

Course Code: EDF 400 (B.E.d) 2012

**UNIVERSITY OF SWAZILAND**



**FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT**

**FINAL EXAMINATION PAPER 2011/2012**

**21 May, 2012**

**TITLE OF PAPER:** Educational Administration

**COURSE CODE:** EDF 400 (ii)

**TIME ALLOWED:** Three (3) hours

**NOTES AND INSTRUCTIONS:** 1. This question paper has two sections, A and B. Section A has a total of 50 marks and Section B has a total of 50 marks. The total for the paper is 100 marks.

**Examiner:** Mr. C. Silwane

**Moderator:** Prof. J.C. Perumal

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

## SECTION A

**Answer all five questions in this section.**

### **Question 1**

- (a) Explain and provide examples of what is meant by the concept of “pocket veto” in a school organisation? (6 marks)
- (b) As a principal of a school how would you improve conditions to avoid the use of “pocket veto”? (4 marks)

### **Question 2**

The number of orphaned and vulnerable children (OVC) has increased in most schools due to the HIV/AIDS pandemic and high poverty levels.

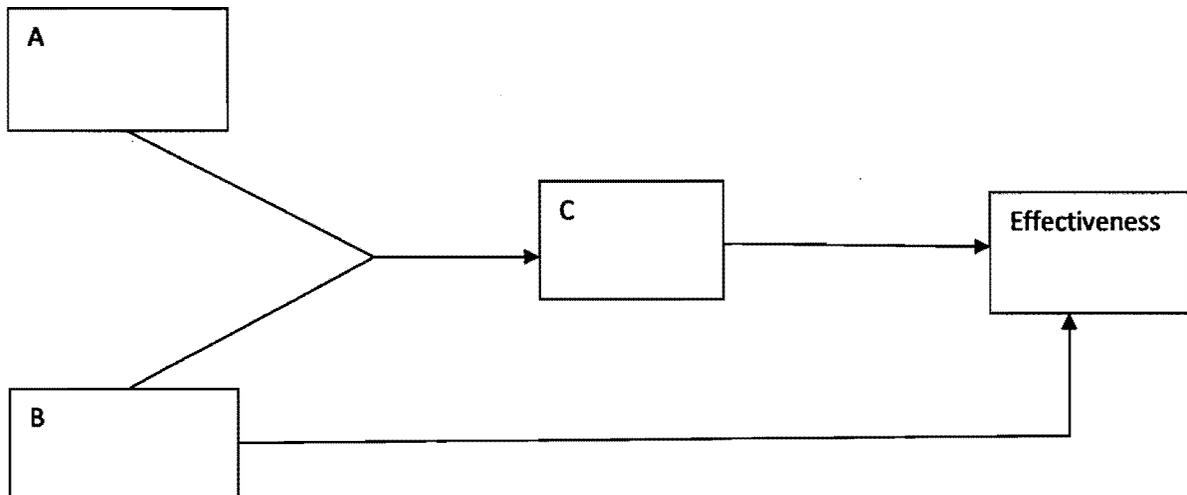
- (a) Explain how this environmental factor may affect the activities of schools in terms of its objectives and achievements. (4 marks)
- (b) As a principal of such a school how would you improve students’ academic performance? (6 marks)

### **Question 3**

- (a) What is the most common excuse for using one-way communication strategies such as memos by educational administrators? (4 marks)
- (b) How would you improve upward communication if you were a principal in a school? (6 marks)

**Question 4**

Study the figure below and answer the following questions.



*Figure: A contingency Schema for Understanding Leadership*

*Source: Hoy and Miskel (2008)*

- (a) Complete the contingency model of leadership by indicating what each of the letters A, B and C represent. (3 marks)
- (b) Explain how this model actually works in a school situation. (4 marks)
- (c) What implications does this model have for school leadership? (2 marks)
- (d) Give one example of a contingency leadership style commonly used in schools. (1 mark)

**Question 5**

- (a) What do you understand by SWOT analysis and its purpose for school leadership and administration? (4 marks)
- (b) Assess the role of communication in decision-making? (4 marks)

(c) What is the difference between *optimizing* and *satisficing* in decision-making? (2 marks)

**Total [50 marks]**

**SECTION B**

**Choose two questions in this section.**

**Question 6**

In what ways could the current bureaucratic forms of school administration be overcome to create more effective schools? [25 marks]

**Question 7**

- (a) Explain what is meant by organizational communication (4 marks)
- (b) Evaluate the importance of organizational communication in improving organizational efficiency and effectiveness. (21 marks)

**Total [25 marks]**

**Question 8**

- (a) Distinguish between leadership and administration. (10 marks)
- (b) Examine how an appropriate balance could be crucial in the efforts towards creating an effective organization. (15 marks)

**Total [25 marks]**