

**ABSTRACT**

*Leadership competencies are essential for teachers as they are leaders for their students. The level of leadership competencies of elementary school teachers was studied in this study. The design of the study is a descriptive study. A sample of 130 elementary school teachers participated in the study, which was identified with the use of a simple random sampling technique. It was found that most elementary school teachers have an average level of leadership competencies. Further, no significant difference was found between male and female teachers, as well as between trained and untrained teachers.*

**Keywords:** *Leadership competencies, teachers, elementary level*

**Introduction**

Leadership competencies are essential in every aspect of activities and services. Because of competencies in leadership, activities become strategic and, over time and effort, reach better production and excellence. With this consideration, leadership competencies in education are indispensable at the elementary level and need special attention to ensure that students are educated efficiently and dynamically, contributing to society. Therefore, the present study emphasises the leadership competencies of elementary school teachers in Meghalaya.

Leadership competencies were first coined from the work of McClelland's when questioned about an 'effective manager' (Robescu, Fatol, Pascu & Draghici, 2020). The term 'leadership' denotes an individual's effectiveness in influencing other fellows to achieve a particular or common goal. Rahmawati (n.d.) stated that leadership is creativity, which involves viewing the present in terms of the future while respecting the past. This leadership statement reflects the individual's responsibility to plan thoroughly, lead effectively and guide wisely to reach the desired goal. Competency is regarded as the ability of an individual to perform a specific type of activity based on consistent abilities, which results in the achievement of excellence in personal qualities (Olga, Zinaida, Marina, & Marina, 2019). Hence, reflecting leadership competencies refers to an individual's expertise to take the lead in any organisation or institution with effective outcomes.

Leadership competencies are required not only in corporate organisations but also have importance in

professions, including the teaching profession. A teacher constantly leads students directly or indirectly. Besides the content knowledge and profession that they transfer and impart to a child, they also show characteristics which will develop their moral actions for better engagement in learning processes (Wong, n.d). Teachers as leaders exhibit their conduct and manners, which, in turn, help their students identify and learn daily. Hence, to demonstrate and impart a child, mainly in schools, one needs to be well-versed in leading and ensuring a positive atmosphere in the teacher-student relationship. The leadership competencies of teachers paved the way for them to acquire positive consequences for their students.

**Need of leadership competencies**

Students' success does not depend on the income or background of their parents, but so much depends on the one in front of them in the classroom (Warren, 2021). The needs and importance of leadership competencies in teachers are:

1. To motivate and influence students to move forward to reach a higher level of achievement.
2. To identify the students' difficulties and challenges individually and help teachers cater to their specific needs and requirements effectively.

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3. To build healthy teacher- student relationship and connections with the authority and stakeholders.
4. The power of the classroom acts as a main factor in students' careers (Warren, 2021), which builds up their overall personality.
5. A teacher is a role model and facilitator of students' cognitive activities (Donina & Khachaturova, 2021), which moulds their thinking abilities.
6. Teachers' competencies and expertise help fulfil and contribute to the success of the school's mission (Lumpkin, Claxton, & Wilson, 2014).
7. It helps teachers to gain confidence in their profession for successful outcomes.

### Significance of the study

Teachers, particularly at the elementary level, must be equipped with leadership competencies to train and mould a child in the right direction. Further, teachers at the elementary level need to engage more with students since it is a critical period for students to learn and develop many aspects of living. It is a period where teachers introduce different foundations through formal education. The elementary level includes stages of education from grade 1 to grade 8 and caters to the education of students aged 6 to 14 years. Therefore, the researcher is curious to study the leadership competencies of elementary school teachers in the East Khasi Hills District of Meghalaya.

### Objectives

1. To study the level of leadership competencies of elementary school teachers.
2. To find out the significant difference between male and female elementary school teachers.
3. To find out the significant difference between trained and untrained elementary school teachers.

### Hypotheses

1. There is no significant difference between male and female elementary school teachers.
2. There is no significant difference between trained and untrained elementary school teachers.

### Methodology

The design of the study is a descriptive study. A sample of 130 elementary school teachers participated in the study, which were identified using a simple random sampling technique. Data collection was carried out using the Teacher

Leadership Competencies Scale. The statistical techniques applied in the study are Mean, Standard deviation, and t-test.

### Analysis of data

**Table 1**  
**Level of leadership competencies of elementary school teachers**

Z Score	Score	Frequency	Percentage	Level
2.1 to 3	130 - 135	2	1.53	Very High
1.1 to 2.0	123 - 129	14	10.76	High
-1.0 to 1.0	105 - 122	94	72.3	Average
-1.1 to -2.0	97 - 104	17	13.07	Low
-2.1 to -3	27 - 96	3	2.3	Very Low
<b>Total</b>		<b>130</b>	<b>100</b>	

The finding indicated that 1.53% of elementary school teachers have a very high level of leadership competencies, 10.76% have a high level, 72.30% have an average level, and 13.07% have a low level, whereas 2.30% of elementary school teachers have a very low level of leadership competencies respectively.

**Table 2**  
**Significant difference between male and female elementary school teachers**

Sex	N	Mean	SD	df	't'	Sig
Male	28	107.82	8.658	128	1.37	0.171
Female	102	110.43	8.951			

The above table indicated that the mean of male and female teachers is 107.82 and 110.43, whereas SD is 8.65 and 8.95, respectively. The t-value computed is 1.37 with df= 128, indicating no significant difference between male and female elementary school teachers at 0.05 level of significance. Therefore, the null hypothesis is accepted.

**Table 3**  
**Significant difference between trained and Untrained elementary school teachers**

Training	N	Mean	SD	df	't'	Sig
Trained	88	109.62	8.429	128	0.450	0.653
Untrained	42	110.38	9.963			

The above table shows that the mean of trained and untrained teachers is 109.62 and 110.38, respectively, and the SD of trained and untrained elementary teachers is 8.429 and 9.963, respectively. The t-value computed is 0.450 with  $df=128$ , which indicates that there is no significant difference between trained and untrained elementary school teachers. Therefore, the null hypothesis is accepted.

### Findings

The study found that the majority of elementary school teachers have an average level of teacher leadership competencies. However, few teachers have very high teacher leadership competencies, while few have very low teacher leadership competencies. Further, the findings revealed that there is no significant difference in teacher leadership competencies between male and female teachers. Further, no significant difference in teacher leadership competencies was found between trained and untrained teachers in elementary schools.

### Discussion

The average level of leadership competencies in elementary school teachers shows that teachers are averagely playing the role of leading students both inside and outside the classroom. They develop themselves and are commonly committed to their profession to ensure students achieve their needs and development better. They further extend their support and cooperation to make various improvements in relation to students and the overall field of education. Besides, a lack of experience and training may mark a lower level of teacher leadership competencies. The result found no significant difference between male and female teachers, indicating that elementary school teachers perform equally in leading students. The male and female teachers correspondingly participate to set student's foundations effectively at the elementary level. The study is in line with the study of James and Suman (2021), who found no significant difference between male and female teachers in leadership.

It was also found that there was no difference in leadership competencies between trained and untrained teachers, which contradicts the study of Xhomara (2018), who reported that transformational, transactional, and managerial leadership styles are higher in trained teachers when compared to untrained teachers.

### Conclusion

In general, the elementary school teachers in Meghalaya lead and guide students in a typical manner to help achieve students in the different aspects of their lives. The enthusiasm of teachers at the elementary level contributes to various developments of students' achievements in the present and future. Thus, the teacher leadership competencies of elementary school teachers should be enhanced to improve overall performance in educational institutions.

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