

# **Impact of the Karma Yoga Practices Adopted by the Teachers in Higher Education on their Transformational Leadership Behaviour- A Study in Selected Universities of Delhi-NCR**

**Ms. Divya Sharma**

*Professor and Head, PTU, Jalandhar, Industrial coordination Department*

**Prof.(Dr.) S.K.Dhameja**

*Entrepreneurship Development and NITTTR, Chandigarh*

## **Abstract**

*Today's generation of students see universities as a means to prepare for a well paid job rather than their overall personality development or enrichment of value system. So there is need of teachers who can improve the student's academic experience by providing them transformational leadership. Also a teacher should be the believer of karma yoga and should practice selfless teaching methods and ideology. This study focuses on importance of Transformational Leadership and karma yoga characteristics among the educators of higher education in India also to determine the relationship between karma yoga and transformational leadership characteristics among the teachers of various universities of Delhi-NCR. Its main objective is to test the hypothesis that there exists significant positive impact of the karma yoga practices adopted by the teachers in higher education on their transformational leadership behaviour. Transformational Leadership comprises of four factors—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration as identified by Bass (1998) and karmayoga comprises of four factors- significance of work, successful work, detachment from work and setting an example developed by Menon & Krishnan, (2004). These factors are included in questionnaire in the form of twenty six statements to measure the transformational leadership and karmayoga characteristics of the teachers and to identify the relationship between the two. The sample comprised of 461 faculties of various central, state and private universities of Delhi-NCR. The covariance based structural equation modelling is used to examine the hypothesis framed in the paper. The multiple regression model is also applied in order to examine the relationship between transformational leadership and its determinants. Findings reveal that the p value of the critical ratio is 9.687 which indicate the significant impact of karma yoga on the transformational leadership. Thus the hypothesis is accepted.*

**Keywords:** Transformational leadership, karmayoga

## **1. Introduction**

This research study makes an attempt to answer “whether the belief of teachers in doctrine of karma is helpful in providing the transformational leadership to their students”. The Indian culture believes in doing the selfless actions which is the gist of nishkam karma. Thus sacrifice from transformational leaders, both personal and aspirational, lie at the heart of achieving for student's good. A teacher should be above the personal interests while delivering the knowledge or doing something for the student or the college. Teachers practicing the philosophy of nishkama karma, work in the level of self-actualization as described in the hierarchy of needs professed by Maslow. Such people work for their commitment to the students and are not motivated by the personal goals. It leads to psychological satisfaction since the teacher is devoid of egoism while carrying out the work. Such people naturally become the role model for others (Swami Chinmayananda, 1992, *The Holy Geeta*). The Bhagavad-Gita says, “Whatever noble persons do, others follow. Whatever standard they set up, the world follows” Teachers practising transformational leadership, without being influenced by personal material goals, would help the movement of the students from the lower mental and spiritual plane to a higher one. Hence, it is important to understand and measure the transformational leadership characteristics of the teachers in various universities and to assess its relationship with Karma yoga.

### **1.1 Transformational leadership**

Ghasabeh et al. (2015) described transformational leadership as the one who satisfy the basic and higher-order needs of followers through inspiration to achieve desired goals. Transformational leaders are able to recognize and address already existing but untapped needs of potential followers—needs that followers themselves may not have recognized. Transformational leaders invoke inspirational, visionary, and symbolic behaviour —behavior that is often described as charismatic. Transformational leadership differs from transactional as it creates a deep internal desire for motivation that is not sustained through transactions; rather motivation for the follower is sustained through true inspiration or transformation in the desire to achieve goals (Kim & Yoon, 2015). They attract strong feelings of identity from their followers and enhance congruence in value systems between themselves and their followers (Krishnan, 2004). Teachers possessing Transformational leadership characteristics, through their traits and their relationships with students, goes beyond a simple exchange of knowledge and learning. In transformational leadership, teachers address themselves to students' wants, needs, and other motivations, as well as to their own. Transformational leadership, comprises four factors—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. (Tharnpas & Boon-itt, 2015). *Idealized influence* refers to teacher's behaviours because of which students identify with and emulate their teachers, there is complete trust, and teachers are viewed as articulating an available mission and vision. Such leaders are thoroughly respected, have a very high degree of referent power, maintain high standards, and set challenging goals for their students. *Inspirational motivation* involves providing emotional appeals to increase awareness and understanding of mutually desired goals. The teacher elevates student's expectations. *Intellectual stimulation* is encouraging students to question their old ways of doing things, or to break with the past. Students are supported for questioning their values, beliefs, and expectations, as well as those of the teachers and institute. *Individualized consideration* is seen when the teacher treats his or her followers differently but equitably on a one-to-one basis. Not only are their needs recognized and perspectives risen, but also their means of more effectively addressing goals and challenges are dealt with.

## 1.2 Karmayoga

Karma is the law of cause and effect, action and reaction. Karma Yoga is action performed with detachment, with meditative awareness. The Bhagavad-Gita states that 'action alone concerns, never its fruits; stability in success and failure, this balance is called Yoga (Chapter II, Verse 47-48). Work as Worship is the essence of the Karma Yoga of the Bhagavad-Gita. Laying emphasis upon the value of Karma Yoga, as distinguished from mere Karma the Bhagavad-Gita says, "He who, controlling the organs of sense and action by the mind and remaining unattached, undertakes the Yoga of Action (Karma Yoga) through those organs, he excels" (III-7). As the Bhagavad-Gita puts it, "He, whose attachment has gone, whose mind is established in knowledge and who works for the sake of sacrifice, all actions of that liberated man melt away" (IV-23). Karmayoga, comprises four factors – significance of work, Successful work, Detachment from work and Setting an example (Menon and Krishnan, 2004). *Significance of work* involves the motivation and involvement in the work which one is doing. It describes teachers who feel passionate about their teaching work and believe that they are uplifted by it. Such teachers find their job impactful and are enthusiastic about doing it. *Successful work* requires the person to be always active and mentally dedicated to the task in hand. Successful work describes teachers who are completely committed to the teaching work and exercise mental control over the job for attaining success in it. Such teachers are always active and dynamic in bringing the best in their students. *Detachment from work* results when the person performs actions without too much attachment to the results. Such actions lead to the highest level of satisfaction. It describes teachers who believe that a certain degree of detachment from the results and attachment to the actions is essential to secure success in it. *Setting an example* describes a good leader as one who can inspire his/her followers to behave as he or she does. Setting an example requires teachers to encourage and guide students by the force of his/her actions. Students have faith in such teachers and they willingly follow them. Therefore the leaders can effectively lead their team through the practice of karma yoga because the gist of karma yoga is nishkama karma that means, action conducted with a spirit of sacrifice.

## 2. Literature Review

**Lewis, Boston, and Peterson (2017)** discussed how TL can be useful for educational systems that are Transitioning into an era of globalization and multiculturalism. He also focused on what is expected and necessary for educators in order to apply TL. Transformation in schools requires an understanding of the linguistic, social, national, ethnic, and cultural factors that influence student achievement in order to accommodate students from all backgrounds. In order to enact TL, equity must be a critical component of shared vision. The research of **Tharnpas & Boon-itt, (2015)** indicates that transformational leadership is comprised of the —Four I's! including: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration Each of these elements contributes to the transformational process through which effective and positive leadership is achieved (**Caillier, 2014**). **Mulla and Krishnan (2015)** investigated Karma-Yoga, the Indian work ideal, and its relationship with empathy. They explored the relationship of Karma-Yoga with the dimensions of empathy through a study done on 108 students in a postgraduate programme of business management. The survey indicated that Individuals who are high on empathic concern and low on personal distress are more likely to take actions for the benefit of others rather than for their own benefit. **Rathi K. N. (2014)** expressed through his research that there are three ways to development of spiritual values among under graduate students. These are bhakti yoga, karma yoga and jnana yoga. He also explained that how guru (teacher) plays an important role in imbibing qualities of karma yoga in students. He included six different approaches that educators can use. Which are self centered approach, Critical enquiry approach, total atmospheric approach integrated approach and objective plus approach.

**Thorne (2011) and Alsaeedi and Male (2013)** examine how Transformational leadership can be applied to educational systems that are undergoing major cultural and societal shifts. While Thorne (2011) examines the role of principals and the need for their involvement in order to transform schools, Alsaeedi and Male (2013) analysed whether principals are ready to enact TL. Narvanand Baraiya (2013) analysed the critical factors affecting the relationship between high school teachers' quality and student's achievement. According to the inference of the research following variables have direct relation with the achievement of the student: teacher's educational qualification, subject knowledge, teaching approach and behaviour in classroom. On the other hand there is no significant difference between teachers in – service training attitude and experience on the achievement of students. Balyer (2012) created a four factor model to do a qualitative research based on teacher's perception on transformational leadership of school principals. These four major characteristics are: Idealized influence, inspirational motivation, individualized consideration and intellectual stimulation. **Mulla and Krishnan (2012)** hypothesised that transformational leaders move followers towards the Indian work ideal, that is, karma-yoga, and this relationship is moderated by the duration of the leader–follower relationship and the frequency of leader–follower interaction. Analysis showed that the duration of leader–follower relationship and frequency of leader–follower interaction moderated the relationship between transformational leadership and follower's karma-yoga such that high duration of leader–follower relationship and high frequency of leader–follower interaction enhanced the impact of transformational leadership on follower's karma-yoga. **Mulla and Krishnan (2010)** sought to investigate “Do Karma-yogis Make Better Leaders”? And explored the relationship between the leader's karma-yoga and transformational Leadership. Through their study they found that a leader's duty-orientation was related to a leader's charisma and inspirational motivation. The relationship was strengthened when a follower's belief in Indian philosophy was high. **Venkat R Krishnan (2008)** conducted a research on the topic “The impact of transformational leadership on followers' duty orientation and spirituality. The relationships between transformational leadership and followers' karma yoga (duty orientation), spirituality (oneness with all beings), organizational identification and normative organizational commitment. It was hypothesized that karma yoga enhances spirituality, transformational leadership enhances karma yoga and spirituality, and all the three in turn enhance organizational identification and normative organizational commitment. Results of structural equations analysis shows that transformational leadership enhances followers' karma yoga; both transformational leadership and karma yoga enhance followers' oneness with all beings:

both transformational leadership and oneness enhance organizational identification; and both karma yoga and organizational identification enhance normative commitment. Madhu and Krishnan (2005) analysed the effect of transformational leadership and leader's karma-yoga on Organizational Citizenship Behavior (OCB) of followers. The results found that the combined effect of transformational leadership and karma-yoga on altruism, conscientiousness, and courtesy is positive, and on sportsmanship and civic virtue is negative. Menon and Krishnan (2004) explored the role of follower's gender on transformational leadership and karma yoga using the sample size of 70 male and 31 female managers. Results indicate that in case of male followers karma yoga is related to transformational leadership, effectiveness, extra effort and satisfaction positively and to laissez-faire leadership negatively. There is however no significant relationship between karma yoga and any of the variables in the case of female followers. Kejriwal and Krishnan (2004) revealed in their study the impact of vedic worldview and gunas on transformational leadership. The study asserts that sattva and presence of a vedic worldview enhance transformational behaviour in a leader whereas tamas reduces the same. Hellinger (2005) created two conceptual models for leading Educational Change: Instructional Leadership & Transformational Leadership. He concludes that suitability and effectiveness of a particular model is not static but situational and is linked to factors in external environment & local context of a School.

### 3. Research Methodology

The objective of the research study is to examine the relationship between karma yoga and transformational leadership characteristics among the teachers of various universities of Delhi-NCR. The following hypothesis is tested in the study

Hypothesis: *“There exists significant positive impact of the karma yoga practices adopted by the teachers in higher education on their transformational leadership behaviour”*

The judgemental sampling design is used to identify the teachers (sampling units) in the study. The primary data is collected from 461 faculty members teaching in different central, state and private universities of Delhi- NCR. The primary data is collected with the help of a questionnaire using survey method. The internal consistency reliability of the constructs is examined using Cronbach alpha, the construct validity of the measurement scale which consist of convergent as well as discriminant validity is examined using CFA. The covariance based structural equation modelling is used to examine the hypothesis framed in the paper. The structural model is developed and examined using AMOS software. The multiple regression model is also applied in order to examine the relationship between transformational leadership and its determinants.

### 4. Data Analysis and Interpretation

This section discusses the findings and the interpretation of the statistical analysis applied on the collected primary data. The section starts with demographic description of the respondents, followed by the results of CFA, SEM and regression analysis.

#### 4.1 Demographic details

Table1: Demographic profiles of the respondents

| Demographic features | Categorization     | Frequency | Percentage |
|----------------------|--------------------|-----------|------------|
| Gender               | Males              | 151       | 33%        |
|                      | Females            | 310       | 67%        |
| Marital status       | Unmarried          | 70        | 15%        |
|                      | Married            | 364       | 79%        |
|                      | Divorced/Separated | 27        | 6%         |

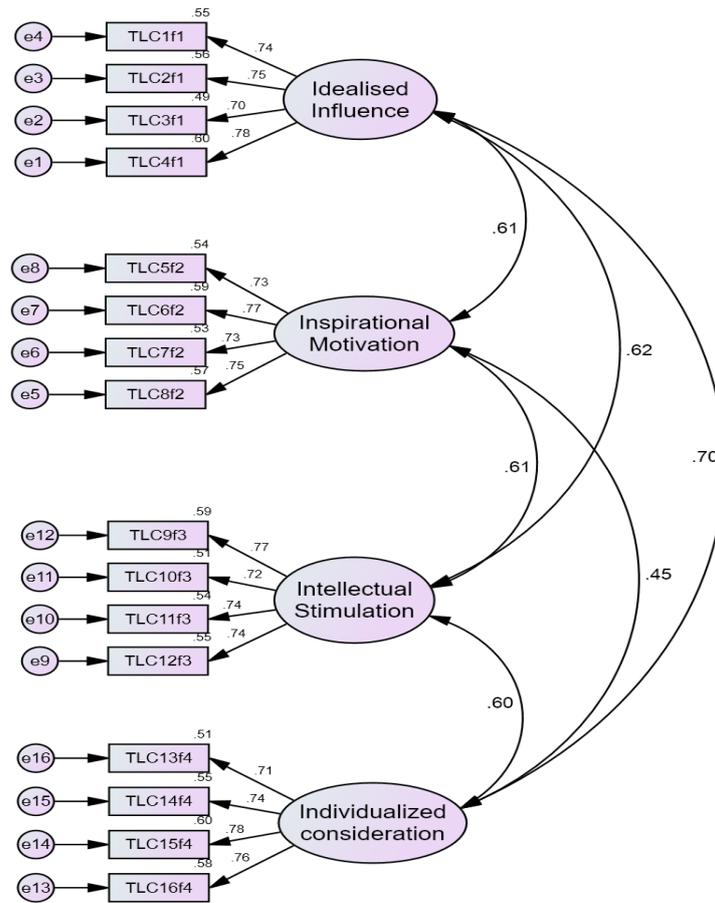
|     |                |     |     |
|-----|----------------|-----|-----|
| Age | Below 35 years | 132 | 29% |
|     | 35-50 years    | 263 | 57% |
|     | 50 years above | 66  | 14% |

Table 1 shows the demographic profile of the selected faculty members in the sample study. The responses are collected from 461 faculty members out of which 67% are females and 33% are males. Majority of faculty members are married 79 % have 15 % of the faculty members are married. Majority of the faculty members (57%) belongs to 35 to 50 years of age, 29 % are less than 35 years of age and 14 % are more than 50 years of age.

#### 4.2 Confirmatory Factor Analysis- Transformational Leadership

The transformational leadership behaviour of the teachers is the utmost requirement of the day when the students not only require the skills but also the holistic transformation in order to sustain in the competitive world. The transformational leadership behaviour of the teachers are measures with the help of sixteen statements which were further reduced to the four factors namely *Intellectual Stimulation, Inspirational Motivation, Individualised Consideration and Idealised Influence*. The internal consistency of the factors explaining the different dimensions of transformational leadership is examined with the help of Cronbach Alpha. The construct validity (i.e. convergent and discriminant validity) of the measurement scale representing different dimensions of transformational leadership behaviour of the teachers in higher education is evaluated with the help of CFA method. The measurement model is developed which explain the different dimensions of transformational leadership behaviour in case of the teachers in higher education. This measurement model includes all the attributes explaining the different dimensions of transformational leadership in case of the teachers in higher education along with their statements used in the study. All the attributes of transformational leadership behaviour of the teachers in the measurement model are of first order and reflective in nature. The CFA diagram representing the measurement model of transformational leadership behaviour in case of the teachers is shown in figure 1. The CFA diagram indicates the four different dimensions of transformational leadership behaviour.

The construct validity represents the validity of the scale developed in the study and confirms the presence of convergent validity and discriminant validity. The convergent validity indicates the presence of high correlation among the different statements within a factor. The convergent validity is measured with the help of standardized regression weights (also known as construct loading) of the different statement within the construct, composite reliability (CR) statistics of the different construct in the scale, average variance extracted (AVE) statistics for each construct in the scale. It is expected that in order to fulfill the requirement of convergent validity the standardized regression weight of each statement should be more than 0.7. The CR estimate of each factor explaining the different aspects of transformational leadership behaviour of the teachers in higher education is required to be higher than 0.7. Also AVE statistics of each extracted factor need to be greater than 0.5. The presence of convergent validity indicates that all statement selected to represent the factor are significantly representing it and the presence of discriminant validity indicates that the different statements explaining the different dimensions of transformational leadership included in the scale do not have any significant correlation among them. The discriminant validity indicates that the responses received against the statement of different elements explaining the different aspects of transformational leadership behaviour of the teachers in higher education are different. The discriminant validity is measured with help of FornellLacker criteria which compares the square root of AVE with the correlation between different pairs of constructs in the scale. In CFA analysis the average correlation between the statement of a construct and the statement of other construct is estimated and the Maximum Shared Variance (MSV) is calculated. It is expected that the AVE is greater than MSV for each dimension.



**Table 2: Regression Weights**

| Item code |      |                              | StandardizedRegression loadings | CR Estimate | AVE   | Cronbach Alpha |
|-----------|------|------------------------------|---------------------------------|-------------|-------|----------------|
| TLC4f1    | <--- | Idealized Influence          | .776                            | 0.831       | 0.552 | 0.830          |
| TLC3f1    | <--- |                              | .700                            |             |       |                |
| TLC2f1    | <--- |                              | .752                            |             |       |                |
| TLC1f1    | <--- |                              | .743                            |             |       |                |
| TLC8f2    | <--- | Inspirational Motivation     | .754                            | 0.835       | 0.558 | 0.834          |
| TLC7f2    | <--- |                              | .731                            |             |       |                |
| TLC6f2    | <--- |                              | .769                            |             |       |                |
| TLC5f2    | <--- |                              | .733                            |             |       |                |
| TLC12f3   | <--- | Intellectual Stimulation     | .743                            | 0.830       | 0.550 | 0.829          |
| TLC11f3   | <--- |                              | .737                            |             |       |                |
| TLC10f3   | <--- |                              | .717                            |             |       |                |
| TLC9f3    | <--- |                              | .769                            |             |       |                |
| TLC16f4   | <--- | Individualized consideration | .761                            | 0.835       | 0.559 | 0.835          |
| TLC15f4   | <--- |                              | .775                            |             |       |                |
| TLC14f4   | <--- |                              | .741                            |             |       |                |
| TLC13f4   | <--- |                              | .711                            |             |       |                |

Table 2 indicates the results of the measurement model representing the different aspects of transformational leadership in case of the teachers in higher education. The results depict that the standardized construct loadings (correlation between the element of TL and the statements) were found to be more than 0.6. This high positive and significant value of standardized constructs loadings represents that all the statements included in the study significantly represented the respective transformational leadership dimension (Hair et al. 2006). It is indicating that all the statements of different elements of transformational leadership have significant correlation with their respective transformational leadership. The selected items are significantly representing their respective transformational leadership practice (Anderson and Gerbing 1988). The standardized construct loadings of all the statements of different transformational leaderships found to be more than 0.5 (Fornell and Larcker, 1981). Hence, it can be concluded that each variable has significant correlation with their respective transformational leadership. Therefore, convergent validity of the transformational leadership is ensured. The presence of moderate correlation between the different elements of transformational leadership represents the presence of discriminant validity in the developed scale. In the study, the CR statistic, AVE, MSV was estimated for all the elements of transformational leadership. The CR value of the different dimensions of transformational leadership are found to be greater than 0.7 and AVE measure of all the different transformational leadership strategy are found to be greater than 0.5. Hence, it can be concluded from the study the convergent validity of the factors was ensured. In order to observe the discriminant validity in the statements, the MSV between different transformational leadership elements are compared with their AVE. The results indicated that the AVE is greater than MSV (Campbell and Fiske, 1959, Fornell and Larcker, 1987) which ensures the presence of discriminant validity among the different TL dimensions. The table 3 shows the Fornell and Larcker criteria where diagonal entries are the square root of the AVE of each element of transformational leadership and the off-diagonals are its correlation with other selected in the measurement model.

Table 3: Fornell and Larcker criteria for discriminant validity

|                              | Individualized Consideration | Idealised Influence | Inspirational Motivation | Intellectual Stimulation |
|------------------------------|------------------------------|---------------------|--------------------------|--------------------------|
| Individualized consideration | <b>0.747</b>                 |                     |                          |                          |
| Idealised Influence          | 0.699                        | <b>0.743</b>        |                          |                          |
| Inspirational Motivation     | 0.455                        | 0.612               | <b>0.747</b>             |                          |
| Intellectual Stimulation     | 0.603                        | 0.623               | 0.608                    | <b>0.742</b>             |

Table 3 indicate that the square root of the AVE of each different element of transformational leadership is greater than the correlation with all other elements of transformational leadership indicating the presence of discriminant validity in the scale.

Table 4: Statistical Fitness Index of the model

| Statistical Fitness Index             | Estimated Value | Required value |
|---------------------------------------|-----------------|----------------|
| CMIN/DF                               | 1.406           | Less than 5    |
| Goodness of fit index (GFI)           | .965            | More than 0.8  |
| Adjusted Goodness of fit index (AGFI) | .951            | More than 0.8  |
| Comparative fit index (CFI)           | .988            | More than 0.9  |
| Tucker-Lewis coefficient (TLI)        | .985            | More than 0.9  |
| Normed fit index (NFI)                | .959            | More than 0.9  |

|   |       |                |
|---|-------|----------------|
| Root mean square error of approximation (RMSEA) | 0.030 | Less than 0.08 |
|---|-------|----------------|

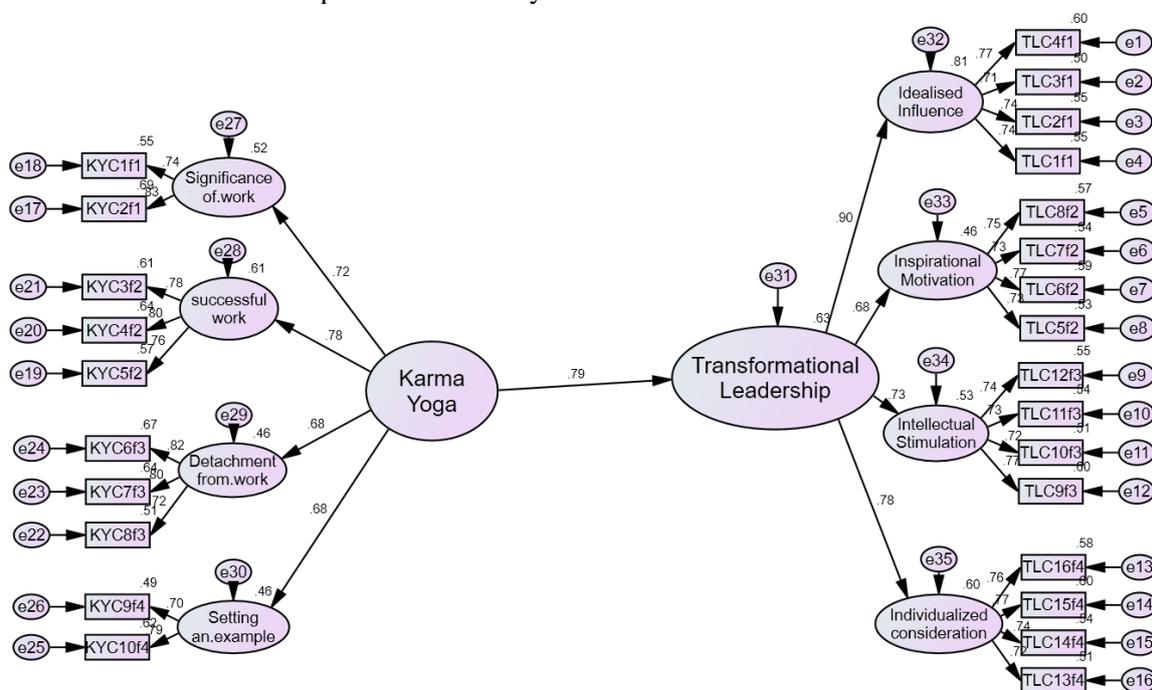
The results for the measurement model indicating the different transformational leadership revealed the following fit indices: CMIN/df (1.406) less than 5 indicated a good model fit (Hair, et.al.2010). Similarly, other indices were also used to analyze the model fit like root-mean-square error of approximation (RMSEA = .030) (less than 0.05 for a good fit), goodness of fit index (GFI =.965), comparative fit index (CFI = .988) (Hair, et.al.2010). Thus, it is concluded that overall statistical fitness of the measurement model is acceptable.

### 4.3 SEM results

In higher education the teacher plays a very important role in providing education to the students. The teacher not only teaches the students but also mentor their students and develop them in different aspects. If the teacher adopted all the practices of karma yoga, it will lead to a transformational leadership behaviour. In the study the practices of karma yoga is measured with the help of four different constructs namely significance of work, successful work, detachment of work and setting an example. All of these constructs are measured with the help of statements in the questionnaire. Similarly, the transformational leadership is also measured with the help of four different constructs namely idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. The objective of the paper is to examine the impact of karma yoga practices on the transformational leadership behaviour of the teachers in higher education. The following hypothesis is tested with the help of SEM applied in the study.

Hypothesis: **“There exists significant positive impact of the karma yoga practices adopted by the teachers in higher education on their transformational leadership behaviour”**

The Structural model developed for SEM analysis is shown below:



The SEM analysis starts with assessment of normality of the variables included in the structural model. The skewness and kurtosis of the variables is calculated along with the *Mardia coefficient of kurtosis*. The skewness and kurtosis of all the statements included in the SEM analysis is found less

than 1 indicating the fulfilment of the required condition of multivariate normality. In addition to this the *Mardia coefficient of kurtosis* is also found to be -1.643 indicating the presence of multivariate normality. The results of SEM analysis is shown below in table 5 which indicates the estimated values of standardised path coefficients, standard error, critical ratio, p value and the r square.

Table 5: Regression Weights in SEM

|                                    |      |                             | Std Beta | Standard error | Critical ratio | P value | R Square |
|------------------------------------|------|-----------------------------|----------|----------------|----------------|---------|----------|
| <b>Transformational Leadership</b> | <--- | <b>Karma Yoga</b>           | .792     | .084           | 9.687          | ***     | 62.7%    |
| Significance of work               | <--- | Karma Yoga                  | .724     |                |                |         |          |
| Successful work                    | <--- |                             | .781     | .097           | 9.887          | ***     |          |
| Detachment from work               | <--- |                             | .680     | .085           | 9.005          | ***     |          |
| Setting an example                 | <--- |                             | .680     | .096           | 8.945          | ***     |          |
| Idealised Influence                | <--- | Transformational Leadership | .900     |                |                |         |          |
| Inspirational Motivation           | <--- |                             | .679     | .078           | 10.570         | ***     |          |
| Intellectual Stimulation           | <--- |                             | .731     | .071           | 11.051         | ***     |          |
| Individualized consideration       | <--- |                             | .777     | .077           | 11.718         | ***     |          |

Table 5 depicts that the p value of the critical ratio (9.687) indicating the significant impact of karma yoga on the transformational leadership. Thus, the hypothesis that *“There exists significant positive impact of the karma yoga practices adopted by the teachers in higher education on their transformational leadership behaviour”* can be accepted. The path coefficient of the cause and effect relationship indicating the impact of karma yoga on the transformational leadership is found to be positive (0.792) and significant. This means the karma yoga practices adopted by the teachers in higher education have a significant impact on their transformational leadership behaviour. The R square for the endogenous construct (transformations’ leadership) is found to be 62.7%. This indicates that 62.7 % of the variations of the transformational leadership behaviour can be explained with the help of structural model. The statistical fitness of the structural model is shown below:

Table 6: Statistical fitness indices

| Statistical Fitness Index                       | Estimated Value | Required value |
|---|-----------------|----------------|
| CMIN/DF   | 1.411           | Less than 3    |
| Goodness of fit index (GFI)                     | .982            | More than 0.8  |
| Adjusted Goodness of fit index (AGFI)           | .966            | More than 0.8  |
| Comparative fit index (CFI)                     | .977            | More than 0.9  |
| Tucker-Lewis coefficient (TLI)                  | .975            | More than 0.9  |
| Normed fit index (NFI)                          | .927            | More than 0.9  |
| Root mean square error of approximation (RMSEA) | 0.030           | Less than 0.08 |

The results for the statistical fitness indices of the structural model indicating the impact of karma yoga on the transformational leadership indicates the presence of good fit. The CMIN/df is found to

be 1.411 which is less than the required value of 3, GFI is 0.982 which is higher than the required value of 0.8, CFI is 0.966 higher than the required value of 0.9, TLI is found to be 0.975 which is higher than the required value of 0.9 and RMSEA is found to be 0.03 which is lower than the required value of 0.08. Thus, it is concluded that overall statistical fitness of the SEM model is acceptable.

#### 4.4. Multivariate regression model

The different Karma yoga practice adopted by the teachers in higher education is found to have significant impact on the transformational leadership behaviour. The Karma yoga practices are expected to have a significant impact on the overall development of the students. Thus, the benefit of adopting the karma yoga practices is not only helpful in improving the transformational leadership of the teachers but also helps in advancement and progress of students. In this study the estimated score is calculated of different components of karma yoga which are assumed to be independent variable in the multivariate regression model applied in the study. The dependent variable in the regression model is assumed to be estimated score of transformational leadership. The multiple regression model applied in the study is expressed as

$$TL = \alpha + \beta_1 * \text{Significance of work} + \beta_2 * \text{Successful work} + \beta_3 * \text{Detachment from work} + \beta_4 * \text{setting an example}$$

Where  $\alpha$  is the intercepts,  $\beta$  is slope coefficients. The result of regression model is shown below

Table 6: Multivariate regression model

| Dependent Variable          | Independent Variables | Regression coefficients | T statistics (p value) | F statistics (p value) | R square |
|-----------------------------|-----------------------|-------------------------|------------------------|------------------------|----------|
| Transformational Leadership | (Constant)            | 1.567                   | 12.637 (0.000)         | 67.541 (0.000)         | 37.2 %   |
|                             | Successful work       | .138                    | 4.290(0.000)           |                        |          |
|                             | Significance of work  | .075                    | 2.506 (0.013)          |                        |          |
|                             | Detachment from work  | .185                    | 6.328(0.000)           |                        |          |
|                             | Setting an example    | .169                    | 5.872(0.000)           |                        |          |

Table 6 indicates the presence of significant impact of all the independent variables included in the regression model on the transformational leadership. It is also observed that the slope coefficient of all the independent variables is found to be positive. Thus, indicates the positive impact on transformational leadership. The highest impact is found to be in case of ‘detachment from work’ followed by ‘setting an example’ on the transformational leadership. The f statistics of the regression model is found to be 67.541 with p value 0.000 Hence it can be concluded that the regression model is significant and can be used to study the transformational leadership behaviour of the teachers in higher education. The R square of the regression model is found to be 37.2% which indicates that around 37.2 % of the variations of the transformational leadership behaviour can be explained with the help of regression model.

### 5. Conclusion and Discussions

Using a sample size of 461, I have prepared a consolidated Questionnaire comprising of 26 statements, to make an exploratory examination to identify the relationship between the transformational leadership and karma yoga characteristics of the faculties of various universities of Delhi NCR. The main objective of the study is to test the hypothesis that there exists significant positive impact of the karma yoga practices adopted by the teachers in higher education on their transformational leadership behaviour. An examination of the results reveals that the p value of the critical ratio is 9.687 which indicate the significant impact of karma yoga on the transformational leadership. The path coefficient of the cause and effect relationship indicating the impact of karma yoga on the transformational leadership is found to be positive (0.792) and significant. This means the karma yoga practices adopted by the teachers in higher education have a significant impact on their

transformational leadership behaviour. It is also observed that the slope coefficient of all the independent variables of karma yoga namely successful work, Significance of work, Detachment from work and Setting an example, is found to be positive. Thus, indicates the positive impact on transformational leadership. The highest impact is found to be in case of 'detachment from work' followed by 'setting an example' on the transformational leadership. The preliminary conclusion of this study is that there exists significant positive impact of the karma yoga practices adopted by the teachers in higher education on their transformational leadership behaviour.

## 6. References

1. Alsaeedi, F., & Male, T. (2013). *Transformational leadership and globalization: Attitudes of school principals in Kuwait*. Educational Management Administration & Leadership, 41(5), 640-657.
2. B. Madhu and Krishnan, Venkat R. (2005) *Impact of Transformational Leadership and Karma-Yoga on Organizational Citizenship Behavior*. Prestige Journal of Management and Research pp. 1-20
3. Balyer, Aydin (2012) *Transformational Leadership Behaviors of School Principals: A Qualitative Research Based on Teachers' Perceptions*. International Journal of Educational Sciences, 4 (3), 581-591
4. Bass, B. M. (1998), *Transformational leadership: Industrial, military, and educational impact*. Mahwah, NJ: Lawrence Erlbaum Associates
5. Caillier, J.G. (2014). Toward a better understanding of the relationship between transformational leadership, public service motivation, mission valence, and employee performance: A pilot study. *Public Personnel Management*, 43(2), 218-239. doi: 10.1177/0091026014528478
6. Ghasabeh, M.S., Reaiche, C., & Soosay, C. (2015). The emerging role of transformational leadership. *Journal of Developing Areas*, 49(6), 459-467. [https://muse.jhu.edu/journals/journal\\_of\\_developing\\_areas/](https://muse.jhu.edu/journals/journal_of_developing_areas/)
7. Hellinger, P. (2005). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*. 33(3): 329-352.
8. Kejriwal, Aditi and Krishnan, Venkat R (2004) *Impact of Vedic Worldview and Gunas on Transformational Leadership*. *Journal of Indian Psychology*, Vol.24, Nos.1 & 2
9. Krishnan, Venkat R (2008) *The Impact of Transformational Leadership on Followers' Duty Orientation and Spirituality*. *Journal of Human Values* 14:1 : 11-22.
10. Kim, S., & Yoon, G. (2015). An innovation-driven culture in local government: Do senior manager's transformational leadership and the climate for creativity matter? *Public Personnel Management*, 44(2), 147-168. doi: 10.1177/0091026014568896
11. Krishnan, V. R. (2002), *Transformational leadership and value system congruence*, *International Journal of Value-Based Management*, 15 (1), 19-33.
12. Lewis, E., Boston, D., & Peterson, S. (2017). A global perspective of transformational leadership and organizational development. *Journal of Research Initiatives*, 2(3), 1-6.
13. Menon, A. and Krishnan, V. R. (2004), *Impact of transformational leadership on followers' influence strategies*, *Leadership and Organization Development Journal*, 25 (1), 58-72
14. Menon, A. and Krishnan, V.R. (2004), *Transformational Leadership and Follower's Karma-Yoga: Role of Follower's Gender*, *Journal of Indian Psychology*, 22 (2), pp. 50-62
15. Mulla, Zubin R and Krishnan, Venkat R (2015) *Karma-Yoga, the Indian Work Ideal, and its Relationship with Empathy*. *Psychology and developing societies* 20-27
16. Mulla, Zubin R and Krishnan, Venkat R (2012) *Transformational Leadership and Karma-Yoga: Enhancing Followers' Duty-orientation and Indifference to Rewards* *Psychology and developing societies*. 24(1) 85-117
17. Mulla, Zubin R and Krishnan, Venkat R (2010) *Do Karma-Yogis Make Better Leaders? : Exploring the relationship between leader's karma yoga and transformational leadership*. *Journal of Human Values* 167-183
18. Narvan Baraiya and Dr. N.C. Baraiya (2013) *the Relationship between High School Teachers' Quality and Students Achievement*. *International Journal for Research in Education* Vol. 2, Issue: 6, June 2013.
19. Prateek. (2000): *Comparative perspectives on higher education for the twenty-first century*. *Higher Education Policy* , PP:347-356

20. Radhakrishnan.S. (1977), *The Bhagavad-Gita*, New Delhi: Blackie and Sons.
21. Rathi K. N. (2014)*spiritual values among undergraduates students*. International research journal of management science and technology. Volume 5 Issue 10 , Year 2014
22. Swami Chinmayananda. (1992), *The Holy Geeta*, Mumbai: Central Chinmaya Mission Trust.
23. Tharnpas, S., & Boon-itt, S. (2015). A study of CEO transformational leadership, organizational factors and product innovation performance: Scale development and a theoretical framework. *International Journal of Innovation Science*, 7(2), 107-125. doi: 10.1260/1757-2223.7.2.107
24. Thorne, C. (2011). The impact of educational reforms on the work of the school principal in the United Arab Emirates. *Educational Management Administration & Leadership*, 39(2), 172-185