

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**



**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT**

**2017/2018**

**FINAL EXAMINATION**

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

**COURSE CODE:** EFM604

**TIME ALLOWED:** THREE HOURS

**INSTRUCTIONS:**

- i. The paper is divided into two sections.
- ii. Both Questions in Section A are compulsory.
- iii. Answer two questions 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

Questions in this Section are compulsory.

### QUESTION 1

Select and discuss two theories that distinguish between content and process theories of motivation and their assumptions for practice. Give five features of each of the selected theories.

(2x15 = 30 Marks)

### QUESTION 2

Discuss four practical motivational strategies that Lunenburg and Ornstein (2012) suggest school administrators can use to help teachers become more effective, fulfilled, and likely to enhance performance and growth.

(4x5 = 20 Marks)

## SECTION B

Select two questions from this section

### QUESTION 3

Discuss the path-goal Theory as one of the contingency theories of leadership effectiveness. Support your response with examples.

Your discussion should focus on three distinct leader behaviour and two situational factors that moderate between the relationship between leadership behaviour and subordinate outcome.

(5x5 = 25 Marks)

### QUESTION 4

Hoy and Miskel (2013) suggest five variables that can be viewed as situational determinants of leadership. Discuss each of them with examples.

(5x5 = 25 Marks)

## QUESTION 5

5.1 Discuss any **three** decision making rules that match participation in decision making with the nature of the problem and situation:

(3x5 =15 marks)

5.2 Discuss two constraints of shared decision making, especially when a leader tries to enhance the acceptance of decisions.

(2x5 =10)

The end