

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION**

**PART TIME DIPLOMA IN ADULT EDUCATION YEAR I**

**MAIN EXAMINATION PAPER, MAY, 2017**

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

**COURSE CODE : AED 110**

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

**INSTRUCTIONS: 1. ANSWER FOUR (4) QUESTIONS ONLY.**

**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**

**QUESTION 1 (25 marks)**

- (a) Why is it important for the adult educator/facilitator to understand human participation and motivation?
- (b) Using (i) Maslow's hierarchy of human needs theory and (ii) Houle's typology of adult learners, examine factors that determine adults' motivation and participation in education and training programmes for adults.

**QUESTION 2 (25 marks)**

- (a) Why is it important for the adult educator/facilitator to study human personality?
- (b) Using (i) psychodynamic theory and (ii) phenomenological/humanistic theory, explain the development of adult personality.

**QUESTION 3 (25 marks)**

Choose a provider of education and training programmes for adults you are familiar with in Swaziland, and: (a) technically classify the problems and expectations of the adult learner and (b) outline strategies that you could use to promote effective teaching and learning in the programme(s).

**QUESTION 4 (25 marks)**

Outline strategies you could use to effectively manage teaching and learning transactions for the following personality types: (a) extrovert adult learner and introvert adult learner (b) sensing adult learner and intuitive adult learner (c) thinking adult learner and feeling adult learner.

**QUESTION 5 (25 marks)**

Using relevant examples, explain the relationship among (a) emotions, (b) personality traits (c) emotions, (d) interests and (e) attitudes.