

Gender Impact of Values Education and Good Governance on National Development: A Study of Bangladesh

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ABSTRACT

This paper explores how values education and good governance interact to shape national development in Bangladesh, with particular attention to gender impacts. Drawing on literature published between 2015 and 2025 and a small survey of 25 educators, administrators and policymakers, the study examines how ethical instruction in schools and governance practices influence social, economic and civic outcomes. Findings reveal that values education is inconsistently implemented across curricula, while weaknesses in governance—such as limited transparency, teacher absenteeism and political interference—reduce institutional effectiveness. Gender analysis shows that female students often have fewer opportunities for leadership and participation in co-curricular activities, highlighting disparities in the benefits of value-based programs. Stronger values education, coupled with gender-inclusive governance practices, can foster ethically responsible citizens and effective institutions, contributing directly to sustainable national development. The paper concludes by recommending the integration of values education across all levels of the curriculum, the strengthening of governance structures in both schools and higher education, the provision of systematic ethics training for teachers, the adoption of gender-responsive governance practices and the promotion of equitable and inclusive avenues for civic engagement.

Keywords: values education, good governance, national development, gender impact, civic participation, institutional governance

INTRODUCTION

National development is not only about economic growth or improved infrastructure; it also encompasses social, ethical and institutional dimensions that ensure growth is sustainable, inclusive and morally grounded. In the context of Bangladesh—a country that has made significant strides in access to education, poverty reduction and human development indicators—it remains essential to analyse how the twin pillars of values education and good governance contribute to or hinder national development. Values education refers to the systematic effort to inculcate moral, civic and ethical values (such as honesty, respect, responsibility, tolerance, civic mindedness) in learners through formal education systems and co-curricular activities. In Bangladesh, the national education policy recognises the importance of moral and ethical development, yet research suggests that implementation is inconsistent and many school programmes do not systematically embed value formation. For example, a study found that secondary school students' value systems are heavily influenced by family, religion and peer groups, indicating a fragmented approach to value education in formal schools. Good governance, in turn, refers to the effective, transparent, accountable, participatory and rule-based management of public affairs and institutions, ensuring that decision-making processes serve the public interest with integrity and fairness. In the education sector, this translates into effective school management committees, monitoring of teacher attendance, curb on corruption, equitable resource distribution, transparency of funds and accountability to stakeholders. In Bangladesh, deficits in governance in the education sector have been cited as a key constraint to improving quality of schooling. This paper argues that values education and good governance must work in tandem: values education provides the ethical foundation of citizens and good governance provides the institutional structures in which those citizens and public services operate. In Bangladesh, enhancing both areas in the education sector can contribute significantly to national development by producing a more ethically grounded citizenry and effective institutions.

LITERATURE REVIEW

Concept of Values Education

Values education is fundamental to holistic human development, fostering moral reasoning, empathy, responsibility, and respect for others. It encompasses both explicit instruction in ethical principles and the implicit influence of school culture (Halstead & Taylor, 2015). Globally, values education promotes civic engagement, tolerance, and social cohesion. In Bangladesh, the National Education Policy (2010) emphasizes moral and ethical development across all educational levels. However, research indicates that values education remains largely confined to religious studies, with limited integration into other subject areas, leaving students' moral formation reliant on family and community influences (Chowdhury, 2018; Islam & Rahman, 2020).

Values Education and Civic Development

Values education enhances students' ethical judgment, civic responsibility, and social empathy. Moral and character education equips learners with the cognitive and emotional skills necessary to distinguish right from wrong and engage responsibly in society (Nucci, 2017; Lickona, 2019). In the Bangladeshi context, structured value-based programs have been linked to improved classroom cooperation, reduced behavioral issues, and greater participation in community activities (Ahmed, 2021). These outcomes underscore the role of values education not only in personal development but also in fostering an engaged and ethically aware citizenry.

Good Governance in Education

Good governance refers to transparent, accountable, and participatory management of public resources, including educational institutions (UNDP, 2018). Within schools, this entails effective leadership, teacher accountability, financial transparency, and inclusive decision-making. Weak governance, characterized by absenteeism, corruption, and inequitable resource allocation, negatively affects educational quality (BIGD, 2020). Quantitative indicators such as teacher attendance and School Management Committee (SMC) participation rates serve as proxies for institutional accountability, highlighting the practical implications of governance on student outcomes.

Interconnection Between Values Education and Governance

Values education and governance are mutually reinforcing. Ethical and civic instruction cultivates citizens who demand accountability and uphold justice, while good governance fosters environments that support ethical behavior (Rahman, 2019). Conversely, governance failures—such as corruption and lack of transparency—can undermine moral instruction, creating a disconnect between taught values and observed societal practices (Khan, 2022). In Bangladesh, studies suggest that schools demonstrating transparent governance tend to better reinforce the moral and civic lessons provided in the curriculum.

Values Education, Governance and National Development

Sustainable national development requires both economic growth and ethical integrity. Schools that integrate value-based education and demonstrate effective governance have been shown to cultivate students with strong civic sense, community engagement, and adherence to ethical norms (Kabir & Alam, 2023; UNESCO, 2022). Transparent management practices, including equitable teacher recruitment and resource allocation, enhance trust in institutions and contribute to social cohesion, highlighting the broader societal implications of combining values education with accountable governance.

Gender Dimensions

Gender significantly influences participation in values education and school governance. Cultural norms often limit girls' engagement in leadership and decision-making roles, while boys are more frequently encouraged to take on governance responsibilities. When provided equitable opportunities, however, girls demonstrate strong ethical reasoning, collaborative skills, and civic leadership (Jahan, 2023; Haque & Chowdhury, 2021). Incorporating feminist educational perspectives helps explain these disparities, emphasizing the need to address

sociocultural constraints alongside policy reforms (Nussbaum, 2018). Gender-sensitive approaches in schools thus ensure that all students can benefit from moral, civic, and leadership development.

Literature Gap and Synthesis

Despite substantial research on values education and governance individually, few studies examine their combined impact on national development in Bangladesh. Additionally, methodological limitations persist: quantitative measures (e.g., attendance or SMC participation) are often reported without clear integration into broader analyses, and the influence of gender remains underexplored. Recent scholarship highlights the interdependent nature of ethical instruction, institutional integrity, and gender equity as foundational to sustainable development (Sen, 2017; Nussbaum, 2018). Addressing these gaps requires empirical research that links classroom-based moral education with governance practices and inclusive participation across genders to better understand their collective contribution to national progress.

Interplay of Values Education, Governance and Gender in Development

Recent scholarship highlights that value formation, institutional integrity and gender equity constitute a tri-dimensional foundation for sustainable development. Nussbaum (2018) and Sen (2017) argue that development must enhance individuals' ethical capabilities, freedoms and participation in governance. Countries that integrate ethical learning with accountable governance achieve stronger social cohesion and civic resilience. Bangladeshi studies support this interconnection: schools with structured moral instruction and transparent governance tend to exhibit higher student civic engagement and ethical behavior (Haque & Chowdhury, 2021). These effects are further strengthened when gender-sensitive policies ensure equal participation. Conversely, governance failures weaken the credibility of values education, especially for girls who may face greater social and institutional barriers (Jahan, 2023). This body of literature demonstrates that values education, governance and gender equity must be understood as interconnected components of a broader development ecosystem. Effective national development in Bangladesh requires ethical citizens, accountable institutions and equitable participation across genders.

METHODOLOGY

Research Design

This study used a mixed-methods research design, blending both qualitative and quantitative approaches to gain a deeper and more well-rounded understanding of how values education and good governance together contribute to national development in Bangladesh. The design incorporated two primary components:

1. A systematic review of relevant literature published between 2015 and 2025, focusing on values education, governance and education policy in Bangladesh.
2. A qualitative content analysis of educational policy documents and semi-structured interviews with selected educators and administrators to explore perceptions of how values education and governance contribute to national development.

The combination of methods allowed for a more nuanced analysis, capturing both the theoretical foundations and the lived experiences of those directly involved in the education sector.

Research Questions

The study was guided by the following key research questions:

1. How is values education currently conceptualized and implemented in Bangladesh's education system?
2. What are the prevailing governance practices in the education sector?
3. In what ways do values education and good governance jointly influence national development outcomes?
4. What improvements can be made to enhance the integration of values education and governance for sustainable development?

Data Sources and Sampling

Primary data were collected from 25 participants, comprising 10 secondary school teachers, 5 education administrators, 5 university faculty members and 5 policymakers from the Ministry of Education. Participants were chosen using purposive sampling to ensure that voices from both urban and rural educational settings were fairly represented in the study. Secondary data were collected from published journal articles, government policy documents (such as the National Education Policy 2010 and UNESCO Education Reports), as well as institutional evaluation reports from 2015 to 2025.

Data Collection Procedures

Document review involved analysing curriculum documents, national policy frameworks and education reports to understand how values and governance are articulated and implemented in official guidelines. Semi-structured interviews were conducted both face-to-face and online, focusing on participants' experiences, observations and recommendations. The interview questions explored issues such as moral instruction in schools, transparency in educational management, teacher accountability and policy enforcement.

Data Analysis

The study employed a combined analytical approach in which qualitative data were examined through thematic analysis and quantitative indicators were synthesized descriptively. Thematic analysis identified recurring patterns related to values education, governance challenges, ethical leadership and national development, with additional attention to gendered experiences interpreted through feminist pedagogy, intersectionality and the socio-cultural context of Bangladesh. Quantitative data from existing studies such as teacher attendance, disciplinary climate, transparency measures and SMC activity, were synthesized descriptively to support qualitative insights. Data triangulation ensured the validity of the analysis by comparing results across multiple sources, including policy documents, interview narratives and statistical data. This approach strengthened the findings and provided a clearer understanding of how values education and governance interact to influence educational outcomes and contribute to national development.

Ethical Considerations

Ethical approval for the study was granted by an academic review committee. All participants were informed about the purpose of the research and assured that their participation was entirely voluntary and confidential. To protect their identities, pseudonyms were used and all collected data were securely stored and used exclusively for academic purposes.

Limitations of the Study

This study recognizes several limitations. The relatively small sample size limits the generalizability of the findings and the use of self-reported data may have introduced some response bias. Moreover, restricted access to certain government records reduced the scope of document-based analysis. Nonetheless, despite these challenges, the study provides meaningful insights into how values education and good governance interact to influence Bangladesh's educational landscape and broader national development.

RESULT

Quantitative Overview of Participants

The sample represents both urban (60%) and rural (40%) participants and includes both male and female perspectives, allowing analysis of gendered experiences in values education and governance.

TABLE I. Participant Profile (N = 25)

Category	Number	% of Participants	Male	Female
Secondary school teachers	10	40%	6	4

Administrators	5	20%	3	2
University faculty	5	20%	3	2
Policymakers	5	20%	3	2
Total	25	100%	15	10

Overview of Findings

The findings indicate a strong interconnection between values education and good governance in promoting national development in Bangladesh. Although policy frameworks acknowledge the importance of ethical learning, implementation remains uneven across institutions. The study reveals that values education is insufficiently integrated into the formal curriculum, while governance structures and accountability mechanisms remain relatively weak. As a result, students' moral, ethical and civic capacities are not fully developed, limiting their potential contributions to national progress. The analysis further shows that the combined influence of values education and effective governance is essential for driving sustainable development. In addition, gender differences were evident in participation, perception and access to value-based programmes, underscoring the importance of adopting gender-sensitive educational policies and governance practices.

Thematic Findings

Frequency of Themes by Gender

Table II. Frequency of Themes

Theme	Frequency	% of Participants	Male Mentions	Female Mentions
Inadequate values education	21	84%	12	9
Weak governance / accountability	19	76%	11	8
Political interference	15	60%	9	6
Need for teacher ethics training	17	68%	10	7
Positive impact of value-based programs	12	48%	7	5

While both male and female participants acknowledge challenges, female respondents emphasized limited access to leadership roles and co-curricular participation, reflecting gender disparities in school governance and values education implementation.

Integration of Values Education in the Curriculum

Most respondents agreed that values education is included in policy documents but rarely implemented effectively. Moral instruction is often confined to religious studies or moral science, rather than integrated across all subjects. Female students reported fewer opportunities to participate in ethics-based clubs or student councils. Male students were more likely to be assigned leadership roles in community service programs. *“Students memorize lessons about honesty and respect, but practical exercises or debates that include both girls and boys are rare.”* — (Secondary school teacher, Chattogram). Analysis of curriculum materials revealed descriptive, rote-oriented moral content. Teachers without ethics pedagogy training deliver these lessons superficially, limiting student engagement in ethical reflection and decision-making.

Governance Practices in the Education Sector

Weak governance emerged as a key barrier. Issues include lack of transparency in teacher recruitment, resource misallocation, political interference and weak monitoring. Schools with participatory, gender-inclusive governance (e.g., mixed student councils) provided platforms for both boys and girls to engage in leadership activities. Female participants highlighted that such initiatives increased their confidence, civic awareness and

ethical reasoning. *“In schools where girls are included in decision-making, they are more likely to participate in community projects and classroom discussions on moral issues.”* — (University administrator, Dhaka).

Values Education, Civic Development and Gender

Structured value-based programs promote empathy, teamwork and civic engagement. Female students reported particular gains in self-confidence and community involvement when included in co-curricular activities. Male students generally participated more frequently in leadership roles, suggesting a need for balanced opportunities for all genders.

- Examples include environmental clubs, peer mentoring programs and community service projects.
- Both male and female participants noted improved classroom cooperation and respect for diversity among students exposed to values-based programs.

Relationship Between Values Education and Good Governance

Values education and good governance mutually reinforce each other in developing ethical and responsible citizens. Values education promotes moral reasoning, civic responsibility and leadership skills, while good governance provides the transparent and participatory environment needed to apply these values. The data show that male students participate more in student councils, community service, leadership roles and civic activities than female students, despite both groups demonstrating similarly high levels of ethical awareness. This suggests that girls face structural or cultural barriers that limit their involvement in governance-related activities. Overall, values education builds ethical foundations and good governance ensures equitable participation, working together to strengthen civic engagement and support national development.

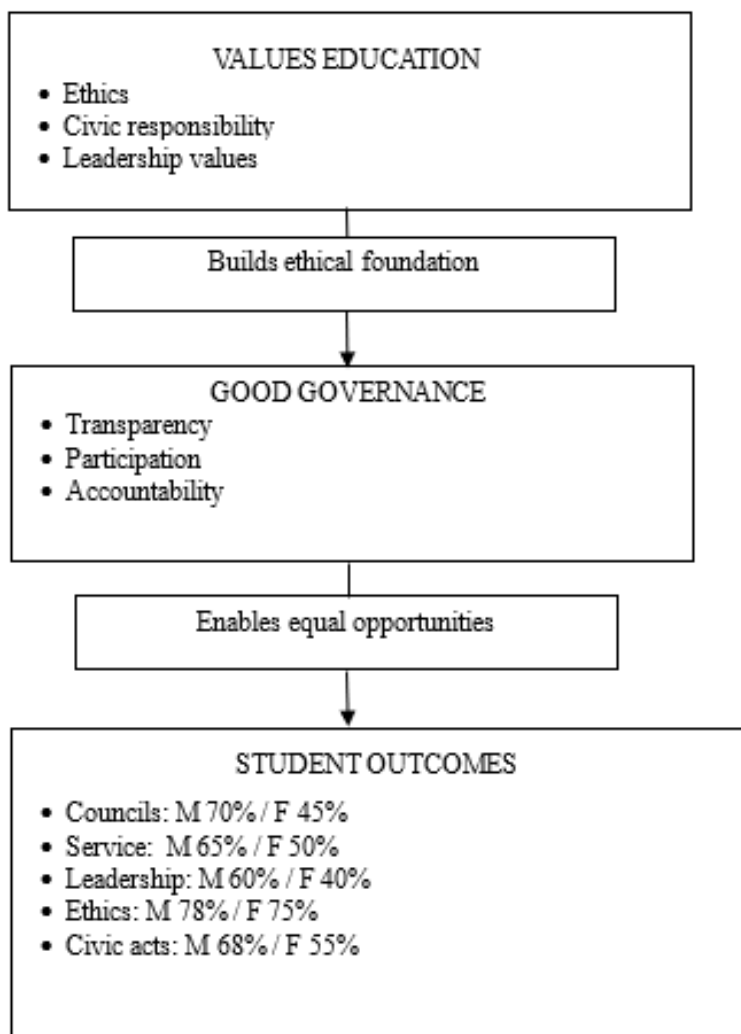


Figure 1: Link Between Values Education, Good Governance and Student Outcomes

Gendered Outcomes in Values Education and Governance

The gender-disaggregated data reveal notable disparities in educational governance and values-oriented engagement. Male students consistently show higher participation in student councils (70%) and hold a larger share of leadership positions in school clubs (60%). Their involvement in community service also exceeds that of female students (65% vs. 50%). Despite these gaps in formal roles and activities, female learners demonstrate comparable levels of ethical awareness (75%) and civic understanding, suggesting that when opportunities are accessible, girls exhibit strong moral reasoning and participatory readiness. These outcomes point to a need for gender-responsive policies that promote inclusive leadership pathways. As emphasised by an education administrator from Sylhet, “When girls are encouraged to participate in leadership and community projects, their confidence and ethical engagement improve significantly.”

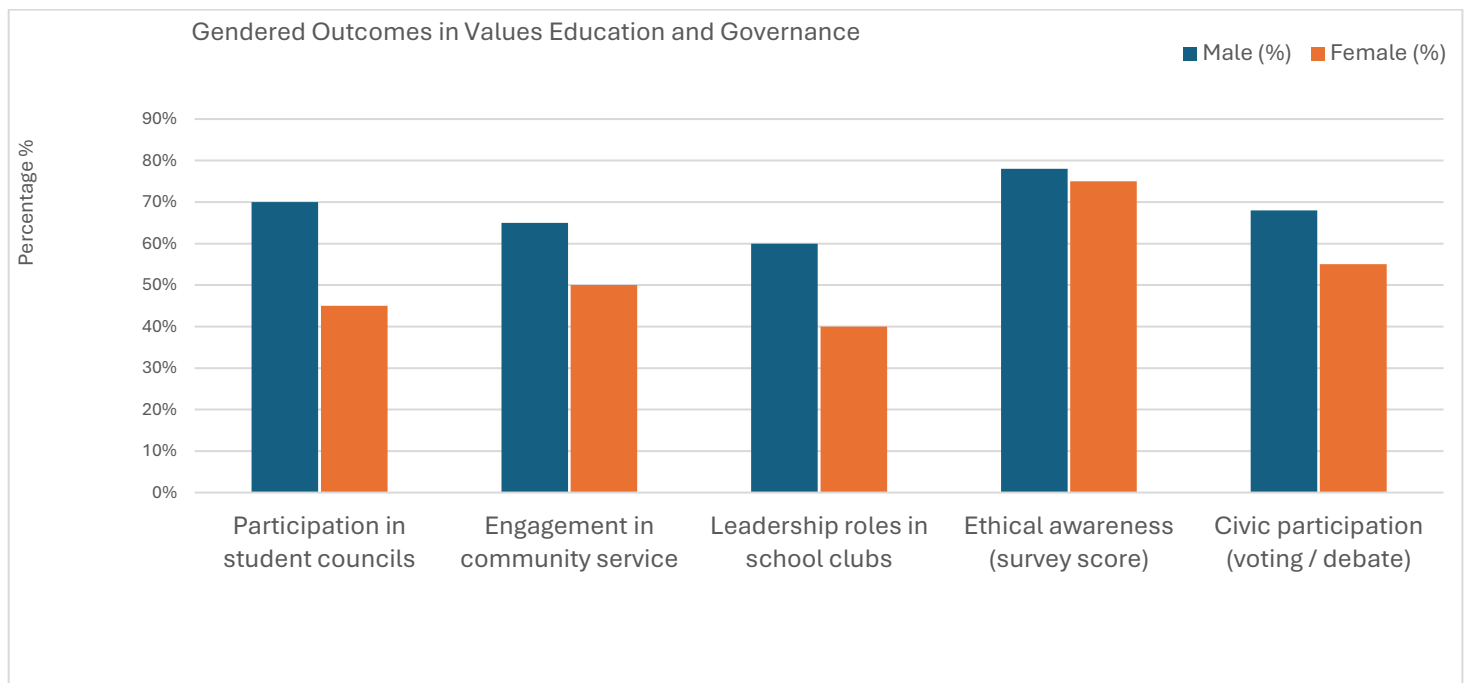


Figure 2. Gendered outcomes in values education and governance

Impact on National Development

Empirical and qualitative evidence indicates that both values education and governance reforms have a direct impact on Bangladesh’s national development objectives. In terms of social development, value-based education fosters tolerance, gender equity and respect for diversity, which helps to reduce social conflicts. From an economic perspective, ethical behaviour and transparent governance create an environment that attracts investment while minimizing losses due to corruption. Politically, citizens who are educated in civic values are more likely to engage responsibly in democratic processes. Triangulated data from government reports (Ministry of Education, 2022) reveal that districts with higher educational transparency indices also demonstrate stronger social development outcomes, including lower child marriage rates and higher school retention among girls. These findings underscore that initiatives in moral education and governance reform produce measurable benefits for national development.

Quantitative Support

The 2020 governance indicators show mixed performance across schools. Teacher attendance is relatively high at 73% and 63% of School Management Committees (SMCs) hold active meetings, indicating moderate administrative engagement. However, only 47% of schools maintain transparent fund records, highlighting a significant weakness in financial accountability. Despite these governance gaps, the secondary-level dropout rate in 2022 remains low at 17%, suggesting that student retention is fairly stable. Strengthening gender-sensitive monitoring and increasing transparency—especially in fund management—could help improve governance and support better outcomes for female students in leadership and civic engagement programs.

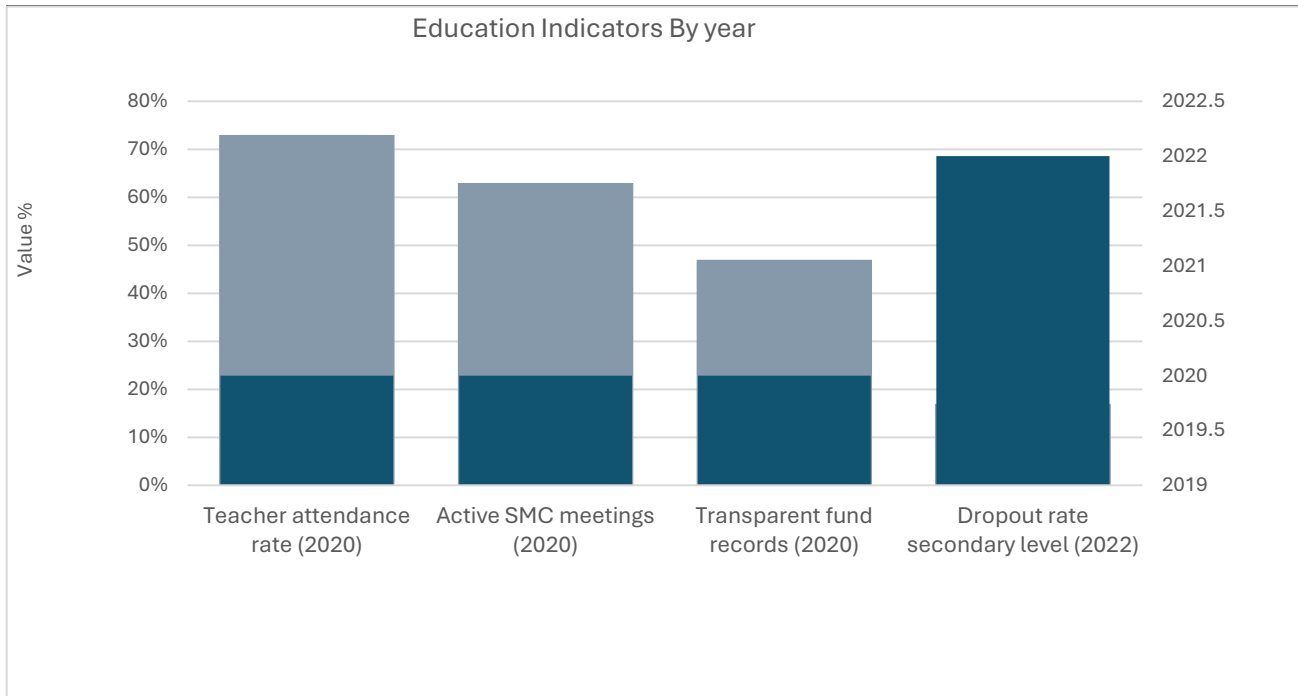


Figure 3: Quantitative Support from Secondary Data

Challenges Identified

The key challenges encompass limited teacher training in ethics pedagogy, the politicization of educational governance which adversely affects resource allocation, curriculum overload that constrains the time available for value-based learning and insufficient monitoring and evaluation mechanisms, particularly in relation to gender equity and participatory practices.

DISCUSSION & IMPLICATIONS

The findings of this study highlight the critical interplay between values education and good governance in shaping national development in Bangladesh. Values education nurtures ethical, civic-minded and socially responsible citizens, while good governance ensures that educational institutions operate transparently, equitably and efficiently. This dual approach not only strengthens the human capital of the nation but also establishes institutional environments that reinforce ethical behavior and civic responsibility.

Integration with Sustainable Development Goals (SDGs)

Bangladesh's efforts in values education and governance reforms are closely linked to multiple SDGs. Structured moral and civic education aligns with SDG 4 (Quality Education) by fostering inclusive, equitable and holistic learning outcomes. Promoting gender-sensitive values and equitable participation supports SDG 5 (Gender Equality), ensuring girls and boys have equal opportunities to engage in ethical leadership and civic activities. Furthermore, strengthening governance in schools contributes to SDG 16 (Peace, Justice and Strong Institutions) by modeling transparency, accountability and participatory decision-making at the community level. Integrating these SDGs into policy and practice can create synergies between ethical education, institutional efficiency and broader social development.

Gender Implications

Gender emerged as a critical dimension in the implementation and impact of values education and governance practices. Female students and educators often face additional barriers, including limited participation in decision-making, cultural constraints and unequal access to extracurricular programs. Schools that actively promote gender-sensitive curricula, co-curricular activities and leadership opportunities for girls report higher engagement, civic participation and ethical awareness. Addressing gender disparities in both classroom instruction and governance processes is essential to ensure that national development benefits all citizens.

equitably. Policy and institutional reforms must explicitly prioritize gender inclusivity, creating safe and supportive learning environments while promoting equal opportunities for leadership and civic engagement.

Policy and Governance Implications

The study underscores the necessity of linking values education with robust governance mechanisms. Weak governance, including political interference, resource mismanagement and lack of accountability, undermines both ethical education and institutional effectiveness. Conversely, schools with transparent management, participatory decision-making and effective monitoring foster environments where moral and civic education can flourish. This finding supports the view that educational institutions function as microcosms of national governance, shaping students' perceptions of ethical behavior and civic responsibility. Policymakers must therefore integrate governance reforms with curricular improvements, ensuring that ethical instruction is complemented by institutional integrity and accountability.

Social, Economic and Political Impact

Values education and governance reforms have measurable impacts across social, economic and political dimensions:

1. Socially, ethical and civic education fosters tolerance, inclusivity, respect for diversity and gender equity, contributing to reduced social conflicts and stronger community cohesion.
2. Economically, transparent governance, accountability and ethical behavior reduce corruption, improve institutional efficiency and create favorable conditions for investment and economic growth.
3. Politically, civic education enhances democratic participation, fosters respect for rule of law and empowers students to become active, responsible citizens.

Implications for Curriculum and Classroom Practices

Integrating values across subjects and adopting active, reflective learning approaches (e.g., role-playing, debates, community engagement) are essential for effective moral education. Teacher training in ethics and civic responsibility further strengthens the capacity of educators to guide students toward ethical behavior. Schools that adopt participatory governance, student councils and transparent monitoring processes provide practical models of ethical leadership, reinforcing the lessons of values education in real-world contexts.

Comparative Insights and Regional Context

Bangladesh's challenges and opportunities in values education and governance are not unique. Studies from South Asia (e.g., India, Nepal) indicate similar patterns, where formal education often under-delivers on moral and civic learning due to curriculum gaps, teacher training deficiencies and governance weaknesses. Learning from regional best practices, such as participatory school governance models and gender-sensitive civic programs, can help Bangladesh adapt successful strategies while maintaining contextual relevance.

Limitations and Directions for Future Research

While this study provides valuable insights, its relatively small sample size and limited access to certain government data constrain generalizability. Moreover, gender-disaggregated findings were limited due to sample composition. Future research should expand the scale of empirical studies, incorporate longitudinal data and systematically examine the gendered impact of values education and governance reforms to better understand how ethical and institutional interventions affect national development outcomes over time.

RECOMMENDATIONS

Based on the findings and analysis, this study offers several strategic recommendations to strengthen the role of values education and good governance in promoting sustainable national development in Bangladesh. The recommendations are organized under three levels: policy, institutional and classroom practice.

Policy-Level Recommendations

Integrate Values Education into National Education Policy

The existing National Education Policy (2010) recognises the importance of moral and ethical education, yet it does not provide clear guidelines for effective implementation. To address this gap, the Ministry of Education should update the policy to more explicitly define the core national values—such as honesty, tolerance, patriotism, respect for the law and gender equality—that schools are expected to promote. The revision should also include measurable learning outcomes for values education at each grade level, ensuring consistent progress across students' academic development. In addition, the policy should introduce a national framework for “Ethics and Citizenship Education” that aligns with SDG 4 on Quality Education, providing a unified approach to values-based learning throughout the education system.

Strengthen Governance Structures

To ensure transparency and accountability within the education system, several measures must be put in place. Independent school governance councils should be established, incorporating representation from the community, parents and students to strengthen oversight and participation. A digital monitoring system is also essential for tracking teacher attendance, fund allocation and performance evaluation, helping to minimise irregularities. Furthermore, all educational institutions should be required to publish annual transparency reports to keep stakeholders informed about their activities and resource use. Alongside this, anti-corruption audits must be regularly carried out in education offices at both district and divisional levels to safeguard integrity across the sector.

Align Education with National Development Goals

Policies should explicitly link moral education and governance reforms to national development plans. The Planning Commission could collaborate with the Ministry of Education to integrate civic education indicators into national performance metrics, ensuring education contributes directly to social cohesion and governance quality.

Institutional-Level Recommendations

Teacher Training and Professional Ethics

Teachers play a central role in modelling values and ethical behaviour and the study highlights several measures to strengthen their capacity in this area. It recommends that all teacher training programmes under NAPE (National Academy for Primary Education) and NAEM (National Academy for Educational Management) include mandatory modules on ethics and civic responsibility, ensuring that educators are well-prepared to guide students in moral development. The study also suggests introducing incentives for teachers who show strong leadership in values education or demonstrate meaningful engagement with their communities. Additionally, regular workshops focusing on classroom ethics, human rights and peace education should be organised to help teachers remain updated and confident in promoting ethical practices within their classrooms.

Promote Participatory School Governance

Schools should adopt democratic decision-making practices that encourage participation from all stakeholders. This involves holding monthly meetings of school management committees where parents and community leaders can contribute to discussions and decision-making. Establishing student councils or clubs is equally important, as these platforms help young learners develop leadership skills and a sense of civic responsibility. Schools should also maintain transparent systems for gathering feedback and addressing grievances from teachers, students and parents, ensuring that concerns are heard and resolved fairly. Such participatory governance not only enhances the overall effectiveness of school management but also models democratic behaviour for students, thereby contributing directly to a stronger national governance culture.

Collaboration with Civil Society and NGOs

Partnerships with NGOs (e.g., BRAC, CAMPE, Transparency International Bangladesh) can support teacher training, community awareness and monitoring of governance practices. Such collaboration ensures sustainability and inclusivity in implementing reforms.

Classroom-Level Recommendations

Integrating Values Across Subjects

Values education should not be treated as a separate subject; rather, teachers should integrate moral discussions naturally into existing subjects such as literature, social studies and science. For example, English or Bangla classes can explore themes of honesty, empathy and justice through stories and poetry, while science lessons can incorporate conversations about environmental ethics and social responsibility. Similarly, history classes can draw attention to the moral courage and integrity demonstrated by national leaders. This cross-curricular approach ensures that students receive consistent moral reinforcement across different learning contexts, making values education more meaningful and holistic.

Active and Reflective Learning Approaches

To make values education effective, schools should move away from rote learning and instead adopt participatory methods that actively involve students in the learning process. This includes strategies such as role-playing ethical dilemmas, where learners can explore real-life moral challenges; engaging in group discussions on current social issues to develop awareness and dialogue skills; and taking part in community service projects that are directly linked to classroom objectives, allowing students to apply values in meaningful, practical ways. Additionally, debates and storytelling centred on moral themes help students express their viewpoints, listen to others and internalise ethical lessons. These methods collectively encourage reflection, critical thinking and empathy—forming the essential foundation of moral citizenship.

Monitoring and Evaluation of Moral Learning

Introduce qualitative assessment tools to evaluate students' moral development, such as reflective journals, behavior observations and peer feedback. The goal is not grading morality but encouraging self-awareness and ethical growth.

Systemic and Long-Term Strategies

- 1.National Commission for Values Education: Establish a national body to coordinate and evaluate moral and civic education programs across all levels of education.
- 2.Integration with Digital Platforms: Develop online learning modules and educational media that promote ethical and governance-related content for youth.
- 3.Research and Continuous Improvement: Encourage universities and research centers to study the long-term effects of values education on national integrity, leadership quality and sustainable development.
- 4.Public Awareness Campaigns: Launch national campaigns (via television, social media and community programs) promoting honesty, tolerance and responsible citizenship.
- 5.Gender and Inclusivity Focus: Ensure that values education and governance initiatives promote equality, address gender bias and support marginalized groups.

Expected Outcomes of Implementation

If these recommendations are implemented, Bangladesh can expect significant positive changes, including the development of a more ethically aware and socially responsible generation, improved transparency and efficiency in educational institutions and strengthened trust between citizens and the government. Such progress

would help reduce corruption and social injustice while accelerating the nation's advancement and the Sustainable Development Goals. Collectively, these outcomes would create a transformative pathway for holistic national development rooted in moral integrity and effective governance.

CONCLUSION

This study examined the impact of values education and good governance on national development in Bangladesh, emphasizing the education sector. The findings indicate a strong interdependence between these two factors: values education nurtures ethical, responsible and civic-minded citizens, while good governance ensures that educational institutions operate transparently, efficiently and equitably. In Bangladesh, the potential of values education is not fully realized due to limited integration in the curriculum, insufficient teacher training and reliance on rote learning methods. Simultaneously, governance challenges—such as resource mismanagement, political interference and weak accountability—undermine institutional effectiveness. When these challenges are addressed, however, both moral and civic capacities of learners can flourish, contributing directly to national development objectives, including social cohesion, economic progress and sustainable democratic practices. The study recommends a comprehensive approach combining policy reforms, institutional strengthening and classroom-level innovations to embed moral education and governance practices effectively. By integrating ethical values across curricula, promoting participatory governance and training educators in civic pedagogy, Bangladesh can foster a generation of responsible citizens and strengthen its institutional foundations, thereby achieving sustainable and inclusive national development and the Sustainable Development Goals (SDGs). Values, education and good governance are not optional but essential pillars of national progress. The synergy between ethical citizenry and effective institutions offers a pathway toward a prosperous, equitable and morally grounded Bangladesh.

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