

ABSTRACT

An empirical study of the allocation of resources among schools in ten countries was carried out. The ten countries included England, the Federal Republic of Germany, Finland, France, Israel, Japan, the Netherlands, Scotland, Sweden, and the United States. Allocation of resources was examined in connection with the socioeconomic status and level of achievement of students served by the schools. An attempt was made to assess the instrumental value of the school system in reducing achievement differences associated with socioeconomic status.

In each country the sample of schools was partitioned into groups on the basis of socioeconomic status variables. Groups of school were compared within countries to determine the extent to which resource allocation varied. On the basis of these comparisons and multivariate analyses based on the total sample of schools, countries were classified as having either Elitist or Egalitarian Resource Allocation. A crossnational comparative analysis was then used to explore the impact that Mode of Resource Allocation and School System Structure had on the level and social distribution of student achievement.

No evidence was found of an effect of Mode of Resource Allocation or School System Structure on the level and social distribution of student achievement. It was therefore suggested that societal factors have the dominating influence on both the school system and school outcomes.

Some analysis problems and policy implications are discussed.