

Türkiye’de Eğitim ve Toplam Faktör Verimliliği: Bir Uygulama / Education and Total Factor Productivity in Turkey: An Application

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ABSTRACT

Since the seminal work of Solow (1957), total factor productivity—defined as the efficiency with which firms turn inputs into outputs—has been considered as the major factor in generating growth. Total factor productivity emerges from a parsimonious specification of the aggregate production function. Potential determinants of total factor productivity include measures of openness, trade orientation, and human capital. Education is one of the important indicators of the human capital and human capital is often regarded as the accumulation of education. The studies have put forward that educational change influence markedly productivity and economic growth. The role of human capital in promoting total factor productivity (TFP) growth has been strongly supported by many economic theories. For example, Pasha et al., (2002) emphasized the contribution of primary and secondary education in productivity growth. Khan (2006) used expenditure on education as a proxy for human capital development to investigate its impact on TFP of the economy. Akinlo (2005) and Njikam et al., (2006) used secondary school enrolment to capture the effect of education on TFP. Similarly Nachega and Fontaine (2006) stated that a well-educated and healthy work force directly or indirectly increases TFP and thus economic growth. The purpose of this paper is to identify relationship between education and Total Factor Productivity (TFP) in Turkey. In this context The Least Square Method has made using indicators of Education and Total Factor Productivity in Turkey. The period of analysis covers in 1970-2011 years.

KEYWORDS Education; Total Factor Productivity; Least Square Method; Turkey

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