



STRENGTHENING SCHOOL COMPLETION THROUGH EDUCATIONAL INVESTMENT AND TEACHER RESOURCES

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ABSTRACT

This study examined the influence of educational investment and teacher resources on school completion using country-level data drawn from the UNESCO Sustainable Development Goal 4 Education Database. A quantitative explanatory design was employed, and 79 countries with complete observations were included in the analysis. School completion was measured using the primary completion rate, educational investment was represented by government expenditure on education as a percentage of gross domestic product, and teacher resources were measured by the proportion of qualified primary teachers. Descriptive statistics, Pearson correlation, and multiple linear regression with HC3 robust standard errors were applied. The findings showed that educational investment had a weak positive but statistically insignificant relationship with school completion, while qualified teachers had a weak positive and statistically significant bivariate relationship with completion. In the regression model, both predictors produced positive coefficients, but neither made a statistically significant individual contribution. The model explained 9.1% of the variation in school completion, and the robust joint significance test was not significant at the 5% level. These findings suggest that educational investment and teacher resources are relevant but insufficient as isolated predictors of school completion. Their effectiveness likely depends on resource allocation, instructional quality, governance, socioeconomic conditions, school accessibility, and other institutional factors. The study highlights the need for integrated policies that combine adequate financing with effective teacher development and broader student-support measures.

1. Introduction

Completion rates are one of the most important indicators of the effectiveness of an education system, demonstrating its ability to keep learners in school, facilitate academic achievement and allow learners to reach a set of prescribed education outcomes. The attainment of primary and secondary education levels is linked with better employment, better social participation, lower poverty and sustainable development. In many education systems, however, inequities and/or low completion rates persist due to insufficient finance, teacher shortages, socio-economic inequality, poor infrastructure, and variations in the quality of education. The fact that schooling is not enough for students to develop their skills indicates that they need sufficient financial, teaching, and institutional support during their schooling (Angrist et al., 2025; Lloyd & Baumbusch, 2025).

The study of educational investment as an influential factor in the access, quality and success of students has become a subject of great interest. Government spending is used for the construction and maintenance of schools, teacher recruitment, teacher development, student-support programmes and implementation of policies. However, the effectiveness of educational investment is related to both the quantity of investment and the efficiency and equity of utilizing the resources. The evidence suggests that more effective interventions are achieved when they are targeted and evidence-driven, compared to spending without clear priorities and effective implementation (Angrist et al., 2025).

Education finance research demonstrates that the use of public funds can enhance the results if it is used for the purpose of attracting skilled teachers, providing good learning materials, school infrastructure, early education, and learner support. The positive link between funding and learning has been linked to better learning outcomes in Sub-Saharan Africa, but not all investment yields the same learning outcomes, depending on the governance, institutional capacity and resource allocation (Hassan et al., 2022). Likewise, investment in early childhood and primary education can boost educational results, but this impact can vary depending on performance level and socio-economic factors (Beri & Cochrane, 2025).

Low income continues to be an obstacle to school attendance and graduation. There may be some barriers for learners from a low-income background to transportation, learning materials, nutrition, health and learning support. These can diminish the attendance rate, poorer academic performance and risk of drop out. Schools that work to break down barriers to school outcomes and participation due to poverty have been seen to enhance school outcomes (Beeson et al., 2024). Academic performance in primary and secondary schools is also strongly linked to socioeconomic status, suggesting that school performance and conditions are influenced by the school environment as well as household conditions (Liu et al., 2022).

Another factor that is crucial to educational quality and completion is teacher resources. Teachers have an impact on achievement, engagement, motivation, attendance and progression. Good teachers can recognise pupils who are in danger, offer academic assistance, foster positive classroom atmosphere and motivate pupils to engage in further learning. The impact of teaching quality on achievement is meaningful, especially when teachers exhibit their high content knowledge, effective teaching strategies, and sensitivity to students' needs (Engida, et al., 2024).

Teacher resources are more than the number of teachers. They also encompass qualifications, professional competence, experience, motivation, well-being, working conditions and access to OCCPD. The characteristics of teachers, institutional conditions have a significant impact on educational outcomes (Chaudhary & Singh, 2022). Sustained, relevant, collaborative, and classroom-relevant professional learning can enhance student outcomes (Ventista & Brown, 2023). Educators' capacity to implement new knowledge in schools, institutional support, and leadership also contribute to its effectiveness (Patfield et al., 2023).

Qualified teacher recruitment and retention continue to be a significant problem. Insufficient teacher numbers, access inequity, career advancement opportunities and working conditions can have negative effects on student access to effective instruction, and on the quality of instruction. It is therefore crucial for achieving educational reform and better outcomes to maintain a stable teaching staff (Shaoan et al., 2025). Other factors affecting the attractiveness of teaching are salary, professional recognition, workload, job security, career development and public perceptions of

teaching (Thomas Dotta et al., 2025).

Teacher well-being and job satisfaction also influence job commitment, performance and attrition. Good working conditions and reasonable workload can help reinforce teaching consistency, but poor working conditions can lead to stress, absenteeism, unhappiness and staff turnover. Hence, teachers' well-being is a vital part of educational quality and institutional effectiveness (Viac and Fraser, 2020). The literature also reveals that job satisfaction differs among countries of education and is influenced by the level of school environment, relationship with teachers and institutional support (Zakariya et al., 2020).

Financial barriers can be lessened, which enhances school completion, by having policies that lower financial barriers. Free education programs can enhance access and performance by lowering direct school expenses such as those faced by disadvantaged students (Stenzel et al., 2024). But a higher number of enrolments can present challenges for teachers, classrooms, learning resources and facilities. Completion policies should, therefore, include both financial and adequate institutional and teacher capacity.

Equitable allocation of resources is also highlighted in inclusive education. Individuals with disabilities, learning difficulties and other handicaps may need specially adapted instruction, accessible facilities, specially designed support and specially trained teachers. There are variations in completion rates between inclusive education types, showing that inclusive education needs cannot be met with one consistent approach (Lloyd & Baumbusch, 2025).

While some research has focused on measures of educational expenditure, teacher quality, socioeconomic factors, teacher professional development and attainment, these factors are generally investigated in isolation from one another. There has been less focus on how the quality of teachers and the amount of education invested relate to school completion rates. This study aims to look at their contributions separately and together in completing the task and to find evidence which can help in better financing, teacher development and resource allocation decisions in the field of education.

2. Methodology

2.1 Research Design

The research design used in this study was a quantitative research design with an explanatory research design to examine the influence of educational investment and teacher resources on school completion. A quantitative approach was chosen because it allows for the objective and quantitative measurement of relationships between variables, using statistical analysis, which would ensure the reliability of the approach and reduce researcher bias. The explanatory research design is suitable for investigating the causal relationship between the independent and dependent variables and for testing the proposed research hypotheses. The study is based on numerical secondary data from an internationally recognised database, which resulted in the selection of a suitable research design for the purpose of assessing the contribution of investment in education and teacher resources, towards strengthening school completion.

2.2 Data Source

This study relied on the secondary data collected from one of the world's largest data repositories that collects and stores educational statistics, the UNESCO Sustainable Development Goal (SDG) 4 Education Database. The database features harmonised education indicators provided by countries and is broadly used to track SDG 4 (Quality Education) progress. It offers data on education funding, access to teachers, student enrolment, graduation, literacy, and equity, as well as educational outcomes. In this study, only those indicators that relate to educational investment, teacher resources, and school completion were picked. Inconsistencies were avoided by excluding countries for which observations were not complete to enhance the reliability of the statistical analysis for the selected variables.

2.3 Population and Unit of Analysis

The countries in the UNESCO SDG Education Database were taken to be the population of the

study. The study was a secondary international study, so there was no primary sampling. Rather, the countries were purposefully selected to represent countries for which the information for all variables in this study was available. The unit of analysis was the educational system of each country, which was captured by country-level education indicators. This method allows for variations in educational investment, teacher resources and school completion to be captured in the analysis across the different educational systems.

2.4 Variables of the Study

The study examined one dependent variable and two independent variables.

2.4.1 Dependent Variable

School Completion (SC): Measures the percentage of students reaching a certain educational achievement. It's the key measure of educational achievement and effectiveness.

2.4.2 Independent Variables

Educational Investment (EI): Describes the amount of public money spent on education and the public financial investment made in education, such as spending on educational infrastructure, instruction materials and institutional support.

Teacher Resources (TR): Represents the availability of qualified teachers and instructional personnel responsible for delivering quality education and supporting student learning.

2.5 Operational Definition of Variables

School completion was determined by the indicators of school completion as reported nationally in the UNESCO SDG database. The indicator for educational investment was the amount of government spending on education, and teacher resources were indicated by the number of trained or qualified teachers. The variables chosen were those that are widely used in educational policy research to measure educational quality and student outcomes and are internationally standardised.

2.6 Data Collection Procedure

The data collection process consisted of three stages. Then, pertinent indicators of education data were selected and downloaded from the UNESCO SDG Education Database. Secondly, the selected variables were brought together in an integrated data set in MS Excel with standardisation of variable names, coding system, and format. Lastly, the collected data were checked for repetition, inconsistencies, and missing data. This systematic process assured the accuracy and consistency of the analytical data set.

2.7 Data Screening

The data were subjected to a few data analysis procedures to verify the quality of the data and meet the assumptions of the regression analysis before statistical analysis. The missing value analysis was performed, and the records with a considerable number of missing values were not included in the study. Extreme observations that might bias the regression estimates were identified using descriptive screening methods. Normality of the variables was assessed by skewness, kurtosis, histograms and normal probability plots to ensure the data was normally distributed. Moreover, the multicollinearity of independent variables was checked via Tolerance and Variance Inflation Factor (VIF). The VIF and tolerance values were acceptable and indicated that there was no problematic multicollinearity among the independent variables, meeting one of the basic assumptions of multiple linear regression.

2.8 Statistical Analysis

The descriptive statistics of mean, standard deviation, minimum and maximum values were computed to describe and summarise the characteristics and distribution of the study variables. Pearson correlation analyses were then used to investigate the relationships between educational investments, teacher resources, and school completion.

Multiple linear regression analysis was used to determine the effect of the independent variables on school completion. In this study, the regression model used is:

$$SC = \beta_0 + \beta_1 EI + \beta_2 TR + \varepsilon$$

where SC represents school completion, EI denotes educational investment, TR represents teacher resources, β_0 is the regression intercept, β_1 and β_2 are the regression coefficients, and ε is the random error term.

The significance of the model was assessed by the coefficient of determination (R^2), adjusted R^2 , standardised regression coefficient, t value and p value with a significance level of 5% ($p < 0.05$). Based on the significance of the regression coefficients, the hypothesis can be accepted or rejected, and thus the study could establish the contribution of each of the educational investment and teacher resources to strengthening the school completion, either singly or jointly.

3. Results

3.1 Data Screening and Sample Selection

The dataset uploaded from the SDG 4 was screened to find indicators related to the study variables. The primary education completion rate of both sexes was used to measure school completion. The educational investment was captured by the share of government spending in education in gross domestic product (GDP), and the share of qualified teachers in primary education was used as a measure of teacher resources.

Only observations with valid data for all three variables were kept. If more than one year was provided for a country, the last complete year was used to ensure that the country is not counted more than once.

The Variance Inflation Factor values for the variables educational investment and Qualified teachers were around 1.01, suggesting that multicollinearity was not a problem. The regression residuals were not normally distributed (Shapiro–Wilk $W = 0.864$, $p < 0.001$), however. Thus, standard errors for the regressions were computed using the HC3 approach to robustness.

3.2 Descriptive Statistics

Table 1 presents the descriptive statistics for school completion, educational investment, and teacher resources.

Table 1. Descriptive Statistics

Variable	N	Mean	Standard Deviation	Minimum	Maximum
School completion (%)	79	83.76	19.92	11.21	100.00
Educational investment (% of GDP)	79	4.26	1.66	0.42	9.85
Qualified teachers (%)	79	90.64	14.65	28.77	100.00

The mean school completion rate was 83.76% with a standard deviation of 19.92. This figure shows that there have been significant differences in the percentage of completed examinations by each of the countries in this study. The minimum completion rate was 11.21% compared to 100% or near 100% for some countries.

The government invested in education, which has an average percentage of GDP of 4.26%, between 0.42% and 9.85%. The breadth of the range reflects that there are substantial variations in national policy priorities for education between the countries chosen.

Qualified teacher availability by country had an average percentage of 90.64%, which indicated a relatively high qualification level of the primary teachers in most countries. The range of the minimum value of 28.77%, however, indicates that some education systems still have serious shortages of qualified teaching staff. The means and standard deviations of the three variables are shown in Figure

1.

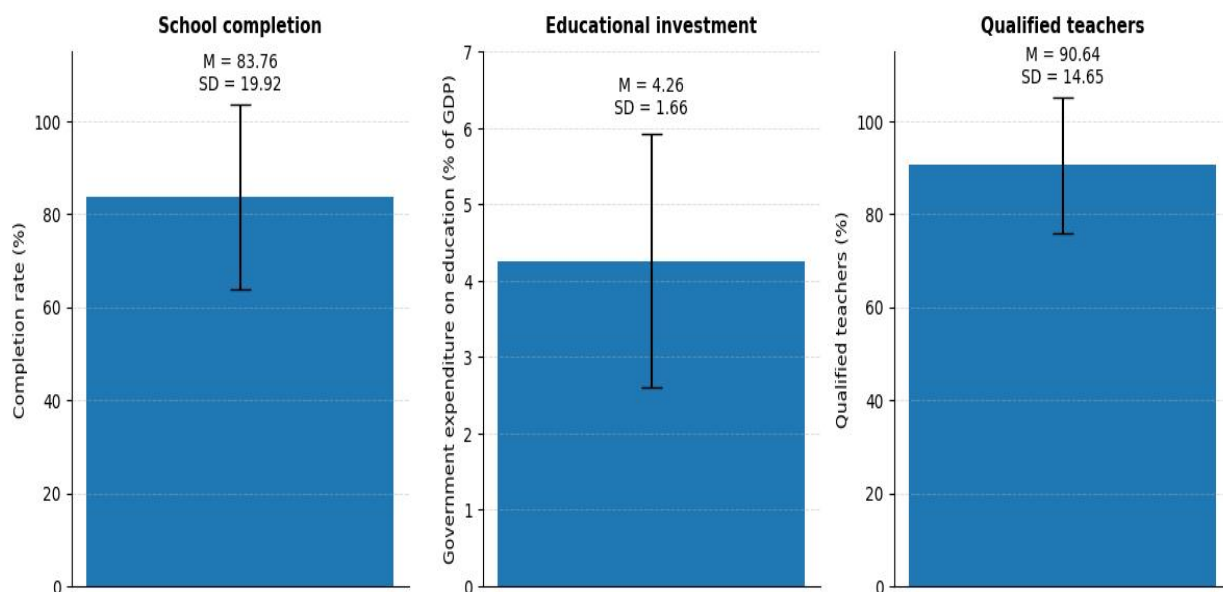


Figure 1. Descriptive Statistics of the Study Variables

3.3 Correlation Analysis

Pearson correlation analysis was conducted to examine the strength and direction of the relationships among the study variables.

Table 2. Pearson Correlation Matrix

Variable	School Completion	Educational Investment	Qualified Teachers
School completion	1.000	0.216	0.228*
Educational investment	0.216	1.000	0.086
Qualified teachers	0.228*	0.086	1.000

Note: $p < 0.05$.

There was a weak, positive correlation between educational investment and school completion, $r = 0.216$, $p = 0.056$. This finding indicates that as the share of national GDP increases, so do school completion rates. But the association was not statistically significant at 5% level.

There was a weak but statistically significant positive relationship between qualified teachers and school completion ($r = 0.228$, $p = 0.043$). This result suggests that there is a correlation between the proportion of qualified primary teachers and school completion rates.

The correlation between qualified teachers and educational investment was not strong and statistically significant, $r = 0.086$, $p = 0.450$. This is a low correlation, which also indicates that there was no multicollinearity issue with the independent variables. The strength and direction of the correlations between school completion, educational investment and qualified teachers are shown in Figure 2.

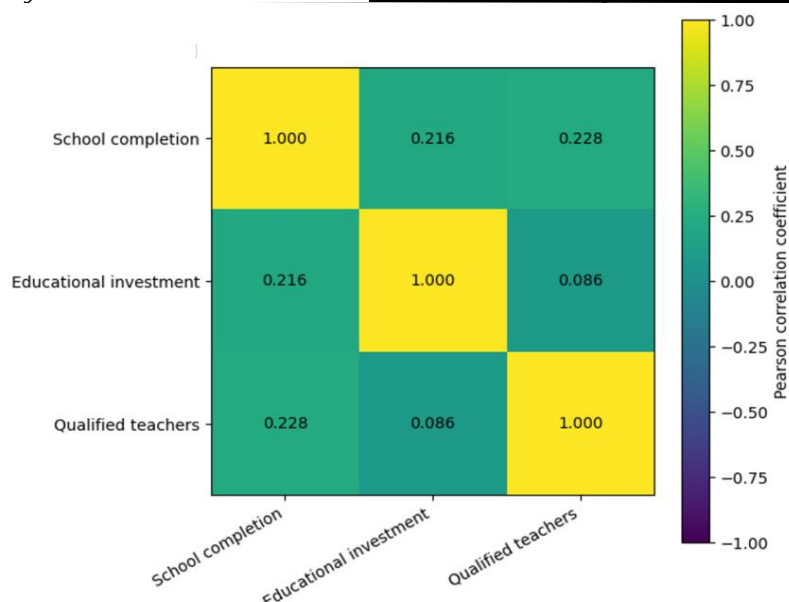


Figure 2. Pearson Correlation Matrix of the Study Variables

3.4 Multiple Linear Regression Analysis

Multiple linear regression analysis was performed to determine the influence of educational investment and teacher resources on school completion. The estimated regression equation was:

$$SC = 47.691 + 2.370(EI) + 0.287(TR)$$

where SC represents school completion, EI represents educational investment, and TR represents qualified teacher resources.

The regression model yielded an R^2 value of 0.091 and an adjusted R^2 value of 0.067. Together this accounted for about 9.1% of the variation in school completion. The other variation can be linked to other variables, like poverty, school facilities, family income, location, political instability, educational administration, and social inequality.

The conventional ordinary least-squares (OLS) model was statistically significant, $F(2,76) = 3.80$, $p = 0.027$. The assumption of normality was, however, not met by the residuals, so the HC3 robust joint significance test was therefore deemed more suitable. The overall effect of the two factors (educational investment and teacher resources) was not statistically significant at the 5% level ($F(2,76) = 2.76$, $p = 0.069$).

Table 3. Multiple Regression Results

Predictor	B	Robust Standard Error	Standardized Beta	t-value	p-value
Constant	47.691	19.830	—	2.405	0.019
Educational investment	2.370	1.220	0.198	1.943	0.056
Qualified teachers	0.287	0.198	0.211	1.445	0.153

There was a positive regression coefficient $B = 2.370$ for educational investment. In this case, the estimated increase in education completion for a 1 percentage-point rise in government spending on education, adjusting for a constant number of teachers per student, was 2.37 percentage points. But this correlation was statistically not very significant $p = 0.056$.

The coefficient of $B = 0.287$ was also positive for teacher resources. That is, an estimated 0.287-percentage-point increase in completion for every one-percentage-point increase in qualified teachers, with constant educational investment. However, this was not statistically significant ($p = 0.153$).

The standardised coefficients suggested that the relationship between qualified teachers and school completion was slightly higher than that between educational investment, $\beta = 0.211$ and $\beta = 0.198$, respectively. Neither of these variables were individually significant at the 5% level, however.

3.5 Hypothesis Testing

3.5.1 Educational Investment and School Completion

H1 made the claim that investment in education is a very strong factor associated with school dropouts. Educational investment was positively associated with the investment, but was not statistically significant at the 5% level, $B = 2.370$, $p = 0.056$. Hence, the answer to the first question is no.

3.5.2 Teacher Resources and School Completion

H2 said that teacher resources make a big positive difference to school completion. The coefficient for qualified teachers was also not statistically significant, but positive, $B = 0.287$, $p = 0.153$. So, the support was not provided for H2.

3.5.3 Combined Influence on School Completion

H3 has said that both investment in education and the provision of teachers have a strong positive relationship with school completion. The more powerful joint test yielded $p = 0.069$, while the conventional model resulted in a p value of 0.034. So, H3 was not accepted at 5% level of significance.

Table 4. Summary of Hypothesis Testing

Hypothesis	Proposed Relationship	Decision
H1	Educational investment significantly influences school completion	Not supported
H2	Teacher resources significantly influence school completion	Not supported
H3	Educational investment and teacher resources jointly influence school completion	Not supported

3.6 Comparative Contribution of the Predictors

The standardised regression coefficients were checked to see whether there was a difference in the relative size of the effects of the two types of educational investment on school completion: that of education and that of teachers. The qualified teachers' and the educational investment's standardised beta coefficients were $\beta = 0.211$ and $\beta = 0.198$, respectively. The findings from these results suggest that relative to educational investment, teacher resources had a slightly stronger relative association with school completion.

The bigger the standardised effect, the greater the chance that they were qualified teachers, but this relationship was not statistically significant ($p = 0.153$). A positive but not statistically significant effect for the educational investment was also seen ($p = 0.056$). So, differences in the magnitude of the standardised effects should be interpreted with caution. The relative importance of school completion, educational investment, and qualified teachers is compared in Figure 3.

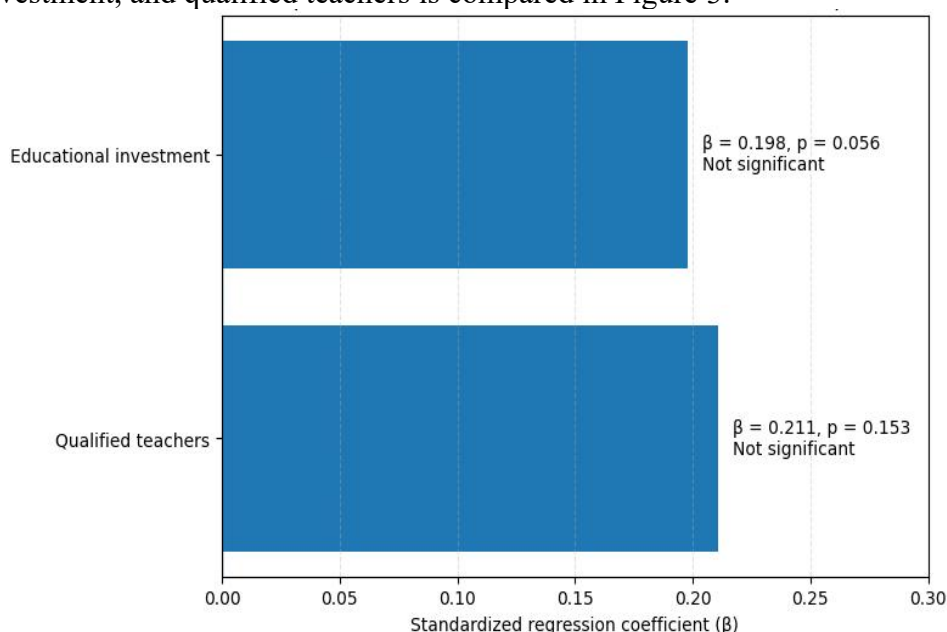


Figure 3. Comparative Contribution of the Predictors to School Completion

The positive coefficients indicate that an increase in educational investment and teacher availability could be linked with an increase in school completion. But the relatively small, standardised coefficients suggest that none of the predictors is a very good predictor of differences in completion rates alone.

School completion could be facilitated through educational investment in school infrastructure, provision of educational materials, school institutional facilities, school support programmes and increasing access to education. However, there may be a difference in effectiveness in the way that education funds are allocated and used. The relationship between expenditure and achievement of higher completion rates is not necessarily a straightforward one when resources are not managed well or distributed.

Likewise, having qualified staff can impact instructional quality, engagement, academic support, and retention of students. Teacher qualifications, however, are not necessarily associated with better completion rates. The effectiveness of teacher resources also may be affected by teacher distribution, class size, working conditions, professional development, absenteeism and leadership.

The model accounted for 9.1% of the variance in school completion, meaning that there was a lot of variation in school completion that was not captured by the model. They can be poverty, income, gender disparity, school availability, conflict, school facilities, parent education, student health, institutional governance, etc.

Thus, investment in education or the resources of teachers should be considered as part of a larger educational system, not as a stand-alone factor influencing school completion. They may be effective in the context of supportive social, economic, institutional and policy conditions.

4. Discussion

This study investigated the relation between educational investment and teacher resources and school completion at the country level. The results indicated that there were weak positive correlations between both variables and school dropout. The regression model was a strong one, and neither educational investment nor teacher resources had a significant individual effect. These factors were relevant but accounted for only 9.1% of the variation in school completion, suggesting that these factors are relevant but not enough to account for differences in school completion across countries.

There was a low positive association between educational investment and school completion. This indicates that the countries with a greater share of gross domestic product invested in education may have slightly higher completion rates. The correlation did not, however, attain statistical significance. This finding suggests that expanding spending alone is not a guaranteed way of enhancing completion results. The impact of financial investment can vary depending on the allocation of resources, the programmes that are prioritised, and the focus on spending to tackle barriers to learners' staying in school. The evidence from school finance reforms has demonstrated that persistent and well-focused spending can have a positive impact on educational and economic outcomes (Jackson et al., 2016).

Another important reason for this lack of significance might be attributed to variations in the efficiency and good governance of educational systems. The causal relationship between education expenditure and outcomes is non-linear, meaning that countries with comparable education expenditure levels can have different outcomes, due to differences in accountability, administrative capacity, infrastructure, regional inequality and how institutions are managed. So, spending more does not necessarily equate to getting more for a disadvantaged school or a disadvantaged student. An additional consideration is the distribution of funding, as those reforms that are more likely to allocate more funds to lower-income communities can drive more equitable achievement gains (Lafortune et al., 2018).

The other possible explanation is that the school completion might be affected by the educational investment over a longer time frame. National completion rates may not be impacted by investment in infrastructure, teacher development, curriculum reform, and learner-support programmes for a few years. The study also relied on the most recent country-level observations available, which may not have been able to detect such lagged effects. In fact, studies on the impact of school spending policies have demonstrated that the effect of spending depends on the nature of the intervention, the duration of the financial support and the indicator under review (Jackson & Mackevicius, 2024).

The weak relationship could also reflect a need for spending that will have to relate to specific

educational needs. Funding allocated to education budgets can be directed toward administration, salaries, facilities and infrastructure, technology, transportation, meals, or instruction and can impact completion in different ways. Expenditure which affects the direct barriers to attendance and retention is more likely to have an impact than expenditure which does not directly benefit learners. Qualitative and quantitative evidence of the impact of additional funding on outcomes comes from local school spending growth, with the size of the effect varying as a function of the funding and its utilisation (Baron, 2022).

There was also a weak positive correlation between teacher resources and school completion. This indicates that the national rates of qualified primary teachers may show slightly more favourable completion ratings. Qualified teachers can deliver better teaching, identify learning difficulties, ensure learners are engaged in learning and offer support to those at risk of dropping out. However, the teachers' resources were not a statistically significant predictor in the well-fitting regression model, indicating that the qualifications of teachers themselves are not enough to substantially reduce the chances of completion. A possible reason is that teacher qualifications are not a good measure of teacher effectiveness. There are differences between teachers who have similar qualifications in terms of content knowledge, pedagogical effectiveness, motivation, classroom management, and sensitivity to the needs of a variety of learners. Evidence from across the country indicates that there is variation in student achievement attributable to the quality of the teachers, but this has been found to depend on teacher knowledge and skills, and the context in which these are applied (Bietenbeck et al., 2023).

This is because the difference between qualifications and instructional quality is important. Certification is a process that says that teachers have had the necessary training but not necessarily that effective practices are applied regularly. The quality of the teacher's professional knowledge impacts student learning through the quality of classroom interaction, which means teacher competence must be translated into appropriate classroom activities to impact student learning (Blömeke et al., 2022). This is why it is not always the case that a high proportion of qualified teachers equals a high proportion of successful completion.

Teacher effort, attendance, practical skills and subject knowledge may also impact the contribution that teacher resources can bring to the school. In some countries, effective learning is not guaranteed by the presence of qualified teachers because of teacher absenteeism, ineffective monitoring, lack of instructional support, and poor subject knowledge. African primary schools have indicated that high enrolments and availability of teachers can go hand in hand with low levels of learning if the teachers' knowledge, effort and skills are not adequate (Bold et al., 2017).

The effective use of classroom time is another important factor. Instructional time that is spent on teaching, feedback, assessment and academic support increases the likelihood that students will progress. A well-qualified teacher can have only a limited effect if the class time is not well organised or often disturbed. Quality of teachers' use of class time has been linked to student achievement, which means that teachers' use of class time is also related to differences in student achievement, in addition to formal qualifications (Burgess et al., 2023).

The impact of teacher resources can also be subject to the amount of instructional time available. A shortage of qualified teachers may be reduced by overcrowded classrooms, disrupted school schedules and fewer hours per day of instruction. Teacher qualifications can help make the connection between instructional time and achievement so that it becomes clear that teacher capacity and learning conditions work together and are not independent of each other (Wedel, 2021). The quality of teaching might also be further enhanced through continuous professional development, supporting the development of subject matter and teaching practice skills. Structured professional learning has been found to lead to learning gains when delivered consistently and is well aligned to what is happening in the classroom (Gore et al., 2021).

Overall, the findings imply that investment in education and school resources is both important and needed, but not sufficient, for strengthening school completion. The influence is determined by effective resource allocation, teaching standards, professional learning, school leadership, school access, and socio-economic support. Policies, therefore, need to include appropriate funding for teacher training and development, implementation, inclusion of services, and targeted interventions for disadvantaged learners.

5. Conclusion

The study examined whether a country's investment in education and resources for teachers enhances school completion in 79 countries. Both predictors were positively related to school completion, although the impact of the predictors was generally low. Education investment was positively associated, though not significantly at a bivariate level, with completion, and qualified teachers showed a weak positive association with completion, which was statistically significant at a bivariate level. Both variables were not statistically significant in the strong regression model, though. Only 9.1% of the variation in school completion was explained by the model, meaning that completion outcomes are influenced by other social, economic, institutional and policy factors. Much of the unexplained variation may be due to poverty, income of the household, access to school, infrastructure, gender inequality, political stability, governance, health of the learners, and education of parents. The results thus indicate that raising education spending or the share of qualified teachers is not enough to improve school completion. Financial resources should be used efficiently and equitably and be targeted to interventions that help overcome barriers to attendance and retention. Likewise, teacher qualifications need to be enhanced through ongoing professional development, good practice in the classroom, suitable working conditions and institutional support. The overall findings are that education investment and teacher inputs are important, but their impact will depend on the way they are managed within the education system. Policies need to be comprehensive, incorporating financial measures, teacher training, inclusive support and intervention for disadvantaged learners.

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