



## **Directing Excellence: A Study of Principals' Managerial Skills of Teacher Education Institutions in Telangana State**

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### **ABSTRACT**

This study examines the extent to which principals of teacher education institutions in Telangana State have internalized directing skills—encompassing leadership, decision-making, communication, motivation, and conflict resolution—to enhance institutional effectiveness. The research addresses the problem of balancing standardized managerial practices with the socio-cultural complexities of Telangana's diverse educational landscape, characterized by linguistic diversity and caste-based dynamics. Grounded in the theoretical framework of managerialism, which prioritizes efficiency, accountability, and technocratic decision-making, the study engages with existing literature on educational leadership, managerialism, and intercultural competence in Indian higher education. A descriptive survey research design was employed, collecting data from 100 principals across three randomly selected districts (Hyderabad, Rangareddy, and Mehboobnagar) using a self-constructed Managerial



(Directing) Skills Scale (Cronbach's Alpha = 0.793). The methodology involved quantitative analysis, with independent t-tests assessing differences in directing skills across gender (male vs. female), institutional type (government vs. private), locality (rural vs. urban), and institutional status (minority vs. non-minority). Results indicated no significant differences across these variables ( $t(98) = 0.84, p = .40$  for gender;  $t(98) = 0.14, p = .88$  for institutional type;  $t(98) = 0.12, p = .89$  for locality;  $t(98) = 0.78, p = .43$  for minority status), suggesting uniform internalization of managerial competencies. This consistency reflects the influence of managerialism and regulatory oversight by the National Council for Teacher Education (NCTE), which standardizes leadership practices across diverse institutional contexts. However, the findings also highlight a potential limitation: standardized approaches may restrict principals' ability to address local contextual needs, such as cultural and linguistic diversity, which require adaptive leadership and intercultural competence. The study's key contribution is its empirical insight into the interplay between managerialism and directing skills in Telangana's teacher education sector, emphasizing the need for leadership that balances efficiency with contextual responsiveness. Practical implications include the development of professional training programs to enhance principals' intercultural and adaptive skills, alongside policy adjustments to allow greater flexibility within NCTE frameworks. Future research should employ mixed-methods designs to explore qualitative nuances of directing skills and their impact on faculty and student outcomes, while expanding the scope to other Indian states for comparative analysis. This work advances the discourse on educational leadership by highlighting the tension between standardization and adaptability in India's teacher education system.

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## 1.0 Introduction

**Managerialism**, a pervasive ideology in modern organizational theory, underscores the centrality of **professional management** and **technocratic decision-making** to drive efficiency and effectiveness in



institutions (Enteman, 1993; Klikauer, 2013). In the context of **teacher education institutions in Telangana State**, **managerialism** shapes leadership practices by prioritizing standardized processes, performance metrics, and hierarchical control, reflecting neoliberal influences that emphasize measurable outcomes over traditional educational values (Deem & Brehony, 2005). Within this framework, **managerial skills**—particularly **directing skills** encompassing **leadership skills**, **decision-making**, **communication skills**, **motivation**, and **conflict resolution**—are critical for **principals** to foster effective learning environments and prepare future educators (Katz, 1974; Northouse, 2021; Robbins & Coulter, 2021). These competencies enable **principals** to guide faculty, align institutional efforts with educational objectives, and navigate the complex socio-cultural dynamics of Telangana’s diverse educational landscape.

Telangana’s **teacher education institutions**, specially Bachelor of Education (B.Ed.) colleges, operate under significant pressures, including compliance with national accreditation bodies like the National Council for Teacher Education (NCTE), curriculum standardization, and expectations for enhanced student outcomes (Government of Telangana, 2015). The state’s diverse demographic, characterized by linguistic diversity (Telugu, Urdu, and English), regional variations, and caste-based social structures, adds complexity to institutional management (Hofstede, 2011). **Principals** must leverage **leadership skills** to inspire faculty and students, employ **communication skills** to foster collaboration, and use **conflict resolution** strategies to address disputes arising from cultural or professional differences (Ting-Toomey & Oetzel, 2001). **Motivation** is equally vital, as **principals** must engage diverse faculty to meet institutional goals while fostering a sense of shared purpose. **Decision-making** under **managerialism** often involves balancing administrative demands with pedagogical priorities, such as curriculum innovation and faculty development (Bush & Glover, 2014).

However, critics of **managerialism** argue that its emphasis on efficiency and accountability may undermine professional autonomy, reduce **principals’** flexibility in addressing contextual needs, and prioritize measurable outcomes over holistic educational goals (Grey, 1996; Parker, 2002). In Telangana, where **teacher education institutions** play a critical role in shaping the quality of school education, the effectiveness of **principals’ directing skills** is pivotal to institutional success. This study investigates how **principals** in **Telangana’s teacher education institutions** apply **managerial skills**, with a focus on **directing skills**, to enhance institutional effectiveness. It explores their alignment with **managerialism**, their ability to address cross-cultural dynamics in a diverse region, and their impact on fostering quality teacher training, contributing to the broader discourse on educational leadership in India.



## 1.1 Significance of the Study

This study, investigating the directing skills of principals in Telangana's teacher education institutions, holds substantial academic and practical significance. It explores how competencies in leadership, decision-making, communication, motivation, and conflict resolution enhance institutional efficacy and teacher preparation within the context of managerialism, while addressing the socio-cultural complexities of Telangana's diverse linguistic, regional, and caste-based landscape. By examining variations in these skills across gender, institutional type (government versus private), locality (rural versus urban), and status (minority versus non-minority), the study contributes to the scholarly discourse on educational leadership in India, offering empirical insights into balancing administrative imperatives with pedagogical priorities. Its findings aim to inform evidence-based policy formulation and professional development initiatives, ultimately strengthening the quality of teacher education and its broader impact on Telangana's educational ecosystem.

## 1.2 Variables:

The dependent variable of the study is **Directing 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 Directing Skills necessary for effective performance?

## 1.4 Objectives of the Study

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

## 1.5 Hypotheses of the Study



H<sub>01</sub>: There is no significant difference in the directing skills of Male and Female principals of teacher education institutions in Telangana State.

H<sub>02</sub>: There is no significant difference in the directing skills of Principals of Government and Private teacher education institutions in Telangana State.

H<sub>03</sub>: There is no significant difference in the directing skills of Principals of Rural and Urban teacher education institutions in Telangana State.

H<sub>04</sub>: There is no significant difference in the directing 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 Telangana State.*

### **2.0 Review of Literature**

The literature on educational leadership highlights the critical role of principals' directing skills, encompassing leadership, decision-making, communication, motivation, and conflict resolution, in enhancing institutional effectiveness within teacher education institutions. Managerialism, characterized by standardized processes and performance-driven accountability, shapes leadership practices in educational settings, often prioritizing measurable outcomes over pedagogical values (Deem & Brehony, 2005). Bush (2021) argues that effective educational leadership requires balancing administrative demands with instructional priorities, a dynamic particularly salient in teacher education institutions tasked with preparing future educators. Recent studies, such as Leithwood et al. (2020), emphasize that transformational leadership, marked by motivational strategies and clear communication, significantly improves faculty engagement and institutional outcomes. Similarly, Northouse (2021) underscores the importance of adaptive decision-making and intercultural communication skills in navigating complex institutional environments.

In the Indian context, research on leadership in teacher education institutions remains limited but is evolving. Sharma and Kumar (2022) found that principals' leadership styles in Indian B.Ed. colleges influence faculty morale and curriculum implementation, yet specific analyses of directing skills are scarce. Gupta and Singh (2023) explored the impact of managerialism in Indian higher education, noting



that its focus on accountability can limit principals' autonomy, particularly in diverse socio-cultural contexts like Telangana, where linguistic diversity (Telugu, Urdu, English) and caste-based structures add complexity (Hofstede, 2011). Ting-Toomey and Chung (2022) highlight that effective conflict resolution in culturally diverse settings requires intercultural competence, a critical skill for principals in Telangana's teacher education institutions. Additionally, Harris and Jones (2021) suggest that motivation strategies tailored to diverse faculty enhance institutional cohesion, aligning with the National Council for Teacher Education (NCTE) standards for quality teacher training.

Recent studies on demographic and institutional variables provide further insights. Eagly and Heilman (2022) suggest that female leaders often exhibit stronger transformational and interpersonal skills, potentially influencing directing skills, though context-specific studies in India remain limited. Research on institutional type indicates that private institutions face greater pressure to adopt managerialist practices due to market-driven demands (Kumar & Gupta, 2023). Rural-urban disparities also shape leadership, with rural principals often requiring adaptive decision-making to address resource constraints (Mulford & Johns, 2021). Minority institutions in India, operating under unique cultural and regulatory frameworks, have received limited attention in leadership studies (Singh & Thomas, 2022).

## 2.1 Research Gaps and Justification

Despite advancements in educational leadership research, significant gaps persist in the context of Telangana's teacher education institutions. First, while studies like Sharma and Kumar (2022) and Gupta and Singh (2023) address leadership in Indian higher education, there is a lack of research specifically examining principals' directing skills in B.Ed. colleges, particularly in Telangana's diverse socio-cultural landscape. Second, the interplay between managerialism and directing skills—especially how it influences leadership, communication, and conflict resolution in a region marked by linguistic and caste-based diversity, remains underexplored. Third, there is a dearth of empirical evidence on how demographic and institutional variables, such as gender, institutional type (government vs. private), locality (rural vs. urban), and status (minority vs. non-minority), affect directing skills in this context. Existing studies, such as Eagly and Heilman (2022) and Kumar and Gupta (2023), offer general insights but lack specificity to Telangana's teacher education sector.

This study addresses these gaps by investigating the directing skills of principals in Telangana's B.Ed. colleges, exploring their alignment with managerialism and their capacity to navigate socio-cultural complexities. By analyzing differences across gender, institutional type, locality, and minority status, it provides a nuanced understanding of leadership dynamics in a regionally specific context. The



justification for this research lies in its potential to inform targeted professional development and evidence-based policy, enhancing teacher education quality and contributing to the scholarly discourse on educational leadership in India. Grounded in a robust quantitative design, the study bridges theoretical frameworks of managerialism with practical applications in Telangana's teacher education institutions.

### 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 directing 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 directing skills of principals, a **self-constructed instrument** titled '*Managerial (Directing) 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 0.793, 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 directing 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), Levene's test Field (2018), This justified using the standard independent samples t-test without adjustments, which helped determine whether statistically significant differences existed in the directing skills of principals across variables such as gender, type of institution, locality, and minority status.

## 4.0 Data Analysis

**H<sub>01</sub>: There is no significant difference in the directing skills of Male and Female principals of teacher education institutions in Telangana State.**

To test the null hypothesis (H<sub>01</sub>) stating that there is no significant difference in the directing skills of male and female principals of teacher education institutions in Telangana State, an independent samples t-test was conducted. Prior to the t-test, Levene's test for equality of variances was performed, yielding an F-value of 0.56 with a p-value of .45 ( $p > .05$ ), indicating that the assumption of equal variances was met.

The t-test results revealed no statistically significant difference in the directing skills between male and female principals,  $t(98) = 0.84$ ,  $p = .40$  (two-tailed),  $p > .05$ . The mean directing skills score for female principals ( $n = 34$ ) was 25.14 (SD = 2.93), while for male principals ( $n = 66$ ), it was 24.53 (SD = 3.70). The p-value of .40, being greater than the alpha level of .05, indicates that the null hypothesis (H<sub>01</sub>) is not rejected. Thus, there is insufficient evidence to conclude a significant difference in the directing skills of male and female principals in Telangana's teacher education institutions.

**H<sub>02</sub>: There is no significant difference in the directing skills of Principals of Government and Private teacher education institutions in Telangana State.**



To test the null hypothesis ( $H_{02}$ ) stating that there is no significant difference in the directing skills of principals of government and private teacher education institutions in Telangana State, an independent samples t-test was conducted. Prior to the t-test, Levene's test for equality of variances was performed, yielding an F-value of 0.16 with a p-value of .68 ( $p > .05$ ), indicating that the assumption of equal variances was met.

The t-test results revealed no statistically significant difference in the directing skills between principals of government and private institutions,  $t(98) = 0.14$ ,  $p = .88$  (two-tailed),  $p > .05$ . The mean directing skills score for government institution principals ( $n = 4$ ) was 24.50 ( $SD = 2.38$ ), while for private institution principals ( $n = 96$ ), it was 24.75 ( $SD = 3.50$ ). The p-value of .88, being greater than the alpha level of .05, indicates that the null hypothesis ( $H_{02}$ ) is not rejected. Thus, there is insufficient evidence to conclude a significant difference in the directing skills of principals of government and private teacher education institutions in Telangana State.

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

To test the null hypothesis ( $H_{03}$ ) stating that there is no significant difference in the directing skills of principals of rural and urban teacher education institutions in Telangana State, an independent samples t-test was conducted. Prior to the t-test, Levene's test for equality of variances was performed, yielding an F-value of 0.26 with a p-value of .61 ( $p > .05$ ), indicating that the assumption of equal variances was met.

The t-test results revealed no statistically significant difference in the directing skills between principals of rural and urban institutions,  $t(98) = 0.12$ ,  $p = .89$  (two-tailed),  $p > .05$ . The mean directing skills score for rural institution principals ( $n = 65$ ) was 24.70 ( $SD = 3.65$ ), while for urban institution principals ( $n = 35$ ), it was 24.80 ( $SD = 3.11$ ). The p-value of .89, being greater than the alpha level of .05, indicates that the null hypothesis ( $H_{03}$ ) is not rejected. Thus, there is insufficient evidence to conclude a significant difference in the directing skills of principals of rural and urban teacher education institutions in Telangana State.

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

To test the null hypothesis ( $H_{04}$ ) stating that there is no significant difference in the directing skills of principals of minority and non-minority teacher education institutions in Telangana State, an independent

samples t-test was conducted. Prior to the t-test, Levene's test for equality of variances was performed, yielding an F-value of 0.14 with a p-value of .70 ( $p > .05$ ), indicating that the assumption of equal variances was met.

The t-test results revealed no statistically significant difference in the directing skills between principals of minority and non-minority institutions,  $t(98) = 0.78$ ,  $p = .43$  (two-tailed),  $p > .05$ . The mean directing skills score for minority institution principals ( $n = 22$ ) was 24.22 ( $SD = 3.75$ ), while for non-minority institution principals ( $n = 78$ ), it was 24.88 ( $SD = 3.38$ ). The p-value of .43, being greater than the alpha level of .05, indicates that the null hypothesis ( $H_{04}$ ) is not rejected. Thus, there is insufficient evidence to conclude a significant difference in the directing skills of principals of minority and non-minority teacher education institutions in Telangana State.

#### 4.1 Summary Table of Hypotheses Testing Results

The following table summarizes the results of the independent samples t-tests conducted to test the null hypotheses ( $H_{01}$ – $H_{04}$ ) regarding the directing skills of principals in teacher education institutions in Telangana State. Levene's test confirmed equal variances for all hypotheses ( $p > .05$ ). All tests were conducted with 98 degrees of freedom ( $df = 98$ ), and significance was assessed at the .05 level.

**Table: 01 Hypotheses Testing Results**

Hypothesis	Variable	Group	N	Mean	SD	F-value	Levene's p-value	t-value	p-value	Result
<b>H<sub>01</sub></b>	Gender	Female	34	25.14	2.93	0.56	.45	0.84	.40	Not rejected
		Male	66	24.53	3.70					
<b>H<sub>02</sub></b>	Institution Type	Government	4	24.50	2.38	0.16	.68	0.14	.88	Not rejected
		Private	96	24.75	3.50					
<b>H<sub>03</sub></b>	Locality	Rural	65	24.70	3.65	0.26	.61	0.12	.89	Not rejected
		Urban	35	24.80	3.11					
<b>H<sub>04</sub></b>	Institution Status	Minority	22	24.22	3.75	0.14	.70	0.78	.43	Not rejected
		Non-Minority	78	24.88	3.38					

**Note:** All p-values are two-tailed, and  $p > .05$  indicates no statistically significant difference at the .05 level. Thus, all null hypotheses ( $H_{01}$ – $H_{04}$ ) are not rejected, suggesting no significant differences in directing skills across gender, institution type, locality, or institution status.



## 5.0 Interpretation of Findings

The study found no significant differences in the directing skills of principals in Telangana's teacher education institutions across gender ( $t(98) = 0.84, p = .40$ ), institutional type ( $t(98) = 0.14, p = .88$ ), locality ( $t(98) = 0.12, p = .89$ ), and institutional status ( $t(98) = 0.78, p = .43$ ), with all p-values exceeding .05. Mean scores were similar: female ( $M = 25.14, SD = 2.93$ ) vs. male ( $M = 24.53, SD = 3.70$ ); government ( $M = 24.50, SD = 2.38$ ) vs. private ( $M = 24.75, SD = 3.50$ ); rural ( $M = 24.70, SD = 3.65$ ) vs. urban ( $M = 24.80, SD = 3.11$ ); and minority ( $M = 24.22, SD = 3.75$ ) vs. non-minority ( $M = 24.88, SD = 3.38$ ). These results suggest uniform directing skills—leadership, decision-making, communication, motivation, and conflict resolution—across these variables, indicating consistent internalization of managerial competencies.

## 5.1 Discussion of the Study

The uniformity in directing skills reflects the influence of managerialism, which prioritizes standardized processes and accountability (Deem & Brehony, 2005). Regulatory oversight by the National Council for Teacher Education (NCTE) likely contributes to this consistency, ensuring principals meet similar leadership standards across diverse contexts (Government of Telangana, 2015). However, this standardization may limit responsiveness to Telangana's socio-cultural complexities, such as linguistic diversity and caste dynamics, which require adaptive leadership (Hofstede, 2011; Ting-Toomey & Chung, 2022). Critics of managerialism argue that its focus on efficiency can undermine contextual flexibility (Grey, 1996), potentially restricting principals' ability to address localized needs.

The lack of gender-based differences aligns with trends suggesting gender-neutral leadership competencies (Eagly & Heilman, 2022), though the slightly higher mean for female principals invites further exploration of transformational leadership styles. Similar directing skills in government and private institutions challenge assumptions about market-driven pressures in private colleges (Kumar & Gupta, 2023), suggesting standardized practices across sectors. The equivalence in rural and urban settings is surprising, given resource disparities (Mulford & Johns, 2021), indicating that training programs may homogenize leadership approaches. Similarly, no differences between minority and non-minority institutions suggest that managerialism overrides unique cultural dynamics (Singh & Thomas, 2022).

## 5.2 Implications for Practice and Policy



The findings highlight effective standardization in leadership training but suggest a need for professional development emphasizing intercultural competence and adaptive strategies to address Telangana's diversity. Policies should encourage localized innovation, particularly for rural and minority institutions, to balance managerialism with contextual needs. Revising NCTE frameworks to value adaptability alongside efficiency could enhance teacher training quality.

### 5.3 Limitations and Future Research

The study's reliance on a Likert-scale instrument (Cronbach's Alpha = 0.793) may miss qualitative nuances of directing skills. The sample size (n = 100), particularly the small government institution subsample (n = 4), limits generalizability. Future mixed-methods research could explore how principals tailor skills to socio-cultural contexts and investigate specific directing components' impact on faculty and student outcomes. Expanding the sample and comparing other Indian regions could further enrich leadership insights.

### 5.4 Conclusion

Principals in Telangana's teacher education institutions demonstrate consistent directing skills, reflecting managerialism's standardization. While this ensures competency, it may limit responsiveness to socio-cultural complexities. The study informs professional development and policy to enhance teacher education quality, contributing to India's educational leadership discourse.

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