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## A Comparative Study On Application Of Regulation Of Hygiene Education Dated 5 July 2013 Between Göynük And Güdül Counties

By Mehmet Ruhi GÖKMOĞOL<sup>†</sup>

**Abstract.** Regulation of Hygiene Education has been published in compliance with the EU acquis on July 5, 2013 and has become valid on July 5, 2014. This study was conducted to determine the effect of local governments on increasing awareness and to increase the level of awareness as a result of the application of the trainings in Goynuk and Gudul in accordance with the regulations. During this study; questions have been asked by survey techniques and the responses have been analyzed by Student's t-test. In the study, it was observed that awareness of employees and employers was increased when the training was completed; whereas the level of awareness of the employees and employers not receiving training were quite low. It was understood that awareness is developed according to the importance given by the local authorities having audit liability

**Keywords.** Hygiene, Education, Food, Food Safety.

**JEL.** L60, L66.

### 1. Introduction

The Word of Hygiene is reproduced from a Greek Word “hygies” which means health and includes some subjects like health sciences, health services, and preventive medicine.

Therefore, It refers to the applications about to create and maintain the necessary conditions for health. Its lexical meaning is a science discipline, which applies the knowledge about the nutrition, health and environment in a synthesis and to prevent and to improve the health of an individual and/ or people in the society as a whole (Gidacilar, 2008).

Although the concept of hygiene was started in Ancient Greek and Ancient Rome, huge epidemics were experienced during the middle ages due to the fact that public health and hygiene were not taken into account seriously. Then, hygiene came into prominence and gained importance with scientific developments and the awareness of societies rose.

The efforts, which were started in Atatürk period in our country, were slow down when 2<sup>nd</sup> World War started and then came to a stopping point. However, the efforts and studies were commenced again in particularly after 1960 and accelerated with being in the candidate process of European Union (EU).

In the framework of full membership to UN, It had been mandatory implementation that *the staff should be controlled, informed and/or educated on the subject of their works* in the period of beginning from the food's first

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procurement process to meeting the customers according to 21. item (28145) of “Food Hygiene Regulation” which was announced on Official Gazette with no 28145 and on 17.12.2011.

Hygiene Education Regulation (28698) was published on Official Gazette with no 28698 on 05.07.2013 in the purpose of “specifying the procedures and principles about planning the hygiene education programs for staff, giving educations, the responsibilities of business owner, managers and workers, specifying the skin disease and contagious disease in the working environment and overcoming the diseases in food manufacturing and retailing businesses, human consumable water and natural mineral waters production businesses and cleaning services businesses which employed basedly human” depending on the 127th item of (1593) Public Hygiene Law with no 1593 and dated 24.04.1930 and the necessity that above mentioned.

Regulation excludes the mandatory food hygiene education for workers and employees in the businesses in the coverage of Veterinary Services, Plant Health, Food and Feed Law (5996) with no 5996 and dated 11.06.2010 but includes the followings;

- food manufacturing and retail businesses
- human consumable water and natural mineral waters production businesses
- spas, saunas, barber, hairdresser, and the locations where tattoos and piercings are done, massage and beauty salons and similar places
- hotels, motels, hostels and guesthouses and other places like those
- Other business divisions that seem to necessary to have hygiene education Hygiene Education Regulation’s;
- 5th item is about the personnel, who does not have the certificate about hygiene education, cannot be employed,
- 6<sup>th</sup> item is about the education will be given in Public Education Centres, which are associated with Ministry of Education Lifelong Learning General Directorate
- 11<sup>th</sup> item is about local administrations and civilian administrations will be charged on the audits.

It has been intended to determine of the public awareness about the implementation of the regulation in Göynük County located in Bolu and Güdül County located in Ankara since the date of 05.07.2014 in which the regulation enters into force. In this respective, the statistics and findings, which are gained through the investigations in both counties, were evaluated and compared. Low public awareness in both counties, which are located far away from the main access roads, had been assumed in beginning of the study.

## 2. Method

The study was conducted through face to face meetings (Baş, 2010) with business owners and their staff of restaurants, butchers, greengrocers, grocers/markets and dried nuts and fruits sellers in Göynük County located in Bolu and Güdül County located in Ankara.

In both counties, all the related personnel working in before mentioned work divisions attended to the study. Therefore the study (Şencan, 2007) covers all the targeted phase. Their demographical analysis is shown in Table 1.

In survey (Baş, 2010), in addition to demographic questions, some other questions are addressed to people in which they can show their knowledge about the subject (Gökmoğol, 2011). Surveys were conducted as face to face meetings (Baş, 2010). The answers of the survey are classified as statistics (Şencan, 2005), thereafter the relations of the survey answers are analyzed with Student t-test

(Gülbahar & Üstdal, 1997). In all the statistics studies, data are recorded in Microsoft Office Excel 2007 then the results were reached through the evaluation in SPSS 15.0 Windows Evaluation Version.

### 3. Findings

The study started in 05.07.2014 after Hygiene Education Regulation came into force in Official Gazette with no 28698 dated 05.07.2013. Göynük (Bolu) and Güdül (Ankara) Counties, which are located far away from main access roads, were chosen for the study.

The first visit related to the subject, was made to Göynük county in Bolu in 19.08.2014 and through 4 days, meetings had been organized with business owners and related staffs in the working areas which are shown in Table 1. The second visit was made to Güdül County of Ankara in 25.08.2014 and through 5 days meetings had been organized with business owners and related staffs in the working areas which are shown in Table 1.

The findings that are obtained after two visits are listed below:

- The demographic information of the respondents is shown in Table 1. According to the Table, the study was made with totally 101 respondents as 35 from Göynük and 66 from Güdül.
- In both counties, the gender division rates of the people who attended to the study are shown in Table 2. Males have 65% and females have 35% based on totally 101 respondents in which there are 66 male and 35 female. Depends on the analysis, female's active participation to working life in the sectors within the coverage of the study, is limited to 15% in Göynük and is about 45% in Güdül.
- The respondents' age information is shown in Table 3 and education levels are shown in Table 4.
- The below listed questions are address to the respondent and taken the answers according to the specified this situation.

#### Göynük County

[1] Do you have knowledge on Hygiene?	
[2] YES	: % 82
[3] NO	: % 18
[4] How can you describe hygiene?	
[5] It means cleaning	: % 65
[6] We heard but not thought yet	: % 14
[7] Customer likes it when the environment smells good	: % 11
[8] It facilitates to clean the toilet in houses	: % 10
[9] Do you know that mandatory education has to be taken about the hygiene?	
[10] I cannot go as closing the store	: % 66
[11] It is not for us anymore, youngs go	: % 29
[12] Is it mandatory? How so?	: % 5
[13] Afterwards, if they invite you, will you go?	
[14] I may think when it comes	: % 81
[15] What does it work for? What do I there?	: % 13
[16] I go	: % 6
[17] What do you think about the subject?	
[18] I do not anything to say	: % 95
[19] My mind does not work in those kinds of things	: % 5

**Güdül County**

[20]	Do you have knowledge on Hygiene?	
[21]	YES	: % 100
[22]	NO	: % 0
[23]	How can you describe hygiene?	
[24]	It means safety food	: % 95
[25]	Precautions are taken for food not to harm	: % 5
[26]	Do you know that mandatory education has to be taken about the hygiene?	
[27]	Yes	: % 100
[28]	No	: % 0
[29]	Afterwards, if they invite you, will you go?	
[30]	It is beneficial. I go again.	: % 95
[31]	I have some question that I want to ask	: % 5
[32]	What do you think about the subject?	
[33]	It is a very beneficial education. Everybody needs to participate	% 87
[34]	These educations must be organized very often	: % 8
[35]	My wife should also go	: % 5

**4. Discussion and Conclusion**

It can be seen that the respondents' answers to same questions that were addressed through the same surveys in both counties, are very different and contradictory when analyzed the survey findings. This contradiction could have been reached after the statistical study was completed.

The respondents from Göynük who answered the first question as YES, could not make a true description in second question. At the same time, they did not know the mandatory hygiene education exists. In this situation, if the relationship between the two questions was analyzed, 0,22 concreteness rate can be found. The obtained information from this analyzes puts forth that there is almost no relationship between the two questions.

However in Güdül, hygiene education was implemented by district governorship and the people, who must take the education according to the related regulation, participated to education. In this way, they could answer the first and second questions correctly and in consistency. When the relationship between the taken answers from two questions are analyzed, 0,55 relatedness rate can be found. This results means there is a good relation between those question.

The awareness differences between county tradespeople who took the education and those who did not are very clear. According to the data obtained from surveys, the analyzes was made to specify the awareness level of both county, the relationship was found as 0,18. This result shows us that there is no relationship (even a weak one) between the awareness levels of tradespeople in the counties,

It can be possible to implement legislation applications more flexible because of in small settlement areas, administrations and other people have a warm relations and everybody knows each other. However, this situation does not mean that administrations do not have an active management on the mandatory legislation applications.

Social transformation can be made very fast if local administrations and civilian administrations give necessary importance to hygiene. This can be assumed through the survey results, too.

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We do not need any UN impositions to go on the way of our leader Atatürk who focused our ideal on food, agriculture and stockbreeding as saying “*Our society is majorly consisting of farmers and herman.*”

However, those who have principles of diverging of his way, should take precautions who emphasis on food safety for healthy generations and at least give importance on hygiene education by not diverging from UN impositions.

## Tables

TABLE 1. Demographical Characteristics

Business Division	Göynük									Göynük Total	Güdül									Güdül Total
	Gender		Age			Education			Gender		Age			Education						
	Male	Female	25-35	35-45	45 and over	Primary School	Secondary School	High School	Male		Female	25-35	35-45	45 and over	Primary School	Secondary School	High School			
Restaurant	18	--	9	3	6	7	1	10	18	8	3	2	2	7	9	--	2	11		
Butcher	4	--	--	3	1	3	--	1	4	6	--	3	1	2	3	--	3	6		
Greengrocer	2	--	--	2	--	1	--	1	2	2	3	--	5	--	2	--	3	5		
Grocer/ Market	4	5	5	2	2	1	1	7	9	7	11	13	1	4	2	1	15	18		
Dried of Nuts and Fruits	2	--	--	--	2	2	--	--	2	13	13	7	5	14	15	2	9	26		
<b>Total</b>	<b>30</b>	<b>5</b>	<b>14</b>	<b>10</b>	<b>11</b>	<b>14</b>	<b>2</b>	<b>19</b>	<b>35</b>	<b>36</b>	<b>30</b>	<b>25</b>	<b>14</b>	<b>27</b>	<b>31</b>	<b>3</b>	<b>32</b>	<b>66</b>		

TABLE 2. Distribution by Gender

BUSINESS DIVISION	Göynük				Göynük Total	Güdül				Güdül Total
	Subject Number		Percentage			Subject Number		Percentage		
	Male	Female	Male	Female		Male	Female	Male	Female	
Restaurant	18	--	100	--	18	8	3	72	28	11
Butcher	4	--	100	--	4	6	--	100	--	6
Greengrocer	2	--	100	--	2	2	3	40	60	5
Grocer/ Market	4	5	44	56	9	7	11	39	61	18
Dried of Nuts and Fruits	2	--	100	--	2	13	13	50	50	26
<b>Total</b>	<b>30</b>	<b>5</b>	<b>85</b>	<b>15</b>	<b>35</b>	<b>36</b>	<b>30</b>	<b>55</b>	<b>45</b>	<b>66</b>



TABLE 3. Age Status

BUSINESS DIVISION	Göynük						Göynük Total	Güdül						Güdül Total
	Subjects			Rates				Subjects			Rates			
	25-35	35-45	45 and over	25-35	35-45	45 and over		25-35	35-45	45 and over	25-35	35-45	45 and over	
Restaurant	9	3	6	50	16	34	18	2	2	7	18	18	64	11
Butcher	-	3	1	-	75	25	4	3	1	2	50	17	33	6
Greengrocer	-	2	-	-	100	-	2	-	5	-	-	100	-	5
Grocer/ Market	5	2	2	56	22	22	9	13	1	4	72	5	23	18
Dried of Nuts and Fruits	-	-	2	-	-	100	2	7	5	14	30	16	54	26
<b>Total</b>	<b>14</b>	<b>10</b>	<b>11</b>	<b>40</b>	<b>29</b>	<b>31</b>	<b>35</b>	<b>25</b>	<b>14</b>	<b>27</b>	<b>38</b>	<b>21</b>	<b>41</b>	<b>66</b>

TABLE 4. Educational Status

BUSINESS DIVISION	Göynük							Göynük Total	Güdül						Güdül Total
	Subjects			Rates			Subjects			Rates					
	Primary School	Secondary School	High School	Primary School	Secondary School	High School	Primary School		Secondary School	High School	Primary School	Secondary School	High School		
Restaurant	7	1	10	39	6	55	18	9	--	2	82	--	18	11	
Butcher	3	--	1	75	--	25	4	3	--	3	50	--	50	6	
Greengrocer	1	--	1	50	--	50	2	2	--	3	40	--	60	5	
Grocer/Market	1	1	7	11	11	78	9	2	1	15	12	5	83	18	
Dried of Nuts and Fruits	2	--	--	100	--	--	2	15	2	9	58	7	35	26	
<b>Total</b>	<b>14</b>	<b>2</b>	<b>19</b>	<b>40</b>	<b>6</b>	<b>54</b>	<b>35</b>	<b>31</b>	<b>3</b>	<b>32</b>	<b>46</b>	<b>6</b>	<b>48</b>	<b>66</b>	

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