

**Course Code : BAE 201- 1 & 2 (M) Page 1 of 4**

**UNIVERSITY OF SWAZILAND**

**INSTITUTE OF DISTANCE EDUCATION**

**BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR III**

**FINAL EXAMINATION PAPER MAY, 2010**

**TITLE OF PAPER : PSYCHOLOGY OF ADULT EDUCATION I & II**

**COURSE : IDE-BAE 201 - 1 & BAE 201 - 2**

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

- INSTRUCTIONS :**
- 1. ANSWER FOUR (4) QUESTIONS ONLY. TWO FROM SECTION A AND TWO (2) FROM SECTION B**
  - 2. ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLETS PROVIDED.**
  - 3. DO NOT WRITE ON THE QUESTION PAPER.**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.**

SECTION A

[50 MARKS]

**INSTRUCTIONS: ANSWER TWO (2) QUESTIONS FROM THIS SECTION**

**QUESTION 1**

- (a) What is the role of nature and nurture in human growth, development and maturation? [15 marks]
- (b) What are the implications of the above observations (in a) for adult teaching and learning? [10 marks]

Total = [25 marks]

**QUESTION 2**

- (a) Contrast the incremental view with the entity view of human abilities (Woolfolk, 1990). [10 marks]
- b) Using relevant examples, discuss how subscription to each of the above views could promote or hinder the development of adults in a context of your choice.

[15 marks]

**QUESTION 3**

- (a) Examine the distinction between developmental research and non-developmental research. [5 marks]
- (b) To what extent is developmental research complementary to non-developmental research and vice versa? [5 marks]
- (c) Discuss the influences of social roles on adult social development in a context of your choice. [15 marks]

Total = [25 marks]

**QUESTION 4**

With the aid of example, discuss the following terms and the implications for adult learning:-

- a) Groupthink (Janis, 1982). [5 marks]
- b) Collective behaviour (Macropaedia Britannica, 1992). [5 marks]
- c) Self-esteem (Markus,1977;Higgins,1989;Brehm and Kassin,1990). [5 marks]
- d) Androgynous individual (Bem, 1974;1983;1999) [5 marks]
- e) Nominal Group Technique (Tenant, 1990). [5 marks]

**QUESTION 5**

- (a) What is the relationship between age and mental ability? [12.5 marks]
  - (b) Design and describe the measurements you could use in establishing actual and potential ability in an adult learning setting of your choice. [12.5 marks]
- Total = [25 marks]

**QUESTION 6**

- (a) Describe (i) the structure of emotion and (ii) the functions of emotion [12.5 marks]
  - (b) With the aid of examples, discuss the effects of stress on adult learning and adult healthy living. [ 12.5 marks]
- Total = [25 marks]

**SECTION B**

**[ 50 MARKS]**

**INSTRUCTIONS : ANSWER TWO (2) QUESTIONS FROM THIS SECTION**

**QUESTION 7**

- (a) Describe (i) what gender stereotypes are, (ii) how gender stereotypes develop and (ii) how they are maintained. [12.5 marks]
- b) Explain how we could create androgynous individuals through the education and training of adults. [12.5 marks]

Total = [25 marks]

**QUESTION 8**

Using relevant examples, examine the role of adult personality in the education and training of adults.

[25 marks]

Total = [25 marks]

**QUESTION 9**

- (a) What are the similarities and differences between Psychoanalysis (PA) and Transactional Analysis (TA)? [12.5 marks]
- (b) Examine contexts [settings] and areas in which you could apply PA and TA in Swaziland. [12.5 marks]

Total = [25 marks]

**QUESTION 10**

With the aid of examples, describe how you could utilize knowledge, skills and attitude orientation gained from your interaction with Modules 201 -1 and 201-2 in managing adult learning programmes.

Total =[25 marks]