



Research Paper

Analyzing the Web Sites of the Faculties of Economics and Administrative Sciences of Accredited Universities in Türkiye by Terms of Content

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ABSTRACT: The accreditation of universities also contributes to the United Nations' goal of "Quality Education" among the 17 global goals for Sustainable Development. The main purpose of the study is to examine the web pages of the faculties of economics and administrative sciences of accredited universities in Türkiye. The research sample consists of 49 universities with faculties of economics and administrative sciences. The web pages of the relevant faculties were analyzed by taking into account the scale in Padmannavar and Joshi's (2011) study. Because of the analysis; funds/awards/scholarships, internal job opportunities, local city information, frequently asked questions, online applications are the statements with particularly low item scores. It has been determined from the findings that universities give importance to university information, vision/mission, news, social media activities within the scope of media items on the web pages of faculties of economics and administrative sciences. The issues that university web pages should pay attention to in line with the results are stated.

KEYWORDS: Accredited Universities, Web Sites, Faculties of Economic and Administrative Sciences

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I. INTRODUCTION

In today's digitalization and information age, the use of the internet is indispensable for individuals and institutions. Artificial intelligence, internet of things, etc. technologies are used in different fields. Web pages are one of the gateways of universities to the public. The information on web pages is important for internal and external stakeholders. Kasaroğlu and Güler (2024) stated in their study that institutions provide information about promotion, communication and activities they carry out without time and space limitations through their web pages [1].

The Council of Higher Education, the umbrella organization of universities, defines accreditation as "an evaluation and external quality assurance process that measures whether standards are met by a higher education program and higher education institution". In other words, accreditation is a stage within the scope of quality. As a result of the accreditation application, there are three different outcomes for universities: "conditional accreditation", "full accreditation" and "accreditation application rejection". Conditional accreditation covers a period of 2 years and at the end of 2 years, it is re-inspected whether it meets certain conditions. Full accreditation covers a period of 5 years. At the end of 5 years, it is checked again whether it maintains the accreditation standards. If universities fail to meet the standards, their accreditation application is rejected. After the accreditation application, the people in charge of the audit in terms of transparency and accountability examine the web pages of the universities. Therefore, web pages are important for the quality and accreditation process of institutions. In this study, the web pages of the faculties of economics and administrative sciences of accredited universities in Türkiye were examined.

II. LITERATURE REVIEW

It is important for institutions or organizations to have a digital twin as a requirement of digital transformation today. Jeong et al. (2025) defined the concept of digital twin in their study as the development of virtual models of the real world and their adaptation to the virtual world [2]. The process of designing and creating web pages is a stage of digital transformation. Web pages provide up-to-date information and data to interested parties. Students, parents, researchers, etc. constitute the relevant stakeholders of universities.

Accreditation is a conformity assessment that provides quality assurance in the goods produced and services provided. Accreditation is explained in the literature as standardization or certification [3]. The Higher Education Quality Council has defined the Institutional Accreditation Program as “an external evaluation method that enables the evaluation of quality assurance, education-training, research and development, social contribution and management system processes of the services offered in higher education institutions within the scope of the planning, implementation, control and prevention (PDCA) cycle”. Due to the increasing interest in higher education, concerns and expectations about the quality of education have increased [4]. The accreditation process in higher education institutions in Türkiye constitutes one of the starting points of this study. In this study, the web pages of the faculties of economics and administrative sciences of universities that have received the quality accreditation certificate in Türkiye were analyzed.

The focus of the literature review is on studies that consider “web pages”. Duğan and Aydın (2023) examined the web pages of seven accredited universities in terms of institutional identity [5]. They analyzed the results in terms of accessibility, general library information, library collection, digital services and social networks. A similar study was conducted by Nilesh and Verma (2018)[6]. Nilesh and Verma (2018) examined the websites of NAAC accredited “A” class universities in India. They concluded that Vikram University library is the best library website. Birdir and Tuzcu (2014) examined the websites of health institutions with JCI accreditation certificate [7]. They found that there were deficiencies in informing about price policy and fees, which the relevant health institutions provided information on some issues.

When the studies conducted in different years are examined in the literature reviews, it is noteworthy that there are deficiencies in the web pages. Therefore, it is important that the web pages are up-to-date and the information is complete.

III. METHODOLOGY

Research Design

In this study, the websites of the faculties of economic and administrative sciences of accredited universities in Türkiye were analyzed by content analysis method. Content analysis is one of the most appropriate tools applied by many researchers [8]. Content analysis examines the message itself and involves the design of a systematic observation and recording procedure to quantitatively separate the salient content of communication [9].

In this study, the scale used to assess Web sites content knowledge was adapted from Padmannavar and Joshi's (2011) study [10]. Although there were 52 items in their study, we used 33 of them, some of which were located in other web page tabs instead of the web page of the faculty of economics and administrative sciences of the universities. Some items (e.g. exam papers, tenders, etc.) are not published on the web pages in accordance with the personal data protection law. The final scale consists of 33 items.

Sample

According to the information obtained from the Higher Education Information Management System on 28.01.2025, including state and foundation universities in Türkiye, there are 208 higher education institutions, including 129 state universities and 79 foundation universities. In line with the information of the Higher Education Quality Board (YÖKAK) [11], 75 universities have been accredited in line with the data of 25.10.2024. It was reported on the YÖKAK website that Kilis 7 December University's accreditation application for 2023 was rejected. The sample of the study consists of accredited universities. Information on accredited universities is presented in Table 1 and Table 2.

Table 1. Fully Accredited Universities

Name of University	Application Year	The Beginning of Accreditation Date	End of Accreditation Date
İhsan Doğramacı Bilkent University	2020	23.06.2021	31.07.2026
Ege University	2020	23.06.2021	31.07.2026
Erciyes University	2020	14.07.2021	31.07.2026
İstanbul Technical University	2020	14.07.2021	31.07.2026

TED University	2020	18.08.2021	31.07.2026
Koç University	2020	18.08.2021	31.07.2026
Atılım University	2021	25.05.2022	25.05.2027
Başkent University	2021	27.04.2022	27.04.2027
İstanbul Aydın University	2021	25.05.2022	25.05.2027
Karadeniz Technical University	2021	25.05.2022	25.05.2027
Kırşehir Ahi Evran University	2021	27.04.2022	27.04.2027
Sakarya University	2021	28.06.2022	28.06.2022
Yıldız Technical University	2021	28.06.2027	28.06.2027
Gazi University	2022	26.04.2023	26.04.2028
Hacettepe University	2022	26.04.2023	26.04.2028
Orta Doğu Technical University	2022	26.04.2023	26.04.2028
Özyeğin University	2022	26.04.2023	26.04.2028
Sabancı University	2022	26.04.2023	26.04.2028
Akdeniz University	2023	18.08.2021	31.07.2026
İstanbul University	2023	22.04.2024	22.04.2029
Afyon Kocatepe University	2023	22.04.2024	22.04.2029
Burdur Mehmet Akif Ersoy University	2023	22.04.2024	22.04.2029

Table 2. Universities Receiving Conditional Accreditation

Name of University	Application Year	The Beginning of Accreditation Date	End of Accreditation Date
Akdeniz University	2020	18.08.2021	31.07.2023
Ankara University	2020	27.04.2022	27.04.2024
Atatürk University	2020	14.07.2021	31.07.2023
Gaziantep University	2020	17.11.2021	31.07.2023
Ondokuz Mayıs University	2020	18.08.2021	31.07.2023
Çanakkale Onsekiz Mart University	2021	27.04.2022	27.04.2024
Dokuz Eylül University	2021	28.06.2022	28.06.2024
İnönü University	2021	28.06.2022	28.06.2024
Recep Tayyip Erdoğan University	2021	27.04.2022	27.04.2024
Selçuk University	2021	28.06.2022	28.06.2024
Abdullah Gül University	2022	26.04.2023	26.04.2025
Altınbaş University	2022	26.04.2023	26.04.2025
Bahçeşehir University	2022	26.04.2023	26.04.2025
İstanbul Beykent University	2022	26.04.2023	26.04.2025
Bolu Abant İzzet Baysal University	2022	26.04.2023	26.04.2025
Bursa Teknik University	2022	26.04.2023	26.04.2025
Bursa Uludağ University	2022	26.04.2023	26.04.2025
Çağ University	2022	26.04.2023	26.04.2025
Çukurova University	2023	26.04.2023	26.04.2025
Doğuş University	2023	26.04.2023	26.04.2025
Fırat University	2023	26.04.2023	26.04.2025
Harran University	2023	26.04.2023	26.04.2025
İstanbul Arel University	2023	26.04.2023	26.04.2025
İstanbul Sabahattin Zaim University	2023	26.04.2023	26.04.2025
İzmir Economy University	2023	26.04.2023	26.04.2025
İzmir Institute of Technology	2023	26.04.2023	26.04.2025
Kadir Has University	2023	26.04.2023	26.04.2025
Manisa Celal Bayar University	2023	26.04.2023	26.04.2025
İstanbul Okan University	2023	26.04.2023	26.04.2025
Süleyman Demirel University	2023	26.04.2023	26.04.2025
Tekirdağ Namık Kemal University	2023	26.04.2023	26.04.2025
Trakya University	2023	26.04.2023	26.04.2025
Uşak University	2023	26.04.2023	26.04.2025
Van Yüzüncü Yıl University	2023	26.04.2023	26.04.2025
Zonguldak Bülent Ecevit University	2023	26.04.2023	26.04.2025
Atatürk University	2024	31.07.2023	31.07.2025
Ondokuz Mayıs University	2024	31.07.2023	31.07.2025
Marmara University	2024	22.04.2024	22.04.2026
Pamukkale University	2024	22.04.2024	22.04.2026

Dicle University	2024	22.04.2024	22.04.2026
Niğde Ömer Halisdemir University	2024	22.04.2024	22.04.2026
Yozgat Bozok University	2024	22.04.2024	22.04.2026
İzmir Kâtip Çelebi University	2024	22.04.2024	22.04.2026
Erzincan Binali Yıldırım University	2024	22.04.2024	22.04.2026
İstanbul Medipol University	2024	22.04.2024	22.04.2026
Yaşar University	2024	22.04.2024	22.04.2026
Bartın University	2024	22.04.2024	22.04.2026
Nuh Naci Yazgan University	2024	22.04.2024	22.04.2026
Biruni University	2024	22.04.2024	22.04.2026
Erzurum Technical University	2024	22.04.2024	22.04.2026
Turkish – German University	2024	22.04.2024	22.04.2026
Kapadokya University	2024	22.04.2024	22.04.2026
Bezm-i Alem Vakıf University	2024	22.04.2024	22.04.2026
Toros University	2024	22.04.2024	22.04.2026

Table 1 shows the universities named as fully accredited for a period of 5 years within the scope of accreditation, accreditation start and end dates. Table 2 shows the universities accredited for a period of 2 years called conditional accreditation, accreditation start and end dates. 73 universities were examined within the scope of accreditation in Türkiye. Among 73 universities, 49 universities with faculties of economics and administrative sciences constitute the sample of the study.

Data Collection, Assessment Scale and Analysis

The authors collected the data from the Web sites of accredited Turkish universities in the first week of November 2024.

Limitations

This study is limited to the content information of the Web sites of accredited universities that have FEAS Web sites. Some accredited universities have faculties with different names (Faculty of Management Sciences, Faculty of Business Administration, etc.) instead of the Faculty of Economics and Administrative Sciences.

We only evaluate the home pages of the universities (e.g.: www.example.edu.tr), except for the item “memoranda of understanding with other universities”, because it is usually located on the international office page (e.g.: www.international.example.edu.tr). Other content categories such as transaction, entertainment, content perception, etc. [12] or other attributes of a Web site such as design, ease of use, download time, etc. [13] are beyond the scope of the study. In addition, university Web sites are constantly being updated and transformed. Therefore, the results of the study are only representative of the sample at the time of data collection.

Findings

In line with the research scale, the web pages of the FEAS of 49 universities in the research sample were examined and the findings obtained as a result of the examination were prepared in tables.

Table 3. Available item scores for the students/prospective students

No.	Item	Frequency	%
1	Admission information OSYS	49	100
2	Sections	49	100
3	Library Catalogs	44	89,79
4	Graduate information	43	87,75
5	Internal social groups	42	85,71
6	Accommodation	40	81,63
7	Culture and sport	40	81,63
8	Health services	41	83,67
9	Current students / future students students	41	83,67
10	Student development	44	89,79
11	Funds/awards/scholarships	14	28,57
12	Online application	16	32,65
13	Events	49	100
14	Learning and teaching	49	100

15	Accreditation	49	100
16	Facilities/amenities and services	41	83,67
	Arithmetic mean	40,68	83,03

According to Table 3, the arithmetic mean of the 16 items for students/potential students is 40,68 (83,03%). The items on admission information, departments, activities, learning and teaching scored 100%, as they are available on the FEAS websites of all accredited universities. The lowest item scores were for funds/awards/scholarships and online application. It is understood from the table that the other items are above 80%.

Table 4. Available item scores for the employees/prospective employees

No.	Item	Frequency	%
17	Research/specialization	48	97,95
18	Telephone directory	42	85,71
19	Internal business opportunities	6	12,24
20	International (support/services)	47	95,91
21	University publications	49	100
	Arithmetic Mean	38,4	78,36

According to Table 4, there are five items for employees/potential employees and the arithmetic mean of the item scores is 38,4. The highest item score is university publications and the lowest item score is internal job opportunities.

Table 5. Available item scores for the external stakeholders

No.	Item	Frequency	%
22	Search features	45	91,83
23	Foreign language	49	100
24	Promotion Video	49	100
25	Quick links	48	97,95
26	Visitors tab the web page	3	6,12
27	Frequently Asked Questions	34	69,38
28	Local city information	4	8,16
	Arithmetic Mean	33,14	67,63

According to Table 5, there are 7 items for external stakeholders and the arithmetic mean is 33,14. The statements with the highest item score are “foreign language and promotional video”. The items with the lowest item score are “web page tab for visitors” and “local city information”.

Table 6. Available item scores for media

No.	Item	Frequency	%
29	About University	49	100
30	University information (e-mail, phone, map, etc.)	49	100
31	Vision/Mission	49	100
32	University News	49	100
33	Social media	49	100
	Arithmetic Mean	49	100

In Table 6, all of the media items were found to be 100%. It was observed by the researcher that all universities in the research sample have information about media items on the web pages of FEAS.

IV. CONCLUSION

Web pages of institutions are a gateway to the public in today's digital age. Since internal and external stakeholders have access to institutions through this digital door, web pages are important for institutions. Evaluators also examine web pages during the accreditation process. Institutions with complete and flawless

web pages, internal and especially external stakeholders can easily access transparent and objective data. Web pages of universities are especially important for students and parents. Students can examine the university, department or program they will prefer through the university's web pages.

Within the scope of the research, the web pages of the Faculties of Economics and Administrative Sciences of universities in Türkiye that have achieved conditional or full accreditation requirements were analyzed in line with a scale consisting of 33 items. Since some universities did not have a faculty of economics and administrative sciences, they were excluded from the analysis. As a result, the research sample consists of the faculties of economics and administrative sciences of 49 universities.

In line with the research findings, the web pages of the accredited universities examined also include social contribution and sustainability tabs. According to the findings of the research, as a result of the web pages examined; 83,03% for students / potential students, 78,36% for employees / potential employees, 67,63% for external stakeholders and 100% for media. In this direction, it can be said that universities give importance to university information, vision/mission, news, social media activities within the scope of media items on the web pages of faculties of economics and administrative sciences. It is suggested that they should improve their web pages for students/potential students, external stakeholders and employees/potential employees. In particular, the items with low item scores in the scale can be listed as follows;

- Funds/awards/scholarships (28,57%)
- Online applications (32,65%)
- Internal business opportunities (12,24%)
- Visitors tab the web page (6,12%)
- Frequently Asked Questions (69,38%)
- Local city information (8,16%)

Internal job opportunities are published on the main web pages of universities and on ilan.gov.tr in accordance with the relevant legislation in Türkiye. Faculty-based job opportunities are not published. It is thought that developing statements with low item scores and publishing them on the web pages of faculties would add value to the relevant institutions or organizations.

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