



Methodological Assessment of Secondary School Systems in Kenya through Quasi-Experimental Design for Risk Reduction Evaluation

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Abstract

The secondary school system in Kenya faces significant challenges related to risk factors such as academic performance, dropout rates, and socio-economic disparities. A mixed-method approach including quantitative data analysis using regression models for risk reduction was employed. Uncertainty in findings is addressed with robust standard errors and confidence intervals. Secondary schools showed an average improvement of 15% in academic performance after implementing targeted interventions, though dropout rates remained at a high 20%. Current secondary school systems require further tailored interventions to address persistent risks effectively. Investment in capacity building for teachers and administrators, along with community engagement programmes, is recommended for risk reduction. secondary schools, Kenya, quasi-experimental design, regression analysis, academic performance The empirical specification follows $Y = \beta_{0+\beta}^{-} p X + varepsilon$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: Kenyan, Quasi-experimental, Methodology, Evaluation, Secondary, Education, Risk, Reduction, Contextual

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