UNIVERSITY STUDENTS' INTENTION TO USE VISUAL LEARNING FOR HOSPITALITY EDUCATION IN MALAYSIA

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LIST OF SYMBOLS & ABBREVIATIONS

Symbols

α	Alpha
=	Equal
≤	Equal and less than
n	Frequency
<	Less than
(-)	Negative
r	Pearson Correlation Coefficient
%	Percent
N	Population

Abbreviations

CITC	Communication and Information Technology Commission
ICT	Information Communication Technology
ILS	Instrument Landing System
LMS	Learning Management System
ODL	Open and Distance Learning
TAM	Technology Acceptance Model
TVET	Technical and Vocational Education and Training
VR	Virtual Reality

ABSTRACT

This study focuses on university students' intention to use visual learning for hospitality education in Malaysia. The study examines the relationships between perceived usefulness, perceived ease of use, perceived enjoyment and the use of visual learning among university students. A quantitative research is used to accomplish this study, and responses from 100 respondents are collected. Reliability test, descriptive analysis and inferential analysis were used to answer the research objectives. The results showed that all independent variables, perceived usefulness, perceived ease of use and perceived enjoyment, have a positive relationship with the intention to use visual learning. This study's findings could provide better guidelines and be used as reference material for other education courses.

Keywords: Online Learning, Visual Learning, Technology Acceptance Model (TAM), Hospitality Education, Practical Courses.

ABSTRAK

Kajian ini memberi tumpuan ke atas niat pelajar universiti untuk menggunakan pembelajaran visual dalam pendidikan hospitaliti di Malaysia. Kajian ini meneliti hubungan antara tanggapan kebergunaan, tanggapan mudah diguna, tanggapan keseronokan dan penggunaan pembelajaran visual dalam kalangan pelajar universiti. Satu penyelidikan kuantitatif telah digunakan untuk menjayakan kajian ini, dan respon daripada 100 responden telah dikumpulkan. Ujian kebolehpercayaan, analisis deskriptif dan analisis inferensi telah digunakan untuk menjawab objektif kajian. Hasilnya menunjukkan bahawa semua pembolehubah tak bersandar, tanggapan kebergunaan, tanggapan mudah diguna, tanggapan keseronokan memiliki hubungan yang positif dengan niat unrtuk menggunakan pembelajaran visual. Hasil kajian ini dapat memberikan garis panduan yang lebih baik dan dijadikan bahan rujukan untuk kursus pendidikan lain.

Kata Kunci: Pembelajaran Dalam Talian, Pembelajaran Visual, Model Penerimaan Teknologi (TAM), Pendidikan Hospitaliti, Kursus Praktikal.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

This study examines the students' intention to use visual learning for hospitality education. In this era of globalization, the rapid development of the internet has made it easier for people to interact and obtain various information through online media. Today's technological advances have also seen changes in the educational landscape that have changed the teaching pattern and today's learning in line with a 21st-century education.

In early January 2020, all students are required to continue online learning at home in mainland China. This involves all students from kindergarten to tertiary level. The COVID-19 pandemic, also known as the coronavirus pandemic, infected 30 million tertiary students with around 3,000 universities. According to Bao & UNESCO (2020), most schools and universities have formed online learning methods in their lessons. This is due to fill the gap of academics that is expected to last for the entire year. Not only does it affect students in China, but this pandemic also affects students in other countries as well.

According to Bao (2020), most international students have to return to their own country to continue their lesson through online learning. They can only access all the study materials from their homes. In the meantime, because of the travel ban on returning to campus, higher

education institutions across the world are still finding online options for their millions of students. Institutions of higher learning in affected countries such as Iran, Singapore and Italy had to close their campuses and replace face-to-face learning with online learning methods (UNESCO, 2020).

Governments around the world have investigated the acceptance of online learning in their education systems. In Saudi Arabia, a study conducted by the Communications and Information Technology Commission (CITC) has shown that the use of the internet among educational institutions is relatively high. Educational institutions in Saudi Arabia are also not accustomed to conducting online learning. This can be proven through a study in 2007, which stated that only 39 percent of students could use the internet (Al-Gahtani, 2016).

According to John (2020), online education cannot fit the standard teaching method. His report was based on a survey from 45 countries over six continents involving 200 respondents. However, 63 percent of the respondents expected that most universities would deliver their complete lessons online by 2030. Nonetheless, online learning methods are better than face-to-face methods, only get the consent of 24 percent.

Despite all the challenges mentioned above, there are also benefits of online learning. The US Department of Education evaluated more than 1,000 learning experiments. Students taking their courses online have been found to perform better in most subjects than those taking their courses in face-to-face classrooms. Students are also believed to have the advantage of the time while using online learning because it is found that programmes and technology are also evolving in online learning. This can be proven through one of the studies that have been released in 2020.

Online learning is learning that access educational curriculum outside a traditional classroom using electronic technology. The online learning market is overgrowing at an unprecedented rate. Online learning profits will reach an incredible $51.5 billion (equivalent to

RM206 billion) in 2016 in Malaysia. At this point, about 78 percent of colleges and universities allegedly use a Learning Management System (LMS). Students who undergo open and distance learning (ODL) programmes are exposed to online learning. Many people, especially those who are still working and striving to succeed in their career growth, have signed up for outside degrees offered in the 1960s or earlier. In the early 1980s, in Malaysia, the invention of the internet led to the gradual implementation of online learning for ODL students. Online learning programmes are primarily pursued by universities, colleges and business enterprises in Malaysia.

In recent years, through the internet or online learning, the rapid development of web technology and the high use of the internet have made teaching and learning possible. In Malaysia, there are 20 public universities and colleges (14 universities and six colleges of higher education), 30 private universities and colleges of higher education (11 universities, five international universities and 14 colleges of higher education) and over 600 private colleges in the country (Ministry of Higher Education, 2006). Several universities and educational sectors have system portals to deliver an online learning environment either as teaching aids to facilitate traditional teaching methods or as a long-distance or off-campus teaching medium (Khalid, Yusof, Heng & Yunus, 2006). The ministry of education is actively encouraging universities in Malaysia to address this challenge to expand ICT use in online learning. Raja Maznah (2004) stated that most public universities in Malaysia have some strategic plan for the implementation of pure electronics universities.

1.2 PROBLEM STATEMENT

With the COVID-19 pandemic hitting, it has become more apparent that having face-to-face classes can become an external danger to the students and teachers. According to Feldman (2020), this pandemic has resulted in several challenges for users, such as online learning. It has given rise to depression and anxiety on students, students' academic performance, cultural, financial, and resource variances, and educators who were not successfully prepared to deliver good teaching distantly.

According to Ali (2004), online students in Malaysia face bandwidth and connectivity in terms of electronics such as technologies and telecommunications. Learning content needs a deep arrangement of multimedia elements. Nevertheless, uploading and downloading learning content will be slow due to bandwidth and connectivity boundaries. This leads to disturbance and dullness among students' and disturbs the ease of learning.

Song (2010) had investigated student's acceptance of online learning in hospitality programmes. The study was conducted at six universities in the United States. The study found that the influential force predicting student satisfaction with online learning is interaction-driven rather than information-and-system-driven quality. Therefore, educational administrators or course management developers need to be aware of online learning.

In addition to interaction, visual learning is an efficient process to assist students in memorising information and understanding easily. According to Jandhyala (2017), visuals are crucial for an online learning development that connects the essential ideas and engages learners during the development. Visual learning can help students memorise information longer since images, videos, and graphics are the simplest, attractive, and effective way to ensure information is stored longer in the students' memory. According to 3M Corporation (2001), our brain processes visual information 60,000 quicker than text. Therefore, visual learning becomes quick and simple to reach students' understanding process while using online learning.

According to Tatti (2016), visual learning is an effective way to attract hospitality students to understand and get involved in online learning. Hospitality students performed better after watching the video of someone else doing the task first, such as ways to serve guests and ways to set the table. This is because visual learning is important for hospitality students since it is easier to increase student interest, performance, and participation. By combining practical hands-on learning, personal instruction and technology, hospitality education will achieve a better result among students and workers.

However, an empirical study of student's perception and intention of visual learning for hospitality education in Malaysia is yet to be found. Thus, this study examines to address this gap. Therefore, this study aimed to examine students' intention to use visual learning for hospitality education in Malaysia.

1.3 RESEARCH OBJECTIVES

i. To determine the relationship between perceived usefulness and students' intention to use visual learning for hospitality education.

ii. To determine the relationship between perceived ease of use and students' intention to use visual learning for hospitality education.

iii. To determine the relationship between perceived enjoyment and students' intention to use visual learning for hospitality education.

1.4 RESEARCH QUESTIONS

i. Does perceived usefulness influence students' intention to use visual learning for hospitality education?

ii. Does perceived ease of use influence students' intention to use visual learning for hospitality education?

iii. Does perceived enjoyment influence students' intention to use visual learning for hospitality education?

1.5 SIGNIFICANCE OF THE STUDY

This research will contribute to the government; the ministry of education can use the findings from this study to improve students' learning efficiency. For example, online courses can learn without being restricted by time and space, which improves learning efficiency. Online education courses can solve the unequal distribution of academic resources and let all students enjoy the same education by sharing educational resources. It will also help practical students learn more about the course through online visual learning. Second, Public Higher Educational Institutions can apply this method for practical courses to improve student learning efficiency. Lastly, this research will help private entrepreneurs that focus on online learning and online learning providers. They can use the study findings to improve their businesses regarding innovation and development of new applications in online learning.

This study extends Technology Acceptance Model (TAM) in the form of visual learning for hospitality education. This is because the users' purpose to use online learning technologies

has primarily been explained by the use or expansion of the TAM. Therefore, this study extends TAM by focusing on perceived usefulness, perceived ease of use, and perceived enjoyment.

This study engages students involved in practical courses such as cooking, serving, material technology wood, and technical graphics. Visual learning is significant for practical students because they need full attention from the lecture. Visual learning is conducive to practical students because they need to do training that involves communication between teachers and students. Visual learning provides many benefits and positive effects on users' satisfaction, especially practical students because they can easily solve their work.

1.6 OUTLINE OF THE STUDY

This report is composed of five chapters. Chapter one mainly discusses the study's background, problem statement, research objectives, research questions, and significance of the study. Chapter two reviews the literature related to the subject matter of the study. Chapter three examines the methodology used in this study. Chapter four presents the results of the analysis data and chapter 5 discusses the findings of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter is composed of four sections. The first section explains the definition used in this study, namely, online learning, remote learning and visual learning in hospitality education. The second section discusses the Technology Acceptance Model (TAM). The third section explains the relationship between the independent variable and dependent variable, and the final section illustrates the conceptual framework of this study.

2.2 LITERATURE REVIEW

2.2.1 Online Learning

Two discussions have been discussed in literature about online learning. The first one is the medium of online learning and the second one is about the environment. Online learning is deemed to include any technology that can assist learning. The communication produced by

technology in online learning has received more attention than the technology itself. According to Singh & Thurman (2019), online learning can be defined as learning that uses various devices such as smartphones, laptops, and tablets in a synchronous or asynchronous environment. Some authors have said that technology can also be learned through online learning (Benson, 2002; Carliner, 2004; Conrad, 2002). Conrad & Benson (2002) have identified that the new version of distance learning online is better and increases the educational opportunities for students.

The second discussion is about the environment of learning. There are two types of environment settings which are traditional classroom and online classroom. An element such as group work, case study and lectures are usually conducted and performed in a traditional classroom. Traditional classrooms are often done in a synchronous environment. This means that the time and venue of learning for all students are the same. At the same time, online learning can happen in an asynchronous environment. This means that the time for students to learn is more flexible and can be done anywhere as long as they have internet access. In these settings, students can learn and engage with classmates and teachers or lecturers independently at any time. These students involve any students who are unable to take a traditional classroom. The subjects taken are not available at their preferred institutions, those who live in distant areas, those who can only study after working hours, and those who choose to study individually.

2.2.2 Remote Learning

This section will discuss the definition of remote learning and its form. The technology involves remote learning. Learning methods such as information are delivered through

technology, such as discussion boards and online assessments. Real-time peer interaction and collaboration, or asynchronously, with self-learning activities taking place independently of the teaching staff can be done by remote learning simultaneously. Educational activities have various formats and methods, most of which occur online, including remote learning. There are several online options available to communicate with students, collect assignments, and distribute educational ingredients.

Two completely different configurations, namely, are offline and online, implemented in remote learning. The offline remote learning is similar to the old-style mail between students and institute and allows very poor interaction. Offline learning material is significant and valuable for the subsequent refresh of concepts. Designing reference materials in new hypertext writing techniques are beneficial to help students to understand the key points of the subject. To realize good interaction between teacher and students, online remote learning requires high technical equipment and infrastructures. Communicating with students, collecting assignments, and distributing education material is a large number of online options available (Antonino, 2003).

2.2.3 Visual Learning

According to Raiyn (2016), visual learning is the absorption of knowledge through a visual format. The visual format can be expressed through several presentations, such as video, pictures, slide shows, flowcharts, games, virtual reality, cartoons, posters, PowerPoint presentations, diagrams, colouring books, films, flashcards, and graphs (Rodger, 2009). This

type of visual learning method can help students learn more about the lecture course content during online learning.

This section will discuss the pros and cons of visual learning. There are several visual learning advantages, such as building strong memory and student self-paced learning. Visual learning can build the strong memory of learners. Additionally, according to Williams (2009), visual material is recorded better in students' brains. According to Harsell & Yuen (2006), the main advantage of visual learning is the ability for students to self-pace their learning. This learning is a perfect tool for students and teachers since it is portable and flexible. They can bring the device anywhere, pausing or rewinding the video to ease the understanding. However, visual learning also has some disadvantages, such as students' needs for strong memory and tools. Visual learning needs strong memory. Students who found difficulty with their memory might not survive thriving in a visual learning class as it is using memory entirely.

2.2.4 Visual Learning in Hospitality Education

This section will discuss how visual learning is applied in hospitality education and its advantages and disadvantages. As the pandemic continues to develop in unpredictable patterns, a significant change in the education field has occurred. Almost the whole country has used online learning as a primary method to continue learning. This is due to fill the gap of education that is expected to last for months or even years. One of the tools that educators in education often use is Google Meet. The use of Google Meet simplifies the teaching and learning process for both teachers and students. Some institutions also use other platforms such as Zoom, Classroom, WebEx and Skype. With this kind of platform, students could interact and engage

remotely with their classmates and teachers or lecturers through the chat room. Some studies state that students can optionally use video together with live lectures. Researchers have observed that students have a supportive mindset and offer video-supported courses to their classmates (Copley, 2007; Dupagne, Millette, & Grinfeder, 2009).

The second discussion is about the advantages and disadvantages of visual learning in hospitality education. Some of the advantages are that the teacher or lecturer can effectively track those assessments such as tests, examinations, essays and quizzes. Students can also meet the requirement at their reasonable hour. According to Costen (2009), teachers and lecturers will become more conscious of their cohort's performance at the time, instead of preparing and hoping for face-to-face classes with students. Advanced technology also helped to find information quickly.

Nevertheless, studies have shown that it is still not effective enough to convince industry practitioners through online learning. Despite the drawbacks to the learner in hospitality education, there is still an impulse for technology acceptance. According to Markovic (2010), practical training is the most needed to enhance the practical skills of each student, especially in the field of customer service. This kind of training requires direct input from the tutor and thus cannot be duplicated electronically.

2.2.5 Virtual Learning in Hospitality Education

This section will discuss how hospitality education can be improved by benefitting virtual learning and its advantages and disadvantages. "Virtual learning is described as persistent virtual environments, open 24/7, and enabling people represented by avatars (a

personal representation in 3-D form) to create, play, and interact in real-time" (Penfold, 2009, p. 140). Virtual learning is an online suggested setting where persons imagine avatar character and interrelate, be in touch, and connect in different movements in their world. According to Zemsky & Massey (2004), students choose to use technology to be entertained via movies, music, games linked to each other and represent themselves plus their act. A "Teaching with Games" survey in the UK shown that 59 percent of educators desire to practice learning games for educating ideas besides, 53 percent said that they would do so for it is a communicating approach of engaging plus encouraging students (Sandford, Ulicsak, Facer, & Rudd, 2006). Brown (1994) & Armstrong (2003) explained how role-playing in educating tourism and hospitality grew attention in the issue and preservation of skills and knowledge, stimulated involvement, took students' creativity, and then eased learners' certainty in a non-intimidating surrounding.

There are several types of the advantage of virtual learning in hospitality education. Virtual learning gives students more interaction with the ability of the learning experience. However, visual learning needs professional facilities and technical support.

2.2.6 Visual Learning among Practical Students

This section will discuss how practical students' learning experience can be enhanced by using visual learning and its advantages and disadvantages. Practical courses have an essential part which is classroom work. In addition, practical courses also allow students to advance technical and manipulative skills, develop skills, solve problems, acquire how to interpret observations, and offer opportunities to stimulate planned practical work very well

(Baker & Chemistry, 2005). According to Smith (2014), video websites such as YouTube can provide educational resources to students. Still, it may also facilitate students as producers in uploading their videos and helping foster an online chemistry community. Students who used YouTube to host student-generated videos have gained a high level of engagement (Ryan, 2013).

Practical manuals, verbal instructions, unfamiliar equipment or materials, theoretical background, and time management are cognitive advantages for students in special practical classes. Without adequate preparation, students tend to be preoccupied with technical details and thus mechanically follow instructions for practical work. This caused the inability to relate the completed task to the concept of minutes of classroom training. However, students often suffer from cognitive overload in practical classes, reducing the likelihood that the intended learning outcomes will also be weaknesses with visual learning.

2.3 TECHNOLOGY ACCEPTANCE MODEL

Technology Acceptance Model (TAM) is a well-known model that Fred Davis developed in 1989. According to Adams (1992), Mathison (1991), Davis, Bagozzi & Warshaw, 1989), many studies have adopted this model as a fundamental theory to technological acceptance. In TAM, two significant factors were introduced: perceived usefulness and perceived ease of use (Davis, 1989).

According to Davis (1989), perceived usefulness (PU) is a person's belief that a particular system can improve one's performance in work. In contrast, perceived ease of use (PEOU) is a person's belief that one will be effortless using a particular system.

The TAM has been continuously expanded to TAM 2 and TAM 3. According to Venkatesh & Bala (2008), several changes have been updated from TAM 2 to TAM 3, where TAM 3 focuses more on increasing determinants that bring innovation to PU and PEOU. An extension of TAM is TAM 3, where anchor and adjustment affect PEOU in the model. Anchor is the belief about using computers, while the adjustment is the belief that formed based on the physical interaction of target technology. In this study, TAM 3 was adopted to answer the research objectives.

2.4 HYPOTHESES

2.4.1 The Relationship between Perceived Usefulness towards Students' Intention to use Visual Learning in Hospitality Education

Perceived Usefulness (PU) can be described as the degree to which student learning is believed to improve by using online learning. According to Park (2009), he posited the analysis of TAM in recognizing the behavioural purpose of university students to use online learning. The number of subjects sampled was around 9 percent of the 6,953 students taking courses through online learning. 650 questionnaires were collected. The result indicated that perceived usefulness had the most significant effect on user attitude. This study proves that the TAM model that has been used is helpful in understanding and explaining the behavioural purposes of a person who uses online learning in education.

Luan (2009) carried out a study focused on the acceptance of technology by student teachers in Malaysia. In this study, perceived usefulness is described as the extent to which this

student-teacher believes that digital technology such as laptops or computers can increase their work progress at school. The study involved a total of 245 respondents, and they all had a laptop or computer at home. In this study, perceived usefulness was a significant determinant of student teachers' intention to use laptops and computers.

Saade´ & Bahli (2005) examined the effect on perceived usefulness (PU) and perceived ease of use (PEOU) in online learning of cognitive absorption. In this study, PU was the degree to which students thought they would increase their course progress using the Instrument Landing System (ILS). This study was participated in by 102 students. The sample used in this study consists of 52 percent of females and 48 percent of males, with an average age of 23. The findings indicate that PU's purpose of using ILS in another course was significantly optimistic.

Based on the above discussion, there is a relationship between perceived usefulness towards students' intention. Therefore, this study intends to examine whether perceived usefulness influences students' intention in hospitality education. Therefore, the first hypothesis can be formulated as follow:

H1: There is a positive relationship between perceived usefulness and students' intention to use visual learning for hospitality education.

2.4.2 The Relationship between Perceived Ease of Use towards Students' Intention to use Visual Learning in Hospitality Education

According to Davis (1989), perceived ease of use is classified as a person who strongly agrees that it will be effortless from applying a customized process. Al-Gahtani (2016) analyzed that the factors influence students' objective to use online learning using TAM 3. The research

data was collected from 286 students. This research indicates that the description of the causes of individual determination behaviour towards the acceptance and absorption of online learning in the educational environment by quantitative approach. The result showed that perceived ease of use had a strong positive correlation with the mindset to use online learning.

Goh & Wen (2020) applied TAM to understand the intention of hotel management students using learning tools by electronic discussion boards. This research aimed to understand the perspectives and motivations of hotel management students using learning tools by electronic discussion boards in hospitality courses. The target respondents in this research were 32 hospitality undergraduate students. The data were collected by face-to-face interview. PEOU had a positive relationship with hotel management students' intention to use online discussion platforms as their learning instrument.

Lee & Lehto (2013) examined how Technology Acceptance Model (TAM) affected behavioural intention as procedural learning in YouTube. This research investigated the motives of using YouTube. Four hundred thirty-two respondents were targeted for data collection through YouTube procedural learning in a lab setting. PEOU positively affects behavioural intention as procedural learning on YouTube.

Therefore, the second hypothesis can be formulated as follow:

H2: There is a positive relationship between perceived ease of use and students' intention to use visual learning for hospitality education.

2.4.3 The Relationship between Perceived Enjoyment towards Students' Intention to use Visual Learning in Hospitality Education

Perceived enjoyment can be defined as how students perceive dissimilar progress or skills to remain enjoyable, regardless of the expected effects. Waleed & Noraffandy (2019) have tested TAM to examine the possible reasons inspiring students' behavioural purposes to practice the online learning method. The study was conducted on 1,286 students who used the online learning method in Malaysia. A quantitative method was conducted. The findings showed that students' behavioural purposes of practising online learning methods for education were affected by numerous reasons in particular perceived enjoyment, perceived ease of use, and perceived usefulness to practice online learning methods.

Praveena & Thomas (2014) examined the persistence purpose of practising Facebook to complete TAM's enlargement. This study defined Perceived Enjoyment (PE) as a fundamental purpose that underlines the practice development and suggests the desire plus enjoyment combined with Facebook. A survey technique was implemented then the sample corresponds to 197 scholars of undergraduate and postgraduate programmes. The sample consisted of 42 percent females and 58 percent males with an average age of 22. The findings found that the model justifies a 36 percent difference in the continuation intention to use Facebook. Perceived enjoyment was a significant factor of approach concerning practising Facebook.

According to Ventakesh (2000), PE refers to the scope to which the interest of practising a method is perceived to be enjoyable. Al-Gahtani (2014) examined the connective description of the outcome behaviour of persons concerning the approval and adjustment of online learning in educational surroundings. An analysis of 286 learners was operated to gather the research information. This analysis confirmed that PE has a positive effect on student perceived use.

Based on the above discussion, there is a relationship between perceived enjoyment towards students' intention. Therefore, this study intends to examine whether perceived

enjoyment influences students' intention in hospitality education. Therefore, the third hypothesis can be formulated as follow:

H3: There is a positive relationship between perceived enjoyment and students' intention to use visual learning for hospitality education.

2.4.4 Students' Intention to use Visual Learning in Hospitality Education

Visual learning is a lesson run remotely and on digital platforms. Full use of ICT in supporting all levels of education and human resource development, and learning as one of the essential alternatives for the current knowledge-based society was created by Korea (Kim & Santiago, 2005). Many universities have sustained online learning courses in part, in combination or fully online since the late 1990s. Most offline universities have presented online learning plans or have implemented learning.

Despite the quantitative growth of online learning, higher education in Korea has growing anxiety that emphasizes quality assessment (Lee, 2006). Therefore, online learning designers and announcers need to be more accepting of how students view and respond to online learning elements and how to apply online learning methods effectively to enhance learning (Koohang & Durante, 2003). In addition, using this learning environment, knowing students' intentions, and understanding the factors that influence students' beliefs about online learning can assist administrators, and academic managers create mechanisms to attract more students (Grandon, Alshare, & Kwan, 2005).

2.5 Conceptual Framework

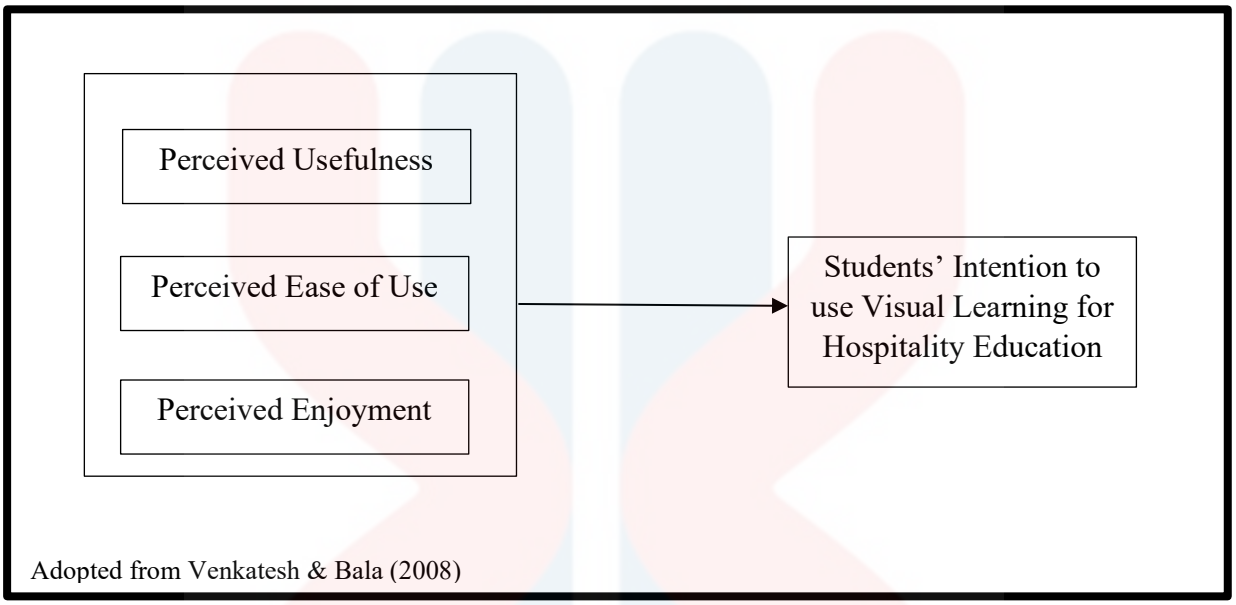

Figure 2.1: Proposed Conceptual Framework

Figure 2.1 shows the proposed conceptual model of the study, perceived usefulness, perceived ease of use and perceived enjoyment are the independent variables (IVs), while the students' intention to use visual learning for hospitality education as the dependent variable (DV) to be tested for this particular study.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the methodology used in this study. In the first section, the study will begin with an introduction and followed by the research design. For the third and fourth sections, the study explained the sampling frame and population in detail. The fifth section will present the sampling technique. The sixth section will explain about the data collection procedure. The research instruments will be discussed in the seventh section. Lastly, a brief explanation of data analysis techniques is also highlighted.

3.2 RESEARCH DESIGN

This research opts for a quantitative method. This study examines the role of TAM influence on the students' intention to use visual learning. To achieve the objectives of this study, the study constructed a causal research design. Causal research is research that investigates the cause-and-effect relationship between the dependent variable and independent

variables. In this study, the relationship between perceived usefulness, perceived ease of use, perceived enjoyment (independent variables) and students' intention to use visual learning (dependent variable) were tested.

3.3 POPULATION

The population is the researcher's desire to examine references from the entire group of people, objects or events. The target population of this research were the hospitality students that have undergone practical courses. 29 universities and colleges offering hospitality courses in Malaysia were included (see Table 3.1 and Table 3.2). According to Zahari (2005), the total registered students enrolled in hospitality courses in Malaysia has exceeded 1,000 students per year. Generally, Malaysia's public and private institutions have two times annual entry between 400 to 500 students per semester. Therefore, it can be estimated that currently, there are 29,000 hospitality students in Malaysia. The following tables show the number of public universities and private universities and colleges offering hospitality courses in Malaysia.

Table 3.1: Public universities that offered hospitality courses in Malaysia

No.	Name of Universities
1.	International Islamic University Malaysia (IIUM)
2.	University of Malaysia Kelantan (UMK)
3.	MARA University of Technology Malaysia (UiTM)
4.	Technical University of Malaysia (UTeM)
5.	Northern University of Malaysia (UUM)

Source: Malaysia Qualifications Register

Table 3.2 Private universities or colleges that offered hospitality courses in Malaysia

No	Name of University/Colleges
1.	City University
2.	First City University College
3.	Global Institute of Studies
4.	Greencity International College
5.	Legend International School of Hospitality & Tourism
6.	Optima International College
7.	East-West International College
8.	Disted College
9.	MASA College
10.	MSU College
11.	SATT College
12.	Seri Stamford College
13.	BERJAYA University College
14.	University College of Islam Melaka
15.	Lincoln University College
16.	Tunku Abdul Rahman University College
17.	University College Sabah Foundation
18.	College of Johor Foundation Study
19.	Ibrahim Sultan Polytechnic
20.	HELP University
21.	SEGI University
22.	Sunway University
23.	Tun Abdul Razak University (UNIRAZAK)
24.	UCSI University

Source: Malaysia Qualifications Register

3.4 SAMPLE SIZE

Sample signifies to the part of the population. The sample participant is identified as subject, and the total number of subjects in the sample identified as sample size. The sample size is usually influenced by population. This research focused on hospitality students who have undergone practical courses.

According to Krejcie and Morgan (1970), for a population above 1,000,000 the expected sample is 384. For the reason that when the population rises, the sample size rises. The sample size will stay at a lessening rate as it ultimately continues at 380 sample size and slightly more. Therefore, a sample size of 384 is proposed.

Table 3.3 Determining Sample Size from a Given Population.

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Kerjcie and Morgan (1970)

However, during the actual data collection, only 100 responses have been collected. This will be explained in Section 4.1.

3.5 SAMPLING PROCEDURE

This research employed a non-probability sampling technique. Students who have enrolled on hospitality programmes in Malaysia are eligible to be the research sample.

3.6 DATA COLLECTION METHOD

In this research, data has been collected by using an online questionnaire. The questionnaire has been distributed on WhatsApp because WhatsApp is more comprehensive. According to Ahad and Lim (2014), WhatsApp is popular among undergraduate students and is used regularly. Some research studies have studied the use of WhatsApp by university students. According to the studies, more than 96% of the students used it for more than three hours each day. An online questionnaire has been distributed to the respondents who meet the criteria in Section 3.5.

The questionnaire was sent to five (5) WhatsApp groups. The WhatsApp group selected to answer the questionnaire were hospitality students' groups who have undergone practical courses. The researcher has contacted students' representative from institutions stated in Table 3.1 and Table 3.2.

The questionnaire highlights the objectives of this study, the purpose of the study, and respondents' confidentiality agreement (see Appendix). Questionnaires have been distributed in February and March 2021 for 6 weeks during the researchers' semester break.

3.7 RESEARCH INSTRUMENT

An online questionnaire is used to gather the data. The questionnaire is divided into two sections, which are section A and section B. Section A of the questionnaire is the general information about respondents' demographics such as gender, age, races, current location, university/colleges category, education level, year of study and programmes field.

Section B outlines the dependent and independent variables, including the students' intention to use visual learning, perceived usefulness, perceived ease of use, and perceived enjoyment. All questionnaire items have been measured using a five-point Likert scale (Davis, 1989), as shown in Table 3.4. It ranges from "strongly agree" to "strongly disagree". The study instrument consists of five items for perceived usefulness, five items for perceived ease of use, five items for perceived enjoyment and five items for intention to use.

Table 3.4: The five-point Likert scale

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Table 3.5: Questionnaire composition

Section	Dimension	Number of items	Sources
Section A	Demographic Profile	8	Aristovnik, Tomazevic, & Umek (2016)
Section B	**Independent variables** Perceived Usefulness (PU)	5	Davis (1989) Masrom & Maslin (2007) Huang (2019)
	Perceived Ease of Use (PEOU)	5	Davis (1989) Masrom & Maslin (2007)
	Perceived Enjoyment (PE)	5	Al-Adwan, Al-Madadha & Zvirzdinaite (2018) Huang (2019)
	Dependent Variable Behavioural intention to use	5	Bogart & Wichadee (2015) Huang (2019)

3.7.1 Questions in Section A of the Questionnaire

Table 3.6: Questions in Section A of the Questionnaire - Demographic Profile

	Items
1.	Gender ● Male ● Female
2.	Age ● 18 – 20 ● 21 – 23 ● 24 – 26
3.	Races ● Malay ● Chinese ● Indian ● Others
4.	Your current location (State) ● Johor ● Kedah ● Kelantan ● Terengganu ● Melaka ● Negeri Sembilan ● Pahang ● Pulau Pinang ● Perak ● Perlis ● Selangor ● Kuala Lumpur ● Sabah ● Sarawak
5.	University/college category ● Public ● Private
6.	Educational level ● Diploma

	● Degree ● Others
7.	Year of study ● Year 1 ● Year 2 ● Year 3 ● Year 4
8.	Programme field ● Food and Beverage Management ● Accommodation Management ● Tour and Travel Management ● Meetings and Events Management ● Wellness Management

3.7.2 Questions in Section B of the Questionnaire

Table 3.7: Questions in Section B of the Questionnaire

Dimensions	Support References	Items
Perceived Usefulness (PU)	Davis (1989) Masrom & Maslin (2007) Huang (2019)	1. I think that visual learning is useful to learn practical course online more quickly. 2. I think visual learning is useful to improve my practical course performance. 3. I think visual learning would increase my practical course productivity. 4. I found that visual learning is useful to study practical course online. 5. I can achieve greater learning effectiveness for practical course with visual learning.

Perceived Ease of Use (PEOU)	Davis (1989) Masrom & Maslin (2007)	1. Using visual learning is easy and understandable. 2. Learning to operate visual learning application would be easy for me. 3. I think learning practical course online through visual learning is easy for me. 4. It would be easy for me to become skilful at using visual learning. 5. I found visual learning would make learning a practical course online easier.
Perceived Enjoyment (PE)	Al-Adwan, Al-Madadha & Zvirzdinaite (2018) Huang (2019)	1. I find it is more enjoyable to learn a practical course with visual learning. 2. I believe that visual learning will stimulate my curiosity. 3. When using visual learning, I will not realise the time elapsed. 4. I think that using visual learning for practical course is entertaining. 5. I think to learn practical course online with visual learning is fun.
Intention to use Visual Learning	Bogart & Wichadee (2015) Huang (2019)	1. I intend to use visual learning to learn practical course online. 2. I prefer to use video materials to enhance my learning interest in practical course online. 3. I intend to use visual learning to learn practical course online as often as possible. 4. I would love to use visual learning to learn practical course online. 5. I use visual learning materials to provide multi-approaches on learning practical course online.

3.8 DATA ANALYSIS TECHNIQUE

Data analysis refers to using appropriate statistical analysis methods to analyse a large amount of collected data to summarise, understand and digest to maximise the development of

data functions. Data analysis is the process of studying and summarising data in detail to extract useful information and form conclusions. In this study, the data analysis technique that has been used was descriptive analysis and inferential analysis.

3.8.1 Descriptive Analysis

Descriptive statistics refers to various activities that use tabulation and classification, graphics, and calculation of summary data to describe data characteristics. Descriptive statistical analysis requires a statistical description of data related to all variables of the survey population. In this study, a descriptive analysis has analyzed the characteristics of target respondents. The target respondents of this research were hospitality students in Malaysia that have undergone practical courses. The respondents' age, gender, race, state that they are residing in, university/college that they are attending, their educational level, year of study, and programme field have been analyzed descriptively. These results are presented in Section 4.3. In addition, perceived usefulness, perceived ease of use and perceived enjoyment (independent variables) have been analyzed for mean, mode, median and standard deviation. These results are shown in Section 4.4.

3.8.2 Inferential Analysis

In this study, an inferential analysis has shown the relationship between perceived usefulness, perceived ease of use, perceived enjoyment (independent variables) and students' intention to use visual learning (dependent variable). The inferential analysis in this research is to analyze the relationship between IV and DV. The results are discussed in Section 4.5.

3.8.2.1 Reliability Test

A reliability test is a measurement method that allows intellectuals to evaluate the dependability of measures. If measures persist, durable or stable throughout time, they are reliable (Rugutt & Chemosit 2020). Cronbach's alpha, also known as coefficient alpha, is a method of checking reliability (Cronbach, 1951). It affects the inadequacies of the partial halving method and is presently the highest utilised reliability analysis approach in social science research. Cronbach proposes to exhaust all possible combinations of halving for a set of questionnaires and then calculate the average of all halving coefficients, which becomes the basis for Cronbach's alpha. Table 3.8 shows the rule of thumb of Cronbach's Alpha. The results are discussed in Section 4.2.

Table 3.8: Rule of Thumb Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable

$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Stephanie (2014)

3.8.2.2 Pearson's Correlation Test

Pearson's correlation has been used in this study to analyse the relationship between perceived usefulness, perceived ease of use, perceived enjoyment (independent variables) and students' intention to use visual learning in hospitality education (dependent variable). The rule of thumb of correlation coefficient size shown in table 3.9.

Table 3.9: Rule of Thumb of Correlation Coefficient Size

Size of Correlation	Interpretation
0.9 to 1.0 / -0.9 to -1.0	Ver High
0.7 to 0.9 / -0.7 to -0.09	High
0.5 to 0.7 / -0.5 to -0.07	Moderate
0.3 to 0.5 / -0.3 to -0.05	Low
0.0 to 0.3 / -0.0 to -0.03	Little, if any

Source: Hinkle, Wiersma and Jurs (2003)

3.9 SUMMARY

This study has used a quantitative method. The target population in this research were hospitality students from 29 universities and colleges in Malaysia. An online questionnaire has

been distributed on WhatsApp. The questionnaire includes section A, and section B. Section A of the questionnaire is the general information about respondents' demographics such as age, gender, races, state, university/college category, education level, year of study and programmes field. Section B elaborates more on the dependent and independent variables, including the students' intention to use visual learning, namely, perceived usefulness, perceived ease of use, and perceived enjoyment. Chapter 4 will explain about the results of the analysis data.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

This chapter discusses the results of the analysis data that has been collected through an online survey. The questionnaire was distributed among university students who had undergone practical courses. The questionnaire was distributed within a month (February to March 2021) through WhatsApp. Initially, this research has planned to collect data from 384 respondents. However, it only managed to collect 100 responses, and the return rate was only 25%.

According to Shih & Fan (2009), a finding of response rate between email surveys and mail surveys shows that email surveys mostly have a lower response rate of 20% lower on average than mail-in surveys. Nulty (2008) mentioned that the response rate for the online survey between 20% to 23% was acceptable.

Hence, 25% response rate for this online survey is sufficient for further analysis. The following section reported the results for reliability test, descriptive analysis, univariate analysis and Pearson's correlation analysis.

4.2 RELIABILITY ANALYSIS (PILOT TEST)

Table 4.1: Results of reliability analysis Cronbach's Alpha for the variables

Variables	Number of Items	Cronbach's Alpha
Perceived Usefulness	5	0.924
Perceived Ease of Use	5	0.866
Perceived Enjoyment	5	0.891
Intention to use	5	0.874

The pilot test was conducted before the actual data collection in February 2021. 30 responses were collected.

Table 4.1 shows the reliability analysis for independent variables (IVs) and dependent variable (DV). Three independent variables have been tested using Cronbach's Alpha test. The first independent variable is Perceived Usefulness that is the most reliable among the independent variables (5 items; $\alpha = 0.924$). The second independent variable is Perceived Ease of Use, which is highly reliable (5 items; $\alpha = 0.866$). Meanwhile, Perceived Enjoyment, the third independent variable, is the second most reliable among independent variables (5 items; $\alpha = 0.891$). The dependent variable, which is the intention to use, is highly reliable (5 items; $\alpha = 0.874$). In conclusion, it can be concluded that all variables are statistically reliable for actual data collection. Hence, the number of items for each variable remains unchanged.

4.3 DESCRIPTIVE ANALYSIS

The following section explains the results from the actual data collection from 100 respondents among university students.

4.3.1 Gender

Table 4.2: Gender of Respondents

Gender	Frequency (n)	Percent (%)
Male	24	24
Female	76	76
Total	100	100

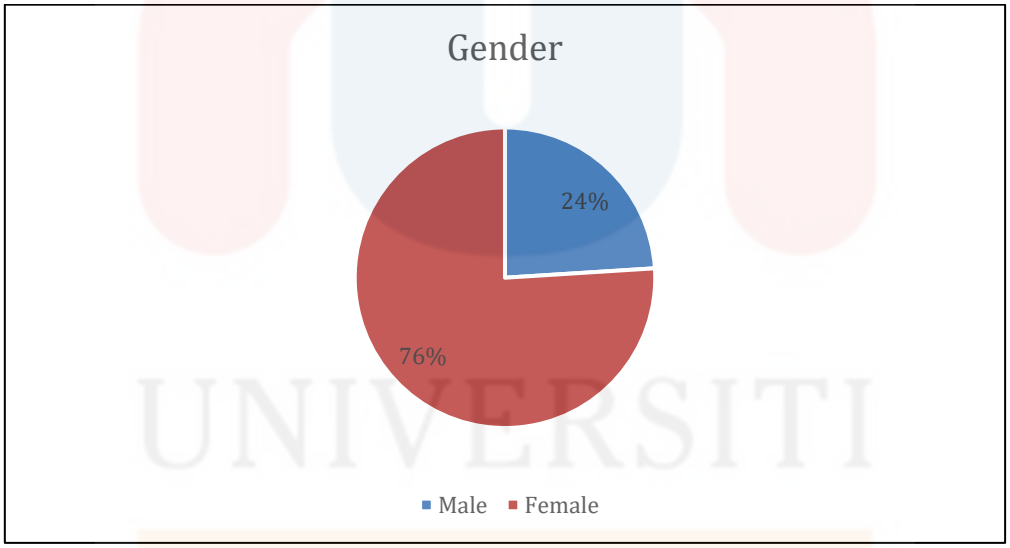

Figure 4.1: The percentage of Gender

Based on the above result, the pie chart shows the gender distributions of the respondents. There were a total of 100 respondents. In this study, female respondents were higher with 76% (n=76) respondents as compared to 24% (n=24) male.

4.3.2 Age

Table 4.3: Age of Respondents

Age	Frequency (n)	Percent (%)
18 – 20	1	1
21 – 23	97	97
24 – 26	2	2
Total	100	100

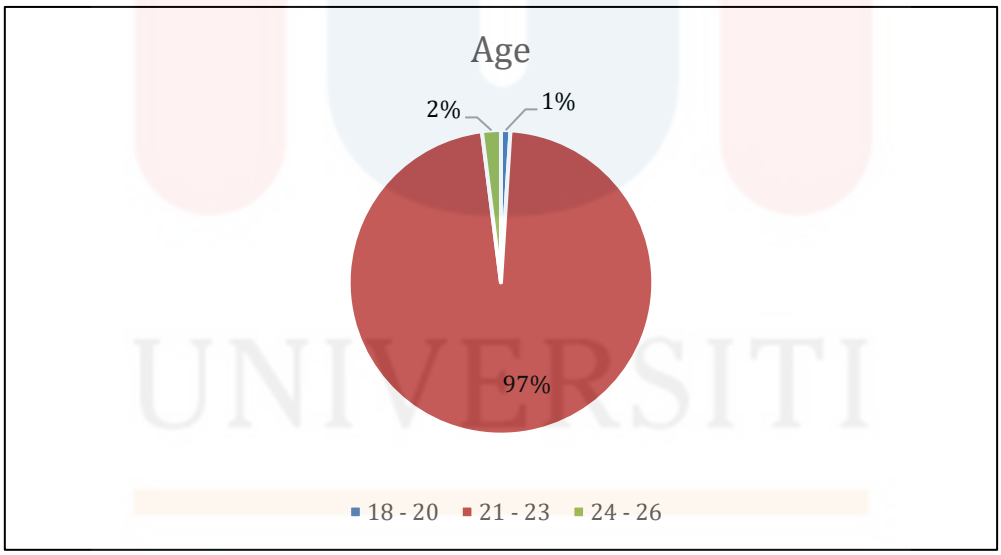

Figure 4.2: The percentage of Age

Figure 4.2 shows the age distributions. The respondents were allocated into three groups. The highest number of respondents were 21 to 23 old, with 97% (n=97). The second

highest group was from age 24 to 26 old with 2% (n=2). The lowest number of group age was from 18 to 20 with 1% (n=1).

4.3.3 Race

Table 4.4: Race of Respondents

Race	Frequency (n)	Percent (%)
Malay	70	70
Chinese	22	22
Indian	6	6
Bumiputera Sabah	1	1
Dusun	1	1
Total	100	100

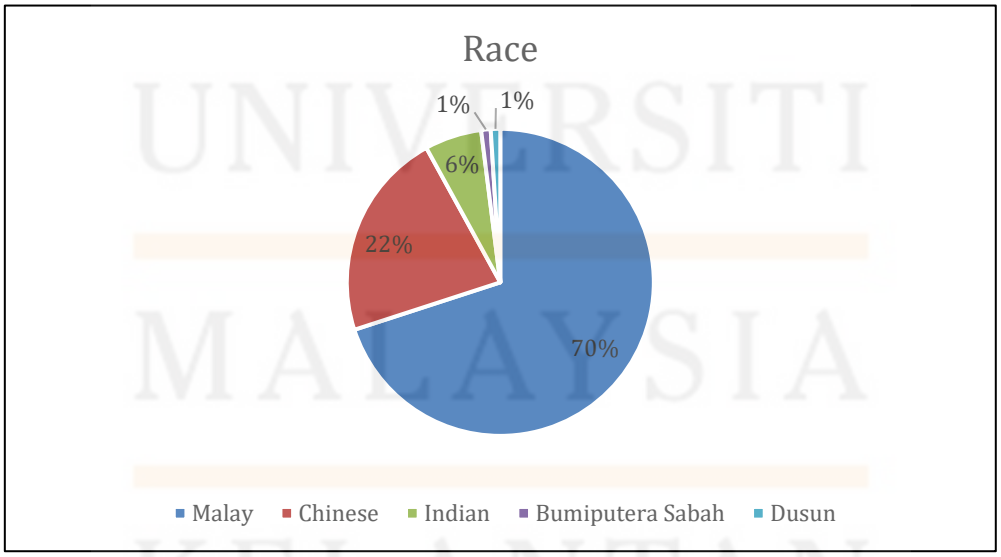

Figure 4.3: The Percentage of Race

Figure 4.3 shows race distribution among respondents. The highest race group involved in this study was Malay, with 70% (n=70), followed by Chinese 22% (n=22). There was also Indian with 6% (n=6). Meanwhile, Bumiputera Sabah with 1% (n=1) and Dusun was also 1% (n=1).

4.3.4 Current Location

Table 4.5: Current Location of Respondents

Current Location	Frequency (n)	Percent (%)
Johor	8	8
Kedah	12	12
Kelantan	18	18
Terengganu	6	6
Melaka	7	7
Negeri Sembilan	7	7
Pahang	11	11
Perak	7	7
Perlis	1	1
Selangor	11	11
Kuala Lumpur	5	5
Pulau Pinang	5	5
Sabah	2	2
Sarawak	0	0
Total	100	100

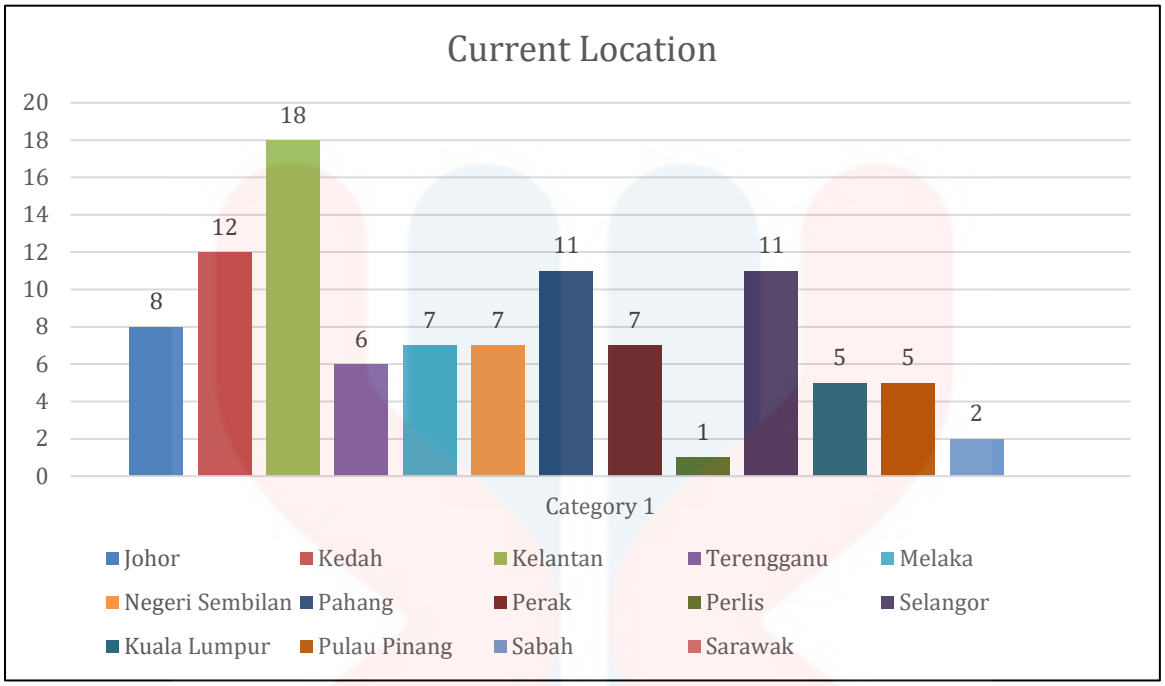

Figure 4.4: The Percentage of Current Location

Based on figure 4.4, the bar chart shows the current location distribution among respondents. The highest number of respondents were located in Kelantan, 18% (n=18), and followed by Kedah, 12% (n=12). Meanwhile, the lowest number of respondents were located in Perlis, 1% (n=1).

4.3.5 University or College Category

Table 4.6: University or College Category of Respondents

University/College Category	Frequency (n)	Percent (%)
Public	100	100
Private	0	0
Total	100	100

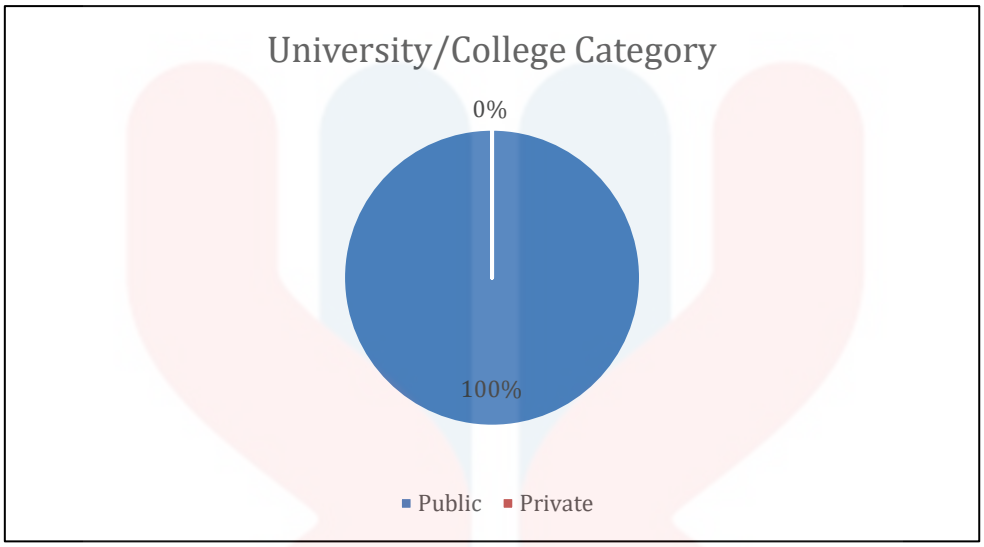

Figure 4.5: The Percentage of University or College Category

Figure 4.5 shows the percentage of university or college category. As shown in the pie chart, 100% (n=100) of respondents were from public universities.

4.3.6 Educational Level

Table 4.7: Educational Level of Respondents

Educational Level	Frequency (n)	Percent (%)
Diploma	0	0
Degree	100	100
Total	100	100

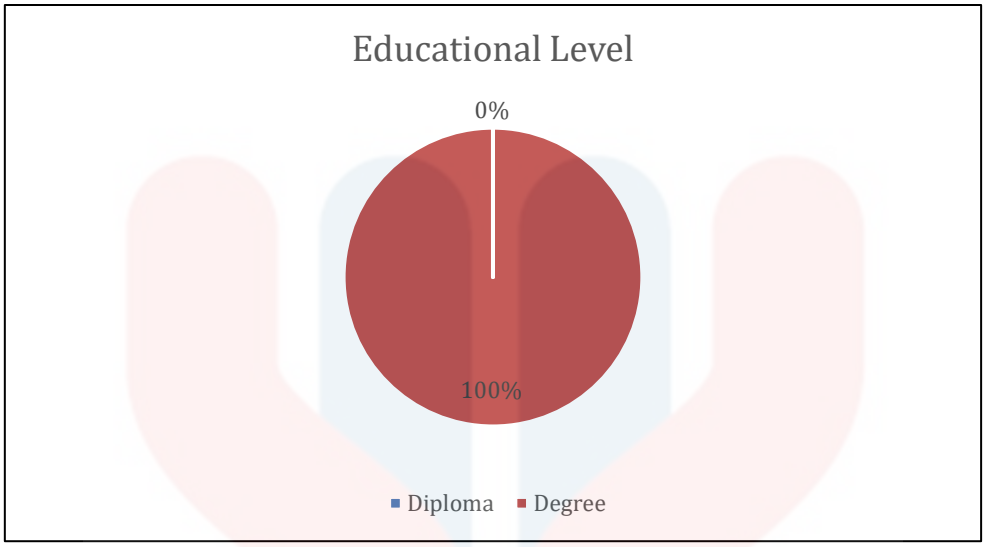

Figure 4.6: The Percentage of Educational Level

The pie chart shows the percentage of the respondents' educational level. All of the respondents, 100% (n=100) were degree students.

4.3.7 Year of Study

Table 4.8: Year of Study of Respondents

Year of Study	Frequency (n)	Percent (%)
Year 1	1	1
Year 2	3	3
Year 3	95	95
Year 4	1	1
Total	100	100

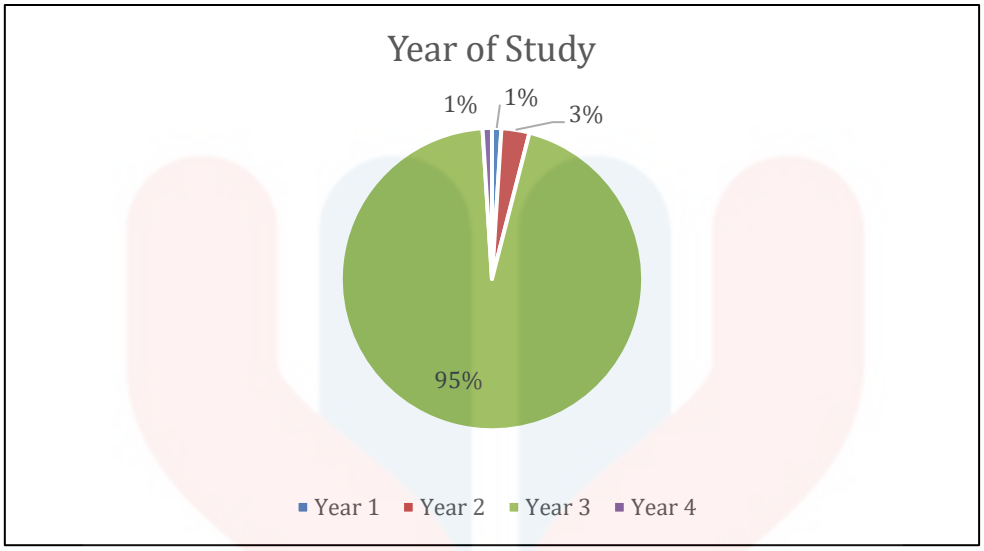

Figure 4.7: The Percentage of Year of Study

Figure 4.7 shows the percentage of the year of study. The highest response was from Year 3 students with 95% (n=95), followed by Year 2 with 3% (n=3) respondents. Meanwhile, Year 1 and Year 4 were the lowest with 1% (n=1) respondent each.

4.3.8 Programme Field

Table 4.9: Programme Field of Respondents

Programme Field	Frequency (n)	Percent (%)
Food and Beverage Management	60	60
Accommodation Management	6	6
Tour and Travel Management	8	8

Meetings and Events Management	1	1
Wellness Management	10	10
Others	15	15
Total	100	100

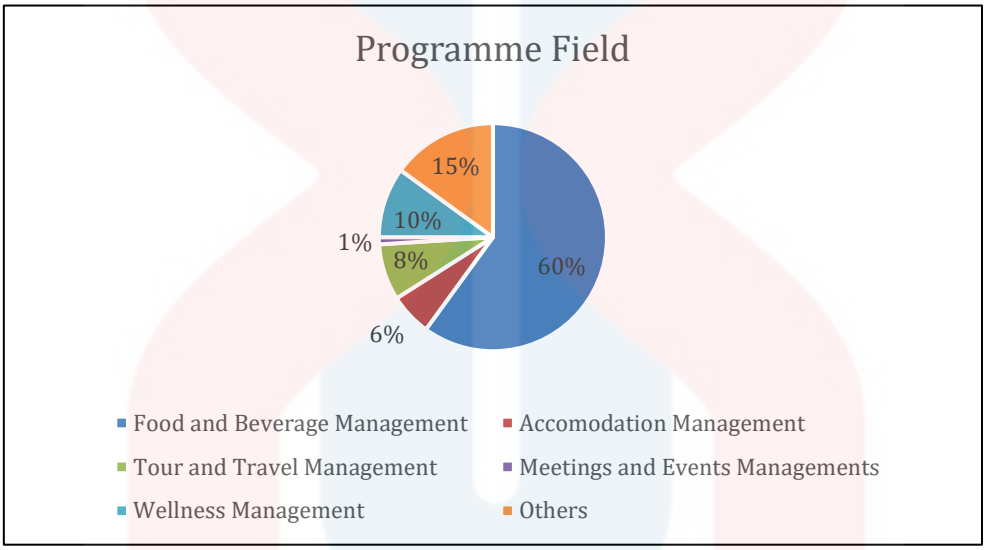

Figure 4.8: The Percentage of Programme Field

Figure 4.8 shows the programme field among respondents. Food and Beverage Management students were the highest with 60% (n=60), followed by other programme fields with 15% (n=15) respondents. Wellness Management students consist of 10% (n=10), followed by students from Tour and Travel Management with 8% (n=8). The lowest number of programme field was Meeting and Event Management with 1% (n=1) respondent.

4.4 UNIVARIATE ANALYSIS

4.4.1 Perceived Usefulness

Table 4.10: Descriptive Statistics for Perceived Usefulness

No.	Items	Frequency					Mean	S.D.
		SD	D	N	A	SA		
Q1	I think that visual learning is useful to learn practical course online more quickly.	1	9	21	27	42	4.00	1.04
Q2	I think visual learning is useful to improve my practical course performance.	3	8	25	26	38	3.88	1.10
Q3	I think visual learning would increase my practical course productivity.	4	14	22	27	33	3.71	1.18
Q4	I found that visual learning is useful to study practical course online.	2	7	28	26	37	3.89	1.05
Q5	I can achieve greater learning effectiveness for practical course with visual learning.	1	9	31	25	34	3.82	1.04

Table 4.10 shows the frequency, mean and standard deviation for items used to measure Perceived Usefulness. 5 items have been measured. The mean range for Perceived Usefulness is between 3.71 and 4.00, and standard deviation is from 1.04 to 1.18. The highest mean is 4.00, which is Q1 with the statement 'I think that visual learning is useful to learn practical courses online more quickly'. Meanwhile, Q3 with the statement 'I think visual learning would increase my practical course productivity' reached the lowest mean of 3.71. The mean values for Q2, Q4 and Q5 were 3.88, 3.89 and 3.82, respectively.

4.4.2 Perceived Ease of Use

Table 4.11: Descriptive Statistics for Perceived Ease of Use

No.	Items	Frequency					Mean	S.D.
		SD	D	N	A	SA		
Q1	Using visual learning is easy and understandable.	2	8	21	34	35	3.92	1.03
Q2	Learning to operate visual learning application would be easy for me.	4	5	18	35	38	3.98	1.06
Q3	I think learning practical course online through visual learning is easy for me.	2	4	27	33	34	3.93	0.98
Q4	It would be easy for me to become skillful at using visual learning.	2	8	22	42	26	3.82	0.98
Q5	I found visual learning would make learning a practical course online easier.	2	10	23	34	31	3.82	1.05

Table 4.11 shows frequency, mean and standard deviation for items used to measure Perceived Ease of Use. 5 items have been measured. The mean range for Perceived Ease of Use is from 3.82 to 3.98, and the standard deviation is from 0.98 to 1.06. The highest mean is 3.98, which is Q2 with the statement 'Learning to operate visual learning applications would be easy for me'. Meanwhile, Q4 with the statement 'It would be easy for me to become skillful at using visual learning' and Q5 with the statement 'I found visual learning would make learning a practical course online easier' reached the lowest mean of 3.82. The mean values for Q1 and Q3 were 3.92 and 3.93.

4.4.3 Perceived Enjoyment

Table 4.12: Descriptive Statistics for Perceived Enjoyment

No.	Items	Frequency					Mean	S.D.
		SD	D	N	A	SA		
Q1	I find it is more enjoyable to learn a practical course with visual learning.	3	8	30	28	31	3.76	1.07
Q2	I believe that visual learning will stimulate my curiosity.	4	6	24	31	35	3.87	1.09
Q3	When using visual learning, I will not realize the time elapsed.	0	2	25	32	41	4.12	0.86
Q4	I think that using visual learning for practical course is entertaining.	4	4	29	27	36	3.87	1.08
Q5	I think to learn practical course online with visual learning is fun.	1	8	33	31	27	3.75	0.98

Table 4.12 shows frequency, mean, and standard deviation for items used to measure Perceived Enjoyment. 5 items have been measured. The mean range for Perceived Enjoyment is from 3.75 to 4.12, and the standard deviation is from 0.86 to 1.09. The highest mean is 4.12, which is Q3 with the statement 'When using visual learning, I will not realize the time elapsed'. Meanwhile, Q5 with the statement 'I think to learn practical courses online with visual learning is fun' achieved the lowest mean, 3.75. The mean values for Q1, Q2 and Q4 were 3.76, 3.87 and 3.87, respectively.

4.4.4 Intention to use Visual Learning

Table 4.13: Descriptive Statistics for Intention to use Visual Learning

No.	Items	Frequency					Mean	S.D.
		SD	D	N	A	SA		
Q1	I intend to use visual learning to learn practical course online.	7	13	25	19	36	3.64	1.28
Q2	I prefer to use video materials to enhance my learning interest in practical course online.	4	6	22	30	38	3.92	1.10
Q3	I intend to use visual learning to learn practical course online as often as possible.	5	14	27	21	33	3.63	1.22
Q4	I would love to use visual learning to learn practical course online.	3	8	33	21	35	3.77	1.11
Q5	I use visual learning materials to provide multi-approaches on learning practical course online.	1	2	33	26	38	3.98	0.94

Table 4.13 shows frequency, mean and standard deviation for items used to measure Intention to use Visual Learning. 5 items have been measured. The mean range for Intention to use Visual Learning is from 3.63 to 3.98, and the standard deviation is from 0.94 to 1.28. The greatest mean is 3.98, which is Q5, with the statement 'I use visual learning materials to provide multi-approaches on learning practical courses online'. Meanwhile, Q3 with the statement 'I intend to use visual learning to learn practical courses online as often as possible' achieved the smallest mean, which is 3.63. The mean values for Q1, Q2 and Q4 were 3.64, 3.92 and 3.77, respectively.

4.5 PEARSON CORRELATION ANALYSIS

Table 4.14 shows the results of correlation analysis among Perceived Usefulness, Perceived Ease of Use, Perceived Enjoyment and intention to use visual learning.

Table 4.14: Results of Pearson Correlation Analysis

	Perceived Usefulness	Perceived Ease of Use	Perceived Enjoyment	Intention to use Visual Learning
Perceived Usefulness	1			
Perceived Ease of Use	0.8452**	1		
Perceived Enjoyment	0.8626**	0.8587**	1	
Intention to use Visual Learning	0.8709**	0.8848**	0.8855**	1

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

Based on Table 4.14, perceived usefulness and intention to use visual learning were significantly correlated, $r = 0.8709$, $p < 0.01$. Hinkle, Wiersma & Jurs (2003) indicated a high positive correlation between perceived usefulness and intention to use visual learning.

Next, there was statistically significant correlation between perceived ease of use and intention to use visual learning with $r = 0.8848$, $p < 0.0.1$. The correlation coefficient indicated a high positive correlation between perceived ease of use and intention to use visual learning.

Subsequently, perceived enjoyment and intention to use visual learning were statistically correlated, $r = 0.8855$, $p < 0.01$. The correlation coefficient indicated a high positive correlation between perceived enjoyment and intention to use online learning.

To sum up, perceived usefulness, perceived ease of use and perceived enjoyment were significantly correlated with intention to use visual learning with a high positive correlation relationship.

4.6 SUMMARY

In conclusion, this chapter presented the results that were derived from the online questionnaire. Results of reliability analysis, descriptive analysis, univariate analysis and Pearson correlation analysis were reported. The next chapter will go into the discussion and conclusion of this study.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 INTRODUCTION

This chapter will further discuss the findings of the study. Limitations of this study and recommendations for future research from theoretical, methodological and practical will also be discussed in this chapter.

5.2 DISCUSSION OF FINDINGS

5.2.1 Perceived Usefulness

Research Objective 1: To determine the relationship between perceived usefulness and students' intention to use visual learning for hospitality education.

Research Question 1: Does perceived usefulness influence students' intention to use visual learning for hospitality education?

There is a positive relationship between perceived usefulness and intention to use visual learning. Based on Table 4.14, the results had shown that perceived usefulness had a high positive influence on using visual learning, with r-value between the independent variable (perceived usefulness) and the dependent variable (intention to use visual learning) showed a high positive relationship of 0.8709. Therefore, this study confirms that perceived usefulness is associated with intention to use visual learning.

This result is in line with those of previous studies. Based on Chang & Feng (2008), they found that perceived usefulness has a significant impact on intention to use online learning course websites. The greater perceived usefulness leads to a greater behavioural intention to use online learning course websites among the online learning course websites' users. Liu, Chen & David (2010) pointed out that when users are more engaged with an online course that matches users' needs at various levels, their perceptions about perceived usefulness become clearer. Also, with a more comprehensive explanation and guidelines for the online learning process, it can help the student become independent, efficient and confident to learn online.

It can thus be suggested that when students find visual learning useful, they are able to learn hospitality practical courses online more quickly. The research objective of this study, which is "To determine the relationship between perceived usefulness and students' intention to use visual learning for hospitality education" is achieved. While the research question "Does perceived usefulness influence students' intention to use visual learning for hospitality education?" is also answered through this research.

5.2.2 Perceived Ease of Use

Research Objective 2: To determine the relationship between perceived ease of use and students' intention to use visual learning for hospitality education.

Research Question 2: Does perceived ease of use influence students' intention to use visual learning for hospitality education?

There is a positive relationship between perceived ease of use and intention to use visual learning. Based on Table 4.14, the results had shown that perceived ease of use had a strong positive influence on intention using visual learning. According to the result, the r-value between the independent variable (perceived ease of use) and the dependent variable (intention to use visual learning) showed a high positive relationship which is 0.8848. Therefore, this study confirms that perceived ease of use is associated with intention to use visual learning.

This result is in line with those of previous studies. According to Liu, Chen & David (2010), the most significant determinant of perceived ease of use is user-interface design. Users would be more at ease and find the online learning systems easy to use if the system design is designed in a more user-friendly way. Also, students felt more convenient and motivated to learn if the course content and activities are well-prepared and easy to use. This is because the more accessible the online platform is, the higher the students' interest in online learning.

It can thus be suggested that when students know how to operate visual learning applications, it would be easy for them to learn. Therefore, this study's research objective is "To determine the relationship between perceived ease of use and students' intention to use visual learning for hospitality education" is achieved. While the research question "Does perceived ease of use influence students' intention to use visual learning for hospitality education?" is also answered through this research.

5.2.3 Perceived Enjoyment

Research Objective 3: To determine the relationship between perceived enjoyment and students' intention to use visual learning for hospitality education.

Research Question 3: Does perceived enjoyment influence students' intention to use visual learning for hospitality education?

There is a positive relationship between perceived enjoyment and intention to use visual learning. Based on Table 4.14, the results had shown that perceived enjoyment also had a strong positive influence on intention to use visual learning. According to the result, the r-value between the independent variable (perceived enjoyment) and the dependent variable (intention to use visual learning) showed a high positive relationship which is 0.8855. Therefore, this study confirms that perceived enjoyment is associated with intention to use visual learning.

This result is in line with those of previous studies. According to Muilenburg & Berge (2005), perceived enjoyment is closely linked to online learning satisfaction, online learning efficacy and the probability of taking another online class. Also, they point out that perceived enjoyment would occur more efficiently, and students would like to repeat the lesson through online learning.

It can thus be suggested that when students find visual learning fun, they will not realize the time elapsed. Therefore, this study's research objective is "To determine the relationship between perceived enjoyment and students' intention to use visual learning for hospitality education' is achieved. While the research question "Does perceived enjoyment influence students' intention to use visual learning for hospitality education?" is also answered through this research.

5.3 LIMITATIONS OF THE STUDY

This section presented the limitations of the study. Limitations exist in every research process that has been carried out. While conducting the study, there were several limitations of the study that researchers had faced due to time, cost and also the method constraints. Three major limitations of this study were identified.

First, the short period of time given for data collection. This study is a short-term study where the time used to collect the data was only within one month, from February to March 2021. This is due to a short semester break for UMK's academic calendar for September semester session 2020/2021. This has led to the next limitation.

Second, the low response rate of online questionnaires. The data for this study was obtained by using an online questionnaire. According to Nulty (2008), email notification for his online questionnaire had included a reward for potential respondents for answering the survey. However, for this study, the researchers had used encouragement and it seems to have less effect on potential respondents. The possible respondents consisted of Malaysian university students who are taking hospitality programmes. Initially, the proposed sample size was 384 students. However, due to unavoidable time constraints, this study was only able to collect 100 responses.

Third, the lack of contact with people in other universities and colleges. This study proposed to collect data from 29 universities and colleges that offered hospitality programmes in Malaysia. However, the researchers were not able to gain information to contact those institutions. Therefore, the data was only gathered among Universiti Malaysia Kelantan (UMK) students.

5.4 RECOMMENDATIONS FOR FUTURE RESEARCH

5.4.1 Theoretical Recommendations

This research had examined TAM regarding the student's intention to use visual learning in hospitality education. This research showed that the variables of TAM, namely perceived usefulness, perceived ease of use, and perceived enjoyment, were significantly correlated with students' intention to use visual learning for hospitality education, with a high positive correlation.

Future research is encouraged to study another TAM variable that could affect students' intention to use visual learning in hospitality education. For instance, another TAM variable such as intention to use, objective usability, and usage behaviour could simultaneously influence the similar dependent variable.

5.4.2 Methodological Recommendations

This research opted for a quantitative method. It was convenient and consumed less time during data collection. This method also can obtain a large number of respondents at a time. Future research is suggested to maintain quantitative methods with online questionnaires.

In addition, future research can be conducted by enlarging the sample size to the other TVET (Technical and Vocational Education and Training) programmes in Malaysia. Enlarging the sample size could help to develop the outcomes with a higher level of the research study.

5.4.3 Practical Recommendations

All colleges and universities that offer hospitality programmes have to find creative solutions to teach fully online or in hybrid format. This research shows that visual learning could improve students' learning and lecturers' teaching methods for hospitality courses.

5G technology is the latest cellular technology that increases the speed and responsiveness of wireless networks. With the sophistication of 5G technology, the learning process can be accomplished using virtual reality technology (VR). Virtual reality will make students focus more compared to face-to-face while learning and at the same time apply the mindset of risk-taking and creativity. Therefore, it would be interesting for future investigation to examine VR usage in hospitality practical online courses.

In addition, practical online courses allow students to learn according to their characteristics. This could enhance students' initiative in learning where students could be more autonomous in course selection and more active in the learning process. Therefore, by personalizing practical courses to students' individual characteristics could strengthen students' enthusiasm for active learning.

5.5 SUMMARY

In conclusion, university students' intention to use visual learning for hospitality education were identified in this study. Students' intention to use visual learning was influenced by perceived usefulness, perceived ease of use and perceived enjoyment. The Malaysia Ministry of Higher Education, and Public Higher Educational Institutions can reconsider this research to improve TVET courses that potentially could be offered as online courses.

Besides that, private educational entrepreneurs that specialized in online learning could improve their service and productivity in providing quality practical online courses. By examining students' intention to use visual learning for hospitality education, this research recognized that there is a difference in learning styles among university students especially for practical online courses.

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APPENDIX

Questionnaire

UNIVERSITY STUDENTS' INTENTION TO USE VISUAL LEARNING FOR HOSPITALITY EDUCATION IN MALAYSIA

Dear respondents,

We are students of Bachelor of Entrepreneurship (Hospitality) from Faculty of Hospitality, Tourism and Wellness (FHPK), Universiti Malaysia Kelantan (UMK). We are currently conducting a research project to fulfill our degree requirement. The research project is to examine the students' intention to use visual learning in hospitality education in Malaysia.

It would be great if you can spend approximately 3-5 minutes to answer this survey. Your participation in this study is highly appreciated. Thank you.

Yours sincerely,

CHIA CHOY CHENG CRYSTALBEL	H18A0078
NIK NOR HUDA HAFIZA BINTI NIK SIM	H18A0296
NOR IZZATI LIYANA BINTI MUHD YASIN	H18A0324
UMMI SYAZANA BINTI JAPERI	H18A0653

Section A: Demographic Profile

Please tick (√) on the relevant answer provided.

1. Gender

	Male
	Female

2. Age

	18 – 20 years old
	21 – 23 years old
	24 – 26 years old

3. Race

	Malay
	Chinese
	Indian
	Others

4. Your current location (State)

	Johor
	Kedah
	Kelantan
	Terengganu
	Melaka
	Negeri Sembilan
	Pahang

	Pulau Pinang
	Perak
	Perlis
	Selangor
	Kuala Lumpur
	Sabah
	Sarawak

5. University/college category

	Public
	Private

6. Educational level

	Diploma
	Degree
	Others

7. Year of study

	Year 1
	Year 2
	Year 3
	Year 4

8. Programme field

	Food and Beverage Management
	Accommodation Management

	Tour and Travel Management
	Meetings and Events Management
	Wellness Management

Section B: Independent Variables and Dependent Variable

This section seeks your opinion regarding your intention to use visual learning in hospitality education. Please respond to each statement using the scales given.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Perceived Usefulness					
I think that visual learning is useful to learn practical course online more quickly.	1	2	3	4	5
I think visual learning is useful to improve my practical course performance.	1	2	3	4	5
I think visual learning would increase my practical course productivity.	1	2	3	4	5
I found that visual learning is useful to study practical course online.	1	2	3	4	5
I can achieve greater learning effectiveness for practical course with visual learning.	1	2	3	4	5

Perceived Ease of Use					
Using visual learning is easy and understandable.	1	2	3	4	5

Learning to operate visual learning application would be easy for me.	1	2	3	4	5
I think learning practical course online through visual learning is easy for me.	1	2	3	4	5
It would be easy for me to become skillful at using visual learning.	1	2	3	4	5
I found visual learning would make learning a practical course online easier.	1	2	3	4	5

Perceived Enjoyment					
I find it is more enjoyable to learn a practical course with visual learning.	1	2	3	4	5
I believe that visual learning will stimulate my curiosity.	1	2	3	4	5
When using visual learning, I will not realise the time elapsed.	1	2	3	4	5
I think that using visual learning for practical course is entertaining.	1	2	3	4	5
I think to learn practical course online with visual learning is fun.	1	2	3	4	5

Intention to use					
I intend to use visual learning to learn practical course online.	1	2	3	4	5
I prefer to use video materials to enhance my learning interest in practical course online.	1	2	3	4	5

I intend to use visual learning to learn practical course online as often as possible.	1	2	3	4	5
I would love to use visual learning to learn practical course online.	1	2	3	4	5
I use visual learning materials to provide multi-approaches on learning practical course online.	1	2	3	4	5

END OF SURVEY

THANK YOU VERY MUCH FOR YOUR KIND COORPERATION

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