

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.

Province	School Size			Total
	large	medium	small	
Nakornsawan	20	20	20	60
Phitsanulok	20	20	20	60
Phichit	20	20	20	60
Sukhothai	20	20	20	60
Total	80	80	80	240

The sample presented in Table 6, 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 Phichit, 16 districts in Phitsanuloke 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 strata 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 60 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
Nakornsawan	Banpotpisai	5	5	5	15
	Baow-leow	5	5	5	15
	Ta-kli	5	5	5	15
	Thatago	5	5	5	15
		20	20	20	60

Pichit	Bangboonnak	5	5	5	15
	Bhohtalai	5	5	5	15
	Muang Pichit	5	5	5	15
	Sa-nqaa	5	5	5	15
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		20	20	20	60
		<hr/>			
Phitsanuloke	Banq-raam	5	5	5	15
	Muang Phitsa- nuloke	5	5	5	15
	Phrompiram	5	5	5	15
	Wangtong	5	5	5	15
		<hr/>			
		20	20	20	60
		<hr/>			
Sukhothai	Muang Sukhothai	5	5	5	15
	Sawankaloke	5	5	5	15
	Srisaamrong	5	5	5	15
	Srisatsanalai	5	5	5	15
		<hr/>			
		20	20	20	60
		<hr/>			
Total	4 16	80	80	80	240
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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 administrators 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 Nakhonsawan. 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 answered 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	6-10	5-8	7-12	18-31
Moderate	11-15	9-12	13-19	32-45
Good	16-20	13-16	20-26	46-59
Excellent	21-24	17-20	27-32	60-72

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 Chi² test.

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

1. age	6 categories
2. teaching experience	6 categories
3. experience before achieving position	4 categories
4. administrative experience	4 categories
5. present administrative position	3 categories
6. educational qualification	4 categories
7. administrative training	4 categories
8. special recognition achieved	6 categories
9. honour conferred	5 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 scores 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 ADMINISTRATIVE BEHAVIOURS.

Categories	Range of Scores						
	Acad. Aff.	Personel	Pupil Activ.	Manag. Finan	Facil- ities	School Com.Rel.	Adm.E.
Very Poor	9-12	6-16	9-8	6-8	9-8	0-6	6-36
Poor	13-24	11-28	9-16	9-16	9-16	7-12	51-100
Moderate	25-36	21-36	17-24	17-24	17-24	13-18	101-150
Good	37-48	31-48	25-32	25-32	25-32	19-24	151-200
Excellent	49-60	41-56	33-40	33-40	33-40	25-30	201-250

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 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR SEX.

Planning abilities		Sex		
		male	female	total
Poor	: no.	63	3	66
Moderate	: no.	147	10	157
Good	: no.	-	-	-
Excellent	: no.	-	-	-
Total	: no.	210	13	223

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

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

Organizing abilities		Sex		
		male	female	total
Poor	: no.	146	9	155
Moderate	: no.	64	4	68
Good	: no.	-	-	-
Excellent	: no.	-	-	-
Total	: no.	210	13	223

$\chi^2 = 9.85$, d.f. = 1, Sig. = 1.00 ***

*** = Significant at more than .99 level.

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

Controlling abilities	Sex		
	male	female	total
Poor : no.	20	-	20
Moderate : no.	124	9	133
Good : no.	66	4	70
Excellent : no.	-	-	-
Total : no.	210	13	223

$\text{Chi}^2 = 1.453, \text{d.f.} = 2, \text{Sig.} = 0.484$

Table 13 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR SEX.

Administrative abilities	Sex		
	male	female	total
Poor : no.	36	2	38
Moderate : no.	174	11	185
Good : no. 7	-	-	-
Excellent : no. 1	-	-	-
Total : no.	210	13	223

$\chi^2 = 0.00$, d.f. = 1, Sig = 1.00 ***

no. = number

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

⁴ 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 presented in these tables are summarised in table 14.

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

Administrative abilities	Chi ²	d.f.	Sig.
Planning	0.64	1	0.53
Organizing	9.89	1	1.00 **
Controlling	6.45	2	6.48
Total	16.98	1	1.00 **

Chi² : 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 15,16,17,18,19,20 and 21.

Table 15 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF SCHOOL ADMINISTRATORS AND THEIR SEX.

Academic affairs	Sex		
	male	female	total
Very Poor : no.	18	1	19
Poor : no.	13	-	13
Moderate : no.	38	2	40
Good : no.	78	3	81
Excellent : no.	63	7	70
Total : no.	210	13	223

$\text{Chi}^2 = 4.817, \text{d.f.} = 4, \text{Sig.} = 0.307$

Table 16 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PERSONNELS OF SCHOOL ADMINISTRATORS AND THEIR SEX.

Personnel	Sex		
	male	female	total
Very Poor : no.	20	1	21
Poor : no.	5	-	5
Moderate : no.	31	1	32
Good : no.	78	4	82
Excellent : no.	76	7	83
Total : no.	210	13	223

$\text{Chi}^2 = 1.940, \text{d.f.} = 4, \text{Sig.} = 0.747$

Table 17 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL ADMINISTRATORS AND THEIR SEX.

Pupil activities	Sex		
	male	female	total
Very Poor : no.	22	1	23
Poor : no.	3	-	3
Moderate : no.	38	2	40
Good : no.	74	3	77
Excellent : no.	71	7	78
Total : no.	216	13	223

$\chi^2 = 2.381$, d.f. = 4, Sig. = 0.666

Table 18 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIORS IN MANAGEMENT AND FINANCE OF SCHOOL ADMINISTRATORS AND THEIR SEX.

Management and finance	Sex		
	male	female	total
Very Poor : no.	21	1	22
Poor : no.	3	-	3
Moderate : no.	9	1	10
Good : no.	50	-	50
Excellent : no.	127	11	138
Total : no.	210	13	223

$\text{Chi}^2 = 4.817, \text{d.f.} = 4, \text{Sig.} = 0.307$

Table 19 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL ADMINISTRATORS AND THEIR SEX.

Facilities	Sex		
	male	female	total
Very Poor : no.	20	1	21
Poor : no.	9	-	9
Moderate : no.	19	2	21
Good : no.	63	1	66
Excellent : no.	97	9	106
Total : no.	210	13	223

$\text{Chi}^2 = 4.728, \text{d.f.} = 4, \text{Sig.} = 0.316$

Table 20 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS OF SCHOOL ADMINISTRATORS AND THEIR SEX.

School community relations	Sex		
	male	female	total
Very Poor : no.	22	1	23
Poor : no.	13	1	14
Moderate : no.	47	5	52
Good : no.	71	-	71
Excellent : no.	57	6	63
Total : no.	210	13	223

$\text{Chi}^2 = 7.455, \text{d.f.} = 4, \text{Sig.} = 0.114$

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

* Administrative behaviours	Sex		
	male	female	total
Very Poor : no.	18	1	19
Poor : no.	6	-	6
Moderate : no.	20	1	21
Good : no.	88	4	92
Excellent : no.	78	7	85
Total : no.	210	13	223

$\chi^2 = 1.69, d.f. = 4, Sig. = 0.79$

* 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 data analysis presented in these tables are summarised in table 22.

Table 22 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN SEX AND ADMINISTRATIVE BEHAVIOURS.

Administrative behaviour	Chi ²	d.f.	Sig.
Academic affairs	4.81	4	0.30
Personnel	1.94	4	0.74
Pupil activities	2.38	4	0.66
Management and finance	4.81	4	0.30
Facilities	4.72	4	0.31
School-community relations	7.45	4	0.11
Total	1.69	4	0.79

Discussion

The findings indicate that there is no significant relationship between sex and administrative abilities (1.00), and sex and administrative behaviours (0.79). 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 Anan (1983), Nibenita Das (1985), Yohn (1985) and Carlson (1986).

Hypothesis 2 : 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.**

Planning abilities		Age						total
		<30	30-35	36-40	41-45	46-50	>50	
Poor	: no.	-	3	12	12	25	14	66
Moderate	: no.	2	16	22	31	37	49	157
Good	: no.	-	-	-	-	-	-	-
Excellent	: no.	-	-	-	-	-	-	-
Total	: no.	2	19	34	43	62	63	223

$\text{Chi}^2 = 8.235, \text{d.f.} = 5, \text{Sig.} = 0.144$

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

Organizing abilities		Age						total
		<30	30-35	36-40	41-45	46-50	>50	
Poor	: no.	2	12	21	29	48	43	155
Moderate	: no.	-	7	13	14	14	20	68
Good	: no.	-	-	-	-	-	-	-
Excellent	: no.	-	-	-	-	-	-	-
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.

Controllingabilities		Age						total
		<30	30-35	36-40	41-45	46-50	>50	
Poor	: no.	1	2	5	3	4	5	20
Moderate	: no.	1	11	21	21	40	39	133
Good	: no.	-	6	8	19	18	19	70
Excellent	: no.	-	-	-	-	-	-	-
Total	: no.	2	19	34	43	62	63	223

$\text{Chi}^2 = 19.646, \text{d.f.} = 19, \text{Sig.} = 0.386$

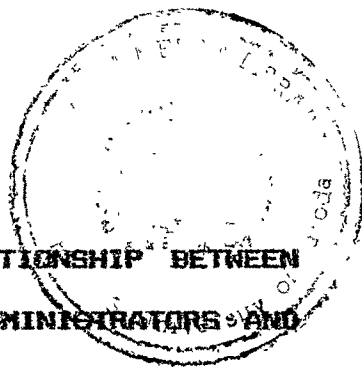


Table 26 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR AGE.

Administrative	Age						total
	< 30	30-35	36-40	41-45	46-50	>50	
Poor : no.	1	2	8	7	8	12	38
Moderate : no.	1	17	26	36	54	51	185
Good : no.	-	-	-	-	-	-	-
Excellent : no.	-	-	-	-	-	-	-
Total : no.	2	19	34	43	62	63	223

$\text{Chi}^2 = 4.07, \text{d.f.} = 5, \text{Sig.} = 0.54$

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 ²	d.f.	Sig.
Planning	8.23	5	0.14
Organizing	4.16	5	0.52
Controlling	10.64	10	0.38
Total	4.07	5	0.54

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 affairs		Age						total
		<30	30-35	36-40	41-45	46-50	>50	
1	: no.	-	2	2	4	6	5	19
2	: no.	-	2	2	3	5	1	13
3	: no.	1	2	9	6	9	13	40
4	: no.	1	10	13	20	16	21	81
5.	: no.	-	3	8	10	26	23	70
Total	: no.	2	19	34	43	62	63	223

$\text{Chi}^2 = 19.448, \text{d.f.} = 20, \text{Sig.} = 0.493$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 29 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF SCHOOL ADMINISTRATORS AND THEIR AGE.

Personnel		Age						total
		<30	30-35	36-40	41-45	46-50	>50	
1	: no.	-	2	2	5	7	5	21
2	: no.	-	1	1	1	1	1	5
3	: no.	1	2	7	5	5	12	32
4	: no.	-	7	12	18	24	21	82
5.	: no.	1	7	12	14	25	24	83
Total	: no.	2	19	34	43	62	63	223

$\text{Chi}^2 = 10.045, \text{d.f.} = 20, \text{Sig.} = 0.967$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 30 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL ADMINISTRATORS AND THEIR AGE.

Pupil activities		Age						total
		<30	30-35	36-40	41-45	46-50	>50	
1	: no.	-	2	2	5	8	6	23
2	: no.	-	-	2	1	-	2	5
3	: no.	1	6	8	10	7	8	40
4	: no.	-	7	10	12	19	29	77
5.	: no.	1	4	12	15	28	18	78
Total	: no.	2	19	34	43	62	63	223

$\chi^2 = 28.333, d.f. = 20, Sig. = 0.437$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

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

Management and financial		Age						total
		<30	30-35	36-40	41-45	46-50	>50	
1	: no.	-	2	2	5	7	6	22
2	: no.	-	-	1	-	1	1	3
3	: no.	-	2	2	3	-	3	10
4	: no.	1	3	13	8	13	12	50
5.	: no.	1	12	16	27	41	41	138
Total	: no.	2	19	34	43	62	63	223

$\chi^2 = 14.889$, d.f. = 20, Sig. = 0.787

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 32 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL ADMINISTRATORS AND THEIR AGE.

Facilities		Age						total
		<30	30-35	36-40	41-45	46-50	>50	
1	: no.	-	2	2	4	7	6	21
2	: no.	-	2	3	2	1	1	9
3	: no.	1	-	5	3	3	9	21
4	: no.	-	6	11	14	17	18	66
5.	: no.	1	9	13	20	34	29	106
Total	: no.	2	19	34	43	62	63	223

$\text{Chi}^2 = 18.615, \text{d.f.} = 20, \text{Sig.} = 0.547$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 33 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS OF SCHOOL ADMINISTRATORS AND THEIR AGE.

School community relations		Age						total
		<35	35-35	36-40	41-45	46-50	>50	
1	: no.	-	2	2	5	8	6	23
2	: no.	-	2	2	4	1	5	14
3	: no.	1	7	9	10	10	15	52
4	: no.	-	5	13	14	18	21	71
5.	: no.	1	3	8	10	25	16	63
Total	: no.	2	19	34	43	62	63	223

$\text{Chi}^2 = 15.594, \text{d.f.} = 29, \text{Sig.} = 0.742$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

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

Administrative behaviours		Age						total
		<30	30-35	36-40	41-45	46-50	>50	
1	: no.	-	2	2	4	6	5	19
2	: no.	-	-	1	2	2	1	6
3	: no.	1	2	5	4	3	6	21
4	: no.	-	10	14	17	24	27	92
5.	: no.	1	5	12	16	27	24	85
Total	: no.	2	19	34	43	62	63	223

$\text{Chi}^2 = 11.06, \text{d.f.} = 20, \text{Sig.} = 0.94$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

The results of data analysis presented in these tables are summarized in table 35.

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

Administrative behaviour	Chi ²	d.f.	Sig.
Academic affairs	19.44	20	0.49
Personnel	10.04	20	0.96
Pupil activities	20.33	20	0.43
Management and finance	14.80	20	0.70
Facilities	10.61	20	0.54
School-community relations	15.59	20	0.74
Total	11.06	20	0.94

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 woman of any age could be effective school administrators. The results of the study are in

accordance with the findings of Anan (1985), 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 abilities		Teaching experience (yrs)						total
		<15	16-15	16-20	21-25	26-30	>30	
Poor	: no.	1	5	13	14	19	14	66
Moderate	: no.	4	22	27	32	37	35	157
Good	: no.	-	-	-	-	-	-	-
Excellent	: no.	-	-	-	-	-	-	-
Total	: no.	5	27	40	46	56	49	223

$\chi^2 = 2.518, d.f. = 5, Sig. = 0.774$

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

Organizing abilities		Teaching experience (yrs)						total
		<10	10-15	16-20	21-25	26-30	>30	
Poor	: no.	4	18	24	34	42	33	155
Moderate	: no.	1	9	16	12	14	16	68
Good	: no.	-	-	-	-	-	-	-
Excellent	: no.	-	-	-	-	-	-	-
Total	: no.	5	27	40	46	56	49	223

$\text{Chi}^2 = 3.395, \text{d.f.} = 5, \text{Sig.} = 0.639$

Table 38 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

Controlling abilities	Teaching experience (yrs)						total
	<10	10-15	16-20	21-25	26-30	>30	
Poor : no.	1	3	5	5	3	3	20
Moderate : no.	3	17	22	24	37	28	133
Good : no.	1	7	13	17	14	18	70
Excellent : no.	-	-	-	-	-	-	-
Total : no.	5	27	40	46	56	49	223

$\chi^2 = 6.538$, d.f. = 10, Sig. = 0.768

Table 39 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

Administrative abilities		Teaching experience (yrs)						total
		<10	10-15	16-20	21-25	26-30	>30	
Poor	: no.	1	4	9	9	6	9	38
Moderate	: no.	4	23	31	37	50	40	185
Good	: no.	-	-	-	-	-	-	-
Excellent	: no.	-	-	-	-	-	-	-
Total	: no.	5	27	40	46	56	49	223

$\text{Chi}^2 = 2.02, \text{d.f.} = 5, \text{Sig.} = 0.73$

The results of data analysis presented in these tables are summarized in table 40.

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

Administrative abilities	Chi ²	d.f.	Sig.
Planning	2.51	5	0.77
Organizing	3.39	5	0.63
Controlling	6.53	10	0.76
Total	2.82	5	0.73

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, 46 and 47.

Table 41 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF SCHOOL ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

Academic affairs		Teaching experience (yrs)						total
		<10	10-15	16-20	21-25	26-30	>30	
1	: no.	-	5	2	5	5	2	19
2	: no.	1	3	1	4	3	1	13
3	: no.	1	5	6	4	13	9	49
4	: no.	2	9	20	23	8	19	81
5	: no.	1	5	9	16	27	10	70
Total	: no.	5	27	40	46	56	49	223

$\chi^2 = 36.027$, d.f. = 20, Sig. = 0.015^{*}

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 42 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF SCHOOL ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

Personnel		Teaching experience (yrs)						total
		<10	10-15	16-20	21-25	26-30	>30	
1	: no.	-	5	2	6	6	2	21
2	: no.	1	1	1	1	-	1	5
3	: no.	1	4	6	4	9	8	32
4	: no.	1	9	16	19	20	17	82
5	: no.	2	8	15	16	21	21	83
Total	: no.	5	27	40	46	56	49	223

$\text{Chi}^2 = 17.782, \text{d.f.} = 20, \text{Sig.} = 0.657$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 43 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

Pupil activities		Teaching experience (yrs)						total
		<10	10-15	16-20	21-25	26-30	>30	
1	: no.	-	5	2	7	6	3	23
2	: no.	-	2	1	-	1	1	5
3	: no.	2	8	8	9	7	6	40
4	: no.	1	8	12	15	17	24	77
5	: no.	2	4	17	15	25	15	78
Total	: no.	5	27	40	46	56	49	223

$\text{Chi}^2 = 24.787, \text{d.f.} = 29, \text{Sig.} = 0.210$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

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

Management and Finance		Teaching experience (yrs)						total
		<10	10-15	16-20	21-25	26-30	>30	
1	: no.	-	5	2	6	6	3	22
2	: no.	-	1	-	1	-	1	3
3	: no.	1	1	2	3	1	2	10
4	: no.	1	7	11	8	12	11	50
5	: no.	3	13	25	28	37	32	138
Total	: no.	5	27	40	46	56	49	223

$\chi^2 = 13.946, d.f. = 26, Sig. = 0.833$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 45 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

Facilities		Teaching experience (yrs)						total
		<10	10-15	16-20	21-25	26-30	>30	
1	: no.	-	5	2	5	6	3	21
2	: no.	1	3	2	2	1	-	9
3	: no.	1	1	4	5	3	7	21
4	: no.	-	9	16	12	15	14	66
5	: no.	3	9	16	22	31	25	106
Total	: no.	5	27	40	46	56	49	223

$\text{Chi}^2 = 23.656, \text{d.f.} = 20, \text{Sig.} = 0.258$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 46 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATION OF SCHOOL ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

School community relations		Teaching experience (yrs)						total
		<10	10-15	16-20	21-25	26-30	>30	
1	: no.	-	5	2	7	6	3	23
2	: no.	1	3	1	3	3	3	14
3	: no.	2	9	10	9	11	11	52
4	: no.	-	6	18	16	14	17	71
5	: no.	2	4	9	11	22	15	63
Total	: no.	5	27	40	46	56	49	223

$\chi^2 = 22.089$, d.f. = 29, Sig. = 0.336

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 47 : CONJINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS AND THEIR TEACHING EXPERIENCE.

Administrative behaviours		Teaching experience (yrs)						total
		<10	10-15	16-20	21-25	26-30	>30	
1	: no.	-	5	2	5	5	2	19
2	: no.	-	1	1	2	1	1	6
3	: no.	2	4	2	4	5	4	21
4	: no.	1	10	21	18	20	22	92
5	: no.	2	7	14	17	25	26	85
Total	: no.	5	27	49	46	56	49	223

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

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

The results of data analysis presented in these tables are summarized in the table 40.

Table 40 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN TEACHING EXPERIENCES AND ADMINISTRATIVE BEHAVIOURS.

Administrative behaviour	Chi ²	d. f.	Sig.
Academic affairs	36.02	20	0.01 [#]
Personnel	17.98	20	0.60
Pupil activities	24.78	20	0.21
Management and finance	13.94	20	0.83
Facilities	23.65	20	0.25
School-community relations	22.98	20	0.33
Total	17.74	20	0.60

[#] Significant at 0.01 level.

Discussion

The findings indicate that there is no significant relationship between teaching experience and administrative abilities (0.73), and teaching experience and administrative behaviours (0.60). Thus the hypotheses under testing are rejected.

However, there is significant relationship between teaching experience and academic affairs at 0.01. 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 (1976) 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 abilities	Experience before achieving position		
	A	B	total
Poor : no.	42	24	66
Moderate : no.	126	37	157
Good : no.	-	-	-
Excellent : no.	-	-	-
Total : no.	162	61	223

$\text{Chi}^2 = 3.212, \text{d.f.} = 1, \text{Sig.} = 0.073$

A = classroom teacher

B = assistant (head master, principal, director)

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

Organizing abilities	Experience before achieving position		
	A	B	total
Poor : no.	114	41	155
Moderate : no.	48	20	68
Good : no.	-	-	-
Excellent : no.	-	-	-
Total : no.	162	61	223

$\text{Chi}^2 = 0.985, \text{d.f.} = 1, \text{Sig.} = 0.769$

Table 51 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR EXPERIENCE BEFORE ACHIEVING POSITION.

Controlling abilities	Experience before achieving position		
	A	B	total
Poor : no.	17	3	20
Moderate : no.	93	40	133
Good : no.	52	18	70
Excellent : no.	-	-	-
Total : no.	162	61	223

$\text{Chi}^2 = 2.126, \text{d.f.} = 2, \text{Sig.} = 0.345$

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

Administrative abilities		Experience before achieving position						total
		A	B	C	D	E	F	
Poor	: no.	28	-	-	18	-	-	38
Moderate	: no.	134	-	-	51	-	-	185
Good	: no.	-	-	-	-	-	-	-
Excellent	: no.	-	-	-	-	-	-	-
Total	: no.	162	-	-	61	-	-	223

$\chi^2 = 5.60$, d.f. = 1, Sig. = 1 ^{###}

^{###} Significant at more than .99 level

- 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

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

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

Administrative Abilities	Chi ²	d.f.	Sig.
Planning	3.21	1	0.07
Organizing	0.05	1	0.76
Controlling	2.12	2	0.34
Total	0.50	1	1.00 ***

*** : Significant at more than .99 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 60.

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 achieving position		
		classroom teacher	assistant	total
1	: no.	14	5	19
2	: no.	9	4	13
3	: no.	27	13	40
4	: no.	67	14	81
5.	: no.	45	25	70
Total	: no.	162	61	223

$\text{Chi}^2 = 7.215, \text{d.f.} = 4, \text{Sig.} = 0.125$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 55 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIORS IN PERSONNEL OF SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE EXPERIENCES.

Personnel	Experience before achieving position		
	classroom teacher	assistant	total
1 : no.	15	6	21
2 : no.	5	-	5
3 : no.	25	7	32
4 : no.	61	21	82
5 : no.	56	27	83
Total : no.	162	61	223

$\text{Chi}^2 = 3.626, \text{d.f.} = 4, \text{Sig.} = 0.459$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 56 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL ADMINISTRATORS AND PRESENT ADMINISTRATIVE EXPERIENCES.

Pupil activities	Experience before achieving position		
	classroom teacher	assistant	total
1 : no.	17	6	23
2 : no.	4	1	5
3 : no.	32	8	40
4 : no.	56	21	77
5 : no.	53	25	78
Total : no.	162	61	223

$\text{Chi}^2 = 2.110, \text{d.f.} = 4, \text{Sig.} = 0.716$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 57 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE OF SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE EXPERIENCES.

Management and finance		Experience before achieving position		
		classroom teacher	assistant	total
1	: no.	16	6	22
2	: no.	3	-	3
3	: no.	6	4	10
4	: no.	41	9	50
5.	: no.	96	42	138
Total	: no.	162	61	223

$\text{Chi}^2 = 4.795, \text{d.f.} = 4, \text{Sig.} = 0.309$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 58 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL ADMINISTRATORS AND THEIR EXPERIENCE BEFORE ACHIEVING POSITION.

Facilities	Experience before achieving position		
	classroom teacher	assistant	total
1 : no.	16	5	21
2 : no.	7	2	9
3 : no.	14	7	21
4 : no.	54	12	66
5 : no.	71	35	106
Total : no.	162	61	223

$\text{Chi}^2 = 5.136, \text{d.f.} = 4, \text{Sig.} = 0.274$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 59 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS AND ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE EXPERIENCES.

School community relations		Experience before achieving position		
		classroom teacher	assistant	total
1	: no.	17	6	23
2	: no.	11	3	14
3	: no.	38	14	52
4	: no.	55	16	71
5	: no.	41	22	63
Total		162	61	223

$\chi^2 = 2.916$, d.f. = 4, Sig. = 0.572

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 60 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS AND THEIR EXPERIENCE BEFORE ACHIEVING POSITION.

Administrative behaviours		Experience before achieving position						total
		A	B	C	D	E	F	
1	: no.	14	-	-	5	-	-	19
2	: no.	5	-	-	1	-	-	6
3	: no.	14	-	-	7	-	-	21
4	: no.	72	-	-	20	-	-	92
5.	: no.	57	-	-	28	-	-	85
Total		162	-	-	61	-	-	223

$\text{Chi}^2 = 3.536, \text{d.f.} = 4, \text{Sig.} = 0.47$

A = classroom teacher

B = academic 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 in 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 ²	d.f.	Sig.
Academic affairs	7.21	4	0.12
Personnel	3.62	4	0.45
Pupil activities	2.11	4	0.71
Management and finance	4.79	4	0.30
Facilities	5.13	4	0.27
School-community relations	2.91	4	0.57
Total	3.53	4	0.47

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 42 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN
PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND
THEIR ADMINISTRATIVE EXPERIENCE.**

Planning abilities		Administrative experience (yrs)				total
		< 5	5-10	12-15	>15	
Poor	: no.	22	21	14	9	66
Moderate	: no.	73	35	25	24	157
Good	: no.	-	-	-	-	-
Excellent	: no.	-	-	-	-	-
Total	: no.	95	56	39	33	223

$\text{Chi}^2 = 4.397, \text{d.f.} = 3, \text{Sig.} = 0.232$

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

Organising abilities		Administrative experience (yrs)				total
		< 5	5-10	10-15	>15	
Poor	: no.	66	34	28	27	155
Moderate	: no.	29	22	11	6	68
Good	: no.	-	-	-	-	-
Excellent	: no.	-	-	-	-	-
Total	: no.	95	56	39	33	223

$\chi^2 = 4.499$, d.f. = 3, Sig. = 0.212

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

Controlling abilities		Administrative experience (yrs)				total
		< 5	5-10	10-15	>15	
Poor	: no.	3	7	3	7	20
Moderate	: no.	64	26	27	16	133
Good	: no.	28	23	9	10	70
Excellent	: no.	-	-	-	-	-
Total	: no.	95	56	39	33	223

$\text{Chi}^2 = 16.476, \text{d.f.} = 6, \text{Sig.} = 0.011^*$

Table 65 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE EXPERIENCE.

Administrative abilities	Administrative experience (yrs)				total
	< 5	5-10	10-15	>15	
Poor : no.	8	9	8	13	38
Moderate : no.	87	47	31	20	185
Good : no.	-	-	-	-	-
Excellent : no.	-	-	-	-	-
Total : no.	95	56	39	33	223

$\chi^2 = 17.83^{***}$, d.f. = 3, Sig. = 0.0007¹

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 ²	d.f.	Sig.
Planning	4.39	3	0.22
Organizing	4.49	3	0.21
Controlling	16.7	6	0.01 **
Total	17.03	3	0.00 ***

** : Significance at 0.01 level.

*** : Significance at less than 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

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 affairs		Administrative experience (yrs)				total
		< 5	5-10	10-15	>15	
1	: no.	7	4	6	2	19
2	: no.	7	4	1	1	13
3	: no.	11	14	7	8	40
4	: no.	45	13	13	10	81
5	: no.	25	21	12	12	70
Total	: no.	95	56	39	33	223

$\text{Chi}^2 = 16.778, \text{d.f.} = 12, \text{Sig.} = 0.158$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

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Table 6B : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE EXPERIENCE.

Personnel		Administrative experience (yrs)				total
		< 5	5-10	10-15	>15	
1	: no.	9	4	6	2	21
2	: no.	2	1	1	1	5
3	: no.	10	11	3	8	32
4	: no.	35	19	17	11	82
5	: no.	39	21	12	11	83
Total	: no.	95	56	39	33	223

$\text{Chi}^2 = 9.532, \text{d.f.} = 12, \text{Sig.} = 0.657$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 69 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE EXPERIENCE.

Pupil activities		Administrative experience (yrs)				total
		< 5	5-10	10-15	>15	
1	: no.	10	4	6	3	23
2	: no.	-	2	1	2	5
3	: no.	18	11	7	4	40
4	: no.	33	18	13	13	77
5	: no.	34	21	12	11	78
Total	: no.	95	56	39	33	223

$\text{Chi}^2 = 7.751, \text{d.f.} = 12, \text{Sig.} = 0.804$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 78 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIORS IN MANAGEMENT AND FINANCIAL OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE EXPERIENCE.

Management and finance		Administrative experience (yrs)				total
		< 5	5-10	10-15	>15	
1	: no.	9	4	6	3	22
2	: no.	1	1	1	-	3
3	: no.	5	2	-	3	10
4	: no.	19	17	8	6	50
5	: no.	61	32	24	21	138
Total	: no.	95	56	39	33	223

$\chi^2 = 8.672$, d.f. = 12, Sig. = 0.731

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 71 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE EXPERIENCE.

Facilities		Administrative experience (yrs)				total
		< 5	5-10	10-15	>15	
1	: no.	9	4	6	3	21
2	: no.	5	2	1	1	9
3	: no.	8	6	2	5	21
4	: no.	25	17	13	11	66
5	: no.	49	27	17	13	106
Total		96	56	39	33	223

$\chi^2 = 6.293$, d.f. = 12, Sig. = 0.991

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 72 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE EXPERIENCE.

School community relations		Administrative experience (yrs)				total
		< 5	5-10	10-15	>15	
1	: no.	10	4	6	3	23
2	: no.	4	4	2	4	14
3	: no.	22	17	5	8	52
4	: no.	34	19	11	7	71
5	: no.	25	12	15	11	63
Total	: no.	95	56	39	33	223

$\chi^2 = 11.871, d.f. = 12, Sig. = 0.456$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 73 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE EXPERIENCE.

Administrative behaviours		Administrative experience (yrs)				total
		< 5	5-10	10-15	>15	
1	: no.	7	4	6	2	19
2	: no.	3	1	1	1	6
3	: no.	7	8	1	5	21
4	: no.	42	22	16	12	92
5	: no.	36	21	15	13	85
Total	: no.	95	56	39	33	223

$\text{Chi}^2 = 8.33, \text{d.f.} = 12, \text{Sig.} = 0.76$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

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	Chi ²	d.f.	Sig.
Academic affairs	16.77	12	0.15
Personnel	9.53	12	0.65
Pupil activities	7.75	12	0.80
Management and finances	8.67	12	0.73
Facilities	6.29	12	0.90
School-community relations	11.87	12	0.45
Total	8.33	12	0.76

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 (0.76) . 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 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN
PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR
PRESENT ADMINISTRATIVE POSITION.**

Planning abilities		Present administrative position			
		head master	principal	director	total
Poor	: no.	15	49	2	66
Moderate	: no.	42	192	13	157
Good	: no.	-	-	-	-
Excellent	: no.	-	-	-	-
Total	: no.	57	151	15	223

$\text{Chi}^2 = 2.789, \text{d.f.} = 2, \text{Sig.} = 0.248$

Table 76 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ORGANIZING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE POSITION.

Organizing abilities		Present administrative position			
		head master	principal	director	total
Poor	: no.	38	107	8	155
Moderate	: no.	19	42	7	68
Good	: no.	-	-	-	-
Excellent	: no.	-	-	-	-
Total	: no.	57	151	15	223

$\text{Chi}^2 = 2.579, \text{d.f.} = 2, \text{Sig.} = 0.275$

Table 77 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE POSITION.

Controlling abilities		Present administrative position			
		head master	principal	director	total
Poor	: no.	7	13	-	20
Moderate	: no.	35	90	8	133
Good	: no.	15	48	7	70
Excellent	: no.	-	-	-	-
Total	: no.	57	151	15	223

$\text{Chi}^2 = 3.784, \text{d.f.} = 4, \text{Sig.} = 0.436$

Table 78 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE POSITION.

Administrative abilities		Present administrative position			total
		head master	principal	director	
Poor	: no.	9	29	-	38
Moderate	: no.	48	122	15	185
Good	: no.	-	-	-	-
Excellent	: no.	-	-	-	-
Total	: no.	57	151	15	223

$\text{Chi}^2 = 3.64, \text{d.f.} = 2, \text{Sig.} = 0.16$

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

Table 79 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN PRESENT ADMINISTRATIVE POSITION AND 4 ASPECTS OF ADMINISTRATIVE ABILITIES.

Administrative abilities	Chi ²	d.f.	Sig.
Planning	2.78	2	0.24
Organizing	2.57	2	0.27
Controlling	3.78	4	0.43
Total	3.64	2	0.16

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 position 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.

Academic affairs		Present administrative position			
		head master	principal	director	total
1	: no.	4	14	1	19
2	: no.	6	7	-	13
3	: no.	15	23	2	40
4	: no.	18	59	4	81
5	: no.	14	48	8	70
Total	: no.	57	151	15	223

$\text{Chi}^2 = 10.944, \text{d.f.} = 8, \text{Sig.} = 0.205$

Table 81 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE POSITION.

Personnel		Present administrative position			
		head master	principal	director	total
1	: no.	5	15	1	21
2	: no.	3	2	-	5
3	: no.	7	24	1	32
4	: no.	28	49	5	82
5	: no.	14	61	8	83
Total	: no.	57	151	15	223

$\text{Chi}^2 = 11.548, \text{d.f.} = 6, \text{Sig.} = 0.173$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 82 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE POSITION.

Pupil activities		Present administrative position			
		head master	principal	director	total
1	: no.	6	16	1	23
2	: no.	2	3	-	5
3	: no.	10	28	2	40
4	: no.	23	48	6	77
5	: no.	16	56	6	78
Total	: no.	57	151	15	223

$\text{Chi}^2 = 3.395, \text{d.f.} = 8, \text{Sig.} = 0.914$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

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

Management and finance		Present administrative position			
		head master	principal	director	total
1	: no.	5	16	1	22
2	: no.	2	-	1	3
3	: no.	2	8	-	10
4	: no.	13	36	1	50
5	: no.	35	91	12	138
Total		57	151	15	223

$\text{Chi}^2 = 11.157, \text{d.f.} = 8, \text{Sig.} = 9.193$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table B4 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE POSITION.

Facilities		Present administrative position			
		head master	principal	director	total
1	: no.	5	15	1	21
2	: no.	5	4	-	9
3	: no.	7	12	2	21
4	: no.	19	46	1	66
5	: no.	21	74	11	106
Total	: no.	57	151	15	223

$\text{Chi}^2 = 12.281, \text{d.f.} = 8, \text{Sig.} = 0.139$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 85 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS OF SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE POSITION.

School Community relations		Present administrative position			
		head master	principal	director	total
1	: no.	6	16	1	23
2	: no.	6	7	1	14
3	: no.	11	37	4	52
4	: no.	19	49	3	71
5	: no.	15	42	6	63
Total	: no.	57	151	15	223

$\text{Chi}^2 = 4.593, \text{d.f.} = 8, \text{Sig.} = 0.800$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

Table 86 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS AND THEIR PRESENT ADMINISTRATIVE POSITION.

Administrative behaviours		Present administrative position			total
		head master	principal	director	
1	: no.	4	14	1	19
2	: no.	3	3	-	6
3	: no.	5	15	1	21
4	: no.	28	59	5	92
5	: no.	17	68	8	83
Total	: no.	57	151	15	223

$\chi^2 = 5.68, d.f. = 8, Sig. = 0.66$

- 1 : Very Poor
- 2 : Poor
- 3 : Moderate
- 4 : Good
- 5 : Excellent

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 ²	d.f.	Sig.
Academic affairs	10.94	8	0.26
Personnel	11.54	8	0.17
Pupil activities	3.30	8	0.91
Management and finance	11.15	8	0.19
Facilities	12.28	8	0.13
School-community relations	4.59	8	0.80
Total	5.88	8	0.66

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, Jaeson (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, 90 and 91.

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

Planning abilities	Educational Qualification			Total
	A	B	C	
Poor : no.	8	58	-	66
Moderate : no.	17	136	4	157
Good : no.	-	-	-	-
Excellent : no.	-	-	-	-
Total : no.	25	194	4	223

Chi² = 1.759, d.f. = 2, Sig. = 0.415

A = lower than Bachelor Degree

B = Bachelor Degree or equivalent

C = Master Degree or equivalent

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

Organising abilities	Educational Qualification			
	A	B	C	Total
Poor : no.	22	130	3	155
Moderate : no.	3	64	1	68
Good : no.	-	-	-	-
Excellent : no.	-	-	-	-
Total : no.	25	194	4	223

$\text{Chi}^2 = 4.661, \text{d.f.} = 2, \text{Sig.} = 0.097$

Table 90 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR EDUCATIONAL QUALIFICATION.

Controlling abilities	Educational Qualification			Total
	A	B	C	
Poor : no.	3	17	-	20
Moderate : no.	16	114	3	133
Good : no.	6	63	1	70
Excellent : no.	-	-	-	-
Total : no.	25	194	4	223

$\chi^2 = 1.447, d.f. = 4, Sig. = 0.836$

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

Administrative abilities	Educational Qualification			Total
	A	B	C	
Poor : no.	7	31	-	38
Moderate : no.	18	168	4	185
Good : no.	-	-	-	-
Excellent : no.	-	-	-	-
Total : no.	25	194	4	223

Chi² = 3.18, d.f. = 2, Sig. = 0.21

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 ²	d.f.	Sig.
Planning	1.75	2	0.41
Organising	4.66	2	0.09
Controlling	1.44	4	0.83
Total	3.10	2	0.21

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 pupil activities, educational qualification and management and finance, educational qualification and school community relations, and educational qualification and administrative behaviours as shown in tables 93, 94, 95, 96, 97, 98 and 99.

Table 93 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF SCHOOL ADMINISTRATORS AND THEIR EDUCATIONAL QUALIFICATION.

Academic affairs		Educational Qualification			Total
		A	B	C	
1	: no.	1	18	-	19
2	: no.	1	12	-	13
3	: no.	6	34	-	40
4	: no.	9	70	2	81
5	: no.	8	68	2	78
Total	: no.	25	194	4	223

Chi² = 3.486, d.f. = 8, Sig. = 0.986

A = lower than Bachelor Degree

B = Bachelor Degree or equivalent

C = Master Degree or equivalent

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 94 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF SCHOOL ADMINISTRATORS AND THEIR EDUCATIONAL QUALIFICATION.

Personnel	Educational Qualification			Total
	A	B	C	
1 : no.	1	20	-	21
2 : no.	1	4	-	5
3 : no.	1	31	-	32
4 : no.	13	67	2	82
5 : no.	9	72	2	83
Total : no.	25	194	4	223

Chi² = 6.798, d.f. = 8, Sig. = 0.559

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 95 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL ADMINISTRATORS AND THEIR EDUCATIONAL QUALIFICATION.

Pupil activities		Educational Qualification			Total
		A	B	C	
1	: no.	2	21	-	23
2	: no.	-	5	-	5
3	: no.	2	37	1	40
4	: no.	14	62	1	77
5	: no.	7	69	2	78
Total	: no.	25	194	4	223

Chi² = 7.493, d.f. = 8, Sig. = 0.494

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 96 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIORS IN MANAGEMENT AND FINANCE OF SCHOOL ADMINISTRATORS AND THEIR EDUCATIONAL QUALIFICATION.

Management and Finance		Educational Qualification			Total
		A	B	C	
1	= no.	1	21	-	22
2	= no.	1	2	-	3
3	= no.	-	10	-	10
4	= no.	4	45	1	50
5	= no.	17	116	3	136
Total	= no.	23	194	4	221

Chi² = 6.925, d.f. = 8, Sig. = 0.614

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 97 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL ADMINISTRATORS AND THEIR EDUCATIONAL QUALIFICATION.

Facilities		Educational Qualification			Total
		A	B	C	
1	: no.	1	20	-	21
2	: no.	1	8	-	9
3	: no.	3	18	-	21
4	: no.	11	52	2	65
5	: no.	9	95	2	106
Total	: no.	25	194	4	223

Chi² = 5.486, d.f. = 6, Sig. = 0.795

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 98 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS OF SCHOOL ADMINISTRATORS AND THEIR EDUCATIONAL QUALIFICATION.

School Community relations		Educational Qualification			Total
		A	B	C	
1	: no.	2	21	-	23
2	: no.	2	12	-	14
3	: no.	5	45	2	52
4	: no.	6	62	1	71
5	: no.	8	54	1	63
Total		25	194	4	223

Chi² = 2.515, d.f. = 8, Sig. = 0.961

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 99 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS AND THEIR EDUCATIONAL QUALIFICATION.

Administrative behaviours		Educational Qualification			Total
		A	B	C	
1	: no.	1	18	-	19
2	: no.	1	5	-	6
3	: no.	-	21	-	21
4	: no.	14	76	2	92
5	: no.	9	74	2	85
Total	: no.	25	194	4	223

Chi² = 6.26, d.f. = 8, Sig. = 0.62

A = lower than Bachelor Degree

B = Bachelor Degree or equivalent

C = Master Degree or equivalent

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

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

Table 100 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN EDUCATIONAL QUALIFICATION AND ADMINISTRATIVE BEHAVIOURS.

Administrative behaviours	Chi ²	d. f.	Sig.
Academic Affairs	3.48	8	0.98
Personnel	6.79	8	0.55
Pupil Activities	7.49	8	0.49
Management and Finance	6.82	8	0.64
Facilities	5.48	8	0.70
School Community Relations	2.51	8	0.96
Total	6.26	8	0.62

Discussion

The findings point that there is no significant relationship between educational qualification and administrative abilities (0.21) and educational and administrative behaviours (0.62). Thus, the hypothesis under testing are rejected. It is in line of Anan (1986) and Yohn (1985) who found that there is no significant differences for principal's degree. It may be because most of the school administrators got at least bachelor degree.

Hypothesis B : There is significant relationship between:

B.1 administrative training and administrative abilities.

B.2 administrative training and administrative behaviours.

B.1 The relationship between administrative training and administrative abilities.

In order to test this hypothesis, contingency tables were constructed between administrative training and planning abilities, administrative training and organising abilities, administrative training and controlling abilities, and administrative training and administrative abilities as shown in table 101, 102, 103 and 104.

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

Planning abilities	Administrative Training				Total
	A	B	C	D	
Poor : no.	14	5	28	4	66
Moderate : no.	38	6	84	29	157
Good : no.	-	-	-	-	-
Excellent : no.	-	-	-	-	-
Total : no.	52	11	112	48	223

Chi² = 4.939, d.f. = 3, Sig. = 0.176

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 TRAININGS.

Organising abilities	Administrative Training				Total
	A	B	C	D	
Poor : no.	36	7	78	34	155
Moderate : no.	16	4	34	14	68
Good : no.	-	-	-	-	-
Excellent : no.	-	-	-	-	-
Total : no.	52	11	112	48	223

$\chi^2 = 0.222, d.f. = 3, Sig. = 0.974$

Table 103 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE TRAINING.

Controlling abilities		Administrative Training				Total
		A	B	C	D	
Poor	: no.	4	1	8	7	20
Moderate	: no.	33	5	68	27	133
Good	: no.	15	5	36	14	70
Excellent	: no.	-	-	-	-	-
Total	: no.	52	11	112	48	223

$\text{Chi}^2 = 3.707, \text{d.f.} = 6, \text{Sig.} = 0.716$

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

Administrative abilities	Administrative Training				Total
	A	B	C	D	
Poor : no.	11	1	17	9	38
Moderate : no.	41	10	95	39	185
Good : no.	-	-	-	-	-
Excellent : no.	-	-	-	-	-
Total : no.	52	11	112	48	223

Chi² = 1.49, d.f. = 3, Sig. = 0.68

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 105

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

Administrative abilities	Chi ²	d.f.	Sig.
Planning	4.93	3	0.17
Organising	0.22	3	0.97
Controlling	3.79	3	0.71
Total	1.49	3	0.68

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 school community relations, and administrative training and administrative behaviours as shown in tables 106, 107, 108, 109, 110, 111 and 112.

Table 106 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE TRAINING.

Academic affairs		Administrative Training				Total
		A	B	C	D	
1	: no.	6	-	7	6	19
2	: no.	5	-	4	4	13
3	: no.	11	3	15	11	40
4	: no.	13	4	45	19	81
5	: no.	17	4	41	8	70
Total	: no.	52	11	112	48	223

Chi² = 16.101, d.f. = 12, Sig. = 0.187

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 107 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIORS IN PERSONNEL OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE TRAININGS.

Personnel		Administrative Training				Total
		A	B	C	D	
1	: no.	6	-	8	7	21
2	: no.	3	-	2	-	5
3	: no.	10	3	12	7	32
4	: no.	17	4	39	22	82
5	: no.	16	4	51	12	83
Total	: no.	52	11	112	48	223

Chi² = 16.763, d.f. = 12, Sig. = 0.159

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 198 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE TRAINING.

Pupil activities	Administrative Training				Total
	A	B	C	D	
1 : no.	7	-	9	7	23
2 : no.	4	-	1	-	5
3 : no.	13	1	16	10	40
4 : no.	13	8	40	16	77
5 : no.	15	2	46	15	78
Total : no.	52	11	112	48	223

Chi² = 24.057, d.f. = 12, Sig. = 0.020[†]

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 109 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE TRAINING.

Management and Finance		Administrative Training				Total
		A	B	C	D	
1	: no.	7	-	8	7	22
2	: no.	-	-	2	1	3
3	: no.	5	-	4	1	10
4	: no.	14	5	19	12	50
5	: no.	26	6	79	27	138
Total	: no.	52	11	112	48	223

Chi² = 16.852, d.f. = 12, Sig. = 0.155

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 110 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE TRAINING.

Facilities		Administrative Training				Total
		A	B	C	D	
1	= no.	7	-	7	7	21
2	= no.	3	-	5	1	9
3	= no.	7	2	15	2	21
4	= no.	17	3	26	20	66
5	= no.	19	6	44	19	106
Total	= no.	52	11	112	49	223

Chi² = 16.286, d.f. = 12, Sig. = 0.197

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 111 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE TRAINING.

School Community relations		Administrative Training				Total
		A	B	C	D	
1	: no.	7	-	9	7	23
2	: no.	4	2	7	1	14
3	: no.	11	3	25	13	52
4	: no.	16	4	36	15	71
5	: no.	14	2	35	12	63
Total		52	11	112	48	223

Chi² = 8.619, d.f. = 12, Sig. = 0.735

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 112 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIORS OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE TRAINING.

Administrative behaviours		Administrative Training				Total	
		A	B	C	D		
1	: no.	6	-	7	6	19	
2	: no.	3	-	2	1	6	
3	: no.	8	1	8	4	21	
4	: no.	16	6	45	25	92	
5	: no.	19	4	55	12	85	
Total		: no.	52	11	112	48	223

Chi² = 14.95, d.f. = 12, Sig. = 0.24

A = major subject

B = minor subject

C = training Institution.

D = others (seminar, etc.)

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

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 ²	d.f.	Sig.
Academic affairs	16.19	12	0.18
Personnel	16.76	12	0.15
Pupil Activities	24.85	12	0.02 ¹
Management and finance	16.85	12	0.15
Facilities	18.28	12	0.10
School Community relations	8.61	12	0.73
Total	14.95	12	0.24

¹ Significance at 0.02 level.

Discussion

The findings reveal that there is no significant relationship between administrative training and administrative abilities (0.69), 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.

Planning abilities	Special Recognition achieved (times)					Total
	1	2	3	4	5	
Poor : no.	27	51	48	22	7	155
Moderate : no.	17	15	29	7	-	68
Good : no.	-	-	-	-	-	-
Excellent : no.	-	-	-	-	-	-
Total : no.	44	65	77	29	7	223

$\chi^2 = 1.472, d.f. = 4, Sig. = 0.828$

Table 115 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ORGANISING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR SPECIAL RECOGNITION ACHIEVED.

Organising abilities	Special Recognition achieved (times)					Total
	1	2	3	4	5	
Poor : no.	27	51	48	22	7	155
Moderate : no.	17	15	29	7	-	68
Good : no.	-	-	-	-	-	-
Excellent : no.	-	-	-	-	-	-
Total : no.	44	66	77	29	7	223

$\text{Chi}^2 = 8.745, \text{d.f.} = 4, \text{Sig.} = 0.068$

Table 116 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR SPECIAL RECOGNITION ACHIEVED.

Controlling abilities	Special Recognition achieved (times)					Total
	1	2	3	4	5	
Poor : no.	6	4	8	2	-	20
Moderate : no.	29	48	42	17	5	133
Good : no.	9	22	27	10	2	70
Excellent : no.	-	-	-	-	-	-
Total : no.	44	66	77	29	7	223

$\text{Chi}^2 = 5.628, \text{d.f.} = 4, \text{Sig.} = 0.689$

Table 117 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR SPECIAL RECOGNITION ACHIEVED.

Administrative abilities		Special Recognition achieved (times)					Total
		1	2	3	4	5	
Poor	: no.	11	16	19	6	1	53
Moderate	: no.	33	56	67	23	6	185
Good	: no.	-	-	-	-	-	-
Excellent	: no.	-	-	-	-	-	-
Total	: no.	44	66	77	29	7	223

$\text{Chi}^2 = 3.34, \text{d.f.} = 4, \text{Sig.} = 0.50$

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.

Administrative abilities	Chi ²	d.f.	Sig.
Planning	1.49	4	0.82
Organising	8.74	4	0.06
Controlling	5.62	4	0.68
Total	3.34	4	0.50

9.2 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 school community relations and special recognition achieved and administrative behaviours as shown in tables 119, 120, 121, 122, 123, 124 and 125.

Table 119 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF SCHOOL ADMINISTRATORS AND THEIR SPECIAL RECOGNITION ACHIEVED.

Academic affairs	Special Recognition achieved (times)					Total
	1	2	3	4	5	
1 : no.	6	7	4	2	-	19
2 : no.	6	2	3	2	-	13
3 : no.	7	12	15	4	2	40
4 : no.	12	27	29	15	5	81
5 : no.	13	18	26	11	2	70
Totals: no.	44	66	77	29	7	223

Chi² = 13.222, d.f. = 16, Sig. = 0.657

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 120 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF SCHOOL ADMINISTRATORS AND THEIR SPECIAL RECOGNITION ACHIEVED.

Personnel	Special Recognition achieved (times)					Total
	1	2	3	4	5	
1 : no.	7	7	4	3	-	21
2 : no.	3	1	1	-	-	5
3 : no.	7	8	10	5	2	32
4 : no.	15	27	30	8	2	82
5 : no.	12	23	32	13	3	83
Totals: no.	44	66	77	29	7	223

Chi² = 14.604, d.f. = 16, Sig. = 0.554

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 121 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL ADMINISTRATORS AND THEIR SPECIAL RECOGNITION ACHIEVED.

Pupil activities		Special Recognition achieved (times)					Total
		1	2	3	4	5	
1	: no.	8	7	5	3	-	23
2	: no.	1	3	1	-	-	5
3	: no.	12	12	10	5	1	40
4	: no.	11	25	27	12	4	77
5	: no.	12	21	34	9	2	78
Total: no.		44	66	77	29	7	223

$\text{Chi}^2 = 15.981, \text{d.f.} = 16, \text{Sig.} = 0.454$

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 122 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE OF SCHOOL ADMINISTRATORS AND THEIR SPECIAL RECOGNITION ACHIEVED.

Management and finance		Special Recognition achieved (times)					Total
		1	2	3	4	5	
1	: no.	7	7	5	3	-	22
2	: no.	2	1	-	-	-	3
3	: no.	2	3	3	1	1	10
4	: no.	13	13	14	8	2	50
5	: no.	20	42	55	17	4	138
Total: no.		44	66	77	29	7	223

Chi² = 15.219, d.f. = 16, Sig. = 0.509

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 123 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL ADMINISTRATORS AND THEIR SPECIAL RECOGNITION ACHIEVED.

Facilities		Special Recognition achieved (times)					Total
		1	2	3	4	5	
1	: no.	7	7	5	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	106
Total: no.		44	66	77	29	7	223

Chi² = 15.125, d.f. = 16, Sig. = 0.516

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 124 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS OF SCHOOL ADMINISTRATORS AND THEIR SPECIAL RECOGNITION ACHIEVED.

School Community		Special Recognition achieved (times)					Total
		1	2	3	4	5	
relations							
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	: no.	9	14	29	8	3	63
Total: no.		44	66	77	29	7	223

Chi² = 17.019, d.f. = 16, Sig. = 0.384

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 125 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS AND THEIR SPECIAL RECOGNITION ACHIEVED.

Administrative behaviours		Special Recognition achieved (times)					Total
		1	2	3	4	5	
1	: no.	6	7	4	2	-	19
2	: no.	3	1	1	1	-	6
3	: no.	7	6	5	2	1	21
4	: no.	14	38	35	9	4	92
5	: no.	14	22	32	15	2	85
Total: no.		44	66	77	29	7	223

Chi² = 15.74, d.f. = 16, Sig. = 0.47

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

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

Table 126 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN SPECIAL RECOGNITION ACHIEVED AND ADMINISTRATIVE BEHAVIOURS.

Administrative behaviours	Chi ²	d.f.	Sig.
Academic affairs	13.22	16	0.55
Personnel	14.69	16	0.55
Pupil Activities	13.93	16	0.45
Management and finance	15.21	16	0.56
Facilities	15.12	16	0.51
School Community relations	17.81	16	0.38
Total	13.74	16	0.47

Discussion

The findings show 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.

Hypothesis 19 : There is significant relationship between:

19.1 honour conferred and administrative abilities.

19.2 honour conferred and administrative behaviours.

19.1 The relationship between honour conferred and administrative abilities.

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

Table 127 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR HONOUR CONFERRED.

Planning abilities	Honour conferred					Total
	A	B	C	D	E	
Poor : no.	18	19	22	5	2	66
Moderate : no.	44	45	46	15	7	157
Good : no.	-	-	-	-	-	-
Excellent : no.	-	-	-	-	-	-
Total : no.	62	64	68	20	9	223

$\chi^2 = 0.695$, d.f. = 4, Sig. = 0.952

- A = national level
- B = provincial level
- C = district level
- D = school cluster level
- E = others

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

Organising abilities	Honour conferred					Total
	A	B	C	D	E	
Poor : no.	39	49	48	13	6	155
Moderate : no.	23	15	26	7	3	68
Good : no.	-	-	-	-	-	-
Excellent : no.	-	-	-	-	-	-
Total : no.	62	64	68	20	9	223

Chi² = 3.042, d.f. = 4, Sig. = 0.551

- A = national level**
- B = provincial level**
- C = district level**
- D = school cluster level**
- E = others**

Table 129 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR HONOUR CONFERRED.

Controlling abilities	Honour conferred					Total
	A	B	C	D	E	
Poor : no.	16	5	5	-	-	26
Moderate : no.	46	34	42	13	4	133
Good : no.	12	25	21	7	5	70
Excellent : no.	-	-	-	-	-	-
Total : no.	62	64	68	20	9	223

Chi² = 13.462, d.f. = 8, Sig. = 0.097

- A = national level
- B = provincial level
- C = district level
- D = school cluster level
- E = others

Table 136 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR HONOUR CONFERRED.

Administrative abilities		Honour conferred					Total
		A	B	C	D	E	
Poor	: no.	13	10	14	1	-	38
Moderate	: no.	49	54	54	19	9	185
Good	: no.	-	-	-	-	-	-
Excellent	: no.	-	-	-	-	-	-
Total	: no.	62	64	68	20	9	223

Chi² = 5.27, d.f. = 4, Sig. = 0.26

A = national level

B = provincial level

C = district level

D = school cluster level

E = others

The results of data analysis presented in these tables are summarised in Table 131.

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

Administrative abilities	Chi ²	d.f.	Sig.
Planning	9.69	4	0.95
Organising	3.04	4	0.55
Controlling	13.45	8	0.07
Total	5.27	4	0.26

10.2 The relationship between honour conferred and administrative behaviours.

In order to test the hypothesis, contingency tables were constructed between honour conferred and academic 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 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS OF SCHOOL ADMINISTRATORS AND THEIR HONOUR CONFERRED.

Academic affairs		Honour conferred					Total
		A	B	C	D	E	
1	: no.	9	6	2	2	-	19
2	: no.	7	1	5	-	-	13
3	: no.	7	13	13	5	2	40
4	: no.	25	22	24	9	1	81
5	: no.	14	22	24	4	6	70
Total: no.		62	64	68	20	9	223

$\chi^2 = 24.323, d.f. = 16, Sig. = 0.093$

A = national level

B = provincial level

C = district level

D = school cluster level

E = others

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 133 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF SCHOOL ADMINISTRATORS AND THEIR HONOUR CONFERRED.

Personnel		Honour conferred					Total
		A	B	C	D	E	
1	: no.	10	6	3	2	-	21
2	: no.	4	1	-	-	-	5
3	: no.	6	9	12	4	1	32
4	: no.	29	19	20	12	2	82
5	: no.	13	29	33	2	6	83
Total: no.		62	64	68	20	9	223

Chi² = 35.765, d.f. = 16, Sig. = 0.003^{**}

A = national level

B = provincial level

C = district level

D = school cluster level

E = others

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 134 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL ADMINISTRATORS AND THEIR HONOUR CONFERRED.

Pupil Activities	Honour conferred					Total
	A	B	C	D	E	
1 : no.	12	6	3	2	-	23
2 : no.	3	1	1	-	-	5
3 : no.	12	11	12	3	2	40
4 : no.	17	24	25	9	2	77
5 : no.	18	22	27	6	5	78
Total: no.	62	64	68	20	9	223

Chi² = 15.802, d.f. = 16, Sig. = 0.467

A = national level

B = provincial level

C = district level

D = school cluster level

E = others

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 135 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE OF SCHOOL ADMINISTRATORS AND THEIR HONOUR CONFERRED.

Management and finance	Honour conferred					Total
	A	B	C	D	E	
1 : no.	11	6	3	2	-	22
2 : no.	1	-	1	1	-	3
3 : no.	2	3	4	-	1	10
4 : no.	14	12	18	4	2	50
5 : no.	34	43	42	13	6	138
Total: no.	62	64	68	20	9	223

Chi² = 13.949, d.f. = 16, Sig. = 0.603

A = national level

B = provincial level

C = district level

D = school cluster level

E = others

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 136 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL ADMINISTRATORS AND THEIR HONOUR CONFERRED.

Facilities	Honour conferred					Total
	A	B	C	D	E	
1 : 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 : no.	25	31	36	7	7	106
Total: no.	62	64	68	20	9	223

Chi² = 16.851, d.f. = 16, Sig. = 0.395

A = national level

B = provincial level

C = district level

D = school cluster level

E = others

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 137 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS OF SCHOOL ADMINISTRATORS AND THEIR HONOUR CONFERRED.

School Community relations		Honour conferred					Total
		A	B	C	D	E	
1	: no.	12	6	3	2	-	23
2	: no.	3	5	3	2	1	14
3	: no.	28	16	11	4	1	52
4	: no.	15	16	28	9	3	71
5	: no.	12	21	23	3	4	63
Total: no.		62	64	68	28	9	223

$\text{Chi}^2 = 24.222, \text{d.f.} = 16, \text{Sig.} = 0.085$

A = national level

B = provincial level

C = district level

D = school cluster level

E = others

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 138 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS AND THEIR HONOUR CONFERRED.

Administrative behaviours	Honour conferred					Total
	A	B	C	D	E	
1 : no.	9	6	2	2	-	19
2 : no.	5	-	1	-	-	6
3 : no.	4	6	8	2	1	21
4 : no.	29	26	23	11	3	92
5 : no.	15	26	34	5	9	85
Total: no.	62	64	68	28	9	223

Chi² = 26.34, d.f. = 16, Sig. = 0.05

A = national level

B = provincial level

C = district level

D = school cluster level

E = others

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

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

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

Administrative behaviours	Chi ²	d.f.	Sig.
Academic affairs	24.32	16	0.08
Personnel	35.76	16	0.00 ^{††}
Pupil Activities	15.88	16	0.46
Management and finance	13.94	16	0.60
Facilities	16.85	16	0.39
School Community relations	24.22	16	0.08
Total	26.34	16	0.05 [†]

^{††} Significance at less than 0.01 level.

[†] Significance at 0.05 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

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.**

Planning abilities		School Size			Total
		Large	Middle	Small	
Poor	: no.	18	29	19	66
Moderate	: no.	47	72	38	157
Good	: no.	-	-	-	-
Excellent	: no.	-	-	-	-
Total	: no.	65	101	57	223

$\chi^2 = 0.533, d.f. = 2, Sig. = 0.766$

Table 141 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ORGANIZING ABILITIES OF SCHOOL ADMINISTRATORS AND THE SCHOOL SIZE.

Organising abilities	School Size			
	Large	Middle	Small	Total
Poor : no.	45	71	39	155
Moderate : no.	20	30	18	68
Good : no.	-	-	-	-
Excellent : no.	-	-	-	-
Total : no.	65	101	57	223

Chi² = 0.064, d.f. = 2, Sig. = 0.969

Table 142 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THE SCHOOL SIZE.

Controlling abilities	School Size			Total
	Large	Middle	Small	
Poor : no.	5	16	5	26
Moderate : no.	39	58	36	133
Good : no.	21	33	16	70
Excellent : no.	-	-	-	-
Total : no.	65	107	57	229

Chi² = 6.692, d.f. = 2, Sig. = 0.032

Table 143 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE ABILITIES OF SCHOOL ADMINISTRATORS AND THE SCHOOL SIZE.

Administrative abilities		School Size			Total
		Large	Middle	Small	
Poor	: no.	11	18	7	36
Moderate	: no.	54	83	48	185
Good	: no.	-	-	-	-
Excellent	: no.	-	-	-	-
Total	: no.	65	101	57	323

Chi² = 9.11, d.f. = 2, Sig. = 0.05

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 abilities	Chi ²	d.f.	Sig.
Planning	0.53	2	0.76
Organising	0.06	2	0.96
Controlling	0.69	4	0.95
Total	0.11	2	0.95

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.

Academic affairs		School Size			Total
		Large	Middle	Small	
1	: no.	4	8	7	19
2	: no.	2	5	6	13
3	: no.	6	23	11	40
4	: no.	23	36	26	81
5	: no.	36	27	13	70
Total	: no.	65	101	57	223

$\text{Chi}^2 = 15.310, \text{d.f.} = 8, \text{Sig.} = 0.053$

Table 146 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PERSONNEL OF SCHOOL ADMINISTRATORS AND THE SCHOOL SIZE.

Personnel		School Size			
		Large	Middle	Small	Total
1	: no.	5	8	8	21
2	: no.	1	1	3	5
3	: no.	5	24	3	32
4	: no.	19	35	28	82
5	: no.	35	33	15	83
Total	: no.	65	101	57	223

Chi² = 27.132, d.f. = 8, Sig. = 0.001

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 147 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES OF SCHOOL ADMINISTRATORS AND THE SCHOOL SIZE.

Pupil Activities		School Size			Total
		Large	Middle	Small	
1	: no.	6	8	9	23
2	: no.	-	3	2	5
3	: no.	10	20	10	40
4	: no.	17	40	20	77
5	: no.	32	30	16	78
Total		65	101	57	223

$\chi^2 = 12.268, d.f. = 8, Sig. = 0.140$

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 148 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE OF SCHOOL ADMINISTRATORS AND THE SCHOOL SIZE.

Management and Finance		School Size			Total
		Large	Middle	Small	
1	: no.	6	8	8	22
2	: no.	1	-	2	3
3	: no.	1	7	2	10
4	: no.	10	29	11	50
5	: no.	47	57	34	138
Total		65	101	57	223

Chi² = 12.643, d.f. = 8, Sig. = 0.125

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 149 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN FACILITIES OF SCHOOL ADMINISTRATORS AND THE SCHOOL SIZE.

Facilities		School Size			
		Large	Middle	Small	Total
1	: no.	5	8	8	21
2	: no.	11	2	6	19
3	: no.	5	12	4	21
4	: no.	11	35	20	66
5	: no.	43	44	19	106
Total	: no.	65	101	57	223

$\text{Chi}^2 = 23.428, \text{d.f.} = 8, \text{Sig.} = 0.003$

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

Table 150 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS OF SCHOOL ADMINISTRATORS AND THE SCHOOL SIZE.

School Community		School Size			
		Large	Middle	Small	Total
1	: no.	6	8	9	23
2	: no.	1	8	5	14
3	: no.	16	27	9	52
4	: no.	18	32	21	71
5	: no.	24	26	13	63
Total		65	101	57	223

$\text{Chi}^2 = 10.907, \text{d.f.} = 8, \text{Sig.} = 0.207$

- 1 = Very Poor
- 2 = Poor
- 3 = Moderate
- 4 = Good
- 5 = Excellent

Table 151 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOURS OF SCHOOL ADMINISTRATORS AND THE SCHOOL SIZE.

Administrative behaviours		School Size			
		Large	Middle	Small	Total
1	: no.	4	8	7	19
2	: no.	2	1	3	6
3	: no.	4	13	4	21
4	: no.	18	48	26	92
5	: no.	37	31	17	85
Total	: no.	65	101	57	223

Chi² = 18.95, d.f. = 8, Sig. = 0.01

1 = Very Poor

2 = Poor

3 = Moderate

4 = Good

5 = Excellent

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 ²	d.f.	Sig.
Academic affairs	15.31	8	0.05 [†]
Personnel	27.13	8	0.00 ^{##}
Pupil Activities	12.26	8	0.14
Management and finance	12.64	8	0.12
Facilities	10.90	8	0.00 ^{##}
School Community relations	24.22	8	0.20
Total	18.95	8	0.01[#]

[†] Significance at 0.05 level.

[#] Significance at less than 0.01 level.

^{##} Significance at less than 0.01 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

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 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN
PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR
ADMINISTRATIVE BEHAVIORS IN ACADEMIC AFFAIRS.**

Academic Affairs	Planning Abilities		Total
	Moderate	Poor	
1 : no.	9	10	19
2 : no.	6	7	13
3 : no.	11	29	40
4 : no.	19	62	81
5 : no.	21	49	70
Total : no.	66	157	223

Chi² = 6.145, d.f. = 4, Sig. = 0.189

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

**Table 154 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN
PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR
ADMINISTRATIVE BEHAVIOURS IN PERSONNEL.**

Personnel	Planning Abilities		
	Moderate	Poor	Total
1 : no.	10	11	21
2 : no.	3	2	5
3 : no.	5	27	32
4 : no.	23	59	82
5 : no.	25	58	83
Total : no.	66	157	223

$\text{Chi}^2 = 8.595, \text{d.f.} = 8, \text{Sig.} = 0.072$

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

**Table 155 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN
PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR
ADMINISTRATIVE BEHAVIOURS IN PUPIL ACTIVITIES.**

Pupil Activities	Planning Abilities		
	Moderate	Poor	Total
1 : no.	12	11	23
2 : no.	1	4	5
3 : no.	8	32	40
4 : no.	23	54	77
5 : no.	22	56	78
Total : no.	66	157	223

Chi² = 7.691, d.f. = 4, Sig. = 0.104

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

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

Management and Finance	Planning Abilities		
	Moderate	Poor	Total
1 : no.	11	11	22
2 : no.	2	1	3
3 : no.	2	8	10
4 : no.	12	38	50
5 : no.	39	99	138
Total : no.	66	157	223

$\text{Chi}^2 = 7.686, \text{d.f.} = 4, \text{Sig.} = 0.104$

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

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

Facilities	Planning Abilities		
	Moderate	Poor	Total
1 : no.	10	11	21
2 : no.	5	4	9
3 : no.	4	17	21
4 : no.	15	51	66
5 : no.	32	74	106
Total : no.	66	157	223

Chi² = 8.818, d.f. = 4, Sig. = 0.066

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

Table 158 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN PLANNING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS.

School Community relations	Planning Abilities		Total
	Moderate	Poor	
1 : no.	12	11	23
2 : no.	3	11	14
3 : no.	10	42	52
4 : no.	25	46	71
5 : no.	16	47	63
Total : no.	66	157	223

Chi² = 10.364, d.f. = 4, Sig. = 0.035

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

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 ²	d.f.	Sig.
Academic affairs	6.14	4	0.18
Personnel	8.59	4	0.07
Pupil Activities	7.69	4	0.10
Management and finance	7.68	4	0.10
Facilities	8.81	4	0.06
School Community relations	10.34	4	0.03 ¹

¹ Significance at 0.03 level.

For Chi² 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 0.03 level of significance, but there are no significant relationship between other aspects of administrative behaviours and planning activities.

12.2 The relationship between organising abilities 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 160, 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.

Academic Affairs	Organising Abilities		
	Moderate	Poor	Total
1 : no.	16	3	19
2 : no.	10	3	13
3 : no.	27	13	40
4 : no.	55	26	81
5 : no.	47	23	70
Total : no.	155	68	223

$\text{Chi}^2 = 2.635, \text{d.f.} = 4, \text{Sig.} = 0.623$

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

Table 141 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ORGANISING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE BEHAVIOURS Personnel.

Personnel	Organising Abilities		
	Moderate	Poor	Total
1 : no.	18	3	21
2 : no.	3	2	5
3 : no.	20	12	32
4 : no.	54	28	82
5 : no.	60	23	83
Total : no.	155	68	223

$\chi^2 = 4.377, d.f. = 4, Sig. = 0.357$

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

Table 162 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ORGANISING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE BEHAVIOURS PUPIL ACTIVITIES.

Pupil Activities	Organising Abilities		
	Moderate	Poor	Total
1 : no.	19	4	23
2 : no.	3	2	5
3 : no.	24	16	40
4 : no.	50	19	77
5 : no.	51	27	78
Total = no.	158	68	226

Chi² = 5.637, d.f. = 4, Sig. = 0.228

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

Table 163 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ORGANISING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE BEHAVIOURS MANAGEMENT AND FINANCE.

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

Chi² = 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.

Facilities	Organising Abilities		
	Moderate	Poor	Total
1 : no.	18	3	21
2 : no.	4	5	9
3 : no.	13	8	21
4 : no.	48	18	66
5 : no.	72	34	106
Total : no.	155	68	223

Chi² = 6.291, d.f. = 4, Sig. = 0.179

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

Table 165 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN ORGANISING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE BEHAVIOURS SCHOOL COMMUNITY RELATIONS.

School Community relations	Organising Abilities		
	Moderate	Poor	Total
1 : no.	19	4	23
2 : no.	10	4	14
3 : no.	30	22	52
4 : no.	49	22	71
5 : no.	47	16	63
Total : no.	155	68	223

$\text{Chi}^2 = 6.012, \text{d.f.} = 4, \text{Sig.} = 0.192$

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

The results of data analysis present in these tables are summarised in table 166.

**Table 166 : SUMMARY OF DATA ANALYSIS OF THE RELATIONSHIP BETWEEN
& ASPECTS OF ADMINISTRATIVE BEHAVIOURS AND ORGANISING
ABILITIES.**

Administrative behaviours	Chi ²	d.f.	Sig.
Academic affairs	2.63	4	0.62
Personnel	4.37	4	0.35
Pupil Activities	5.63	4	0.22
Management and finance	10.54	4	0.03 [†]
Facilities	6.29	4	0.17
School Community relations	6.01	4	0.19

[†] Significance at 0.03 level.

From Chi² 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 0.03 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 SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE BEHAVIOURS IN ACADEMIC AFFAIRS.

Academic Affairs	Organising Abilities			Total
	Moderate	Poor	Good	
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	70
Total : no.	20	133	70	223

Chi² = 14.849, d.f. = 8, Sig. = 0.062

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

Table 163 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE BEHAVIOURS IN PERSONNEL.

Personnel	Organising Abilities			Total
	Moderate	Poor	Good	
1 : no.	4	14	3	21
2 : no.	1	4	-	5
3 : no.	6	21	9	32
4 : no.	7	47	29	82
5 : no.	9	47	29	83
Total : no.	27	133	70	223

Chi² = 8.829, d.f. = 8, Sig. = 0.352

1 = very poor

2 = poor

3 = moderate

4 = good

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			T o t a l
	Moderate	Poor	Good	
1 : no.	4	16	3	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.	20	133	70	223

Chi² = 11.551, d.f. = 8, Sig. = 0.172

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

Table 170 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE BEHAVIOURS IN MANAGEMENT AND FINANCE.

Management and Finance	Organising Abilities			Total
	Moderate	Poor	Good	
1 : no.	4	15	3	22
2 : no.	-	3	-	3
3 : no.	1	5	4	10
4 : no.	4	34	12	50
5 : no.	11	76	51	138
Total : no.	20	133	70	223

$\text{Chi}^2 = 10.501, \text{d.f.} = 8, \text{Sig.} = 0.232$

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

Table 171 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE BEHAVIOURS IN FACILITIES.

Facilities	Organising Abilities			Total
	Moderate	Poor	Good	
1 : no.	4	14	3	21
2 : no.	1	6	2	9
3 : no.	1	15	5	21
4 : no.	6	33	27	66
5 : no.	8	65	33	106
Total : no.	20	133	70	223

Chi² = 9.385, d.f. = 8, Sig. = 0.311

1 = very poor

2 = poor

3 = moderate

4 = good

5 = excellent

Table 172 : CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN CONTROLLING ABILITIES OF SCHOOL ADMINISTRATORS AND THEIR ADMINISTRATIVE BEHAVIOURS IN SCHOOL COMMUNITY RELATIONS.

School Community relations	Organising Abilities			Total
	Moderate	Poor	Good	
1 : no.	4	16	3	23
2 : no.	2	8	4	14
3 : no.	4	35	13	52
4 : no.	3	39	29	71
5 : no.	7	35	21	63
Total : no.	20	133	70	223

Chi² = 11.082, d.f. = 8, Sig. = 0.197

1 = very poor

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 BETWEEN 6 ASPECTS OF ADMINISTRATIVE BEHAVIOURS AND CONTROLLING ABILITIES.

Administrative behaviours	Chi ²	d.f.	Sig.
Academic affairs	14.84	8	0.06
Personnel	8.82	8	0.35
Pupil Activities	11.55	8	0.17
Management and finance	10.50	8	0.23
Facilities	9.38	8	0.31
School Community relations	11.01	8	0.19

From Chi² 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.

Administrative abilities	Administrative behaviours					Total
	1	2	3	4	5	
Poor : no.	8	4	3	10	13	38
Moderate : no.	11	2	18	82	72	185
Good : no.	-	-	-	-	-	-
Excellent : no.	-	-	-	-	-	-
Total : no.	19	6	21	92	85	223

$\text{Chi}^2 = 21.67, \text{d.f.} = 4, \text{Sig.} = 0.0002$

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 ²	d.f.	Sig.
21.67	4	0.00 [†]

[†] Significance at less than 0.01 level

From Chi² 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 0.01 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 HYPOTHESES AND SIGNIFICANTLY RELATED ASPECTS.

Hypothesis No.	Hypotheses/Aspects	Level of Significance
3.2	[‡] Academic Affairs and teaching experience.	0.01
5.1	Administrative abilities and administrative experience.	0.00 ^{##}
8.2	[‡] Pupil activity and Administrative training.	0.02
10.2	Administrative behaviours and Honour conferred	0.00 ^{##}
11.2	Administrative behaviour and School size.	0.05
12.1	[‡] Planning abilities and School Community relations.	0.03
12.2	[‡] Organising abilities and Management and finance.	0.03
12.4	Administrative abilities and Administrative behaviours.	0.00 ^{##}

[‡] Aspects found significantly related under rejected hypothesis.

^{##} Significant at less than 0.01 level.

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

- (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.

Anan (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. Atughonu (1985) also tried to develop a list of critical competencies needed for the secondary school principalship in Nigeria. Yohn (1985) found that all 45 competencies in communication, interaction, strong leadership and motivation were considered important by California Junior high principals. Fluth (1986) found that the Guidelines for the 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 elementary school principal, (2) the area of 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 of the other researchers are the same. Sharma (1972) found that it is a positive relationship between principal's effectiveness in his administrative tasks, behaviours. Darji (1975) found that relationship between the academic status of the school and their leadership behaviour dimension was statistically non significant. Pandya (1975) found that effective leader behaviour is 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 Descriptive Scale and achievements of supervision work. Nomata (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-Awareness.

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.