

UNIVERSITY OF SWAZILAND

INSTITUTE OF DISTANCE EDUCATION

BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR III

MAIN EXAMINATION PAPER MAY, 2015

TITLE OF PAPER : PSYCHOLOGY OF ADULT EDUCATION II

COURSE : IDE-BAE 314

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTIONS :**
- 1. ANSWER FOUR (4) QUESTIONS ONLY.
ONE (1) FROM EACH SECTION (A, B,C,D)**
 - 2. QUESTION ONE IS COMPULSORY**
 - 3. ANSWERS SHOULD BE WRITTEN IN THE
ANSWER BOOKLETS PROVIDED.**
 - 4. DO NOT WRITE ON THE QUESTION
PAPER.**

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

SECTION A

ANSWER (1) QUESTIONS ONLY

QUESTION 1 [34 marks] [COMPULSORY]

- (a) Critique the use of the following theoretical approaches in the education and training of adults: (i) Humanistic theories (ii) Cognitive learning theories (iii) Social learning theories. [15 marks]
- (b) Discuss the use of the following concepts and terminologies in understanding human behaviour:
- (i) Psychotherapy, Religio-magical therapies and empirico-scientific therapies. [5 marks]
 - (ii) Gender-centric, Ethno-centric and Hetero-sexist biases in psychological theories. [6 marks]
 - (iii) Gender and longevity [4 marks]
 - (iv) Androgynous individual [4 marks]

SECTION B

ANSWER ONE (1) QUESTION ONLY

QUESTION 2 [22 marks]

- (a) Use relevant examples to examine gender, gender role development, gender identity and gender stereotypes in the context of Swaziland. [9 marks]
- (b) How does gender influence social behaviour? [4 marks]
- (c) Critique the performance of providers of education and training of adults in addressing gender equality and equity of access to resources and participation. [9 marks]

QUESTION 3 [22 marks]

- (a) Use relevant examples to critically examine current interventions by SADC and Swaziland on gender issues. [9 marks]
- (b) How does gender influence social behaviour? [4 marks]
- (c) Critique Swaziland's current performance in promoting gender issues. [9 marks]

SECTION C

ANSWER ONE (1) QUESTION ONLY

QUESTION 4 [22 marks]

- (a) What is Social perception? [8 marks]
- (b) Using your current class (BED III), as a setting, examine the influence of the group on your self-concept, self-esteem and self-presentation. [7 marks]
- (c) Use relevant examples to explain the *three (3)* effects of the *self-fulfilling prophecy* on the individual and the group. [7 marks]

QUESTION 5[22 marks]

- (a) What is the relevance of *collective behaviour* to the adult and adult learning? [11 marks]
- (b) Create a scenario to illustrate the effects of the following group dynamics: *social facilitation*, *social loafing* and *de-individuation* on the individual and group performance. [11 marks]

QUESTION 6[22 marks]

- (a) Create a scenario to illustrate the stages of group development (Tenant 1990). [11 marks]
- (b) How could you use the following three principles to guide the use of experiential techniques in enhancing adult learning: *informed consent*, *freedom of participation* and *critical reflection*? [11 marks]

SECTION D

ANSWER ONE (1) QUESTION ONLY

QUESTION 7 [22 marks]

- (a) What is Psychoanalysis? [7 marks]
- (b) What is Transactional Analysis [7marks]
- (c) Examine areas/contexts in which you could apply Psychoanalysis and Transactional Analysis in the teaching and learning of adults [8 marks]

QUESTION 8

- (a) Create a scenario in which you could use any of theories of motivation, which you have been introduced to in your course, in effective management of the physical, social and psychological teaching and learning environment of adult learners. [11 marks]
- (b) Create a scenario in which you could use any of theories of learning, which you have been introduced to in your course, in creating effective management of the physical, social and psychological teaching and learning environment of adult learners. [11 marks]