



Translating Educational Vision into Practice: Implementation Challenges and Strategic Interventions in Women's Higher Education in Madhya Pradesh

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Under the Kuriakose Elias Chavara Fellowship 2025 by Centre for Research Projects CHRIST (Deemed to be University), Bangalore, Karnataka

Abstract

Empowering women through education remains a vital factor in achieving inclusive and sustainable development. This study explores how Saint Chavara's educational philosophy is implemented in higher education institutions in Madhya Pradesh and evaluates its role in empowering women through value-based practices.

The research uses data from **134 respondents**, applying descriptive statistics, correlation, and regression analysis to examine the connection between institutional practices and empowerment outcomes. The results show that while institutions strongly focus on value-based education at the conceptual level, the link between institutional alignment and empowerment remains moderate.

Among the factors studied, financial support and value-driven actions have a stronger impact, while other institutional methods show less influence.

The study highlights that the success of such educational ideas depends not just on how they are presented, but on how effectively they are implemented in a structured and measurable way.

It concludes that well-organized institutional strategies are necessary to turn educational goals into real and lasting outcomes for women empowerment.

Keywords: Women's Higher Education, Socio-Cultural Factors, Rural-Urban Disparity, Women Empowerment, Value-Based Education, Socio-Economic Background

1. Introduction

Education has long been seen as a strong tool for achieving gender equality and allowing women to take active roles in social, economic, and political areas. In developing regions, women access to higher education goes beyond academic progress and contributes significantly to broader development areas like employment, health, and social mobility.

Despite ongoing efforts and policies, gaps in women participation in higher education persist, especially in states like Madhya Pradesh. Socio economic conditions, cultural beliefs, and regional differences continue to affect access, retention, and advancement in education.

While many institutions promote progressive values such as inclusivity, values-based learning, and holistic development, putting these ideas into consistent practice is a major challenge.

The difference between what institutions aim for and how they actually operate is influenced by various factors, such as limited funding, strong societal attitudes, and lack of awareness among those involved. These challenges not only limit access to higher education but also disrupt women ongoing educational paths.

At the same time, institutions are taking steps like scholarship programs, policy support, alumni engagement, and community partnerships to tackle these issues. However, existing research has mainly focused on results rather than looking closely at implementation gaps.

This study aims to fill this gap by examining how educational vision is applied in practice and identifying the challenges and strategies for effective implementation.

2. Literature Review

2.1 Women's Education and Socio-Economic Development

A lot of research shows that women education plays a key role in economic growth, poverty reduction, and promoting social fairness.

Educated women are more likely to be part of the workforce, make informed choices, and take part in community development. Studies show that higher education increases women ability to make decisions and improves outcomes for future generations, especially in developing countries.

2.2 Implementation Gaps in Educational Policies and Institutional Vision

While educational policies and institutional goals often highlight inclusion and gender equality, their execution is often limited by structural and administrative problems.

Research indicates that the disconnect between policy creation and implementation reduces the impact at the community level. Factors like poor infrastructure, lack of oversight systems, and insufficient resources contribute to these gaps.

2.3 Socio-Cultural Barriers to Women's Higher Education

Socio-cultural norms greatly influence women access to higher education.

In many areas, traditional views on gender roles, early marriage, and movement restrictions prevent women from pursuing higher studies. The gap between urban and rural areas worsens these challenges, as rural women face more obstacles due to fewer resources and support.

2.4 Financial Constraints and Access to Higher Education

Financial barriers are one of the biggest obstacles to women education. The costs of tuition, transport, and housing often discourage families from supporting girls' higher education. Studies suggest that financial aid, scholarships, and reduced fees greatly improve the number of women attending and staying in higher education.

2.5 Role of Institutional Practices in Enhancing Women's Participation

Initiatives like mentorship programs, policies that consider gender, and welcoming campus environments are important for encouraging women in higher education.

Institutions that adopt inclusive practices are more likely to see positive results in terms of access, retention, and academic achievement.

2.6 Strategic Interventions and Stakeholder Collaboration

Recent research highlights the value of working with multiple groups to address educational challenges. Collaboration between institutions, alumni networks, policymakers, and local communities is vital in increasing access and making educational programs more effective. Policy actions, awareness campaigns, and community involvement are key in reducing cultural resistance.

2.7 Research Gap

Though there is a lot of discussion on women education and policy structures, limited research has looked into how educational ideas are put into practice, especially in Madhya Pradesh.

There is a need to understand how institutional strategies work with local challenges to affect women access to higher education.

This study fills this gap by providing a detailed look at implementation challenges and strategies, offering a clearer view of how educational vision can be successfully applied.

3. Research Methodology

3.1 Research Design

The study uses a descriptive and analytical approach, combining survey-based quantitative data with interpretive analysis to assess empowerment outcomes among women students.

3.2 Conceptual Framework

The model positions value-based education, institutional support, and the reflection of Saint Chavara's vision as independent variables that influence women empowerment.

Psychological empowerment, self-confidence, and leadership orientation are mediators, while academic empowerment, career goals, educational progression, and community engagement are dependent variables. Family background and parents' education are included as control variables.

3.3 Data Collection and Sample

Primary data were gathered from 134 women students and alumni of institutions influenced by Saint Chavara's educational philosophy in Madhya Pradesh via a structured questionnaire.

The sample includes a wide range of socio-economic backgrounds and educational experiences.

3.4 Data Analysis Techniques

Descriptive statistics were used to understand the respondents and their perceptions of empowerment outcomes. Reliability and validity were checked using Cronbach Alpha and Exploratory Factor Analysis. Hypotheses were tested through SPSS, Excel, Multiple Regression Analysis, Logistic Regression, and Mediation Analysis, as appropriate for the variables involved.

Objectives

Objective 1 – Association Between Institutional Vision and Practices

- H1a: There is a significant association between Saint Chavara's educational vision and the institutional practices implemented in higher education institutions in Madhya Pradesh.

Objective 2 – Challenges in Implementing Saint Chavara's Vision in Madhya Pradesh

- H2a: Financial constraints constitute a major barrier to girls' participation in higher education.
- H2b: Societal resistance continues to limit the effectiveness of women's education initiatives in certain regions.

- H2c: Lack of awareness among stakeholders is a significant obstacle in fully realizing Saint Chavara's educational vision.

Objective 3 – Strategies to Overcome Implementation Challenges in Madhya Pradesh

- H3a: Increased availability of scholarships and financial aid significantly enhances girls' access to higher education.
- H3b: Stronger alumni involvement significantly strengthens the impact of the institutional mission.
- H3c: Proactive policy initiatives play a significant role in promoting women's education in Madhya Pradesh.
- H3d: Collaborative efforts among institutions, alumni, and local communities significantly expand the reach and effectiveness of the mission.

4. Results and Analysis

A. Background Variables (Control Variables) The descriptive profile indicates that a substantial majority of respondents (79.9%) belong to **urban backgrounds**, while 20.1% come from rural areas. This reflects the relatively higher accessibility of formal education institutions in urban regions, though the presence of rural respondents ensures representation of diverse socio-economic contexts. Parental education levels show a strong educational foundation, with **64.2% of parents having higher education**, suggesting a supportive learning environment that may positively influence women's educational aspirations. However, the inclusion of respondents whose parents have no or only primary education highlights the institution's role in facilitating upward educational mobility. Quality education (76.9%) emerged as the primary reason for choosing the institution, followed by its **value-based and religious mission (13.4%)**, underscoring the relevance of Saint Chavara's philosophy in institutional choice.

Interpretive takeaway:

These background variables justify their inclusion as **control variables**, as family and parental education may influence empowerment outcomes independently.

B. Institutional Experience & Empowerment Outcomes

An overwhelming 84.3% of respondents reported that the institution empowered them academically and socially to a great extent, while only a negligible proportion expressed dissatisfaction. More than 93% either agreed or strongly agreed that the institution provides equal opportunities for girls' empowerment.

Similarly, 94.8% of respondents acknowledged institutional motivation toward higher education and professional careers. The strong agreement regarding value-based education (94%) and leadership encouragement (94.8%) indicates deep internalization of transformative educational practices.

Interpretive takeaway:

These findings reflect high perceived institutional effectiveness, supporting the assumption that Saint Chavara-inspired value-based education plays a meaningful role in women's empowerment.

C. Educational & Career Outcomes

Self-confidence and communication skills show moderate to high improvement, with more than half of respondents reporting above-average enhancement. A strong majority either agreed or strongly agreed that the institution strengthened their career aspirations (94%) and inspired participation in community engagement (93.3%).

Notably, 91.8% felt the institution helped reduce gender inequalities in their local context, highlighting the broader social impact of education beyond academic outcomes.

Interpretive takeaway:

The outcomes indicate that empowerment is multi-dimensional, encompassing psychological, social, and career-related aspects—consistent with your conceptual framework.

D. Career & Social Mobility Variables

Over 53.7% of respondents reported being both employed and pursuing higher education, reflecting positive post-education mobility. Additionally, 44% reported engagement in community or leadership roles, indicating translation of empowerment into real-world participation.

The cumulative improvement categories further demonstrate that empowerment outcomes are interlinked, with self-confidence acting as a foundational construct leading to career aspirations, higher education, and community involvement.

Interpretive takeaway:

These findings reinforce the transformative education → empowerment → social mobility pathway proposed in your model.

E. Core Chavara Philosophy Variables

More than 85% of respondents agreed or strongly agreed that Saint Chavara's vision is reflected in institutional policies and practices. A significant 65.7% perceived the influence as "very strong and visible," with value-based learning (47%) and equal opportunities (33.6%) emerging as the most prominent expressions of his mission.

Interpretive takeaway:

The strong perceptual alignment validates the philosophical grounding of the study and supports mediation-based hypotheses.

Hypotheses Testing

Objective 1 – Association Between Institutional Vision and Practices

H1a: There is a significant association between Saint Chavara's educational vision and the institutional practices implemented in higher education institutions in Madhya Pradesh.

Interpretation of Objective 1: Association Between Institutional Vision and Practices

Objective 1 aims to examine whether there is an association between Saint Chavara's educational vision and the institutional practices implemented in higher education institutions in Madhya Pradesh.

Interpretation of Hypothesis H1a

H1a: There is a significant association between Saint Chavara's educational vision and the institutional practices implemented in higher education institutions in Madhya Pradesh.

- The Pearson Chi-Square value is 16.633 with 9 degrees of freedom, and the p-value is 0.055.
- The Likelihood Ratio Chi-Square also shows a p-value of 0.056, which supports the Pearson result.
- The Linear-by-Linear Association is not significant ($p = 0.349$).
- The analysis is based on 134 valid cases, indicating adequate sample size.

Statistical Interpretation

Since the p-value (0.055) is slightly greater than the conventional 0.05 significance level, the null hypothesis cannot be rejected at the 5% level. This means that no statistically significant association is established between Saint Chavara's educational vision and institutional practices at the standard level of significance.

However, the p-value is very close to 0.05, suggesting a marginal or weak association, which may become significant with a larger sample size or refined measurement.

Conclusion for Objective 1

The findings indicate that while institutional practices appear to be aligned to some extent with Saint Chavara's educational vision, the association is not strong enough to be statistically significant at the 5% level. Therefore, the institutional vision is partially reflected but not consistently translated into practice across higher education institutions in Madhya Pradesh.

Hypothesis Decision

- **H1a: Not accepted / rejected at 0.05 level (marginal association observed).**

Objective 2 – Challenges in Implementing Saint Chavara's Vision in Madhya Pradesh

- H2a: Financial constraints constitute a major barrier to girls' participation in higher education.
- H2b: Societal resistance continues to limit the effectiveness of women's education initiatives in certain regions.
- H2c: Lack of awareness among stakeholders is a significant obstacle in fully realizing Saint Chavara's educational vision.

Interpretation of Objective 2: Challenges in Implementing Saint Chavara's Vision in Madhya Pradesh

Objective 2 examines the major challenges faced in implementing Saint Chavara's educational vision, particularly with respect to financial constraints, societal resistance, and lack of awareness among stakeholders affecting girls' participation in higher education.

Hypothesis-wise Interpretation

H2a: Financial constraints constitute a major barrier to girls' participation in higher education

- Descriptive results show that 67.9% of respondents agreed and 14.2% strongly agreed that financial constraints are a major challenge.
- This indicates a strong perception among respondents that lack of financial resources affects girls' higher education.
- However, the Likelihood Ratio Test for Financial Constraint is not statistically significant ($\chi^2 = 6.477$, $p = 0.691$).

Interpretation:

Although a majority of respondents perceive financial constraints as a major barrier, the statistical analysis does not show a significant independent effect of financial constraints in the model.

H2a is not statistically supported, though descriptively important.

H2b: Societal resistance continues to limit the effectiveness of women's education initiatives in certain regions

- Descriptive data reveal that 70.9% agreed and 14.2% strongly agreed that societal resistance is a major challenge.

- This highlights the prevalence of traditional norms, gender bias, and resistance to women's education.
- The Likelihood Ratio Test for Social Resistance is not statistically significant ($\chi^2 = 7.207$, $p = 0.616$).

Interpretation:

Despite strong agreement among respondents regarding societal resistance, the statistical model does not confirm it as a significant predictor.

H2b is not statistically supported, though it remains a perceived challenge.

H2c: Lack of awareness among stakeholders is a significant obstacle in fully realizing Saint Chavara's educational vision

- A large proportion of respondents (71.6% agreed and 14.9% strongly agreed) identified lack of awareness as a key challenge.
- This reflects insufficient understanding among parents, communities, and institutions regarding the goals and importance of Saint Chavara's vision.
- The Likelihood Ratio Test for Awareness Lack is not statistically significant ($\chi^2 = 9.740$, $p = 0.372$).

Interpretation:

While lack of awareness is widely perceived as a barrier, it does not emerge as a statistically significant factor in the model.

H2c is not statistically supported, though descriptively prominent.

Overall Interpretation of Objective 2

The findings indicate that financial constraints, societal resistance, and lack of awareness are widely perceived challenges in implementing Saint Chavara's educational vision in Madhya Pradesh. However, none of these factors show a statistically significant impact individually in the multivariate model.

This suggests that:

- **The challenges are interrelated rather than acting independently, and**
- **Implementation difficulties may be due to combined socio-economic and cultural factors rather than a single dominant barrier.**

Summary of Hypothesis Testing

Hypothesis	Result
H2a	Not supported statistically
H2b	Not supported statistically
H2c	Not supported statistically

Objective 3 – Strategies to Overcome Implementation Challenges in Madhya Pradesh

- H3a: Increased availability of scholarships and financial aid significantly enhances girls' access to higher education.
- H3b: Stronger alumni involvement significantly strengthens the impact of the institutional mission.
- H3c: Proactive policy initiatives play a significant role in promoting women's education in Madhya Pradesh.
- H3d: Collaborative efforts among institutions, alumni, and local communities significantly expand the reach and effectiveness of the mission.

Objective 3: Strategies to Overcome Implementation Challenges in Madhya Pradesh

This objective examined whether key strategic interventions—financial support, alumni engagement, policy initiatives, and collaborative efforts—significantly contribute to overcoming implementation challenges related to women's education and institutional mission in Madhya Pradesh.

Overall Model Interpretation

The multinomial logistic regression model for Objective 3 showed **moderate explanatory power** (Nagelkerke $R^2 = 0.293$), indicating that the selected strategies collectively explain a meaningful proportion of variation in perceived ways to strengthen institutional mission and educational access. However, the **overall model fit was not statistically significant** ($\chi^2 = 42.535$, $p = 0.124$), suggesting that while trends are positive, their combined predictive strength is moderate rather than conclusive.

Hypothesis-wise Interpretation

H3a: Increased availability of scholarships and financial aid significantly enhances girls' access to higher education

Interpretation:

Descriptive results strongly support this hypothesis, with **over 90% of respondents agreeing or strongly agreeing** that scholarships and financial aid enhance girls' access to higher education. In the regression analysis, certain categories of scholarship availability (especially higher agreement levels) showed **statistically significant positive effects** ($p < 0.05$ in some parameter estimates), indicating that financial support plays an important role.

Conclusion:

H3a is partially supported.

While not all categories were statistically significant, the overall trend clearly indicates that scholarships and financial aid are a **critical enabling strategy** for improving access to higher education for girls in Madhya Pradesh.

H3b: Stronger alumni involvement significantly strengthens the impact of the institutional mission

Interpretation:

A substantial majority of respondents (over **90% agreement**) perceived alumni involvement as important. However, the regression results show that **alumni involvement did not emerge as a statistically significant predictor** ($p > 0.05$ across categories), with large standard errors indicating instability in estimates.

Conclusion:

H3b is not statistically supported, though descriptively endorsed.

This suggests that alumni involvement is **perceived as valuable**, but its impact may be indirect or dependent on other institutional mechanisms rather than operating as a standalone predictor.

H3c: Proactive policy initiatives play a significant role in promoting women's education in Madhya Pradesh

Interpretation:

Most respondents agreed that proactive policies are important, with nearly **93% expressing agreement or strong agreement**. Despite this strong perception, regression coefficients for policy initiatives were **not statistically significant** ($p > 0.05$).

Conclusion:

H3c is not statistically supported, but descriptively validated.

Policy initiatives are widely recognized as essential, yet their **practical effectiveness may depend on implementation quality, awareness, and coordination with institutions**, which may explain the lack of statistical significance.

H3d: Collaborative efforts among institutions, alumni, and local communities significantly expand the reach and effectiveness of the mission

Interpretation:

Descriptive statistics reveal very strong support, with **over 97% of respondents agreeing or strongly agreeing**. However, regression results indicate that collaboration did not significantly predict differences across outcome categories ($p > 0.05$), possibly due to limited variability and high consensus.

Conclusion:

H3d is not statistically supported, though strongly supported in perception.

Collaboration is viewed as a **foundational and universally accepted strategy**, which may reduce its discriminative power in regression analysis.

Overall Conclusion for Objective 3

The findings indicate that **financial support through scholarships emerges as the most empirically influential strategy** for overcoming implementation challenges in women's education in Madhya Pradesh. While **alumni involvement, policy initiatives, and collaborative efforts** are strongly endorsed by respondents, their effects appear to be **complementary and contextual rather than independently predictive**.

Implication:

A multi-stakeholder, integrated approach—with scholarships as the central driver and alumni, policy, and community collaboration as reinforcing mechanisms—is essential for effectively advancing women's education and institutional missions in Madhya Pradesh.

5. Discussion

The present study provides important insights into the gap between educational vision and its practical implementation in the context of women's higher education in Madhya Pradesh. While descriptive findings indicate a strong perceived alignment between institutional practices and the educational philosophy, inferential results suggest that this alignment is not statistically robust. This highlights a critical disconnect between **perception and measurable implementation outcomes**.

The findings related to implementation challenges reveal an interesting paradox. Financial constraints, societal resistance, and lack of awareness were strongly acknowledged by respondents as barriers; however, none of these variables emerged as statistically significant predictors in the multivariate analysis. This suggests that these challenges do not operate independently but are **interlinked and context-dependent**, reinforcing the idea that women's educational barriers are systemic rather than isolated.

With respect to strategic interventions, financial support mechanisms such as scholarships demonstrated relatively stronger empirical influence compared to other factors. In contrast, alumni involvement, policy initiatives, and collaborative efforts, although widely perceived as important, did not show significant independent effects. This indicates that these strategies may function as **supportive or enabling mechanisms**, rather than primary drivers of change.

Overall, the discussion underscores the need to move beyond conceptual alignment toward **structured, measurable, and integrated implementation frameworks** that can effectively translate educational vision into practice.

6. Key Findings

1. Marginal Association Between Vision and Practice

Institutional practices reflect educational vision at a perceptual level; however, statistical analysis indicates only a weak or marginal association.

2. Perceived vs. Actual Challenges

Financial constraints, societal resistance, and lack of awareness are widely perceived challenges but are not statistically significant when analyzed independently.

3. Interconnected Nature of Barriers

Implementation challenges are systemic and interrelated, rather than driven by a single dominant factor.

4. Effectiveness of Financial Support

Scholarships and financial aid emerge as the most influential strategy in improving access to higher education for women.

5. Supportive Role of Stakeholder Mechanisms

Alumni engagement, policy initiatives, and collaboration are important but function as complementary rather than standalone drivers.

6. Positive Institutional Impact on Empowerment

Institutions demonstrate strong outcomes in terms of confidence building, career aspirations, and social participation among women.

7. Recommendations

7.1 Institutional Level

- Develop **structured implementation frameworks** to align vision with measurable outcomes.
- Strengthen **monitoring and evaluation mechanisms** to track effectiveness of institutional initiatives.
- Enhance **awareness programs** to ensure stakeholders understand institutional vision and objectives.

7.2 Financial Interventions

- Expand **scholarship schemes and financial aid programs**, especially for economically disadvantaged students.
- Introduce **need-based funding models** to improve retention rates.

7.3 Policy Level

- Ensure **effective implementation of existing policies** rather than only introducing new ones.
- Promote **gender-sensitive educational policies** with accountability mechanisms.

7.4 Stakeholder Engagement

- Strengthen **alumni networks** for mentorship and career guidance.
- Foster **community participation** to reduce socio-cultural resistance.
- Encourage **institution–community partnerships** for awareness and outreach.

7.5 Integrated Approach

- Adopt a **multi-stakeholder strategy** combining financial, institutional, and social interventions for sustainable impact.

8. Conclusion

The study highlights that while educational institutions in Madhya Pradesh demonstrate a strong commitment to inclusive and value-driven education, the translation of vision into practice remains inconsistent. The findings reveal that implementation challenges are complex and interconnected, requiring holistic and integrated approaches.

Financial support emerges as a key enabler, while other strategies such as policy initiatives and collaboration play supportive roles. The study concludes that effective empowerment of women through education depends not only on visionary frameworks but also on **systematic execution, stakeholder alignment, and contextual adaptability**.

Bridging the gap between vision and practice requires a shift from **ideological commitment to operational effectiveness**, ensuring that educational initiatives lead to tangible and sustainable outcomes.

9. Limitations of the Study

- The study is based on a **limited sample size (134 respondents)**, which may affect generalizability.
- The focus is restricted to **selected institutions in Madhya Pradesh**, limiting regional comparability.
- Cross-sectional design limits the ability to capture **long-term impact and changes over time**.

10. Implications of the Study

Theoretical Implications

- Contributes to literature by linking **educational vision with implementation dynamics**.
- Highlights the importance of **integrated models over isolated variable analysis**.

Practical Implications

- Provides actionable insights for **educational institutions and administrators**.
- Emphasizes the need for **financial and structural support mechanisms**.

Policy Implications

- Suggests a shift toward **implementation-focused policy evaluation**.
- Supports the design of **targeted interventions for women's education**.

11. Scope for Future Research

- Conduct **longitudinal studies** to assess long-term impact of educational interventions.
- Explore **comparative studies across states or regions**.
- Use **mixed-method approaches (qualitative + quantitative)** for deeper insights.
- Examine the role of **digital education and technology** in improving access.
- Investigate **institution-specific case studies** for detailed implementation analysis.

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