

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

PART-TIME DIPLOMA IN ADULT EDUCATION YEAR I

FINAL EXAMINATION MAY, 2018

TITLE OF PAPER : PSYCHOLOGY OF ADULT EDUCATION II

COURSE : AED 110

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTIONS :
1. ANSWER THREE (3) QUESTIONS ONLY, ONE (1) FROM EACH SECTION (A, B, C)
 2. 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 [COMPULSORY] [40 MARKS]

- (a) Curzon (1990) maintained that an [adult] educator / teacher/facilitator, is a manager. Discuss the **four (4)** functions of an adult educator as manager of a teaching and learning setting of your choice in Swaziland.
[20 marks]
- (b) Why is it important for an adult educator/facilitator to understand human Motivation and personality? [10 marks]
- (c) Outline strategies that could be used to promote and sustain learner motivation and participation in an adult education and training programme of your choice. [10 marks]

SECTION B

QUESTION 2 (30 marks)

- (a) Explain the distinction among a personality state, personality trait and personality type.
[10 marks]
- (b) Examine ways in which the following theories explain adult personality: (i) Cattell's (1966) 16 Personality Factor theory (ii) Eysenck's (1985) personality inventory and (iii) MacCrae and Costa(2003)'s "Big-five factor model (OCEAN)".
[20 marks]

QUESTION 3 (30 marks)

- (a) Why should an adult educator/facilitator study personality?
[10 marks]
- (b) Give a brief discussion of the following terms and concepts:
- (i) Social learning theory [5 marks]
 - (ii) Achievement motivation theory [5 marks]
 - (iii) Theory X, Y, Z theory [5marks]
 - (iv) Drive theories [5marks]

SECTION C

QUESTION 4 (30 marks)

Examine the merits and limitations of the following types of learners: (i) extrovert (ii) introvert (iii) judging (iii) perceiving (iv) thinking (iv) feeling.

[30 marks]

QUESTION 5 (30 marks)

Explain how you could use Malcolm Knowles' (1970,1973) concept of 'self-directed learner' and Roger's (1983) concept of self to explain the motivation orientation and participation of learners in your current programme.(D1)?

[30 marks]