

**UNIVERSITY OF Eswatini
FACULTY OF EDUCATION**



**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND
MANAGEMENT**

October/November, 2021

FINAL EXAMINATION PAPER

COURSE CODE : EFM 510/210/EDF 310

TITLE OF PAPER: School and Society: PGCE and BED F/T, IDE P/T)

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS

TOTAL MARKS 100

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

Question 1

Professionalism is perceived as one of the important pathways of enhancing teaching and learning in schools (Forsyth, 1985)

Explain how teacher professionalism enhances teaching and learning in schools
(25 marks)

Question 2

Institutional culture and students' performance are intertwined (Kezar and Eckel, 20002)

Explain how teachers' understanding of institutional cultures may help them to improve students teaching and learning. (25 Marks)

Question 3

Successful teaching and learning partly depends on communication among and within key stakeholders (Hallinger and Hek, 2010)

Explain the role of communication in maintaining successful teaching and learning in schools (25 marks)

Question 5

Different school contextual factors which contribute to students' dropouts/ early school leaving (students who leave school at the age of 18-24) undermine government effort to achieve sustainable development.

Discuss the school contextual factors which contribute to students dropout/early school leaving. Give examples to support your argument
25 marks

Question 6

The key aim of teaching is not only to transmit information and knowledge but also to transform students from passive recipients of other peoples' knowledge to **active constructors of their own knowledge and active participants citizens of Eswatini**

Explain the role of sociology of education in achieving this national imperative or state goal. **25 marks**

END PAPER