COMPARATIVE ANALYSIS OF EDUCATIONAL PRODUCTION FUNCTIONS IN ENGLAND

Amira Elasra*
*University of Glasgow, United Kingdom. a.el-asra.1@research.gla.ac.uk

Abstract

There has been a long debate since 1966 over the relationship between different inputs in the educational process and student’s outcomes. However, previous research has shown that there is a lack of full dimensionality of studying such relationships. In addition, most of researchers are constrained by the lack of sufficient reliable data. In response, this chapter adopts an integrated theoretical model to examine the relationship between inputs and outputs using a unique data set. The study contributes to this area of research by providing a comparative analysis of first the impact of similar sets of inputs on four different educational outputs and second by analyzing how that impact changes with the inclusion of school inputs. The findings show that family composition, ethnicity, gender, prior attainment and religion had statistically significant conclusive impact on the four educational outcomes. Both father’s education and SEC were found to have statistically significant impact on the three post school outcomes. The family’s salary had a statistically insignificant impact on three of the four outcomes and finally mother’s SEC had a statistically significant impact on only two of the four outcomes.

Keywords: Educational production function, Generalized Linear Models, Education in England