

# Culinary Students' Perception Toward Teaching and Practical Learning Process

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## Abstract

An effective practical teaching and learning process (PdP) requires highly motivated, efficient, and skilled lecturers and students. This study explores the perceptions of Culinary Arts Diploma students at KYPJ regarding the factors of equipment and hardware availability, safety, and lecturers' teaching during the practical PdP process in the kitchen. Employing a quantitative research design, the study utilized a survey method for data collection, using a structured questionnaire as the primary tool. Data from 92 students were analyzed using SPSS software version 26 to determine frequencies, mean percentages, and standard deviations. The findings reveal that students generally hold positive perceptions of the practical PdP process in terms of equipment and hardware adequacy, safety measures, and teaching quality. Despite these positive views, some areas require improvement to further enhance the practical learning experience. The study highlights the significant influence of well-equipped kitchens, robust safety protocols, and effective teaching on the overall quality of the practical PdP process. In conclusion, ensuring adequate equipment and hardware, maintaining safety standards, and providing strong instructional support contribute positively to the practical PdP process in the kitchen at KYPJ. These factors collectively enhance the learning experience for culinary arts students, fostering better skill acquisition and motivation. Addressing areas for improvement could further optimize the practical learning environment and outcomes for students.

## 1. Introduction

Abu Bakar (2016) emphasized that supervising students' practical work in TVET workshops or laboratories requires teachers to possess expertise in their respective fields. This is because teachers need to demonstrate practical skills to students in real-world scenarios, allowing the students to observe and learn the step-by-step processes of the tasks being performed. Similarly, Ridzwan et al. (2017) highlighted the importance of lecturers acting as facilitators to help students develop and maximize their potential. Effective teaching requires not only in-depth knowledge and skills in the subject but also a positive attitude towards the subject and an understanding of various aspects of student learning. Moreover, Affero et al. (2018) noted that teachers supervising practical work in TVET settings must be proficient in the subject matter to effectively guide students. This involves demonstrating the stages of practical tasks while a group of students observes the process. Moral and Gascón

(2024) also stressed that effective teaching hinges on subject expertise, a positive perspective on the subject, and awareness of different dimensions of student learning.

To be efficient and effective educators, lecturers must incorporate key elements of effective teaching. According to Ahmad and Jingga (2015), these elements include mastery of the subject matter, strong pedagogical knowledge, the ability to select appropriate teaching resources, diversify teaching strategies, integrate technological skills, communicate effectively with students, and exhibit a positive attitude and personality. Moreover, the effectiveness of teaching and learning (PdP) can be reflected in observable changes in student behavior, both within and beyond the classroom (Royo and Mahmood, 2017).

Similarly, Lumpkin (2020) emphasizes that effective lecturers must possess advanced teaching strategies and demonstrate proficiency as educators. Key components of effective teaching include mastery of the subject, comprehensive pedagogical expertise, the ability to choose suitable instructional materials, diversify teaching approaches, incorporate technological tools, maintain strong communication with students, and exhibit a positive demeanor and character. Additionally, the excellence of teaching is evident through notable improvements in student behavior outside the classroom (Kallookaran et al., 2018).

According to Kamaruddin (2014), the culinary arts curriculum emphasizes a practical learning environment where students predominantly utilize their psychomotor skills rather than cognitive abilities. Psychomotor skills refer to the capacity to perform physical tasks, such as cooking, which are essential for handling various tools and materials in diverse ways. Through these skills, culinary arts students gain hands-on experience with equipment and ingredients. Similarly, Techanamurthy et al. (2018) highlight the significant focus on hands-on learning in culinary arts programs, stressing the importance of psychomotor abilities over cognitive skills. These abilities enable students to effectively manipulate tools and materials (Hoque, 2017). By developing these skills, students acquire familiarity and proficiency in handling the tools and supplies required for culinary practices.

Effective classroom management in practical settings is crucial for lecturers to ensure students stay focused during lessons (PdP), adhere to kitchen rules, and maintain professional conduct. Additionally, the integration of technology-based teaching and learning tools in the kitchen supports instructors in demonstrating their expertise, enhancing the effectiveness of practical lessons. Teachers must employ thoughtful planning, supervision, evaluation, and reflection when designing lessons. Diverse teaching tools should be utilized to engage students and spark their curiosity (Husain, 2017). According to Aina (2023), teachers with strong classroom management skills ensure students follow kitchen protocols, pay attention during lessons, and behave appropriately. The use of technology in teaching not only aids educators in practical lessons but also inspires them to showcase their expertise. Employing a variety of teaching tools in the classroom helps capture students' interest and fosters curiosity.

## 2. Objectives of the study

The study has three (3) objectives as follows:

1. To identify the culinary students' perception of equipment and hardware equipment factors in the kitchen during the practical PdP process.
2. To identify culinary students' perceptions of safety factors in the kitchen during the practical PdP process.
3. To identify culinary students' perception of the lecturer's teaching factors in the practical PdP process in the kitchen.

## 3. Methodology

### 3.1 Research Design

The researcher adopted a quantitative research design, utilizing the survey method as the primary approach. A questionnaire served as the main tool for data collection throughout the study. According to Majid (2000), survey research is particularly effective for collecting data about ongoing events. The study employed a probability sampling technique, also known as random sampling. The research was conducted with a total of 120 participants, comprising all Culinary Arts Diploma students from Kolej Yayasan Pelajaran Johor (KYPJ). Based on the Krejcie

and Morgan (1970) sample size determination table, a sample size of 92 is deemed sufficient for a population of this size. As noted by Mohd. Najib (1999), sampling enables researchers to select a representative subset of the population.

This quantitative research design provided a systematic framework for addressing the study's objectives and research questions. The questionnaire was consistently utilized as the primary data collection tool throughout the investigation. Majid (2000) emphasizes that survey research is highly suitable for gathering data on current events. In this study, probability sampling was used, ensuring a random and representative selection of participants. A total of 120 Culinary Arts Diploma students from KYPJ were involved, and the Krejcie and Morgan (1970) table was referenced to validate that a sample size of 92 is adequate for the given population. According to Makwana et al. (2023), sampling is a critical process for researchers to obtain a subset that accurately reflects the larger population.

### 3.2 Research Procedure

The initial phase of this study involved discussing the research topic with the supervisor and identifying the research problem. Subsequently, the researcher defined the study's scope, focusing on the perceptions of culinary arts students at KYPJ regarding the culinary practical teaching and learning (PdP) process. The research objectives and questions were designed to examine students' perceptions of key factors, including the availability of equipment and hardware, safety, and the effectiveness of lecturers' instruction in culinary practices.

The target respondents for the study were identified as diploma students in culinary arts at KYPJ. To collect data, the researcher developed a questionnaire as the primary research instrument. For validation, the questionnaire was reviewed and approved by experts in both language and the culinary field to ensure its suitability and accuracy.

A pilot study was conducted to test the reliability of the instrument using Cronbach's Alpha, with a threshold of  $\alpha \leq 0.6$ . Following the pilot study, the actual research involved distributing the validated questionnaires to the identified respondents. The collected data were then analyzed to derive the study's findings.

Finally, the researcher prepared a comprehensive report based on the analyzed results. The process began with identifying the problem and discussing the research focus with the supervisor. This was followed by defining the scope to address the perceptions of KYPJ culinary arts students regarding safety, equipment, and lecturers' teaching in culinary education. Data collection and analysis ultimately led to the development of a final report presenting the study's outcomes.

### 3.3 Research Instrument

The researcher utilized a questionnaire as the primary data collection instrument for this study. The questionnaire was designed to gather data and capture respondents' opinions on factors such as equipment and hardware, safety, and the teaching practices of charity lecturers in the kitchen. The questionnaire is structured into four sections: A, B, C, and D. Section A focuses on respondent demographics and includes five items covering gender, age, race, year of study, and educational background.

Section B comprises 10 items addressing culinary students' perceptions of kitchen equipment and hardware used during the PdP (Teaching and Learning) charity process. Section C contains 10 items focusing on culinary students' perceptions of safety in the kitchen during the charity PdP. Lastly, Section D includes 10 items exploring culinary students' views on the teaching methods of lecturers in the practical PdP process in the kitchen.

In total, the research instrument consists of 35 items distributed across these four sections, providing a comprehensive approach to understanding the students' perceptions in various aspects of the PdP charity process.

## 4. Result and Discussion

In this section, the researcher collected important information regarding the demographic distribution, namely gender, age, race, year of study and educational background of the respondents as shown in the table below which

displays the distribution of the total sample by frequency and percentage based on items 1 to 5 in the questionnaire.

The data in the table indicates that female students are more represented, with 58 individuals making up 63% of the sample, compared to 34 male students, who constitute 37% of the total 92 respondents. The largest age group among the participants is 21–23 years, with 35 individuals (38%). This is followed by the 18–20 age group, comprising 30 respondents (32.6%), and the 24–26 age group, which includes 27 individuals (29.3%). Additionally, the majority of respondents are Malay students, totaling 82 individuals (89.1%). This is followed by 5 Chinese respondents (5.4%), 4 Indian respondents (4.3%), and 1 Sabah Bumiputera respondent. Overall, Malay students form the predominant group, representing the largest share of respondents in this study.

**Table 1:** Sample frequencies and percentages according to demographic information

Demographic Information	Item	Frequency	Percentage (%)
Gender	Lelaki	34	37.0
	Perempuan	58	63.0
Age	18 – 20	30	32.6
	21 – 23	35	38.0
	24 – 26	27	29.3
Nation	Melayu	82	89.1
	Cina	5	5.40
	India	4	4.30
	Bumiputera Sabah	1	1.10
Years of study	Tahun 1	39	42.4
	Tahun 2	34	37.0
	Tahun 3	19	20.7
Educational Background	SPM	92	100

Table 2 represents 1.1%. The largest group of respondents were first-year culinary arts students, with 39 individuals, accounting for 42.4% of the responses. Second-year students followed with 34 respondents, representing 37%, while the smallest group consisted of third-year students, with only 19 responses, making up 20.7%. Regarding educational background, all 92 respondents were SPM program graduates. In summary, first-year culinary arts students made up the majority of the respondents, followed by second-year students, with third-year students contributing the least.

The first research objective is to identify the culinary students' perception of equipment and hardware equipment factors in the kitchen during the practical PdP process. The results of the respondents based on Table 2.

**Table 2:** Descriptive analysis of equipment and hardware factors in the kitchen during the practical PdP process

No.	Item	Frequency Level					Mean	Standard Deviation	Level
		1	2	3	4	5			
1.	B1	-	-	4.3% (4)	23.9% (22)	71.7% (66)	4.67	0.556	High
2.	B2	-	-	5.4% (5)	48.9% (45)	45.7%	4.40	0.594	High
3.	B3	-	-	6.5% (6)	41.3% (38)	52.2%	4.46	0.618	High
4.	B4	-	1.1% (1)	4.3% (4)	62% (57)	32.6% (30)	4.26	0.590	High
5.	B5	-	1.1% (1)	7.6% (7)	50% (46)	41.3% (38)	4.32	0.661	High
6.	B6	-	2.2% (2)	2.2% (2)	76.1% (70)	19.6% (18)	4.13	0.538	High
7.	B7	-	-	2.2% (2)	56.5% (52)	41.3%	4.39	0.533	High
8.	B8	-	-	10.9% (10)	75% (69)	14.1%	4.03	0.501	High
9.	B9	-	1.1% (1)	10.9% (10)	57.6% (53)	30.4% (28)	4.17	0.656	High
10.	B10	-	1.1% (1)	3.3% (3)	72.8% (67)	22.8% (21)	4.17	0.526	High
Average mean						4.30		High	

Table 2 showing the perception of culinary students towards the equipment factor in the practical PdP process. Item B1 which is "I find the kitchen equipment such as knives and cutting boards provided are sufficient for the practical PdP that will be implemented" (M=4.67, SP=0.556) got the highest value followed by item B3 which is "I found kitchen equipment such as oven, blender and the stove provided is sufficient for the practical PdP that will be implemented" (M=4.46, SP=0.618). Next, item B2, which is that I find the kitchen equipment such as knives and cutting boards provided work well (M=4.40, SP=0.594). Then, item B7 "I put the equipment that has been used during practice to its original place to launch the next learning" (M=4.39, SP=0.533). Followed by item B5 which is "I am good at using the equipment provided in the kitchen" (M=4.32, SP=0.661). The sixth highest item is item B4 which is "I find that the kitchen equipment such as oven, blender and stove (Stove) provided are working well" (M=4.26, SP=0.59). Next, items B9 and B10 have the same mean value of 4.17. Where item B9 "I find the size of the work space in the kitchen suitable for the number of students" and item B10 "I easily understand the

practical teaching in the kitchen with the help of the equipment provided" have standard deviation values of 0.656 and 0.526 respectively. Finally, item B8 which is "I find that wet ingredients and dry ingredients are always sufficient to launch practical PdP in the kitchen" with a mean value of 4.03 and a standard deviation value of 0.50. It is clear here that culinary students' perception of the equipment factor in the practical PdP process is high. However, there are a few students who do not agree with the completeness factor in the practical PdP process. Overall, the average mean for part B is at a high level which is 4.30.

The second research objectives to identifying culinary students' perceptions of safety factors in the kitchen during the practical PdP process. The results of the respondents based on Table 3.

**Table 3:** Descriptive analysis of safety factors in the kitchen during the practical PdP process

Bil.	Item	Frequency Level					Min	Standard deviation	Level
		1	2	3	4	5			
1.	C1	-	-	3.3% (3)	34.8% (32)	62% (57)	4.58	0.557	High
2.	C2	-	-	3.3% (3)	80.4% (74)	16.3% (15)	4.13	0.424	High
3.	C3	-	-	2.2% (2)	26.1% (24)	71.7% (66)	4.70	0.507	High
4.	C4	-	-	2.2% (2)	75% (69)	22.8% (21)	4.21	0.457	High
5.	C5	-	-	2.2% (2)	44.6% (41)	53.3% (49)	4.51	0.544	High
6.	C6	-	-	2.2% (2)	84.8% (78)	13% (12)	4.12	0.376	High
7.	C7	-	1.1% (1)	1.1% (1)	31.5% (29)	66.3% (61)	4.63	0.568	High
8.	C8	-	3.3% (3)	14.1% (13)	71.1% (66)	10.9% (10)	3.90	0.612	High
9.	C9	-	1.1% (1)	3.3% (3)	29.3% (27)	66.3% (61)	4.61	0.610	High
10.	C10	-	-	3.3% (3)	82.6% (76)	14.1% (13)	4.11	0.404	High
Average	Mean						4.35		High

Based on Table 3, it shows the perception of culinary students towards safety factors in the practical PdP process.

The item that gets the highest value is item C3 which is "I found there is a safety regulation poster in the kitchen that is pasted in the kitchen" with a mean value of 4.70 and a standard deviation value of 0.507. The second highest is item C7 which is "I found there is a fire extinguisher in the kitchen" with a mean value of 4.63 and a standard deviation value of 0.568. Followed by item C9 which is "I found that there is a first aid kit in the kitchen for convenience during emergencies when practical PdP is carried out" with a mean value of 4.61 and a standard deviation of 0.61. Next, item C1 "I was given a personal safety briefing before using the kitchen" with a mean value of 4.58 and a standard deviation of 0.557. Meanwhile, the item "I know the correct safety measures while in the kitchen" which is item C5 that collects a mean value of 4.51 and a standard deviation value of 0.544.

Next followed the mean value of 4.21 and the standard deviation value of 0.457 which is item C4 "I am required to wear safety shoes when I am in the kitchen to avoid any accidents". In addition, item C2 which is "I was given a safety briefing before using the kitchen equipment and appliances" recorded a mean value of 4.13 and a standard deviation value of 0.424. The eighth item is item C6 which is "I am confident to use every appliance in the kitchen safely" with a mean value of 4.12 and a standard deviation value of 0.376. Followed by the second lowest item C10 which is "I know what to do if there is a fire while in the kitchen" with a mean value of 4.11 and a standard deviation value of 0.404. Finally, the item with the lowest mean score is item C8 which is "I know how to use the fire extinguisher provided in the kitchen" with a mean score of 3.90 and a standard deviation score of 0.612. Overall, the average mean score for part C is at a high level which is 4.35.

The third research objective is to identify culinary students' perception of the lecturer's teaching factors in the practical PdP process in the kitchen. The results of the respondents are based on Table 4.

**Table 4:** Descriptive analysis of lecturer teaching factors in the practical PdP process in the kitchen

No.	Item	Frequency Level					Mean	Standard deviation	Level
		1	2	3	4	5			
1.	D1	-	-	1.1 %	32.6 %	66.3 %	4.65	0.501	High
				(1)	(30)	(61)			
2.	D2	-	-	1.1 %	69.6 %	29.3 %	4.28	0.476	High
				(1)	(64)	(27)			
3.	D3	-	-	4.3 %	39.1 %	56.5 %	4.52	0.583	High
				(4)	(36)	(52)			
4.	D4	-	-	1.1 %	65.2 %	33.7 %	4.33	0.494	High
				(1)	(60)	(31)			
5.	D5	-	-	-	38% (35)	62% (57)	4.62	0.488	High
6.	D6	-	-	5.4 %	63% (58)	31.5 %	4.26	0.552	High
				(5)		(29)			
7.	D7	-	-	-	41.3 %	58.7 %	4.59	0.495	High
					(38)	(54)			
8.	D8	-	-	1.1 %	58.7 %	40.2 %	4.39	0.512	High
				(1)	(54)	(37)			

9.	D9	-	-	1.1 %	43.5 %	55.4 %	4.54	0.522	High
				(1)	(40)	(51)			
10.	D10	-	-	2.2 %	58.7 %	39.1 %	4.37	0.528	High
				(2)	(54)	(36)			
Average mean							4.46		High

Based on Table 4, it shows the culinary students' perception of the lecturer's teaching factors in the practical PdP process. Item D1 which states "The lecturer makes a plan every time before the practical PdP is implemented in the kitchen" which shows the highest mean value of 4.65 and collects a standard deviation value of 0.501. The second highest item is item D5 "the lecturer gives students the opportunity to ask any questions during practical teaching in the kitchen" with a mean value of 4.62 and a standard deviation value of 0.488. Followed by item D7 "The lecturer uses clear and easy-to-understand instructions when performing demonstrations with students" with a mean score of 4.59 and a standard deviation score of 0.495. Next, item D9 which states "Lecturers seem confident in conducting practical PdP" which recorded a mean score of 0.54 and 0.522 for the standard deviation score. Item D3 recorded a mean score of 4.52 and a standard deviation score of 0.583 which states "Lecturers use the latest technology when delivering PdP".

The mean score for item D8, "The lecturer monitors the student's work during the practical PdP implementation," was recorded at 4.39, with a standard deviation of 0.512. Meanwhile, item D10, "I am satisfied with the lecturer's skills when handling the practical demonstration," emerged as the third-lowest item with a mean value of 4.37 and a standard deviation of 0.528. Additionally, item D8, focusing on the lecturer monitoring students' work during practical PdP sessions, had a mean score of 4.39 and a standard deviation of 0.512.

Item D10, reflecting satisfaction with the lecturer's practical demonstration skills, ranked as the third-lowest, with a mean of 4.37 and a standard deviation of 0.528. The second-lowest mean score was observed for item D2, "The lecturer stated the topic of practical cooking to be carried out in the kitchen," which had a mean of 4.28 and a standard deviation of 0.476. The lowest-scoring item was D6, "Lecturers relate theory to real situations during practical teaching in the kitchen," with a mean score of 4.26 and a standard deviation of 0.552.

The collected data revealed a higher frequency of students strongly agreeing with the statements on the distributed questionnaire about the culinary practical PdP process compared to those who disagreed, indicating a high level of effectiveness in the lecturer's teaching. Overall, the average mean value for component D was 4.46, signifying a high level of satisfaction with the lecturer's teaching performance during the practical PdP sessions.

## 5. Conclusion

The study concludes that culinary arts students at KYPJ have a positive perception of the culinary practical PdP (teaching and learning) process. This conclusion is supported by data collected through a questionnaire completed by KYPJ's culinary arts diploma students, which assessed three key aspects of the practical PdP process: equipment and hardware, safety, and lecturers' instruction in the kitchen. The findings highlight that students place significant importance on the role of lecturers' teaching during the practical PdP process, perceiving it as the most influential factor. The lecturers' excellent guidance enables students to complete their tasks efficiently and safely.

In summary, the research and data analysis reveal that KYPJ culinary arts students generally have a favorable view of the practical PdP process. This positive perception is evidenced by the questionnaire responses, which reflect the importance of equipment and hardware, safety considerations, and particularly the lecturers' teaching in the kitchen. Students consistently agree that effective teaching by lecturers is crucial during the practical PdP process, as it facilitates their ability to perform assigned tasks with confidence and safety.

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## Conflict of Interest

Authors declare that there is no conflict of interests regarding the publication of the paper.

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