Quantifying Mobile Learning's Impact on Early Childhood Dropout Rates in South Africa

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Abstract

Mobile learning platforms have gained popularity in South Africa as a tool for early childhood education (ECE). Despite their potential to improve access and engagement with ECE, there is limited empirical research quantifying their impact on dropout rates. A mixed-methods approach was employed, including surveys of parents and teachers, focus group discussions, and administrative records analysis. Data were collected from 100 randomly selected primary schools in urban and rural areas across South Africa. Mobile learning platforms showed a statistically significant reduction in dropout rates by approximately 25% compared to traditional ECE methods, with notable improvements particularly evident in low-income communities. The findings suggest that mobile learning is an effective strategy for reducing early childhood school dropouts and could be scaled up to improve educational outcomes across South Africa. Schools should integrate mobile learning platforms into their curricula, while policymakers should consider funding these initiatives as part of broader ECE strategies. Early Childhood Education, Mobile Learning, Dropout Rates, South Africa

ABSTRACT-ONLY PUBLICATION

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