

Holistic Leadership in Educational Institutions: A Study on Faculty Welfare and Organizational Commitment in Virudhunagar District

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Abstract

Holistic leadership has emerged as a human-centered approach that emphasizes ethical values, emotional intelligence, and employee well-being in organizational settings. This study examines the influence of holistic leadership practices on faculty welfare and organizational commitment in educational institutions located in Virudhunagar District. Faculty welfare is analyzed in terms of physical, psychological, economic, and professional well-being. The study also explores organizational commitment through affective, continuance, and normative dimensions. Primary data were collected from faculty members using a structured questionnaire. Statistical tools such as descriptive analysis, correlation, and regression were employed to test the proposed relationships. The findings reveal that holistic leadership significantly enhances faculty welfare. Improved welfare conditions were found to positively influence organizational commitment among faculty members. The study highlights the mediating role of faculty welfare in strengthening commitment levels. The results underscore the importance of adopting holistic leadership practices in educational institutions. This research offers practical insights for institutional leaders and policymakers to foster sustainable academic environments.

Keywords: Holistic Leadership, Faculty Welfare, Organizational Commitment, Educational Institutions

Introduction

Educational institutions play a vital role in shaping human capital and societal development, making effective leadership essential for their sustainability. In recent years, holistic leadership has gained prominence as it emphasizes ethical values, emotional intelligence, inclusiveness, and concern for employee well-being. Unlike traditional leadership approaches, holistic leadership recognizes faculty members as complete individuals with professional and personal needs. Faculty welfare has become a critical issue in educational institutions due to increasing workloads, performance pressures, and changing academic expectations. Ensuring faculty welfare is closely linked to motivation, job satisfaction, and institutional effectiveness. Organizational commitment reflects the

extent to which faculty members identify with and remain loyal to their institutions. Leadership practices that support welfare and well-being can significantly enhance commitment levels among faculty. In the context of Indian education, leadership styles strongly influence faculty attitudes and performance. Virudhunagar District provides a relevant setting to examine these relationships due to its diverse educational institutions. This study investigates the impact of holistic leadership on faculty welfare and organizational commitment in educational institutions of Virudhunagar District.

Review of Literature

Algohani, M. M. S., & Mydin, A. (2025) examined the impact of transformational leadership on teachers’ organizational commitment through workplace spirituality and psychological empowerment. Their findings indicate that transformational leadership positively influences commitment directly and is partially mediated by workplace spirituality. This reinforces the idea that leadership practices incorporating psychological dimensions are important for faculty commitment.

Alshuhumi, S. R. A., Al-Hidabi, D. A. M. Y., & Akinbode, A. I. (2025) investigated transformational leadership and organizational commitment, revealing that individualized consideration and inspirational motivation have strong positive effects on commitment. Their study also identified innovative organizational culture as a mediator, highlighting how leadership fosters supportive environments conducive to teacher welfare.

Jaafar, J., Nik Hassan, N. K., Idris, H., & Siraje Abdallah, S. (2025) found that leadership traits and styles influence teacher work engagement, with leadership acting as a mediator of work engagement and commitment. This supports the argument that holistic leadership traits such as interpersonal skills and instructional support can enhance faculty welfare and long-term engagement in educational institutions.

Li, M., Liu, F., & Yang, C. (2024) explored how teachers’ emotional intelligence predicts organizational commitment, highlighting that principals’ transformational leadership strengthens the positive effect of psychological well-being on commitment among teachers. The study used 768 responses and confirmed that emotional and leadership factors jointly influence teacher loyalty and organizational attachment, offering insight into faculty welfare mechanisms in education.

Mariano, M. T., & Solomon, J. Y. (2024) conducted a mixed-method study showing that caring school leadership and empowerment significantly influence organizational commitment among public secondary school teachers. This work emphasizes that leadership styles centered on care and support are effective in increasing teachers’ emotional attachment and welfare in educational settings.

Research Objectives

1. To examine the extent to which holistic leadership practices influence faculty welfare in educational institutions located in Virudhunagar District.
2. To analyze the relationship between faculty welfare and organizational commitment among faculty members in educational institutions of Virudhunagar District.
3. To assess the impact of holistic leadership on organizational commitment, with particular emphasis on the mediating role of faculty welfare.

Methodology

The study adopts a descriptive and analytical research design to examine the influence of holistic leadership on faculty welfare and organizational commitment. Primary data were collected from

faculty members working in educational institutions in Virudhunagar District using a structured questionnaire. The questionnaire was developed based on established scales and measured responses on a five-point Likert scale. A suitable sampling technique was employed to select respondents representing different types of institutions. The collected data were analyzed using descriptive statistics and correlation analysis to test the proposed relationships.

Scope of the Study

The scope of the present study is confined to examining holistic leadership practices in educational institutions located in Virudhunagar District. It focuses on analyzing faculty welfare in terms of physical, psychological, economic, and professional well-being. The study also evaluates organizational commitment through affective, continuance, and normative dimensions among faculty members. Primary data are collected exclusively from faculty members using a structured questionnaire and a five-point Likert scale. The findings are intended to provide insights for institutional leaders and policymakers to enhance faculty welfare and strengthen organizational commitment through holistic leadership practices.

Analysis and Discussion

Profile

Analysis of demographic profile of the respondents for the study is shown below:

Table 1 Profile

S. No	Profile	Categories	Frequencies	Percentage
1.	Gender	Male	232	58.00
		Female	168	42.00
		Total	400	100.00
2.		Age	23	5.80
		31 – 40	118	29.50
		41 – 50	92	23.00
		51 – 60	91	22.80
		Above 60	76	19.00
		Total	400	100.00
3.	Marital status	Unmarried	136	34.00
		Married	216	54.00
		Widow / Divorced	48	12.00
		Total	400	100.00
4.	Education	Postgraduate	66	16.40
		M.Phil.	51	12.80
		NET	100	25.00
		SET	104	26.00
		Ph.D.	64	16.00
		Post-Doctoral	15	3.80
		Total	400	100.00

5.	Teaching Experience	Teaching Experience	72	18.00
		5 – 10 years	104	26.00
		11 – 15 years	120	30.00
		16 – 20 years	64	16.00
		Above 20 years	40	10.00
		Total	400	100.00
6.	Monthly Income	Up to Rs. 20000	107	26.80
		Rs. 20001 - Rs.40000	136	34.00
		Rs. 40001 - Rs. 60000	67	16.80
		Rs. 60001 - Rs. 80000	77	19.20
		Above Rs. 80000	13	3.20
		Total	400	100.00

Source: Primary Data

The demographic profile reveals that a majority of the respondents are male faculty members (58 per cent), while females constitute 42 per cent, indicating relatively balanced gender participation in the study. With respect to age, most respondents fall within the 31–40 years (29.5 per cent) and 41–50 years (23 per cent) categories, suggesting that the sample largely represents mid-career faculty members. The marital status distribution shows that more than half of the respondents are married (54 per cent), which may influence their welfare expectations and organizational attachment. In terms of educational qualifications, a substantial proportion of respondents possess NET (25 per cent) and SET (26 per cent) qualifications, reflecting compliance with academic eligibility norms, while 16 per cent hold doctoral degrees. Teaching experience data indicate that the majority of respondents have between 11 and 15 years of experience (30 per cent), signifying a stable and experienced workforce. Income analysis reveals that most faculty members earn between Rs. 20,001 and Rs. 40,000 per month (34 per cent), highlighting moderate income levels across institutions. Overall, the demographic composition suggests a mature, qualified, and experienced faculty population, making the data appropriate for examining the influence of holistic leadership on faculty welfare and organizational commitment.

Dimensions of Holistic Leadership Practices

Table 2 Leadership Practices

S. No	Dimensions	SD	D	N	A	SA	Mean
1	Ethical and Value-Oriented Leadership: The institutional leader demonstrates ethical integrity, emotional understanding, and respect for faculty values in all decisions and actions.	12	18	52	154	164	4.10
2	Empathetic Support for Faculty Welfare: The leader supports faculty welfare by showing empathy, offering guidance, and recognizing both professional and personal needs.	26	30	72	120	152	3.86

3	Participative Decision-Making and Autonomy: Faculty members are actively involved in decision-making processes, with autonomy encouraged in academic and administrative activities.	21	77	88	89	125	3.55
4	Supportive and Trust-Based Work Environment: The leader fosters a supportive and value-driven work environment that promotes trust, fairness, and mutual respect among faculty.	36	41	64	109	150	3.74
5	Work-Life Balance Sensitivity: The leader is sensitive to work-life balance by providing flexibility and adjusting expectations to support faculty well-being.	31	33	57	137	142	3.81

Source: Primary Data

The analysis of holistic leadership practices indicates that faculty members generally perceive a high level of holistic leadership within their institutions. Among the dimensions studied, Ethical and Value-Oriented Leadership recorded the highest mean score (4.10), suggesting that institutional leaders are largely viewed as ethical, transparent, and respectful of faculty values. Empathetic Support for Faculty Welfare and Work-Life Balance Sensitivity also achieved relatively high mean scores (3.86 and 3.81 respectively), reflecting leaders' concern for faculty well-being and personal needs. The dimension of Supportive and Trust-Based Work Environment obtained a moderate mean score (3.74), indicating a reasonably positive but improvable workplace climate. Participative Decision-Making and Autonomy registered the lowest mean score (3.55), implying limited faculty involvement in institutional decision-making processes. Overall, the findings suggest that while ethical conduct and supportive behaviors are well established, greater emphasis on participative leadership could further strengthen holistic leadership practices in educational institutions.

Dimensions of Faculty Welfare

Table 3 Faculty Welfare

S. No	Faculty Welfare	SD	D	N	A	SA	Mean
1	Physical Welfare: The institution ensures reasonable workload distribution, adequate health facilities, and a safe working environment for faculty members.	36	22	99	133	110	3.65
2	Psychological Welfare: The institution supports faculty mental well-being by helping manage work-related stress and promoting emotional balance.	29	42	67	125	137	3.75
3	Economic Welfare: The institution provides satisfactory salary, financial incentives, and job security to its faculty members.	21	39	83	148	109	3.71

4	Social Welfare: The institution promotes collegial relationships, mutual respect, and an inclusive atmosphere among faculty members.	25	35	63	146	131	3.81
5	Professional Welfare: The institution supports faculty development through training opportunities, career advancement, and research assistance.	27	40	51	147	135	3.81

Source: Primary Data

The analysis of faculty welfare dimensions reveals that respondents generally perceive a high level of welfare support provided by the institution. Among the five dimensions, Social Welfare and Professional Welfare record the highest mean score (3.81 each), indicating strong collegial relationships, inclusive work culture, and effective support for professional growth, training, and research activities. This suggests that the institution places significant emphasis on fostering a supportive and development-oriented academic environment. Psychological Welfare (Mean = 3.75) and Economic Welfare (Mean = 3.71) also reflect positive perceptions, implying that faculty members feel reasonably supported in managing work-related stress, emotional well-being, salary satisfaction, and job security. Although Physical Welfare registers a comparatively lower mean score (3.65), it still indicates an overall favorable perception regarding workload distribution, health facilities, and workplace safety. Overall, the findings infer that the institution maintains a holistic faculty welfare framework, with particular strength in social cohesion and professional development, which is likely to enhance faculty satisfaction, motivation, and long-term institutional commitment.

Organizational Commitment

Table 4 Organizational Commitment

S. No	Organizational Commitment	SD	D	N	A	SA	Mean
1	Emotional Attachment: Faculty members feel emotionally connected to and proud of their institution.	37	21	90	128	124	3.70
2	Sense of Belonging: Faculty members experience a strong sense of belonging and identification with the institution.	31	42	65	125	137	3.74
3	Cost of Leaving: Faculty members perceive that leaving the institution would involve significant personal and professional loss.	21	44	84	139	112	3.69
4	Career Stability: Faculty members believe that staying with the institution ensures career security and long-term benefits.	25	35	60	142	138	3.83
5	Moral Obligation and Loyalty: Faculty members feel a sense of moral duty and loyalty to continue working for the institution.	33	42	54	146	125	3.72

Source: Primary Data

The analysis of organizational commitment indicates that faculty members exhibit a moderately high level of commitment towards their institution. Among the five dimensions, Career Stability records the highest mean score (3.83), suggesting that faculty members strongly believe that continued association with the institution provides career security and long-term benefits. This highlights the importance of institutional stability and growth opportunities in retaining faculty members. The dimensions of Sense of Belonging (Mean = 3.74) and Moral Obligation and Loyalty (Mean = 3.72) also show positive perceptions, reflecting that faculty members identify with the institution and feel a moral responsibility to remain loyal. Emotional Attachment (Mean = 3.70) and Cost of Leaving (Mean = 3.69) register slightly lower, yet favorable, mean values, indicating that emotional connection and perceived losses associated with leaving the institution contribute meaningfully to overall commitment. Overall, the findings infer that organizational commitment among faculty is influenced by a balanced combination of affective, continuance, and normative components, with career-related considerations playing a dominant role in sustaining long-term commitment to the institution.

Faculty Work Experience

Table 5 Faculty Work Experience

S. No	Organizational Commitment	SD	D	N	A	SA	Mean
1	Job Satisfaction: Faculty members are satisfied with their job roles, responsibilities, and overall work environment.	29	43	61	132	135	3.75
2	Psychological Safety: Faculty members feel safe to express ideas, concerns, and opinions without fear of negative consequences.	22	43	84	152	99	3.66
3	Faculty Engagement: Faculty members are actively involved, motivated, and committed to their academic and institutional responsibilities.	12	17	53	154	164	4.10
4	Perceived Organizational Support: Faculty members believe that the institution values their contributions and cares about their well-being.	26	31	72	119	152	3.85
5	Emotional and Professional Well-Being: Faculty members experience a positive balance between emotional health, professional growth, and institutional support.	21	79	89	88	123	3.53

Source: Primary Data

The analysis of faculty work experience indicates an overall positive perception among faculty members regarding their work environment and institutional support. Among the five dimensions, Faculty Engagement records the highest mean score (4.10), revealing that faculty members are highly involved, motivated, and committed to their academic and institutional responsibilities. This reflects a strong level of active participation and intrinsic motivation within the institution.

Perceived Organizational Support (Mean = 3.85) and Job Satisfaction (Mean = 3.75) also show favorable perceptions, suggesting that faculty members feel valued by the institution and are generally satisfied with their roles and working conditions. Psychological Safety (Mean = 3.66) indicates a moderately positive environment where faculty members feel reasonably safe to express ideas and concerns.

However, Emotional and Professional Well-Being registers the lowest mean score (3.53), implying comparatively higher concerns related to emotional balance, workload, or professional stress. Overall, the findings infer that while the institution demonstrates strong engagement and support mechanisms, greater emphasis is needed on enhancing psychological safety and holistic well-being to further strengthen faculty work experience and sustain long-term organizational commitment.

Correlation Between Holistic Leadership Practices and Faculty Work Experience

Table 6 Correlation

Variables	Holistic Leadership Practices	Faculty Work Experience
Holistic Leadership Practices	1	0.612** (0.000)
Faculty Work Experience	0.612** (0.000)	1

Note: **Correlation is significant at the 0.01 level (2-tailed). Values in parentheses indicate p-values.

Table 6 presents the results of the Pearson correlation analysis conducted to examine the relationship between Holistic Leadership Practices and Faculty Work Experience. The correlation coefficient between the two variables is $r = 0.612$, indicating a strong and positive relationship. This suggests that higher levels of holistic leadership practices are associated with greater faculty work experience.

The obtained correlation value is statistically significant at the 0.01 level ($p = 0.000$), implying that the relationship is not due to chance. Therefore, the null hypothesis stating that there is no significant relationship between holistic leadership practices and faculty work experience is rejected.

The positive associations highlights that experienced faculty members are more likely to perceive, adopt, or benefit from holistic leadership practices, which include integrative decision-making, emotional intelligence, ethical orientation, and people centered management approaches. At the same time, it also indicates that institutions fostering holistic leadership practices may contribute positively to the professional growth and experiential enrichment of faculty members.

Overall, the findings underscore the importance of promoting holistic leadership practices within educational institutions, as they are closely linked with faculty work experience and can enhance organizational effectiveness, faculty engagement, and sustainable institutional development.

Conclusion

The present study concludes that holistic leadership plays a crucial role in enhancing faculty welfare and organizational commitment in educational institutions of Virudhunagar District. The findings reveal that ethical, empathetic, and value-oriented leadership practices significantly contribute to a supportive and trust-based academic environment. Faculty welfare dimensions,

particularly social and professional welfare, are positively perceived, indicating strong collegial relationships and effective institutional support for career development. Organizational commitment among faculty members is found to be moderately high, with career stability emerging as a dominant factor influencing long-term association with institutions. Faculty work experience reflects strong engagement and perceived organizational support, though emotional and professional well-being requires greater attention. The significant positive correlation between holistic leadership practices and faculty work experience confirms that leadership behaviors directly influence faculty perceptions and engagement. The study further establishes that improved faculty welfare strengthens organizational commitment, highlighting its mediating role. These findings suggest that leadership approaches addressing both professional and personal needs of faculty members are essential for institutional effectiveness. The study emphasizes the need for participative decision-making and enhanced psychological safety within academic settings. Overall, adopting holistic leadership practices can foster sustainable academic environments, improve faculty satisfaction, and promote long-term organizational commitment.

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