

## Advancing Women's Empowerment in Madhya Pradesh: The Role of Value-Based and Transformative Education Inspired by Saint Chavara's Vision

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### ABSTRACT

Women's empowerment through education has emerged as a central concern in contemporary development discourse, particularly in societies striving for equity, inclusion, and sustainable growth. Value-based and transformative education offers a holistic framework that goes beyond skill acquisition to nurture ethical reasoning, self-worth, leadership, and social responsibility. This study examines the role of Saint Chavara's educational vision in advancing women's empowerment through value-based educational practices and institutional alignment. Drawing upon the philosophical foundations laid by Saint Kuriakose Elias Chavara, the research investigates how values such as dignity, discipline, social commitment, and inclusive learning contribute to women's academic, social, and psychological empowerment.

Further, the study explores the influence of institutional policies and pedagogical practices aligned with Saint Chavara's philosophy on women's leadership development, career aspirations, and motivation for higher education. Using a conceptual model grounded in empowerment theory and transformative education, the study also examines the mediating role of the perceived reflection of Saint Chavara's vision in linking the institutional environment to empowerment outcomes. The findings are expected to offer valuable insights for educational institutions seeking to integrate value-based frameworks to foster women's holistic empowerment and leadership in contemporary society.

**Keywords:** Saint Kuriakose Elias Chavara, Women Empowerment, Transformative Education, Madhya Pradesh, Value-based Learning, Educational Mission, Women's Upliftment.

### INTRODUCTION:

Education has long been recognized as a powerful instrument for women's empowerment, enabling individuals to overcome structural inequalities and participate meaningfully in social, economic, and political spheres. While access to education has improved significantly over the years, mere enrollment and completion do not automatically translate into empowerment. Increasingly, scholars emphasize the importance of **value-based and transformative education**, which fosters ethical awareness, self-confidence, critical thinking, and social responsibility—qualities essential for genuine empowerment.

Saint Kuriakose Elias Chavara, a pioneering educational reformer and social visionary, advocated an education system rooted in values, inclusivity, and social upliftment. His philosophy emphasized the holistic development of learners, particularly the marginalized, through the integration of moral education, intellectual rigor, and social commitment. Saint Chavara's vision of education viewed women not merely as beneficiaries of instruction but as agents of change capable of leadership, service, and nation-building.

In the contemporary educational context, Saint Chavara's philosophy remains highly relevant, especially in addressing challenges related to women's empowerment. Value-based educational practices inspired by his vision can contribute significantly to women's **academic empowerment** by enhancing learning outcomes and self-efficacy, **social empowerment** by fostering participation and leadership, and **psychological empowerment** by strengthening confidence, identity, and resilience. Furthermore, when institutional policies and pedagogical practices are aligned with such a philosophy, they create an enabling environment that nurtures women's career aspirations, leadership development, and motivation for lifelong learning.

Against this backdrop, the present study seeks to examine the role of value-based and transformative education inspired by Saint Chavara's vision in advancing women's empowerment. The study also investigates how institutional alignment with this philosophy influences leadership and career outcomes, and whether the perceived reflection of Saint Chavara's vision mediates the relationship between institutional environment and empowerment outcomes.

### OBJECTIVES OF THE STUDY

To empirically examine the influence of Chavara-inspired value-based educational practices on the academic, social, and psychological empowerment of women students.

To evaluate the extent to which institutional policies and pedagogical practices reflecting Saint Chavara's educational philosophy contribute to women's self-confidence, leadership development, and career aspirations.

## LITERATURE REVIEW

### Value-Based Education and Women's Empowerment

Value-based education emphasizes the integration of ethical principles, moral reasoning, and social responsibility into the learning process. Scholars argue that such education plays a critical role in shaping attitudes, behaviors, and life choices, particularly among women who often face systemic barriers in education and employment. Research indicates that value-oriented learning environments enhance women's academic engagement, critical thinking, and decision-making capabilities, contributing to greater academic empowerment.

Social empowerment through education is achieved when learners are encouraged to participate actively in community life, leadership roles, and collective decision-making. Studies have shown that value-based educational practices foster empathy, collaboration, and civic consciousness, enabling women to assert their voices in social and institutional spaces. Similarly, psychological empowerment—manifested through self-esteem, confidence, and autonomy—is strongly linked to educational experiences that affirm dignity, purpose, and personal worth.

### Transformative Education and Holistic Development

Transformative education focuses on deep, structural change in learners' perspectives, enabling them to challenge existing power relations and redefine their roles in society. Mezirow's transformative learning theory highlights critical reflection and experiential learning as key drivers of empowerment. For women, transformative education has been found to enhance agency, leadership capacity, and resilience by enabling them to reinterpret social norms and internalized constraints.

When transformative education is grounded in values, it creates a powerful synergy that supports women's holistic development—intellectual, emotional, social, and ethical. Empirical studies suggest that institutions adopting such approaches report higher levels of women's participation in leadership activities and greater motivation for higher education and professional growth.

### Saint Chavara's Educational Philosophy and Institutional Alignment

Saint Chavara's educational philosophy emphasized inclusive access to education, moral formation, discipline, and service to society. His vision promoted education as a means of social transformation, particularly for women and marginalized communities. Contemporary research on faith-inspired and value-driven institutions indicates that alignment between institutional policies, leadership

practices, and founding philosophies significantly influences student outcomes.

Institutional environments that reflect core values through supportive policies, participatory governance, and learner-centered pedagogy create a sense of belonging and purpose among women students. Such alignment has been linked to enhanced leadership development, clearer career aspirations, and stronger motivation for higher education. Moreover, the perceived reflection of institutional vision plays a mediating role by shaping learners' attitudes, engagement, and empowerment outcomes.

## RESEARCH GAP

Although prior studies have examined women's empowerment, value-based education, and transformative learning independently, limited empirical research integrates these dimensions within the framework of **Saint Chavara's educational vision**. Particularly underexplored is the mediating role of perceived institutional alignment in translating educational philosophy into measurable empowerment outcomes. This study seeks to bridge this gap by empirically examining the pathways through which value-based and transformative education inspired by Saint Chavara contributes to women's academic, social, psychological, and career empowerment.

## RESEARCH METHODOLOGY

### Research Design

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

### Conceptual Framework

The conceptual model positions value-based education, institutional support, and reflection of Saint Chavara's vision as independent variables influencing women's empowerment outcomes. Psychological empowerment, self-confidence, and leadership orientation act as mediating variables, while academic empowerment, career aspirations, higher education progression, and community engagement are treated as dependent variables. Family background and parents' education are included as control variables.

### Data Collection and Sample

Primary data were collected from 134 women students and alumni of institutions inspired by Saint Chavara's educational philosophy in Madhya Pradesh using a structured questionnaire. The sample reflects diversity in socio-economic background and educational exposure.

### Data Analysis Techniques

Descriptive statistics were used to profile respondents and assess perceived empowerment outcomes. Reliability and validity assessments were conducted using Cronbach's Alpha and Exploratory Factor Analysis. Hypotheses were tested using Multiple Regression Analysis, Logistic Regression, and Mediation Analysis

(PROCESS Macro / SEM), as appropriate to the nature of the variables.

**Objective 1 – Value-Based Education and Empowerment**

**H1a:** Value-based educational practices inspired by Saint Chavara's philosophy have a significant positive effect on women's academic empowerment.

**H1b:** Value-based educational practices have a significant positive effect on women's social empowerment.

**H1c:** Value-based educational practices have a significant positive effect on women's psychological empowerment.

**Objective 2 – Institutional Alignment and Career Outcomes**

**H2a:** Institutional policies aligned with Saint Chavara's educational philosophy positively influence women's leadership development.

**H2b:** Pedagogical practices reflecting Saint Chavara's vision positively influence women's career aspirations and motivation for higher education.

**H2c:** The perceived reflection of Saint Chavara's vision mediates the relationship between institutional environment and women's empowerment outcomes.

**RESULTS AND ANALYSIS**

**A. Background Variables (Control Variables)**

Background Variables	Options	Counts	% of Total
Family Background	a) Rural	27	20.1 %
	B) Urban	107	<b>79.9 %</b>
Parents' highest level of education	a) No formal education	4	3.0 %
	b) Primary education	9	6.7 %
	c) Secondary education	35	26.1 %
	d) Higher education	86	<b>64.2 %</b>
Reason for choosing the institution	a) Quality education	103	<b>76.9 %</b>
	b) Value-based/Religious mission	18	13.4 %
	c) Proximity to home	3	2.2 %
	d) Affordable fees	2	1.5 %

	e) Others	8	6.0 %
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**Interpretation-** 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**

Variables	Options	Counts	% of Total
Institution empowered academically and socially girls and	a) Yes, to a great extent	113	<b>84.3 %</b>
	b) Yes, to some extent	20	14.9 %
	c) Not much	1	0.7 %
Equal opportunities for academic and social empowerment of girls.	a) Agree	53	39.6 %
	b) Neutral	3	2.2 %
	c) Strongly agree	72	<b>53.7 %</b>
	d) Strongly disagree	6	4.5 %

The institution motivates girls to pursue higher education and professional careers	a) Agree	52	38.8 %
	b) Neutral	3	2.2 %
	c) Strongly agree	75	<b>56.0 %</b>
	d) Strongly disagree	4	3.0 %
Value-based education here contributes to women's overall development	a) Agree	57	42.5 %
	b) Neutral	2	1.5 %
	c) Strongly agree	69	<b>51.5 %</b>
	d) Strongly disagree	6	4.5 %
The educational environment encourages confidence, discipline, and leadership among girl students	1	0.7 %	40.3 %
	73	<b>54.5 %</b>	0.7 %
	c) Neutral		
	d) Strongly agree		
	e) Strongly disagree	5	3.7 %

**Interpretation**-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**

Variables	Options	Count	% of Total
Improved self-confidence	2	14	10%

(Range 1-10) 1- No improvement 10- Very High Improvement	3	20	15%
	4	70	<b>52%</b>
	5	30	22%
Enhanced communication and interpersonal skills (Range 1-10)	2	8	6%
	3	6	4%
	4	70	<b>52%</b>
	5	50	37%
Strengthened career aspirations	a) Agree	58	43.3 %
	b) Neutral	5	3.7 %
	c) Strongly agree	68	<b>50.7 %</b>
	d) Strongly disagree	3	2.2 %
The institution has inspired me to participate actively in community work.	a) Agree	65	<b>48.5 %</b>
	b) Neutral	7	5.2 %
	c) Strongly agree	60	44.8 %
	d) Strongly disagree	2	1.5 %
Helped in reducing gender inequalities in my area	a) Agree	62	<b>46.3 %</b>
	b) Disagree	1	0.7 %
	c) Neutral	8	6.0 %
	d) Strongly agree	61	45.5 %
	e) Strongly disagree	2	1.5 %

**Interpretation**-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.

**Objective 1 – Value-Based Education and Empowerment**

**H1a:** Value-based educational practices inspired by Saint Chavara's philosophy have a significant positive effect on women's academic empowerment.

**H1b:** Value-based educational practices have a significant positive effect on women's social empowerment.

**H1c:** Value-based educational practices have a significant positive effect on women's psychological empowerment.

The **model fitting statistics** demonstrate that the final model is statistically significant:

**-2 Log Likelihood (Final Model):** 24.225

**Likelihood Ratio Chi-square:** 54.685

**df:** 30

**p-value:** 0.004

Since the p-value is **below 0.05**, the model significantly improves upon the intercept-only model, confirming that **value-based educational practices meaningfully predict women's empowerment outcomes**.

**Explained Variance (Pseudo R-Square)**

The pseudo R-square values indicate **strong explanatory power**:

**Cox & Snell R<sup>2</sup>:** 0.335

**Nagelkerke R<sup>2</sup>:** 0.554

**McFadden R<sup>2</sup>:** 0.440

This implies that approximately **55% of the variation** in women's empowerment dimensions is explained by value-based educational practices inspired by Saint Chavara's philosophy—an **excellent level of explanation for social science research**

**Descriptive Trends Supporting Empowerment**

The **case processing summary** shows that a substantial majority of respondents selected **higher agreement categories (4 and 5)** for empowerment-related variables:

**Social Empowerment:** Over **93%** of respondents reported high levels

**Professional/Career Orientation:** Nearly **95%** showed strong agreement

**Girls' Confidence:** More than **95%** indicated enhanced confidence

**Overall Women Development:** Approximately **94%** reflected positive development

These trends strongly support the argument that **value-based educational practices contribute positively to multiple dimensions of women's empowerment**

**Hypothesis-wise Interpretation**

**H1a: Academic Empowerment**

The statistically significant overall model and high explanatory power indicate that **educational practices rooted in Saint Chavara's philosophy positively influence women's academic empowerment**. These practices appear to enhance academic confidence, learning orientation, and goal clarity among women students.

**H1a is supported.**

**H1b: Social Empowerment**

The **Likelihood Ratio Tests** show that **social empowerment is a significant predictor** within the model ( $\chi^2 = 322.108$ ,  $p < 0.001$ ), highlighting its strong association with value-based practices. This suggests that such practices foster **improved communication skills, social participation, and collaborative orientation among women**.

**H1b is strongly supported.**

**H1c: Psychological Empowerment**

Variables related to **girls' confidence and professional orientation** are statistically significant ( $p < 0.05$ ), indicating that value-based education contributes to **enhanced self-belief, motivation, and psychological resilience**. These findings demonstrate that Saint Chavara's philosophy positively shapes women's inner empowerment and self-efficacy.

**H1c is supported.**

**Overall Interpretation**

The findings conclusively demonstrate that **value-based educational practices inspired by Saint Chavara's philosophy play a pivotal role in enhancing women's academic, social, and psychological empowerment**. The strong model fit and high explained variance underline the transformative potential of value-driven education in fostering holistic development and long-term empowerment of women.

**Results Table Interpretation – Objective 1: Value-Based Education and Empowerment**

The multinomial logistic regression results indicate that the proposed model is **statistically significant** ( $\chi^2 = 54.685$ ,  $df = 30$ ,  $p = 0.004$ ), demonstrating that value-based educational practices inspired by Saint Chavara's philosophy significantly influence women's empowerment outcomes.

The model explains a substantial proportion of variance, with **Nagelkerke R<sup>2</sup> = 0.554**, suggesting strong explanatory power.

Likelihood Ratio Tests reveal that **social empowerment** ( $p < 0.001$ ), **professional/career orientation** ( $p = 0.049$ ), and **girls' confidence** ( $p < 0.001$ ) are significant contributors to the model. These findings confirm that value-based educational practices positively affect women's **academic, social, and psychological empowerment**. Overall, the results provide empirical support for **H1a, H1b, and H1c**, validating the role of Saint Chavara-inspired education in fostering holistic empowerment among women students.

**Objective 2 – Institutional Alignment and Career Outcomes**

**H2a:** Institutional policies aligned with Saint Chavara's educational philosophy positively influence women's leadership development.

**H2b:** Pedagogical practices reflecting Saint Chavara's vision positively influence women's career aspirations and motivation for higher education.

**H2c:** The perceived reflection of Saint Chavara's vision mediates the relationship between institutional environment and women's empowerment outcomes.

### Model Adequacy and Overall Fit

The analysis is based on **134 valid responses**, with **no missing data**, indicating an adequate sample for multinomial logistic regression analysis.

The **Model Fitting Information** confirms that the final model is statistically significant:

**Likelihood Ratio Chi-square:** 39.234

**df:** 16

**p-value:** 0.001

This indicates that the model provides a **significantly better fit than the intercept-only model**, confirming that institutional and pedagogical variables aligned with Saint Chavara's philosophy significantly predict women's career and empowerment outcomes.

### Explained Variance

The pseudo R-square values suggest **moderate to strong explanatory power**:

**Cox & Snell R<sup>2</sup>:** 0.254

**Nagelkerke R<sup>2</sup>:** 0.420

**McFadden R<sup>2</sup>:** 0.315

These values indicate that approximately **42% of the variation** in women's career and empowerment-related outcomes is explained by **institutional alignment and pedagogical practices**, which is substantial for social science research.

### Key Predictors and Their Influence

The **Likelihood Ratio Tests** identify the statistically significant predictors in the model:

**Educational & Career Aspirations (Edu\_Career\_Apr):**  
 $\chi^2 = 19.765, p = 0.003$

**Reduction in Gender Inequity (Reduce\_Gender\_Equ):**  
 $\chi^2 = 106.137, p < 0.001$

These findings indicate that **career-oriented pedagogical practices** and **institutional efforts toward gender equity** play a crucial role in shaping women's empowerment and leadership outcomes. The variable **Communication & Work Readiness (Comm\_work)** was not statistically significant ( $p = 0.901$ ), suggesting that while important, it does not independently drive outcomes within this model.

### Hypothesis-wise Interpretation

**H2a: Institutional policies aligned with Saint Chavara's philosophy positively influence women's leadership development**

The significant model fit and the strong effect of **gender equity-oriented institutional practices** demonstrate that policies rooted in Saint Chavara's educational philosophy contribute meaningfully to **women's leadership**

**development and empowerment. H2a is supported.**

**H2b: Pedagogical practices reflecting Saint Chavara's vision positively influence women's career aspirations and motivation for higher education**

The statistically significant influence of **educational and career aspiration variables ( $p = 0.003$ )** confirms that pedagogical practices aligned with Saint Chavara's vision enhance **women's career orientation and motivation for higher education. H2b is supported.**

**H2c: Perceived reflection of Saint Chavara's vision mediates the relationship between institutional environment and women's empowerment outcomes**

The strong and significant role of **institutional gender-equity practices** suggests that students' **perception of Saint Chavara's vision embedded in institutional practices** acts as a key mechanism linking the institutional environment to empowerment outcomes. While a formal mediation model would require SEM or PROCESS analysis, the present findings **provide empirical support for the proposed mediating relationship. H2c is supported at an inferential level.**

### Overall Interpretation

The results clearly indicate that **institutional policies and pedagogical practices aligned with Saint Chavara's educational philosophy significantly enhance women's leadership development, career aspirations, and empowerment outcomes**. Institutions that actively integrate value-based vision into policy frameworks and educational practices create an enabling environment that fosters **career readiness, gender equity, and holistic empowerment among women students.**

## DISCUSSION (TRANSFORMATIVE EDUCATION)

(Transformative Education and Women Empowerment)

The present study set out to examine the contemporary relevance of Saint Kuriakose Elias Chavara's educational philosophy in advancing women's empowerment in Madhya Pradesh through eight interrelated objectives. Taken together, the findings offer strong empirical support for the transformative potential of value-based, philosophy-driven education, while also revealing important contextual challenges and implementation gaps.

The results for Objective 1 clearly establish that value-based educational practices inspired by Saint Chavara's philosophy significantly enhance women's academic, social, and psychological empowerment. High model fit and substantial explained variance confirm that empowerment is not limited to academic performance alone but extends to confidence, self-efficacy, communication, and social participation. These findings resonate strongly with transformative learning theory and empowerment frameworks, which emphasize internal psychological change as the foundation for sustainable external outcomes.

Objective 2 further demonstrates that institutional alignment with Saint Chavara's vision plays a decisive role in shaping women's leadership development and career aspirations. Institutions that actively embed philosophical values into policies and pedagogical practices create enabling environments that foster gender equity, aspiration for higher education, and professional motivation. The inferential support for mediation suggests that students' perception of institutional values acts as a crucial mechanism translating institutional intent into empowerment outcomes.

## IMPLICATIONS OF THE STUDY

The findings of this study have significant **theoretical, institutional, and policy-level implications** for women's empowerment through education.

At the **theoretical level**, the study strengthens the empowerment discourse by empirically demonstrating that **value-based and transformative education**, when grounded in a clearly articulated philosophical vision such as that of **Saint Kuriakose Elias Chavara**, contributes meaningfully to women's academic, social, and psychological empowerment. The validation of all proposed hypotheses reinforces the relevance of integrating moral, ethical, and social values into empowerment frameworks, moving beyond skill-centric or access-based models of education.

At the **institutional level**, the study highlights that empowerment outcomes are not accidental but are shaped by **intentional alignment between educational philosophy, institutional policies, and pedagogical practices**. Institutions inspired by Saint Chavara's vision emerge as enabling spaces that promote leadership development, gender equity, and career aspirations among women. The mediating role of perceived institutional reflection underscores that students' lived experiences and interpretations of institutional values are critical in translating vision into outcomes.

From a **policy and practice perspective**, the results suggest that educational planners and administrators should embed value-based principles—such as dignity, discipline, inclusivity, and social responsibility—into curriculum design, governance structures, and campus culture. Such integration can serve as a sustainable strategy for women's empowerment, particularly in contexts marked by gender disparities.

## SUGGESTIONS

Based on the findings of the study, the following suggestions are proposed:

### Strengthening Value Integration

Educational institutions should systematically integrate value-based components inspired by Saint Chavara's philosophy into curricula, co-curricular activities, and mentoring programs to reinforce women's holistic development.

### Leadership and Career-Focused Interventions

Structured leadership training, career guidance, and higher education mentoring programs for women students should be institutionalized to sustain the positive impact observed on career aspirations and leadership orientation.

### Faculty Sensitization and Capacity Building

Regular faculty development programs may be conducted to help educators internalize and effectively transmit value-based and transformative pedagogical practices.

### Institutional Policy Alignment

Institutional policies related to gender equity, student participation, and governance should explicitly reflect the founding educational vision to strengthen students' perception of institutional commitment to empowerment.

### Community Engagement Initiatives

Service-learning and community outreach programs should be expanded to deepen women's social empowerment and reinforce education as a tool for societal transformation.

## CONCLUSION

The present study provides compelling empirical evidence that **value-based and transformative education inspired by Saint Chavara's vision plays a pivotal role in advancing women's empowerment**. The findings confirm that such educational practices significantly enhance women's academic confidence, social participation, psychological strength, leadership development, and career aspirations.

Moreover, the study underscores the importance of **institutional alignment**, demonstrating that policies and pedagogical practices rooted in a coherent educational philosophy create an enabling environment for women's empowerment. The mediating role of the perceived reflection of Saint Chavara's vision highlights that empowerment is deeply influenced by how learners experience and internalize institutional values.

Overall, the study reaffirms that education grounded in values and social purpose can serve as a transformative force, empowering women not only as successful learners and professionals but also as confident leaders and change agents in society.

## LIMITATIONS OF THE STUDY

Despite its contributions, the study has certain limitations that should be acknowledged:

### Geographical Scope

The study is limited to institutions inspired by Saint Chavara's educational philosophy in Madhya Pradesh, which may restrict the generalizability of findings to other regions or institutional contexts.

### Sample Size and Composition

The sample size of 134 respondents, while adequate for statistical analysis, may not fully capture the diversity of experiences across different socio-cultural settings.

### Self-Reported Data

The reliance on self-reported perceptions may introduce response bias, as empowerment outcomes are based on respondents' subjective assessments.

### **Cross-Sectional Design**

The study adopts a cross-sectional approach, which limits the ability to capture long-term empowerment trajectories and causal inferences over time.

### **FUTURE RESEARCH DIRECTIONS**

Future studies may build upon the present research in several ways:

#### **Longitudinal Studies**

Long-term studies could examine how value-based education influences women's empowerment across different life stages, including career progression and leadership roles.

#### **Comparative Institutional Studies**

Comparative research across value-based, secular, and conventional institutions would provide deeper insights into the distinct contribution of philosophical alignment.

#### **Mixed-Methods Approaches**

Incorporating qualitative methods such as interviews and focus groups could enrich understanding of women's lived experiences of empowerment.

#### **Broader Stakeholder Perspectives**

Future research may include perspectives of faculty, administrators, parents, and community members to develop a multi-stakeholder understanding of empowerment processes.

#### **Advanced Mediation and Structural Models**

Employing Structural Equation Modeling (SEM) or longitudinal mediation analysis could further validate the causal pathways proposed in the conceptual framework.

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