#### Chapter IV

The Study of Relationships between Administrative Competencies and Personal Attributes and other Variables Competencies

### Introduction

The important objective of the present investigation was to study the relationships between personal attributes (like teaching experience, honour conferred) and other variables (like school size) and administrative competencies. This chapter present the methodology adopted to study these relationships and the findings therefrom. To be specific, it includes sample, tools, procedure of data collection, procedure of data analysis and findings which are presented in subsequent sections

# Sample

For studying the relationships mentioned above, a sample of 240 administration was selected from 4 Provinces of the Educational Region 7 of Thailand. From each province 60 administrators were selected. Out of 60 administrators, 20 were from large size schools, 20 from medium size schools and 20 from small size schools. The province-wise and school size - wise distribution of the sample is presented in table 6.

Table 6: NUMBER OF PRIMARY SCHOOL ADMINISTRATORS ACCORDING TO PROVINCE AND SCHOOL SIZE.

School Size Province medium smail Total large Nakornsawan - 29 20 26 ÓΩ Phitsanulok 29 Pø 29 4363 Phichit 143 20 20 ÓĐ Sukhothai 25 20 29 68 Total 89 80 246 80

The sample presented in Table 5, was selected following the multistage random sampling. In the first stage 4 provinces were selected randomly out of the total 8 provinces in the Educational Region 7 of Thailand. From each selected province, 4 districts were selected applying the simple random sampling technique. There are in all 12 districts in Nakornsawan, 8 districts in Phiehit, 16 districts in Phiehauloke and 9 districts in Sukhothai. At the third stage, in order to select the administrators from each district, stratified random technique was used. The school were divided into 3 strats according to their sizes, viz., large, medium

and small. From each stratum 5 administrators were selected randomly. Thus from each province 60 administrators, from each district 15 administrators and from each size 80 administrators formed the sample. The province wise, district—wise and size—wise details of the sample are presented in table 7.

Table 7: NUMBER OF SCHOOL ADMINISTRATORS ACCORDING TO PROVINCE,
DISTRICT AND SCHOOL SIZE.

Province	District		School Size			
,		large	medium	small	total	
Nakornsauan	Banpotpiszi		-	**************************************	15	
	Gacw-leow	- 5	E.	SZ.	15	
	Ta-kli	<b>5</b>	5	5	15	
	Thetago	5	5	<b>9</b>	15	
		26	2#	26	<b>6</b> 0	

Pichit	Bangsoonnak	5	5	5	<b>1</b> 5
	Bohtalai		5		15
	Puanq Pichit	5	5	5	15
	Saa-nqaa	5	5	5	<b>1</b> 5
			29	25	
Phiteenuloke	Sanq-raqua			90-1 1-2	de state de la companya de la compan
	Muanq Phitsa-	5	5	5	15
	nuloke				
	Phrompiram	5	5	5	15
	Mang tong _	5	3	5	15
· .			29	F-0	60
Sukhothai	Muanq Sokhothai		Carlot Ca	47.8 67.8	15
	Szwankaloke	5	5	5	15
	Srisamrong	5	5	5	15
	Srisats <b>an</b> alai	<b>1</b>	25	3	
		28	29	29	66
Total 4	16		89	96	Z46

## Tools

This study required data related to the administrative abilities, administrative behaviours, and personal attributes and other variables. They were obtained with the helps of the following tools:

- 1. An instrument developed by the investigator to measure the administrative abilities and administrative behaviours of the primary school administrators. The details about this instrument have been given in chapter 3.
- 2. An information schedule was prepared to obtain data related to 11 items for personal attributes and other variables, viz;, sex, age, teaching experience, experience before achieving position, administrative experience, present administrative position, educational qualification, administrative training, special recognition achieved, honour conferred and school size. For this schedule the investigator wrote the items of information to be filled in by the respondents. Care was taken to write them in simple, clear and communicative language. To ensure its workability it was scrutinised by another person who had facility both with language as well as the matter of the thesis. A brief trial was given by requesting two primary school administrators to go through the schedule from the point of view of its suitability for collecting the information from the administrators in primary

schools. The final form of the schedule is given in the appendix D.

#### Procedure of Data Collection

The instrument alongwith information schedule was mailed to 246 primary school idainistrators who were selected for the study to obtain the required data, 214 administrators returned the copies. Out of 26 respondents, who did not return them, 15 were from Phitsanuloke, 7 from Sukhothai, 3 from Phichit and 1 from Nakornsawan. The return rate was 89.17 percent. The researcher sent the instruments alongwith information schedule again to all the 26 non-respondents as per their codes, considering that some administrators might have misplaced them. This Time 22 out of 26 administrators responded and returned the copies. The remaining 4 administrators were contacted personally by the investigator and through this effort all the instruments and information schedules could be collected. Work of data collection was carried out during May-June 1991.

After collecting all the instrument and information schedules were checked for their completeness. It was found that 223 copies were enswered completely and 17 were incomplete. The incomplete copies were removed. This finally 223 administrators formed the sample which is 92.92 per cent of the original sample. The researcher examined this issue and found that non-respondents were

spread in different districts which might not affect the representation of any districts substantially.

# Data Analysis

The data related to administrative abilities were first scored as per the determined criteria which has been described in the preceding chapter. Scoring was done for each aspect of administrative abilities, viz;, planning, organizing and controlling, and also for administrative abilities as a whole. On the basis of their scores on each aspect and total administrative abilities, the administrators were classified into four categories as shown in Table - 8.

Table 8 : CLASSIFICATION OF ADMINISTRATORS WITH RESPECT TO THEIR ADMINISTRATIVE ABILITIES.

Category			Ranges of the scores			
	Planning Abilities	Organizing Abilities	Controlling Abilities	Administrative Abilities		
Poor	6-16	5-B	7-12	19-31		
Noderate	11-15	9-12	13-19	<b>32-45</b>		
Good	16-29	13-14	29-25	46~59		
Excellent	21-24	17-29	27-32	6 <b>%</b> -72		

In order to study the relationships between administrative abilities and personal attributes and other variables, the administrators with respect to each aspect and total administrative abilities were categorized as per personal attributes and other variables. For example, for sex they were classified as poor male, poor female, moderate male, moderate female, good male, good female, excellent male and excellent female. For studying the relationships between administrative abilities and personal attributes and other variables, the use of classified data was

made; in this task, number of administrative abilities under each category were treated as observed frequencies. The differential nature of these relationships was studied by analysing these data for different categories through the use of Chi<sup>2</sup> test.

For the remaining personal attributes and other variables the number of categories into which they were classified are given below.

į.	ढ्यंस	Ġ	categories
2.	teaching experience	ć	categories
3.	experience before achiveing position	4.	categories
4,	administrative experience	4	categories
5.	present administrative position	3	categories
6.	educational qualification	4	cztegories
7.	administrative training	颗	categories
8.	special recognition achieved	ė	categories
9.	honour conferred	er L	categories
10	. school size	3	categories

This data with respect to the administrative behaviours were scored as per the determined criteria which has been described in the preceding chapter. The scroes were calculated for each aspect of the administrative behaviours and also for the total administrative behaviours. On the basis of the their scores on each aspect and total administrative behaviours, the administrators

were categorised into five categories as shown below in table 9.

Table 9: CLASSIFICATION OF ADMINISTRATORS WITH RESPECT TO THEIR

Table 9 : CLASSIFICATION OF ADMINISTRATORS WITH RESPECT TO THEIR ADMINISTRATIVE BEHAVIOURS.

		ana dan dan dan dan dan dan dan dan dan	Rani	ge of Se	cores	a annumburuh Pulauma pada amun ang 1846 di Aha	Efficiency - Lands of State of
Categories			•	-	Facil-		
Very Faor	9-12	F-16	<b>9</b> -8	6-8	8B	Q-4	
Poor	13-24	11-20	9-16	9-16	9-14	7-12	51-199
Moderate	25-36	21-30	17-24	17-24	17-24	13-16	161-159
Good	37-48	21-46	25-32	25-32	25-32	19-24	151-299
Excellent	47-66	41-56	33-40	33-46	32-46	25-39	291-250

For studying the relationships between administrative behaviours and personal attributes and other variables, the use of classified data was similar to what is for administrative abilities. Number of categories for personal attributes and other variables use for analysing these data are the same as those for the analysis carried out in respect of administrative abilities. These categories are described on the previous page.

The results of analysis of the data are presented in the

succeeding section with result to each hypothesis.

Hypothesis 1: There is significant relationship between :

- 1.1 sex and administrative abilities.
- 1.2 sex and administrative behaviours.

# 1.1 The relationship between sex and administrative abilities

In order to test this hypothesis, contingency tables were constructed between sex and planning abilities, sex and organization abilities sex and controlling abilities, and sex and administrative abilities as shown in Table 10,11,12 and 13.

Table 10 : CONTIGENCY TABLE SHOWING THE RELATIONSHIP PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR SEX.

Dimension	ski I f ki no		Sex	makende frieste part forste lage Artist. En amoutte vit san
Planning abilities		male	řemale	total
Poor	\$ 25°	63	Ž	<del>á</del> à
Moderate	: no.	147	<b>€</b> ∰	157
Good	: no.	-		hoodur
Excellent	i no.			
Total	: no.	219	13	223

 $Chi^2 = 0.047$ , d.f. = 1, Sig. = 0.83

Table 11 : CONTIGENCY TABLE SHOWING THE RELATIONSHIP ORGANIZING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR SEX.

		Sex	monumente de para provincia de la compagnica de provincia	<del>na na gala di Maria na mangangan da mangan da man</del>	
organi z isi	y abilities	nale	female	isact	
Poor	: R4D.	145	**	155	
Moderate	t 350.	<b>&amp;</b> 4	*	68	
Good	t no.	widely	Anner	manips.	
Excellent	* 170°		<b>~</b> ~	<b>\$</b> era	
Total	: no.	210	ig legt ik and	eren () Grand Grand ()	

 $Chi^2 = 9.69$ , d.f. = 1, Sig. = 1.66  $^{HH}$ = Significant at more than .99 level.

Table 12 : CONTISENCY TABLE SHOWING THE RELATIONSHIP CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR SEX.

Sex Controlling shillties ---male řemale total Poor : no. 29 213 Moderate : no. 124 9 ZZ1 Good : no. 4 79 66 Excellent : no. Total : no. 210 13 Section 1

 $Chi^2 = 1.453$ , d.f. = 2, Sig. = 0.484

Table 13: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATORS AND THEIR SEX.

<sup>†</sup> Administrative abilities				Sex		
		į	mal e	female	total	
Poor	* FW0	J av		36		<b>38</b>
Moderate	ះ ពល			174	11	127
Good	៖ ភេប	· 7			-painter	<del></del>
Excellent	: 70	<b>)</b>		<del></del>	440-	Supplied
Total	e enco	one, the contraction of the state of the sta		216	2.2	223

Chi<sup>2</sup> = 6.02, d.f. = 1, Sig = 1.06 \*\*\*\*
no. = number

<sup>\*\* :</sup> Significant at more than .99 level.

<sup>\*</sup> Note: Administrative abilities here means as combined for all the three aspects, viz;, planning, organizing and controlling.

For similar Tables in respect of other hypotheses also they are treated like wise.

The results of data analysis prosented in these tables are summarised in table 14.

Table 14 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP
ADMINISTRATIVE ABILITIES.

Administrative abilities	Chi <sup>?</sup>	E n 'A n	519-
P i aem îng	9. <b>04</b>	<u>1</u>	<b>9.</b> 43
Organizing	9.99	1	1.00 48
Controlling	6.45	2	. 48
Total	2.67	<u>\$</u>	i "Sis

Chi<sup>®</sup> : Chi-Square

d.f. : Degree of freedom

Sig. : Level of Significance

\*\* : Significant at more than .99 level.

# 1.2 The relationship between sex and administrative behaviours.

In order to test this hypothesis, contingency tables were constructed between sex and academic affairs, sex and personnel.

sex and pupil activities, sex and management and finance, sex and facilities, sex and school community relations and sex and administrative behaviours as shown in Table 15,16,17,18,19,28 and 21.

Table 15 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF SCHOOL

ADMINISTRATORS AND THEIR SEX.

for and are in	effairs —	Sex		
HESOEBLE		male	female	total
Very Poor	: FeO	18	1	17
Poor	: no.	13		13
Moderate	: no.	38	2	40
Good	T. T.C.	78	3	81
Excellent	2 NO.	63	7	76
Total	t no.	219	13	223

 $Chi^2 = 4.817$ , d.f. = 4, Sig. = 9.307

Table 16 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PERSONNELS OF SCHOOL

ADMINISTRATORS AND THEIR SEX.

		Sex	
Personnel -	male	female	total
Very Poor : no.	29	1	21
Poor : no.	5	ence.	-
Moderate : no.	31	1	32
Good : no.	78	a a a a a a a a a a a a a a a a a a a	82
Excellent : no.	75	7 .	83
Total : no.	21Ø	13	223

 $Chi^2 = 1.949$ , d.f. = 4, Sig. = 6.747

Table 17: CONTINSENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL

ADMINISTRATORS AND THEIR SEX.

Pupil activities	male	female	total
Very Poor : no.		Ĕ	Control of the contro
Poor : no.		- manuf	<b>3</b>
Moderate : no.	38	2	40
Good : no.	74	\$	77
Excellent : no.	71	7	78
Total : no.	216	13	223

 $Chi^2 = 2.381$ , d.f. = 4, Sig. = 9.666

Table 18: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE OF

SCHOOL ADMINISTRATORS AND THEIR SEX.

	t and Asman	Sex , .				
ranagasan	t and finance —	male	female	total		
Very Poor	: no.	21	1	22		
Poor	a fig.	3	130mple	3		
Moderate	: 110-	9	1	10		
Good	* 110.	59		59		
Excellent	T 110=	127	11	138		
Total	# FCCa	216	13	223		

 $Chi^2 = 4.817$ , d.f. = 4, Sig. = 0.307

Table 19: CONTINUENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL

ADMINISTRATORS AND THEIR SEX.

	Sex				
Facilities -	male	female	total		
Very Poor : no.	25	1			
Poor : no.	9	neille	<del>©</del>		
Moderate : no.	19	2	21		
Good : no.	65	*	66		
Excellent : no.	97	9	196		
Total : no.	216	13	223		

 $Chi^2 = 4.728$ , d.f. = 4, Sig. =  $\theta.316$ 

Table 20 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS

OF SCHOOL ADMINISTRATORS AND THEIR SEX.

in the second of		Sex			
SCHOOL COME	munity relations —	male	feasie	total	
Very Poor	: no.	22	1	23	
Poor	i iic	13	1	14	
Moderate	: Pe-	47	5	52	
Good	: no.	71	~	71	
Excellent	z 116.	<b>37</b>	&	63	
Total	<b>2</b> 5623 =	219	13	223	

 $Chi^2 = 7.455$ , d.f. = 4, Sig. = 9.114

Table 21: CUNTINCENCY TABLE SHIMING THE RELATIONSHIP BETWEEN
ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS AND
THEIR SEX.

* Administrative behaviours	Sex				
Freeze Company of Company of the Com	maie	fesale	total		
Very Foor s ne.		į	19		
Poor : no.	ć	aparent.	6		
Moderate : m.	20	<b>L</b>	21		
Good : no.		4	72		
Excellent : no.	75	Ţ	<b>85</b>		
Total : ne-	216	13	ZZ		

 $Chi^2 = 1.69, d.f. = 4, Sig. = 9.79$ 

<sup>\*</sup>Note: Administrative behaviours here means as combined for all the six aspects, viz;, academic affairs, personnel, pupil activities, management and finance, facilities and school community relations. For similar Tables in respect of other hypothesis also they are treated like wise.

The result of datq2 analysis presented in these tables are summarised in table 22.

Table 22 : SIMMERY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN SEX AND ADMINISTRATIVE BEHAVIOLES.

Chi <sup>2</sup>	d.f.	Sig.	
4.81	4	Ø.30	
1.94	4	6.74	
2.38	4	9.66	
4.81	4	6.30	
4.72	4	ø.31	
7.45	牵	Ø.11	
			<del></del>
1 12 E	4	9.79	
	4.81 1.94 2.38 4.81 4.72 7.45	4.81 4 1.74 4 2.38 4 4.81 4 4.81 4 7.45 4	4.81       4       6.36         1.94       4       6.74         2.38       4       9.66         4.81       4       6.36         4.72       4       9.31         7.45       4       6.11

#### Discussion

The findings indicate that there is no significant relationship between sex and administrative abilities (1.00), and sex and administrative behaviours (0.77). Thus, the hypotheses under testing are rejected. It means that male and female could be effective school administrators equally. The results of the present

study are in accordance with the findings of Aman (1985), Nibenita Das (1925), Yohn (1925) and Carlson (1926).

Hypothesis Z : There is significant relationship between:

- 2.1 age and administrative abilities.
- 2.2 age and administrative behaviours.
- 2.1 The relationship between age and administrative abilities

In order to test this hypothesis, contingency tables were constructed between age and planning abilities, age and organizing abilities, age and controlling abilities, and age and administrative abilities as shown in Table 23,24,25 and 26.

Table 23 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR AGE.

### marrow 2 may 1		្ត់ល្អខ							
Flamming :		RESERVE	<39	39-35	36-40	41-45	46-56	<b>&gt;5</b> Ø	total
Paci	<b>a</b>	no.	sheet	3	12	12	25	14	<b>చ</b> డ
Moderate	s	no.	2	16	22	31	37	49	157
Exoci	3	no.	-	•••	, marks	****	estate.	dani.	****
Excellent	10	no.	10Page	ninglink.		Water.	26/6	grape.	
Total	8	no.	and an experience for the second seco	19	7	43	62	63	223

 $Chi^2 = 0.235$ , d.f. = 5, Sig. = 0.144

Table 24 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ORGANIZING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR AGE.

-			Age						
organizini	<b>3</b>	50111 <i>6</i> 16			36-40	41-45	46-59	>56	total
Poor	3	no.	2	12	21	29	48	43	155
Moderate	7	no.		7	13	14	14	20	68
Good	2	no.	-	***	***	***	***	****	-
Excellent	2	no.	ngeng	Name .	Addisor	-454	<b>Qualitati</b>	****	
Total	=	no.	2	19	34	43	62	63	223

 $Chi^2 = 4.165$ , d.f. = 5, Sig. = 0.526

Table 25 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR

AGE.

			en e						
Controlli	าญ	abilitie	<30		36-49	41-45	46-56	>5ø	total
Poor	2	no.	1	2	5	3	4	5	269
Moderate	2	no.	1	11	21	21	40	39	133
Good	=	no.	Tage-	Ġ	8	19	18	19	76
Excellent	2	no.	*40***	<b>L</b> ance	4000	-			-
Total	:	no.	2	19	34	43	62	63	223

 $Chi^2 = 19.646$ , d.f. = 19, Sig. = 9.386

Table 26 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR AGE.

						Age			
Administra	25.	ive	< 36	35-35	36-46	41-45	45-45	>5Ø	total
Poor	#h	no.	1	2	3	7	E	12	38
Moderate	*	no.	1	17	26	34	54	51	185
Good	=	no.	-	-	-	-victoria	****	_	
Excellent	2	no.	-	man.	<b></b> -	*******	*****	**************************************	Nyseer
Total	**	no.	2	19	34	43	62	63	223

 $Chi^2 = 4.07$ , d.f. = 5, Sig. = 0.54

The result of data analysis presented in these tables are summarised in table 27.

Table 27 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN AGE
AND ADMINISTRATIVE ABILITIES.

Administrative behaviour	Chi <sup>2</sup>	d.f.	Sig.
Planning	8.23	5	Ø.14
Organizing	4.16	5	Ø.52
Controlling	10.64	10	ø.38
Total	4.07	5	Ø.54

# 2.2 The relationship between age and administrative behaviours

In order to test this hypothesis, contingency tables were constructed between age and academic affairs, age and personnel, age and pupil activities, age and management and finances, age and facilities, age and school community relations, and age and administrative behaviours as shown in Table 28,29,30,31,32,33 and 34.

Table 28 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF SCHOOL

ADMINISTRATORS AND THEIR AGE.

Academic	ong officially ong will represent	Age						
en-citi ani si-	46.8 F CA. 8. STOP	<39	39-35	36-40	41-45	46-50	>5Ø t:	otal
1	: no.	2-04-	2	2	4	6	3	19
2	s no.		2	2	3	5	1	13
3	s no.	1	2	9	6	9	13	46
4	s no.	1	10	13	20	16	21	81
5.	a no.		3	ន	18	26	23	70
Total	: no.	2	19	34	43	62	43	223

 $Chi^2 = 19.448$ , d.f. = 20, Sig. = 0.493

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 29: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF SCHOOL

ADMINISTRATORS AND THEIR AGE.

Personnel			Age .						
rermuner			<39	30-35	36-40	41-45	46-50	>5Ø	total
1		no.	Superi	2	2	5	7	5	21
2	100 401	no.	-	1	1	1	1	1	5
3	2	no.	1	2	7	5	5	12	32
4	18 18	no.		7	12	18	24	21	82
5.	2	no.	1	7	12	14	25	24	83
Total	<b></b>	na.	2	19	34	43	62	63	223

 $Chi^2 = 10.045$ , d.f. = 20, Sig. = 0.967

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 38 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL

ADMINISTRATORS AND THEIR ASE.

		Age							
Luhii	activities	<3Ø	39-35	36-49	41-45	46-56	>5ø	total	
1	: no.	-	2	2	5	8	6	23	
2	: no.		***	2	1		2	5	
3	: no.	1	6	8	19	7	8	40	
4	: no.	-	7	10	12	19	29	77	
5.	: no.	1	4	12	15	28	18	78	
Total	៖ ព១.	2	17	34	43	62	63	223	

 $Chi^2 = 29.333$ , d.f. = 29, Sig. = 9.437

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 31 : CONTINUENCY TABLE SHOWING THE RELATIONSHIP BETWEEN
ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE OF
SCHOOL ADMINISTRATORS AND THEIR AGE.

		ಚಿತಿ						
Management and financial		<39	39-35	36-40	41-45	46-59	>56	total
		<b>V62</b> 13					at Det to d	
1	: no.	***	2	2	5	7	6	22
2	s no.	_	****	gan.		1	1	3
3	: no.	***	2	2	3	Specifica.	3	1Ø
4	: no.	1	3	13	8	13	12	5ø
5.	e no.	1	12	16	27	41	41	138
		renne en ensues en						
Total	z no.	2	19	34	43	62	63	223

 $Chi^2 = 14.809$ , d.f. = 20, Sig. = 0.787

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 32: CONTINGENCY TABLE SHEWING THE RELATIONSHIP BETWEEN

ADMINISTRATORS AND THEIR AGE.

			់ គឺឆ្លូខ							
Facilití	. 65	<38	38-35	36-46	41-45	46-56	>5 <i>9</i> t	otal		
1	2 AC		2	2	4	7	6	21		
2	: ne	· -	2	3	2	1	1	9		
3	: nc	1.	******	5	3	3	9	21		
4	a no	-	ઢ	11	14	17	18	66		
5.	z nc	1. 1	ð	13	29	34	29	106		
Total	s no	. 2	19	34	43	62	63	223		

 $Chi^2 = 18.615$ , d.f. = 20, Sig. = 0.547

1 : Very Foor

2 : Poor

3 : Moderate

4 : Good

Table 33 : CONTINSENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN SCHOOL CONTUNITY RELATIONS

OF SCHOOL ADMINISTRATORS AND THEIR ASE.

		Age							
School community relations		~~~							
		₹36	39-35	35-40	41-45	46-56	)59 be	tal	
Ī	: no.	~	2		5	8	ů	23	
2	: 00-		2	2	4	1	5	14	
3	: no.	1	7	9	16	10	15	52	
4	I NG.	****	5	13	14	18	21	71	
5.	: AOs	1	3	8	15	25	lå	<b>63</b>	
Total	: no.	2	19	34	43	62	63	223	

 $Chi^2 = 15.594$ , d.f. = 26, Sig. = 6.742

1 : Very Poor

2 : Poor

3 : Moderate

4 s Good

Table 34: CONTINUENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS AND THEIR AGE.

				-	Age	-		
Adminis	trative	adiatendina	etrojangen-futu-u-a-tento-adrianen					
behavio	behaviours		39-35	36-40	41-45	46-59	>5 <i>6</i> t	otal
***************************************		· · · · · · · · · · · · · · · · · · ·						
1	: no.	****	2	2	4	é	5	19
2	: no.			1	2	2	1	6
3	: no.	i	2	5	4	3	6	21
4	: no.	****	10	14	17	24	27	92
5.	s no.	1	5	12	16	27	24	85
			····				~ skymetry-etropytarybenymyrdybryymse	ng girigani kalan sa Pama ngungi dalan akamanda
Total	: no.	2	. 19	34	43	<b>6</b> 2	63	223

 $Chi^2 = 11.96$ , d.f. = 29, Sig. = 9.94

1 : Very Poor

2 : Peor

3 : Moderate

4 : Good

The results of data analysis presented in these tables are summarised in table 29.

Table 35 : SUMMORY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN AGE
AND ADMINISTRATIVE BEHAVIOURS.

Administrative behaviour	Chi <sup>2</sup>	d.f.	Sig.
Academic affairs	19.44	20	<b>6.4</b> 9
Personnel	10.04	26	9.96
Pupil activities	26.33	26	0.43
Management and finance	14.89	20	ø.78
Facilities	18.61	26	Ø.54
School-community relations	15.59	29	Ø.74
Total	11.05	26	9.94

#### Discussion

The findings show that there is no significant relationship between age and administrative abilities (0.54), and age and administrative behaviours (0.94). Thus the hypotheses under testing are rejected. It means that man or moman of any age could be effective school administrators. The results of the study are in

accordance with the findings of Aman (1955), Nibenita Das (1985) and Yohn (1985).

- Hypothesis 3: There is significant relationship between:
  - 3.1 teaching experience and administrative abilities
  - 3.2 teaching experience and administrative behaviours.
  - 3.1 The relationship between teaching experience and administrative abilities.

In order to test this hypothesis, contingency tables were constructed between teaching experience and planning abilities, teaching experience and organizing abilities, teaching experience and controlling abilities, and teaching experience and administrative abilities as shown in Table 36,37,38 and 39.

Table 36 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

Planning :	- S-a -	રે ટિપી <del>કે</del> પ્ર	\$425°	Teaching experience (yrs)						
* 10 201 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		12 B. C. S. S. S.	<16	16-15	16-26	21-25	26-36	>30	total	
Poor	5	ne.	1	5		14	19	14		
Moderate	I.	no.	4	22	27	32	37	35	157	
Good	5	no.	- Marie	**	nucles		-	-	-	
Excellent	**	no.		***			gmaph.	parties		
Total	**	nc.		27	49	46	56	49	223	

 $Chi^2 = 2.518$ , d.f. = 5, Sig. = 8.774

Table 37 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN URBANIZING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

Teaching experience (yrs)  Organizing abilities										
		<16	16-15	16-26	21-25	26-30	>3@	total		
Peer	t no.	4	18	24	34	42	33	155		
Hoderate	s no.	. 1	9	16	12	14	16	68		
පිරපත්	2 NO.		•••	armate	Name .	****	wants	ugitas		
Excellent	a no.	d		-manage)	1949		-Sange	~		
Tetal	s no:	. 5	27	40	46	5&	49	223		

 $Chi^2 = 3.395$ , d.f. = 5, Sig. = 0.639

Table 38: CONTINSENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR

TEACHING EXPERIENCE.

			• • •	Teaching experience (yrs)						
Controllir	13	adii	14168 - <10	10-15	16-28	21-25	26-39	>3@	total	
Poor	8	ng.	1	3	5	5	3	3	29	
Moderate	2	no.	3	17	argarig Alaska	24	37	28	133	
Gaad	2	no.	1	7	13	17	14	18	79	
Excellent	## #2	no.	******	*****	Aurille	*#**			Apple	
Total	=	no.	7	27	40	45	56	49		

 $Chi^2 = 6.538$ , d.f. = 10, Sig. = 9.768

Table 39: CONTINGENCY TABLE BHARING THE RELATIONSHIP BETWEEN ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

	_				Teaching	-	nce (yrs	3)	
Administr	et.	ive		16-15		21-25	25-36	>36	total
Poor	2	no.	1	4	9	9	<b>6</b>	9	<b>38</b>
Moderate	*	no.	4	23	31	37	50	40	185
Good	첉	no.		MATRIC	Mallace	reas.	~		***
Excellent	2	mo.	, <del>Ma-</del>	<del></del>	aprella.		~~	-	Lean
******************************				the comment of the comment of the contract of	THE STATE OF THE S	ministerial made (1974 to 11 to 1974 table or instruction	n a garaga na		
Total	\$	no.	. 5	27	49	46	56	49	223

 $Chi^2 = 2.82$ , d.f. = 5, Sig. = 9.73

The results of data analysis presented in these tubles are summarised in table 40.

Table 40 : SUMMARY OF DATA AMALYSIS OF THE RELATIONSHIP BETWEEN TEACHING EXPERIENCES AND ADMINISTRATIVE ABILITIES.

Administrative abilities	Chi <sup>2</sup>	d.f.	Sig.
Planing	2.51	5	9.77
Organizing	3.39	5	e.63
Controlling	6.53	19	<b>9.7</b> 6
Total	2.82	king su."	9.73

# 3.2 The relationship between teaching experience and administrative behaviours.

In order to test this hypothesis, contingency tables were constructed between teaching experience and academic affairs, teaching experience and personnel, teaching experience and pupil activities, teaching experience and management and finance, teaching experience and facilities, teaching experience and school. Community relations, and teaching experience and administrative behaviours as shown in Table 41, 42, 43, 44, 45, 45 and 47.

Table 41: CXMTINEENCY TABLE SHEDING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN ACQUENIC AFFAIRS OF SCHOOL

ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

Academic	en estado e		Teaching experience (yrs)							
reas em le	C. 2 9 CS. (B. S. S.)	<16	16-15	14-29	<b>~1-</b> 25	Z4,-Z9	>30	total		
1	3 NO.	-	5	Z		55.	2	19		
2	: no.	i	3	<b>3</b> .	· <b>\$</b>	3	Ĺ	13		
3	s no.	1.	5	8	4	13	Ġ.	49		
ä.	e no.	2	ኇ	20	23	2	19	81		
5	2 MO.	1	5	ኇ	16	27	10	76		
Total	2 HO.	5	27	45	46	56	<b>1</b> 0	223		

 $Chi^2 = 36.627$ , d.t. = 29, Sig. = 9.615

1 : Very Foor

2 s Poor

3 : Moderate

4 s Good

Table 42 : CONTINUENCY TABLE SHOWING THE RELATIVISHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF DEHOOL ADMINISTRATIONS AND THEIR TEACHING EXPERIENCE.

Personn	el		Teaching experience (yes)							
		,	<16	19-18	16-20	21~25	26-39	>39	total	
1	Ha Tar	GO.	-	<b>5</b>	2	÷	6	2	<b>21</b>	
i <sup>ge</sup> ag Allem	AND Care	no.	1	1.		Î.	P. SERVICE AND THE P. SERVICE AN	1 '-	5	
3	*	mu.	1	4	<b>উ</b>	4	ej.	8	32	
*	*	no.	1	9	16	19	26	17	82	
5		no.	2	8	12	16	21	21	83	
		·		and the state of t	na daniy) ah i diriyasa qarir iyadin kirilin yar hindin bili edini			arra, or largered, the first white The	***************************************	
Total		1 AD.	5	27	<b>49</b>	46	56	47	223	

 $Chi^2 = 17.782$ , d.f. = 29, Sig. = 9.697

1 : Very Poor

2 : Poor

3 a Maderate

4 : Sood

Table 43: CONTINSENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATURE BEHAVIOLES IN PUPIL ACTIVITIES OF SCHOOL

ADMINISTRATURE AND THEIR TEACHING EXPERIENCE.

Dours i k	ماللة معمد يعد	ivîties	Teaching experience (yrs)							
· apsz	Server Str	a v i e a e m	<10	16-15	16-26	21-23	26-36	>39	total	
1	**	no.	***ide	5		7	6	3	25	
2	=	no.		2	¥	***	1.	1	5	
3	#	no.	2	8	8	9	7	ó	40	
4	2	no.	1	8	12	15	17	24	77	
5	2	ro.	2	4	17	15	25	15	78	
Total		: 110.	5	27	457	46	S	49	223	

 $Chi^2 = 24.787$ , d.f. = 29, Sig. = 9.219

1 : Very Poor

2 s Poor

3 : Moderate

4 : Good.

Table 44: CONTINGENCY TABLE SHOWING THE RELATIONSHIP SETWEEN
ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCIAL OF
SCHOOL ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

		Ţ	eaching	experie	nce (yrs	Þ	
e and		COLORD TO THE REAL PROPERTY OF THE			**************************************		Printed Landson, and the state of
	<b>₹1</b> 0	16-15	16-20	21-25	26-39	>38	total
vina <del>n mile a i med kristini një ngdra</del> jjingd	and prime of a sept description or an exception.	*			rantuma karantara		
no.	***	5	2	6	6	3	22
no.		1	-	1	***	1	3
NO.	1	\$	2	Z	1	2	10
eac.	1	T	11	용	12	11	5ø
nu.	3	13	25	28	37	32	138
and an angular page of the particular page of							<del></del>
: MC.	5	27	49	46	5&	49	223
	no. No.	<10 FD FD. 1 FD. 3	; and  <10 10-15   no 5  no 1  no. 1 1  no. 1 7  no. 3 13	; and <pre></pre>	; and <pre></pre>	3 and       3 16-15       16-26       21-25       26-39         10 16-15       16-26       21-25       26-39         10 -       5       2       6       6         10 -       1       -       1       -         10 -       1       1       2       3       1         10 -       1       7       11       8       12         10 -       3       13       25       28       37	<10     16-15     16-26     21-25     26-39     >39       no.     -     5     2     6     6     3       no.     -     1     -     1     -     1       no.     1     1     2     3     1     2       no.     1     7     11     8     12     11       no.     3     13     25     28     37     32

 $Chi^2 = 13.946$ , d.f. = 26, Sig. = 6.833

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 45: CUNTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOUS IN FACILITIES OF SCHOOL

ADMINISTRATURS AND THEIR TEACHING EXPERIENCE.

***	.a			Teaching	experi	ence (yrs	<b>5</b> )	
Facilities		<19	16-15	16-29	21-25	24-39	>30	total
1	t no.	жерия	5	2	5	6	3	21
2	: no.	1	3	2	2	1		9
3	s no.	1	1	žij.	5	3	7	21
4	a no.		ģ	16	12	15	14	<b>6</b> 5
5	: No.	3	ş	16	22	31	25	196
Total	: no.	5	27	466	46	56	49	223

 $Chi^2 = 23.656$ , d.f. = 29, Sig. = 0.258

1 : Very Poor

2 : Poor

3 : Moderate

4 : 6ood

Table 46: CONTINUENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATION

OF SCHOOL ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

					Teaching	experie	nce (yrs	3	
School	CO	mounity		washated to a second					And the second second second
relatio	ns		<16	16-15	14-26	21-25	26-39	>36	total
	- <del> </del>			terantus de la companya de la compa				· · · · · · · · · · · · · · · · · · ·	
1	*	no.	****	5		T.	6	3	23
	**	no.	1	3	1	3	3		14
3	2	no.	2	Ş	169	9	11	11	52
4	#	no.		6	18	16	14	17	71
5	2	no.	2	毒	훻	11	22	15	63
			~		Particular and control of the Contro	emperature de la companya de la com		·	
Total		* no.	er. 2	27	48	46	56	49	223

 $Chi^2 = 22.039$ , d.f. = 20, Sig. = 0.336

1 : Very Foor

2 : Poor

3 : Moderate

4 : Good

Table 47 : COMPRESENCY TABLE SADWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE SEMAVIOURS OF SCHOOL ADMINISTRATORS AND

THEIR TEACHING EXPERIENCE.

water-Language than STML of Registration			**************************************		Tesching	experie	ence (yrs	;)	**************************************
Administrative									total
		ali di mangangan							
1	=	no.	_	5	2	5	5	2	19
Z	3	no.		1	1	2	1	1	6
উ	#	AO.	2	4	Alexander 1	4	5	桑	21
4	10	no.	1 .	19	21	18	20	22	92
3	101, 363	no.	2	7	14	17	25	26	85
and the control of the state of	<del></del>			<del>,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,</del>			in the second	<del></del>	
Total		n no.	2	IJ	49	46	56	47	223

 $Ghi^2 = 17.74$ , d.f. = 20, Sig. = 0.60

1 : Very Foor

2 : Poor

3 : Moderate

4 : Good

The results of data analysis presented in there tables are summarised in the table 40.

Table 48 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN TEACHING EXPERIENCES AND ADMINISTRATIVE BEHAVIOURS.

			<del></del>
Administrative behaviour	Chi <sup>2</sup>	Ci . F	Sig.
Academic affairs	36. <i>9</i> 2	26	6.61 <sup>B</sup>
Parsonel	17.98	259	9.69
Pupil activities	24.78	26	Ø.21
Management and finance	13.94	25	<b>6.83</b>
Facilities -	23.65	25	Ø.25
School-community relations	22.98	20	9.33
		ada a samma yildiği i dan sahir salim və məhədi dəhiradi məlqəsi ilə	Christian de Marie I Zandora escurbaro de major Ciris Illanou de Comercia.
Total	17.74	28	9.69

<sup>\*</sup> Significant at 0.01 level.

#### Discussion

The findings indicate that there is no significant relationship between teaching experience and administrative abilities (0.73), and and teaching experience and administrative behaviours (0.68). Thus the hypotheses under testing are rejected.

However, there is significant relationship between teaching experience and academic affairs at 8.81. It means that the teaching experience does influence the aspect of academic affairs whereas other aspects of administrative behaviours do not seem to be influenced by it. The finding is in line of Nibenita Das (1896) studied.

### Hypothesis 4: There is significant relationship between:

- 4.1 experience before achieving position and administrative abilities.
- 4.2 experience before achieving position and administrative behaviours.

## 4.1 The relationship between experience before achieving position and administrative abilities.

In order to test this hypothesis, contingency tables were constructed between experience before achieving position and planning abilities, experience before achieving position and organizing abilities, experience before achieving position and controlling abilities, and experience before achieving position and administrative abilities as shown in Table 49,50,51 and 52.

Table 49: CONTINSENCY TABLE SHOWING THE RELATIONSHIP BETWEEN
PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND
THEIR EXPERIENCE BEFORE ACHIEVING POSITION.

Planning :	ahilitima	Experience	before achieving	position
		A	B	total
Poor	: no.	42	24	£3£5
Moderate	er fifthu	126	37	157
Good	5 NO-		wen	
Excellent	# 61472 w			_
Total	: NG	162	<b>61</b>	223

 $Chi^2 = 3.212$ , d.f. = 1, Sig. =  $\emptyset.073$ 

A = classroom teacher

E = assistant (head master, principal, director)

Table 50 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN GREANIZING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR EXPERIENCE BEFORE ACHIEVING POSITION.

Operati vica	g abilities	Experience	before achieving	position
or garanatas,		A	18	total
Poor	<b>a</b> 9500 w	114	41	155
Moderate	: no.	48	20	<b>68</b>
Good	2 no.	www.	world	- Marina
Excellent	: NG.	****	****	
Total	5 99-	162	61	223

Chi<sup>2</sup> = 9.985, d.f. = 1, Sig. = 9.769

Table 51 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR EXPERIENCE BEFORE ACHIEVING POSITION.

Controlling		කසියම් මී මී මී ම කෙක	Experience befor	re achieving	positian
		terra a valua	A	B	total
Poor	*	no.	17	3	29
Moderate	*	no.	93	49	133
Good	**	no.	52	18	79
Excellent	2	no.	MATE .	Janu Janu Janu Janu Janu Janu Janu Janu	alber!
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			ong makkan umaga karah, papunan di kalanda abada maga sakari untaun sakar pilatik di di sak	متراجع والمعطور والمعطور والمراجع المراجع المراجع المراجع المراجع المراجع والمراجع و
Total	ű	#1 <b>:0</b> =	162	61	223

 $Chi^2 = 2.126$ , d.f. = 2, Sig. = 0.345

Table 52: CONTINUENCY TABLE SHOWING THE RELATIONSHIP BETWEEN
ANALMISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS
AND THEIR EXPERIENCE BEFORE ACHIEVING POSITION.

Colondon i en i en ican	-3 K:	iva abilities	-				achiev	ing	position
			A	<b>B</b>	c		E	F	total
Poor	r r	r.o.	28	- Marie	and down	10	. mandret	, and the second	38
Hoderate	2	no.	134	****	engran	51		***	185
Bood	<b>4</b>	53 <b>-</b>		******	Margaret .	***	- market		enter t
Excellent	ž	rio.	****	phos	-	nestes	**Phones	<b>1700A</b>	-
Total	2	Do.	162			61			223

Chi<sup>2</sup> = 0.00, d.f. = 1, Sig. = 1 <sup>PR</sup>

Note A = classroom teacher

B = academic school cluster

C = head of educational office

D = assistant (head master, principal. director)

E = supervisor

F = Assistant Head of District Primary Education

an Significant at more than .99 level

The result of data analysis presented in these tables are summarised in table 53.

Table 53 : SUMMARY OF DATA AWALYSIS OF THE RELATIONSHIP BETWEEN EXPERIENCE BEFORE AND ADMINISTRATIVE ABILITIES.

Administrative Ablities	Chi <sup>2</sup>	d.ř.	Sig.
Planning	3.21	£	9. <i>47</i>
Organizing	<b>6.6</b> 8	1	Ø.76
Controlling	2.12	2	<b>9.</b> 34
Total	<b>6.</b> 90	1	1.00

<sup>\*\*\* :</sup> Significant at more than .79 level.

# 4.2 The relationship between experience before achieving position and administrative behaviours.

In order to test this hypothesis, contingency tables were constructed between experience before achieving position and academic affairs, experience before achieving position and personnel, experience before achieving position and pupil activities, experience before achieving position and management and finance, experience before achieving position and school

community relations, and experience before achieving position and administrative behaviours as shown in Table 54,55,56,57,58,59 and 66.

Table 54: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF SCHOOL

ADMINISTRATORS AND THEIR EXPERIENCE BEFORE ACHIEVING

POSITION.

Academic	affairs	Experience	before achies	ring position
		classroom teach	er assistant	total
1	z np.	14		19
2	: no.	9	4∰.	13
3	: NG.	27	13	40
4	: no.	67	14	81
5,	e no.	45	25	76
Total	t no.	162	<b>61</b>	223

 $Chi^2 = 7.215$ , d.f. = 4, Sig. = 9.125

1 : Very Poor

2 : Poor

3 : Moderate

4 : 6aod

Table 55 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATURE AND THEIR PRESENT ADMINISTRATIVE

EXPERIENCES.

Personna	. "J		Енре	rience beř	ore achiev	ing position
rermanie	. <b>.a.</b>		classroom	teacher :	essistant	total
1	<u>15</u>	no.	15		6	21
2	<b>=</b>	no.	<b>22</b>		-	3
3	<b>8</b> 5	no.	25		7	32
4	in in	no.	61		21	82
5.	=	no.	56		27	83
				and the terms of the second section of the section of the second section of the second section of the second section of the section of the second section of the section	in 186 Martin (Art Martin and Art Ma	ny randominandry kathan fa ha' ay a sakinga sa Dadhan 1,1864 ay ka Sankan i Allapasa manana ka
Total	2	no.	162		<b>&amp;</b> 1	223

 $Chi^2 = 3.626$ , d.f. = 4, Sig. = 6.459

1 : Very Poor

2 : Pour

3 : Moderate

4 : 6009

Table 56: CONTINUENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATORS AND PRESENT ADMINISTRATIVE EXPENSENCES.

Pupil :	activities	Experi	Experience before achieving position				
		classroom	teacher assistant	total			
1	i Pro-	17	<i>t</i> s	23			
2	<b>:</b> 1100.	बु	1.	5			
2		32	8	46			
4	: AO.	56	21	77			
5.	I Hel		25	78			
manistratus aprains substitute extension		*Bootestade agricultury - marriturgings (40-arts anniss formation) and		en fragt van de verste verste de state de verste verste verste van de verste van de verste ve			
Total	i Mil	162	<b>41</b>	223			

 $Chi^2 = 2.110$ , d.f. = 4, Sig. = 0.716

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 57: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE OF

SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE

EXPERIENCES.

		Experi	ence before achiev	ing position
Management finance	nt and	classroom d	teacher assistant	total
1	: no.	16	6	22
2	: 60.	3	owar.	3
3	t no.	6	4	19
4	: no.	41	9	58
5.	: no.	95	42	138
Total	2 11C.	162	<b>&amp;</b> 1	223

 $Chi^2 = 4.795$ , d.f. = 4, Sig. = 6.369

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 58: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL

ADMINISTRATORS AND THEIR EXPERIENCE BEFORE ACHIEVING

POSITION.

Facilitie:	-	Experience	Experience before achieving position					
		classroom (es	cher essista	nt total				
1	: n:-	16	5	21				
2	: no.	7	2	Ģ				
3	: no.	14	7	21				
4	2 'NO.	E4	1.5	<b>చ</b> చ				
\$25 90 <sup>5</sup> \$2	: 190°	***	35	194				
The second secon		istinosetuspusi i ummaasaasunnoneemeteleesi, etaeli umanisumtusta kähenee	MOTIVAS (-1864) and the American Republic day which we had you described the analysis passes pass					
Total	वि प्राथित	162	<b>&amp;</b> 1	223				

 $Chi^2 = 5.136$ , d.f. = 4, Sig. =  $\theta.274$ 

1 : Very Poor

2 : Poor

3 : Moderate

4 s Brad

Table 59: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS

AND ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE

EXPERIENCES.

,		Experience	Experience before achieving position				
School co relations	~	classroom te	mstalees refa	t total			
1	: No.	1.7	4	23			
2	: no.	11	3	14			
2	a no.	38	14	52			
4	: no.	55	15	71			
E #	* 196.	41		63			
Tetal	: RC.	182	A - B	~			

 $Chi^2 = 2.916$ , d.f. = 4, Sig. = 9.572

1 : Very Foor

2 : Poor

3 : Moderate

4 : Good

Table 66: CONTINUENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS

AND THEIR EXPERIENCE BEFORE ACHIEVING POSITION.

		Expe	rienc	e <b>be</b> fo	before achieving position			
Administrative behaviours		A	В	C	D	Ε	F	total
1	e no.	14			Ş	****	decide	19
2	: no.	5		***	1			5
3	: no.	14		-	7	Application .		21
4	: no.	72		-	26	- Auto-	-	92
5.	# 85D.	/57	Mark	Appropri	28	14844	wast	95
Total	: no.	162		- Administration of the Control of t	61	**************************************		

 $Chi^2 = 3.536$ , d.f. = 4, Sig. = 9.47

A = classroom teacher

B = scademic school cluster

C = head of educational office

C = assistant (head master, principal. director)

E = supervisor

F = Assistant Head of District Primary Education

The results of data analysis presented if these tables are summarised in table 61.

Table 61: SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN EXPERIENCES BEFORE ACHIEVING POSITION AND ADMINISTRATIVE BEHAVIOURS.

Administrative behaviours	Chi <sup>2</sup>	d.f.	Sig.
Academic affairs	7.21	4	ø.12
Personnel	3.62	4	Ø.45
Pupil activities	2.11	4	Ø.71
Management and finance	4.79	4	Ø.3Ø
Facilities	5.13	4	Ø.27
School-community relations	2.91	4	Ø.57
Total	3.53	4	Ø.47

#### Discussion

The findings reveal that there is no significant relationship between experience before achieving position and administrative abilities (1.00), and experience before achieving position and administrative behaviours (0.47). Thus, the hypotheses under testing are rejected. It means the experience in another position

before promotion does not influence on the effective school administrator. The result is also in accordance with the finding of Anan (1985).

## Hypothesis 5 : There is a significant relationship between:

- 5.1 administrative experience and administrative abilities.
- 5.2 administrative experience and administrative behaviours.

## 5.1 The relationship between administrative experience and administrative abilities.

In order to test this hypothesis, contingency tables were constructed between administrative experience and planning abilities, administrative experience and organizing abilities, administrative experience and controlling abilities and administrative experience and administrative abilities as shown in Table 62, 63, 64 and 65.

Table 62 : CHMICSPRCY TABLE SMINING THE RELATIONSHIP BETWEEN PLANNING ASILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE EXPERIENCE.

EF B money of many	- E	Ta sa a man	Admini:	stritive i	er i marce	(yr=)		n. Ngandhana a tha bha an Again an Bhaile a tha an Ann
Planning abilities		. A. A. Br. A. Bartine	< 5	5-19	1:2-15	>15	ŧ	otal
Poor	*****	mes.	34250 See See	Pris off	14	Ç*		66
Moderate		no.	73	T.		24		157
Good	=	11G.		***	ayeagen.	Aguação		Samula.
Excellent	*	kātīr w	Newscal	wager	Mark	may r		
Total	<b>3</b>	STET	<b>5</b> 5	55	The V	34		

 $Chi^2 = 4.397$ , d.f. = 3, Sig. = 8.222

Table 63: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ORGANIZING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE EXPERIENCE.

Organising abilities -		Admini	strative	experience	(yrs)	
		< 5	5-10	19-15	>15	total
Poor	: no.	66	34	28	27	155
Moderate	: 90-	29	22	11	ద	68
Good	a 110.	stant.	ayings	****		engin.
Excellent	: no.		nude*			diam
Total	: no.	95	56	<b>37</b>	33	223

Chi<sup>2</sup> = 4.499, d.f. = 3, Sig. =  $\theta$ .212

Table 64: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE EXPERIENCE.

Controlling			Admini	strative	experience	(yrs)	
		enttivier	< 5	5-19	19-15	>15	total
Poor	6	no.	3	7	**************************************	7	26
Hoderate	æ.	no.	64	26	27	16	133
Good	**	no.	28		Ģ	10	70
Excellent	*	no.	-		noon-		****
Total	20	no.	95	56	37		223

 $Chi^2 = 16.476$ , d.f. = 6, Sig. = 0.911 \*

Table 65 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR ADMINISTRATIVE EXPERIENCE.

and the second s			Admini	strative (	experience	(yrs)	distance and a second seco
Administrative abilities		₹ 5	5-10	16-15	>15	total	
Poor	:	no.	8	9	8	13	38
Moderate	=	no.	87	47	31	29	185
Good	**	no.	-	-	***	***	Appelia
Excellent	=	no.	tree#	alay:	<del></del> -	<del></del>	ANGLIA
Total	2	no.	<b>9</b> 5	56	39	33	223

Chi<sup>2</sup> = 17.03 <sup>80</sup> , d.f. = 3, Sig. = 0.0907 <sup>3</sup>

The results of data analysis presented in these tables are summarised in table 66.

Table 66 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN
ADMINISTRATIVE EXPERIENCE AND ADMINISTRATIVE ABILITIES.

Administrative abilities	Chi <sup>2</sup>	d.f.	Sig.
Planning	4.39	3	9.22
Organizing  Controlling	4.49 16.7	3 6	6.21 6.61 **
Total	17.63	3	6.66 <sup>m</sup>

<sup>&</sup>quot; : Significance at 0.01 level.

## 5.2 The relationship between administrative experience and administrative behaviours.

In order to test this hypothesis, contingency tables were constructed between administrative experience and academic affairs, administrative experience and personnel, administrative experience and pupil activities, administrative experience and management and finance, administrative experience and facilities, administrative experience and school community relations, and administrative

<sup>&</sup>quot; : Significance at less than Ø.Ø1 level.

experience and administrative behaviours as shown in Tables 67, 68, 69, 70, 71, 72 and 73.

Table 67: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF SCHOOL

ADMINISTRATORS AND THEIR ADMINISTRATIVE EXPERIENCE.

Academic :	a కోక్ ఐ కే కాటు	Admini	strative (	experience	(yrs)	(yrs)	
V Pas table Will die		< 5	5-16	16-15	>15	total	
1	: no.	7	<b>13</b> .	డ	2	17	
2	: no.	7	4	1	1	13	
3	: 110.	11	14	7	8	40	
4	: no.	45	13	13	19	81	
5	: no.	25	21	12	12	79	
	and the second s			ilida inu unu encel esta interessa el actual de secuela accesso de secuela esta de secuela esta de secuela est			
Total	1 190.	95	56	39	33	223	

 $Chi^2 = 16.778$ , d.f. = 12, Sig. = 9.158

1 : Very Foor

2 : Poor

3 : Moderate

4 : 600d

Table 68: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF SCHOOL

ADMINISTRATORS AND THEIR ADMINISTRATIVE EXPERIENCE.

		Adain	Administrative experience			
Personne	<b>:1</b>	< 5	5-19	16-15	>15	total
1	5 FM.	Ģ	4	ě	2	21
2	: no.	2	1	Ä	9.	5
3	: no.	10	11	3	8	32
4	: 110.	35	19	17	11	82
5	: no.	39	21	12	11	83
Total	: no.	95	5&	39	T3	223

 $Chi^2 = 9.532$ , d.f. = 12, Sig. = 0.657

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 69: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL

ADMINISTRATORS AND THEIR ADMINISTRATIVE EXPERIENCE.

Punil s	ctivities	Adwin	Administrative experience			
t top I.a. w	C PAYA GAGO	< 5	5-10	19-15	>15	total
1	: F0E9.	16	Ą	å	3	23
2	· PO·		2	1	2	5
3	# <b># #</b>	18	11	7	Ą	40
4	: no.	33	18	13	13	- 77
5	2 MO.	34	21	12	11	78
	artanian kan andaran ja kan kan anan kan anan angan angan kan angan kan angan kan angan kan angan kan angan ka	CETABLE CONTROL TO THE CONTROL	<del>Timundada ir valdotus, et</del> asis		MCMM, e.u. Fire and more and e.u.	
Total	: no.	95	56	39	33	223

 $Chi^2 = 7.751$ , d.f. = 12, Sig. = 0.864

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 78: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCIAL OF

SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE

EXPERIENCE.

		Admin	Administrative experience (yrs)				
Management and finance		< 5	5-1Ø	19-15	>15	total	
1	: no.	9	4	4	3	22	
2	: no.	1	1	1	······	3	
3	2 NO.	5	2		3	19	
4	: no.	19	17	8	6	59	
5	Z 11673-0	61	322	24	21	138	
Total	: No.	<b>95</b>	56	39	33	223	

 $Chi^2 = 8.672$ , d.f. = 12, Sig. = 9.731

1 : Very Poor

2 : Poor

3 : Moderate

4 : 6ccd

Table 71: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL

ADMINISTRATORS AND THEIR ADMINISTRATIVE

EXPERIENCE.

Facilities		Vogoriatustino expettence (Aus)				
racitivie	<u> </u>	~ ~	- <u>0</u> 49	19-15	>15	total
	: no.	9	A.B.	£,	Ţ	21
2	: ng.	5	2	.E	Ē	?
3	# 19C+	8	ž		<u></u>	21
ą	i no.	25	17	13	11	ėě
5	<b>1 110</b> ,	49	27	17	1.3	19&
Total	s Tied	75	56	**************************************	32	223

 $Chi^2 = 6.293$ , d.f. = 12, Sig. = 6.991

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 72: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS

OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE

EXPERIENCE.

		fdair	istrativ	e experience	(yrs)		
School &	community	agen angunagan aya da dan pad	rend fra v ter tega erren un un digrama bring un der gasarfer		<del>and the second </del>		
relation	15	< 5	5-10	16-15	>15	total	
1	t no.	10	4	4	3		
2	I no.	4	4		4	14	
3	s na.	22	17	<b>3</b>	8	52	
4	: no.	. 34	19	11	7	71	
5	s No.	25	12	<b>25</b>	11	63	
Total	s so.	95	5&	39		223	

 $Chi^2 = 11.971$ , d.f. = 12, Sig. =  $\theta$ .456

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 73: CONTINSENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS AND

THEIR ADMINISTRATIVE EXPERIENCE.

Administrative experience (yrs) Administrative behaviours									
relations		< 5	5-16	19-15	>15	total			
1	: no.	7	4	6	2-F3 	19			
2	: no.	3	1	1	1	6			
3	: 1192	7	8	1	5	21			
4	: no.	42	22	16	12	92			
5	s no.	36	21	15	13	85			
Tota1	: ND.	<b>9</b> 5	56	39	33	223			

 $Chi^2 = 8.33$ , d.f. = 12, Sig. = 6.76

1 : Very Poor

2 : Poor

3 : Moderate

4 s Good

The results of data analysis presented in these tables are summarised in table 74.

Table 74: SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN ADMINISTRATIVE EXPERIENCE AND ADMINISTRATIVE BEHAVIOURS.

Administrative behaviour	Chí <sup>2</sup>	d. Ť.	Sig.
Academic affairs	16.77	12	Ø.15
Personnel	9.53	12	g_65
Pupil activities	775	12	<b>6.8</b> 8
Management and finances	S.67	12	<b>6.73</b>
Facilities	6.29	12	0.90
School-community relations	11.87	12	Ø.45
Total	<b>8.</b> 33	12	Ø.76

#### Discussion

The findings indicate that there is significant relationship between administrative experience and administrative abilities (0.00), and there is significant relationship between administrative experience and controlling abilities (.01) when studied the aspect separately. Thus, the hypotheses under this testing is confirmed. But there is no significant relationship

between administrative experience and administrative behaviours (Ø.76). Thus, the hypothesis under this testing is rejected. It means that one who had experienced in administration could be effective school administrator. Because he had administrative abilities in the body of knowledge, experience, skill, understanding, attitude etc. Especially, the administrative experience influenced on controlling abilities year by year. But Anan (1985) found in his research that there is no significant relationship between competencies and principal's administrative experience.

#### Hypothesis 6 : There is significant relationship between:

- 6.1 present administrative position and administrative abilities.
- 6.2 present administrative position and administrative behaviours.

#### 6.1 The relationship between present administrative position and administrative abilities.

In order to test this hypothesis, contingency tables were constructed between present administrative position and planning abilities, present administrative position and organizing abilities, present administrative position and controlling abilities, and present administrative position and administrative

abilities as shown in Table 75, 76, 77 and 78.

Table 75: CONTINSENCY TABLE SHOWING THE RELATIONSHIP BETWEEN PLANWING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE POSITION.

Planning	and the six 18 all the six was asso		Present administrative position					
a to this certain unity		# # # W # ###	head master	principal	director	totai		
Poor	<b>1</b> h	no.	15	49	2	<b>6</b> 6		
Moderate	M	765 a	42	192	13	157		
Goesi	24 25	no.	-	_	-	whater		
Excellent	*	no.	***	·		***		
Total	E	nc.	57	151	15	223		

 $Chi^2 = 2.789$ , d.f. = 2, Sig. = 9.248

Table 76: CONTINGENCY TABLE SHIWING THE RELATIONSHIP BETWEEN GREANIZING ADILITIES OF SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE POSITION.

Organizing		ula i i i bi cac	Present administrative position					
or gamezeng	<i>§</i>	SPALL VICT	head	master	principal	director	total	
Poor	*	no.	38		197	8	155	
Moderate	=	no.	19		42	ァ	48	
Good	2	1965 -	-			rube-		
Excellent	7	5¥G.					unds.	
Total	13 **	na.	57	ilm, kaf karatiki 6 + 10 jind, an kaf 4 a a 40 min - 44	151	<b>.</b> 5	223	

 $Chi^2 = 2.579$ , d.f. = 2, Sig. = 9.275

Table 77: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR

PRESENT ADMINISTRATIVE POSITION.

Cantrallia	٠	abilities	Pre				
			head	master	principal	director	total
Poor	3	no.	7		13	****	20
Moderate	Z	no.	35		90	8	133
Good	=	no.	15		48	7	76
Excellent	<b>1</b>	no.	***		· · · · · · · · · · · · · · · · · · ·	_	
Total	2	no.	57		151	15	223

 $Chi^2 = 3.784$ , d.f. = 4, Sig. =  $\emptyset$ .436

Table 78 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR PRESENT ADMINISTRATIVE POSITION.

	Present administrative position							
Administra	t	īve	Vicinitian and the second	*		**************************************		
abilities			head	master '	principal	director	total	
Poor	=	ne.	9	-	. 29		38	
Moderate	=	no.	48	-	122	15	185	
Good	£	no.			_	- Walter		
Excellent	=	no.	diniga	•	•••	******		
Total	=	no.	57	vykahususetek kakis kur shurabi militaka (1974-dari) mili	151	15	223	

Chi<sup>2</sup> = 3.64, d.f. = 2, Sig. = Ø.16

The results of data analysis presented in these tables are summarised in table 79.

Table 79: SUMMARY OF DATA AMALYSIS OF THE RELATIONSHIP BETWEEN

PRESENT ADMINISTRATIVE PUSITION AND 4 ASPECTS OF

ADMINISTRATIVE ABILITIES.

Administrative abilities	For S	d.f.	Sig.
Planning Organizing Controlling	2.78 2.57 3.78	2 2 4	6.24 6.27 6 . 4 3
Total	3.44	2	Ø-16

## 6.2 The relationship between present administrative position and administrative behaviours.

In order to test this hypothesis, contingency tables were constructed between present administrative position and academic affairs, present administrative position and personnel, present administrative position and pupil activities, present administrative position and management and finance, present administrative position and facilities, present administrative portion and school community relations and present administrative

position and administrative behaviours as shown in tables 80, 81, 82, 83, 84, 85 and 86.

Table 80 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF SCHOOL

ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE

POSITION.

			Prese	nt a	iministr	ative posi	tion
Academic			ETrophysial Communication which has a chief february to the institution of the communication				agtavitismining davote tar-vitteraria räärinittivalati
affairs			head master	pr	incipal	director	total
1		no.	4		14	1	19
2	Ž.	no.	å		7	-	13
3	ž	no.	15		23	2	40
4	劇	AÐ.	18		59	4	81
5	#	no.	13		48	<b>3</b> 3	76
Total	in in	no.	57	oon aan daanka aan daa	151	15	223

 $Chi^2 = 19.944$ , d.f. = 8, Sig. = 9.205

Table 81: CONTINGENCY TABLE SHOWING THE RELATIONSHIP DETREEN

ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF SCHOOL

ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE

POSITION.

Personnel			idi 6 halika 1860 kalan sa karan sa ka	Prese		lainistr	atīv	e positi	ian		
			head	master	pri	incipal	dír	ector	¢c	rtal	
1	=	no.	5			15		1		21	
2	2	no.	3			2				5	
3	**	no.	7			24		1		32	
4	=	no.	2	3		45		5		82	
5	2	no.	1.	•		61		3		83	
Total	*	no.	<b></b>	7	taget ugbereide verkraften gestalte versone	151	ndo gant arthronoc ago wh	15	-	223	

 $Chi^2 = 11.540$ , d.f. = 8, Sig. = 0.173

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 82 : CONTINEENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL

ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE

POSITION.

Pupil activities -				ative positi	on			
		head master			total			
1	: no.	6	16	1	23			
2	: no.	aring with	3	Outres.	5			
3	: no.	19	28	2	40			
4	t no.	23	48	6	77			
5	t no.	16	56	6	78			
Total	: 80.	57	151	15	ner Cal de La garaga de que manque, anque a mesque a mentra e mandra e mentra e mentra e mentra e mentra e men de la garaga de la garaga de la garaga de la gar			

 $Chi^2 = 3.395$ , d.f. = 8, Sig. = 9.914

1 : Very Poor

2 s Poor

3 : Moderate

4 : Good

Table 83: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN
ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE OF
SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE
POSITION.

<b>N</b>		Prese	nt administr	ative positi	on		
Managemer finance	r and .	head master	principal	director	total		
1	: no.	5	16	2	22		
2	: no.	2	nine	ı	I		
3	: no.	2	8		1Ø		
ą	: 530.	13	36	1	58		
5	: no.	35	91	12	138		
Aud Salthala Museum Steine and Steine Steine Steine Salthala (Salthala Salthala Salt	diraka Milana aran Abayan Tuni albaha sahania maka	nnikumaanna kohisiilihkonsa holisusekkinuurtu onorakinish kokilalin sihililanin holisusek	alli Andria (Minuster Marcelle Taranda (Maganta Marcelle Lagotta (Marcelle Marcelle Marcelle Marcelle Marcelle	kalagila di miliyaan kuu waa aana aa dhaa dhaa hadha dhaa ka dhaa dhaa d	SMANISTRATION OF THE PROPERTY		
Total	: no.	57	15.E	15	223		

 $Chi^2 = 11.157$ , d.f. = 8, Sig. = 9.193

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 84 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL

ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE

POSITION.

Faciliti	es	ngalangs-filip yaya-sila yayayayaya tubu yali	Prese	nt adainistr	ative positi	total 21
		•	head master	principal	director	total
1	-	no.	5	15	1	21
2	ä	no.	5	4	beneden	9
3	ф. 17	nu.	Ť	12	2	21
4	=	no.	19	46	1	66
5	2	no.	21	74	11	196
	w- <del>100-14-0</del> -0-0	×*************************************		antuquings-19galanga-abanbalantah di Mandaga-bahan madamba da akkanbal	anthronischerbereitsprich (i. "Meurischer» hinne Ausselnsteit will.	
Total	=	no.	57	151	15	223

 $Chi^2 = 12.281$ , d.f. = 8, Sig. =  $\emptyset$ .139

1 : Very Poor

2 s Poor

3 : Moderate

4 : 5ood

Table 85 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS

OF SCHOOL ADMINISTRATORS AND THEIR PRESENT

ADMINISTRATIVE POSITION.

		Prese	nt administr	ative positi	<b>C</b> n
School Co	mmunity-				
relations	<b>5</b>	head master	principal	director	total
. 1	: no.	6	16	1	23
_				_	
2	: no.	6	7	1	14
3	: no.	11	37	<b>A</b> ·	52
4	: no.	19	49	3	71
5	: no.	15	42	E	63
***************************************					
Total	: no.	57	及體量	15	223

 $Chi^2 = 4.593$ , d.f. = 8, Sig. =  $\emptyset$ .8 $\emptyset$  $\emptyset$ 

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

Table 86 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS AND

THEIR PRESENT ADMINISTRATIVE POSITION.

- Age-regional constitution for equilibrium graph and	Present administrative position								
Adminis behavice		head n	naster	principal	director	tetel			
1	t no.	ą.	a uludan egun saktinga ahnun omtou medifikatik delmikke	1.2	, marken speed within het in the little the little that the li	14			
2	2 110-	<b>3</b>			म्म्सर	4.5			
3	2 <b>5</b> 468	5		15	1	21			
4	a mo.	28		55字		92			
5	2 16C+	17		66	83	65			
Total	5 NO.	57	napadalaheti da "Pinaba hipakali-Piryalagtu, MPinada	2.5.1	15	deren verste deren som er			

 $Chi^2 = 5.88$ , d.f. = 8, Sig. = 9.66

1 : Very Poor

2 : Poor

3 : Moderate

4 : Good

The results of data analysis presented in these tables are summarised in table 87.

Table 87 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN PRESENT ADMINISTRATIVE POSITION AND 7 ASPECTS OF ADMINISTRATIVE BEHAVIOURS.

Administrative behaviour	Chi <sup>2</sup>	d.f.	Sig.
Academic affairs	10.94	8	9.26
Personnel	11.54	8	9.17
Pupil activities	3.30	8	9.71
Management and finance	11.15	8	Ø.19
Facilities	12.29	a	0.13
School-community relations	4.55	<b>8</b>	Ø-8Ø
Total	5.88		9.66

#### Discussion

The findings reveal that there is no significant relationship between present administrative position and administrative abilities (0.16), and present administrative position and administrative behaviours (0.66). Thus, the hypotheses under

testing are rejected. It means present administrative position (head master, principal, director) does not influence on administrative competencies. However, Jameson (1985) found that the principals of Arizona's exemplary schools perceive themselves to be operating most on the basis of their on-the-job experience over present of the time.

Hypothesis 7 : There is a significant relationship between :

- 7.1 educational qualification and administrative abilities.
- 7.2 educational qualification and administrative behaviours.

# 7.1 The relationship between educational qualification and administrative abilities.

In order to test the hypothesis, contingency tables were constructed between educational qualification and planning abilities, educational qualification and organisation abilities, educational qualification and controlling abilities, and educational qualification and administrative abilities as shown in Table 88, 89, 96 and 91.

Table 88 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR EDUCATIONAL QUALIFICATION.

				Educational	Qualific	ation
Planning abilities		AND REAL PROPERTY OF THE PROPE	ea ea			Total
			ingles all an explorate parties and depositions,	nd Agains de administrativation of the sequence of the sequenc	art-indicatal special calls from the stress states a stress construction of	nn an thairt an
Poor	3	no.	8	58	sider	<b>&amp;&amp;</b>
Moderate	#	no.	17	136	4	157
Good	8	no.	-yello.	nutrides	*****	opman
Excellent	Ħ	no.	***	****	wingstar.	englan
Total	8	ftO a	25	194	4	223

<sup>1.759</sup>, d.f. = 2, Sig. = 9.415

A = lower than Bachelor Degree

B = Bachelor Degree or equivalent

C = Master Degree or equivalent

Table 89 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ORGANISING ADILITIES OF SCHOOL ADMINISTRATORS AND THEIR EDUCATIONAL QUALIFICATION.

			Educat	tional Gual:	ification	
Organising abilities		A		c	Total	
Poor	2	no.	22	130	3	155
Moderate	#	no.	3	64	1	68
Sood	*	arco.	****	~~	manuals.	
Excellent	#	no.		Notes		wee.
Total	25	HIC) =		194	4	

 $\text{Chi}^2 = 4.661, \, \text{d.f.} = 2, \, \text{Sig.} = 9.697$ 

Table 70 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR EDUCATIONAL QUALIFICATION.

Controlling - abilities			Educational Qualification			
			A	8	C	Total
<sup>P</sup> aar	22	no.	3	17	<b>ti</b> n	28
Yoderate	20	no.	16	224	3	68
Soci	2	<b>10.</b>	ě.	63	1	<b>7</b> #
Excellent	2	no.	-			Name
Total	=	FEQ a		194	塘	223

 $Chi^2 = 1.447, d.f. = 4, Sig. = 9.836$ 

Table 91 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN
ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND
THEIR EDUCATIONAL QUALIFICATION.

Administrative		en it is esecu	Education	al Qualifi	cation	
abilities			A	₽:	C	Total
Poor	AN NJ	no.	T	31	***	36
Moderate	**	no.	18	168	£9	185
Good	행	no.	*****	west	~~*	Address.
Excellent	#	กฌ.	-	white	wheel	
to make a description of the special section	P-1-07-441.	ontaurisējā iras kraja dikiraistai firmanskait padavija, quitiga į dip jūti raspusi viet.		hallin North (1904) de glangti er va fillige in G. de and general film (1904) beneg.		1984年11日(1984年) - 1984年 - 198
Total	2	no.		194	4	Section 1

A = lower than Bachelor Degree

B = Bachelor Degree or equivalent

C = Master Degree or equivalent

The results of data analysis presented in these tables are summarized in Table 92.

Table 92 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN EDUCATIONAL QUALIFICATION AND ADMINISTRATIVE ABILITIES.

Administrative abilities	Chi <sup>2</sup>	d.f.	Sig.
Planning	1.75	2	Ø.41
Organizing	4.66	2	ø.ø9
Controlling	1.44	4	9.83
Total	3.10	2	9.21

## 7.2 The relationship between educational qualification and administrative behaviours.

In order to test this hypothesis, contingency tables were constructed between educational qualification and academic affairs, educational qualification and personnel, educational qualification and educational qualification and management and finance, educational qualification and school community relations, and educational qualification and administrative behaviours as shown in tables 73, 74, 75, 76, 77, 78 and 79.

Table 93 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF

SCHOOL ADMINISTRATORS AND THEIR EDUCATIONAL

QUALIFICATION.

	*******	**************************************	and the state of t		east britaning versus systematic fights are at high-vides and serves	and the state of the fundamental states on all their to a distinct the fundamental fundamental states.
			Educat	ional Gual	ification	
Academi	<b>=</b>			of Engel Special School Special Control Control Special Control Control Special Control Control Special Control Contro	n van des prompte van de verschijfende van een van van van de professe iver van	nd dinkunguurs, desperijah dilingkar saggarangsi pisansaba perinadangan dan merepakturan serikan dilingkar sag
affairs			A	B	C	Total
arranarium mitraniturum mitrani	\$	no.	ngdia -vvoro agodisi: triagoni, marajoranjora gravi san elektrologia okazorani	18	unktivastina minduvai Estapara sutuspi netti dir georimis tinciu huntu Halisasi	19
2	9	no.	ı	1.2		13
3	=	no.	<b>45</b>	34	Appear	49
4	2	no.	9	70	2	<b>8</b> 1
5	<b>S</b>	nc.	<b>5</b>	669	2	78
Total	8	57 <b>6</b> 9 m		<u> </u>	energia en esta esta en esta e Esta en esta e	
Chi <sup>2</sup>		27-30a	3.466, d.f. =	e, Sig (	G.966	ndert der Minissen und Protesse der diesen wert zu übs zu Hauf Hauf werd von der Gestellt und von zu welten Sinnelden zu wie ver
A		MC MC	lower than Bac	helor Degr	ee	
B		<b></b>	Bachelor Degre	e or equiv	alent	
C		THE STATE OF THE S	Master Degree	or equival	ent	
1		22	Very Poor			
2		20	Poor			
7			Moderate			
4.		1000	Good			
5		***	Excellent			

Table 94: CONTINGENCY TABLE SERVING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF SCHOOL

ADMINISTRATORS AND THEIR EDUCATIONAL

QUALIFICATION.

Personn	es 3		Educati	Educational Qualification			
8 . 62 8 . #3479 8 8 8	₩.A.		A	<b>\$</b> \$	C	Total	
2	2	no.	1	20	•	21	
2	2	no.	<b></b>	4	-	<b>33</b>	
3	2	ron.	1	31	Angel	Tar	
4	3	no.	13	67	2	82	
5	8	no.	9	7.6	2	63	
Total	3	710	25	194	e de la constitución de la const	223	
Chi <sup>2</sup>		C25	6.798, d.f. = 8	), Sig. = (	9.559	u, staat din ande en freiring de lân ag deplân ag gere de de Naap-Konger ag un principe en paurichië.	
1		ux	Very Poor				
2		<b>~</b>	Poor				
3		ato	Moderate				
4		<b>622</b>	Sped	, '			
5		123	Excellent				

Table 95 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF

SCHOOL ADMINISTRATORS AND THEIR EDUCATIONAL

QUALIFICATION.

Deggy i 1	activities			Educational Qualification		
, Mp. 1. 1.			A	В	gra Le	Total
1	•	no.	2	21	***	23
2	*	no.	Papelar	5	**************************************	5
3	ä	no.	2	<b>57</b>	1.	40
4	**	no.	14	62	1	77
5	#	no.	7	<b>49</b>	2	78
Total	eder and	no.	25	194	от о	
Chi	2	Œ	7.403, d.f. = (	B, Sig. = (	<b>3_</b> 45/4	an a
t		122	Very Poor			
2		<b>Y23</b>	Poor			
3		22	Hoderate			
4		22	Good			
5		120	Excellent			

Table 76 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIORES IN MANABEMENT AND FINANCE OF SCHOOL ADMINISTRATORS AND THEIR EXECUTIONAL QUALIFICATION.

Ed mi um im co un il			Educa bi	Educational Guallfication			
Finance		Fi	I3	C	Total		
1	<b>*</b>	tro.	i	d A	and the state of t		
2	12	o dece	1.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	муна	3	
3	蟒	no.		19	s remains	159	
<b>.4</b> .	2	no.	£.	45	1	50	
5	2	eres .	17	1.16 ·		138	
ıtal	10	no.	25	194	4	223	
Eh i <sup>2</sup>	<del></del>	72	6.925, d.f. = 8	, 51g. = (	5.6.14	ann an mar an ann an	
1		m	Very Poor				

<sup>2</sup> = Poor

<sup>3</sup> = Moderate

<sup>=</sup> Good

<sup>5</sup> = Excellent

Table 97 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATORS AND THEIR EDUCATIONAL QUALIFICATION.

	<del>Leave there</del>	i de Parlamente mario. Nº ad a gli i de gli de la	Educat	Educational Qualification			
Facilities .			A	В	E	Total	
descendent seintenden die der Heisen descendent	•	no.	Ž	gen eggid commitment annan each museum seuluna mellum an agus eagaigt da sainleit each ann an agus each ann an a agus each agus each ann an agus each ann an agus each ann an agus each	earrangea-repuis opines es character de permitores din armes bineado - Appar	an phonocan bankunik ancad canada na ana anta an	
2	伊华	no.	1	\$		Ty.	
3	ŧ	no.	Fine.	18	-Mari	21	
4	*	no.	11		2	<u> E-E-</u>	
5	*	no.	9	<b>95</b>	2	1.55	
Total	18	no.	in The Elec- siste half	इ.क्ट्रेन्डी	A B	And the second s	
Chi <sup>2</sup>		Andrew State Control of the St	1.486, d.f. =	8, Sig. = (	9.795	- Anderson Mandel State (State (S	
1		<b>**</b>	Jery Poor				
2		722	<sup>S</sup> oor				

<sup>3 =</sup> Moderate

<sup>4 = 6000</sup> 

<sup>5 =</sup> Excellent

Table 98 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY

RELATIONS OF SCHOOL ADMINISTRATORS AND THEIR

EDUCATIONAL QUALIFICATION.

School	Communică dese		Educational Qualification			
School Community — relations		A	<b>B</b>	C	Total	
1	s no.	2	21	The State of the S		
2	s mo-	2	12	454	14	
3	s no.	5	45	2	52	
4	: no.	<b>23</b>	62	1	71	
5	: NO.	<b>5</b>	54	11.	43	
tal	s mo.	25	1.74	4	223	

1 = Very Poor

2 = Poor

3 = Maderate

4 = 600d

Table 99 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS AND

THEIR EDUCATIONAL QUALIFICATION.

Annanderständer der Seine der		ingkartikan di pigatan kebuli punda dipek	Educat	ical Qual	ification	
Administrative behaviours		4	В	E.	Total	
1	ign sat	no.		18	nickflaging godd flythig fa'i sweder glade ym effer feliai ac ac prigoreth ar ac ac feliai ac ac ac ac ac ac a Agentus	19
2	<b>8</b>	no.	1	### ###	- Auricia	G
3	5	no.	·pto	21	Marries .	21
4	:	no.	14	76	2	92
5	E	no.	<b>\$</b>	74	2	85
Total	*	no.	25	194	4.	223
Chi <sup>2</sup>	****	CIS	6.26, d.f. = 8	, 61g. = £	. 4.2.	об дошен обобать на надачивам и доможення одна то статерования до статерования одна од одна одна одна одна одн
A		25	lower than Bac	helor Degr	, <del>G</del> 6	
В		=	Bachelor Degre	e or equiv	alent	
C		=	Master Degree	or equival	ent	
Ä.		<b>33</b>	Very Poor			
2		<b>22</b>	Poor	1.2		
3		35	Moderate			
4			Good			

The results of data analysis presented in these tables are summarized in Table 72.

Table 100: SUPPARY OF DATA AMALYSIS OF THE RELATIONSHIP DETWEEN

EDUCATIONAL QUALIFICATION AND ADMINISTRATIVE

BEHAVIOURS.

Administrative behaviours	Cit 13	d.f.	Sig.
Academic Affaire	<b>3.</b> 48	8	Ø. 99
Personne l	6.79	8	e.55
Pupil Activities	7.40	8	Ø.49
Management und Finance	6.02	8	9.64
Facilities	5.48	8	0.70
School Community Relations	2.51	8	9.96
Total	6.26	8	S.62

### Discussion

The findings point that there is no significant relationship between educational qualification and administrative abilities (9.21) and educational and delinistrative behaviours (9.62). Thus, the hypothesis under testing are rejected. It is in line of Anan (1923) and Yohn (1935) who found that there is no significant differences for principal's degree. It say be because most of the school administrators got at least bachelor degree.

### Hypothesis 8 : There is significant relationship between:

- E.1 -diministrative training and administrative abilities.
- 8.2 administrative training and administrative behaviours.
- 9.1 The relationship between administrative training and administrative abilities.

In order to test this hypothesis, contingency tables were constructed between edsinistrative training and planning abilities, administrative and training and organising abilities, administrative training and controlling abilities, and administrative training and administrative abilities as shown in table 191, 192, 193 and 184.

Table 101 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE TRAINING.

				Admin	istrative Tr	raining	)
Planning abilities			A	B	C	Ð	Total
Poor	ä	no.	14		70	4	<b>6</b> 6
Moderate	2	mo.	38	6	24	29	157
6aed	#	8'84C9	with the	Neubra	Man	****	
Excellent	1	no.	1804	Section	State Co.	Augente	****
Total	# H	mo.		15 th	112	48	

Chi<sup>2</sup> = 
$$4.939$$
, d.f. =  $3$ , Sig. =  $9.176$ 

A = major subject

B = minor subject

C = training from Center of Education Executive
Institution.

D = others (seminar, etc.)

Table 102 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ORGANISING ABILITIES OF SCHOOL ADMINISTRATORS AND
THEIR ADMINISTRATIVE TRAINING.

,				Adein	istrative l	raining	
Organising abilities	)		A	В	C	D	Tetsl
Poor	5	no.	36	7	78	34	155
Moderate		586D	16	4	34	14	68
Good	<b>E</b>	no.			<b>QLSIN</b>	****	plane
Excellent		no.	4el.age	- Spiner	****		Aura.
Total		reco.		11	112	48	223

Chi<sup>2</sup> =  $\emptyset$ .222, d.f. = 3, Sig. =  $\emptyset$ .974

Table 193 : CONTINSENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR ADMINISTRATIVE TRAINING.

				Admin	istrative T	raining	)
Controllin abilities	49		A	<b>B</b>	C	10)	Total
Poor	5	no.	43	1	8	7	20
Moderate	×	mo.	33	5	<b>68</b>	27	133
Good	2	no.	15	ä	<b>3</b> 6	14	76
Excellent	z	no.		ougha		Modes:	regioner t
Total	Z	FiC.	52	11	112	48	

 $Chi^2 = 3.707, d.f. = 6, Sig. = 9.716$ 

Table 104: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE TRAINING.

				filmin	istrative T	raining	
Administra abilities	et:	ive	<u> </u>	B	ET	D	Total
Poor	2	RD.	11	1	17	9	<b>38</b>
Moderate	#	MO =	41	10	95	37	185
Bood	***	nø	segmen	-minute	Capage-	amin,	sharet
Excellent	;n	no.	Addite	evite.I-	400%	-pinnas	******
Total	8	TICD	52	9.9	112	48	225

A = major subject

B = minor subject

C = training

D = others (seminar, etc.)

The result of data analysis presented in these tables are summarised in table 165

Table 105 : SIRMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN
ADMINISTRATIVE TRAINING AND ADMINISTRATIVE ABILITIES.

Administrative abilities	Chi <sup>2</sup>	€Em-F	Sig.
Planning	4.95	. 3	9.17
Organising	Ø.22	arright.	Ø.97
Controlling	3.76	3	Ø.71
Total	1.49	**	Ø.48

## 8.2 The relationship between administrative training and administrative behaviours.

In order to test this hypothesis, contingency tables were constructed between administrative training and academic affairs, administrative training and personnel, administrative training and pupil activities, administrative training and management and finance, administrative training and facilities, administrative training and facilities, administrative training and administrative training and administrative training and administrative training and administrative behaviours as shown in tables 185, 187, 188, 189, 118, 111 and 112.

Table 106: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF

SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE

TRAINING.

			Admin	istrative T	raininç	
Academic						
affairs		A	B	C	D	Total
·					······································	
1	: no.	<b>£</b> s		7	6	19
2	: NO.	5	_	. <del>23</del> .	Ą	13
3	: no.	11	3	15	11	45
4	: no.	13	4	45	19	81
5	: no.	17	4	41	8	76
			H. Hari . I hasan			
Total	: no.	52	11	112	48	223

 $Chi^2 = 16.101, d.f. = 12, Sig. = 0.187$ 

1 = Very Poor

2 = Poor

3 = Moderate

4 = Soci

Table 107: CONTINSENTY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE SCHOOL OF SCHOOL

ADMINISTRATORS AND THEIR ADMINISTRATIVE TRAINING.

angura magina kalad	A	E			
			C	Đ	Total
no.	6		8	7	21
no.	3		2	-	5
no.	10	3	12	7	32
no-	17	4	39	22	82
no.	16	4	51	12	83
nc).	52	11	112	48	ergergerge den destad
•	no. no.	no. 19 no. 17 no. 16 no. 52	no. 16 3 no. 17 4 no. 16 4	no.     16     3     12       no.     17     4     39       no.     16     4     51       no.     52     11     112	no.     16     3     12     7       no.     17     4     39     22       no.     16     4     51     12       no.     52     11     112     48

1 = Very Poor

2 = Poor

3 = Phoderate

4 = Sood

Table 198 : CONTINGENCY TABLE SHIMING THE RELATIONSHIP DETWEN

ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF

SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE

TRAINING.

			Adain	istrative T	raining	3
Pupil activi <b>t</b> i	<u></u> es	A	В	E	D	Total
1	s no.	7	other	9	7	23
2	: no.	4	1964atr	1.	direct	5
3	: no.	13	1	16	169	##
4	r no.	13	8	49	16	77
5	2 AC.	15	2	44	15	78
Total	a no.	52	11	112	48	223
	<del>, , , , , , , , , , , , , , , , , , , </del>	andrija ( <u>leggi qila) yaqiri alqarishili qarqinaq</u> aran				

Chi<sup>2</sup> = 24.657, d.f. = 12, Sig. =  $\emptyset.929^{\circ}$ 

1 = Very Poor

2 = Foor

3 = Maderate

4 = 5ccd

Table 109 a CONTINSENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE

OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE

TRAINING.

			Peim i r	istrative T	raining	•
Manageme	nt and	Construction of the property of the second s		aus per der tille vigerregtig Zent och med freibe freuer uttrother e.g.n. verschen e.g.n. zittigstelen stet	ayarını (np-a saqaalista marqustu garasta ma	مسيد الفريق والجو يوفيان ميلان بديد خدارت والاستهار معيان مسيق بعدة «الود مطاويت المدارة مس
Finance		A	8	C	D	Total
.1	a no	7	******	8	7	er jaronia Arian dakan
2	: no	· · · · · · · · · · · · · · · · · · ·	<b></b>	2	1	Ŝ
3	: 110	5	**Glade*	4	1	19
4	: no	. 14	5	19	12	56
5	a no	26	£	7	27	139
Total	៖ ពេល	. 52	2.1	112	48	

Table 110 : CONTINSENCY TABLE SHOWING THE RELATIONSHIP DETWEEN

ADMINISTRATORS AND THEIR ADMINISTRATIVE TRAINING.

Ministerative Training									
Faciliti	263		A	Ø	(m)	<i>5</i> 3	Resor		
1	42 13*	i etë na	harry	- <u>Magainer y ann an Airthrigh Th</u> e Adul Per Light (1 ge fu) y 1 f 1 f 1 f 1 f 1 f 1 f 1 f 1 f 1 f 1	Transport	4	-C-11		
	40 40	no.	3	MBM X		1	9		
3	#	1743.	7	-21	16	900g 1500	21		
4	89	rai .	17	3	26	20	66		
5	wi Wi	8864	19	6	&#</td><td>12</td><td>106</td></tr><tr><td></td><td></td><td>متشمه مطار کابال مهدد:اکهمام</td><td>المرياطية والمراجعة والمراجعة والمراجعة والمراجعة والمراجعة والمراجعة والمراجعة والمراجعة والمراجعة والمراجعة</td><td></td><td>The state of the s</td><td><del>                                      </del></td><td>nggewysi & barty ringermi anterniyatiya permakanggalga sijinggapetikan</td></tr><tr><td>Total</td><td>ü</td><td>180</td><td></td><td>24</td><td>2 i Z</td><td>18</td><td></td></tr></tbody></table>				

Chi<sup>2</sup> = 15.285, d.f. = 12, Sig. = \$.187

- 1 = Very Poor
- 2 = Poor
- 3 = Malerate
- 4 = 65cd
- 5 = Excellent

Table 111: CONTINSENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY

RELATIONS OF SCHOOL ADMINISTRATORS AND THEIR

ADMINISTRATIVE TRAINING.

			Adain	istrative T	raiming	3
School Ca	ommunity		**************************************	and the reservoir of the security of the secur		machatanna in regional ang an an ang ang ang ang ang ang ang a
relatio	ons	A	B	C	Ď	Total
test nested in the second of t	harte production and the control of			and with the comment of the company	THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.	ner un nutromonion, en seutre hanne preparation de service de la company
1	t MO.	7	•••	Ŧ	Ĩ	Services.
2	e no.	Ą	2	7	1	14
3	s no.	11		25	13	52
4	: no.	16	4	36	15	71
5	e no.	14	2	35	12	63
	aday nayayan magaaladaan ay paga ay ay aa ahaa ay mayba				and the state of t	
Total	: no.	52	¥ <b>±</b>	112	48	223

Table 112 : CONTINGENTY TABLE SHIWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATIVE

AND THEIR ADMINISTRATIVE TRAINING.

Marie de la companya		بالإسال والمسالية لياسية والمسالية و	والمعاومة بدينية الوقاة الوقولة يتحادر ويوتاه فارده ومساقان ويشديه يسمس	uttive things i polytikalijskies tos planet storaum ana, somal o ose	-rifine françaises blimati sobbersalina biri (Africans), irriains spirprass-rifigi i sobalitate, ara	el de de Agen de Addo Phonys, de de control ambed	er untersteinen sein festelle sein dem geschiede die stellt die beschiede beschiede 140 des 2000 (1000 (1000 (	
		,		Minin	istrative T	raising	<b>§</b>	
Administr	at:	ive	AND THE PROPERTY OF THE PROPER	nativest in the state of the st	my rayr fair gwyrng. Ym 42 Addiniollain o Mariill rhwyllafau'i c fair fairfilliosgallac.		······································	
beharton	3		A	B	C	D	Total	
Mariandria di Americani de la constanta de la c Maria de la constanta de la co	pri di	no.	rasirikasi kan yang pipan menangkan berasirikan dan mengeneralah sebagai dan mengeneralah sebagai dan mengener Lapa	gang gang-Embagang wat manara gapata sa Iraga sa Game, ame a Jeh Manara	7	Ći.	19	
2	gar Feb	WO.	3	enter	2	1	ćs	
3	ā	no.	8	3.	8	4	21	
4	期	no.	16	<b>&amp;</b>	45	25	92	
5	#	no.	19	4	59	12	85	
Total	eti eti	TC.	52	<u>i</u> i	112	48	223	
Chi <sup>2</sup>			14.93, d.		ig. = 0.24	ninaan een mariik na eessa ininaan ee	<del>n propins y foll a nego care e p</del> enda de e e entenda e têle en el penda e e en el penda e e el penda e el penda e	
A		m	major sub;	ject				
В		ant.	ainer sub,	ject				
C		蛇	training	Institut	ion.			
D		=	others (s	eminar, et	c.)			
1		r	Very Poor					
-57-78 -57-76		bucas C sag	Poor					
3		22	Moderate					
4.		<b>363</b>	Good					

The results of data analysis presented in these tables are summarised in table 113.

Table 113 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN EDUCATIONAL QUALIFICATION AND ADMINISTRATIVE BEHAVIOURS.

Administrative behaviours	Chi <sup>2</sup>	d.f.	Sig.
Academic affairs	16.19	12	<b>G.</b> 18
Personnel	16.76	12	Ø15
Pupil Activities	24.65	12	9.92 <sup>1</sup>
Management and finance	16.85	12	Ø.15
Facilities	18.28	12	5.19
School Community relations	8.61	12	<i>9</i> .73
Total	14.75	12	<b>9.</b> 24

<sup>\*</sup> Significance at 0.02 level.

#### Discussion

The findings reveal that there is no significant relationship between administrative training and administrative abilities (0.68), and administrative training behaviours (0.24). Thus, the hypothesis under testing are rejected. However, when investigating

administrative behaviours separately, the researcher found that there is significant relationship between administrative training and pupil activities at 0.02. Nibenita Das (1986) also agreed in her research that the difference between qualification and training is not significant. It may be because most of the school administrators were trained before promotion.

Hypothesis 9 : There is significant relationship between:

- 9.1 special recognition achieved and administrative abilities.
- 9.2 special recognition achieved and administrative behaviours.

# 9.1 The relationship between special recognition achieved and administrative abilities.

In order to test this hypothesis, contingency tables were constructed between special recognition achieved and planning abilities, special recognition achieved and organising abilities, special recognition achieved and controlling abilities and special recognition achieved and administrative abilities as shown in tables 114, 115, 116 and 117.

Table 114: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR SPECIAL RECOGNITION ACHIEVED.

		<b>9</b> 7	ecial (	Recognit	ion achi	eved	(times)
	•		***************************************	aray ay dha a a ghirin ann an a	en <sub>te</sub> ranjik k. a <del> </del>	apparakkap poja kad nejgim neben ma	ardin san di merjudi di udaja 197-an uri sidi lang 1944 angal anatom sada sidahida ana
		蔑	2	3	ą	Ð	Total
*	17% (F*%)	*7/-7/		an		ang.	1.15
						a"	69
			negacit	on de so	***	u.e.	Salar Tabler
			<b>Teachin</b>	Supple	these	Arrador	
*****	nirm ediri Kızı dışıdırdasıldığınışı 24	ron gillidir. İngistin dirikte 1999 dilmilik işayılar	ranting data dalipat pay risarah daan 200 yang da waqaaqda y	terminister om province of the colonic of the colon	adarlerra Millionad Lannando Jairesa na fradresidadesa deb	alligida (Chaillean a chaireann a' mag	-upon taka ma taka-panja belarupta apitap 19,1 menerupkan hanusu uprahasultak paka pitah a
=	no.	44	45	77	20	7	
	56 A		1 110. 27 2 110. 17 1 110	2 2 2 31 2 15 17 15 17 15 170	2 3 2 30 2 10 27 51 48 2 10 17 15 29 2 10	1 2 3 4  1 no. 27 51 48 22  2 no. 17 15 29 7  1 no	27 51 48 22 7 2 no. 17 15 29 7 - 2 no

Chi<sup>2</sup> = 1.472, d.f. = 4, Sig. = 9.828

Table 115 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ORGANISING ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR SPECIAL RECOGNITION ACHIEVED.

		Sį	ecial F	lecognit	ion achi	eved (t	imes)
Organising abilities		: <b>i</b> .	2	3	4	5	Total
Poor	t no.	27	51	48	22	7	155
Moderate	: no.	17	15	29	7	*****	68
Good	: no.		-	10 min	-	-	-
Excellent	: no.		-	-			(Auto
Total	: no.	44	66	77	29	7	223

Chi<sup>2</sup> = 8.745, d.f. = 4, Sig. = 0.968

Table 116 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR SPECIAL RECOGNITION ACHIEVED.

			97	ecial (	Recognit	ion achi	eved (	· 建二甲基
Controllir abilities	ıg		1	2	3	ant language and an article and an article and an article and an article and article article and article article and article article article and article article article article article article article and article artic		Total
Poor	2	no.	ě	4	S	and the second	Alyentes	20
Moderate	=	no.	29	49	42	17	T	1.7.3
Good	2	eres.	***	22	27	10	2	76
Excellent	¥	no.	-	<del>Maryla</del>	welfile	698a-	Negative.	
Total	=	no.	44	66	77	23		223

Chi<sup>2</sup> = 5.628, d.f. = 4, Sig. = 9.689

, :

Table 117: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR SPECIAL RECOGNITION ACHIEVED.

			Sp	ecial R	ecognit	iom ach	ieved	(times)	
Administr:	at;	ive	1	2	75	4	Handa San	***************************************	Late
Foor	3	no.	11	16	169	ć.	į.	and a service of the	
Moderate	2	nc.	33	56	67	ZZ	£r	1	85
Good	=	no.	<del>Mary on</del>	analoso -	range.	*460*	****		polityde
Excellent	12	no.	-	*####	Nggapa	Alina	-		Aprilan
Total	52	no.	44	66	77	oppfield die zuweit freiegen with auchterlagen von Zu		7	

 $Chi^2 = 3.34, d.f. = 4, Sig. = 9.59$ 

The results of data analysis presented in these tables are summarised in Table 118.

Table 118 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN SPECIAL RECOGNITION ACHIEVED AND ADMINISTRATIVE ABILITIES.

Chi <sup>2</sup>	d.T.	Sig.
1.49	4	ø.82
8.74	4	0.86
5.62	4.	<b>9.</b> 68
3.34	43.	ø.5ø
	1.49 8.74 5.62	1.49 4 8.74 4 5.62 4

## 7.2 The relationship between special recognition achieved and administrative behaviours.

In order to test this hypothesis, contingency tables were constructed between special recognition achieved and academic affairs, special recognition achieved and personnel, special recognition achieved and pupil activities, special recognition achieved and management and finance, special recognition achieved and facilities, special recognition achieved and facilities, special recognition achieved and school community relations and special recognition achieved and administrative behaviours as shown in tables 119, 120, 121, 122, 123,124 and 125.

Table 119: CONTINUENCY TABLE SHOWING THE RELATIONSHIP SETWEN

ADMINISTRATIVE DEHAVIOURS IN ACADEMIC AFFAIRS OF

SCHOOL ADMINISTRATORS AND THEIR SPECIAL RECOGNITION

ACHIEVED.

		Sp	ecial F	lecagnit	iver achi	eved (t	ines)	
Academic								
arfe	lirs	1	2		£ <b>3</b> .	323	Total	
1		8	gaings.	4	27.	****	2 <b>P</b>	
2	s no.	5	2	3	2	Mallon	13	
3	: no.	7	12	15	22.	2	49	
4	a no.	12	200	29	15		<b>51</b>	
5	ı no.	2 Tab	18	24	11	aring arina	783	
Tota	als no.	44	a serbu mengerim samunda terbesah pengeran sebagai bah	and the second		7	223	

 $Chi^2 = 13.222, d.f. = 16, Sig. = 9.657$ 

<sup>1 =</sup> Very Foor

<sup>2 =</sup> Pcor

<sup>3 =</sup> Moderate

<sup>4 =</sup> Bood

<sup>5 =</sup> Excellent

Table 120 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOLRS IN PERSONNEL OF SCHOOL

ADMINISTRATORS AND THEIR SPECIAL RECOGNITION

ACHIEVED.

		Sŗ	Special Recognition achieved (times)							
Per	sonne i		2		4	Sec.	Total			
1	2 No.	nage	7	n#	3		21			
2	s no.	3	1	£	400	tegian)	5			
3	; no.	7	8	10	5	2	32			
4	t no.	15	27	30	8	2	62			
5	3 NG.	12	23		13	3	83			
Tot	al: no.	44	66	77	29	negy	223			

Table 121: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF

SCHOOL ADMINISTRATORS AND THEIR SPECIAL RECOGNITION

ACHIEVED.

		Sį	oecial P	₹ecognit	ion achi	eved (t	imes)
Pupi	1	gainstipulses of agricultural familiar and the beautiful and the beautiful familiar and the beautiful	redictories and marketing is a time of the distance of the size of		n againt an	ngga ngaringkagangkaga, pagaban sa magabany n mang	
acti	vities	î.	2	3	4	5	Total
1	: no.	8	7	5	3		23
2	: no.	1	3	1	****	***	5
3	: no.	12	12	16	5	1	49
4	e no.	11	23	27	12	4	77
5	: AG.	12	21	34	9	2	78
Tota	ili no.	44	66	77	29	andred state and got his refresh of a first state or when the state of	223

Chi<sup>2</sup> = 15.921, d.f. = 16, Sig. = 9.454 1 = Very Poor

2 = Poor

3 = Moderate

4 \* Good

Table 122: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE

OF SCHOOL ADMINISTRATORS AND THEIR SPECIAL

RECOGNITION ACHIEVED.

		S	pecial f	{ecognit	ion achi	eved (t	imes)		
Hanagement and									
fin	ance	1	2	200	4	5	Total		
*******				of gaverning of the latest decreased and the l	maramananan kanandaran penderah bibasah kelalaman merupa		angingan yangingi salam salam salam kan memerikan dan padalan panyar delah ya		
1	s no.	7	7	-	3	-	22		
2	t ro-	2	1	***	-	-	3		
3	: no.	2	3	3	1	£	16		
4	: no.	13	13	14	8	2	50		
S	: no.	20	42	55	17	Ą	138		
<del></del>	hal differings and excess were a great annual nature through a great profession and a give	~ <del>~~~~~</del>	Mary dr Colored	er en		<del>, ace a carrier a management form</del>	an a		
Tot	als no.	44	46	77:	29	7	223		

Table 123: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL

ADMINISTRATORS AND THEIR SPECIAL RECOGNITION

ACHIEVED.

Ener.	ilities	Sp	Special Recognition achieved (times)								
F CA.L.	liitatm	1	2	3	4	5	Total				
1	: no.	7	7		2		21				
2	: no.	4	3	1	1	••••	9				
3	: no.	6	8	4	2	1	21				
4	: no.	12	16	27	9	2	66				
5	: no.	15	32	40	15	4	196				
		The Minister of the Section of the S	<del></del>	<del></del>	alanda (alanda alanda		<del>n de de la composition della </del>				
Tota	al: no.	44	66	77	29	7	223				

Chi<sup>2</sup> = 15.125, d.f. = 16, Sig. = 0.516 1 = Very Poor 2 = Poor

3 = Moderate

4 = 600d

Table 124: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY

RELATIONS OF SCHOOL ADMINISTRATORS AND THEIR

SPECIAL RECOGNITION ACHIEVED.

		5	pecial R	tecognit	ion achi	eved (t	:imes)
Scho	ol Community		· Martin and the American Special Conference of the Special Conference				
rela	tions	1	2	3	Ą		Total
1	: no.	8 .	7	5	3		23
2	: no.	5	4	4	-	1	14
3	: no.	11	15	18	7	1	52
4	: no.	11	26	21	11	2	71
5	: FC.	9	14	29	8	3	63
Tota	Is no.	44	66	77	29	7	223

Table 125 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS

AND THEIR SPECIAL RECOGNITION ACHIEVED.

gamente inditiography deliver		Spec:	ial Rec	ognition	achie	ved (t	imes)
	nistrative — vicurs		2	3	4		Total
1	s no.	è	7	4	2	maga-sidasun-attada-asid-ita-asi-mada-asid-asid-asid-asid-asid-asid-asid-a	19
2	t no.	3	1	i	Ä	مفيحد	6
3	: no.	7	é	5	2	3	21
4	: no.	14	39	35	9	4	92
5	: RG.	14	22	32	15	2	85
Tota	l: no.	<del>44</del>	66	. 77	2	7	223

The results of data analysis presented in these tables are summarised in Table 126.

Table 126: SIMBARY OF DATA ANGLYSIS OF THE MELATIONSHIP DETWEEN COMPLETE AND ADMINISTRATIVE MEMAJIGHTS.

Administrative behaviours	Chi. <sup>2</sup>	El l	Sig.
fandemic affairs	13. II	15	e.25
rersonnel .	14.60	26	£.55
Fupil Activities	15.93	# C.	0.45
Management and finance	15.21	4.4	<b>9.50</b>
Facilities	15.12	16	6.51
School Community relations	17.71	lė	<b>6.26</b>
Total	15.74	16	Ø47

### Discussion

The findings size that there is no significant relationship between special recognition achieved and administrative abilities (0.50), and special recognition achieved and administrative behaviours (0.47). Thus, the hypotheses under testing are rejected. It may be because the criterion for the school administrators getting special recognition achieved does not stress on the achieving in administrative competencies.

Hypotheris 15 : There is significant relationship between:

- 10.1 howeve conferred and mainlebrative abilities.
- 19.2 honour conferred and administrative behaviours.
- 18.1 The relationship between homour conferred and administrative abilities.

In order to test this hypothesis, contingency tables were constructed between honeur conferred and planning abilities, honour conferred and organising abilities, honour conferred and controlling abilities and honour conferred and administrative abilities as those in tables 127, 128, 129 and 130.

Table 127: CONTINGENCY TABLE CHIMING THE RELATIONSHIP BETWEEN PLANNING ADMINISTRATORS AND THEIR HUMBER CONFERRED.

			Monar conferred						
Planning abilities			Â	8	C	Đ	E	Total	
Poor	f,	mo.	18	19	22	5	2	55	
Moderate	7	no.	44	45	他	15	7	157	
Goad	2	no.	Physics	- siriptia	Memora .	- Manage	Ample	***	
Excellent	\$	no.	***	<del>(may</del>	<b></b>	down.	4-504	Apple	
Total	*	no.	62	64	<b>68</b>	28	9	223	

Chi<sup>2</sup> = 9.695, d.f. = 4, Sig. = 9.952

A = national level

B = provincial level

C = district level

D = school cluster level

Table 128 : CONTINGENCY TABLE SHEWING THE RELATIONSHIP BETWEEN ORGANISING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR HONDUR CONFERRED.

Organising abilities			A	В	C ·	D	i de	Total
Poor	2	no.	39	49	46	13	6	155
Moderate	•	no.	23	15	26	7	3	<b>68</b>
Good	2	no.	April de la constante de la co	mágus	Ann.	-mader	-	mus.
Excellent	2	no.	magas	Waste	matter .	ProdeC	***	
Total	25	no.	<i>6</i> 2	64	68	29	9	223

 $chi^2 = 3.042, d.f. = 4, Sig. = 0.551$ 

A = national level

B = provincial level

C = district level

B = school cluster level

Table 129: CONTINGENCY TABLE SHEDING THE RELATIONSHIP BETWEEN CONTROLLING ABILITYES OF SCHOOL ADMINISTRATORS AND THEIR HONDLE CONFERRED.

				Hancur conferred						
Controlling abilities			ā	B	C ,	D	E	Total		
Peor	6	no.	16	5	5	-	-toplant	26		
Hoderate	ä	ric) .	46	34	42	13	4	133		
Good	84	no.	12	25	21	7	5	76		
Excellent	15	no.	-	*****	*****	en e	-	•••		
Total	-	no.	62	64	68	26	Ģ	223		

Chi<sup>2</sup> = 13.462, d.f. = 8, Sig. = 6.697

A = national level

B = provincial level

C = district level

D = school cluster level

Table 130 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR MONOUR CONFERRED.

					confer	:शाहर के क्षा कर कर रहें -			
Administr	at	îve							
abilities			<b></b>	<b>B</b>	C		E	Tetal	
Peor	â	no.	13	16	14	i	-thur-	38	
Moderate	#	no.	49	54	54	19	9	185	
Good	2	no.		-prim	********	mm	unglin.		
Excellent	## #5	FIC m	*****	***	******	ar springs;	weller		
Total	Ge H	Ti.		64	, garage		7	223	

Chi<sup>2</sup> = 5.27, d.f. = 4, Sig. = 
$$9.26$$

A = national level

B = provincial level

C = district level

D = school cluster level

The results of data analysis presented in these tables are summarised in Table 171.

Table 131 : SUPPARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN HONOUR CONFERRED AND ADMINISTRATIVE ABILITIES.

Administrative abilities	Chi <sup>2</sup>	d.f.	Sig.
Planning	9.49	4	ø <b>.</b> 95
Organising	3.64	4	Ø.35
Controlling	13.44	2	9.07
Total	5.27	4	9.26

# 18.2 The relationship between honour conferred and administrative behaviours.

In order to test the hypothesis, contingency tables were constructed between honour conferred and scademic affairs, honour conferred and personnel, honour conferred and pupil activities, honour conferred and management and finance, honour conferred and facilities, honour conferred and school community relations and honour conferred and administrative behaviours as shown in tables 132, 133, 134, 135, 136, 137 and 138.

Table 132 : CONTINSENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF

SCHOOL ADMINISTRATORS AND THEIR HONOUR CONFERRED.

			ij.	ionour c	onferrec	3	
Aca	demic			-		ayan ayan da araba parteka ayan da araba ay	
afi	airs	A	<b>B</b>	<u></u>	Đ	E	Total
1	: NO.	9	£	2	2		19
2	s no.	7 .	1	5		Name of the last o	13
3	t no.	7	13	13	5	2	46
4	: NO.	25	22	24	9	1	81
5	: 110-	14	22	24	4	6	70
Tot	al: no.	62	64	65	20	9	223
	Chi <sup>2</sup>	= 24.323	5, d.f.	= 16, 5	ig. = Ø.	. Ø83	aditira kandadi tirilgan ayan kangan kangan kandan kandan kandan kandan kanda kangan kangan kangan kangan kang
	A	= nation	al leve	<b>-1</b>	B	= provi	ncial level
	C	= distri	ict levi	3 <b>l</b>	n	= schcol	cluster leve
	E	= others	;				
	£	= Very F	oor,	•	2	= Poor	
	3	= Modera	ite.		4	= Good	

Table 133 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF

SCHOOL ADMINISTRATORS AND THEIR HONOUR CONFERRED.

	•		Honcur conferred						
Personnel		A	B	C	p	E	Total		
1	: no.	10	6	3	2	***	21		
2	1 no.	4	1		daliye	******	5		
3	s no.	6	9	12	4	1	32		
4	: no.	29	19	20	12		92		
5	: no.	13	29		2	6	83		
Tot	al: no.	62	64	. 68	26	9	223		

Table 134: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF

SCHOOL ADMINISTRATORS AND THEIR HONOUR CONFERRED.

		Honour conferred						
Pup	il		na na Antago airikulukan paramini immuuluutu pirakan apinaminin mir bir pirkanami					
Act	ivities	A	В	C	Đ	E	Total	
***************************************		y p		-	the state of the s			
1	: no.	12	6	3	2	-		
2	: no.	3	2	1	<del>o,co</del> w	wa.	<b>1</b> 55	
3	e no.	12	11	12	3	2	49	
4	: no.	17	24	25	59	2	77	
.5	: no.	18	22	27	6	5	78	
		ian direction data de la fina de particular de la fina d						
Tot	al: no.	62	64	88	20	9	223	
					·····	·····		

Table 135 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE

OF SCHOOL ADMINISTRATORS AND THEIR HONDUR CONFERRED.

		Honour conferred							
Mana	igement	site the North State of State of the Control of State of	nd aggiring distribute and better the second						
and	finance	Ä	B	C	D	E	Total		
1	t no.	11	ó	3	2	~	22		
2	l no.	1	-	1.	1	***	3		
3	: no.	2	3	4	Dayor	Ĭ	16		
4	: no.	14	12	18	4	2	50		
5	s no.	34	43	42	13	å	138		
Tota	als no.	62	64	68	26	Ģ	223		

Table 136: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL

ADMINISTRATORS AND THEIR HONOUR CONFERRED.

Honour conferred Facilities								
rac	iiities	А	B	С	D	E	Total	
1	i no.	11	6	2	2		21	
2	: no.	4	1	3	1	***	9	
3	: no.	4	7	7	2	1	21	
4	: no.	18	19	20	8	1	66	
5	t no.	- 25	31	36	7	7	196	
Tot	al: no.	62	64	<b>68</b>	2Ø	9	223	

Table 137 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY

RELATIONS OF SCHOOL ADMINISTRATORS AND THEIR HONOUR

CONFERRED.

Honour conferred									
School Community-									
rela	tions	A	8	C	D	E	Total		
***************************************	note priden uspažinkoma ve nie rasvejejene v rozvinelih sapma op visem			gallife a straight ann an garlagailte an an garlagailte an			nadillumininendmissetelmissetelmissetelmissetelminen (1900) is et illiaetelminen		
1	: no.	12	6	3	2	**	23		
2	: no.	3	5	3	2	1	14		
3	: no.	20	16	11	4	1	52		
4	: no.	15	16	28	9	3	71		
5	: no.	12	21	Z.	3	4	చక		
***************************************	Paraderth de la company de			nim grandy marniyas va hing dilukati.	urtuurgilinga (pa. 4- vilasil, mõns direstirigus)	talanustalistastaja jargalijakustalijat vainast			
Tota	d: no.	62	64	68	29	9	223		

Table 138 : CONTINUENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE PEHAVIOURS OF SCHOOL ADMINISTRATORS

AND THEIR MUMILIE CONFERRED.

	Honour conserved									
	inistrative			<del>et y top 1974 (get spånster et s</del> ammen <del>en samm</del> en	army to require afficial, this contemporaril del final critic Mallimotorums		annig maatin da an da na bhann an an ann an aid da ghan da na dheach a' da na an an 1844 a an banth			
beh	eviours	A	B	C	Đ	E	Total			
··· share res		and the second s	-,,,,,,,,,,					-		
1	s no.	7	å	2	2	-Paraller	19			
2 .	: no.	5	/ <del>line</del>	.E.	entra de	****	6			
3	t no.	4	6	용	2	1	21			
4	z no.	29	26	23	11	3	92			
5	: no.	15	26	24	5	5	85			
		······································								
Tot	al: no.	<i>6</i> 2	64	69	26	9	223			

The results of data analysis presented in these tables is summarised in table 139.

Table 139 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN HOWER CONFERRED AND ADMINISTRATIVE BEHAVIOURS.

Administrative behaviours	Chi <sup>2</sup>	d.f.	Sig.
Academic affairs	24.32	16	Ø.08
Personnel	35.76	15	6.66 <sup>ti</sup>
Pupil Activities	15.85	15	6.46
Management and finance	13.94	16	Ø.68
Facilities -	16.65	16	9.39
School Community relations	24.22	1&	Ø.Ø8
Total	26.34	16	9.05³

 $<sup>^{6}</sup>$  Significance at less than 9.91 level.

### Discussion

The findings reveal that there is no significant relationship between honour conferred and administrative abilities (0.26). Thus, the hypothesis under the testing is rejected. But there is significant relationship between honour conferred and

<sup>\*</sup> Significance at Ø.05 level.

administrative behaviours at 0.05. And there is significant relationship between honour conferred and personnel at less than 0.01. Thus the hypothesis under testing is confirmed. It may be because the school administrators who had good human relationship and good administrative behaviours always get honour conferred.

Hypothesis 11: There is a significant relationship between:

- 11.1 School size and administrative abilities.
- 11.2 school size and administrative behaviours.

## 11.1 The relationship between school size and administrative abilities.

In order to test this hypothesis, contingency tables were constructed between school size and planning abilities, school size and organising abilities, school size and controlling abilities and school size and administrative abilities as shown in tables 140, 141,142 and 143.

Table 140 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THE SCHOOL SIZE.

School Size Planning abilities Large Middle Small Total Poor : no. 18 29 19 රර Moderate : no. 47 157 72 38 Good : no. Excellent : no. Total : no. 65 191 57 222

Chi<sup>2</sup> = 0.533, d.f. = 2, Sig. = 0.766

Table 141: CONTINSENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ORGANIZING ABILITIES OF SCHOOL ADMINISTRATORS AND

THE SCHOOL SIZE.

			School Size					
Organising abilities			Large	Middle	Small	Total		
Poor		no.	45	71	39	155		
Moderate	<b>1</b>	no.	29	Section Association (Section Association)	19	68		
Good	2	no.	dividual		reda	***		
Excellent	#	no.	-ue-		eur			
Total		no.	<b>6</b> 5	151	57	723		

Chi<sup>2</sup> = 9.964, d.f. = 2, 2ig. = 9.969

Table 142: CONTINUENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND

THE SCHOOL SIZE.

Chi<sup>2</sup> = 6.692, d.f. = 2. Sig. = 6.952

Table 143: CONTINSENCY TABLE SHOWING THE DELATIONSHIP BETWEEN

ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND

THE SCHOOL SIZE.

Administrative abilities Large Middle Small Total

Poor : no. 11 18 7 39

Moderate : no. 54 83 48 185

Good : no. - - - - - 
Excellent : no. - - - - - 
Total : no. 65 181 57 223

Chi<sup>2</sup> = 9.11, d.f. = 2, Sig. = 8.75

The results of data analysis presented in these tables are summarised in table 144.

Table 144 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN SCHOOL SIZE AND ADMINISTRATIVE ABILITIES.

Administrative abilíties	Chi <sup>2</sup>	defa	Sìg.
Planning	Ø <b>.</b> 53	2	ø.7&
Organising	9.96	2	Ø.96
Controlling	<b>6.6</b> 7	4	Ø.95
Total	Ø.11	2	Ø.95

# 11.2 The relationship between school size and administrative behaviours.

In order to test this hypothesis, contingency tables were constructed between school size and academic affairs, school size and personnel, school size and pupil activities, school size and management and finance, school size and school community relations and school size and administrative behaviour as shown in tables 145, 146, 147, 148, 149, 150 and 151.

Table 145 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF

SCHOOL ADMINISTRATORS AND THE SCHOOL SIZE.

School Size Academic affairs Large Middle Small Total 1 : no. 2 : no. Ď a no. s no. : no. Total : no. 

Chi<sup>2</sup> = 15.310, d.f. = 8, Sig. = 0.053

Table 146: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF SCHOOL

ADMINISTRATORS AND THE SCHOOL SIZE.

Personnel			School Size							
rersonner			Large	Middle	Small	Total				
1	:	no.	5	8	·· 8	21				
2	2	no.	1	1	3	5				
3	2	no.	5	24	3	32				
4	=	no.	19	35	28	82				
5	30. 19	no.	35	33	15	83				
Total	=	no.	<b>65</b>	1Ø1	57	223				

Chi<sup>2</sup> = 27.132, d.f. = 8, Sig. =  $\emptyset.001$ 

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

Table 147: CONTINUENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF

SCHOOL ADMINISTRATORS AND THE SCHOOL SIZE.

			School Size						
Pupil		-	<u> </u>						
Activiti	ies		Large	Middle	Small	Total			
1	2 17	9.	6	8	9	23			
2	s n	٥.	*****	3	2	5			
3	e n	o.	16	29	19	4Ø			
4	៖ ភ	o.	17	46	20	77			
S	៖ n	0.	32	30	16	78			
Total	៖ ព	o.	65	161	57	223			

Chi<sup>2</sup> = 12.268, d.f. = 8, Sig. =  $\emptyset$ .14 $\emptyset$ 

1 = Very Poor

2 = Poor

3 = Hoderate

4 = 6ood

Table 148: CONTINGENCY TABLE CHOMING THE RELATIONSHIP BYTWEEN
ADMINISTRATIVE DEHAVIOURS IN MAKAGEMENT AND FINANCE
OF SCHOOL ADMINISTRATORS AND THE SCHOOL SIZE.

	٠.	•	School Siz	· &				
Management and								
Finance		Large	lfidale	Small	Total			
1	ā NO.	డ	8	8	? <b>2</b>			
2	: no.	1	What .	2	3			
3	: no.	1	7	2	1Ø			
Ą	2 No.	155	25	11	59			
5	: 110-	ă. Î	57	34	138			
Total	s no.	<b>4</b> 5	161	57	223			

 $Chi^2 = 12.643$ , d.f. = 8, Sig. = 5.125

1 = Very Pour

2 \* Poor

3 = Moderate

4 = Good

Table 149: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL

ADMINISTRATORS AND THE SCHOOL SIZE.

8 <sup>nd</sup> * 28 * \$1. 5		School Size			
Faciliti	.00	Large	Middle	Small	Total
1	: no.	5	8	8	21
2	: no.	11	2	Ĝ	큣
3	: no.	5	12	4	21
4	: no.	11	35	29	66
5	: no.	43	44	19	196
Total	: no.	<b>6</b> 5	191	57	<sup>223</sup>

Chi<sup>2</sup> = 23.428, d.f. = 8, Sig. =  $\emptyset$ .003

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

Table 150 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY

RELATIONS OF SCHOOL ADMINISTRATORS AND THE SCHOOL
SIZE.

School Size						
School (	Community—					
Relation	ns	Large	Middle	Small	Total	
1	: no.	Ğ	8	· •	23	
2	: no.	1	8	5	14	
3	: no.	16	27	9	52	
4	: no.	18	32	21	71	
5	; no.	24	. 26	13	<b>63</b>	
Total	: no.	65	191	57	223	

Chi<sup>2</sup> = 10.907, d.f. = 8, Sig. = 0.207

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

Table 151 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS

AND THE SCHOOL SIZE.

	School Size					
Administrative ————————————————————————————————————						
behavio	<b>175</b>	Large	Middle	Small	Total	
1	: no.	4	8	7	19	
2	: no.	2	1	3	ó	
3	: no.	4	13	4	21	
4	: no.	18	48	25	92	
5	s no.	37	31	17	<b>9</b> 5	
Total	: no.	65	191	57	223	

Chi<sup>2</sup> = 18.95, d.f. = 8, Sig. = 
$$\emptyset$$
. $\emptyset$ 1

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

The results of data analysis presented in these tables are summarised in table 152.

Table 152 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN SCHOOL SIZE AND ADMINISTRATIVE BEHAVIOURS.

Administrative behaviours	Chi <sup>2</sup>	d,Ť.	Sig.
Academic affairs	15.31	8	Ø.65 <sup>1</sup>
Personnel	27.13	8	9.50 <sup>319</sup>
Pupil Activities	12.26	8	Ø.14
Management and finance	12.64	8	ø.12
Facilities	10.79	8	Ø.ØØ <sup>***</sup>
School Community relations	24.22	8	S.29
Total	18.75	8	3.91 <sup>#</sup>

<sup>\*</sup> Significance at Ø.95 level.

### Discussion

The finding point that there is no significant relationship between school size and administrative abilities (0.95). However, there is significant relationship between school size and

<sup>\*</sup> Significance at less than Ø.01 level.

<sup>#</sup> Significance at less than 0.01 level.

administrative abilities (0.95). However, there is significant relationship between school size and administrative behaviours (0.01). When study separately in tasks the researcher found that there is significant relationship between school size and academic affairs at 0.05, personnel at less than 0.01 and facilities at less than 0.01. Thus, the hypothesis under the testing is confirmed. The results is in line of the administrative position. But Yohn (1985) found that there is significant effect on atleast one of the competency area; however the overall effect was minimal.

Hypothesis 12: There is a significant relationship between:

- 12.1 planning abilities and administrative behaviours
- 12.2 organising abilities and administrative behaviours
- 12.3 controlling abilities and administrative behaviours
- 12.4 administrative abilities and administrative behaviours.

## 12.1 The relationship between planning abilities and administrative behaviours.

In order to test this hypothesis, contingency tables were constructed between planning abilities and academic affairs, planning abilities and pupil abilities, planning abilities and management and finance, planning abilities and facilities and planning abilities and school community relations as shown in tables 153, 154, 155, 156, 157 and 158.

Table 153 : CONTREMENT TOBLE SHOWING THE FOLATIONSHIP SHIWEEN

PROPOSED ABILITIES OF SCHOOL SEMINISTRATORS AND THEIR

ADMINISTRATIVE BEHAVIOURS IN ACRDEMIC REFAIRS.

	Planning Abilities				
Academic	Angendag official ingligated in a designation to the property of at the man and time are a production	administration of the northwest receive in the best Charact stars and multiple to the debate and the second sta	эри штоон, нуйтарганиясы «като эторы» ургару саштой экин (урганиясырда Аракция эт саговейска такия		
Affairs	Moderate	Poor	Total		
The first of the second streets as the second price of the second second contract the second		antinintalistiin viita oo kalka ka ee saa ka k			
1 z no.	9	18	19		
2 : no.	<b>4</b>	7	19		
3 : 70.	11	29	40		
4 : 66.	19	62	81		
ទី ៖ កាច-	21	49	78		
Name of the control of the state of the stat	de Alfrica (Paris), America, agraficio ante alla francia del architecto de la proper de la competencia del com	tanah taun dari utau patagan dari gapa munistrak sarah sarah dapa pendaran sarah sarah sarah sarah sarah sarah	and the state of t		
Total : no.	<b>డీ</b> చ్	2 Tab. 2	man y my many.		

Chi<sup>2</sup> = 6.145, d.f. = 4, Sig. = 6.189 1 = very poor

2 = pcor

3 = moderate

4 = 9000

Table 194 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP WETWEEN
PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR
ADMINISTRATIVE BEHAVIOURS IN PERSONNEL.

P	Plancir	ng Abilities	•
Personnel	Moderate	Poor	Total
1 : no.	10	11	ŽL
2 : no.	3	2	5
3 : no.	5	27	32
4 : no.	23	59	82
5 : no.	25	58	83
Total : no.	66	157	

Chi<sup>2</sup> = 8.595, d.f. = 8, Sig. =  $\emptyset$ .072

1 = very poor

2 = poor

3 = moderate

4 = good

Table 159 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP SETWEEN

PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR

ADMINISTRATIVE SEMAVIOURS IN PUPIL ACTIVITIES.

#### Planning Abilities Pupil Activities --Moderate Poor Total 1 : no. 12 11 23 2 : no. 1 4 5 3 s no. 8 32 40 23 54 77 4 a no. 5 s no. 22 56 78

157

223

Chi<sup>2</sup> = 7.571, d.f. = 4, Sig. = 0.104

1 = very poor
2 = peor
3 = moderate
4 = good
5 = excellent

66

Total : no.

Table 156: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN
PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR
ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE.

Planning Abilities					
Management and		karinda karantira ka			
Finance	Moderate	Poor	Total ·		
			vinin adalah di karanta da		
1 : no.	11	11	22		
2 : no.	2	i	3		
3 : no.	2	8	1Ø		
4 : 110.	12	38	5Ø		
5 : no.	39	<del>ò</del> à	136		
		erthetendlinkertrephiene arritation et leven die hente de hande de bleek de de des des hente de hente henne he	and the second section of the second section of the second section of the second section of the second seco		
Total : no.	66	157	223		

Table 157 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN
PLANTING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR
ADMINISTRATIVE BEHAVIOURS IN FACILITIES.

#### Planning Abilities Facilities Moderate Poor Total 1 : no. 10 11 21 2 : no. 5 4 9 4 3 : no. 17 21 4 : no. 15 51 66 5 s no. 32 74 196 Total : no. 66 157 223

Chi<sup>2</sup> = 8.818, d.f. = 4, Sig. =  $\emptyset.\emptyset66$ 

1 = very poor

2 = poor

3 = moderate

4 = 9000

Table 158: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR

ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY

RELATIONS.

Planning Abilities					
School Community					
relations	Moderate	Poor	Total		
1 : no.	12	11	23		
2 : no.	3	11	14		
3 : no.	19	42	52		
4 : no.	25	46	71		
5 : no.	16	47	63		
Total : no.	66	157	223		

The results of data analysis presented in these tables are summarised in table 159.

Table 159 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN

& ASPECTS OF ADMINISTRATIVE BEHAVIOURS AND PLANNING

ABILITIES.

Administrative behaviours	Chi <sup>2</sup>	d.ř.	Sig.
Academic affairs	6.14	4	Ø.18
Personnel	8.59	4	0.07
Pupil Activities	7.69	4	Ø.10
Management and finance	7.68	4	Ø.1Ø
Facilities	8.81	4	9.96
School Community relations	10.36	4	Ø. Ø3'

<sup>&</sup>lt;sup>2</sup> Significance at Ø.Ø3 level.

For Chi<sup>2</sup> statistics and level of significance presented in tables 159 above, it shows that there is a significant relationship between school community relationship and planning abilities at 0.63 level of significance, but there are no significant relationship between other aspects of administrative behaviours and planning activities.

# 12.2 The relationship between organising statisties and administrative behaviours.

In order to test this hypothesis, contingency tables were constructed between organising abilities and academic affairs, organising abilities and personnel, organising abilities and pupil activities, organising abilities and management and finance, organising abilities and facilities and organising abilities and school community relations as shown in tables 169, 161, 162, 163, 164 and 165.

Table 160 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ORGANISING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS.

Anudoui a Assuca	Organis	sing Abilities	
Academic Affairs	Noderate	Poor	Total
1 : no.	16	3	19
2 : no.	10	3	13
3 : 00.	27	13	46
4 : no.	<b>95</b>	26	81
5 : no.	47	23	7Ø
Total : no.	155	68	223

Chi<sup>2</sup> = 2.635, d.f. = 4, Sig. = 0.623

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

Table 161 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ORGANISING ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR ADMINISTRATIVE BEHAVIOURS Personnel.

C.	Organis	sing Abilities	
Personnel	Moderate	Poor	Total
1 : no.	18	way yuk	73- <b>4</b> 4-4-3
2 : no.	3	2	<b>E</b>
3 : no.	29	12	32
4 : no.	54	28	82
5 : no.	ėĐ	23	83
Total : no.	155	<b>68</b>	<b>77</b> 7

Table 162 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ORGANISING AGILITIES OF SCHOOL ADMINISTRATORS AND

THEIR ADMINISTRATIVE BEHAVIOURS PUPIL ACTIVITIES.

Demil Ambiecibies	Organis	sing Abilities	
Pupil Activities	Moderate	Poor	Total
1 : no.	19	at the second se	23
2 : no.	3	er. Alia	5
3 : no.	24	<b>š.</b> &	40
4 : no.	50	19	77
5 : ne.	<b>5</b>	27	78
Total a nee	153	<u> </u>	223

Chi<sup>2</sup> = 5.637, d.f. = 4, Sig. = #.228

i = very poor

2 = poor

3 = muderate

4 = good

dnefience = 2

Table 163: CONTINEENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ORGANISING ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR ADMINISTRATIVE BEHAVIOURS MANAGEMENT AND

FINANCE.

	Organising Abilities			
Management and Finance				
	Moderate	Poor	Total 3	
i : no.	19	3	22	
2 : no.	<b>-</b>	3	3	
3 : no.	7	3	10	
4 : no.	32	18	50	
5 : no.	97	41	138	
Total : no.	155	<b>68</b>	223	

Chi<sup>2</sup> = 10.544, d.f. = 4, Sig. = 0.032 1 = very poor 2 = poor 3 = moderate 4 = good 5 = excellent

Table 164: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ORGANISING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE BEHAVIOURS FACILITIES.

Organising Abilities Facilities Moderate Poor Total 1 : no. 16 3 21 2 : no. 4 5 9 8 21 3 : no. 13 4 : no. 48 18 66 5 : no. 72 34 196 Total : no. 155 68 223

Table 165: CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ORGANISING ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR ADMINISTRATIVE BEHAVIOURS SCHOOL COMMUNITY

RELATIONS.

	Organising Abilities			
School Community			organisation operation de altre estados	
relations	Moderate	Poor	Total	
1 : no.	19	4	23	
2 : no.	19	4	14	
3 : no.	36	22	52	
4 : no.	49	22	71	
5 : no.	47	16	63	
Total : no.	155	<b>68</b>	223	

5 = excellent

7:2

The results of data analysis present in these tables are summarised in table 165.

Table 166 : SURMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN

6 ASPECTS OF ADMINISTRATIVE BEHAVIOURS AND ORGANISING

ABILITIES.

Chi <sup>2</sup>	d.f.	Sig.
2.63	4	Ø.62
4.37	Ą	Ø.35
5.63	4	ø.22
10.54	4	Ø.Ø3*
6.29	4	Ø.17
6.01	4	Ø.19
•	2.63 4.37 5.63 10.54 6.29	2.63 4 4.37 4 5.63 4 10.54 4 6.29 4

 $<sup>^{*}</sup>$  Significance at  $\emptyset.\emptyset3$  level.

From  ${\rm Chi}^2$  statistics and level of significance presented in table 166 above, it shows that there is a significant relationship between management and finance and organising abilities at  $\emptyset.03$  level of significance, but there are no significant relationship between other aspects of administrative behaviours and organising abilities.

## 12.3 The relationship between controlling abilities and administrative behaviours.

In order to test this hypothesis, contingency tables were constructed between controlling abilities and academic affairs, controlling abilities and personnel, controlling abilities and pupil activities, controlling abilities and management and finance and controlling abilities and school community relations as shown in tables 167, 168, 169, 170, 171 and 172.

Table 167 : CONTINGENCY TABLE SHIMING THE RELATIONSHIP BETWEEN

CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS.

	Organising Abilities					
Academic						
Affairs	Moderate	Poor	Good	Total		
1 : no.	4	12	3	19		
2 : no.	2	10	1	13		
3 = no.	1	27	12	40		
4 : no.	4	46	31	81		
5 : no.	9	38	23	79		
Total : no.	29	133	76	223		

Chi<sup>2</sup> = 14.847, d.f. = 8, Sig. = 0.062 1 = very poor

2 = pgor

3 = moderate

4 = good

5 = excellent

Table 168: CONTINUENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR ADMINISTRATIVE BEHAVIOURS IN PERSONNEL.

Organising Abilities				
Personnel	Moderate	Poor	Good	Total
1 : no.	4	14	3	21
2 s no.	1	4	-	5
3 ; no.	6	21	å	32
4 : no.	7	47	29	82
5 : no.	9	47	29	83
Total : no.	29	133	76	223

Chi<sup>2</sup> = 8.829, d.f. = 8, Sig. = 
$$\emptyset$$
.352

- 1 = very poor
- 2 = pcor
- 3 = moderate
- 4 = 900d
- 5 = excellent

Table 169 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES.

Pupil Activities	Organising Abilities					
cabit servivies	Moderate .	Poor	Good	Total		
1 : no.	4	16	To the state of th	23		
2 : no.	. 1	3	1	5		
· 3:no.	4	26	10	40		
4 : no.	3	42	32	77		
5 : no.	8	46	24	78		
Total : no.	29	133	76	223		

Chi<sup>2</sup> = 11.551, d.f. = 8, Sig. =  $\emptyset$ .172 1 = very poor 2 = paor = moderate

4 = good

3

5 = excellent

Table 170 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND

FINANCE.

	Organising Abilities					
Management and						
Finance	Moderate	Poor	Good	Total		
l : no.	4	15	3	22		
2 : no.	-	3		3		
3 ; no.	1	5	4	19		
4 : no.	4	34	12	5Ø		
5 : no.	11	76	<b>51</b>	138		
Total : no.	26	133	7Ø	223		

Table 171 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR ADMINISTRATIVE BEHAVIOURS IN FACILITIES.

Organising Abilities Facilities Moderate Poor Good Total 1 : no. 2 : no. Ġ 3 : no. 4 : no. 5 : no. Total : no. 

Table 172 : CONTINGENCY TABLE SHONING THE RELATIONSHIP BETWEEN

CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND

THEIR ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY

RELATIONS.

Organising Abilities					
School Community			tang utung kenalan dan dan pang untung dan Properties dan pendanan dan pendanan dan pendanan dan pendanan dan	eligen van versen, try i trockhole der diele weldt da siden een verste dat Brende faat in die siden een de si	
relations	Moderate	Poor	Good	Total	
1 : no.	4	15	3	23	
2 : no.	2	8	Ą	14	
3 : no.	4	35	13	52	
4 : no.	3	39	29	71	
5 : no.	7	35	21	63	
Total : no.	26	133	79	223	

Chi<sup>2</sup> = 11.082, d.f. = 8, Sig. = 0.197 1 = very poor

**3** • · · ·

2 = poor

3 = moderate ,:

4 = good

5 = excellent

The results of data analysis presented in these tables are summarised in table 173.

Table 173 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP SETWEEN

6 ASPECTS OF ADMINISTRATIVE BEHAVIOURS AND

CONTROLLING ABILITIES.

Administrative behaviours	Chi <sup>2</sup>	d.f.	Sig.
Academic affairs	14.84	8	9.96
Personnel	8.82	8	<b>6.</b> 35
Pupil Activities	11.55	8	Ø.17
Management and finance	10.50	8	9.23
Facilities	<b>7.</b> 38	8	ø.31
School Community relations	11.61	8	Ø.17

From Chi<sup>2</sup> statistics and level of significance presented in table 173 above, it shows that there are no significant relationship between 6 aspects of administrative behaviours and controlling abilities.

## 12.4 The relationship between administrative abilities and administrative behaviours.

In order to test this hypothesis, contingency table was

created between administrative abilities and administrative behaviours as shown in table 174.

Table 174 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN

ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATOR AND

THEIR ADMINISTRATIVE BEHAVIOURS.

			A	teiniat	rativ	e behav	iours
Administration abilities	ative	1	2	3	4	5	Total
Poor	: no.	8	4	3	16	13	38
Moderate	s no.	11	2	18	82	72	185
Good	: no.		-		*****	na trade	August
Excellent	: no.		****	•	***	nic State	- <del></del>
Total	: no.	19	6	21	92	85	223

Chi<sup>2</sup> = 21.67, d.f. = 4, Sig. =  $\emptyset$ . $\emptyset$ 0 $\emptyset$ 2

The results of data analysis presented in this table are summarised in table 175.

Table 175 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN

TOTAL ADMINISTRATIVE BEHAVIOURS AND TOTAL

ADMINISTRATIVE ABILITIES.

Chi <sup>2</sup>	Ci a Ta	Sig.
21.67	4.	9.00*

<sup>\*</sup> Significance at less than 0.01 level

From Chi<sup>†</sup> and level of significance presented in table 175 above, it shows that there is a significant relationship between total administrative behaviours and total administrative abilities at less than Ø.Ø1 level of significance.

## Discussion

The findings reveal that there is significant relationship between administrative behaviours and administrative abilities at less than 0.01. When study separately aspects the researcher found that there is significant relationship between planning abilities and school community relationship at 0.03, organisation abilities and management and finance at 0.03. Thus, the hypothesis under

testing are confirmed. But there is no significant relationship between administrative behaviours and controlling abilities. Thus, the hypothesis under testing is rejected. The findings show that the administrative abilities influence on administrative behaviours almost absolutely.

## Major Findings and Discussion of Results

the researcher found that, out of 26 hypotheses, 4 were confirmed and 22 were rejected. A close examination of results also indicated that in case of certain rejected hypotheses some aspects of administrative abilities and administrative behaviours were found significantly related with some of the personal attributes and other variables. The confirmed hypotheses and significantly related aspects are presented in table 176.

Table 176 : CONFIRMED MYPOTHESES AND SIGNIFICANTLY RELATED ASPECTS.

Hypothesis	s Hypotheses/Aspects Level Signifi	
3.2	* Academic Affairs and teaching experience.	Ø.Ø1
5.1	Administrative abilities and administrative	ø.60 <sup>413</sup>
	experience.	
8.2	* Pupil activity and Administrative training.	Ø.Ø2
10.2	Administrative behaviours and Honour conferred	Ø.00 <sup>44</sup>
11.2	Administrative behaviour and School size.	<i>9.9</i> 5
12.1	† Planning abilities and School Community	9.03
	relations.	
12.2	* Organising abilities and Management and	Ø.Ø3
	finance.	
12.4	Administrative abilities and Administrative	0.99 <sup>111</sup>
	behaviours.	
	,	

<sup>\*</sup> Aspects found significantly related under rejected hypothesis.

From the findings presented in table 176, it can be observed that the personal attributes and other variables found significantly related are;

 $<sup>^{</sup>m HI}$  Significant at less than  $ilde{ heta}. ilde{ heta}1$  level.

- (i) Teaching experience
- (ii) Administrative experience
- (iii) Administrative training
  - (iv) Honour conferred, and
    - (v) School size.

The results clearly indicate that,

- (i) the teaching experience influences positively the academic affairs.
- (ii) administrative experience influences positively administrative abilities,
- (iii) administrative training influences positively the pupil activities,
- (iv) the honour conferred influences positively administrative behaviours, and
  - (v) school size influences positively administrative behaviours of the primary school administrators.

It can also be observed from the results that administrative abilities are significantly related with administrative behaviours. This means that administrative abilities positively influence the administrative behaviours of the administrators. The planning abilities significantly and positively influenced the school community relations. And, the organising abilities significantly and positively influenced the management and finance. The findings show that some of the personal attributes and other variables positively influence the administrative competencies of the primary

school administrators in Thailand. The administrative ability positively influences the administrative behaviours. The findings are supported by the results of some other investigators.

Aman (1985) found that all 44 competencies grouped into six sections: program planning, curriculum planning instruction, community relations, community agencies, community education program were perceived high and moderate by the elementary school principals in Thailand. Abughon: (1985) also tried to develop a list of critical competencies needed for the secondary school Yehn (1985)found that all principalship in Migeria. competencies in communication, interaction, strong leadership and motivation were considered important by California Junior high Fluth (1984) found that the Guidelines for the principals. Preparation of School Administrators were considered by the principals to be applicable to their success as administrators. Sauter (1987) found that competency levels of familiarity and understanding were generally acquired in a university while the application level was acquired on job. Only Hewkirk - Moore (1985) found that, (1) primary school administrators, superintendents and chairpersons of the boards in Tennessee were not in agreement as to the important of certain competencies relative to the role of the principal, (2) the elementary school area OΫ personnel administration was rated most often as of very competence for the elementary school principal. The findings reveal that there are also significant relationships between administrative behaviours

and some selected variables. The conclusion or the other researchers are the same. Sharma (1972) found that it is a positive relationship between principal a effectiveness in his Darji (1975) found that administrative tasks, behaviours. relationship between the academic status of the school and their leadership behaviour dimension was statistically non significant. Pandya (1975) found that effective leader significantly related to effectiveness of supervisory practice and openness of climate of secondary school. Rajeevalochanna (1981) expressed that there is a significant difference between teachers ratings of principals on Administrative Behaviour Descriptionary Scale and achievements of supervision work. Momata (1983) found that the administrative tasks which the secondary school principals often perform are only moderately effective in their performances. Bayless (1987) found that the major competencies were ranked according to importance as follows: (a) Instructional Program, (b) Leadership, (c) Political and Cultural Relations, (d) School Management, (e) Human Relations and (f) Self-Amareness.

This finally stands to reason that the personal attributes and other variables which have been found significantly related with the administrative competencies would be relevant for setting up selection criterion for identifying competent administrators at Primary School stage. How exactly this work had been addressed to, and the specific details about it are given in the next chapter.