

**UNIVERSITY OF SWAZILAND**

**INSTITUTE OF DISTANCE EDUCATION**

**BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR III**

**MAIN EXAMINATION PAPER MAY, 2016**

**TITLE OF PAPER : PSYCHOLOGY OF ADULT EDUCATION II**

**COURSE : IDE-BAE 314**

**TIME ALLOWED : THREE (3) HOURS**

- INSTRUCTIONS :**
- 1. ANSWER FOUR (4) QUESTIONS ONLY.  
TWO (2) FROM EACH SECTION (A & B)**
  - 2. ANSWERS SHOULD BE WRITTEN IN THE  
ANSWER BOOKLETS PROVIDED.**
  - 3. 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 TWO (2) QUESTIONS ONLY**

**QUESTION 1 [25 marks]**

- (a) Critique the use of the following theoretical approaches in the education and training of adults: (i) Cognitive learning theories and (ii) Social learning theories.  
[12.5 marks]
- (b) Create a scenario in which you could use any of the 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.  
[12.5 marks]

**QUESTION 2 [25 marks]**

- (a) Why should an adult educator/facilitator have a sound knowledge of theories of learning?  
[10 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 effective management of the physical, social and psychological teaching and learning environment of adult learners.  
[15 marks]

**QUESTION 3 [25 marks]**

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

**QUESTION 4 [25 marks]**

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

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

**SECTION B**

**ANSWER TWO (2) QUESTIONS ONLY**

**QUESTION 5 [25 marks]**

- (a) Use relevant examples to examine gender, gender role development, gender identity and gender stereotypes in the context of Swaziland. [ 10 marks]
- (b) Critique the performance of providers of education and training of adults in addressing gender equality and equity of access to resources and participation. [10 marks]
- (c) What challenges are you likely to face in developing an androgynous adult, through education and training? [5 marks]

**QUESTION 6 [25 marks]**

- (a) What is relationship between interpersonal behaviour, group behaviour/dynamics and adult learning? [10 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. [10 marks]
- (c) Examine ways in which you have, in turn, influenced members of your current class (BED III). [5 marks]

**QUESTION 7 [25 marks]**

- (a) What is the relevance of *collective behaviour* to the adult and adult learning? [12.5 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. [12.5 marks]