
**Leadership Challenges and Strategic Interventions for Implementing Value Education in Indian Secondary Schools
A Mixed- Methods Study**

Aditi Mukherjee Debashis

Research Scholar, Department of Management Science
Yuvaraja's College (Autonomous), University of Mysore
Mysore – 570 005, India
e-mail: aditichat@gmail.com

Sumangala, C

Professor and Head, Department of Management Science
Yuvaraja's College (Autonomous), University of Mysore
Mysore – 570 005, India
e-mail: suma1064@gmail.com

Abstract

A country with a rich diverse cultural heritage, India has been portraying the importance of values in shaping the character and personality of young India, the students. The Indian Constitution recognizes the importance of value education and mandates it as a fundamental duty of citizens. However, the implementation of value education in schools has been a challenge, and there is a need for management strategic intervention to overcome these challenges. Values play a significant role in shaping the character and personality of an individual, and imparting values in school education is crucial for the holistic development of students. This paper presents the results of a study undertaken covering 190 Secondary School Administrators in the Kerala State to study the implementation challenges of value education and suggest strategic remedies to overcome the challenges. Appropriate statistical techniques such as descriptive statistics, testing of hypothesis and cluster analysis were used to analyse the data. Among the ten challenges considered, Lack of Dedicated Curriculum Time (75.3% agreement), Parental Academic Expectations (55.8%), and Balancing Co-curricular Activities (54.7%) top the challenges. The programme effectiveness in imparting value education remains statistically insignificant among Administrators across Government and Private Schools (t -test, $p > 0.05$), Rural and Urban Schools (t -test, $p > 0.05$), and Administrator Experience (F -test, $p > 0.05$). Using correlation analyses the statistically significant interconnected challenges are identified. The influence of the socio-economic-demographic factors Gender, Age, Experience, Annual Salary of Administrators (personal attributes) and Nature of School, Location of School, Number of Teachers, Administrator Position in School (institutional attributes) on the value education implementation challenges were clearly brought out.

Keywords:

Academic leadership, Indian education system, Value education, Implementation challenges, Socio-economic-demographic attributes, Mixed-methods research

1. Introduction

In the evolving landscape of Indian education, secondary schools serve as crucial spaces not only for academic development but also for the transmission of societal values and ethical norms. While schools often articulate noble ideals, such as inclusivity, integrity, respect, and holistic development, through vision statements and policy documents, a persistent gap is observed between these espoused values and the values that are actually practiced, or enacted, within institutional settings. This dissonance raises important questions about the authenticity, effectiveness, and accountability of value education in Indian secondary schools.

The role of school leadership is particularly significant in this context. Managers and administrators are responsible for translating stated values into operational reality, navigating complex social, cultural, and bureaucratic environments. However, managerial strategies are often challenged by systemic constraints, stakeholder pressures, limited autonomy, resource shortages, and deeply embedded institutional cultures. These challenges may hinder the consistent enactment of values, despite well-intentioned efforts.

Moreover, the mismatch between espoused and enacted values can have far-reaching implications—undermining trust among students, teachers, and parents, weakening institutional credibility, and compromising the moral and ethical development of learners. Understanding this gap requires a critical inquiry into how school leaders interpret, prioritize, and operationalize values in day-to-day functioning, and what strategies they employ to bridge the divide between vision and practice.

Value education is expected to be responsible in shaping the holistic development of students, instilling ethical, moral, and social competencies essential for the 21st-century citizenship. In accordance with NCERT (Suyatno et al., 2019) implementing effective value education programs remains a significant challenge for educational institutions globally, particularly in developing nations experiencing rapid socioeconomic transformation,

The National Education Policy (NEP) 2020 marks a transformative step in India's educational reform by emphasizing value-based education as essential to individual development and national progress. Recognizing the challenges of a rapidly changing, globalized, and technologically driven world, the policy underscores values such as empathy, integrity, inclusivity, and ethical judgment as central to nurturing responsible citizens and ethical leaders. While NEP 2020 highlights character building and value inculcation as core objectives, the effective and consistent implementation of these principles continues to face challenges due to cultural diversity, resource limitations, and academic pressures across educational institutions. Practical implementation strategies remain inconsistent across institutions (Bansal, 2022; Nagaraju, 2018).

1.1 Research Context

The State of Kerala, with its distinctive educational achievements and socioeconomic indicators, provides an ideal setting for examining value education implementation. The state's education system encompasses diverse institutional types - government and private schools - serving varied demographic populations across urban and rural settings. This diversity enables comprehensive analysis of contextual factors influencing value education effectiveness. As of 2024-25, there are 14,530 higher secondary schools in Kerala, comprising 1425 CBSC, 168 ICSE and 12,937 State Board Schools (DGE/248/2026-S2(B) dated 07-01-2026).

1.2 Research Objectives

This study addresses the following research objectives:

1. Identify and quantify the primary challenges faced by school administrators in implementing value education programs.
2. Examine demographic and institutional factors influencing perceived program effectiveness.
3. Create evidence-based challenge typologies through cluster analysis to guide targeted interventions.
4. Formulate strategic recommendations for enhancing value education programme across diverse secondary education schools.

1.3 Literature Review

1.3.1 Global Perspectives on Value Education

International research highlights consistent implementation challenges across diverse educational systems. O'Flaherty, Liddy, and McCormack (2017) identified ambiguity in defining value education objectives among Irish stakeholders, emphasizing the need for clarity in conceptualization and shared responsibility between schools and communities. Similar findings emerge from Indonesian contexts, where Suyatno et al. (2019) documented inadequate resources, limited awareness, and insufficient monitoring as primary barriers to effective values education integration.

A qualitative case study by Chirwa's (2009) interrogates why Malawi's Life Skills Education (LSE) programme finds little traction in rural Zomba. Drawing on Cornbleth's structural/social context framework, she triangulates teacher interviews, classroom overload, low pay, minimal training, inaccessible manuals, and cultural taboos undermine implementation. Teachers, under pressure to cover examinable subjects, side-line LSE, while principals lack mentoring capacity due to their own limited preparation. The thesis proposes multi-pronged interventions: extending pre- and in-service training, producing culturally relevant observations, and document analysis to reveal how poverty-induced absenteeism, teacher teaching aids, integrating life-skill indicators into assessments, providing nutrition and health supports, and involving parents and leaders to destigmatize sensitive content. Chirwa emphasizes that policy mandates alone cannot change behaviour; supportive ecosystems tailored to local realities are essential. Her work contributes to implementation science by showing how structural inequities cascade into classroom practice, and by outlining actionable steps for policymakers seeking to move LSE from rhetoric to reality.

Behera (2020) weaves philosophical references (Gandhi, Vivekananda, Kalam) with practical classroom suggestions to argue that teachers must be moral exemplars shaping an ethical citizenry. He advocates daily practices structured timetables, and collaboration among families, media, and communities to reinforce values across contexts - meditation, thought for the Day, cooperative games, service clubs - to embed respect, empathy, and discipline. The paper underscores that value education is essential for national prosperity and calls for dedicated moral educators,

CBSE (2012) operationalizes value integration within the Continuous and Comprehensive Evaluation framework by providing teachers with handbooks, value cards, and music resources. It mandates value-based questions in summative assessments, emphasizes teacher modelling, and encourages schools to foster clubs, service projects, and parent engagement to embed constitutional values (justice, liberty, equality,

fraternity) into everyday schooling. The kit positions value education as a systemic priority, not an elective add-on.

Leveraging multi-level, longitudinal data from 252 principals, 3,658 teachers, and nearly 50,000 students, Berson and Oreg (2016) demonstrate that principals' personal value hierarchies' cascade through school climate to influence student values over time. Principals emphasizing benevolence and universalism cultivate climates that foster similar traits among students, whereas those prioritizing power tilt climates toward self-enhancement.

Analyzing responses from 352 stakeholders in Pakistan's Lakki Marwat district, Khan et al (2020) compare perceptions of peace education across public and private sectors. While public-school stakeholders show similar enthusiasm, private-school teachers rate peace education significantly higher than parents, suggesting market-driven contexts may dilute communal responsibility without targeted outreach. Teachers overall appear most willing to operationalize peace curricula, positioning them as potential catalysts if systems supply training, resources, and policy back-up.

Synthesizing Rokeach and Schwartz's value theories with Biggs' learning approaches, Gamage, Dehideniya and Ekanayake (2021) argue that personal values such as self-direction and achievement correlate with deep/strategic learning, while conformity aligns with surface approaches. They draw on global studies to show that values influence decision-making, persistence, and academic success, advocating for higher education curricula that explicitly nurture reflective value awareness alongside cognitive skills. By positioning values as drivers of learning behaviour, the paper expands discussions of academic achievement beyond cognitive factors.

Green's (2021) transcendental phenomenology captures the lived experiences of eight North Dakota teacher leaders as they navigate hybrid roles between classroom and administration. Participants report limited preparation for leading adults, tension between collegiality and accountability, emotional fatigue, and minimal administrator feedback. They describe improvised coping strategies—building trust, distributing leadership, seeking mentorship—but emphasize the need for systemic supports: clear role definitions, release time, stipends, and professional learning grounded in adult education theory.

Bozkus (2022) develops and validates an eight-factor, 44-item scale measuring administrators' problems (workload, personal rights, school administration, climate, respect, systemic pressures, organizational commitment, violence) using responses from 709 Turkish principals and vice-principals. Exploratory and confirmatory factor analyses, alongside high reliability coefficients, confirm the instrument's robustness, offering researchers and policymakers a diagnostic tool to tailor support and evaluate interventions aimed at improving administrators' working conditions.

Doygunel and Koprulu (2022) interviewing 5 primary school administrators in Northern Cyprus, reveal that social responsibility projects (environmental clean-ups, charity drives, community partnerships) enhance student motivation, academic engagement, and school climate. Administrators describe their roles in coordinating logistics, communicating with stakeholders, and modelling social values, yet call for systemic support (resources, training) to sustain these projects. The study underscores that social responsibility initiatives are practical vehicles for value inculcation and improving school life quality.

Evangelio and Villocino (2023) through interviews with Filipino administrators during and after COVID-19 reveal intertwined professional and personal stressors: rapid digital transitions, staff morale,

parental concerns, health safeguards, and leader wellbeing. Participants recount lessons learned—flexibility, transparent communication, focus on wellbeing—and advocate for institutionalized crisis plans, technology infrastructure, and psychosocial support for leaders. The study underscores that school leadership involves emotional labour and community-building, especially during disruptions, and calls for systemic investments in preparedness and mental health.

Surveying 160 schools across 17 countries (predominantly Christian), Espinosa and González (2024) map how institutions conceptualize and implement values/virtues education. Eighty-four percent report formal programmes, especially private schools, yet educators often conflate “values” and “virtues,” highlighting conceptual ambiguity. Commonly emphasized virtues include generosity, respect, responsibility, and strategies range from teacher modelling to curriculum integration and family engagement. The study calls for clearer frameworks and sustained teacher formation to align policy rhetoric with practice, urging dialogue between values and virtue paradigms.

1.3.2 Indian Educational Context

Within India's educational landscape, value education implementation faces distinctive challenges. Aneja (2014) contends that value education must be embedded in daily schooling to sustain India's plural society. She positions teachers as mentors who integrate values through routines—Thought for the Day, cooperative games, festival celebrations, storytelling—and argues that such practices can mitigate juvenile delinquency and social discord. The article urges formal scheduling of moral education, teacher training in value pedagogy, and partnership with parents and communities to create consistent value environments.

Banerjee et al (2016) review India's exam-centric system and call for education that cultivates “complete human beings.” They categorize values (higher/lower, positive/negative, intrinsic/instrumental) and urge teachers to model ethics, integrate cultural activities, and involve students in community service projects that instill responsibility, empathy, and civic-mindedness. The paper frames value education as essential for national cohesion and sustainable development, advocating for curricular reforms that balance knowledge with character formation.

Dua and Dua (2017) catalogues obstacles to inclusive education in India - restrictive admissions, inaccessible infrastructure, negative teacher and peer attitudes, scarce assistive materials, and transportation difficulties - and argues that policy commitments lag in implementation. The authors recommend coordinated enforcement, resource allocation, professional development, and community sensitization to ensure children with disabilities can access mainstream schooling, emphasizing that inclusion demands systemic change.

Garg, Shivranjan, and Sharma (2017) emphasize the importance of traditional Indian values while acknowledging infrastructure limitations and teacher training gaps. Paul (2017) observes that value infusion occurs through both direct curriculum integration and indirect pedagogical approaches, necessitating comprehensive teacher preparation and innovative instructional strategies.

The case study by Gouda and D'Mello (2019) chronicles how a residential school in Karnataka operationalizes the Panchakosha philosophy by integrating yoga, arts, academics, spirituality, and agriculture into daily routines. Gouda and D'Mello highlight the school's leadership vision, infrastructure

investments, teacher development programmes, and community engagement strategies that sustain holistic education. Testimonials from parents and alumni attest to outcomes—discipline, empathy, leadership—that go beyond exam scores. The authors position the school as a replicable model for institutions seeking to balance technological modernity with cultural heritage, providing detailed insights into governance, pedagogy, and campus culture.

Jena's (2021) meta-review maps two decades of Indian value education research, noting diverse thematic foci (aesthetic, democratic, moral values) but a predominance of descriptive studies lacking experimental or longitudinal designs. She calls for methodological diversification—quasi-experiments, culturally responsive interventions, regional-language research—to strengthen the evidence base for policy decisions. By identifying gaps, Jena provides a roadmap for scholars and funders seeking to prioritize impactful research agendas.

Nirupama and D'Souza (2021) through a descriptive survey of 25 educators spanning schooling levels, reveal near-unanimous agreement that ethics instruction must be mandatory, timetabled, and assessed. Ninety-six percent of respondents support curricular integration, 80% believe it will reduce social ills, and many advocate weekly “value hours” delivered by trained counsellors to meld moral reasoning with socio-emotional support. Teachers prefer mixed pedagogies—lectures for conceptual framing, discussions and role plays for application—and emphasize continuous assessment of behaviour, not just cognitive recall. The study underscores an appetite for institutional support: dedicated staff, professional development, and evaluation rubrics that legitimize value education alongside academic subjects. By mapping demographic variables (experience, school type) against attitudes, the authors show that support cuts across sectors, hinting at a latent coalition for reform. They conclude that policymakers should treat moral education as an investment in social harmony, embedding it in teacher preparation, schedules, and assessment frameworks to ensure values are practiced, not preached.

Sharma (2022) interviewing eight CBSE administrators from Wardha district, surfaces diverse understandings of value education—some equate it with moral discipline, others with cultural preservation or holistic development—which influence the programmes they champion. Initiatives range from assembly storytelling and school displays to life-skills workshops and parent counselling, reflecting each leader's interpretive lens. Administrators cite barriers like rigid societal norms, discontinuities between home and school, resource shortages, and opaque policy communication, yet remain proactive in crafting low-cost, high-touch strategies to model desired behaviours. Sharma contends that to sustain value-rich environments, administrators need targeted professional development, clearer guidance on national policies such as NEP 2020, and resource allocations that recognize the labour involved in moral pedagogy. The study positions school leaders as fulcrums translating national ideals into daily routines, highlighting both their agency and their need for systemic support.

Barman (2025) explores the importance of value education as envisioned in India's National Education Policy (NEP) 2020. Using a qualitative, documentary-based approach, it examines policy provisions and scholarly sources to highlight strategies for integrating moral, ethical, and social values into education. The paper concludes that value education is essential for holistic development and for nurturing responsible, ethical, and socially conscious citizens.

Rai, Pallavi and Singh (2025) review the implications of the National Education Policy (NEP) 2020 for value-based education in India. The research highlights the policy's emphasis on holistic development by integrating ethical, moral, social, and constitutional values into the education system. Through a review of

existing literature and analysis of key policy provisions, the study discusses how NEP 2020 seeks to strengthen curriculum design, teaching methods, teacher training, and assessment practices to promote character building and responsible citizenship. The review also identifies challenges such as effective implementation, teacher preparedness, and evaluation of values-based learning outcomes.

1.3.3 Leadership and Implementation Challenges

Educational leadership plays a pivotal role in value education success. Moore (2023) identifies multiple administrative challenges including resource allocation, stakeholder management, and program evaluation. Mista et al. (2024) document specific implementation barriers in secondary education, highlighting the complexity of balancing academic achievement with character development objectives.

Educational leadership plays a crucial role in planning, implementing, and sustaining value-based education by embedding ethical principles into the school's vision, curriculum, and daily practices, thereby shaping a value-oriented culture. School administrators are responsible for translating broad policy frameworks such as NEP 2020 into meaningful practice, often without clear operational guidelines. Key challenges include limited resources, competition with academic priorities, building teacher capacity amid training constraints and resistance to change, and managing diverse stakeholder expectations. Engaging parents, management, and the community requires effective communication and shared decision-making. Additionally, evaluating value-based education remains difficult due to its intangible and long-term outcomes, requiring qualitative and reflective assessment methods. Sustaining such initiatives therefore demands consistent ethical leadership, strategic planning, and long-term commitment.

1.4 Research Gap

While existing literature identifies general implementation challenges, limited research employs data-driven approaches to:

- the leadership role of school administrators in planning, implementing, monitoring, and sustaining value education programmes
- understanding of the institutional and managerial challenges faced by administrators
- policy implementation challenges, including policy–practice gaps, monitoring and evaluation mechanisms, stakeholder coordination, ethical dilemmas, and variations across different types of schools.
- quantify relative challenge severity across diverse contexts
- create evidence-based school typologies for targeted interventions

This research is aimed at addressing some of these gaps through comprehensive statistical analysis and advanced modeling techniques.

2. Methodology

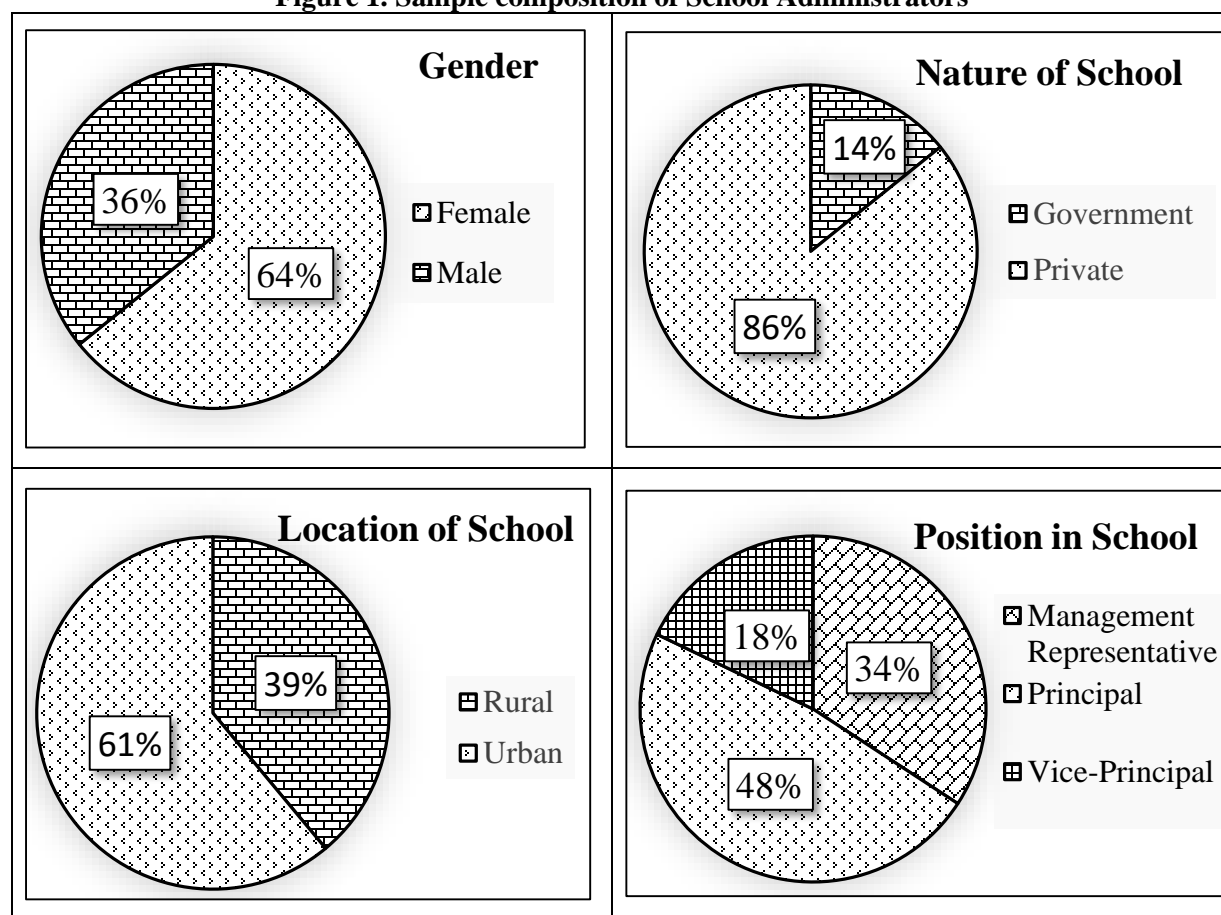
2.1 Design

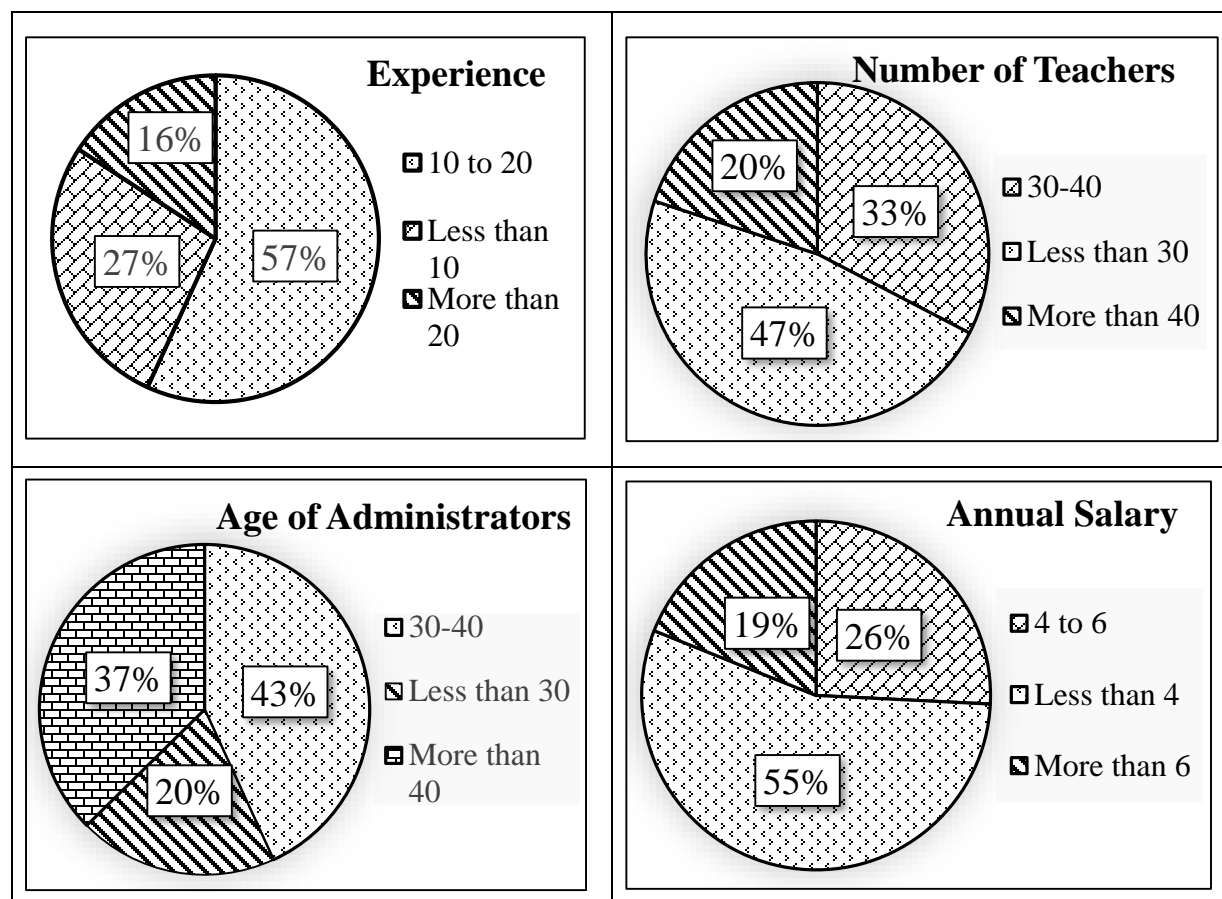
A cross-sectional mixed-methods design is employed combining quantitative survey data with advanced statistical analysis.

2.2 Participants and Sampling

Participants of this survey study were the School Administrators comprising of 47.9 per cent Principals (n=91), 17.9 per cent Vice-Principals (n=34) and 34.2 per cent Management Representatives (n=65) of secondary schools in the Kerala State, India. Stratified random sampling was employed to ensure representation across school types, and location. A total of 190 administrators responded if full, out of which 64.2 percent (n=122) were females and 35.8 percent (n=68) were males. Among the schools participated, 85.8 percent (n=163) were private management schools and 14.2 percent (n=27) were government schools. Geographically, 61.1 per cent (n=116) schools were from Urban and 38.9 percent (n=74) schools were from Rural areas. The sample composition is illustrated in figure 1.

Figure 1. Sample composition of School Administrators





2.3 Instrumentation

2.3.1 Challenge Assessment Scale

A validated 10 item perceived implementation challenges measured using 5-point Likert Scale responses (1 = Strongly Disagree and 5 = Strongly Agree) were used. The implementation challenges are coded as follows for simplicity of presentation of results.

Sl. No.	Code	Implementation Challenge
1	CF1	Lack of Dedicated Curriculum Time
2	CF2	Teacher Resistance
3	CF3	Limited Resources
4	CF4	Academic Performance Overemphasis
5	CF5	Balancing Co-curricular Activities
6	CF6	Inadequate Teacher Training
7	CF7	Student Engagement Difficulties
8	CF8	Parental academic expectations
9	CF9	Cultural/Socioeconomic Diversity
10	CF10	Measuring Programme Effectiveness

2.3.2 Program Effectiveness Rating

Overall effectiveness of value education program existing in the secondary school was assessed on a 10-point scale (1= Completely Ineffective to 10 = Highly Effective).

3 Results

3.1 Challenge Severity Analysis

Table 1 presents the comprehensive challenge severity rankings based on mean scores, standard deviations, and agreement percentages.

Table 1: Value Education Implementation Challenges Ranked by Severity

Rank	Code	Challenge	Mean Score	SD	Percentage Agreement
1	CF1	Lack of Dedicated Curriculum Time	3.61	0.72	75.3
2	CF8	Parental Academic Expectations	3.33	0.82	55.8
3	CF5	Balancing Co-curricular Activities	3.31	0.83	54.7
4	CF10	Measuring Program Effectiveness	3.25	0.80	47.4
5	CF4	Academic Performance Overemphasis	3.17	0.79	41.1
6	CF9	Cultural/Socioeconomic Diversity	3.16	0.82	43.2
7	CF3	Limited Resources	3.11	0.83	40.0
8	CF2	Teacher Resistance	3.03	0.87	38.9
9	CF6	Inadequate Teacher Training	3.03	0.87	38.9
10	CF7	Student Engagement Difficulties	2.88	0.87	32.1

The analysis reveals curriculum time constraints as the predominant challenge, with three-quarters of administrators expressing agreement. Notably, student engagement ranked lowest despite its critical importance for program success. One of the most significant challenges in implementing value education in schools is the constraint of curriculum time. Schools operate within tightly structured timetables that prioritize core academic subjects, examination preparation, and syllabus completion. As a result, value education is often perceived as an additional component rather than an integral part of the curriculum, leading to its marginalization.

The pressure to achieve academic targets and maintain performance indicators leaves limited scope for dedicated periods for value-based activities. Teachers frequently struggle to balance content-heavy syllabi with experiential learning approaches—such as discussions, reflections, service learning, and moral reasoning—that are essential for effective value education but require additional time.

3.2 Program Effectiveness Assessment

The overall effectiveness of the value education programme at secondary schools showed a Mean Score of 6.04 with Standard Deviation of 1.56, a Median Score of 6, Range of 2 to 10 and an Inter Quartile Range of 5 to 7. The moderate average effectiveness score indicates substantial room for improvement in current value education programs. The mean score of the overall effectiveness of the value education programme at secondary schools is not statistically significantly different between government and private schools,

rural and urban locations, and female and male administrators.

3.3 Findings Based on Socio-Economic and Demographic Variables

Comprehensive socio-economic and demographic data along with the results of the chi-square test for association is presented in Table 3 below. The socio-economic-demographic factors include personal attributes (Gender, Age, Experience, Annual Salary of Administrators) and institutional attributes (Nature of School, Location of School, Number of Teachers, Administrator Position in School).

Gender

The chi-square test for independence on gender showed statistically significant association with Lack of Dedicated Curriculum Time, Teacher Resistance, Inadequate Teacher Training, Parental Academic Expectations, and Cultural/Socioeconomic Diversity suggesting that female and male respondents differ significantly in their views on this challenge. With respect to the other challenge features viz., Limited Resources, Academic Performance Overemphasis, Balancing Co-curricular Activities, Student Engagement Difficulties, and Measuring Programme Effectiveness, female and male administrators share the same opinion.

Age

The chi-square test for independence on the Age of Administrators of the school showed statistically significant association with Lack of Dedicated Curriculum Time, Academic Performance Overemphasis, Balancing Co-curricular Activities, Inadequate Teacher Training, Parental Academic Expectations, Cultural/Socioeconomic Diversity, suggesting that the different age group administrators differ significantly in their views. With respect to Teacher Resistance, Limited Resources, Student Engagement Difficulties, and Measuring Programme Effectiveness, the administrators share the same opinion irrespective of their Age.

Administrator Experience

The chi-square analyses presented in Table 3 reveals there is a significant association with Teacher Resistance, Limited Resources, Academic Performance Overemphasis, and Inadequate Teacher Training suggesting that the Administrators' experience influence their views. With respect to Lack of Dedicated Curriculum Time, Balancing Co-curricular Activities, Parental Academic Expectations, Student Engagement Difficulties, Cultural/Socioeconomic Diversity, Measuring Programme Effectiveness, the Administrator experience do not influence significantly their opinions.

Table 3. Influence of Socio-Economic-Demographic Factors on Implementation Challenges

Sl. No	Implementation Challenge	Personal Attributes							
		Age		Gender		Experience		Annual Salary	
		χ^2	P value		P value	χ^2	P value	χ^2	P value
1	Lack of Dedicated Curriculum Time	13.29	<0.01	7.55	<0.05	6.15	NS	2.65	NS
2	Teacher Resistance	4.94	NS	7.01	<0.05	10.31	<0.05	13.60	<0.01
3	Limited Resources	7.51	NS	2.61	NS	12.87	<0.05	18.33	<0.01
4	Academic Performance Overemphasis	9.81	<0.05	5.66	NS	21.82	<0.01	20.80	<0.01
5	Balancing Co-curricular Activities	22.66	<0.01	1.74	NS	5.68	NS	6.44	NS
6	Inadequate Teacher Training	17.69	<0.01	13.07	<0.01	19.75	<0.01	34.30	<0.01
7	Student Engagement Difficulties	2.07	NS	0.17	NS	3.78	NS	9.74	<0.05
8	Parental academic expectations	38.04	<0.01	18.6	<0.01	5.07	NS	17.21	<0.01
9	Cultural/Socioeconomic Diversity	11.44	<0.05	6.78	<0.05	3.65	NS	19.77	<0.01
10	Measuring Programme Effectiveness	6.98	NS	1.83	NS	2.02	NS	10.14	<0.05

Annual Salary

The chi-square test for independence on the Annual Salary of the Administrators showed statistically significant association with Teacher Resistance, Limited Resources, Academic Performance Overemphasis, Balancing Co-curricular Activities, Inadequate Teacher Training, Student Engagement Difficulties, Parental Academic Expectations, Cultural/Socioeconomic Diversity, and Measuring Programme Effectiveness, suggesting that the administrators of schools with varied Annual Salary differ significantly in their views. With respect to the Lack of Dedicated Curriculum Time, the administrators share the same opinion irrespective of their Annual Salary.

Location of School

From Table 3 it can be observed that there is a significant association with Academic Performance Overemphasis, Balancing Co-curricular Activities, Student Engagement Difficulties, and Parental Academic Expectations, suggesting that School Administrators from Rural and Urban Schools differ significantly in their views. With respect to Lack of Dedicated Curriculum Time, Teacher Resistance, Limited Resources, Inadequate Teacher Training, Cultural/Socioeconomic Diversity, and Measuring Programme Effectiveness the Administrators from Rural and Urban Schools share the same opinion.

Table 3 Contd.

Sl. No.	Challenge Features	Institutional Attributes							
		Location		Nature of School		Admin. Position in School		Number of Teachers	
		χ^2	P value	χ^2	P value	χ^2	p value	χ^2	P value
1	Lack of Dedicated Curriculum Time	0.65	NS	7.71	<0.05	10.64	<0.05	12.14	<0.05
2	Teacher Resistance	0.86	NS	7.10	<0.05	10.27	<0.05	23.69	<0.01
3	Limited Resources	2.60	NS	13.86	<0.01	11.22	<0.05	28.39	<0.01
4	Academic Performance Overemphasis	9.61	<0.05	17.31	<0.01	8.66	NS	13.01	<0.05
5	Balancing Co-curricular Activities	6.45	<0.05	0.63	NS	4.48	NS	18.63	<0.01
6	Inadequate Teacher Training	5.59	NS	4.37	NS	26.96	<0.01	11.43	<0.05
7	Student Engagement Difficulties	9.43	<0.01	2.49	NS	14.24	<0.05	0.84	NS
8	Parental academic expectations	11.33	<0.01	6.93	<0.05	6.65	NS	12.14	<0.05
9	Cultural/Socioeconomic Diversity	1.26	NS	13.22	<0.01	1.25	NS	17.44	<0.01
10	Measuring Programme Effectiveness	7.25	<0.05	10.01	<0.01	14.07	<0.01	17.69	<0.01

Nature of School

The chi-square test for independence on nature of the school revealed that there is a significant association with Lack of Dedicated Curriculum Time, Teacher Resistance, Limited Resources, Academic Performance Overemphasis, Inadequate Teacher Training, Parental Academic Expectations, Cultural/Socioeconomic Diversity, and Measuring Programme Effectiveness, suggesting that Government and Private School Administrators differ significantly in their views. With respect to the Balancing Co-curricular Activities, and Student Engagement Difficulties, the Administrators from Government and Private Schools share the same opinion.

Administrator Position in School

The chi-square analyses presented in Table 3 reveals there is a significant association with Lack of Dedicated Curriculum Time, Teacher Resistance, Limited Resources, Inadequate Teacher Training, Student Engagement Difficulties, Measuring Programme Effectiveness suggesting that the position the Administrators hold in their school influence their views. With respect to Academic Performance Overemphasis, Balancing Co-curricular Activities, Parental Academic Expectations, and Cultural/Socioeconomic Diversity the Administrators share same opinions irrespective of their position.

Number of Teachers

The chi-square test for independence on size of the school in terms of the number of teachers showed statistically significant association with Lack of Dedicated Curriculum Time, Teacher Resistance, Limited Resources, Academic Performance Overemphasis, Balancing Co-curricular Activities, Inadequate Teacher

Training, Parental Academic Expectations, Cultural/Socioeconomic Diversity, and Measuring Programme Effectiveness, suggesting that the administrators of schools with more teachers differ significantly in their views. With respect to the Student Engagement Difficulties the administrators with share the same opinion irrespective of the teacher strength.

The Overall, the findings indicate that both personal (Gender, Age, Experience, Annual Salary) and institutional variables (Nature of School, Location of School, Number of Teachers, Administrator Position in School) influence administrators’ perceptions of implementation challenges. Notably, institutional characteristics—particularly Nature of School and Number of Teachers—demonstrate broader influence across multiple challenge domains. This underscores the importance of contextual and structural factors in shaping administrative perspectives.

3.4 Correlation Analysis

Table 4 presents the correlation among implementation challenges. The statistically significant correlation coefficients are marked * ($p < 0.05$) and ** ($p < 0.01$) based on t-test with $p < 0.01$.

Table 4. Correlation Matrix of Challenge Features

	CF1	CF2	CF3	CF4	CF5	CF6	CF7	CF8	CF9	CF10
CF1	1.00									
CF2	0.40**	1.00								
CF3	0.39**	0.28**	1.00							
CF4	0.34**	0.24**	0.38**	1.00						
CF5	-0.08	0.02	0.09	0.20**	1.00					
CF6	0.15*	0.05	0.26**	0.35**	0.16*	1.00				
CF7	0.08	0.03	0.27**	0.15*	0.18**	0.28**	1.00			
CF8	0.04	0.05	0.22**	0.32**	0.30**	0.39**	0.22**	1.00		
CF9	0.11	0.09	0.32**	0.18**	0.24**	0.13	0.22**	0.26**	1.00	
CF10	0.16	-0.04	0.12	0.12	0.10	0.23**	0.13	0.20**	0.20**	1.00

Based on the results presented in Table 4 the interconnected implementation challenges are classified in Table 5 below.

Table 5. Interconnected Challenge Networks

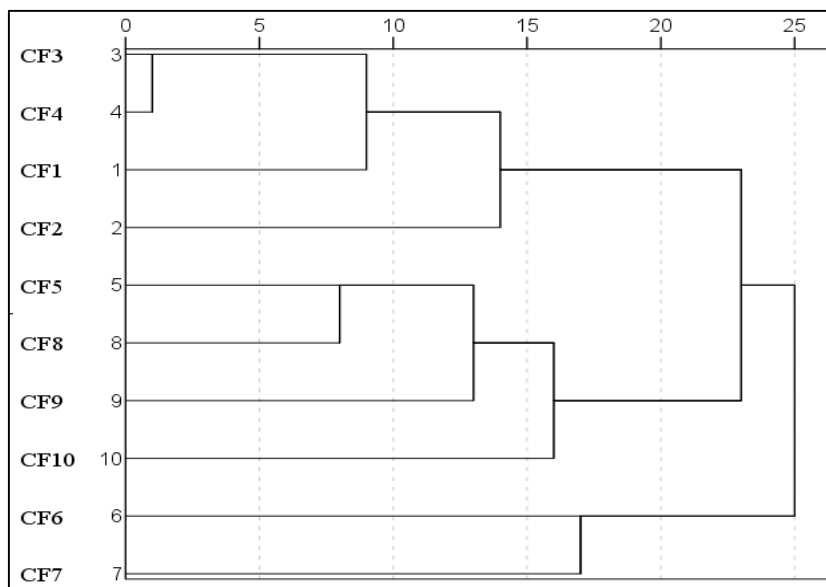
Challenge Features	Interconnected Challenge Networks	Significance of Correlation
Lack of Dedicated Curriculum Time	Teacher Resistance, Limited Resources, Academic Performance Overemphasis	$p < 0.01$
Teacher Resistance	Limited Resources, Academic Performance Overemphasis	$p < 0.01$
Limited Resources	Academic Performance Overemphasis, Inadequate Teacher Training, Student Engagement Difficulties,	$p < 0.01$

	Parental Academic Expectations, Cultural/Socioeconomic Diversity	
Academic Performance Overemphasis	Inadequate Teacher Training, Student Engagement Difficulties, Parental Academic Expectations	p<0.01
Balancing Co-curricular Activities	Student Engagement Difficulties, Parental Academic Expectations, Cultural/Socioeconomic Diversity	p<0.01
Inadequate Teacher Training	Student Engagement Difficulties, Parental Academic Expectations, Measuring Programme Effectiveness	p<0.01
Student Engagement Difficulties	Parental Academic Expectations, Cultural/Socioeconomic Diversity	p<0.01
Parental Academic Expectations	Cultural/Socioeconomic Diversity, Measuring Programme Effectiveness	p<0.01
Cultural/Socioeconomic Diversity	Measuring Programme Effectiveness	p<0.01

3.5 Cluster Analysis Results

Table 5 presents the interconnected challenges network. It is now extremely cumbersome to work on strategies to address these challenges due to their correlation to each other. To bring more clarity to help in formulation of strategic interventions, hierarchical cluster analysis was employed and the result is presented in the form of a dendrogram in figure 2 below.

Figure 2. Dendrogram of Classified Challenges of Implementation



The figure 2 clearly indicates three clusters of implementation challenges which are presented in the table 6.



Table 6. Clusters of Implementation Challenges

Cluster	Codes	Challenges
1	CF3	Limited Resources
	CF4	Academic Performance Overemphasis
	CF1	Lack of Dedicated Curriculum Time
	CF2	Teacher Resistance
2	CF5	Balancing Co-curricular Activities
	CF8	Parental academic expectations
	CF9	Cultural/Socioeconomic Diversity
	CF10	Measuring Programme Effectiveness
3	CF6	Inadequate Teacher Training
	CF7	Student Engagement Difficulties

4 Key Findings

- Overall, the findings indicate that both personal (Gender, Age, Experience, Annual Salary) and institutional variables (Nature of School, Location of School, Number of Teachers, Administrator Position in School) influence administrators’ perceptions of implementation challenges. Notably, institutional characteristics—particularly Nature of School and Number of Teachers—demonstrate broader influence across multiple challenge domains. This underscores the importance of contextual and structural factors in shaping administrative perspectives.
- The absence of significant differences across school types, locations, and gender groups on overall programme effectiveness indicates that value education challenges are systemic rather than context-specific.
- The overwhelming agreement (75.3%) regarding Lack of Dedicated Curriculum Time reflects the tension between value education objectives and academic performance pressures. This finding aligns with international research (O’Flaherty et al., 2017) highlighting competing educational priorities.
- Strong correlations between challenges suggest that isolated interventions may prove ineffective. For instance, addressing teacher resistance requires simultaneous attention to training provisions, while cultural diversity management links directly to effectiveness measurement capabilities.

5 Strategic Recommendations

Based on our comprehensive analysis, we propose the following evidence-based recommendations.

5.1 Policy-Level Interventions

5.11 Curriculum Reform Initiative

- Mandate minimum weekly hours for value education (suggested: 2-3 hours)
- Integrate value themes across subject areas rather than isolated periods
- Develop flexible curriculum frameworks adaptable to local contexts

5.12 Resource Allocation Strategy

- Establish dedicated budget lines for value education programs
- Create resource-sharing networks among school clusters
- Develop digital resource repositories accessible to all schools

5.13 Evaluation and Accountability

- Implement standardized yet flexible assessment frameworks
- Include value education effectiveness in school performance metrics
- Establish research centers for continuous program evaluation

5.2 Institutional-Level Strategies

5.2.1 Leadership Development

- Train administrators in value education leadership competencies
- Create leadership networks for experience sharing
- Establish mentorship programs linking successful and struggling schools

5.2.2 Teacher Empowerment

- Implement comprehensive pre-service and in-service training programs
- Provide certification pathways for value education specialists
- Recognize and reward innovative value education practices

5.2.3 Community Engagement

- Develop parent education programs highlighting value education benefits
- Create community-school partnerships for value reinforcement
- Establish student ambassador programs for peer influence

5.3 Classroom Level Practices

5.3.1 Pedagogical Innovation

- Employ experiential learning methodologies
- Integrate technology for engaging value education delivery
- Develop age-appropriate, culturally relevant content

5.3.2 Assessment Strategies

- Implement portfolio-based assessment systems
- Use peer and self-assessment techniques
- Document behavioral changes through systematic observation

5.3.3 Student Engagement

- Create student-led value education initiatives
- Implement service-learning projects

- Establish recognition systems for value-based behaviors

6 Conclusion

This comprehensive data-driven analysis provides critical insights into value education implementation challenges across Indian secondary schools. Our findings reveal that successful value education transcends simple resource allocation or institutional characteristics, requiring systemic approaches addressing interconnected challenges. The moderate overall effectiveness score (6.04/10) indicates substantial improvement potential, while the identification of the three distinct clusters of implementation challenges enables targeted intervention strategies. The dominance of Lack of Dedicated Curriculum Time and the predictive power of operational factors over demographic variables highlight the need for structural reforms rather than superficial adjustments.

As educational systems globally grapple with character development alongside academic achievement, this study offers valuable insights for policymakers, administrators, and educators. Ultimately, effective value education implementation requires coordinated efforts across policy, institutional, and classroom levels. By addressing identified challenges through evidence-based strategies, educational institutions can better fulfill their mandate of developing not just academically competent but also ethically grounded citizens prepared for the complexities of the 21st century.

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