

UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION

PART TIME DIPLOMA IN ADULT EDUCATION YEAR I

MAIN EXAMINATION PAPER, MAY, 2013

TITLE OF PAPER : PSYCHOLOGY OF ADULT EDUCATION II

COURSE CODE : DAE 111

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTIONS:
1. ANSWER ALL QUESTIONS IN SECTION A, AND ONE (1) EACH FROM SECTIONS B, C AND D.
  2. ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLETS PROVIDED.
  3. DO NOT WRITE ON THE QUESTION PAPER.

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

**SECTION A (40 marks) [COMPULSORY]**

**INSTRUCTIONS:** Answer all questions in this section. The section has objective type of questions, and in each case, only one of the possible responses given is correct. You are required to indicate in your answer booklet, the letter that in your opinion represents the correct answer.

**QUESTION 1**

Professor T.J. Bouchard (1990) conducted a study in which he established that 70% of the influence on IQ scores was genetics and only 30% was as a result of the environment. We could therefore conclude from the above study, that ... is the most powerful contributor to intelligence.

- (a) Nature      (b) Nurture      (c) Inherited characteristics (d) Both A and B  
(e) Both A and C

**QUESTION 2**

LaSimelane has an IQ of 140. Her mental age (MA) has been calculated to be 28 years. Her chronological age (CA) is therefore:

- (a) 28      (b) 24      (c) 14      (d) 10      (e) 20

**QUESTION 3**

LaSimelane, would therefore be classified as:

- (a) Very superior      (b) Superior/Very bright      (c) Bright  
(d) Average/normal      (e) Abnormal

**QUESTION 4**

Sheldon (1943) identified three personality type (soma-type) based on body build. They include the:

- (a) Melancholic and introvert      (b) Mesomorphic and endomorphic  
(c) Phlegmatic and extrovert      (d) Both A and C      (e) Both A and B

**QUESTION 5**

Personality may be defined as:

- (a) Permanent modes of behavior which characterize an individual  
(b) Semi-permanent modes of behavior which characterize an individual  
(c) A and B  
(d) Impulsiveness and sociability  
(e) Personal constructs

**QUESTION 6**

Catell, RB (1966) identified 16 Personality Factors. He termed these as durable mental structures or traits. The most basic classification shows two types of traits. These are:

- (a) Dynamic and constitutional traits
- (b) Surface and source traits
- (c) Temperamental and environmental traits
- (d) Observable and constitutional traits
- (e) Inferred and source traits

**QUESTION 7**

Hans Eysenck's Two-Factor Model (1967;1982;1985;1990) and Personality Inventories (EPI and JEPI), on the other hand, both acknowledge the Greek classification of personality types. These are:

- (a) Extravert and Introvert
- (b) Melancholic and Phlegmatic
- (c) Sanguine and Choleric
- (d) A and C
- (e) B and C

**QUESTION 8**

An introverted adult person is inclined to be viewed by others people as being:

- (a) Usually serious, a high academic performer, anxious
- (b) Usually cheerful and light hearted
- (c) Usually outgoing, sociable and impulsive
- (d) Usually a low academic performer and less anxious
- (e) Usually a high performer and impulsive.

**QUESTION 9**

An extraverted adult person is inclined to be viewed by others people as being:

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- (e) Usually a high performer and impulsive.

**QUESTION 10**

Freud (1940) discerned five (5) stages of the process of sexual and emotional development. On the basis of that schema (structure analysis), Freud argues that the cause of *Adult neurosis* is:

- (a) Excessive frustration of erotic impulses at stages 1-3
- (b) Excessive gratification of erotic impulses at stages 1-3
- (c) Excessive gratification of sexual impulses at stages 1-5
- (d) Both A and B
- (e) Both B and C

**QUESTION 11**

The following terms used by Eric Berne (1964) in Transactional Analysis; Parent, Adult and Child Ego states, could be equated to Freud's (1940) terms of Psychoanalysis:

- (a) Id, Ego, Superego                      (b) Superego, Ego, Id                      (c) Consciousness, Id, Ego  
(d) A and C                                      (e) B and C

**QUESTION 12**

The Self Concept is, according to Carl Rogers (1983):

- (a) Perception of the characteristics of the "I" or "Me"  
(b) Perceptions of the characteristics of the "I" or "Me" to others.  
(c) Perceptions of the relationship of the "I" or "Me" to other aspects of life.  
(d) Perception of one's basic roles, traits and body image.  
(e) All the above

**QUESTION 13**

One of the Psychological problems that unduly affects the learning ability of adult students, is:

- (a) Taboos (b) Poor ye-sight (c) Poor learning styles (d) Anxiety (e) Senility

**QUESTION 14**

Motives could be classified into three categories (Sherif Muzaffer, 1948; Maslow, 1970; Meyer, 1979):

- (a) Growth, Being and Psychogenic motives  
(b) Aesthetic, Growth and Biogenic motives  
(c) Biogenic, Sociogenic and Psychogenic motives  
(d) Aesthetic, Growth and Deficiency motives  
(e) Deficiency, Growth and Biogenic motives

**QUESTION 15**

Deficiency needs (Maslow's hierarchy of human needs) are concerned with ... and include ...

- (a) Esteem needs, Belongingness and love needs, Safety needs and Physiological needs.  
(b) Physical and survival needs                      (c) Self actualization needs  
(d) Aesthetic needs and cognitive needs                      (e) A and B

**QUESTION 16**

**Growth needs** (Maslow's hierarchy of human needs) are concerned with ... and include ...

- (a) Esteem needs, Belongingness and love needs, Safety needs and Physiological needs.
- (b) Physical and survival needs
- (c) Self actualization needs
- (d) Aesthetic needs and cognitive needs
- (e) A and B

**QUESTION 17**

Motivation, which we experience on a regular basis, could be one of the following:

- (a) Health motivation
- (b) Intrinsic motivation
- (c) Rural motivation
- (d) Introverted motivation
- (e) Extraverted motivation

**QUESTION 18**

Personality traits are ...

- (a) Relatively stable cognitive characteristics of people that help to establish their individual identities and distinguish them from others.
- (b) Relatively emotional characteristics of people that help to establish their individual identities and distinguish them from others
- (c) Relatively behavioural characteristics of people that help to establish their individual identities and distinguish them from others.
- (d) All the above
- (e) A and C

**QUESTION 19**

The goal of Trait theorists is to:

- (a) Describe the basic classes of behavior that define personality.
- (b) Devise ways of measuring individual differences in personality traits.
- (c) Use measures of personality traits to understand a person's behavior.
- (d) Use measures of personality traits to predict a person's behavior.
- (e) All the above

**QUESTION 20**

The main contrast in approaches to understand human behavior between Psychodynamic, Humanistic and Trait theorists, on one hand, and Behavioural theorists, on the other, is that Behaviourists emphasize:

- (a) Internal causes of behavior
- (b) External causes of behavior
- (c) Self-actualisation and personality traits
- (d) Environmental causes and unconscious conflicts
- (e) None of the above.

**SECTION B**

**INSTRUCTIONS: ANSWER ONE (1) QUESTION ONLY**

**QUESTION 21 [20 marks]**

- (a) What is the distinction between a drive, a motive and a need?  
[6 marks]
- (b) Using Maslow's(1970) Hierarchy of human needs and Boshier's(1983) Motivation Orientation of adult learners, discuss what motivates adult learners to participate in education and training programmes for adults in Swaziland.  
[14 marks]

**QUESTION 22 [20 marks]**

- (a) What is the distinction between a drive, a motive and a need?  
[6 marks]
- (b) Use relevant examples, to explain why an adult education practitioners should study motivations.  
[14 marks]

**SECTION C**

**INSTRUCTIONS: ANSWER ONE (1) QUESTION ONLY**

**QUESTION 23 [20 marks]**

- (a) What is the distinction between a personality trait, a personality state and a personality type? [6 marks]
- (b) Discuss ways in which the following theories explain adult personality;  
(i)Psychoanalysis, Transactional Analysis and Analysis of the psyche (Freud, Berne, Jung) and (ii) Behavioural theory (Pavlov, Watson, Skinner).  
[14 marks]

**QUESTION 24 [20 marks]**

- (a) What is personality? [6 marks]
- (b) Discuss ways in which the following theories explain personality; (i) Personality trait theory (Allport, Eysenck, MacCrae & Costa) and (ii) Phenomenological theory (Maslow, Carl Rogers, Kelly).

**QUESTION 25 [20 marks]**

Using relevant examples, examine how Carl Jung's (1923) Typology of Personality types and Myers and Briggs's (1975) Type Indicator (MBTI), reported in Fasokun, Katahoire and Oduran (2005), could help an adult educator in understanding the personality of adult learners, as well as the management of the teaching and learning transactions.

**SECTION D**

**INSTRUCTIONS: ANSWER ONE (1) QUESTION ONLY**

**QUESTION 26 [30 marks]**

Using the knowledge and skills you have acquired from the study of Psychology of adult education:

- (a) How could you technically classify learner problems and expectations?  
[10 marks]
- (b) What are the implications of the problems and expectations identified (in 25 a) for the management of adult teaching and learning transactions.

**QUESTION 27 [20 marks]**

Using relevant examples, how could you use Malcolm Knowles' concept of "self-directed learner" and Rogers' concept "self" to explain the motivation orientation and participation of learners in your current programme (D1)?