UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

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SUPPLEMENTARY EXAMINATION PAPER

COURSE CODE   :   EFM/EDF401/EFM505 (F/T & IDE)

TITLE OF PAPER   :   SCHOOL ADMINISTRATION

TIME ALLOWED   :   THREE (3) HOURS

INSTRUCTIONS   :

1. THERE ARE TWO SECTIONS IN THIS PAPER (SECTION ONE AND SECTION TWO)
2. ANSWER ALL QUESTIONS IN SCTION ONE (PART A, B AND C) ONE IN THE ANSWER BOOKLET PROVIDED.
3. QUESTION ONE FROM SECTION 2 IS COMPULSORY AND ANY OTHER QUESTION: (EITHER 2 OR 3) FROM THE SAME SECTION.
4. ALL YOUR ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLET PROVIDED.

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

SECTION 1

PART A – MULTIPLE CHOICE (20 marks, 1 mark for each question)

WRITE THE CORRECT LETTER IN THE PROVIDED ANSWER BOOKLET.

1. The concept of administration which involves stimulation of professional growth, developing teachers, monitoring their instructional work is _____

   a. leadership

   b. supervision

   c. motivation

   d. controlling

2. A leader who considers the maturity level and competence of the workers is a _____

   a. Situational leader

   b. Transactional leader

   c. Transformational leader

   d. Motivational leader

3. A leader who encourages new ideas from staff motivation and creativity at school is promoting _____

   a. individualised consideration

   b. idealised influence

   c. inspirational motivation

   d. intellectual stimulation

4. The style of authority that starts from top level management to bottom is called _____

   a. Horizontal authority

   b. Decentralisation

   c. Centralisation

   d. Bottom up authority

5. A leader who promotes the use of rewards and punishment as a way of motivating subordinates is referred to as_____

    a. Transactional leader

    b. Transformational leader

    c. Situational leader

    d. Bureaucratic leader

6. A leader who takes decision based on compromise is a _____

    a. Laissez faire leader

    b. Democratic leader

    c. Co-determinate leader

    d. Consultative leader

7. Giving instructions and orders to the staff by the principal of the school is referred to as _____

    a. organising

    b. controlling

    c. staffing

    d. commanding

8. Which of the following is not a decision making style?

    a. Transformational

    b. Democratic

    c. Persuasive

    d. Autocratic

9. Authority that is concentrated at lower level of management is called_____.

    a. centralisation

    b. decentralisation

    c. authority

d. chain of command

10. _____ refers to when workers are treated with respect

a. Discipline

b. Order

c. Equity

d. Transparency

11. Communication from the teachers via the head of department to the principal is

a. upward and downward communication

b. downward communication

c. upward communication

d. horizontal communication

12. The power to perform a certain task in the school is called_____

a. responsibility

b. authority

c. duty

d. command

13. An effective school is one with _____

a. clear goals and objectives

b. good instructional leadership

c. collegial and collaborative planning

d. All the above

14. The differences between professionals and bureaucrats in a school are _____

a. Expertise, objectivity and impartiality

b. A constant source of conflict

c. Career orientation and pocket veto

d. Impersonality and hierarchy of authority

15. Informal and formal organisations in a school setting are _____
    a. mutually exclusive
    b. incompatible
    c. mutually inclusive
    d. none of the above

16. Theory is relevant and necessary in order to _____
    a. become a school principal
    b. communicate effectively
    c. discard science
    d. refine and improve practice

17. School principals who value the importance of upward communication _____
    a. will make frequent use of memos
    b. over-delegate their deputies
    c. devote time visiting staff in their department offices and staffroom
    d. make use of emails

18. _____ is the most common type of communication in many organisations.
    a. Horizontal communication
    b. Downward communication
    c. Upward communication
    d. Horizontal and downward communication

19. The following are situational factors that are likely to influence the school principal's leadership except_____.
    a. the characteristics of the organisation
    b. his/her personal traits
    c. the environment and organisation structures

d. the nature and maturity levels of staff

20. One of the weaknesses of participatory Decision Making is _____
    a. It tends to be too democratic
    b. It robs the school principal of decision making powers
    c. Teachers and students may be less enthusiastic in committing themselves to tasks before them
    d. It increases satisfaction with the organisation in the decision participants.

PART B – TRUE OR FALSE (10 MARKS, 2 marks each question)

21. Shared Decision Making is discriminatory. _____
22. Disciplining and controlling of students is a principal's exclusive role.
    _____
23. The principal's and teachers' major role is instructional leadership. _____
24. Contingency leadership theories suggest that a leader is not affected by the environment. _____
25. Transactional and transformational leadership theories do not share similar ideas. _____

PART C – FILL IN THE BLANKS (write only the correct term or phrase in the answer booklet provided (20 marks, 2 marks for each question)

26. A _____ leader is one who solves problems of the staff based on the situation at hand.
27. A _____ leader takes decisions based on compromise.
28. _____ leadership is the principal's major role in the school.
29. _____ decision making is consultative.
30. The most commonly used decision making model in school is_____.
31. The kind of leadership that inspires and motivates people by appealing to their moral and intellectual sensibilities is known as_____

32. The school principal who considers himself/herself as the sole authority for organising and controlling all school functions is exercising _____ type of leadership.

33. Centralised communication networks are characteristic of organisations with a high degree of _____.

34. The Open Systems Theory that informs the concept of the school and its larger environment was advocated by _____.

35. _____ is the bureaucratic characteristic of hiring teachers based on their qualifications and competencies.

SECTION 2

Question 1 (compulsory)

a. Identify the four (4) types of decision making.   **(8 marks)**

b. Briefly explain what is meant by participatory decision making. **(5 marks)**

c. Give four (4) weaknesses of participatory decision making in the school context.

12 marks (3 marks each weakness)

ANSWER ONLY ONE QUESTION (EITHER 2 OR 3 BELOW)

QUESTION 2 (25 marks)

Examine the implications of the following school principals' roles:

  i.   Shaping of school's climate and culture

  ii.   Policy interpretation

  iii. Instructional leadership

  iv.   Staff motivation

  v.   Improving discipline in school

QUESTION 3

a.   Outline five (5) characteristics of a bureaucratic school.   **(15 marks)**

b.   Give and explain five weaknesses of bureaucratic schools.   **(10 marks)**