

UNIVERSITY OF SWAZILAND**FACULTY OF EDUCATION****DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND
MANAGEMENT****SUPPLEMENTARY EXAMINATION PAPER July 2011**

- TITLE OF PAPER:** Educational Administration
- COURSE CODE:** EDF 400 Paper II
- TIME ALLOWED:** Three (3) hours
- NOTES AND INSTRUCTIONS:**
1. This question paper has two sections, A and B. Section A has a total of 50 marks and section B has a total of 50 marks. The total for the paper is 100 marks.
 2. There is other information and instruction under each section.

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN
GRANTED BY THE INVIGILATOR**

SECTION A

Answer all five questions in this section. This section has 50 marks.

Question 1

- (a) What do you understand by the concept of “effective schools”? [2 marks]
- (b) How would you manage informal organizations for the effectiveness of your school? [6 marks]
- (c) What are the negative and positive aspects of using an extensive body of rules to govern students and teachers in academic programmes and processes? [2 marks]

Question 2

- (a) Among the eleven factors affecting the effectiveness of schools, how would you differentiate between structural/organisational and process variables? Give examples for your answer. [4 marks]
- (b) According to Ivancevich (1997), when members claim that ‘we absolutely have no idea of what’s happening in our organization’, it indicates an inadequacy of what type of communication? [2 marks]
- (c) In addition to the type of communication mentioned in 2 (b) above, describe the other two types of communication. In your discussion indicate their importance in school administration and leadership. [4 marks]

Question 3

- (a) Management of time is one of the factors that contribute to successful schools. Explain what school authorities and teachers could do to improve on the management of school time. [2 marks]
- (b) List four non-monetary inputs in the model of the school and the larger environment adapted from Lipham, Rankin and Hoeh (1985) and Hoy and Miskel (2008). [4 marks]
- (c) According to Bennis and Nannus (1985) leaders “do the right things” while administrators “do things right”. Illustrate using examples what is meant by this statement. [4 marks]

Question 4

- (a) Describe the characteristics of laissez-faire leadership. [5 marks]
- (b) Differentiate using relevant examples in a school situation between generic and unique decisions. [4 marks]
- (c) What is the danger of treating a routine problem as if it were a unique problem? [1 mark]

Question 5

- (a) Describe two reasons why the goals of an organization should be clearly articulated and communicated to staff members. [2 marks]
- (b) In order to plan and organize successful meetings in a school, what are the important things you should consider **before** the meeting? [4 marks]
- (c) What is the difference between the roles of the head-teacher and his administrative staff and that of the school committee? Illustrate your answer with examples. [4 marks]

SECTION B

Choose two questions in this section. Each question carries 25 marks, for a total of 50 marks.

Question 6

Assess the leadership qualities of a school principal you are familiar with according to his characteristics (e.g. personality traits). In your discussion, illustrate how important these characteristics were in influencing the capacity of his/her leadership. [25 marks]

Question 7

Using the model of the school and the larger environment adapted from Lipham et. al (1985), which looks at the school as a social open system through the input, throughput, output and feedback lens, explain using examples what takes place at every stage of the model. [25 marks]

Question 8

In current educational research, transactional and transformational leadership are considered the most effective (Kezar & Eckel, 2008). Explain how you would use both leadership styles to introduce change for the effectiveness of your school organization. [25 marks]