

FACULTY OF EDUCATION

PART-TIME DIPLOMA IN ADULT EDUCATION YEAR I

MAIN EXAMINATION PAPER MAY, 2015

TITLE OF PAPER : PSYCHOLOGY OF ADULT EDUCATION II

COURSE : DAE 111

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS :

1. ANSWER THREE (3) QUESTIONS ONLY, ONE FROM EACH SECTION (A,B,C)
2. ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLETS PROVIDED.
4. DO NOT WRITE ON THE QUESTION PAPER.

SECTION A

QUESTION 1 [COMPULSORY] [40 MARKS]

- (a) Why is it important for an adult educator/facilitator to understand human personality and development [10 marks]
- (b) Why is it important for an adult educator/facilitator to understand human motivation and participation? [10 marks]
- (c) Examine ways in which the following theories explain adult personality development or adult motivation and participation:
- (i) Ouchi's theory Z [5 marks]
 - (ii) Transactional analysis (Berne) [5 marks]
 - (iii) Scientific management (Taylor) [5 marks]
 - (iv) Human needs theory (Fromm) [5 marks]

SECTION B

QUESTION 2 [30 marks]

- (a) Using relevant examples, explain how you could use any of the following theories in promoting and sustaining adult motivation and participation for increased production and productivity:
- (i) Behavioural theories [15 marks]
 - (ii) Achievement motivation theory [15 marks]
 - (iii) Theory X and theory Y [15 marks]
- (b) Discuss the role of the following aspects of human behaviour in bringing about change in the adult learner's disposition:-
- (i) Emotion [5 marks]
 - (ii) Socialisation [5 marks]
 - (iii) Interest [5 marks]

QUESTION 3 [30 marks]

- (a) Use any motivation theory/theories of your choice to examine the motivation-orientation of adult learners in your current D1 class. [10 marks]
- (b) Classify and discuss the challenges you have faced in your current education and training programme. [10 marks]
- (a) Critique the strategies you have used to balance the demands of your learning, work and other social roles. [10 marks]

SECTION C

QUESTION 4 [30 marks]

- (a) *"Each of us is in certain respects like all other people, like some other people, and like no other person who has lived in the past or will exist in the future"* (Kluckhohn and Murray, 1953). Discuss [10 marks]
- (b) Using a teaching and learning setting for adults of your choice, describe how you could manage the following personality types:
 - (i) Introvert adult learner [5 marks]
 - (ii) Feeling adult learner [5 marks]
 - (iii) Judging adult learner [5 marks]
 - (iv) Perceiving adult learner [5 marks]

QUESTION 5

Critique the use of Eysenck's (1982) "Personality inventory", Roger's (1983) "self-concept", and MacCrae's and Costa "Big-five factor model (OCEAN)" in the education and training of adult educators. [30 marks]

QUESTION 6

Using relevant examples examine ways in which you could use Psychoanalysis (Freud), Transactional analysis (Berne) and Analytical theory (Jung) in the education and training of adults. [30 marks]