

Course Code: AE 104(M) 2007

**UNIVERSITY OF SWAZILAND**  
**DEPARTMENT OF ADULT EDUCATION**  
**PART-TIME DIPLOMA IN ADULT EDUCATION YEAR I**  
**FINAL EXAMINATION QUESTION PAPER, MAY 2007**

**TITLE OF PAPER** : **RESEARCH AND EVALUATION**

**COURSE CODE** : **AE 104**

**TIME ALLOWED** : **THREE (3) HOURS**

**INSTRUCTIONS** :

- 1. ANSWER ALL QUESTIONS FROM SECTION A.**
- 2. ANSWER ANY FOUR QUESTIONS FROM SECTION B.**
- 3. ALL QUESTIONS IN SECTION B CARRY EQUAL MARKS.**

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**SECTION A: COMPULSORY**

INSTRUCTIONS: ANSWER ALL QUESTIONS. Choose an option that best fits your answer to the following questions/statements.

1. Loss of subjects during the course of research projects usually introduces bias because
  - a) the resulting sample is too small
  - b) they are not lost on a random basis
  - c) descriptive statistics cannot be used on the resulting data
  - d) all of the above are correct[2]
  
2. All members of a real or hypothetical set of persons, objects or events are called the
  - a) random sample
  - b) stratified sample
  - c) population
  - d) collection[2]
  
3. The main reason for using random sampling techniques is to select a sample that would:
  - a) include the correct number of subjects
  - b) be stratified
  - c) yield generalisable research results
  - d) yield research findings that are statistically significant[2]
  
4. Large samples are necessary when
  - a) few controlled variables are present
  - b) small differences are anticipated
  - c) sub-groups analysis is not going to be conducted
  - d) the population is highly homogeneous[2]
  
5. A general term that is used to describe a distribution of data that is not symmetrical is a:
  - a) bell shaped distribution
  - b) normal distribution
  - c) abnormal distribution
  - d) skewed distribution[2]

6. The major difference between formative and summative evaluation is that:
- a) formative evaluation relies on basic research methodology, whereas summative evaluation relies on applied research.
  - b) formative evaluation is more time-consuming than summative evaluation
  - c) formative evaluation is more likely to be carried out in field settings than summative evaluation
  - d) formative evaluation and summative evaluation are conducted at different stages of programme development

[2]

7. Action research in education is most concerned with

- a) immediate classroom problems
- b) experimental studies
- c) correlational studies
- d) laboratory problems

[2]

8. A critical review of literature of previous research

- a) should be conducted for every problem encountered by the programme administrator
- b) is important to researchers in education but not to practitioners
- c) helps the researcher to get to the frontiers of knowledge in his research topic
- d) is not necessary if the researcher carries out a pilot study

[2]

9. Speculations about the relationship between two or more variables are called

- a) theories
- b) principles
- c) constructs
- d) hypotheses

[2]

10. "There will be no significant difference between the scores on a measure of achievement of high-and-low anxious students" is a hypothesis written in \_\_\_\_\_ form

- a) directional
- b) interrogative
- c) null
- d) objective

[2]

**SECTION B**

Instructions: Answer any FOUR questions from this section.

**QUESTION 11**

Write explanatory notes on the following:

- a) stratified random sampling
- b) simple random sampling
- c) quota sampling
- d) cluster sampling

[20 marks]

**QUESTION 12**

Between "traditional research" and participatory research which is more applicable to adult education practice and why?

[20 marks]

**QUESTION 13**

Explain how the following could affect internal validity of experimental studies

- a) History
- b) Maturation
- c) Instrumentation
- d) Experimental mortality

[20 marks]

**QUESTION 14**

Using the grouped data frequency distribution shown below, calculate the mean. Use the formula

formular  $\frac{\sum fx}{n}$

Class Interval	f	x	fx
12 - 13	1		
10 - 11	1		
8 - 9	3		
6 - 7	5		
4 - 5	2		
2 - 3	4		

[20 marks]

**QUESTION 15**

Write explanatory notes on the following:

- (a) Adversary evaluation
- (b) The CIPP model
- (c) Formative evaluation
- (d) Goal-free evaluation

[20 marks]