

STUDENT'S ID NO: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_



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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 learners.
- 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

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**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)