

# A Study on the Recognition and Satisfaction of After-School Beauty Education Program

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## 방과후학교 미용교육프로그램의 인식 및 만족도에 대한 연구

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**Abstract** In this study, we tried to understand the effect and satisfaction of education perception on beauty education and its effect on Intention to Retrain, and to understand the correlation between each intention among students participating in after-school beauty education programs of beauty specialized high schools. According to the survey, those surveyed chose after-school beauty programs because they were likely to have the right interest and aptitude, and confirmed positive responses that after-school beauty education reduced the burden of private education. In addition, the correlation between the recognition and effectiveness of beauty education, satisfaction level and retraining level of those surveyed was confirmed. Based on this data in the future, it is believed that effective operation of the after-school beauty education program will be needed to enhance the quality and satisfaction of beauty education.

**Key Words** : After-school classes, Beauty education, Beauty education recognition, Intention to retrain, Satisfaction

**요약** 본 연구는 미용 특성학교의 방과후학교 미용교육 프로그램에 참여하고 있는 학생들을 대상으로 미용교육에 대한 교육 인식이 효과와 만족도, 재수강의도에 미치는 영향을 파악하고, 각 의도간의 상관관계를 파악하고자 하였다. 조사 결과, 조사 대상자들은 방과후학교 미용프로그램에 대해 흥미와 적성이 맞을 것 같아 선택하였으며, 방과후학교 미용교육을 통해 사교육비의 부담이 줄어든다는 긍정적인 응답을 확인하였다. 또한, 조사 대상자들의 미용교육의 인식과 효과, 만족도 및 재수강의도 간의 상관관계가 확인되었다. 향후 본 자료를 기초로 하여 미용교육의 질과 만족도를 높이기 위한 방과후학교 미용교육 프로그램의 효율적인 운영 방안이 필요할 것으로 사료되어 진다.

**주제어** : 방과후학교, 미용교육, 미용교육 인식, 재수강 의도, 만족도

### 1. Introduction

Modern society demands creative thinking and information-generating talent in the midst of rapid change with the development of information

communication and technology[1]. In line with this, after-school schools of specialized high schools are operating education courses for acquiring state certificates to meet the educational needs of the demanders of going to school and getting a job.

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After-school programs are school activities other than regular education programs run by participants[2] and collectively name existing aptitude education, advanced supplementary learning by level, child care programs for elementary school students and adult learning program[3]. After-school programs include social polarization due to economic growth and the widening educational gap, private education costs and education welfare measures for low-income families. After-school is an educational activity that is operated with administrative and financial resources and is very important in supplementing school education in terms of lifelong education[4,5]. Among the various after-school programs, beauty education programs have many interesting elements when they first begin their education, and the level of interest and participation is very high because they can share a sense of accomplishment without pressure[6]. After-school beauty education consists of national technical qualification courses by hairdressers (general), hairdressers (make-up), hairdressers (skin), and hair stylists (nails). Through the first written test, the medical exam verifies knowledge as a professional beautician and tests practical beauty skills through the second practical skill test. The Ministry of Education and Human Resources Development's introduction of after-school programs is an active response to the social call for fostering a school climate centered on parents and students who are demanders for education by increasing satisfaction and trust in after-school education so that students can develop their potential skills to foster creativity and personality, as well as absorb demand for private education. Therefore, the purpose of this study was to investigate the degree of awareness of after-school education and study the relationship between recognition, effectiveness, satisfaction, and intention of intent to retrain after-school education for students participating in after-school education. In the future, we will present

basic materials necessary to find efficient operation of after-school beauty education.

## 2. Research Method

### 2.1 Subjects to Investigation and Duration

From March 16 to April 17, 2017, the study distributed a total of 260 questionnaires to beauty major students who participated in after-school education at four high schools in the Gyeongin area. A questionnaire of 222 parts was used for the final analysis, excluding the insincere response of 38 parts.

### 2.2 Configure Questionnaire

The preceding studies have been reconstructed for this study. It also consisted of four general characteristics, five recognition questions for after-school beauty education classes, six recognition questions for beauty education composition, and three questions for after-school effectiveness, satisfaction, and retraining. It consisted of 18 final questions.

### 2.3 Validation of feasibility and reliability

To verify the validity and reliability of this study, determining the number of factors extracted factors with a high eigenvalue of 1 or more.

### 2.4 Verification of Education Recognition

The results of the factor analysis on education recognition were KMO value of .931 and Bartlett's test of sphericity was 6464.597 ( $p=.000$ ). Table 1. The factors analysis yielded six factors, and the Cumulative Variance (%) was found to be 76.828%. Paragraphs 6 were excluded from the list of items loaded with other factors or whose factorial load was less than 0.5. The Cronbach's alpha value by factor is .958, which is the teaching content. 931, Operation .866, Training Method.922, Curriculum .913, Facilities and Materials .821.

Table 1. Analysis of Factors and Verification of Reliability for Education Recognition

Variable	Question	Factors					
		1	2	3	4	5	6
Guidance Teacher	Have a passion for students	<b>.851</b>	.220	.084	.203	.125	.083
	Be well prepared for class	<b>.846</b>	.187	.148	.156	.092	.154
	Have a good attitude in class	<b>.845</b>	.191	.151	.103	.211	.096
	Treat one's students with personal treatment	<b>.822</b>	.235	.119	.110	.134	.107
	I try to develop learning materials.	<b>.800</b>	.177	.059	.262	.121	.119
	Have a proper voice for class	<b>.789</b>	.266	.172	.173	.161	.087
	Have excellent leadership skills	<b>.788</b>	.255	.047	.148	.179	.122
Training Details	There are a variety of educational contents	.238	<b>.770</b>	.012	.258	.108	.244
	The class is faithful to the plan	.326	<b>.765</b>	.115	.219	.140	.109
	Be systematic and consistent	.253	<b>.764</b>	.080	.219	.185	.258
	It helps to improve one's academic ability	.311	<b>.689</b>	.349	.166	.183	.162
	There is a sincere response to the question	.390	<b>.669</b>	.321	.230	.195	.089
Operation	The hours of operation are reasonable	.041	.117	<b>.802</b>	-.007	.177	.083
	The hours are reasonable every week	.118	.156	<b>.792</b>	.230	.183	.065
	The number of times a week is reasonable	.048	.174	<b>.754</b>	.309	.158	.076
	The tuition is reasonable	.275	.071	<b>.723</b>	.026	.254	.049
Teaching Method	Theoretical education method is appropriate	.106	.221	.015	<b>.809</b>	.110	.217
	The ratio of classes in theory and practice is reasonable	.330	.176	.242	<b>.689</b>	.229	.131
	The contents of the lecture are delivered clearly	.418	.329	.344	<b>.605</b>	.227	.062
	Actual hours have been allocated sufficiently	.304	.356	.282	<b>.596</b>	.236	.137
	Motivational inducement and participation will also take place	.363	.451	.083	<b>.587</b>	.213	.079
	A pleasant atmosphere of the river is created	.432	.389	.298	<b>.548</b>	.156	.036
Training Course	The hairdresser (make-up) process is faithful.	.208	.186	.232	.093	<b>.832</b>	.127
	The hairdresser (nail) process is faithful.	.186	.158	.173	.189	<b>.816</b>	.052
	The hairdresser (hair) process is faithful.	.252	.166	.322	.174	<b>.767</b>	.197
	The hairdresser (skin) process is faithful.	.174	.241	.269	.264	<b>.677</b>	.211
Facilities and Materials	The practical use of the exercise equipment is appropriate	.228	.163	.202	.048	.161	<b>.821</b>
	Be not short of practical tools and materials	.008	.215	-.186	.177	.051	<b>.768</b>
	Easily find educational tools and materials	.217	.163	.352	.183	.228	<b>.703</b>
	School facilities and resources are useful	.307	.264	.427	.097	.163	<b>.507</b>
Eigenvalue		6.444	4.449	3.778	3.36	3.261	2.526
Variance (%)		20.787	14.352	12.186	10.838	10.519	8.147
Cumulative Variance (%)		20.787	35.138	47.324	58.162	68.681	76.828
Cronbach's $\alpha$		.958	.931	.866	.922	.913	.821

2.5 Feasibility and reliability for the effectiveness, satisfaction, intent to return of beauty education

The results of the factor analysis on the effect of beauty education were the KMO value of .862 and the Bartlett spherical test was 784.203 (p=.000) The

results are shown in Table 2. The results of the factor analysis resulted in one factor with an eigenvalue of more than one, with a dispersion capacity of 66.832%. The Cronbach's alpha value was .898.

The results of the factor analysis for satisfaction

were KMO value of .736 and the Bartlett test for sphericity was 506.758 ( $p=.000$ ). The results of the factor analysis resulted in one factor with an eigenvalue of more than one, with a dispersion capacity of 85.875%. The Cronbach's alpha value was shown at .917.

The results of the factor analysis for intent to retrain were KMO value .887 and the Bartlett spherical test was 993.651 ( $p=.000$ ). The results of the factor analysis resulted in one factor with an eigenvalue of more than one, and the dispersion power was 81.17%. The Cronbach's alpha value was shown at .953.

**Table 2. Beauty education, satisfaction, intent to retrain the Determinant Factors and confidence.**

Variable	Question	Factors
Beauty Education Effect	Choose to get a job on beauty after training	.874
	Education affected my sense of career	.862
	Education helps me improve my educational background	.844
	Choose to go to college on beauty after education	.796
	Education helps students develop personality	.792
	Education helps reduce private education costs	.729
Eigenvalue		4.010
Variance (%)		66.832
Cronbach's $\alpha$		.898
Intent to Retrain	After-school hairdresser (making up) training course will be re-studied	.917
	After-school hairdresser's (hair) course will be re-studied	.910
	After-school hairdresser's (nail) course will be re-studied	.908
	I will recommend beauty training in after school to my friend	.899
	After-school hairdresser's (skin) course will be re-studied	.870
Eigenvalue		4.059
Variance (%)		81.177
Cronbach's $\alpha$		.942
Satisfaction	After school, beauty education is satisfactory.	.943
	The contents of after-school beauty education are satisfactory.	.942
	The after-school beauty guidance teacher is satisfied.	.894
Eigenvalue		4.059
Variance (%)		81.177
Cronbach's $\alpha$		.942

### 3. Results

#### 2.6 Analytical Method

In this study, the SPSS 20.0 program was used. The analysis methods used in this study were performed using the varimax rotation, cronbach's alpha, frequency analysis, descriptive statistics analysis, t-test (Independent Samples T-test), one-way anova, pearson's correlation analysis, multiple regression analysis and simple regression analysis method.

#### 3.1 General Characteristics of the Subjects to be studied

The general characteristics of those surveyed are shown in Table 3. Gender was the highest among women (88.7%), third grade (50.9%), and grade-related injuries (42.3%), while 34.4% said they thought it would be appropriate for their interests and aptitude. The same was true in the present

study, as in the study, the questions that answered were most likely to suit aptitude and interest in the choice of beauty major in the preceding study. These results showed that the reason for choosing a beauty major is that it takes into account interest and aptitude the most[7,8].

education, being relieved of the danger around the suburbs,' and the most negative reason was 'because I'm tired because I have so many classes.' After-school education problems accounted for 44.6% of the total, with teachers and students having the largest burden of classes.

**Table 3. General Characteristics**

Division		N	%
Gender	Man	25	11.3
	Woman	197	88.7
School Year	First grader	55	24.8
	The second grade	54	24.3
	3rd grade	113	50.9
Grades	High (first to fifth)	40	18.0
	Medium to high (within 5 to 15 rank)	94	42.3
	Medium to low (within 15-25 rank)	62	27.9
	Low side (No. 25 or below)	26	11.8
Reasons for School Choice (Multiple responses)	I think it will help me go on to school.	65	19.6
	Be likely to suit one's interest and aptitude	114	34.4
	To obtain the certificate necessary for employment	111	33.5
	Encourage of parents, surroundings, and friends	17	5.1
	Etc.	24	7.4
Total		222	100.0

### 3.2 Awareness of After-school Beauty Education Classes

The results of the survey on after-school beauty education participation and improvement measures are shown in Table 4. According to the survey, 54.1% of those surveyed said they had participated in after-school education in the past, compared with 45.9% who had never participated. The education currently participating has been identified by hair, makeup, skin and nail order. The most positive reason for taking part in after-school education was 'reducing the burden of private

### 3.3 A Study on the Recognition of the Elements of Beauty Education in the After-school

The results of the survey on awareness of after-school beauty courses are shown in Table 5. Perception of the operational area of beauty education courses averaged 3.70 points, while "I think the cost of teaching is appropriate" was the highest at 3.96. Recognition of beauty education facilities and material areas was found to be the lowest with an average score of 3.16, of which "I think it helps to utilize school facilities and school resources" was the highest with 3.43. Perception of beauty education curriculum averaged 3.54 points, with 3.63 points for "I think beauty (skinned) education course is faithful." The average perception of beauty education was 3.44 points, with 3.65 points saying, 'When teaching, teachers think they respond well to students' questions.' Recognition of beauty education education methods averaged 3.48 points, with 3.62 points for "I think the content of the lecture is clearly conveyed," and recognition of the beauty education guidance peer averaged 3.68 points for "Guidance teacher thinks the voice is appropriate for class" with 3.76 points for "I think the voice is appropriate for class." A previous study found that after-school art education was also satisfactory due to poor facilities[9], and a prior study of professional beauty high school students was found to have low satisfaction in beauty facilities[10]. Similar results were identified in this study. To this end, it is thought that after school beauty education should be improved by securing facilities and materials.

Table 4. Awareness of After-school Beauty Education Classes

	Division	N	%
Past Participation in After-School Classes	Have participated in	120	54.1
	Have never participated	102	45.9
The Current Education	Hair	70	34.0
	Skin	47	22.8
	Make-up	50	24.3
	Nail	39	18.9
Positive Reasons for After-School Classes	Reducing the burden of private education costs	138	62.2
	Can experience a wide range of aspects	63	28.4
	I can hang out with my friends	6	2.7
	He teaches better than the subject	5	2.3
Negative Reasons for After-School Classes	It is mandatory at school	10	4.5
	Regular classes are enough.	6	2.7
	Be financially burdensome	13	5.8
	Hagwon classes or private tutoring are helpful.	75	33.8
The Problem of After-School Education	I'm tired because I have a lot of school hours.	101	45.5
	Etc.	27	12.2
	Teachers and students having the largest burden of classes	99	44.6
	There is a lack of enthusiasm and responsibility from outside lecturers	12	5.4
	There is a lack of diversity in the after-school programs	61	27.5
	There is a lack of financial support for low-income students	24	10.8
	Etc.	26	11.7
	Total	222	100.0

Table 5. A Study on the Recognition of the Elements of Beauty Education in the After-school

Division	Question	M	SD
Operational Area Recognition	The number of times a week is reasonable	3.54	.87
	The progress time of the week is reasonable	3.59	.87
	The hours of operation are reasonable	3.69	.91
	The tuition is reasonable	3.96	.86
	Total	3.70	.74
Perception of Facility and Material area	Be not short of practical tools and materials	2.65	.85
	The practical use of the machine is appropriate	3.21	.81
	You can easily find educational tools and materials	3.36	.78
	It is helpful for the use of school facilities and resources	3.43	.77
	Total	3.16	.65
Recognition of Curriculum	After-school hairdresser's (skin) course will be re-studied	3.63	.77
	After-school hairdresser's (hair) course will be re-studied	3.59	.80
	After-school hairdresser's (make-up) course will be re-studied	3.50	.83
	After-school hairdresser's (nail) course will be re-studied	3.44	.86
	Total	3.54	.73
Recognition of Training Content	Be faithfully carried out according to the plan	3.40	.82
	Be systematic and consistent	3.32	.89
	It was made up of a variety of educational contents	3.23	.82
	It helps to improve one's academic ability	3.62	.78
	It is made up of a sincere response to the question	3.65	.72
	I think it meets my expectations and goals	3.41	.78
Total	3.44	.69	
Recognition of Teaching Methods	Theoretical education method is appropriate	3.18	.90
	The ratio of theory to practical classes is appropriate	3.50	.83
	A pleasant atmosphere of the river is created	3.56	.90
	Motivation and inducement of participation are made	3.41	.91
	The contents of the lecture are delivered clearly	3.62	.77
	Allocate sufficient actual practice time	3.57	.83
Total	3.48	.73	
Guidance Teacher Recognition	Have excellent leadership skills	3.65	.825
	Have a proper voice for class	3.76	.878
	Have a good attitude in class	3.73	.938
	Be well prepared for class	3.65	.953
	Be well prepared for class	3.64	.987
	I'm trying to develop learning materials	3.59	.906
	Give good treatment to students	3.74	.858
	Total	3.68	.81

### 3.4 A Study on the Recognition of Beauty Education, Effect of Education, Satisfaction and Intent to Retrain in School

The results of after-school beauty education, satisfaction level and retraining level of the participants were investigated. The results of the survey are shown in Table 6. Beauty education effect averaged 3.69 points, with 3.91 points for "I think education helps reduce private education costs." The average satisfaction level for beauty education was 3.63 points, with 3.71 points for "The hairdresser at the school is satisfied" and 3.46

points for the retraining level of beauty education, with 3.52 points for "The hairdresser at the school (skin) and hairdresser (head)." It is reported that the higher the level of interest in the preceding study, the higher the satisfaction level[11], and that the subjects in this study are thought to have felt that the higher the satisfaction level of education was due to their high interest in beauty, and this level of satisfaction is believed to be linked to the degree of retraining.

**Table 6. The Effect and Satisfaction of After-school Beauty Education and Intent to Retrain**

Division	Question	M	SD
Beauty Education Effect	Education affected my sense of career	3.69	.68
	Education helps me improve my educational background	3.64	.74
	Education helps students develop personality	3.41	.74
	Education helps reduce private education costs	3.91	.78
	Choose to get a job on beauty after training	3.88	.84
	Choose to go to college on beauty after education	3.62	.86
	Total	3.69	.63
Satisfaction with Beauty Education	After school beauty education is satisfactory	3.60	.88
	Training after school beauty is satisfactory	3.56	.81
	After school to teach the beauty of the guidance teacher is satisfactory	3.71	.85
	Total	3.63	.79
Intention to Retrain Beauty Education	I'm going to retrain my hairdresser's (skin) course	3.52	1.03
	I'm going to retake my hairdresser's (hair) course	3.52	1.08
	I'm going to retake my hairdresser's (make-up) course	3.45	1.00
	I'm going to retake my hairdresser's (nail) course	3.35	1.06
	I will recommend beauty training in after school to my friend	3.49	1.01
	Total	3.46	.93

### 3.5 The Correlation between Recognition, Effect, Satisfaction and Intent to Retrain of Beauty Education

It is shown in Table 7 to see the correlation between beauty education recognition, effectiveness, satisfaction, and intent to retrain for students at beauty-specific high schools. Perception of operational areas is the effect of beauty training

( $r=.506, p<.01$ ), satisfaction with beauty education ( $r=.424, p<.01$ ), degree of refinement ( $r=.409, p<.01$ ) Static correlation has been identified, and awareness of facilities and materials has been made of beauty education effects ( $r=.484, p<.01$ ), satisfaction level of beauty education ( $r=.501, p<.01$ ), degree of retraining ( $r=.365, p<.01$ ) was identified. Recognition of the curriculum is a beauty education effect ( $r=.543, p<.01$ ), satisfaction with beauty education ( $r=.519,$

p<.01), degree of refinement (r=.518, p<.01) was identified. Perception of training content is the effect of beauty education (r=.658, p<.01), satisfaction with beauty education (r=.613, p<.01), repeat strength (r=.442, p<.01) was identified. Recognition of guidance teacher is the effect of beauty training (r=.605, p<.01), satisfaction with beauty training (r=.602, p<.01), degree of refinement (r=.489, p<.01) showed static correlation with the

effect of beauty education (r=.671, p<.01), and the satisfaction level of beauty education (r=.684, p<.01), repeat strength (r=.482, p<.01) was identified. Next, the effect of beauty education is the degree of teaching again (r=.707, p<.01) showed static correlation with the degree of satisfaction with beauty education (r=.759, p<.01) was identified.

**Table 7. Correlation between the Recognition and Effect of Beauty Education, Satisfaction and intent to retrain**

Division	1	2	3	4	5	6	7	8	9
Operational recognition	1								
Facility and material recognition	.411**	1							
Recognition of curriculum	.564**	.502**	1						
Recognition of training content	.473**	.587**	.571**	1					
Recognition of teaching methods	.506**	.519**	.601**	.755**	1				
Guidance Teacher Recognition	.370**	.462**	.497**	.652**	.657**	1			
beauty education effect	.506**	.484**	.543**	.658**	.605**	.671**	1		
Satisfaction	.424**	.501**	.519**	.613**	.602**	.684**	.800**	1	
Intent to Retrain	.409**	.365**	.518**	.442**	.489**	.482**	.707**	.759**	1

\*\* p<.01

### 3.6 The Effect of Recognition of Beauty Education on the Effect of Beauty Education

Cosmetic areas of education operation areas, facilities and material, training curriculum areas, area, teaching method in his area, guidance teacher the awareness of the cosmetic effect on education. The investigation, findings shown in Table 8. The results showed that the description (R<sup>2</sup>) of the regression model was 57.8% and that the F value was 49.150 (p<.001) with statistically significant results. It can be said that the perception of beauty education operation area, facilities and materials area, curriculum area, education contents area, education method area, and guidance team area has an effect as much as the regression coefficient of beauty education effect. If you look at  $\beta$  values that represent the relative contribution between these variables ( $\beta$ =.377, p<.001), awareness of training content ( $\beta$ =.249, p<.01), awareness of the

operation of education ( $\beta$ =.179 p<.01) It was found that it was affecting the effect of beauty education in turn. In other words, it was found that the higher awareness of the guidance peer, the higher awareness of the content of education, and the higher awareness of the operation of education, the higher awareness of the effect of beauty education.

**Table 8. The Effect of Recognition of Beauty Education on the Effect of Beauty Education**

Division	B	SE	Beta	t	p
(Statistical Constant)	.858	.178		4.834	.000
Training Operation	.152	.047	.179	3.207**	.002
Training Facilities and Materials	.044	.056	.045	.784	.434
training Course	.078	.054	.090	1.444	.150
Training Details	.227	.069	.249	3.294**	.001
Teaching Method	.001	.065	.002	.020	.984
Guidance Geacher	.293	.049	.377	6.030***	.000
R <sup>2</sup> =.578, F=49.150***, p=.000					
** p<.01, *** p<.001					



### 3.7 The Effects of the Recognition of Beauty Education on the Satisfaction of Beauty Education

The effects of recognition of beauty education operation areas, facilities and materials areas, curriculum areas, education contents areas, education method areas, and guidance teacher were investigated and the survey results were shown in Table 9. The results showed that the description ( $R^2$ ) of the regression model was 55.0% and the F value was 43.738 ( $p < .001$ ) gave a statistically significant result. It can be said that the perception of beauty education operating areas, facilities and materials areas, curriculum areas, education contents areas, teaching methods areas, and guidance teacher areas affects as much as the regression coefficient of beauty education. The  $\beta$ -value, which indicates the relative contribution between these variables, is the recognition of the tutor ( $\beta = .429$ ,  $p < .001$ ), awareness of training facilities and materials ( $\beta = .117$ ,  $p < .05$ ). It was found that the results were affecting the satisfaction level of beauty education. In other words, the higher the perception of guidance teacher, the higher the awareness of educational facilities and materials, the higher the satisfaction of beauty education.

**Table 9. The Effects of the Recognition of Beauty Education on the Satisfaction of Beauty Education**

Division	B	SE	Beta	t	p
(Statistical Constant)	.262	.229		1.147	.253
Training Operation	.073	.061	.069	1.198	.232
Training Facilities and Materials	.143	.072	.117	1.991*	.048
Training Course	.100	.069	.092	1.439	.152
Training Details	.135	.089	.119	1.529	.128
Teaching Method	.085	.084	.078	1.009	.314
Guidance Geacher	.416	.063	.429	6.646**	.000
$R^2 = .550$ , $F = 43.738^{***}$ , $p = .000$					
* $p < .05$ , ** $p < .01$ , *** $p < .001$					

### 3.8 The Influence of Recognition of Beauty Education on Intent to Retrain

To examine the impact on intent to retrain, we investigated beauty education operation areas, facilities and materials areas, curriculum areas, education contents areas, teaching methods areas, and guidance areas, and the results of the survey were shown in Table 10. The explanatory power of the regression model ( $R^2$ ) was 35.4%, and the F value was 19.675 ( $p < .001$ ) with statistically significant results. It can be said that the perception of beauty education operating areas, facilities and materials areas, curriculum areas, education contents areas, guidance teacher areas, and guidance teacher has an effect as much as the regression coefficient of beauty education intent to retrain. If you look at the  $\beta$ -value, which represents the relative contribution between these variables, the perception of the curriculum ( $\beta = .266$ ,  $p < .01$ ), recognition of the tutor ( $\beta = .227$ ,  $p < .01$ ). It has been shown that the degree of retraining in beauty education has been affected in order. In other words, the higher awareness of curriculum and guidance teacher, the higher the level of retraining in beauty education.

**Table 10. The Influence of Recognition of Beauty Education on Intent to Retrain**

Division	B	SE	Beta	t	p
(Statistical Constant)	.198	.325		.608	.544
Training Operation	.138	.087	.110	1.587	.114
Training Facilities and Materials	.041	.102	.028	.403	.687
Training Course	.341	.098	.266	3.466*	.001
Training Details	-.028	.126	-.021	-.224	.823
Teaching Method	.160	.120	.125	1.341	.181
Guidance Geacher	.261	.089	.227	2.941**	.004
$R^2 = .354$ , $F = 19.675^{***}$ , $p = .000$					
** $p < .01$ , *** $p < .001$					

#### 4. Conclusion

In summing up the results of the analysis, it was found that those surveyed chose schools mainly because they thought their interests and aptitude would be right, and 54.1% of them were confirmed to have participated in beauty education classes at after-school schools in the past. The positive reason for after-school beauty classes was that 62.2% said they would reduce the burden of private tutoring, but the negative reason was that they were too tired (45.5%) because of the heavy burden on teachers and students. The recognition of after-school beauty education components was the highest in operational domain ( $3.70 \pm 0.74$ ), but facility and material area recognition was found to be the lowest. In addition, awareness of education contents and operation areas and the effect of beauty education were highly correlated. It has been confirmed that the guidance teacher has a great influence on the recognition and satisfaction of beauty education and the intention of retraining. In summing up the results of this survey, it is said that it is important to provide satisfactory educational facilities and materials and to secure outside instructors with quality and ability to tailor education by grade and level in order to enhance the contents of after-school beauty classes. Finally, a follow-up study on the improvement plan beyond the status and satisfaction of beauty education in after-schools of specialized high schools needs to be carried out on the nationwide specialized high schools. It is believed that providing an education program suitable for beauty specialized high schools will help establish and develop after-school beauty education.

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