THE ADEQUACY OF JOURNALISTIC QUALIFICATION IN PRESS ACADEMIC TRAINING INSTITUTIONS FOR WORKING IN TELEVISION SITES; AN EMPIRICAL STUDY

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ABSTRACT

This study, which belongs to descriptive studies, is concerned with the academic journalistic training sector, specifically at the University of Baghdad/ Faculty of Media because it is the oldest Faculty of media in Iraq. The present study deals with the problem of academic journalistic training in light of the instantaneous changes and the job market that requires training and press skills that enable digital media to compete and prove existence. The present study focuses on two aspects; the reality of the academic journalistic formation and the influencing factors, and ways to improve it so that the academic journal formation data keep being in line with the work in television sites and the needs of the labor market using the questionnaire tool designed to identify the views of the university community; media teachers, media students in postgraduate studies, and media students In the Bachelor studies with an available sample of (28) teachers in the Faculty of Media; (15) students in graduate studies, and (52) students in Bachelor studies. Among the most prominent results are that the outputs of the Faculty of Media, according to their human, material, and technical capabilities, give a clear indication of the negative indicators of the nature of media training and qualification in that academic institution. It cannot keep pace with the scientific and technical developments in the media field and the requirements of the labor market. The study calls for a review of all the joints of the qualifying academic process in the field of journalism, its components and the factors supporting or

influencing it in order to be able to enable the electronic journalist capabilities in the internet environment, especially television sites.

INTRODUCTION

Communication with its various patterns through the internet environment is characterized, especially in the Arab media environment, with randomness, temperament, and traditionalism in journalistic practice.

Some specialists criticized the absence of academic journalistic training at the level of practice. Others announce boycott with academic journalistic institutions and preferred to learn the profession through fast media courses and workshops. Others emphasized the necessity of upgrading the curricula and programs of journalism training schools in the universities of the Arab world.

Until the end of the last century, academic journalistic outputs lacked qualification capabilities and training opportunities in media institutions in the public and private sectors. Thus, the Internet has enabled everyone to attend and participate through its communication and media platforms. Hence, journalism training schools were put under the pressure of challenge and proving existence.

The journalistic training components are the academic training institutions, institutions of self-training for journalists, the professionalism of those involved in qualification, curricula, qualification and training opportunities, the nature of the philosophy of journalistic systems, career opportunities, and the needs of the job market. Therefore, quality of journalistic training and keeping pace with the labor market requires highlighting the scientific indicators that can form the journalistic training strategy.

These variables were subjected through a field study on various classes, at the Faculty of Media/ University of Baghdad as follows;
Academic Media Professors, Postgraduate Students in the Departments of the Faculty of Media, and Students of Bachelor Studies in the Departments of the Faculty of Media.

First; The study methodology

The research problem is centered around the question about the extent of the adequacy of journalistic training in the Faculty of Media, University of Baghdad to work on electronic sites, especially television, according to the views of the university community; teaching staff, media students in graduate studies, and media students in Bachelor studies.

The Objectives.

The objectives of the present study are determined by the following:

Determining the extent of professionalism of those responsible for academic journalistic qualification in the Faculty of Media according to the views of the respondents; teaching media, media students in higher studies, and media students in Bachelor studies.

2. Identifying the extent to which media competence corresponds to the items of journalistic curricula.

3. Determining the extent to which journalistic curricula keep abreast of recent developments in the science of communication and media according to the viewpoints of the respondents; media teachers, media students in postgraduate studies, and media students in Bachelor studies.

4. Identifying the extent of completing the items of journalistic academic curricula according to the respondents' points of view; teaching media, media students in higher studies, and media students in Bachelor studies.

5. Identifying the suitability of the classrooms at the Faculty of Media for academic and journalistic qualification in terms of student preparation, means of clarification and communication techniques according to the views of the respondents; teachers of media, media students in graduate studies, and media students in Bachelor studies.

6. Identifying the extent of investing in digital media sites for training purposes according to the respondents' points of view; media teachers, media students in higher studies, and media students in Bachelor studies.

7. Diagnosing the adequacy of the journalistic academic training for vocational rehabilitation, and the reasons for insufficiency according to the viewpoints of the respondents; media teachers, media students in postgraduate studies, and media students in Bachelor studies.

8. Identifying the extent to which journalistic curricula meet the needs of the labor market according to the views of the respondents; teachers of media, media students in postgraduate studies, and media students in Bachelor studies.

9. Identifying the extent of contentment in the level of journalistic academic qualification in the Faculty of Media according to the respondents' points of view; teachers of media, media students in higher studies, and media students in Bachelor studies.

10. Determining the importance of some factors for upgrading journalistic academic qualification; the experience of the visiting professors, the experience of seeking the assistance of international experts, and the experience of twinning according to the views of the respondents; teachers of media, media students in higher studies, and media students in Bachelor studies.

11. Determining the extent of the impact of those in charge of scientific positions in the Faculty of Media, University of Baghdad, on the nature of journalistic qualification for students according to the views of the respondents; teachers of media, media students in higher studies, and media students in Bachelor studies.

12. Diagnosing the respondents' suggestions; media teachers and media students in postgraduate studies regarding developing the academic journalistic training.

3. *The study tools*

The present study is considered descriptive as the two researcher used the survey method and the questionnaire tool that included questions and alternatives related to the research problem and its objectives.

1. *The study community and its sample*

The study community are teachers of media, media students in postgraduate studies, and media students in Bachelor studies at the Faculty of Media, University of Baghdad. The research sample included (28) teaching staff members in the Faculty of Media, (15) students In postgraduate studies, and (52) students in Bachelor studies who are in the Faculty in the period 9-11, 10-12 / 2016.

4. *The limits of study*

1. Objectivity; The extent of the adequacy of the journalistic qualification in the academic journalistic training institutions to work in television sites.

2. Human; The university community; teachers of media, media students in postgraduate studies, and media students in Bachelor studies at the University of Baghdad, Faculty of Media.

3. Spatial; Faculty of Media, University of Baghdad.

4. Temporal; It is the period of distributing the questionnaire to the respondents, receiving it, and analyzing it in the period from 9 / 11-10 / 12 / 2016AD.

Second: Press training and digital communication issues

The Internet environment expands in light of the digital communication to include all communication, media, administrative, legal, economic, social, psychological and cultural contexts, and everything that constitutes a factor influencing the communication and media activities that are marketed through the internet.

Although it is rumored that the Internet is not owned by anyone and it is not controlled by any communication authority, it has an administrative and legal system and it is subject to administrative and legal powers. It allows individual and group initiatives. It pretends to be anarchist and unable to control its communication and media activity across the network. All communication and media activities can be controlled and subject to the will of the administrative and legal authorities through techniques and programs that are witnessing a steady

development that is above the levels of familiar perceptions (Al-Jumaili, and Al-Ani, 2015: 11).

The revolution of communications and information technology represented by the internet was not accompanied by a legal revolution (Moses, 2010: 80). The minimum common law among the different countries of the world is the actual Internet law. It is the law of the most negligible country with negative practices in the Internet (Delio, 2003: 169).

There are also a large number of organizations specialized in combating cybercrime of all kinds, including the Software and Information Industry Federation, which looks at ways to protect intellectual property information, the Business Software Federation, the American Recording Industry Association that is concerned with combating music piracy, and the Interactive Digital Software Federation that is interested in fighting systems Illegal Simulation, the Web Police Organization that receives various complaints, and provides a web crime follow-up service of various kinds (Diliu, 2003: 169).

There are convictions about the limited methods of blocking and filtering and local jamming programs at the level of devices or service providers due to the availability of technologies and programs that can overcome them, the emergence of thousands of new sites on the web, which are difficult to block directly, and the huge amount of information flowing in time.

Also, many international, regional and local organizations have emerged to monitor violations of freedom of opinion and expression. Their reports have become a force for pressure on local governments, especially as they are taken by official and informal international organizations. They are considered one of the important indicators in evaluating countries and creating a their image in the areas of freedom of Expression, information exchange, transparency, social justice, and the extent to which the rest of human rights are guaranteed, which have a clear impact on the extent to which satisfaction is achieved by international organizations and economic blocs that have come to control the countries 'policies and economic and social conditions (Abu Khalil, 2010: 238).

Fifth; Press training institutions

The phenomena of the absence of academic media specialization, the adoption of experience based on subjective jurisprudence, the lack of adoption of new data for academic media institutions, alienation in practice and formation regarding information and communication science, and the repercussions of the digital media in terms of repercussions, especially professional ones, are common throughout the media channels in the Arab world.

1. Academic Institutions; The curricula for media professionals in the Arab world expand for all sciences and knowledge related to journalistic work, but what is

taken is limited by practical training, the absence of training means, and the short period of time for training in communication channels.

2. Civil society institutions; Several civil society organizations hold qualification courses for a limited period for amateurs for the media profession. They rely on some journalists in traditional media. They also issue many electronic and traditional newspapers that contribute to the media formation of some trainees.

3. Traditional media institutions; Press and TV channels have held many courses and workshops to develop their staffs and those who are interested in training. Their certificates are experience documents approved in traditional and new media institutions. But, this indicates that they do not rely on famous journalists in the leading communication channels in the field of Communication and media, and university professors in academic training institutions, which may lead to undesirable results in the field of media training.

4. Digital media sites; Radio, press and television digital media sites have held many workshops and training courses for media professionals. They are the media training institutions; civil society institutions and traditional media institutions. But, those in charge of digital media channels are Journalists working in traditional media.

5. Citizen journalism and the chaos of communicative practice.
Citizen media has become as a communication medium, a producer, a transporter and a user of various modes of communication rather than a media medium, as the majority of users of this medium do not understand the alphabet of communication, its styles, methods and arts, so this experience is almost overcome by the random, uncontrolled mood, and the domination of the entertainment function over the rest of the communication functions, As well as the supremacy of language and colloquial dialects, and lack of awareness of the contents of the communication messages, including content and patterns of communication, various methods, and goals.

In addition to achieving the goals previously planned by those who control the Internet environment, such as spreading anarchy in the entirety of communication activities, prioritizing entertainment and consumer culture over the rest of the communication activities and marketing them under the umbrella of freedom of expression and communication guaranteed by the principles of human rights **(Bakhit, 2012).**

Sixth; The field study

1 Media training at the Faculty off Media, University of Baghdad.
The relationship between the items of the curriculum and the type of specialization.
Table (1): What is the relationship between the items of the journalistic academic curriculum and their specialization?

The relationship between the items of the curriculum and the teaching competence.	Frequency	Percentage
Year	12	42.85
Precise	17	60.71
It has nothing to do	-	
Do not answer	1	3.57
Total	28	100

The data in Table (1) indicates that:

1. The majority of the teaching staff in the Faculty of Media for the items of the curriculum have a relationship with their precise specialization. In contrast, there are a large number of respondents who make up a percentage of (42.85%) of the items of the curriculum having a relationship with their general specialization.
2. This result has a clear impact on the media qualification of students, which necessitates focusing on the precise specialization in teaching the items of the media curriculum.

Professionalism of academic qualification

Table (2) Theextent of professionalism of those in charge of academic qualification.

Professionalism degree	Staff views		Postgraduates' views		Bachelor students' views	
	Frequency		Percentage		Frequency	
Excellent	2	7.14		2	7.14	
Very good	12	42.85	4	12	42.85	4
Good	9	32.14	10	9	32.14	10
Average	3	10.71	1	3	10.71	1
Acceptable	1	3.57		1	3.57	
Weak	1	3.57		1	3.57	
Total	28	100	15	28	100	15

Thee data in Table (2) indicate that:

1. The image of media teachers on the extent of their professionalism in academic qualification differs from the images formed by them among students of postgraduate studies and Bachelor studies.
2. One of the reasons for the prevalence of this mental image can be attributed to the lack of proficiency in the majority of teachers, not one of the prevailing foreign languages, as well as the provision of their information in the field of media and the limited information and technical applications in the field of academic qualification.

3. Keeping up with informational curricula.

Table (3): The extent of media curriculum keeping pace with recent developments in communication sciences.

Keeping up with the curriculum	Staff views		Postgraduates' views		Bachelor students' views	
	Frequency		Percentage		Frequency	
keeping up	11	39.28	3	11	39.28	3
Not keeping up	-		2	-		2
Keeping up to some extent	17	60.71	10	17	60.71	10
Total	28	100	15	28	100	15

The data in Table (3) indicate that:

1. The majority of the respondents among the teaching staff and postgraduate students state that the media studies curricula are somewhat up to date with recent developments in the field of communication and media sciences, which indicates the need to make some changes to the curricula due to their necessity in media qualification.

2. Some of the respondents believe that it is keeping pace due to the fact that the science of communication and media includes many specializations. Not all of them are not keeping pace or keeping up to some extent with developments in this field.

3. The extent to which the curriculum items are completed annually.

Table (4) The extent to which the curriculum items are completed annually.

Completion of curriculum items annually	Staff views		Postgraduates' views		Bachelor students' views	
	Frequency		Percentage		Frequency	
Yes	12	42.85	4	12	42.85	4
Both			2			2
To some extent	16	57.14	9	16	57.14	9
Total	28	100	15	28	100	15

The data in Table (4) indicate that:

1. The majority of the respondents assert that the items of the curriculum are completed to some extent, which is a negative indicator in the academic qualification.

2. This result provides an indication that students are not familiar with all aspects of the items of media curricula, which necessitates compensating for completing the items of media curricula.

5. Classrooms for academic qualification in terms of the number of students.

Table (5): The 0065xtent of suitability of academic classrooms for academic qualification in terms of the number of students.

Classrooms and students' numbers	Staff views		Postgraduates' views		Bachelor students' views	
	Frequency				Frequency	
Suitable	14	50	7	14	50	7
Inappropriate	4	14.28	5	4	14.28	5
Somewhat suitable	10	35.71	3	10	35.71	3
Total	28	100	17	28	100	17

The data in Table (5) indicates that:

1. The views of the respondents; the professors and students of Bachelor studies on the degree of suitability of the classrooms for academic qualification contrast with the views of postgraduate studies.

2. The appearance of these results is controlled by several criteria, including the number criterion, which is represented by the variation in the number of graduate students' numbers to the numbers of Bachelor studies, and the criterion of the nature of the items of the curriculum.

3. There is an urgent need to consider the numbers of students according to international scientific standards because this has a clear impact on the levels of academic and professional academic qualification.

6. Classrooms, clarification means, and communication techniques.

Table (6): The suitability of the classrooms for academic qualification in terms of means of clarification and communication techniques.

Classrooms, clarification means, and communication techniques	Staff views		Postgraduates' views		Bachelor students' views	
	Frequency				Frequency	
Suitable	4	14.28	7	4	14.28	7
Inappropriate	8	28.57	5	8	28.57	5
Somewhat suitable	16	57.14	3	16	57.14	3
Total	28	100	15	28	100	15

The data in Table 6 indicate that:

1. The viewpoints of professors, postgraduate students, and Bachelor studies emphasize the inadequacy of the classrooms in terms of techniques.

2. The appearance of these results is controlled by several criteria, including the number criterion, which is represented by the variation in the numbers of postgraduate students to the numbers of Bachelor studies, the criterion of the nature of the items of the curriculum, the criterion of the need for techniques, and the criterion of qualification of classrooms technically.

3. There is a need to rehabilitate the classrooms by means of clarification and communication techniques for their great role in changing the level of academic and professional academic qualification.
7.The extent of exploiting digital media sites.

Table (7) The extent of exploiting digital media sites used for training purposes.

The extent of exploitation	Staff views		Postgraduates' views		Bachelor students' views	
	Frequency				Frequency	
Yes	12	42.85	6	12	42.85	6
Both	2	7.14	4	2	7.14	4
To some extent	14	50	5	14	50	5
Total	28	100	15	28	100	15

The data in Table (7) indicate that:

1. The exploitation of new media sites for training purposes is one of the priorities of the university teaching staff and postgraduate students. It is noticed that students of Bachelor studies differ in their views on the extent of their exploitation of media qualification purposes.

2. This result indicates that there is no mechanism in the Faculty of Media to exploit new media sites for training purposes. This issue is subject to personal matters.

8. Professional academic training opportunities in the field of media.

Table (8): The extent of the adequacy of academic training opportunities for professional qualification in the field of media.

Training opportunities	Staff views		Postgraduates' views		Bachelor students' views	
	Frequency				Frequency	
Sufficient	5	17.85	1	5	17.85	1
Insufficient	7	25	7	7	25	7
Somewhat sufficient	16	57.14	7	15	57.14	7
Total	28	100	15	28	100	15

The data in Table (8) indicate that:

1. There are differences in the views of a small group of postgraduates, the majority of Bachelor studies, and some media professors about insufficient training opportunities. The views of the majority of media teachers correspond to less than half of the number of postgraduates and the majority of Bachelor studies students.

2. These results emphasize the necessity of increasing academic training opportunities due to their importance in media qualification.
9. Reasons for insufficient opportunities for academic training in the field of media.

1. The image formed on the reasons for insufficient training for professors and students is very similar. It includes all dimensions of the educational process, including what is related to the nature of the curriculum, the extent of the efficiency of the media teachers in professional practice, the quality of techniques and laboratories available, the numbers of students and the extent of their seriousness, and the time available For training.

Thus, insufficient academic training and dealing with it in this way, is one of the negative indicators that affect the quality of media academic qualification.
In a question about the reasons for excluding the opportunity of academic training in journalistic institutions for media training, according to the opinion of media professors, who form part of the research sample, it was found that (53.57) of the respondents attribute the reason for not cooperating with the media institutions. (21.42%) of The respondents considered it an experiment with unsatisfactory results. (14.14%) of the respondents described it as an unreliable experiment.

(14.14%) of the respondents did not answer. This experiment is one of the negative indicators that were canceled. It was possible to take advantage of its positive results, and correct Its wrong paths.

10. The extent to which the curricula keep up with the needs of the labor market.

Table (10): The extent of the curricula keeping up with the needs of the labor market.

Curricula and labor market needs	Staff views		Postgraduates' views		Bachelor students' views	
	Frequency				Frequency	
keeping up	4	14.28	4	4	14.28	4
Not keeping up	4	14.28	3	4	14.28	3
Keeping up to some extent	20	71.42	8	20	71.42	8
Total	28	100	15	28	100	15

The data in Table (10) indicate that:

1. The majority of the respondents; teachers, graduate students, and students of Bachelor studies see the media studies curriculum as keeping to some extent with the needs of the labor market in the field of communication and media sciences, which indicates the need to make some changes to the items of the curricula due to its necessity in media qualification.

2. Some of the respondents believe that it is keeping pace due to the fact that the science of communication and media includes many specializations and not all of them are not keeping pace with or needs of the labor market. The labor market is also suffering from many shortcomings, including what is human, cognitive, skills, and material.

11. Limits of contentment with academic qualification for Faculty students.

Table (11) The extent of conviction with the level of academic qualification for Faculty students.

Contentment	Staff views		Postgraduates' views		Bachelor students' views	
	Frequency				Frequency	
Convinced	4	14.28	6	4	14.28	6
Unconvinced	9	32.14	1	9	32.14	1
Somewhat convinced	15	53.57	7	15	53.57	7
Total	28	100	16	28	100	15

The data of Table (11) are consistent with the data of the previous table to some extent, and confirm a clear indication about the difference in conviction with the outputs of the Faculty of Media in media qualification. There is a lack of total conviction and the prevalence of conviction with certain limits, which gives a clear indication that its outputs in media rehabilitation will not be ideal according to The respondents' views which differ on the extent of the conviction of the Faculty qualification for media students.

12. Reasons for not being satisfied with the academic qualification of Faculty students.

Table (12) Reasons for not being satisfied with the academic qualification of students of the Faculty of Media.

Reasons	Staff views		Postgraduates' views		Bachelor students' views	
	Frequency				Frequency	
The lack of seriousness of some students	16	44.44	2	16	44.44	2
Lack of experience of some teachers	8	22.22	5	8	22.22	5
Lack of adequate material and technical capabilities	8	22.22	5	8	22.22	5
The large number of students	4	11.11	1	4	11.11	1
Total	36	100	15	36	100	15

Some of the respondents chose more than one alternative
The data in Table 12 data indicate that:

1.   The reasons for the lack of conviction in the academic qualification of the Faculty students, according to the viewpoint of the; professors, postgraduates, and students of Bachelor studies are as follows:
2.   The lack of seriousness of some students, especially in the Bachelor studies, the lack of sufficient material and technical capabilities, the lack of

experience of some teachers, and the abundance in The numbers of students in limited percentages.

2. These negative indicators can be addressed by media and technical qualification, the method of admitting students, and selecting the competencies of the teachers to be part of the media training system.

13. Upgrading academic qualification.

Table (13) Factors of advancing academic qualification.

Hiring international experts	Staff views	Postgraduates' views	Staff views	Postgraduates' views
	Frequency	Percentage	Frequency	Percentage
Yes	16	57.14	16	57.14
Both	8	28.57	8	28.57
To some extent	4	14.28	4	14.28
Total	28	100	28	100
Twinning with the corresponding academic institutions	Staff views	Postgraduates' views	Staff views	Postgraduates' views
	Frequency	Percentage	Frequency	Percentage
Yes	21	75	21	75
Both	2	7.14	2	7.14
To some extent	5	17.85	5	17.85
Total	28	100	28	100
Using the experience of visiting professor	Staff views	Postgraduates' views	Staff views	Postgraduates' views
	Frequency	Percentage	Frequency	Percentage
Yes	15	53.57	15	53.57
Both	4	14.28	4	14.28
To some extent	9	32.14	9	32.14
Total	28	100	28	100

The data in Table (13) indicate that:

1. The majority of the respondents; trainees and graduate students see that it is necessary to upgrade media academic qualification with the help of international experts, twinning with the corresponding academic institutions, and by activating the experience of the visiting professor because of its importance in accumulating knowledge and experience in the field of media qualification.

2. Some of the respondent professors do not count on these factors in the field of media academic qualification because they are experiences that are not based on scientific planning whose results that cannot be seen concretely on the media qualification of students.

14. Academic Administration and Qualification.

Table (14) the effect of those in charge of academic positions in the Faculty on academic qualification.

The effect of administration on academic qualification	Staff views		Postgraduates' views	
	Frequency			
Academic qualification quality	13	46.42	13	46.42
Weak academic qualification	10	35.71	10	35.71
Do not answer	5	17.85	5	17.85
Total	28	100	28	100

The data in Table (14) indicate that:

1. There is a clear difference between the views of teachers on the effect of those in charge of scientific positions in the Faculty of Media on academic and media qualification.

2. The majority of respondent postgraduate students believe that those in scientific positions have a clear impact on the quality of academic and media qualification. For a number of the teaching staff members and postgraduate students not to answer provides a clear indication of dissatisfaction.

15. Suggestions for developing media training in academic and media institutions.

Table (15) Suggestions for developing media training in academic institutions.

No.	The suggesttions
1	Considering the issue of central admission.
2	Setting exams before students are admitted.
3	Admitting students wishing to study media.
4	Updating the academic curricula in the Faculty.
5	Organizing training courses within the academic institution.
6	Organizing training courses and workshops with solid media institutions
7	Focusing on practical training; increasing time, field visits, courses, workshops, and providing trainers.
8	Participation of teachers in Arab and international training courses.
9	Encouraging research teams for teachers on specialized topics.
10	Selecting the competencies of the teaching staff to teach the media students.
11	Providing the appropriate environment for university teaching staff in the field of media.

12	Reviewing the leading academic experiences, and activating the experience of exchanging experiences between local and Arab universities in accordance with university agreements.
13	Activating the visiting professor experience and the twinning experience.
14	Benefiting from the pioneering experiences in the field of remote lecture management.
15	Converting classrooms into virtual studios.
16	Providing laboratories and modern technologies to suit the student numbers.

CONCLUSIONS.

1. The majority of the teaching staff in the Faculty of Media believe that the items of the curriculum are related to their precise specialization. In contrast, a large number of respondents who make up a percentage of (42.85%) see that the items of the curriculum are related to their general specialization.

2. The image of the majority of media teachers on the extent of their professionalism in academic qualification differs from the images formed by them for many reasons, including: their lack of one of the prevailing foreign languages, their old information in the media field, and the limited information and technical applications in the field of academic qualification.

3. The majority of the respondent teaching staff and postgraduate students see that it is necessary to make some changes in the media curricula due to their necessity in media qualification and meeting the needs of the labor market.

4. The views of the respondent professors and students of the Bachelor studies differ regarding the suitability of the classrooms for academic qualification. They contrast with the views of the postgraduates according to the number criterion, which was represented by the variance of the numbers of postgraduate students and the numbers of the Bachelor studies in addition to the criterion of the nature of the items of the curriculum.

5. The views of the respondent professors, postgraduates, and Bachelor studies differ on the suitability of the classrooms in terms of techniques. This gives a clear indication of a type of technical deficiency in the rehabilitation of media classrooms.

6. The exploitation of new media sites for training purposes has no mechanism in the Faculty of Media. This issue is subject to personal matters.

7. There are variations, convergences, and divergences of views on the adequacy of training opportunities among media teachers, postgraduates, and students of Bachelor studies. This is an an indication of the need to increase training opportunities in varying proportions.

8. The image formed on the reasons for insufficient training for professors and students is very similar. It includes all dimensions of the media qualification process. The weakness of academic training is one of the negative indicators that affect the quality of media academic qualification.

9. Some of the respondents believe that keeping pace with developments is due to the fact that the science of communication and media includes many specializations. Not all specializations are not keeping pace with the needs of the labor market. The labor market is also suffering from many shortcomings, including what is human, cognitive, skills, and material.

10. The outputs of the Faculty of Media according to their human, material, and technical capabilities give a clear indication that they cannot be ideal in media qualification, or they may be characterized by the quality of media qualification in that academic institution, according to the respondents 'views about the extent to which the Faculty is able to prepare students. This gives a clear indication of the nature of training and media qualification in that academic institution.

11. The reasons for dissatisfaction with the academic qualification of the Faculty according to the viewpoint of some of the respondents were the likelihood of lack of seriousness of some students, especially in the Bachelor studies, the lack of sufficient material and technical capabilities, and the lack of experience of some teachers.

12. It is necessary to upgrade media academic qualification with the assistance of international experts, twinning with the corresponding academic institutions, and by activating the experience of the visiting professor, given the importance of these experiences in accumulating knowledge and experience in the field of media qualification.

13. The views of the teachers differ on the effect of those in charge of scientific positions in the Faculty of Media on academic media qualification. The majority of respondent postgraduates believe that they have contributed to the quality of media academic qualification.
Recommendations.

1. Media teachers should update their knowledge in the field of media, especially in the field of specialization. They should exploit new technologies to enrich the practical side.

2. Decision-makers in the media academic institutions should form media committees in the various disciplines of communication science and media to make changes in some items of media studies curricula in a way that is compatible with cognitive and professional developments in this field and the needs of the labor market.

3. There should be a considerable focus on the specific competence in teaching the items of the media curriculum due to the clear impact on media qualification for students.

4. Classrooms should be rehabilitated by means of clarification and communication techniques for the great role in changing the level of academic and professional academic qualification for media students.

5. Media university lecturers should exploit the technical and professional capabilities of the new media sites for the purposes of media qualification.

6. The items of the media curricula should be renewed to increase the opportunities for academic training due to its importance in media qualification. The human, material, and technical capabilities in the Faculty of Media should be reconsidered in order to approach the quality of media training.

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