

# A Study on the Impact of Transformational Leadership in Private Colleges of Nagaland

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**Abstract-** The present study investigates the impact of transformational leadership on faculty performance and job satisfaction in private colleges of Nagaland. Leadership plays a vital role in shaping the effectiveness, work culture, and overall performance of educational institutions. In recent years, transformational leadership has gained importance due to its ability to inspire, motivate, and support faculty members in achieving both individual and institutional goals. Private colleges in Nagaland, while contributing significantly to higher education, face challenges such as limited resources, varying faculty motivation, and the need to improve academic standards, making effective leadership essential.

Data were collected from a sample of 100 faculty members selected through Simple random sampling. A structured questionnaire based on a five-point Likert scale was used to measure transformational leadership practices, faculty performance, and job satisfaction. The collected data were analyzed using percentage analysis to examine the relationships among the variables.

The findings of the study indicate that transformational leadership practices are positively perceived by faculty members in private colleges of Nagaland. A majority of respondents reported that leadership practices such as clear vision, encouragement of innovation, individual support, and motivation significantly enhance their teaching performance and professional growth. These results suggest that supportive and inspiring leadership contributes to higher levels of faculty satisfaction and commitment.

The study concludes that transformational leadership plays a crucial role in improving faculty performance and job satisfaction in private colleges of Nagaland. The findings may help college administrators adopt effective leadership practices to enhance institutional effectiveness and faculty well-being.

**Keywords:** Transformational Leadership, Faculty Performance, Job Satisfaction

## I. INTRODUCTION

### 1.1 Background of the Study

Leadership is vital for the effective functioning of educational institutions. Transformational leadership focuses on inspiring and motivating faculty, encouraging innovation, and supporting professional growth. In private colleges of Nagaland, where institutions face challenges such as limited resources and faculty motivation, transformational leadership plays an important role in improving performance and job satisfaction.

### 1.2 Problem of the Study

Despite the growth of private colleges in Nagaland, limited research has examined the impact of leadership styles on faculty performance and job satisfaction. Many institutions face issues such as low motivation, inconsistent performance, and limited professional development opportunities. The lack of empirical evidence on transformational leadership practices in this context represents the core problem of the study.

### 1.3 Scope of the Study

The study focuses on private colleges in Nagaland and examines leadership practices among college administrators. It includes assessing transformational leadership behaviors, faculty performance, and job satisfaction based on faculty perceptions. Government colleges and institutions outside Nagaland are excluded, and the study is limited to leadership impact on faculty performance and job satisfaction.

### 1.4 Impact of Transformational Leadership on Faculty Performance and Job Satisfaction

Transformational leadership positively influences faculty performance and job satisfaction by creating a

supportive and motivating work environment. Leaders who inspire, support, and intellectually stimulate faculty enhance teaching effectiveness, professional growth, and organizational commitment. Overall, transformational leadership contributes to improved institutional effectiveness and a positive academic culture in private colleges of Nagaland.

#### Objectives of the Study

- To examine the extent of transformational leadership practices in private colleges in Nagaland.
- To study the relationship between transformational leadership, faculty performance, and job satisfaction in private colleges in Nagaland.

## II. REVIEW OF LITERATURE

### 2.1 Introduction

Transformational leadership has been widely studied across educational contexts due to its influence on organizational outcomes, faculty motivation, and institutional effectiveness. The existing body of literature highlights the importance of leadership behaviors such as inspiration, intellectual stimulation, and individualized support in enhancing faculty performance and job satisfaction. Although research in India has increased in recent years, studies specifically focusing on private colleges in Nagaland remain limited. This review examines key literature related to transformational leadership in higher education, with emphasis on its impact on faculty performance and job satisfaction.

### 2.2 Literature Analysis

Smith (2018) this study identified that transformational leadership significantly enhances teacher motivation and performance in higher education institutions. The findings revealed that leaders who communicate a clear vision and provide intellectual stimulation help faculty adopt innovative teaching practices and remain committed to institutional goals.

Kumar (2020) this study identified the relationship between leadership style and job satisfaction among college faculty in India. Results showed that transformational leadership—particularly the

components of individualized consideration and inspirational motivation—created supportive work environments that improved job satisfaction and organizational commitment.

Lotha (2021) this study identified how leadership practices influence academic culture in colleges in Northeast India. The research emphasized that transformational leadership fosters collaboration, builds trust, and motivates faculty, which in turn enhances overall academic productivity. The study highlighted the need for stronger leadership training in private colleges.

Johnson (2019) this study identified the impact of transformational leadership on professional development initiatives in tertiary institutions. The findings suggested that transformational leaders encourage continuous learning and offer professional development opportunities, leading to improved faculty competence and teaching effectiveness.

Aier (2022) this study identified that transformational leadership positively affects job satisfaction among faculty in private institutions. Faculty members reported higher levels of workplace engagement when leader's demonstrated empathy, recognized achievements, and encouraged participation in decision-making processes.

### 2.3 Research Gap

Although several studies emphasize the positive effects of transformational leadership on faculty performance and job satisfaction, very few focus specifically on the context of private colleges in Nagaland. Most existing literature is either conducted in other regions of India or in different organizational settings. Additionally, limited research has examined how transformational leadership practices are perceived by faculty in Nagaland and how these practices influence institutional effectiveness in the unique socio-cultural environment of the state.

Therefore, a clear research gap exists in understanding the extent, impact, and challenges of transformational leadership within private colleges in Nagaland, which this study seeks to address.

## III. RESEARCH METHODOLOGY

### 3.1 Research Design

This study adopts a descriptive and analytical research design. The descriptive component helps in assessing the current level of transformational leadership practices in private colleges in Nagaland, while the analytical component evaluates the relationship between transformational leadership, faculty performance, and job satisfaction. A quantitative survey method is used for systematic collection and analysis of numerical data from faculty members.

### 3.2 Population of the Study

The population consists of all faculty members working in private colleges in Nagaland. This includes permanent, contractual, and part-time teaching staff across various departments. Administrators such as principals and heads of departments are also considered for supplementary leadership-related data.

### 3.3 Sample and Sampling Technique

A sample of faculty from selected private colleges in Nagaland is chosen using a random sampling technique.

The sample size may vary depending on availability, but typically ranges between 100 faculty members for reliable analysis.

### 3.4 Instruments for Data Collection

The study uses a structured questionnaire divided into three sections:

1. Transformational Leadership Scale: Adapted from well-recognized leadership inventories (e.g., dimensions like idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration).
2. Faculty Performance Scale: Measures areas such as teaching effectiveness, academic engagement, research activity, and professional growth.

### 4.2 Percentage Analysis of Likert Scale Responses

Percentage analysis was used to understand the distribution of responses for each questionnaire item.

Percentage Distribution of Responses (N = 100)

Table-1.1: My college leaders clearly communicate a vision that inspires faculty members.

Leaders clearly communicate an inspiring vision	No of Respondents	Percentage
Strongly Disagree	5	5%
Disagree	10	10%
Neutral	22	22%
Agree	40	40%
Strongly Agree	23	23%
Total	100	100%

3. Job Satisfaction Scale: Includes items on work environment, recognition, workload, collegial relationships, and leadership support.

All items use a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

### 3.5 Data Collection Procedure

Permission is obtained from college authorities. Questionnaires are administered personally or digitally to faculty members. Respondents are assured of confidentiality and anonymity.

Completed questionnaires are collected, verified, and prepared.

### 3.6 Data Analysis Techniques

Data is analyzed using statistical tools such as:

Descriptive Statistics: percentage to summarize faculty responses.

### 3.7 Ethical Considerations

- Participation is voluntary.
- No personal identifiers are collected.
- Data is used strictly for academic and research purposes.
- Confidentiality and anonymity are ensured throughout the study.

## IV. DATA ANALYSIS AND INTERPRETATION

### 4.1 Introduction

This chapter deals with the analysis and interpretation of the data collected from faculty members working in private colleges in Nagaland. The data were collected through a structured questionnaire using a five-point Likert scale. A total of 100 faculty members participated in the study. The collected data were analyzed using percentage analysis to examine the relationship between transformational leadership, faculty performance, and job satisfaction.

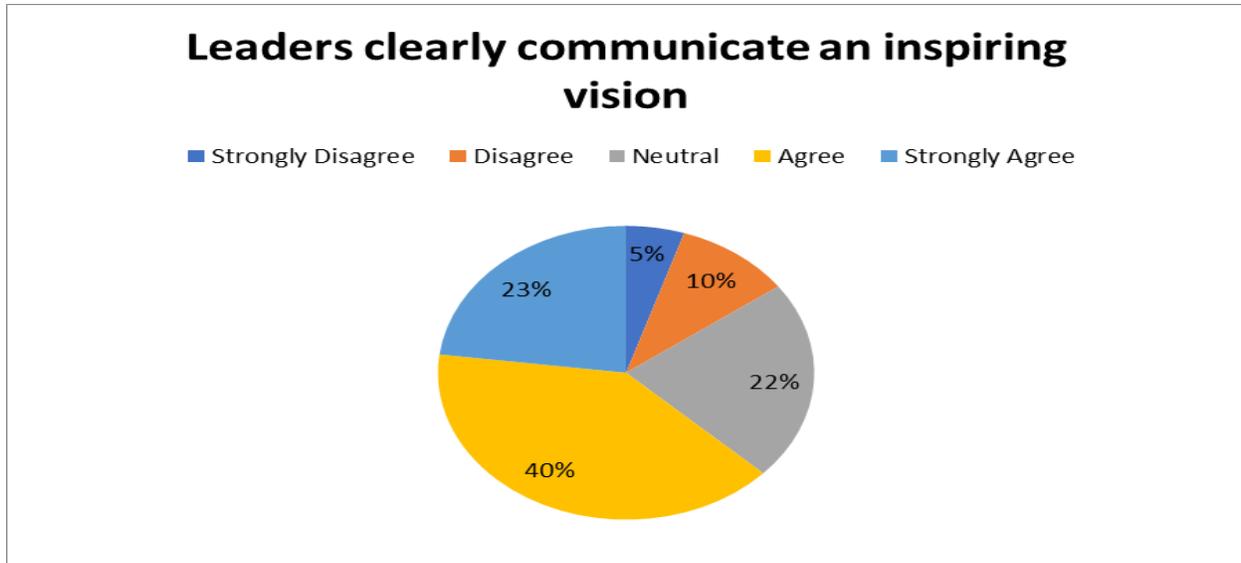


Figure-1.1: Table-1.1: My college leaders clearly communicate a vision that inspires faculty members.

Interpretation: The table shows that 63% of the respondents agreed or strongly agreed that college leaders clearly communicate an inspiring vision. Only 15% disagreed, while 22% remained neutral. This indicates that most faculty members perceive leadership communication as effective and motivating in private colleges of Nagaland.

Table-1.2: The leadership in my institution encourages innovative ideas and creative approaches to teaching.

Leadership encourages innovative teaching ideas	No of Respondents	Percentage
Strongly Disagree	4	4%
Disagree	12	12%
Neutral	25	25%
Agree	38	38%
Strongly Agree	21	21%
Total	100	100%

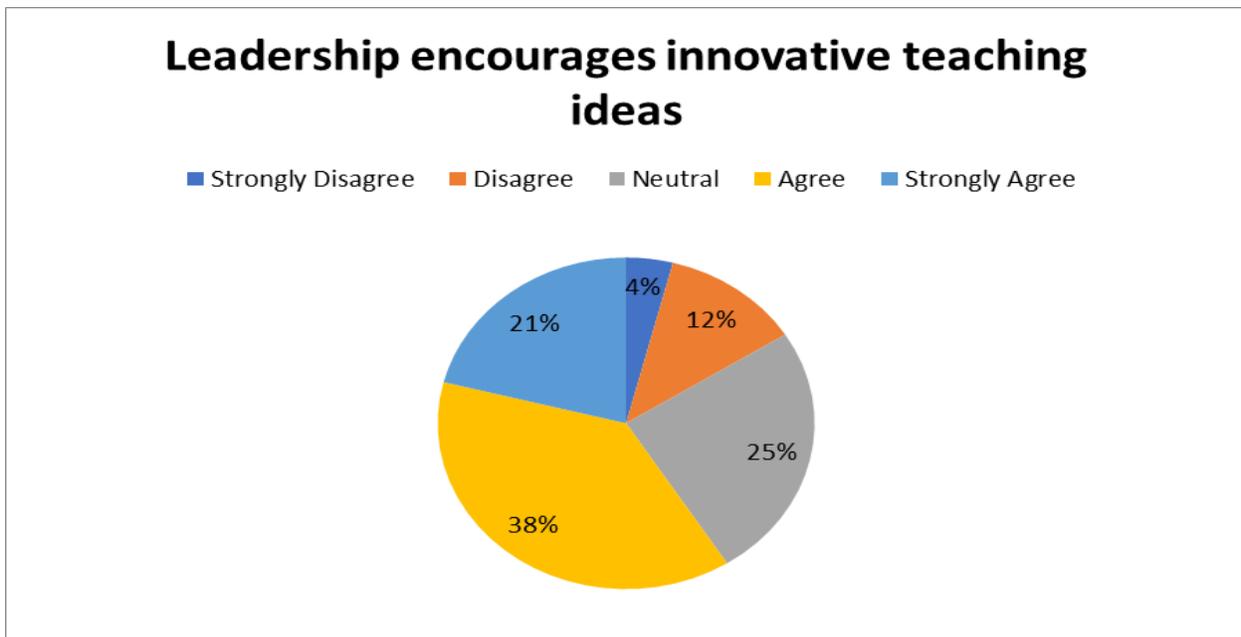


Figure-1.2: The leadership in my institution encourages innovative ideas and creative approaches to teaching.

Interpretation: The results indicate that 59% of the respondents agreed or strongly agreed that leadership encourages innovative and creative teaching ideas. A smaller proportion (16%) disagreed, while 25% were neutral. This suggests that leadership generally supports innovation, though some faculty members remain undecided.

Table-1.3: College leaders provide individual support and recognize the professional needs of faculty members.

Leaders provide individual support to faculty	No of Respondents	Percentage
Strongly Disagree	6	6%
Disagree	15	15%
Neutral	28	28%
Agree	32	32%
Strongly Agree	19	19%
Total	100	100%

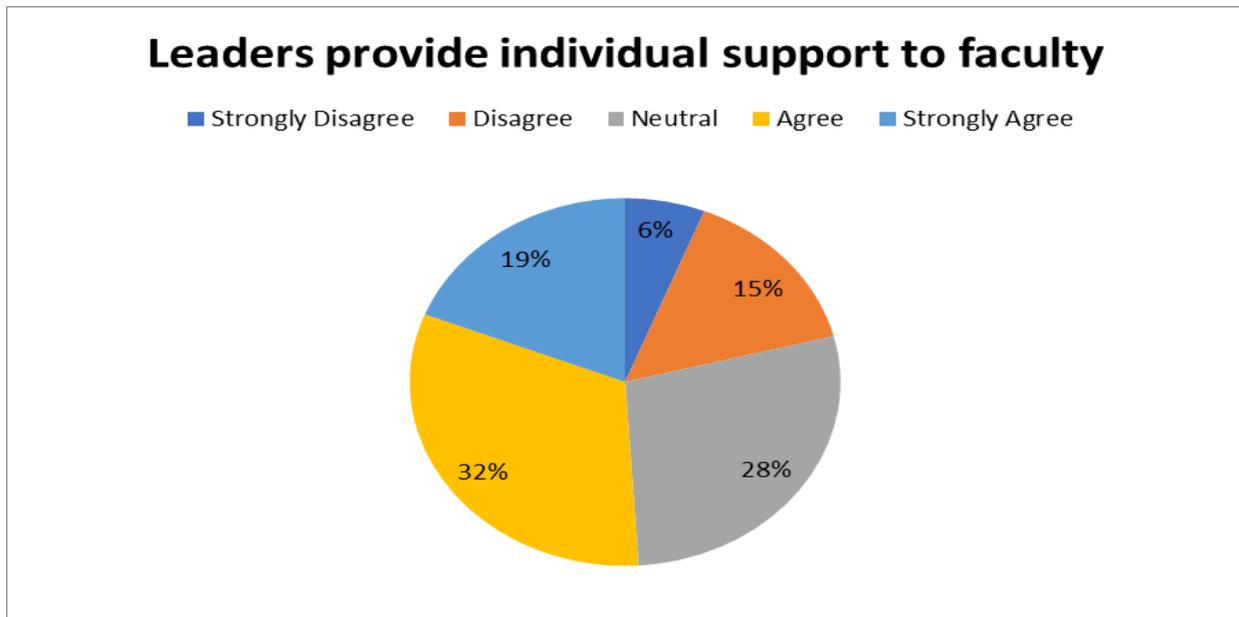


Figure-1.3: College leaders provide individual support and recognize the professional needs of faculty members.

Interpretation: The table reveals that 51% of respondents agreed or strongly agreed that leaders provide individual support and recognize professional needs. However, 21% disagreed and 28% were neutral. This indicates that individualized support from leadership exists but is not consistent across all private colleges.

Table-1.4: The leadership style in my college motivates me to improve my teaching performance and professional growth.

Leadership motivates improvement in performance	No of Respondents	Percentage
Strongly Disagree	3	3%
Disagree	9	9%
Neutral	20	20%
Agree	43	43%
Strongly Agree	25	25%
Total	100	100%

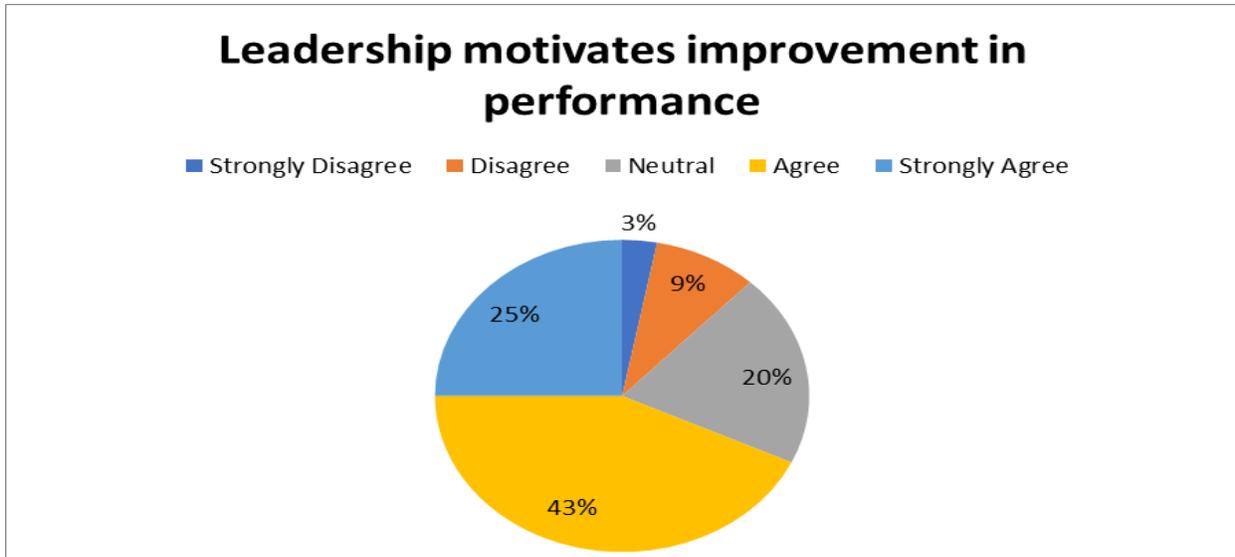


Figure-1.4: The leadership style in my college motivates me to improve my teaching performance and professional growth.

Interpretation: The findings show that a strong majority (68%) of respondents agreed or strongly agreed that leadership motivates them to improve their teaching performance and professional growth. Only 12% disagreed, while 20% remained neutral. This highlights the positive role of leadership in motivating faculty performance.

Table-1.5: I feel more satisfied with my job because of the supportive and motivating leadership practices in my institution.

Leadership increases job satisfaction	No of Respondents	Percentage
Strongly Disagree	5	5%
Disagree	11	11%
Neutral	24	24%
Agree	36	36%
Strongly Agree	24	24%
Total	100	100%

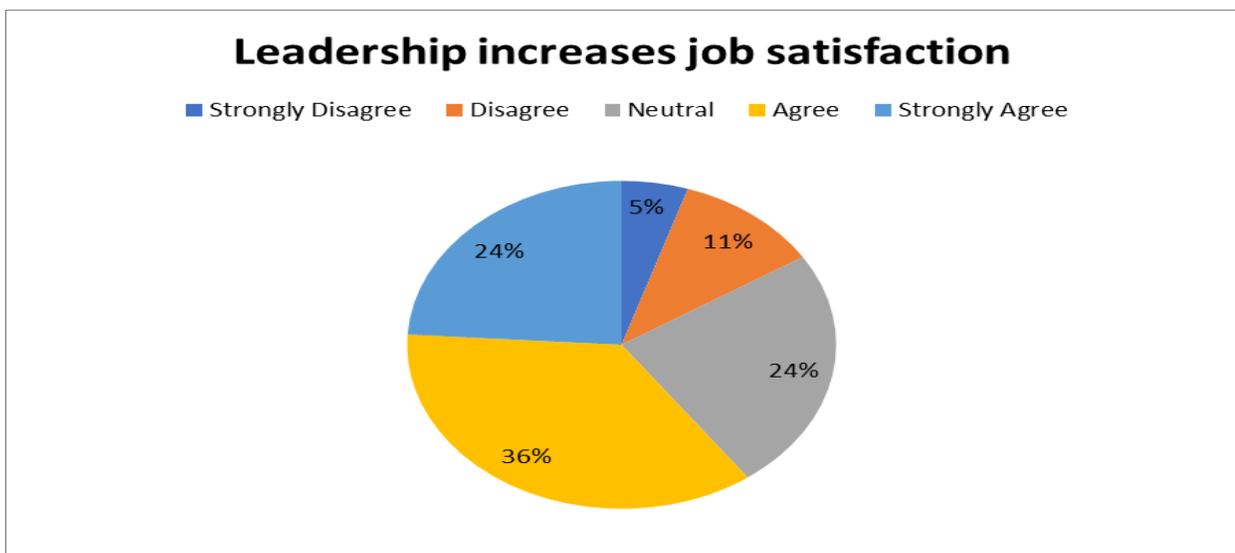


Figure-1.5: I feel more satisfied with my job because of the supportive and motivating leadership practices in my institution.

Interpretation: The table indicates that 60% of respondents agreed or strongly agreed that supportive leadership practices increase job satisfaction. About 16% disagreed and 24% were neutral. This suggests that transformational leadership has a positive influence on faculty job satisfaction in private colleges of Nagaland.

## V. FINDINGS, CONCLUSIONS AND SUGGESTIONS

### 5.1 Findings:

Based on the analysis of data collected from 100 faculty members working in private colleges in Nagaland, the major findings of the study are as follows:

- A majority of faculty members perceived that college leaders clearly communicate an inspiring vision, indicating the presence of transformational leadership practices.
- Leadership in most private colleges encourages innovative ideas and creative approaches to teaching, though some faculty members remained neutral.
- Individual support and recognition of professional needs are present but not uniformly practiced across all institutions.
- Transformational leadership significantly motivates faculty members to improve their teaching performance and professional growth.
- Supportive and motivating leadership practices positively influence faculty job satisfaction.
- Correlation analysis revealed a strong positive relationship between transformational leadership and faculty performance.
- A significant positive relationship was also found between transformational leadership and job satisfaction among faculty members.
- Faculty performance and job satisfaction were found to be strongly related, indicating that satisfied faculty members perform better.

### 5.2 Conclusions

The study concludes that transformational leadership plays a vital role in enhancing faculty performance and job satisfaction in private colleges of Nagaland. Leaders, who inspire, motivate, and support faculty members create a positive institutional environment that encourages professional growth and commitment.

The significant correlation between transformational leadership, faculty performance, and job satisfaction confirms that effective leadership is essential for institutional success. Therefore, strengthening transformational leadership practices can contribute to improved academic quality and overall institutional effectiveness in private colleges.

### 5.3 Suggestions

Based on the findings and conclusions, the following suggestions are offered:

- College administrators should strengthen transformational leadership practices by clearly communicating vision and goals.
- Leaders should provide consistent individual support and recognize faculty achievements to improve motivation.
- Regular leadership training and professional development programs should be organized for principals and department heads.
- Institutions should encourage participative decision-making to enhance faculty engagement and job satisfaction.
- Supportive work environments should be developed to promote innovation, collaboration, and professional growth among faculty members.

### 5.4 Scope for Further Research

Future studies may be conducted in government colleges or universities and in other states for comparison. Researchers may also examine other leadership styles for deeper understanding. Further research can explore the impact of leadership on student outcomes and institutional effectiveness.

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