



Enhanced Teacher Training Programmes for Early Childhood Education in Urban Lagos: Student Growth Outcomes Analysis

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Abstract

Early childhood education in urban Lagos, Nigeria faces challenges such as inadequate teacher training and resources, leading to suboptimal student outcomes. The study employed a mixed-methods approach with pre- and post-training assessments, participant observations, and focus group discussions to analyse the impact of the training programmes. Students showed significant improvement in basic literacy skills (average score increased by 20% from baseline to post-test), demonstrating positive outcomes from the teacher training interventions. Enhanced teacher training programmes have positively influenced student learning outcomes, particularly in early literacy development, indicating a need for sustained support and further research. Continued professional development opportunities should be provided to teachers, with emphasis on content relevance and pedagogical approaches suitable for urban settings.

Keywords: *African Geography, Early Childhood Education, Teacher Training, Action Research, Mixed Methods, Quantitative Analysis, Qualitative Inquiry*

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