

Management evaluation system for skill assessment — On the psychological interaction between the “Teaching side” and “Learning side” in the teaching methodology of hairdressing techniques —

Seiji Kawano¹ and Ayami Kuroda¹

¹Yamano College of Aesthetics
530 Yarimizu, Hachioji-shi, Tokyo, Japan 192-0396

Key words : Teaching methodology for hairdressing techniques, Teaching side and Learning side, Evaluation ability, Psychological interaction, Management evaluation system for skill assessment

Abstract

To establish a teaching methodology for hairdressing techniques and to improve training for hairdressers, I studied the psychological interaction between the "teaching side" and the "learning side". Firstly, I looked at evaluation ability, one of the skills of the essential teaching quality of leadership, and considered it from both the teaching side and the learning side. Secondly, I divided the learning side into three levels according to winding ability and asked each about the psychological demands placed on them and about the teaching methodology. Finally, I considered the need for students to study psychological interactions before entering the hairdressing industry.

Introduction

Since the appearance of the copy machine, facsimile, email, and mobile phone, everyday life has been accelerated, computerized, and digitalized. At general universities, which focus mainly on subject lessons, knowledge and skills have been “information-ized”. The teaching side merely outputs data while the learning side merely receives data ⁽¹⁾.

However, in a practical training class for hairdressing, such a situation is not possible because the teaching methodology for the transfer of skills and techniques is from hand to hand. It is also true though that there are many problems due to the deep involvement. Because the teaching side and the learning side interact so closely, the psychology of each works in both desirable and unexpected directions.

I would like to report on a study about psychological interactions to maintain intellectual communication between the teaching side and the learning side to improve lessons ⁽²⁾.

1. Analysis of the actions and psychology of the teaching side and the learning side

In general, a broad culture, a rich human nature, a thirst for education, and communication skills are listed as necessary qualities for the teaching side, but what is still important is whether or not an instructor has strong leadership skills. The goal of the teaching side is to improve the learning side.

The center of goal achievement is repetitive practice. If students can practice good training procedures repeatedly without getting bored, the learning side will doubtless improve. So what kind of instruction should the teaching side apply to make students practice training procedures actively?

First, most classes will succeed if the students are motivated. For this, in order to motivate the students, it is important for instructors to be passionate about their classes. Second, instructors need to be able to evaluate what kind of abilities a student needs, and determine the relevant future instruction. Third, instructors must be able to organize the curriculum so that the goals of

all the classes are attained and all the classes are enriched. Fourth, in order to raise the effectiveness of instruction without boring the students, instructors need to be able to read the classroom atmosphere. Finally, instructors must be able to instill in students the desire to extend their abilities on their own after the term of instruction has finished.

However, even if the teaching side has all of the above qualities, the learning effect depends on the learning side's attitude, which can be divided roughly into active or passive. If it is the latter, the teaching approach will not be able to engage the students deeply and the learning effect will be minimal. In addition, students must learn humility and to practice as taught. It can be said that it is necessary for the teaching side to be good at teaching and the learning side to be good at learning.

Students need to reaffirm that everything they are learning is connected with the hairdressing business and they must engage classes with a positive attitude. Finally I would like students to be open to learning at a salon, to be able to think about the meaning and method of what is taught, and to be able to determine the best way to acquire it ⁽³⁾.

2. Necessary evaluation ability for the teaching side and the learning side

In this section, I would like to consider the ability to evaluate, a quality necessary for the teaching side and from the learning side.

Currently, at many schools, when the teaching side decides that something can or cannot be done, it is thought to deny the human nature of the learning side. As a result, the teaching side will avoid making evaluations. The learning side will become used to being pampered and their ability to evaluate themselves will become weak.

The essence of evaluation is not to ask whether or not someone has ability, but to raise the progress of the learning side. Therefore, both the teaching side and taught side should not avoid evaluation.

Thus, I would like to describe an evaluation process in three stages. In the first stage, it is important for instructors to be able to determine the strengths and

weaknesses of the students. If the instructors cannot determine what students can or cannot do, they cannot grade the students. It is not, however, uncommon for instructors to initially be undecided about what is good or bad. It is therefore important to be exposed to as many examples as possible to develop an ability to determine what is good.

In the second stage, it is important to provide accurate comments and to implement procedures to improve weak points. In order to make students not think that everything is hopeless, it is necessary to clearly indicate what is good and what is bad. But just analytical comments are not effective. Comments to make students aware that they must improve their situation and skills are important. And, it is important to outline practice procedures suitable to the level of the students. This will be discussed later.

Finally, in the third stage, it is necessary to transfer the teaching side's ability to evaluate to the learning side. For learners to be able to strengthen their own skills, it is important for them to learn the ability to evaluate. An effective way to achieve this is for the teaching side and the learning side to evaluate a third party together and to evaluate bad examples. By sharpening the eyes, it will become possible for the learning side to determine how to overcome their own shortcomings.

3. The psychology of the learning side

Through the evaluation of the fundamental hairdressing skill of winding, it is possible to determine the temperament and ability of students to some extent. The learning side can be divided into three levels: A, B, and C, and the psychology of each can be examined. The appropriate teaching method can also be considered.

First, students in level A, the top level, tend to receive instruction obediently and make an effort with the hairdressing basics. Because the students dislike defeat and can evaluate correctly, they have the ability to ask many questions and to improve themselves. Also, because they are courteous, many students in level A are liked by the teaching side and are also good at handling different ways of teaching. This group can be

stimulated if taught strictly. Some students will struggle temporarily, but they will recover quickly with a little follow-up. For the teaching side, level A is easy to teach, but high technical skills are required.

Second, with regard to level B, it is a characteristic that some students will aim high, while some will feel less expectation because they are in a lower level. In a good or bad sense, the group is inconspicuous. Although the ability is somewhat high, there are many students with low motivation. In many cases it is a passive attitude. The teaching side needs to instruct level B students in such a way that the students do not think that level A is special and impossible for me.

Level C students lack dexterity, and often their perceptions are different from ordinary people. Because of high pride, level C students seek strict evaluation from the instructors. However, they are critical of instructor evaluation and cannot evaluate themselves correctly. Students in this group do not want to admit that they are inferior to others, so they will not compete. In this sense, they also dislike defeat. Since their concentration and study interest are often absent, as much individual tutoring as possible should be provided. However, since level C students are inherently very sensitive, when you need to give some negative comment, you need to direct it to the whole class, not to a specific individual. It is a gradual process, but it is important to prepare a curriculum that allows students to steadily upgrade their skills. Before that, however, it is important to motivate level C students.

4. Basic policies on introducing a management evaluation system for skill assessment

What has become clear to date from practical hairdressing training and systems for hairdressing training at salons is that, rather than general instruction or instruction related to outward appearances, it is important to show individual students data related to their weak points and to provide appropriate instruction. In daily classes, data on students' mastery of each task can be managed, and a system built to determine the appropriate study and individual instruction based on the data.

The following are the main points for the construction of a management evaluation system for skill assessment:

- ① In salon training, if the goal of working hard over a short period and instructional process are not made clear, employees will become bored. In order to make these clear, it is absolutely necessary to analyze the data and to establish an appropriate educational policy based on it.
- ② Communication between instructors and learners is important. The instructors themselves must always be motivated and conscious that they will also grow. It is necessary that instructors allow the learners to have ambitious attitudes in order to become leading hairdressers.
- ③ In the salon training, for hairdressers to experience the acquisition of techniques and the satisfaction of the customers at the same time, instructors must follow up on weak points and allow the students chances to overcome them.
- ④ It is important to have the three instructional ideas of fear, expectation, and empathy. Fear comes from the belief that no matter how good a hairdresser's techniques are, if the hairdresser cannot gain clients, the hairdresser will not be successful. In other words, it is important to be aware of the causes for losing clients. It is also important to have a sense of expectation in order to become a fully-fledged hairdresser. Empathy is the shared feeling with the client that the client has become beautiful through heartfelt hairdressing techniques.
- ⑤ With a positive attitude, innovation (self-improvement) is necessary. Whether it is employee education at a salon or student instruction at a school, it is important that those receiving the instruction realize that their skills will be accurately evaluated through data confirmation. Instructors and learners need to have this understanding for both individual and technical instruction.

Establishing this is very important to the evaluation system. At a salon, it is not enough to just delegate a job and evaluate the outcome. At school, it is not enough to give students a task and have them practice it repeatedly. It is important to set up classes in which objective feedback is given, the practice makes an impression, and opportunities are provided. In other words, it is important to build a system in which those receiving the instruction trust that their skills are accurately assessed.

- ⑥ For instructors involved in hairdressing instruction, "beliefs" in technical instruction can result in dangerous attitudes and behaviors. It is thus important to analyze the statistical data (evaluation data) scientifically, constantly examine actual teaching methods in the light of knowledge and wisdom, and make efforts to gain the trust of students.
- ⑦ Scientifically analyzing and systematizing hairdressing techniques is a major issue in the system construction and is also the most difficult task. Minor changes in the system may be possible in the future, but there are no major changes for the time being.

5. The structure of a management evaluation system for skill assessment

- ① Time management is one aspect of preparation for the national hairdressing examination. It is thus necessary to check completion times and to manage the data in every lesson for each partial hairdressing technique such as cutting and winding. For example, allow at first 50 minutes for a winding task. By what process the students are able to shorten their time to that required will bring out individual student differences. By creating individual record cards for the students' daily lesson results, it will be possible to manage the data and to provide instruction for weak points more accurately.
- ② Conduct multiple level checks for each task.

The scores and evaluation data should be based on the graded items of the national hairdressing examination. Until target times are reached, conduct intermediary technique evaluations. Do this three times in both the first and second semesters. While conducting such level checks, evaluate the proficiency of individual students as well as the entire class on score graphs and data charts. This will make clear the points for study and the points for individual instruction.

- ③ For students, it is necessary to have a sense of security regarding data collection, and to acknowledge that data management is done.
- ④ Linking the level checks for hairdressing techniques and the evaluation of grades at the end of the year will make the management of student records and the instructional schedule of practical instructors more efficient in terms of time.
- ⑤ By entering the results of the national hairdressing examination into the system, it will be possible to follow-up and instruct, after graduation, the students who failed.
- ⑥ The effect of educational research using databases is that individual student instruction can be scientifically and rationally done. It can also inform instructional methodology for the following academic year once the learning goals have been set. It can also be used to determine the subtle differences between students enrolling every year.
- ⑦ A summary of the management evaluation system for skill assessment is shown in Figures 1 to 6. The content and significance are explained below the figures.

6. Example of class formation by ability (proficiency level)

Actuality of Class Organization

Every class	Student number
	Ability (Skill level)

Every four classes	Class combination
	Student number
	Ability (Skill level)

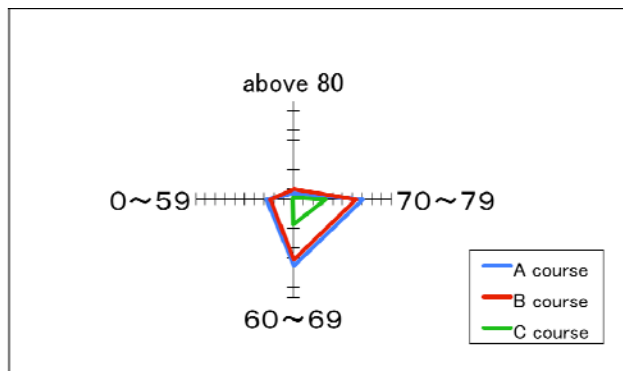
The Academic Year: XXX Comparison of Skill Proficiency Level for each Course

- A course 162/165 Proficiency Level 98.2%
《a 39/40 : b 45/45 : c 40/40 : d 38/40》
- B course 155/157 Proficiency Level 98.7%
《a 35/35 : b 37/38 : c 42/42 : d 41/42》
- C course 62/62 Proficiency Level 100%
《a 33/33 : b 29/28》

The Academic year: XXXX Comparison of the Radar Chart: All class comparison tables by courses.

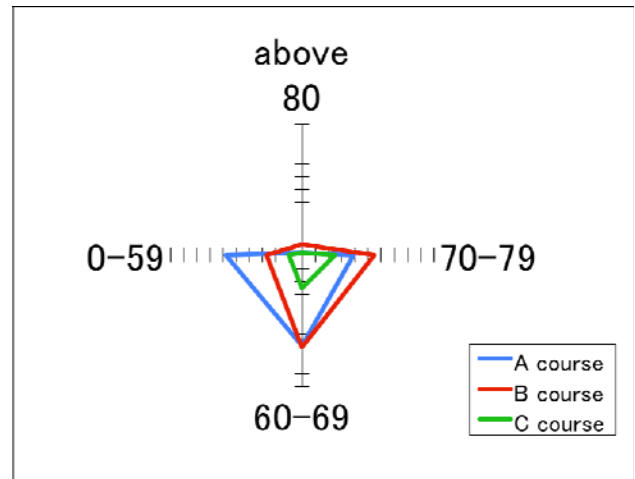
<Proficiency level of the first skill YearXXXX Roller Curl Setting >

	above 80	70-79	60-69	0-59
A course	6	71	68	28
B course	10	64	62	24
C course	2	33	26	1



<Proficiency Level of the Second Skill Year XXXX Cutting >

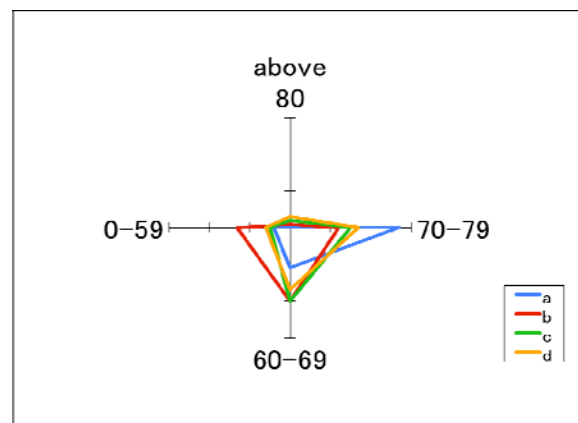
	above 80	70-79	60-69	0-59
A course	2	39	69	58
B course	8	55	70	27
C course	2	25	25	10



The Academic Year XXXX Comparative Table by Class for Each Course I

<The first skill: Roller Curl Cutting – A Course: a, b, c, and d >

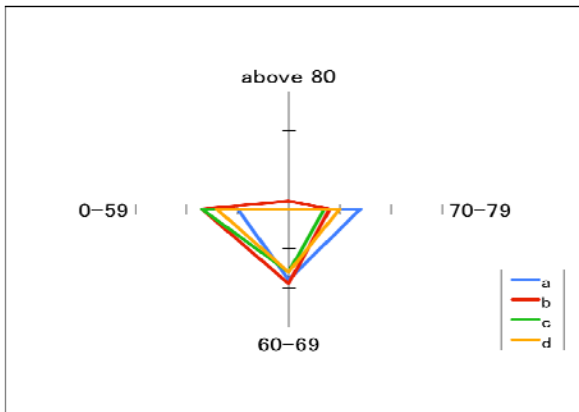
	above 80	70-79	60-69	0-59
a	0	27	11	4
b	1	12	20	13
c	2	15	20	5
d	3	17	17	6



The Academic Year XXXX Comparative Table by Class for Each Course II

<The Second Skill: Cutting- A Course: a, b, c, and d>

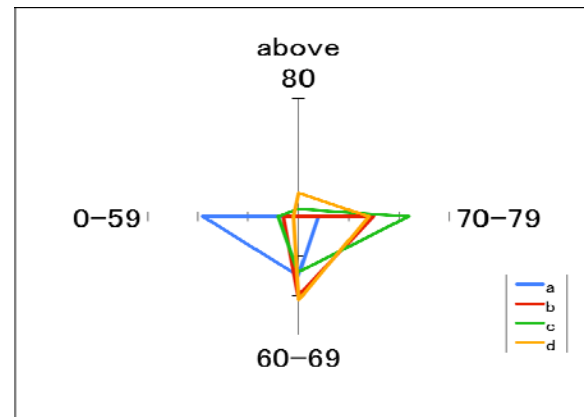
	above 80	70-79	60-69	0-59
a	0	14	18	10
b	2	8	19	17
c	0	7	16	17
d	0	10	16	14



The Academic Year XXXX Comparative Table by Class for Each Course IV

<The Second Skill: Cutting- B Course: a, b, c, and d>

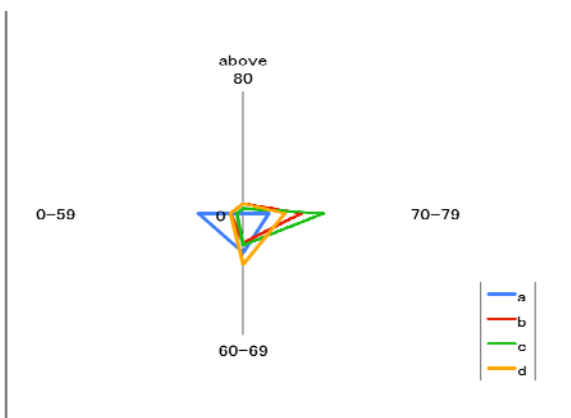
	above 80	70-79	60-69	0-59
a	0	4	15	19
b	0	15	20	3
c	2	22	14	4
d	6	14	21	1



The Academic Year XXXX Comparative Table by Class for Each Course III

<The first skill: Roller Curl Cutting - B Course: a, b, c, and d>

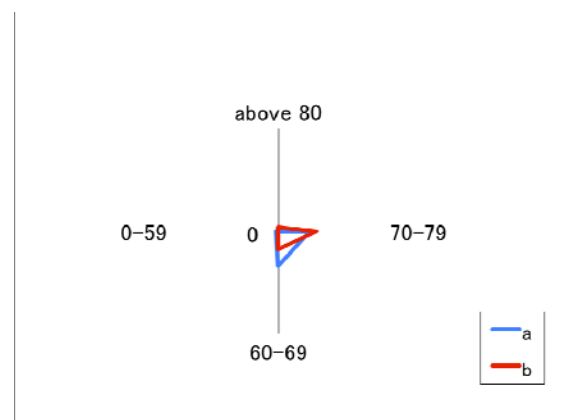
	above 80	70-79	60-69	0-59
a	0	8	16	14
b	4	18	12	4
c	2	25	13	2
d	4	13	21	4



The Academic Year XXXX Comparative Table by Class for Each Course V

<The first skill: Roller Curl Cutting - C Course: a and b>

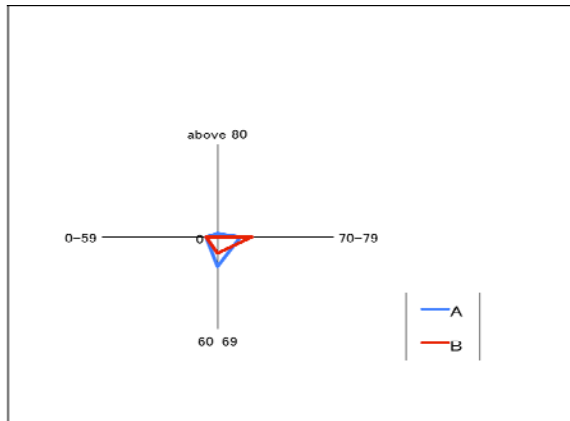
	above 80	70-79	60-69	0-59
a	0	15	17	1
b	2	18	9	0



The Academic Year XXXX Comparative Table by
Class for Each Course VI

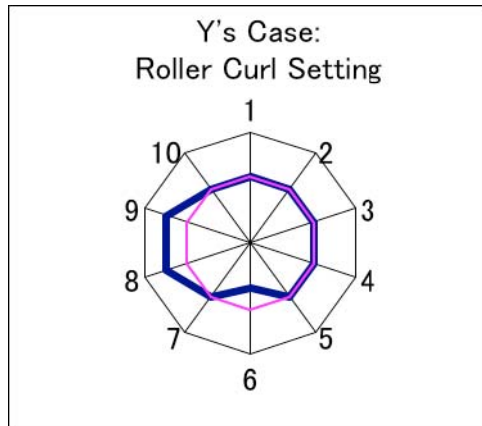
<The Second Skill: Cutting – C Course: a and b>

	above 80	70-79	60-69	0-59
a	2	10	16	5
b	0	15	9	5

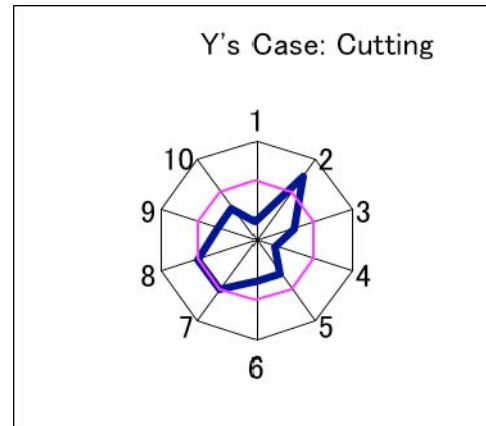


< The Academic Year XXXX

A course Y's case ➡ Level check: Fail >



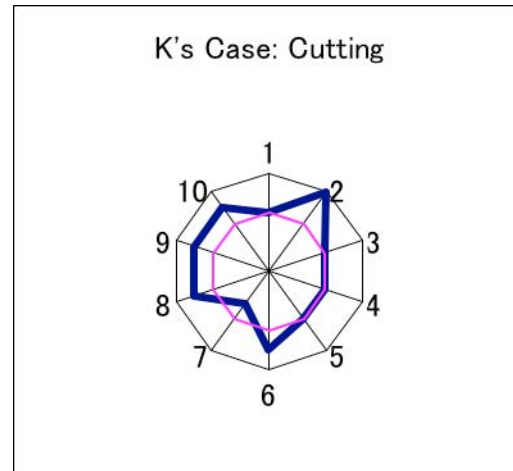
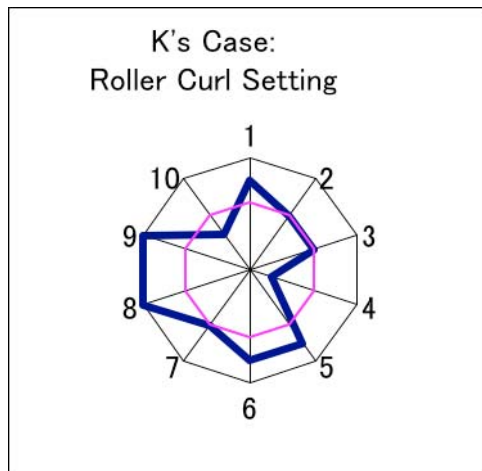
Scoring Items	Scores
1 Finishing Condition	2
2 Point position	8
3 Bang length	4
4 Bang width	2
5 Side Length	4
6 Side Grad	4
7 Nep Grad	6
8 Nep length	6
9 outline	4
10 left-right balance	4
Overall Scores	44



Scoring Items	Scores
1 Front・S	6
2 Crown	6
3 Nep	6
4 Connection	6
5 Slice	6
6 Base	4
7 Shape	6
8 Remaining Hair	8
9 Pinning	8
10 Stem	6
Overall Scores	62

<The Academic Year XXXX

B course K's case ➡ Level check: Pass >

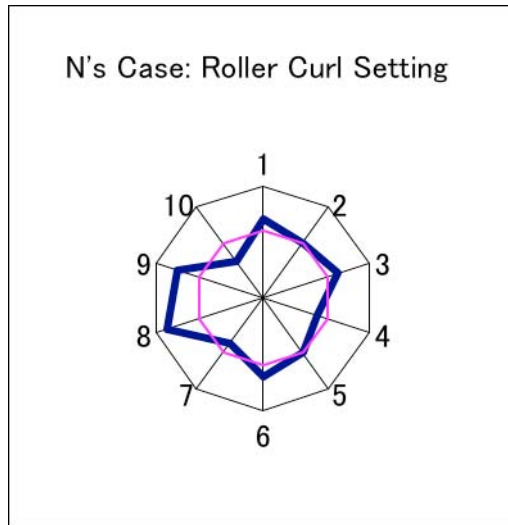


Scoring Items	Scores
1 Front•S	8
2 Crown	6
3 Nep	6
4 Connection	2
5 Slice	8
6 Base	8
7 Shape	6
8 Remaining Hair	10
9 Pinning	10
10 Stem	4
Overall Scores	68

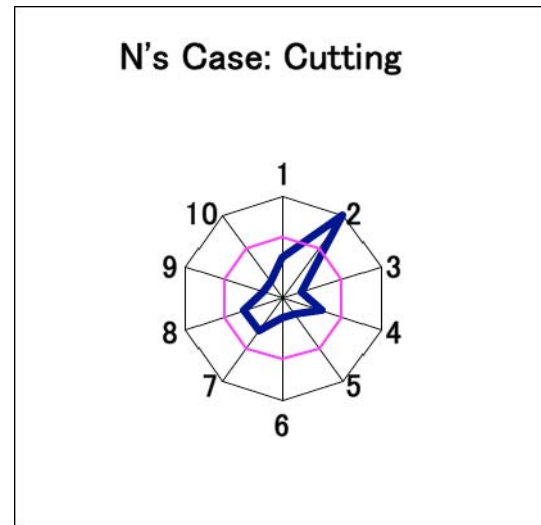
Scoring Items	Scores
1 Finishing Condition	6
2 Point position	10
3 Bang length	6
4 Bang width	6
5 Side length	6
6 Side Grad	8
7 Nep Grad	4
8 Nep length	8
9 Outline	8
10 Left-right balance	8
Overall Scores	70

<The Academic Year XXXX

C course N's case ➡ Level check: Fail >



Scoring Items	Scores
1 Front+S	7
2 Crown	6
3 Nep	7
4 Connection	5
5 Slice	6
6 Base	7
7 Shape	5
8 Remaining Hair	9
9 Pinning	8
10 Stem	4
Overall Scores	64



Scoring Items	Scores
1 Finishing Condition	4
2 Point position	10
3 Bang length	2
4 Bang width	4
5 Side length	2
6 Side Grad	2
7 Nep Grad	4
8 Nep length	4
9 Outline	2
10 Left-right balance	2
Overall Scores	36

7. Results and discussion

The above management evaluation system for skill assessment was applied to practical hairdressing training. Results showing its usefulness are shown in Figures 1 to 6. The analysis of students with low proficiency in hairdressing techniques revealed that various problems were encountered in the course of mastering techniques. Students did not grasp exactly what the problems were, the techniques were not fully learned, and the learning situation was incomplete, resulting in students abandoning hairdressing technique training. In addition, students with poor attendance rates and students who suffered from mental problems lacked confidence and were in a state of self-depreciation. This self-evaluation anxiety tended to affect their involvement in hairdressing technique training more. The introduction of a management evaluation system for skill assessment, however, was able to alleviate student self-evaluation anxiety. In addition, by showing the changes in results of time trials and the level checks on graphs and radar charts for each hairdressing technique, it became possible to check the proficiency of the individual students and the degree of practical training proficiency of the whole class. Furthermore, making individual record cards for each student not only made it possible to give precise practical instruction to individual students but also to provide precise support for preparation of the national hairdressing examination. In other words, for hairdressing technique mastery, the management evaluation system succeeded in replacing abstract self-evaluations with more concrete evaluations.

It was also important to keep the objective assessments of the student's hairdressing technique training apart from the student's own evaluations. Using the management evaluation system enabled students to make new discoveries and gain a foothold on new possibilities in hairdressing technique training. It stimulated students to learn, and for trainee hairdressing instructors, it was possible to instruct more minutely and accurately. Also, since the work was by hand, the burden of a lot of technical instruction was heavy for instructors and it could not be done properly. The management system improved

this situation. It also improved the power of the materials handed to students. The system also helped improve technical instruction by accurately determining the weaknesses of individual students. The next learning objective was also clarified for each student and the result was improved motivation for learning. Such statistical data collected could be utilized for the assessment of instruction policy for the following academic year and for the improvement of teaching methodology.

Hairdressers who scientifically analyze hairdressing, who have learned the basics of cosmetology, and who have acquired professional skills and techniques can now impress and be empathetic with people. On the other hand, the hairdressing industry not only requires human resources with unique potential capabilities, but also people who can take leading roles in the future. The hairdressing industry is also anxious that students are learning the absolute basic skills, such as manner and hospitality, shampooing, permanent waving, hair coloring, hair cutting, hair-setting, make-up and nail skills. It is also anxious that students are human resources who can become immediately effective players. The reality, however, of a new hairdresser just after graduation from a beautician training facility is that he or she will require further practical skill and technique training. Once they acquire such technical skills and techniques, he or she will become a hairdresser for whom customers will actually pay. Whether or not the hairdresser will become a first-rate hairdresser, however, will depend on the hard work of the person. In order to train such top hairdressers, it is essential to train instructors who are able to provide good instruction. It is predicted that the research based management evaluation system could fully determine not only practical hairdressing instruction but also train instructors. I would like to introduce this system to hairdressing training lessons and consider further improvements.

Conclusion

In hairdressing training classes, instructional methods invite a close relationship between the teaching side and the learning side, with both working together toward the common goal of passing the national hairdressing examination. It is necessary to consider the psychological interaction between the teaching side and the learning side in order to conduct classes in a positive direction that will lead to goal achievement.

Close relationships sometimes cause leniency and disruption of class discipline. Also, in practical instruction, since there is a lot of individual tutoring, unsuitable instruction for the learner can shake the mutual trust with the instructor. There should not occur. The psychology of each other may act in undesirable directions as well.

In addition, after spending two years at a hairdressing-training facility, students gain the national hairdressing qualification and get a job as a fully-fledged hairdresser at a salon. However, hairdressers who were once on the learning side during their study days will soon

be on the teaching side when juniors arrive. When the role changes, it will be important for the teaching side to understand the psychology of the learning side. I would also like to tell students that psychological interaction is important in order to be active in the hairdressing industry as a good instructor and a good student.

Acknowledgements

I would like to thank Prof. Masaru Yamamoto, Manager of Beauty and Art Department, for his guidance and assistance to complete this paper.

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(Received January 20, 2017; accepted January 30, 2017)

河野 誠二 (かわの せいじ)

現職：山野美容芸術短期大学 客員教授

美容教育に期待される能力は、実践的な技術指導経験を如何に積むかによって左右される。学生の習熟度を的確に判断する評価制度設定し、常に科学的な根拠に基づいて柔軟な姿勢で教育指導する事を心掛け実践している。