

UNIVERSITY OF SWAZILAND
DEPARTMENT OF EDUCATIONAL
FOUNDATIONS AND MANAGEMENT

SUPPLEMENTARY EXAMINATION QUESTION PAPER, JULY 2006

- TITLE OF PAPER** : **SCHOOL ADMINISTRATION (PGCE)**
- COURSE CODE** : **EDF 401**
- TIME ALLOWED** : **THREE (3) HOURS**
- INSTRUCTIONS** :
- 1. THIS QUESTION PAPER HAS 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: _____

There are 50 answer items in this section. Answer all questions in the spaces provided. Each answer item carries 1 mark, except Question 1 which carries 2 marks per item.

1. Musaazi (1987) says, "organizations come into being [when] certain people have" done three things. List below the three activities people engage in when forming an organization:

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

[6 marks]

2. Musaazi (1987) has classified organizations "on the basis of their main objectives," and Blau and Scott (1962) have classified them "on the basis of who the prime (main) beneficiary of that type of organization is supposed to be." Based on these classifications, indicate whether each statement below is **TRUE** or **FALSE**:

- (a) "Social organizations" are similar to "service organizations" _____
- (b) "Economic organizations" are similar to "business organizations" _____
- (c) "Government organizations" are sometimes known as "protective organizations" _____
- (d) "Mutual benefit organizations" are similar to "commonweal organizations" _____

[4 marks]

3. Indicate whether each statement below is **TRUE** or **FALSE**:

- (a) Informal organizations should be discouraged in schools because they always instigate teachers against headteachers _____
- (b) Informal organizations sometimes help the formal organizations to attain its goals _____
- (c) Informal organizations come about if members of the organization are dissatisfied with something in the formal organization _____

- (d) Informal organizations circulate information in organizations but only after satisfying themselves that the information is correct _____ .
 - (e) You can tell a formal organization from the structure of defined communication channels _____ .
 - (f) You can also tell a formal organization from the network of interpersonal relationships of the members of the organization _____ .
- [6 marks]

4. Name the four **inputs to schools** that come to schools from the external environment, that have been outlined by Lipham et al. (1985):

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

[4 marks]

5. In his Chapter on "School and Community," Musaaazi (1987) says in many African countries, there are two types of community. Name these communities:

- (a) _____
- (b) _____

[2 marks]

6. When looked at from the **point of view or perspective of status, title or position**, referred to as "meaning of leadership" by Musaaazi (1987), leadership has three functions. List these three functions below:

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

[3 marks]

7. 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) Whenever my head of department does something, it is usually in accordance with a clear, predetermined plan _____.
- (b) As a leader, Mrs. Dlamini always explains to her teachers the channels of communication and the procedures she wants the teachers to follow when doing things _____.
- (c) The teachers of that school say that their headteacher has a lot of trust in her teachers, and the teachers in turn have learnt to trust their headteacher completely _____.
- (d) In one of the schools in the Shiselweni region, at the beginning of each school term the headteacher explains as clearly as she possibly can her own role in the school as she sees it, and also explains as clearly as possible the role she expects the teachers to play on their part _____.
- (e) It is not just teachers in that school who have respect for their headteacher, the headteacher himself also has a lot of respect for his teachers _____.

[5 marks]

8. Against each statement below, indicate the type of school (organizational) climate that is likely to prevail in that school:

- (a) From the time she arrived at that school as headteacher, she worked very hard towards creating a very pleasant work environment there, an environment in which the headteacher spares no effort to make the staff comfortable and happy at a personal level; all this, however, is done at the expense of school work _____.
- (b) The headteacher of that school wants to do everything himself, does not encourage the initiatives of staff, the staff is divided into two major camps, one of which consists of his supporters and the other comprises her detractors _____.
- (c) The headteachers of some of our schools do not believe that in their schools any important task can be done well if it is done by someone else, and the teachers in such schools seem to have come to accept this state of affairs. As a result, the headteachers of these schools are on their feet all day, teachers have no feeling of goal achievement and morale is quite low _____.

- (d) It is difficult to say what the people want in the case of one of our schools, because neither the headteacher nor the staff is working towards school goals or towards meeting their personal needs; because they are not achieving any of these things, morale is very low in that school _____.

[4 marks]

9. Against each statement below, indicate the **type (style) of leadership** represented by that statement:

- (a) Their headteacher allows every teacher to speak on every item if they wish, and thereafter he goes away to this office to make decisions that reflect none of the suggestions made by staff, which he expects the staff to follow to the letter _____.
- (b) The headteacher in their school allows everybody to speak, including the young and inexperienced teachers, which makes their meetings long and tiring, and often they have to adjourn because they can't finish business on the scheduled day of the meeting _____.
- (c) The meetings in our school are very 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 _____.
- (d) This headteacher allows staff to make decisions pertaining to their work, but she is always careful to define the parameters within which those decisions have to be taken, for example, policies of the Ministry of Education and prior decision made by the school committee _____.
- (e) A headteacher has said this to a teacher, "Mr. Gamedze, you must follow that roster for study supervision like everyone else. It was drafted by an inter-disciplinary staff committee chosen by the staff and was subsequently approved by a full staff meeting at which you were present. Even I am bound by that decision" _____.
- (f) When Mrs. Dlamini's young child was sick, the headteacher allowed her to go and attend to the child. When she came back, the headteacher made arrangements for Mrs. Dlamini to get extra class time, so that she could make up for the academic time she had lost _____.

(6 marks)

10. According to Musaazi (1987), "Decision-making processes involve a series of complex interactions of events," which he outlines as "stages". List these stages below:

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

(d) _____

(e) _____

(f) _____

[6 marks]

11. Based on the work of Purkey and Smith, Cohn and Rossmiller (1987) have described two groups (types) of variables that characterise 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) Teachers and administrators in the school interact as colleagues, rather than as juniors and seniors, and they plan school activities together _____

(d) There is a schoolwide recognition of academic excellence _____

[4 marks]

SECTION B

Attempt any two questions in this section. Each question carries 25 marks, for 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 the group did to try and influence the formal organization.
[25 marks]

2. **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 schools that you know, suggest what school authorities in Swaziland can do in this regard in an effort to improve the academic performance of pupils.
[25 marks]

3. Based on the styles (types) of leadership that you have studied, compare and contrast the styles of leadership of two people in administrative positions in a school or schools that you know.
[25 marks]