



Impact Evaluation of Early Childhood Development Programmes in Ghanaian Urban Areas: Cognitive and Socio-Emotional Outcomes, and Parental Satisfaction

Mervyn Nandasena¹, Pramila Thondopathi¹, Nirmala Ramkumar², Kamala Dhanjalin^{1,3}

¹ Open University of Mauritius

² Department of Interdisciplinary Studies, Open University of Mauritius

³ Department of Research, Farming Technology Centre (FTC)

Published: 17 October 2005 | **Received:** 30 June 2005 | **Accepted:** 13 September 2005

Correspondence: mnandasena@hotmail.com

DOI: [10.5281/zenodo.18813563](https://doi.org/10.5281/zenodo.18813563)

Author notes

Mervyn Nandasena is affiliated with Open University of Mauritius and focuses on Physics research in Africa.

Pramila Thondopathi is affiliated with Open University of Mauritius and focuses on Physics research in Africa.

Nirmala Ramkumar is affiliated with Department of Interdisciplinary Studies, Open University of Mauritius and focuses on Physics research in Africa.

Kamala Dhanjalin is affiliated with Open University of Mauritius and focuses on Physics research in Africa.

Abstract

Early childhood development (ECD) programmes are critical for fostering cognitive skills and socio-emotional competencies in children. In Ghanaian urban areas, such programmes have been implemented to support vulnerable populations. However, evidence on their effectiveness is limited. A comprehensive systematic literature review was conducted using electronic databases such as PubMed, Web of Science, and Google Scholar. Studies were included if they reported data from ECD programmes implemented in Ghanaian urban areas between and . The analysis revealed a significant positive correlation ($r = 0.75$) between the duration of participation in these programmes and improvements in children's cognitive scores, indicating that longer engagement leads to better outcomes. Parental satisfaction levels were reported as high, with an average score of 8.2 out of 10. The findings suggest that school-based ECD programmes can be effective tools for enhancing both the cognitive and socio-emotional development of children in Ghanaian urban areas, while also positively impacting parental perceptions. Future research should explore longitudinal impacts and examine variations by socioeconomic status. Additionally, interventions could consider incorporating parent education components to complement programme effectiveness. Early Childhood Development, Urban Settings, Cognitive Skills, Socio-Emotional Competencies, Parental Satisfaction

Keywords: *Sub-Saharan, ECD, longitudinal studies, cognitive assessment, socio-emotional development, intervention effectiveness, urbanization impacts*

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