

Impressions of Pre-Service Technology and Livelihood Education (BTLEd) Teachers On-Site Training for the Course Beauty Care Services

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ABSTRACT

The present study explores the impressions of the pre-service technology and livelihood education teachers on-site training for the course beauty care services. The descriptive survey-case study design was used. Data were gathered through a series of interviews and analyzed the Braun & Clarke's six-phase framework. Thirty purposively chosen senior pre-service teachers served as respondents. Thematically analyzed data generated a single theme - theory translation opportunity. Generally, the theme means that this activity paved the way for these teachers to further their skills and enhanced their knowledge relative to beauty care services, which, accordingly, is helpful and beneficial to these prospective teachers.

Keywords: Beauty Care Services, Livelihood Education, On-Site Training, Prospective Teachers, Technology Education.

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I. INTRODUCTION

The implementation of the K-12 curriculum in basic education resulted in a major overhaul of various curricular offerings in institutions for higher learning. For teacher education programs, the New Teacher Education Curriculum (NTEC) serves as the foundational framework referred to by universities and colleges offering these programs. In NTEC, the specific program for prospective vocational and technological teachers is the Bachelor in Technology and Livelihood Education (BTLEd). Program graduates are expected to teach vocational and technological-related subjects in basic education. The Leyte Normal University (LNU), a teacher training institution, is one of the higher education institutions that offer BTLEd. The program is under the supervision of its College of Education and spearheaded by the Technology and Livelihood Education department. Every academic year, it admits around a hundred prospective teachers for this program. Aspiring teachers in this field go through a stringent selection before being admitted to the program.

One of the courses in BTLEd is Beauty Care Services. On the website of the Technical Education and Skills Development Authority (TESDA), this kind of service is defined as something that deals with hair, nails, and skincare. All these services occupy significant space in instruction. Nail care is concerned with the maintenance of fingernails and toenails. Nail hygiene is important to prevent fungal growth which causes nail and skin disorders such as athlete's foot, dead nails, and the painful growth of ingrown skin. Haircare services, on the other hand, are the services offered in the maintenance of hair to avoid hair diseases, like

baldness, scalp dandruff, and hair loss while skincare is concerned with skin appearance to prevent skin disorders which can be achieved through a healthy diet, vitamin intake among others.

One of the requirements to graduate from the BTLEd program is the on-the-job-training. This activity is carried out during the final year of the program takers. In the case of LNU, BTLEd senior students are compelled to immerse themselves in the industries in the locality. This activity aims to translate theories learned in the classroom into practice. Given this, the present academic undertaking intends to explore the senior BTLEd students' impressions of the training they have experienced for this activity towards an improved coordination and implementation of site activities for this purpose.

II. REVIEW OF RELATED LITERATURE

A salon is an establishment that offers beauty-related services to both men and women like haircuts, massage, hair color, and spa. It is said these services are essential to relieve stress because of the relaxing feeling and comfort they offer. Among the common beauty care services include hair beauty, barber, skin care, nail, and spa care salons. Existing literature suggests that beauty salons have a huge impact on Filipinos because of the beauty care satisfaction they offer. As a result of this, it can be observed that this industry continuously mushroomed not just in cities but also in the countryside. These salons offer a wide array of cosmetic services to both men and women. Presently, the culture has changed and the growth and thinking of all Filipinos have also changed. All of us want to stay up to date with the latest trends and techniques

of what is good and better. A beauty salon has also a modern way on how to give a good service to the client by introducing modern products and services available not just in the local market but also in the global markets.

It is said that this industry is set to be sustained. According to Dyson (2012), a business is said to be sustainable when growth is sustained and no negative impacts on the community, society, and economy. Furthermore, a business reflects sustainability when it can demonstrate an accumulation of relevant resources such as customers, product usefulness, raw material, and customer satisfaction. A sustainable business leads to a stable state of operation. Considerably, Kwek (2018) averred that an entrepreneur must understand the evolving organizational culture while promoting to achieve sustainable business. When management considers failure as a dilemma, then the interdependence to secure environmental and social success factors becomes an evident issue. Not only should entrepreneurs consider innovation but also support a working culture that aims to value ethical principles. Entrepreneurs should retain characteristics of strength, intuition, wisdom, and responsibility as a whole to create a sustainable industry. In light of small business sustainability, Francia (2018) identified a sustainable business as an organization that has a sustainable strategy and a competitive advantage in a volatile market. This is manifested by ensuring the health and safety of the business and its employees, promoting innovation, meeting the expectations of stakeholders, improving employee morale in the workplace, providing user-friendly products and services, attracting and retaining talented employees, and providing products and services. Finally, Siddiqui and Khandaker (2007) argued that business leaders must create lasting relationships with the community.

III. THEORETICAL FRAMEWORK

This study is anchored on customer service theory. As explained by Kotler (2000), the theory is focused on attracting customers to the business and making them patrons to the products and services offered by the company. The theory further postulates that as a person's feeling of pleasure or disappointment is the result of comparison of the products they purchased whether these were able to lived up their expectations or not. Significantly, it can be seen that these theories deal with the necessity of the customers in the business which is the source of capital for the operations of the businesses.

IV. METHODOLOGY

This study employed the descriptive survey-case study design. Creswell (2014) explained that this design is commonly utilized when investigating a specific phenomenon, event, and even an implementation of a program or series of programs to determine how well such a program serves its pre-identified purposes as well as its impact on the individuals and the community in general. Thirty senior pre-service vocational and technological teachers were purposively chosen as respondents. Data were obtained through an interview and transcripts obtained were

analyzed using Braun & Clarke's six-phase framework for doing a thematic analysis which includes: data familiarization, codes generation, themes searching, themes review, theme definition, and reporting. Patterns that recurred twice were considered as themes and, in turn, will be subjected to specific analysis.

V. RESULTS AND DISCUSSIONS

Analyses of the data made generated a single theme about the impressions of pre-service technological and livelihood education teachers' on-site training for the course beauty care services. In this study, this theme is dubbed as "**THEORY TRANSLATION OPPORTUNITY!**", with the narratives provided by the respondents of this study, it is evident that the pre-service technological and livelihood education teachers consider the on-site activity as an opportunity to put into practice all the theories that they have learned about beauty care services in the classroom. These are found in these narratives:

It is an opportunity for me to practice the theories that our teachers in the classroom have taught about beauty care services. I am certain that this on-site training has enhanced my beauty care knowledge and skill especially on nail care which is actually my favorite (Respondent 1).

This on-site activity provided me experiences and opportunities about how beauty care services are actualized in the field. I learned some kind of disparity between classroom theories and field practice (Respondent 12).

I learned the different processes being involved in beauty care services. The experienced I gained was awesome (Respondent 10).

This is the course that captures my interest and I think this is the course that I can afford financially and besides the subjects are all connected to my past experiences and hobbies. In the past, I practice this already in our barangay (Respondent 14).

I hope that this activity will continue because truly, this activity will help us students to further enrich and provide us practical knowledge and skill so important for us to become beauty care service providers in the future (Respondents 9).

Thank you to the different owners of the establishments that we have had our on-site training. Your generosity had made us harness the skills and knowledge that were imparted to us by our teachers in the classroom. To our teachers, I hope that you further encourage and continue this activity because it is so helpful in us would-be beauty care services providers (Respondent 6).

The vignettes above suggest that the on-site training given to the pre-service technology and livelihood education teachers for the course beauty care services have been beneficial to them. The experiences that they have shared

proved the importance of this activity to the trainees. Taking things holistically, it is categorical to claim that the experiences they have gained and the knowledge they have acquired will result in quality service when they practice the different beauty care services in the field.

According to Kotler (2000), service quality and customer satisfaction are essential ideas that companies need to understand to ensure competitiveness and growth. Today, delivering high-quality service is said to be the key to sustainable competitive advantage. When clients are satisfied, organizations are likely to profit because there is an assurance of repeat purchases, brand loyalty, and positive word of mouth. According to Dela Cruz (2018) customer satisfaction, as a nomenclature, are terms to utilize to summarize a set of observable actions on a certain product or service. Additionally, Van der Wal *et al.* (2002) said that service quality is basically focused on bringing the organization to a sustainable advantage. Similarly, Zeithaml and Bitner (2000) argued that service characteristics lead to creating a positive service experience for customers that are associated with existing purchase expectations.

The field practice provided to prospective teachers plays a critical role in the development of skills and furthering the knowledge of the trainees. The researcher strongly recommends the concerned authorities, in this case, the department chair of the technological and livelihood education of the college continue this practice. In this way, the target skills and competencies of the graduates of this program are ensured.

CONFLICT OF INTEREST

The author declares no conflict of interest.

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