



The Cognitive and Attendance Dynamics Framework for Early Childhood Education Interventions in Zambia: An Analytical Perspective

Chifundo Kapenda¹, Lupelo Mwamba^{1,2}

¹ Mulungushi University

² University of Zambia, Lusaka

Published: 04 December 2004 | **Received:** 25 July 2004 | **Accepted:** 12 October 2004

Correspondence: ckapenda@gmail.com

DOI: [10.5281/zenodo.18803494](https://doi.org/10.5281/zenodo.18803494)

Author notes

*Chifundo Kapenda is affiliated with Mulungushi University and focuses on Business research in Africa.
Lupelo Mwamba is affiliated with University of Zambia, Lusaka and focuses on Business research in Africa.*

Abstract

Early childhood education (ECE) plays a critical role in Zambia's development by fostering cognitive abilities and school attendance among underprivileged children. Theoretical model construction using existing literature on child development, education policy, and behavioural economics. A comprehensive theoretical framework is proposed to guide future empirical research into ECE interventions' effectiveness. Further studies should focus on designing and evaluating intervention strategies that simultaneously enhance cognitive skills and school engagement.

Keywords: *Zambian, Cognitive Development, Attendance Rates, Interventions, Early Childhood Education, Maslow's Hierarchy, Socio-Cognitive Theory*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge