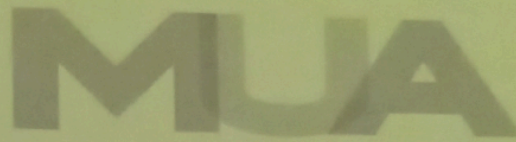


The
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UNDERGRADUATE UNIVERSITY EXAMINATIONS
SCHOOL OF MANAGEMENT AND LEADERSHIP
DEGREE OF BACHELOR OF EDUCATION ARTS

EAP 402: EDUCATION ADMINISTRATION AND MANAGEMENT

DATE: 28TH MARCH 2024

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. Write all your answers in the Examination answer booklet provided.

QUESTION ONE

Read the Case Study below carefully and, answer the questions that follow:

EDUCATIONAL IMPLICATIONS OF MULTIPLE INTELLIGENCES THEORY

The idea has received a lot of support from educators and has undergone multiple revisions in a number of educational settings, despite the fact that it was not initially intended for use in a classroom application. Teachers have long been aware that each student in the classroom has various skills and weaknesses. That was made clear by Gardner's research, which also offered guidance on how to enhance a learner's aptitude in any particular area of intellect. Teachers were urged to start thinking about lesson design in terms of how to accommodate different types of intelligences. The new Competence Based Education/curriculum (CBC/CBE), which is founded on a Multiple Intelligences approach, will greatly benefit from this new way of thinking.

There is no one right way to incorporate the Multiple Intelligences theory into the curriculum; there are a variety of ways. Some educators set up learning centres with tools and supplies that encourage utilising the various intelligences. Other educators create simulations that immerse students in actual life circumstances. In the process of designing lessons, careful planning will help to guarantee high-quality instruction and worthwhile student experiences.

Project-based and collaborative learning are two additional instructional approaches that can be easily incorporated into sessions that emphasise multiple intelligences. While project-based learning may aid in structuring exercises meant to develop the nine intelligences, collaborative learning enables students to explore their interpersonal intelligence.

By incorporating activities that educate to the different intelligences while also letting students plan, produce, and process (through reflection), facilitators can use parts of project-based learning. With the help of this specific teaching style, students can collaborate to explore a subject and produce a final result. This is in line with the Multiple Intelligences theory, which gives importance to the capacity for product creation. It is crucial that facilitators choose activities that not only appeal to all five intelligences but also fit naturally with the lesson's or unit's theme. The theory of multiple intelligences should complement what is being taught, not take away from it.

Two strategies for applying multiple intelligences theory in the classroom are suggested on the Tapping into Multiple Intelligences page of the Disney website. One is a teacher-centered strategy, in which the teacher includes materials, tools, and activities in the lesson that cater to the various intelligences. The second method is student-centered, where students really produce a range of unique items to show their comprehension of the subject.

Students are able to actively utilise their many different forms of intelligence while using a student-centered approach. The number of intelligences explored in a teacher-centered class should be kept to two or three. Due to the fact that speaking will always need the use of one's verbal/linguistic intelligence, teaching children younger than two is practically impossible. The instructor may use elements of project-based learning, collaborative learning, or other inquiry-based approaches in a learner-centered session. Activities using all nine intelligences might be offered to the class in this situation, but only one or two of the assignments might be completed by each student.

Required:

- a) Discuss five benefits of Using Multiple Intelligences Theory in the Classroom (10 Marks)
- b) Explain from the case study five Educational Implications of Multiple Intelligences Theory (10 Marks)
- c) Analyse five application of Multiple Intelligences Theory in the education system (5 Marks)

QUESTION TWO

- a) As the school principal you will delegate authority to your staff. What six benefit do you get from this delegation as a manager (9 Marks)
- b) There are barriers to delegation which require to be overcome. Explain six ways to overcome them (6 Marks)

QUESTION THREE

According to Luther Gullick, the functions of managers are given acronyms "POSDCORB" discuss them with relevant school examples (15 Marks)

QUESTION FOUR

- a) School Communication is a circular process , discuss the seven processes (7 Marks)
- b) Discuss the four leadership functions in a school (8 Marks)

QUESTION FIVE

- a) Discuss any five importance of leadership in an educational institution (10 Marks)
- b) Compare and contrast Autocratic and Democratic leadership styles in education (5 Marks)

QUESTION SIX

- a) System theory is a must use in the education institutions. Describe it with examples (10 Marks)
- b) Discuss the disadvantage of Laissez faire leadership style in education (5 Marks)