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Education Profile of Akademik Staff Teaching in The Department of Tourism Management in Türkiye

Türkiye’ de Turizm İşletmeciliği Bölümünde Eğitim Veren Akademik Personelin Eğitim Profili

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Abstract: The principal objective of the study is to conduct a comprehensive analysis of the educational profiles of academic staff engaged in the delivery of undergraduate programmes in tourism management at public and foundation universities in Türkiye. In the process of data collection, the descriptive survey method, which is one of the qualitative research methods, was employed. The data for this study were obtained from the academic website of the Council of Higher Education (YÖK) and the official web pages of the relevant universities. The analysis of the collected data revealed that there are a total of 555 academic staff members employed at 72 universities with tourism management departments across Türkiye. The study findings indicated that the majority of these academic staff members received their education in the field of tourism. The remaining academic staff members have backgrounds in diverse fields, including business administration, economics, sociology, psychology, environmental sciences, gastronomy and culinary arts.

Keywords: Education Profile, Academic Staff, Tourism Education, Tourism Management, Türkiye

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Öz: Çalışmanın temel amacı, Türkiye’deki devlet ve vakıf üniversitelerinde turizm işletmeciliği lisans programlarında görev yapan akademik personelin eğitim profillerini detaylı bir şekilde analiz etmektir. Veri toplama sürecinde nitel araştırma yöntemlerinden betimsel tarama yöntemi kullanılmıştır. Araştırmanın verileri Yükseköğretim Kurulu (YÖK) Akademik web sitesi ile ilgili üniversitelerin resmi internet sayfalarından elde edilmiştir. Toplanan verilerin analizi sonucunda, Türkiye genelinde turizm işletmeciliği bölümü bulunan 72 üniversitede görev yapmakta olan toplam 555 akademisyenin olduğu belirlenmiştir. Çalışmada akademik personelin büyük çoğunluğunun turizm alanında eğitim aldığı belirlenmiştir. Diğer akademik personelin eğitim alanları ise işletme, iktisat, sosyoloji, psikoloji ve çevre bilimleri, gastronomi ve mutfak sanatları gibi farklı bölümlerdir.

Anahtar Kelimeler: Eğitim Profili, Akademik Personel Turizm Eğitimi, Turizm İşletmeciliği

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1. Introduction

In today's world, rapid change and development in global dynamics lead to significant transformations in the tourism sector (Wolf, 2004; Buhalis and Costa, 2005; Jones, 2005). The most obvious reflections of these changes are observed in employment and income levels. Especially in recent years, there has been a serious contraction in the sector due to the Covid-19 pandemic, but a partial recovery process has been observed as of 2021. The World Travel and Tourism Council (WTTC) produces reports on the economic and employment impact of travel and tourism for 185 countries/economies and 25 geographical or economic regions around the world. According to the World Travel and Tourism Council's (WTTC) latest annual survey, the contribution of the travel and tourism sector to global Gross Domestic Product (GDP) in 2023 increased by 23.2% to \$9.9 trillion, accounting for 9.1% of global GDP. This figure was only 4.1 per cent below the 2019 level. In terms of employment, the sector created 27 million new jobs in 2023, totalling around 330 million people. This represents an increase of 9.1 per cent from 2022 and is only 1.4 per cent below the 2019 level. According to WTTC's 2024 Economic Impact Study, the global economic contribution of the travel and tourism sector is expected to reach an all-time high of \$11.1 trillion in 2024. This means that the sector will generate one in every 10 dollars worldwide. In addition, international visitor spending is projected to reach \$1.89 trillion in 2024, and domestic tourist spending is expected to reach record highs of \$5.4 trillion. Projections for the next 10 years show that the sector will contribute \$16 trillion to the global economy by 2034, accounting for 11.4 percent of the total economic landscape and employing 449 million people worldwide (www.wttc.org, 2024). In order for this increase to continue and for the tourism sector to continue its development, infrastructure, superstructure and then complementary touristic investments are also required. These investments alone are not sufficient to fully increase the quality of the service sector. Therefore, investments should also be made in human resources. Because tourism sector is an abstract concept. For this reason, the training to be provided for the service to be provided should be given and taught by qualified and qualified people. Personnel working in the tourism sector should receive a good vocational training (Qoura and Khalifa, 2016). Every product produced in the tourism sector should be presented to the consumption of guests with the lowest margin of error. For this reason, every training and information given is a return. Educators who will train the personnel who will serve the tourism sector should be well trained in their professional groups. It is inevitable that the primary task to be done in order to increase the contribution of the tourism sector to the economy is to train qualified personnel. The comments and ratings developed with the aim of increasing the preferability of the guests with the competition in the tourism sector include the issues of cleanliness, food and beverage in the establishments and the fact that the personnel are trained and friendly. As a result of the comments made, the desire to be selected and purchased in the potential market increases. The biggest efforts to support this situation are to have conscious and trained personnel in the businesses. Courses and trainings are given in certain institutions and organisations in order to train trained personnel. The aim of these trainings is to provide basic tourism education to the personnel who will work in the sector, to instil tourism awareness in employees, to ensure the development of the sector with trained personnel and to bring qualified personnel to the sector in line with the needs of the tourism sector (Özgit and Çağlar, 2015). In this context, the main purpose of tourism management departments is to provide the sector with qualified managers and employee candidates. Qualified education has an important effect on ensuring quality standards in the sector and achieving success of enterprises (Özgit and Çağlar, 2015). The quality and content of education directly affect the competitiveness of the tourism sector and its contribution to economic growth. Qualified tourism education provided at the undergraduate level enables the training of more efficient managers and employees in the sector, and contributes to the development of the tourism sector by positively affecting individuals' interest in professional knowledge and attitude towards orientation programmes with the increase in the level of education (Boylu and Arslan, 2014; Baltacı and Üngüren, 2010). These education programmes meet the qualified human resources required in the sector by training individuals specialised in areas such as tourism management, hotel management, accommodation, travel and food and beverage management. In this context, the responsibility of scientific research and high level of education and training imposed on faculties by the Higher Education Law No. 2547 is also compatible with the goal of providing qualified personnel to the sector (Ivana and Laškarin, 2023.).

It can therefore be said that the investments made in tourism education, the academics trained and employed, and the efforts made have not yielded the expected returns. Considering that the tourism system is based on three components: 1-the sector, 2-the ministry in charge of tourism representing the state, and 3-the educational institutions, it is important that tourism graduates participate in these three basic components and especially in the decision-making mechanisms

. Among these 3 main components

- It has been stated above based on the literature that the proportion of tourism graduates among those working in the tourism sector is quite low and the sector is dominated by people who have not received tourism education(Temizkan and Behremen 2017).
- The proportion of tourism graduates employed in the central and provincial organisations of the Ministry of Culture and Tourism, which is responsible for tourism, is also very low(Temizkan and Behremen 2017).
- The tourism teaching component at higher education level also has some problems. One of the main problems is that a significant portion of the academics and administrators working in tourism higher education institutions do not have a tourism diploma. In the recruitment of academic staff to tourism education institutions, it can be said that the recruitment of those with diplomas from other fields instead of those with tourism diplomas causes serious negativities and low performance in the quality of the institutions. In addition, the fact that the tourism diploma is not taken seriously and the occupation of the field may cause students to make inquiries that will reduce their commitment to their field (Airey and Tribe, 2000; Morrison and O'Mahony, 2003).

This study, which analyses the current situation of academic staff working in tourism management departments at undergraduate level in Türkiye, aims to shed light on various controversial issues in the sector. It aims to provide a comprehensive review that will guide decision-making institutions such as the Higher Education Council (YÖK) for more effective planning and development of tourism education at higher education level in Türkiye. The study examined the bachelor's, master's and doctoral levels of academic staff working in higher education institutions in the field of tourism management. It will show how many of the academics come from the field of tourism and how many of them are graduates from a field other than tourism. In addition, it will be determined in which non-tourism fields academics work in tourism departments. The results of this study can be used as an important reference for strategic decisions regarding tourism education in Türkiye.

2. Literature

A review of the literature reveals no studies that examine the profiles of academics working in the tourism management department in Türkiye. However, studies conducted to determine the profiles of academics who provide tourism education in Türkiye are included in the literature. This study encompasses academics working in tourism management departments in Türkiye, and thus, prominent studies on tourism education in Türkiye are also included in the literature.

The most pertinent study to this one is that conducted by Tuna et al. The study determined that 60.5% of the academic staff whose graduation information was accessed completed their bachelor's degree, 58.8% completed a master's degree, and 58.2% completed a doctorate degree in the field of tourism. The data was obtained from the website of the Higher Education Council (YÖK). Conversely, it was established that 33.6% of the academic staff had not received any education in the field of tourism, while 36.2% had completed their bachelor's, master's, and doctorate degrees in this area. It was indicated that academics who had graduated from the fields of business administration and food engineering/food department were employed in institutions of tourism education after having pursued careers in these other disciplines. Similar to Demirtaş's (2022) study, these results are intended to provide a profiling of the fields of education of academic staff working in the relevant field. In Demirtaş's study, 660 female academics were examined

and it was determined that 46% of the academic works were published by academics with the titles of 'Professor Dr.' and 'Associate Professor Dr.'.

In terms of academic profiles, Can and Ceylan (2022) examined the educational profiles of academicians working as managers in undergraduate tourism departments. The data in the study were obtained from YÖK Academic website and the websites of the relevant universities. According to the results, 31.2% of the bachelor's degrees, 34% of the master's degrees and 27.6% of the doctoral degrees of deans and directors are directly related to the field of tourism science. In terms of assistant deans and deputy directors, these rates are as follows: 65.6% bachelor's degree, 53.9% master's degree and 56.8% doctorate. Finally, the distribution of department heads directly related to the field of tourism is 71.1% for bachelor's degree, 66.4% for master's degrees, and 62% for doctorate. Another study conducted in the field of tourism is Temizkan and Behremen (2017), which aims to reveal the profiles of tourism academics, examined the situation of academics working in schools providing higher tourism education and emphasised that there are obstacles for academics who graduated from the field of tourism to become administrators and that the number of academics and associate professors who have completed their doctorate in the field of tourism should increase. Arslan et al. (2021) investigated the perceptions of academics towards tourism education and revealed that academics working in the field of tourism see the potential of tourism education to create employment and awareness as low.

Other studies on the profiles of academics working in sub-disciplines such as tourism guidance, gastronomy and culinary arts, and food and beverage management also reveal the development and diversity of the field. Baytok et al. (2019) included 196 academic staff in tourism guidance departments in 32 faculties and colleges in Türkiye and 75 in tourist guidance programmes in 28 vocational colleges, a total of 271 academic staff in their study. It was revealed that assistant professor stand out with 34.7% as academic title. In the study, firstly, ÖSYM's 2018 preference guide was examined and the faculties, colleges and vocational schools that currently accept students for the departments and programs within the scope of the study in the 2018-2019 academic year and the universities to which they belong were determined. Secondly, the websites of the universities, academic information or data management systems and YÖK Academic database were scanned. For academic staff whose information could not be reached, the student affairs or administrative secretaries of the relevant institutions were interviewed. Arslantürk et al. (2016) examined the tourist guiding programmes and their quotas in Türkiye between 2007 and 2016 and determined that 112 academic staff were working in 21 tourist guiding programmes as of 2016. Doğançılı and Karaçar (2018) examined the YÖK profiles of academics working in tourism guidance departments as of January 2018 and examined 118 academic staff in terms of various parameters. Aylan and Başoda (2018) conducted a two-dimensional evaluation, structural and geographical, of the academic staff working in 41 of the 48 tourist guidance undergraduate programs in Türkiye as of March 2018 and found that there are 201 academicians in 46 universities in 39 provinces in Türkiye. Similarly, Demirbulat et al. (2018) examined the CVs of academics working in tourism guidance departments at the undergraduate level in Türkiye and stated that there were 137 academic staff in 24 faculties/schools as of March 2018. As a common point in these studies, it was concluded that the majority of academic staff did not graduate from tourism/tourist guiding departments; in other words, they did not receive education in the field they were trained in. Finally, Ceylan and Padır (2022) found that 61 (24%) of the academicians working in tourist guidance departments had bachelor's and associate's degrees in travel management and tourism guidance, travel management and tourism guidance teaching, and tourist guidance and tourism guidance. In addition, it was determined that 138 (55%) of them had undergraduate education related to the field of tourism.

In the studies conducted on the academicians of the department of gastronomy and culinary arts, Deveci et al. (2020) stated that 58.43% of the academicians received their bachelor's, 55.55% master's and 45.67% doctorate degrees in the field of tourism. In addition, it was determined that 39.50% of these academics completed their bachelor's, master's and doctorate degrees in the field of tourism. It was determined that the most common educational background other than this field was food engineering with 15%. Semint and Özbay's (2021) study also supports these results and shows that 33% of 406 academics have a degree in tourism, 24% in food engineering and 14% in gastronomy. In their study, Bişiren and Gençer (2023) examined the education programmes of the academicians in the executive staff of the colleges and faculties

to which gastronomy and culinary arts programmes in state and foundation universities are affiliated. As a result of the research, it was seen that the gastronomy and culinary arts department is located in the colleges/faculties of art and design, fine arts, tourism and applied sciences, and that 24.18% of the heads and vice heads of the department are mostly managers with tourism, food engineering and business administration education, and 24.18% of them have doctorate degrees from different departments. While this situation is 18,06% in the postgraduate education of academicians, food engineering, tourism management, and hotel management, accommodation management departments are in the first place in undergraduate education. The rate of managers who have undergraduate education in different departments is 26.04%.

In studies on the profiles of academics working in food and beverage departments, Temizkan et al. (2018) found that 5.4% of the 369 academics examined in the study conducted by Temizkan et al. (2018) received bachelor's degrees from departments such as gastronomy, food and beverage management, and culinary education; 20.9% graduated from tourism-related programmes; 3.5% received a master's degree in food and beverage, 17.3% in tourism; 1.1% in food and beverage, and 12.2% in tourism. These studies provide important data on the profile of academic staff working in the sub-disciplines of tourism education in Türkiye and reveal the educational diversity of the field.

These studies in the literature have focused on examining the profiles of academics working in certain departments in tourism. As emphasised by Baytok et al. (2019), the increase in the number of tourism education programmes brings with it the need for qualified human resources to be recruited to academic positions and to make a career in this field. Accordingly, examining the educational and professional profiles of academic staff at regular intervals allows for a comprehensive analysis of the current situation and is critical for monitoring the changes and developments that determine the direction of the field (Tuna et al., 2024). In this study, it is aimed to determine the educational profiles of academic staff working in tourism management departments in public and foundation universities in Türkiye. This analysis aims to contribute to the evaluation of structural problems related to qualified human resources in the field of tourism education and future development goals.

3. Method

The aim of this study is to examine the academic backgrounds of academicians working in tourism management departments in higher education institutions at the undergraduate level in Türkiye. In line with this purpose, it is aimed to determine the professional formation, education, and training backgrounds of academicians teaching in the field of tourism management related to the departments in which they work and teach. This research is field research and designed with the survey model. Only academics working in the undergraduate tourism management departments of universities were included in the study.

Firstly, the 2024 YKS (Higher Education Institutions Examination) Higher Education Programmes and Quotas Guide' was examined, and the list of faculties and colleges that accept students to the tourism management department in the 2023-2024 academic year was prepared. According to this list, the names of the academicians were reached by scanning the websites of the relevant faculties and colleges. The YÖK Academic system was used to access the CVs of the academicians. The YÖK Academic system provides electronic access to personal academic information and scientific/academic activities of academics working in Turkish higher education institutions. The data collection process was carried out between 10 September and 30 September 2024. The data obtained were analysed by percentage and frequency analyses. As of the specified date, the population of this study consists of academics of tourism management departments in 72 faculties/schools in Türkiye. However, one of the most important limitations of the study is that the academic CVs of some academics could not be accessed through both YÖK Academic and the websites of the institutions they work for.

4. Finding

As a result of the literature review, no study was found in which the educational status of the academic staff teaching in the department of tourism management at the undergraduate level was examined. With this study, the current information on tourism management and academic staff has been examined in detail, compared with the past period and suggestions for the future have been presented. It is thought that the study will contribute to the relevant literature with the results obtained and the suggestions presented.

In state and foundation universities in Türkiye, tourism education at undergraduate level is provided in gastronomy and culinary arts, recreation management, travel management/travel management and tourism guidance, tourism management, tourism guidance, food and beverage management and hotel management departments, and tourism education at associate degree level is provided in cookery, catering services, tourism animation, tourist guidance, tourism and hotel management, tourism and travel services, health tourism management, cultural heritage and tourism, pastry and bakery programmes (Tuna et al., 2024).

According to the information in the Higher Education Programmes and Quotas Guide for 2024 published by ÖSYM (Student Selection and Placement Centre for Higher Education), there are a total of 72 universities in Türkiye offering undergraduate tourism management education. 64 of these universities are state universities and 8 are foundation universities. There are 49 Faculties of Tourism, 5 Faculties of Applied Sciences, 7 Faculties of Economics and Administrative Sciences, 6 Faculties of Business Administration and 2 Faculties of Commercial Sciences, 1 School of Tourism Management and Hotel Management, 1 Faculty of Management Sciences and 1 School of Applied Technology and Business Administration (YÖK, 2024).

Table 1: Distribution of Academic Staff in the Department of Tourism Management in Türkiye by Title and Gender

University Name	Faculty/Co Name	Professor			Associate Professor			Doctor Faculty Member			Lecturer			Research Assistant			General Total		
		E	K	T	E	K	T	E	K	T	E	K	T	E	K	T	E	K	T
Adana Alparslan Türkeş Science And Technology University	Faculty of Economics, Administrative and Social Sciences	-	-	-	3	-	3	2	1	3	-	-	-	1	-	1	6	1	7
Adiyaman University	Faculty of Tourism	-	1	1	-	-	-	-	-	-	1	1	2	2	-	2	3	2	5
Afyon Kocatepe University	Faculty of Tourism	2	-	2	1	1	2	1	-	1	-	-	-	-	1	1	4	2	6
Akdeniz University	Manavgat Tourism Faculty	1	-	1	1	1	2	1	-	1	-	-	-	-	1	1	3	2	5
Akdeniz University	Serik Faculty of Business	-	-	-	2	2	4	-	1	1	-	-	-	-	-	-	2	3	5
Akdeniz University	Faculty of Tourism	6	2	8	-	1	1	1	2	3	1	1	2	1	3	4	9	9	18
Aksaray University	Faculty of Tourism	-	-	-	1	-	1	1	-	1	-	-	-	-	-	-	2	-	2
Alanya Alaaddin Keykubat University	Faculty of Tourism	2	-	2	3	1	4	1	3	4	-	-	-	1	-	1	7	4	11
Alanya University (FOUNDATION)	Faculty of Economics, Administrative and Social Sciences	-	-	-	-	-	-	1	3	4	-	-	-	1	-	1	2	3	5
Anadolu University	Faculty of Business	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Anadolu University	Faculty of Tourism	3	3	6	2	2	4	1	4	5	3	-	3	1	1	2	1	1	2-
Ankara Hacı Bayram Veli University	Faculty of Tourism	5	3	8	1	1	2	-	2	2	-	-	-	2	1	3	8	7	15
Antalya Bilim University(FOUNDATION)	Faculty of Tourism	-	-	-	1	-	1	2	3	5	-	-	-	1	1	2	4	4	8
Ataturk University	Faculty of Tourism	1	-	1	-	1	1	2	1	3	-	-	-	-	2	2	3	4	7
Atilim University(FOUNDATION)	Faculty of Business	1	1	2	1	-	1	-	-	-	-	-	-	2	-	2	4	1	5
Aydin Adnan Menderes University	Faculty of Tourism	2	1	3	1	2	3	-	1	1	-	1	1	2	-	2	5	5	1-

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Balikesir University	Burhaniye Faculty of Applied Sciences	-	1	1	2	2	4	-	-	-	-	-	-	1	-	1	3	3	6
Balikesir University	Faculty of Tourism	5	1	6	1	-	1	1	2	3	-	-	-	-	1	1	7	4	11
Bartın University	Faculty of Economics and Administrative Sciences	-	-	-	1	-	1	1	1	2	-	-	-	-	-	-	2	1	3
Başkent University(FOUNDATI ON)	Faculty of Commercial Sciences	-	1	1	-	1	1	-	2	2	-	-	-	-	2	2	-	6	6
Batman University	Faculty of Tourism	1	-	1	1	1	2	1	-	2	-	-	-	-	1	1	3	2	5
Bilecik Şeyh Edebali University	Faculty of Applied Sciences	-	-	-	-	1	1	1	2	3	-	-	-	1	-	1	2	3	5
Bitlis Eren University	Kanik School of Applied Sciences	-	-	-	-	-	-	2	1	3	-	-	-	1	2	3	3	3	6
Bosphorus University	Faculty of Management Sciences	-	2	2	1	2	3	-	2	2	2	-	2	1	2	3	4	8	12
Bolu Abant İzzet Baysal University	Faculty of Tourism	1	1	2	2	-	2	-	1	1	-	-	-	-	-	-	3	2	5
Burdur Mehmet Akif Ersoy University	Faculty of Tourism	1	-	1	3	-	3	-	1	1	-	-	-	-	1	1	4	2	6
Çanakkale Onsekiz Mart University	Gökçeada School of Applied Sciences	-	-	-	-	-	-	2	2	4	-	-	-	-	-	-	2	2	4
Çanakkale Onsekiz Mart University	Faculty of Tourism	3	1	4	1	1	2	1	1	2	1	-	1	-	2	2	6	5	11
Cankiri Karatekin University	Faculty of Tourism	-	-	-	2	-	2	1	-	1	-	-	-	-	-	-	3	-	3
Cukurova University	Kozan School of Business	1	-	1	-	-	-	-	2	2	1	1	2	-	-	-	2	3	5
Dokuz Eylül University	Faculty of Business	1	5	6	1	1	2	-	1	1	-	-	-	2	-	2	4	7	11
Dokuz Eylül University	Faculty of Tourism	2	1	3	1	-	1	2	2	4	-	-	-	-	1	1	5	4	9
Dokuz Eylül University	School of Applied Sciences	-	-	-	1	3	4	-	1	1	1	-	1	-	-	-	2	4	6
Duzce University	Akçakoca School of Tourism And Hotel Management School	1	-	1	2	-	2	5	2	7	-	-	-	1	1	2	9	3	12
Ege University	Cesme Tourism Faculty	1	1	2	-	1	1	1	1	2	2	-	2	1	-	1	5	3	8
Erciyes University	Faculty of Tourism	2	-	2	-	-	-	1	-	1	-	-	-	2	1	3	5	1	6
Eskisehir Osmangazi University	Faculty of Tourism	3	-	3	1	1	2	4	2	6	1	-	1	1	1	2	1	4	14
Gaziantep University	Faculty of Tourism	1	-	1	1	1	2	1	-	1	-	-	-	-	-	-	3	1	4
Giresun University	Bulancak Kadir Karabaş School of Applied Sciences	-	-	-	2	-	2	1	-	1	-	-	-	-	-	-	3	-	3
Gumushane University	Faculty of Tourism	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	1	-	1
Harran University	Faculty of Tourism	-	-	-	1	-	1	3	1	4	1	-	1	-	-	-	5	1	6
Hasan Kalyoncu University	Faculty of Tourism	-	-	-	-	1	1	1	1	2	-	-	-	-	1	1	1	3	4
Hitit University	Faculty of Tourism	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	1	-	1
Iğdır University	Faculty of Tourism	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	1	1
Isparta University of Applied Sciences	Faculty of Tourism	2	-	2	-	1	1	1	1	2	-	-	-	-	1	1	3	3	6
Iskenderun Technical University	Faculty of Tourism	-	-	-	2	-	2	1	1	2	3	2	5	-	1	1	6	4	1-
Istanbul Beykent University(FOUNDATI ON)	Faculty of Economics and Administrative Sciences	-	-	-	-	1	1	1	2	3	-	-	-	-	2	2	1	5	6
Istanbul Bilgi University(FOUNDATI ON)	Faculty of Applied Sciences	1	-	1	-	-	-	-	2	2	-	-	-	1	1	2	2	3	5
Istanbul Medeniyet University	Faculty of Tourism	1	1	2	2	-	2	1	-	1	-	-	-	-	2	2	4	3	7
Istanbul Nişantaşı University(FOUNDATI ON)	Faculty of Economics, Administrative and Social Sciences	1	-	1	-	-	-	-	-	-	-	-	-	1	-	1	2	-	2
Istanbul University	Faculty of Economics	4	1	5	1	-	1	1	3	4	-	-	-	3	-	3	9	4	13
Izmir Katip Çelebi University	Faculty of Tourism	2	-	2	1	2	3	-	1	1	-	-	-	2	-	2	5	3	8
Karabuk University	Safranbolu Tourism Faculty	2	-	2	1	1	2	-	2	2	-	-	-	1	-	1	4	3	7

Kastamonu University	Faculty of Tourism	1	-	1	1	1	2	4	-	4	-	-	-	1	1	2	7	2	9
Kirklareli University	Faculty of Tourism	1	-	1	2	1	3	-	-	-	-	-	-	1	1	2	4	2	6
Kocaeli University	Faculty of Tourism	1	-	1	-	-	-	2	3	5	-	-	-	2	-	2	5	3	8
Kütahya Dumlupınar University	Tavsanlı Faculty of Applied Sciences	-	-	-	1	-	1	3	1	4	-	-	-	-	-	-	4	1	5
Malatya Turgut Ozal University	Faculty of Social Sciences and Humanities	-	-	-	-	-	-	1	1	2	-	-	-	-	1	1	1	2	3
Mardin Artuklu University	Faculty of Tourism	-	-	-	1	1	2	-	1	1	-	-	-	-	1	1	1	3	4
Mersin University	Anamur School of Applied Technology and Business Administration	1	-	1	-	-	-	2	1	3	-	-	-	-	-	-	3	1	4
Mersin University	Faculty of Tourism	3	1	4	-	2	2	-	-	-	-	-	-	1	2	3	4	5	9
Muğla Sıtkı Koçman University	Fethiye Faculty of Business	-	-	-	-	2	2	2	1	3	-	-	-	2	-	2	4	3	7
Muğla Sıtkı Koçman University	Faculty of Tourism	3	-	3	4	1	5	-	2	2	-	-	-	2	1	3	9	4	13
Necmettin Erbakan University	Faculty of Tourism	4	-	4	2	1	3	1	2	3	1	-	1	1	-	1	9	3	12
Nevşehir Hacı Bektaş Veli University	Faculty of Tourism	-	1	1	1	5	6	-	3	3	1	1	2	1	2	3	3	1	15
Ondokuz Mayıs University	Faculty of Tourism	1	-	1	-	3	3	-	1	1	-	-	-	3	3	6	4	7	11
Pamukkale University	Faculty of Tourism	1	-	1	1	-	1	2	3	5	-	-	-	-	-	-	4	3	7
Recep Tayyip Erdoğan University	Ardeşen Tourism Faculty	-	-	-	2	1	3	1	2	3	-	-	-	1	1	2	4	4	8
Sakarya University of Applied Sciences	Faculty of Tourism	2	-	2	3	-	3	4	-	4	-	-	-	1	-	1	-	-	1-
Selçuk University	Beyşehir Ali Akkanat Tourism Faculty	1	-	1	-	1	1	1	-	1	-	-	1	-	-	-	3	1	4
Selçuk University	Faculty of Tourism	2	-	2	1	1	2	-	2	2	1	-	1	-	-	-	3	4	7
Sivas Cumhuriyet University	Faculty of Tourism	2	-	2	1	2	3	-	1	1	-	-	-	1	-	1	4	3	7
Süleyman Demirel University	Faculty of Economics and Administrative Sciences	1	1	2	1	2	3	-	1	1	-	-	-	2	-	2	4	4	8
Sirnak University	School of Tourism and Hotel Management	-	-	-	2	-	2	-	1	1	-	-	-	1	-	1	3	1	4
Trakya University	Faculty of Applied Sciences	-	3	3	-	2	2	-	-	-	1	1	2	-	1	1	1	7	8
Van Yüzüncü Yıl University	Faculty of Tourism	-	-	-	-	1	1	1	2	3	-	-	-	2	-	2	3	3	6
Yeditepe University(FOUNDATION)	Faculty of Economics and Administrative Sciences	-	2	2	1	1	2	1	-	1	1	-	1	1	2	3	4	5	9
Zonguldak Bülent Ecevit University	Karadeniz Ereğli Tourism Faculty	-	-	-	2	1	3	-	-	-	-	-	-	-	1	1	2	2	4
Total		8	3	1	7	6	1	73	9	16	2	8	3	5	5	1	3	2	55
		3	6	1	4	2	3	6	0	3	3	3	1	6	0	0	0	4	5
				9										6	9	6			

Source: Prepared by the authors from. <https://istatistik.yok.gov.tr/>

Table 1 shows the distribution of academic staff in tourism management departments of universities in Türkiye. This distribution includes the number of professors, associate professors, assistant professors, lecturers, and research assistants. In total there are 555 academic staff with different academic titles. The first striking element in the table is the number of professors and associate professors. Although the numbers of professors and associate professors are generally lower, in some universities these numbers are higher. For example, there are 6 professors at Akdeniz University and more associate professors in different faculties of the same university. This reflects the academic strength and specialisation of the university in the field of tourism. There is also diversity in the distribution on the basis of universities and faculties. While tourism departments in some universities have a larger staff, this number is more limited in some other universities. For example, while Akdeniz University has a total of 18 academic staff, this number varies between 3-5 in other universities. In addition, in some universities, this department is distributed in different faculties. For example, faculties such as 'Faculty of Economics and Administrative Sciences' and 'Faculty of Tourism' provide education in this field. The gender distribution of the academic staff in the

tourism management department is given in Table 2. This information was obtained by the authors from the Higher Education Council (YÖK) website (<https://akademik.yok.gov.tr/AkademikArama/>).

Table 2: Gender Distribution of Academic Staff

Gender	Number	Percentage (%)
Male	309	55,68
Woman	246	44,32
Total	555	100

Source: Prepared by the authors from <https://akademik.yok.gov.tr/AkademikArama/>.

When the gender distribution of the academic staff is analysed in Table 2, it is seen that 55,68% of them are male and 44,32% are female. According to this table, 309 of the total 555 academic staff are male and 246 are female. Table 3 shows the distribution of academic staff according to the type of university they work at.

Table 3: Distribution of Academic Staff by Type of University

University Type	Number	Percentage (%)
State	484	87,21
Foundation	71	12,79
Total	555	100

Source: Prepared by the authors from <https://akademik.yok.gov.tr/AkademikArama/>.

According to Table 3, 87,21% of the academic staff work at state universities and 12,79% work at foundation universities, 484 of the total 555 academic staff work at state universities and 71 of them work at foundation universities. This distribution shows that the majority of academic staff work at state universities. Table 4 shows the gender distribution of academic staff according to the type of university they work in.

Table 4: Gender Distribution of Academic Staff by Type of University

University Type	Male	Woman	Total	Male Percentage (%)	Female Percentage (%)	Total Percentage (%)
State	268	216	484	55,37	44,63	87,21
Foundation	41	30	71	57,75	42,25	12,79
Total	309	246	555	100	100	100

Source: Prepared by the authors from <https://akademik.yok.gov.tr/AkademikArama/>.

According to Table 4, 55,37% of the academic staff working in state universities are male and 44,63% are female, while in foundation universities this ratio is 57,75% for males and 42,25% for females, there are 268 male and 216 female academic staff in state universities and 41 male and 30 female academic staff in foundation universities, in general, the gender distribution is more balanced in state universities and the ratio of male academic staff is higher in foundation universities, Table 5 shows the title distribution of academic staff.

Table 5: Title Distribution of Academic Staff

Title	Number	Percentage (%)
Professor	119	21,44
Associate Professor	136	24,50
Assistant Professor	163	29,37
Lecturer	31	5,59
Research Assistant	106	19,10
Total	555	100

Source: Prepared by the authors from <https://akademik.yok.gov.tr/AkademikArama/>.

According to Table 5, the highest rate in the distribution of academic titles belongs to assistant professor with 29.37%, while the lowest rate is 5.59% for lecturers. Among the 555 academic staff, there are 119 professors, 136 associate professors, 163 assistant professors, 31 lecturers and 106 research assistants. This table shows that assistant professor and associate professor positions are more common in tourism departments. Table 6 shows the gender distribution of academic staff according to their titles.

Table 6: Gender Distribution of Academic Staff by Title

Title	Male	Woman	Total	Male Percentage (%)	Female Percentage (%)	Total Percentage (%)
Professor	83	36	119	69,75	30,25	21,44
Associate Professor	74	62	136	54,41	45,59	24,50
Assistant Professor	73	90	163	44,79	55,21	29,37
Lecturer	23	8	31	74,19	25,81	5,59
Research Assistant	56	50	106	52,83	47,17	19,10
Total	309	246	555	100	100	100

Source: Prepared by the authors from <https://akademik.yok.gov.tr/AkademikArama/>.

According to Table 6, the proportion of men in the professorial staff is 69.75%, while the proportion of women is 30.25%; this shows that men have a higher proportion in the professorial staff. The proportion of women is 55.21%, which is higher than that of men, and the proportion of men is 74.19% in lecturer positions. In research assistants, there is a balanced distribution with 52.83% male and 47.17% female. As the title increases, the proportion of male academic staff increases in general, while the proportion of women is higher in the position of assistant professor. Table 6 shows the distribution of academic staff in terms of their titles according to university types. Table 7 shows the distribution of academic staff according to university types in terms of their titles.

Table 7: Distribution of Academic Staff by Type of University in Terms of Their Titles

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Title	State	Foundation	Total	State Percentage (%)	Foundation Percentage (%)
Professor	103	16	119	86.55	13.45
Associate Professor	115	21	136	84.56	15.44
Assistant Professor	147	16	163	90.18	9.82
Lecturer	30	1	31	96.77	3.23
Research Assistant	91	15	106	85.85	14.15
Toplam	486	69	555	87.56	12.44

Source: Prepared by the authors from <https://akademik.yok.gov.tr/AkademikArama/>.

According to Table 7, state universities constitute the majority of the academic staff in tourism departments. In the title of Professor, state universities are at the forefront with a rate of 86.55%, while this rate is only 13.45% in foundation universities. There is a similar distribution in the associate professor and assistant professor categories, reaching 84.56% and 90.18% respectively in public universities, while these rates are 15.44% and 9.82% in foundation universities. In the lecturer title, the rate is 96.77% in public universities, while this rate decreases to 3.23% in foundation universities. In the position of research assistant, state universities have a clear superiority with 85.85%. In general, a total of 486 academic staff are employed in public universities, while this number is 69 in foundation universities, indicating that public universities are more dominant in terms of academic staff. Table 8 shows the undergraduate graduation fields of academic staff.

Table 8: Undergraduate Graduation Areas of Academic Staff (September, 2024)

Programme	Prof. Dr.	Assoc. Prof.	Assistant Prof.	Research Assistant	Lecturer
Tourism/Tourism Management/Tourism Management Education	14	29	35	46	3
Tourism Management and Hotel Management	29	26	17	7	4
Tourism and Hotel Management	4	14	9	7	-
Hospitality Management/Hospitality Management Education	2	10	18	7	2
Business Administration/Business Administration/Business Education/Business Management	14	26	17	5	4
Economics	5	4	3	1	3
Travel Management	2	2	7	2	-
Tourism/Tourist Guidance	-	3	6	3	-
Foreign Languages Education	3	1	2	-	-
Tourism Management and Hotel Management Teacher Training	5	-	-	-	-
Business-Accounting and Trade Education	4	-	1	-	-
Labour Economics And Industrial Relations	-	2	2	1	-
Travel Management and Tourism Guidance	-	-	2	3	-
Trade Training	4	-	-	-	-
Western Languages and Literatures	1	1	1	-	-
Turkish and Social Sciences Education	1	-	2	-	-
Geography	2	-	-	-	-
Gastronomy and Culinary Arts Department	-	-	-	2	1
Statistics/Statistics and Computer Science	-	-	-	-	2
Political Science And Public Administration	-	1	-	-	1
Sociology	-	1	1	-	-
Econometrics	-	-	2	-	-
Department of American Culture and Literature	-	-	2	-	-

Archaeology and Art History	-	-	1	-	-
Computer Science	-	-	1	-	-
Computer Engineering	-	-	-	-	1
Office Management	1	-	-	-	-
Electronics and Computer Education	-	-	1	-	-
Industrial Engineering	-	-	2	-	-
Home Economics	-	1	-	-	-
Finance and Banking Department	-	1	-	-	-
Civil Engineering	-	-	-	-	1
Gerontology	-	-	-	1	-
Food Engineering	-	-	1	-	-
Deck	-	1	-	-	-
Public Relations and Publicity	-	1	-	-	-
Law	-	-	-	1	-
English Language Bvlimi	-	-	1	-	-
English Language and Literature	-	-	1	-	-
Business Management and Organisation	1	-	-	-	-
Public Administration	1	-	1	-	-
Land Warfare Department	1	-	-	-	-
Chemistry/Chemical Engineering	-	-	-	-	-
Finance	1	-	-	-	-
Translation and Interpreting	-	-	1	-	-
Radio And Television	-	1	-	-	-
Art History	-	-	1	-	-
Travel-Tourism and Entertainment Services	-	-	1	-	-
Civil Air Transport Management	-	1	-	-	-
Aquaculture Engineering	-	-	-	-	1
City And Regional Planning	-	1	-	-	-
Agricultural Mechanisation	-	1	-	-	-
Tobacco Technology Engineering	1	-	-	-	-
Turkish Language and Literature	-	-	1	-	-
Production Management and Marketing	-	1	-	-	-
Travel Management and Tourism Guidance	-	-	-	1	-
Food and Beverage Management	-	-	-	-	1
Management and Organisation	-	1	-	-	-
Total (491)	96	130	140	101	24

Source: Prepared by the authors from <https://akademik.yok.gov.tr/AkademikArama/>.

Table 8 shows the distribution of academic staff in universities in Türkiye according to their undergraduate graduation fields. The highest number of academic staff is in the department of tourism/tourism management education, with a total of 127 academic staff in this field. The Department of Tourism Management and Hotel Management ranks second with 82 academic staff, while the Department of Business Administration/Business Education has 62 academic staff. However, it is noteworthy that some departments are filled with academic staff from fields not directly related to tourism. For example, the presence of academic staff from fields such as economics, sociology, gastronomy, and culinary arts, which require more technical knowledge and are not directly related to tourism, weakens the academic structure of these departments and creates incompatibility with the sector. In addition, the limited number of academic staff even in fields such as travel management and tourism guidance suggests that these fields may have been unnecessarily expanded and that more attention should be paid to fields that require specific expertise. This situation reveals that tourism education should be more academic and industry-oriented. *The undergraduate graduation information of 23 professors, 6 associate professors, 23 assistant professors, 34 research assistants, and 70 lecturers in the table could not be found on the YÖK academic website.* Table 9 shows the master's degree graduation fields of academic staff.

Table 9: Areas of Graduate Studies of Academic Staff (September, 2024)

Programme	Prof. Dr.	Assoc. Prof.	Assistant Prof.	Research Assistant	Lecturer
Tourism/Tourism Management/Tourism Management Education	41	52	70	72	8
Tourism Management And Hotel Management/Tourism Management And Hotel Management Education	11	18	22	7	-
Business / Business Management / Business Management And Organisation	17	20	22	3	7
Economics	5	4	2	-	1
Accounting-Finance	2	4	1	-	-
Tourism and Hotel Management	2	5	4	2	-
Production Management and Marketing/Production Management	2	5	1	1	-
Management-Organisation	2	5	1	1	-
Marketing	2	2	-	-	-
Tourism Management Expertise	2	3	-	-	-
European Union/European Union Law	-	2	1	-	-
Geography / Geography Education	2	-	1	-	-
Statistics	2	-	-	-	1
Public Administration	1	-	2	-	-
Office Management /Office Management Training	2	-	-	-	-
Econometrics	-	-	2	-	-
Gastronomy and Culinary Arts Department	-	-	-	2	1
Public Relations	-	2	-	-	-
English Language Education	-	1	1	-	-
Organisation and Business Policy	2	-	-	-	-
German Language and Literature	-	1	-	-	-
Archaeology and Art History	-	-	1	-	-
European Studies	-	2	-	-	-
Computer Engineering	-	-	-	-	1
Regional and Strategic Studies	-	1	-	-	-
Labour Economics And Industrial Relations	-	-	1	-	-
Maritime Business Management	-	1	-	-	-
History of Religions	-	-	1	-	-
Education Programmes and Instruction	-	1	-	-	-
Home Economics	-	1	-	-	-
Physical Geography	1	-	-	-	-
General Economics	-	-	1	-	-
Food Engineering	-	-	1	-	-
Education Programmes and Instruction	-	-	-	-	1
Istanbul Studies	-	1	-	-	-
Civil Engineering	-	-	-	-	1
Gerontology	-	-	-	1	-
Public Relations and Publicity	-	1	-	-	-
Quality Management	-	-	1	-	-
History of Architecture	-	1	-	-	-
Recreation Management	-	-	1	-	-
Travel Industry Management	1	-	-	-	-
Art History	-	-	1	-	-
Travel Management	-	1	-	-	-
Sociology	-	1	-	-	-
Sustainable Tourism Management	-	-	-	-	1
Tourist Guidance	-	-	-	-	1
Archaeology of the Turkish World and Medieval Cultures	-	-	1	-	-
Turkish and Social Sciences Education	-	-	1	-	-
International Relations and Public Administration	-	-	1	-	-
International Trade And Marketing	-	-	-	1	-
International Tourism and Hotel Management	-	-	2	-	-
Management Sciences	1	-	-	-	-
Finance	-	1	-	-	1
Aquaculture	-	-	-	-	1
Total (494)	98	136	143	92	25

Source: Prepared by the authors from <https://akademik.yok.gov.tr/AkademikArama/>.

Table 9 shows the distribution of academic staff according to their master's degree graduation fields. Tourism/Tourism Management/Tourism Management Education programme has the highest number of academic staff, with a total of 41 professors, 52 associate professors, 70 assistant professors, 72 research assistants and 8 lecturers and 243 academic staff. In Tourism Management and Hotel Management/Tourism Management and Hotel Management Education programme, there are 11 professors, 18 associate professors, 22 assistant professor and 58 academic staff in total. Business Administration/Business Management/Business Management and Organisation also has a significant number of staff with 17 professors, 20 associate professors and 22 assistant professors. However, in some more niche areas, such as Economics, Gastronomy and Culinary Arts, Public Relations, the number of academic staff is more limited. For example, the Economics programme has only 5 professors, 4 associate professors and 2 assistant professors, while the Gastronomy and Culinary Arts department has only 2 research assistants. There are also fewer academic staff in fields such as Travel Management, Social Sciences, Recreation Management. This situation shows that there are insufficient qualified academic staff in some fields that are not directly related to tourism and specific to the sector and that the specialisation requirements in this field should be taken into consideration more. In general, there are more academic staff with master's degrees in the fields of tourism and business administration, whereas the number of staff in non-industry-specific fields is limited. *The master's degree graduation information of 21 professors, 20 assistant professors, 11 research assistants and 6 lecturers in the table could not be found on the YÖK academic website. In addition, it was determined that 3 research assistants are still continuing their master's degree.* Table 10 shows the doctoral graduation fields of academic staff.

Table 10: Doctoral Graduation Areas of Academic Staff (September, 2024)

Programme	Prof. Dr.	Assoc. Prof.	Assistant Prof.	Research Assistant	Lecturer
Tourism /Tourism Management/Tourism Management Education	42	56	76	65	5
Tourism Management and Hotel Management	5	11	18	6	1
Business	24	27	20	6	6
Economics	4	5	1	-	1
Marketing	4	3	2	-	-
Management and Organisation	4	6	2	1	-
Accounting/Accounting and Finance	1	3	1	-	-
Production Management and Marketing	1	2	1	-	-
Geography / Geography Education	2	-	1	-	-
Public Relations / Public Relations And Publicity	-	2	1	-	-
Econometrics	-	-	1	1	-
Finance and Banking	-	1	1	-	-
History of Economics	2	-	-	-	-
Public Administration	-	-	2	-	-
Organisation and Business Policy	2	-	-	-	-
Agricultural Economics	1	-	1	-	-
Recreation	-	2	-	-	-
German Language And Literature	-	1	--	-	-
Ataturk's Principles and Revolution History	-	-	1	-	-
European Studies	-	1	--	-	-
Regional Geography	1	-	-	-	-
Labour Economics And Industrial Relations	-	1	1	-	-
Marine Transport Engineering			-	-	1
Education Programmes and Instruction		1	-	-	-
Gastronomy and Culinary Arts Department			-	-	1
Journalism and Public Relations	1		-	-	-
Maritime Business Management		1	-	-	-
English Language and Literature			1	-	-
Economic Development and International Economics			1	-	-
Civil Engineering			-	-	1
Entrepreneurship with Public Local Government Administration			1	-	-
Chemical Engineering			1	-	-
Cultural Heritage Management and Development		1	-	-	-
Local Administrations and Decentralisation		1	-	-	-
Hotel Management	1		-	-	-

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Art History			1	-	-
Civil Aviation Management		1	-	-	-
Social Environmental Sciences		1	-	-	-
Social Policy			1	-	-
Sociology		1	-	-	-
Consumer Education and Protection		1	-	-	-
International Business	1		-	-	-
International Culture and Cultural Heritage			1	-	-
Production Management and Marketing	1		-	-	-
Total (438)	77	129	137	79	16

Source: Prepared by the authors from <https://akademik.yok.gov.tr/AkademikArama/>.

Table 10 shows the distribution of academic staff according to their doctoral graduation fields. Tourism/Tourism Management/Tourism Management Education programme has the highest number of academic staff with 42 professors, 56 associate professors, 76 assistant professors, 65 research assistants and 5 lecturers. Since this field has a structure that meets the requirements of high academic competence and expertise in tourism education, it employs a large academic staff. The Business Administration programme also has a significant academic staff with 24 professors, 27 associate professors and 20 assistant professors, while the Tourism Management and Hotel Management department has 5 professors, 11 associate professors and 18 assistant professors. However, it is seen that the number of academic staff in some fields remains low and the number of qualified academics with PhDs specific to the sector is insufficient. For example, the number of academic staff in fields such as Economics and Marketing is more limited, which shows that these fields should be supported by departments that require more specialisation in tourism. ablo 4 shows that the doctoral graduation fields in the table 4, like the bachelor's and master's graduation fields, consist of fields that cannot be directly related to tourism education. This shows that the academic backgrounds of the academic staff in tourism departments at master's and doctoral level *are diversified with academics* from fields that are not compatible with the sector and tourism education. *The doctoral graduation information of 42 professors, 7 associate professors, 26 assistant professors, 19 research assistants and 11 lecturers in the table could not be found on the YÖK academic website. In addition, it was concluded that 8 research assistants are still continuing their doctorate or have not started their doctorate and 4 lecturers do not have a doctorate degree.*

5. Conclusions and Recommendations

The aim of this study is to analyse the academic staff working in tourism management departments of universities in Türkiye in terms of gender, title, undergraduate and graduate education status, and fields. The data obtained show that most of the academic staff in tourism management departments in Türkiye have high academic titles, and the academic capacity in the sector is strengthening. Among 555 academic staff, 29.37% have the title of assistant professors, followed by associate professors with 24.50% and professors with 21.44%. Research assistants constitute 19.10% of the total academic staff, while lecturers represent the lowest rate with 5.59%.

In terms of gender distribution, 55.68% of the total academic staff are male and 44.32% are female. This ratio shows that men are more common among the academic staff, but women academics have started to take more place, especially in higher-titled positions. While the proportion of women in the position of doctoral faculty member has increased to 55.21%, the proportion of men is higher in the highest titles, such as professorship. This shows that female academics have started to take part in more senior positions, but there are still more men in the highest titles, such as professorship. Similar findings were found in the studies of Demirtaş (2022) and Tuna et al.(2024) These studies reveal that female academics find more opportunities in their academic careers, but men are still in the majority in top positions such as professorship.

In the analyses conducted in terms of educational background, 56.25% of the professors have a bachelor's degree in tourism. 60.77% of associate professors, 56.43% of assistant professors, and 66.34% of research assistants have undergraduate tourism education. This rate was calculated as 37.5% for lecturers. This distribution shows that the proportion of academics with undergraduate tourism education is generally high, and this rate is higher, especially in research assistants. This situation indicates that the fact that young

academic staff have a bachelor's degree in tourism may offer an advantage in providing expertise in the sector. The rate of professors with a master's degree in tourism is 55.1%. While this rate is 55.15% among associate professors, it reaches 67.13% among assistant professors. Among research assistants, 88.04% of them have a master's degree in tourism. This rate was calculated as 32% among lecturers. This distribution at the master's level indicates a higher level of expertise in tourism, especially among research assistants and assistant professors. This shows that tourism education is more preferred at the master's level and that the academic staff that will contribute to sectoral knowledge is concentrated at this level. At the doctoral level, the proportion of professors with a specialisation in tourism is 61.04%. 51.94% of associate professors and 68.61% of assistant professors have received education in the field of tourism at the doctoral level. Among research assistants, this rate reaches a very high level of 89.87%. Among lecturers, the rate of those who have a doctorate in tourism is 37.5%. These results show that having a PhD in tourism is decisive in terms of specialisation, especially in higher academic positions such as professors and assistant professors. The fact that a high proportion of research assistants have a PhD in tourism indicates that there are young academics who will provide more expertise in the sector in the future. The results of this study are in line with the results of Tuna et al. (2024). In addition, while this department has a strong academic infrastructure with staff directly contributing to the sector, fields such as business administration, business management, business education, tourism management, and hotel management also have a large number of academic staff. However, another noteworthy point is the high proportion of academic staff from fields not directly related to tourism, such as economics, sociology, gastronomy and culinary arts, econometrics, and geography. This shows that more specialised staff should be recruited for the sector, and the academic structures of these fields should be made more suitable for the sector. However, the low number of academic staff in more niche fields, especially in fields that are not directly related to the sector, such as economics, gastronomy, and culinary arts, shows that these departments have a structure that is incompatible with the sector. This situation points to the need for more sector-specific postgraduate academic staff. In terms of doctoral graduation fields, tourism/tourism management education is again the field with the highest number of academic staff, but it is noteworthy that some departments are still filled with academics from different disciplines that are not specific to the sector. In particular, academic staff in fields such as economics, marketing, and geography do not fully serve the needs of tourism education. This situation reveals that academic staff with PhDs should be more specialised in order to contribute to the sector-specific educational infrastructure. When the results of the current study are compared with the results of the study conducted by Temizkan & Behremen (2017), the number of academic staff receiving tourism education has also increased in parallel with the increase in the number of academic staff over the past seven years. In addition, the results obtained from the current study are similar to the results of research on academics in different departments of tourism (such as tourism management, tourism/tourist guidance, gastronomy and culinary arts, and food and beverage management) (Demirbulat et al., 2018; Doğancılı & Karaçar, 2018; Baytok et al., 2019; Ceylan & Padır, 2022; Devenci et al., 2020; Semint & Özbay, 2021; Temizkan et al., 2018).

In conclusion, this study analyses the educational profiles of academics working in the field of tourism education in Türkiye and reveals the quality and diversity requirements of academic staff in line with the needs of the sector. The findings of the study emphasise the importance of appointing academic staff trained in the field of tourism in order to improve the quality of tourism education and to provide the sector with better trained professionals. In this context, in order to increase the competitiveness of the sector, it is necessary to develop a sector-oriented approach in education, to increase the specialisation of academic staff in the field of tourism, and to strengthen interdisciplinary cooperation.

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Çıkar Çatışması/ Conflict of Interest

Yazar(lar) çıkar çatışması bildirmemiştir.

The authors have no conflict of interest to declare.

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