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Attitudes towards Educational Administration Among Teaching and Administrative Personnel in Public Universities of Kashmir: The Roles of Gender, Academic Background, and Administrative Experience

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Abstract
This study aimed to explore the attitudes of teaching and administrative personnel toward educational administration in Kashmir's public university sector. The study also investigated whether these attitudes varied according to academic background, administrative experience, and gender. The study used a quantitative descriptive survey method, and participants were selected through simple random sampling. Data were collected from 90 participants through the Attitude Towards Educational Administration Scale developed by Dr T. R. Sharma (2010). The collected data were statistically analysed using percentages, independent-samples t-tests, and one-way analysis of variance (ANOVA). The overall mean attitude score was 45.09 (SD = 15.57). No statistically significant difference in attitudes was found based on gender, t = 0.631, p = .530. The difference based on academic background was also not statistically significant, t = 0.675, p = .502. Similarly, the differences among the three administrative-experience groups were not statistically significant, F (2, 87) = 2.723, p = .071. These results indicate that, although differences in attitude scores were observed among the groups surveyed, they were not statistically significant.

Keywords: Educational administration, University personnel, Attitudes, Gender, Academic background, administrative experience

Background of the study

Higher education institutions are complex organisations in which teaching, research, public service, and administration need to be integrated to achieve institutional objectives. In this context, effective academic management involves harmonised procedures, clear responsibilities, and systematic processes for reviewing and improving administrative activities (Niewiesk & Garrity-Rokous, 2021). These procedures operate within organisational cultures, which influence academic staff members' and administrators' perceptions of their roles and interactions (Kuo, 2009).

However, academic staff members and university administrators do not always have smooth or straightforward relationships, as organisational culture creates different patterns of interaction and attitudes towards responsibility. In a public research university, Kuo (2009) identified professional, differential, and fragmentary relationships between academic staff members and administrators. Furthermore, a national survey of 1,515 university administrators in the United States found that respondents perceived themselves as inadequately prepared to undertake several administrative tasks, including resource development, performance measurement, and dealing with grievances (Morris & Laipple, 2015). These studies highlight the importance of administrative preparedness and ongoing professional development.

Leadership is also relevant to the experiences of staff members in universities. A study of lecturers and their managers in Lithuanian universities found an association between leadership style and lecturer job satisfaction (Alonderiene & Majauskaite, 2016). A meta-analysis of 57 data sets found a moderately positive association between leadership in higher education institutions and academics' job satisfaction (Kasalak et al., 2022). The approaches universities adopt to policymaking and governance may also influence academics' perceptions of institutional fairness. A cross-national study of 954 academic staff members from 51 countries found that policies linked to faculty self-governance and academic freedom were less likely to be viewed as unfair (Silvernail et al., 2021).

Another potentially important consideration is gender, as women may experience organisational and cultural barriers to participation in university administration. Studies conducted at four Catalan universities identified organisational and cultural barriers to women's participation in university administrative structures, including organisational cultures that could limit their involvement (Tomàs et al., 2010). In a national survey of university administrators in the United States, the only gender differences across several measures of administrative experience were found in a few measures relating to workload and role strain among those engaged in administration (Morris & Laipple, 2015). These findings support the inclusion of gender as a variable, although access to administrative positions and broader perceptions of administration are not necessarily related.

Administrators with academic backgrounds may experience difficulties because academic training does not necessarily equip them with management skills. Martin (2022) discussed the challenges involved in moving from teaching to administration, including the need for leadership training, the management of working and mentoring relationships, and the importance of training, mentoring, and coaching. In a more recent qualitative study involving 25 academics in Turkey who had moved into higher education administration, Bayram et al. (2025) noted the need for a more systematic transition, leadership development, and institutional support. Together, these studies highlight the relevance of professional background, administrative experience, and development needs to university administration. Research conducted in Jammu and Kashmir further strengthens the regional context. In a sample of 260 educational administrators in universities in Jammu and Kashmir, Sofal (2016) found positive correlations between occupational self-efficacy, managerial ability, and organisational commitment. In another study of academic administrators in schools in South Kashmir, Rather and Sofal (2021) reported significant differences in leadership effectiveness and managerial ability between male and female administrators and between junior and senior administrators. They also reported a positive correlation between leadership effectiveness and managerial ability. Although the latter study focused on school-level administrators and examined different constructs, it highlights the importance of gender and length of service in research on educational administration in the regional context.

Significance of the Study

An important feature of this research is its focus on the attitudes of personnel who work at the intersection of academic and administrative responsibilities. The findings may help universities identify aspects of administration that are functioning effectively, as well as areas in which personnel may need support. The results may be useful to university administrations, professional development and management units, and those responsible for policy development and orientation programmes.

This study may also contribute to research on higher education in Jammu and Kashmir. Previous regional research has explored managerial ability, organisational commitment, and job effectiveness among university administrators (Sofal, 2016). The present study adds an attitudinal perspective and examines grouping variables such as gender, academic background, and administrative experience. It may guide future researchers conducting larger-scale studies with improved sampling strategies and measurement tools.

Statement of the Problem

Educational administration is important to the functioning of universities because it underpins the planning, coordination, and delivery of academic and institutional activities. The effectiveness of administrative processes may depend, in part, on how the personnel involved understand and carry out their administrative duties. However, teaching personnel who undertake administrative roles differ in their experiences, academic backgrounds, and opportunities to participate in institutional decision-making. Whether these differences are associated with variations in attitudes towards educational administration remains to be established. The present study therefore addresses the following problem: What is the level of attitude towards educational administration among teaching and administrative personnel in public universities of Kashmir, and do these attitudes differ significantly according to gender, academic background, and administrative experience?

Review of Literature

Rather and Sofal (2026) investigated the emotional intelligence of 200 school academic administrators in Kashmir with respect to gender and length of service. Their findings revealed that male administrators and those with longer service experience demonstrated significantly higher emotional intelligence than their female and less experienced counterparts. Differences were also observed in dimensions such as self-awareness, adaptability, emotional self-control, empathy, and relationship management, highlighting the importance of emotional competencies in effective educational administration. Ludwikowska et al. (2025) investigated academic leadership and job performance among 826 educators in Indian higher education institutions. The findings revealed a mediating effect of organisational citizenship behaviour between perceived academic leadership and job performance. This recent Indian research supports the importance of leadership perceptions in institutional life. Grajfoner et al. (2024) investigated academics' perceptions of themselves as managers and their development needs by interviewing 23 managers at different managerial levels. The study identified a need for the development and support of academics in managerial roles. Kasalak et al. (2022) conducted a meta-analysis of 57 data sets, which revealed a moderately positive association between leadership styles and academic staff members' job satisfaction. The research supports the broader view that leadership and administration are linked to staff experiences. Martin (2022) focused on the transition of faculty members into academic administrative positions. The challenges identified

included limited leadership skills, changing working relationships, and reduced autonomy. The study suggested pre-leadership programmes, coaching, and mentoring.

Dinh et al. (2021) examined perceptions of academic leadership among 18 academic staff members and leaders in eight Chinese and European universities. The research identified variations in leadership knowledge and practice, emphasising the importance of context in understanding leadership. Niewiesk and Garrity-Rokous (2021) conceptualised an academic leadership system to support the assessment and improvement of administrative tasks in universities. Their contribution highlighted the need for shared skills and systematic processes for administrative improvement.

Rather and Sofal (2021) investigated the relationship between administrative or managerial effectiveness and proficiency, gender, and years of service among academic administrators in the Indian school system. The study found variations across selected background groups. This research provides an Indian perspective on background variables and school-level administrative work. Silvernail et al. (2021) investigated perceptions of fairness in faculty governance across 51 countries by analysing responses from 954 faculty members. Their research highlights that perceptions of institutional policies and governance are important aspects of how university personnel view administration.

Mohnot (2019) examined the preparedness of 372 academic leaders in Indian higher education institutions. The results show that years of leadership experience and academic background were related to readiness. These findings indicate that professional background and experience are relevant areas for investigation, while preparedness and attitude should be treated as distinct constructs. Samsudin et al. (2017) explored transformational leadership practices among academic administrators at a Malaysian public university. The research was based on data collected from 71 academics and revealed that respondents perceived their academic administrators as demonstrating transformational leadership. This illustrates the significance of leadership practices in the experiences of academic staff members. Alonderiene and Majauskaite (2016) studied leadership style and job satisfaction among faculty members and supervisors in Lithuanian higher education institutions. Their findings showed that leadership style was related to faculty job satisfaction, suggesting that the competence of administrative leaders may influence employees' experiences in universities. Sofal (2016) investigated 260 school administrators associated with various universities in Jammu and Kashmir. The study examined occupational self-efficacy, managerial ability, and organisational commitment among administrators. It is relevant to the present research because it was conducted in the same geographical region. Morris and Laipple (2015) studied 1,515 college administrators in the United States. They examined leadership skills, administrators' perceptions of their preparedness, and job satisfaction. The findings indicated that administrators felt unprepared in some areas and highlighted role strain and the importance of leadership training. The study demonstrates the demands placed on administrators and the need for institutional support. Tomàs et al. (2010) investigated attitudes towards women's participation in university administration at four Catalan universities. Their findings revealed organisational and cultural barriers to women's involvement in university administrative structures. Their study offers a gender-based perspective on university administration. However, while their research focused on discrimination and barriers, the present study examines attitudes towards educational administration. Kuo (2009) analysed relationships between academic staff members and managers at a public research university through interviews with 18 academic staff members and 18 managers. The relationships were characterised as professional, differential and fragmentary. Organisational culture influenced perceptions of these relationships. This is relevant to the present study because attitudes are shaped by day-to-day relationships and institutional culture.

Research Gap

Based on the literature reviewed, higher education administration has been studied in relation to leadership preparedness, job satisfaction, organisational culture and administrative- managerial ability. Indian studies, including those conducted in Jammu and Kashmir, have examined administrators' occupational efficacy and managerial ability. However, relatively few studies have measured attitudes towards educational administration among teaching staff who perform administrative duties in public universities of Kashmir. The present study seeks to address this gap by examining the overall level of attitude and differences according to gender, academic background, and administrative experience. The study is descriptive and comparative in nature and examines group differences without attributing them to any particular cause.

Objectives of the Study

1. To assess the level of attitudes towards educational administration among teaching and administrative personnel in public universities of Kashmir.
2. To examine whether attitudes towards educational administration differ significantly among teaching and administrative personnel according to gender.
3. To investigate whether attitudes towards educational administration differ significantly among teaching and administrative personnel according to academic background.
4. To examine whether attitudes towards educational administration differ significantly among teaching and administrative personnel according to administrative experience.

Hypotheses of the Study

H01: Attitudes towards educational administration do not differ significantly between male and female teaching and administrative personnel in public universities of Kashmir.

H02: Attitudes towards educational administration do not differ significantly between teaching and administrative personnel from Science and Social Science academic backgrounds.

H03: Attitudes towards educational administration do not differ significantly among teaching and administrative personnel belonging to different administrative-experience groups.

Methodology

Research Design

The researcher employed a quantitative approach using a descriptive survey design in this study.

Population and Sampling Frame

The target population, as stated in the study title and objectives, comprised teaching and administrative personnel working in public universities of Kashmir.

Sample and Sampling Technique

The total sample comprised 90 respondents from teaching and administrative staff. The sample included 57 males and 33 females. The academic-background comparison included 45 respondents in each of the two groups: Science and Social Science. Administrative experience was divided into three groups of 30 respondents each: below five years, five to ten years, and above ten years. A total of 90 teaching and administrative personnel from public universities in Kashmir were selected through simple random sampling.

Research Tool

The investigator used the standardised Attitude Towards Educational Administration (ATEA) Scale developed by Dr T. R. Sharma (2010). The scale has reported validity and reliability coefficients of 0.91 and 0.86, respectively.

Statistical Techniques

The data were analysed using SPSS version 31.0.1. The statistical procedures included percentage analysis, independent-samples t-tests, and one-way analysis of variance (ANOVA).

Analysis and Interpretation of Data

Table 1.0 presents the levels of attitudes towards educational administration.

Score range	Attitude level	Male (n)	(%)	Female (n)	(%)
64 and above	Extremely High	6	10.52	6	18.18
58-63	Very High	6	10.52	3	9.09
51-57	High Positive	10	17.54	6	18.18
43-50	Moderate Positive	8	14.03	4	12.12
36-42	Low Negative	6	10.52	3	9.09
30-35	Very Low Negative	12	21.05	5	15.15
29 and below	Extremely Low Negative	9	15.78	6	18.18
Total		**57**	**100%**	**33**	**100%**

Table 1.0 indicates that, among the 57 male respondents, the largest group comprised 12 respondents (21.05%), who fell into the very low negative attitude category. A further 10 respondents (17.54%) were in the high positive attitude category. Six respondents (10.52%) fell into the extremely high category. Among the 33 female respondents, six (18.18%) were in the extremely high category, six (18.18%) were in the high positive category, and six (18.18%) were in the extremely low negative category.

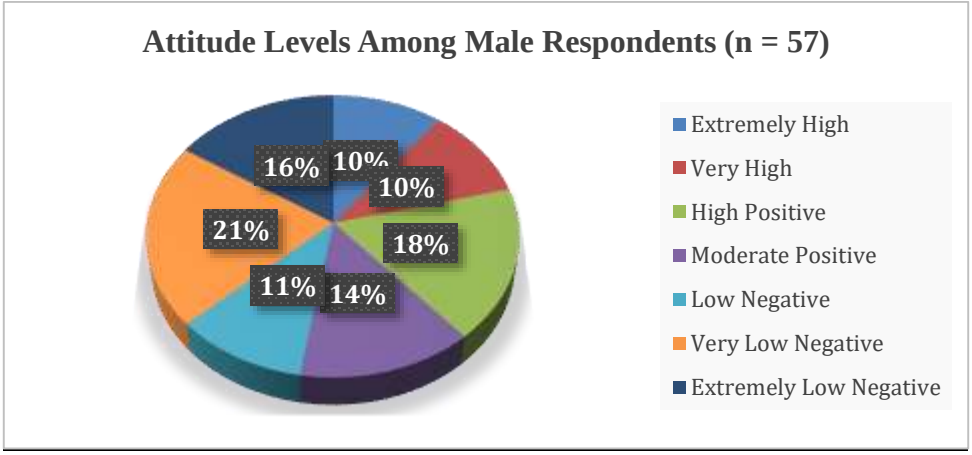


Figure 1 shows the levels of male respondents' attitudes towards educational administration.

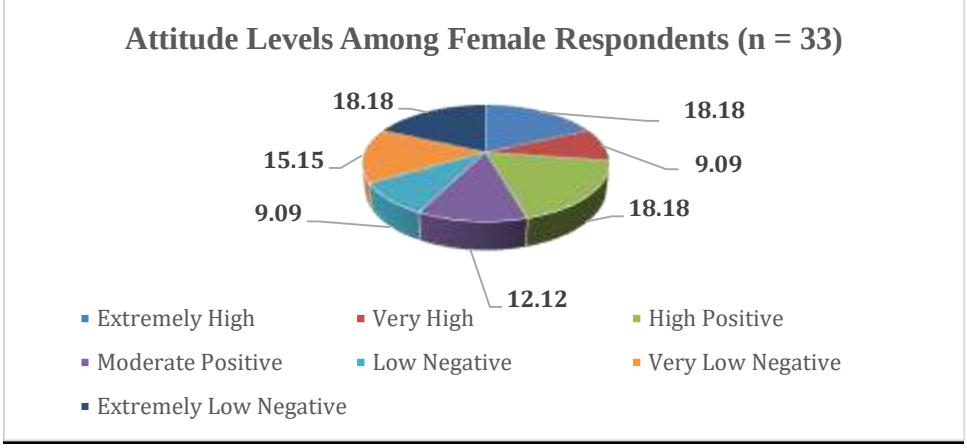


Figure 2 shows the levels of female respondents' attitudes towards educational administration.

Table 1.1 presents a comparison of attitudes between male and female respondents.

Gender	N	Mean	SD	T	p
Male	57	44.30	14.587	0.631	0.530
Female	33	46.45	17.297		

As indicated in Table 1.1, female respondents scored higher on the attitude scale than male respondents (M = 46.45, SD = 17.297, and M = 44.30, SD = 14.587, respectively). However, the calculated t-value of 0.631 and p-value of .530 indicate that the difference between the groups was not statistically significant at the .05 level. Therefore, the null hypothesis of no gender difference was retained. The difference in the direction of the group means should not be interpreted as evidence of a gender effect.

These findings differ from those of studies that examined gender-related experiences and barriers in university administration, such as Tomàs et al. (2010).

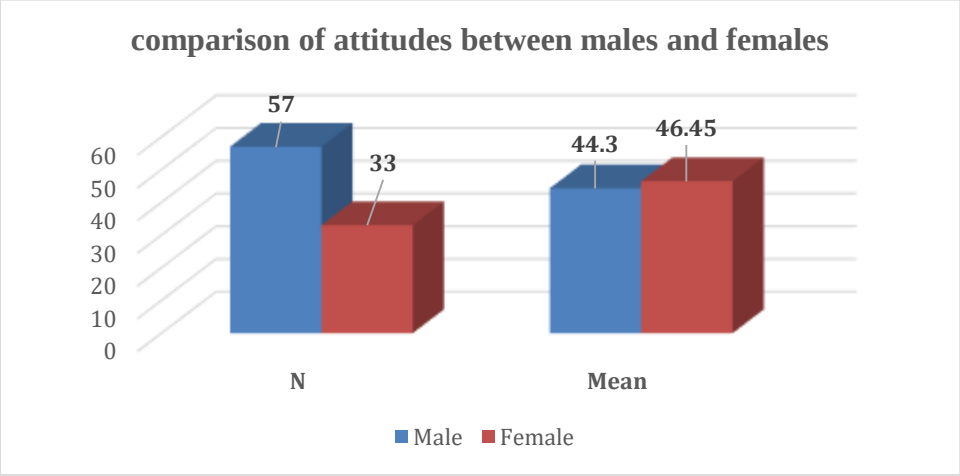


Table 1.2 presents the difference in attitudes according to academic background.

Academic background	N	Mean	SD	T	P
Science	45	46.20	16.145	0.675	0.502
Social Science	45	43.98	15.081		

Table 1.2 indicates that the mean attitude score of respondents in the Science group was 46.20 (SD = 16.145), while the mean score of respondents in the Social Science group was 43.98 (SD = 15.081). The t-value was 0.675, and the p-value was .502. As the p-value is greater than .05, the difference is not statistically significant. Therefore, the null hypothesis was retained.

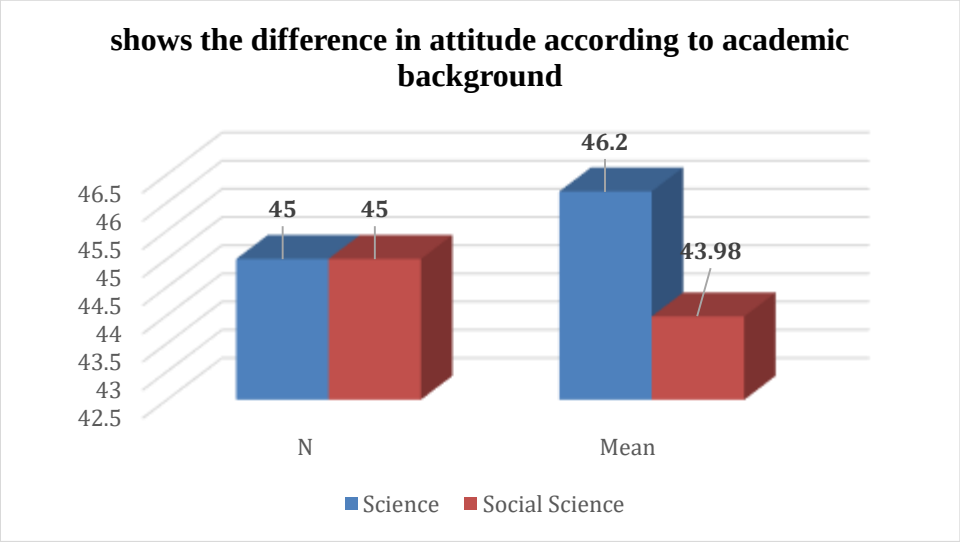


Table 1.3 presents differences in attitudes by administrative experience.

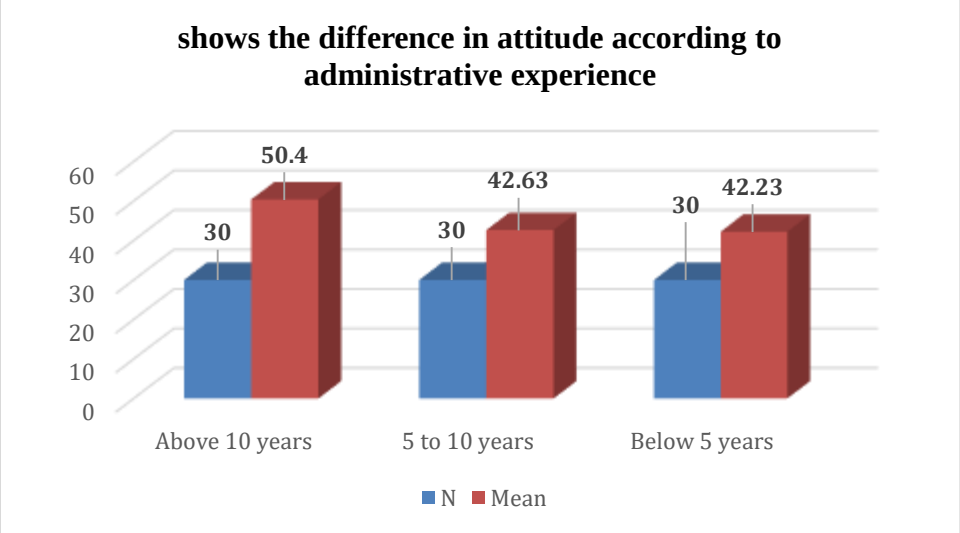
Administrative experience	**N**	**Mean**	**SD**
Above 10 years	30	50.40	14.950
5 to 10 years	30	42.63	15.949
Below 5 years	30	42.23	14.922
Total	**90**	**45.09**	**15.574**

Table 1.3 shows that the mean score was slightly higher among respondents with more than ten years of experience (50.40; SD = 14.950) than among those with five to ten years of experience (42.63; SD = 15.949) and those with less than five years of experience (42.23; SD = 14.922). The one-way ANOVA yielded F (2, 87) = 2.723, p = .071. Since the p-value exceeded the .05 significance level, the difference among the three groups was not statistically significant.

ATEA	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	1271.756	2	635.878	2.723	.071
Within Groups	20315.533	87	233.512		
Total	21587.289	89			

ANOVA Effect Sizes [a, b]		Point Estimate	95% Confidence Interval	
			Lower	Upper
ATEA	Eta-squared	.059	.000	.161
	Epsilon-squared	.037	.023	.142
	Omega-squared Fixed-effect	.037	.023	.140
	Omega-squared Random-effect	.019	.011	.076

A one-way analysis of variance (ANOVA) was performed to assess differences in ATEA scores among respondents classified into three experience groups. The descriptive statistics showed that respondents with over 10 years of experience had the highest mean score (M = 50.40, SD = 14.95), followed by those with 510 years of experience (M = 42.63, SD = 15.95). Respondents with less than 5 years of experience had the lowest mean score (M = 42.23, SD = 14.92). These results suggest that respondents with more than ten years of experience exhibited relatively higher ATEA scores compared to the other two groups.
The ANOVA results showed that the difference in mean ATEA scores among the three experience groups was not statistically significant (F (2, 87) = 2.723, p =.071). Because the significance value exceeded the conventional .05 threshold, we did not reject the null hypothesis of no significant difference among the groups. Although descriptive statistics indicated relatively higher scores for respondents with more than ten years of experience, these differences were not statistically significant. The effect size (=.059) indicates that about 5.9% of the variance in attitude towards educational administration scores was related to experience categories. Because of this, the takeaway is that respondents' attitude towards educational administration scores did not vary significantly based on their years of experience.



Major Findings

1. The mean attitude score among the 90 respondents was 45.09 (SD = 15.574), indicating variability in the attitude scores of teachings and administrative personnel in public universities of Kashmir.
2. The respondents were distributed across all seven attitude categories. The very low negative attitude category had the highest proportion, at 18.89% (17 respondents), followed by the high positive

category, at 17.78% (16 respondents). The extremely low negative attitude category ranked third, with 16.67% (15 respondents).

3. The extremely high and moderate positive categories each accounted for 13.33% (12 respondents), while the very high and low negative categories each accounted for 10.00% (9 respondents).
4. Female respondents had a higher mean attitude score (M = 46.45, SD = 17.297) than male respondents (M = 44.30, SD = 14.587). In terms of category distribution, 18.18% of female respondents were in the extremely high category, compared with 10.52% of male respondents. Nevertheless, the difference in mean scores was not statistically significant, t = 0.631, p = .530. Thus, the study did not identify a statistically significant gender-based difference in attitudes towards educational administration.
5. Respondents from the Science group had a higher mean score (M = 46.20, SD = 16.145) than those from the Social Science group (M = 43.98, SD = 15.081). However, the difference in attitudes according to academic background was not statistically significant (t = 0.675, p = .502). Therefore, the study did not identify a statistically significant difference in attitude by academic background.
6. The highest mean attitude towards educational administration score was obtained by respondents with more than ten years of administrative experience (M = 50.40, SD = 14.950), followed by those with five to ten years of experience (M = 42.63, SD = 15.949) and less than five years of experience (M = 42.23, SD = 14.922). The mean scores between the three groups were not statistically significant, F (2, 87) = 2.723, p =.071. The effect size (=.059) implied that approximately 5.9% of the variance in attitude towards educational administration scores was due to changes in administrative-experience group membership.
7. In sum, respondents with more than ten years of administrative experience obtained the highest attitude towards educational administration scores, but the difference between the three groups was not significant. That means no relationship was found between administrative experience and attitude towards educational administration scores in this sample.

Discussion

Attitudes towards educational administration varied among respondents. However, the differences between male and female respondents and between respondents with different academic backgrounds and levels of administrative experience were not statistically significant. This means that, in this particular sample, these groups did not demonstrate distinct attitude scores. Personnel in the different groups may have had similar institutional expectations, administrative processes, and working conditions, although this possibility was not established by the study. The non-significant gender difference should be considered in relation to the dependent variable. Studies on women in university administration have identified structural and cultural barriers to participation (Tomàs et al., 2010), while Morris and Laipple (2015) found some gender differences in workload and role strain among administrators. The present result does not necessarily contradict these findings because a general attitude score is not equivalent to access to administrative positions, workload experiences, or perceived barriers. The non-significant difference according to academic background must also be interpreted with caution. Mohnot (2019) found that disciplinary background was related to academic leadership preparedness in higher education. Preparedness refers to perceived readiness for leadership duties, whereas the present study examined attitudes towards educational administration. Differences in the constructs measured may therefore lead to different findings. The group-label discrepancy in the original manuscript should also be resolved before a definitive conclusion about academic background can be drawn. The analysis of experience revealed a

higher mean score among respondents with more than ten years of experience, although this difference was not statistically significant. This may suggest a tendency towards more positive attitudes among personnel with longer administrative experience, but the sample does not provide sufficient evidence to establish such a relationship. Previous literature has emphasised the importance of experience and professional development for academic leaders (Morris & Laipple, 2015; Mohnot, 2019; Martin, 2022). The present findings therefore provide a basis for further research rather than evidence that experience improves attitudes. Overall, the findings suggest that attitudes towards administration cannot be assumed to vary systematically according to gender, academic discipline, or experience. Institutional factors such as role ambiguity, role conflict, communication, procedural fairness, participation, and professional support should also be investigated. These factors were outside the scope of the present study but warrant further examination.

Educational Implications

Universities may provide orientation and continuing professional development for teaching staff who undertake administrative roles. Procedures, responsibilities, and channels of decision-making should be clearly explained to reduce uncertainty and promote cooperation. Staff members from different academic fields and with varying levels of experience should be given opportunities to participate in planning and administrative discussions. Regular feedback from teaching and administrative personnel may also provide evidence about issues that are not apparent through routine performance monitoring.

Future Recommendations

1. Future studies should provide a clearly documented sampling frame for the public universities included, specify the sampling method used, and report the response rate.
2. Researchers should provide complete information about the source of the attitude scale, its scoring procedure, and the available evidence of its validity and reliability.
3. Larger samples may be used to determine whether the non-significant differences observed in this study are consistent across institutions and specific administrative positions.
4. Future research could incorporate organisational climate, workload, role conflict, participation in decision-making, leadership support, and job satisfaction.
5. Qualitative interviews may be used to explore the reasons underlying teaching personnel's attitudes and opinions about administrative procedures and responsibilities.
6. Comparative studies may include public and private universities or compare different regions, provided that the categories of teaching and administrative staff are clearly defined.

Conclusion

The present study examined the attitudes of 90 teaching and administrative personnel in public universities of Kashmir towards educational administration. Attitudes were found at different levels, with an overall mean score of 45.09. No statistically significant gender differences were observed. Similarly, attitudes did not differ significantly according to academic background or administrative experience. A comparison of mean scores showed that female respondents had a higher mean score than male respondents. The comparison by administrative experience indicated a tendency towards higher scores among respondents with more than ten years of administrative experience. Overall, the selected background variables did not significantly differentiate the respondents' attitudes. The present study provides a basis for a broader

understanding of attitudes towards university administration in Kashmir. Future research in this area should use larger samples, clearly specify the criterion variables, provide complete information about the instruments, and examine relevant institutional variables.

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