INTRODUCTION

Datas on the quality of education and quantity of education, were computed for each country in the sample, to show the effect of non-gravity trade on the Gini.The quantity of education is measured by the share of the population with primary schooling.

The quality of education is measured by the average of pupils’ PISA test scores.

Assumptions:

There was a linear relationship between the two normally distributed variables, with no significant outliers.

**The output of a Pearson's correlation using STATA software package.**

The output contains three crucial pieces of information:

(1) The Pearson correlation coefficient;

(2) The level of statistical significance; and

(3) The sample size.

These three pieces of information are explained in more detail below:

**(1) The Pearson correlation coefficient, *r*,** which shows the strength and direction of the association between your two variables, the quantity of education and quality of education. The Pearson correlation coefficient, *r*, is 0.5249. As the sign of the Pearson correlation coefficient is positive, you can conclude that there is a positive correlation between the quantity of education and quality of education.

The magnitude of the Pearson correlation coefficient determines the strength of the correlation. Although there are no hard-and-fast rules for assigning strength of association to particular values, some general guidelines are provided by Cohen (1988):

Coefficient Value      Strength of Association

0.1 < | r | < .3 small correlation

0.3 < | r | < .5           medium/moderate correlation

| r | > .5           large/strong correlation

where | r | means the absolute value or r (e.g., | r | > .5 means r > .5 and r < -.5). Therefore, the Pearson correlation coefficient in this example (r = .5249) suggests a large/strong correlation.

**(2) The level of statistical significance** (i.e., the p-value). The level of statistical significance (p-value) of the correlation coefficient is >0.05, which means that there is a non-significant relationship between the two variables: quantity of education and quality of education.

**(3) The sample size,** n (i.e., the number of observations): In this study, we have 61 participants (countries) in the analysis without no missing figures.

**CONCLUSION.**

A Pearson product-moment correlation was carried out to determine the relationship between quantity and quality of education in different countries.

The analysis shows a positive, large/strong correlation between quantity and quality of education, which shows a statistically non-significant relationship. (r = 0 .5249, n = 61, p > .05)