
The study sought to investigate the effects of pre-primary education on the cognitive and affective learning outcomes among primary school children in Nigeria. 320 primary one pupils selected from ten equivalent schools in both rural and urban locations participated. Criterion for selection was on the basis (a) those who attended pre-primary school prior to entry into primary school and those who did not, and (b) gender. Data collection involved the use of Cognitive Skill Tests (CST) and Attitude to School Questionnaire (ASQ). A 2x2x2 analysis of variance (ANOVA), and graphical illustrations were used to analyse the data. The results show that those who were exposed to pre-primary education performed significantly better in literacy and numeracy tests as well as exhibited better attitude to schooling than those who did not. The implications of the findings were discussed with a view to improving the following aspects of pre-primary education in Nigeria: access, enrolment classroom practice, and teacher training/in-service programme.