

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**

PART TIME DIPLOMA IN ADULT EDUCATION YEAR I

MAIN EXAMINATION PAPER, DECEMBER, 2014

TITLE OF PAPER : PSYCHOLOGY OF ADULT EDUCATION I

COURSE CODE : DAE 110

TIME ALLOWED : THREE (3) HOURS

**INSTRUCTIONS: 1. ANSWER FOUR QUESTIONS (4) ONLY. TWO (2) FROM
SECTION A AND TWO (2) FROM SECTION B**

**2. 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**

SECTION A

QUESTION 1 [25 marks]

- (a) Examine at least three (3) areas of human life in which Psychology has made contributions. [7 marks]
- (b) Why should adult educators have a sound knowledge of Psychology? [8 marks]
- (c) Examine the role of cross-sectional studies and longitudinal studies in the study of human behaviour. [10 marks]

QUESTION 2 [25 marks]

- (a) What is adulthood? [5 marks]
- (b) Compare and contrast the criteria used in determining adulthood in the African context and Western context. [10 marks]
- (c) Explain how each characteristic of the adult learner influences her/his (i) attitude towards learning, (ii) ability to learn, (iii) understanding and use of new material learned as well as (iv) success as a learner. [10 marks]

QUESTION 3 [25 marks]

- (a) What is a learning theory? [5 marks]
- (b) What is learning? How can we establish that learning has taken place? [10 marks]
- (c) Critique the use (i) naturalistic observations (ii) surveys and (iii) experiments in studying human behaviour [10 marks]

QUESTION 4 [25 marks]

- (a) What is moral development? [5 marks]
- (b) Examine the contribution of Kohlberg's theory to our understanding of what is moral development [10 marks]
- (c) Using relevant examples, explain how education and training of adults could address current moral development issues in society. [10 marks]

SECTION B

QUESTION 5 [25 marks]

- (a) Using relevant examples, discuss the strengths and weaknesses of the following theories in the study of human learning:
- (i) Humanistic theory [8 marks]
 - (ii) Cognitive theory. [8 marks]
- (b) What are the advantages and/or disadvantages of implementing these theories for adults in the African context. [9 marks]

QUESTION 6 [25 marks]

Use relevant examples to describe how you could use the following ideas/theories to facilitate education and training programmes for adults.

- (a) Kurt Lewin's *Topological or field theory*, which proposes that behaviour is a function of a person and his or her environment ($B = f(P+E)$).

[12.5 marks]

- (b) Albert Bandura's social learning theory.

[12.5 marks]

QUESTION 7 [25MARKS]

"The adult educator should strive to promote and sustain the spirit of learning, learning to learn, unlearn and relearn; learning to become, learning to do; learning to be and learning to live together." Discuss

QUESTION 8 [25 marks]

- (a) Critique Havighurst's (1973) and Erikson's (1950) contributions to our understanding of the major determinants of adulthood.
[15 marks]
- (b) What are the implications of the above contributions to the concept of learning throughout the lifespan (*Life Long Learning*).
[10 marks]

QUESTION 9 [25 marks]

"The goal of psychology should be to formulate a complete description of what it means to be a human being. Such description will include the importance of language, the valuing process, the full range of human emotions, and the ways humans seek and attain meaning in their lives."
(Hergenhahn, 199:510).

Analyse the above statement on humanistic learning theory and explain the implication for teaching and learning of adults. [25 marks]