

# Chapter 9

## Anasakti and Teacher Motivation as Predictors of Teacher Leadership: Anasakti, Motivation, and Leadership

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### ABSTRACT

*For schoolteachers, qualities like teaching, improving student performance, class well-being, and development of teacher-student relations is a heavy responsibility. In the following context, motivation is important for teachers. Additionally, one's perception and interpretation of life's events greatly influence how well they function as a teacher. Indian psychologists have made an effort to comprehend value and significance of metaphysical ideas using the concept of "anasakti." This chapter focuses on teacher motivation and whether there is any role of anasakti and teacher motivation in teacher leadership. In regression analysis, anasakti emerged as a significant predictor of teacher leadership.*

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## **INTRODUCTION**

Teachers play a significant role in providing pupils with a high-quality education. Nevertheless, worldwide patterns indicate that teacher motivation has decreased recently, leading to instructors' scarcity (Crehan, 2016; UNESCO IICBA, 2017). Given the importance of motivation in teacher performance, changing this pattern is vital for preserving quality teaching and thereby favourably improving student learning performance (TTF, 2016; World Bank, 2018). Both higher and poor income nations experience challenges in attracting and keeping outstanding teachers, owing to inadequate motivation and systemic incentives (UNESCO IICBA, 2017; Crehan, 2016; Han & Yin, 2016).

Teacher motivation directly impacts teacher leadership and the latter affects student learning outcomes as well as their overall development. The study that has been done thus far offers significant insight on the experiences of teacher leaders, but there is a need for quantitative research to test these findings on a larger scale. Therefore, a study has been undertaken to assess the role of anasakti and teacher motivation on teacher leadership.

## **BACKGROUND**

Teachers have a big influence on how pupils turn out in the years to come and contribute in our society by properly nurturing them. So, to successfully manage the difficulties of acquiring knowledge and instruction, educators must view themselves as leaders. According to studies (Nappi, 2014; Khan & Malik, 2013; UribeFlorez et al., 2014), teacher leaders can enhance teaching and learning, as well as the school atmosphere and their job. As stated by Lieberman's (2015), research into and comprehension of the behaviours that encourage the growth of these skills are necessary for teacher leadership to be more widely recognised. The development of a strong "professional identity" requires teachers to see their job as an example of "socially responsible" leadership (Collay, 2006).

The Centre for Comprehensive School Reform and Improvement's (2005) meta-analysis of two decades' worth of research on teacher leadership shows that elements of school framework and culture that hinder teachers from being able to facilitate advancement may demonstrate detrimental effect on the environmental sustainability endeavours. Teachers' motivation to make constructive improvements in their schools might be encouraged by preparation. According to Helterbran (2010) and Uribe-Florez et al. (2014), teacher leadership programmes must foster the growth of teachers' self-confidence and their eagerness to leave their comfort regions and accept the notion of impacting school reform. Helterbran (2010) contends

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