



Enhancing Institutional Effectiveness: A Study of Principals' Staffing Skills in Telangana State

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ABSTRACT

This quantitative study examines the staffing skills of principals in teacher education institutions across Telangana State, emphasizing educational management and core managerial skills. Using a descriptive cum survey research design, a representative sample of 100 principals was chosen through cluster random sampling from Hyderabad, Rangareddy, and Mehboobnagar districts. Data collection employed a self-constructed Managerial (Staffing) Skills Scale rated on a five-point Likert scale, with established content validity and reliability (Cronbach's alpha = 0.620). Statistical analysis included independent-samples t-tests and Cohen's d to assess significant differences in staffing skills based on gender, institution type, locality, and minority status. Findings reveal that gender and locality significantly affect principals' staffing competencies, with female and urban principals demonstrating higher skills. The study highlights the importance of strengthened staffing skills within educational



management frameworks for teacher education institutions. Results provide actionable insights for policymakers and educational leaders to design targeted professional development, improving human resource practices and institutional effectiveness in Telangana State.

1.0 Introduction:

Educational management serves as the foundational framework for administering educational institutions, involving the strategic coordination of resources, personnel, and processes to achieve pedagogical objectives and cultivate conducive learning environments. In contemporary contexts marked by globalization and technological advancements, effective educational management enhances innovation, problem-solving competencies among students, and institutional competitiveness, ensuring alignment with evolving societal demands.

Central to educational management are the core managerial skills encapsulated in the POSDC framework Planning, Organizing, Staffing, Directing, and Controlling. which provide administrators with structured approaches to operational efficiency and leadership efficacy. Planning entails forecasting institutional needs and devising strategies to realize educational goals, such as curriculum innovation and resource optimization. Organizing involves delineating roles, tasks, and hierarchies to promote collaboration and resource utilization, thereby minimizing operational redundancies in school settings. Directing focuses on motivating and guiding staff through communication and supervision to foster a cohesive organizational culture attuned to change. Controlling encompasses performance monitoring, standard enforcement, and corrective actions to sustain quality and policy adherence, ultimately driving continuous improvement in educational outcomes.

The study of staffing skills among principals is essential for understanding how teacher education institutions can function effectively and deliver high-quality education. Staffing represents one of the core functions of school leadership, encompassing the recruitment, selection, training, placement, orientation, and retention of teachers and other staff members (Robbins & Coulter, 2018; Lunenburg & Ornstein, 2013). By building robust teams, principals ensure that institutions are equipped with skilled personnel who contribute to enhanced teaching standards, student outcomes, and overall institutional success (Hoy & Miskel, 2013).

In the context of teacher education institutions, effective staffing by principals is particularly critical for upholding rigorous standards of pedagogy and professional development. These institutions prepare



future educators, making the caliber of their staff pivotal to the quality of teacher training. As Robbins and Coulter (2018) emphasize, staffing entails identifying and placing the right individuals in appropriate roles while fostering their ongoing growth to align with organizational objectives. Similarly, Lunenburg and Ornstein (2013) underscore that principals must extend beyond mere selection to actively support staff skill enhancement, thereby driving improved performance and job satisfaction among educators.

Telangana State has witnessed rapid expansion and transformation in its teacher education sector, rendering the principal's role increasingly multifaceted amid evolving demands for educational excellence. In this dynamic environment, robust staffing skills are indispensable for effective management, as evidenced by research indicating that institutions with superior staffing practices experience elevated staff performance, retention rates, and student satisfaction (Noe et al., 2019). Principals in Telangana confront unique challenges, including constrained budgets, diverse staffing requirements, and resource limitations, which amplify the need for strategic human resource approaches (Armstrong, 2016; Armstrong & Taylor, 2020). Effective staffing not only addresses immediate hiring needs but also promotes long-term employee development, ensuring adaptability to future institutional goals (Dessler, 2020; Koontz & Wehrich, 2010).

At its core, staffing aligns competent individuals with suitable positions to fulfill institutional mandates, directly influencing the preparation of tomorrow's teachers in these settings (Mondy & Martocchio, 2016; Torrington et al., 2020). Key processes include human resource planning to anticipate needs, targeted recruitment of qualified candidates, precise placement in fitting roles, comprehensive orientation for seamless integration, and continuous training for skill advancement (Dessler, 2020; Armstrong & Taylor, 2020). As Koontz and Wehrich (2010) articulate, these elements collectively enable organizations to select, train, and retain talent in pursuit of broader aims, while Dessler (2020) highlights how such practices cultivate resilient teams that sustain educational quality.

This study investigates the staffing skills of principals in teacher education institutions across Telangana State, with a focus on their proficiency in human resource planning, recruitment, placement, orientation, training, and development. By identifying strengths and pinpointing areas for improvement, the research aims to inform targeted policy reforms and leadership training initiatives, ultimately enhancing staffing practices and elevating the overall efficacy of these institutions (Armstrong, 2016; Robbins & Coulter, 2018).

1.2 Significance of the Study:



This study holds significance as it provides a comprehensive understanding of the staffing skills of principals in teacher education institutions across Telangana State, focusing on key dimensions such as human resource planning, recruitment, placement, orientation, training, and development. By highlighting both the strengths and areas requiring improvement, the findings will offer valuable insights for policymakers, educational administrators, and leadership training providers in designing targeted interventions to enhance principals' staffing competencies. Strengthened staffing practices are expected to lead to improved teacher preparation, better institutional performance, and the creation of professional environments that foster growth and accountability. Thus, the study contributes not only to the field of educational leadership research but also to the broader goal of strengthening the quality and effectiveness of teacher education institutions in Telangana.

1.3 Research question:

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

1.4 Objectives of the Study:

1. To compare the staffing skills of male and female principals of teacher education institutions in Telangana State.
2. To determine whether there is a significant difference in staffing skills between principals of government and private institutions in Telangana State.
3. To examine the differences in staffing skills between principals of rural and urban institutions in Telangana State.
4. To analyze whether staffing skills differ between principals of minority and non-minority institutions in Telangana State.

1.5 Hypotheses of the Study:

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

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



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

H₀₄: There is no significant difference in the staffing 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:

Staffing skills are fundamental to effective educational leadership, enabling principals to assemble competent teams that enhance institutional effectiveness and support teacher development (Leithwood et al., 2006; Darling-Hammond, 2017). Research indicates that principals' proficiency in staffing, such as strategic recruitment, faculty support, and professional development, directly influences the quality of the teaching staff and, consequently, the outcomes of teacher education institutions (Ingersoll & Strong, 2011). Effective staffing practices foster a supportive environment that promotes faculty retention and high morale (Ingersoll & Strong, 2011). Gender plays a role in shaping leadership behaviors that influence staffing strategies. Eagly et al. (2003) observed that female principals tend to adopt transformational and collaborative leadership styles, emphasizing participative staffing, while male principals often focus on task-oriented methods. Nonetheless, Adams and Hambright (2004) found no significant differences in staffing effectiveness between genders, suggesting that contextual factors such as institutional culture play a moderating role. In the Indian context, Jain and Singh (2021) report that although gender influences leadership styles, the importance of staffing skills remains universal across gender lines. The type of educational institution, public or private, shapes the staffing approach. Public institutions are often constrained by bureaucratic policies, which limit flexibility in recruitment and deployment, whereas private institutions leverage greater autonomy for innovative staffing and professional development practices (Bush & Glover, 2016; Spillane & Hunt, 2010). Studies conducted both internationally and in India reveal that private-school principals tend to prioritize performance-based hiring and continuous staff development, thereby enhancing the overall quality of staffing practices (Patel & Kumar, 2023). The geographical setting significantly determines staffing opportunities and challenges. Rural principals face persistent difficulties in attracting and retaining



qualified teachers due to geographic isolation, limited resources, and fewer incentives (Howley & Pendarvis, 2002; Ingersoll, 2001). Conversely, urban principals often contend with high staff turnover driven by competitive labor markets and diversity management issues (Das & Rao, 2022). These disparities necessitate tailored staffing strategies that account for locality-specific challenges. Staffing practices in minority institutions often focus on aligning recruitment with cultural or religious identities, which can promote staff cohesion but may limit diversity in the workforce (Lumby, 2015; Shah, 2010). Fuller et al. (2019) highlight that value-based hiring practices in minority institutions foster workplace harmony but could restrict broader recruitment strategies. In contrast, non-minority institutions tend to adopt more inclusive hiring policies, impacting their staffing competencies differently (Chirwa & Mwansa, 2024).

2.1 Research Gaps and Justification

While the literature highlights the importance of staffing skills in educational leadership, few studies focus specifically on teacher education institutions in India, particularly in Telangana. Existing research primarily examines general school leadership or Western contexts, leaving gaps in understanding how gender, institutional nature, locality, and status interact to shape staffing skills in this context. This study addresses these gaps by testing the null hypotheses (H_{01} – H_{04}) and contributing to localized knowledge in educational leadership.

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 staffing 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 *staffing* skills of principals, a **self-constructed instrument** titled *Managerial (Staffing) 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 0.620, 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 staffing 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), Cohen’s *d* (Cohen, 1988), which helped determine whether statistically significant differences existed in the staffing skills of principals across variables such as gender, type of institution, locality, and minority status.

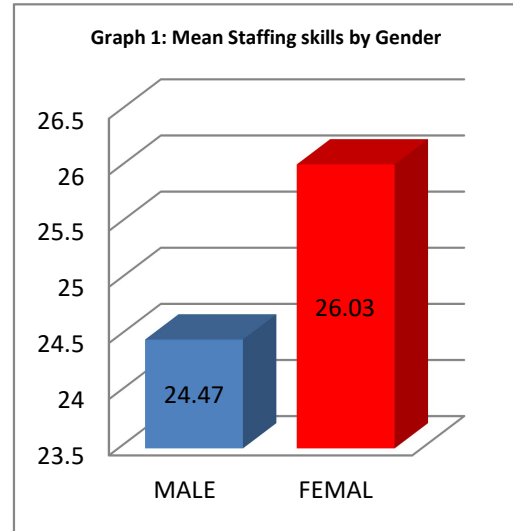
4.0 Data Analysis:

H_{01} : There is no significant difference in the staffing skills of Male and Female principals of teacher education institutions in Telangana State.

Gender	N	Mean	SD	d	t-value	p Value (df-98)
Female	34	26.03	2.44	0.45	2.10	0.03*
Male	66	24.47	3.94			

* $p < 0.05$, significant at 0.05 level

An independent-samples *t*-test was conducted to compare the staffing skills of male and female principals of teacher education institutions in Telangana State. Female principals ($M = 26.03$, $SD = 2.44$) reported significantly higher staffing skills than male principals ($M = 24.47$, $SD = 3.94$), $t(98) = 2.10$, $p = .03$, $d = 0.46$. Since the *p*-value was less than .05, the null hypothesis was rejected, indicating that gender has a significant effect on principals' staffing skills in this sample.

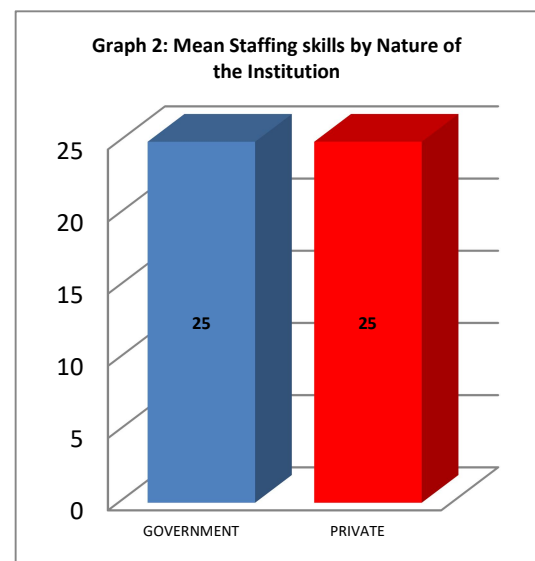


H_{02} : There is no significant difference in the staffing skills of Principals of Government and Private teacher education institutions in Telangana State.

Nature of the Institution	N	Mean	SD	d	t-value	p Value (df-98)
Government	4	25.00	1.41	0.00	0.00	1.00*
Private	96	25.00	3.63			

* $p > 0.05$, not significant at 0.05 level

An independent-samples *t*-test was conducted to compare the staffing skills of principals of government and private teacher education institutions in Telangana State. Government principals ($M = 25.00$, $SD = 1.41$) and private principals ($M = 25.00$, $SD = 3.63$) did not differ in their staffing skills, $t(98) = 0.00$, $p = 1.00$, $d = 0.00$. Since the *p*-value was greater than .05, the null hypothesis was not rejected, indicating that the nature of the institution



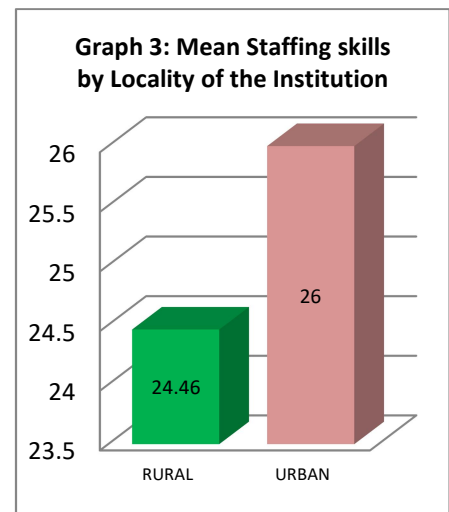
(government vs. private) does not significantly affect principals’ staffing skills in this sample.

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

Locality of the Institution	N	Mean	SD	<i>d</i>	<i>t-value</i>	<i>p</i> Value (df-98)
Rural	65	24.46	4.02	0.45	2.45	0.04*
Urban	35	26.00	2.24			

**p*<0.05, significant at 0.05 level (Equal variance not assumed)

An independent-samples *t*-test was conducted to compare the staffing skills of principals of rural and urban teacher education institutions in Telangana State. Rural principals (M = 24.46, SD = 4.02) reported lower staffing skills than urban principals (M = 26.00, SD = 2.24), *t*(98) = 2.45, *p* = .04, *d* = 0.45 (equal variances not assumed). Since the *p*-value was less than .05, the null hypothesis was rejected, indicating that locality significantly affects principals’ staffing skills in this sample.



H₀₄: There is no significant difference in the staffing skills of

Principals of Minority and Non-Minority teacher education institutions in Telangana State.

Status of the Institution	N	Mean	SD	<i>d</i>	<i>t-value</i>	<i>p</i> Value (df-98)
Minority	22	24.45	3.362	0.20	0.81	0.42*
Non-Minority	78	25.15	3.63			

**p*>0.05, not significant at 0.05 level

An independent-samples *t*-test was conducted to compare the staffing skills of principals of minority and non-minority teacher education institutions in Telangana State. Minority institution principals ($M = 24.45$, $SD = 3.36$) and non-minority institution principals ($M = 25.15$, $SD = 3.63$) did not differ significantly in their staffing skills, $t(98) = 0.81$, $p = .42$, $d = 0.20$. Since the *p*-value was greater than .05, the null hypothesis was not rejected, indicating that minority status of the institution does not significantly affect principals' staffing skills in this sample.

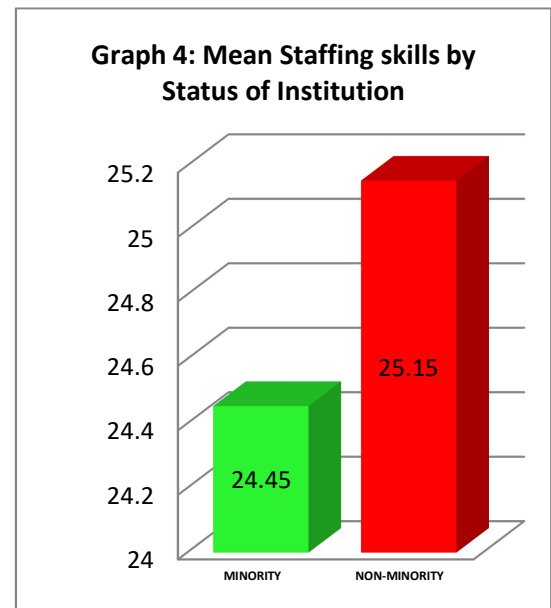


Table:1 Results of Independent-Samples t-test on Staffing Skills of Principals

Hypothesis	Variable Compared	N (Group 1 / Group 2)	Mean ± SD (Group 1)	Mean ± SD (Group 2)	t(df=98)	p-value	Decision on H ₀
H ₀₁	Gender (Female vs. Male)	34 / 66	26.03 ± 2.44	24.47 ± 3.94	2.10	.03*	Rejected
H ₀₂	Nature (Govt. vs. Private)	4 / 96	25.00 ± 1.41	25.00 ± 3.63	0.00	1.00	Not Rejected
H ₀₃	Locality (Rural vs. Urban)	65 / 35	24.46 ± 4.02	26.00 ± 2.24	2.45	.04*	Rejected
H ₀₄	Status (Minority vs. Non-Minority)	22 / 78	24.45 ± 3.36	25.15 ± 3.63	0.81	.42	Not Rejected

Significant at 0.05 level ($p < .05$)



5.0 Interpretation and Discussion of the Study:

The present study examined the staffing skills of principals of teacher education institutions in Telangana State, considering differences across gender, type of institution, locality, and minority status. The results revealed that gender and locality significantly influenced staffing skills, whereas the nature and minority status of the institution did not.

The finding that female principals demonstrated significantly higher staffing skills than male principals aligns with research suggesting that women leaders in education often display stronger people-management competencies, empathy, and collaborative orientation (Eagly & Carli, 2007). Female principals may adopt more participatory and inclusive approaches in staffing, ensuring fairness, team cohesion, and balanced workloads. This tendency could be attributed to socialization patterns and leadership styles often associated with women, which emphasize relationship-building and communication (Shakeshaft, 1987).

Similarly, urban principals outperformed their rural counterparts in staffing skills. Urban institutions typically have greater access to qualified teaching staff, better administrative infrastructure, and exposure to professional development opportunities, all of which may enhance staffing practices (Azhar & Khan, 2018). In contrast, rural principals often face challenges such as teacher shortages, limited resources, and geographical isolation, which can hinder effective staffing decisions (UNESCO, 2015). Thus, the disparities observed may reflect structural inequalities in the distribution of educational resources rather than individual capability alone.

On the other hand, the results showed no significant differences based on the type of institution (government vs. private) or minority status. This suggests that policies, regulations, and professional demands for staffing in teacher education institutions may operate uniformly across these categories. In both cases, principals likely follow standardized recruitment and staffing procedures mandated by regulatory authorities, reducing variability between these groups.

Taken together, these findings highlight the importance of socio-contextual factors such as gender and locality in shaping principals' staffing skills. They further underscore the need for capacity-building programs targeting male and rural principals to strengthen their abilities in staff management. Policy reforms aimed at addressing resource gaps in rural areas and creating mentoring platforms for principals could foster more equitable outcomes in staffing practices across the state's teacher education institutions.



5.1 Conclusion and Implications:

The study investigated differences in the staffing skills of principals in teacher education institutions across gender, type of institution, locality, and minority status. The results revealed that gender and locality significantly influenced principals' staffing skills, with female and urban principals demonstrating stronger competencies than their male and rural counterparts. In contrast, no significant differences were found with respect to the nature (government vs. private) or status (minority vs. non-minority) of institutions.

These findings provide several important implications for educational policy and practice:

Targeted Professional Development: Male and rural principals may benefit from leadership training programs specifically designed to enhance staffing and human resource management skills. Workshops focusing on recruitment strategies, staff motivation, and conflict resolution could help narrow the observed gaps.

Supportive Policies for Rural Institutions: Since rural principals face contextual challenges such as teacher shortages and limited resources, government agencies should prioritize resource allocation and provide incentives for qualified staff to serve in rural areas. This would ease staffing difficulties and improve the overall effectiveness of rural teacher education institutions.

Gender-Inclusive Leadership Practices: The higher staffing skills among female principals highlight the value of collaborative and inclusive leadership traits. Policymakers and educational boards should create opportunities for women to take on leadership roles and replicate effective practices observed in female-led institutions.

Uniform Standards across Institutions: The absence of significant differences between government vs. private and minority vs. non-minority institutions suggests that policy-mandated staffing frameworks are functioning effectively. Continued monitoring and reinforcement of these standards can help sustain equity across different institutional categories.

Future Research Directions: Further studies should explore qualitative perspectives by examining how principals conceptualize and implement staffing practices in their specific contexts. Comparative research across states or countries could deepen understanding of how cultural and socioeconomic variables influence staffing skills. Additionally, examining other leadership dimensions, such as instructional and strategic skills, could provide a more holistic picture of principals' effectiveness.



In conclusion, while gender and locality remain critical determinants of staffing skills among principals, policy interventions and targeted leadership development programs can help foster equity and excellence in teacher education institutions across Telangana State.

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