

Abstract

This thesis examines the influence of government funding on secondary school performance in 65 countries and regions using a fixed-effects approach in the regression models. The three school-level datasets each correspond to one of the dependent variables: mathematics, science and reading. The school-level datasets each include all the relevant variables, meaning the respective dependent variable and explanatory variables. This analysis is based on PISA data that is collected every three years, covering the period from 2006 to 2018. The results revealed a diminishing effect between the percentage of government funding and mathematics, science and reading test scores. The relationship is also statistically significant between the percentage of government funding and the dependent variables. The study also addresses the limited generalisability of this thesis by carefully interpreting the results. Lastly, this thesis prompts researchers to investigate the effects of mixed (private and public) funding of schools on secondary school performance.

JEL Classification C21, C23, H75, I22, I28

Keywords secondary school performance, educational determinants, regression analysis, school resources, government funding

Title Does the Type of School Financing Impact Student Performance? - International Comparison based on PISA Dataset