

UNIVERSITY OF SWAZILAND

INSTITUTE OF DISTANCE EDUCATION

BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR III

SUPPLEMENTARY EXAMINATION PAPER JULY, 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 1 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

QUESTION 1 IS COMPULSORY

QUESTION 1 [34 marks]

Discuss the use of the following concepts and terminologies in understanding human behaviour:

- | | | |
|-----|--|-----------|
| (a) | Gender stereotype | [7 marks] |
| (b) | Discovery methods | [5 marks] |
| (c) | Revolving images of the self | [7 marks] |
| (d) | Complementary and crossed transactions | [5 marks] |
| (e) | “Emic” and “Etic” studies of culture | [5 marks] |
| (f) | The vicious circle of low self-esteem | [5 marks] |

SECTION B

ANSWER ONE (1) QUESTION ONLY

QUESTION 2 [22 marks]

- | | | |
|-----|---|-----------|
| (a) | Using relevant examples, discuss the role of two (2) <i>physical factors</i> in gender development. | [8 marks] |
| (b) | Critique the performance of Swaziland and the SADC region in promoting gender equality. | [8 marks] |
| (c) | Critique the role of education and training of adults in promoting gender equality and equity | [6 marks] |

QUESTION 3 [22 marks]

Worell and Remer (1992) identified six types of biases in psychological theories; Andro-centric, Gender-centric, Ethno-centric, Hetero-sexist, Intra-psychic and Deterministic biases.

- | | | |
|-----|--|-----------|
| (a) | Examine any two (2) of the biases mentioned above, and discuss ways in which the theories could be transformed | [7 marks] |
| (b) | Examine factors that influence gender role development in Swaziland. | [7 marks] |
| (c) | What challenges are you likely to face in developing an androgynous adult, through education and training? | [8 marks] |

SECTION C

ANSWER ONE (1) QUESTION ONLY

QUESTION 4[22 marks]

- (a) What is relationship between interpersonal behaviour, group behaviour/dynamics and adult learning? [11 marks]
- (b) Using relevant examples, examine six stages of group lifespan development. [11 marks]

QUESTION 5[22 marks]

- (a) Using relevant examples, discuss analysis in Psychology by examining the works of Freud (1940), Berne (1964), Temple (1988) and Jung (1968). [14 marks]
- (b) What is the relevance of analysis in Psychology to the adult educator/facilitator? [8 marks]

SECTION D

ANSWER ONE (1) QUESTION ONLY

QUESTION 6

- (a) Critique the use of the following theories and approaches in the education and training of adults: (i) Behavioural theories (ii) Social learning theory (iii) Cognitive theories (iv) Psychodynamic theories [14 marks]
- (b) Explain how you could apply one of the above theories, in a setting of your choice, to promote effective learning. [8 marks]

QUESTION 7

- (c) Critique the use of the following theories and approaches in the education and training of adults: (i) Drive motivation theory (ii) Homeostatis theory (ii) humanistic theory [14 marks]
- (d) Explain how you could apply one of the above theories, in a setting of your choice, for effective management of the teaching and learning environment. [8 marks]