

# KNOWLEDGE TO PRACTISE: USING SERVQUAL THEORY TO EXAMINE STUDENTS' INTENTION TO PRACTISE CULINARY SKILL DURING ONLINE DISTANCE LEARNING

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**Abstract:** *Online distance learning has become the norm in higher-learning education due to the Covid-19 pandemic. There is a dearth of research that investigates the effectiveness of online based learning used to deliver practical courses such as culinary cooking classes. Culinary cooking courses are unique from theory-based courses as they require hands-on demonstration of cooking knowledge, skill and practice. This study aims to examine the factors that influence students' intention to practice their culinary skill at home from a service quality (SERVQUAL) theoretical lens. The target population is undergraduate students who have experience in ODL practical-based culinary courses. Two UiTM campuses that offer Culinary Arts programmes were chosen from Pulau Pinang and Dungun. An online survey was distributed to 300 respondents and 181 questionnaires were received. Correlation analysis was carried out to find out the direction and strength of the relationship between the Online Service Quality variables namely responsiveness, empathy, assurance, reliability, content delivery, facilitation of interaction and perceived behavioural control towards behavioural intention of the students. Results of Pearson correlation coefficients (p value) range from 0.375 to 0.640. These findings contribute to a better understanding on how SERVQUAL attributes are important to enhance students' intention to practice culinary skill at home. Also provides essential information in assessing and improving the learning experience which would contribute knowledge for instructor, organization and also Ministry of Education in enhancing MOOC and learning environment.*

**Keywords:** *Culinary Skill, Knowledge, Online Distance Learning, Practise, SERVQUAL.*

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## **Introduction**

In recent years, online distance learning has become the norm in higher-learning education due to the Covid-19 pandemic. As Covid-19 numbers continue to increase every day, online learning becomes the essential solution for continuation of education (Sim, 2021). As a precaution and to limit the spread of Covid19, the Ministry of Higher Education (2020) suggested to hold the physical learning in every educational institution and move physical face to face learning to online learning. Open learning is a new approach in education that focuses on the use of open content and resources (Gonzalez, 2019) such as cloud technology, a remote storage and data processing where it allows aggravating and modify training process. Technologies provide additional factors for teaching and constructing learning experiences, especially online learning. It is an advantage to education where the combination of a variety of online channels increased interaction between student and the teacher which improves learning experience more than we can do with traditional learning environments.

Although online distance learning seems to be adaptable with most theory-based courses, its effectiveness in practical-based courses remains unknown. There is a dearth of research that investigates the effectiveness of online based learning used to deliver practical courses such as culinary cooking classes. Culinary cooking courses are unique from theory-based courses as they require hands-on demonstration of cooking knowledge, skill and practice. An integrated face to face and online learning has long been adopted for teaching and learning in education especially in Universiti Teknologi MARA (Samat, 2020). Culinary education is a vocational education that is designed to provide students with technical and academic culinary skills to meet the needs of the industry, students should develop practical management abilities and other skills to understand and manage the global tourism industries (Eren, 2019). Nonetheless, the traditional culinary education remains stagnant where training hardly stimulated creativity and innovative competency of the students (Hu, 2016). There may be less focus on the delivery and more attention to the task/content which added challenge to isolated learners (Gillett, 2017). Thus, to keep developing the significant personality student interaction between learning platforms and instructors is very important to improve learning experience during online learning.

Given the research gap, the primary purpose of the study is to investigate the online distance learning effectiveness for delivering culinary cooking courses. More specifically, this study aims to examine the factors that influence students' intention to practice their culinary skill at home from a service quality (SERVQUAL) theoretical lens. With reference to the relevant literature, the study proposes that attributes related to SERVQUAL and course content delivery mode will have a significant effect on students' intention to practice culinary skill at home.

## **Literature Review**

### **Student's Intention to Practise**

Intention has been used in many theories as listed in the previous studies, all these theories have strong intentions which mean the intensity of commitment to enact behavior. The result of the study defines intention as a decision taken forward performing a behavior and/or the commitment to enact behavior. Behavior intentions are self-instruction to perform particular actions directed toward outcomes by capturing the level of goal, commitment and behavior

(Sheeran, 2016). This supported by the study from Wongwatkit, (2020), intentions to pursue were used to determine the success of a student's learning. However, as for culinary students who need to practise their skill physically, learning by online may demotivate the student as they are unable to physically practise the skill. In this situation, students need support to continue. The ability to think creatively is the attitudes and behaviors of students included in cognitive skills as studied by Satriawati, (2020), instructors can help the learning process and increase student creativity by adjusting the learning model that is suitable with the situation. The intention to apply knowledge and practise skill is not only influenced by instructor and interactivity of the online classes but also affected by student's behavior.

### **SERVQUAL Model**

The SERVQUAL model developed by Parasuraman (1988) attempts to explain the quality of the service sector. SER refers to Service and QUAL refers to Quality. Quality of service can be defined as the customer's perception of service performances that meet or surpass their expectation from the service organization. SERVQUAL consists of 5 dimensions: Tangible, Responsiveness, Empathy, Assurance, Reliability (Parasuraman, 1988). This model is used to measure the gap between customer expectation, experience and behavioral intention, concerning the service provided by the organization in many sectors of interest such as in Banking, Language, Medical and this include e-learning. There were several SERVQUAL studies on the education sector such as Azeem, (2018) measuring service quality in Technical Education and Vocational Training systems that confirm the SERVQUAL model is satisfactory, reliable and valid. Gregory (2019) in their study show that the higher satisfaction is caused by empathy and responsiveness while the lower dimensions are reliability, tangible, assurance. SERVQUAL model provides information that can be used to improve university programming.

In this study, Online Learning Platforms were used to replace "Tangibles" in the SERVQUAL model. Two dimensions of online learning were used: Course Content Delivery and Facilitation of Interaction to reflect the online learning experience more appropriately. Course Content Delivery can be deliver in many method as studied by Smother (2020) five type of course delivery that is Fully online (learning at difference time and/ or place using online platform), Hybrid (teaching and learning using blended methods, technologies, resource), Face to Face (learning by reading and watch material online before participating in classroom), Mobile learning (teaching and learning through mobile device anytime, anywhere), Face to Face (traditional classroom setting). Facilitation of Interaction is the instructor's role to interact and encourage students to participate in the course, for example answering students' questions on time or being involved in online discussion (Martin, 2018).

Hence, as previous studies stated, the SERVQUAL model is significant to measure student's expectations and to improve service quality in university programmes. However, most of the studies used satisfaction as a control while only few studies used intention to measure SERVQUAL. Therefore, the aim of this study is to examine the relationship between SERVQUAL dimensions with Intention to fill the gaps of literature especially in the education field.

### **Perceived Behavioral Control**

The Theory of Planned Behavior (TPB) is the expanded and improved theory from the theory of reasoned action (TRA) by Ajzen and Fishbien (1975). Perceived behavioral control (PBC) is the third factor in TPB after attitude and subjective norm. Ajzen believes that people control

their own behavior, PBC not only directly affects behavioral intention but also indirectly impacts the actual behavior. PBC has been used in various fields of research previously such as Vasquez, (2019) uses PBC to study intention to use in farming field. The result found that contact or approach method is a must to build and maintain trust. This act particularly installing confidence and guidance in performing task because as stated change in self-control rely on engagement over performance. Another study also said that perceived behavioral control has a positive relationship with self-confidence which gives an impact on the abilities to perform the action (Baker, 2007). However, few studies on culinary arts students using PBC.

### **Methodology**

The study applied a cross sectional approach in quantitative research design to quantify the problem. The researchers chose UiTM as the main respondents as UiTM was ranked 31st in the world in QS world university ranking and ranked 2nd by the subject of Hospitality and Leisure Management in 2021. The evaluation was carried out within the student's population in Semester 2 and Semester 3 at UiTM Cawangan Pulau Pinang and UiTM Cawangan Dungun. Non-probability sampling method and purposive sampling is used as the target respondents. It is selected under the criteria that they have undergo their learning through an online platform and they will undergo Work-Based Learning program in the subsequent semester where that is where the ODL learning method has given an impact towards them. An estimated population of 468 numbers of people. By referring to the rule of thumb, 242 respondents were required. The study questionnaires are pre-tested for validity and reliability.

The data was keyed in using the Statistical Package for Social Science (SPSS) version 27. All variables are found to be above 0.60 and deemed suitable for further used. Unit of analysis for this study were the students who were involved in Open Distance Learning (ODL). To curb the spread of COVID-19 and physical distances concern, an online survey is the most feasible approach to be used for the data collection. The questionnaire was designed to measure the respondent perceptions of online service quality and their behavioral intentions. The questionnaire consists of two parts; the first part includes demographic characteristics of customers, and the second part includes items to measure in online service quality and behavioral intentions.

Data were collected from students in UiTM Cawangan Pulau Pinang and UiTM Cawangan Dungun during the month of December 2020. Respondents are the students who are currently taking Diploma in Culinary Arts in Universiti Teknologi MARA. The questionnaires were distributed to 300 respondents. Response rate is 60% and 181 questionnaires were collected. Normality test data were performed and only 139 data were usable and coded for further analysis and report.

### **Reliability and Validity Analysis**

Reliability analysis was used to check the reliability of research variables. Cronbach's Alpha coefficients were found quite high ranging from 0.765 to 0.946 for all the constructs; exceeding the 0.7 recommended by Nunnally (1978). Normality test was done by referring to the skewness and kurtosis of each variable to determine the degree of normality. The test revealed that the value of skewness and kurtosis of all items within all variables are between -1.96 and +1.96, indicating that the data is normal.

**Table 1: Item Reliability**

Variable	Cronbach's Alpha	No of items
Responsiveness	0.793	4
Empathy	0.831	4
Assurance	0.804	4
Reliability	0.926	9
Content delivery	0.878	5
Facilitation Interaction	0.919	5
Perceived Behavioral Control	0.765	4
Behavioral Intention	0.913	6

This study also conducted Harman's single factor test to check whether variance in the data can be largely attributed to a single factor. The results showed that the largest variance explained by the individual factor was 40.06%. From the analysis it was revealed that eight factors explained 72.45% of the variance, with the first factor accounting for 40.06% of this total. Therefore, neither a single factor emerged, nor one general factor accounted for the majority of the total variance. For measurement of convergent validity, the scale has good convergent validity whereby the correlations between items between 0.3-0.7 are significant at 0.01.

#### **Descriptive Analysis of the Respondants' Profile**

According to the demographic profile of the respondents of this study; 66.9% of the respondents are female and 33.1% are male. Numbers of respondents from each of the campuses were quite balanced with 52.5% of the respondents from UiTM Permatang Pauh Kampus while the balance of 47.5% from UiTM Dungun Campus. Most of the respondents (67.6%) have not had any working experience in the culinary field. Only 32.4% of the respondents had working experience in the culinary field.

**Table 2: The Respondents' Demographic Information**

Demographics	Categories	Frequency	Percentage (%)
Gender	Male	46	33.1
	Female	93	66.9
Campus	Permatang Pauh	73	52.5
	Dungun	66	47.5
Working experience in culinary field	Yes	45	32.4
	No	94	67.6

#### **Correlation Analysis**

**Table 3: Correlation matrix**

Variable	Behavioral Intention
Responsiveness	.395**
Empathy	.495**
Assurance	.424**
Reliability	.375**
Content Delivery	.555**
Facilitation Interaction	.553**
Perceived Behavioral Control	.640**

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

Correlation analysis was carried out to find out the direction and strength of the relationship between the Online Service Quality variables namely responsiveness, empathy, assurance, reliability, content delivery, facilitation of interaction and perceived behavioral control towards behavioral intention of the student. All correlations are significant at the 0.01 level for a 2-tailed test. Results of Pearson correlation coefficients (p value) range from 0.375 to 0.640 shown in Table 3. The relationships are weak positive for responsiveness and reliability towards the behavioral intention. Moreover, Table 3 displays a moderate positive relationship for empathy, assurance, content delivery and facilitation interaction. This means that Online learning Platform significantly associates with students intention to practise the culinary skills during ODL. This showed that service quality given by the instructor has weak and moderate effects on students intention to practise cooking during online learning. The relationship for perceived behavioral control towards behavioral intention is a strong positive relationship. Moreover, PBC also significantly associates with students' intention to practise the skills. These correlations provide an indication that there are significant and positive relationships between the online service quality attributes, online learning attributes and PBC toward the behavioral intention.

### Discussion

The objective of the study is to examine whether modified SERVQUAL dimensions (Course Content Delivery, Facilitation of Interaction), Responsiveness, Empathy, Assurance, and Reliability) affect student intention, which in turn lead them to practice cooking at home during ODL. Secondly, to examine the effect of perceived behavioral control toward student intention to practise cooking at home during ODL. Based on the result, it shows that all variables Empathy, Assurance, Course Content Delivery, Facilitation of Interaction and Perceived Behavioral Control have a positive relationship toward a student's behavior intention. This result supported the studies by Udo, (2011), Martin, (2018), Beauvais, (2019) on the importance of content delivery and interaction. This also support the study by Razali, (2012) that educational technologies should be introduced into the Culinary art classroom because about 79% of the respondents have agreed using the online learning platform such as YouTube has provided them with an overall improvement in their presentation skills. At the same time, students exposed to constant viewing of the method increase their intention to practise because they have the chance to perfect their cooking techniques, imitate and enhance their understanding of a certain skill with the help of the instructor. Based on the study by Sheeran, (2016) behavior intentions are self-instruction to perform particular actions directed toward outcomes by capturing the level of goal, commitment and behavior. Therefore, due to the nature of the video-playback feedback and comments features available it helps students to develop self-confidence as they build up time to make judgment and react before performing the task again, this repetitive task clearly changes students' behavior which builds their motivation to perform the task.

However, the study reveals that Responsiveness and Reliability has a medium positive relationship toward intention to practice. Responsiveness is the underlying principle of human interaction where the lack of responsiveness will lead to decrease of trust. Responsiveness have positive effect on customer choice and physiological condition. Given the current situation students were forced to be in the situation as stated in the study by Nassr, (2020) students face challenges in adopting online learning, students have to deal with environment, equipment challenges and also psychological challenges. Even though Responsiveness has a medium positive relationship the study by Martin, (2018) and Beauvais, (2019) supported that instructor interaction in the online course helps build the relationship and students will feel less isolated.

Students feel a lack of engagement with the course and to their peers however the study also reports that student's effort significantly higher in online courses (Smother, 2020). A wider gap between Reliability toward satisfaction may lack transparency that causes impairment trust within the program. All previous studies stress out the importance of trust to gain a good quality performance. Therefore, to increase student trust toward the course and also the instructors that teach culinary skill, the organization and instructor need to adjust the learning process which helps students to understand their learning program. This support by Satriawati, (2020), instructor can help the learning process and increase student creativity by adjusting the learning model that is suitable with the situation.

Therefore, the process can be related with Assurance, the sense of knowledge and capability to inspire trust and confidence, which needs to come from every section of the systems involved, from administrative to clients this includes program and academic such as assessment course content, academic regulation, qualified and experienced staff and also physical facilities. Based on study from Wongwatkit, (2020), intentions to pursue were determined by the success of the student's learning. As per say, students that understand their learning environment lead to pursuing the learning activities. This also can be supported with Empathy, the sense of caring and individualized intention that the service provides to its customers includes both cognitive and emotional reaction, such as in hotel that the service experience of hotel guests was strongly influenced by the empathetic dimensions, the guest was mainly moved by the emotional empathy (Umasuthan, 2017). Another study also stated that empathy makes consumers more cooperative and satisfied with service providers (Davis, 2017). The intention to apply knowledge and practise skill is not only influenced by instructor and interactivity of the online classes but also affected by student's behavior. These kinds act unconsciously to motivate students to practise the skill and perform the knowledge at home during online distance learning. Therefore, it answers the first objective that the SERVQUAL attribute for Responsiveness, Reliability, Assurance and Empathy has a positive effect on students' intention to practise culinary knowledge and skill during ODL.

Consequently, Perceived behavioral control (PBC) associated with motivation hence motivation for learning to ensure a learner is able to remember, understand, recall, apply, analyse and synthesis knowledge and activate students' intention to learn. This is supported by Owen, (2019) that active learning improves student motivation to prepare for the class. Sim (2021) in their study mentioned about 'self-actualization' in Maslow's theory (1943), to help people pushing forward a sense of accomplishment and self -satisfaction is needed. Thus, instructors should identify which type of platform students are comfortable or able to operate during online learning based on the five type purposes by Smothers, (2020). This shows that both content delivery and interaction between instructor and students is important as it will increase student motivation and enhance participation. Therefore, it answers the second and third objective of the study where Online Learning Platform and Perceived Behavioral Control has an effect on students' intention to practise culinary knowledge and skill during ODL. Hence, for this result all hypothesis accepted.

### **Implication**

The findings of this study have essential theoretical and practical implications. From the theoretical perspective, this study explains the relationship between the SERVQUAL attributes, course content delivery and facilitation on interaction and PBC toward the student intention to practice cooking skill at home. This study confirmed that the student's intention was motivated by the quality of e-learning during the open distance learning process. Based on the research

and discussion results, it is confirmed that the instructor plays a vital role in motivated student intention by responsiveness, empathy, assurance, and reliability attributes to practice the cooking skill at home. Moreover, these attributes also slowly shaped the student attitude, behavior and confidence to practice the knowledge. Learning using online platforms has become alternative and has been supplanting traditional learning due to current pandemic situations. Thus, the student's intention to practice the cooking skill can be explained through the significance of an online learning platform in terms of communication, sufficient documentation, and motivation.

From the practical perspective, this study has confirmed how the SERVQUAL attributes and online learning platform influence learning experience and intention among culinary arts students in UiTM. The finding provides essential information in assessing and improving the learning experience. Hence, it is believed that the understanding of online learning experienced on student intention to practice would contribute knowledge not only to the instructor and organization but also to the Ministry of education in enhancing the MOOC and learning environment.

### Conclusion and Limitation

The analysis indicates that a positive relationship exists between SERVQUAL attribute, perceived behavioral control (PBC) with student's intention to practise skill at home during online learning. Subsequently, all the hypotheses are supported. This study also gained better understanding on how to grab student intention during online classes. This can be concluded that the support by the instructor's kind act, support videos will build students motivation and self-confidence which lead to the intention to practise the culinary skill during online learning. However, the future researcher was suggested to look into student satisfaction and performance to better understand student intention and motivation.

However, the study has several limitations that should be noted. First, the research setting is limited to only 1 culinary course and involves respondents in two campuses. The study should be replicated to include other practical-based culinary courses and other campuses that have culinary programs. Second, the study employed cross sectional study, thus the cause and effect relationship could not be validated or confirmed.

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