# Investigation of Academic Staff in Gastronomy in Terms of Their Satisfaction Level and Adverse Experience

**\*Adem ARMAN**[a] iD **, Özkan ERDEM**[b] iD **, Tuba Şahin ÖREN**[c] iD

[a] Akdeniz University, Faculty of Tourism, Department of Gastronomy and Culinary Arts, Antalya/Turkey
[b] Akdeniz University, Göynük Culinary Arts Vocational School, Antalya/Turkey
[c] Usak University, Banaz Vocational School, Uşak/Turkey

**Abstract**

This paper analysis was conducted to determine job satisfaction levels and problems of the instructors employed in gastronomy programs of the universities. The research was structured through qualitative research methods. The research population was constituted with the instructors teaching in gastronomy departments in Turkey and a purposeful sampling strategy was used to determine the research sample. Interview forms were used to collect data and resultant data were subjected to content analysis with the aid of NVIVO software. Kappa analysis was executed to test the data reliability. Present findings revealed that participants were mostly satisfied with the departments or programs, but experienced various problems at work place. Insufficient academic staff, improper curriculums, insufficient budgets, equipment and material supply and poor university-private sector cooperation were indicated as the primary problems experienced by the culinary instructors. The findings cannot be generalized to a larger population because the study is conducted with a case study approach.

**\*** *Corresponding Author*
*E-mail  ademarman@akdeniz.edu.tr (A. Arman)*

**INTRODUCTION**

Manuscripts of ancient ages indicate the historical progress of gastronomy over the various geographical regions extending from the lands of the Roman Empire to the Middle East and Asia. However, development of culinary training accelerated with the emergence of modern French cuisine in the 17th and 18th centuries (Zopiatis, Theodosiou, & Constanti, 2014, p. 88).

Today, the concept of "gastronomy" have become quite popular within the context of food, gourmet, cuisine culture tourism and the concept now has serious connections with the educational sector. Educating of well-educated, chefs who continuously researching and developing is extremely important. In this sense, education and tourism sector should act together to raise qualified labor force. Employment of individuals with sufficient knowledge, skills and experience in food and beverage sector will be possible only with the efficient and quality gastronomy education and training (Akoğlu et al., 2017, p. 155). However, availability of trainers and instructors able to raise such talented and qualified students and orient them to the sector is another issue to be considered in gastronomy sector. The case was assessed in detail in Gastronomy Training Search Conference held on 26-27 February 2015 in Antalya-Turkey and restrictions were brought forward about finding and training gastronomy instructors (Öney, 2016, p. 193).

In education or gastronomy training researches, mostly the students, student satisfaction (Werdini, Rejowsk, & Stefanini, 2014), student satisfaction about trainings (Ko & Chung, 2015), expectations (Arman & Şahin, 2013; Güdek & Boylu, 2017; Hertzman & Maas, 2012), professional expectations (Harbalıoğlu & Ünal, 2014), problems (Doygun & Gulec, 2012; Sarıoğlan, 2014) and various other issues (Şahin Ören & Arman, 2017) were taken into consideration. However, the problems or satisfaction levels of gastronomy, culinary arts or culinary school instructors generally haven't been included into the gastronomy researches.

It was reported in a previous study carried out by Öztürk and Görkem (2011) about the professional competences of culinary students that the students studying in the Eastern Anatolia region in Turkey felt professionally less competent than the students studying in the other regions. Moving from this point and so on, it was thought that the higher education institutions or organizations teaching culinary arts in this region were insufficient either in materials or instructors to provide professional competence. Therefore, the institutions, material and student competence, satisfaction levels and the other problems encountered should be assessed in terms of trainers or instructors in a predictor and objective fashion. In this sense, job satisfactions and possible problems of academics employed in gastronomy, culinary arts and culinary programs of vocational colleges or universities should be investigated within the scope of a research. Such a study may improve the quality of the education and training provided in these institutions. Therefore, the present study was conducted to determine job satisfaction levels and problems encountered by academics providing trainings in gastronomy, culinary arts and culinary programs of the schools. In this sense, gastronomy education, mostly assessed through student expectations and satisfactions, will be evaluated from a different perspective and contributions will be provided both to literature and potential problems of the sector.

**Literature Review**

There are several studies about the job satisfaction and problems of hotel employees (Lam, Baum, & Pine, 2003; Yang, 2008; Yang, 2010; Yeh, 2013; Lee, Back, & Chan, 2015; McPhail et al., 2015), restaurant employees (Gazzoli,

Hancer, & Park, 2010; Chang, 2017; Choi & Joung; 2017), travel agency employees (Pang, Kucukusta, & Chan, 2015), tourist guides (Geva & Goldman, 1991) and tourism product developers (Wang, 2017) and tourism students (Wozencroft & Hardin, 2014), but the number of studies about the job satisfaction of instructors included in tourism education, is relatively limited.

Houston et al., (2006) gathered data from academics staff in 3-month intervals and reported that academics staff were less satisfied with external factors such as their salaries, promotion opportunities and gaining a reputation through doing better things, but they were more satisfied with internal factors such as convenience at work place, quantity of responsibilities and job diversity. Moving from this point, it was concluded that rather than external factors, the internal factors should be improved to increase job satisfaction levels of the academics staff.

Waging, administrative approaches (Sarros et al., 1997; Malik et al., 2010; Winter & Sarros, 2010; Schultz, 2013), promotions, physical opportunities and financial problems of the universities (Winefield et al., 2003) were identified as potential dissatisfaction or satisfaction sources (Ssesanga & Garrett, 2005, p. 52). The results of another study carried out about the academics of the United Kingdom (Oshagbemi, 1996) also support those previous findings. In other words, academics were quite satisfied with the basic responsibilities (education and research), but dissatisfied with their salaries, promotion expectations and other aspects of work place. Administrative positions characterized with the age, seniority and years of service quite positively influenced motivations and satisfaction levels of the academics (Oshagbemi, 1999). In other words, academics staff working in places in which promotions were performed within a hierarchical pattern in accordance with certain criteria were quite satisfied with their jobs. Researches carried out in 8 countries (Australia, Germany, Hong Kong, Israel, Mexico, Sweden, The UK and the USA) revealed that the factors related to work place of the academics such as university atmosphere, morals, sense of society, relations with the colleagues were the most distinctive factors for the job satisfaction of the academics (Lacy & Sheehan, 1997). Salary, promotions, working conditions and research supports had significant positive effects on job satisfaction (Santhapparaj & Alam, 2005). Besides, job satisfaction levels of the academics decreased with increasing stress levels (Abouserie, 1996; Ahsan et al., 2009). Gender is another factor with significant effects on job satisfaction (Sabharwal & Corley, 2009). In this sense, the differences in job satisfaction levels of the male and female academics revealed that females were more satisfied than the males (Oshagbemi, 2000; Gardiner et al., 2007). While female academics were quite satisfied with their jobs and colleagues, male academics were more satisfied with their salaries, promotions and managers (external factors) than the female ones (Okpara, Squillace, & Erondu, 2005).

Demands in work place, external factors, type of action to overcome negative issues and qualitative behaviors were mostly attributed to high depression and anxiety and low job satisfaction levels of the academics (Mark & Smith, 2012).

Rather than a generalized assessment of job satisfaction levels and problems encountered by academics, more specific assessments should be performed to get better and reliable outcomes. Such specific assessments will better put forth the material and job requirements based on theoretical or practical education. In this sense, a research on job satisfactions of academics teaching at gastronomy, culinary arts and culinary programs mostly focusing on practical trainings will make the issue specific.

**Research Methodology**

A qualitative research approach was adopted in this study to determine job satisfactions of the academics employed at gastronomy, culinary arts and culinary programs of the universities and the problems encountered in their departments or programs. Within the scope of qualitative approach, semi-structured interview technique was used for data collecting and content analysis was used for data analyses. Kappa analysis was used to test the reliability of the study.

*Objective and Significance of the Research*

Gastronomy, culinary arts and culinary programs of the universities generally offer practical trainings and they have become quite popular in recent years, thus included in educational programs of the universities. However, there are various problems experienced by instructors (academics) of these programs and their job satisfaction levels. Therefore, it was thought to be significant to determine their satisfaction levels and problems. The primary objective of the present study was to determine satisfaction levels and problems of instructors teaching at gastronomy, culinary arts and culinary programs of the universities. The research problems were then formed along with these primary objectives as follows:

- Are the instructors teaching at gastronomy, culinary arts and culinary programs satisfied with their jobs?
- Do the instructors teaching at gastronomy, culinary arts and culinary programs have sufficiency (knowledge, experience, application etc.) problems with the academic staff?
- Do the instructors teaching at gastronomy, culinary arts and culinary programs have budget problems?
- Do the instructors teaching at gastronomy, culinary arts and culinary programs have problems related to course durations?
- Do the instructors teaching at gastronomy, culinary arts and culinary programs have problems related to course contents?
- Do the instructors teaching at gastronomy, culinary arts and culinary programs have problems related to perceptions of the different departments?
- Do the instructors teaching at gastronomy, culinary arts and culinary programs have administrative problems?
- Do the instructors teaching at gastronomy, culinary arts and culinary programs have problems related to insufficient equipment and materials?
- Do the instructors teaching at gastronomy, culinary arts and culinary programs have problems related to insufficient physical area and workshop?
- Do the instructors teaching at gastronomy, culinary arts and culinary programs have problems related to university-sector cooperation?

With this sub-objectives created along with the primary objective, descriptive frame of the study was created.

*Population and Sample*

The general research population was constituted by the instructors teaching at gastronomy, culinary arts and culinary programs of the universities in Turkey. Large size of this general population, difficulties in data collecting

and complex data analysis procedures for such a large population forced the researchers to generate a research population. Then, the present research population was constituted by the instructors participated in the training of 3rd National Culinary Camp on 30 April-7 May 2018, in Bolu-Mengen, Turkey.

Sample size in qualitative researches is generally small and purposeful sampling is preferred (Miles & Huberman, 1994). Purposeful sampling method allows researchers to work deeply with the individuals believed to have rich knowledge and experience in a specific issue (Yıldırım & Şimşek, 2016). The method was also employed in this study. In this sense, initially the criteria were set for the potential individuals to be included in the sample. The individuals to be interviewed should initially be teaching practical sessions in at gastronomy, culinary arts and culinary programs of the universities and they should also be willing to share their views. Personal connections of the researchers with the potential participants will facilitate the sample selection (Creswell, 1998). In this sense, such personal communications will let the participants feel more comfortable during the interviews.

All the interviews were performed by the researcher on a voluntary basis. Interviews were performed with the voluntary university academics participating in trainings of 3rd National Culinary Camp held Bolu Mengen in Turkey between 30 April – 7 May 2017 during the trainings. Initially a brief information about the objectives and content of the research was provided to the participants. The interviews were recorded with a tape recorder. Notes were also taken on semi-structured interview forms. Voluntary participation forms were handed to the participants and they were allowed to fill up these forms. Within the scope of this research, 18 individuals participating in 3rd National Culinary Camp and accepted to participate in this research were included. The number of participants was found to be sufficient since the data reached to a saturation and repeats were observed after a certain time (Miles & Huberman, 1994; Egan, 2002).

The sample of the present study is composed of 18 instructors. These participants were ordered as K1, K2, K3…K18 and assigned with the codes ranging from K1 to K18.

*Data Collecting*

Face-to-face interview technique (Yıldırım & Şimşek, 2013) commonly used in qualitative researches was also employed in this study. Interview technique is expressed as a data collecting technique allowing to gather data about knowledge, attitude, thought and behaviors of individuals about a certain subject (Crano & Brewer, 2002; Yazıcıoğlu & Erdoğan, 2014). Structured-interview allows researchers to ask additional questions to get detailed information (Smith, 2003; Philips & Stawarski, 2008) and to change number and order of questions (Yıldırım & Şimşek, 2013).

The questions to be asked in this study were generated with the aid of the study of Görkem and Sevim (2016) entitle as "Are we late or rush in gastronomy training?", the study of Öney (2016) entitled as "An Evaluation on gastronomy training", the study of Kozak and Açıköz (2015) entitled as "Final report of search conference on gastronomy training" and relevant literature. Potential questions were reevaluated by two expert instructors employed at Akdeniz University and a template interview form was prepared. Then the template interview forms were again supplied to two expert academics employed at gastronomy, culinary arts and culinary programs of Akdeniz University and the forms were revised along with their recommendations. Semi-structured interview forms were finalized with these revisions.

The interview forms are composed of two sections. In the first section, demographic characteristics & personal features (age, gender, educational level, title, department or program of employment, years of service) were included. In the second section, participants were asked about their satisfaction with the department or program in which they were employed and the problems they experienced.

## *Data Analysis*

Content analysis is the most common method used in data analysis of qualitative studies (Yıldırım & Şimşek, 2013). The method was also used in present study to evaluate the interviews. In content analysis, data are brought together around certain concepts and themes and interpreted as to be understood by the readers (Fraenkel & Wallen, 2000; Yıldırım & Şimşek, 2013). In content analysis, the processes such as coding, categorizing, entitling the categories and defining categorical attributes are performed (Strauss & Corbin, 1990). In this sense, texts were initially read by the researchers and an encoding was developed.

The developed encoding system was applied to texts by two different researchers employed at gastronomy, culinary arts and culinary programs of Akdeniz University, encoding was performed, categories and citations were determined. Then, encodings of two researchers were compared and a consensus was searched until the elimination of all differences. In the follow up of this process, categories were created through bringing the codes assigned by the researchers and main categories were formed by bringing similar categories together. Qualitative research software NVIVO 10,0 was used for the analysis of classified themes (Kelle, 1995; Cohen, Mannion, & Morrison, 2007). Then, resultant tables were interpreted.

## *Reliability*

In qualitative researches, there are several methods used to test reliability of content analysis. Kozak (2014) indicated that to provide the reliability of the data collected, the researcher should be involved personally in data collecting phase and should take notes during the interviews. Detailed information provided about the research and data analysis process also contribute to the reliability of the research (Elo et al., 2014). Hall and Valentin (2005) pointed out that an encoding system should be employed and such encoding system should be applied by at least two encoders. In present study, an encoding system was created and tested by two independent expert researchers. Similarly, Graneheim and Lundman (2004) pointed out the significance of discussions and resultant consensus for the persuasiveness and reliability of the study. In present study, discussions were performed between the researchers and a consensus was tried to be achieved during the development of an encoding system, application of encoding system to the texts and formation of categories. Kappa analysis was also performed to test the reliability of the study. Codes were given to two independent researchers. Cohen's Kappa coefficient is used to test the reliability of comparative compliance between two evaluators (Landis & Koch, 1977). Cohen's Kappa coefficient was calculated with encoding of tow evaluators as 1,00. According to Landis & Koch (1977), a Cohen's Kappa coefficient of between 0,81 and 1,00 indicates a well compliance between the evaluators. Present coefficient implied quite significant compliance between the researchers and thus indicated reliability of encoding system. In another method, direct citations are provided from the analyzed texts (Hsieh & Shannon, 2005). Thusly in this study, direct citations were provided from the statements in the text during the presentation of the results.

**Findings**

Data were collected about satisfaction levels and problems of the instructors providing practical trainings in gastronomy, culinary arts and culinary programs and solutions were proposed for the problems they experienced. Data on demographic characteristics of the participants are provided in Table 1.

**Table 1.** Demographic characteristics and personal features about the participants

| Variables | Groups | n | % |
|---|---|---|---|
| **Gender** | Male | 10 | 55,5 |
| | Female | 8 | 44,5 |
| **Age** | 25-29 years | 4 | 22,2 |
| | 30-34 years | 6 | 33,3 |
| | 35-39 years | 5 | 27,8 |
| | 40-44 years | 2 | 11,1 |
| | ≥ 45 years | 1 | 5,6 |
| **Education** | Undergraduate | 2 | 11,2 |
| | Graduate | 8 | 44,4 |
| | Ph.D. | 8 | 44,4 |
| **Degree Holder** | Instructor | 16 | 88,8 |
| | Research Assistant | 1 | 5,6 |
| | Assistant Professor | 1 | 5,6 |
| **Department / Program** | Culinary Program | 15 | 83,3 |
| | Gastronomy and culinary arts | 2 | 11,1 |
| | Other | 1 | 5,6 |
| **Years of Service** | 1-5 years | 13 | 72,2 |
| | 6-10 years | 5 | 27,8 |
| | 11-15 years | - | - |
| | > 15 years | - | - |

As can be inferred from Table 1, of the participant academics, 8 were female (n: 8) and 10 were male (n: 10); 22,2% (n: 4) were between 25-29 years of age, 33,3% (n:6) were between 30-34, 27,8% (n:5) were between 35-39, 11,1% (n:2) were between 40-44 and 5,6% (n:1) was over 45 years of age. With regard to educational level of the participants, 44, 4% (n: 8) had Ph.D. degree, 44, 4% (n:8) had graduate degree and 11,2 (n:2) had undergraduate degree. With regard to titles of the academics, 88, 8% (n:16) were "instructor", 5,6% (n:1) was "research assistant" and 5,6% (n:1) was "assistant professor". With regard to department/program of the participants, 83, 3% (n:15) were working in culinary program, 11,1% (n:2) were working in gastronomy and culinary arts department and 5,6% (n:1) was working in the other department or programs. With regard to years of service, 72,2% (n:13) had an experience of between 1-5 years and 27,8% (n:5) had between 6-10 years of experience.

The satisfactions of participants from their department or programs are provided in Table 2. Opinions of participants were provided in the following Table 2 to see whether they are satisfied with their department or programs.

**Table 2.** Satisfaction of participant academics from their department or programs

| Satisfied with the department or program | K 1 | K 2 | K 3 | K 4 | K 5 | K 6 | K 7 | K 8 | K 9 | K 10 | K 11 | K 12 | K 13 | K 14 | K 15 | K 16 | K 17 | K 18 | n | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Yes** | √ | √ | √ | √ | | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 16 | 88 ,8 |
| **No** | | | | | | | | | | | | | | | | | | | - | |
| **Partially** | | | | | √ | | √ | | | | | | | | | | | | 2 | 11 ,2 |

The academics employed in gastronomy, culinary arts and culinary programs expressed their satisfaction from the department or program they worked in as follows;

o   I am quite satisfied since I learn new things every day (K1).

o   Yes, I am satisfied, I like the department since it is open to changes, I have chance to experience active and different practices (K2).

o   I am satisfied since I have chance to develop myself in terms of education and training (K4).

o   Yes, I am quite satisfied, it is more productive in terms of academic progress since it is my own area of expertise (K6).

o   I am quite satisfied since it allows me to do two jobs I like together (K8).

o   Yes, I am satisfied. There is a nice synergy between us and the students, I like culinary and share my knowledge (K12).

Two of the participant academics indicated their satisfaction as "partially" as follows;

o   I am partially satisfied since culinary equipment and material costs and course needs are not met (K5).

o   I am partially satisfied since we, 4 of us, share the same office and inexistence of domestic allowances reduce our motivation (K7).

While majority of the participants (n:16) indicated their satisfaction from the department or programs they work in, minority (n:2) indicated their partial satisfaction. In other words, present findings revealed quite high satisfaction levels for the participant gastronomy, culinary arts and culinary program instructors. Inherently the job they were employed in offers them to learn new things all the time and to develop themselves, thus offers them a source of motivation. Able to act in compliance with the themes of gastronomy, culinary arts and culinary profession, openness to innovations, difference-oriented training programs and practices are all motivational sources for instructors. In this sense, the instructor working in culinary sciences are quite satisfied with their jobs, but insufficiencies in meeting material and equipment costs and allowances to develop themselves create slight dissatisfaction from the jobs they were employed in.

Therefore, sources of dissatisfaction should be well identified and basic measures should be taken to improve satisfaction levels. In this sense, the results about the problems experienced by the participants are provided in Table 3.

In Table 3, instructor opinions are provided about the problems they experienced. Half of the participants indicated problems about academic positions. Their opinions were as follow;

o Students and department academics are not contended with out of area appointments. (K2)

o There may be serious problems in the future when the unqualified or sufficiently qualified staff are employed. (K4)

o Instructors should be enthusiastic and area-expertise. (K7)

o Instruction of courses by unqualified staff will create serious problems. (K9)

o There aren't sufficient number of qualified instructors.(K10)

o Non-area expertise of some instructors is a problem.(K11)

o Out-of-department instructors and unqualified staff may create some problems. (K13)

**Table 3.** Problems experienced by the academics in their department or programs

| PROBLEMS EXPERIENCED BY THE ACADEMICS | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | K12 | K13 | K14 | K15 | K16 | K17 | K18 | f | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Academic positions | | √ | | √ | | | √ | | √ | √ | √ | | √ | | | √ | √ | | 9 | 50,0 |
| Budget | √ | √ | | √ | √ | √ | √ | | √ | √ | | | √ | √ | | √ | √ | √ | 13 | 72,2 |
| Course durations and contents | | √ | √ | | | √ | √ | √ | | √ | | √ | √ | | | √ | | √ | 10 | 55,5 |
| Other department and administration | | √ | | | √ | | √ | | | √ | | | | | | √ | √ | | 6 | 33,3 |
| Equipment and materials | | √ | √ | | √ | √ | √ | | √ | √ | | √ | √ | √ | | | √ | √ | 12 | 66,6 |
| Physical place and workshop | √ | | √ | √ | √ | √ | | | √ | √ | | | √ | | | √ | √ | | 10 | 55,5 |
| Sector-school cooperation | | √ | √ | √ | | | | | √ | | | | √ | | √ | √ | √ | | 8 | 44,4 |

The problems indicated for academic positions are related to employment out of department, in other words, unqualified/insufficiently qualified instructors. Such a case influences the quality of the education and demotivates existing instructors. In this sense, it is evident that instructors teaching at gastronomy, culinary arts and culinary programs should be expert in their areas.

Majority of the participants (n:13) indicated insufficient budgets allocated to the department or program as a significant problem. This problem was indicated as follows;

o In the school where I employed, most of the practical materials are supplied by the students. Such a case then negatively influences the quantity and quality of the practical trainings. (K2).

o Insufficient culinary equipment, short-fall of material costs and course needs demotivate instructors. (K5).

o The budget allocated to practical sessions is not sufficient and universities do not know much about the budget items from which practical sessions should be paid. (K6).

o There are budget problems in purchase of practical course materials. (K10).

o Practical sessions are not well thought because financial opportunities are not sufficient, thus students are not graduated as fully-qualified. (K17).

In educational programs in which practical sessions are dominant, equipment and materials constitute a significant cost item. Such a problem negatively influences the motivation of both the students and instructors. Low motivation levels then end up with unqualified students who are not ready for the sector. The case also negatively influences the image of the teaching organizations. Universities should take all these negative issues into consideration and act accordingly and allocate sufficient budgets to practical sessions.

Participants generally (n:10) indicated problems about the durations and contents of practical sessions. The opinions about this problems were expressed as follows;

o Heavy course-loads influence efficiency.(K2)

o Especially the durations of practical sessions should be longer, present durations are not sufficient.(K3)

o Practical contents of the syllabus are not sufficient, courses end up with failures because of unplanned activities, internship durations and course contents are significant problems. (K6)

o Practical sessions are too long, curriculums should be revised.(K7)

o The seasons are opened before the end of academic years, this case increases the non-attendance of working students. (K16)

o Curriculums are not suitable for the needs of the sector and the nature of the job, it should be revised based on qualifications of existing academic staff. (K13)

Course structures were indicated by the instructors as a significant problem. Curriculums in gastronomy, culinary arts and culinary programs in which practical sessions are dominant should be formed by taking the structures, contents, durations of the courses and practical principles into consideration. Available curriculums are not sufficient, universities usually organize unplanned activities and thus problems are observed in courses. Universities should take academic terms and educational durations into consideration while planning student activities. While planning academic terms, internship durations and terms should also be taken into consideration to solve the potential problems.

Some of the instructors (n:6) indicated some problems with the other departments and administration. They indicated such problems as follows;

o School administration was not doing much for the department, they started to do things recently, all activities were used to be done by the students.(K2)

o We are seen as culinary staff by the academics of the other departments.(K5)

o We are seen as culinary staff by the academics of the other departments, practical sessions in kitchens are not seen as course.(K10)

o   Culinary program is seen as a program in which "only meals are prepared and meals have to be prepared for the various activities of the university". (K16)

The culinary instructors are not seen as academic staff by the other departments. Such a case seriously demotivates culinary instructors. Turn of culinary arts into a fashion and being placed in physiological needs of humans have made both the instructors and the students experience this problem. Universities should change this perspective and approach culinary instructors as they approach to academics of the other departments and should do relevant arrangements to adapt this perspective.

Majority of participants (n:12) indicated problems about equipment and material supply. They indicated this problem with following statements;

o   There are problems about material and equipment supply.(K2)

o   Equipment and material needs are not met.(K5)

o   We are not able to supply every material on time because of the location of the school, we have problems with material supply. (K6)

o   There are not any supports for meat, vegetable and etc. materials.(K12)

o   There is a lack of food staff. (K18)

Budget problems are the primary reason of material and equipment supply problems. Such problems urgently be solved to improve the quality of the education and to serve for the basic purpose of the department or program. Such problems result in dissatisfaction from the department or programs. Gastronomy, culinary arts and culinary programs are not low-cost educational programs like the ones with dominant theoretical educations. Therefore, such high-cost of culinary education should be taken into consideration by the university administrations to overcome this problem and dissatisfactions.

More than half of the participants (n:10) indicated problems about physical facilities and practical session places. They indicated such problems as follows;

o   As compared to number of students, physical facilities are not sufficient. Larger areas are needed. (K1)

o   Physical facilities are not sufficient.(K3)

o   Physical facilities and practice areas are not sufficient. (K4)

o   Deficiencies of practical session areas (kitchens) should be eliminated.(K5)

o   Classes of culinary program are crowded, physical facilities and practical session areas are not sufficient. (K10)

Availability and suitability of facilities for practical sessions should be taken into consideration in educational programs with dominant practical sessions. However, participants indicated insufficient physical facilities as a significant problem. Capacities of facilities for practical sessions should comply with the number of students to be trained and physical structures of the facilities.

Some of the instructors employed in gastronomy departments of the universities (n:8) indicated problems about university-sector relations. They indicated the problem with the following statements;

o   The sector gets into contact with the university only when they need something. I think the sector does not have any contributions to the university.(K2)

o   The sector generally does not cooperate with the university.(K3)

o   Self-taught cooks and chefs do not acknowledge academics, they usually do not obey hygiene and sanitation rules and such cases negatively influence students.(K15)

o   There are some problems about cooperation of private-sector chefs with the universities.(K18)

Nowadays, university-sector cooperation is increasing. Cooperation of the sector with the universities about the employments will help in raising qualified students who know the needs of the sector. Such a case also allows the universities to raise students along with the requirements of the sector. The university-sector cooperation should be further improved and brought into international levels. With this cooperation, a multi-purpose structure involving both the students and the instructors, both the facilities and country economies will be created. However, some of the participant academics complained about inattention of the sector about such a cooperation and indicated problems about university-sector cooperation since the sector ignores the universities and tries to establish a one-way relation.

**Discussion and Conclusions**

Significant outcomes were achieved in this study carried out to determine job satisfactions and problems of the instructors employed in gastronomy, culinary arts and culinary programs of the universities. Although participants were satisfied with their departments or programs, they experienced some problems. Insufficiency of instructors was indicated as the primary problem. Besides, instructors were negatively influenced by the colleagues and administrations. In other words, the instructors teaching at gastronomy, culinary arts and culinary programs of the universities were not seen as an academic staff, they mostly perceived as sector staff and such a case then demotivates present instructors in those departments.

Course contents, durations and compliance with various phases of education (Wang, 2015), appropriate structuring and efficiency of curriculums (Müller et al., 2009) are the other significant issues in culinary education. In this sense, participants mostly indicated problems about the course contents and durations. Lack of area-expert instructors was considered as the primary reason of such poor structuring of the courses and curriculums in culinary education programs. Sectoral implementations in gastronomy and culinary arts usually start in spring and end in autumn. Thus, university academic calendars and practices in these departments should be so arranged as to consider sectoral side of the issue.

It was pointed out in a study carried out by Liu and Wall (2005) in China that potential tourism activities did not organized well in education and training programs. Present findings partially comply with those earlier ones. Thusly, insufficient physical facilities, deficiencies in practice places, insufficient financial supports for equipment and materials and lack of budget allocated to these departments were indicated as the other significant problems experienced by culinary instructors.

Lack of equipment and materials, present budget problems and insufficiency of instructors seriously restrict the raise of qualified students. Present problems were mostly related to this issue. In other words, the educations and trainings provided in gastronomy and culinary arts of Turkish universities did not achieve the desired quality standards because of lack of budget, equipment and materials. Similar budgeting and financial support problems were also indicated for the other departments in different countries (Lu & Zierdt, 2009; Coleman, Walker, & Lawrence, 2012, p. 1; Kot & Ślusarczyk, 2014; Sarkar & Hossain, 2016). Thus, budgetary cuts should be considered as a universal problem.

Martínez-Román et al. (2015) indicated that professional trainings should be strengthened for students to get acquainted with the business world and to get energizing power. In Sector-university cooperation was also indicated as a problem in this study. Thus, it was concluded that university-sector cooperation should be improved in gastronomy, culinary arts and culinary programs and tourism sector should also be included into such cooperation.

The study limitations make sure chance for the future research. It is evident that quality of gastronomy education could be significantly improved through solving budgetary problems. Further research is recommended for potential solutions to budgetary problems, equipment and material supply problems in gastronomy education. Instructors can also work together with private sector employees and get trainings from professional chefs (Şahin Ören, Ekin, & Ören 2017) to improve themselves. Then, university-sector cooperation can be improved through these cooperative works and university academics can get out of their monotonous work life and gain a dynamic motion.

## REFERENCES

Abouserie, R. (1996). Stress, coping strategies and job satisfaction in university academic staff. Journal Educational Psychology, 16(1), 49-56

Ahsan, N., Abdullah, Z., Yong Gun Fie, D., & Alam, S.S. (2009). A study of job stress on job satisfaction among university staff in Malaysia: empirical study. European Journal of Social Sciences, 8(1), 121-131.

Akoğlu, A., Cansızoğlu, S., Orhan, N., & Özdemir, Z. (2017). Gastronomi ve mutfak sanatları eğitimi alan öğrencilerin sektörde çalışmaya yönelik bakış açıları. Journal of Tourism and Gastronomy Studies, 5(2), 146-159.

Arman, A. & Şahin, T. (2013). Anadolu otelcilik ve turizm meslek lisesi öğrencilerinin stajlarında işletmelerden beklentileri: Mengen Aşçılar Anadolu Otelcilik ve Turizm Meslek Lisesi örneği. Uşak Üniversitesi Sosyal Bilimler Dergisi, 6(2), 13-24.

Chang, J. (2017). The relationship among exercise participation, job stress and job satisfaction: a study on food service employees in Taiwan. World Academy of Science, Engineering and Technology, International Science Index, Sport and Health Sciences, 11(11), 540.

Choi, E.-K. & Joung, H.-W. (2017). Employee job satisfaction and customer-oriented behavior: A study of frontline employees in the foodservice industry. Journal of Human Resources in Hospitality & Tourism, 16(3), 235-251.

Cohen, L., Mannion, L., & Morrison K. (2007). Research methods in education. London and New York: Routledge, Taylor ve Francis Group.

Coleman, P. D., Walker, R. and Lawrence, L. (2012). The pros and cons of education budget cuts: An investigative study. Research in Higher Education Journal, 16, 1-10.

Crano, W. & Brewer, M. (2002). Principles and methods of social research. New Jersey: Lawrance Erlbaum Associates Publishers.

Creswell, J. (1998). Qualitative inquiry and research design: Choosing among five approaches. London: Sage Publications.

Doygun, O. & Gulec, S. (2012). The problems faced by university students and proposals for solution. Procedia - Social and Behavioral Sciences, 47, 1115 – 1123.

Egan, T. M. (2002). Grounded theory research and theory building. Advances in Developing Human Resources, 4, 277-295.

Elo, S., Kaariainen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngas, H. (2014). Qualitative content analysis: A focus on trustworthiness. Sage Open, 4 (1), 1-10.

Fraenkel, J. R. & Wallen, N. (2000). How to design and evaluate research in education. New York: McGraw-Hill.

Gardiner, M., Tiggemann, M., Kearns, H., & Marshall, K. (2007). Show me the money! An empirical analysis of mentoring outcomes for women in academia, Higher Education Research & Development, 26(4), 425-442.

Gazzoli, G., Hancer, M. & Park, Y. (2010). The role and effect of job satisfaction and empowerment on customers' perception of service quality: A study in the restaurant industry. Journal of Hospitality & Tourism Research, 34(1), 56-77.

Geva, A. & Goldman, A. (1991). Satisfaction measurement in guided tours. Annals of Tourism Research, 18(2), 177-185.

Görkem, O. & Sevim, B. (2016). Gastronomi eğitiminde geç mi kalındı acele mi ediliyor?, Elektronik Sosyal Bilimler Dergisi, 15(58), 977-988.

Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. Nurse Education Today, 24, 105-112.

Güdek, M., & Boylu, Y. (2017). Türkiye'de yükseköğretim düzeyinde gastronomi eğitimi alan öğrencilerin beklenti ve değerlendirmelerine yönelik bir araştırma. Journal of Tourism and Gastronomy Studies, 5(4), 489-503.

Hall, C. M., & Valentin, A. (2005). Tourism Research Methods. In B. Ritchie, P. Burns, & C. Palmer (Eds.). Content Analysis (pp. 191-209). Cambridge: CAB International.

Harbalioğlu, M., & Ünal, İ. (2014). Aşçılık programı öğrencilerinin mesleki tutumlarının belirlenmesi: ön lisans düzeyinde bir uygulama. Turizm Akademik Dergisi, 1(1), 55-65.

Hertzman, J. L., & Maas, J. (2012). The value of culinary education: evaluating educational costs, job placement outcomes, and satisfaction with value of associate degree culinary and baking arts program graduates. Journal of Culinary Science & Technology, 10(1), 53-74.

Houston, D., Meyer, L. H., & Paewai, S. (2006). Academic staff workloads and job satisfaction: expectations and values in academe. Journal of Higher Education Policy and Management, 28(1), 17-30.

Hsieh, H., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. Qualitative Health Research, 15(9), 1277-1288.

Kelle, U. (1995). Computer aided qualitative data analysis. London: Sage Publications

Ko, W. H., & Chung, F. M. (2015). Learning satisfaction for culinary students: The effect of teaching quality and professional experience. International Journal of Vocational and Technical Education, 7(1), 1-13.

Kot, S., & Ślusarczyk, B. (2014). Problems in the development of higher education in Poland. World Transactions on Engineering and Technology Education, 12(4), 675-680.

Kozak, M. (2014). Bilimsel araştırma: tasarım, yazım ve yayım teknikleri, Ankara: Detay Yayıncılık.

Kozak, N., & Açıköz, Z. (2015). VII. Gastronomi Eğitimi Arama Konferansı. Akademik Turizm Eğitimi, Anatolia Dergisi ve Türkiye Aşçılar Federasyonu, Antalya Expo Center, 26 - 27 Şubat 2015, Antalya-Turkey.

Lacy, F.J., & Sheehan, B.A. (1997). Job satisfaction among academic staff: An international perspective. Higher Education, 34(3), 305-322.

Lam, T., Baum, T., & Pine, R. (2003). Subjective norms: Effects on job satisfaction. Annals of Tourism Research, 30(1), 160–177.

Landis, J. R., & Koch, G. G. (1977). The measurement of observer agreement for categorical data. Biometrics, 33, 159-174.

Lee, J.-S., Back, K.-J., & Chan, E. S.W. (2015). Quality of work life and job satisfaction among frontline hotel employees: A self-determination and need satisfaction theory approach. International Journal of Contemporary Hospitality Management, 27(5), 768-789.

Liu, A., & Wall, G. (2005). Human resources development in china. Annals of Tourism Research, 32(3), 689-710.

Lu, G., & Zierdt, A. (2009). Responsibility-centred budgeting: an emerging trend in higher education budget reform. Journal of Higher Education Policy and Management, 31(4), 345-353.

Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). Job satisfaction and organizational commitment of university teachers in public sector of Pakistan. International Journal of Business and Management, Vol. 5(6), 17-26.

Mark, G., & Smith, A. P. (2012). Effects of occupational stress, job characteristics, coping, and attributional style on the mental health and job satisfaction of university employees. Anxiety, Stress & Coping, 25(1), 63-78.

Martínez-Román, J. A., Tamayo, J. A., Gamero, J., & Romero, J. E. (2015). Innovativeness and business performances in tourism SMEs. Annals of Tourism Research, 54(2015), 118–135.

McPhail, R., Patiar, A., Herington, C., Creed, P., & Davidson, M. (2015). Development and initial validation of a hospitality employees' job satisfaction index: Evidence from Australia. International Journal of Contemporary Hospitality Management, 27(8), 1814-1838.

Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: A sourcebook of new method. Thousand Oaks, CA: Sage.

Müller, K. F., VanLeeuwen, D., Mandabach, K., & Harrington, R. J. (2009). The effectiveness of culinary curricula: a case study. International Journal of Contemporary Hospitality Management, 21(2), 167-178.

Okpara, J O., Squillace, M., & Erondu, E. A. (2005). Gender differences and job satisfaction: a study of university teachers in the United States. Women in Management Review, 20(3), 177-190.

Oshagbemi, T. (1996). Job satisfaction of UK academics. Educational Management Administration & Leadership, 24(4), 389-400.

Oshagbemi, T. (1999). Academics and their managers: a comparative study in job satisfaction. Personnel Review, 28(1/2), 108-123.

Oshagbemi, T. (2000). Gender differences in the job satisfaction of university teachers. Women in Management Review, 15(7), 331-343.

Öney, H. (2016). Gastronomi eğitimi üzerine bir değerlendirme. Selçuk Üniversitesi Sosyal Bilimler Enstitürsü Dergisi, 35, 193-203.

Öztürk, Y., & Görkem, O. (2011). Mutfak dalı öğrencilerinin mesleki yeterliklerinin değerlendirilmesi: otelcilik ve turizm meslek lisesi öğrencilerine yönelik bir uygulama. İşletme Araştırmaları Dergisi, 3(2), 69-89.

Pang, L., Kucukusta, D., & Chan, X. (2015). Employee turnover intention in travel agencies: analysis of controllable and uncontrollable factors. International Journal of Tourism Research, 17, 577–590.

Philips, P., & Stawarski, C. (2008). Data collection: Planning for and collecting all types of data. San Francisco: Pfeiffer.

Santhapparaj, A. S., & Alam, S. S. (2005). Job satisfaction among academic staff in private universities in Malaysia. Journal of Social Sciences, 1(2), http://www.biomedsearch.com/article/Job-satisfaction-among-academic-staff/145528656.html Accessed 29.03.2018

Sarıoğlan, M. (2014). Expectations of employee in food&beverage firm and gastronomy education (Case of Turkey). European Journal of Research on Education, 2(6), 198-202.

Sarkar, S. H., & Hossain, S. Z. (2016). Budgetary challenges of higher education: Evidence from Bangladesh. Journal of Education and Practice, 7(12), 32- 41.

Sarros, J. C., Gmelch, W. H., & Tanewski, G. A. (1997). The Role of Department Head in Australian Universities: changes and challenges, Higher Education Research & Development, 16(1), 9-24.

Schulz, J. (2013). The impact of role conflict, role ambiguity and organizational climate on the job satisfaction of academic staff in research-intensive universities in the UK. Higher Education Research & Development, 32(3), 464-478.

Sabharwal, M., & Corley, E. A. (2009). Faculty job satisfaction across gender and discipline. The Social Science Journal, 46(2009), 539–556.

Smith, M. (2003). Research methods in accounting. London: Sage Publications.

Ssesanga, K., & Garrett, R. M. (2005). Job satisfaction of University academics: Perspectives from Uganda. Higher Education, 50, 33–56.

Strauss, A., & Corbin, J. (1990). Basics of qualitative research: Grounded theory procedurs and techniques. California: Sage Publications.

Şahin Ören, T., & Arman, A. (2017). Aşçılık programı ön lisans seviyesinde verilmesi gereken derslerin kategorilerine ilişkin değerlendirme. Yükseköğretim Dergisi, 7(3), 1-7.

Şahin Ören, T., Ekin, Y. Ören, V. E. (2017). The attitudes of instructors towards innovation in gastronomy education: The example of Turkey. http://iassr2.org/rs/012.pdf Accessed 20.02.18.

Wang, R. (2015). On culinary teaching steps from the perspective of problem-based learning. The Journal of International Management Studies, 10(2), 5-14.

Wang, S. (2017). Leisure travel outcomes and life satisfaction: An integrative look. Annals of Tourism Research, 63(2017), 169-182.

Werdini, M. M., Rejowsk, M., & Stefanini, C. J. (2014). Higher education in gastronomy in the city of São Paulo: Expectations and satisfaction of students from a private university. Cultur: Revista de Cultura e Turismo, 8(1), 35-58.

Winefield, A. H., Gillespie, N., Stough, C., Dua, J., Hapuarachchi, J., & Boyd, C. (2003). Occupational stress in Australian university staff: Results from a national survey. International Journal of Stress Management, 10(1), 51-63.

Winter, R., & Sarros, J. (2002). The academic work environment in Australian universities: A motivating place to work?. Higher Education Research & Development, 21(3), 241-258.

Wozencroft, A. J., & Hardin, R. (2014). Students' job satisfaction in a therapeutic recreation service learning project. Journal of Hospitality, Leisure, Sport & Tourism Education, 15, 103–115.

Yang, J.T. (2008). Effect of newcomer socialisation on organisational commitment, job satisfaction, and turnover intention in the hotel industry. The Service Industries Journal, 28(4): 429-443.

Yang, J.T. (2010). Antecedents and consequences of job satisfaction in the hotel industry. International Journal of Hospitality Management, 29(4): 609-619.

Yazıcıoğlu, Y., & Erdoğan, S. (2014). SPSS uygulamalı bilimsel araştırma yöntemleri. Ankara: Detay Yayıncılık.

Yeh, C.M. (2013). Tourism involvement, work engagement and job satisfaction among frontline hotel employees. Annals of Tourism Research, 42, 214–239.

Yıldırım, A., & Şimşek, H. (2013). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayıncılık.

Yıldırım, A., & Şimşek, H. (2016). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayıncılık.

Zopiatis, A., Theodosiou, P., & Constanti, P. (2014). Quality and satisfaction with culinary education: Evidence from Cyprus. Journal of Hospitality & Tourism Education, 26, 87–98.