ASSESSMENT OF THE SECONDARY EDUCATION EXPENDITURES IN TURKEY IN TERMS OF COMPARATIVE EDUCATION

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Abstract

The issues, such as educational expenditure, ratio of returns to education and the relationship between education and economic growth, have been the subject of the researches in the area of comparative education. These issues have been actually subject of education economics field. However, the researchers in the field of comparative education have taken these topics into their agenda since they compare the countries in terms of these issues. The following point stands out when the graduate thesis carried out between the years 2000-2010 on comparative education in Turkey are examined. First, these theses seem to be graduated level. Second, the majority of the comparisons are concentrated in the field of primary education and made with EU countries. Third, the comparisons in this thesis are based on horizontal approach. Finally, document examination is used as data collection technique. This study aimed to evaluate the secondary education expenditures in Turkey in terms of comparative education. Within this framework, in 27 countries, including Turkey, secondary education expenditure per student in 2003 and 2011, the number of secondary school students in 2003 and 2012, and PISA results in 2003 and 2012 were used. Evaluation was made by using two different methods. In the first method it was planned to measure the performance of expenditure on education. Performance measurement process is designed as a comparison of expenditure on education per student and PISA results. In the comparison, a reference line was formed using the method of the least squares. This reference line has been considered to indicate the PISA results expected for certain expenditure on education per student. A country's performance (taken PISA point score) which is below the expected PISA results, expected for certain expenditure levels, would be considered low. A country's performance above the expected PISA results, expected for certain expenditure levels, would be considered high. Second method was planned so that countries were separated into groups. The groupings have been made by comparing the expenditure on education per student with PISA results and the number of students. In this context, there were two classifications. In the first classification, the countries have been divided into 4 groups by comparing PISA results with the expenditure on education per student. The first group consisted of those countries whose PISA results and expenditure on education per student have been above the average. The second group consisted of those countries whose PISA results and expenditure on education per student have been under the average. The third group consisted of those countries whose PISA results have been under the average while expenditure on education per student has been above the average. The fourth group consisted of those countries whose PISA results have been above the average while expenditure on education per student has been under the average. In the second classification, similarly the countries have been divided into 4 groups by comparing the number of students with the expenditure on education per student. In consequence of the comparisons, it has been set that Turkey couldn't reach the expected PISA score as a result of its expenditure on education per student. However, the changes in Turkey's PISA score and expenditure on education per student has been considered improving.

Keywords: Secondary education, comparative education, expenditure on education, PISA