Course Code: EDF 401 (M) 2007

## UNIVERSITY OF SWAZILAND

## DEPARTMENT OF EDUCATIONAL

## FOUNDATIONS AND MANAGEMENT

## FINAL EXAMINATION QUESTION PAPER, MAY 2007

TITLE OF PAPER : SCHOOL ADMINISTRATION (PGCE)

COURSE CODE : EDF 401 (M)

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 question items in this section, for total of 50 marks. Write your answers in the spaces provided. Each answer item carries 1 mark.

1.  According to Musaazi (1987) says, "organisation come into being because certain people have" done at least three activities. List those activities below:

    (a)  _____

    (b)  _____

    (c)  _____

    [3 marks]

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

    (a)  An inexperienced teacher may feel uneasy initially when told that he/she will be assigned a variety of duties in addition to teaching, as a result of which he/she will receive directives from different superordinates in respect of each of those duties

    _____

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

    _____

3.  Musaazi (1987) has classified organisations "on the basis of their main objectives," and Blau and Scott (1962) have classified them "on the basis of who is supposed to be prime (main) beneficiary of that type of organization." 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" concerns _____

(c)     Protective" organizations are sometimes known as "government" organizations

_____ .

(d)     "Mutual benefit" organizations are similar to "commonweal organizations

_____ .

(4 marks)

4.     Indicate whether each statement below is <u>TRUE</u> or <u>FALSE</u>:

(a)     Formal organizations have ways of punishing members whose behaviour goes against organizational expectations, and informal organizations also have ways of punishing wayward behaviour on the part of their members_____ .

(b)     A good formal structure of an organization will also show the network of informal interpersonal relationships that exist in the organization_____ .

(c)     The emergence of informal organizations in an organization is an indication that the organization is not managed well     _____ .

(d)     The vertical relationship in a structure from, say, a teacher of her head of department, deputy head teacher and through to the headteacher is an example of a hierarchy

_____ .

(e)     Ideally, the number of teachers who report to heads of department in high schools should be between 5 and 8, so that heads of department can supervise the teachers effectively     _____ .

(f)     Formal organizations sometimes have tall structure, whereas ifnormal organizations usually have flat structures _____ .

(g)     "The number of levels of management should not be unnecessarily excessive..." (Musaazi, 1987).  This organizational principle is about the creation of hierarchies

_____ .

(h)     The group to which you belonged when you did Micro-Teaching was a good example of an informal group _____ .

(i)     Informal groups should be discouraged because they disrupt the normal functioning of the formal organization _____ .

(9 marks)

5.  List below any three types of inputs which schools get from the external environment:

    (a)  _____

    (b)  _____

    (c)  _____
                                                          [3 marks]

6.  Under "meaning of leadership," Musaazi (1987) outlines three functions which people perform by virtue of their "status, title or position in a formal organizational chart." List these functions below:

    (a)  _____

    (b)  _____

    (c)  _____
                                                          [3 marks]

7.  List five steps a decision maker would take in making a decision if he/she followed rationality completely: (Note that what is required is rationality, not the "stages" that have been outlined by Musaazi (1987).

    (a)  _____

    (b)  _____

    (c)  _____

    (d)  _____

    (e)  _____
                                                          [5 marks]

8.   Against each statement below, indicate the type (style) of leadership represented by this statement:

   (a)   Their headteacher allows every teacher to speak on every item if they wish, and thereafter he goes away to his 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 thy 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 summaries it quickly and accurately from the chair, closes discussion on that item and moves onto the next item _____

   _____ .

   (d)   When Mrs. Dlamini's 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 _____ .

9.   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 _____ .

10. Against each statement below, indicate the <u>type of school (organizational) climate</u> that is likely to prevail in that school:

(a) From the time she arrived at the 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 he 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 school 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 _____ .

(3 marks)

11. Musaazi (1987) says, "Teachers can participate in meaningful decision making with a school head in a number of ways....," which he calls "techniques." List these "ways" or "technique" below:

(a) _____

(b) _____

(c) _____

12.  According to Musaazi (1987), there are certain "personal characteristics or qualities [that are] desired of a school head." List any three of these "characteristics or qualities."


(a)  _____

(b)  _____

(c)  _____

13.  Based on the work of Purkey and Smith, Cohn and Rossmiller (1987) have described two groups (types) of variable that characterize effective schools. Against each statement below state 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)

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## SECTION B

Answer any <u>two</u> questions in this section.

1.  Processes <u>Within the School</u> constitute one of the components of the model presented by Lipham and his associates, placing the school in relation to the larger environment. Explain this component of the model clearly, relating your explanation to a school or schools you know.                                                                 [25 marks]

2.  Use the two <u>dimensions of leadership (consideration and initiating structure)</u> to discuss the leadership styles of people you have known in leadership positions in your life.

[25 marks]

3.  <u>Academic emphasis</u> is one of the characteristics of successful schools that Cohn and Rossmiller (1987) have described. Explain clearly what academic emphasis entails, and suggest what schools in Swaziland can do in this regard in an effort to improve the academic performance of students.                                                                 [25 marks]