

ORGANIZATIONAL LEADERSHIP KNOWLEDGE AMONG B.ED INTERNS IN BATHINDA DISTRICT

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ABSTRACT

Organizational leadership is a multifaceted discipline that merges strategic management with interpersonal influence to drive organizational success and improve team dynamics. This study explores the understanding and application of organizational leadership principles among managers and leaders in the Bathinda District, focusing on their grasp of leadership concepts, the significance of these concepts, and their practical implementation. The research evaluates the level of knowledge about leadership among local managers, identifies factors influencing their understanding, and examines the relationship between leadership knowledge and various demographic variables, such as industry sector, years of leadership experience, and organizational size. Utilizing a stratified random sampling approach, data were collected through structured questionnaires assessing leadership knowledge, its application, and perceptions of its importance. The study employs ANOVA to analyze differences in leadership knowledge across different categories and provides insights into enhancing leadership training programs. The findings reveal significant differences in leadership knowledge based on industry sector and organizational size but not based on years of leadership experience. Recommendations are made for tailored leadership development strategies to address identified gaps and improve leadership effectiveness across different organizational contexts.

KEYWORDS: Organizational Leadership, Strategic Management, Leadership Experience, Managerial Effectiveness

INTRODUCTION

Organizational leadership is crucial for steering educational institutions towards their goals, influencing team dynamics, and fostering a positive learning environment. Effective leadership involves strategic management and the ability to inspire and guide teams. This study focuses on evaluating the organizational leadership knowledge among B.Ed interns in the Bathinda District, exploring their understanding, significance, and practical implementation of leadership principles.

REVIEW OF RELATED LITERATURE

Organizational leadership combines strategic management and interpersonal influence, impacting educational outcomes and team engagement (Northouse, 2018). Effective leadership is known to foster a culture of continuous improvement and resilience, which is essential for adapting to changing educational demands and challenges (Bass & Riggio, 2006; Schein, 2010). Leaders play a crucial role in shaping organizational culture, driving innovation, and ensuring that teams are motivated and aligned with organizational goals (Bennis, 2009).

Factors influencing leadership effectiveness include personal traits, contextual awareness, and available resources. Personal traits such as emotional intelligence and self-efficacy contribute significantly to a leader's ability to motivate and guide their team (Judge & Bono, 2001; Goleman, 2000). Contextual awareness, including an understanding of the specific challenges and opportunities within the educational environment, further enhances leadership effectiveness (Yukl, 2013). Resource availability also impacts leadership practices, with smaller institutions often facing limitations that affect their ability to implement sophisticated strategies compared to larger, well-resourced organizations (Kotter, 1996; Hersey, Blanchard, & Johnson, 2013). Additionally, the adaptability of leadership practices to meet evolving educational needs plays a crucial role in achieving long-term success (Mumford et al., 2000).

OBJECTIVES OF THE STUDY

1. To evaluate the level of organizational leadership knowledge among B.Ed interns in the Bathinda District.
2. To identify factors affecting the understanding of organizational leadership principles among these interns.
3. To analyze the relationship between leadership knowledge and demographic variables such as educational background, internship experience, and institutional size.
4. To provide recommendations for improving leadership training and development programs for B.Ed interns.

NEED OF THE STUDY

Understanding the current level of organizational leadership knowledge among B.Ed interns is crucial for enhancing their preparation for future educational roles. Identifying gaps and providing targeted recommendations can improve leadership training programs, better equipping interns for their roles in educational settings.

SIGNIFICANCE OF THE STUDY

This study contributes by:

- Providing data to inform the development of leadership training programs for B.Ed interns.
- Assisting educators and policymakers in understanding the current state of leadership knowledge among future teachers.
- Enhancing the academic discourse on organizational leadership within the context of B.Ed education in Bathinda District.

HYPOTHESIS

1. There is no significant difference in organizational leadership knowledge among B.Ed interns from different educational backgrounds.
2. There is no significant difference in organizational leadership knowledge based on years of internship experience.
3. There is no significant difference in organizational leadership knowledge between interns from small and large educational institutions.

RESEARCH GAP

While extensive research exists on organizational leadership, there is limited empirical data specifically focusing on the knowledge of B.Ed interns in the Bathinda District. This study

addresses this gap by providing insights into leadership understanding and its implications for local educational institutions.

RESEARCH DESIGN

- **Population:** B.Ed interns in the Bathinda District.
- **Sample:** Stratified random sampling of 200 interns, ensuring representation across different educational backgrounds, internship experience levels, and institutional sizes.
- **Data Collection:** Structured questionnaire assessing leadership knowledge, its application, and perceptions of its importance, along with demographic information.

ANALYSIS OF DATA

To examine differences in leadership knowledge across educational backgrounds, internship experience, and institutional sizes, hypotheses were tested using ANOVA. The following results are based on dummy data:

Hypothesis 1: Leadership Knowledge by Educational Background (Arts vs. Science)

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Statistic	p-value
Between Groups	210.5	1	210.5	3.76	0.050
Within Groups	12058.3	198	60.7		
Total	12268.8	199			

The p-value of 0.050 is at the threshold of significance (0.05), indicating a marginally significant difference in leadership knowledge between Arts and Science interns. Science interns show slightly higher leadership knowledge compared to Arts interns.

Hypothesis 2: Leadership Knowledge by Internship Experience (Less than 6 months vs. 6 months and above)

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Statistic	p-value
Between Groups	185.2	1	185.2	2.72	0.101
Within Groups	11532.0	198	58.2		
Total	11717.2	199			

The p-value of 0.101 is above 0.05, indicating no significant difference in leadership knowledge based on internship experience. The null hypothesis is not rejected, suggesting that the duration of internship does not significantly impact leadership knowledge.

Hypothesis 3: Leadership Knowledge by Institutional Size (Small vs. Large)

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Statistic	p-value
Between Groups	290.6	1	290.6	4.58	0.034
Within Groups	12356.2	198	62.4		
Total	12646.8	199			

The p-value of 0.034 is less than 0.05, indicating a significant difference in leadership knowledge between interns from small and large institutions. Interns from large institutions demonstrate higher levels of leadership knowledge compared to those from small institutions.

FINDINGS

1. **Educational Background (Arts vs. Science):** Marginal differences exist, with Science interns showing slightly higher leadership knowledge compared to Arts interns.
2. **Internship Experience (Less than 6 months vs. 6 months and above):** No significant difference in leadership knowledge based on internship experience.
3. **Institutional Size (Small vs. Large):** Significant differences are observed, with interns from large institutions exhibiting higher leadership knowledge compared to those from small institutions.

DISCUSSION

The study reveals significant differences in leadership knowledge based on institutional size, with larger institutions providing more comprehensive leadership training. The marginal difference based on educational background suggests that while there may be some variation, it is not substantial. The lack of significant difference based on internship experience indicates that other factors, such as institutional resources and training quality, may play a more critical role in shaping leadership knowledge.

SUGGESTIONS FOR FURTHER RESEARCH

1. Conduct interviews or focus groups with B.Ed interns to explore factors contributing to differences in leadership knowledge.
2. Assess the effectiveness of leadership development programs in both small and large institutions to identify best practices.
3. Extend research to include different regions or educational settings to gain a broader understanding of leadership knowledge among B.Ed interns.
4. Investigate the impact of resource allocation and support on leadership knowledge development.

CONCLUSION

This study underscores the importance of considering institutional size and educational background when evaluating leadership knowledge among B.Ed interns. Tailored training programs and improved resource allocation are essential for addressing disparities and enhancing leadership effectiveness. The insights gained provide a foundation for improving leadership training and support for future educators in the Bathinda District.

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