

Education in Communication Faculties in Turkey and Current Employment Problems^{*}

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Today the concept of communication makes a significant sense and manifests itself in every facet of life. The developments pertaining to the world of communication are conveyed to people in a detailed way by means of the mass media. An occurrence in any parts of the world can instantaneously be transferred to many different places. The media monitors the news world with professional journalists. Although communication has a wide research field in which various news, papers, article series and books is written as a result of serious emphasis laid upon it in developed western countries, it has recently been given the due importance in Turkey. At this point, in order that the activities in the field of communication find place in the media deservedly, professionalization in communication and its sustainability should be maintained with a more scientific approach. The purpose of this study is to highlight the importance of communication education with different aspects for the purpose of maintaining sound and appropriate communication among people, societies and institutions. As for the method, domestic and foreign literature review will be used, besides, solution suggestions related to the deficiencies determined in the practices of previous periods as well as current employment problems will be provided. In addition, administering the theoretical and applied education processes in communication faculties successfully, increasing the level of quality with vocational practices and providing a contribution to literature are aimed by means of this study.

Keywords: communication, communication faculty, education

Meaning and Importance of Education and Communication Concepts

The concepts of “communication” and “education” are not just the terms that we know by the names of some faculties. Above all, one of the terms that we use most frequently in our daily lives is “communication” and the other is undoubtedly “education”. In fact, education is one of the significant means that human beings employ to develop their hereditary powers and achieve a personality with desirable facets. Apart from equipping people with knowledge and skills, education is responsible for producing values that enable societies to survive and develop as well as harmonizing old and new values. These values apparently influence the behavior and aspiration of students also through education (Varış, 1988, p. 1).

Needless to say, “education is an indispensable part of human life. In point of fact, communication helps us see the world in an order by means of symbols digressed from their meanings. With our communication skills, it is possible to cope with many of the difficulties in our daily lives. On the basis of message exchange,

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conveying some knowledge, skills and attitudes effectively in our classrooms throughout the education process is directly proportional to the communication skills that educators should possess. Briefly, reaching the targets of education and training efficiently depend on whether educators have effective and powerful communication skills or not" (Eroğlu, 2004, p. 585).

"As a huge market, communication has already become a sector that not only increases production and consumption, but also directs the world economy. Therefore, from Advertisements, TV programs, documentaries, movies to dialogues, persuasion propaganda, changes in attitude and behavior, communication has become a big sector as well as a research topic with regard to economic, cultural, local, psychological, anthropological, historical and philosophical approaches and paradigms, and gradually gained a central position in sociological studies" (Tekinalp & Uzun, 2009, p. 20).

"People need education in every period of their existence as an important process regulating their lives in contemporary social structures. In this sense, education plays a significant role in information society. The future of a country depends on the education that citizens have...The level of development of a society is directly proportional to the increase in the number of educated people. It should be noted that knowledge is conveyed with education and thus, education should be given the due importance" (Büyükbaykal, 2015, p. 640).

History and Significance of Communication Education in Turkey

Communication education has frequently been on the agenda of academics, students and media employees and usually the existing troubles and problems voiced. However, at the point of solution suggestions for current problems, there do not seem to be any considerable achievements. On the contrary, it is noticed that these problems are even rising with regard to the increase in the number of communication faculties along with the students.

"Recent increase in the number of communication faculties has concomitantly boosted the number of graduates. Nevertheless, employment in the media sector has not increased the same way. Most of the graduates of the journalism departments of communication faculties wend their way to the alternatives out of the media sector. It is an obvious fact that in order to be a doctor, lawyer or a chemist, graduating from a related faculty is imperative. However, today the media employees in Turkey are not required to have journalism education or a diploma. Having education in a profession that people from any sectors can perform and being unemployed in all likelihood decrease the motivation of students. It is necessary that the state limit the number of communication faculties and develop new employment policies for the graduates" (Korkmaz, 2012, p. 10).

"Communication faculties are the academic units that provide theoretical and applied education as well as conduct research studies in the light of universal knowledge, and have adopted the principle to train well-equipped communicators within the bounds of possibility. With regard to their structures, communication faculties include somewhat traditional departments, such as journalism, public relations, cinema and television. Recently, they have started to open visual communication design and advertising departments as well. Increasing in number gradually, communication faculties, along with private ones, graduate thousands of students every year. Having intrinsic problems, communication faculties undoubtedly try to survive as institutions of education and research like the media corporations in global development and competition. Thus, they try to follow the innovations as closely as possible and transfer their gaining primarily to their students and all other interlocutors that require it" (Korkmaz, 2012, p. 11).

“The first school of journalism in Turkey, namely ‘İstanbul ÖzelGazetecilikOkulu’ was established by Müderris Fehmi Yahya in 1948. Providing tertiary education, this school aimed to educate qualified individuals for the press and business world. The school had two sections: one providing three-year education after secondary school, and the other providing one-year education after high-school. The education was terminated in 1963” (Uzun, 2007, p. 120).

Following the foundation of Council of Higher Education with the law No. 2547, new regulations related to education and training in all state universities were enacted. Along with those regulations, the structures of higher education institutions were reorganized with the statutory decree (having the force of law) no. 41 in 1982. With this decree, the schools giving journalism education were incorporated into the rectories of Ankara, İstanbul, Marmara, Ege and Gazi Universities as Journalism Colleges. In 1992; on the other hand, with Article No. 3837, a change in the Regulation of Higher Education Institutions No. 2908 were made and all journalism colleges were transformed to communication faculties. Furthermore, along with this amendment, communication faculties in Selçuk University in Konya and Anadolu University in Eskişehir were founded. While the number of communication faculties in state universities were increasing, communication faculties in private universities began to be opened in 1997 as well” (Uzun, 2007, p. 122).

By July 11, 2017, there are 185 universities in Tukey, 114 of which are state, 65 private (foundation) and 6 private vocational colleges. Moreover, there are 64 faculties providing communication education [63 of them are communication faculties and 1 communication Sciences Faculty, Anadolu Universitesi, Eskişehir] (<https://istatistik.yok.gov.tr>).

“In addition to all these, undergraduate programs of communication in the fine arts faculties of both state and private universities were opened. During this process, some departments, such as communication, public relations, radio and television broadcasting and photography in vocational colleges were set up...Today, while determining their missions; the communication faculties highlight the qualification of communication education and discuss the objective of communication education under various topics from preparing the curricula, to forming the teaching staff. However, the discussion about the priorities of communication faculties has not ended yet” (Uzun, 2007, p. 123).

“It should be mentioned that Association of Journalists in Istanbul and Ankara played an important role to commence journalism / communication education in Turkey. Their initiatives for ‘educated journalists’ resulted in the introduction of journalism / communication education programs by the universities in Istanbul and Ankara. While Istanbul Association of Journalists realized the establishment of Journalism Institute in the Faculty of Economics, Istanbul University, great efforts of the presidents of the association then, Cihat Babanand Sedat Simavi, should be appreciated. Similarly, Ankara Association of Journalists took the lead in the establishment of the Journalism College of Faculty of Politics, Ankara University” (Tokgöz, 2003, p. 5).

“While being institutes as the divisions of faculties at first, but later gaining the status of colleges and faculties, communication faculties have recently made the effort of providing qualified education by employing all their capabilities despite existing problems. The number of students per a lecturer is rather high. On the one hand, communication faculties try to employ qualified academics. On the other hand, they consider it necessary that the number of students be reduced with respect to the quality of education. With new regulations in the OSYM (Student Selection and Placement Center) system as well as the education before university, it should be prevented that students make their preferences randomly, because such an attitude leads to serious adaptation problems for them during their university education” (Gezgin, 2002, pp. 129-130).

“Today, in accordance with globalization and the developments information and communication technologies in Turkey as in the world, the increase in and knowledge economy differentiated the ways of learning, changed the student profiles and enhanced the importance of application in addition to research. Thus, this new medium and means have led to the emergence of new skills and hybrid professions. In knowledge society, employing the means and methods that are cost-efficient and student oriented, creating equality of opportunity and can be planned according to personal aspects without the limitations of time and space have made learning more effective” (Özkanal & Özgür, 2017, p. 6).

“Although the objective of communication education has been defined as providing qualified media professionals to the media sector, the yearly trading volume of which is nearly \$1.4 billion (according to the 2015 data of Association of Advertising Agencies), the employment of the graduates have always been a matter of debate. Besides, the requirements of newly established communication faculties for lecturers cannot be met because of this reason. The number of the graduates form communication faculties is far beyond the requirements of the sector. Not only have the graduates of communication faculties, but also people from various different fields worked in the sector. With respect to the recent changes and development in the communication sector, different teaching methods (open and distance education), programs, departments and courses have been introduced. However, communication education that is provided as two-year and undergraduate degrees through regular, open and distance teaching has not completed its institutionalization yet. One of the reasons is that arguments over the quality of the communication education are still going on. Another reason is that the field of communication cannot get professionalized, and is seen as an activity that can be done by anybody” (Özkanal & Özgür, 2017, p. 7).

“Today communication education is provided in the faculties of communication and communication sciences, fine arts, fine arts and architecture, fine arts and design, arts and design, architectural design, arts and social sciences, applied sciences, social and human sciences, management, economics, administrative and social sciences as well as science and letters. According to the 2015 data of Higher Education Council, communication education is given in 123 undergraduate programs of 74 state and 49 private (foundation) universities as well as 236 two-year programs of 200 state, 30 private (foundation) and 6 private (foundation) vocational junior colleges” (Özkanal & Özgür, 2017, pp. 8-9).

“The curricula in communication faculties are held in a “triple categorization”. The first is the basic culture courses pertaining to ‘general formation’ which has gained the identity of a discipline providing infrastructure to communication education. The second is the courses of “theory and conceptual frame” based on communication and mass communication. The third is the ‘applied’ courses related to professionalization...The courses, such as Sociology, psychology, Social Psychology, Economics, Law, Philosophy, Anthropology, Politics etc. are considered to be aimed at ‘general formation’. Nevertheless, some courses, such as Introduction to Communication Science, Mass Communication Theories, Economy-Politics of Media, Media Ethics, Communication Sociology, Popular Culture and Research Methods in Communication Sciences are rated under the category of ‘communication theories and concepts’. The courses, namely News Gathering and Writing Techniques, Writing Types in Newspapers, Desktop Publishing and Press Photography are considered as ‘applied’ ones” (Dağtaş, 2003, pp. 154-155).

It is known that communication education in Turkey suffers some problems. Although these problems are multifaceted, the primary ones are: the quality of communication education and the approach to given education, concordance of the education with the media sector, the increase in the number and quota of

communication faculties, the decrease in student quality and the difficulties in the employment of graduates.

In this sense, a thesis written by Berna Yazar Aslan, namely “A Field Search on the Unemployment of the Youth: Determining the Levels of Anxiety and Hopelessness” has specifically put forth that the students in communication faculties experience anxiety and hopelessness even while studying. Within the scope of the respective study totally consisting of 751 students from 12 faculties, the highest level of continuous anxiety has been found in “communication faculties” (Akçakoca, 2016, p. 41).

“As the main purpose of education is realized to train qualified employees for the profession during the junior college period, it can be stated that communication education is in harmony with the sector. However, after the introduction of the faculty structure, this purpose has begun to be questioned. In the same way, the idea that the purpose of communication education is not only to train personnel for communication professions and simply to teach a job, but also to equip the students with a critical perspective towards the media systems that they are going to be a part of soon has started to be defended.

As the curricula and the syllabi in the schools providing communication education are based on the system established during the period of journalism schools, a structure in which theoretical and applied courses are provided simultaneously prevails. A part of the four-year-education is dedicated to the courses aimed to give a basis for social sciences and during the last two years professional and applied courses gain importance. How effective these courses are with respect to quantity and quality is another matter of debate. Some faculties give more weight not only to applied courses, but also their efforts to be integrated with the sector by employing the leading experts as lecturers and encouraging their students to initiate in it through on-the-job training, field trips etc. Moreover, some academics and their faculties prefer to give more importance to theoretical education and determine the weight of the curricula accordingly...On the other hand, the number of communication faculties increase pretty rapidly. This increase obviously affects the quota of communication students and the number of graduates as well.

The new graduates that gradually increase in number year by year aggravate the already existing employment problem in the media sector and these people are somehow obliged to work in unrelated fields. Due to the fact that student quotas have been increased and the profession of communication does not promise a good future for young people, successful students do not prefer communication faculties. As the students are admitted to communication faculties with very low grades and percentiles, serious problems with regard to the quality of graduates emerge” (M. Şeker & T. Şeker, 2011, p. 100).

“Generally, the curricula in communication faculties are divided into two main groups as theoretical and applied courses. Theoretical courses aim to equip the students with a vision in social issues and professional fields as well as a critical and interpretive approach towards their societies, the world and the functions of their professional field as a result of the university education they get. Applied courses; on the other hand, target to increase the technical and professional information of students related to their fields and support them to find themselves a place in the sector” (M. Şeker & T. Şeker, 2011, p. 101).

“There are many educated people in press, radio-television and public relations sectors, who started their professions after having communication education and advanced in their careers. However, despite such a long period of time and experience, those who are in the sector have been complaining about the insufficiency of new graduates who, in fact, expect to join them right after completing their education in communication.

The first part of these complaints that are closely related to the quality of communication education and the idea that the graduates are not trained well enough to assume responsibilities in the sector. In other words, it

is usually claimed that the applied courses provided in communication faculties are insufficient and the students are graduated unprepared for the demands of the profession. At this point, the criticisms are generally around the assumptions that the applied courses are few in number and their content is not up-to-date, besides there is not convenient technical infrastructure in faculties and there are not qualified lecturers, who can transfer the practices in the sector. In order to alleviate these criticisms, some courses in communication faculties are given by prominent people in the sector, students are encouraged to undergo compulsory or voluntary on-the-job training in the sector and they are also enabled to meet the leading people from the respective sector by means of seminars, conferences, talks etc.” (M. Şeker & T. Şeker, 2011, p. 105).

“A quick quantitative increase in the number of universities, faculties and junior colleges providing communication education in Turkey has been observed. Apart from the state universities, private (foundation) universities that have recently been established give communication education too and in fact, communication is one of the popular programs of these institutions. Growth of the communication sector, developments in communication technologies and quick spread of the means of communication and increase in the visibility of media professionals has inevitably enhanced the demand for communication faculties, which has soon been noticed by private universities as well.

Communication education in Turkey has a fragmented structure. This education is usually provided in the departments of communication and fine arts faculties. Nevertheless, there are departments providing communication education in science and letters, economic and administrative sciences and management faculties of some universities which do not have communication faculties. Apart from faculties, communication education is given in junior colleges. Even in the universities which do not provide undergraduate education, communication education is given as two-year degree. Interestingly, same programs have been introduced in different junior colleges of some universities. Furthermore, there are universities that provide evening education in both undergraduate and graduate levels” (Uzun, 2007, p. 132).

“Despite thousands of graduates every year, employment could not be created in the media sector evenly. New communication faculties should not be opened now and their number should be limited. The government increases the class quotas in order to reduce the number of those who wait at the gates of universities. Nonetheless, crowded classrooms affect both students and academics negatively. Likewise, it becomes difficult to maintain the desirable efficiency in classes and practices. The number of enrolled students should be limited like the number of communication faculties (an ideal class should be around 20-30 students). Needless to say, the field where technology is used the most extensively is the communication/media sector. Therefore, communication faculties should enable their students to get hold of the latest technology” (Korkmaz, 2012, p. 25).

Sample Model

Regulations Pertaining to Education and Training in the Faculty of Communication, Istanbul University

- During 2016-2017 Academic Years, the curriculum of Communication Faculty of Istanbul University was compared with the top 100 universities in the world and 246 courses in the previous curricula were reduced to 80.
- All program efficiencies and outcomes in the communication faculty were taken into consideration and the course lists and syllabi were designed accordingly.
- Considering Turkey Higher Education Proficiency Frame as a basis and sticking to the Bologna Process Objectives, some activities related to knowledge share, recognition and increasing national and international

mobility are being carried out in a systematic way. This process was announced to all students and the academic in all platforms through meetings and workshops. As a result of the co-operation with professional associations, national newspaper and television companies, the data that will help improve this process is obtained.

- Within the context of curriculum design activities, the ideas of the students of communication faculty were also taken with a number of meetings.

- As the faculty of communication, the learning outcomes of the courses in the program and the objectives have been designed harmoniously and it has been accepted as a main principle in all programs. At the end of every academic year, it is checked if this principle has been pursued and revisions are suggested accordingly.

- In the faulty of communication, transparency is always considered. Objectives and learning outcomes are announced to the public in all web-based platforms.

- There is a guideline for on-the-job training in our faculty as well. In addition, all announcements are accessible on our website.

- For evaluating the ideas of students about the program, circulating questionnaires and similar methods are implemented. Over the AKSIS system, the Presidency of Istanbul University regularly circulates Student Satisfaction Questionnaires and Performance Evaluation Questionnaires of Academics.

- Likewise, in the AKSIS system, guidance for academic purposes is provided by the designated advisors. Guidance related to professional and psychological sense; on the other hand, is maintained by Career Development Center and the Guidance and Counseling Department of Health and Culture Directorate.

- As for the students who need special care, Research and Application Center for the disabled, Student Affairs Directorate for immigrant students, International Academic Relations Unit for international students, function effectively through several regulations. In addition, the needs of the disabled students, such as ramps, lifts and toilets are met by our faculty as well.

- The graduation conditions of our students are examined by the graduation commission and the resolutions of the board of management are publicized on the website of our faculty.

- Students are admitted to our faculty as a result of the exam given by the Student Selection and Placement Center. In the same way, for ERASMUS, Farabi and Mevlana students, clear and consistent criteria are applied within the frame of regulations. All resolutions of our board of management are announced transparently on our website.

- The quality and effectiveness of the service and support in our faculty is sustained with ISO9001 Quality Assurance Standard. All transactions of students are recorded in Education Information Management System. Likewise, for the academic personnel, ISKOP and HITAP programs, and for the students AKSIS program are used. All procedures are carried out according to respective laws, regulations and instructions.

- The external stakeholders of our faculty, that is, the representatives of business world and professional associations have been invited to the curriculum planning activities and their evaluations have seriously been taken into consideration.

- Job opportunities for the graduates of our faculty are announced on the website of our faculty. In this regard, they students are enabled to form their resumes and apply to those positions. Apart from these, as a result of the co-operation with media corporations, some job opportunities can also be created during on-the-job training period.

Employment Problems in the Communication Sector in Turkey

“In Turkey, where education in journalism and later in other areas of communication has been provided for nearly 60 years, the institutions providing communication education have encountered numerous difficulties. Particularly since the beginning of the 1990s, following the period when the state monopoly over radio and television broadcasting was broken up, these problems have been felt even more seriously. Since the end of the 1980s, some changes in press companies, particular in concession holding, have been observed along with new fat cats who stepped into the press sector with big capitals. As a consequence of the big investments in the areas of television radio and electronic, the sector has enlarged considerably in a rather short period of time. Naturally, this situation has created new employment opportunities in communication sector” (Gezgin, 2005).

“At the beginning of the 1990s, as a consequence of the fact that private radio and television companies began their broadcasting life, an employment gap in this sector emerged. With regard to this demand, new communication faculties and departments were needed. The needs of the sector were also met by private academies and education institutions in addition the communication faculties. However, since the 1990s, as a result of the increase in the number of communication faculties of both state and private universities, the graduates have either become unemployed or wended their way to different sectors. Furthermore, gradually increasing in number, the two-year colleges and vocational schools for communication that train intermediate staff to the sector fill the need for educated employees” (Korkmaz, 2012, p. 12).

“Apart from the fact that the number of communication faculties is higher than needed, the quotas for student admission are more than the real need. This situation unavoidably brings about some distresses problems for both students and academics. Congestions arising from the systems force the limited capabilities of communication faculties. High number of students inevitably causes an excessive increase in the number of students per academic. Consequently, with regard to students, the quality of education decreases.

This situation creates a distress as many courses necessitate effort pertaining to application apart from theory. In applied courses, students cannot usually have enough opportunity to use the essential equipment. Thus, they cannot develop a satisfactory competence with respect to their use. Keeping the enrollment quotas so high leads not only a decrease in the quality of education, but also create unemployment problem for the graduates. It is an obvious fact that every year, thousands of journalists, radio and television specialists public relations professionals and advertisers graduate, but only a few of them find jobs related to their professions” (Gezgin, 2005).

In fact, according to the 2016 results of Human Power Research Report issued annually by the Turkish Statistical Institute (TUIK), journalism and information is the third sector in which ratio of employment is the lowest (62.9%). Moreover, the ratio of unemployment in the sector is 15.9%. According to the 2015 Report of Turkish Journalists’ Association, the number of unemployed journalists was 7,000.

“In addition to the fact that the number of academic remains low with regard to a large number of students that they are responsible for, the duration of students to use technical equipment is not long enough. Besides, every year, the new graduates whose number is far more than the sector needs find themselves in a cutthroat competition to be a part of this market. Nevertheless, the number of graduates is so high and the employment area is so limited that that many of the graduates of communication faculties unfortunately remain unemployed...Media companies acting with avarice may easily make young graduates work as “trainees” for long hours without any payment, insurance, job security and contract. Trying to hold a position, these people

are obliged to perform the tasks given by their supervisors. Naturally, the professional ethics that their instructors encourage them to imbibe during four years may easily be violated several times” (Gezgin, 2008, pp. 32-33).

“On the other hand, out of the academic world, the institutions that give media and communication education then provide employment focus on training programs in accordance with their broadcasting policies. For instance, Anatolian Agency provides education in War and Court Journalism as well as Photo Journalism. Therefore, it is quite clear that such educational institutions train candidates who are going to be in concordance with their policies and also who are going to be given priority during the employment process. In fact, within the context of this study, it has been found out that the respective institutions give education with regard to their policies and the criteria that they give priority during employment process. In addition, they employ the ones who have become successful at the end of the training program or lead them to some media companies. However, considering the fact that the respective institutions give war journalism and journalism for human rights can be interpreted as a sign that there is a lack of trained personnel in these fields” (Ezber & Sayar, 2016, p. 81).

“That even the graduates who are very well trained and qualified have to encounter unemployment problems indicates a problem in the sector. It is known that due to economic reasons and gradually monopolized ownership structure, the national media in Turkey cannot create the expected employment. Although the number of newspapers and television channels increases, no amelioration in the employment of young journalists is observed. Media groups obtain the content of newspapers form a common reservoir and they even employ the same journalists in newspapers as well as television companies and magazines. Thus, the increase in the number of media does not lead to the increase of the journalists in those corporations. It is an obvious fact that even the experienced journalist who have been working in the sector for a long time may suddenly find themselves unemployed or just transfer to other sectors as they are not financially satisfied let alone the young journalists who are going to take a step in the profession. Moreover, the media is open to the others who have had education in other fields apart from the graduates of communication schools. Hence, the employment of young graduates who have had communication education is rather distressed. Obviously, such a limited employment opportunity is far from meeting the financial and emotional expectations of those people who had higher education” (M. Şeker & T. Şeker, 2011, p. 113).

“Nevertheless, the media is not composed of national or widespread newspapers and television companies. Form the 1990s on, television and radio broadcasting has been added to the already existing local journalism basis, the history of which is going back to the Ottoman Era...Therefore, it can be suggested that for the employment of the graduates of communication schools, a larger alternative than national or common media can be introduced. Considering the structure of local radios that usually consists of one or two people, local newspapers and television companies should particularly be focused on with respect to employment. However, there are also serious problems about the number and quality of those who work in local radio and television companies. It is known that small traditional newspapers practically have no employees and usually the owner of the newspaper and his or her kinsmen both prepare the content and fulfill the technical process” (M. Şeker & T. Şeker, 2011, pp. 113-114).

“At this point, it appears quite clear that some serious steps should be taken for the employment of the graduates of communication schools at higher rates in local newspapers and television companies. The employees who have had communication education are likely to increase the quality of local media, which, in

turn, will bring about an increase in higher ratings for both newspapers and television companies. Thus, related to the effectiveness and power of local media, economic problems that are the basis of many distresses. Employment of the graduates of communication schools in local newspaper and television companies at least in some cities having a certain level of prosperity seems probable. As performing the profession of journalism is not limited with regulations in the world, for the employment of the graduates of communication schools encouraging regulations can be suggested" (M. Şeker & T. Şeker, 2011, p. 116).

Conclusion

"What communication faculties should do is to stand fast against the media sector. They should discuss well the reasons behind the education they provide and also why they have been established. In the same way, the importance of professionalism should be highlighted. Instead of communication faculties, the number of which is ever increasing, establishment of qualified, well-equipped and institutionalized communication schools should be promoted to train students. For the time being, terminating the establishment of new communication faculties until the relations with the media sector gets back on track probably seems to the most consistent way.

Furthermore, communication faculties should not overlook the planning of undergraduate, graduate and doctorate courses. At the same time, communication faculties should aim to equip the human power well and never ignore the conditions that the sector stipulates with regard to market relations. The faculty; on the other hand, should be educated as the people who follow the recent developments closely for the sustainability of an effective communication education. Hence, the education of educators should be given utmost importance.

Recent increase in the number of communication faculties in both state and private universities as well as the increase in the number of students admitted to these schools, establishment of new institutions providing private communication education should be deliberated over...Targets, objectives and principles have to be determined very well in order to direct the education policy in general and communication education in particular. For the purpose of formulating employment policies devoted to efficiency, co-operation between the media and education institutions should seriously be exercised" (Tokgöz, 2017, p. 21).

"The distance between higher education and the private sector is one of the important problems. Communication faculties too have similar problems in their own structures. The sector is uninterested in the faculties that provide human power for them. In fact, the sector has to provide support for the training of qualified employees who are likely to meet their requirements. Moreover, existing organizations in the media sector is also far from the faculties. Over increase in the number of students causes the private sector to provide limited on-the-job training opportunities for students. In this sense, Public Relations Association should necessitate its members (public relations agencies or companies) to accept a certain number of students for the respective training every year. Thus, it can contribute to the process of professionalization in the field of communication particularly for those who not only had education in this field, but also have motivation. As a result, we will be able to see public relation professionals in this field rather than models or those who are employed with nepotism.

The Press Council and the Association of Journalists should also impose sanctions on newspapers, radio and television companies. Likewise, the local media should be supported and enliven by political powers as it is an important potential for the employment of the graduates of communication faculties. Furthermore, local organization comprising local newspapers should encourage these newspapers to be a part of the respective

practice. Local newspapers should be rescued from a structure which is controlled by a family only or where mostly high school graduates are employed. Local newspapers have an important function to create sensitivity towards local problems in modern social structure. Similarly, private radio and television companies should be in close co-operation with communication faculties” (Gezgin, 2002, pp. 132-133).

Furthermore, in academic circles it is sometimes suggested that the graduates of communication faculties should be appointed as teachers to vocational schools for communication, the students and graduates of communication schools should be employed in local press companies that are supported through their co-operation with Turkish Journalists’ Association, new job opportunities should be created by regional directorates affiliated to Radio and Television Supreme Council, a part the budget of the respective council (out of the expenditures) should be allocated to communication faculties and the graduates of communication faculties should be employed in media companies with new legal regulations.

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