



EFFECTS OF RETROSPECTIVE EARLY CHILDHOOD CARE AND EDUCATION (ECCE) EXPERIENCE ON LATER ACADEMIC PERFORMANCE OF SOME STUDENTS IN DUTSE, JIGAWA, NIGERIA

¹Halima Umar Muhammad, ^{1}Baffa Bashari Ibrahim, ¹Auwalu Abdullahi, and ¹Iiyasu Ibrahim Ringim, Nabil Riskuwa Bello²*

¹Department of Early Child Care Education, Jigawa State College of Education and Legal Studies Ringim, Nigeria

²Ministry of Health, Sokoto State, Nigeria

*E-mail: basharibaffa@gmail.com¹

Abstract

Education is vital tool in human life, that is why humans learn through the whole life-term The objective of this study was to determine the effects of retrospective early childhood care and education (ECCE) experience on later academic performance of some students in Dutse, Jigawa, Nigeria. This study investigates the impact of retrospective Early Childhood Care and Education (ECCE) experience on later academic performance of students in Dutse, Jigawa, Nigeria. A quasi-experimental design was employed, involving 80 pupils (40 with prior ECCE experience and 40 without). The results show that students with prior ECCE experience performed better academically than their counterparts. The study highlights the importance of ECCE in laying a solid foundation for future academic success and recommends improved access to quality ECCE programs to address current educational challenges in Nigeria.

Keywords: Effects, retrospective early childhood care and education (ECCE), experience, academic performance, students, Dutse, Jigawa, Nigeria.

INTRODUCTION

Education is a major way to develop children, individuals, and societies at large. Early educational experiences are vital for social, intellectual, and emotional development. Early education influences the whole life and is vital for social, intellectual, and emotional development. Early education influences the future more favorably, providing better practice of language, and development of cognitive, physical, motor, social, religious, cultural, art, and emotional aspects of a child (Abosede, 2017; Sarkingobir et al., 2019ab; Sarkingobir et al., 2020; Yawinde et al., 2021; Rabia et al., 2023; Sarkingobir et al., 2023).

The lifetime below the age of 8 is regarded as part of the early childhood, where the early childhood care and education (ECCE) is delivered to the young ones. ECCE is an organized group of care outside the family accorded to children aged 3 to 6 years, for the children to have some skills needed for academic readiness (Aliyu, 2011; D'Angel et al., 2023). One of the very important development period in the life course is the first five years of life; therewith, about 90% of the brain developed, children acquire how to think, speak (communicate), and interact, build new set of neurons of about 1,000 to 1 million per second. Therefore, ECCE is a critical intervention affecting cognitive, social-emotional, motor, and related skills to improve future life (Mahadi, 2008; D'Angelo et al., 2023).

ECCE properly prepares the kids for primary level education, in fact, children who passed through quality ECCE will be of more benefits. ECCE help to reduce school drop outs, class repetition,

and improve the overall education (Musa et al., 2017; Lemea-Adoma, 2024; Srinavasacharlu, 2024). The Universal Basic Education (UBE) act drafted in 2004 in Nigeria disclosed early childhood education as an education given at the pre-primary education years to children between the ages of one to five. It is an all-inclusive education for all. ECCE is a form of foundational education of the lifelong education, but in Nigeria mostly, the private and related bodies are the ones dealing with ECCE more properly (Ifakachukwu, 2011). The Universal Basic Education Act stressed the benefits of ECCE in the future of children that will spill to the future societies.

To Oluwafemi et al. (2014) early childhood education is a kind of education delivered to children before the children enter primary education or schools. It is important to disclose that, this education (ECCE) varies and in Nigeria there are a lot of challenges confronting the ECCE, especially in rural areas. Poor people and rural dwellers do not have ability to take their kids to the cities where quality ECCE may be found. Despite the fact that, ECCE is part of the children rights, that support growth, development, and survival, many children are not enrolled in the system (Oluwafemi et al., 2014). Pem (2015) was disclosed that, children are learning creatures, they learn how to speak, see, do, touch, and other vital skills. They are set of beings very curious, interestingly willing to learn from their environments all the time, but in Nigeria there is paucity to infrastructures to practice quality ECCE in many other situations (Akinrotimi & Olowe, 2016; Adewale, 2022). A good start at early stages of life, help the children to have rapid growth and development, and are of great potential to be healthier adults with great social, physical, academic, and economic achievement in life (Pem, 2015). The objective of this study was to determine the effects of retrospective early childhood care and education (ECCE) experience on later academic performance of some students in Dutse, Jigawa, Nigeria

MATERIALS AND MEHODS

The study design utilized in this work was a quasi- experimental, whereby, students at primary school levels (particularly, primary 3 and 4) at a private school levels in Jigawa, were enrolled into the study. A total of 80 pupils were enrolled into the study. A total of 80 pupils (students) were selected, including 40 who have been to ECCE, and 40 had never been to ECCE. The two groups were taught differently (in separate classes, using a prepared lesson note, and plan) for a period of one week. The subject was basic science aspects, and at the end of the week, each of the groups were subject to an assessment by the teacher using the same questions. The questions were 20 multiple choice options, each one carries 2 marks, and the scores of every member of the taught classes were recorded, mean was calculated for each class. The standard deviation and chi-square were calculated. The ethics of dealing with human subjects were ensured because the study was performed under the participation of their teacher (class master).

RESULTS

The objective of this study was to determine the effects of retrospective early childhood care and education (ECCE) experience on later academic performance of some students in Dutse, Jigawa, Nigeria, therefore, the results for this study was shown in Tables 1 and 2.

Characteristics of The Participants of the Study

Table 1: Characteristics of the participants of the study

Characteristic	Frequency	Percentage
Sex		
Male	50	62.0
Female	30	37.5
Religion		
Islam	78	97.5
Christianity	2	2.5
Tribe		
Hausa	48	60.0
Fulani	20	25.0
Yoruba	12	15.0
Igbo	0	0.0
Educational status		
Primary 3	42	52.5
Primary 4	38	47.5

Effects of Retrospective Early Childhood Care and Education (ECCE) Experience On Later Academic Performance of Some Student in Dutse, Jigawa, Nigeria

Table 2: Effects of Retrospective Early Childhood Care and Education (ECCE) Experience On Later Academic Performance of Some Student in Dutse, Jigawa, Nigeria

Participants	Total number	Mean marks	Standard deviation	Chi-square	Remarks
Test (students with retrospective ECCE attendance or experience)	40	1200	21.82	560.01	Significant
Control (students without past ECCE experience)	40	850	15.17	111.81	Significant
Total	80				

DISCUSSION

According to result presented in Table 1, majority of the participants enrolled in the study are

males (62.0%), majority are Muslims (97.5%), majority are Hausa (60.0%) by tribe, and the students are at Primary 3 (53.5%) and Primary 4 (47.5%) classes.

Nevertheless, ECCE is an orchestrated scheme providing a holistic development in kids from birth to the period of attending primary school education. This was designed due to the fact showing that, early years' experiences are very important and critical for developing a child and ultimately spilling to the development of country at large. individuals who have had ECCE are more likely to have better cognitive, speaking, perceptive, social, and functioning abilities; therewith, according to Musa et al. (2017), ECCE accord children with landslide potential to enter into primary education because children learn good habits, heathy practices, social values, teamwork, and other certain objective experiences at ECCE. The Table 2 shows the effects of ECCE retrospective education on academic performance of selected students in a private school in Jigawa, Nigeria. The result indicates that the test (students with prior attendance of ECCE) had more mean marks (1200 +21.82) than their counterparts (control, students with no prior ECCE attendance (850+ 15.17). Therefore, the attendance of ECCE in the past may be a good factor that likely tilt the later educational life to the better (Rotshak et al., 2020). This is in congruent to the promulgations of Viskovic (2021), disclosing that ECCE is a fundamental human right that should be given to all children, due to its effects on current and later development of the children. Further attesting that, quality ECCE improve social competence, and support children. Further attesting that, quality ECCE improve the social inequalities effects (such as economic status, culture, and bad relationships) (Viskovic, 2021). Likewise, in another paper reported by Ansari et al. (2019) it was corroborated about the finding of this work, that students who have had ECCE experience enter primary school classes demonstrating strong academic status (skills), good social behavior compared to their counterparts. Moreover, Navarro-Cruz & Luscheri (2018) signifies the importance of ECCE as an experience conferring better cognitive, behavioral, emotional, and social developments in kids (children). Therefore, considering the present issues affecting education at different tiers of education, such as examination failure, and examination malpractice, poor teaching; there is need to improve ECCE, because improved and accessible ECCE may likely contribute in reducing the pressing issues of education nowadays.

CONCLUSION

This study examined the effects of retrospective Early Childhood Care and Education (ECCE) experience on later academic performance of students in Dutse, Jigawa, Nigeria. The results showed that students who had prior ECCE experience performed better academically than those without ECCE experience. The study highlights the importance of ECCE in laying a solid foundation for future academic success. It is important to recommend for, increased investment in ECCE programs, improved access to quality ECCE programs, especially in rural areas, and emphasis on the importance of ECCE in laying a solid foundation for future academic success.

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