

Authors

Stephanie Simmons Zuilkowski

Matthew Jukes
RTI International

Margaret (Peggy) Dubeck
RTI International



“I failed, no matter how hard I tried”: A mixed-methods study of the role of achievement in primary school dropout in rural Kenya

Initial access to school is nearly universal in Kenya, but many children who enroll drop out before completing primary school. In this mixed-methods study, we use quantitative data from a randomized control trial involving 2666 upper primary-grade students, as well as qualitative data from interviews with 41 schoolchildren, dropouts, and parents, to examine

dropout. Poorer baseline performance on literacy and numeracy assessments predicted a higher risk of dropout. Interviews revealed that children are the primary decision-makers rather than parents. Together, these findings suggest that school quality interventions may be an effective means of reducing primary school dropout in this region.

July 06, 2016