

UNIVERSITY OF SWAZILAND
DEPARTMENT OF EDUCATIONAL
FOUNDATIONS AND MANAGEMENT
FINAL EXAMINATION QUESTION PAPER, MAY 2005

- TITLE OF PAPER** : **SCHOOL ADMINISTRATION (PGCE)**
- COURSE CODE** : **EDF 401 (M)**
- TIME ALLOWED** : **THREE (3) HOURS**
- INSTRUCTIONS** :
- 1. THIS QUESTION PAPER CONSISTS OF SECTIONS A AND B. MAKE SURE THAT YOU HAVE BOTH.**
 - 2. SECTION A CARRIES 50 MARKS, AND CONSISTS OF SHORT ANSWERS. ANSWER ALL QUESTIONS IN THIS SECTION ON THE QUESTION PAPER ITSELF.**
 - 3. SECTION B HAS 3 QUESTIONS, FROM WHICH YOU SHOULD CHOOSE 2 AND ANSWER THEM IN THE ANSWER FOLDER. EACH QUESTION CARRIES 25 MARKS. YOU ARE REMINDED THAT IN ASSESSING YOUR ANSWERS IN THIS SECTION, ACCOUNT WILL BE TAKEN OF THE GENERAL QUALITY OF EXPRESSION.**
 - 4. AT THE END OF THE EXAMINATION PUT YOUR SECTION A INSIDE THE ANSWER FOLDER WHICH HAS SECTION B.**

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GIVEN BY THE INVIGILATOR.

SECTION A

ID. NO: _____

Answer all questions in this section in the spaces provided. Each answer item carries 1 mark, except Question 10, which carries 2 marks per item. This section has a total of 50 marks.

1. Musaazi (1987) has classified organisations “on the basis of their main objectives”. List any two types of organisation that derive from this classification:

(a) _____

(b) _____

[2 marks]

2. State whether each statement below in TRUE or FALSE:

In a School there are 11 teachers of English and 3 of French. In organizational terms this means that:

(a) It is possible to apply the principle of unity of command in the Department of French because this department has few teachers, but it is not possible to apply it to the Department of English because the teachers are many _____ .

(b) The structure of the Department of English is taller than that of the Department of French _____ .

(c) The Department of English has a wider span of control than the Department of French _____ .

(d) “The number of levels of management should not be unnecessarily excessive ...” (Musaazi, 1987). This principle refers to the creation of hierarchies _____ .

[5 marks]

3. State whether each statement below is TRUE or FALSE

(a) Informal groups are undesirable because they disrupt the normal functioning of the formal organisation _____ .

(b) An informal group cannot induce its members to behave in a particular way because it does not have the means to enforce its will _____ .

(c) An informal organization may also be described as an informal structure _____ .

(d) The existence of an informal group in a school is an indication that the school is not well managed _____ . [4 marks]

4. Name the administrative/organizational principle that is best represented by each statement below:

(a) It is sometimes unsettling for a beginning teacher to learn that she will do a variety of duties in addition to teaching, as a result of which she will receive directives from different superordinates in respect of each of those different duties _____ .

(b) The bigger high schools in Swaziland have 10 or more teachers under the direction of one head of department; this is possible because teachers have had long training and therefore do not need close supervision _____ .

(c) For the high schools in Swaziland, most teachers have been trained to teach no more than two subjects; the aim is to provide the teachers with higher levels of skills and competence in those subjects _____ .

5. A decision maker who follows rationality to the fullest in the process of decision making goes through a series of specific steps before arriving at a decision . List these five steps below (Note that what is required is not the “stages” that have been outlined by Musaazi (1987):

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

[5 marks]

6. According to Musaazi (1987), “Teachers can participate in meaningful decision making with a school head in a number of “ways,” which he calls “techniques”. List these three “ways” or “techniques” below:

(a) _____

(b) _____

(c) _____

[3 marks]

7. In this chapter on "School and Community," Musaazi (1987) has identified two types of community that are found in many African countries. Name these types of community below:

(a) _____

(b) _____

[2 marks]

8. Based on the model presented by Lipham et al. (1985), list below four categories (types) of resources (inputs) that schools receive from the larger environment:

(a) _____

(b) _____

(c) _____

(d) _____

[4 marks]

9. List below the three functions of leadership from the perspective or point of view of "leadership as a status, title or position recognised in a formal organisational chart," referred to by Musaazi (1987) as "meaning of leadership."

(a) _____

(b) _____

(c) _____

[3 marks]

10. According to the continuum of leadership developed by Tannenbaum and Schmidt (1973), there are 5 "positions" that leaders may occupy on this continuum. State in summary form each of these "positions" (here each answer item carries 2 marks):

(a) _____

(b) _____

(c) _____

- (d) _____
 - (e) _____
- [10 marks]

11. With reference to the dimensions of leadership developed by the Ohio State (University) Studies Group (OSS), against each statement below, name the dimension which is best represented by that statement:

- (a) As a leader, Mrs. Nkosi always explains to her group the channels of communication and the procedures she wants the group to follow.

- (b) Whenever Mr. Gama does something, it is always in accordance with a clear, predetermined plan. _____

- (c) The teachers of Riverside School say that their headteacher always explains as clearly as possible his own role in the school, as well as the role of the teachers.

- (d) The teachers of Riverside School say that their headteacher always explains as clearly as possible his own role in school, as well as the role of the teachers

- (e) At Northside School, it is not just the teachers who have respect for their headteacher, the headteacher also has a healthy respect for the teachers.

12. Based on the work of Purkey and Smith, Cohn and Rossmiller (1987) have described two groups (types) of variables that are characteristic of effective schools. Against each statement below, state the type of variable represented by the description:

- (a) School time is used effectively, with more time devoted to academic work

- (b) There is a feeling among members that they belong to a community.

- (c) Staff and administrators interact as colleagues, rather than as juniors and seniors, and they plan school activities together.

- (d) When pupils do well academically, such excellence is celebrated publicly, throughout the school.

- (e) Their school has a definite plan in terms of which every teacher attends in-service training related to his/her teaching subject(s) on a regular basis.

(5 marks)

[TOTAL MARKS = 50]

SECTION B

Attempt any **two** questions in this Section. This section has a total of **50 marks**.

1. Based on what you have studied about **formal and informal groups**, describe the characteristics and behaviour of an informal group which you know, and discuss what that group did to try to influence the formal organisation.
(25 marks)
2. **Processes within the school** are a component of the model presented by Lipham et al. (1985), placing the school in relation to the larger environment. Use examples from a school or schools you know to explain what this component of the model is about.
(25 marks)
3. **Academic emphasis** is one of the characteristics of successful schools that Cohn and Rossmiller (1987) have described. Explain clearly what academic emphasis entails and, based on your experience, suggest what school authorities in Swaziland can do in this regard in an effort to improve the academic performance of students.
(25 marks)

Section A	=	50 marks
Section B (25 x 2)	=	50 marks
TOTAL		100 marks