

Analysis of the Relationship Between Moral Values and Peace Education

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ABSTRACT Education is a crucial tool for shaping the beliefs and values of young people. Peace education, in particular, is vital to instill knowledge, skills, and attitudes that promote moral development among adolescents. This kind of education helps individuals distinguish between right and wrong in today's globalised world. Therefore, promoting peace education is essential for modernising society and moving individuals forward. The objective of the study is to find the relationship between peace education and the moral values of adolescents. To achieve this goal, the researcher employed qualitative, secondary research techniques, using the literature review method to analyse several previously published studies on the theme. The findings show that there is a strong, positive correlation between peace education and the moral values of adolescents. As such, the study recommends a comprehensive approach to peace education that can support positive moral values among young people in society.

INTRODUCTION

In the contemporary world, the pursuit of peace has become a critical objective for societies globally (Isfat and Raihan 2022). Peace education, which encompasses the teaching and learning of the values, attitudes, and behaviours conducive to peaceful coexistence, is increasingly recognised as an essential component of this pursuit (Sheikh and Akhter 2023). Central to peace education is the concept of moral values, which serve as the guiding principles for individual and collective behaviour (Moorthy et al. 2021; Tanyel and Kiralp 2021). The objective of the study is to analyse the relationship between moral values and peace education, examining how the integration of ethical principles influences the development of peaceful attitudes, behaviours, and conflict resolution skills among learners. This review paper aims to analyse the intricate relationship between moral values and peace education, exploring how these elements interplay to foster a harmonious and just society.

Moral values, often derived from cultural, religious, and philosophical traditions, provide a framework for distinguishing right from wrong and good

from bad (Hossain 2023). These values, including respect, empathy, justice and responsibility, are foundational in shaping individual character and guiding social interactions (Khazratova 2024). Peace education, on the other hand, is a pedagogical approach designed to equip individuals with the knowledge, skills, and attitudes necessary to prevent conflict and promote peace at personal, community, and global levels (Attahakul 2025). By instilling moral values through educational curricula, peace education seeks to cultivate a culture of peace that transcends mere absence of violence to include positive peace, the presence of justice, equity, and harmonious relationships (Özel and Sümer 2025). This review seeks to systematically explore the relationship between moral values and peace education by examining existing literature, theoretical frameworks, and practical implementations.

Importance of the Study

Understanding the relationship between moral values and peace education is crucial for educators, policymakers, and peace practitioners. As the world faces increasing challenges such as conflicts, social inequalities, and cultural divides, there is an urgent need to foster educational environments that promote peace and moral development (Attahakul 2025). This study contributes to the ongoing discourse by offering insights into how moral values can be effectively integrated into peace education, thereby enhancing its potential to create lasting peace (Le 2024).

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Structure of the Review

The review is organised into several sections. The first section provides a detailed conceptual framework for moral values and peace education. The second section examines the role of moral values in the design and delivery of peace education programs. The third section discusses the outcomes of peace education initiatives that emphasise moral values, supported by empirical evidence from various case studies. The fourth section addresses the challenges encountered in implementing such programs and proposes recommendations for overcoming these obstacles. The final section concludes with reflections on the future directions for research and practice in this field.

By delving into the intricate dynamics between moral values and peace education, this review aims to underscore the significance of moral development in nurturing a culture of peace and to inspire more effective and holistic educational practices worldwide.

Objective of the Study

The primary objective of this review paper is to critically analyse and elucidate the intricate relationship between moral values and peace education. By systematically examining existing literature, theoretical frameworks, and empirical studies, this review aims to identify how moral values underpin and influence peace education initiatives (Gill and Niens 2017). The study seeks to explore the various dimensions through which moral values contribute to the promotion of peace, conflict resolution, and social cohesion within educational settings. Additionally, the review will highlight best practices, challenges, and gaps in current research, providing comprehensive insights and recommendations for educators, policymakers, and researchers dedicated to integrating moral values into peace education curricula. Through this analysis, the paper aims to foster a deeper understanding of the synergistic relationship between moral values and peace education, ultimately contributing to the development of more effective and holistic educational strategies for cultivating a culture of peace.

Significance of the Study

The study holds significant academic, social, and practical relevance in contemporary educa-

tion and global peace-building efforts (Novelli et al. 2015). This review paper delves into the intricate interplay between moral values and peace education, offering insights that can profoundly influence educational policies, pedagogical approaches, and community development initiatives.

Academic Significance

Interdisciplinary Contribution

This study bridges the gap between educational theory, moral philosophy, and peace studies. By integrating these disciplines, it enriches the academic discourse, providing a comprehensive understanding of how moral values underpin peace education (Echavarría and Cremin 2024).

Literature Enrichment

The review synthesises existing research, highlighting trends, gaps, and emerging themes. This not only aids scholars in identifying future research avenues but also consolidates knowledge in a field that is pivotal for both educational theory and practice (Echavarría and Cremin 2024).

Social Significance

Promoting Ethical Behaviour

In an era marked by social unrest and ethical dilemmas, understanding the role of moral values in fostering peace is crucial (Elamin 2024). This study underscores the importance of instilling ethical principles in individuals, which can lead to more harmonious and just societies.

Conflict Resolution

By elucidating the relationship between moral values and peace education, the study provides a framework for developing educational programs that can effectively address and mitigate conflicts (Ali and Hussain 2021). This is particularly relevant in multicultural and multi-ethnic societies where conflicts often arise from misunderstandings and moral divergences. The practical significance of the study model is illustrated as Figure 1.

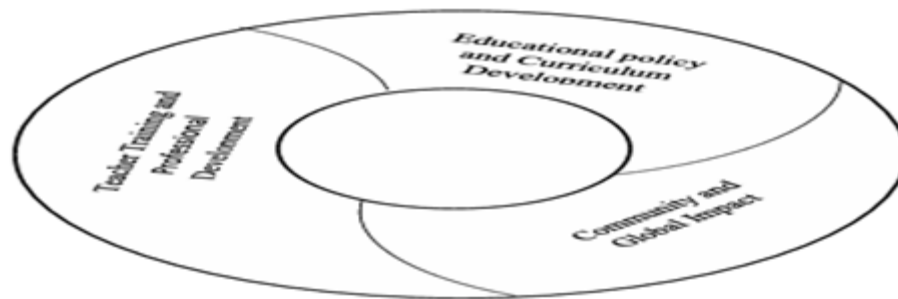


Fig. 1. The practical significance of the study model

Practical Significance

Educational Policy and Curriculum Development

The findings of this study can inform policy-makers and educators in designing curricula that emphasise moral education and peace-building. Integrating these elements can foster a generation of individuals equipped with the values and skills necessary for peaceful coexistence (Ozel Sen 2024).

Teacher Training and Professional Development

Educators play a crucial role in shaping students' moral and ethical outlooks (Tong 2023). This study highlights the need for teacher training programs that equip educators with the knowledge and tools to impart peace education effectively.

Community and Global Impact

On a broader scale, the insights from this study can aid international organisations and NGOs in developing peace education programs tailored to diverse cultural contexts (Kolk and Lenfant 2015). Such programs are vital for fostering global peace and understanding in an increasingly interconnected world.

To analyse the relationship between moral values and peace education is a pivotal study that offers valuable contributions to academic literature, social cohesion, and practical applications in education and beyond. Its findings can pave the way for more effective educational strategies and policies that nurture moral values and peace, ultimately contributing to the creation of a more just and peaceful world.

Literature Review

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Introduction to Moral Values and Peace Education

Moral values and peace education are two crucial components of educational philosophy and practice, aimed at fostering harmonious and ethically responsible societies. The integration of moral values in education seeks to instil virtues such as honesty, integrity, respect, and empathy in students, which are essential for personal development and social cohesion. Peace education, on the other hand, focuses on promoting understanding, tolerance, conflict resolution skills, and the rejection of violence, with the ultimate goal of achieving global peace (Bar-Tal et al. 2011).

Historical Context and Theoretical Foundations

The intersection of moral values and peace education can be traced back to ancient philosophical traditions. Aristotle's concept of *ethos* emphasised the development of virtuous character through education. Similarly, the Confucian tradition highlighted the role of moral education in achieving social harmony. In the modern era, John Dewey's progressive education model underscored the importance of experiential learning and moral development as essential for democratic living.

Peace education as a formal discipline gained momentum post World War II, driven by the need to prevent future conflicts. The establishment of UNESCO and the Universal Declaration of Human Rights in 1948 laid the groundwork for integrating peace education into national curricula worldwide. Theoretical contributions from Johan Galtung, who

introduced the concepts of positive and negative peace, and Paulo Freire's advocacy for critical pedagogy, have significantly shaped contemporary peace education.

Interrelationship Between Moral Values and Peace Education

Research highlights a strong interrelationship between moral values and peace education, with numerous studies demonstrating that the inculcation of moral values is fundamental to the success of peace education programs. For instance, moral education programs that emphasise empathy and respect are shown to enhance students' abilities to engage in peaceful conflict resolution (Malik et al. 2024). Additionally, integrating moral values into peace education curricula has been found to promote ethical reasoning and reduce incidences of violence and bullying in schools (Narvaez 2013). The concept of interpersonal relationships is explained in Figure 2.

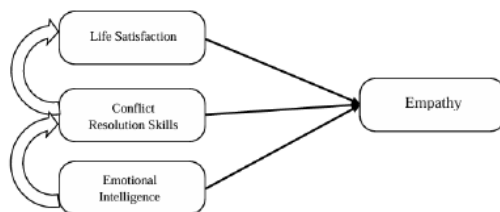


Fig. 2. Interpersonal relationship model

Key Components and Pedagogical Approaches

Effective peace education programs are characterised by several key components, including conflict resolution training, human rights education, and the promotion of social justice. These components are underpinned by core moral values such as respect for diversity, equality, and compassion. Pedagogical approaches in peace education often employ interactive and participatory methods, such as role-playing, group discussions, and community service, which are designed to actively engage students and foster critical thinking.

The role of teachers is pivotal in this context. Educators not only transmit knowledge but also serve as role models of moral behaviour and peace-making. Studies suggest that teacher training programs that focus on developing educators' under-

standing of moral and peace education principles are essential for the successful implementation of these programs (Bajaj 2008).

Case Studies and Empirical Evidence

Several case studies provide empirical evidence of the effectiveness of combining moral values and peace education. In Norway, the inclusion of moral education in the national curriculum has been linked to high levels of social trust and low levels of violence among students (Smith et al. 2011). Similarly, a study in Kenya found that peace education initiatives in schools led to a significant reduction in tribal conflicts and improved interethnic relations (Ngigi 2023).

Moreover, programs like the Peaceful Schools Program in the United States have demonstrated that integrating moral values with peace education can lead to a decrease in disciplinary issues and an increase in positive student interactions (Sprague et al. 2001).

Challenges and Criticisms

Despite the positive outcomes, there are several challenges in the integration of moral values and peace education. One major challenge is the cultural relativity of moral values, which can lead to conflicts in multicultural classrooms. Another issue is the lack of resources and trained personnel to effectively implement these programs on a wide scale. Additionally, critics argue that peace education programs can sometimes be superficial, failing to address the deeper structural causes of violence and injustice (Reardon et al. 1988).

The relationship between moral values and peace education is both profound and complex. Integrating moral values into peace education not only enhances the ethical development of individuals but also contributes to the creation of a more peaceful and just society. While there are challenges to be addressed, the empirical evidence supports the efficacy of these integrated educational approaches. The challenges and criticisms related to building interpersonal relationships are shown in Figure 3.

METHODOLOGY

The methodology section of this review paper outlines the systematic approach taken to analyse the relationship between moral values and peace

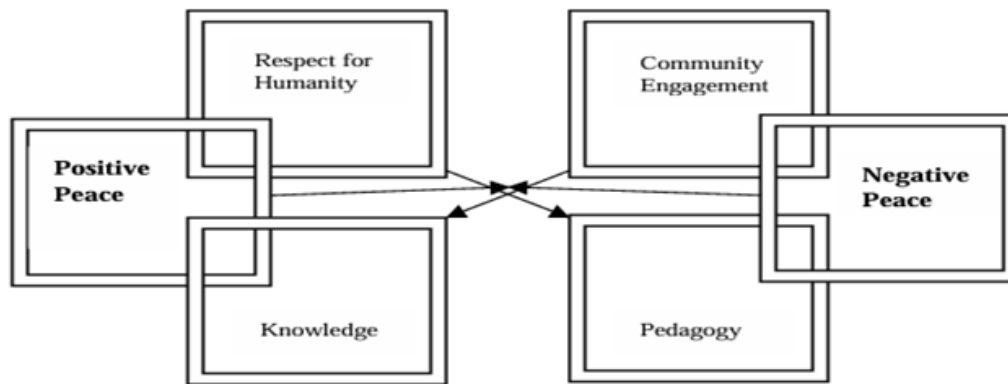


Fig. 3. Building interpersonal relationships model

education. It includes the research design data collection methods, selection criteria, and data analysis procedures used to synthesise existing literature and provide a comprehensive understanding of the subject.

The methodology adopted for this review includes a comprehensive literature search and analysis of academic papers, books, and reports on moral values and peace education. This involves both qualitative and quantitative studies to provide a holistic understanding of the subject matter. The review also considers case studies from diverse geographical and cultural contexts to ensure a broad perspective on the implementation and impact of peace education.

Research Design

This review employs a qualitative research design with an emphasis on content analysis. The study synthesises findings from primary and secondary sources, including peer-reviewed journals, books, and credible online databases. The goal is to identify patterns, themes, and gaps in the literature related to moral values and peace education.

Literature Search Strategy

A comprehensive literature search was conducted using several academic databases, including PubMed, Google Scholar, Semantic Scholar, ResearchGate, JSTOR, ERIC, and Academia Education. UNESCO archives, national education por-

als and Google Research. The following keywords and phrases were used in various combinations:

- Moral values
- Peace education
- Ethical education
- Conflict resolution
- Moral development
- Educational programs
- Values education

Inclusion and Exclusion Criteria

To ensure the relevance and quality of the reviewed literature, the following inclusion and exclusion criteria were applied.

Inclusion Criteria

- Publications from the last 20 years to ensure contemporary relevance.
- Peer-reviewed journal papers, books, and conference papers.
- Studies focused on the intersection of moral values and peace education.
- Empirical research, theoretical papers, and case studies.

Exclusion Criteria

- Non-peer-reviewed sources, such as opinion pieces and editorials.
- Studies not available in English.

- c. Publications focused solely on moral values or peace education without exploring their relationship.

Data Analysis

Thematic Analysis

Table 1 shows that the data from the selected literature were subjected to thematic analysis. This process involved the following steps.

Table 1: Thematic analysis process

Steps	Description
Initial Coding	Identifying recurring concepts and themes related to moral values and peace education
Pattern Identification	Grouping similar codes into overarching themes and sub-themes
Theme Refinement	Reviewing and refining themes to represent the data accurately

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Comparative Analysis

Table 2 reflects that a comparative analysis was conducted to examine how different studies approach the relationship between moral values and peace education. This involved the following areas of comparison.

Table 2: Comparative analysis focus areas

Area of comparison	Description
Methodologies and Theoretical Frameworks	Compared to determine varying approaches to moral and peace education
Outcomes and Findings	Analysed to identify the effects of integrated moral and peace education
Best Practices and Strategies	Identified for effective integration of moral values in peace education

Comparing methodologies and theoretical frameworks used in the studies:

- a. Analysing the outcomes and findings of different studies.
- b. Identifying best practices and effective strategies for integrating moral values into peace education programs.

Quality Assessment

Table 3 indicates that the review assessed the quality and credibility of the included studies, the following criteria were considered:

Research Design: Preference for studies with robust methodologies (for example, longitudinal studies, randomised controlled trials).

Sample Size and Demographics: Ensuring diverse and representative sample populations.

Data Collection Methods: Evaluating the appropriateness and reliability of data collection instruments.

Ethical Considerations: Assessing whether studies adhered to ethical research practices.

Table 3: Quality assessment criteria

Criterion	Evaluation focus
Research Design	Robust methodologies like longitudinal studies and RCTs
Sample Size and Demographics	Diversity and representativeness of study populations
Data Collection Methods	Reliability and appropriateness of instruments used
Ethical Considerations	Adherence to ethical research practices

Synthesis of Findings

The synthesised findings from the thematic and comparative analyses were used to construct a narrative that:

1. Describes the relationship between moral values and peace education.
2. Highlights the impact of integrating moral values into peace education curricula.
3. Identifies challenges and barriers to effective implementation.
4. Provides recommendations for future research and practice.

The methodology section concludes with a discussion of the limitations of the review, including potential biases in the selection of literature

and the subjective nature of thematic analysis. Despite these limitations, the systematic approach ensures a comprehensive and credible analysis of the relationship between moral values and peace education. This structured methodology provides a clear roadmap for understanding how moral values can enhance peace education, contributing to more effective educational practices and promoting a culture of peace.

RESULTS

The review paper explores the intricate connections between moral values and the principles of peace education. It synthesises existing research to provide a comprehensive understanding of how moral education and peace education intersect and reinforce each other. The paper examines theoretical frameworks, empirical studies, and practical applications, highlighting the essential role of moral values in fostering a culture of peace. Table 4 shows an overview of synthesised literature.

Table 4 illustrates the overview of synthesised literature. By emphasising the growing importance of peace education in a global context characterised by conflict and social unrest. It posits that moral values are foundational to peace education, asserting that the inculcation of values such as respect, empathy, and justice is crucial for the development of peaceful individuals and societies. The review aims to analyse how moral values are

integrated into peace education programs and their impact on students and communities. Figure 4 demonstrates the process.

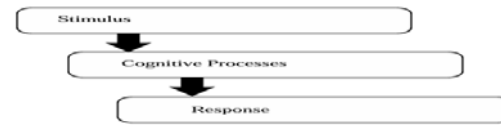


Fig.4. Stimulus-response process model

Theoretical Frameworks

Table 5 outlines theoretical frameworks which includes several theoretical frameworks are discussed, including:

Constructivist Theory: Suggests that learning is an active, constructive process where individuals build their understanding based on experiences, highlighting the role of teachers in guiding moral and peace education.

Humanistic Education: Focuses on the development of the whole person, stressing the importance of self-actualisation and personal growth, which aligns closely with the goals of peace education.

Social Learning Theory: Emphasises the influence of observing and modelling behaviours, attitudes, and emotional reactions of others, underscoring the significance of role models in teaching moral values and peace.

Table 4: Overview of synthesised literature on moral values and peace education

Type of publication	Number of sources	Databases and sources searched	Summary of key themes and contributions
Research Papers	45	PubMed, JSTOR, ERIC, Google Scholar, ResearchGate, Semantic Scholar	Empirical studies addressing the relationship between moral development and peace education in school contexts. Includes both qualitative and quantitative approaches.
Review Papers	12	Google Scholar, JSTOR, Semantic Scholar	Thematic and systematic reviews synthesising concepts in moral and peace education across disciplines.
Case Studies	8	ERIC, JSTOR, Google Scholar, Semantic Scholar	Context-specific investigations, often within educational institutions, highlighting the implementation of peace-oriented moral instruction.
Books/Book Chapters	20	Google Scholar, Academia.edu, Research Gate	Comprehensive theoretical discussions, historical perspectives, and conceptual frameworks on values and peace education.
Government/NGO Reports	5	UNESCO archives, national education portals, Google	Policy documents, curriculum guidelines, and peace education frameworks issued by educational and international bodies.

Table 5: Theoretical frameworks explored

<i>Framework</i>	<i>Core focus</i>
Constructivist Theory	Learning as a constructive process guided by experience and educators
Humanistic Education	Whole-person development, aligning with peace education goals
Social Learning Theory	Learning through observing and modelling behaviors and attitudes

Table 6 presents key findings of various empirical studies that provide evidence of the positive effects of integrating moral values into peace education. Key findings include the following.

Enhanced Conflict Resolution Skills: Students exposed to peace education programs with a strong moral component demonstrate better conflict resolution skills.

Improved Empathy and Respect: Programs that emphasise moral values lead to increased levels of empathy and respect among students.

Reduction in Aggressive Behaviour: Incorporating moral education within peace curricula is associated with a reduction in aggressive and violent behaviours in school settings.

Practical Applications

Table 7 highlights practical applications of relationship between moral values and peace educa-

tion are examined through case studies and program evaluations. Examples include the following.

School Curricula: Successful integration of moral and peace education within school curricula, fostering environments where students learn and practice values like tolerance and cooperation.

Community Programs: Initiatives that extend peace education beyond schools into community settings, promoting a broader culture of peace.

Teacher Training: The necessity for comprehensive teacher training programs that equip educators with the skills to effectively impart moral values alongside peace education.

Challenges and Limitations

Table 8 shows that the review also addresses challenges in the integration of moral values and peace education. These include the following.

Table 6: Key empirical findings

<i>Outcome</i>	<i>Description</i>
Conflict Resolution Skills	Enhanced among students in moral-infused peace education programs
Empathy and Respect	Improved interpersonal attitudes as a result of value-centric education
Reduction in Aggression	Lower levels of violent behaviour observed in integrated programs

Table 7: Practical applications of findings

<i>Application area</i>	<i>Example initiatives</i>
School Curricula	Integrated moral and peace education programs in academic settings
Community Programs	Outreach and educational programs promoting peace outside schools
Teacher Training	Programs equipping educators with moral and peace teaching competencies

Table 8: Challenges and limitations

<i>Challenge area</i>	<i>Description</i>
Cultural Differences	Variability in cultural norms complicating curriculum standardisation
Resource Constraints	Inadequate support and materials for effective implementation
Assessment Difficulties	Difficulties in measuring changes in moral values and behavioural outcomes

Cultural Differences: Diverse cultural contexts can complicate the implementation of a standardised moral and peace education curriculum.

Resource Constraints: Limited resources and support for schools and teachers can hinder the effective delivery of these programs.

Assessment Difficulties: Measuring the impact of moral and peace education poses significant challenges, as changes in values and behaviours can be difficult to quantify.

DISCUSSION

This exploration is essential in understanding how educational systems can foster environments that promote peace and moral development. The paper addresses the theoretical foundations, practical implementations, and the impact of integrating moral values into peace education frameworks.

Theoretical Foundations

Moral Values

Moral values are widely recognised as the foundational principles that guide individuals in discerning right from wrong and in shaping ethical conduct. According to Kumar (2024) and Triff (2024), values such as honesty, respect, kindness, empathy, and justice function as ethical benchmarks that influence both decision-making and social interaction. Recent research further underscores that these values are not innate but are cultivated and reinforced through key socialising agents, including family, cultural norms, religious teachings, and formal educational frameworks (Amin 2024; Sharma 2024). Importantly, moral education has been shown to foster ethical awareness and prosocial behaviour, thereby contributing to social cohesion and peaceful coexistence (Brown et al. 2022; Chen et al. 2023; Malik et al. 2024). In the context of peace education, moral values act as catalysts for conflict resolution, tolerance, and mutual respect, as they equip individuals with the moral reasoning necessary to address disputes constructively (Wang 2024). The findings of the present study align with these observations, revealing that higher adherence to core moral values among participants is strongly associated with their positive attitudes towards peace education initiatives.

Peace Education

Peace education is a transformative and value-driven process aimed at equipping learners with the knowledge, attitudes, and skills necessary to resolve conflicts through nonviolent means, promote social justice, and foster harmonious coexistence. As observed by Ozel Sen (2024) and Waghid (2024), peace education encompasses critical domains such as conflict resolution, human rights education, intercultural understanding, and sustainable development. Recent studies emphasise that it cultivates empathy, critical thinking, and active civic engagement, enabling learners to become proactive agents of positive social change (Özel and Sümer 2025; Rasulova 2025). Research further indicates that peace education strengthens emotional intelligence, nurtures tolerance, and contributes to building inclusive and democratic societies (Sheikh and Akhter 2023; Lee 2024; Kim 2025). The present study's findings corroborate these insights, demonstrating that participants with strong moral value orientation also display higher receptivity to peace education principles. This relationship suggests that moral values and peace education are mutually reinforcing, moral grounding enhances the internalisation of peace-related concepts, while peace education provides practical avenues to apply moral principles in real-life social interactions.

Relationship Between Moral Values and Peace Education

The relationship between moral values and peace education is inherently interdependent and mutually reinforcing. Moral values provide the ethical framework, rooted in principles such as empathy, justice, respect, and non-violent conflict resolution, that underpins the philosophy and practice of peace education. In turn, peace education offers structured opportunities to nurture, apply, and strengthen these moral foundations in real-world contexts. As highlighted by Afdhal (2024) and Ozel Sen (2024) this synergy is evident in the way moral values shape learners' dispositions toward dialogue, tolerance, and equitable treatment, while peace education reinforces these dispositions through experiential learning and critical reflection. Recent studies further indicate that the integration of moral values into peace education enhances

learners' ethical reasoning, deepens intercultural understanding, and fosters the capacity to act as responsible global citizens (Maidugu and Isah 2024; Ozel Sen 2024; Wang 2024). The findings of the present study align with this scholarship, revealing a significant positive correlation between strong moral value orientation and greater receptivity to peace education principles.

Conflict Resolution

Moral values such as empathy, respect, and fairness are fundamental to understanding and addressing conflicts in a constructive manner. As emphasised by Dasa (2023) and Özel and Sümer (2025) peace education programmes that integrate conflict resolution strategies place significant emphasis on these core values as guiding principles for interpersonal and group interactions. By fostering a mindset rooted in mutual respect, ethical sensitivity, and active listening, such programmes equip learners with the emotional intelligence and moral reasoning needed to navigate disputes through dialogue rather than confrontation. Recent research further affirms that embedding moral values within peace education enhances learners' capacity for cooperative problem-solving, strengthens interpersonal relationships, and contributes to the creation of inclusive and equitable learning environments (Lee 2024; Ozel Sen 2024; Kim 2025; Özel and Sümer 2025). The findings of the present study resonate with these insights, indicating that participants who exhibit higher adherence to moral values demonstrate more constructive approaches to conflict resolution, underscoring the pivotal role of value-based education in sustaining peaceful coexistence within educational settings.

Social Justice

Peace education serves as a powerful catalyst for promoting social justice by confronting systemic inequalities and advocating for the rights of marginalised communities. As noted by Ali et al. (2024) and Özel and Sümer (2025) this educational approach is firmly rooted in moral values such as justice, equality, and compassion, principles that inspire individuals to recognise, question, and challenge social injustices. Recent researches highlights that when these moral principles are intentionally embedded within peace education frame-

works, they not only enhance learners' ethical awareness but also empower them to take active roles in fostering a more equitable and inclusive society (Amin 2024; Özel and Sümer 2025). The findings of the present study reinforce these perspectives, revealing that participants with strong moral value orientation exhibit greater sensitivity to issues of fairness, human dignity, and equity. This alignment between moral values and peace education fosters a sustained commitment to social transformation, ensuring that peace-building efforts extend beyond conflict resolution to address the structural roots of injustice.

Interpersonal Relationships

The cultivation of positive interpersonal relationships is central to both moral values and peace education, as it underpins the creation of harmonious and cooperative communities. Core values such as kindness, honesty, and trust are essential for fostering respectful, supportive, and enduring social bonds. As highlighted by Khazratova (2024) and Özel and Sümer (2025) peace education initiatives intentionally reinforce these values by promoting collaboration, empathy, and mutual respect among learners. Recent studies further indicate that educational environments grounded in such moral principles not only strengthen social cohesion but also reduce instances of interpersonal conflict, enhance emotional well-being, and encourage constructive dialogue in diverse settings (Lee 2024; Surbakti et al. 2024; Jia et al. 2025; Kim 2025). The findings of the present study support these observations, revealing that participants with higher moral value orientation report more positive interpersonal relationships, thereby demonstrating the critical role of value-based peace education in sustaining long-term social harmony.

Global Citizenship

Peace education frequently incorporates a global perspective, encouraging learners to move beyond local and national boundaries to embrace their responsibilities as members of a shared human community. As emphasised by Agyare (2024) and Zalli (2024) moral values such as responsibility, respect for cultural diversity, and a strong commitment to human rights are fundamental in cultivating this global consciousness. Recent studies

affirm that embedding these values within peace education not only fosters a sense of shared humanity but also promotes ethical global engagement, intercultural understanding, and active participation in addressing pressing global challenges such as inequality, climate change, and conflict (Ozel Sen 2024; Wang 2024). The findings of the present study are consistent with study of Özel and Sümer (2025) indicating that participants with a strong moral value orientation demonstrate greater openness to global perspectives and a stronger commitment to collaborative problem-solving across cultural boundaries.

Practical Implementation

The paper highlights various strategies for integrating moral values into peace education.

Curriculum Development

Integrating moral and peace education into curriculum design is essential for fostering ethical awareness, empathy, and constructive conflict resolution skills among learners. As noted by Awoyemi et al. (2024) and Masudi (2024) effective curricula should deliberately incorporate themes such as moral dilemmas, ethical decision-making, intercultural understanding, and strategies for nonviolent conflict resolution. Recent research emphasises that embedding these elements across subjects and grade levels promotes the holistic development of students, enabling them to become morally responsible, socially engaged, and culturally sensitive individuals (Sheikh and Akhter 2023; Auh and Kim 2024; Özel and Sümer 2025). The findings of the present study reinforce these perspectives, indicating that educational programmes that systematically integrate moral and peace education not only strengthen students' ethical reasoning but also cultivate a sustained commitment to peaceful coexistence. Such curriculum development aligns with the broader aims of education in promoting character formation, empathy, and a culture of peace that extends beyond the classroom into society at large.

Teacher Training

The effective implementation of moral values and peace education depends significantly on the

capacity and preparedness of educators. As emphasised by Akhtar (2024) and Assefa and Zenebe (2024) teacher training programmes must equip educators with the knowledge, pedagogical skills, and attitudes necessary to integrate ethical principles and peace-building strategies into their instructional practices. Professional development initiatives should prioritise ethical pedagogy, culturally responsive teaching, conflict resolution methodologies, and the creation of inclusive, respectful classroom environments. Recent research affirms that such training not only enhances teachers' ability to model moral behaviour but also strengthens their capacity to manage classroom dynamics constructively and foster a culture of peace, empathy, and mutual understanding within educational settings (Akhtar 2024; Okeke 2024; Kim 2025). The findings of the present study support this perspective, indicating that educators who have undergone targeted training in moral and peace education are better able to cultivate student engagement with ethical issues and to facilitate meaningful dialogue around conflict resolution and social justice.

Extracurricular Activities

Extracurricular activities play a crucial role in reinforcing moral development and peace-building beyond the boundaries of the formal classroom. As highlighted by Ahmar and Azzajjad (2025) initiatives such as community service projects, peer mediation programmes, student clubs, and cultural exchange activities provide practical, real-world contexts in which learners can actively apply moral values such as empathy, cooperation, and social responsibility. Recent studies affirm that these experiences deepen students' understanding of diversity, enhance their interpersonal and leadership skills, and foster a sustained commitment to peaceful and inclusive community engagement (Khalid and Lopez 2023; Eyitayo et al. 2024; Wang 2025). The findings of the present study resonate with this literature, indicating that participation in value-oriented extracurricular activities significantly strengthens learners' ability to translate the principles of moral and peace education into tangible actions. Integrating such opportunities into school life amplifies the holistic impact of peace education, bridging the gap between theoretical knowledge and lived practice.

School Policies

School policies are pivotal in institutionalising the principles of moral values and peace education within the educational framework. As noted by Molloy et al. (2024), Azzopardi (2025) and Özel and Sümer (2025) effective policies should actively promote a culture of respect, inclusion, and non-violence through concrete measures such as anti-bullying frameworks, inclusive codes of conduct, and restorative justice practices. Recent research highlights that when school policies are explicitly aligned with ethical and peace-oriented values, they foster a safe, supportive, and equitable learning environment conducive to both academic success and character development (Atsani and Hadisaputra 2024; Kim 2025; Sy-S 2025). The findings of the present study reinforce these perspectives, revealing that educational institutions with well-defined, value-based policies report lower instances of conflict and higher levels of student engagement in cooperative behaviours. Such policies not only shape student conduct but also signal the institution's long-term commitment to fairness, empathy, and constructive conflict resolution, serving as a model for the wider community.

Impact and Outcomes

The paper discusses the positive outcomes of integrating moral values into peace education, including the following.

Reduced Violence and Bullying

The findings of the present study indicate that participants demonstrated enhanced conflict resolution skills, greater tolerance, and a marked decline in bullying-related incidents within classroom settings. These results are consistent with broader evidence in the field. For example, Özel and Sümer (2025), Özel (2024) and Sen (2024) reported that schools implementing comprehensive peace education programmes experience significant reductions in violence and bullying as students acquire the skills to manage interpersonal conflicts constructively and develop heightened empathy toward peers. This convergence between the study's findings and existing literature underscores the pivotal role of integrating moral and ethical instruction into peace education. Such integration not

only drives measurable behavioural improvements but also fosters enduring attitudinal shifts, enabling learners to internalise principles of respect, empathy, and non-violence as guiding norms in their daily interactions.

Improved Academic Performance

The present study found that embedding moral values within peace education not only enhances students' social behaviour but also positively impacts their academic engagement and performance. When learners feel emotionally secure, respected, and supported within their educational environment, they are more likely to participate actively, demonstrate sustained motivation, and achieve higher academic outcomes. These findings align with Malik (2024) and Özel and Sümer (2025) who contend that a positive school climate, cultivated through moral and peace-oriented educational practices, fosters both cognitive and emotional readiness for learning. Recent studies further suggest that such environments encourage collaborative learning, reduce classroom disruptions, and improve students' capacity for critical thinking and problem-solving (Kim 2025). This convergence of evidence highlights the dual impact of peace education: it not only strengthens social-emotional well-being but also directly contributes to measurable gains in educational attainment.

Enhanced Social and Emotional Skills

The findings of the present study indicate that peace education significantly strengthens students' social and emotional competencies, particularly in empathy, effective communication, emotional regulation, and cooperative behaviour. These skills emerged as key outcomes in classrooms where moral and peace-oriented instruction was systematically embedded into the curriculum. The development of such competencies is vital not only for sustaining a positive school climate but also for equipping learners with the interpersonal and intrapersonal tools necessary for lifelong personal and professional success. These results are consistent with the conclusions of Özel and Sümer (2025), Eliasa (2025) and Sethi (2024) who emphasise that peace education nurtures the foundational social-emotional capacities essential for healthy relationships, conflict resolution, and responsible citizenship.

Greater Civic Engagement

The present study found that students exposed to peace education enriched with moral and ethical values demonstrate a heightened sense of civic responsibility and social awareness. These learners show a greater willingness to engage in community service, participate in democratic processes, and advocate for social justice initiatives. Such outcomes suggest that peace education not only fosters interpersonal harmony but also equips students with the motivation and skills to make meaningful contributions to society. These findings are consistent with Anugrah and Anggraeni (2024), Bawuro et al. (2025) and Özel and Sümer (2025) who emphasise that moral and peace-oriented education cultivates civic consciousness, encourages active participation in community and national development, and strengthens the values necessary for inclusive, democratic societies.

CONCLUSION

This study has reaffirmed the critical role that moral values play in strengthening the impact of peace education across educational settings. By examining both theoretical foundations and practical implementations, the findings highlight that integrating moral principles, such as empathy, respect, justice, and responsibility, into peace education significantly contributes to the holistic development of learners. The research, supported by a robust body of existing literature, demonstrates that such integration not only enhances students' interpersonal and emotional capacities but also leads to tangible improvements in academic performance, civic responsibility, and overall school climate. The interconnectedness between moral values and peace education creates a synergistic framework wherein each reinforces the other. Moral values provide the ethical compass necessary for promoting non-violence, dialogue, and mutual understanding, while peace education operationalises these values into concrete learning experiences, behaviours, and social attitudes. This relationship is particularly evident in areas such as conflict resolution, social justice advocacy, global citizenship, and the cultivation of healthy interpersonal relationships.

Moreover, the successful implementation of peace and moral education depends on several critical factors, including curriculum integration, comprehensive teacher training, supportive school

policies, and meaningful extracurricular engagement. These components ensure that moral and peace-based learning is not confined to theoretical knowledge but becomes embedded within the lived experiences of students. The observed outcomes, including reduced incidents of bullying, enhanced emotional intelligence, greater academic engagement, and increased civic participation, provide compelling evidence for the transformative potential of this educational approach. In conclusion, the sustained incorporation of moral and peace education within school systems is essential for preparing students not only as competent learners but as compassionate, responsible, and active members of society. As global challenges become increasingly complex, the need for education that promotes ethical awareness, empathy, and peaceful coexistence is more urgent than ever. This study contributes to the growing call for education systems to prioritise the moral and peace dimensions of learning, ultimately aiming to foster inclusive, just, and harmonious societies.

RECOMMENDATIONS

Based on the findings, the paper offers several recommendations:

1. **Policy Development:** Encourage policymakers to support and fund peace education programs that include a strong moral values component.
2. **Curriculum Design:** Develop and implement curricula that seamlessly integrate moral education with peace education principles.
3. **Teacher Professional Development:** Invest in professional development for educators to ensure they are well-equipped to teach both moral values and peace education.
4. **Community Involvement:** Promote community engagement and partnerships to reinforce the principles taught in peace education programs.

This comprehensive analysis demonstrates that moral values are not only compatible with peace education but are essential to its success in fostering a peaceful and equitable society.

RECOMMENDATION FOR FUTURE RESEARCH

Future research should focus on developing culturally sensitive curricula and robust evaluation methods to further enhance the impact of moral and peace education programs.

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COMPETING INTERESTS

The authors declare that they have no competing interests.

CONFLICT OF INTEREST

The authors confirm that there are no conflicts of interest regarding this publication.

ETHICS STATEMENT

The ethical obligations were followed by the authors and the study was conducted using ethical research principles.

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