

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**



**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT**  
**2013/2014 ACADEMIC YEAR**  
**FINAL EXAMINATION**

- TITLE OF PAPER:** EDUCATIONAL ADMINISTRATION
- COURSE CODE:** EDF 402
- TIME ALLOWED:** THREE HOURS
- INSTRUCTIONS:**
1. THIS QUESTION PAPER IS DIVIDED INTO TWO SECTIONS.
  2. ALL QUESTIONS IN SECTION A ARE COMPULSORY.
  3. ANSWER TWO QUESTION FROM SECTION B.
  4. 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 questions.**

### QUESTION 1

1.1 Give five reasons why administration, like in all organisations, is considered an indispensable function in educational organisations.

(10 Marks)

1.2 Evaluate the proposition that educational administrators need a theoretical base and do not have to rely on experience. Provide five reasons why educational administrators need that theoretical base.

(10 Marks)

### QUESTION 2

Discuss four concepts of administration that you consider to be key in running an effective organisation. Use examples of educational institutions or organisations you are familiar with.

(20 Marks)

## SECTION B

**Answer two questions from this section**

### QUESTION 3

a) Discuss the key assumptions of Douglas McGregor's Theory X and Theory Y.

(18 Marks)

b) Explain what would tacitly or explicitly guide the actions of an education administrator who accepts the underlying assumptions of Theory X and Theory Y.

(12 Marks)

#### **QUESTION 4**

a) Explain how leaders, managers or administrators use 'Reward Power' and 'Coercive power'.

(20 Marks)

b) What are the limitations of Reward Power and Coercive Power? Use examples from educational institutions or organisations.

(10 Marks)

#### **QUESTION 5**

Define the following approaches to educational planning, their strengths and their limitations:

- (a) The social demand approach
- (b) The manpower approach
- (c) Cost-benefit analysis approach

(30 Marks)

**End of Paper**