



An Investigation of the Change of Career Expectations of Students in Cookery Education in the Scope of the Effects of COVID-19*

Aşçılık Alanında Eğitim Alan Öğrencilerin Kariyer Beklentilerinin COVID-19 Etkileri Kapsamında Değişiminin İncelenmesi

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Abstract

Career expectation level is shaped by many social, cultural and environmental factors. In order to the professional career expectation level to be high that is necessary to meet the needs, wishes, and desires of the individual that do not conflict with the business line, profession, and environment of the individual. For this reason, knowing the factors affecting the professional career perception of the individual who is educated in any sector and determining the level of professional motivation within this framework emerges as a very important requirement in terms of sectoral development and employment. In this respect, what expectations the individual has from the sector s/he wants to work in and the direction of these expectations are important in the context of motivation and career goals. In this research, it is aimed to examine the change in the career expectations of students who receive cookery education within the scope of the effects of COVID-19. The research was designed in the screening model. The universe of the research consists of students who continue their education in Aksaray University Güzelyurt Vocational School Cookery Program in the between 2019-2021 academic years. As a data collection tool in the research, Aymankuy and Aymankuy's (2013) research questionnaire for tourism and hotel management students was used. The data were analysed through frequency analysis and Wilcoxon Signed Ranks tests. According to the findings, it has been seen that the expectations of the cookery program students for their profession are high, but this expectation was lower than before the pandemic.

Keywords: Students, expectation, cookery education, career expectation, COVID-19.

Paper Type: Research

Öz

Kariyer beklenti düzeyi birçok sosyal, kültürel ve çevresel faktör tarafından şekillenmektedir. Mesleki kariyer beklenti düzeyinin yüksek olabilmesi için; bireyin içinde bulunduğu iş kolu, meslek ve çevresiyle çelişmeyen ihtiyaç, istek ve arzularının karşılanması gerekmektedir. Bu yüzden herhangi bir sektöre yönelik eğitim gören bireyin mesleki kariyer algısına etki eden faktörlerin bilinmesi ve bu çerçevede sahip olunan mesleki motivasyon düzeyinin belirlenmesi sektörel gelişim ve istihdam açısından oldukça önemli bir gereklilik olarak karşımıza çıkmaktadır. Bu bakımdan, bireyin çalışmak istediği sektörden hangi beklentiler içerisinde olduğu ve bu beklentilerin hangi yönde olduğu motivasyon ve kariyer hedeflerinin gerçekleşmesi bağlamında önem arz etmektedir. Bu çalışmada, aşçılık eğitimi alan öğrencilerin kariyer beklentilerinin Covid-19 etkileri kapsamında değişiminin incelenmesi amaçlanmıştır. Araştırma tarama modelinde desenlenmiştir. Araştırmanın evrenini, 2019-2021 eğitim-öğretim yıllarında Aksaray Üniversitesi Güzelyurt Meslek Yüksekokulu Aşçılık Programında eğitimine devam eden öğrenciler oluşturmaktadır. Araştırmada veri toplama aracı olarak, Aymankuy ve Aymankuy'un (2013) turizm işletmeciliği ve otelcilik öğrencilerine yönelik yapmış oldukları araştırma anketi kullanılmıştır. Verilerin analizinde betimsel istatistiklerden yararlanılmıştır. Elde edilen bulgulara göre, aşçılık programı öğrencilerinin mesleğine yönelik beklentilerinin yüksek olduğu ancak bu beklentinin pandemi öncesine göre daha düşük olduğu görülmüştür.

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Anahtar Kelimeler: Öğrenciler, beklenti, aşçılık eğitimi, kariyer beklentisi, COVID-19.

Makale Türü: Araştırma

Introduction

Today's information age has with the effect of scientific and technological developments in the world is experiencing a rapid development and change process in every aspect. On the other hand, the individual has to make continuous efforts throughout his/her life in order to adapt to this development and change process. The fact that this effort made by the individual can find a response in life is possible by making use of education programs in a large extent (Deniz, 2001: 1). Vocational education programs include activities and processes designed to develop an individual's abilities in physical, intellectual, emotional, social and economic aspects (Guskey, 2000: 16; Aksu & Bucak, 2012: 9; Koç & Topaloğlu, 2012: 288). These activities and processes also allow the individual's to make evaluations about their profession and themselves (Can & Çiftçi, 2019: 2702). These evaluations made by the individual can affect the professional perceptions and expectations that determine the direction, severity and determination of the individual's professional behaviors. In addition, it can significantly affect the level of realization of these expectations and the level of professional motivation (Ryan & Stiller, 1991: 115; Bilgin, Arslan Özkan & Baş, 2016: 39).

Expected that the level of professional motivation of the individual should be high so that s/he can use and develop the competencies s/he has acquired as a result of the training s/he has received. In this sense, one of the most important power sources that determine the direction, severity, and determination of the individual's professional behavior is occupational motivation (Acat & Köşgeroğlu 2006: 204). Occupational motivation level for a profession affects the individual's professional perception, development, success and thus the career expectation level of the individual (Ryan & Stiller, 1991; Bilgin et al., 2016). The high level of career expectation of the individual affects the individual's further development of knowledge, skills and abilities and their ability to use them more effectively (Zeynel & Çarıkçı, 2017: 126).

Career expectation level is shaped by many social, cultural and environmental factors (Eren, 2010: 498). In order to the professional career expectation level to be high that is necessary to meet the needs, wishes, and desires of the individual that do not conflict with the business line, profession, and environment of the individual. For this reason, knowing the factors affecting the professional career perception of the individual who is educated in any sector and determining the level of professional motivation within this framework emerges as a very important requirement in terms of sectoral development and employment. In this respect, what expectations the individual has from the sector s/he wants to work in and the direction of these expectations are important in the context of motivation and career goals.

The expectations of young people, who are accepted as the main actors in the development and change of societies, from the future and their hopes for their realization can also affect their mood and life satisfaction. In this way, the direction of social change and development can be determined (Yavuzer et al., 2005: 93). It is perfectly natural for every young person to have expectations about what their future life will be like as an adult. According to the social learning theory, the reinforcements acquired by the individual until the present time greatly affect his/her expectation for the future. The training received is at the forefront of these reinforcers (Akman, 1992: 125). The thought of young individuals having difficulty in finding a job related to their professional field, having to work outside the field they graduated from, or not being able to find any job in that negatively affects their professional expectations. This situation negatively affects students' educational motivation and course performance. However, the preparation and implementation of the education program in accordance with the needs of the sector and students will ensure that their expectations for the profession are positively affected (Erden, 1989: 93-94). From this perspective, it can be said that

expectations can be affected positively and negatively, and there are many variants that can affect expectations in the process of reaching the profession. While people's expectations vary in different ways in the natural process; in extraordinary situations, it can turn into a very different form. It can be said that the Covid-19 global epidemic, which is experienced worldwide and affects all humanity and all sectors to a certain extent, is an extraordinary situation that directly affects the professional concerns and expectations of individuals.

Restrictions in many areas due to the pandemic have dealt a heavy blow especially to the food and beverage industry (Soylu, 2020: 177). Enterprises serving in the field of food and beverage have had to go to restrictions in most of their activities, and even some food and beverage enterprises have come to the point of stopping their activities. Such that the sector, had been greatly affected by the curfews implemented within the scope of the measures taken and the restrictions on the use of closed spaces. In this period, the fact that food and beverage enterprises had to provide only take-out service caused many employees to be unemployed or taken on unpaid leave. Due to these limitations, the sharp decline in customer demands, especially during the periods when the effect of the pandemic was intense that caused significant revenue losses in the sector (Zengin, Topçuoğlu & Kaygın, 2020: 2; Can & Çolakoğlu, 2021: 46). As a result of this extraordinary event, although the food and beverage sector was tried to be kept alive with the measures taken and the incentives provided that is caused the people in the sector to have concerns arising from the uncertainties. The uncertainty of the epidemic period and the unpredictability of the future in terms of sector caused these concerns to increase and the expectations of the sector employees to decrease (Akyol, 2020: 113; Özaltın & Türker, 2020: 208). Examining the changes in these expectations and developing the necessary solutions for the decreases are very important in terms of the quality of employment in the food and beverage sector. In this respect, it is necessary to examine the expectations of students who plan to establish a future in the field of food and beverage and interpret to the changes that may occur in detail. This study aims to compare the sectoral expectations of pre-epidemic and post-epidemic sectoral expectations of students studying in the cookery department and to examine the changes.

This study aims to provide a full understanding of the issues that cause career expectation changes in the professional sense and their possible causes. In this direction, information will be obtained to prevent employment problems that may occur in the near and far future in the sectoral sense and to take measures for issues with low expectations. In this way, it will be possible to make appropriate interpretations in order to make the necessary improvements.

1. Literature Review

When the studies on students' expectations were examined, it was found that studies focused on their expectations from the professions (Ferrinho et al., 2011; Howcroft, 2017; Üst Can & Solmaz, 2021), studies focusing on their expectations from enterprises (Arman & Şahin, 2013) and studies focusing on their expectations from their future lives have been encountered (Tuncer, 2011).

In the study conducted by Tuncer (2011) it was determined that the future expectation levels of students differ according to gender, and the expectation levels of female students are higher than that of males. In addition, although the level of expectation varies according to the number of siblings, it has been emphasized that the expectations of the students who have 5 or more siblings are lower than the others. In the study conducted by Ferrinho et al. (2011) to reveal the professional expectations of medical students, they suggested that students want to be doctors at a very young age and the influence of their families is great. It has been revealed that the professional expectations of the students, which were very high before university education, decreased with the uncertainties that emerged during the education.

The ability to meet the food and beverage needs is the most important feature of food and beverage enterprises which is one of the most basic needs of people. However recently, within the scope of cultural tourism and gastronomic tourism which is a sub-type of that the importance of local food and beverage elements has increased gradually as a touristic attraction factor plays an impressive role in the travel preference of tourists especially for developing countries. In this regard, food and beverage businesses are also used as an effective tool in the promotion of the country (Aksu, Korkmaz & Sünnetçioğlu, 2016: 3). However, it is essential for the food and beverage industry to develop and implement different innovations and strategies over time in order to adapt to the ever-changing and transforming world and to ensure its sustainability. Especially the covid pandemic made strategic change necessary for many sectors which happened unexpectedly and required a rapid change in the world. Undoubtedly, the food and beverage industry is one of the sectors that are highly affected by external factors which shaped according to customer trends and constantly changing in this sense. The food and beverage industry had to be restructured which was greatly affected by new order that changed within the scope of the measures taken against the Covid pandemic. The uncertainty that occurred during this restructuring has led to the possibility of changes in the professional motivation and career expectations of the sector employees.

In this framework, study was examined that the expectations of the individuals who received cookery education to be employed in the food and beverage sector were at what levels before and after the pandemic, and whether there was a significant change after the pandemic. It is thought that it will play a guiding role in determining the expectation levels in the two situations and making evaluations and developing suggestions in this direction, and in particular in solving employment problems for the food and beverage sector. On the other hand, it is desired to examine the position of the epidemic at the stage of professional expectations and what steps can be taken to improve expectations. Answers to the following questions were sought within the scope of the research:

- Do the career expectations of students studying in the field of cookery differ significantly before and after Covid-19?
- Which of the factors affecting career expectancy enter into significant seasonal differences?

2. Methodology

This research, which was carried out in two different time periods, aims to examine and compare the expectations of the students of the associate degree program of cookery education towards the food and beverage sector, and the change in the expectation levels before and after the Covid-19 epidemic. The universe of the research, which is planned in descriptive type, consists of students who receive cookery education at the associate degree level in Türkiye. Aksaray University Güzelyurt Vocational School Cookery program students were selected as the sample group. In this context, a questionnaire was applied to 185 active students studying in this program in the 2019-2020 academic year, before the start of the Covid-19 epidemic. In the second stage, a questionnaire was applied to 151 active students studying in this program in the 2020-2021 academic year after the Covid-19 epidemic started. In the questionnaire applications in both terms, it was tried to reach all cookery students who were active students. In the questionnaire form created, statements about the demographic information of the students and their educational status were included. In addition, a 22-item career expectation scale was used which aims to reveal the career expectations of students. The scale used to evaluate the career expectations of the students were included in the questionnaire form by benefiting from the study of Aymankuy & Aymankuy (2013). Additionally, approval was obtained from the Aksaray University Human Research Ethics Committee that the questionnaire could be applied before starting the data collection process.

3. Findings

The research was conducted in two separate periods as before and after the pandemic. Table 1 shows the demographic distributions of the samples reached in both applications. According to this, it is seen that more students do internships in both terms, and the majority of them willingly choose the department among their top 5 preferences. An opinion can be developed about the high level of expectation when the department is chosen intentionally. In addition, it is seen that the students who prefer the department in both sample groups are mostly graduated from high schools that do not provide cookery education.

Table 1. Frequency distributions for students' demographic and educational variables

Variable	Period			
	Pre-COVID-19 (n=185)		Post-COVID-19 (n=151)	
Gender	f	%	f	%
Male	77	41.6	58	38.4
Female	108	58.4	93	61.6
Age	f	%	f	%
18-20 years old	92	49.8	80	53.0
21 years and older	93	50.2	71	47.0
Grade	f	%	f	%
1 st Grade	92	49.7	33	21.9
2 nd Grade	93	50.3	118	78.1
Internship Status	f	%	f	%
I did an internship	83	44.9	35	23.2
I did not do an internship	102	55.1	116	76.8
Preference Status	f	%	f	%
Yes	179	96.8	141	93.4
No	6	3.2	10	6.6
Order of Preference	f	%	f	%
Between 1-5	116	62.7	79	52.3
6 and later	69	37.3	72	47.7
Graduated High School	f	%	f	%
Cookery vocational high school	42	22.7	57	37.7
Non-cookery high school	143	77.3	94	62.3
Total	185	% 100	151	% 100

Before the tests were carried out to test the questions posed within the scope of the research, it was examined whether the data came from a normal distribution or not. In this direction, the Kolmogorov-Smirnov test was taken into account. If the specified test gives a significant result, it means that the data do not have a normal distribution. The results are also significant in the analyzes made on the data sets. From this point of view, it was concluded that the normal distribution could not be achieved and that non-parametric tests should be preferred (Hair, Black, Babin & Anderson, 2014: 71-72). In this direction, a non-parametric paired Wilcoxon Signed test was used to compare and match the data obtained in two different time periods (Verma, 2012: 192). Firstly, the professional expectations of the students were discussed as a whole, and then the averages for each item were compared before and after Covid-19 (Table 2). When the first line in the table is presented, it is seen that the professional expectations of the students decreased after the Covid-19 epidemic and this decrease was statistically significant ($p=,013$). When comparing the averages of each item for student expectations in two separate periods, it was determined that there were significant differences in 12 items before and after Covid-19.

Table 2. Means and differences of students' expectations from the industry before and after COVID-19

Substances	Pre-COVID-19 (n=185)		Post-COVID-19 (n=185)		Wilcoxon Test
	Mean	Std. Dev.	Mean	Std. Dev.	
Career Expectations	3.4703	0.62172	3.1722	0.95052	0.013*
1. It is easy to find a job that can be practiced continuously (12 months) in the food and beverage sector.	3.5892	1.15810	2.2781	0.91767	0.000*
2. Working in the food and beverage industry is not more tiring than other industries.	2.4757	1.20718	2.5298	1.08202	0.006*
3. Working hours are regular in the food and beverage industry.	3.0795	0.91304	2.8054	1.22695	0.000*
4. Social security opportunities are sufficient in the food and beverage sector.	3.3892	1.07334	3.3444	0.84889	0.000*
5. In the food and beverage sector, accommodation and eating-drinking conditions are appropriate and sufficient.	3.4541	1.05258	4.0728	0.79246	0.010*
6. Working in the food and beverage industry is fun and enjoyable.	3.9838	0.89973	3.3245	0.87597	0.942
7. The wages in the food and beverage sector are good compared to other sectors.	3.4324	0.99838	2.8675	0.84597	0.120
8. In the food and beverage sector, wages are sufficient and satisfactory.	3.2811	0.99287	2.9139	0.99291	0.000*
9. In the food and beverage sector, additional fees such as premiums and tips are sufficient and satisfactory.	3.4172	1.15099	3.2324	0.97525	0.001*
10. Since I studied cookery, I get positive reactions from the environment.	3.5784	1.16356	3.6291	0.97033	0.589
11. Working in the food and beverage industry has a reputation in society.	3.3351	1.07648	3.5828	0.94062	0.463
12. The food and beverage sector is seen as an important and prestigious sector in the society.	3.4000	1.10434	3.6424	0.82740	0.894
13. Working in this sector as a cookery educated person increases my social prestige.	3.6324	0.98081	3.9934	1.04879	0.147
14. I am thinking of working in the food and beverage industry after graduation.	3.9351	1.10144	3.1921	.97101	0.956
15. The food and beverage industry is a suitable industry to work for many years.	3.8411	1.07140	3.6541	1.14175	0.000*
16. I believe that I will come to a managerial position in the food and beverage industry.	3.8757	1.12805	3.8477	1.07547	0.727
17. The food and beverage industry is a suitable industry for men to work.	3.8324	1.14637	4.0728	0.96678	0.814
18. The food and beverage industry is a suitable industry for women to work.	3.5784	1.14946	3.6358	1.11046	0.000*
19. I could marry someone who works in the food and beverage industry.	3.1297	1.29566	3.4040	1.17858	0.008*
20. To work in the food and beverage industry, it is necessary to have an associate degree cookery education.	3.1784	1.23604	4.0199	0.94142	0.649
21. In order to become a manager in the food and beverage industry, it is necessary to have a cookery education.	3.6054	1.22073	4.2318	0.85980	0.001*
22. Having a cookery education makes it easier for me to work in the food and beverage industry.	3.9676	1.09794	4.3245	0.81281	0.026*

*Significance at the $p < 0.05$ level

As a result of the analyses, among the items with a significant difference, especially the items that are thought to be effective in the Covid-19 outbreak were examined. On the other hand, firstly, significant decreases in item averages after Covid-19 were examined. Then, the items that experienced significant increases after Covid-19 were discussed.

In the first item, it is seen that the expectations of the students about finding a permanent job in the food and beverage sector have decreased significantly ($p<0.000$). This situation can be explained by the negative impact of Covid-19 on employment. The second and third items, which contain statements about the exhaustion of the food and beverage industry and the order of working hours, are among the items where significant decreases were observed during the pandemic process. During the pandemic process, businesses trying to continue their work with a limited team due to economic concerns caused the working staff to work more overtime and get more tired. It can be said that this situation causes a certain level of anxiety and stress in students and causes a decrease in their expectations in this direction. Another issue that is thought to be related to the pandemic and where significant change has been experienced is related to the fourth item, which includes the statement about the adequacy of social security opportunities in the food and beverage sector. Situations such as layoffs, salary reductions, unpaid leaves as a result of the pandemic can cause students to worry about the sector. As a result of this situation, there was a significant decrease ($p<0.000$) in the item average. In the eighth and ninth items, it is observed that there are significant decreases ($p<0.000$) in the average of each item in terms of the adequacy and satisfaction levels of real and additional wages in the food and beverage sector. It is thought that the situations listed concerning the fourth item, which causes a certain level of anxiety in students, may be effective in these items. For this reason, although the businesses continued their activities with home service and gel-take systems during the pandemic period, it was seen that the income obtained during the pandemic period was not as satisfactory as before. This decrease in the expectations of students, especially for additional fees, can be considered normal for the food and beverage industry, where additional resources such as premiums and tips are intense. As a matter of fact, in the eyes of the students, the significant decrease in the average in item number fifteen ($p<0.000$) explains this situation in a supportive way.

When we look at the items that have a significant increase in the averages for the research conducted during the Covid-19 process and that are thought to be relevant, the fifth item especially stands out. Accordingly, it is seen that the expectations of the students regarding the accommodation and eating-drinking conditions in the food and beverage sector increased significantly ($p<0.010$). It can be thought that the improvements made in the lodgings and staff dining halls due to the epidemic may have been effective in this situation. Increasing sensitivity about hygiene and cleanliness, less staff in rooms, arrangement of the dining hall and common areas can be considered as factors that increase students' expectations for these opportunities.

In addition to the effect of the pandemic on the change in the career expectations of the students, it was assumed that their gender, preference order, and whether they received cookery education in the high school they graduated from may also have a share in the change. In this context, the demographic variant and the changes in student expectations were subjected to difference tests. In this direction, firstly, the differentiation status of the expectation averages before and after the pandemic according to the gender of the students was tested.

Table 3. Means and differences in expectations of the students from the industry before and after COVID-19 by gender

Variable	Period	Mean	Std. Dev.	Wilcoxon Test
Career expectations of male students of male students	Pre-COVID-19 (n=77)	3.5419	0.54892	0.011*
	Post-COVID-19 (n=58)	3.4310	0.39829	
Career expectations of female students	Pre-COVID-19 (n=108)	3.4192	0.66661	0.811
	Post-COVID-19 (n=93)	3.4702	0.41164	

*Significance at the $p<0.05$ level

When Table 3 is examined, it is seen that while the average expectation of male students before the pandemic was 3.54, it decreased to 3.43 as a result of the pandemic. It is also seen that this decrease is statistically significant ($p=,011$). However, it was determined that there was no significant change in the career expectation averages of female students.

Another categorical variant in which the periodic changes in students' career expectations are investigated is the order in which they prefer the department they study. According to this, the change in career expectations of students who evaluated the department they studied in the top 5 preferences and those who evaluated it in the ranking of 6 and beyond, due to the pandemic were tested. With the tests conducted, it was concluded that the pandemic was not in a decisive position in the career expectations of the students in both groups before and after the pandemic (Table 4).

Table 4. Pre and post COVID-19 means and differences in expectations of students from the sector by order of preference

Variable	Period	Mean	Std. Dev.	Wilcoxon Test
Expectation of those who choose between 1-5	Pre-COVID-19 (n=116)	3.4111	0.62982	0.380
	Post-COVID-19 (n=79)	3.4988	0.42721	
Expectation of those who prefer 6 and above	Pre-COVID-19 (n=69)	3.5698	0.59921	0.092
	Post-COVID-19 (n=72)	3.4072	0.37780	

*Significance at the $p < 0.05$ level

The final analysis, which examines the categorical variants and the change in student expectations, is related to the type of school from which the students graduated. In this direction, it has been determined that the career expectations of students who graduated from a high school related to cuisine have changed after the pandemic compared to before.

Table 5. Means and differences in expectations from the sector according to the graduation of students before and after COVID-19

Variable	Period	Mean	Std. Dev.	Wilcoxon Test
Expectations of graduates of cookery vocational high schools	Pre-COVID-19 (n=42)	3.7013	0.54092	0.005*
	Post-COVID-19 (n=57)	3.4522	0.38459	
Expectations of non-cookery high school graduates	Pre-COVID-19 (n=143)	3.4024	0.62926	0.731
	Post-COVID-19 (n=94)	3.4570	0.41996	

*Significance at the $p < 0.05$ level

When the values presented in Table 5 are examined, it is seen that while the average expectation of students who graduated from a high school related to cuisine was 3.70 before the pandemic, their expectations decreased to 3.45 after the pandemic. On the other hand, it is seen that this decrease is statistically significant ($p = .005$). However, it was observed that there was no significant change in the career expectation averages of the students who graduated from a non-cookery high school.

Discussion, Conclusion and Recommendations

In this research, it is aimed to reveal the change of career expectations of students studying in the field of cookery within the scope of the effects of Covid-19. In this research, which was carried out in two separate time periods, before and after the pandemic; first of all, the professional career expectations of the students were considered as a whole and in this context, it was seen that the career expectations of the students decreased in general for the period after the onset of the Covid-19 epidemic. In the findings obtained from the analyzes made in order to reveal the factors that caused this decrease statistically, it was seen that 12 of the 22 factors revealing the career expectations of the students had a significant difference. Considering the analyzes made on the factors that cause the career expectation of students to differ in the researches carried out in two different time periods, pre-pandemic and pandemic processes; In particular, it has been observed that the expectations of students to find a job that can work continuously in the food and beverage sector have decreased significantly during the

pandemic process. This situation can be explained by the thought that a job that can work in the food and beverage industry causes anxiety among students that it is no longer easy to find a job, and that Covid-19 has a significant impact on people related to employment.

Another subject group in which a significant change has been experienced during the pandemic process within the scope of the research is related to the items containing statements about the order of working hours in the food and beverage sector, the difficulty of working, the salary, and additional wages received, and the adequacy of social security opportunities. These expressions have high score averages in both separate time periods, both before the pandemic and during the pandemic process, although it does not contain any negativity in general, it is seen in the research conducted during the pandemic process that these expressions show a significant decrease and, in this direction, they create significant differences at certain levels. The reason for the differences in expectations regarding these issues; can be explained by the thought that situations such as layoffs, salary reductions, unpaid leaves as a result of the pandemic cause a certain level of anxiety in students towards the sector.

Another issue that is thought to be related to the pandemic and where significant change has been experienced is related to the article created to determine whether the food and beverage industry is a sector to be worked on for many years. It was seen that this item had a very high average score in both studies conducted in different time periods, both before the pandemic and during the pandemic process, and it did not contain any negativity in general. However, in the research conducted during the pandemic process, it was seen that there was a significant decrease and, in this direction, there was a significant difference at certain levels. The professional anxiety caused by the restriction on the activities of the food and beverage sector during the pandemic process or all other measures caused a decrease in the future expectations of the sector in the eyes of the students.

In the analyses made within the scope of the demographic variables within the scope of the research, it was observed that there were some significant differences in student expectations before the pandemic and during the pandemic period. According to the findings obtained from these analyzes, it was observed that the career expectation of male students and cookery vocational high school graduates decreased significantly during the pandemic process. It is thought that the significant decrease especially in male students is due to the fact that the cooking profession is more adopted by men as a profession. The reason for the differences in expectations that occur in individuals who are graduates of vocational high schools related to cookery can be explained by the thought that they have high expectations for the cookery profession, since they have formed their goals for the cookery profession since high school, and therefore the pandemic process has caused these individuals to have a certain level of anxiety towards the sector.

It is seen that the economic difficulties experienced during the pandemic period increased the sensitivity towards all kinds of professional factors, and this situation caused significant differences in the expectations of the students. However, as a result of all the negativities experienced during the pandemic, it is thought that the professional anxiety of individuals and the decrease in career expectations for the sector in the eyes of students may have an impact, especially within the framework of the food and beverage sector, limited only to the duration of the pandemic. Although the food and beverage industry and its employees, who are the subject of research due to the pandemic, experience great economic difficulties, it is an important fact that these concerns will end after the pandemic in line with the needs of humanity. However, it is difficult for a professional at this level to realize their expectations for their career goals and to maintain their goals in this direction. Therefore, it is an important necessity for all professional group representatives to give more importance to professional career studies for students and to carry out studies that focus on the future.

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