UNIVERSITY OF GHANA
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DEPARTMENT OF TEACHER EDUCATION
SCHOOL OF EDUCATION AND LEADERSHIP
COLLEGES OF EDUCATION
END OF SECOND SEMESTER EXAMINATIONS FOR LEVEL 400, 2023/2024
B.ED. PROGRAMME

COURSE CODE: TEUP 402
COURSE TITLE: ADMINISTRATION AND MANAGEMENT OF UPPER PRIMARY SCHOOLS

Instruction: Answer **all** questions in Section A and any **three** questions in Section B.
Time: 2 hours

SECTION A
[25 Marks]
Answer all the questions in this section.

1. Which of the following best describes the relationship between administration and management in an educational context?
   a) Administration is a subset of management
   b) Management is a subset of administration
   c) Administration and management are interchangeable terms
   d) Administration focuses on policy-making while management focuses on implementation

2. In the POSDCoRB model, what does the 'Co' stand for?
   a) Coordination
   b) Communication
   c) Cooperation
   d) Collaboration

3. Which of the following is NOT a unique characteristic of Upper Primary School administration?
   a) Focus on transition to secondary education
   b) Emphasis on standardized testing
   c) Management of adolescent behavior
   d) Implementation of advanced financial strategies

4. A headteacher is struggling to implement inclusive practices in their Upper Primary School. Which of the following is likely the MOST significant challenge they face?
a) Lack of financial resources
b) Resistance from teachers
c) Inadequate infrastructure
d) Limited parental support

5. Why is a basic school considered a formal organization?
a) It has a hierarchical structure
b) It operates on a schedule that is not fixed
c) It has unspecified goals and objectives
d) None of the above

6. Which of the following is NOT typically a duty of an inclusive Upper Primary School headteacher?
a) Supervising teaching and learning
b) Managing school finances
c) Developing the school curriculum
d) Liaising with community stakeholders

7. In mobilizing resources for an inclusive Upper Primary School, which approach is likely to be MOST effective for a headteacher?
a) Relying solely on government funding
b) Engaging with local businesses and community organizations
c) Increasing school fees for all students
d) Reducing expenditure on inclusive education resources

8. The Classical School of Administrative Thought emphasizes:
a) Human relations and motivation
b) Efficiency and structure
c) Situational leadership
d) Systems thinking

9. How might a headteacher apply principles from the Human Relations School of Thought in an inclusive Upper Primary School? By...
a) centralizing all decision-making processes around few teachers.
b) focusing solely on academic achievement of the leaners.
c) implementing strict hierarchical structures in the school.
d) promoting team-building and staff motivation initiatives.

10. Which leadership theory suggests that effective leaders adapt their style based on the situation and the followers' readiness?
   a) Great Man Theory
   b) Path-Goal Theory
   c) Situational Leadership Theory
   d) Trait Theory

11. A headteacher who consistently involves staff in decision-making processes and encourages open communication is likely practicing which leadership style?
   a) Autocratic
   b) Democratic
   c) Laissez-faire
   d) Transactional

12. Which of the following strategies would be MOST effective for a headteacher seeking to improve school-community relationships?
   a) Limiting community access to school facilities
   b) Organizing regular community engagement events
   c) Communicating with parents only when problems arise
   d) Delegating all community interactions to teachers

13. In the context of instructional supervision, which of the following is NOT a primary goal?
   a) Improving teaching and learning
   b) Evaluating teacher performance
   c) Providing professional development opportunities
   d) Replacing underperforming teachers

14. Which of the following is a potential barrier to effective communication in an inclusive classroom?
   a) Use of visual aids
   b) Regular parent-teacher meetings
   c) Lack of cultural sensitivity
   d) Implementation of a suggestion box

15. When appraising teachers in an inclusive Upper Primary School, which criterion should be given the HIGHEST priority?
   a) Years of teaching experience each teacher has
   b) Academic qualifications of the teachers in the school
   c) Teachers' ability to differentiate instruction for diverse learners
   d) Extracurricular activity involvement of teachers in the school

16. Which type of school climate is characterized by high teacher morale, open communication, and collaborative decision-making?
   a) Closed climate
   b) Open climate
   c) Controlled climate
   d) Familiar climate

17. Which of the following is NOT a principle of effective school-community partnerships?
   a) Mutual respect
   b) Clear communication
   c) Unilateral decision-making
   d) Shared goals

18. In handling conflicts between the school and community, which approach is likely to be MOST effective?
   a) Avoidance
   b) Compromise
   c) Collaboration
   d) Competition

19. Which stakeholder group is primarily responsible for the day-to-day management of the school?
   a) Ghana Education Service (GES)
   b) School Management Committee (SMC)
   c) Parent-Teacher Association (PTA)
   d) Board of Governors

20. According to the National Teachers' Standards, which of the following is NOT a core value for teachers?
   a) Honesty
   b) Respect for diversity
   c) Commitment to personal wealth
   d) Dedication to student well-being

21. A teacher consistently arrives late to school and is often unprepared for lessons. Which professional value is this teacher failing to demonstrate?
   a) Integrity
   b) Creativity
   c) Empathy
   d) Collaboration

22. In an inclusive Upper Primary School, a headteacher notices that some teachers are struggling to implement differentiated instruction. What would be the MOST appropriate initial action?

a) Reprimand the teachers for poor performance
b) Organize targeted professional development sessions
c) Reassign the teachers to non-inclusive classrooms
d) Reduce the number of students with special needs in their classes

23. Which of the following scenarios best demonstrates effective delegation in an inclusive Upper Primary School?

a) A headteacher assigns all disciplinary matters to the assistant head
b) A headteacher involves department heads in curriculum planning
c) A headteacher handles all parent communications personally
d) A headteacher makes all financial decisions without consultation

24. In the context of school administration, which of the following best exemplifies systems thinking?

a) Focusing solely on improving test scores
b) Considering how changes in one area affect the entire school
c) Implementing policies without stakeholder input
d) Addressing issues in isolation from one another

25. A teacher wants to be a good role model in the community. Which of the following actions would be MOST aligned with this goal?

a) Maintaining strict professional boundaries at all times
b) Actively participating in community service projects
c) Avoiding all social interactions outside of school
d) Publicly criticizing school policies they disagree with

SECTION B
(75marks)
Answer any three questions in this section.

Question 1
As the head of an inclusive primary, discuss five (5) leadership qualities you need to facilitate effective administration of your school. **(25 marks)**

Question 2
  a) Discuss three (3) challenges headteachers face in implementing effective supervision in primary schools. **(15 marks)**
  b) Suggest two ways for improving instructional supervision that promotes teacher growth and enhances student learning outcomes. **(10 marks)**

Question 3
  a) Explain two sources of conflicts in inclusive primary schools. **(10 marks)**
  b) As the head of an inclusive primary school, discuss three (3) ways of handling of conflicts in inclusive in your school. **(15 marks)**

Question 4
As the head of a primary school, discuss five (5) duties you are expected to perform in managing the school. **(25 marks)**

Question 5
  a) Discuss three (3) determinants of school climate. **(15 marks)**
  b) The climate of a school plays an important role in the management and administration of that school. Explain two (2) ways in which school-community partnerships can contribute to a positive school environment. **(10 marks)**