

A Study of Organizing Skills of the Principals of Teacher Education Institutions in Telangana State

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Abstract

This study explores the organizing skills of principals in teacher education institutions in Telangana State, emphasizing their role in effective leadership and institutional success. Organizing skills involve structuring resources, coordinating tasks, departmentalization, and delegation in alignment with core management principles. The research examines the extent to which these skills are internalized by principals across variables such as gender, institutional type, locality, and minority status. Using a descriptive survey design, data were collected from 100 principals through a validated managerial skills instrument. Independent samples t-tests revealed no significant differences in organizing skills across the demographic and institutional variables examined. The findings suggest a consistent level of organizing competency among principals irrespective of background or institutional context. This study contributes to the limited regional literature on educational leadership effectiveness and underscores the importance of ongoing leadership development to enhance institutional performance. The results have implications for policy and practice aimed at strengthening organizing capabilities within Telangana's teacher education sector.

Keywords: Educational leadership, Managerial Skills, Organizing skills, and Principal effectiveness.

1.0 Introduction:

Teacher education institutions are the cornerstone of developing competent educators who shape the future of society. Principals, as the leaders of these institutions, are entrusted with the responsibility of ensuring their smooth functioning and success. Effective leadership in these institutions relies heavily on strong managerial skills, which encompass planning, organizing, staffing, directing, and controlling, as outlined by prominent management scholars (Koontz & Weihrich, 2007; Robbins & Coulter, 2016). Among these, organizing skills stand out as critical for creating a structured, efficient, and collaborative environment. This research focuses

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on the organizing skills of principals in teacher education institutions in Telangana State, examining how these skills influence institutional performance.

Organizing, as a managerial function, involves arranging resources and tasks to achieve institutional goals. It includes key characteristics such as grouping people into functional units, dividing work based on specialization, establishing a clear chain of command, and adapting to the dynamic nature of organizations (Stoner, Freeman, & Gilbert, 2017). These characteristics ensure that the institution operates cohesively and efficiently. For instance, grouping people fosters teamwork, while a clear chain of command clarifies reporting structures, reducing confusion and enhancing accountability (Koontz & Weihrich, 2007).

The importance of organizing skills cannot be overstated. They facilitate administration by streamlining processes and ensuring clarity in roles and responsibilities. Organizing also supports institutional growth and diversification by enabling scalability and adaptability to changing educational demands. Additionally, it promotes the optimal use of human and material resources, ensuring efficiency and minimizing waste. Furthermore, effective organizing encourages a humanistic approach, which emphasizes collaboration, employee well-being, and a supportive work environment (Prasad, 2007; Weihrich & Koontz, 2019).

To achieve effective organization, principals must adhere to key principles of organization. These include unity of objectives, ensuring all efforts align with institutional goals; division of work and specialization, assigning tasks based on expertise; and parity of authority and responsibility, ensuring individuals have the power needed to fulfill their duties. Other principles include unity of direction, span of supervision, balance, effective communication, flexibility to adapt to changes, and continuity to maintain long-term stability (Koontz & Weihrich, 2007; Singh, 2017). These principles provide a framework for creating a well-organized institution.

Departmentalization and delegation are integral components of organizing. Departmentalization involves structuring the institution into specialized units, such as academic, administrative, or research departments, to enhance efficiency and focus (Robbins & Coulter, 2012). Delegation, on the other hand, involves assigning tasks and authority to faculty and staff, empowering them to make decisions and fostering trust and accountability (Stoner et al., 2017). These practices not only improve operational efficiency but also build a culture of collaboration and responsibility.

1.1 Need and Importance of Study:

This study, titled "A Study of Organizing Skills of Principals of Teacher Education Institutions in Telangana State," aims to investigate how principals apply organizing skills in their institutions. It explores the extent to which these skills impact institutional performance, resource utilization, and leadership effectiveness. By analyzing the application of organizing principles, departmentalization, and delegation, this research seeks to provide valuable insights into enhancing leadership practices in teacher education institutions. The findings are expected to contribute to the improvement of educational management and support the development of effective leadership strategies in Telangana's teacher education sector.

1.2 Variables:

The dependent variable of the study is **Organizing Skills**. The independent variables include the gender of principals (male and female), the nature of institutions (government and private), the locality of institutions (rural and urban), and the status of institutions (minority and non-minority).

1.3 Research question:

To what extent the Principals of Teacher Education Institutions have internalized the Organizing Skills necessary for effective performance?

1.4 Objectives of the Study:

1. To estimate the significant difference in the organizing skills of Male and Female principals of teacher education institutions in Telangana State.
2. To examine the significant difference in the organizing skills of Principals of Government and Private teacher education institutions in Telangana State.
3. To determine the significant difference in the organizing skills of Principals of Rural and Urban teacher education institutions in Telangana State.
4. To test the significant difference in the organizing skills of Principals of Minority and Non-minority teacher education institutions in Telangana State.

1.5 Hypotheses of the Study:

H₀₁: There is no significant difference in the organizing skills of Male and Female principals of teacher education institutions in Telangana State.

H₀₂: There is no significant difference in the organizing skills of Principals of Government and Private teacher education institutions in Telangana State.

H₀₃: There is no significant difference in the organizing skills of Principals of Rural and Urban teacher education institutions in Telangana State.

H₀₄: There is no significant difference in the organizing skills of Principals of Minority and Non-Minority teacher education institutions in Telangana State.

1.6 Delimitations of the study:

- The scope of this research is confined exclusively to the principals of teacher education institutions.
- The study is delimited to teacher education institutions located in the State of Telangana.

2.0 Review of Literature:

Organizing skills represent a foundational facet of effective educational leadership, particularly for principals within teacher education institutions. These competencies enable leaders to develop and implement efficient organizational frameworks, optimize resource allocation, coordinate personnel, and align institutional

activities with pedagogical objectives to enhance teacher preparation and overall institutional efficacy (Robbins & Coulter, 2016; Stoner, Freeman, & Gilbert, 2017). Foundational principles of organization including unity of objectives, division of labor, balance of authority and responsibility, and appropriate span of control support optimal resource utilization while fostering a collaborative, humanistic work environment (Koontz & Weihrich, 2007; Singh, 2017). Central to organizing are the processes of departmentalization and delegation. Departmentalization facilitates specialization through systematic grouping of related functions, thereby improving workflow efficiency. Delegation entails the transfer of responsibility and authority from principals to subordinates, promoting empowerment and accountability within the organizational hierarchy. Effective delegation enhances operational efficiency and supports professional growth among staff (Robbins & Coulter, 2012). Empirical studies underscore the significance of principals' organizing skills in positively influencing institutional performance, academic achievement, and fostering an organizational culture conducive to learning and collaboration (Alsubehat, 2023; Adhikari, 2023; Hairon, Goh, & Chua, 2015).

2.1 Research Gap:

While organizing skills are widely acknowledged as a crucial component of effective educational leadership (Robbins & Coulter, 2016; Koontz & Weihrich, 2007), most prior studies have focused on general school leadership or organizational management, with limited attention to principals of teacher education institutions in India. Existing research tends to highlight the impact of leadership on institutional efficiency and culture (Hairon, Goh, & Chua, 2015; Adhikari, 2023), but comparative analyses based on gender, type of institution, locality, or minority status remain underexplored. Particularly in Telangana, there is a lack of empirical studies examining how these contextual variables influence principals' organizing skills, leaving an important gap that this study seeks to address.

3.0 Research Design:

This study adopted a **descriptive cum survey research design** within the framework of **quantitative research**. The descriptive survey method was chosen because it is appropriate for collecting factual information and understanding existing conditions related to the planning skills of principals. By employing quantitative techniques, the study facilitated objective measurement and statistical testing of differences across institutional and demographic variables.

3.1 Population and Sample:

The population of the study was comprised of all principals working in teacher education institutions in Telangana State. Since the exact population size was not known, a **one-stage cluster random sampling method** was adopted to ensure representation. Out of the ten districts of Telangana (as per the 2014 division), three districts were randomly selected: **Hyderabad with 31 teacher education institutions, Rangareddy with 37 teacher education institutions, and Mehboobnagar with 32 teacher education institutions**. From these clusters, a **sample of 100 principals** was selected for the study. This sampling

process ensured that data were collected from a representative and diverse group of institutions and principals.

3.2 Tools of the Study:

To measure the Organizing skills of principals, a **self-constructed instrument** titled Managerial (Organizing) Skills Scale was developed. The tool was designed in **attitudinal form** using items based on a **five-point Likert scale**, ranging from “strongly disagree” to “strongly agree.” According to Kelly (1939), “For item analysis, the test to be determined is ranked by selecting 27 percent of the highest scores and 27 percent of the lowest scores from the total test scores to find the difference in the item scores”. The tool’s **content validity** was established by subject experts in education and psychology, who reviewed the items for relevance and appropriateness. The **reliability** of the instrument was tested using Cronbach’s Alpha, which yielded a coefficient of 0.538, indicating a satisfactory level of internal consistency. In addition, **item analysis** was carried out using psychological testing approaches with the help of **MS Excel and SPSS**, which confirmed the suitability of the tool for measuring planning skills.

3.3 Data Collection Procedure:

The data were collected from the selected sample of principals after obtaining necessary permissions from the institutions concerned. The questionnaires were administered directly to the respondents, ensuring that instructions were clear and responses were authentic. The collected responses were systematically coded and tabulated for further statistical analysis.

3.4 Statistical Techniques

For analysis, both descriptive and inferential statistical methods were applied. Descriptive measures, such as the **mean** (Richard, 2015) and **standard deviation** (Howitt & Cramer, 2014), were calculated to describe the central tendency and variability of the principals’ responses. To test the hypotheses, an independent **t-test** was employed (Johnson & Christensen, 2014), which helped determine whether statistically significant differences existed in the planning skills of principals across variables such as gender, type of institution, locality, and minority status.

4.0 Data Analysis

H₀₁: There is no significant difference in the organizing skills of Male and Female principals of teacher education institutions in Telangana State.

Gender	N	Mean	SD	t-value	p Value (df-98)
Female	34	25.05	2.98	0.55	0.58
Male	66	24.71	2.97		

$p > 0.05$, not significant at 0.05 level

The null hypothesis (H_{01}), stating that there is no significant difference in the organizing skills of male and female principals of teacher education institutions in Telangana State, was tested using an independent samples t-test. The results showed no significant difference between female principals ($M = 25.05$, $SD = 2.98$) and male principals ($M = 24.71$, $SD = 2.97$), $t(98)=0.55, p=0.58$. Since the p-value was greater than 0.05, the null hypothesis was not rejected, indicating that gender does not significantly affect the organizing skills of principals in this sample.

H_{02} : There is no significant difference in the organizing skills of Principals of Government and Private teacher education institutions in Telangana State.

Nature of the Institution	N	Mean	SD	t-value	p Value (df-98)
Government	4	22.00	4.08	1.97	0.051
Private	96	24.94	2.88		

$p > 0.05$, not significant at 0.05 level

The null hypothesis (H_{02}), which stated there is no significant difference in the organizing skills of principals of government and private teacher education institutions in Telangana State, was tested using an independent samples t-test. The results showed no statistically significant difference between government ($M = 22.00$, $SD = 4.08$) and private institution principals ($M = 24.94$, $SD = 2.88$), $t(98)=1.97, p=0.051$. Since the p-value exceeded the 0.05 significance level, the null hypothesis was not rejected, indicating that the nature of the institution (government or private) does not significantly affect the organizing skills of principals in this sample.

H_{03} : There is no significant difference in the organizing skills of Principals of Rural and Urban teacher education institutions in Telangana State.

Locality of Institution	N	Mean	SD	t-value	p Value (df-98)
Rural	65	24.58	3.21	1.12	0.26
Urban	35	25.28	2.43		

$p > 0.05$, not significant at 0.05 level

The null hypothesis (H_{03}), which stated that there is no significant difference in the organizing skills of principals of rural and urban teacher education institutions in Telangana State, was tested using an independent samples t-test. The results showed no statistically significant difference between rural ($M = 24.58$, $SD = 3.21$) and urban institution principals ($M = 25.28$, $SD = 2.43$), $t(98)=1.12, p=0.26$. Since the p-value exceeded the 0.05 significance level, the null hypothesis was not rejected, indicating that the locality of the institution (rural or urban) does not significantly affect the organizing skills of principals in this sample.

H_{04} : There is no significant difference in the organizing skills of Principals of Minority and Non-Minority teacher education institutions in Telangana State.

Status of the Institution	N	Mean	SD	t-value	p Value (df-98)
Minority	22	23.86	2.86	1.74	0.08
Non-minority	78	25.10	2.95		

$p > 0.05$, not significant at 0.05 level

The null hypothesis (H_{04}), stating that there is no significant difference in the organizing skills of principals of minority and non-minority teacher education institutions in Telangana State, was tested using an independent samples t-test. The results showed no statistically significant difference between minority ($M = 23.86$, $SD = 2.86$) and non-minority principals ($M = 25.10$, $SD = 2.95$), $t(98) = 1.74$, $p = 0.08$. Since the p-value was greater than the 0.05 significance level, the null hypothesis was not rejected, indicating that the status of the institution (minority or non-minority) does not significantly affect the organizing skills of principals in this sample.

5.0 Interpretation, Discussion and Educational Implication of the Study:

The study reveals that principals of teacher education institutions in Telangana State exhibit a consistent level of organizing skills, regardless of gender, type of institution, locality, or minority status. The lack of significant differences across these demographic and institutional variables suggests that organizing competencies are uniformly internalized among principals within this regional context. This uniformity may reflect standardized training, shared expectations, or similar challenges faced by principals across varying contexts.

Organizing skills, defined by resource management, delegation, departmentalization, and clear role definition are fundamental to effective institutional leadership. The findings align with established management theories that emphasize organizing as essential for institutional cohesion and efficacy (Koontz & Weihrich, 2007; Robbins & Coulter, 2016). The results also resonate with empirical studies highlighting the direct impact of organizing abilities on institutional performance and professional collaboration (Alsubehat, 2023; Hairon, Goh, & Chua, 2015).

Educationally, the study underscores the need for continuous, inclusive leadership development programs that reinforce organizing skills across principals, rather than focusing on specific subgroups. Policymakers and institutional leaders should prioritize professional development that enhances principals' adaptive management capabilities to address evolving educational demands. Moreover, fostering cultures of collaboration and accountability through effective delegation and departmentalization can promote sustainable institutional growth.

5.1 Suggestions for further research:

Future studies could expand the scope of this research by including a larger and more diverse sample of teacher education institutions across different states or regions to compare organizing skills of principals at a broader level. Longitudinal studies could be undertaken to assess how organizing skills develop and change over time in response to evolving educational policies and leadership training programs. Additionally,

qualitative research approaches such as interviews or case studies could provide deeper insights into the specific challenges and contextual factors influencing principals' ability to apply organizing principles effectively. Exploring the impact of other variables, such as principals' educational qualifications, years of experience, and leadership styles, may also yield a more comprehensive understanding of the factors affecting organizing competencies. Further research could investigate the direct correlation between principals' organizing skills and institutional outcomes like teacher performance, student achievement, and organizational climate. Finally, intervention studies assessing the effectiveness of targeted leadership development programs on enhancing organizing skills in principals could inform policy and practice aimed at strengthening educational leadership in teacher education institutions.

5.2 Conclusion:

This study concludes that principals of teacher education institutions in Telangana State demonstrate a consistent level of organizing skills, regardless of gender, institutional type, locality, or minority status. These findings indicate that organizing competencies are broadly internalized across diverse contexts, highlighting their foundational role in effective educational leadership. The results emphasize the need for continuous professional development aimed at strengthening these skills to enhance institutional performance. Overall, the study provides valuable insights for policymakers and educational leaders seeking to improve leadership practices and institutional effectiveness in teacher education.

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