School Resources and the Academic Achievement of Canadian Students
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Abstract
This study estimates the impact of schools’ physical resources and teachers’ academic press on students’ academic achievement in mathematics and reading when a number of important student variables are controlled. It is often argued that both school and teacher resources affect the educational achievement of students. The research literature, however, has been inconsistent, which may be due to methodological issues. For this reason, this study attempts to correct two of the most important issues by using Canadian national data and multilevel modeling. The results reveal that, in Canada, at least, the physical resources and academic press evaluated by school principals do not significantly affect students’ achievement in mathematics and reading.

Keywords: academic achievement; academic press; HLM; mathematics; physical resources; PISA; reading