

UNIVERSITY OF SWAZILAND**FACULTY OF EDUCATION****DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND
MANAGEMENT****FINAL EXAMINATION PAPER May-June 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.

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GRANTED BY THE INVIGILATOR**

SECTION A

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

Question 1

- (a) What is the relevance of theory to an applied discipline such as school administration? [5 marks]
- (b) Describe the characteristics that make schools formal organizations. [5 marks]

Question 2

- (a) Describe four ways by which an informal structure in a school affect the activities of the formal organization. [4 marks]
- (b) Explain why activities within a school may not operate as planned including the factors from the outside environment that may affect the achievement of objectives. [6 marks]

Question 3

- (a) Based on the work of Purkey and Smith (1983) two groups of variables are used to describe effective schools. Against each statement below state the type of variable represented by the description.
 - (i) School time is used effectively, with more time devoted to academic work.....
 - (ii) There is a feeling among members that they belong to a community.....
 - (iii) Teachers and administrators in the school interact as colleagues rather than as juniors and seniors, and they plan school activities together.....
 - (iv) There is a school wide recognition of excellence..... [4 marks]

(b) Describe three purposes of communication in a school and explain how communication may be used to achieve these purposes. [6 marks]

Question 4

(a) The following questions are based on Dubin's (2006:93) study in his conversations with principals where one of them noted the following: "The last year with the former principal, the staff was very divided. You were either pro administration or anti administration. There were many cliques...I walked in and I had to do my homework very quickly".

(i) Explain whether the above quotation demonstrates a stable or unstable environment in a school situation? [2 marks]

(ii) If you were the head-teacher of such a school what leadership strategies would you employ in order to improve the situation and enhance student learning? [4 marks]

(b) According to Griffith's (1959) theory, the organizational rank of an individual is directly related to the degree of control he or she exercises over the decision making process. Illustrate the kind of routine decisions that can be taken by teachers, heads of department, deputy head teacher and head teacher of a school based on this theory. [4 marks]

Question 5

(a) When is it desirable for the head-teacher of a school to make unilateral decisions and when it is desirable to involve staff members in the decision making process? [4 marks]

(b) Define motivation and examine the material and human factors that can be used to motivate staff within a school organization. [6 marks]

SECTION B

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

Question 6

Discuss, using relevant examples whether the bureaucratic model is inherently bad as a framework for the organisation and management of educational systems? [25 marks]

Question 7

Discuss whether leadership should be viewed as a role played by an individual or as a social influence process. In your discussion explain what each one of these entail. [25 marks]

Question 8

Marion (2002) describes communication as the flow of energy into and through a system. Explain what this means and how you would improve communication for the effective running of your school organization. [25 marks]