

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**



**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT**

**2012/2013**

**FINAL EXAMINATION**

**TITLE OF PAPER:** CONTEMPORARY APPROACHES TO  
ADMINISTRATION

**COURSE CODE:** EDF 627

**DURATION:** THREE HOURS

**TOTAL MARKS:** 100

**INSTRUCTIONS:**

- i. This paper is divided into two sections.
- ii. All Questions in Section A are compulsory.
- iii. Answer one question in Section B.
- iv. The total for the paper is 100 Marks.

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

## SECTION A

**This section is compulsory. Answer all the questions in this section**

### QUESTION 1

Using the scenario below and drawing from the content motivation theories, explain how leadership in schools can create an environment that would motivate teachers both intrinsically and extrinsically despite what they have gone through during and after the 2012 teachers' strike.

In 2012 Swaziland teachers, under the Swaziland Union of Teachers (SNAT), engaged in a three-month strike over salary increment. In response to the strike, the Government of Swaziland decided on a 'no work no pay' strategy. The strike led to some teachers being fired. Some did not get their full salaries. Teaching time was wasted as those who were fired were in and out of courts. Some felt that their principals were not reporting them to the Ministry of Education and Training for being on strike but were settling old scores. There was so much tension in the schools. Productivity declined; teacher morale was low; absenteeism grew among both teacher and learners. Schools were generally chaotic.

(40 Marks)

### QUESTION 2

Discuss the following key managerial implications of the Expectancy Theory that provide guidelines for enhancing employee motivation, especially in an education context:

- Effort-to-Performance Expectancy;
- Performance-to-Reward Expectancy; and
- Valences of Rewards.

(30 Marks)

## SECTION 2

Answer One question from this section

### QUESTION 3

3.1 Locke and Latham (2001), in *New Directions in Goal Setting Theory*, summarise emerging research on the importance of pursuing and attaining goals that are important and meaningful.

Select any three categories of studies that have moved goal theory forward by showing that specific, high (hard) goals lead to a higher level of task performance than do easy goals or vague and abstract goals.

(15 Marks)

3.2 Provide three instances where Goals Setting can be dysfunctional.

(15 Marks)

### QUESTION 4

4.1 Discuss the following rules that match participation in decision making with the nature of the problem and situation:

4.1.1 Quality Rule

4.1.2 Leaders Information Rule

4.1.3 Trust Rule

4.1.4 Problem Structure Rule

(20 Marks)

4.2 What are the rules for getting subordinates to embrace and accept decisions? Select any two.

(10 Marks)