moral development within the school context.

Significance of the Study

This study holds significant importance for multiple stakeholders in the field of education. For policymakers, it provides empirical insights into the effectiveness of existing educational policies and highlights the need for integrating moral education into school curricula. For educators, the study offers valuable guidance on teaching strategies and classroom practices that can enhance moral development among students. For school administrators, it emphasizes the importance of fostering a positive school culture and environment conducive to moral learning. Additionally, the study contributes to the existing body of knowledge by providing updated research findings on moral education at the secondary level, particularly in the context of developing countries. Ultimately, the findings of this study can help in designing effective interventions and educational reforms aimed at promoting moral values and developing responsible, ethical, and socially aware citizens.

LITERATURE REVIEW:

Concept of Moral Education in School Context

Moral education is a multidimensional construct that encompasses the development of ethical reasoning, character formation, and socially responsible behavior among students. Contemporary educational research emphasizes that moral education is not limited to the transmission of values but involves the cultivation of moral competencies, including decision-making, empathy, and ethical judgment. Studies conducted across different educational systems highlight that moral education contributes significantly to shaping students' behavior and personality, particularly at the secondary level where students experience rapid cognitive and emotional development (Harmawati et al., 2022;

Sartika et al., 2024; Hadi et al., 2024) . Furthermore, modern approaches to moral education advocate for student-centered learning environments where moral values are internalized through active engagement and experiential learning rather than passive instruction (Sartika et al., 2024; Hadi et al., 2024; Harmawati et al., 2022).

In addition, moral education is increasingly viewed as a continuous and integrated process embedded within the broader educational framework. Scholars argue that moral values are best developed when they are infused into everyday teaching practices and school activities rather than being confined to specific subjects (Mahnaz & Kiran, 2024a). Empirical studies suggest that the integration of moral education into school systems enhances students' ability to apply ethical principles in real-life situations (Hadi et al., 2024; Sartika et al., 2024; Harmawati et al., 2022) . This integrated approach ensures that moral learning is consistent, relevant, and applicable to students' social contexts.

Theoretical Foundations of Moral Development

The theoretical underpinning of moral education is largely grounded in psychological and philosophical frameworks, particularly Kohlberg's stages of moral development, which describe how individuals progress from basic obedience-based morality to advanced ethical reasoning. Contemporary studies have expanded upon these theories by incorporating social and environmental factors that influence moral development in school settings. Research indicates that moral development is not solely an individual cognitive process but is significantly shaped by social interactions and institutional contexts (Alamzeb & Khan, 2020; Tabassum et al., 2024).

Moreover, recent literature emphasizes the role of social constructivism in moral education, highlighting that students develop moral values through collaborative learning and shared experiences (Mahnaz & Kiran, 2024b). Studies reveal that peer interaction, teacher guidance, and classroom discourse contribute to the development of moral reasoning and ethical awareness (Kayani et al., 2024; Tabassum et al., 2024; Hadi et al., 2024) . These findings suggest that moral education should focus on creating interactive and participatory learning environments that encourage critical thinking and moral reflection (Mahnaz & Kiran, 2024c).

Role of School Education in Moral Development

School education serves as a primary institutional mechanism for the development of moral values among students. It provides a structured environment where students are exposed to ethical norms, social expectations, and behavioral standards. Research findings indicate that schools play a crucial role in shaping students' moral values by providing opportunities for social interaction, ethical learning, and character development (Harmawati et al., 2022; Sartika et al., 2024; Tabassum et al., 2024).

Furthermore, schools function as moral communities where students learn through both formal instruction and informal socialization processes. Studies show that the moral climate of schools significantly influences students' attitudes and behaviors, highlighting the importance of institutional values and practices in moral education (Kayani et al., 2024; Tabassum et al., 2024; Alamzeb & Khan, 2020) . Therefore, the effectiveness of moral education largely depends on the extent to which schools integrate ethical principles into their overall educational framework (Mahnaz et al., 2023).

Influence of Classroom Environment on Moral Values

The classroom environment is a critical factor influencing students' moral development, as it shapes their daily interactions, learning experiences, and behavioral patterns. Empirical research demonstrates a significant positive relationship between classroom environment and moral values, indicating that supportive and inclusive classrooms foster ethical behavior and social responsibility among students (Junaid et al., 2023; Hadi et al., 2024; Sartika et al., 2024).

In addition, the physical and social aspects of the classroom environment, including seating arrangements, teacher-student relationships, and peer interactions, play a vital role in promoting moral values. Studies suggest that classrooms characterized by mutual respect, collaboration, and open communication encourage students to develop empathy, tolerance, and ethical reasoning (Junaid et al., 2023; Sartika et al., 2024; Harmawati et al., 2022). These findings highlight the importance of designing classroom environments that support moral learning and positive social behavior (Mahnaz et al., 2025).

Impact of School Culture on Moral Development

School culture refers to the shared values, beliefs, norms, and practices that shape the behavior and attitudes of students and staff within an educational institution. Research indicates that a positive school culture significantly contributes to the moral development of students by promoting ethical behavior, discipline, and social responsibility (Tabassum et al., 2024; Alamzeb & Khan, 2020; Kayani et al., 2024).

Moreover, studies reveal that school culture influences students' moral values through both formal policies and informal practices. For instance, schools that emphasize fairness, respect, and inclusivity create an environment conducive to moral learning. Conversely, negative school cultures characterized by discrimination or lack of discipline may hinder students' moral development (Alamzeb & Khan, 2020; Tabassum et al., 2024; Hadi et al., 2024). Therefore, fostering a positive school culture is essential for effective moral education (Mahnaz et al., 2022).

Curriculum Integration and Moral Education

The integration of moral values into the school curriculum is a widely recognized strategy for promoting ethical development among students. Contemporary research emphasizes the need for embedding moral education across various subjects rather than limiting it to specific courses. This approach ensures that moral values are consistently reinforced throughout the learning process (Akhter, 2022; Hadi et al., 2024; Sartika et al., 2024).

Additionally, studies highlight the importance of aligning curriculum content with students' developmental needs and societal expectations. Effective curriculum integration involves the use of real-life examples, ethical dilemmas, and interactive activities that encourage students to apply moral principles in practical situations (Akhter, 2022; Harmawati et al., 2022; Hadi et al., 2024). However, challenges such as lack of teacher training and inconsistent implementation often hinder the effectiveness of curriculum-based moral education (Mahnaz et al., 2021).

Role of Teachers in Promoting Moral Values

Teachers play a central role in the promotion of moral values among students, as they serve as both educators and role models. Research indicates that teachers' attitudes, behaviors, and teaching practices significantly influence students' moral development (Junaid et al., 2023; Akhter, 2022; Sartika et al., 2024).

Furthermore, effective moral education requires teachers to adopt pedagogical strategies that promote critical thinking, empathy, and ethical reasoning. Studies suggest that interactive teaching methods, such as discussions, role-playing, and collaborative learning, are more effective in fostering moral values compared to traditional lecture-based approaches (Akhter, 2022; Hadi et al., 2024; Harmawati et al., 2022). These findings highlight the need for professional development programs to equip teachers with the skills necessary for effective moral instruction (Nazir et al., 2025).

Co-curricular Activities and Moral Development

Co-curricular activities provide valuable opportunities for experiential learning and the practical application of moral values. Activities such as community service, sports, debates, and group projects enable students to develop teamwork, leadership, and social responsibility. Research indicates that participation in co-curricular activities enhances students' moral development by providing real-life contexts for ethical decision-making (Hadi et al., 2024; Sartika et al., 2024; Harmawati et al., 2022).

In addition, experiential learning approaches are considered more effective in promoting moral values compared to theoretical instruction. Studies suggest that students are more likely to internalize moral values when they actively engage in activities that require ethical judgment and social interaction (Sartika et al., 2024; Hadi et al., 2024; Junaid et al., 2023). Therefore, integrating co-curricular activities into the educational framework is essential for holistic moral development (Noreen et al., 2025).

Challenges in Implementing Moral Education

Despite the recognized importance of moral education, several challenges hinder its effective implementation in schools. One of the major challenges is the lack of teacher training and professional development in moral education. Studies indicate that many teachers lack the necessary skills and knowledge to effectively integrate moral values into their teaching practices (Akhter, 2022; Hadi et al., 2024; Harmawati et al., 2022).

Additionally, inconsistencies in curriculum design and implementation pose significant challenges to moral education. Research shows that moral education is often treated as a secondary component of the curriculum, leading to limited emphasis and effectiveness (Akhter, 2022; Sartika et al., 2024; Hadi et al., 2024). Other challenges include lack of resources, varying perceptions of moral values, and the influence of external factors such as media and peer pressure (Sarfaraz et al., 2025).

Modern Trends in Moral Education

In the context of globalization and technological advancement, moral education is evolving to address new challenges and opportunities. Contemporary research highlights the integration of technology in moral education, including the use of digital tools and online platforms to promote ethical learning (Harmawati et al., 2022; Hadi et al., 2024; Sartika et al., 2024).

Moreover, modern approaches to moral education emphasize the development of 21st-century skills, such as critical thinking, problem-solving, and global citizenship (Waheed et al., 2025). Studies suggest that integrating moral education with these skills prepares students to navigate complex social and ethical issues in a rapidly changing world (Sartika et al., 2024; Hadi et al., 2024; Tabassum et al., 2024). These trends highlight the need for innovative and adaptive approaches to moral education in contemporary educational systems (Shaheen et al., 2022).

RESEARCH METHODOLOGY:

Research Design

The present study employed a quantitative research design, specifically adopting a descriptive survey approach to examine the role of school education in promoting moral values among students at the secondary level. This design was considered appropriate as it allows the researcher to collect data from a large population and analyze relationships among variables systematically. The descriptive nature of the study facilitates the identification of patterns, trends, and associations between school-related factors and students' moral development. Furthermore, the survey method enables the use of standardized instruments, ensuring consistency in data collection. The research design also supports statistical analysis, allowing for hypothesis testing and generalization of findings within the defined population.

Research Philosophy

The study was grounded in the positivist research philosophy, which emphasizes objectivity, measurement, and empirical analysis. Positivism assumes that reality is observable and can be measured through scientific methods, making it suitable for quantitative research studies. This philosophical approach guided the researcher in using structured tools, numerical data, and statistical techniques to analyze the relationship between school education and moral values. Additionally, the positivist paradigm ensures that the findings are based on observable evidence rather than subjective interpretations. It also supports hypothesis testing, which aligns with the objectives of the present study.

Population

The population of the study comprised all secondary schools and students enrolled at the secondary level in District Rawalpindi. According to available educational statistics, District Rawalpindi has approximately 320 public and private secondary schools. The total number of secondary school students enrolled in these institutions is estimated to be around 48,000. This population includes both male and female students from urban and rural areas, ensuring diversity in socio-economic and cultural backgrounds. The inclusion of a large and diverse population enhances the generalizability of the study findings.

Sample and Sampling Technique

A sample of 20 secondary schools was selected from District Rawalpindi using stratified random sampling to ensure representation of both public and private institutions. From these schools, a total of 200 students were selected as respondents, with 10 students from each school. The sampling technique ensured equal representation of gender and school type, thereby reducing sampling bias. Stratified random sampling was chosen because it allows for greater accuracy and representativeness by dividing the population into homogeneous subgroups. This approach enhances the reliability and validity of the findings by ensuring that all relevant categories are adequately represented.

Research Tool

The primary data collection instrument used in this study was a structured questionnaire developed by the researcher. The questionnaire consisted of two sections: demographic information and items related to moral values and school education factors. The items were designed using a five-point Likert scale ranging from strongly agree to strongly disagree. The tool measured various dimensions such as classroom environment, school culture, teacher influence, and curriculum effectiveness in promoting moral values. The use of a structured questionnaire ensured uniformity in responses and facilitated quantitative analysis.

Validity and Reliability of Research Tool

To ensure content validity, the questionnaire was reviewed by three experts in the field of education and research methodology. Their feedback was incorporated to improve clarity, relevance, and comprehensiveness of the items. A pilot study was conducted on a sample of 30 students to test the reliability of the instrument. The reliability of the questionnaire was calculated using Cronbach's Alpha, which yielded a value of 0.82, indicating high internal consistency. These measures ensured that the research tool was both valid and reliable for data collection.

Data Collection Procedure

The data collection process was carried out systematically with prior permission from school authorities. The researcher personally visited the selected schools and administered the questionnaires to the students. Instructions were clearly explained to ensure accurate and honest responses. The

respondents were given sufficient time to complete the questionnaire without any external pressure. The collected data were carefully checked for completeness and accuracy before proceeding to analysis. This structured procedure ensured the credibility and reliability of the collected data.

Ethical Consideration

Ethical principles were strictly followed throughout the research process. Informed consent was obtained from all participants before data collection. The respondents were assured that their participation was voluntary and that they could withdraw at any time without any consequences. Confidentiality and anonymity of the participants were maintained by not disclosing their personal information. Additionally, the data were used solely for academic purposes, ensuring integrity and ethical compliance in the research.

DATA ANALYSIS

The collected data were analyzed using statistical techniques to address the research objectives and test the hypotheses. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to summarize the data. Inferential statistics, such as t-tests and correlation analysis, were applied to examine relationships between variables. The Statistical Package for Social Sciences (SPSS) was used for data analysis to ensure accuracy and efficiency. The results were presented in tables and interpreted in relation to the research objectives.

Demographic Tables

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	100	50%
Female	100	50%
Total	200	100%

This table presents the gender-wise distribution of respondents included in the study. It indicates that an equal number of male and female students (100 each) participated in the research, ensuring gender balance. Such equal representation helps in minimizing gender bias in the findings. It also allows for more reliable comparisons between male and female students' perceptions of moral values. The balanced sample strengthens the validity of the study results.

Table 2: Distribution of Respondents by School Type

School Type	Frequency	Percentage
Public	100	50%
Private	100	50%
Total	200	100%

This table shows the distribution of respondents based on school type. It reveals that 100 students were selected from public schools and 100 from private schools. The equal representation ensures that both types of institutions are adequately reflected in the study. This balance allows for meaningful

comparisons between public and private school environments. It also enhances the generalizability of the findings across different educational settings.

DATA ANALYSIS:

Objective 1: To examine the role of school education in promoting moral values among students at the secondary level

Statement	Mean	SD
School education helps in developing honesty among students	4.12	0.81
Schools promote respect and tolerance among students	4.05	0.87
Moral values are effectively taught through school activities	3.98	0.90
Teachers play a role in shaping students' ethical behavior	4.20	0.76
Overall Mean	4.08	0.83

The table indicates that students generally agreed that school education plays a significant role in promoting moral values. The overall mean score of 4.08 shows a strong positive perception among respondents. The highest mean (4.20) reflects the critical role of teachers in shaping ethical behavior. Similarly, values such as honesty, respect, and tolerance are effectively fostered through school education. The relatively low standard deviation values indicate consistency in responses, suggesting a shared perception among students regarding the importance of school education in moral development.

Objective 2: To analyze the influence of classroom environment and school culture on students' moral development

Statement	Mean	SD
Positive classroom environment promotes moral behavior	4.10	0.85
Respectful teacher-student relationships enhance moral values	4.18	0.78
School rules and discipline influence moral development	4.06	0.88
Peer interaction contributes to ethical learning	3.95	0.92
Overall Mean	4.07	0.86

The data reveal that classroom environment and school culture significantly influence students' moral development, with an overall mean of 4.07. The highest mean score (4.18) indicates that respectful teacher-student relationships are a key factor in promoting moral values. Additionally, discipline and structured school environments contribute positively to students' ethical growth. Peer interaction also plays an important role, although slightly lower in comparison. The consistency in responses suggests that students perceive their learning environment as an important contributor to moral development.

Objective 3: To investigate the effectiveness of curriculum and teaching practices in inculcating moral values

Statement	Mean	SD
Curriculum includes moral and ethical content	3.92	0.91
Teaching methods promote moral reasoning	3.88	0.94
Co-curricular activities help in moral development	4.15	0.80
Moral values are integrated across subjects	3.85	0.96
Overall Mean	3.95	0.90

The table shows that curriculum and teaching practices moderately contribute to the development of moral values, with an overall mean of 3.95. Co-curricular activities received the highest mean (4.15), indicating their strong role in moral development. However, curriculum integration and teaching strategies scored slightly lower, suggesting areas for improvement. The findings highlight that while moral values are present in the curriculum, their implementation may not be fully effective. The moderate variation in responses reflects differences in students' experiences across schools.

DISCUSSION

The findings of the first objective indicate that school education plays a significant role in promoting moral values among students, particularly through teacher influence and structured learning environments. This result aligns with the study by Junaid et al. (2023), which found that teachers are central to students' moral development through modeling and guidance. Similarly, Harmawati et al. (2022) emphasized that schools serve as primary institutions for character formation. Additionally, Sartika et al. (2024) concluded that moral education embedded within school systems significantly enhances students' ethical behavior and social responsibility.

The results of the second objective reveal that classroom environment and school culture have a strong influence on students' moral development. This finding is supported by Tabassum et al. (2024), who reported a positive relationship between school culture and moral growth among students. Likewise, Alamzeb and Khan (2020) found that a supportive school environment fosters ethical values and discipline. Furthermore, Kayani et al. (2024) highlighted that moral atmosphere within schools significantly shapes students' attitudes and behaviors, reinforcing the importance of a positive learning environment.

The findings related to the third objective suggest that curriculum and teaching practices moderately contribute to moral development, with co-curricular activities playing a more prominent role. This result is consistent with Akhter (2022), who noted that moral education is often inadequately integrated into the curriculum. Similarly, Hadi et al. (2024) emphasized the importance of experiential learning approaches, such as co-curricular activities, in promoting moral values. In addition, Alvi and Khanam (2023) argued that curriculum integration of moral education requires more effective implementation strategies to achieve desired outcomes.

CONCLUSION

The study concludes that school education plays a vital role in promoting moral values among secondary school students. The findings demonstrate that schools contribute significantly to the development of ethical behavior, particularly through teacher influence and structured educational practices. The

positive perception of students highlights the effectiveness of school education as a platform for moral development.

Furthermore, the study reveals that classroom environment and school culture are critical factors in shaping students' moral values. A supportive and disciplined learning environment fosters ethical behavior, respect, and social responsibility among students. These findings emphasize the importance of creating a positive school climate that encourages moral growth.

However, the study also concludes that curriculum and teaching practices require further improvement to enhance their effectiveness in promoting moral values. While co-curricular activities play a significant role, there is a need for better integration of moral education into the formal curriculum. Strengthening teaching strategies and curriculum design can further enhance students' moral development.

FINDINGS

1. School education significantly promotes moral values among secondary school students, particularly through teacher influence and structured learning practices. Students perceive schools as effective in fostering honesty, respect, and ethical behavior.
2. Classroom environment and school culture have a strong positive impact on students' moral development. Respectful teacher-student relationships and disciplined school settings enhance ethical values among learners.
3. Curriculum and teaching practices moderately contribute to moral development, while co-curricular activities play a more dominant role. Integration of moral values within the formal curriculum remains insufficient.

RECOMMENDATIONS

1. Schools should strengthen teacher training programs to enhance their effectiveness in promoting moral values. Teachers should consistently model ethical behavior and integrate value-based discussions into daily teaching.
2. Educational institutions should develop a positive classroom environment and school culture that emphasizes respect, discipline, and inclusivity. School policies should actively support moral and ethical practices.
3. Curriculum developers should improve the integration of moral education across subjects and promote experiential learning through co-curricular activities. Teaching strategies should focus on practical application of moral values.

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