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A study on tourism Bachelor's education at public universities in Türkiye and the educational profiles of deans and directors^Δ

Türkiye’de turizm alanında lisans düzeyinde eğitim veren kamu üniversiteleri ve görevli dekan/müdürlerin eğitim profilleri üzerine bir araştırma

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Abstract

This study aims to examine the administrative structures of institutions offering Bachelor's programs in tourism at public universities in Türkiye, as well as the educational profiles of deans and directors. In the study, Bachelor's and postgraduate fields of graduation, as well as disciplines of specialization for associate professorship of administrators were analyzed. As of Fall semester of 2024, public universities in Türkiye providing Bachelor's education in the field of tourism were examined in detail; current data such as active departments admitting students, the units to which these departments are affiliated, and enrollment quotas of departments are also presented. For the purpose of the study, document analysis technique was used in the study and the data were obtained from the Student Selection and Placement Center and Council of Higher Education Academic database, official websites of universities, open academic CVs. with a descriptive survey model. Data obtained indicate that Bachelor's level tourism education in Türkiye is provided by a total of 79 institutions, structured under 12 different academic units, offered through 8 distinct departments. It is also understood that approximately 27.86% of deans-directors have Bachelor's degrees, 27.63% have master's degrees 26.57% have PhD degrees in a tourism-related field, and 36% hold the academic title of associate professor in the field of tourism.

^Δ Yazarlar bu çalışmanın tüm süreçlerinin araştırma ve yayın etiğine uygun olduğunu, etik kurallara ve bilimsel atıf gösterme ilkelerine uyduğunu beyan etmiştir. Aksi bir durumda Kayseri Üniversitesi KAYÜSOSDER Dergisi sorumlu değildir.

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Keywords: Tourism Education, Public Universities, Education Profile

Öz

Bu araştırmanın amacı, Türkiye’de devlet üniversitelerinde turizm alanında lisans düzeyinde eğitim veren yükseköğretim kurumlarının yapılanma şekli ve ilgili kurumlarda görev yapan dekan/yüksekokul müdürlerinin eğitim profillerini incelemektir. Çalışmada, söz konusu yöneticilerin, lisans ve lisansüstü eğitimi mezuniyet alanları ile doçentliklerine ait uzmanlık disiplinleri analiz edilmiştir. Çalışmada 2024 yılı güz dönemi itibari ile Türkiye’de turizm alanında lisans düzeyinde eğitim veren kamu üniversiteleri detaylı bir biçimde mercek altına alınarak; aktif durumda öğrenci alan bölümler, bu bölümlerin bağlı olduğu birimler ve bölümlere ait kontenjan sayıları gibi güncel veriler de sunulmaktadır. Çalışmada doküman analizi tekniği kullanılmıştır ve veriler betimsel tarama modeli ile ise Öğrenci Seçme ve Yerleştirme Merkezi (ÖSYM) ve Yükseköğretim Kurulu (YÖK) Akademik veri tabanı, üniversitelerin resmi web siteleri ve açık akademik özgeçmişlerden elde edilmiştir. Elde edilen verilerden; Türkiye’de kamu üniversitelerinde lisans düzeyinde turizm eğitiminin toplamda 79 kurum tarafından 12 farklı birim ve 8 farklı bölüm altında verildiği, ilgili kurum dekan ya da müdürlerinin yaklaşık %27,86’sının lisans, %27,63’ünün yüksek lisans, %26,57’lik kısmının da doktora mezuniyet alanlarının turizm ile ilgili bir bölümden olduğu ve %36’lık kısmının turizm doçenti olduğu anlaşılmaktadır.

Anahtar Kelimeler: Turizm Eğitimi, Kamu Üniversiteleri, Eğitim Profili

1. Introduction

The tourism sector is a vital industry that, due to its unique characteristics, makes positive contributions to the balance of payments, creates employment, has a significant impact on economic growth, and adds value in terms of intercultural communication. In a country like Türkiye, which has hosted many civilizations throughout history and possesses diverse tourism resources due to its geographical features, the maximum utilization of existing potential, the improvement of service quality to increase the revenues from tourism, and the achievement of a competitive advantage depends on well-trained, qualified human resources. In this context, educational institutions established at various levels to train individuals with the necessary skills for the tourism sector play a critical role.

Tourism education is a type of education designed to increase tourism awareness among individuals in society and equip them with the necessary knowledge and skills by teaching the basic principles of tourism (Başdal, 2019).

In the tourism market, where intense global competition is observed, providing high-quality and high-standard services has become an essential requirement. In this global competitive environment, tourism education plays a critical role in raising tourism awareness at the societal level and increasing the number of qualified employees to gain a competitive edge (Köroğlu, 2019).

In Türkiye, a Bachelor's education in tourism IS based on an eight-semester program. The development of tourism education in Türkiye has evolved in response to global awareness. Historically, the foundation of undergraduate tourism education in Türkiye was laid in 1965 with the establishment of the Ankara Trade and Tourism High School. This institution, with the opening of the tourism branch, became the first to offer four-year programs and produce graduates. In the following years, in 1969, the Tourism Chair was established at Ege University. The chair later changed its name and became the Department of Tourism and Hotel Management. Subsequently, tourism education became widespread in the colleges opened in Aydın and Balıkesir. Since the third quarter of the 20th century, there has been an increasing number of tourism programs at

universities. At the beginning of the 21st century, tourism faculties started to be established, and tourism education became widespread and institutionalized (Toker, 2024).

Postgraduate tourism education in higher education institutions in Türkiye began in the 1970s with the establishment of the Economic Geography and Tourism Institute at Istanbul University. It later continued at Ege University and with the Tourism Management Program at the Department of Business Administration at Hacettepe University which was introduced in 1981. Since the 1990s, there has been a significant increase in postgraduate tourism education in higher education institutions in Türkiye (Kozak & Kozak, 2020).

The quality of tourism education offered in higher education institutions is directly related not only to physical infrastructure, enrollment quotas, and curricula prepared for departments but also to the areas of expertise and educational profiles of the academic staff managing these institutions. Particularly, the educational profiles and areas of expertise of senior administrators, such as faculty deans and school directors responsible for tourism education, play a decisive role in administrative structure, curriculum development, communication with the industry, and ensuring that graduates are equipped with the qualifications needed by the tourism sector. While studies on the administrative structures of units offering undergraduate tourism education and the educational profiles of administrators at public universities in Türkiye have increased in recent years, they remain limited. Periodic studies containing up-to-date data on academic and administrative staff in higher education institutions are crucial for understanding the current structure of tourism education.

2. Literature review

Due to the increase in the number of institutions providing Bachelor's tourism education in Türkiye, it is possible to say that the number of studies examining the educational profiles of academicians in tourism-related departments has increased. In the literature, there are important studies on tourism education in Türkiye and the educational profile of academicians.

In a study conducted by Akoğlan Kozak (2009), which analyzed tourism education in Türkiye, attention was drawn to the increase in tourism schools offering vocational education and the tourism departments of universities. The study also provided recommendations for planned tourism education and development.

Temizkan & Behremen (2017, p.4) examined the educational profile of 1640 academicians in institutions where tourism education is provided at universities in Türkiye; it was emphasized that 37.4% of academics have Bachelor's degrees, 31.2% master's degrees and 21.3% PhD degrees in the field of tourism.

Temizkan, Cankül, and Kızıldaş (2018, p.19) examined the educational profile of 369 academicians working in food and beverage and culinary departments in universities in Türkiye; it was determined that 5.4% of the academicians graduated from a department related to food and beverage at Bachelor's level.

In the study conducted by Demirbulat, Aymanıkuy, Karagöz, and Aymanıkuy (2018), the Bachelor's, master's and doctoral degrees of 137 academicians in tourism guidance departments providing undergraduate education in Türkiye were examined; it was stated that 55.1% of the academicians had a Bachelor's degrees, 48.9% master's degrees, and

Acar, Y., (2025). A study on tourism Bachelor's education at public universities in Türkiye and the educational profiles of deans and directors.

32.1% of the academicians who completed their doctorate had a doctoral degrees related to field of tourism.

In the study conducted by Baytok, Boyraz & Kabakulak (2019) examining the educational profile of 271 academicians in the Department of tourist guidance at universities in Türkiye, it was concluded that 25.5% of academicians have Bachelor's degrees in tourism guidance education.

Deveci, Deveci, Aymankuy and Aymankuy (2020, p.2506) examined the educational profiles of 243 academicians in department of gastronomy and culinary arts in public universities in Türkiye and concluded that 40% of the academicians have Bachelor's, master's and doctorate degrees from a field related to tourism.

Ak and Soybalı (2021, p.130) examined the curriculum and academicians of 13 programs providing non-thesis master's degrees education in tourism guidance in Türkiye and found that 65.6% of the academicians teaching courses were in tourism-related units.

In a study conducted by Semint and Özbay (2021, p.2060) on the professional evaluation of the heads of the departments working in the institutions providing gastronomy and culinary arts education at Bachelor's degrees in Türkiye and undergraduate graduates of 406 academicians working in the relevant department, it was concluded that 14% of the faculty members graduated from the relevant field.

In a study conducted by Ceylan and Padır (2022, p.842), which analyzed the educational backgrounds of 248 academics employed in 56 departments providing undergraduate and associate-level education in tourist guiding within 42 public universities in Türkiye, it was concluded that 138 individuals (55%) held a Bachelor's degrees in a tourism-related field.

In a study conducted by Can and Ceylan (2022, p.1765), which examined the educational profiles of academics serving in managerial positions within tourism departments at public universities in Türkiye, it was concluded that 31.2% of deans and directors Bachelor's degrees, 34% master's degrees and 27.6% doctoral degrees directly related to tourism. Furthermore, it was found that academics with education in the field of tourism science have increasingly taken on administrative roles compared to previous years.

Girgin and Demir (2023) presented statistical data on Bachelor's programs in gastronomy and culinary arts education in public universities in Türkiye, analyzed publications in the related field, and offered solutions to the identified problems.

In a study conducted by Tuna, Tamer, & Akça (2024), which examined the educational profiles of 2550 academics in tourism programs across 92 faculties, 30 schools, and 186 vocational schools affiliated with 95 public and 42 private universities in Türkiye, it was found that 60.5% of the academics had Bachelor's degrees, 58.8% master's degrees, and 58.2% doctoral degrees in a field related to tourism.

In studies examining the educational profile of academics in tourism education and tourism-related institutions in Türkiye, the general opinion is that in order to increase the quality of tourism education, people with tourism education should be employed more in related units. In the suggestions for future studies section of the studies in the literature, the necessity of studies to update the educational profiles of academicians in tourism education institutions is also emphasized.

3. Research method

The document analysis technique was used in the study which is an approach aimed at systematically examining, interpreting, and evaluating various types of the documents published in printed or electronic formats (Bowen, 2009: 27; Corbin & Strauss, 2008).

The research consists of two main stages. In the first stage, the 2024 Higher Education Programs and Quotas Guide published by the Measurement, Selection, and Placement Center (ÖSYM), Table 4, was scanned between 01.04.2025 and 27.04.2025. Data related to departments offering Bachelor's tourism education, the units to which these departments belong, and the number of quotas for these departments in public universities in Türkiye were obtained through a descriptive survey model.

The descriptive survey model is a model that involves coding and systematically scanning the studies in the researched field according to different characteristics (King & He, 2005, p.667). In the second stage of the research, the official websites of the higher education institutions that provide Bachelor's education in the field of tourism in public universities in Türkiye were scanned, the relevant administrators were identified, and the educational profiles of the deans/directors were reached in line with the information in the Academic database of the Council of Higher Education (YÖK). The data obtained were analyzed and presented in the findings section with the help of frequency and percentage analyses and tables. Due to the method used in the research, an ethics committee report was not required.

4. Findings

The research findings were obtained through the two stages of the research design. In the first stage, the findings derived from Table 4 of the 2024 Higher Education Institutions Examination (YKS) Higher Education Programs and Quotas Guide, published by the Student Selection and Placement Center (ÖSYM), focus on identifying public universities in Türkiye that offer Bachelor's education in the field of tourism, determining the number of students admitted under each department name, and revealing the administrative structuring of the active departments.

According to the findings obtained from Table 4 of the 2024 Higher Education Institutions Examination (YKS) Higher Education Programs and Quotas Guide published by the Student Selection and Placement Center (ÖSYM), Bachelor's -level tourism education is actively at a total of 79 public universities in Türkiye, 73 of which are distinct institutions. In six of these universities, more than one undergraduate tourism program is actively offered under different academic units.

Table 1: *Administrative Structures of Institutions Offering Undergraduate Tourism Education at Public Universities in Türkiye*

Organizational Structure	n	%
Faculty of Tourism	51	64.56
School of Tourism and Hotel Management	6	7.59

Table 1 (*Continued*)

Organizational Structure	n	%
Faculty of Applied Sciences	6	7.59
School of Applied Sciences	5	6.33
Faculty of Business Administration	4	5.06
Faculty of Management Sciences	1	1.27
Faculty of Fine Arts, Design and Architecture	1	1.27
School of Tourism and Hospitality	1	1.27
Faculty of Economics	1	1.27
Faculty of Social and Human Sciences	1	1.27
School of Tourism and Hotel Management	1	1.27
Faculty of Economics and Administrative Sciences	1	1.27
Total	79	100

Source: Prepared based on Table 4 of the 2024 Higher Education Institutions Examination (YKS) Higher Education Programs and Quotas Guide published by the Measurement, Selection and Placement Center (ÖSYM). <https://www.osym.gov.tr/TR,29532/2024-yuksekokretim-kurumlari-sinavi-yks-yuksekokretim-programlari-ve-kontenjanlari-kilavuzu.html>

An analysis of Table 1, which examines the administrative structures of institutions providing Bachelor's education in the field of tourism at public universities in Türkiye, reveals that tourism education is organized within 12 distinct administrative frameworks, with faculties comprising 64.56% of the total, thus taking the lead.

Table 2: *The Departments and Quota Numbers of Institutions Offering Bachelor's Education in Field of Tourism at Public Universities in Türkiye*

Department Name	Number of Departments / %	Quota / %
Gastronomy and Culinary Arts	60 /32.79	3584/36.82
Tourism Management	52/28.42	2496/25.64
Tourism Guidance	37/20.22	2031/20.87
Tourism Management (English)	7 /3.83	365/3.75
Recreation Management	23 /12.57	1041/10.70
Travel Management	1/0.55	37/0.38
Food and Beverage Management	2 /1.09	118 /1.21
Travel Management and Tourism Guidance	1/0.55	59/0.61
Total	183	9731

Source: Prepared using Table 4 from the 2024 Higher Education Programs and Quotas Guide published by the Student Selection and Placement Center (ÖSYM)

Table 2, which examines the departments and quotas of institutions offering undergraduate education in tourism at public universities in Türkiye, reveals that tourism education is organized under eight different departments, with a total quota of 9731. Among the 183 departments offering Bachelor's tourism education in Turkish public universities, 60 of them (32.79%) are in the field of Gastronomy and Culinary Arts, which accounts for 36.82% of the total quota. This department is followed by Tourism Management with 52 departments (28.42%) and Tourism Guiding with 37 departments (20.22%).

In the second phase of the study, based on the data obtained from Table 4 of the 2024 Higher Education Programs and Quotas Guide, published by the Measurement, Selection and Placement Center (ÖSYM), official websites of higher education institutions offering Bachelor's tourism education in public universities in Türkiye were reviewed to identify the institution administrators. Additionally, tables were created based on the information available in the Council of Higher Education (YÖK) Academic Database, which included the academic backgrounds (Bachelor's, master's, and doctoral degrees) and the areas of associate professorships of the deans/department heads. Furthermore, findings related to the gender of the deans/department heads were also presented in the second phase of the study.

Table 3: *Bachelor's, Master's, Doctorate Graduation Fields, and specialization for associate professorship of Deans/Directors*

Bachelor's Degrees Graduation Field	f	%	Master's Degrees Graduation Field	f	%	Doctoral Graduation Field	f	%	Associate Professorship Field	f	%
Tourism Management and Hospitality	15	18.99	Tourism Management and Hospitality	7	9.21	Tourism Management	11	13.92	Tourism	27	36.00
Tourism Management Education	3	3.80	Tourism Management	9	11.84	Tourism Management and Hospitality	4	5.06	Marketing	7	9.33
Accommodation Management	2	2.53	Tourism Management Education	5	6.58	Tourism Management Education	6	7.59	Food Science and Engineering	4	5.33
Tourism Guiding	1	1.27	Business Administration	8	10.53	Economics	9	11.39	Macroeconomics	4	5.33
Tourism Management	1	1.27	Economics	6	7.89	Business Administration	8	10.13	International Relations	2	2.67
Business Administration	9	11.39	Food Engineering	5	6.58	Food Engineering	6	7.59	History	2	2.67
Accounting and Trade Education Department	5	6.33	Finance	3	3.95	International Relations	2	2.53	Chemistry	2	2.67
Economics	4	5.06	Geography	2	2.63	Geography	2	2.53	International Economics	2	2.67
Public Administration	4	5.06	International Relations	2	2.63	Management and Organization	2	2.53	Computer Science and Computer Engineering	2	2.67
Food Engineering	4	5.06	Production Management and Marketing	2	2.63	History	2	2.53	Management and Organization	2	2.67
Finance	3	3.80	Management and Organization	2	2.63	Sports Sciences	2	2.53	Local Government, Urban and Environmental Policies	1	1.33
International Relations	3	3.80	Public Administration	2	2.63	Public Relations and Advertising	1	1.27	Accounting	1	1.33
Geography	2	2.53	History	2	2.63	Local Governments and Decentralization	1	1.27	Regional Studies	1	1.33

Table 3 (*Continued*)

Bachelor's Degrees Graduation Field	f	%	Master's Degrees Graduation Field	f	%	Doctoral Graduation Field	f	%	Associate Professorship Field	f	%
Chemistry	2	2.53	Sports Sciences	2	2.63	Accounting-Finance	1	1.27	Educational Sciences	1	1.33
Sports Sciences	2	2.53	International Security	1	1.32	Computer Engineering	1	1.27	Production and Operations Management	1	1.33
History	2	2.53	Accounting and Finance	1	1.32	Finance	1	1.27	Econometrics	1	1.33
Educational Sciences	1	1.27	Marketing	1	1.32	History and Arts of Islam	1	1.27	History of Islamic Arts	1	1.33
Security sciences	1	1.27	History of Islamic Arts	1	1.32	Statistics	1	1.27	Forest Engineering	1	1.33
Statistics	1	1.27	Econometrics	1	1.32	Educational Sciences	1	1.27	Sports Sciences	1	1.33
Computer Engineering	1	1.27	Educational Sciences	1	1.32	Biochemistry	1	1.27	Communication Studies	1	1.33
Industrial Engineering	1	1.27	Biochemistry	1	1.32	Forest Engineering	1	1.27	Political Science	1	1.33
Theology	1	1.27	Forest Engineering	1	1.32	Electrical-Electronics Engineering	1	1.27	Recreation	1	1.33
Forest Engineering	1	1.27	Office Management Education	1	1.32	Foreign Language Education	1	1.27	Fine Arts	1	1.33
Electrical-Electronics Engineering	1	1.27	Electrical-Electronics Engineering	1	1.32	Political Science and Social Sciences	1	1.27	Biology	1	1.33
Dairy Technology	1	1.27	Language and Literature	1	1.32	Mathematics	1	1.27	Journalism and Media Studies	1	1.33
Language and Literature	1	1.27	Radio, Television and Cinema	1	1.32	Art and Design	1	1.27	Political Life and Institutions	1	1.33
Fine Arts	1	1.27	Biology Education	1	1.32	Biology	1	1.27	History of Arts	1	1.33
Biology	1	1.27	Sociology	1	1.32	Research Methods	1	1.27	Primary School Mathematics Education	1	1.33
Sociology	1	1.27	Money and Banking	1	1.32	Chemistry	1	1.27	Math	1	1.33
History of Art	1	1.27	History of Art	1	1.32	History of Art	1	1.27	Social Policy	1	1.33
Mathematics and Natural Sciences	1	1.27	Mathematics	1	1.32	Primary School Mathematics Education	1	1.27	Finance	1	1.33
Mathematics	1	1.27	Home Economics	1	1.32	Home Economics	1	1.27			
Family and Consumer Sciences	1	1.27	Computer Sciences	1	1.32						
Total	79	100		76*	100		79	100		75**	100

Source: Compiled using information obtained from the official websites of the respective academic units and the Council of Higher Education (YÖK) Academic Database. <https://akademik.yok.gov.tr/AkademikArama/>

*Due to integrated doctoral programs, the master's degrees information of 3 deans/directors is not available.

**Four current directors of higher education schools do not hold the title of associate professor.

Based on the data presented in Table 3, it was found that approximately 27.86% of the 79 deans/directors serving in public universities Bachelor's education in the field of tourism in Türkiye graduated from a Bachelor's program directly related to tourism. Among those not holding a tourism-related Bachelor's degrees, the highest proportions are observed in the fields of Business Administration (11.39%), Accounting and Commercial Education (6.33%), Economics (5.06%), Public Administration (5.06%), and Food Engineering (5.06%), respectively. Overall, it is concluded that approximately 71.14% of the deans and directors at institutions offering undergraduate tourism education at public universities in Türkiye hold Bachelor's degrees in fields not directly related to tourism.

According to Table 3, it has been determined that approximately 27.63% of the deans/school directors employed at public universities in Türkiye Bachelor's level education in the field of tourism hold a master's degrees in a tourism-related program. Among the remaining administrators, the highest proportions of graduate degrees obtained outside the tourism field are in Business Administration (10.53%), Economics (7.89%), and Food Engineering (6.58%), respectively. In total, the data indicate that approximately 72.37% of the 79 deans and school directors at these institutions have not completed a graduate program directly related to tourism.

According to Table 3, it has been determined that approximately 26.57% of the 79 deans/school directors hold a doctoral degrees in a tourism-related field. Among those without a tourism doctorate, the highest proportions are in Economics (11.39%), Business Administration (10.13%), and Food Engineering (7.59%), respectively. Overall, the findings indicate that approximately 73.43% of the 79 deans and school directors currently serving do not hold a doctoral degrees in tourism.

Moreover, according to Table 3, 36% of the deans and school directors hold an associate professorship in the field of tourism. Among those with associate professorships in fields other than tourism, the highest proportions are in Marketing (9.33%), Food Sciences and Engineering (5.33%), and Macroeconomics (5.33%), respectively. Table 3 indicates that 64% of the deans/school directors hold an associate professorship in a discipline outside the field of tourism.

Table 4: *Distribution of Deans/Directors by Gender*

Gender	f	%
Male	63	79.75
Female	16	20.25
Total	79	100

Source: It has been prepared using the official websites of public universities in Türkiye that offer Bachelor's programs in tourism.

Findings regarding the gender of the relevant administrators were also obtained by scanning the official websites of higher education institutions offering Bachelor's programs in tourism at public universities in Türkiye. According to Table 4, it was found that 79.75% of the 79 deans/department heads are male, while 20.25% are female administrators.

5. Conclusion and discussion

In this study, the structural characteristics of higher education institutions offering Bachelor's programs in tourism at public universities in Türkiye, as well as the educational profiles of the deans and department heads working at these institutions, were analyzed.

The study findings reveal that tourism education at the Bachelor's level is offered in a total of 79 departments across 73 different public universities in Türkiye. It was determined that 64.56% of these departments are organized under the umbrella of Tourism Faculties. In contrast, the remaining departments operate under various administrative structures such as vocational schools and faculties of applied sciences. This suggests that tourism education has been largely institutionalized within faculties, indicating a growing trend towards academicization in the field of education.

The study also evaluated the distribution of departments and quotas for tourism education at the undergraduate level. According to the findings, the Gastronomy and Culinary Arts departments have surpassed other departments both in terms of the number of departments and the distribution of quotas. This development reflects the growth of the gastronomy sector in recent years and the societal demand for this field, which has also influenced tourism education. Traditional departments such as Tourism Management and Tourism Guidance maintain their significance; however, they have not experienced the same rapid growth as the Gastronomy departments.

One of the significant findings of the research is the educational profiles of the deans and directors. The data obtained shows that only approximately a quarter of the administrators have received education directly in the field of tourism at 27.86% Bachelor's level, 27.63% master's level, and 26.57% doctoral level. Additionally, it has been determined that only 36% of the administrators hold the title of associate professor in the field of tourism. These findings reveal that a significant portion of the academics in administrative positions at institutions providing tourism education come from various disciplines such as business, economics, public administration, and food engineering. While this diversity has the potential to bring in different perspectives, it also raises concerns about the potential lack of specialized knowledge and experience directly focused on the tourism sector.

The purpose of tourism education is to provide the sector with qualified human resources; therefore, it is of great importance that the managers in this field possess sector-specific knowledge and experience. The fact that the managers have been educated in areas outside of tourism may present disadvantages in terms of curriculum development, meeting sectoral expectations, and student competencies. Indeed, as emphasized in the literature (Akoğlu Kozak, 2009; Temizkan & Behremen, 2017; Tuna, Tamer & Akça, 2024), it is considered a crucial requirement for enhancing the quality of tourism education that academic staff with direct expertise in tourism are involved. The findings revealed that approximately 79.75% of the managers are male, and 20.25% are female.

Based on the findings, the following conclusions can be drawn regarding the administrative structures and managerial profiles of institutions providing Bachelor's tourism education in public universities in Türkiye:

- The majority of tourism education institutions have institutionalized within faculty structures.

- Among the departments, Gastronomy and Culinary Arts have shown a significant rise in recent years.
- A significant number of the managers hold degrees in disciplines unrelated to tourism, which may have a detrimental effect on the quality of education.

Considering the dynamic nature of tourism education and its direct relationship with the sector, it is believed that future studies should be conducted in a more in-depth manner across various dimensions. In this context, the following recommendations may be instructive for the future researchs:

Including Foundation Universities in Future Research: This study focuses solely on public universities. Future research could encompass tourism education provided by foundation universities, allowing for a more comprehensive evaluation.

- **Analysis of Temporal Trends:** A longitudinal analysis could be conducted to examine the temporal changes in the profiles of tourism education managers, as well as the professionalization process in the sector and the transformation of academic staff.
- **Development of Qualitative Research:** In-depth interviews with managers could provide a more detailed understanding of their perspectives on the sector and tourism education, their management philosophies, and the challenges they face.
- **Tourism Education and Graduate Quality Relationship:** Empirical studies could be conducted to explore the potential relationship between the educational profiles of institutional managers and the professional success of graduates. This would enable the measurement of how managerial education levels impact student outcomes.
- **Examination of the Administrative Impact on Curriculum:** Research could focus on how the expertise of academic managers influences curriculum structures within tourism departments.
- **International Comparative Studies:** The profiles of tourism education managers in Türkiye can be compared with those from similar institutions in European Union countries, the United States, or developing countries, providing an international perspective.

Future studies aligned with these recommendations are expected to make significant contributions to tourism education and the development of qualified human resources.

6. Ethical aspects of the research

If the research does not require Ethics Committee permission,

I declare that this research is one of the researches that does not require ethics committee permission

No ethics committee report was required due to the method used in the research.

7. Conflict of interest declaration

I declare that there are no material or other substantive conflicts of interest in this study that could influence the results or interpretations.

8. Contribution rate

This study was conducted by a single author.

9. Copyright Declaration

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