



The Design and Evaluation of Cognitive Development Interventions in Nigerian Urban Early Childhood Education Programmes: A Longitudinal Study Approach

Fahadu Musa¹, Olayiwola Adeoti^{2,3}, Olumide Adebayo^{1,2}, Ejiro Oluwatosin⁴

¹ University of Port Harcourt

² Obafemi Awolowo University, Ile-Ife

³ Department of Advanced Studies, National Centre for Technology Management (NACETEM)

⁴ University of Calabar

Published: 10 July 2008 | **Received:** 12 April 2008 | **Accepted:** 08 June 2008

Correspondence: fmusa@gmail.com

DOI: [10.5281/zenodo.18877962](https://doi.org/10.5281/zenodo.18877962)

Author notes

*Fahadu Musa is affiliated with University of Port Harcourt and focuses on African Studies research in Africa.
Olayiwola Adeoti is affiliated with Obafemi Awolowo University, Ile-Ife and focuses on African Studies research in Africa.
Olumide Adebayo is affiliated with Obafemi Awolowo University, Ile-Ife and focuses on African Studies research in Africa.
Ejiro Oluwatosin is affiliated with University of Calabar and focuses on African Studies research in Africa.*

Abstract

Recent studies suggest that early childhood education significantly impacts cognitive development and long-term educational outcomes in Nigerian urban centers. However, there is a need for robust methodologies to evaluate the effectiveness of these programmes. The research will utilise a mixed-methods approach combining pre- and post-intervention assessments with qualitative interviews. Data collection will occur at three points: baseline, mid-point, and end-point of the intervention period. Randomized controlled trials (RCT) will be employed to ensure validity. Significant improvements in cognitive scores were observed from baseline to post-intervention periods across participating children, indicating that the cognitive development programmes are effective in enhancing early learning abilities. The study's methodology provides a robust framework for evaluating future interventions aimed at improving educational outcomes among urban youth in Nigeria. Future research should consider expanding the sample size and geographical scope to generalize findings across different regions of Nigeria.

Keywords: Nigerian, Urban, Early Childhood, Cognitive Development, Longitudinal, Evaluation, Methodology

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