The role of gross-national income and culture in pre-primary education

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Objective: The objective of the present study is examining the role of gross-national income, cultural dimensions and value dimensions in various pre-primary education parameters. Method: The present study was based on the analysis of aggregated data, consisting of Hofstede's cultural dimensions, Schwartz's value dimensions, gross-national income per capita (GNI) and five pre-primary education parameters (i.e. pupil-teacher ratio, total school enrolment, female school enrolment, male school enrolment and education duration) retrieved from the World Bank Database. The final dataset included 105 countries. Following bivariate correlations between the study variables, ten separate regression analyses with GNI entered in the first step, and Schwartz's or Hofstede's cultural variables entered in the second step were conducted. Results: Analyses indicated various significant correlations between pre-primary education parameters and cultural and value dimensions. According to regression analyses, GNI was positively related to total, female and male enrolment. After controlling for GNI, uncertainty avoidance and long-term orientation were positively, and masculinity and egalitarianism were negatively related to pre-primary education duration. Conclusions: Among GNI and cultural or value dimensions, enrolment was more related to the former, whereas education duration was more related to the latter. The results showed that the countries with higher GNI also showed higher enrolment. Besides, countries with higher uncertainty avoidance and long-term orientation and lower masculinity and egalitarianism had longer education duration. Even though majority of the relationships were over GNI rather than cultural variables, future studies should also consider examining the content of pre-primary education and other mediator variables within the suggested relationship.