

UNIVERSITY OF SWAZILAND)
FACULTY OF EDUCATION

PART TIME DIPLOMA IN ADULT EDUCATION YEAR I

MAIN EXAMINATION PAPER, MAY, 2012

TITLE OF PAPER : PSYCHOLOGY OF ADULT EDUCATION II

COURSE CODE : DAE 111

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTIONS:
1. ANSWER THREE (3) QUESTIONS ONLY.
 2. QUESTION ONE (1) IS COMPULSORY
 3. ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLETS PROVIDED.
 4. DO NOT WRITE ON THE QUESTION PAPER.

THIS PAPER SHOULD NOT BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR

QUESTION 1 [COMPULSORY] [40 MARKS]

- (a) Why is it important for an adult educator/facilitator to understand human motivation and participation? [10 marks]
- (b) Using either (i) Boshier's Six Motivation Orientation Model or (ii) Houle's typologies, or (iii) Maslow's hierarchy of human needs theory, analyse factors that determine adults' motivation and participation in education and training programmes. [15 marks]
- (c) Outline strategies that could be used to promote and sustain learner motivation and participation. [15 marks]

QUESTION 2

- (a) Why should an adult educator/facilitator study personality? [10 marks]
- (b) Examine ways in which the following theories explain adult personality; (i) Cattell's 16 Personality Factor theory, (ii) Eysenck's (1982) Personality Inventory and (iii) Big five [20 marks]

QUESTION 4

Using relevant examples, give a brief discussion of the following terms and concepts:

- (a) Psychoanalytical theory [5 marks]
- (b) Intrinsic motivation theory [5 marks]
- (c) Feeling adult learner [5 marks]
- (d) Transactional analysis [5 marks]
- (e) Expository methods [5 marks]
- (f) Extrovert adult learner [5 marks]

QUESTION 5

Using the knowledge and skills you have acquired from the study of psychology of adult education, choose an education and training programme for adults in Swaziland and:

- (a) Technically classify adult learner-problems and expectations. [15 marks]
- (b) Outline strategies you could use in addressing each of the identified adult learner problems and expectations. [15 marks]

QUESTION 6

Critically examine the extent to which Malcolm Knowles' concept of 'self-directed learner' and Rogers' concept of "self" have broadened your understanding of the motivation orientation and participation of learners in your current programme (D1)?

[30 marks]