

# **THE UNIVERSITY OF ZAMBIA**

**(UNZAZOU)**

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**SCHOOL OF EDUCATION – 2021 -2023**

**POST GRADUATE**

**INSTITUTE OF DISTANCE EDUCATION**

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**THE UNIVERSITY OF ZAMBIA**

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA501: ORGANISATIONAL DEVELOPMENT IN EDUCATION**

March 2021

Time: 3 Hours

***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.


You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

## QUESTIONS

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1. Organizational development is a term of motivation. Critically discuss such an assertion in relation to any **five** benefits of organizational development. [100]
  2. Examine any **five** sources of resistance to organizational change. To what extent can resistance to change be minimized? [100]
  3. Critically analyze the role of a change agent in organizational change. [100]
  4. Analyze Vroom- Jargo leadership theory in relation to its role in organizational development. [100]
  5. Discuss the extent to which Kurt Lewin's Force Field Analysis can be used to introduce organizational change. [100]
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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA502: SUPERVISION OF EDUCATIONAL PERSONNEL**

March 2019

Time: 3 Hours

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### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

## QUESTIONS

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1. Identify any **four** purposes of supervision and discuss their relevance to your country's education system. [100]
  2. Show how a school head can employ **five** bases of social power to manage his/her school. [100]
  3. Examine **four** advantages and **four** disadvantages of practising scientific supervision in your country's education system. [100]
  4. Explain the role of the supervisor in recruitment and selection. [100]
  5. Compare and contrast Likert's consultative and participative systems for promoting organisational climate. [100]
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THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA502: SUPERVISION OF EDUCATIONAL PERSONNEL**

August 2020

Time: 3 Hours

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***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

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MDEA502: SUPERVISION OF EDUCATIONAL PERSONNEL

PAGE 1 OF 2

## QUESTIONS

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1. Show how you as a leader can employ five bases of social power to manage an organisation of your choice. [100]
2. Identify and explain the role of the supervisor in the recruitment and selection process. [100]
3. Examine four advantages and four disadvantages of practising scientific supervision in your country's education system. [100]
4. Identify any five purposes of supervision and show how they are relevant to your country's education system. [100]
5. Give a critical analysis of the importance of colleagueship in supervision in any organisation of your choice. [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA502: SUPERVISION OF EDUCATIONAL PERSONNEL**

March 2023

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

MDEA502: SUPERVISION OF EDUCATIONAL PERSONNEL

PAGE 1 OF 2



## QUESTIONS

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1. Assess the role of the supervisor in the recruitment and staff allocation of teachers in a school. [100]
2. Critically examine the view that self-assessment has limited usefulness as an evaluative tool but has even greater promise as a development tool. [100]
3. Teachers without content are like actors without script (Madziyire, 2000). Critically discuss the significance of this statement with reference to supervision of teachers in Zambia. [100]
4. Assess the effectiveness of supervision as a group process. How can this approach be used in your organisation? [100]
5. Examine how the evaluation of teacher performance by the supervisor helps to control and promote effective teacher and pupil performance. [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA504: POLICY ANALYSIS, IMPLEMENTATION AND EVALUATION**

March 2019

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

## QUESTIONS

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1. Using examples from education or the private sector, analyse the relevance of the Public Choice Model. [100]
2. Evaluate the role of any **five** key actors in the policy-making process in your organisation. [100]
3. Dye (1987) thinks that impact of policies should be based on clear policy objectives. Discuss the validity of this assertion. [100]
4. Examine the main techniques of operational research and relate them to the analysis of programmes that you are familiar with. [100]
5. Assess the applicability of the integrative (normative) theory as a paradigm in policy implementation. [100]



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**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA504: POLICY ANALYSIS, IMPLEMENTATION AND EVALUATION**

August 2020

Time: 3 Hours

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### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

MDEA504: POLICY ANALYSIS, IMPLEMENTATION AND EVALUATION

PAGE 1 OF 2

## QUESTIONS

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1. Examine the extent to which operational research and decision analysis create dilemmas for mass participation in policy making. [100]
  
2. Evaluate the role played by the following key actors in the policy making process of a country's education system:
  - (a) The Executive [25]
  - (b) Legislature [25]
  - (c) The Judiciary [25]
  - (d) The Civil Society [25]
  
3. Accurate forecasting is a myth. Discuss the above assertion giving specific examples. [100]
  
4. Examine the assertion that cost-benefit approach in policy analysis necessarily has to ignore political factors. [100]
  
5. Analyse the major problems of securing policy succession and termination in your organisation suggesting ways in which this could be eased. [100]



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**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA504: POLICY ANALYSIS, IMPLEMENTATION AND EVALUATION**

March 2023

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

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MDEA504: POLICY ANALYSIS, IMPLEMENTATION AND EVALUATION

PAGE 1 OF 2

## QUESTIONS

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1. Compare and contrast the Rational- Comprehensive and the Political Systems Models, paying particular attention to their possible application to education policy making in Zambia. [100]
2. Discuss any two educational policies adopted by the Zambian government and the extent to which they have succeeded. [100]
3. Evaluate the role played by any four actors in the education policy- making process in Zambia. [100]
4. Critically discuss how objectives can assist in monitoring educational projects in Zambia. [100]
5. Evaluate any four problems that affect policy implementation in your institution. [100]

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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA505: THEORY AND PRACTICE OF PROJECT AND PROGRAMME**

March 2023

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

**MDEA505: THEORY AND PRACTICE OF PROJECT AND PROGRAMME**

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## QUESTIONS

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1. Discuss the importance of goals in any evaluation. [100]
2. Evaluate any five considerations in programme evaluation. [100]
3. Examine the role of diagnosis in programme evaluation. [100]
4. Analyse the contents of programme or project evaluation report. [100]
5. Module production is a process. Assess the role of evaluation in module production. [100]



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**THE UNIVERSITY OF ZAMBIA**

**MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT**

**MDEA506: THE ORGANIZATION AND ADMINISTRATION OF  
PRIMARY AND SECONDARY EDUCATION**

September 2022

Time: 3 Hours

**INSTRUCTIONS**

Answer any **THREE** Questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

1. Evaluate the relevance of Clark's Cardinal Principles in assessing human development issues with reference to your organisation. [100]
2. Discuss the human rights implications of using coercive power in a school or college. [100]
3. Schools should not be run like bureaucratic organisations. Evaluate this statement. [100]
4. Giving examples from your organisation, discuss political tactics in administration. [100]
5. With specific examples from your country's education system, demonstrate the relevance of decentralisation. [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA508: ECONOMICS OF EDUCATION**

March 2019

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

MDEA508: ECONOMICS OF EDUCATION

PAGE 1 OF 2

## QUESTIONS

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1. Evaluate the socio-economic benefits developing countries derive from educating the girl child. [100]
  2. Critically examine the factors that have contributed to high increases of educational budget in your country. Suggest measures that can be used to reduce the budget. [100]
  3. Evaluate the view that educational wastage in most schools accounts for poor school performance and deteriorating quality of education in Zambia. [100]
  4. Discuss the extent to which any **four** of the following have influenced educational costs in Zambia since attaining independence:  
  
    - (a) Educational technology.
    - (b) Teachers' salary structure.
    - (c) Growth of educational demand.
    - (d) Utilisation rate.
    - (e) Market forces.[100]
  5. School leavers' unemployment can be dangerous in a country. Examine any **four** such dangers and suggest some solutions that the Zambian Government can implement. [100]
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**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA508: ECONOMICS OF EDUCATION**

March 2021

Time: 3 Hours

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***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.


You are advised to spend 1 hour on each of your answers.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

## QUESTIONS

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1. Discuss any four economic tools relevant for effective management of educational institutions in your country. [100]
  2. Compare and contrast micro-economics and macro-economics in the context of education. [100]
  3. Critically examine the economic implications of educational reforms in your country. [100]
  4. Evaluate the role of the 'Human Capital Theory' in the development of education in your country. [100]
  5. Analyse any five ways by which education can enhance rural development. [100]
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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA508: ECONOMICS OF EDUCATION**

March 2023

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

MDEA508: ECONOMICS OF EDUCATION

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## QUESTIONS

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1. Analyse with examples, the Theory of Production function as it relates to the education system of your country. [100]
2. Explain the extent to which the following economic principles have impacted on the provision of education in Zambia. [100]
3. Critically examine the factors that have contributed to high increases of the educational budget in Zambia. Suggest measures that can be used to reduce the budget. [100]
4. (a) Explain the concept of economic development. [40]  
(b) With special reference to a country of your choice, discuss the application of the economic development theory. [60]
5. Critically analyse the nature of private and social benefits derived from investing in tertiary education in Zambia or in any country of your choice. [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA509: MEASUREMENT AND EVALUATION**

September 2022

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

MDEA509: MEASUREMENT AND EVALUATION

PAGE 1 OF 2

## QUESTIONS

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1. Discuss the relevance of instructional and educational goals in your country's education system. [100]
2. With the aid of relevant examples, discuss any five factors that affect the validity of any examination in your country. [100]
3. Analyse the significance of item analysis in measurement and evaluation in your country's education system. [100]
4. Comment on the adequacy of essays as a tool for measuring performance in education. [100]
5. Compare and contrast Stufflebeam's (1972) Context, Input, Process, and Product, (CIPP) model with Tyler's (1949) objectives model of evaluation. [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA511: POLITICS OF EDUCATION**

September 2022

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

MDEA511: POLITICS OF EDUCATION

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## QUESTIONS

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1. Discuss the policy of a common curriculum as an alternative to the policy of a culturally differentiated curriculum. [100]
2. Assess the success of vocationalisation of curriculum in Zambia. [100]
3. Discuss the concept of equality and equity; drawing your examples from the Zambian education system. [100]
4. Evaluate two different feminist perspectives for the continued existence of gender inequality in education and educational research. [100]
5. Examine the ways in which traditional law should be taken into account in the administration of education in Zambia. [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA512: MANAGEMENT OF INFORMATION SYSTEMS**

March 2019

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

MDEA512: MANAGEMENT AND INFORMATION SYSTEMS

PAGE 1 OF 2

## QUESTIONS

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1. Your organisation is planning to buy computers to use in business operations. Examine any **five** issues you need to consider when acquiring computer hardware. [100]
  2. Discuss any functions of a computer systems software. [100]
  3. Distinguish between centralised and distributed databases in the context of your organisation. [100]
  4. Assess the merits and demerits of e-education for teaching and learning purposes. [100]
  5.
    - (a) Define a computer virus and give two examples of viruses. [15]
    - (b) Explain how a virus affects a computer [15]
    - (c) How do viruses affect the operations of a computer? [35]
    - (d) How would you protect your computer and data against virus attacks? [35]
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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA512: MANAGEMENT OF INFORMATION SYSTEMS**

March 2023

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

MDEA512: MANAGEMENT AND INFORMATION SYSTEMS

PAGE 1 OF 2



## **QUESTIONS**

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1. Identify five software components of a database management system. Discuss how you would use each component in the management of data and information in your organisation. [100]
2. Describe and explain the roles of Operating Systems and Utility Software as components of systems software. [100]
3. Discuss how the categories of application software could be used in an educational institution. [100]
4. Critically examine why managers implement Local Area Network (LAN) and Wide Area Network (WAN). [100]
5. Evaluate the extent to which innovations in computer technology have contributed towards computer education in your country. [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA514: FINANCIAL MANAGEMENT IN EDUCATION**

October 2019

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

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***Answer all questions in the Answer Books provided***

## QUESTIONS

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1. Discuss the procurement procedures which must be followed when buying goods and services for a school. [100]
2. Assess the justification of the asset register in your organisation. [100]
3. Examine the advantages and disadvantages of budgetary control in your organisation. [100]
4. Distinguish between traditional line budgeting and Results Based Budgeting (RBM). [100]
5. How best can you motivate parents to pay fees in time without contravening the standing policies and regulations? [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA514: FINANCIAL MANAGEMENT IN EDUCATION**

September 2022

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

MDEA514: FINANCIAL MANAGEMENT IN EDUCATION

PAGE 1 OF 2

## QUESTIONS

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1. With reference to your organization, discuss the concept of business. [100]
2. Justify the rationale for Financial Management in Education. [100]
3. Evaluate the rationale of the school services fund to an educational manager in the school. [100]
4. School development funds can be used to foster compliance. Discuss. [100]
5. Critically analyse the case of audits in schools. [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA515: CONFLICT RESOLUTION, ISSUES AND PRACTICES**

October 2019

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

## QUESTIONS

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1. Discuss any **five** causes of conflict in educational institutions. [100]
2. Examine any **five** factors which can contribute to successful negotiations. [100]
3. Discuss strategies for reviving negotiations deadlocks and breakdown in the education system. [100]
4. Assess the role of leadership in resolving conflict in educational institutions. [100]
5. Examine the use of litigation in the resolution of conflict in your country's education system. [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA515: CONFLICT RESOLUTION, ISSUES AND PRACTICES**

September 2022

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

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Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***



## **QUESTIONS**

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1. Conflict can bring growth to organizations. Discuss. [100]
2. Critically examine the Modern Conflict Theories showing how they relate to educational institutions. [100]
3. Compare intra-personal conflict against inter-personal conflict reflecting on today's educational institutions. [100]
4. Examine how an educational manager can ensure a lasting solution during the implementation of conflict resolution. [100]
5. With the aid of practical examples, justify how student associations are regarded as part of the democratisation of educational institutions. [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA518: LEADERSHIP AND ORGANISATIONAL BEHAVIOUR  
IN EDUCATION**

March 2019

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.


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Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

## QUESTIONS

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1. Analyse any **three** motives for communication in organisations such as schools or colleges. To what extent do these motives influence organisational performance? [100]
  2. Discuss the role of goals in determining organisational performance. [100]
  3. Examine the causes of resistance to organisational change and demonstrate how you can minimise the resistance. [100]
  4. Assess the extent to which you can use organisational development as a strategy to improve the efficiency and effectiveness of your organisation. [100]
  5. Evaluate the extent to which bureaucratic management can be used to enhance the management of schools. Suggest possible areas of improvement to minimise resistance to its use in your organisation. [100]
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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA519: STRATEGIC MANAGEMENT IN EDUCATION**

October 2019

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

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Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

## QUESTIONS

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1. Discuss the advantages and disadvantages of the Incremental Approach to strategic management. [100]
2. With reference to your organisation, outline and discuss the five basic factors identified by Kotler and Fox (1985) on which educational managers must consider when developing a mission statement. [100]
3. Undertake a SWOT analysis of your organisation. What are the implications for the organisation in terms of opportunities and threats? [100]
4. Examine the role of leadership in capacity building. [100]
5. Discuss the conditions that necessitate recruitment. [100]



# ZIMBABWE OPEN UNIVERSITY

"Empowerment Through Open Learning"



**IN COLLABORATION WITH**



## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA519: STRATEGIC MANAGEMENT IN EDUCATION**

September 2022

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***

MDEA519: STRATEGIC MANAGEMENT IN EDUCATION

PAGE 1 OF 2

## QUESTIONS

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1. Justify the significance of strategic management to business organisations of your choice. [100]
2. Discuss how the game theory can be used practically to educate managers and employees by using simulation techniques. [100]
3. Examine how structure, systems culture and power affect implementation of strategies to any business organisation of your choice. [100]
4. Outline the factors that are considered when you are formulating an organisation budget. [100]
5. State and explain various types of diversification strategies. [100]



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## THE UNIVERSITY OF ZAMBIA

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**MDEA520: COMPARATIVE EDUCATION**

March 2021

Time: 3 Hours

### ***INSTRUCTIONS***

Answer **THREE** questions only. All questions carry equal marks.

You are advised to spend 1 hour on each of your answers.

You will be penalised for repeating material used to answer another question.

Credit will be given for answers that are clear, concise, cogent and drawing on relevant examples and illustrations from practice.

***Answer all questions in the Answer Books provided***



## QUESTIONS

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1. Discuss any four interventions that have transformed education in your country. [100]
  2. In what ways does the education system in your country compare with that of the United Kingdom? [100]
  3. Compare and contrast the curriculum in your country and that of any other country of your choice. [100]
  4. Show how Dependency and Post Modernism Theories of comparative education apply to your country's education system. [100]
  5. The education system of a former colony is largely a replica of the colonial power. Discuss the assertion citing examples from any two countries of your choice. [100]
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**THE UNIVERSITY OF ZAMBIA**

**MASTER OF EDUCATION IN EDUCATIONAL  
MANAGEMENT**

**MDEA560: RESEARCH METHODS AND STATISTICS**

September 2022

Time: 3 Hours

**INSTRUCTIONS**

Answer any **Three** Questions from the paper with at least one question from each section.

Each question should start on a fresh answer sheet.

Marks will be awarded for clear, concise and practical illustrations.

***All Answers must be written in Answer Books provided.***

**ANSWER AT LEAST ONE QUESTION FROM EACH SECTION**

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1. Using relevant examples, distinguish qualitative from quantitative research.  
[100]
2. Discuss the extent to which researchers can benefit from reviewing related literature for their research problems.  
[100]
3. Compare and contrast observations and interviews as data collection methods in research.  
[100]

4. A class of 30 students scored the following marks in a test:

50	40	70	50	60	80
90	50	60	50	90	70
50	60	50	50	70	50
60	70	80	60	50	80
40	70	50	50	40	60

- a. Arrange the data in ascending order.  
[10]
- b. Calculate:
  - i. The mean  
[5]
  - ii. The median  
[5]
  - iii. The mode  
[5]
  - iv. The range  
[5]
  - v. Inclusive range  
[5]
  - vi. The standard deviation  
[30]
  - vii. The variance  
[5]
  - viii. The coefficient variable  
[10]
- c. Use the tally marks to make the frequency table.  
[20]  
[100]

4. A class obtains the following scores in a test:

14	10	12	10	6
14	13	8	11	18
10	11	16	9	12
15	7	12	10	15

- (a) (i) Arrange the scores in ascending order. [10]
- (ii) What is the mean score for the class? [10]
- (iii) What is the median of the score distribution? [10]
- (iv) What is the mode of the distribution? [10]
- (v) Calculate the range of the score distribution. [10]
- (vi) Draw the frequency distribution for the above scores. [10]

(b) Complete the table below.

Stem	Leaves	Frequency	Cumulative Frequency
5---7			
8---10			
11---13			
14---16			
17---19			

[40]

5. Pass rates at a certain school in Lusaka town are as follows:

F1	23%
F2	18%
F3	15%
F4	14%
F5	20%
F6	10%

- (a) Draw a pie-chart to show the information above. [30]
- (b) (i) Calculate the mean pass rate for the school. [5]
- (ii) Calculate the range pass rate for the school. [5]
- (iii) Calculate the mode of the school's pass rate. [5]
- (iv) What is the median of the school's pass rate? [5]

- (vi) Calculate the standard deviation of the school's pass rate. [20]
- (vii) Discuss the advantages of presenting information on a pie chart. [30]  
[100]

## Formula Sheet

$$\text{Mean} \quad \bar{x} = \frac{\sum x_i}{n}$$

$$\text{Variance} \quad S_x^2 = \frac{\sum (x_i - \bar{x})^2}{(n-1)}$$

$$\text{Standard deviation} \quad S_x = \sqrt{S_x^2}$$

### Pearson's Correlation Coefficient

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] \times [n \sum y^2 - (\sum y)^2]}}$$

### Spearman's Correlation Coefficient

$$R_s = 1 - \frac{6 \sum d^2}{n(n^2-1)}$$

$$\text{Z score} = \left( \frac{x - \bar{x}}{SD} \right)$$

$$\text{Median} = L_m + \frac{C_m (\frac{1}{2}n - F_{m-1})}{f_m}$$

$$\text{Mode} = L_m + \frac{C_m (f_m - f_{m-1})}{2f_m - (f_{m-1} + f_{m+1})}$$