



Moderating Effects of Personality Traits On Online Learning Transition and Acceptance Among Culinary Arts Students

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Abstract: Many Higher Education Institutions (HEI) students had to make an immediate change to online learning from the conventional face-to-face mode due to the COVID-19 pandemic and Movement Control Order (MCO) imposed by the government. Learning practical courses such as Culinary Arts via online without application or practical work generated bigger challenges for HEIs. It was emphasised that Culinary Arts education depends predominantly on hands-on application and training. The purpose of this study is to investigate Culinary Arts program students' acceptance with online learning methods (hands-on learning at home) and how the Big Five Personality Traits (BFPT) could have an impact on the relationship. A total of 234 responses from Culinary Arts based program students of six (6) HEIs in Malaysia were obtained and analysed using SPSS statistical software. Findings showed that students were able to accept the transition in learning from face-to-face to online learning. However, it was found that BFPT did not have a significant moderating impact on the relationship between Learning Transition and Online Learning Acceptance. The results could help HEIs in adapting to the new Learning Transition without compromising the quality of the graduates and the curriculum set by the institutions. In addition, the results of this study could enhance further investigations on Online Learning Acceptance to a wider scope and type of study programs.

Keywords: COVID-19, learning transition, online learning acceptance, culinary arts, big five personality traits

1. Introduction

Universities and higher institutions either in the public or private sector have been instructed by the Ministry of Higher Education (MOHE) to conduct teaching and learning activities through online platform (Ramayah & Kumar, 2020; Shahzad et al., 2020) from the first discovery of COVID-19 virus in March 2020. Lectures, assignments, group projects, presentations and continuous assessments were planned and delivered through the use of technology in compensating the unavailability of conducting a physical class (Nasri et al., 2020). Malaysian HEIs began providing online learning in April 2020 (Chung et al., 2020; Selvanathan et al., 2020). Prior to the implementation of online learning in Malaysian HEIs, most have invested in online learning platforms such as Learning Management Systems (LMS), Massive Open

Online Courses (MOOCs), and Blackboard (Chung et al., 2020). Nevertheless, many lecturers have chosen to use other platforms that are more user-friendly and free, such as Google Classroom and social media, such as WhatsApp, Telegram, and YouTube, since the formal platform was not a requirement (Chung et al., 2020; Kamal et al., 2020).

Online learning has emerged as a powerful platform in this difficult time and heightened the need for independent and self-directed learning among students. It is undeniable that online learning is considered the best solution to ensure consistency and continuity of learning, there may be challenges and difficulties for technical courses (Allam et al., 2020). Challenges have been observed in various perspectives including the input from potential employers when it comes to technical and vocational courses in their role to prepare students for their study and career (Kaprawi, et al. 2021). Ferri et al. (2020) stated that technological, pedagogical, and social are the challenges in online learning especially during emergencies such as for the period of pandemic COVID-19. Poor internet connections and limited essential tools or devices are usually synonymous with technological challenges for this type of courses (Ferri et al., 2020; Yusuf, 2020). In addition, lack of digital skills of educators and learners adds to the constraint of providing pedagogical sound learning process through online platforms (Ferri et al., 2020; Khalil et al., 2020). The shortage of structured content against the abundance of online resources, also referred to as pedagogical challenges (Toven-Lindsey et al., 2015) that were faced by the students relatively creates social challenges for them (Muktiarni et al., 2021).

Social challenges are primarily related to the scarcity of interaction between educators and students, the unavailability of physical spaces at home and sharing of facilities with parents who are required to work from home (Dhawan, 2020). Many students who usually participate in face-to-face (F2F) settings of learning had to make an immediate change to online learning (Yusuf, 2020). Usually, students prefer taking online courses when it is designed and combined with other modes of learning or requires a gradual change (Khalil et al., 2020). Therefore, it is important to understand the learning transition involved and how students were able to accept these changes with minimal effects on their performance and social life. The individual differences in accepting the transition among the students may be dependent on their personality and readiness to shift their focus in learning. Individual profiles from the Big Five Personality Traits (BFPT) provided information on the understanding of individual personality in affecting their learning acceptance and perceptions. The traits are the personality theory that is widely accepted and most practiced in academic psychology (Abe, 2020; Besser et al., 2020). What we know about BFPT is largely based on psychological state of an individual in accepting tasks or responsibilities which involves openness, conscientiousness, extraversion, agreeableness, and neuroticism (Anglim & Horwood, 2021; Komarraju, 2019; Komarraju et al., 2011). These personality traits (model) were well-matched as the moderation factor to this study as it can assess the relevance in relation to students' perceived acceptance to learning transition.

MOHE has made the decision to halt F2F lectures and urged every higher education provider to prepare for online learning to control the spread of COVID-19 (Hashim et al., 2021). As a main alternative to the traditional F2F pedagogical approach, many local universities developed online teaching and learning protocols (Kamal et al., 2020). This includes revising the course content, delivery, and assessment approaches, whilst maintaining the course objectives (Yusuf, 2020). The revision to curriculum content and assessment was also guided by the Malaysian Qualifications Agency (MQA), which oversees the basic qualification framework of academic programmes in Malaysia HEIs (Allam et al., 2020). Adedoyin and Soykan (2020) highlight that online learning is about the ability to use technological devices connected to the internet and participated by many through non F2F interactions. They also state this presents enormous challenge for institutions, faculty, and students themselves. Teaching and learning technical and vocational courses such as culinary via online without physical or practical activities generated bigger challenges for HEIs (Yusuf, 2020). They emphasised that culinary education depends predominantly on application and training which basically would apply the principles of learning through experiential learning and hands-on approach.

The conversion from F2F to online or remote learning for courses that include technical and vocational practical elements brings in paucity in its implementation as various other factors need to be considered (Muktiarni, et al. 2021). Cankül (2019) highlighted that the acquisition of art, philosophy and artistic viewpoint is as essential as giving hands-on skills training in culinary education. The challenges for students in the pandemic period were their ability to meet the skills requirements when learning hands-on by themselves at home. The most that they could do was to submit short video recordings to their lecturers. Cankül (2019) found that culinary education is carried out by educated chefs or lecturers and enables students to transform raw material into aesthetic plates of meals by developing their innovation, intuition, intelligence, imagination, and sensory technical abilities in the direction of their talents. While previous studies on the acceptance of online learning during COVID-19 pandemic have relate technological (Ferri et al., 2020; Yusuf, 2020), pedagogical (Ferri et al., 2020; Khalil et al., 2020), and social (Dhawan, 2020) as main affected domains, few has tended to focus on the effects of personality on the students' online learning acceptance (OLA). Furthermore, limited studies have been conducted in view of technical and vocational practical courses such as culinary education (Adedoyin & Soykan, 2020). There were limited studies on the BFPT in terms of their relationships with OLA to the pandemic situation (Besser et al., 2020). Moreover, most of the previous studies were from existing online courses as compared to courses that need to be shifted upon due to the pandemic. Thus, the purpose of this study is to investigate the relationship between students' acceptance with learning transition. It adopts the BFPT in terms of their relationships with learning transition and OLA in the pandemic.

2. Online Learning Scenario

Studies have reported that the learning transition from F2F to online learning has become the global norm to most of the HEIs during this pandemic crisis (Yusuf, 2020; Kundu & Bej, 2021). The learning transition is a necessity in response to the COVID-19 pandemic and it has become a requirement (Ali, 2020). Additionally, Kundu and Bej (2021) claimed that students will be nervous to go through the transition as well as worried about what their future might hold. Ali (2020) reiterate that students who have previous experience in online learning will be highly motivated for this transition and will gain an advantage compared to those who have not. Educators may identify the necessary measures to ensure student success by knowing the students' Learning Transition experiences (Wartalski, 2017). On the other hand, educational interactions (Student-Lecturer, Student-Content, and Student-Student) can contribute to student engagement in online learning (Simamora, 2020). It is important for institutions to ensure that students still feel connected to lecturers (Student-Lecturer interaction), online learning content (Student-Content interaction), and other students (Student-Student interaction) during the transition to online learning as it affects student acceptance and satisfaction (Yusuf, 2020).

2.1 Learning Transition

Interaction between Students-Lecturers allows students to interact with the lecturer when facing problems in completing a given task (Taat & Francis, 2020). Student-Lecturer interaction is the action of educators to consult students in addition to delivery information, provide assessment, and create student's interest (Khalil et al., 2020). Student-Lecturer interaction is considered as a required element in learning transition during pandemic crisis (Nasri et al., 2020). Other than that, Khalil et al. (2020) and Tan (2020) agreed that students' perceived acceptance towards online learning was influenced by lecturers' assistance. Besides, Student-Lecturer interaction determines student satisfaction and success in the online learning environment as it is closely related to the delivery methods of the lecturer (Ali et al., 2020; Tan, 2020). Effective teaching practices through Student-Lecturer interaction can help optimize the level of active student involvement and it is important to acquire the knowledge learned (Ali et al., 2020).

Student-Content interaction is considered as the primary tool for online learning (Ferri et al., 2020; Nasri et al., 2020). Student-Content largely depends on online material provided by the lecturer during the pandemic crisis (Nasri et al., 2020). Cankül, (2019) emphasizes that in Culinary Arts learning, the interaction between Student-Content has an impact from a quality point of view. Thus, although the learning of Culinary Arts is done online, the interaction between Student-Content can play an important role. On the other hand, the challenges of the online learning mode depend on the course of study, either synchronous or asynchronous (Kundu & Bej, 2021). For asynchronous online learning, delivery content is typically uploaded through online platforms such as Google Classrooms (Ahmad et al., 2020; Chung et al., 2020), MOOCs (Toven-Lindsey et al., 2015; Watjatrakul, 2020), and LMS (Watjatrakul, 2020).

Student-Student interaction is advantageous to students when they get the chance to exchange ideas and knowledge between them that will enhance their engagement (Martin & Bolliger, 2018). Student-Student relationship was considered as important opportunity two or more to learn by sharing their input in the class (Tan, 2020). In online learning, Student-Student interactions take place in asynchronous discussions (e.g., discussion forums students can access on their own time) or synchronous discussions (e.g., live chat rooms) (Truhlar et al., 2018). This communication is important for the learners to feel themselves constantly connected (Tan, 2020). Interactions between Student-Student are not only involve their communication process, but also the value and respect that they have among them (Kundu & Bej, 2021).

Meanwhile, students who have the opportunity to engage with others via online learning find learning accommodative and effective as they are not physically present in the same room (Toven-Lindsey et al., 2015). Online learning could incorporate mandatory video conferencing between students as part of the curriculum or more group activities, such as video conferencing, that will increase interaction between Student-Student (Martin & Bolliger, 2018). Additionally, the essence of constructivism in online learning is that students actively construct knowledge with the aid of Student-Student interaction (Tan, 2020). However, the nature of culinary learning courses requires hands-on approach in producing food products which proves to be a challenge for the students.

2.2 The Big Five Personality Traits

It has been conclusively shown that these traits are the best recognised and most applied model of personality in academic psychology (Abe, 2020; Komarraju, 2019; Komarraju et al., 2011) and are known as Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Anglim and Horwood (2021) among others emphasised that the BFPT is the model to comprehend the relationship between personality and academic behaviours. The BFPT has been found to significantly impact the acceptance of online learning that was experienced during the COVID-19 pandemic (Besser et al., 2020; Watjatrakul, 2020). In addition, the BFPT is said to be closely linked to student engagement (Abe, 2020; Komarraju, 2019) and acceptance of change in terms of learning styles especially during pandemic COVID-19 (Besser et al., 2020).

Students with Openness traits have the urge to try out alternative mode of learning, their opportunity to outshine in the class, and their ability to think outside the box when participating in the class discussion (Anglim & Horwood, 2021). Watjatrakul (2020) points out that students with Openness personality tend to be able to think of something new and more aware of how they feel about it. Additionally, they are prone to believe in their own ability to perform (Anglim &

Horwood, 2021). Thus, this indicates that students who have the characteristics of Openness tend to show their agreement to the online method when experiencing a learning transition. Furthermore, it also found that Openness can moderate the relationship between their perception of the value and intention to proceed (Wajtrakul, 2020). Previous studies have found that meticulousness or being careful is the personality trait for Conscientiousness learners (Besser et al., 2020). Conscientious people did their job in an orderly and efficient manner (Carvalho et al., 2020). Besides, Ahmed et al. (2020) have mentioned that Conscientious people appear to display self-discipline, behave obediently, and strive for accomplishment. Those people also show organised actions rather than spontaneous and they are generally reliable (Abe, 2020). In addition, Carvalho et al. (2020) explored the effect of BFPT on perceived and real technology used found that Conscientiousness has a positive correlation with both their thoughts and the time they use the devices.

Extraversion people seem to love and be enthusiastic, actively discuss, assertive, and gregarious about human interactions (Abe, 2020). While Ahmed et al. (2020) stated that they are excited and doing well around other individuals as well as tend to work well in groups. Camadan et al. (2018) emphasised an Extraversion person is likely to enjoy spending their valuable time with others rather than be rewarded although they are known to be reserve. When around other individuals, they appear to be joyous rather than susceptible to boredom when they are by themselves. Wajtrakul (2020) analysed the influence Extraversion on the adoption of a range of internet services and observed that several services were significantly affected including network and social services. Agreeable students find it important to get along with others (Wajtrakul, 2020). Anglim and Horwood (2021) believed that these people are nice, supportive, considerate, and compassionate. Their core conviction is that individuals are inherently good, truthful, and trustworthy. Camadan et al. (2018) revealed that people with Agreeableness have insignificant thoughts about the use of emerging internet trends, do not believe that these technologies will facilitate them and mostly create hassle and malfunction.

Neuroticism people are more likely to be moody and has mixed feelings (Carvalho et al., 2020). It was also stated that people who are neurotic had issues with stressful situation and are more likely to perceive ordinary circumstances as hopelessly complicated and slight grievances (Abe, 2020). Sometimes, they are self-conscious and shy, and may have difficulty managing impulses and responding with appropriate actions (Ahmed et al., 2020). According to Wajtrakul (2020), Neuroticism had a major implication on online networking and interactions. This personality trait is important to be explored on how individuals respond towards learning transition acceptance (Wajtrakul, 2020).

2.3 Online Learning Acceptance

Prior studies have pointed out that online learning methods are cheaper and self-paced learning (Yusuf, 2020; Muktiarni et al., 2021). It is flexible learning, without specific set of time frames, which fits the need of global participants (Allam et al., 2020; Muktiarni et al., 2021). There is a necessity to plan courses as per the requirement of students and courses to have an effective online learning and enhance students' learning outcome (Bahasoan et al., 2020). Online learning is not a problem if it has been planned from the beginning, but becomes something very challenging when it must be implemented suddenly (Khalil et al., 2020). The COVID-19 pandemic crisis has caused a learning transition in its usual modes of traditional or conventional methods to online platforms, applications, and settings. There are a number of students who prefer synchronous online learning as they are able to communicate and discuss simultaneously in the same time space as video conferencing (Selvanathan et al., 2020). Alternatively, asynchronous online learning can also be done with sufficient time frame given for the students to participate and submit their work on other non-live platforms. Asynchronous methods are suitable for those who have internet connection issues and limits to join live online learning especially for students who live outside of major cities (Simamora, 2020). OLA can be measured based on students' positive perception towards online learning (Khalil et al., 2020; Taat & Francis, 2020). On the other hand, there is some evidences to suggest that acceptance means successful or achieving the results that we want (Chung et al., 2020).

There is a growing body of evidence to suggest that Student-Lecturer is one mode of communication for OLA, it should facilitate student involvement and not be lecturer-centred (Nasri et al., 2020; Khalil et al., 2020). It is important to direct educational institutions to design an OLA strategy by developing and communicating the right value propositions according to personality traits (BFPT) to the correct group of students (Wajtrakul, 2020). It must be noted that the adoption of an online learning environment is a pedagogical and educational delivery method problem, not just a technological issue (Selvanathan et al., 2020; Muktiarni et al., 2021). Besides, it has been reported that it takes thinking, planning, and careful decision-making to plan in transferring education outside of conventional physical classrooms in response to COVID-19 (Muktiarni et al., 2021). The personality characteristics of the students, such as their learning styles, acceptance of new learning modalities, and levels of participation in online classes, can influence OLA (Khalil et al., 2020). The learning progression will work well with the presence of various platforms and applications including e-learning, Google Classroom, WhatsApp, Webex, Zoom, and other networks particularly in the midst of the COVID-19 pandemic (Bahasoan et al., 2020; Muktiarni et al., 2021). Moreover, acceptance has been described as the ability to cope with unexpected disturbances in the environment (Besser et al., 2020).

Due to the global COVID-19 pandemic crisis, it is important for most higher education students to accept this learning transition to continue the learning process. In addition, acceptance to the pandemic was broadly correlated with more optimistic responses across multiple measures (Ali et al., 2020). Students who display acceptance are versatile and can adjust to their circumstances effectively, even in cases where things do not go as expected (Coman et al., 2020). The ability to accept changes in modes and approaches are the key to overcoming educational issues (Besser et al., 2020;

Kaprawi et al., 2021). Additionally, it has been argued that the incorporation of acceptance and personality characteristics has made it possible to determine the importance of these various variables in terms of their relationship with potential pandemic acceptance (Khalil et al., 2020).

The assumption that one has or can improve the capacity to be acceptable and to show this capability is a key component of acceptance (Ali et al., 2020). Nassr et al. (2020) added that a high level of acceptance of the learning transition because of the COVID-19 pandemic is associated with good academic performance. However, no attempt is made to define the moderating roles of the BFPT in the relationships between learning transition and OLA on Culinary Arts students particularly when they were required to learn hands-on by themselves at home. In other words, the interaction between the BFPT and the learning transition have a significant effect on students' acceptance. Based on the literature above, we conjecture that:

H1: There is a significant positive relationship between Learning Transition and OLA.

2.4 The Moderating Effect of BFPT on Learning Transition and OLA

Previous studies relate the way students learn with their own personality and attitude (Abe, 2020; Komarraju, 2019). Watjatrakul (2020) highlighted that the BFPT has a significant influence on learners' intention to study online courses. Besides, a successful online learning approach can be implemented depending on the personality of the students (Komarraju, 2019). Likewise, the personality characteristics of the students can influence acceptance of new learning modes (Khalil et al., 2020). On the other hand, students' personality determines their decision in accepting any new ideas (Komarraju, 2019).

Existing research recognizes the critical role played by students' acceptance towards any changes in the learning process might be influenced by some psychological factors (Khalil et al., 2020). This might include their willingness to learn and adapt new approaches (Besser et al., 2020; Khalil et al., 2020). Examining the effect of their personality on their decision to accept and adapt other means of learning might bring on new understanding on the effectiveness of the changes (Besser et al., 2020). Watjatrakul (2020) explored the moderating effects of the BFPT on the relationship between perceived value and implementing online learning. The results demonstrate that (1) the BFPT moderates the relationship between perceived value for money and online learning; (2) the BFPT moderates the relationship between perceived emotional value and online learning. Therefore, this study intended to test and understand the moderating relationship between BFPT on learning transition and online learning acceptance within the sphere of recent COVID-19 pandemic with particular focus on culinary arts students in several HEIs in the country. Therefore, this study hypothesised that:

H2: The BFPT moderates the relationship between Learning Transition and OLA.

3. Methodology

A quantitative research approach using a self-completion closed-ended online survey questionnaire was done considering the Movement Control Order (MCO) imposed by the government that restricted researchers from approaching respondents personally. The instrument consists of 58 questions/statements from the three variables; Learning Transition (17), BFPT (23) and OLA (18) and assessed using 5-point Likert scale. For the sampling techniques, this study used purposive sampling and the target respondents were Diploma in Culinary Arts students from six (6) private and public HEIs in the country. The selected institutions have the same characteristics by using online platforms for the online teaching and learning process during the Learning Transition period in the pandemic COVID-19 crisis for their Culinary Arts students.

For the sample size, using G-Power platform and by setting the statistical power to 90% with 5% level of significance as well as small effect size at 5%, the minimum sample size acquires based on this analysis are 173 respondents. Data collection was initiated by obtaining approval from the faculty's Research Ethic Committee (REC) before HEIs were contacted to gain access to their Culinary Arts students. The instruments for this study were then distributed using Google Forms link via WhatsApp application to gather the data. To provide greater insight on respondents' answers, both the English language and *Malay* language were used in the instrument. Face and content validity of the instrument were checked and improvised by the faculty members and experts. Reliability of the scales was achieved through Cronbach's alpha coefficient test (Table 1).

Table 1 - Cronbach's alpha coefficient for the variables in the study

Variables	Number of Items	α
Learning Transition:		
Student-Lecturer	4	0.911
Student-Content	8	0.911
Student-Student	5	0.743
BFPT:		
Openness	3	0.778
Conscientiousness	3	0.845
Extraversion	5	0.837
Agreeableness	4	0.706
Neuroticism	8	0.941
OLA:	18	0.953

4. Results and Analysis

A total of 234 responses were obtained and used for this study. The respondents had been asked questions about their gender, age group, marital status, year of study, and name of institution. In this study, gender distribution is slightly higher for females. Out of the 234 respondents, 54.7 percent were females while males were 45.3 percent. Besides, most of the respondents were 20 years old and below (74.8%). This is followed by 58 respondents (24.8%) that were between 21 to 30 years old. On the other hand, only 1 respondent was from 31 years old or more category (0.4 percent). As reported, most of the respondents were single (99.1%) and only 2 respondents (0.9 percent) were married.

Furthermore, based on year of study, most of the respondents were third year students which are 136 students (58.1%), while 67 students (28.6%) were in the second year of their studies and the numbers of respondents from other categories were 31 students (13.2 percent). Moreover, respondents from College C in Johor had the highest percentage of answering the question, 39.3 percent. The second highest respondents were from College E in Melaka (20.1%). While the third most significant number of respondents (14.1 percent) came from College D in Johor. Meanwhile, there remaining three colleges were only 9.4 percent from College A in Sabah, 9.0 percent from College B in Perak and 8.1 percent from College F in Terengganu.

To assess the correlation coefficient between Learning Transition and OLA, Pearson correlations analyses were conducted. Based on the theoretical framework, Learning Transition consisted of three (3) constructs which were Student-Lecturer, Student-Content, and Student-Student. Overall, correlation of Learning Transition variables with the OLA will be explained by the following Table 3 to identify the strength of the relationship and p-value to show the significant level. The three dimensions of Learning Transition were found to have significant positive correlation with Online Learning Acceptance (OLA) by less than 0.001 significant level of coefficients. The average mean response for LT-Student Lecturer was at 4.27 ($SD=0.924$), followed by LT-Student-Content at 4.14 ($SD=0.788$) and LT-Student-Student with mean of 4.31 ($SD=0.830$) as shown in Table 2. Based on the finding, hypothesis 1 ($H1$) is accepted.

Table 2 - Correlations between Learning Transition (LT) and OLA

Scale	OLA	Mean	SD
LT – Student-Lecturer	0.258**	4.27	0.924
LT – Student-Content	0.392**	4.14	0.788
LT – Student-Student	0.280**	4.31	0.830

Note: **Correlation is significant at the 0.01 level (2-tailed). $N=234$

As for the strength of the relationship, the following Table 3 below showed the result of the Linear Regression between Learning Transition and OLA. Based on the result, Learning Transition (Student-Lecturer, Student-Content, and Student-Student) was able to explain 19.1 percent ($R^2 = 0.191$, $F = 18.151$, $p < 0.001$ ***) of the variance in the OLA. Referring to the beta coefficient value for Student-Lecturer ($\beta = 0.130$, $p < 0.05$ *) generated as shown in the table, Student-Lecturer significantly influenced the OLA and therefore, the $H1a$ is strongly supported.

On the other hand, referring to the beta coefficient value for Student-Content ($\beta = 0.307$, $p < 0.001$ ***) generated as shown in the table, Student-Content is also significantly influenced on OLA. Thus, $H1b$ is strongly supported. Moreover,

referring to the beta coefficient value for Student-Student ($\beta = 0.134, p < 0.05^*$) produced as shown in the table, Student-Student is also significantly influenced on OLA. Hence, H1c is supported.

Table 3 - Results of linear regression of learning transition and OLA

Predictors	Model Std. β
Learning Transition	
Student-Lecturer	0.130*
Student-Content	0.307***
Student-Student	0.134*
R^2	0.191
Adj. R^2	0.181
F	18.151***

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

To test whether the BFPT moderates between Learning Transition and OLA, a hierarchical regression analysis was conducted (Table 4). Hierarchical multiple regression was used to assess the ability of Learning Transition to influence Online Learning Acceptance (OLA) level of the Culinary Arts students, after controlling for the influence of Big Five Personality Traits (BFPT). The researcher took necessary steps to avoid violating the assumptions of normality, linearity, multicollinearity, and homoscedasticity throughout the process.

The analysis in Table 5 tests the moderating effect of five dimensions of BFPT (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) on the relationship between Learning Transition and OLA. As shown in Table 5, Learning Transition alone explained that 17.2 percent ($R^2 = 0.172, F = 48.071, p < 0.001$) of the variance in the OLA.

In addition, Learning Transition and BFPT as a moderator were not strongly able to explain variance of change in the OLA with Openness only constitute 17.3 percent ($R^2 = 0.173, F = 24.235, p < 0.001$), Conscientiousness 18.4 percent ($R^2 = 0.184, F = 26.045, p < 0.001$), Extraversion 17.3 percent ($R^2 = 0.173, F = 24.234, p < 0.001$), Agreeableness 17.9 percent ($R^2 = 0.179, F = 25.258, p < 0.001$) and Neuroticism 17.2 percent ($R^2 = 0.172, F = 23.933, p < 0.001$).

However, the Hierarchical Regression for Model 2 reported that all five (5) dimensions of BFPT have an insignificant effect on OLA with dimension of Openness ($\beta = 0.044, p > 0.05$), Conscientiousness ($\beta = 0.114, p > 0.05$), Extraversion ($\beta = 0.043, p > 0.05$), Agreeableness ($\beta = 0.089, p > 0.05$), and Neuroticism ($\beta = -0.002, p > 0.05$). Therefore, Hypothesis 2 (H_2) is rejected.

Table 4 - Hierarchical regression analysis (moderating effect of BFPT)

Predictors	Model 1	Model 2				
	Std. β	Openness	Conscientiousness	Extraversion	Agreeableness	Neuroticism
IV: LT	0.414***					
R^2	0.172					
Adjusted R^2	0.168					
F	48.071***					
MV						
IV: LT	0.426***					
MV:		0.044	0.114	0.043	0.089	-0.002
R^2		0.173	0.184	0.173	0.179	0.172
Adjusted R^2		0.166	0.177	0.166	0.172	0.164
F		24.235***	26.045***	24.234***	25.258***	23.933***

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

5. Discussion and Conclusion

This study investigates the predictors of OLA. Specifically, this study examined the relationship between Learning Transition, the BFPT and OLA. It also investigates the moderation effects of the BFPT on the relationship between Learning Transition and OLA. The three (3) dimensions under Learning Transition (Student-Lecturer, Student Content, and Student-Student) were significantly and positively related to OLA. Student-Lecturer interaction determines student satisfaction and success in the online learning environment as it is closely related to the delivery methods of the lecturer (Ali et al., 2020). The findings of this analysis showed that the good relationship between student and lecturer (Student-Lecturer) will influence OLA of the Culinary Arts students. In a different context, Ferri et al. (2020) explained that course content in any particular study program is the primary tool for online learning and related to the degree of acceptance. Follow-up interviews were done with the respondents involved and they highlighted the challenges to keep up with the learning process as they were not present in the kitchen lab.

“... to me, the interaction between students and lecturers is very important to ensure that students remain focused throughout the learning session... we will miss some of the steps shown by lecturers” (Respondent 1)

Thus, course content for the Diploma in Culinary Arts program in HEIs should be thoroughly designed to ensure that the level of student acceptance increases. This is because online learning has been considered a necessity since the COVID-19 pandemic. In addition, this study has proven that peers play an important role for Diploma in Culinary Arts students to perform in online learning as they faced the challenges to learn hands-on on their own at home. Tan (2020) found that communication between peers is important for the learners to feel themselves constantly connected. Student-Student interaction is extremely valuable for online learning and leads to student engagement (Martin & Bolliger, 2018). Hence, Learning Transition constructs relatively had a relation with OLA in the institution that they had online learning experience on their own and producing the required food products as expected by the syllabus.

“I often refer and discuss with my friends... it is also important as a motivation for us to be more competitive... we wouldn't know how our lecturer will think about our products (cooking)” (Respondent 2)

This study also examined the moderating effect of BFPT on the relationship between Learning Transition and OLA. There were five (5) dimensions under the BFPT (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism). Each dimension was tested as a moderator and the findings showed that all of them have insignificant effect on OLA. Therefore, *H2* was not supported. Conversely, Watjatrakul (2020) reported that there was an indication about no moderating effects of the BFPT on the relationship between perceived quality and OLA. There was no significant interaction effect likely due to sample-specific factors. The researcher believed that there may be other underlying components of the study that can be addressed to measure such as type of program enrolled and different educational level that can look deep into. There is a probability that the items used by the researcher did not correspond to the level of education of the respondents (diploma level).

“...we didn't think much about the changes as everybody are still don't understand the magnitude of the pandemic... just follow the flow and we had fun actually, being at home.” (Respondent 3)

In addition, the insignificant moderating effects of Extraversion, Agreeableness, and Conscientiousness towards online learning is similar with previous studies (Yu et al., 2020). Many studies used BFPT as a predictor and found that BFPT had a direct effect on OLA (Besser et al., 2020; Camadan et al., 2018). Usually, BFPT is often associated with the acceptance of a change in employment (Watjatrakul, 2020; Komaraju, 2019). The researcher believed that BFPT should also be studied whether it has a relationship with the acceptance of a change in the mode of learning. As respondents highlighted their difficulties in learning hands-on by themselves.

“I think it is very difficult because it is like having to depend on the screen for the learning session. It's not fun when I can't directly touch what I see.” (Respondent 4)

“...at that point, my difficulty was in terms of limited space. Equipment and materials at home are also incomplete.” (Respondent 5)

This study has summarised the Learning Transition and OLA based on the recent pandemic situation that requires education institutions and students to shift the way they learn. In conclusion, the findings and discussion gathered from this study can be a platform to refer to by educators in HEIs to focus on interactions between Student-Lecturer, Student-Content, as well as Student-Student as it would give impact to student's acceptance on online learning. Moreover, the results can provide guidance for HEIs to develop an effective online learning strategy by creating the best teaching methods and suitable course content to ensure that learning can still be carried out despite changes in the mode of learning by taking into consideration the hassle to provide learning materials (food ingredients and cooking equipment) by the

students. The acceptance of technology may change over time and eventually affect the study results. It may vary based on the financial capabilities of each student to participate in online distance learning particularly in practical courses such as culinary arts. It is worth having a series of observations of students' acceptance to validate the study results in the future.

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