

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS SESSION 1985.

ADULT EDUCATION

Philosophy and History of Adult Education	AE	154
Psychology of Adult Education	AE	155
Programme Planning, Evaluation and Administration	AE	156
Methods and Techniques in Adult Education	AE	157
Communication theory and Practice 1	AE	158
Introduction to Sociology	AE	160
Administration and Supervision of Adult Education Programmes	AE	227
Research Methods in Adult Education	AE	228
Community Development	AE	229

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - JULY 1985

AE 154

PHILOSOPHY AND HISTORY OF ADULT EDUCATION

TIME: THREE Hours.

PART I

SECTION A

Answer ALL questions in this section.

"Life of a human being is^a paradox he is both important and unimportant". In the four schools of philosophy studied this sentence would best be associated with:

- (a) an experimentalist
- (b) a realist
- (c) an existentialist
- (d) an idealist

"The reality of a thing consists not in its matter but in the idea from which it originated". In the four schools of philosophy studied this statement would best be associated with:

- (a) an idealist
- (b) a realist
- (c) an existentialist
- (d) an experimentalist

2. AE 154.

3. "Anything capable of occupying space whether visible or invisible is existing in reality otherwise how do we account for our own existence and that of the air we breathe?" This statement in the four philosophies we have studied would best be associated with:
- (a) an idealist
 - (b) an experimentalist
 - (c) an existentialist
 - (d) a realist.
4. Mr. Phiri is listening to a discussion between two people in a bar and learns from them how to exterminate mice from a home. This kind of learning in adult education would be called:
- (a) life-long learning
 - (b) random experiential learning
 - (c) recurrent learning
 - (d) non formal learning.
5. Following the definition of adult education as "a field of study" we would say that an adult educator is:
- (a) any person involved in the education of adults
 - (b) any person who teaches in any systematically organised program for adults.
 - (c) any person who has been trained and has achieved a certificate in the field of adult education.
 - (d) a professional adult educator.

6. Chanda failed his grade VII examination and has since enrolled into grade VIII in an evening class. This type of education Chanda is following in adult education would best be termed as:
- (a) recurrent education
 - (b) non formal education
 - (c) continuing education
 - (d) life long learning.
7. Refresher courses designed for the same learners in adult education may be termed as:
- (a) recurrent education
 - (b) life long learning
 - (c) continuing education
 - (d) non-formal education
8. A student who has too many assignments and very little time in which to do them would be said to have:
- (a) more power than margin
 - (b) no margin
 - (c) more load and more margin
 - (d) less power and load.
9. Power as used in adult education means:
- (a) the ability and resources one has at his disposal to handle his load.
 - (b) the energy needed to handle the load.
 - (c) the strength one needs to lift his load.
 - (d) the excess margin.
10. Under the three traditional divisions of philosophy education would come under:
- (a) metaphysics
 - (b) epistemology
 - (c) axiology.

SECTION B

Answer one question from this section.

11. (a) Show how non-formal education differs from informal education and formal education.
- (b) Show the difference between adult education as a systematically organised programme of learning and adult education as a field of study.
12. Write short essays on any 4 of the following:
- (a) conscientization: a call to social reform.
- (b) non-directive teaching
- (c) Realism
- (d) Idealism
- (e) Existentialism

END OF PART I - SECTION A AND B

PART II

SECTION A

- i. Choose the correct statement for each of the following important events in the history of adult education in the world:-
- (a) Before the period known as the Renaissance, adult education affected the lives of only a few privileged people, because,
- (i) All people were illiterate
 - (ii) There were no books available for everyone, and science was not extensively known until then.
 - (iii) Africa, Asia and America had not been discovered.
- (b) Although the Portuguese and the Spaniards started the voyages of discovery, yet the first people to develop the ideals of adult education in their country were the British people, because,
- (i) religious and philanthropic ideals had led some of its people to initiate adult education activities in England.
 - (ii) Britain broke off early from the confining influence of the Pope in Rome, and so its people had time to devote to adult education.
 - (iii) The British people had long, cold winters which encouraged them to start active evening studies.

(c) Traditional education in Africa before the coming of Europeans and Arabs was a form of life-long education, because,

(i) it prepared persons to acquire those skills, knowledge and attitude needed for survival in real life, from birth to death;

(ii) it enabled the African people to move from place to place in search of good soil and food;

(iii) it enabled people to obtain protection against their enemies.

2. Match the person or country in Column A (eight names) with the correct adult education activity mentioned in Column B (seven items):- (N.B. one name will be unmatched).

COLUMN A

COLUMN B

Britain	"The Inquiry Mind"
Grundtvig	Mindolo Ecumenical Foundation
Thomas Aquinas	Folk High School
U.S.A.	Society for the Propagation of the Gospel (SPCK).
France	Religious Extension Worker
Peter Mathews	Workers' Educational Association
Cyril Houle	International Correspondence School.
Albert Mansbridge	

3. Write short notes (5-8 lines) on any THREE of the following:-

- (a) The National Correspondence College, Luanshya;
- (b) The YMCA OR The YWCA;
- (c) The National Institute of Adult Education;
- (d) The Zambia Adult Education Advisory Board.

SECTION B

4. (a) Why did the Party and Government establish the President's Citizenship College? Discuss briefly the history of the College from its inception down to 1977.
- (b) Explain how the College is run today, and mention the major activities that are carried on there.
5. Cyril O. Houle has put forward the idea that certain persons in any society are more inclined to keep on learning than others, in short, they are continuing learners.
- (a) Discuss this idea and identify the different kinds of continuing educators.
- (b) Of what use is this idea of continuing learners to you in your new role as an adult educator?
6. The education of adults takes place in many different settings and takes countless forms. In the case of Zambia,
- (a) give the names of two adult education agencies in each of the following categories:
- (i) Government Ministries and Departments
- (ii) Voluntary Organizations.
- (b) Describe, with the aid of a diagram, the present structure and organization of adult education activities in the country.
- (c) Discuss briefly the set-up, role and activities of the Zambia Adult Education Association.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - JULY, 1985

AE 155
PSYCHOLOGY OF ADULT EDUCATION

TIME: THREE Hours.

INSTRUCTIONS: Answer FOUR questions, two from Section A and the other two from Section B.

SECTION A

Answer 2 Questions.

1. Write short essays on any five of the following:
 - (a) Psychoanalysis
 - (b) Behaviourism
 - (c) Functionalism
 - (d) Structuralism
 - (e) Introspection
 - (f) Phenomenology
2. Critically discuss the relationship between the major structures of learning and the stages in the learning process.
3. According to Malcom Knowles adults as learners are different from children. Discuss.
4. Discuss the major motives for adults participating in learning, and how an instructor of adults can enhance motivation.

SECTION B

Answer TWO questions from this section. All questions carry equal marks.

1. (a) Discuss Howard McClusky's theory of learning and show how it differs from B.F. Skinner's learning theory.
- (b) How would you apply B.F. Skinner's theory of learning and that of Howard McClusky in a learning situation involving adults?
2. (a) Show the relationship between previous exposure to schooling and participation in adult education programs.
- (b) Show the effects of previous exposure to schools and participation in adult education classes.
3. (a) What is a group?
- (b) What is meant by group dynamics?
- (c) Give 5 examples of functional behaviour in a group.
- (d) Give 5 examples of dysfunctional behaviour in a group.

3. AE 155.

4. (a) What is intelligence?
- (b) Give 3 examples to show that people are born intelligent and another 3 to show that intelligence is derived from the environment and not from nature.
- (c) Discuss "the banking concept of education" in relation to the adult learner as a mature person.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - JULY, 1985

AE 156

PROGRAMME PLANNING, EVALUATION AND ADMINISTRATION

TIME: THREE Hours.

ANSWER: THREE Questions, ONE from each section. Use a separate answer book for section C.

SECTION A

1. With reference to a specified example describe the components of a need statement. Why should need statements be subjected to further analysis before programmes can be designed to meet the needs?
2. What is priority setting and why is it necessary? Name and explain the two bases for setting priorities of identified needs.
3. The Department of Agriculture has requested you to conduct a needs assessment among their staff with a view to designing a training programme for them. What things would you need the Department to clarify and commit itself to before you would agree to conduct the needs assessment.

SECTION B

1. What is evaluation? Show how it differs from research.
2. Describe the main features of the CIPP model. What lessons can you learn from this model of evaluation?
3. Select a programme from your work experience and develop an evaluation plan for the programme.

SECTION C

1. What are organizational goals and how are they set? Discuss the importance of organizational goals.
 2. What is the relevance of Max Weber's work to the study of Administration of Adult Education enterprise.
 3. Discuss the means, importance and problems of organizational control.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - JULY 1985

AE 157
METHODS AND TECHNIQUES IN ADULT EDUCATION

TIME: THREE Hours.

INSTRUCTIONS: Answer questions 1 and 2 and any other three.

1. According to Coolie Verner there are three main categories of methods in Adult Education. Name and explain where and how each category could be used by your organization.
2. Lecture Technique is among the oldest instructional technique in education. It is also the most familiar and most widely used even in the field of Adult Education. Discuss its merits and demerits.
3. Define the term audio-visual aids and state why they are important in Adult Education.
4. The first class meeting of adults is a very crucial one because it is in this meeting where the teacher must create a class atmosphere which is warm, friendly, non-judgemental and encourages free exchange of ideas without fear. Discuss, briefly, how you would go about establishing such a class atmosphere.
5. List the advantages of Phillip 66 Technique in Adult Education.
6. Effective teaching starts with effective planning. Discuss why it is important to plan all your lessons.

2. AE 157.

7. Lack of motivation and drop-out are two crucial problems which most literacy workers face in the field. Discuss briefly how these two problems can be related to the approach and instructional techniques used by literacy teachers.
8. Discuss the advantages and disadvantages of using the radio in Adult Education.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - JULY, 1985

AE 158

COMMUNICATION THEORY AND PRACTICE 1

TIME: THREE HOURS

ANSWER: All questions in Section A
Two questions in Section B and
All questions in Section C.

SECTION A

Answer ALL questions in this Section

- Q1. What is human communication? (5 marks)
- Q2. Briefly explain the following expressions as understood in communication theory:
- (a) Noise (1 mark)
 - (b) Decode (1 mark)
 - (c) Manifest functions (1 mark)
 - (d) Empathy (1 mark)
 - (e) Sign (1 mark)
- Q3. Briefly explain the difference between intrapersonal and interpersonal communication. (5 marks)
- Q4. Give two manifest functions of mass communicated news to a sub-group such as a political party. (5 marks)

SECTION B

Answer only TWO questions in this section.

- Q5. Discuss the statement: mass communication brings the world closer together more than it divides it. (15 marks)
- Q6. Discuss the implication of the saying coined by Marshall McLuhan that "the medium is the message." (15 marks)
- Q7. Give the six functions of the mass media, briefly explaining each of them. (15 marks)
- Q8. Give the four hypotheses that explain the flow of information from country to country, briefly discussing each of them. (15 marks)

SECTION C

Answer ALL questions in this section

Read the following passage and all questions below.

[One cannot fully appreciate the nature of alienation without considering one specific aspect of modern life: its routinization, and the repression of the awareness of the basic problems of human existence. We touch here upon a universal problem of life. Man has to earn his daily bread, and this is always a more or less absorbing task. He has to take care of the many time- and energy-consuming tasks of daily life, and he is enmeshed in a certain routine necessary for the fulfillment of these tasks. He builds a social order, conventions, habits and ideas, which help him to perform what is necessary, and to live with his fellow man with a minimum of friction. It is characteristic of all culture that it builds a man-made, artificial world, superimposed on the natural world in which man lives. But man can fulfill himself only if he remains in touch with the fundamental facts of his existence, if he can experience the exaltation of love and solidarity, as well as the tragic fact of his aloneness and of the fragmentary character of his existence. If he is completely enmeshed in the routine and in the artifacts of life, if he cannot see anything but the man-made, commonsensical appearance of the world, he loses his touch with and the grasp of himself and the world. We find in every culture the conflict between routine and the attempt to get back to the fundamental realities of existence. To help in this attempt has been one of the functions of art and of religion, even though religion itself has eventually become a new form of routine.

Even the most primitive history of man shows us an attempt to get in touch with the essence of reality by artistic creation. Primitive man is not satisfied with the practical function of his tools and weapons, but strives to adorn and beautify them, transcending their utilitarian function. Aside from all the most significant way of breaking through the surface of routine and of getting in touch with the ultimate realities of life is to be found in what may be called by the general term of "ritual." I am referring here to ritual in the broad sense of the word, as we find it in the performance of a

Greek drama, for instance, and not only to rituals in the narrower religious sense. What was the function of the Greek drama? Fundamental problems of human existence were presented in an artistic and dramatic form, and participating in the dramatic performance, the spectator - though not as a spectator in our modern sense of the consumer - was carried away from the sphere of daily routine and brought in touch with himself as a human being, with the roots of his existence. He touched the ground with his feet, and in this process gained strength by which he was brought back to himself. Whether we think of the Greek drama, the medieval passion play, or an Indian dance, whether we think of Hindu, Jewish or Christian religious rituals, we are dealing with various forms of dramatization of the fundamental problems of human existence, with an acting out of the very same problems which are thought out in philosophy and theology.

What is left of such dramatization of life in modern culture? Almost nothing. Man hardly ever gets out of the realm of man-made conventions and things, and hardly ever breaks through the surface of his routine, aside from grotesque attempts to satisfy the need for a ritual as we see it practiced in lodges and fraternities. The only phenomenon approaching the meaning of a ritual, is the participation of the spectator in competitive sports; here at least, one fundamental problem of human existence is dealt with: the fight between men and the vicarious experience of victory and defeat. But what a primitive and restricted aspect of human existence, reducing the richness of human life to one partial aspect!

If there is a fire, or a car collision in a big city, scores of people will gather and watch. Millions of people are fascinated daily by reportings of crimes and by detective stories. They religiously go to movies in which crime and passion are the two central themes. All this interest and fascination is not simply an expression of bad taste and sensationalism, but of a deep longing for a dramatization of ultimate phenomena of human existence, life and death, crime and punishment, the battle between man and nature. But while Greek drama dealt with these problems on a high artistic and meta-

physical level, our modern "drama" and "ritual" are crude and do not produce any cathartic effect. All this fascinated with competitive sports, crime and passion, shows the need for breaking through the routine surface, but the way of its satisfaction shows the extreme poverty of our solution.]

- Q9. What specific aspects of life does the author consider important for man's attainment of happiness? (8 marks)
- Q10. In what ways do ritual and art contribute to man's fulfillment of life? (4 marks)
- Q11. How does the author consider sport a ritual? (3 marks)
- Q12. What is the basic difference, in effect on man, between a modern movie and a Greek drama? (4 marks)
- Q13. Why is man attracted to scenes of accidents? (2 marks)
- Q14. In what ways has man made modern life boring? (6 marks)
- Q15. Give the meaning of the following words as used in the passage
(i) Utilitarian
(ii) Grotesque
(iii) Cathartic (6 marks)
- Q16. In not more than three sentences each state the main points made by the author in paragraphs one and three (12 marks)
- Q17. Using your own words suggest the most suitable title for the passage. (5 marks)

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS JULY, 1985

AE 160

INTRODUCTION TO SOCIOLOGY

TIME: THREE HOURS

ANSWER: FIVE questions only of which number four must be included and two from each section

SECTION A

- Q1. Why should Adult Education students study sociology?
- Q2. Explain by giving examples about Delinquency and Crime.
- Q3. (a) What is social stratification?
(b) List and describe briefly the different ways of communication.
- Q4. Socialization can be called as internalization of culture. This internalization of culture can be both formal and informal. Discuss.
- Q5. Explain, how education can be an instrument of social mobility and social change.

SECTION B

- Q1. Sociology as a Social Science deals with human interaction. Discuss the argument for the scientific method in understanding human interaction.
- Q2. Define and discuss two of the following concepts.
(a) Elite
(b) Charismatic authority
(c) Bureaucracy.
- Q3. What are the main factors influencing family patterns in the modern technological era.
- Q4. What do you understand by the term community? Illustrate your answer by discussing the concept of "Nations as Communities."
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END OF EXAMINATION

ADMINISTRATION AND SUPERVISION OF ADULT EDUCATION PROGRAMMES

TIME: THREE hours.

INSTRUCTIONS: Answer questions 1 and 2 and any other three

1. It is often argued that where-ever there is an organization a need for administration arises. Define the term administration and explain why it is necessary in Adult Education Organizations.

2. In a Department X of Institution Y there was a vacant position which was advertised in the daily Newspapers. After going through all the applications, which came from all parts of the country the Head of Department X short-listed five candidates whom he invited for interviews. Cable message to the candidates informing them of the date, time and venue of the interviews was sent some two weeks before the interviews were scheduled to take place.

At the day of interview all the members of the interview panel arrived in time and good spirit but to their surprise only one candidate turned up for interview and at the very last minute before they dispersed.
 - (a) According to the principles of communication in Administration what do you think was the cause of this perplexing situation and whose fault was it?

 - (b) Having identified the cause state how, you think, this situation could have been avoided.

3. Organizational efficiency is, normally, based on the proper combination of personnel skill factor and their right attitude towards their work. Name the five types of personnel categorized according to their attitudes towards work.
4. What do you understand by the term evaluation and why do you think it is important to evaluate Adult Education Programmes?
5. It is generally argued that when the morale of personnel increases the output also increases. Using your experience as adult educator, discuss how your organization can effectively boost the morale of its personnel.
6. Identifying the needs of potential participants is a very vital step in planning Adult Education Programmes. Describe four common procedures your organization can use to assess the needs of adult learners in a given area.
7. In most organizations most messages from bottom upwards are filtered. It is, however, very unwise to filter messages from top downwards. Discuss why.
8. Are leaders born or made? Discuss how your view relates to effective leadership in your organization.
9. Who is a supervisor and what are his/her main functions in an organization.

END OF EXAMINATION.

RESEARCH METHODS IN ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS: Answer FOUR QUESTIONS.

Answer one question from Section A, one question from Section B and two questions from Section C.

SECTION A

- Q1. Critically discuss the relationship between the components of a research proposal and the major steps in the process of process of research.
- Q2. A researcher wishes to study the relationship between socio-economic background and level of education among workers in an INDECO company. Discuss the major steps the researcher must follow to draw a representative sample of 100 workers from a population of 400 workers.

SECTION B

- Q3. Write short notes on any five of the following:
- (a) Independent and dependent variables
 - (b) Stratified and cluster sampling
 - (c) Conceptual and operational definition
 - (d) Reliability
 - (e) Content and construct validity.
 - (f) Ordinal and interval level of measurement
- Q4. Data processing is an important stage in the process of research. Critically discuss the main steps and issues involved. Illustrate your answer with an example.
- Q5. You recently completed a research study. Critically discuss the steps you followed in conducting the study, pointing out some of the problems you met during the study. Suggest ways of improving it.

SECTION C

- Q6. Compute the mean, median and mode for the distribution given below:

35	40	51	42	60
39	50	41	40	41
63	47	46	45	40
50	40	42	41	52
40	43	54	59	41
41	44	51	37	61

- Q7. Below is data giving the number of bags of sweet potatoes produced per household for a sample of 20 households.

Number of bags of sweetpotatoes per household

7	2	6	5	2
2	5	3	4	3
11	1	9	7	4
1	4	1	2	1

- Q8. Calculate the variance and the Standard Deviation. Below is a set of scores on a statistics test.

24	90	13	81	56
39	86	29	67	73
36	75	50	47	95
74	60	42	49	63
29	18	31	41	44
14	51	54	475	34
77	69	63	31	72
11	27	91	42	57
35	22	87	70	59
40	68	26	31	13

- (a) Construct a frequency distribution and ^{relative} frequency distribution appropriate for the data above.
- (b) Construct a histogram and make a frequency polygon for the data above.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - JULY, 1985

AE 229

COMMUNITY DEVELOPMENT

TIME: THREE HOURS

ANSWER: THREE QUESTIONS

PART I

- Q1. (a) Explain briefly the norms of the client system
(b) Successful change agents have found it wise to try to include people certain interest. Discuss about this statement.
- Q2. Explain by giving examples about the six steps for achieving the innovation.
- Q3. What do the following statements mean to you.
(a) Insider and outsider
(b) Managing initial encounters
(c) Familiarity
- Q4. What is meant by this statement "Understanding the client as a system". Discuss.
- Q5. What do the following letters stand for D-A-E-T-E-I M.
Discuss briefly.
- Q6. Explain by giving examples, the coordinating change agent with the client's adoption activities.

PART II

INSTRUCTIONS: SECTION A IS COMPULSORY, you should answer ALL the questions in Section A and ONE question from Section. B.

SECTION A

- Q1. The behavioural part of an attitude is:
- (a) The action that a person takes based on his attitude.
 - (b) The emotion or feeling that accompanies the idea.
 - (c) The principles and beliefs that support the attitude.
- Q2. Attitudes are difficult to change because:
- (a) They cannot be directly observed
 - (b) They are complex nature
 - (c) They are complex in nature and broad in scope.
- Q3. The first thing that must be done in planning a contingency management programme is:
- (a) To define behaviours that need to be changed
 - (b) To decide what the general aim of the programme will be
 - (c) To decide on a standard of performance
- Q4. Transferring behaviour means:
- (a) Getting a teacher to use new technique that he has never used before.
 - (b) Getting a learner learn a new technique and apply the same immediately
 - (c) Causing behaviour to occur in settings or situations different from those in which training took place
- Q5. Which of the following is not acceptable as a target behaviour?
- (a) Eats and drinks fast
 - (b) Understands his juniors
 - (c) Greets his workmates every morning.
- The gradual withdrawal of prompts as the learner becomes able to demonstrate the target behaviour without assistance is known as:
- (a) Modelling
 - (b) Fading
 - (c) Scheduled reinforcement

- Q7. When one wants to develop new behaviours that are difficult to acquire, the best technique(s) to use is (are)
- (a) Prompting and fading
 - (b) Continuous reinforcement
 - (c) Modelling.
- Q8. When teaching psychomotor skills or performances, the best technique to use would be:
- (a) Shaping
 - (b) Fading
 - (c) Modelling.
- Q9. When the instructor wants to maintain desirable behaviours the best technique to use is:
- (a) Modelling
 - (b) Token reinforcement
 - (c) Reinforcement of alternative behaviour.
- Q10. Non-reinforcement as a technique works well with:
- (a) Reinforcement of alternative behaviour
 - (b) Punishment
 - (c) Shaping.

PART III

SECTION B

Answer 1 question from this section

- Q11. (a) List the steps required in setting up a token reinforcement system
- (b) List the steps required in defining target a behaviour.
- Q12. (a) List the steps required in setting up a contingency management program
- (b) Draw a behavioural contract relevant to your occupation
- Q13. Define the following terms
- (a) Shaping
 - (b) Prompt
 - (c) Time-out
 - (d) Reinforcement