YAYGIN GASTRONOMİ EĞİTİMİNDE ARZ VE TALEP ETKİLEŞİMİNİN DEĞERLENDİRİLMESİNE YÖNELİK BİR ARAŞTIRMA

A STUDY RELATED TO EVALUATE THE INTERACTION BETWEEN SUPPLY AND DEMAND WITHIN INFORMAL GASTRONOMY EDUCATION

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ÖZ: Eğitim kurumlarının temel işlevlerinden birisi olarak nitelikli işgücü yetiştirme olduğu kabul edilmektedir. Bu çerçevede nitelikli işgören yetiştirme olgusunun, örgün eğitim kurumlarının etkinliği ile doğru orantılı olduğu varsayılmaktadır. Ancak günümüzde bilgi iletişim teknolojilerindeki gelişmeler ve küreselleşmenin getirdiği hızlı değişim örgün eğitimin ortaya çıkardığı nitelikli işgören kavramının süreliliğini tehlikeye atmıştır. Bu çerçevede her ne kadar nitelikli bir işgören olsa bile hayat boyu öğrenme felsefesi çerçevesinde belirli periyodlarda yaygın eğitim faaliyetlerini gerçekleştirmemesi durumunda hedeflenen işgören etkinliği gerçekleştirileme olasılığında azalmalar ortaya çıkabilecektir. Özellikle örgün gastronomi eğitiminin yaygın eğitimle desteklenmesiyle birlikte, hedeflenen işgören etkinlik ve devamlılık sağlanabilecektir.

Çalışmada, Türkiye'de yaygın gastronomi eğitimi alanında faaliyet özel nitelikli kursların arz yapısı ve bu kursların faaliyetlerine katılan bireylerin taleplerinin etkileşim düzeyleri ölçülmesi amaçlanmıştır. Bu çalışmada yaygın gastronomi eğitimindeki mevcut arz ve talep arasındaki etkileşimin ölçülmesi amacıyla, yaygın eğitim kurumlarında eğitim alan bireyler araştırma evreni olarak seçilmiştir. Çalışmada evreni temsil etme yeteneğine sahip 462 bireyle anket çalışması gerçekleştirilmiştir. Araştırma sonucunda bireylerin talepleri ile yaygın gastronomi eğitim kurumlarının verdikleri eğitimlerin büyük ölçüde etkileşim içinde olduğu belirlenmiştir.

*Anahtar Kelimeler***: *Gastronomi, Gastronomi Eğitimi, Yaygın Eğitim*

ABSTRACT: Training skilled labors is regarded as one of the basic functions of educational institutions. In this context, it's assumed that the phenomenon of training skilled labors is in direct proportion to effectiveness of formal institutions. Besides, the development of information and communication system, also the rapid change that emerged from globalization, endangers the sustainability of the "skilled labor" concept. In this context, even a very skilled labor cannot perform the targeted labor's activity in case they do not perform the informal educational activities periods during their philosophy of life. Especially, effectiveness and continuity of targeted labor could be provided if both formal and informal gastronomy educations support each other.

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The purpose of this study is to measure the supply interaction levels of special quality operating in the field of gastronomy education and measuring the demand interaction levels of individuals who attended these types of courses. The individuals who attended modern gastronomical education courses were chosen as research population to measure the current interactions between supply and demand within the informal gastronomy education. Questionnaire method has been implemented on 462 individuals. As result of the research it has been determined that individual demands and modern gastronomy courses are in quite a positive interaction.

Key Words: Gastronomy, Gastronomy Education, Informal (Common) Education.

1. INTRODUCTION

Education which can be also described as "conscious enculturation process", is a process that aims to create terminal behavior on human mind on purpose by their life. Education aims to equip individuals with knowledge, ability and values by turning individuals an adaptable person to both in today's own world and own society. A nation must train their citizens with a high-valued system both qualitatively and quantitatively to bedeveloped. For this reason, a country's social and economic resources, can be used more productively and conspiratorially by well-trained individuals (Huang, 2017; Laska, 1984; Schmidtke and Chen, 2012).

Diagram 1: General Education Diagram
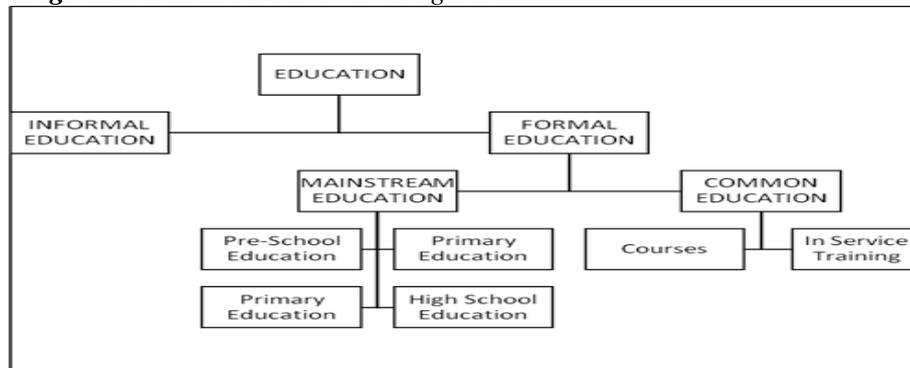
Reference: Laska, J. (1976). *Scholling and Education*, Van Nostrand Reinhold Company Publishing.

Duties and works which are created by qualified people would enrich a country and let people tolive happier with welfare. Besides, Education provides lots of significant tasks such as, raising democratic and citizenship awareness of individuals, gaining them analytical thinking skill, introducing, them the national culture then adopting and improving. In historical process, long-lived strong

nations were established by the societies who advanced at science and technology that gained with educations. Education means as a process, that two or more people come together and contact each other on purpose or with a plan and systematic. When education is examined as a process, it goes over the limits of the schools (Chambliss, 2009; Ertürk, 1988; McGrath and Powell, 2016; Suppes, 1996).

2. LITERATURE REVIEW

The knowledge, skills and educations gained during formal education are not always enough for get a promotion in their job, improving themselves or being a productive person. Rapid flourishes in science and technology could incapacitate the acquired knowledge in a short span of time. Formal educations do not continue during the whole life and. Thus, a necessity of informal education systemoccurs. Informal education is very important in terms of overcoming the deficiencies of formal educations and improving the adaptation levels of people to new conditions which are brought by the rapid social changes. In today's globalizing world informal education is very significant and indispensable for all nations (Deyo, 2007; Gloria, 2014; Murat, 2009; Romi and Schmida, 2009; Sunarto, 2017).

2.1. Philosophy and Concept of Informal Education

Informal education which is kind of an education activity represented in the form of certain procedures to mobilize social requirements according to the service manners, requests and demands of individuals and informal education supports the formal education. Informal education which aspires to serve the society within the principles of volunteering and sensitiveness, appears to be one of the most utilized education types by developing countries and less developed countries holding the unemployment issues. This programme has been created as predicated on requirements and demands of individuals not preconditioned as forcible implementation. Informal education is also called as audience education, adult education, community education and lifelong learning (Koçoğlu, Aküzüm and Ekici, 2014; Roger, 2005; Udouj, Grover, Belcher and Kacirek, 2017).

Informal education includes the education activities are arranged out of formal educations activities which are for people who has been involved into any stage of formal education or who left formal education in any stage. People have informal education while or after formal education in any subject that they need, or they are interested. It can be expressed that İnformal education which aims to enhance the quality of skilled labors, is an education type that arises from the cooperation between special and public education institutions with the help of enterprises (Kuenzi, 2006; Murat, 2009; Vilcea, 2014). "İnformal education" is mostly used with the concepts of "public- community education", "adult education", "community education" and "lifelong learning" (Deveci, Deveci and Avcıkurt., 2017; Türkoğlu and Uça, 2011). In this context, to make informal

education as an activity with sociocultural implementation would be a meaningful for both self-improvement and lifelong learning. Associating informal education with culture, social network and production is significant in terms of the productivity of adult education which is an important part of a lifelong education programme (Ökten and Acar, 2015; Yasunaga, 2014; Wim, 2006).

It can be expressed that informal education is an education type which includes all teaching activitieswith or without formal education. It can be given for people who cannot continue to formal education or who left formal education. Thanks to informal education, it could be possible to reach the populations that formal educations could not. So, professional knowledge of people increases, and development of community remains (Duguid, Mündel and Schugurensky 2013; Fidan, 2012; Türkoğlu and Uça, 2011; Wayer, 2009). Informal education can also be described in short as" out of school education". Itis a functional education field because it makes individuals to reach their goals. This education does not aim to give graduation certificates to people but gives useful information, make people gain their informal national values, and helpsto the community to have more prosperity (Bulut, 1993; Hassan, Osman and Pudin, 2009; Khalil, Ardoin and Wojcik, 2016). Informal education is a process based on output, individualization and applicability. The social and cultural dimension of learning is prioritized in this process. For this, individuals should create social and cultural interaction with their learning strategies (Gallacher and Feutrie, 2003; Ökten and Acar, 2015).

Informal education can be given in or out of education institutions andthere is no age limitation. Besides informal educations have no obligations about following the echelon education system such as formal education type. Also, this type of programmes can be organized at any time of day (Oloube and Egbezor, 2012). Informal education has an important role in human life because it includes all the people at any ages, continues till the end of lifeand itdevelops less developed and developing nations (Altınışık,1996; Moldovan and Bintintan, 2015).

2.2. Purposes and Principles of Informal Education

Common education includes whole learning activities during life to improve individuals' skills and knowledges in a social, personal or employing principal. Common education has made available the investments only on people and knowledge, supports the idea about gaining basic skills to people in order that they will be able to live productively. Common education emphasizes the necessity that learning should be more flexible and facilities should be expanded for innovations. So, individualscan have different kinds of learning equally and they have opportunity to reach high quality learning (Archibald, 2015; Güleç, Çelik and Demirhan, 2012; Mensah, 2003).

The main purpose of the informal education is to gain individuals basic skills and knowledge, to improve their acquired knowledge and prepare them for

life. The other purpose of informal education is to make contribution to social wealth by improving individual's intelligence and skills. The intended population consists of adults and the people who are not involved any kind of education. These programmes are prepared by picking each adult from different groups to success because the intended population has very different features in terms of age, gender, education level, eagerness to learn (Kalenda, 2015; Tudor, 2013).

Informal education consists of 5 topics. These are Completing Education, Vocational Technical Education, Health and Parenting Education, Citizenship Education, Saturation Education (Bülbül,1987: p.15-16; Raluca and Lorand, 2013).

Completing Education: These programmes are mostly organized for people who did not complete their primary, secondary and high school degrees. It is called "formal adult education" and this programme can include both general and technical education.

Vocational Technical Education: These programmes aim to acquire profession for individuals and make them advanced in their jobs.

Health and Parenting Education: These programmes can be exampled withhealth education, nutrition, family planning, home economics, marriage education, parental education, old age education etc.

Citizenship Education: These programmes can be exampled with communal life education, solidarity education, social cooperation education, democracy education, legal education, rights and duties Education etc.

Saturation Education: These are mostly consisting of culturally explicit programmes such as fine arts, music, literature, handcrafts etc.

The main principles of informal education consistclarity, pertinence to requirements, continuity, validity, being planned, desire to innovation and development, lifelong learning, being scientific and integrity, cooperation and coordination (Official Journal: 21.05.2010).

The general features of informal education are summarized below;

• Informal Education Programme appears as an innovation to solve problems of a specific community.

• That's why It focuses on the purpose and objective, not on certificates.

• It focuses on solving problems instead of learning abstract topics.

• It can be helpful to trigger a project or scientific works after experimental stage.

• The programme is flexible, learning and entrepreneurial spirit based.

• This programme is practical rather than theoretical.

• This programme is autonomous and closed to external audits.

• This programme is more economic because it can use current resources.

• It is a process till the end of life.

It can be expressed that informal education is an implementation, a guidance or learning activities that can be given with formal education or not, to mobilize social needs, demands, service manner of individuals in accordance with the purposes and principles of education system (Carron and Hill, 1991; Pandya and Maniar, 2014; Wildermeersch, 2016).

2.3. Implementation of Informal Gastronomy Education

In the growing social and economic structure, enterprises need not only workforce which has theoretical knowledge, but they also need practical knowledge whichimproves the productivity. Therefore, informal education can provide the continuity of practical knowledge that is required to be structured upon the theoretical knowledge obtained from formal education activities. The only one which will provide the continuity is the enterprise itself. Enterprises should identify the deficiencies of labors, set up a meeting and give considered necessity knowledges to them in different methods (Cavicchi and Stancova, 2016; Çeken, Alkan, Karadağ and Karadağ, 2017; Sarıoğlan and Sezen, 2017; Şahin and Güçlü, 2010; Vigo, 2014). We are currently living the globalization process that the improvement of informatics and technology has begun to speed considerably. In this process, most of leisure times and increased incomes have caused a habit of eating outside. This development has brought Food&Beverage Industry to significant dimensions. Also, this development has revealed the necessity of gastronomy courses which aim to train individuals qualitatively. Gastronomy education trains the culinary professionals and includes the gastronomy culture in society and there is an increasing demand on it (Sarıoğlan, Sezen, Çetinkaya and Doğan, 2017). Although gastronomy Education has made enormous strides, it needs to develop qualitative and quantitative approaches within itself (Pedersen, 2012; Sarıoğlan, 2014-a). One of the approved alternative methods is Informal Education Method. There are lots of special gastronomy education institutions to achieve this goal (Blaak, Openjuru and Zelen, 2013; Coombs, 1989).

Informal gastronomy education which differs from known unprescribed education types, gives training about general cuisine. Informal gastronomy education teachesto be innovative and create new recipes to people in kitchen by integrating rudiments and technics in cause and effect relation. Also informal education aims to train chefs or master chefs who will be able to compete nationally and internationally in culinary (Hegarty, 2011; Tolppanen et al. 2015; Wang and Tsai, 2017; Zahari et al., 2009).

The reasons which force people to informal education in Food&Beverage Enterprises, arelistedbelow (Selimoğlu and Biçen Yılmaz, 2009; Şahin and Güçlü, 2010):

• The insufficient or missing information given before service with the rapid change of the Food& Beverage Enterprise's development,

• Employees in enterprises can only adapt to rapid changes by the help of informal education because the community is based on consistent change and progress in terms of economically, socially and culturally.

• Employees in enterprises think constantly about building a career and ambition of self-improvement.

• The usage of new equipment and tools in culinary can only be learned with the help of informal education process.

• Even the new employees have skill and knowledge about the production of Food&Beverage they should be adapted to new job.

• There is always an obligation related to hindering time/effort losses systematically in the modern competitive world.

In the light of such data, skills and knowledges which are acquired with the help of formal educations should be supported by informal gastronomy education in order to gain sustainability. But it has been assumed that the strategies towards complementary formal and informal gastronomy education are required to be developed to actualize this concept (Güney, Çeken and Göller, 2017; Komariah, Rahmawati and Harsana, 2017).

3. METHOD

The preferential permission has been received from the Life-Long Learning General Management of Ministry of National Education before the research. Inducted method has been conducted by means of taking positivist paradigm as reference to reach the main purpose of the study. In this context quantitative data collection method has been preferred. So, questionnaire method has been used to gather information (Arıkan, 2011; İslamoğlu, 2009; Serper and Gürsakal, 1989; Seyidoğlu, 1997; Yazıcıoğlu and Erdoğan, 2014; Yıldırım and Şimşek, 2011; Yıldırım, 2001).

3.1. Creating Questionnaire Form

Question method consists of two chapters. There are demographical questions related to attendant's profiles in the first chapter. There is also statement pool made by way of literature review in the second chapter (Garcia, Cuencas and Garay, 2011; Kurnaz, Kurnaz and Kılıç, 2014; Sarıoğlan, 2014-b; Tekin and Çidem, 2015). The statement pool which was formed according to research purposes, has been created by taking expert's opinions. Total 59 pilot study has been conducted on gastronomy company officials and individuals who use them.

3.2. The Choice of Population and Sample in Study

In Turkey, the number of attendants who receive education from universities, municipalities, ministries, syndicates and confederations, is totally 7.425.138 in 2016 (TÜİK, 2016). The average capacity of special institutions which give education for a certain fee, is approximately 12.800 in Turkey. In this

context, the population of this study has been determined as 12.800. Monographically method which is based on one of the nonprobable methods has been used as a sample method. The number 373 has been found adequate for sample according to the (n= N t2pq / d2 (N-1) + t2pq) method that calculates the sample quantity. Besides, KMO (Kaiser Meyer Olkin) value has been calculated to evaluate the structure of data availability. The calculated value is 0,864 and it is a perfect value to use factor analysis (Altunışık, Çoşkun and Yıldırım 2010; Arıkan, 2011; İslamoğlu, 2009; Serper and Gürsakal, 1989; Seyidoğlu, 1997; Yazıcıoğlu and Erdoğan, 2014; Yıldırım and Şimşek, 2011; Yıldırım, 2001)

3.3. Data Collection

Research data have been obtained with questionnaire method (face to face interview). This method has been conducted on trainees who get education from the special gastronomy institutions. Although, data has been conducted on 511 trainees who receive education from special gastronomy institutions in İstanbul between the dates September 2016 and May 2017, 462 questionnaireforms have been incorporated into the research to increase the research reliability and validity (Altunışık et al., 2010; Arıkan, 2011; İslamoğlu, 2009; Serper and Gürsakal, 1989; Seyidoğlu, 1997; Yazıcıoğlu and Erdoğan, 2014; Yıldırım and Şimşek, 2011; Yıldırım, 2001).

3.4. Analysis of Data

Obtained data from field research have been analyzed with a computer based statistical programme (SPSS 22.0). The demographical frequency analyses of trainees have been used as an analyze method. This method categorizes one or more variables or features of individuals and calculates the values of the frequency and percentage distribution between the specified variables (Altunışık et al., 2010; Arıkan, 2011; Büyüköztürk, 2017; İslamoğlu, 2009; Serper and Gürsakal, 1989; Seyidoğlu, 1997; Yazıcıoğlu and Erdoğan, 2014; Yıldırım and Şimşek, 2011; Yıldırım, 2001).

4. FINDINGS

Findings which were obtained from research, have been analyzed in two main stages: the first is the demographical profiles of individuals who get training from gastronomy education, the second is individual's demands from special informal gastronomy enterprises that give education for a certain fee. In table 1, analyzed demographical profiles of trainees are demonstrated. Primarily, ages of individuals who get informal gastronomy education, have been analyzed. Most ofthese individuals is in between 19 and 50 age range (afterteenage-medianage). The majority of these individuals are female. The majority field of occupations consist of financial and technical services such as banking business, insurance business, brokering.

Table 1: *Findings Related to Demographical Profiles of Trainees*

Variables	Frequency (n)	Percentage (%)
Age Range of Trainees		
18 and below	41	8,76
19-25 age	89	19,31
26-35 age	154	33,37
36-50 age	93	20,13
51-65 age	58	12,57
66 age and above	27	5,86
Total	**462**	**100,0**
Genders of Trainees		
Female	243	52,59
Male	219	47,41
Total	**462**	**100**
Profession Groups of Trainees		
Health (Doctor, Nurse etc.)	38	8,23
Education (Teacher, Academician etc.)	73	15,81
Technical Services (Engineering etc.)	102	22,08
Financial Services (Banks-Insurance etc.)	132	28,54
Retired	19	4,13
Culinary (Cooks, Chefs)	17	3,67
Student	32	6,95
Others	59	10,59
Total	**462**	**100**
Average Incomes of Trainees		
0-2000 TL	18	3,91
2001-4000 TL	79	17,12
4001-6000 TL	168	36,34
6001-8000 TL	153	33,08
8001-10000 TL	41	8,89
10001 TL and above	3	0,66
Total	**462**	**100**
Education Levels of Trainees		
Primary	3	0,66
Secondary	2	0,44
High School	39	8,46
Two-year degree	84	18,17
Bachelor	287	62,07
Master	33	7,16
Doctorate	14	3,04
Total	**462**	**100**
Residence Cities of Trainees		
İstanbul	368	79,53

Ankara	17	3,72
İzmir	21	4,59
Other Cities	56	12,16
Total	**462**	**100**
Attendance Frequency to Informal Gastronomy Education Activities		
Only once	137	29,63
2-5 times	286	61,91
6 or more times	39	8,46
Total	**462**	**100**

It can be expressed that majority of attendants has medium or above incomes. Nearly whole attendants are 4-year university graduates. Large number of individuals lives in İstanbul. In line with these analyzed it can be summarized that majority of trainees have medium or high incomes, received higher education, lives in metropole cities.

In table 2, the reasons why individuals receive from informal gastronomy education, have been tried to measure. The majority of individuals answers respectively: I'm attending this course to spend my leisure time more effectively, I'm attending this course to improve my practical knowledge level, I'm attending this course because I'm interested in food-beverage activities and I'm attending this course to improve my general knowledge about food-beverage activities.

Table 2: *The Reasons of Attendants Related to Attending the Gastronomy Courses*

Expressions	Frequency (n)	Percentages(%)
I'm attending this course to spend my leisure time more effectively	351	75,82

I'm attending this course to improve my general knowledge about food-beverage activities	214	46,23
I'm attending this course to improve my theoretical knowledge level	71	15,34
I'm attending this course to improve my practical knowledge level	288	62,21
I'm attending this course to improve my professionalism level	63	13,61
I'm attending this course because I'm interested in food-beverage activities	249	53,78
I'm attending this course to become socialized	116	25,06
I'm attending this course because I show interest to the name of education	148	31,97
Other Reasons	16	3,46

Table 3 has been created to measure the focusing themes of individuals in Informal Gastronomy Education. The majority of individuals have focused into these themes respectively, desserts, international cuisines, main courses, starters and special meals.

Table 3: Focusing Themes of Individuals in Informal Gastronomy Education

Education Themes	Frequency (n)	Percentages (%)
Main Courses	211	45,57
Starters	176	38,02
Soups	41	8,89
Desserts	308	66,59
International Cuisines	254	54,86
Native Cuisines	86	18,57
Special (Specific) Tastes	144	31,12
Other	29	6,27

The preferences of individuals have been focused in mainly desserts and international cuisines. Besides special tastes have significant amount of percentage in Table 3.

5. CONCLUSIONS AND RECOMMENDATIONS

Distance education is one of the education methods in Turkey, which is being performed by different universities at different levels. In case of practising an effective integration between non-formal education and distance education, distance education can be expressed as electronic education or digital education which is the under title of non-formal education (Kaya, 2002; Leone, 2014).

There are Directorate General for Life Long Learning, Public Education Centers, Centers for Development of Vocational Training, Non-Formal Education Institute and Tourism Training Centers in Turkey. Besides there are also special institutions such as İşkur, Kosgeb, Meksa and several municipalities that give common gastronomy education.

This study has no duplicates about examining the interactions between supply structure and demand situation as part of special common gastronomy courses within literature that's why this study is a special one. There are also several directing findings towards special gastronomy courses. The most considerable finding which was determined by trainees is related to the conclusion that gastronomy courses is a good activity to spend people's leisure time more effectively. It has been assumed that Special Common Gastronomy Courses aim to give individuals to spend their time effectively rather than the aim of improve their skills. The more important conclusion besides this, individuals perceive the gastronomy courses as an activity to spend leisure times more enjoyable and effective. That's why several recommendations have been developed towards special institutions which provide education in gastronomy:

• Special Gastronomy courses should focus on improving the quality of employees who work at Food/Beverage Enterprises, so they can verify the structure of demand.

• Special Gastronomy courses should include corporate institutions in sales and marketing activities of Food/Beverage Companies to contribute to the development of industry.

• Providing self-rule to special education institutions such as gastronomy courses, will be able to increase the effectiveness of courses.

With the help of this study, interactions between supply and demand in Special Institutions such as Special Common Gastronomy Courses in Turkey, have been revealed substantially. The subject about supply and demand interactions between special common gastronomy education and formal gastronomy education would be performed for following researchers.

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