

UNIVERSITY OF SWAZILAND
DEPARTMENT OF EDUCATIONAL
FOUNDATIONS AND MANAGEMENT

SUPPLEMENTARY EXAMINATION PAPER, JULY 2005

- TITLE OF PAPER** : **SCHOOL ADMINISTRATION**
- COURSE CODE** : **EDF 401 (S)**
- 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. IN THIS SECTION ANSWER ANY 2 QUESTIONS AND EACH QUESTION CARRIES 25 MARKS.**
 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. This section has a total of 50 marks.

1. Musaazi (1987) has said, "Organisations come into being because people have" gone through three activities. List these activities below:

- (a) _____
- (b) _____
- (c) _____

2. Musaazi (1987) has classified organisations "according to the emotional involvement of its members." List below two types of organization which derive from this classification:

- (a) _____
- (b) _____

3. Under Column 1 below, list four types of organisations that derive from the classification of organisations by Blau and Scott (1962), "on the basis of who the main (prime) beneficiary" of that type of organisation is supposed to be. Under column 2, list four types of organisation that derive from Musaazi's (1987) classification of organisation," on the basis of their main objectives"; the types under Column 2 should match (correspond to) those under Column 1:

Column 1 (Blau & Scott)

Column 2 (Musaazi)

- (a) _____
- (b) _____
- (c) _____
- (d) _____

- (a) _____
- (b) _____
- (c) _____
- (d) _____

4. Indicate whether each statement below is TRUE or FALSE.

- (a) In a school there are 9 teachers of English and 3 of woodwork. In organisational terms means that:
 - (i) The teachers of English can have no formal relationship with the teachers of woodwork because their respective subjects have nothing in common _____.
 - (ii) There is only one layer of management between the teachers and the heads of department in both cases, therefore the span of control is the same for both departments _____.
 - (iii) Although there is a layer of management between the teacher and their respective heads of department, in practice the teachers of woodwork can have more individual access to their head of department than their counterparts in English _____.
- (b) Where close supervision is necessary, a narrow span of control is desirable _____.
- (c) Formal organisations sometimes have tall structures, whereas informal organisations usually have flat structures _____.

5. Name three types of school in Swaziland which are "aided," but not owned, by government:

- (a) _____
- (b) _____
- (c) _____

6. List below the four short-term outcomes that have been described by Lipham et al. (1985) in their model, which places the school in relation to the larger environment:

- (a) _____
- (b) _____
- (c) _____
- (d) _____

7. Below are statements which describe the behaviour of leaders. Against each statement, indicate the style (type) of leadership which is best represented by that statement:
- (a) The staff meetings in our school are usually short and business-like because as soon as a consensus emerges, our headteacher summarises it quickly and accurately from the chair, closes discussion on that item, and moves onto the next item

- (b) Their headteacher no longer silences teachers who want to make suggestions at meetings. Instead, he “listens” and thereafter goes away to make decisions which reflect none of the suggestions made at meetings, and then expects everybody to abide by those decisions _____
- (c) The headteacher allows staff to make decisions pertaining to their classes, but she is always careful to define the parameters within which those decisions should be made. For example, she would remind the teachers of relevant policies of the Ministry of Education and operational guidelines that have been stipulated by the school committee on behalf of parents _____
- (d) Staff meetings at their school always take a long time because they debate at length even relatively trivial issues, and every teacher may speak on every item _____
8. Indicate whether each statement below is TRUE or FALSE:
- (a) The ‘transactional’ style of leadership is similar to ‘consideration’ _____
- (b) ‘consideration’ is a combination of two styles of leadership _____
- (c) The ‘nomothic’ style of leadership is similar to ‘initiating structure’ _____
9. Below are descriptions of what happens in some schools. Against each description, indicate the type of climate that is likely to prevail in that type of school:
- (a) Mr. Nkosi and a few other teachers have evidently refused to be their headteacher’s ‘good boys’ because, they say openly, they find it not only unprofessional but also demeaning, and so they now show a lot of disdain for the headteacher and those staff who pander to his wishes. On his part, the headteacher would have Mr. Nkosi and his colleagues transferred at the earliest opportunity, if he had the authority to do so

- (b) Their headteacher drives both the teachers and the students very hard. Despite the fact that the headteacher has little regard for his staff and students as human beings, the J.C. and O'level examination results of that school are always among the best in that regions, and from that the teachers derive their only pleasure from being at this school _____
- (c) Even a visitor to that school can tell within a short time of his arrival that everybody there seems to be in perpetual state of happiness. The pity is that neither the headteacher nor the teachers do much by way of academic work _____

10. List below any four of the stages of the decision making process that have been outlined by Musaazi (1987):

- (a) _____
- (b) _____
- (c) _____
- (d) _____

11. In his Chapter on "School Administration," Musaazi (1987) outlines several "personal characteristics or qualities (that) are desired of a school head." List any six of those qualities below:

- (b) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____

12. According to Cohn and Rossmiller (1987), Purkey and Smith used two groups of variables to describe the components of an effective school, known as “structural/organisational” variables and “process” variables. State whether each statement below represents a “structural/organisational” variable or a “process” variable:

- (a) Clear goals and high expectations _____
- (b) Curriculum articulation and organisation are used to achieve agreement on goals _____
- (c) A school wide staff development programme based on the needs of teachers _____
- (d) Emphasis is placed on school site management _____
- (e) Stability and continuity are valued _____

SECTION B

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

1. Discuss Musaazi's (1987) idea of **traditional communities and adopted communities**, with reference to the relationships these communities have with the various types of school within them in Swaziland.
(25 marks)
2. Based on the model presented by Lipham et al. (1985), which places the school in relation to the larger environment, write and explain what **inputs to the school** are and how they are made available to the various types of school that are found in Swaziland.
(25 marks)
3. **Classroom management** is one of the characteristics of effective schools that Cohn and Rossmiler (1987) have identified. Use examples from a school or schools you know to discuss how classroom management is done in this school and how it can be improved upon.
(25 marks)