



Early Childhood Development Programmes and School Readiness: A Theoretical Framework in Northern Ghanaian Children within an African Context

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Abstract

Early childhood development is crucial for a child's future academic success, particularly in resource-limited settings like Northern Ghana where access to quality education can be limited. This article will not involve empirical research or data collection. Instead, it will use existing literature and theoretical models to construct a comprehensive understanding of the topic. This theoretical framework underscores the importance of integrating multiple developmental domains into early childhood education programmes to enhance school readiness outcomes among Northern Ghanaian children. Future research should focus on longitudinal studies to validate the effectiveness of these programmes and explore potential areas for improvement based on this theoretical framework.

Keywords: *Africanization, Developmental Psychology, Early Childhood Education, Socioeconomic Status, Cultural Competence, Ethnography, Community Participation*

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