
Socio-Economic Determinants of School Dropout in Côte D'Ivoire: An Empirical Approach

Dr Kouadio Jacques N'DRI¹, Dr Eric Kokola KOUADIO², Dr Vadoua BAMBA³

¹ Université Alassane Ouattara de Bouaké, UFR SEG, Côte d'Ivoire,

ORCID ID: 0009-0002-8537-8434

² Université Jean Lorougnon Guédé de Daloa, UFR SEG, Bp 150, Daloa, Côte d'Ivoire,

ORCID ID : 0009-0007-5241-2807

³ Université Jean Lorougnon Guédé de Daloa, UFR SEG, Bp 150, Daloa, Côte d'Ivoire

Laboratoire d'Analyse et de Recherche en Économie et Gestion (LAREG)

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Abstract

This article examines the influence of socio-economic factors on the probability of school dropout in Côte d'Ivoire. The data come from the Household Living Standards Survey (ENV 2021), conducted by the National Institute of Statistics (INS) of Côte d'Ivoire. Using a binary logit model, the regression results indicate that students from poor families, living in rural areas, and being older have an increased probability of dropping out of school. Conversely, children residing with married parents or those in a cohabiting union show a negative influence on the phenomenon. Gender and children living with guardians have no effect on school dropout. These results underscore the need for several recommendations, including: implementing economic and educational support programs for disadvantaged families, organizing awareness campaigns to inform rural families about the importance of education for their children's future, and establishing tutoring and academic monitoring systems for older students. All these recommendations could contribute to improving enrollment rates and, consequently, the quality of the future workforce in Côte d'Ivoire.

Keywords: School dropout, Côte d'Ivoire, binary logit model

1. Introduction

The importance of education in economic growth and human development is well established. According to human capital theories (Becker, 1964; Schultz, 1961), investment in education increases individual productivity, thereby improving their integration into the labour market and contributing to sustained economic growth. In many developing countries, the education system still faces several structural challenges: low completion rates, inequalities in access, poor quality

of teaching, and especially high dropout rates. UNESCO (2022) emphasizes that despite progress made in access to primary school, school dropout remains a major issue.

School dropout is defined as the premature interruption of the educational path without obtaining a diploma (Janosz, 2000). It constitutes one of the major challenges of human and economic development in sub-Saharan Africa. According to UNESCO (2016), 21% of children aged 6 to 11 are not in school; this proportion reaches 34% for adolescents aged 12 to 14, and rises to 58% for youth aged 15 to 17.

In Côte d'Ivoire, 2,039,788 children find themselves dropping out of school each year. This concerns 36% of the total primary school population, 26.4% of lower secondary, and 80% of upper secondary (DSPS, 2015). These findings raise a major concern, namely, what are the determining factors of school dropout?

Several studies have highlighted the influence of numerous socio-economic factors on school dropout. Glick and Sahn (2000) show that children from poor households, with less educated parents, are more likely to drop out of school. Brou (2022) emphasizes the high cost of school, the inefficiency of educational structures, and the uncertain purpose of school in Côte d'Ivoire. To this is added a gender dimension of the phenomenon. According to UNESCO (2022), girls face increased risks of dropping out due to early marriages, unwanted pregnancies, or domestic chores, especially in rural areas.

Considerable efforts have been made by the Ivorian state through various educational policies, such as the National Development Plan (PND, 2021-2025, implemented since 2021), the Project to Improve the Provision of Educational Services (PAPSE, launched in 2018) or, more recently, the National Program for Improving Early School Learning (PNAPAS, officially launched in December 2024).

These policies aim, among other things, to improve access to education and school retention, reduce gender inequalities, and enhance the quality of learning from the fundamental cycle. Despite the existence of these educational policies, disaggregated quantitative analyses allowing for a fine identification of the school groups most at risk of dropping out remain insufficient. Understanding the mechanisms underlying this phenomenon is essential to proposing effective and targeted responses.

This study fills a notable gap in empirical research in Côte d'Ivoire, as few studies have analyzed the effect of socio-economic factors on school dropout. It provides an original contribution to understanding the phenomenon of school dropout in the Ivorian context.

Referring to (Becker, 1964), this study fits within the framework of human capital theory, which shows that education represents a strategic investment to improve individual productivity and economic growth. Thus, school dropout appears as a failure in the accumulation of this capital,

with long-term consequences for development. This framework is complemented by models of the demand for education (Todaro, 1980; Glewwe & Kremer, 2006), which explain household behavior towards schooling as influenced by economic, social, and cultural trade-offs. Finally, the rational choice approach highlights the role of budgetary constraints and family preferences in schooling decisions, particularly in contexts of poverty, high fertility, and unequal access to educational services.

To address the central question, this research seeks to examine the influence of socio-economic factors on school dropout in Côte d'Ivoire. Thus, we hope to contribute to improving the enrollment rate in our country by formulating recommendations for government officials, local authorities, and parents. The hypotheses to verify the study's objective are as follows:

- H1: The probability of school dropout is significantly lower among children from high-income households.
- H2: Students residing in rural areas have a higher probability of school dropout in Côte d'Ivoire.
- H3: The probability of school dropout increases with the child's age
- H4: Children living with their married parents or in a cohabiting union have a lower probability of school dropout.
- H5: Male children and those living with guardians have a lower probability of dropping out.

This study is structured into three sections: the first refers to a theoretical and empirical review on school dropout, the second addresses the methodological framework, and the last section is limited to results and discussions.

1. Theoretical and Empirical Review on School Dropout

1.1 Dropout in Côte d'Ivoire: A Brief Overview

Dropout is generally associated with several terminologies such as school abandonment, school breakdown, deschooling, etc. It can mean stopping studies before completing the intended cycle of education.

In the context of this study, school dropout is equated with school abandonment and being out of school. According to UNESCO (2014), one in five children drops out of school before completing the primary cycle in sub-Saharan Africa, corresponding to a dropout rate of 20%.

In Côte d'Ivoire, according to UNESCO (2016), nearly 40% of students do not complete the primary cycle. However, this population that leaves school early constitutes an important target for educational policies. In 2013, among students aged 6 to 15 (the target group of the new compulsory schooling policy), the total number of children out of the school system is estimated at 1.45 million children, of which 78% have never been enrolled and 22% have dropped out of school (op cit.. UNESCO, 2016). At the primary level, the dropout rate increased from 4.60% to

5.61% between 2017-2018 and 2019-2020 (MENA/DESPS, 2022-2023). Work by N'dri (2025) reveals that parental poverty, family neglect, early pregnancies, low proficiency in French, insufficient academic performance, and low parental education level are the main identified factors of deschooling.

Aware of this, the Directorate of Orientation and Scholarships (DOB) has implemented individualized student monitoring. This student monitoring mechanism involves testing, analysis of academic performance, coaching, and tutoring. Thus, for the year 2022-2023, out of a total of 3249 students identified at risk of dropping out, 2827 were kept in the education system (MENA, 2022-2023). The phenomenon persists despite the efforts of the Ivorian state.

1.2 Empirical Review of Explanatory Factors for School Dropout

The phenomenon of school dropout can be understood through several theoretical approaches, notably human capital theory, rational choice theory, and the sociological approach.

Human capital theory, according to Becker (1964), considers education as an investment that increases individuals' productivity and future income. School dropout, from this perspective, represents a loss of investment for both the individual and society. Schooling decisions are influenced by the direct costs (tuition fees, school materials) and indirect costs (lost income if the child works) of education, as well as by expected benefits.

This theoretical perspective serves as the foundation for the present study, as it allows us to link economic and social determinants to educational behaviors observed in the Ivorian context.

Rational choice theory, developed by Coleman (1990), argues that household decisions regarding education are made based on a cost/benefit calculation. Disadvantaged households may be forced to withdraw their children from school to meet their immediate needs. This theory particularly illuminates the behaviors of low-income families, where child labor may represent an economically rational alternative to continuing education.

Finally, the sociological approach to school dropout (Bourdieu & Passeron, 1970) emphasizes that families' cultural, social, and symbolic capital strongly influences children's academic success. Differences in educational trajectories are largely explained by inequalities in access to educational resources, parental support, and the school environment. This approach allows the analysis to be broadened beyond purely economic aspects, incorporating the cultural and relational dimensions of dropout.

1.3 Empirical Review on Explanatory Factors of School Dropout

Empirical studies on school dropout show that socio-economic factors play a major role. Studies conducted in various contexts highlight the influence of household income, parents' education level, gender, geographical location, and family structure.

Glick and Sahn (2000) demonstrated, in West Africa, that the probability of school dropout is higher among children from poor households and whose parents have little education. Glewwe and Kremer (2006) confirm that poverty limits families' ability to bear educational costs, often leading to the withdrawal of older children.

According to Lazare and Elise (2018), poverty constitutes one of the most significant obstacles to access and retention in the educational system. Similarly, the work of Brou (2022) emphasizes the role of high school costs, inefficiency of educational structures, and uncertainties regarding career prospects.

Furthermore, studies have analyzed the relationship between residential environment and school dropout. This is the case with Miller (2015), who shows that urban schools, despite their challenges, often have more resources than rural schools, which can reduce the dropout rate. These results corroborate those of Lee and Smith (1999). According to these authors, peer and adult support in urban environments contributes to better school adaptation and lower dropout rates.

Other studies identify certain student-related characteristics as providing a favourable climate for the risk of school dropout. According to Bahouayila (2016), boys would be much more exposed to dropout than female students. These results corroborate with those of Rumberger (2008). According to the author, girls tend to have lower school failure rates than boys. Bowers and Moyer (2017) emphasize that male students have a greater probability of dropping out than girls due to differences in school engagement behaviors and social expectations. Issidor (2006), analyzing the profile of school failure in Cameroon, shows that age, secondary education, and the father's socioeconomic status constitute the most important factors in non-completion of the school curriculum in general secondary education. Contrary to Datar (2006), the age at which a child starts school can influence their academic performance and engagement. The results of his work show that children who start school at a more advanced age tend to have better academic performance, which can reduce the risk of dropout. While Huang and Waxman (1997) find that younger students in a class are more likely to feel isolated and encounter academic difficulties, which increases the risk of dropout.

Ultimately, the existing literature highlights various determinants of school dropout. However, most of these studies, particularly those devoted to the Ivorian context, remain essentially descriptive in nature. The present research thus distinguishes itself through an empirical approach based on an econometric model integrating several socio-economic variables.

2. Methodology

2.1 Presentation of the Study Model

Inspired by studies from some authors (Bahouayila, 2016; Ait Taleb, Alouache and Khaznadj, 2023), Tsolou and Babalis (2020), who used the logistic model to analyze the socio-economic

determinants of school failure in a similar context. We also use the binary logistic model to specify the different variables likely to influence withdrawal from general education in the context of Côte d'Ivoire.

The binary logit model was preferred over other models, notably the probit model, because it allows for more direct interpretation in terms of odds ratios, thus facilitating understanding of results for public decision-makers. Although both models often give similar results in most applications, the logit is more robust in the presence of extreme observations.

This model developed by Becker (1967) allows for studying household behavior regarding education. The choice of the logistic model is justified for the following reasons:

- The binary nature of the dependent variable (school dropout);
- The presence of mixed explanatory variables (qualitative and quantitative),
- The desire to estimate the probability of an event occurring based on individual and contextual characteristics.

Let Y be the child has dropped out of school since primary class, with $Y = 1$, meaning the individual has dropped out of school since primary classes, and $Y = 0$, otherwise.

The model is as follows:

$$P_i = E\left(Y = \frac{1}{X_i}\right) = \frac{1}{1 + e^{-\beta X_i}} = \frac{e^{\beta X_i}}{1 + e^{\beta X_i}} \quad (1)$$

P_i : Probability of dropping out of school since primary classes

X : Matrix of explanatory variables for child i 's school dropout,

β : Unobservable parameter

The probability of not dropping out after the primary cycle is as follows:

$$1 - P_i = \frac{1}{1 + e^{\beta X_i}} \quad (2)$$

Dropout follows a Bernoulli distribution, whose formula is as follows:

$$e^{\beta X_i} = \frac{P_i}{1 - P_i} \quad (3)$$

With $\frac{P_i}{1 - P_i}$ the odds ratio of dropping out of school at the primary cycle. Considering the natural logarithm of this ratio, we obtain the following:

$$L_i = \text{Ln} \left(\frac{P_i}{1 - P_i} \right) = \beta X_i \quad (4)$$

If we take L as the Logit, then the Logit model can be specified as follows:

$$L_i = \ln \left(\frac{P_i}{1 - P_i} \right) = \beta X_i + \varepsilon_i = \beta_0 + \beta_1 X_{i1} + \beta_2 X_{i2} + \beta_3 X_{i3} + \beta_4 X_{i4} + \dots + \beta_m X_{im} + \varepsilon_i \quad (5)$$

With m , the number of independent variables.

2.2 Data Source

The data used in this study come from the Household Living Standards Survey (ENV 2021), conducted by the National Institute of Statistics (INS) of Côte d'Ivoire. This survey is part of the system for monitoring poverty and the living conditions of Ivorian households. It provides representative data at the national, regional, urban, and rural levels, allowing for in-depth socio-economic analyses. The ENV 2021 was conducted on a stratified probabilistic sample of 12,965 households distributed across the entire national territory. It covers the 31 administrative regions of the Ivorian territory as well as the two autonomous districts of Abidjan and Yamoussoukro. For this study, we extracted a sub-population of children and adolescents of school age (6 to 16 years, the target group of the new compulsory schooling policy of the Ivorian state) to model the probability of school dropout based on a set of socio-economic and demographic explanatory variables.

The ENV 2021 was conducted on a stratified probability sample of 12,965 households, distributed throughout the national territory for an estimated population of 22,671,331 inhabitants (RGPH, 2014). For this study, we extracted a sub-population of children and adolescents of school age (6 to 16 years), the target group of the Ivorian state's new compulsory schooling policy. The sample size is estimated at 19,932 children.

2.3 Specification of Model Variables

- The dependent variable

We use school dropout (*desco*) as the dependent variable. It is characterized by the premature abandonment of studies, often before obtaining a diploma. According to Dubet, Duru-Bellat, & Véréout (2010), students from precarious backgrounds are likely to drop out. We propose school dropout as the dependent variable, with two modalities, coded as:

- 1: if the individual dropped out of school before the end of the intended study cycle;
- 0: otherwise (if still enrolled or if they finished their cycle)

- Independent variables

According to the literature review, several factors underlie school dropout. Specifically, in the Ivorian context, we suspect the following factors to be at the root of school dropout.

Household poverty level (niv_pauvrete), Poverty is often identified as a determining factor for school dropout. Thus, low-income households may have fewer resources to support their children's education. Many studies (Duncan and Brooks-Gunn, 1997; Murnane, & Steele, 2007) show that children from poor backgrounds have higher school withdrawal rates due to factors such as lack of academic support, the need to work to support the family, and limited access to educational resources. Poverty, in our case, is measured from a material aspect. Indeed, the database used provides information on housing characteristics and household equipment assets. As some authors argue, a proxy indicator of poverty based on housing characteristics and equipment assets is a better estimator of the long-term economic status of the household Filmer and Pritchett (1999). Our approach aligns with that of Kobiané (2004) who applies Principal Component Analysis (PCA) to the study variables and considers the first component as a measure of living standards. PCA is a factor analysis method whose objective is to reduce a set of interrelated quantitative variables into a limited number of factors or principal components. The first component in a PCA almost always explains a very high proportion of the variance and, consequently, can be interpreted as the most synthetic indicator of the base variables; therefore in our case, poverty. The hierarchical classification of the poverty level yields three groups: rich, middle, and poor. In the logistic regression, we retained two modalities (rich/middle level and poor level).

Living environment (mil_resid). It plays a crucial role in students' educational success. Differences between urban and rural environments can influence access to school resources, social support, and learning opportunities. Rumberger (1987) emphasizes that students in rural schools, often less funded, have higher dropout rates due to inferior quality of teaching. The place of residence can therefore affect access to education. Children from rural regions are more likely to abandon their schooling compared to those from urban areas. The area of residence is therefore assigned two modalities (rural and urban).

Marital status (sit_matri): It can affect the probability of a child's school dropout. Indeed, according to (Pong, 2000; Delaunay, 2013), a child in a single-parent household linked to any form of family breakdown is more exposed to deschooling compared to another living with both parents. Marital status can influence children's education when parents are divorced, but especially the effect of this situation on the child's mentality. Marital status has two modalities (married and divorced).

Kinship tie (li_parente). It can influence educational decisions and the support provided to the child. Coleman (1988) and Davis-Kean (2005) show that the presence of an educated parent (especially the mother) is often associated with better academic results. Thus, children who receive emotional support from their parents are more likely to succeed in school. The kinship tie has two modalities (parents and guardians).

Gender (genr). It can influence educational opportunities and socio-cultural expectations. Many studies such as Meyer, (2003) and Unesco (2014) indicate that girls have higher school attrition

rates in contexts where cultural norms favor boys' education. However, in other contexts, boys may be more inclined to drop out due to economic pressures. The gender variable also takes two modalities (male and female).

Child's age (age) is an important factor as it can influence student maturity, motivation, and personal circumstances. Bowers, & Moyer (2017) show that older adolescents are often more likely to drop out, especially if they encounter personal or professional challenges. We assume that older children in primary and secondary school are likely to drop out more than younger children.

2.4 Specification of the Empirical Model

After specifying the explanatory variables, the empirical model can be written as follows:

$$\log(P_i) = \beta_0 + \beta_1 niv_pauvrete_i + \beta_2 mil_resid_i + \beta_3 sit_matr_i + \beta_4 li_parente_i + \beta_5 genr_i + \beta_6 age_i + \varepsilon_i \dots \dots \dots (6)$$

With

- P_i : Probability that individual i drops out of school (*desco*) ;
- $niv_pauvrete_i$: Household poverty level (A binary variable, 1 = rich/middle, 0 = poor)
- mil_resid_i : Child's place of residence (A binary variable, 1 = rural, 0 = urban)
- age_i : Child's age (A continuous variable, age between 6 and 16 years)
- $genr_i$: Child's sex (A binary variable, 1 = female, 0 = male)
- $li_parente_i$: Kinship tie (A binary variable, 1 = child with own parents, 0 = guardian / others)
- st_matr_i : Parents' marital status (A binary variable, 1= married/cohabiting, 0 = divorced)
- ε_i : error term.

The table below presents a synthesis of the coding:

Table 1: Summary of Variables and Their Coding

Variables	Type of variables	Coding
School dropout	Dependent variable	1 = dropped out student, 0 = non-dropped out student
Poverty level	Independent variable (binary)	1 = if the child is from a rich/middle-income family, 0 = poor
Child's residential environment	Independent variable (binary)	1 = if the child comes from a rural area, 0 = urban
Child's age	Independent variable (continuous)	Values between 6 and 16
Gender	Independent variable (binary)	1 = if it's a girl, 0 = otherwise
Kinship relationship	Independent variable (binary)	1 = if the child is with their own parents, 0 = guardian/others
Parents' marital status	Variable indépendante (binaire)	1 = if the child is with married parents/cohabitation, 0 = divorced

Authors

3. Results and Discussion

3.1 Results

We present two types of results: descriptive statistics and logistic estimates.

3.1.1 Descriptive Statistics Results

Table 2: Descriptive statistics of explanatory variables

Variables	Modalities	Number of obs.	Dropout (%)	Non-dropout (%)	Std. Dev.
Poverty level	Rich	19.932	7,34	92,66	-
	Middle		87,45	12,55	-
	Poor		94,06	5,94	39,77
Residence	Rural	19.932	78,07	21,93	7,15
	Urbain		63,78	36,22	-
Marital status	divorced	19.932	69,31	30,69	-
	married/ Cohabiting		27,59	72,41	20,85
Age	Primary (6–12 years)	19.932	68,54	31,46	-
	Secondary (12–16 years)		71,43	28,57	1,45
Parental link	Parents	19.932	67,99	32,01	-
	Guardians/others		72,59	27,41	2,30
Gender	Male	19.932	69,09	30,91	0,14
	Female		69,29	30,71	-

Authors: Based on ENV 2021 data

The descriptive analysis in Table No. 2 shows that children from "poor families", "rural areas", "divorced parents", as well as students at the "primary and secondary level" all have high dropout rates. Similarly, children "residing with guardians and others" and "students of both sexes, girls and boys" simultaneously share high school withdrawal rates. Are these results identical to those of the logistic regression?

3.1.2 Logistic Regression Results

We recall that from the descriptive results, the variables mentioned above are likely to be at the root of school dropout in the Ivorian context. However, to confirm these results, we perform a logistic regression estimation. Then, we proceed with marginal effects regression to estimate the impact of a one-unit change in the explanatory variable on the variable, and the odds ratio is used to measure the effect of exogenous variables.

Tables 3 and 4 below present the results of the logistic model estimation. The estimated logit model is globally significant, as indicated by the LR $\chi^2 = 6875.66$ with a p-value < 0.001 . A multicollinearity test (Variance Inflation Factor) was performed to ensure independence between explanatory variables.

Table 3: Multicollinearity Test of Explanatory Variables (VIF)

Variable	VIF	1/VIF
Child's age	1.03	0.975
Rural environment	1.02	0.981
Male gender	1.01	0.994
Guardian	1.02	0.978
Married/cohabiting	1.01	0.991
Mean VIF	1.02	—

A Variance Inflation Factor (VIF) value close to 1 indicates a low correlation between variables. This means that there is an absence of multicollinearity. In this model, all Variance Inflation Factor values are very low, which confirms that the variables are quasi-independent.

Table 4: Results of the Logit Model on the Probability of School Dropout (Odds Ratios and Marginal Effects)

Variables	Odds Ratio	Marginal Effect	p-value	95% Confidence Interval
Poor	1,17***	+1,17 %	0,000	1.110269 1.222993
Age	2,00***	+5,30 %	0,000	1.953022 2.055826
Rural environment	4,68***	+11,8 %	0,000	4.214772 5.193079
Male gender	0,98	NS	0,643	0.8822467 1.080435
Guardian	0,98	NS	0,716	0.877607 1.093796
Married	0,11***	-16,9 %	0,000	0.0490511 0.2422539
Number of observations	19,932	19,932	19,932	
Pseudo R2	0.4110			

Source: Based on ENV 2021 data and Stata 15 software ***p<0.01; **p<0.05; NS = Not significant.

3.2 Discussion

The results in Table 4 reveal that the variables poverty level (poor), residential environment (rural), age, and marital status (married) are statistically significant and exert influences on school dropout. In contrast, gender and guardian are not significant.

- Poverty level (poor level)

The results indicate that the "poor level" factor has a significant and positive effect on the probability of school dropout. Children from poor households are 1.17 times more likely to drop out than non-poor children. In terms of marginal effect, poverty increases the probability of school dropout by 1.17%. This result fully fits within the framework of human capital theory, which postulates that investments in education are influenced by households' economic resources. Poor families often have limited financial means to cover the direct and indirect costs of schooling, which reduces human capital acquisition and compromises children's future prospects. These results corroborate numerous studies such as Duncan and Brooks-Gunn (1997) who show that students from precarious economic conditions are less likely to benefit from adequate educational support, and Murnane and Steele (2007) who emphasize that poverty-related stress can lead to behavioral problems in children, thus increasing the risk of dropout. Lo and Mendy (2021) show that poverty promotes children leaving school. However, Masten (2001) finds that some children from poor backgrounds develop coping skills that can help them succeed despite adversities. These skills can reduce the school dropout rate.

- Age

The variable "age" is statistically significant and positively influences school dropout. This result means that increasing age practically doubles the probability of school dropout (Odds Ratio = 2.00). Marginal effects indicate that each additional age bracket increases the probability of dropout by 5.3%. Our results converge with those of Rumberger (2001) who emphasizes that older students, particularly those who are behind their cohort, are more likely to drop out. However, Luthar & Becker (2002) find different results. They show that older students who benefit from mentoring and academic support programs demonstrate better perseverance, thus reducing the dropout rate.

- Living environment (rural area)

The regression results show that "rural area" has a positive and significant impact on school dropout. Students residing in rural areas are 4.68 times more likely to drop out of school than those living in urban areas, with a marginal effect of +11.8%. Limited access to educational infrastructure and qualified teachers in rural areas could explain this gap. Our results confirm those of Baker & LeTendre (2005) who note that in rural areas, access to schools can be limited. Students often have to travel long distances to get to school, which can discourage regular attendance. Miller (2008) emphasizes that rural schools often lack adequate resources and infrastructure, affecting the quality of education and the risk of dropout. However, Ouattara, KamOleh and Oulahi (2016) find that the situation of school dropout is observable in both urban and rural areas.

- Marital status (married or cohabiting parent)

The results regarding marital status indicate a negative and significant effect of children living with their married or cohabiting parent on school disengagement.

The results regarding marital status indicate a negative and significant effect of children living with their married or cohabiting parent on school disengagement. Children living with married parents or in cohabitation present a much lower risk of dropping out (Odds Ratio = 0.11). Thus, the marginal effect of -16.9% confirms this result and shows that marriage is a major factor in reducing school dropout, particularly among adolescent girls. Our results converge with those of Horvat, Weininger, & Lareau (2003), who highlight that parents, whether married or cohabiting, play an essential role in the encouragement and school involvement of their children. Differences in parenting styles can influence academic outcomes.

- Male gender:

The "male gender" variable is not significant, with an odds ratio close to 1 (0.98), which indicates that boys and girls have comparable risks of school dropout in this sample. This result is contrary to the work of Lee and Burkham (2003) who show that male students have a greater probability of dropping out than girls due to differences in school engagement behaviors and social expectations.

- Guardian:

The "guardian" variable is not significant, suggesting that children residing with guardians other than parents do not have a risk of school dropout comparable to children living with their own parents. Our work does not converge with that of Epstein (2011) who emphasizes that children whose parents are actively involved in their education tend to be less likely to drop out.

Conclusion and Recommendations

This article analyzes the impact of social and economic factors on school failure in Côte d'Ivoire. After conducting a descriptive analysis, which highlights certain variables likely to influence children's school dropout, we applied a binary logistic model to examine the data.

The results of this study show that children's school dropout is strongly influenced by poverty level, age, and residential environment. Poverty significantly increases the risk of school dropout, confirming the importance of household economic resources in human capital investment. Similarly, older children and those residing in rural areas show higher probabilities of dropping out, linked to academic delays and limited access to educational infrastructure. Conversely, the child's gender and guardianship do not appear to play a determining role, while child marriage constitutes a major factor in leaving school, especially among adolescent girls.

Our results confirm hypotheses H1, H2, H3, and H4. However, hypothesis H5 is not verified. Several recommendations can be suggested:

- Strengthen support for poor households: Implementation of scholarships, school allowances, or subsidies to cover direct and indirect costs of schooling.

- Improve access and quality of education in rural areas: Construction of schools, improvement of existing infrastructure, recruitment and training of qualified teachers.
- Catch-up programs for older children: Implementation of tutoring, mentoring, and academic support programs to reduce the risk of dropout related to age and academic delays.
- Fight against early marriage: Initiate awareness campaigns and incentive policies to keep adolescent girls in school.

Despite the statistical robustness of the model, certain limitations must be acknowledged. On one hand, the cross-sectional data used do not allow tracking the temporal dynamics of dropout. On the other hand, certain qualitative variables (motivation, teaching quality) could not be integrated due to lack of available data.

Finally, we can affirm that our work provides genuine added value in determining the explanatory factors of school dropout. It could contribute to the formulation of strategies aimed at improving enrollment rates and enhancing the quality of the future workforce in the country. Moreover, it falls within the framework of the Sustainable Development Goals (SDGs), one of whose main objectives is to maintain inclusive, equitable, and quality education. Analysis of explanatory factors is essential to achieving these aspirations. The originality of this study lies in the rigour of its methodological approach, which allows quantifying the impact of various factors while taking into account the complex interactions between them. By examining these causes, this study proposes practical and targeted recommendations, ready to be implemented by policymakers and educational stakeholders. Thus, the implementation of these recommendations can contribute to creating a more favorable environment for education in rural areas and will not only reduce the school dropout rate, but also mitigate the negative impacts related to children's lives with parents on academic failures.

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