

Antecedents of Culinary Art Career Choice Among Vocational High School Students: A Case of TRNC

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ABSTRACT

The aim of this study is to investigate the high school graduating students' culinary art intentions by testing the effects of personality traits, socio – cultural background and culinary art intention on culinary art choice. Many high school graduating students have difficulties in finding and choosing the right career to enter. However no research has focused on the factors that influence students in choosing tourism and tourism – related departments in TRNC. Therefore, this study aims to be a first and contribute to existing literature on other fields by investigating the relationship between personal traits, socio-cultural background, culinary art intention and culinary art choice of final year high school students in vocational schools in North Cyprus.

A total of 270 questionnaires were distributed to the students who were in their final year studying in vocational schools. Out of the 270 questionnaires, 215 were collected. The sampling technique used for this study was judgmental sampling.

This study has revealed that personality traits, socio – cultural background and culinary art intention all have a significant and positive relationship with culinary art career choice. Furthermore, limitations and directions for future research are presented at the end of the thesis.

Keywords: Personality Traits, Socio-Cultural Background, Intention, Culinary Arts, North Cyprus

ÖZ

Bu araştırmanın amacı, kişisel özelliğın, sosyokültürel yapının ve mutfak sanatları niyetinin mutfak sanatları seçiminin üzerindeki etkisini araştırarak lise son sınıf öğrencilerinin mutfak sanatları seçimini incelemektir. Bir çok mezun olacak olan lise son sınıf öğrencileri gelecekteki meslek seçimlerinde zorluk ve kararsızlık yaşamaktadır. Fakat, KKTC'deki bu öğrencilerin, turizm veya turizm ile ilgili meslek seçimini etkileyen faktörler ile ilgili bir çalışma olmadığından, bu araştırma, KKTC meslekokullarındaki lise son sınıf öğrencilerinin kişisel özelliğini, sosyokültürel yapısını ve mutfak sanatları niyetlerinin mutfak sanatları seçimlerinin üzerindeki etkisini araştırarak bir ilk olup varolan diğer mesleklerle ilgili olan literatüre katkıda bulunmayı amaçlamaktadır.

KKTC meslekokullarındaki lise son sınıf öğrencilerine toplamda 270 anket dağıtılmıştır, Dağıtılan 270 anketten 215 anket geri alınmıştır. Olasılıksız yargısal örnekleme tekniğini kullanarak örneklem seçilmiştir.

Araştırmanın sonucuna göre kişisel özelliğın, sosyokültürel yapının, mutfak sanatları niyetinin ve mutfak sanatları seçiminin arasında olumlu bir ilişkinin olduğu saptanmıştır. Buna ek olarak yöneticiler için öneriler yapılmış, tezin sınırlılıkları açıklanmış ve gelecekteki araştırmalar için öneriler sunulmuştur.

Anahtar Kelimeler: Kişisel Özellik, Sosyokültürel Yapı, Niyet, Mutfak Sanatları, Kuzey Kıbrıs

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Chapter 1

INTRODUCTION

1.1 Background of Turkish Republic of Northern Cyprus

The Turkish Republic of Northern Cyprus is located in the north part of Cyprus. Cyprus is the third largest island and has been divided into two segments after the 1974 war. The north side of Cyprus (TRNC) is occupied by the Turkish Cypriots and the south side is occupied by the Greek Cypriots. TRNC has a population of 294,906 and the language is Turkish, however the second language that is widely spoken is English. Throughout history, many cultures and civilizations have lived on the island each leaving a trace behind. Therefore, the food culture in TRNC reflects those civilizations to some degree. TRNC has a very rich cuisine where each dish is cooked and served in a unique way. Dishes include kebabs, vegetables, pastry, lahmacun (Turkish pizza), grills, pides, soups, fish and mezes. In addition to these, Indian, Chinese and Italian dishes can be found in many restaurants within the island.

Tourism is one of the leading sectors in TRNC. According to the statistics obtained from the tourism planning organization in TRNC, Table 1.1 presents the number of arrivals from Turkey and other nationalities excluding TRNC citizens per month by air and sea. This table compares the figures of 2012 and 2013 and provides the differences (increase/decrease) as percentages.

According to the figures in the table, the highest number of arrivals in total belongs to the months between June and October. This extended period of high arrivals is due to two main reasons; one relating to the weather conditions and the other factor is the education sector of North Cyprus. Throughout the year 9 months is humid whereas winter usually lasts for 3 months. Furthermore, the new academic year of higher education starts at the end of September and continues till mid October which can also be the explanation of such high figures during these months. Overall, the total number of arrivals per month by air and sea in 2012 has increased by 5.7% when compared with 2013.

Moreover, Table 1.2 shows the occupancy rates in tourist accommodation establishments per month for 2012 and 2013 together with the change in percentages. As it can be seen from the figures below, the percentage of changes between 2012 and 2014 have gradually increased apart from December which has decreased by 4.8%. However, overall in average, the occupancy rate for the year 2012 was 44.1%. Then again this rate increased to 47.9% in 2013 which resulted in an average increase of 8.6%.

Based on the statistical information it is seen that the tourism and leisure industry is a sector that is growing and developing in TRNC year by year. Together with the growth of the sector, such establishments and employment rates are also increasing indicating the need of more qualified candidates in the sector. Not only this but also the field of culinary art and gastronomy is developing and in need of qualified, knowledgeable and experienced employees.

Table 1.1 Number of Arrivals per Month by Air and Sea (TRNC excluded)

Months	Turkey			Other Nationalities			Total		
	2012	2013	%	2012	2013	%	2012	2013	%
January	57,453	55,494	-3.4	8,257	10,055	21.8	65,710	65,549	-0.2
February	68,343	71,151	4.1	11,837	14,645	23.7	80,180	85,796	7.0
March	65,959	68,216	3.4	17,042	21,399	25.6	83,001	89,615	8.0
April	76,130	76,168	0.0	19,646	22,429	14.2	95,776	98,597	2.9
May	78,237	78,906	0.9	21,262	25,697	20.9	99,499	104,603	5.1
June	88,302	89,104	0.9	29,135	32,314	10.9	117,437	121,418	3.4
July	75,319	69,567	-7.6	32,222	41,510	28.8	107,541	111,077	3.3
August	72,158	81,456	12.9	35,672	41,266	15.7	107,830	122,722	13.8
September	100,840	101,386	0.5	35,315	40,909	15.8	136,155	142,295	4.5
October	83,174	90,731	9.1	24,558	30,581	24.5	107,732	121,312	12.6
November	72,995	73,947	1.3	14,321	15,305	6.9	87,316	89,252	2.2
December	65,595	67,182	2.4	12,414	13,335	7.4	78,009	80,517	3.2
Total	904,505	923,308	2.1	261,681	309,445	18.3	1,166,186	1,232,753	5.7

Table 1.2 Occupancy Rate in Tourist Accommodation Establishments by Months

Months	2012	2013	Change %
January	22.8	23.6	3.5
February	19.2	25.2	31.3
March	31.3	36.4	16.3
April	38.6	41.4	7.3
May	44.1	48.3	9.5
June	59.5	61.4	3.2
July	63.2	68.2	7.9
August	65.3	75.1	15.0
September	62.5	64.5	3.2
October	52.3	55.2	5.5
November	34.3	38.8	13.1
December	27.0	25.7	-4.8
Average	44.1	47.9	8.6

1.2 Aims and Objectives

Recently, many studies in literature have investigated various fields and the factors that influence the choice of a student to that field (Dalci et al., 2013; Taber, Hartung & Borges, 2011; Altinay et al., 2012). Tourism today is one of the leading sectors that is increasing rapidly worldwide and contributes to a major extent in the economy of a country. TRNC is an island that attracts many tourists worldwide especially from Turkey, United Kingdom, Iran, Germany and other nationalities. Tourism is of great importance and the leading sector in TRNC that always needs young and innovative individuals.

However, there is a lack of research that focuses on the factors that influence an adolescent in choosing a specific profession or field. In specific terms, the antecedents that affect a student in TRNC to focus and choose a profession in tourism, culinary arts and gastronomy is under researched.

Furthermore, there is inadequate research regarding career development and labor force especially within the field of culinary arts and gastronomy. Therefore, this study aims to contribute to existing literature by investigating the effects of personality traits, socio-cultural background and culinary art intention on culinary art as a career choice of final year vocational high school students in North Cyprus.

In order to reach the aforementioned aim, the main objective of the study is to assess the impact of such factors on culinary art career choice in vocational education in TRNC.

1.3 Thesis Outline

This thesis is consisted of six chapters. Chapter 1 (Introduction) includes the purpose of the study and the research objectives.

Chapter 2 (Literature Review) includes the literature about the factors that affect high school students' career decisions and their intention in choosing culinary arts.

Chapter 3 (Research Hypotheses) includes the model and hypotheses' for the study.

Chapter 4 (Methodology) includes the methodology that was adopted for the data collection of this study.

Chapter 5 (Analyses and Findings) includes the findings of the study and Chapter 6 (Conclusions) presents the discussions and conclusions of the study.

Chapter 2

VOCATIONAL EDUCATION AND CULINARY ART AS A CAREER CHOICE

2.1 Definition of Education

Variety of explanations exists about what the definition of education is. One definition states that education is as a learning process where knowledge is transferred from one generation to another through teaching or training experiences (www.wikipedia.com). However, experiences that have a determining effect on an individual's way of thinking or acting are also considered as education.

Furthermore, Oxford dictionary has defined education as a cycle where an individual receives information systematically at an educational institution. They also provided another definition where they stated that education is information received regarding a specific area or subject. Erden (2005) also provides a definition that education can be seen as the experiences that cause permanent changes in one's behaviour. Based on the aforementioned explanations, education can be defined as a systematic process of changing human behaviour in a positive direction. Therefore, culinary art is one of the educational tools to increase the quality of life in a society from this respect.

2.2 Types of Education – Formal & Informal

Literature has put forward that there are mainly two types of education; formal education and informal education. Formal education can be defined as an education system that involves a structured curriculum which is usually provided by schools or universities (Dib, 1998). It requires teachers, students and an education institution. Students must attend the class and be evaluated from certain assessments by their teachers in order to carry on to the next level. On successful completion, they are rewarded a degree and a diploma certifying that they have completed their education successfully.

The Turkish National Education System states that there are 5 phases in formal education(http://sgb.meb.gov.tr/istatistik/meb_istatistikleri_orgun_egitim_2012_2013.pdf). The first phase starts with pre-primary education which includes those aged 3 to 5. Those institutions that provide pre-primary education are usually recognized as kindergartens or nurseries. The aim of such institutions is to make certain that the children's physical, mental and emotional development is ensured to be able to prepare them for the next phase of education which is primary education.

Primary education is the second phase of compulsory education that includes children aged 6 to 11. Institutions that provide primary education consist of compulsory five-year primary schools that aim to improve the abilities and interests of a student and prepare them for lower and upper secondary school.

Secondary education in general which is the third and fourth phase of education consists of those who are aged 12 to 18. More specifically, secondary education is divided into two phases; lower secondary education (third phase) and upper secondary education (fourth phase). Lower secondary education includes students who are aged 12 to 14 and institutions that provide three-year education aiming at providing the knowledge and skills needed to be a well-mannered citizen. Furthermore, upper secondary education consists of students aged 15 to 18. The institutions providing this type education includes all general institutions, vocational schools and technical institutions that provide four-year compulsory education. The objectives of such education are to provide the students with world knowledge at the minimum level, to make them aware of problems that can arise and to empower them to look for solutions. On the other hand, secondary education in general aims at getting the students ready for higher education and the real world based on their interests and abilities.

Meanwhile, higher education which is the last phase of formal education includes individual's aged 18 and above. This phase of education includes all institutions that provide higher education of a minimum of two years. Such institutions include universities (faculties, schools), conservatories, colleges (including vocational colleges) and practice and research centres. The aims of higher education is to, train and bring up individual's based on their abilities and interests in order to meet the needs of labour for their country, to enable them to do research in order to solve technical, scientific or cultural problems that arise within the country and to publish such results for development in science and technology.

On the other hand, informal education is the opposite of formal education where it does not include a structured curriculum, an education institution or a degree or diploma and is non-voluntary. This type of education has no rules or regulations in the activities performed as in the formal education system. Furthermore, informal education systems include activities such as visiting fairs, exhibitions, museums, attending conferences, reading journals and magazines, watching documentaries and scientific programs.

However, there is also a third type of education system which is known as non-formal education. Even though this type of education may be similar to formal education, it does differ. First of all, this type of education includes individuals who have not gone through the formal education system at all or has left at a specific level and wants to continue outside education institutions. The aim of non-formal education is to help individuals adjust to various developments within the country by providing them the chance to get education, to allow them to gain a profession and to create the understanding of spending free time in a productive way.

2.3 Vocational Education and Relevant Country Models

Vocational education is a type of education system that intends to prepare individuals for a specific occupation such as an electrician, an accountant, an architect, etc., (www.wikipedia.com) and can be seen in the third (lower secondary), fourth (upper secondary) and fifth phases (higher education) of education. The aim of vocational education is to enable the individual's to obtain the knowledge and abilities together with adequate practice that is essential for a specific occupation (Polat et al., 2010).

Different countries adopt different models while providing vocational education. Therefore, countries that have difficulty or need improvement can take advantage of the models adopted by other developed countries.

Taspinar (2006) put forward that there are three types of models in vocational education which are the cooperative (dual) model, market model, and school model. Furthermore, he continued stating that the cooperative (dual) model provides vocational education through education institutions and businesses such as those in Southern America, Germany and Western Europe. Moreover, the market model provides this education through the private sector such as those in Japan. Lastly, the school model offers such vocational education through the government by enabling employees, employers and the sector to participate as a whole such as those in Sweden and France. For more clarification and knowledge regarding vocational education models, few countries will be given as examples which are mentioned below.

2.3.1 United Kingdom

The first education institute providing vocational education was Harris Academy South Norwood (before it was called Stanley Technical Trades School) which was set up in 1907 by William Stanley. As years went past vocational education developed and institutions such as Royal Society for the encouragement of Arts, Manufactures & Commerce (RSA) and City & Guilds opened which belonged to the state. In these institutions, exams were based on technical subjects. Children in the UK have to continue their education till they are aged 16. Once they finish their compulsory education, they have a choice of continuing their education in college and universities or vocational institutions.

Even though UK is a developed country, vocational qualifications are still developing. According to the *Vocational Education and Training in the United Kingdom* report (http://www.cedefop.europa.eu/EN/Files/5159_en.pdf), General National Vocational Qualifications (GNVQs) was first set up in 1990 however, with the introduction of GCSEs and A-levels for vocational studies in the year 2000, the GNVQs were abolished by 2007. Such vocational GCSEs can be taken from seven fields of study. These include leisure and tourism, engineering, health and social care, art and design, applied science, manufacturing, applied IT and applied business. Furthermore, these GCSEs provide the chance for people to discover a specific field through practical learning and allow them to further continue their education or find a job based on their choice. Also, a student that has one vocational GCSE is in balance with a student that has two general GCSEs.

2.3.2 Germany

Germany has been successful in applying vocational education as a dual system and is highly known worldwide for its model (http://www.germany.info/Vertretung/usa/en/06__Foreign__Policy__State/02__Foreign__Policy/05__KeyPoints/Vocational__Training.html). It is further explained that, one of the main characteristics of the dual system is the collaboration they have among the private sector and the publically owned vocational education institutions. Germany's dual system of vocational education brings theory and practice together, joins knowledge and skills and merges working and learning efficiently. Statistically, above 50% of students who decide not to apply for higher education choose to get vocational education.

Together with these students, many businesses also choose to provide training for those participating in vocational education since they consider this method as the best way of meeting their needs for skilful employees.

The vocational education system of Germany consists of 2 different programs. One is a full-time education for 1 year whereas the other is part-time education which lasts for 3 years. Moreover, in order for these students to begin their profession, they must take sixteen courses.

2.3.3 USA

A study done by Binici et al., (2004) stated information regarding the model in USA. In the 20th century, USA decided to duplicate the model of Germany regarding vocational education. The aim in doing such an act was to assist people to engage in vocational fields. When looked back in history, it can be seen that upper and lower secondary schools have provided lessons that can be categorized under vocational education. Such lessons include home economics, typing, auto repair, etc. However, after the First World War, the normal industrial education system changed and developed into a contemporary vocational education system. The Career Technical Education (CTE) of USA today provides the opportunity for an individual to be able to receive degrees and certificates that will teach them skills as well as to provide them with a path to the working environment. The programs under CTE have an advantage of providing such people academic education together with the chance to build on received education by continuing if they request to do so. Over 30 programs are being delivered in vocational education in USA which include, Hospitality Management, IT, Culinary Arts and many more.

2.3.4 Australia

Australia's vocational education system is carried out in the upper secondary education phase which includes the public, the Technical and Further Education (TAFE) and the private sector. Institutions under TAFE offer numerous courses in vocational education which include IT, finance, construction, business, visual arts, hospitality and tourism, engineering and so on. TAFE institutions are owned and financed by the governments. Vocational education in Australia is comprised of both learning and practice. Learning (apprenticeship) goes on for 3 to 4 years whereas the practice (training) ranges from a year to 2 years. Within this period, the wages or a salary a student receives is based on their progress. Therefore, as a students' progress increases their salaries also increase. Furthermore, courses that are offered in vocational education institutions in Australia include winemaking, IT, aquaculture, music, culinary management, etc.

2.3.5 South Korea

Vocational education in South Korea is offered in five main areas which are home economics, agriculture, engineering or IT, business or commerce and fishery or maritime. Out of the total vocational education institutions, half of them are private however; both private and public schools provide education under the same rules. Moreover, when the number of students attending this type of education started to decrease in 1995, the government changed their name to professional high schools in 2007.

2.3.6 Turkey

Tuncel et al., (2010) states that the vocational education in Turkey is divided into two phases which includes both school based and practical based education. They further explained that this system is comprised of such institutions which offer practical based education in more than 130 professions together with apprenticeship training which is a mixture of the two phases stated above where practical based education is offered through enterprises and school based education is provided in institutions that provide vocational education. Furthermore, the system also offers informal education which is mainly offered through these centres.

Vocational education institutions in Turkey provide such education that enables the students to be ready for work life especially in their profession of interest. These institutions provide nearly 225 profession fields categorized under 3 main branches. Such branches include industrial and technical branches (olive technology, metal technology, automobile technology, textile technology, furniture and decoration, etc.), commerce and tourism branches (marketing, accounting and finance, catering, journalism, office management, accommodation services, tourism, etc.), and social services branches (hairdressing, child development and education, organization services, skin care, etc.).

Apprenticeship training in Turkey is a dual system which includes both theoretical and practical education. In order to be able to take place in apprenticeship training, one has to be at least 14 years old and a graduate from primary education. Furthermore, apprenticeship training is mainly offered for those who were unable to continue their education after primary school or had to leave formal education due to some personal reasons.

Apprenticeship training is between 2 to 4 years according to the type of profession. Thirty percent of this type of education is comprised of general knowledge lessons and seventy percent is specific profession courses. General knowledge courses are offered once a week (one day) in vocational education institutions and centres whereas the practical courses are offered 5 times a week (5 days) in workplaces. Once this process is complete, students are required to enter several examinations in order to obtain a mastership. Moreover, only the ones who obtain a mastership qualification are able to have a workplace owned by them.

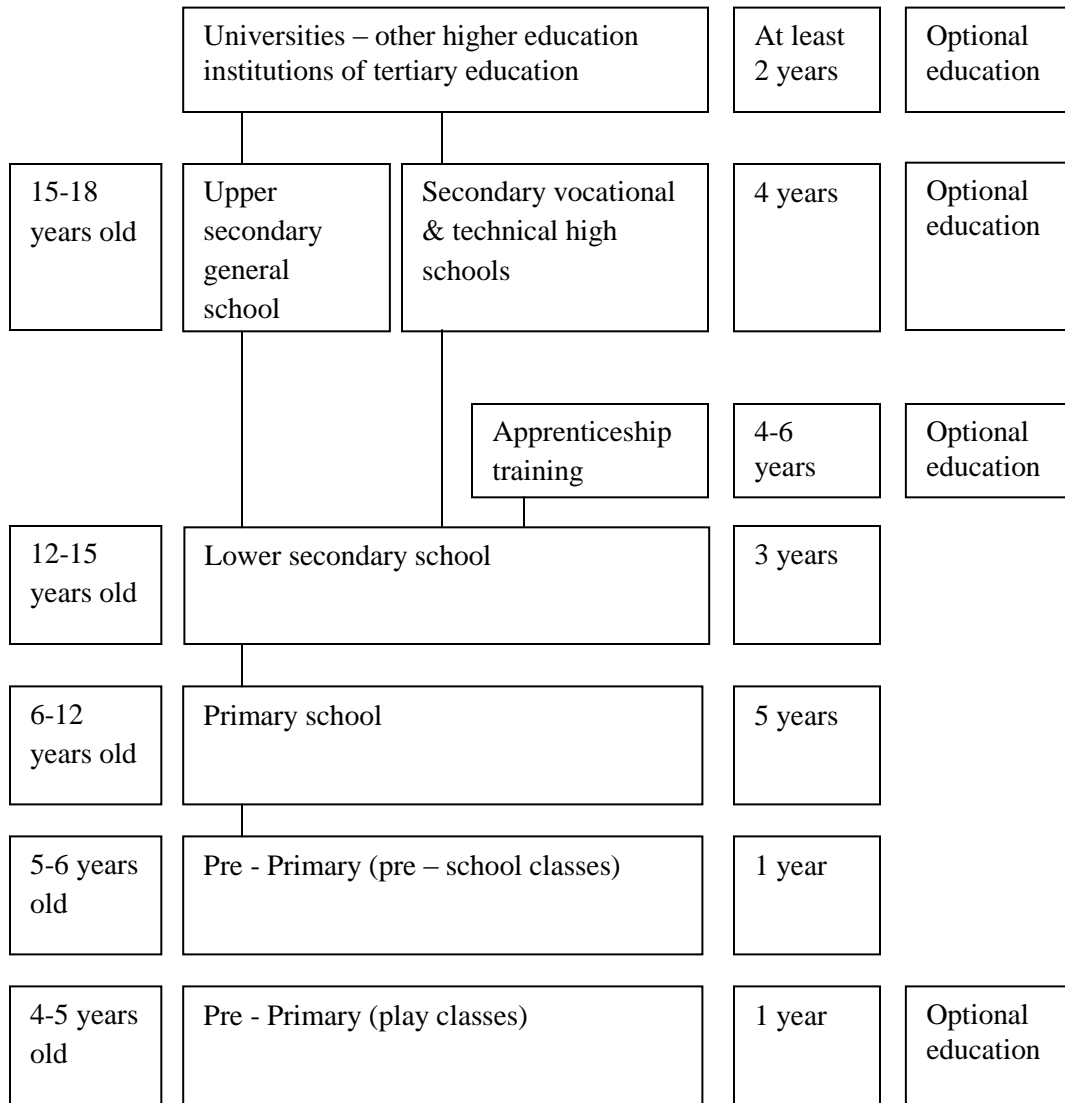
2.4 Education Sector in North Cyprus

The education system of North Cyprus is the same as the education system in Turkey which consists of 5 phases (Figure 2.1). The reason for this is that the system and curriculum is received and obtained from Turkey.

According to the 2013 – 2014 education statistics of the TRNC government as indicated in table 2.1, there are a total of 23 public pre-primary institutions with 4176 students. Out of the total students, 2,117 are male and 2,059 are female. Furthermore, there are 70 private pre-primary institutions with a total of 2,379 students out of which 1,267 are male and 1,112 are female.

Moreover, there are a total of 122 primary institutions out of which 114 are public primary schools and 8 are private public schools. There are 19,556 students in total studying in public primary schools where 10,039 are male and 9,517 are female. Within the 8 private public schools there are a total of 3,340 students out of which 1,748 are male and 1,592 are female.

Figure 2.1 The Cyprus Turkish Education System



Source: Ministry of Education (2013-2014) (<http://eohd.mebnet.net/istatistik.html>)

In addition, 32 public institutions and 8 private institutions are providing secondary (both lower and upper secondary) education within North Cyprus. Among the public secondary schools, there are a total of 15,247 students (7,488 male, 7,759 female) whereas in the private secondary schools there are a total of 3,002 students (1,500 male, 1,502 female).

Table 2.1 Number of Formal and Non-Formal Education Schools and Students

Type of school	Number of school	Male Students	Female Students	Total Number of Students
Pre-Primary (Public)	23	2,117	2,059	4,176
Pre-Primary (Private)	70	1,267	1,112	2,379
Primary (Public)	114	10,039	9,517	19,556
Primary (Private)	8	1,748	1,592	3,340
Lower and Upper Secondary (Public)	32	7,488	7,759	15,247
Lower and Upper Secondary (private)	8	1,500	1,502	3,002
Vocational & Technical	12	1,970	1,426	3,396
Apprenticeship Training	1	15	17	32

Source: Ministry of Education (2013-2014 Education Statistics)
(<http://eohd.mebnet.net/istatistik.html>)

Even though it has been stated that there are both public and private vocational education institutions within the different models of several countries, North Cyprus only has public vocational and technical institutions. There are 12 institutions that occupy 3,396 students out of which 1,970 are male and 1,426 are female. Besides these institutions there is also 1 public institution providing non – formal apprenticeship training education which has 32 students where 15 of them are male and 17 of them are female.

Table 2.2 Number of Students in Vocational and Technical Schools by Grade in Nicosia

Name of Vocational School	9 th Grade			10 th Grade			11 th Grade			12 th Grade			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Sedat Simavi Vocational High School	116	14	130	143	12	155	160	10	170	131	10	141	550	46	596
Haydarpasa Commercial High School	68	67	135	48	66	114	26	61	87	24	47	71	166	241	407
Ataturk Vocational High School	56	85	141	43	104	147	25	112	137	25	97	122	149	398	547
Haspolat Vocational High School	19	8	27	26	1	27	11	0	11	14	0	14	70	9	79
Hala Sultan Religious College	76	49	125	31	34	65	15	10	25	0	0	0	122	93	215
Total	335	223	558	291	217	508	237	193	430	194	154	348	1,057	787	1,844

Within the 12 vocational high schools 5 are located in Nicosia (table 2.2), 3 in Famagusta (table 2.3), 2 in Guzelyurt (table 2.4) and 2 in Iskele (table 2.5). As it can be seen from table 2.2, the 5 vocational high schools located in Nicosia are Sedat Simavi Vocational High School who has a total of 596 students, Haydarpaşa Commercial High School who has a total of 407 students, Atatürk Vocational High School who has a total of 547 students, Haspolat Vocational High School who has a total of 79 students and Hala Sultan Religious College who has a total of 215 students. As a result there are a total of 1,844 students studying in Vocational High Schools in Nicosia, which is the capital of TRNC.

Table 2.3 shows the detailed information regarding the number of students studying in vocational high schools by grade in Famagusta. As stated above, 3 out of the 12 vocational high schools are located in this region. These schools are Dr. Fazıl Küçük Industrial Vocational High School who has a total of 362 students, Famagusta Vocational High School who has a total of 190 students and Famagusta Commercial High School who has a total of 138 students. As a result, there are a total of 690 students studying in vocational high schools in Famagusta.

Furthermore, table 2.4 presents the information about the vocational high schools in the Guzelyurt region. Out of the total number of vocational high schools, 2 are located in Guzelyurt. These schools are Cengiz Topel Industrial Vocational High School who has a total of 136 students and Guzelyurt Vocational High School who has a total of 283 students.

Lastly, the remaining 2 vocational high schools are located in the Iskele region which is Iskele Commercial High School who has a total of 102 students and Karpaz Vocational High School who has a total of 147 students (table 2.5).

Table 2.3 Number of Students in Vocational and Technical Schools by Grade in Famagusta

Name of Vocational School	9 th Grade			10 th Grade			11 th Grade			12 th Grade			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Dr. Fazil Kucuk Industrial Vocational High School	71	20	91	71	13	84	79	14	93	80	14	94	301	61	362
Famagusta Vocational High School	9	41	50	12	37	49	4	34	38	5	48	53	30	160	190
Famagusta Commercial High School	36	19	55	4	11	15	11	22	33	14	21	35	65	73	138
Total	116	80	196	87	61	148	94	70	164	99	83	182	396	294	690

Table 2.4 Number of Students in Vocational and Technical Schools by Grade in Guzelyurt

Name of Vocational School	9 th Grade			10 th Grade			11 th Grade			12 th Grade			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Cengiz Topel Industrial Vocational High School	14	16	30	20	14	34	22	7	29	31	12	43	87	49	136
Guzelyurt Vocational High School	76	35	111	39	29	68	31	23	54	31	19	50	177	106	283
Total	90	51	141	59	43	102	53	30	83	62	31	93	264	155	419

Table 2.5 Number of Students in Vocational and Technical Schools by Grade in Iskele

Name of Vocational School	9 th Grade			10 th Grade			11 th Grade			12 th Grade			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Iskele Commercial High School	24	25	49	7	12	19	5	13	18	10	6	16	46	56	102
Karpaz Vocational High School	47	10	57	23	11	34	18	8	26	20	10	30	108	39	147
Total	71	35	106	30	23	53	23	21	44	30	16	46	154	95	249

Table 2.6 presents the number of students in these vocational high schools by branch for the 2012-2013 academic year. The statistics for the number of students in these vocational high schools by branch in the 2013-2014 academic year has not been announced yet by the government. As it can be seen from the table the branches that have the most students are Electric – Electronic Technology, Motor Vehicles Technology, Information Technology and Accounting, Finance and Marketing.

Table 2.6 Number of Vocational High School Students by Branch

	Male	Female	Total
Information Technology	151	37	188
Electric-Electronic Technology	326	0	326
Motor Vehicles Technology	182	0	182
Metal Technology	69	0	69
Building Technology	78	61	139
Machine Technology	30	0	30
Wood Technology	47	3	50
Agriculture Technology	20	1	21
Installation & Air-Conditioning T	10	0	10
Child Development & Education	0	202	202
Food Technology	16	33	49
Handcraft & Ceramic Technology	17	18	35
Beauty & Hair Care	28	138	166
Graphics, Photography & Printing	46	81	127
Clothing Technology	5	38	43
Tourism	94	56	150
Office Management & Secretarial Studies	11	42	53
Accounting, Finance & Marketing	100	178	278
Theology	48	39	87

TRNC has 8 universities and 1 academy in higher education. These universities are Eastern Mediterranean University (EMU), Near East University (NEU), Cyprus International University (CIU), Girne American University (GAU), University of Mediterranean Karpasia, European University of Lefke, Middle East Technical University, Istanbul Technical University North Cyprus and Ataturk Teacher Training Academy.

Eastern Mediterranean University (EMU) was opened in 1979 as the Institute of Higher Technology which included three departments (electrical engineering, civil engineering, and mechanical engineering). These departments provided 3-year education programs and had a total of only 105 students however, in 1984, the 3-year programs were upgraded to 4-year education programs.

Furthermore, both the government of Turkey and North Cyprus made an agreement on establishing a university by the name EMU in 1985 through converting the Institute of Higher Technology into a university which took place in 1986. Since the year 1986 till now many schools and faculties have been established offering high quality education on international standards. EMU now is the only one state university in TRNC and has a foreign language and English preparatory school, 11 faculties (faculty of engineering, faculty of arts & sciences, faculty of business and economics, faculty of architecture, faculty of law, faculty of communication, faculty of education, faculty of health sciences, faculty of pharmacy, faculty of medicine and faculty of tourism), 5 schools (school of computing and technology, school of tourism and hospitality management, school of applied disciplines, school of justice and school of health services), 91 undergraduate programs, 73 postgraduate and doctoral programs.

Near East University (NEU) was opened in 1988 and is a private university. This university has an English preparatory school and a total of 16 faculties (faculty of medicine, Ataturk faculty of education, faculty of maritime studies, faculty of dentistry, faculty of pharmacy, faculty of arts and sciences, faculty of arts and sciences, faculty of fine arts and design, faculty of law, faculty of economics & administrative sciences, faculty of communication, faculty of divinity, faculty of architecture, faculty of engineering, faculty of health sciences, faculty of performing arts and faculty of veterinary), 2 schools (school of physical education and sports, school of tourism and hotel management), 4 vocational schools (vocational school which include banking and finance and other related departments, and tourism, maritime vocational school, vocational school of justice and vocational school of health services), 98 undergraduate programs, 187 postgraduate and doctoral programs and 21 research centres.

Cyprus International University (CIU) opened in 1997 and had 3 faculties, 12 undergraduate programs and a vocational school which had 3 associate degree programs. Currently this university has 10 faculties (faculty of education, faculty of communication, faculty of engineering, faculty of arts & sciences, faculty of law, faculty of health sciences, faculty of pharmacy, faculty of agricultural sciences and technologies, faculty of economics and administrative sciences and faculty of fine arts), 2 schools (school of tourism and hotel management and school of applied sciences) 3 vocational schools, 38 undergraduate programs, 25 postgraduate programs, 15 doctoral programs and 2 professional doctorate programs (one in business administration and one in health care management).

Girne American University (GAU) was established in 1985. This university has 7 faculties (faculty of business & economics, faculty of education, faculty of engineering, faculty of communication, faculty of humanities, faculty of law, and faculty of architecture, design and fine arts), one vocational school, 6 schools (school of sports, school of nursing, school of aviation, school of performing arts, school of tourism and hospitality and marine school), 42 master programs, and 13 doctorate programs.

University of Mediterranean Karpasia is the youngest university of TRNC which was established in 2012. This university has 4 faculties (faculty of business, faculty of air transportation, faculty of law, and faculty of tourism and hospitality management), 4 schools (school of business, school of aviation, school of tourism and hospitality management and school of culinary arts), 6 undergraduate programs, and 9 master programs.

European University of Lefke was established in 1990. This university has 9 faculties (faculty of engineering, faculty of economics & administrative sciences, faculty of arts & sciences, faculty of communication sciences, faculty of agricultural sciences & technologies, faculty of health sciences, faculty of education, faculty of law, faculty of architecture), 6 vocational schools (computer programming, management, construction technology, public relations & publicity, visual communication and TV production direction), 2 schools (school of tourism and hotel management and school of applied sciences) 6 associate degree programs, 38 undergraduate programs, 13 postgraduate programs.

Middle East Technical University is originally located in Ankara, Turkey. In the year 2000, both the government of Turkey and North Cyprus agreed to establish a campus in TRNC. This university has 15 undergraduate programs, and 3 master programs.

Istanbul Technical University (North Cyprus Campus) is also a university of Turkey which agreed to establish a campus in TRNC in 2010. This university offers 3 programs that include, marine engineering, maritime transportation management engineering and naval architecture & marine engineering.

Ataturk Teacher Training Academy was established in 1937 as a boarding school for Greek Cypriot and Turkish Cypriot boys. At that time the Greek and Turkish Cypriots used to live together therefore the teachers at the academy were a mixture of both nationalities. The language of education was English however Greek language lessons were given to Greek Cypriot students and Turkish language lessons were given to Turkish Cypriot students 2 or 3 hours a week. Later on in the 1940's they started to accept girls to the academy as well. The academy was divided into two separating Greek Cypriot girls from Turkish Cypriot girls. Those who were Greek Cypriot were taught in Greek and those who were Turkish Cypriot were taught in Turkish. In 1958, a new school was built in Nicosia (Greek side) with the aim of offering education to boys and girls of both nationalities together. However, due to the tension between the Greek Cypriots and the Turkish Cypriots, this aim became impossible therefore the new building was left to the Greeks and another building was given to the Turkish Cypriots. Currently, this academy is offering education in 3 programs which include primary school teaching, preschool teaching and pedagogical formation.

Table 2.7 Number of Students Studying in Universities and the Academy in TRNC

	Associate Degree	Bachelors Degree	Master Degree	Doctoral Degree	Total
Eastern Mediterranean University	1,181	12,993	1,351	529	16,054
Near East University	665	17,604	2,576	622	21,467
European University of Lefke	27	3,458	325	34	3,844
Girne American University	333	9,147	1,073	198	10,751
Middle East Technical University	0	2,131	57	20	2,188
Cyprus International University	187	6,763	863	123	7,936
Istanbul Technical University North Cyprus	0	112	0	0	112
University of Mediterranean Karpasia	34	153	187	0	374
Total	2,427	52,361	6,432	1,506	62,726
Ataturk Teacher Training Academy	0	48	0	0	48

Table 2.7 presents the number of students studying in the universities and the academy in TRNC for the 2013-2014 academic year. As it can be seen from the table above, there are a total of 62,726 students currently studying in the universities in TRNC. Out of the total, 2,427 students are studying in associate degree programs, 52,361 students are studying in bachelor degree programs, 6,432 students are studying in master degree programs and 1,506 students are studying in doctoral degree programs. Furthermore, the Ataturk Teachers Academy has a total of 48 students. In more detail, as table 2.9 presents, the highest share of students belong to the Near East University (34.22%) with an increase rate of 7.11% when compared to the 2012-2013 academic year. The second highest share of students belong to the Eastern Mediterranean University (25.59%) with an increase rate of 17.73% when compare to the previous academic year.

Table 2.8 Share and Rate of Students in Universities in North Cyprus

University	Number of Students	Share of Students (%)	Increase Rate (%)
Eastern Mediterranean University	16,054	25.59	17.73
Near East University	21,467	34.22	7.11
European University of Lefke	3,844	6.13	16.38
Girne American University	10,751	17.14	26.84
Middle East Technical University	2,188	3.49	15.04
Cyprus International University	7,936	12.65	-0.45
Istanbul Technical University North Cyprus	112	0.18	17.89
University of Mediterranean Karpasia	374	0.60	450.00
Total	62,726		13.03

Overall, there are a total of 62,726 students who are studying in the universities in North Cyprus which is quite a large amount making the education sector one of the leading sectors in North Cyprus. When this data is compared with the data for the 2012-2013 academic year, it is seen that there is a 13.03% increase in the number of students for the current academic year. However if we look at table 2.10 which shows the figures of the new entrants by their nationality, we can see that the majority of students have come from Turkey and 3rd countries which makes Turkey the main market of North Cyprus education. Even though the highest share belongs to Near East University (table 2.8), the highest number of new entrants belongs to Eastern Mediterranean University which explains the increase rate of this university being higher than Near East University who has the highest share.

Table 2.9 New Entrants to the North Cyprus Universities by Nationality

University	North Cyprus	Turkey	3 rd Countries	Total
Eastern Mediterranean University	821	2,488	2,037	5,346
Near East University	863	2,974	1,463	5,300
European University of Lefke	88	1,134	93	1,315
Girne American University	423	1,521	796	2,640
Middle East Technical University	41	587	104	732
Cyprus International University	181	1,170	582	1,933
Istanbul Technical University North Cyprus	1	21	2	24
University of Mediterranean Karpasia	74	50	48	172
Total	2,492	9,845	5,125	17,462

When we look at the general picture regarding the nationality of students studying in North Cyprus universities (table 2.10), we can see that Turkish citizens (those who are from Turkey) have more than 50% of the share when compared to local citizens and those who are from 3rd countries. This table puts forward that out of the total number of students (62,726) 34, 858 are students from Turkey, 15,210 are students from 3rd countries, and 12,658 students are from North Cyprus.

Table 2.10 Number of Students in Universities in North Cyprus by Citizenship

University	North Cyprus	Turkey	3 rd Countries	Total
Eastern Mediterranean University	2,880	7,664	5,510	16,054
Near East University	6,763	10,786	3,918	21,467
European University of Lefke	382	2,981	481	3,844
Girne American University	1,424	6,908	2,419	10,751
Middle East Technical University	158	1,836	194	2,188
Cyprus International University	907	4,481	2,548	7,936
Istanbul Technical University North Cyprus	3	107	2	112
University of Mediterranean Karpasia	141	95	138	374
Total	12,658	34,858	15,210	62,726
Rate of Citizenship (%)	20.18	55.57	24.25	

2.5 Culinary Art Development in North Cyprus

Culinary Arts can be defined as an art in the preparation and/or cooking phase of food. Someone who has a profession in this field is called a culinarian or as commonly known by the society a cook or chef. These people have the responsibility to cook food using their skills to please the eye and the taste. Such culinarians have the opportunity to find jobs in hotels, restaurants, hospitals, etc. The further phase of culinary arts is gastronomy which is the examination of food together with the art, presentation and history. Those who have a profession in gastronomy are generally called gastronomes. Gastronomes mainly focus on the freshness of the food, the preparation of the food, the flavourings used, the presentation of the food, and if the colours of the food in a single plate blend. Furthermore, a gastronome goes into more detail by investigating the impacts of culture on a specific dish and its history. However, not all culinarians are gastronomes. Some prefer to concentrate on the culinary side whereas others want to focus on the presentations and combinations of different flavours and to go beyond expectations.

Culinary arts and/or gastronomy in TRNC are not a developed sector within the education system and therefore needs to be developed. Out of the 12 vocational schools which were mentioned earlier only 2 of them has a department for culinary arts or a department of food technology. These 2 schools are located at Ataturk Vocational High School and Guzelyurt Vocational High School.

Ataturk Vocational High School was established in 1956 and is one of the vocational high schools offering education in culinary arts. This school has a department

of food technology which has 2 branches; food technology and patisserie. Furthermore, this high school also offers cooking courses as non-formal education as well.

Table 2.11 Number of Ataturk Vocational High School Students in Food Technology Department

Grade	Female	Male
9	-	-
10	12	7
11	11	5
12	10	4
Total	33	16

Table 2.11 provides the information regarding the number students studying Food Technology at the Ataturk Vocational High School. However, this information belongs to the 2012 – 2013 academic year since the information for the present academic has not been provided. As it can be seen from the table above, there was a total of 49 students in this school studying this department where 33 were female and 16 were male.

Guzelyurt Vocational High School was established in 2006 and is the 2nd vocational high school offering education in culinary arts. However, this high school does not have a separate department for such a field. Instead it offers this field under the tourism name. This high school has a tourism college which provides education in several programs. These include front office, housekeeping, operation, reservation, kitchen, and service.

Table 2.12 Number of Guzelyurt Vocational High School Students in Tourism Department

Grade	TOURISM			
	Front Office, Housekeeping & Reservation		Kitchen & Service	
	Female	Male	Female	Male
9	-	-	-	-
10	-	-	3	9

11	-	-	2	9
12	-	-	4	4
Total	-	-	9	22

As indicated in table 2.12 Guzelyurt Vocational High School has a tourism department which is divided into two departments. According to the education statistics of the government for the 2012-2013 academic year, there was no students studying the front office, housekeeping & reservation department. However, there were a total of 31 students studying in the kitchen & service department out of which 9 were female and 22 were male.

Among the higher education institutions (8 universities) only 4 of them are offering education under culinary arts or related departments. These universities are Eastern Mediterranean University, Near East University, University of Mediterranean Karpasia, and European University of Lefke.

Eastern Mediterranean University has an associate degree program in culinary arts under the Faculty of Tourism. This program was first opened in the 2010-2011 academic year with the aim of enabling local citizens to gain a profession.

Near East University is offering a 4-year food engineering program und the Faculty of Engineering. This is the one and only university offering education in this field within TRNC.

University of Mediterranean Karpasia has newly opened an associate degree program in culinary arts which has started to provide education in the 2013-2014 academic year. European University of Lefke is offering a 4-year program in Gastronomy under the school of tourism and hotel management. This university is also the only university offering 4-year education in gastronomy.

Chapter 3

LITERATURE REVIEW

Since there is a lack of knowledge about the factors that influence vocational high school students in choosing culinary arts, this chapter will provide an overview of similar research that has been done in several other fields.

3.1 Factors Affecting High School Students' Career Decisions

Factors such as personality traits, socio-cultural background (cultural values, family, education) and the intention of choosing a career all have some kind of impact on shaping a student's career choice (Leung & Hou, 2011; Hirschi, Niles & Akos, 2011; Leung, Hou, Gati & Li, 2011; Li & Kerpelman, 2007; Otto, 2000; Tucker, Barber & Eccles, 2001; Whiston & Keller, 2004). Hartung *et al.*, (2005) pointed out that children who are between 10-12 years old have the ability to figure out the working world through their interests, values, what they have learnt and what their goals are for the future.

Career searching and planning have positive impacts on career commitments and decisions in youth (Creed, Prideaux, & Patton, 2005; Hirschi & La'ge, 2007a). Therefore, interpersonal and environmental factors are important for the understanding of what adds to profession development and how it can affect it positively (Vondracek, Lerner, & Schulenberg, 1986).

A coherent result is that decision is related to several personality characteristics such as the feeling of stability (e.g., Bacanli, 2006; Lounsbury, Hutchens, & Loveland, 2005). Rogers, Creed, & Glendon (2008) resulted in their study that the feeling of stability and personality or profession planning and seeking is positively related with each other (Kracke, 2002).

In the development of occupation, it is believed that a mother or father has a very strong impact (Whiston & Keller, 2004). A study carried out by Schultheiss, Palma, and Manzi (2005) concluded that those children who are in elementary and high school are capable in explaining those role models in life who has an impact on their occupation development. In the same study children have revealed that their mothers and fathers have formatted their knowledge about the definition of work through constant communication about how being hard working and earning money is important in life. Also relationships of children with other people cooperate in the profession development of children. Then again, children who study in the eighth grade experience a period where they are disturbed by the environment for their profession development. Then again, it is predicted that this period is the most suitable period for creating the profession development process.

However, it was assumed that personality was related to first decidedness (Lounsbury et al., 2005) but not harmony (De Fruyt & Mervielde, 1997). As a result, factors such as personality traits, environmental impacts and their family have some kind of impact on shaping a student's career choice.

3.1.1 Personality traits

Studies have proven that personality traits play a major role in forecasting educational decisions of secondary school students (Salami, 2008).

Researchers have investigated and concluded that there is an association between some factors in the FFM and vocational behaviors (Reed et al. 2004).

A study carried out by Salami and Ilesanmi (2004) examined high school students in Ibadan. They found that there is a link between personality characteristics and values of work. The authors put forward that there are significant relationships between each of the five factor personality factors and esteem, self-expression and work values.

These five factors represent personality characteristics at the general level however; each of the factors includes a separate and a more detailed personality feature. According to Costa and McCrae's (1992) model the factors and facets are described as presented in Table 3.1.

The five personality traits are seen as forecasters of life outcomes. It is supposed that these traits are linked together with the belief in career and variables of performance. Conscientiousness is believed to forecast the performance at work whereas, Agreeableness is more related to specific features for example team performance.

Extraversion appears to act as an indicator for successful sales and management employees. Therefore high values in Extraversion, Conscientiousness, and Agreeableness appear to be associated with positive career-related outcomes, whilst Neuroticism is linked with maladjusted behavior regarding the career (Tokar et al., 1998).

The same study put forward that the components of an individual's personality, lies beneath 3 of the five factor personality factors which are neuroticism, extraversion, and conscientiousness, and these could be associated with particular vocational behaviors, e.g. interest in a specific occupation, career indecision, and the satisfaction of a job. They continue by claiming that the FFM components are related to the profession exploration variables such as self-exploration, profession information seeking, stress regarding profession exploration, and career search self-efficiency.

A study done by Hartman (2006) provides proof about the impact of personality on interests about a specific vocation and profession related goals. Another study done by Luhr (2005) found that one's self-concept explains the views and opinions of people, regarding their character and abilities. Elements of such concept comprise of an individual's degree of stability, esteem and efficiency. A person which has a high self – esteem academically makes his/her choice in a specific profession easier and is more investigative. (Coopersmith, 1967).

3.1.2. Socio-Cultural Background

Studies have stated that parents are actively involved in shaping and developing adolescents' career choice (Leung & Hou, 2011). Isaacson and Brown (2000) revealed that parents, who are seen as role models in the eyes of the children, have a great impact on changing the work and career perspective of their children.

Other studies have pointed out that parents are seen as advisors in the eyes of the children whenever they need help or consultancy to do with their career choice (Otto, 1996; Sebald, 1986; Youniss, 1986; Leung & Hou, 2011).

Table 3.1 Personality Trait

Personality trait Description and facets
<p>Agreeableness is about being sympathetic and willing to help other people. The facets are trust, straightforwardness, altruism, compliance, modesty, and tender-mindedness</p>
<p>Extraversion shows the degree of how someone is sociable and their fondness for large groups, together with assertiveness, activity level and talkativeness. Its facets are warmth, gregariousness, assertiveness, activity, excitement-seeking, and positive emotions</p>
<p>Neuroticism basically explains the negative side and experiences of people such as sadness, anger, embarrassment, and guilt. The facets are anxiety, angry hostility, depression, self-consciousness, impulsiveness, and vulnerability</p>
<p>Openness explains the degree to which people are open to innovative experiences and curiosity is at its peak. The facets of Openness are fantasy, aesthetics, feelings, actions, ideas and values.</p>
<p>Conscientiousness This factor describes the ability, or inability, of one to one's impulses or desires, i.e. being strong-willed, determined, and high achieving. The facets of Conscientiousness are competence, order, dutifulness, achievement striving, selfdiscipline, and deliberation</p>

Source: Costa and McCrae's (1992)

Salami (2008) found in his study that there is a positive and significant relationship between educational aspirations and socio-economic status. Also, Fouad *et al.*, (2008) stated in his study that family members affect the career choice decisions of Asian American participants.

Salami (2008) defined educational ambition as the degree of education a person is wanting. A study done by Wilson and Wilson (1992) studied how education and family background affected the educational ambitions of high school students. They found that the education level of a parent has a significant effect on an adolescent's aspiration and choice.

Another study of Mau and Bikos (2000) found that the academic path and type of school are the forecasters of aspirations for education and occupation. The same study continued to state that the educational expectations of parents have a positive impact on students' aspirations. Furthermore, Atienza, (2006) found an association between the socio-economic level of parents and the educational aspirations of Asian – American Students.

Alternatively, Salami (2004, 2007) stated a significant correlation between family involvement and career choice of Nigerian adolescents. Another study done by Leung & Hou (2011) also revealed that expectations and aspirations are also influenced by the gender, educational background and achievement of parents. Salami (2008) defined occupational interests as the activities of a specific profession which someone wants in specific jobs.

He continues by stating that when someone's interest is developed in any vocational activity, there is a possibility of that person to select their career in that field. At the end of his study he found a positive relationship between educational aspirations and interest. Several studies have examined that academic success is one of the most important determinants of educational ambitions and continuing education (Andres, *et al.*, 1999; Butlin, 1999; Looker, 2002).

Parents who support their children make sure that a family climate is created and usually the children of such parents are grouped under emotional stability, extroversion, sociability and empathy (Aluja, Barrio and Garcia, 2005).

3.1.3 Intention of Choosing a Career

Intention is an agent's specific purpose in performing an action or series of actions, the end or goal that is aimed at. Outcomes that are not anticipated and not foreseen are known as unintended consequences.

A better understanding of profession development can be done through a perspective approach. Such relationships and bonding of parents and their children represents the basis of the profession exploring phase.

The quality of the relationship among a parent and a child impacts several factors when trying to choose a profession such as profession ambitions, future plans, etc. However, the type of bond that has been constructed by children not only enables us to see and understand their profession development process but also the degree of efficiency when deciding on profession related issues.

An individual who has a secured bond will be more likely to investigate the environment and create optimistic relationships with others. Then again, it is put forward that the level of alteration of a child to the environment is affected by the style of parental.

Rojewski (2005) defined career desires as the attraction someone has to a particular profession. Career aims and ambitions could be seen as an individual's goals and principles that guide their behavior today and will cause them to enter that specific profession in the future (Whiston and Keller, 2004).

The expectations of a profession are affected by an individual's own hopes wishes and desires. Then again, when hopes, wishes and desires of an individual are low they are more likely to end up with limited choices. Based on prior studies in literature (Leung & Harmon, 1990; Rojewski, 2005; Whiston & Keller, 2004), profession ambitions are seen as alternatives by young people and the profession of parents and their expectations are seen as the professions they want their children to carry out in the future.

Chapter 4

RESEARCH HYPOTHESES

4.1 Introduction

This chapter presents the research hypotheses that will be tested in the study. Previous studies and their findings will be presented in order to support the hypotheses.

4.2 Personality Traits and Culinary Art Career Choice

Personality traits have been defined as a quality of characteristic that distinguishes an individual from another and plays a major role in forecasting educational decisions of students (Salami, 2008). Various studies have found various results about the relationship between personality traits and career choice. A study carried out by Gasser *et al.*, (2004) revealed that students thinking about doing a particular career in life differ in some way in their psychological variables. Another study by Reed *et al.*, (2004) also revealed a correlation among the factors of personality and vocational behaviours. On the other hand, Salami and Ilesanmi (2004) who investigated the association among personality and work values considering students revealed that, there were significant relationships between all 5 items of personality traits and work values. Based on this logic this study asserts the following hypotheses as;

H1: Personality traits have a positive relationship with culinary art career choice.

4.3 Socio-Cultural Background and Culinary Art Career Choice

Literature has put forward that parents are seen as advisors and consultants that are actively involved in shaping and developing adolescents' career choice (Otto, 1996; Sebald, 1986; Youniss, 1986; Leung & Hou, 2011). Numerous studies have examined the effect of socio-cultural background on adolescents' career choice. One of the studies was done by Salami (2008) who found a significant and positive relationship between socio-economic status and educational aspirations. Another study done by Fouad *et al.*, (2008) resulted in their study that family members have an effect on the career choice of their children. In detail, Mau and Bikos (2000) have reported that the academic path and type of school acts as a forecaster for education and occupation of students and the expectations of parents have a positive effect on the student's aspirations. Therefore the following hypotheses can be expressed as;

H2: Socio-cultural background has a positive relationship with culinary art career choice.

4.4 Culinary Art Intention and Culinary Art Career Choice

Literature has failed to identify specifically the effect of culinary art intention on culinary art choice. Due to lack of research, similar topics have been considered in order to give explanation for culinary art intention and culinary art choice. Career aspiration, which can be seen as intention, is defined as the extent of the desirability of a specific profession (Rojewski, 2005).

It is emphasized by Whiston and Keller (2004) that when a person believes in a specific occupation, it is most likely that s/he will choose that profession. Therefore the following hypotheses can be expressed as;

H3: Culinary art intention has a positive relationship with culinary art career choice.

Chapter 5

RESEARCH METHODOLOGY

This chapter is about the methodology used for the thesis. The type of approach chosen, information about the sample chosen and the measures in the questionnaire are presented in this chapter.

5.1 Deductive Approach and Inductive Approach

When a research begins a study the first thing that must be decided on is the approach that will be chosen to reach the answers of the research questions. There are 2 approaches which one can choose that is either deductive approach or inductive approach. Deductive approach is a type of approach where theories and research questions are tested through examination (Lancaster, 2005). The steps for this approach are explained by Lancaster (2005). He stated that the first step is to plan the theory and hypotheses that will be used in the study. This can be done by reviewing and merging numerous studies from literature. In the second step, the researcher has to examine whether the theory and/or hypotheses can be measured or not based on empirical observation. In the third step, identification of measurements and techniques that will be used in the study must be done. The completion of this stage will enable the researcher to check if discarding theory/hypotheses is needed.

On the other hand, the inductive approach is vice versa of the deductive approach. The researcher enters the field with an open mind regarding the topic. The data collected in this type of approach leads the way to the conclusion.

The development and testing of the research model for this study was carried out through the deductive approach. This type of approach was chosen in order to reach to a sufficient sample size. Accordingly, this thesis has reviewed the literature, developed the hypotheses and evaluated the results.

5.2 Sampling Techniques

Researchers carrying out a study have to think about whom can best answer their research questions for their research. This can be done through analysing several sampling techniques together with the research topic of the study. Sampling is defined as a procedure where the researcher decides on a group of people to include in their study by considering those who will best answer the research question and represent the population as a whole (Altinay and Paraskevas, 2008). Sampling in general is classified under two categories which are probability sampling techniques and non-probability sampling techniques (Altinay and Paraskevas, 2008; McQueen and Knussen, 2002).

Probability sampling is generally considered as a sampling technique where each representative has an equal chance to be chosen in the sample and includes simple random sampling, systematic sampling, stratified random sampling, cluster sampling and multi stage sampling. On the other hand, non-probability sampling is the opposite of probability sampling where the representatives do not have an equal chance of being chosen and includes quota sampling, purposive-judgmental sampling, snowball sampling, self-selection sampling and convenience sampling.

Judgemental sampling was adopted for this thesis which is a non – probability sampling technique. This type of sampling technique is carried out when you choose the sample that can best answer the research questions (Neumann, 1997). Therefore, the sample for this study included the students in vocational high schools in North Cyprus who were in their final year.

5.3 Questionnaire Development and Procedure

The aim of this study was to test the factors that influence the culinary art career choice of high school students who were in their final year. The items in questionnaire was adapted and developed according to the field of culinary arts (Felton et al., 1994; Tan and Lasward, 2006; Sugahara and Boland, 2009) and measured on a five point likert scales. The questionnaire was developed in English, translated to Turkish, and then translated back to English through the back-translation method.

Before distributing the questionnaires, a permission letter was sent to the Ministry of Education in order to carry out such a research in the high schools of TRNC. After receiving the acceptance letter and contacting the high schools, the questionnaires were distributed.

5.4 Measurement and Analysis

The variables for the study were measured using likert scales which are known as the most frequently used scaling (Saunders et al., 2000). All items were measured on five point likert scale that ranged from (1) “not important” to (5) “very important”. Once the questionnaires were received, the entering and analysis of the data was done through SPSS.

Chapter 6

ANALYSES & FINDINGS

The current chapter discusses the statistical analyses used and the outcomes that were reached. In order to portray descriptive data, frequency and descriptive statistics were conducted. Furthermore, to test the relationships among the research model, correlation was deployed. Among these tests the problems of multi-collinearity was also assessed through variance inflation factors. Variance inflation factor was determined via multiple regression analyses. Reliability analysis was also used to provide consistency among study items.

6.1 Sample

The total number of vocational schools in North Cyprus was 12. Nine schools have participated in the survey. A total of 270 questionnaires were distributed on a two weeks period of time in May 2013. The researcher was unable to obtain 55 questionnaires among the distributed bunch. Hence, the total of 215 questionnaires remained for the current study. The response rate of this study was 79%. Table 6.1 shows the breakdown of the sample for the current study. As could be seen from Table 6.1, an approximate distribution of gender could be observed. In detail, majority of the students were female with the 55.3%, whereas males accounted to 44.7% of the gender distribution.

Age category was not categorized in order not to restrict students in portraying their exact age rather than scoring on a range of answers. Most of the students (48.4%) were at the ages of 18. About twenty six percent of the students were at the age of 17. Furthermore, least number of students was at the age of 22 with a score of 0.9%.

Table 6.1 Breakdown of the Respondents Profile (215 respondents)

Gender				
	F	%	Valid %	Cumulative %
female	119	55,3	55,3	55,3
male	96	44,7	44,7	100,0
Total	215	100,0	100,0	

School				
	F	%	Valid %	Cumulative %
Ataturk meslek lisesi	30	14,0	14,0	14,0
Cengiz topl	16	7,4	7,4	21,4
Dr.Fazilendustri mesleklisesi	25	11,6	11,6	33,0
Gm meslek lisesi	27	12,6	12,6	45,6
Gm ticaret lisesi	30	14,0	14,0	59,5
Guzelyurt meslek lisesi	12	5,6	5,6	65,1
Haydar pasa ticaret lisesi	29	13,5	13,5	78,6
Iskele ticaret lisesi	20	9,3	9,3	87,9
Sedat simavi e.m.l	26	12,1	12,1	100,0
Total	215	100,0	100,0	

Age				
	F	%	Valid %	Cumulative %
16,00	20	9,3	9,3	9,3
17,00	56	26,0	26,0	35,3
18,00	104	48,4	48,4	83,7
19,00	21	9,8	9,8	93,5
20,00	9	4,2	4,2	97,7
21,00	3	1,4	1,4	99,1
22,00	2	,9	,9	100,0

Table 6.1 Breakdown of the Respondents Profile (215 respondents) (*continued*)
Department

	F	%	Valid %	Cumulative %
accounting	49	22,8	22,8	22,8
beautician	1	,5	,5	23,3
child development & education	16	7,4	7,4	30,7
computer	7	3,3	3,3	34,0
construction	3	1,4	1,4	35,3
electric and electronic	29	13,5	13,5	48,8
food technology	8	3,7	3,7	52,6
graphic and press	21	9,8	9,8	62,3
hairdresser	4	1,9	1,9	64,2
handcraft	3	1,4	1,4	65,6
kindergarden teacher	7	3,3	3,3	68,8
mechanical	12	5,6	5,6	74,4
media	3	1,4	1,4	75,8
metal technology	7	3,3	3,3	79,1
office management & secretarial	4	1,9	1,9	80,9
tourism	38	17,7	17,7	98,6
visual photography	3	1,4	1,4	100,0
Total	215	100,0	100,0	

In considering the schools related to the data collection, it could be observed that there is a rather equal distribution among the schools. This indicates that all of the nine schools that have participated in the survey is representative enough. Specifically, most of the data are derived from the most populated schools in their region (Gazimagusa and Lefkosa).

Most repeated respondents are from Ataturk Meslek Lisesi (Ataturk Vocational High school) and Gazimagusa Ticaret Lisesi (Gazimagusa Trade High school).

In addition, the least data were obtained (Guzelyurt Meslek Lisesi – Guzelyurt Vocational High school) from the least populated area of Northern Cyprus which is the Guzelyurt region.

Furthermore, most of the students were in the departments of accounting and tourism with a participation of 22.8% and 17.7% respectively to the current study. The least of the students were studying beautician, construction, handcraft, media and visual photography with participants of 0.05%, 1.4%, 1.4%, and 1.4% respectively.

6.2 Scale Test - Reliability

The reliability analysis is conducted to test the internal consistency of items that were used in the current study. In statistics, a homogenous distributed set of data is more appreciated than a heterogeneous distributed data set since heterogeneous distributed data sets among items harvests low Cronbach alpha values. Table 6.2 depicts the internal consistency (reliability) scores for socio-cultural background study dimension.

The table below clearly demonstrates that the output score of the analyses goes over the stated benchmark point of 0.70. Hence, it could be speculated that this construct as a whole is reliable.

Table 6.2 Reliability Test for Socio-Cultural Background

Reliability Statistics							
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items					N of Items	
,781	,787					4	
Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum/Minimum	Variance	N of Items
Item Means	3,584	3,349	3,814	,465	1,139	,062	4
Inter-Item Correlations	,481	,299	,918	,618	3,065	,050	4

Cronbach alpha test was utilized to measure the reliability of culinary art intention construct. The analysis revealed that the inter item consistencies do reach to satisfactory level of the cut-off value of .70 as stated by the Nunnally (1978). Hence, this construct is also to be considered as reliable measure.

Table 6.3 Reliability Test for Culinary Art Intention

Reliability Statistics							
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items					N of Items	
,701	,700					7	
Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum/Minimum	Variance	N of Items
Item Means	3,567	3,153	3,972	,819	1,260	,099	7
Inter-Item Correlations	,250	,061	,398	,337	6,519	,012	7

Table 6.4 Reliability Test for Personality Traits

Reliability Statistics							
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items					N of Items	
,829	,832					14	
Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum/ Minimum	Variance	N of Items
Item Means	3,745	3,442	3,865	,423	1,123	,013	14
Inter-Item Correlations	,261	,012	,535	,523	43,621	,010	14

Table 6.4 illustrates the reliability score for the personal traits construct. The results indicate that this construct is well over the benchmark value of .70. Hence, this dimension is also considered as a reliable measure.

The reliability score for the construct of culinary art career choice could not be obtained due to the measurement of this construct on a single item. This is not problematic since this method is broadly used in the extant literature.

6.3 Correlation Analyses

In order to assess the relationships among study constructs Pearson product moment correlation analyses were employed (See Table 6.5). The figure below highlights the associations of the independent variables (personality traits, socio-cultural background, and culinary art intention) to the dependent variable (culinary art career choice).

Figure 6.1. Research Model

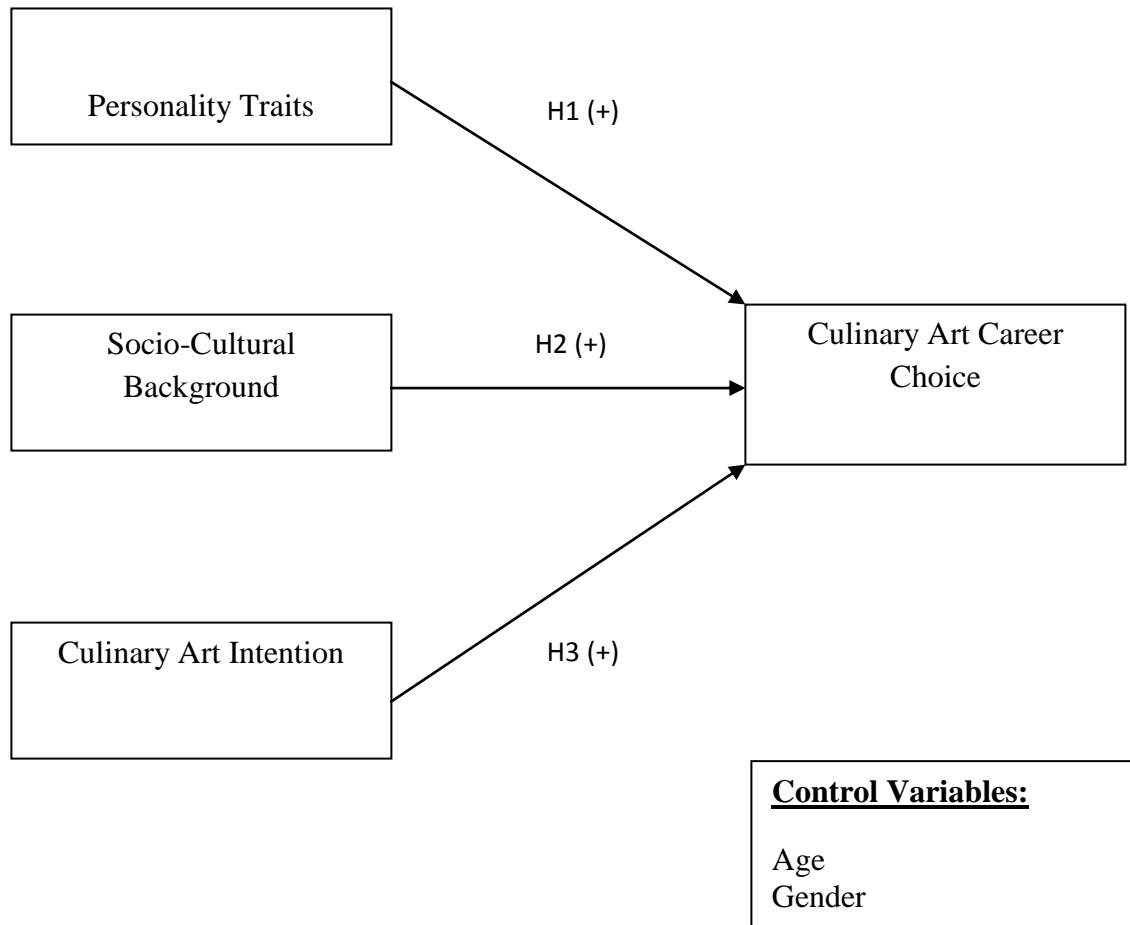


Table 6.5 shows the average scores and the standard deviation of the demographic variables and the study variables (personality traits, socio-cultural background, culinary art intention, and career choice culinary arts). Within this table, the focus point is the mean scores of the study variables. The scores reveal that none of the weight exceeds the 4 benchmark point out of a 5 point scale. Therefore, it could be speculated that the results are not overblown by the social desirability response bias.

Table 6.5 Means and Standard Deviations Among Study Variables

Descriptive Statistics			
	Mean	Std. Deviation	N
Age	17,8140	1,06902	215
Gender	,4465	,49829	215
Personaltrait	3,7449	,71952	215
Sociocultural	3,5837	1,07024	215
Culartintention	3,5668	,81557	215
Career Choice	3,8140	1,34400	215

Remarks: i. Personaltrait= Personality trait; Sociocultural= Socio-cultural background; Culartintention= Culinary art intentions; Career Choice= Culinary Art career choice.

Table 6.6 depicts the correlation coefficients among the variables under study. Demographic variables were included to test if control variables had any associations with the study constructs. Age and gender were included in the correlation analyses as a demographic data. Results show that age and gender were not correlated with the dependent variable (Culinary art career choice).

Table 6.6 Correlations Among Study Variables

		Age	Gender	Personaltrait	Sociocultural	Culartintention	Career Choice
Age	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	215					
Gender	Pearson Correlation	,130	1				
	Sig. (2-tailed)	,056					
	N	215	215				
Personaltrait	Pearson Correlation	,009	-,154*	1			
	Sig. (2-tailed)	,899	,024				
	N	215	215	215			
Sociocultural	Pearson Correlation	,006	,028	,339**	1		
	Sig. (2-tailed)	,936	,681	,000			
	N	215	215	215	215		
Culartintention	Pearson Correlation	,066	-,074	,582**	,319**	1	
	Sig. (2-tailed)	,333	,282	,000	,000		
	N	215	215	215	215	215	
Career Choice	Pearson Correlation	-,018	,020	,269**	,860**	,293**	1
	Sig. (2-tailed)	,796	,771	,000	,000	,000	
	N	215	215	215	215	215	215

Remarks: i. Personaltrait= Personality trait; Sociocultural= Socio-cultural background; Culartintention= Culinary art intentions; Career Choice= Culinary Art career choice.

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

However, gender had a significant negative correlation with personality trait variable. Gender was coded as a binary variable where 0 indicates male and 1 indicates female responses. Hence, this indicates that males possess higher levels of personality traits (Agreeableness, Extraversion, Neuroticism, Openness, and Conscientiousness).

Moreover, all of the independent variables (personality traits, socio-cultural background, and culinary art intention) had an influence on the dependent variable (Culinary art career choice).

Specifically, personality trait was positively correlated (.269^{**}) with Culinary art career choice. Therefore H1 was supported. In addition, socio-cultural background was also correlated (.860^{**}) with culinary art career choice. This provides evidence that H2 is also supported. Finally, culinary art intention variable was also positively related (.293^{**}) to culinary art career choice. Therefore, H3 is supported. As a final note, all of the correlations were significant at the 0.01 level.

6.4 Collinearity Test

The variance inflation factor (VIF) is utilized as an indicator of multicollinearity through multiple regression analyses. Hence, the collected data from students via the self-report measure may have inflated the results. In order to check if multicollinearity is a problem in the dataset, variance inflation factor analysis was conducted (see table below).

Table 6.7 Variance Inflation Factors

Collinearity Statistics	
Tolerance	VIF
,976	1,024
,952	1,051
,621	1,611
,856	1,168
,641	1,560

Remarks: VIF= Variance Inflation Factor

According to Groebner, Shannon, Fry, and Smith (2005), variance factor values that exceed 5 could be the outcome of inflated results. When we consider Table 6.7, we clearly observe that none of the Variance Inflation Factors exceed the value of five, therefore, multicollinearity is not detected. In addition, tolerance levels also depict some evidence in relation to multicollinearity issue.

The literature suggests that tolerance level below the level of 0.1 (<http://www.researchconsultation.com/multicollinearity-regression-spss-collinearity-diagnostics-vif.asp>) should be examined. Table 6.7 shows tolerance values larger than 0.1 hence, values reported are well within the set limits.

6.5 Analysis of Variance (ANOVA)

Analysis of Variance test is generally conducted to test if demographic variables (age and gender) do differ in relation to the study variables (personal traits, socio-cultural background, culinary art intention, and career choice culinary arts) (See Table 5.8for details).

Table 6.8 ANOVA by Age

		Sum Squares	of df	Mean Square	F	Sig.
Personaltrait	Between Groups	1,556	6	,259	,494	,813
	Within Groups	109,233	208	,525		
	Total	110,789	214			
Sociocultural	Between Groups	7,853	6	1,309	1,147	,336
	Within Groups	237,265	208	1,141		
	Total	245,118	214			
Culartintention	Between Groups	2,840	6	,473	,706	,645
	Within Groups	139,503	208	,671		
	Total	142,342	214			
Career Choice	Between Groups	13,934	6	2,322	1,296	,260
	Within Groups	372,624	208	1,791		
	Total	386,558	214			

Remarks: i. Personaltrait= Personality trait; Sociocultural= Socio-cultural background; Culartintention= Culinary art intentions; Career Choice= Culinary Art career choice.

ii. Significance level is set at 0.05 level.

The table above illustrates the level of differences among demographic (AGE) of the survey and the study variables. When significance levels of considered, it could be observed that age did not differ in relation to personal traits, socio-cultural background, culinary art intention, and career choice culinary arts. This could be due to the homogenous data that was received from the similar type of school settings. Table 6.9 below exemplifies the difference test in variance of the gender and personal traits, socio-cultural background, culinary art intention, and career choice culinary arts.

Table 6.9 ANOVA by Gender

		Sum Squares	of df	Mean Square	F	Sig.
Personaltrait	Between Groups	2,617	1	2,617	5,152	,024
	Within Groups	108,172	213	,508		
	Total	110,789	214			
Sociocultural	Between Groups	,194	1	,194	,169	,681
	Within Groups	244,924	213	1,150		
	Total	245,118	214			
Culartintention	Between Groups	,773	1	,773	1,164	,282
	Within Groups	141,569	213	,665		
	Total	142,342	214			
Career Choice	Between Groups	,154	1	,154	,085	,771
	Within Groups	386,404	213	1,814		
	Total	386,558	214			

Remarks: i. Personaltrait= Personality trait; Sociocultural= Socio-cultural background; Culartintention= Culinary art intentions; Career Choice= Culinary Art career choice.

ii. Significance level is set at 0.05 level.

Furthermore, the second ANOVA test is conducted to test any differences between gender and personal traits, socio-cultural background, culinary art intention, and career choice culinary arts. The results reveal that personality traits differ in relation to gender. This indicates that males and females differ in their perceptions related to the personality traits. In line with this thought, Post Hoc tests such as Scheffe and Tukey tests within ANOVA should be conducted to reveal which category actually creates a difference in gender. However, Post hoc tests could not be performed for study variable (personal traits) because there are fewer than three groups.

None of the other variables differed in regards to gender. In order to cross-check the significant difference among gender personality trait, independent sample *t*-test is further conducted. The result of the independent sample *t*-test also confirms this significance (Sig= 0.024).

Chapter 7

CONCLUSION

7.1 Review of the Study

The purpose of the study was to test the relationship between personal traits, socio – cultural background and culinary art intention on culinary art career choice. Judgmental sampling (non – probability sampling technique) was adopted to determine the sample for the study. The sample included high school students who were in their final year studying in vocational schools in North Cyprus. A total of 215 questionnaires were collected and analyzed using SPSS. This research had three hypotheses where all of them were supported. Therefore, discussion of findings, the limitations and directions for future research will now be presented.

7.2 Discussion

As mentioned above, three hypotheses were developed in this study. Hypotheses 1 put forward that “*Personality traits have a positive relationship with culinary art career choice*”. This hypotheses resulted in a significant and positive relationship ($r = .269$). These findings support the studies of Salami (2008), Reed et al., (2004) and Salami and Ilesanmi (2004). This may indicate that students who possess higher levels of Agreeableness, Extraversion, Neuroticism, Openness, and Conscientiousness are likely to have a career in the field of culinary arts.

Hypotheses 2 stated that “*Socio-cultural background has a positive relationship with culinary art career choice*”. This hypotheses also resulted in a significant and positive relationship ($r = .860$). These findings support the studies of Salami (2008), Fouad et al., (2008), and Wilson and Wilson (1992). This indicates that students who receive positive reinforcements from their families, friends, teachers, and counselors are likely to seek the career opportunities of culinary arts.

Lastly, hypotheses 3 proposed that “*Culinary art intention has a positive relationship with culinary art career choice*”. This hypotheses also resulted in a significant and positive relationship ($r = .293$). This finding supports the study of Rojewski (2005). This specifies that if students have higher levels of intentions to the field of culinary arts, then they are likely to choose a career in the culinary arts profession.

Among the findings, the magnitude of the influence towards culinary art career choice was the socio – cultural background. This may designate that this type of positive reinforcement and support from the students’ immediate environment plays a crucial role in determining their career choice.

7.3 Conclusion and Implications

The aim of this study was to find out the antecedents of culinary art career choice of vocational high school students in North Cyprus. The results showed that there is a positive significant relationship with career choice and three selected antecedents in the research content. Interestingly, beside personality and socio – cultural background the culinary art intention found an important predictor among others.

In addition, the most influential factor was their background which resulted from the socio – cultural background according to the results of the study. It may be suggested that a combination of personality traits in interaction with intention and socio – cultural background components makes vocational high school students likelier candidates to choose culinary art as a career.

As we previously mentioned the most important factor among other antecedents was socio – cultural background. This fact points out that a certain reorganization and reformation in the current system should be done in the schools. That is this career opportunity should be taught early in the educational system. Encouraging the culinary art as a career option is in the agenda of the universities as explained in the previous chapter 2. It can be also suggested that to increase the number of students who view culinary art as a viable today's career choice, culinary art education must involve and consider industry requirements in terms of theoretical formation, state of the art, technology, infrastructure and practices.

7.4 Limitations and Directions for Future Research

During the research a number of limitations were recognized. Firstly, although all three hypotheses were supported, to what extent personality traits, socio – cultural background and intention of choosing a career effects someone's career choice is unknown.

Secondly, out of the total sample (which was 12 vocational schools) only 9 contributed to the study due to a number of reasons. One of the schools refused to accept the distribution of questionnaires for such a study and the other two schools were unable to fill in the questionnaires because it was the exam week.

Thirdly, having a limited time and only one source of data was considered as a limitation for this study.

This study focused on 3 factors that may impact a student's career choice. However, in future studies research on other impacts such as friends, media, culture, skills or even destination may widen the knowledge of the field. Also, as mentioned above, the extent of effect is unknown. Therefore, a longitudinal study may be of significant contribution to see whether or not such students actually choose the profession and what type of other factors may affect the career choice. Likewise, this study only used one method for data collection which was questionnaires. So, future studies may use multiple methods (triangulation) such as interviews to gain more detailed and deeper information about the topic.

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APPENDIX

