

The
Management
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UNDERGRADUATE UNIVERSITY EXAMINATIONS
SCHOOL OF MANAGEMENT AND LEADERSHIP
DEGREE OF BACHELOR OF ARTS IN DEVELOPMENT STUDIES

SWK 400: HUMAN BEHAVIOUR AND SOCIAL ENVIRONMENT

DATE: 15TH APRIL 2026

DURATION: 3 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. **Write all your answers in the Examination answer booklet provided.**

QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

HUMAN DEVELOPMENT

Human development is a journey that unfolds within the mind, the social world, and the broader cultural environment. When I reflect on my own growth, I see how theories like those of Piaget, Vygotsky, and Bronfenbrenner help explain the stages I have passed through and the contexts that shaped me. Piaget's idea that children construct knowledge through stages resonates with my early years, when I moved from simple sensory exploration to more complex reasoning. Vygotsky's emphasis on learning through social interaction reminds me of how much I relied on guidance from parents, teachers, and peers to accomplish tasks I could not manage alone. Bronfenbrenner's ecological systems theory makes me aware that my development was never just about me and my immediate family, but also about the wider community, institutions, and cultural values that influenced my opportunities and challenges. Each of these perspectives offers a different lens, yet together they explain how my cognitive growth, social learning, and environment intertwined to shape who I am.

As I look across the lifespan, I can trace the milestones and challenges that marked my path. Childhood was a time of rapid growth, where play and attachment laid the foundation for learning. Adolescence brought the turbulence of identity exploration, peer influence, and the struggle for independence. Adulthood has been about stability, responsibility, and balancing career with relationships. Now, as I think ahead to aging, I anticipate the challenges of physical decline but also the opportunity for reflection and legacy. Each stage has carried its own crises and triumphs, and I can see how developmental theories help explain the transitions I have lived through. For example, Erikson's idea of identity versus role confusion captures the uncertainty I felt as a teenager, while his stage of intimacy versus isolation reflects the importance of building close relationships in adulthood. These frameworks give meaning to the personal experiences that otherwise might feel disconnected.

Socialization has been central to my identity formation. My family instilled early values and beliefs, shaping the foundation of who I am. Peers influenced me strongly during adolescence, sometimes reinforcing my choices and sometimes challenging them. Media has been a constant presence, shaping my perceptions of reality and ideals. Mead's notion that the self emerges through social interaction feels true when I recall how I learned to see myself through the eyes of others. Erikson's stages remind me that identity is not fixed but evolves as I resolve different crises across life. Culture has also played a powerful role. Growing up in a society that values both community and individual achievement, I have had to balance collectivist expectations with personal ambitions. This cultural context has influenced how I interpret my experiences and how I define myself.

Culture and diversity continue to shape my behaviour and outlook. Cross-cultural psychology helps me understand why people from different backgrounds think and act differently, and it reminds me that my own practices are not universal. Intersectionality makes me aware that my identity is shaped not just by one factor but by the overlapping influences of race, gender, and class. These intersections create unique experiences of privilege and challenge that I must navigate. Globalization has added another layer, exposing me to global norms and values while I hold on to traditions from my heritage. This has created a hybrid identity, one that reflects both adaptation and continuity. In my professional and personal life, I see how these cultural dynamics influence behaviour, relationships, and opportunities.

When I bring all these lessons together, I realize that my development has been a continuous interplay of cognitive growth, social interaction, environmental systems, and cultural influences. The theories of Piaget, Vygotsky, and Bronfenbrenner explain the foundations of my growth. The stages of behaviour across the lifespan highlight the milestones and crises I have faced. The processes of socialization and identity formation show how family, peers, media, and culture have shaped me. And the study of culture and diversity reveals the broader forces that continue to influence my behaviour. For me, these are not abstract theories but living realities that help me understand my past, navigate my present, and prepare for the future.

Required:

- a) Explain how Piaget's Cognitive Theory of Development can be applied in designing a learning program for preschool children. **(5 Marks)**
- b) Using Vygotsky's Sociocultural Theory, describe how a social worker might support an adolescent struggling with peer pressure. **(5 Marks)**
- c) Apply Bronfenbrenner's Ecological Systems Theory to explain how workplace stress might affect an adult's family life. **(5 Marks)**
- d) Demonstrate how Erikson's theory of identity versus role confusion can be applied to understand challenges faced by adolescents in multicultural societies. **(5 Marks)**
- e) Suggest how intersectionality can be applied in psychology to understand the experiences of a woman from a minority ethnic group facing economic hardship. **(5 Marks)**

QUESTION TWO

- a) Discuss the social determinants of behaviour. **(10 Marks)**
- b) Compare and contrast any two parental styles, **(5 Marks)**

QUESTION THREE

- a) Assess Freud's theory of psychosexual development. **(10 Marks)**
- b) Discuss the concept of group development. **(5 Marks)**

QUESTION FOUR

- a) Critically analyze Jean Piaget's theory of cognitive development, **(8 Marks)**
- b) Assess the role of digital media in influencing how individual behave. **(7 Marks)**

QUESTION FIVE

- a) Discuss the challenges that are faced in the different stages of childhood **(6 Marks)**
- b) Propose three types of stress that a person may go through. **(9 Marks)**

QUESTION SIX

- a) Suggest any three agents of socialization. **(9 Marks)**
- b) Critique Lewins model of change. **(6 Marks)**