

Short Research Article

A Study on the Learning Motivation and Learning Attitude of Cosmetology Students in Vocational High Schools in Taiwan

ABSTRACT

This study aims to research on the learning motivation and learning attitude of cosmetology students in vocational high schools in Taiwan. Through literature review and questionnaire surveys, this study has come to the following conclusions.

Research shows that, cosmetology students that choose to further their studies emphasize on the aspect of "Learning Values" while students that are preparing for employment will emphasize on the aspect of "Performance Goal". The female students emphasize more on the aspect of "course learning attitude" than male students. Students in the high and intermediate academic grade categories value the aspect of "environment learning attitude" than students in the lower grade category. In cosmetology, learning motivation and learning attitude show a positive correlation as the learning values, performance goal, self-efficacy, and curriculum acceptance aspects of learning motivation will have a positive and significant influence over the course learning attitude and environment learning attitude while the learning values are most effective in predicting variance.

Keywords: Learning value; performance goal; self-efficacy; curriculum acceptance; course learning; learning environment.

1. INTRODUCTION

Due to the rapid improvement of technology and elevation of living standards in Taiwan in recent years, more have come to value the importance of cosmetology education and image sculpting, leading to the rapid development of the beauty industries.

The cosmetology courses in Taiwan vocational high schools today have shifted from the training of base level professional technicians for employment in the past to the development of students for further studies or developing students in the management and services of cosmetic industries and sectors.

Students that seek employment in the cosmetology and hairstyling sectors after graduation, such as makeup artists, skincare and body-slimming industries, beauty salon assistants, styling or wedding photography personnel. As the technical and vocational education in Taiwan is available from high school levels to university and post graduate levels, cosmetology students can enjoy smooth academic advancement while many vocational institutions have established cosmetology faculties to ensure the learning of cosmetology education will become more active and diverse in line with the latest trends and industry changes.

Exploring the learning motivation and learning attitude of cosmetology students in vocational high schools allows the schools to focus on the educational objectives, educational environment, teaching resources, methods, equipment and the effectiveness of learning so that the schools will not deviate from the original goals of establishing vocational educational. As cosmetology is also a part of the vocational education, its primary objective is to equip the students with the professional knowledge and skills in domains such as beauty care and hairstyling so as to meet the demands of the beauty and hairstyling industries.

Learning motivation refers to the psychological processes of the students throughout the learning activities. It is the source of motivation that inspires the students to take the initiative to devote efforts to the learning process in the learning activities. Learning attitude refers to the motivation and interest of the students in the subjects, followed by the attitude towards the learning environment, or the variance in environment, such as the teaching attitude of the instructor, and the interpersonal relationships between peers, which will form the subjective opinions of the students.

The technical and vocational education is focused primarily on the development of vocational education and the training of professional researchers and administrative talents. As such, through the study of the correlation between learning motivation and learning attitude of the cosmetology students in vocational high schools in Taiwan, this study shall explore and understand the current learning conditions of the cosmetology students in vocational high schools to provide an effective reference for the revision and improvement of education courses. As such, through the study of the correlation between learning motivation and learning attitude of the cosmetology students in vocational high schools, this study shall explore and understand the current learning conditions of the cosmetology students in vocational high schools to provide an effective reference for the revision and improvement of education courses.

2.LITERATURE REVIEW

2.1 Definition and Theory of Learning Motivation

Ball (1990) believed that in educational psychology, motivation is an important deciding factor in learning processes. In the absence of learning motivations, learning will not commence[1]. Local researcher Zhang (1994) believed that motivation is an intrinsic psychological process that inspires and maintains the actions of individuals and guides the individual towards their set targets[2].

Boshier and Riddel believe that learning motivations can be classified as social contact, social stimuli, career development, social services, external expectations and cognitive interests[3]. Binner & Dean & Millinger (1994) believe that while a high degree of gratification does not necessarily require high motivation, a low degree of gratification is mostly due to a low degree of motivation[4].

Liao (2004) believed that learning motivation is the psychological process that influences the learner to take the initiative in maintaining the learning activity in objective and cognitive learning activity and guides their learning towards the set objectives[5].

Based on the above, this study concludes that learning motivation is an integral factor of learning. Without learning motivation, the learning will not be able to be sustained. With a good learning motivation, good learning results can be achieved. The author defines learning motivation as an inherent tendency that strengthens learning activities and guides the learning towards the established objectives during the learning process of the individual.

Based on the definitions and aspects analyzed in the aforementioned literature reviews, the interpretation of learning motivation by this study is as follows: Learning motivation refers to the psychological process that maintains the learning activity of cosmetology students in vocational colleges and it is the driving factor that will inspire the students to take the initiative to devote efforts in maintaining the learning process; hence the learning motivation can be classified into four domains:

1. Learning Value: Refers to the degree of biological or psychological gratification of the students during the learning of the cosmetology curriculum[2]. It is a standard for measuring the belief or learning, and includes the practicality of the course, importance, degree of interest, and degree of attraction.

2. Performance Goal: Refers to the student performance in the professional cosmetology courses, which aims to present the academic achievements or successes[1,3].

3. Self-Efficacy: Refers to the positive perception and faith of the students in their learning capabilities that they can master the course with continued effort in the face of challenges or pressure during the professional cosmetology courses[5].

4. Curriculum Acceptance: When attending the professional cosmetology courses, the students are able to accept the difficulty of the courses, will consult the correct operation methods to complete their assignments, and have confidence in achieving good grades[4,5].

2.2 Definition and Theory of Learning Attitude

Learning attitude is an intrinsic psychological phenomenon, as well as a behavioral tendency that holds a certain influence over behaviors. In the psychological theories and researches, Marzano (1992) previously summarized that learning attitude is influenced by environmental factors instead of inherent genetic factors, so it possesses variance and academic education can adopt appropriate guidance measures to develop proactive learning attitudes in students[6].

Zhang (1994) proposed that learning attitude includes learning methods and learning habits, such as reading, taking notes, memory, preparation, problem-solving, and time management. Good learning attitude can improve learning efficiency and increase the academic achievements[2].

Huang (2002) summarized learning attitude into four aspects: Attitude towards Course, Use of Learning Methods, Attitude towards Learning Activity, Attitude towards Learning Environment[7].

Based on the above, the learning attitude refers to the cognitive and emotional factors of the students towards the learning contents, and includes the usage habits of learning methods, opinions on the school teaching and environment, and opinions on the academic studies which are environmental factors of the students.

This study defines learning attitude as: The psychological condition and objective and subjective evaluation of cosmetology students on the surrounding people, events and things related to cosmetology courses, such as the teaching attitude of instructors, interpersonal relationships between peers, and the opinions formed after the interaction in learning situations.

Weinstein (1982) classifies learning attitude as the following aspects: learning motivation, time management, information handling, learning method, self-examination, test techniques etc[8].

In the research on the learning attitude and career inclination of practical skills program students in vocational high school, Li (2009) classified learning attitude into four aspects: learning anxiety, learning interests, learning habits, and usefulness[9].

Based on the discussion of the integration of learning attitude in the literature reviews above, two aspects can be summarized. Using the learning attitude research conducted by Qin in 1992 as reference, this study classifies the two aspects as: A) Attitude towards Course Learning: Refers to the motivation and interest of students in course contents; B) Attitude towards Learning Environment, or surrounding environment[10], such as the teaching attitude of the instructor, and the interpersonal relationships between peers, which will form the subjective opinions of the students.

3. METHODS

The personal background variables used in this study include items, such as gender, career planning, and academic grades. Learning motivations include four aspects of learning values, performance goal, self-efficacy, and curriculum acceptance. The Learning attitude include two aspects, course learning attitude and environment learning attitude. As shown in Figure 1.

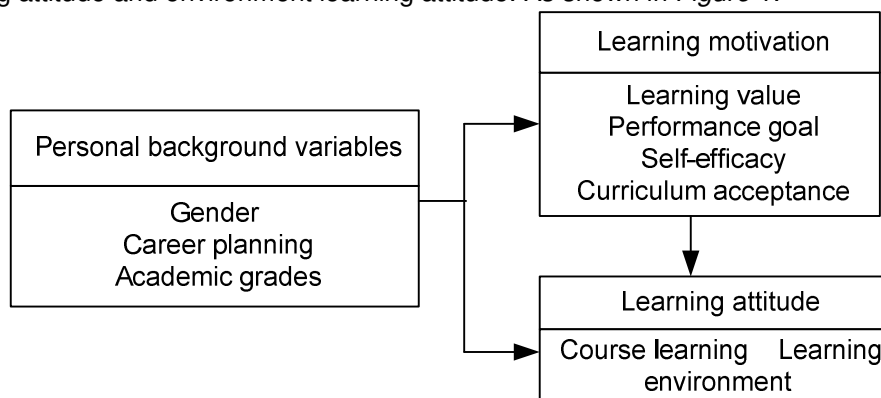


Figure1 : Framework

This study is conducted on a group of third year cosmetology students in vocational high schools in Taiwan from January 1st till March 24th 2016. Conducted in the form of convenience sampling, a total of 900 questionnaire surveys were distributed and 783 responses were collected, achieving a response rate of 87.0%.

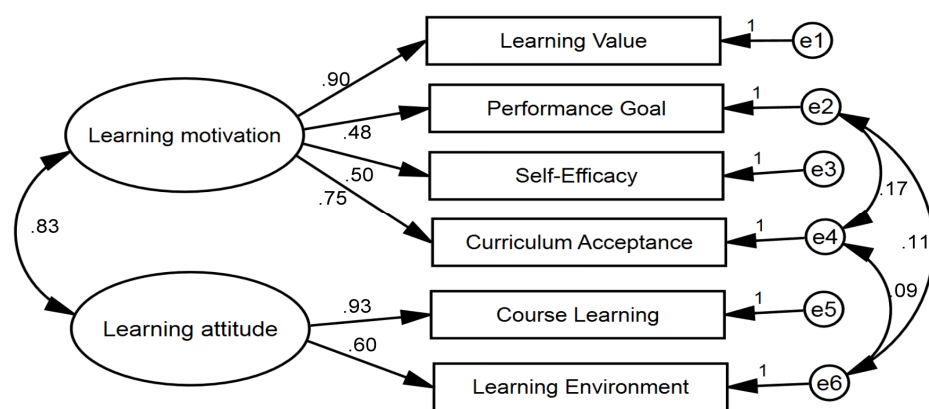
For the learning motivation scale, this study has consulted the "Student Scientific Motivation Scale" designed by Lin (2011) and made amendments to the scale for use as the measurement scale of the motivation of cosmetology students[11]. The scale includes a total of 16 items from four potential variables which are learning values, performance goal, self-efficacy, and curriculum acceptance.

For the learning attitude scale, this study has consulted the scale designed by Li (2009) and made amendments to the scale for use as the learning attitude scale[9]. In order to meet the needs of this study[9], the scale includes a total of 11 items from two potential variables which are course learning attitude and environment learning attitude.

Construct Validity: Construct validity was examined using factor analysis. The factor load of learning motivation scale is within the range of 0.632 and 0.910, which explained for the variance of 75.872%. The factor load of learning attitude scale is within the range of 0.788 and 0.853, which explained for the variance of 62.806%.

Reliability Test: Cronbach's α coefficient is used to analyze the internal consistency of the test items. According to the 0.7 reliability coefficient standard proposed by Hair et al. (1998), the item-to-total correlations must be larger than 0.5 to be deemed accurate and conform to the standards of reliability and acceptance[12,13]. The results show that the α value of the scales are 0.905 and 0.813 while the correlations of the separate items to total fall within the range of 0.507 and 0.783, which proves the internal consistency of the items.

After collecting the survey responses, the SPSS for Window 20.0 version (IBM SPSS, New York, NY, USA) statistical software is used to conduct information analysis with the α significance value set at $\alpha=0.05$. In order to construct a stable and efficient model, this study has utilized the AMOS version 20.0 to conduct confirmatory factor analysis for the two-factor model relevance, as shown in Figure 2.



Standardized estimates
Chi-square=5.16 (df = 5) p = 0.39 (p>.05)

Figure 2: Confirmatory Factor Analysis Model Schematic

As shown in Figure 2, construct validity was examined using confirmatory factor analysis (CFA). The results of the CFA showed that for the proposed model, $\chi^2 = 5.16$, $df = 5$, $p = 0.39$, $CMIN/DF = 1.03$, $RMR = 0.05$, $RMSEA = 0.06$, $NFI = 0.99$, $IFI = 0.99$, $TLI = 0.98$, $GFI = 0.99$, $CFI = 0.98$. The above estimates have reached significance levels. As the factor load is within the range of 0.48 and 0.93, the error variance values are positive and significant, which shows that the observed variables can fully present the potential variables.

4. RESULTS AND DISCUSSION

This study conducted surveys on a total of 783 students, with the majority being female students accounting for 92.0% ($n=720$) while male students accounted for 8.0% ($n=63$). In terms of career planning, students that choose to further their studies accounted for 65.0% ($n=509$) while students that choose employment accounted for 25.6% ($n=200$) and others accounted for 9.4% ($n=74$). In terms of academic results, the majority of the students scored in the 70~80 range, accounting for 54.0% ($n=422$, mean=75.16, $SD \pm 3.81$), students in the 80~100 range accounted for 25.0% ($n=196$), and students in the 60~70 range accounted for 21.0% ($n=165$).

The analysis of variance of the demographic variables in learning motivation and learning attitude is conducted using the Independent *T*-test and the One-Way ANOVA to explore if the demographics of the cosmetology students in Taiwan vocational high schools will affect the learning motivation and learning attitude. The results of the analysis are as follows Table 1,2:

170 Table 1: Analysis of Variance of Demographic Variables in Learning Motivation

Variable	<i>n</i>	Learning Values	Performance Goal	Self-Efficacy	Curriculum Acceptance
		Mean±SD	Mean±SD	Mean±SD	Mean±SD
Gender					
(1) Female	720	21.78±3.75	14.91±3.02	9.87±1.53	9.32±1.89
(2) Male	63	23.17±4.74	11.67±4.45	11.56±2.23	11.23±2.36
<i>t value (p)</i>		(1) >(2)	(2) >(1)	(2) >(1)	(2) >(1)
Career Planning					
(1) Further Studies	509	23.65±3.89	13.08±3.07	10.36±1.65	10.58±1.25
(2) Employment	200	20.21±2.69	14.21±3.12	10.05±1.37	10.37±1.64
(3) Others (Part-time)	74	19.31±2.82	12.67±2.32	10.23±1.39	10.23±1.39
<i>F value (p)</i>		(1) >(2) ; (1) >(3)	(2) >(3)		
Academic Grades					
(1) High Grade Category	196	23.12±3.52	13.65±3.64	10.98±1.85	11.38±1.36
(2) Intermediate Grade Category	422	20.25±3.02	13.98±2.96	10.95±1.19	11.20±1.47
(3) Low Grade Category	165	19.13±2.89	13.02±2.97	9.21±1.23	11.09±1.31
<i>F value (p)</i>		(1) >(3)		(1) >(2) (2) >(3)	

171 **P* < .05 , ***P* < .01 , ****P* < .001

172 The learning values, performance goal, self-efficacy, and curriculum acceptance aspects in learning
 173 motivation have reached significant variance. Through the t-test analysis, it is found that female students
 174 emphasize more on the aspect of "learning values" than male students whereas the male students place
 175 more emphasis on the "performance goal, self-efficacy, and curriculum acceptance" aspects.

176 The self-efficacy and curriculum acceptance aspects in learning motivation have not reached
 177 significant variance whereas the aspects of learning values and performance goal have reached
 178 significant variance. Through comparison using the *Scheffé's* method, students that choose to further
 179 their studies value the aspect of "learning values" more than students that choose employment paths or
 180 work part-time. Students that seek full-time employment value the aspect of "performance goal" more
 181 than their counterparts that seek part-time jobs. The findings are consistent with the results of previous
 182 studies in high school on self-efficacy and curriculum acceptance in the Taiwan [11,16].

183 The performance goal and curriculum acceptance aspects in learning motivation have not reached
 184 significant variance whereas the learning values and self-efficacy aspects have reached significant
 185 variance. Through analysis using the *Scheffé's* method, students in the high grade category place more
 186 emphasis on the aspect "learning values" than students in the low grade category. In addition, students in
 187 the high grade and intermediate grade categories also emphasize more on the "self-efficacy" aspect than
 188 students in the low grade category. The findings are consistent with the results of previous studies in high
 189 school on performance goal and curriculum acceptance in the Taiwan [11].

190
 191 Table 2: Analysis of Variance of Demographic Variables in Learning Attitude

Variable	<i>n</i>	Course Learning Attitude	Environment Learning Attitude
		Mean±SD	Mean±SD
Gender			
(1) Female	720	22.36±4.09	19.12±2.21
(2) Male	63	20.12±3.45	19.35±2.35
<i>t value (p)</i>		(1) > (2)	
Career Planning			
(1) Further Studies	509	22.19±3.69	18.23±2.17
(2) Employment	200	23.57±3.45	16.49±2.03
(3) Others (Part-time)	74	21.37±3.15	17.69±2.34

<i>F value (p)</i>		(1) > (2)	
Academic Grades			
(1)High Grade Category	196	21.12±3.59	18.65±2.64
(2)Intermediate Grade Category	422	23.25±3.26	18.98±2.96
(3)Low Grade Category	165	19.13±2.35	15.02±2.13
<i>F value (p)</i>		(2) > (3)	(1) > (3) ; (2) > (3)

* $P < .05$, ** $P < .01$, *** $P < .001$

The course learning attitude aspect in learning attitude has reached significant variance. Through the t-test analysis, it is found that female students emphasize more on the aspect of "course learning attitude" than male students.

The course learning attitude aspect in learning attitude has not reached significance variance while the environment learning attitude aspect has reached significant variance. Through comparison using the *Scheffé's* method, students that choose to further their studies are found to place more emphasis on the aspect of "environment learning attitude" than students that choose employment or part-time jobs. The findings are consistent with the results of previous studies in high school on Course Learning Attitude in the Taiwan [15].

The aspects of course learning attitude and environment learning attitude in learning attitude have reached significant variance. Through analysis using the *Scheffé's* method, students in the intermediate grade category are found to place greater emphasis on the "course learning attitude" aspect as compared to students in the low grade category. Students in the high grade category and intermediate grade category also value the aspect of "environment learning attitude" more than students in the low grade category'. of "environment learning attitude" than students that choose employment or part-time jobs. The findings are consistent with the results of previous studies in high school on Environment Learning Attitude in the Taiwan [9].

Using the Pearson correlation analysis, this study illustrates if a close linear correlation exists between learning motivation and learning attitude, and presents the findings as an R^2 coefficient *table3*.

Table 3: Correlation analysis of learning motivation and learning attitude

Prediction aspects	1	2	3	4	5	6
Learning values	1					
Performance goal	.388	1				
Self-efficacy	.427	.456	1			
Curriculum acceptance	.646	.568	.515	1		
Course learning	.765	.865	.702	.427	1	
Environment learning	.494	.594	.532	.357	.227	1

1. Learning values 2. Performance goal 3. Self-efficacy 4. Curriculum acceptance
5. Course learning 6. Environment learning.

Table 3 shows the correlation analysis of the six aspects of learning values, performance goal, self-efficacy, curriculum acceptance, course learning attitude, and environment learning attitude of cosmetology students in vocational high schools. From *Table 3*, it can be shown that learning motivation has a positive correlation on the learning attitude aspects and the correlation coefficient, r value is distributed within the range of 0.227~0.865 ($p < 0.001$). The results show that the learning value, performance goal, self-efficacy, and curriculum acceptance aspects have a positive and significant influence on the course learning attitude and environment learning attitude.

The results of the regression analysis in *Table 4* show that the learning motivation has a positive and significant influence on the learning attitude, so the explanatory power for the aspects of learning values, performance goal, self-efficacy, and curriculum acceptance in learning motivation is 54.8. The regression model is as follows: Learning Attitude = 13.84 (Constant) + 1.04 * Learning Values + 0.06 * Performance Goal + 0.11 * Self-Efficacy + 0.21 * Curriculum Acceptance

Table 4: Regression analysis of learning value, performance goal, self-efficacy, and curriculum acceptance and learning attitude.

Model	Unstandardized Coefficients		Standardized Coefficients	t	R ²	Adjusted R ²	F
	Beta	Std. E.	Beta				
Constant	13.847	1.381		10.026***	0.548	0.546	245.26
Learning Values	1.043	.046	.700	22.547***			
Performance Goal	.065	.044	.035	1.472			
Self-Efficacy	.112	.078	.034	1.441			
Curriculum Acceptance	.210	.102	.065	2.063*			

Among the four prediction variables in *Table 5*, the variable eligible to become the stepwise multiple regression variable is learning values. It has a multiple correlation coefficient(R) of 0.738 and a joint explanatory power of 54.4, which meant that the learning value variable can effectively predict 54.4% of the variability of learning attitude.

Table 5: Stepwise multiple regression analysis of learning motivation and learning attitude

Selected Variables	R	R ²	R ² Change	F value	F Change	Beta
Learning Values	.738	.544	.543	967.248	967.248	.738

5. CONCLUSION

In the learning motivation of the cosmetology courses in this study, female students are found to place greater emphasis on the aspect of "Learning Values" than male students whereas male students value the aspects of "Performance Goal, Self-Efficacy, and Curriculum Acceptance" more than their female counterparts. In terms of career planning, both male and female students have shown no variance in self-efficacy and curriculum acceptance aspects. Students that choose to further their studies value the aspect of "Learning Values" more than students that choose to seek employment or part-time jobs, amongst which students that seek employment are more concerned with the aspect of "Performance Goal" than students that are working part-time. In terms of academic results, students in the high grade category value the aspect of "Learning Values" more than students in the low grade category while students in the high grade and intermediate grade categories place greater emphasis on "Self-Efficacy" than students in the low grade category.

In terms of learning attitude in the cosmetology courses, female students are more concerned about the aspect of "Course Learning Attitude" than male students. Students that choose to further their studies place greater emphasis on the "Environment Learning Attitude" aspect than students that seek employment or part-time jobs. Students in high grade and intermediate grade categories are also more concerned about the aspect of "Environment Learning Attitude" than students in the low grade category.

Learning motivation presents a positive correlation with the aspects of learning attitude, which means that the aspects of learning motivation, such as learning values, performance goal, self-efficacy, and curriculum acceptance can have a positive and significant influence on the aspects of learning attitude, such as course learning attitude and environment learning attitude. At the same time, the learning value aspect can effectively predict 54.4% of the variability of learning attitude.

This study proposes that, cosmetology students can adopt the learning motivations in this study and practical training methods of the professional cosmetology courses to enhance self-recognition and enrich their professional knowledge so as to learn the attitude of learning through practice, reach their study objectives and improve their learning attitude. In addition, instructors can make use of the career plans of students to understand their plans for further studies, employment or part-time jobs. Cosmetology instructors should provide individual students with timely advice and guidance on their career plans to assist the students in self-recognition. At the same time, through the relationship between motivation and attitude in learning, instructors can help students develop the concepts of self-initiated study and helpfully develop their potential for studying through the professional cosmetology courses. As this study has adopted a quantitative analysis investigation method, future researchers are advised to include qualitative research. Through methods such as expert dialogues or student discussions, the problems may be

discussed and explored which can be summarized and counseling advice can be offered to ensure better research results.

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