

Course Code DAE 115 (first semester) 2009

UNIVERSITY OF SWAZILAND

DEPARTMENT OF ADULT EDUCATION

PART-TIME DIPLOMA IN ADULT EDUCATION YEAR I

SEMESTER ONE MAIN EXAMINATION PAPER, DECEMBER 2009

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

COURSE CODE : **DAE 115**

TIME ALLOWED : **TWO (2) 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 GRANTED BY THE INVIGILATOR.

SECTION A: COMPULSORY

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

1. The basic purpose of evaluation is to:
 - (a) test judgemental hypotheses
 - (b) improve decision making
 - (c) test generalisability of formative data
 - (d) validate the findings of basic research in field settings (2 marks)

2. The major differences between formative and summative evaluation is that:
 - (a) formative evaluation relies on basic research methodology, whereas summative evaluation relies on applied research methodology
 - (b) formative evaluation is more likely to be carried out in field settings than summative evaluation
 - (c) formative evaluation is more time - consuming than summative evaluation
 - (d) formative evaluation and summative evaluation are conducted at different stages of programme development. (2 marks)

3. The following are characteristics of the scientific method except for:
 - (a) definition of the problem in specific terms
 - (b) development of hypotheses
 - (c) analysis of data
 - (d) verification of hypotheses using expert opinion (2 marks)

4. Applied research is concerned with:
 - (a) solving immediate problems
 - (b) experimental studies
 - (c) correlational studies
 - (d) laboratory problems (2 marks)

5. The most powerful research method for establishing causal relationships is the:
- (a) causal-comparative method
 - (b) experimental method
 - (c) correlational method
 - (d) descriptive method
- (2 marks)
6. A critical review of literature of previous research:
- (a) should be conducted for every problem encountered by the programme manager
 - (b) is important to researchers in education but not to practitioners
 - (c) helps the researcher to get to the frontiers of knowledge in his/her research topic
 - (d) is not necessary if the researcher carries out a pilot study
- (2 marks)
7. The main purpose for a pilot study in education research is to:
- (a) obtain funds for subsequent research
 - (b) determine whether there is any interest in the topic before the researcher launches a major project
 - (c) test and improve the research plan
 - (d) provide opportunities for graduate students to get research experience.
- (2 marks)
8. When the experimenter has a reasonably high expectation concerning the relationship that exists between the variables it is most appropriate to state the hypothesis in _____ form:
- (a) directional
 - (b) non-directional
 - (c) null
 - (d) interrogative
- (2 marks)
9. Empowerment is a characteristic of
- (a) experimental research
 - (b) survey research
 - (c) participatory research
 - (d) historical research
- (2 marks)

10. A measuring device which measures what it is supposed to measure is:
- (a) false
 - (b) reliable but not valid
 - (c) valid
 - (d) reliable

SECTION B:

Answer ANY FOUR Questions

11. Explain the following characteristics of experimental research:
- (a) comparison
 - (b) manipulation
 - (c) control
 - (d) generalisation (20 marks)
12. Write notes on the following:
- (a) Adversary evaluation
 - (b) Formative evaluation (20 marks)
13. You are asked by an adult education programme manager to conduct an evaluation of the programme. When you, as an evaluator, ask the manager what it is about the programme that he wants assessed; he responds, "I do not know. What do you people usually evaluate?"
- How would you respond to this question? (20 marks)
14. Mention the reasons for using samples in conducting research. (20 marks)
15. Explain the following sampling techniques:
- (a) Quota sampling
 - (b) Convenience sampling
 - (c) Cluster sampling
 - (d) Systematic sampling (20 marks)