Course Code: AE 104(M) 2009

UNIVERSITY OF SWAZILAND

DEPARTMENT OF ADULT EDUCATION

PART-TIME DIPLOMA IN ADULT EDUCATION (YEAR I)

FINAL EXAMINATION PAPER, MAY 2009

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.

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GIVEN BY THE INVIGILATOR

SECTION A: COMPULSORY

INSTRUCTIONS: ANSWER ALL QUESTIONS. CHOOSE AN OPTION THAT BEST FIT YOUR ANSWER TO THE STATEMENTS/QUESTIONS.

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   (2 marks)

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 marks)

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 results
    d) yield research findings that are statistically significant   (2 marks)

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 marks)

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 marks)

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 marks)

7. Action research in education is more concerned with

    a) immediate classroom problems
    b) experimental studies
    c) correlational studies
    d) laboratory problems   (2 marks)

8. A critical review 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 marks)

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

    a) theories
    b) principles
    c) constructs
    d) hypotheses   (2 marks)

10. "There will be no significant difference between the scores on a measure of achievement of high-and-low anxiety students' is a hypothesis written in _____ Form

    a) directional
    b) interogative
    c) null
    d) objective   (2 marks)

SECTION B:ANSWER ANY FOUR QUESTIONS

11. Write explanatory notes on the following:

  a) stratified proportional random sampling
  b) simple random sampling
  c) quota sampling
  d) cluster sampling   (20 marks)

12. Between "traditional research" and participatory research which is more applicable to adult education practice and why?   (20 marks)

13. Explain how the following could affect internal validity of experimental studies

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

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

  $\frac{\varepsilon fx}{N}$

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

(20 marks)

15. Write explanatory notes on the following:

  a) Adversary evaluation
  b) Formative evaluation
  c) Goal-free evaluation   (20 marks)