



SCHOOL OF EDUCATION AND SOCIAL SCIENCES
SEPTEMBER-DECEMBER SEMESTER 2025 ACADEMIC YEAR
SPECIAL EXAMINATION FOR THE BACHELOR OF ARTS IN EDUCATION
ECC 4163 HUMAN GROWTH AND DEVELOPMENT

TIME: 2 HOURS

EXAMINATION SESSION:

YEAR: 2025

DAY:

Time :

INSTRUCTIONS:

1. Attempt ALL the questions in **section A**
2. Attempt any two questions in **section B**
3. The entire exam is worth sixty (60) marks
4. Write only on the space provided on the answer sheet or otherwise instructed
5. Where necessary show your working clearly.
6. DO NOT attempt to access any library, online (audio, video, digital or electronic) or paper- based (written), sources for your answers unless this is clearly advised in the question.

SECTION A (20 Marks) – ANSWER ALL QUESTIONS

Question one

- (a) Define the terms growth and development. (4mks)
- (b) Compare and contrast characteristics of growth and development in early childhood. (6mks).
- (c) Describe how a teacher can apply B.F Skinner Theory to encourage positive behavior among students. (5mks)
- (d) Explain factors influencing growth and development among children of the same age group. (5mks)

SECTION B (20 MARKS)- CHOOSE ANY TWO

Question Two

- (a) Examine five factors that influence parental development. (5mks)
- (b) Analyse social development in middle childhood stage. (5mks)

Question Three

- (a) Compare and contrast traditional parenting with modern parenting. (5mks)
- (b) Discuss five traditional aspects of parenting that should be preserved. (5mks)

Question Four

- (a) Explain key stages of Jean Piaget's Theory. (5mks)
- (b) Discuss the significance of phallic stage of development by Sigmund Freud (5mks)

Question 5

- (c) Evaluate how adults find purpose and contribute to society during Generativity vs Stagnation according to Erik Erickson Theory.(5mks)
- (d) Describe how a teacher can use scaffolding in teaching based on Vygotsky social culture Theory (5mks)

MARKING SCHEME

Question one

(a) Define the terms growth and development

Growth: Refers to physical changes like increase in height, weight, and size.

Development: Refers to overall changes in abilities, behavior, and mental capacity (emotional, cognitive, and social).

(c) Compare and contrast characteristics of growth and development in early childhood

Growth	Development
Quantitative - measured in units (e. g., cm, kg)	Qualitative - involves skills and functions
Limited to physical changes	Includes emotional, social, and intellectual changes
Stops at a certain age	Continues throughout life
Observable and measurable	May not be directly observable

(c) Describe how a teacher can apply B.F Skinner's Theory to encourage positive behaviour among students

1. Use Positive Reinforcement: Praise, rewards, or privileges for good behavior or performance.

2. Immediate Feedback: Give instant responses to behavior to strengthen learning.

3. Consistent Rules: Maintain consistent consequences to shape behavior.

4.Token Economy: Use tokens or points as rewards that can be exchanged for a prize.

5.Shaping: Reinforce small steps toward the desired behavior.

(d)Explain factors influencing growth and development among children of the same age group

1.Genetics – Inherited traits affect height, body structure, and intelligence.

2.Nutrition – Healthy diet supports better physical and mental development.

3.Health – Illness or disabilities may delay growth or development.

4.Environment – Safe, stimulating environments encourage better development.

5.Socioeconomic Status – Access to resources like education and healthcare affects growth.

Question Two

(a)Examine five factors that influence parental development

1.Age and Maturity – Younger parents may lack experience; older parents may be more emotionally prepared.

2.Education Level – Educated parents may apply better parenting techniques.

3.Socioeconomic Status – Financial stability influences the ability to provide resources and support.

4.Cultural Beliefs – Cultural background shapes parenting styles and values.

5.Support Systems – Family, community, and social support help parents cope and grow in their role.

(b)Analyze social development in middle childhood stage

1. Peer Relationships – Children form friendships and learn cooperation and conflict resolution.

2. Social Rules and Norms – Begin understanding societal expectations and rules.

3. Self-Concept Development – Increased awareness of their abilities and identity.

4. Teamwork and Group Activities – Participation in games and school fosters teamwork and social skills.

5. Influence of School and Teachers – School becomes a key agent in socialization and moral development.

Question three

(a) Compare and contrast traditional parenting with modern parenting

Traditional Parenting	Modern Parenting
Authoritative or authoritarian	More democratic and child-centered
Based on cultural/religious norms	Influenced by psychology and child development research
Emphasizes obedience and respect	Emphasizes communication and emotional support
Discipline-focused	Encourages independence and self-expression
Extended family often involved	Often nuclear family-focused

(b) Discuss five traditional aspects of parenting that should be preserved

- 1. Respect for Elders** – Encourages humility and discipline in children.
- 2. Community Involvement** – Raising children with community values.
- 3. Moral and Cultural Education** – Passing on traditions, languages, and moral values.
- 4. Discipline with Purpose** – Teaching responsibility through guided correction.
- 5. Role Modeling** – Parents acting as moral and behavioral examples.

Question Four

(a) Explain the key stages of Jean Piaget's Theory of Cognitive Development

1. Sensorimotor Stage (0–2 years)

Learning through senses and actions; object permanence develops.

2. Preoperational Stage (2–7 years)

Symbolic thinking grows, but thinking is egocentric and lacks logic.

4. Concrete Operational Stage (7–11 years)

Logical thinking develops; understands conservation and reversibility.

5. Formal Operational Stage (12+ years)

Abstract, hypothetical, and deductive reasoning emerge.

(b) Discuss the significance of the phallic stage of development by Sigmund Freud

1. Development of Gender Identity

Children begin to recognize and identify with their gender

Boys and girls start to understand gender roles through their relationships with parents.

2. Formation of the Superego (Conscience)

By resolving internal conflicts (Oedipus/Electra complex), children internalize parental values and moral standards.

This helps in developing a sense of right and wrong.

3. Resolution of the Oedipus/Electra Complex

Boys experience unconscious desire for the mother and rivalry with the father (Oedipus complex).

Girls experience desire for the father and rivalry with the mother (Electra complex).

Successful resolution leads to emotional maturity and stronger family bonds.

4. Identification with the Same-Sex Parent

To resolve inner conflict, children begin to imitate and bond with the parent of the same sex.

This shapes future behavior, personality, and attitudes.

5. Influence on Future Relationships

How a child navigates this stage can affect adult relationships.

Unresolved conflicts may lead to fixation, resulting in relationship or identity issues later in life.

Question five

(a) Evaluate how adults find purpose and contribute to society during Generativity vs Stagnation in Erik Erikson Theory

1. Parenting and Raising Children

Nurturing and guiding the next generation through responsible parenting.

2. Mentoring and Teaching

Sharing knowledge, skills, and experience with younger people in the community or workplace.

3. Community Involvement

Volunteering, participating in civic activities, or supporting local development.

4. Career and Productivity

Contributing to society through meaningful work and innovation.

5. Creating a Legacy

Leaving behind values, traditions, or achievements that benefit future generation

(b) Describe how a teacher can use scaffolding in teaching Vygotsky social cultural theory

Scaffolding means providing temporary support to students until they can perform tasks independently. This can be done by:

- Giving hints or cues
- Breaking tasks into smaller steps
- Asking guiding questions
- Modeling or demonstrating

Support is gradually removed as the learner becomes more competent.

Based on the **Zone of Proximal Development (ZPD)** – what a child can do with help vs. alone.
