**Courage and Perseverance in Jane Eyre: A Literary Role Model for Students Today Dr. Fadiel Mohammed Musa** [fadielmoosa4@gmail.com](mailto:fadielmoosa4@gmail.com)

الشجاعة والمثابرة في "جين إير": نموذج أدبي للطلاب اليوم

مستخلص:

موضوع هذا البحث يدور حول شخصية "جين إير" كنموذج أدبي للطلاب المعاصرين الذين يواجهون الشدائد. يستند البحث إلى النظريات التاريخية والاجتماعية والنفسية للنقد الأدبي، ويدرس مرونة "جين إير"، ومقاومتها الذاتية، وتحقيقها لذاتها في نهاية المطاف، وهي بطلة شارلوت برونتي. كُتبت رواية "جين إير" خلال فترة صعود الحداثة والنسوية في القرن التاسع عشر، وتقدم صورة عميقة لشابة تتغلب على الظلم الإجتماعي والفقر والصدمات النفسية.

يستخدم البحث مقاربات تاريخية وتحليلية لاستكشاف تطور "جين" من يتيمة لاقت معاملة سيئة إلى امرأة مستقلة تحترم ذاتها. من خلال هذا الاستكشاف، يسعى البحث للإجابة على أسئلة حيوية: 1) هل يمكن للأدب أن يلهم مقاومة واقعية ضد الفقر والظلم واليأس؟ 2) ما هو الدور الذي تلعبه شخصية "جين" في تحفيز الطلاب الفقراء والمهمشين اليوم؟ 3) كيف يؤدي مقارنتها بشخصيات مثل "هيلين بيرنز" إلى زيادة هذا التأثير؟ و 4) هل تؤدي مقاومة المعاناة إلى ميلاد شخصية عظمة؟ 5) كيف يمكن لقصة "جين إير" أن تكون نموذجًا للطلاب الذين يواجهون صعوبات اليوم؟ في معالجة هذه الأسئلة، تؤكد هذه الورقة أن رحلة "جين إير" في المقاومة والشجاعة توفر خطًا خالدًا للتغلب على الشدائد - وهي رسالة ذات أهمية ملحة للشباب اليوم. تشير النتائج إلى أن مقاومة "جين" الشجاعة تقدم نموذجا خالدًا ومناسبًا بشكل خاص للطلاب الذين يواجهون اضطرابات مدنية وحروبًا في بلد متل السودان، والفقر. في النهاية، توضح "جين إير" أن المثابرة والنزاهة الأخلاقية والتعليم أدوات قوية للتغلب على الدمار وتحقيق الأحلام، مما يوفر الإلهام والاستراتيجيات العملية للطلاب."

**Abstract:** This research investigates *Jane Eyre* as a literary model for modern students facing adversity. Grounded in historical, social, and psychological theories of literary criticism, the study examines the resilience, self-resistance, and ultimate self-actualization of Charlotte Brontë’s heroine, Jane Eyre. Written during the early rise of modernism and feminism in the nineteenth century, *Jane Eyre* presents a profound portrait of a young woman overcoming social injustice, poverty, and psychological trauma.The research employs both historical and analytical approaches to explore Jane's development from a mistreated orphan to an independent, self-respecting woman. Through this exploration, the research seeks to answer vital questions: 1) Can literature inspire real-world resistance against poverty, injustice, and despair? 2) What role does Jane’s character play in motivating poor and marginalized students today? 3) How does her comparison with figures such as Helen Burns sharpen this impact? And 4) does resistance against suffering foster greatness? 5) How can Jane Eyre’s story serve as a model for students facing hardship today? In addressing these questions, this paper argues that Jane Eyre's journey of resistance and courage provides a timeless blueprint for overcoming adversity - a message urgently relevant for young people today. The findings suggest that Jane’s courageous resistance offers a timeless mentorship model, especially relevant to students facing civil unrest and war in Sudan, poverty, and systemic barriers. Ultimately, *Jane Eyre* demonstrates that perseverance, moral integrity, and education are powerful tools to overcome destruction and achieve dreams, providing both inspiration and practical strategies for students.

**Key Words:**

courage, perseverance**,** suffering, resistance, modernism, feminism, gender, moral integrity, education, inspiration

**Introduction** Charlotte Brontë remains one of the most influential novelists of the Victorian era (1837–1901),

a period marked by rapid social change, scientific discovery, and evolving concepts of gender and class. Born in 1816 in Yorkshire as the third of six children, Brontë’s life was touched early by tragedy: the deaths of her mother and two elder sisters left a profound emotional imprint that influenced her literary creations. She attended the Clergy Daughters' School at Cowan Bridge, an experience that would later inform the portrayal of Lowood School in *Jane Eyre*. The Victorian Age was an era of contradictions: industrial progress coexisted with harsh social inequalities, while strict moral codes dominated a society that also wrestled with doubt, secularization, and emerging democratic ideals (Rasheed et al., 2011, p. 5). Literature expanded beyond traditional boundaries, exploring individual consciousness and questioning societal norms, thereby setting the stage for novels such as *Jane Eyre*, which challenged established ideas about class, gender, and morality. Within this turbulent context, *Jane Eyre* (1847) emerges as a novel of both destruction and triumph. It tells the story of an orphaned girl who, despite suffering repeated cruelty and injustice, refuses to succumb to bitterness or despair. Instead, Jane embodies resilience, courage, and moral clarity. From her early confrontations with the Reed family and Mr. Brocklehurst to her complex relationship with Mr. Rochester, Jane’s journey represents the triumph of self-respect and autonomy over oppression and social expectations. This study explores several aspects of *Jane Eyre*: Firstly, the impact of suffering and resistance on the development of Jane’s character; Secondly, the differences between Jane and Helen Burns, pressing how their differing stations toward suffering shape their fates. Thirdly, the influence of key authority figures such as Mrs. Reed and Mr. Brocklehurst. Fourthly, the discovery of identity through perseverance and self-education. **Literature Review:** The novel *Jane Eyre* has been the subject of rich critical discussion across historical, feminist, psychological, and social perspectives. Scholars consistently recognize the novel’s complex interplay between individualism, morality, class structure, and gender identity. This literature review surveys key interpretations relevant to understanding how *Jane Eyre* functions as a model of resistance and courage for students today. **1. Historical and Social Background** Rasheed et al. (2011) emphasize that the Victorian era was a time of immense social and ideological transformation. They note that literature increasingly questioned traditional values, reflecting the struggles faced by marginalized groups, including women and the poor. Brontë’s depiction of Jane’s hardships mirrors the widespread realities of child neglect, lack of social mobility, and gender inequality, positioning her as a voice of resilience within a rigidly hierarchical society. Pishkar (2010) discusses how Victorian novels, including *Jane Eyre*, broke the conventions of class privilege by focusing on protagonists who fought against their social circumstances. Jane’s struggle for independence and self-respect offers a critique of societal structures that marginalize the vulnerable, demonstrating literature’s emerging role as an instrument of social consciousness. **2. Feminist Perspectives** *Jane Eyre* is often hailed as a foundational feminist text. Babaee and Roselezam (2014) argue that Brontë presents Jane not only as a survivor but also as a revolutionary figure who demands emotional and intellectual equality in her relationships. Nisbet and Rawson (2008) note that although the formal feminist movement had not yet emerged during the Victorian Age, early feminist ideas were already evident in literary texts such as Charlotte Brontë’s Jane Eyre, where the heroine challenges the restrictive gender roles of her time by asserting her moral and emotional independence, and insisting on equality in her relationships. Pishkar (2010, p. 69) further observes that Jane "resembles a new female character type" — an individual driven not by marriage or wealth but by her moral compass and need for self-respect. In doing so, Brontë challenges the traditional representation of women in literature, offering a prototype for future generations of readers. **3. Psychological Dimensions** The psychological resilience of Jane Eyre has also been extensively examined. Drawing from Freudian and post-Freudian theories, Mikkonen (2011) highlights the novel’s deep psychological realism, suggesting that Jane’s internal struggles reflect universal human desires for belonging, validation, and independence. Jane’s courage stems from her ability to confront and integrate painful experiences — from the trauma of the "Red Room" to the betrayal at Thornfield — into a coherent sense of self. The character of Helen Burns serves as a counterpoint to Jane’s approach to suffering. Whereas Helen embraces a passive, religious resignation, Jane insists on asserting her own value. This contrast has been interpreted as a philosophical debate between stoicism and active resistance (Pishkar, 2010, p. 69). **4. Educational Relevance** Literary scholars have increasingly explored how texts like *Jane Eyre* can serve educational purposes. Babaee and Roselezam (2014) emphasize the potential of literature to foster empathy, resilience, and moral reflection among students. They argue that when young readers encounter characters who struggle against adversity — like Jane Eyre — they not only engage with language but also learn essential life skills such as critical thinking, ethical decision-making, and emotional endurance.In this context, *Jane Eyre* becomes not merely a historical artifact but a living tool for inspiring modern students, particularly those who face systemic challenges such as poverty, marginalization, or family instability. **Methodology: 1. Research Design** This study employs a qualitative approach, combining historical and analytical methods of literary criticism. The research seeks to interpret *Jane Eyre* in its 19th-century context while analyzing the development of the protagonist’s character through key events, relationships, and settings. By blending historical understanding with close reading of the text, the study aims to reveal how Jane Eyre's courage and resistance can serve as a model for students today. The historical method is used to examine the socio-cultural conditions during the Victorian era, especially regarding women's roles, education, religion, and class structures. The analytical method is employed to interpret character development, thematic elements, symbols, and major events in the novel that reflect the concepts of resistance, perseverance, and self-empowerment. **2. Data Collection** The primary source for this research is the novel *Jane Eyre* by Charlotte Brontë. Supporting material includes scholarly books, peer-reviewed journal articles, and critical essays related to Victorian literature, feminism, psychological criticism, and educational theory. Specific emphasis is placed on contemporary sources that discuss literature's role in inspiring resilience among marginalized students. Secondary sources such as: *Guide to English Literature* by Pishkar (2010), *Modern English Literature* by Rasheed et al. (2011), *Philosophy through Literature* by Mikkonen (2011), and various studies of feminism and child development, are consulted to contextualize and strengthen the analysis.

**3. Data Analysis** Textual analysis of *Jane Eyre* focuses on: Character Development: by tracing Jane's growth from a vulnerable orphan to a strong, independent woman. Thematic Exploration: to identify major themes such as suffering, resistance, independence, love, poverty, religion, feminism, and courage. Setting and Environment: where and how different locations (Gateshead, Lowood School, Thornfield, Moor House, Ferndean Manor) shape Jane’s character are examined. Key Relationships: Analyzing how relationships with figures like Mrs. Reed, Mr. Brocklehurst, Helen Burns, Mr. Rochester, and the Rivers family influence Jane's moral and emotional development. The analysis draws connections between Jane’s experiences and the psychological growth strategies advocated in modern educational theory, particularly for disadvantaged students. **4. Scope and Limits** This study focuses exclusively on *Jane Eyre* and its reception in English literature. While references to broader Victorian social norms are made, detailed comparisons with other Victorian novels are outside the primary scope. Furthermore, while the research offers universal lessons for students, it is particularly attentive to contexts of poverty, marginalization, and limited access to education, as seen in some regions today, including Sudan. **5. Analysis and Discussion** 5.1 Jane’s Character: Resistance to Destruction from childhood, Jane exhibits a fiery spirit and refusal to be broken by abuse. Early incidents at Gateshead Hall, such as resisting John Reed’s physical bullying and confronting Mrs. Reed's lies, and at Lowood School, Mr. Brocklehurst publicly humiliates her, mark her first steps toward autonomy. However, Jane forms a crucial bond with Miss Temple, who provides a maternal figure and emotional validation (Pishkar, 2010, p. 69). Gradually, through hardship, Jane develops moral independence — an inner strength not dependent on social status or external validation. *"I am no bird; and no net ensnares me: I am a free human being with an independent will."* (Brontë, *Jane Eyre, Chapter 23*).

**5. 2 Comparison Between Jane and Helen Burns** Helen Burns embodies Christian forgiveness and endurance. She passively accepts suffering, believing in spiritual reward. In contrast, Jane seeks justice and personal dignity.  
While Helen’s acceptance provides emotional support, it is Jane’s assertiveness that inspires resilience in the face of injustice. For today’s youth, Helen offers patience, but Jane offers action **5. 3 Themes: 5.3.1.** Resistance and Courage In Jane Eyre, Charlotte Brontë portrays resistance and courage through the protagonist's steadfast defiance against societal and personal injustices. From her early years at Gateshead, Jane exhibits resilience, notably when she confronts Mrs. Reed's false accusations. In Chapter 4, she declares, "I resisted all the way," highlighting her refusal to accept mistreatment. This theme continues as Jane challenges the oppressive structures at Lowood School, where she questions the stoic endurance advocated by her friend Helen Burns. Helen advises, "It is weak and silly to say you cannot bear what it is your fate to be required to bear," yet Jane's instinct is to resist rather than endure suffering passively. **5.3.2 Love versus Independence** In Jane Eyre, Charlotte Brontë crafts a heroine who continuously grapples with the tension between love and personal independence. Jane’s love for Mr. Rochester is deep and transformative, yet she refuses to become emotionally or morally dependent on him. When she discovers Rochester’s existing marriage to Bertha Mason, Jane chooses to leave Thornfield rather than stay as his mistress, despite her overwhelming affection. Her decision reflects a powerful assertion of self-respect and moral autonomy. As Jane declares, “I care for myself. The more solitary, the more friendless, the more unsustained I am, the more I will respect myself” (Brontë, Jane Eyre, Chapter 27). This moment marks a defining point in the novel: Jane prioritizes her dignity and integrity over the comfort and passion of romantic love.  
Jane’s ultimate return to Rochester only occurs after she has established her own identity and secured financial and emotional independence. The balance between love and equality becomes possible only once external power dynamics have shifted. With her inheritance and sense of self restored, Jane can approach Rochester as an equal: “Reader, I married him” (Chapter 38), she famously declares—not he married her. By waiting until she can marry him on her own terms, Jane upholds her belief in mutual respect and moral clarity. Her journey is a profound critique of 19th-century gender roles, and her insistence on equality in love highlights Brontë’s progressive vision of a woman’s right to autonomy and self-determination. **5.3.3 Hatred and Forgiveness** To live in tranquility one has to forget punishing others who mistreated him or her in the past. That is what Jane eventually did with her aunt Reed. She preferred that her character’s wellbeing is far better than imprisoning herself in the darkness of the harmful memories of the childhood. Thus; Jane forgot about aunt Reed forever. **5.3.4 Religion and Morality**  Jane forms her own interpretation of Christianity, balancing duty to God with self-respect — not passive suffering. To me, true religion is not measured by outward austerity or submission to human authority, but by the integrity of the soul before God. I saw early on that figures like Mr. Brocklehurst used religion to control and shame, not to uplift. He preached humility while adorning his own family in finery, calling me a liar in front of the school to “save” my soul (Chapter 7). Yet Miss Temple, in her gentleness and fairness, taught me that Christian virtue could live in compassion and dignity. My belief is not in self-abasement, but in standing upright before God with a clear conscience. I cannot believe that He who made us in His image intends for us to live as doormats beneath others’ cruelty.  
When I left Mr. Rochester, I did not do so from a place of weakness or submission, but of moral strength. Though my heart ached, I said, “I will keep the law given by God; sanctioned by man. I will hold to the principles received by me when I was sane, and not mad—as I am now” (Chapter 27). To stay with him as a mistress, though dearly beloved, would be to betray my sense of self and the divine order I believed in. God gave me a soul, and I was determined to respect it. My departure was not passive endurance but an active choice—born from faith that God did not want my degradation in the name of love.  
In my view, Christianity demands both humility and courage—neither blind suffering nor self-idolatry. Even when I was poor and alone, I prayed not for escape, but for strength to do what was right. I later told St. John Rivers, “I care for myself. The more solitary, the more friendless, the more unsustained I am, the more I will respect myself” (Chapter 34). His vision of missionary self-sacrifice felt noble but lifeless to me, for it asked me to kill the emotional and spiritual part of myself. I believe God desires not submission to cold duty, but a union of love and truth. My faith, then, is not a chain—it is the light by which I walk freely, with both reverence and self-worth. **5.3.5 Poverty and Class** Born poor and female, Jane overcomes systemic barriers through education and self-reliance. Charlotte Brontë’s Jane Eyre poignantly explores the intersection of poverty, gender, and class through the character of Jane, an orphaned girl born into the lower class with limited opportunities. From a young age, Jane is subjected to emotional and material deprivation at Gateshead and Lowood Institution, both of which reflect the systemic barriers faced by poor women in Victorian England. Scholars argue that Jane’s social status and gender render her nearly invisible in a rigid class hierarchy. As Gilbert and Gubar (1979) assert in The Madwoman in the Attic, Jane's early suffering illustrates how patriarchal society marginalizes women who lack wealth or family support.  
Despite these disadvantages, Jane's resilience and pursuit of education become tools of empowerment. At Lowood, she excels academically and later secures a position as a governess—one of the few respectable jobs available to educated but impoverished women of the time. Her progression from dependent orphan to independent working woman is a quiet rebellion against the constraints of her social class. According to Spivak (1985), education in Jane Eyre acts not only as a personal salvation but also as a critique of the classist structures that keep women in subservient roles.  
Ultimately, Jane's self-reliance allows her to assert autonomy without compromising her moral integrity. Her refusal to become Rochester’s mistress and her later return on her own terms signify triumph over both poverty and patriarchy. Jane’s journey illustrates how inner strength, supported by learning and self-respect, can challenge and transcend oppressive class and gender norms. As Poovey (1988) notes, Brontë crafts a heroine who defies social expectations by insisting on dignity and equality, underscoring the novel’s enduring message about the power of personal agency. **5.3.6 Feminism** Before feminism was formally named, Brontë envisioned a female character asserting autonomy in a patriarchal society. *"Women are supposed to be very calm generally: but women feel just as men feel..."* (*Jane Eyre*).

Before the term "feminism" gained formal recognition in the late 19th century, literary figures like Charlotte Brontë were already laying the groundwork for feminist discourse through their works. In Jane Eyre (1847), Brontë crafts a heroine who challenges the rigid gender norms of Victorian society. The novel centers on Jane’s struggle for self-respect and independence in a world that restricts women’s roles. Her declaration that "women feel just as men feel" (Brontë, 1847, ch. 12) critiques the assumption that women should remain passive and emotionless, asserting instead their right to emotional and intellectual equality.  
Brontë’s portrayal of Jane as a woman who seeks to define her own identity resonates with feminist principles. Jane consistently demands respect and agency, even in the face of male dominance. Her resistance to Mr. Rochester's initial attempt to control her future and her refusal to become his mistress reflect a rejection of the societal expectation that women must sacrifice autonomy for love or security. These themes mirror early feminist ideas found in works like Mary Wollstonecraft’s A Vindication of the Rights of Woman (1792), which called for the recognition of women as rational beings deserving of equality in education and life.  
The enduring academic discussion around Jane Eyre often positions it as a proto-feminist text. Scholars such as Sandra Gilbert and Susan Gubar, in The Madwoman in the Attic (1979), argue that the novel articulates a “female literary tradition” that resists patriarchal repression. Through Jane's voice, Brontë articulates a desire for equality, autonomy, and moral integrity—ideals central to feminist thought. Though Brontë herself may not have identified with the feminist movements that followed, Jane Eyre undeniably contributes to the evolution of feminist literature by foregrounding a woman’s interior life and her pursuit of self-determination. **5.4 Important Settings Shaping Jane:**  The development of Jane Eyre’s character is deeply influenced by the various settings she inhabits throughout Charlotte Brontë’s novel. At Gateshead, Jane's early experiences of neglect and emotional abuse under her aunt's guardianship imprint a sense of resilience and moral clarity in her. This environment of childhood oppression introduces Jane to the harshness of the world and nurtures her longing for justice and self-worth (Brontë, 1847). Her time at Lowood School, though initially marked by suffering and deprivation, becomes a period of endurance and self-discipline, where she cultivates intellectual growth and emotional restraint, especially under the influence of kind figures like Helen Burns and Miss Temple. These formative years lay the psychological and ethical foundation that defines her strength and integrity. As Jane moves to Thornfield Hall, she encounters love and the stirrings of independence through her complex relationship with Mr. Rochester. Thornfield symbolizes emotional awakening and moral trials, as she learns to assert her values even when faced with romantic passion. After fleeing from Thornfield, Jane finds refuge at Moor House, where the discovery of family and a sense of purpose restore her identity and reinforce her autonomy. Finally, at Ferndean Manor, Jane experiences a symbolic rebirth, reuniting with a now physically and emotionally humbled Rochester. Here, their union as equals marks the culmination of Jane’s journey toward self-respect, equality, and fulfilled love (Gilbert & Gubar, 1979). Each setting not only shapes Jane’s personal evolution but also reflects key Victorian themes of morality, gender, and identity. **6. Findings:** Charlotte Brontë's Jane Eyre is a timeless novel that offers a wealth of profound lessons, even for modern readers. Here are some key ideas and themes that the researcher in Jane's story: To answer the second question of the research:

1/ Can literature inspire real-world resistance against poverty, injustice, and despair? The Importance of Self-Respect and Inner Worth: Jane's internal monologues and interactions with Miss Temple demonstrate her unwavering sense of justice and her refusal to internalize Mr. Brocklehurst's criticisms. Even when publicly shamed, she maintains her inner conviction. Also in Gateshead her defiance against Mrs. Reed and John Reed, though it leads to punishment, shows her early assertion of self-worth against mistreatment. "Ere I had finished this appeal, that practice I had long universally observed of always speaking the truth, without an arbitrary change of my voice or a deceptive complexion, aided me, even in this extremity. I said, 'No, I have not!' and I looked at him as I spoke." (Chapter 1) Another most significant example is her Refusal to be Rochester's Mistress, despite her deep love for him and the pain of leaving, Jane rejects his proposal to live with him as his mistress after the truth about Bertha is revealed. She states, "I care for myself. The more solitary, the more friendless, the more unsustained I am, the more I will respect myself." (Chapter 27)

Jane frequently acknowledges her "plainness" and lack of fortune, yet she never allows these external factors to diminish her belief in her own intelligence and emotional depth. "Do you think, because I am poor, obscure, plain, and little, I am soulless and heartless? You think wrong! —I have as much soul as you—and full as much heart!" (To Rochester, Chapter 23) Jane always struggles for financial and emotional freedom. So her leaving Gateshead for Lowood was the initial journey away from oppression.Andbecoming a Governess at Thornfield to earn her own living and escape idleness: "I desired liberty; for liberty I uttered a prayer; cried for liberty alone, that nothing should stand between me and the free exercise of my faculties." (Chapter 10, upon accepting the governess position). She inherited her uncle's fortune, which grants her true financial independence, allowing her to choose her path freely without economic coercion.

In this sentence while Jane had an argument with Rochester about equality: "I am no bird; and no net ensnares me: I am a free human being with an independent will." In Chapter 23, she encapsulates her yearning for autonomy.

Regarding question 3/ What role does Jane’s character play in motivating poor and marginalized students today? Jane was fighting for equality in relationships and this was obviously displayed when she only returned to Rochester after she is financially independent and he is physically humbled (blind and maimed), as she expressed "To be your equal, I must have a position, an income, a home of my own." This sentiment, though not directly quoted, underpins her decision to leave before her inheritance. Question 4/ How does her comparison with figures such as Helen Burns sharpen this impact? Jane is much influenced by her friend Helen Burns. Helen's acceptance of suffering and her philosophy of forgiveness deeply impact Jane. Helen tells Jane, "Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you." (Chapter 6) That was disclosed in her forgiveness of Mrs. Reed on her deathbed, Jane visits Mrs. Reed and offers forgiveness, demonstrating her personal growth and liberation from past bitterness, but the words of Helen were echoing "Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you." (Chapter 21, echoing Helen's words when Jane visits Mrs. Reed). The fifth question of the study “does resistance against suffering foster greatness?” To answer this question, we can note that how strongly Jane resists tyranny and stands up for what is right when spoke out against Mr. Brocklehurst at Lowood. Despite the fear and potential consequences, Jane challenges his hypocrisy and cruelty when she uttered: "And you ought not to think yourself better than others, because you are clever in some things. If you are good, you are good." (Chapter 7, Jane's internal thoughts regarding Brocklehurst, and her later confrontation). From that moment Jane stepped in the world of greatness.

In regard to question five: How can Jane Eyre’s story serve as a model for students facing hardship today? Jane’s flight from Thornfield shows us that she can endure extreme hardship (poverty, hunger, homelessness) rather than live a life she deems immoral. "I will keep the law given by God; sanctioned by man. I will hold to the principles received by me when I was sane, and not mad—as I am now. Laws and principles are not for the times when there is no temptation: they are for such moments as this, when body and soul rise in rebellion against their tyrannous sway." (Chapter 27).

Charlotte Brontë's Jane Eyre is a dateless novel that offers a wealth of profound assignments, indeed for ultramodern compendiums. Then are some crucial ideas and themes students can learn from Jane's story. The assignments from Jane Eyre continue to reverberate because they address universal mortal struggles and bournes, making the novel an important and continuing work of literature. To give" references" for these ideas from Jane Eyre, the researcher will point to specific moments, character relations, or overarching themes within the novel itself. For example, the significance of tone-respect and inner worth quality in adversity Lowood School. In Gateshead, her defiance against Mrs. Reed and John Reed, though it leads to discipline, shows her early assertion of tone- worth against mistreatment. "Ere I had finished this appeal, that practice I had long widely observed of always speaking the verity, without an arbitrary change of my voice or a deceptive complexion, backed me, indeed in this extremity. In (Chapter 1), her refusal to be Rochester's Mistress is the most significant illustration. Despite her deep love for him and the pain of leaving, Jane rejects his offer to live with him after the verity about Bertha is revealed. She states," I watch for myself. Jane constantly acknowledges her" plainness" and lack of fortune, yet she no way allows these external factors to dwindle her belief in her own intelligence and emotional depth. She plainly expresses this: “Do you suppose, because I'm poor, obscure, plain, and little, I'm soulless and inhuman? You suppose wrong! — I've as important soul as you — and full as important heart!” (To Rochester, Chapter 23).

The Quest for independence and autonomy financial and emotional freedom leaving Gateshead for Lowood her original trip down from oppression. “I asked liberty; for liberty I uttered a prayer; cried for liberty alone, that nothing should stand between me and the free exercise of my faculties.” (Chapter 10). Inheriting her uncle's fortune, grants her true fiscal independence, allowing her to choose her path freely without profitable compulsion. Her argument with Rochester about equivalency “I'm no raspberry; and no net ensnares me I'm a free human being with an independent will.” (Chapter 23) encapsulates her hankering for autonomy. She only returns to Rochester after she is financially independent. “To be your equal, I must have a position, an income, a home of my own.” **7. Conclusions:** In conclusion, Jane Eyre’s life journey teaches students; all students poor or rich, that internal resilience is crucial for overcoming external oppression.Courage combined with education empowers even the marginalized to shape their destiny.Suffering, if resisted wisely, becomes a force for personal greatness. Jane Eyre stands as a timeless symbol of resistance, integrity, and moral strength. Her character shows that even in the worst circumstances, individuals can preserve their self-worth and achieve personal success. **8. Recommendations** Educators should emphasize Jane Eyre's moral lessons to inspire disadvantaged students.In addition, students should be encouraged to view education and self-respect as tools for liberation.

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