

INDUSTRIAL PROVISION OF PRACTICE SKILLS OF STUDENTS TRAINING GASTRONOMY EDUCATION (CASE OF TURKEY)

Assit. Prof. Dr. Mehmet SARIOĞLAN
Balıkesir University, Faculty of Tourism
Balıkesir, TURKEY

ABSTRACT

Purpose of this study is to determine to what extent practice skills of students, training gastronomy education, meet the expectations of food and beverage industry. In the study, 197 students training intership in 27 different firms of total 1540 students training gastronomy education at higher education level in Turkey were ached by using purposive sampling method.

Data were collected by using a structured questionnaire with directors of food and beverage firms. Data obtained from interview form were collected under the categories of ability and frequencies were calculated for these categories. As a result of this study it was concluded that level of practice skills of student straining gastronomy education at higher level in Turkey is far short of the expectations of food and beverage industry.

Key Words: Gastronomy Education, Food and Beverage Industry, Turkey.

INTRODUCTION

The primary purpose of the individual, family and society is to be healthy and productive. The symbol of being healthy and productive is a physically, psychologically and socially well-developed body structure and maintaining this structure without any harm. Being physically and mentally healthy at every stage of life is possible with an adequate and balanced nutrition (Lucendo and DeRezende, 2009; Hoddinott and Ruel, 2008). Providing these conditions will be realized with the quantitative and qualitative development of gastronomy education (Sarioğlan, 2012).

Being physically and mentally healthy and maintaining health at every stage of life are possible with an adequate and balanced nutrition and producing this nutriment (Bevans, Sanchez, Teneralli, Forrest, 2011). The science field dealing with this occupation is called gastronomy. Gastronomy can be defined as the art of systematically arranging food-beverage activities which is the primary element individuals can never give up in their daily lives (Oliveira, 2011; Chossat and Gergaud, 2003). Hence, the need for eating-drinking is indicated as the indispensable requirements of individuals according to Maslow's hierarchy of needs. Gastronomy constitutes a basis for scientific studies which have marked 21st century as a process that meets not only physical but psychological and sociological needs, and directly affects physical and psychological health when they are not met (Kevila and Crotts, 2006; Mognard, 2011; Tikkanen, 2007).

The improvement of gastronomy science has caused an increase in diversity and amount of food-beverage production. Increasing and diversifying food-beverage production have provided gastronomy science with a commercial value. The greatest factor providing this commercial value is the fact of individuals' eating outside their houses as a result of their increasingly spendable incomes and spare times with the development of industrial revolution (Long, 2010; Henderson, 2009). The occurrence of this fact has made gastronomy element an important industry by triggering food-beverage enterprises to operate as a business organisation. (Molz, 2007; Brownlie, Hewer and Horne, 2006).

Turkish cuisine takes place among the most important cuisines of the world, particularly when considered in terms of cultural richness and diversity of food-beverage (Güler, 2010; Karaosmanoğlu, 2007; Aktaş, 2001). However, it can easily be expressed that Turkey falls behind quantitatively and qualitatively when the rate of population and the status of gastronomy education in other countries are considered (Hegarty, 2011; Zahari & diğerleri, 2009; Aymankuy & Sarioğlu, 2007; Harrington, Mandabach, Van Leeuwen, D. & Thibodeaux, 2005; Stitt, 1996). Particularly in direction with the fact that gastronomy sector has a significant place in Turkish economy, it can be said that gastronomy education has not reached the desired level today.

METHOD

Gastronomy education in Turkey is given in two primary education levels, which are secondary and higher education. The lack of scientific studies on gastronomy at higher education level and performing access to sample effectively have inclined the implementation field of the study to students who study gastronomy at higher education level.

197 students who undergo a period of training out of 1540 students in total (OSYM LYS-2012 Guide) who study gastronomy at bachelor 's level in higher education in Turkey are reached with purposeful sampling method in this study. The research is performed in food-beverage enterprises during students' training periods. The research is carried out in 27 different enterprises in 3 different provinces (Istanbul, Ankara, İzmir). The questions asked to training students are also asked to executives who operate in enterprises. Data are collected by using structured interview form. Data gained from interview forms are collected under talent categories and a frequency count is made for these categories.

FINDINGS AND DISCUSSION

The analysis of data gained from survey study in the research are is made by using SPSS programme version 20. Arithmetic mean technique is used in order to measure the expectancy tendencies of food-beverage industry. In the research, same questions are asked to intern students and executives operating in food-beverage enterprises, by using principal implementation talents list, which is developed by Sarioğlu (2013). Answers to the level of difference and similarity between intern students and executives operating in food-beverage enterprises regarding their statements on implementation talents, are sought. The coverage ratio of implementation talents sought in food-beverage industry is determined in the answers sought.

Table 1: Comparison of Implementation Talent Types in Terms of Interns and Executives

Variety of Practice Ability	According to Apprantee (%)	According to Supervisor (%)
General Production Planning	84,77	24,89
General Hygiene Rules	91,86	69,73
Uses of Equipment Ability	88,90	37,05
Food Hygiene and Safety	84,61	26,18
Product of Supply Methods	59,44	13,46
Slices Methods	78,92	66,84
Cooking Methods	80,07	71,66
Menu Planning	94,76	54,48
Storages Methods	69,28	61,85
Presentation and Decoration Methods	76,87	43,74
Cost Control Methods	71,36	29,52
Practice of Fusion Cuisine	32,17	13,76
Practice of Molecular Cuisine	11,67	7,08
GENERAL AVERAGE	71,13	40,02

The study tries to measure the level of implementation talents' of students who study in schools that provide gastronomy education at bachelor's level, meeting the needs of food-beverage industry. Measuring principal implementation talents such as general production planning, general hygiene rules, equipment using talents, food hygiene and safety, product supply methods, slicing techniques, cooking techniques, menu planning, storing techniques, presentation and ornamentation techniques, cost control techniques, fusion cuisine implementations and molecular cuisine implementations is aimed.

According to the table of implementation talent types comparison in terms of interns and executives, intern students generally think they cover 71.13% of the implementation talent expected by food-beverage industry. Executives in food-beverage industry assume that intern students' implementation talents cover only 40.02% of the sector's expectations. In consideration of these data, the coverage ratio of intern students regarding the expectations of food-beverage industry on implementation talents differ in terms of intern students and executives.

In the research, it is concluded that according to intern students, the implementation talents of intern students are more positive with respect to the expectations of executives which are active in industry. Significant differences are identified regarding the implementation talents such as general production planning, equipment using talents, food hygiene and safety, product supply methods and cost control techniques.

CONCLUSION AND RECOMMENDATIONS

In the study, it is concluded that courses and course contents in schools that provide gastronomy education at bachelor's level can not meet workers demands which are required by food-beverage industry qualitatively to a great extent. It is determined that food-beverage industry is fairly behind the implementation talent expected from intern students. In order to eliminate these results, the recommendations below should be implemented within certain strategic plans.

Implementation fields aimed at students should be created for the courses and course contents in schools that provide gastronomy education at bachelor's level to meet the worker needs required by food-beverage industry.

Implementation laboratories should be improved qualitatively and quantitatively in schools that provide gastronomy education at bachelor's level.

Talents required by food-beverage industry should be strengthened with information and implementation courses.

IJONTE's Note: This study is presented as an oral presentation on 2nd World Conference on Educational and Instructional Studies- WCEIS.

BIODATA AND CONTACT ADDRESS OF AUTHOR



Mehmet SARIOĞLAN currently employed as an Assistant Proffesor at Balıkesir University Faculty of Tourism., Department of Tourism and Hotel Management. He Phd degree in Balıkesir University.

Assit. Prof. Dr. Mehmet SARIOĞLAN
Balıkesir University, Faculty of Tourism
Balıkesir, TURKEY
E. Mail: mehmets@balikesir.edu.tr

REFERENCES

- Aktaş, A. (2001). *Hospitality Business of Food and Beverage Management*. Ankara: Detay Yayıncılık.
- Aymankuy, Y. & Sariođlan, M. (2007). A Model Suggestion to Develop Food and Beverage Philosophy and Nourishment Habits, I. National Gastronomy Congress (4-5 May 2007). Antalya.
- Bevans, K.B., Sanchez, B., Tanerelli, R., Forrest, C.B. (2011). Children's Eating Behaviour: The Importance of Nutrition Standart for Foods in Schools, *Journal of School Health*, 81 (7), 424-429.
- Brownlie, D., Hewer P., Horne, S. (2006). Culinary Tourism: An Exploratory Reading of Contemporary Representations of Cooking, *Journal of Consumption Markets & Culture*, 8 (1), 7-26.
- Chossat, V., Gerguad, O. (2003). Expert Opinion and Gastronomy: The Recipe for Success, *Journal of Cultural Economic*, 27 (2), 127-141.
- Harrington, R., Mandabach, K. H. Van Leeuwen, D. & Thibodeaux, W. (2005). A Multi-Lens Framework Explaining Structural Differences across Foodservice and Culinary Education, *International Journal of Hospitality Management* 24 (2), 195-218.
- Henderson, J.C., (2009). *Food Tourism Reviewed*, Emerald Group Publishing Limited, London.
- Hegarty, J. A. (2011). Achieving Excellence by Means of Critical Reflection an Cultural Imagination in Culinary Arts and Gastronomy Education. *Journal of Culinary Science & Technology* 9 (2): 55-65.
- Hoddinott, J., Ruel, M.T. (2008). *Investing in Early Childhood Nutrition*, International Food Policy Research Institute, USA.
- Görkem, O., Öztürk, Y. (2011). Otel Mutfaklarında Stajyer İstihdamı ve Beceri Eğitimi Yeterliğine Yönelik Bir Uygulama, *İşletme Araştırmaları Dergisi*, 3 (4), 18-33.
- Güler, S. (2010). Türk Mutfak Kültürü ve Yeme İçme Alışkanlıkları, *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, 26 (2), 24-30.
- Karaosmanođlu, D. (2007). Surviving the Global Market: Turkish Cuisine Under Construction, *Food, Culture and Society*. *International Journal of Multidisciplinary Research*, 10 (3), 425-448.
- Kevila, J., Crotts, J.C., (2006). Tourism and Gastronomy: Gastronomy's Influence on How Tourists Experience a Destination, *Journal of Hospitality & Tourism Research*, 30 (3), 354-377.
- Long, L.M. (2010). *Culinary Tourism*, The University of Press Kentucky, USA.
- Lucendo, A.J., De Rezende, L.C. (2009). Importance of Nutrition in Inflammatory Bowel Disease, *World Journal of Gastroenterology*, 15 (17), 2081-2088.
- Mognard, E., (2011). Foie Gras as represented by three traditional protagonists in French gastronomy, *Anthropology of Food*, 8 (1), 6789.
- Molz, J.G. (2007). Eating Difference The Cosmopolitan Mobilities of Culinary Tourism, *Journal of Space and Culture*, 10 (1), 77-93.

Oliveira, S., (2011). Gastronomy as a primary tourist attraction of a destination, *Journal Estudios Perspectivas en Turismo*, 20 (3), 738-752.

Sariođlan, M. (2012). Present Condition of Gastronomy Education at Turkey and Model Suggestion Intended to Improve, IV. International Congress of Educational Research, 4-7 May 2012, 130-134.

Sariođlan, M. (2013). Expectations of Employee in Food & Beverage Firm and Gastronomy Education: Case of Turkey, *Interdisciplinary Perspectives on Social Sciences*.

Stitt, S. (1996). An International Perspective on Food and Cooking Skills in Education. *British Food Journal* 98 (10): 27-34.

Tikkanen, I. (2007). *Maslow's Hierarchy and Food Tourism in Finland: Five Cases*, Emerald Group Publishing Limited, London.

Zahari, M.S.M., Jalis, M.H., Zulfify, M.I., Radzi, S.M. & Othman, Z. (2009). Gastronomy: An Opportunity for Malaysian Culinary Educators. *International Education Studies* 2 (2), 66-71.