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Research Article

THE EFFECTS OF STUDENT EXPECTATIONS ON THE PROFESSION CHOICE: A RESEARCH ON CULINARY STUDENTS

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Abstract

The world is faced with a process of change that is progressing faster day by day. The leading subject on which the change process is mostly felt is consumption patterns. Rapid changes have been experienced especially regarding nutrition, which is one of the basic needs of human beings and consumption patterns becoming widespread globally come in sight. All of these mediated the development of the concept of gastronomy and in this context, paved the way for Culinary's standing out as one of the important professions of the age. Parallel to these developments, departments are opened in universities in many countries on cooking and gastronomy, mainly being in Turkey. Therefore, the studies aimed at students who are trained in Culinary and Gastronomy are important for shaping the future of the profession. The aim of this study is to determine the effects of Culinary students' occupational expectations on their professional preferences in the light of this information. Quantitative research methods were utilized in the study. Questionnaire technique was used as the data collection method. The research population of the study consists of 102 students enrolled in the Department of Culinary of Istanbul Esenyurt University in 2020-2021 academic year. The sample data was collected from 85 students. According to the results of the study, while the dimensions "suitability" and "necessity," as dimensions of the choice of profession or department were explained by occupational expectation, it was found that the "attainment" dimension was not explained by occupational expectation.

Keywords: Culinary, Professional Expectation, Professional Preference, Departmental Preference.

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1. INTRODUCTION

Expectation can be defined as “the prioritization or prediction of future events based on past experiences and current stimuli” (Atkinson & Hilgar, 1995). According to Social Learning Theory from Albert Bandura, what people derive from past events affects their future expectations. For this reason, the expectations in a certain area are shaped by the person's perceptions aimed at him/herself rather than prospective desires. In 1954, Rotter, who is one of the social learning theorists defines expectation as “thoughts on future success or performance in a particular area based on past experience” (Akman, 1992). Individuals between the ages of 18-25 form a group, who at these generally have expectations about what kind of a profession or future they will have or not in the long term and who strive to have a certain job or profession. People who do not plan their future well and do not realize their expectations may fall into despair. Unhappiness or stress may arise in situations such as the person's inability to prove him/herself in the job s/he does or discover his/her talents, when s/he is not allowed to reveal his/her talents or the works s/he does are not supported. For this and similar reasons, that the education people get is on the profession they wish to perform and that their expectations are met in the future may prevent professional stress and unhappiness that may arise.

“What will you be when you grow up?” is the main question asked to small children. In general, most children who face such questions identify themselves with a type of human being and say the place and profession they want to be in when they grow up. In other words, the phenomenon of occupation is a phenomenon that enters our lives in childhood. The occupations chosen by children may change due to reasons such as increase in the age of the child, socialization, family demands and education. Today, free lifestyle outweighs other lifestyles. In this respect, free individuals make decisions and choices about many issues throughout their lives. The most important of these decisions is the choice of profession that determines the way of life in the future (Kuzgun, 1994).

The aim of this study is to determine the relationship between the occupational expectations of culinary students and their choice of profession. One of the phenomena that has not changed in the world order since the existence of humanity is the need for food and drink. Although the need for food and drink changes shape over time, it is one of the essential needs of humankind to sustain life. Due to reasons such as changing living conditions, the development of industry and technology, people need to eat away from home. Thus, the food consumed at home began to be consumed outside. This situation significantly mediated the development of the culinary profession. In time, more qualified personnel were needed for this occupational group, which provided a new employment opportunity, and courses and schools were opened to meet this need. Universities are among these educational units. In this context, it is thought that this study is important in terms of understanding the expectations of the students who take culinary education at the university about this profession and whether their reasons for choosing this profession are related to these expectations.

2. CONCEPTUAL FRAMEWORK

Profession is above all an economic activity, the ability of one to use somebody's capacity and realize him/herself and the most important source of an individual's life and it helps a person in being respected and establishing good relationships with his/her environment, having a place in the society and feel that s/he serves a purpose (Kuzgun, 2009). The choice of profession can be defined as an individual's orientation towards the best, most accurate, proper field, which s/he may perform in fondly and will make him/her the happiest among many kinds of professions. According to Koç (2003), the individual is social and can be affected by the society in which s/he lives. This effect can be seen in the individual's choice of profession. The factors affecting the individual's choice of profession are generally divided into two as individual and social. While individual factors consist of factors such as interest, talent and need, social factors can be exemplified as environmental, professional income, parental profession and education (Kuzgun, 2009).

One of the most important issues to be considered when choosing a profession is that the person knows the profession s/he will choose and him/herself well. The characteristics of the chosen profession and the person should be compatible with each other. In this way, in a chosen profession, the person is satisfied with his/her activities and in this way, s/he may have the chance to reach a happy future. Individuals working in the right profession with the right choice have a positive effect on social development, the development and progress of the country and also their own happiness (Usluer, 1998). In the official website of the Ministry of National Education, it is maintained that the profession chosen affects the income level, social status, private life, social relations, use of time and one's way of expressing him/herself. In addition, it is stated that one of the most important stages of the professional development process is the choice of profession and that the conscious choice of profession triggers productivity, success and happiness in business life. Regarding the chosen

profession, having an idea about what kind of training is needed, what kind of tasks and roles are expected, how working conditions are, job opportunities and earning status enables occupational choice to be made healthier (Vocational Information System, 2019).

The main purpose of vocational education in tourism is to meet tourism sector's need of qualified personnel (Birdir & Kılıçhan, 2013). In addition to this, helping in issues like building tourism awareness in the local population, increasing labor-based productivity in the labor-intensive tourism industry, and establishing the balance between personnel competence, skills and responsibilities are some of the other objectives (Olcay, 2008). In this context, the tourism education of the employees has great contribution to the success of the enterprises operating in the sector (Birdir & Kılıçhan, 2013). The competence of the personnel trained in the tourism sector ensures that the tourists receive services at the level they request (Ünlüönen & Boylu, 2005). The most basic services consumed by tourists are transportation, accommodation, entertainment and eating-drinking. In particular, eating and drinking are among the most basic physiological needs of people and can significantly affect the satisfaction of tourists (Çemrek & Yılmaz, 2010). In this sense developments in the tourism industry in Turkey have brought along the development of the food and beverage sector. That tourist satisfaction is a delicate issue for the sector, brought about the need for educated and qualified personnel. Cooks who provide food and beverage production also become those among the most important elements of such a system (Kurnaz, Kurnaz & Kılıç, 2014).

Chef is the person who processes the right ingredients in the right way, captures the real flavor and can cook well (Eraslan, 2017). Culinary education can be defined as the process of bringing in the knowledge and skills to prepare, cook and present food items in accordance with industry standards" (Öztürk & Görkem, 2011). Kitchen employees with good Culinary training add value to their businesses. Chefs' training has an important role both in ensuring their own career development and in increasing the quality of the enterprises they work for and achieving customer satisfaction. A good cook contributes positively to both the success and profit of the business (Birdir & Kılıçhan, 2013). Culinary also stand out as a profession in which there is a shortage of qualified personnel (Robinson & Barron, 2007). One of the main reasons for this situation is that a large number of staff deemed as "self-taught" without training are employed and that the wages are kept very low (Öztürk & Görkem, 2011). Due to the seasonality in the tourism industry and the fact that people are willing to work even at low wages due to employment problems, the number of trained personnel in the Culinary profession is low. However, in recent years, major developments have started to be experienced in this area in a positive sense in Turkey. In particular, the provision of an environment in which the occupational expectations of trained personnel are met brings about their being more willing to do their jobs.

In the literature, there are studies that measure the professional expectations of high school students. High school students are more interested in working in professions that are respected, do not have to wear clothes, provide luxury life, have plenty of income, can constantly rise, exhibit their talents, can use their public holidays and have regular working hours (Elmacı, 2007; Gezer, 2010). The type of high school that students study affects the students' expectations about the future and profession. High school students studying Culinary are more likely to work in their own fields in the future (Öztürk & Görkem, 2011).

According to the general evaluations, it has been shown that the teacher and success of the students affect the choice of department or profession. In addition, gender stands out as a determining factor. (Azyürek & Atıcı, 1995). "Factors such as job security, career gains, career opportunities can be considered as the most important factors that students make when choosing a profession (Pekkaya & Çolak, 2013). Cultural values, talent perception, status willingness to win are other factors that influence university selection and career choice (Khorshid & İnce, 2015; Köksal, 2016).

Similar results were found in the studies on tourism students. Career expectation, gender and the department to be trained are some of the important factors affecting the choice of profession (Erdem & Kayran, 2013). In addition, technical and managerial experiences in tourism related departments affect department selection and professional expectations (Kokt & Strydom, 2014). It can be said that individuals receiving tourism education whose expectations are not met have the idea of changing occupations in the process (Tekin & Deniz, 2015). Hereditary and psychological aspects such as personality also have an impact on department selection and occupational expectation (Temeloğlu & Aksu, 2016). In addition, children of rural and low-income families have more positive professional expectations (Akyol, Oğan & Oğan, 2018).

In the studies about Culinary students, it is stated that students see education as a starting point for success in the sector. In fact, it is stated that apprenticeship training and culinary training in high school are better sourced to success (Aslan, 2018). Today, a significant part of the cooks come from the master-apprentice relationship.

Culinary education has become more widespread in recent years. The greatest goal of the students studying Culinary is to become a chef in the future (Koşan & Denk, 2017). Students generally prefer this department willingly. In addition, students want to specialize in a certain area of the profession and think that they will get a good profit (Harbalıoğlu & Ünal, 2014).

3. METHODOLOGY

For collecting data appropriate for the purpose of the study, quantitative research method was preferred. The questionnaire technique was utilized in obtaining the data. In consequence of the literature research conducted during the determination of the questionnaire, the expressions in the scales used in different studies were blended and the questionnaire was given its final form (Terzi & Tezci, 2007; Şahin & Acun, 2016). Likert technique was preferred as the scale. The questionnaire consists of 27 statements that determine the students' occupational expectations and 14 statements that determine the reasons that play a role in their choice of profession. The statements organized according to the Likert scale were graded from the most negative (1-Strongly Disagree) to the most positive (5-Strongly Agree).

The research population of the study consists of the students of the Department of Culinary Arts in İstanbul Esenyurt University. In the 2020-2021 academic year, it was aimed to access all of the 102 students enrolled in the department and to collect data. The data collected from the students face to face and in a controlled manner were analyzed and as a result, it was decided to analyze 85 questionnaires. In the social sciences, a sample of 80 people is accepted as sufficient for a research population of 95% confidence interval consisting of 100 people (Yazıcıoğlu & Erdoğan, 2004; Altunışık, Coşkun, Bayraktaroğlu & Yıldırım, 2012). It may be asserted that the sample number is an acceptable number regarding the data obtained. In addition, this study was carried out in accordance with the decision of Sakarya University of Applied Sciences Ethics Committee at its meeting dated 03/06/2021 and numbered 11.

Table 1. Findings on reliability analysis

SCALE	Number of Statements	Cronbach's Alpha Coefficient
Occupational Expectation	27	0.770
Profession/Department Selection	14	0.712
Overall Scale	41	0.784

The data obtained within the scope of the research were analyzed by utilizing SPSS (Statistical Program for Social Science) program. Cronbach Alpha value was examined for the reliability of the study. As can be seen in Table 1, the Cronbach's Alpha value of the occupational expectation expressions was 0.770 and the choice of profession/department expressions was 0.712. The Cronbach's Alpha value of all 41 items constituting the questionnaire was 0.784. According to Social Sciences, these values indicate that the research is reliable (Can, 2014). However, depending on the purpose of the research, the hypothesis "H1: The occupational expectations of the students affect their choices of profession/department." was developed and tested as a result of the analyses made.

4. FINDINGS

Frequency, factor, correlation and regression analyzes were utilized to analyze the study data. Table 2 presents the findings related to the demographic characteristics of the participants after the frequency analysis. It is seen that the majority of the students participating in the research are females. Almost 85% of the students stated that they had a knowledge about the profession while they preferred the department. However, it is seen that the majority of the students preferred the Department of Culinary Arts of their own accord. It is understood from the results of the frequency analysis that the majority of the participants' mothers were housewives and fathers were in the occupational group of freelancers named as private sector and other.

Table 2. Findings on demographic variables

VARIABLES		N	%
Gender	<i>Female</i>	58	68.2
	<i>Male</i>	27	31.8
Having Prior Knowledge of the Profession	<i>Yes</i>	72	84.7
	<i>No</i>	13	15.3
Enrolment in the Department Willingly	<i>Yes</i>	76	89.4

	<i>No</i>	9	10.6
Mother's Occupation	<i>Housewife</i>	63	74.1
	<i>Private Sector</i>	10	11.8
	<i>Public</i>	6	7.1
	<i>Other</i>	6	7.1
	<i>Public</i>	9	10.6
Father's Occupation	<i>Private Sector</i>	33	38.8
	<i>Other</i>	43	50.6
	<i>Yes</i>	20	23.5
The Presence of Cook in the Family	<i>No</i>	65	76.5
	<i>3000 TL and Below</i>	38	44.7
Family's Monthly Income	<i>Over 3000 TL</i>	47	55.3

To the question “Is there any person in your family who has Culinary profession?” which was in the questionnaire, 76.5% of the respondents answered no. This shows that the participants who had prior knowledge of the profession had access to this information from their environment outside their families. When the frequency values related to the income of the participants' families are examined, it is seen that a result is almost half and half.

Table 3. Factor analysis of participants' expressions regarding their professional expectations

Opportunity	Variance 24.898	Cr. Alpha 0.896	Mean	Std. Deviation	Factor Load
Even the thought of being a cook attracts me.			4.18	0.95	0.802
I believe I can pursue cooking in a professional way.			3.72	0.91	0.798
The continuity of the culinary profession gives me confidence.			4.14	0.96	0.793
The thought of providing food for people to eat makes me happy.			4.11	0.98	0.729
I like to chat with cooks.			4.12	0.96	0.714
Love	Variance 18.951	Cr. Alpha 0.861	Mean.	Std. Deviation	Factor Load
I believe that I can overcome the difficulties I will face in the culinary profession.			3.82	1.09	0.783
I believe that I will succeed in cooking.			3.94	1.06	0.780
I would like to cook even under difficult conditions.			3.65	1.09	0.725
I'm pleased to have chosen this department about the culinary profession.			3.97	1.11	0.690
Noncompliance	Variance 18.024	Cr. Alpha 0.839	Mean	Std. Deviation	Factor Load
I don't think cooking suits my life style.			4.01	1.19	0.822
I don't think cooking is the right job for me.			4.15	1.04	0.816
I don't think Culinary can fit my personality.			4.04	1.09	0.793
Culinary is boring for me.			4.16	0.96	0.546
Regret	Variance 10.304	Cr. Alpha 0.580	Mean	Std. Deviation	Factor Load
I do not recommend Culinary to those who will prefer a profession.			3.71	1.23	0.859
I regret that I chose Culinary as a profession.			4.05	1.21	0.729

Varimax Rotation Principal Components Analysis: Total Variance Explained: 72.17%; Kaiser-Meyer-Olkin Sample Size: 0.853%; Barlett Sphericity Test (0.00): $p < 0.05$; *df.* 105; Chi-Square: 758.017 Review Range (For All Dimensions [1] Strongly Disagree - [5] Strongly Agree)

Factor analysis was conducted in order to reveal the scale used in the research, the ways of perception of the participants in the sample and to simplify the data collection and gather them under a small number of dimensions and the findings of this analysis were given in Tables 3 and 4. As it can be seen from Table 3, KMO (Kaiser-Meyer-Olkin) sample size test was applied to determine the appropriateness of the scale used for occupational expectation and the appropriateness of the data obtained from the participants for factor analysis. KMO value was determined as 85.3%. In social sciences, it is known that the scales whose KMO value is determined as being over 70% are appropriate for factor analysis. Besides, Barlett Sphericity Test was determined as 0.000 ($p < 0.05$). This value shows that the scale in this study is suitable for factor analysis. Factor

loadings regarding expressions vary between the values of 0.859 and 0.546. In the shaping of factor analysis, attention was paid both to statistical rules and logical consistency due to the structure of social sciences.

Table 4. Factor analysis of expressions regarding participants' profession/department choices

Availability	Variance 29.906	Cr. Alpha 0.914	Mean	Std. Deviation	Factor Load
I chose this profession because I had a gift for the profession.			3.87	1.00	0.866
I chose this profession because I like it.			4.20	0.93	0.863
I chose this profession because I was interested in it.			4.20	0.96	0.860
I chose this profession because it is compatible with my personal characteristics.			3.70	1.12	0.838
I chose this profession to fulfill my wishes or ideals.			3.91	1.13	0.796
Necessity	Variance 19.738	Cr. Alpha 0.795	Mean	Std. Deviation	Factor Load
I chose this profession only because I had enough points for my department.			1.67	0.91	0.787
I chose this profession only to have a profession.			2.02	1.22	0.785
I chose this profession due to the recommendation of my friends.			1.68	1.04	0.748
I chose this profession because my family wanted it.			1.96	1.25	0.740
Attainment	Variance 15.759	Cr. Alpha 0.663	Mean	Std. Deviation	Factor Load
I chose this profession because it was easy to study.			2.31	1.32	0.757
I chose this profession because it is a respected profession in society.			3.22	1.34	0.683
I chose this profession because it brings in high income.			3.47	1.33	0.665
I chose this profession to use my foreign language.			2.07	1.17	0.658

Varimax Rotation Principal Components Analysis: Total Variance Explained: 65.402%; Kaiser-Meyer-Olkin Sample Size: 75.80%; Barlett Sphericity Test (0.00): $p < 0.05$; *df.* 231; Chi-Square: 558.329 Review Range (For All Dimensions [1] Strongly Disagree - [5] Strongly Agree)

The results of the factor analysis regarding the participants' Job/Department Selection statements are given in Table 4. It is seen that KMO value of expressions is 75.8% and this value is an acceptable value according to social sciences. The Barlett Sphericity Test was found to be 0.00 ($p < 0.05$) and this value reveals that the expressions in this part of the scale are appropriate for factor analysis. The factor loadings of expressions vary between 0.866 and 0.658.

As a result of the factor analysis, a seven-dimensional structure related to the expressions belonging to the two parts of the scale was determined. The dimensions formed in the occupational expectation section were named as “opportunity”, “love”, “incompatibility”, “regret”. It is seen that the total explained variance for these dimensions is 72.17%, which is a very high rate. It was found that the dimension with the highest variance percentage among the dimensions was “opportunity” (24.898). The dimensions formed in the Profession/Department selection section were named as “availability”, “necessity” and “attainment.” The total explained variance of the dimensions is observed to be 65.40%. Within these three dimensions, the highest variance percentage is the “availability” dimension.

Table 5. The relationship between occupational expectation and profession/department selection

Variables	1	2	3	4	5	6	7
Opportunity (1)	1						
Love (2)	.635**	1					
Incompatibility (3)	.520**	.608**	1				
Regret (4)	.296**	.294**	.383**	1			
Availability (5)	.726**	.514**	.404**	.202	1		
Necessity (6)	-.386**	-.394**	-.265*	-.055	-.399**	1	
Attainment (7)	.050	.073	.060	.073	.171	.238*	1

** significant at $p < 0.01$ level; * significant at $p < 0.05$ level

Correlation analysis was conducted in order to determine the direction and severity of the relationship between the occupational expectations of the students educated in the department of culinary arts and their choice of profession/department. When Table 5 is examined, a relationship that may be deemed as positive and strong ($0.66 < r < 0.99$) was found between occupational expectation and "availability," which is one of the dimensions of the choice of profession or department. In addition to this, a relationship, which can be deemed as negative

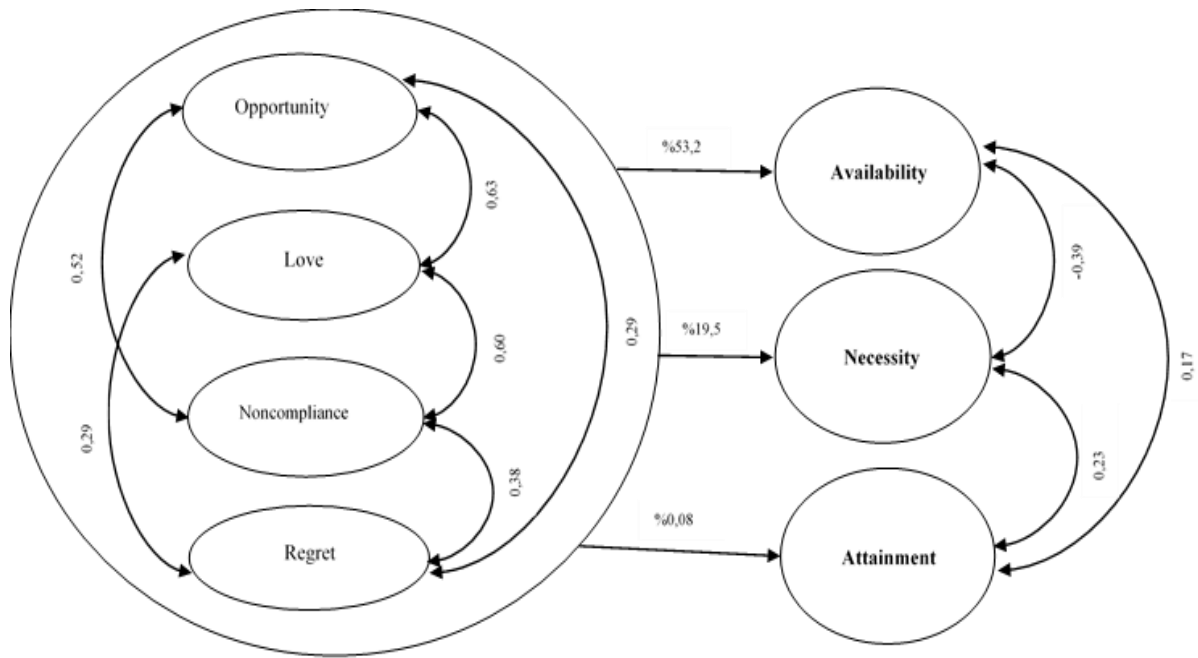
and moderate ($0.33 < r < 0.66$) was found with occupational expectation and "necessity," which is one of the dimensions of occupation or department selection. However, no significant relationship was found between the dimension of "attainment," as a criterion for selecting a profession or department and occupational expectation.

Table 6. The effect of occupational expectation on the selection of occupation/department

Independent Variables	Beta	Std. Error	t	p value	R²	Adjusted R²	p value (Model)
Opportunity	.672	.112	6.597	.000	.532	.509	0.000
Love	.087	.104	.798	.427			
Noncompliance	.012	.109	.115	.908			
Regret	-.027	.073	-.325	.746			
<i>significant at *p<0.05 level</i>							
Dependent Variable: Availability							
Independent Variables	Beta	Std. Error	t	p value	R²	Adjusted R²	p value (Model)
Opportunity	-.242	.149	-1.808	.074	.195	.154	0.002
Love	-.256	.138	-1.788	.077			
Noncompliance	-.022	.145	-.167	.868			
Regret	.101	.098	.922	.359			
<i>significant at *p<0.05 level</i>							
Dependent Variable: Necessity							
Independent Variables	Beta	Std. Error	t	p value	R²	Adjusted R²	p value (Model)
Opportunity	-.005	.167	-.036	.972	.008	-.041	0.955
Love	.054	.156	.342	.733			
Noncompliance	.009	.163	.061	.952			
Regret	.055	.110	.453	.651			
<i>significant at *p<0.05 level</i>							
Dependent Variable: Attainment							

Table 6 shows the results of multiple regression analysis, in which the effect of occupational expectation on the choice of profession or department is tested as a model. The model showing the effect of occupational expectation dimensions for the "availability" dimension, which is among the profession/department choice dimensions as a dependent variable ($p=0.000$; $p<0.05$) is significant. As a model, three expectation dimensions affect the "availability" dimension by 50.9%. In this sense, the increase in the expectations of people/students regarding their professions reveals that people's professions suit them and this situation positively affects the choice of department and profession. The model showing the effect of occupational expectation dimensions for the "necessity" dimension, which is among the profession/department choice dimensions as a dependent variable ($p=0.002$; $p<0.05$) is significant. As a model, three expectation dimensions affect the "necessity" dimension by 15.4%. In this sense, 15.4% of the "necessity" dimensions of people/students' occupations/departments are explained by occupational expectations. Finally, the model showing the effect of occupational expectation dimensions for the "attainment" dimension, which is among the profession/department choice dimensions as a dependent variable ($p=0.955$; $p>0.05$) is not significant. Considering all these results the hypothesis "H1: The occupational expectations of the students affect their choice of profession/department." developed within the scope of the research is accepted. The research model which is formed according to the results of the relationship tests and research hypotheses in the research is shown in Figure 1 below.

Figure 1. Research model (the effect of expectations on profession choice)



5. CONCLUSION AND EVALUATION

The concept of gastronomy in the world is undergoing a rapid expansion process. Although the concept has very different and technical meanings, it is known as eating and drinking in the society. This popularity in the world is also reflected to Turkey. That this concept became widespread also popularized the profession of cooking and developments are being experienced about this profession in many platforms in Turkey, notably in education and media (written, visual). In general, it is useful to carry out some studies so that the occupations that gain popularity in societies do not lose their dignity after a certain period of time. In particular, it is important to determine the expectations of those who have the intention or interest in performing that profession. Because the expectations' being positive or negative can affect the future of the profession. Whether or not individuals do their jobs is largely shaped according to their expectations.

According to the results of the study, it was determined that the occupational expectations of these students could be positive or negative. Opportunities that the profession will offer to the individuals and the profession's being loved are positive occupational expectations reflected in the results of the study. In addition, the non-compliance of the profession and the state of regret from the profession stand out as negative occupational expectations. Another important result of the study is that students' occupational or departmental choices are based on three criteria. It can be said that preferences are realized for three reasons, in particular the availability of the profession for the individual, the existence of a number of attainments and the necessity.

The relationship between students' occupational expectations and occupational or departmental preferences varies according to the different dimensions of these two concepts. First of all, there is a linear relationship between preference because of the availability of the department and occupational expectation. This relationship has a moderate and even close to high level. There is a low or even close to moderate and opposite relationship between choosing the department by necessity and occupational expectation. However, no relationship was found between choosing the profession depending on the attainments and occupational expectation. Expected relationships were determined in the other two occupational preference dimensions other than choosing the profession depending on the attainments. As a matter of fact, the determination of a strong and linear (positive) relationship between the expectations of the individual about the opportunities that the profession will offer and his/her selection of the profession because it suits him/her is an indicator of this.

Although it varies depending on the dimensions, it is reflected in the results of this study that occupational expectations affect the profession/department choice. In this context, the department choice dimension affected the most by the occupational expectation as a model is availability. This effect is generally positive and almost half and half. In other words, as the occupational expectation increases, students prefer their profession or department more because they think it is available for them. Occupational expectation also affects necessity

as a department choice dimension, although it is in a small ratio. This effect is generally negative and at a level of 15%. The choice of department or profession due to its attainments is not explained by the occupational expectation.

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