

An Analysis of the Content and Effectiveness of Off-Campus Internship curriculum for Vocational and Technical Five-Year Junior College Students with Major in Cosmetics

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ABSTRACT

The study objects comprise of vocational and technical schools in Taiwan and conducts group analysis on internship institutions, school teachers and students through qualitative research and quantitative research. The internship content reveals greatest difference for students' performance in workplace etiquettes $p < .001$ while student's workplace performance $p < .01$: Workplace skills, interpersonal communication and work attitude. Students' workplace performance $p < .05$: adaptability issue, internship welfare, minor discretion in the presentation of internship agreement. With regards to learning factor analysis: The CR value is 0.913 and AVE value is 0.677 for interpersonal interaction and attitude learning, the CR value is 0.845 and AVE value is 0.577 for welfare regulations and career, and the CR value is 0.715 and AVE value is 0.457 environmental cognition and adaptability. A CR value greater than 0.7, suggests excellent internal consistency in the research model while AVE value also meets the standards.

Keywords: Cosmetics and Hair Beauty, Education, Five-Year Junior College, Off-Campus Internship curriculum, Vocational and Technical Schools

RESEARCH BACKGROUND AND PURPOSE

Research Background

Changes in recent economic development and people's pursuit for material life have led to the development trends in fashion industry, impelling the thriving development in cosmetics and hair beauty related industries, including skin SPA, body shaping and stress relief, manicure and pedicure, overall style, cosmetics sales, hair beauty salon, and cosmetology...etc. The Executive Yuan National Science Council (2014) announced the industry-academic technical alliance cooperation program via press release, stating: "According to the '2012 Yearbook of Biotechnology Industry,' the economic scale and output of global cosmetics product market is enormous while Taiwan's market output accounts for NTD94900000000." Directorate General of Budget, Accounting and Statistics of Executive Yuan (2012) conducted the "Human Resource Use Survey" and reveal the following: the survey was conducted on the number of employed people in all industries in Taiwan in 2010. The number of employment in service industry alone accounts for 54.74% of total employment population with a trend of annual increment of

2.16%, suggesting the incremental demand for the cosmetics and hair beauty related industries in the economic market.

Practica are very critical for students' acquiring practical knowledge and skills. It is also essential to promote students' employability and competitiveness. In recent years, universities in Taiwan have been more and more increasingly emphasizing practica. To supply sufficient human resource to the cosmetics and hair beauty industry, it is the utmost important responsible for vocational and technical education in cosmetics related departments to improve students from vocation and technical junior colleges with employment competency so that the human resource will meet industry requirement. The Ministry of Education takes action in promoting "Vocational and Technical Education Restructuring Program," and in particular the policy on "Implementing Off-Campus Internship Courses in Students" is to improve the employment competency in students through "learning while doing and doing while learning" (Ministry of Education Department of Technical and Vocational Education, 2012). Particularly, departments designed for internships in vocational schools of cosmetics related departments include: Department of Cosmetics Application and Management, Department of Cosmetics and Care, Department of Cosmetics and Fashion, Department of Fashion and Style, Department of Cosmetics and Leisure Tourism, Department of Fashion Model, and Department of Fashion Design. The industries of internship in generally include the follows: hair beauty and style, skin care, body massage, wedding photos, manicure art, cosmetics counter, cosmetics formulation and other industries. Moreover, some schools add pet cosmetics and funeral etiquettes and other departments following the development of emerging industries.

Technological and vocational education has made significant contributions to Taiwan's economic development by training mass technical specialists. Currently, the type of industry has been transferring gradually from labor-intensive to technology-intensive and even knowledge-intensive industry. This transformation has resulted in rapid changes to Taiwan's industrial structure and technology base that has affected the preparedness of technological college graduates to enter the high-tech workforce. Vocational education is the base of technological education (Chang, 2014). The five-year junior college whose main educational objective is to cultivate the mid-level technicians forms an important part of the technological and vocational education. It provides the students not only the basic knowledge of the general subjects but also the professional skills. Cosmetology departments in five-year colleges offer flexible years of completion, credits allocation, more practical elective courses, which provide five-year junior college students with more practical courses and internship experiences on cosmetology, hair styling, and nail arts than those of general high or vocational high school students. The cosmetology Industry has become diverse with innovative management and premium service quality, which led to the refined quality control of cosmetology Industry. To discover intermediate level talents for cosmetology Industry, the five-year colleges in Taiwan carry the mission of educating intermediate level workforce with diverse adaptive education integrated with practical courses of technology and technique applications, such as internship, experiments, hands-on operations, project production, and license courses to culture students' professional techniques and employment abilities.

Technical and vocational education in our country has always aimed to bring up industry professional talents; it's providing a vital lifeline of our national technical personnel. Therefore, enhancing students' practical technical expertise and implementing campus internship of industry cooperation are the key part for technical and vocational education to effectively nurture students to meet the industry demand (Chang, et al., 2016). Off-campus internship courses have intensified the overall cosmetics related industries since the implementation.

Some difficulties and dimensions still require solution throughout the implementation. For example, students' inadaptability with internship at workplace, students' inadaptability to transform from the role of students to employees, interpersonal relation, lack of anti-stress capacity, sexual harassment in workplace, troubles with skills learning, and getting off duty on time...and many other issues (Author, 2012) . To get insight to the off-campus for students from vocational and technical education majoring in cosmetics, the paper emphasizes on the students from department of cosmetics related department in vocational and technical schools as the research group. The study analyzes the inter students in terms of the follows: workplace skills, interpersonal communication, etiquettes and conducts, learning attitude, work attitude, adaptability issue, cognition, internship environment, internship welfare, internship agreement, internship visit, and career planning. Consequently the study will draw prudent and rigorous conclusion from each part of the off-campus internship process while off-campus internship courses will achieve excellent education benefits.

RESEARCH PURPOSE

The paper intends to explore into the "Analysis of Content and Effectiveness of Off-Campus Internship for Vocational and Technical Five-Year Junior College Students with Major in Cosmetics." The following aspects of interns are studied: workplace skills, interpersonal communication, etiquettes and conducts, learning attitude, work attitude, adaptability issues, cognition, internship environment, internship welfare, internship agreement, internship visit, and career planning. Consequently the study analyzes the effectiveness of off-campus course for departments related to cosmetics in vocational and technical junior colleges, correlation and problems to be solved, thereby proposing practical suggestions for vocational and technical junior colleges with cosmetics related department to expand the off-campus internship programs. Moreover, the study will provide reference for educational administrative agencies, vocational and technical schools, cosmetics and hair beauty industries to implement off-campus internship collaboration and future research. The research framework is shown in Figure 1. The research probes into the following issues for the context of off-campus internship course and the effectiveness of promotion:

1. Analyze the cognition in enterprise, schools and students towards off-campus internship for department of cosmetics students in five-year junior colleges.
2. Analyze the correlation of context in off-campus internship for students from department of cosmetics and related fields in vocational and technical junior colleges.
3. Analyze the specific suggestions for promoting off-campus internship in department of cosmetics and related fields in vocational and technical junior colleges.

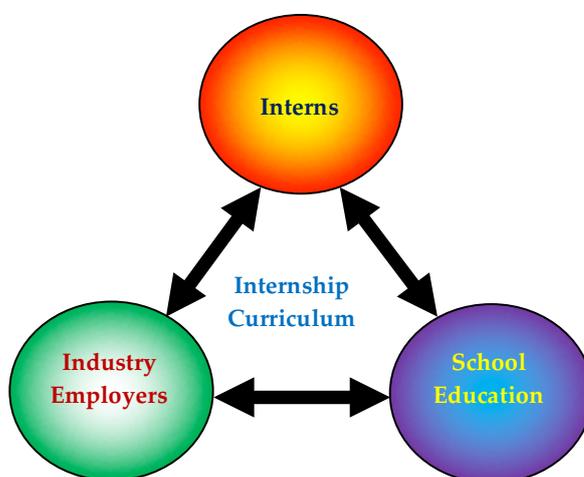


FIGURE 1: Research Framework

LITERATURE REVIEW

Overview of Cosmetics Education in Five-Year Junior College

Pursuant to Article 28 of "Vocational and Technical School Act," the required credits for graduation from five-year vocational and technical junior colleges may not fall under 220 credits, while graduation also requires the eligibility of associate degree for direct entrance to workplace or advanced study. Credits are generally divided into the following by course: compulsory course and electives. In particular, students who fail in compulsory courses may not be graduated. In sum, the cosmetics department in the five-year junior colleges in Taiwan is classified under four subjects: Cosmetics, beauty and style, cosmetics and care, and pet beauty. Cosmetics: Students may work in cosmetics and biotechnology companies for R&D in formulation after graduation, cosmetics channel sales and department stores counter sales. Beauty and Style: Students can engage in beauty and skin, manicure art, hair beauty industry, and wedding style work. Care: Students can engage in aroma therapy care, beauty and skin care, scalp care, and skin beauty and sculpture, and other industry. Pet beauty: Students can work as assistant to pet beautician, beautician assistant, pet beautician, employees for pet supplies wholesale store, vet assistant, pet care manager, pet trainer, and groomers.

The common curriculum framework of cosmetics and related department in five-year junior colleges are summarized below: (1) Departments under medical and nursing system mostly consists of development in cosmetics and beauty and care, hence the curriculum features emphasize on the design of cosmetics and beauty care. (2) General or regular technology universities that are fashion and style beauty oriented, hence the curriculum features is based on makeup, hairstyle and overall style as curriculum framework. Curriculum Features: (1) The first three years consist of fundamental technical courses for skin beauty, hair beauty and facial beauty, supplemented by Class C certificates in beauty, hair and haircut for men. (2) To cope with students' personal interests at the fifth and 4th year of the five-year junior college, students will be counseled for taking Class B certification testes in beauty, hair for women and hair for men. (3) Fourth year and Fifth year students in five-year junior colleges will be arranged for internship at relevant industries such as beauty, hair and manicure, who will receive counseling on their future career planning through on-site internship with profound understanding of the workplace (Ministry of Education, 2014).

Statistics provided by Ministry of Education (2017) indicated that sixteen five-year junior colleges in Taiwan offered cosmetology related courses including Bachelor Degree Program in Pet Grooming of Chung Hwa University of Medical Technology, Department of Cosmetology of Meiho University, Department of Applied Cosmetology of Nanya Institute of Technology, Department of Fashion Beauty Design of Lan Yang Institute of Technology, Department of Fashion & Cosmetology Design of Tungfang Design Institute, Department of Cosmetology and Fashion Design of Ching Kuo Institute of Management and Health, Department of Applied Cosmetology of National Tainan Junior College of Nursing, Department of Cosmetic Application and Management of Mackay Junior College of Medicine, Nursing, and Management, Department of Health and Beauty of Shu-Zen Junior College of Medicine and Management, Department of Styling & Cosmetology of Tzu Hui Institute of Technology, Department of Cosmetic Applications & Management of Cardinal Tien Junior College of Healthcare and Management, Department of Beauty & Health Care of Min-Hwei Junior College of Health Care Management, Department of Cosmetic Applications and Management of Yuh-Ing Junior College of Health Care & Management, Department of Cosmetics and Health Care of Chung-Jen Junior College of Nursing, Health Sciences and Management, Department of Cosmetic Application and Management of St. Mary's Junior College of Medicine, Nursing, and Management, and Department of Styling and Cosmetology of Hsin Sheng Junior College of Medical Care and Management.

Scope of Off-Campus Course

The quality of technical staffs is the key point of improving productivity, to shorten the divide between vocational and technical education and the employment market, off-campus internship courses emphasize on the strengthening of workplace skills and knowledge with consideration in implementing the cultivation of technical personnel. Author.(2012) express that off-campus internship courses for cosmetics related departments in five-year junior colleges can improve workplace skills. Lin, et al. (2010) explain that skills for cosmetics and hair beauty workplace include the follows: hair style, makeup, massage, styling, manicure, and cosmetics sales. Apart from the required techniques in workplace, North, Alexa, et al. (2004) suggests that interpersonal communication is the foremost important capacity for all workplaces. Erozkhan, Atilgan (2013) identifies interpersonal interaction and communication skills as the key to significantly improve personal capacity for problem solving and construct self-cognition. Main subjects of interpersonal interaction in internship courses includes: supervisor in workplace, colleagues, customers, and teachers taking internship visits. Wana, et al. (2013) believes that social skills can be learned through workplace. Moreover, social etiquettes and in socialization of workplace is stressed, including: introduction, letter, conversation, telephone, proper occupational attire, posture, hands shaking, eye contact, and expression...etc. Lazorchak, Shirley A. (2000) suggests the necessary inclusion of etiquettes and conducts as one important skill for employees.

Hurst, et al. (2014) Internship can be a means of accumulating student's experience in workplace and adapt to relevant professional job content at the workplace in advance as the preparation for students in professional development and workplace skills. Nonetheless it is inevitable for interns to face with adaptability issues transforming from the role of students to employees at the workplace. Chen(2008) expresses the adaptability issues for off-campus internship includes: Work adaptability, emotional adaptability, interpersonal adaptability, and adaptability to living environment. To help inters adapt to the workplace and become the communication channel between enterprises and schools, Li, et al. (2008) regards internship visit as the school's care for interns, which not only help schools track the student's performance during internship but also increases communication and contact with internship institution. Moreover, schools can provide assistance in solving internship problems when necessary, counseling on students and engage in communication with the internship institution. The design and implementation of internship visit is one of the key success factors for organizing off-campus internship.

Off-campus internship protects enterprise, schools and students through mutual formulation of proper internship agreement, welfare and other conditions. Gibson, (2009) proposes the explicit formulation of personnel, things and objects related to internship course in the internship agreement, where both parties sign with public commitment and agreement. Such signing method through detailed listing on document will provide more binding force than the non-official oral internship agreement, i.e., the method of collaboration between enterprises and schools, protection of students' internship rights and protection of corporate internship operation. BYRD, et al. (2014) advises enterprises to develop relevant welfare system explicitly, such as salary, working hours, leave, and insurance. With regards to salary and wages, the employers should be aware of the minimum wage for interns by law with applicable overtime pay. A series of protection strategies for internships has been developed to advocate and cultivate students' workplace skills in addition to assist interns with development in future career planning capacity, expediting intern's career pace explicitly (Author, 2012). Li, Jian-Hua et al. (2014) also state that the simulation process for college interns attempting career choice through internship works to shorten the time for career preparation..

RESEARCH METHOD AND IMPLEMENTATION PROCESS

The study adopts qualitative and quantitative research methods to establish the theoretical foundation of the research through document analysis method, supplemented by the development of research questionnaire as the subsequent reference for drawing conclusion and suggestions. Next, open interview is conducted with 10 visiting teachers for internship course, 10 people from the cosmetics and hair beauty industries, and 10 interns from the fourth and fifth year of five-year junior colleges. The study focus on the context and framework of internship issues, which are applied as the issues of discussion by focus group. Five people from internship institutions and teachers have been invited to draft outline of 20 question in: workplace skills, interpersonal relation, etiquettes and conducts, learning attitude, work attitude, respect for work, adaptability issue, cognition, internship environment, internship welfare, internship rules, internship agreement, internship content design, internship visit, administrative support, internship objectives, career planning, communication skills, corporate business reputation, and student qualities.

The first phase Delphi technique is applied to the aforementioned outline to design an open questionnaire. 10 Students with internship experience, 10 teachers, 10 internship employers have taken the questionnaire to yield 12 internship context in: workplace skills, interpersonal communication, etiquettes and conducts, learning attitude, work attitude, adaptability issue, cognition, internship environment, internship welfare, internship agreement, internship visit, and career planning. Moreover members draft the open questions according to the 12 outlines topics while the researcher recovers and summarizes the content, distributing the questionnaire to members for review and feedback through anonymous questionnaire.

Participants re-examine the questionnaire content from previous compilation and conduct the second phase of Delphi technique to integrate the content and framework of questionnaire for literature review. The prototype of questionnaire is drafted through the integration of relevant literature review with 15 teachers participating in internship operations and 15 people from cosmetics and hair beauty industries invited as expert review. Experts will correct the questionnaire prototype and develop formal questionnaire before testing. There were no studies on off-campus internship for cosmetic related department in junior colleges and hence to enhance the accuracy of pre-test, the pre-test credibility and validity of pre-test is reviewed through content analysis to execute the third phase of Delphi Technique and literature review, before conducting pre-questionnaire analysis.

After completing the pre-test, the study distributes 104 final questionnaires to cosmetics related department in junior colleges in northern Taiwan, including New Taipei City, Hsinchu and Keelung. Departments include department of cosmetics application and management and department of beauty and style, where 51 interns in the 4th and 5th year of five-year-junior colleges, 24 intern employers of cosmetics and hair beauty industries and 29 teachers for internship visits were randomly drawn and sampled, to analyze the content of off-campus internship system, correlation, internship questions and improvement strategies for students.

DATA ANALYSIS

The study applies qualitative and quantitative research methods for analysis:

Content Analysis of Students, Industries and Teachers in Off-Campus Internship

Lin, Zhen-Yen (2012) suggests that greater ratio of between of variation and within of variation will result in greater F-value, which can more easily achieve significance. Moreover, the greater the F-value and smaller o-value, the more significant the difference is. Students, employers and teachers believe that students' etiquette and conduct performance in workplace $p < .001$ has

the greatest difference. In particular, the teacher means reaching 3.94 suggests more rigorous standards. Interview results reveal that teacher's rigorous requirement only aims to maintain school reputation; student means for self-requirement reaches 4.35 as students wish to be recognized by the employees. The employee means reaches 4.41 and it is generally recognized that the employees require basic workplace etiquettes from the students.

Student's workplace performance $p < .01$: suggesting significant difference in the workplace skills, interpersonal communication and work attitude. Particularly the standards from teachers are still more rigorous (means of three constructs is 3.88). Interview results reveal that teachers believe the students should take more aggressive in fully implementing workplace environment and resources to acquire skills. Teachers also require students to maintain excellent interpersonal interaction in workplace, active and serious work attitude, and excellent industry-academic internship collaboration. On contrary, employers merely suggest for students' re-improvement on workplace skills (means 4.22) because the industries emphasize on the quality of service techniques. Additionally, employers recognize students' interpersonal communication and work attitude. For students, the means of workplace skills is 4.25, which is higher than that of employers by 0.03 because students believe that the preparation from knowledge acquired from schools will quickly help them get on and learn workplace skills. Nonetheless students still apply more rigorous approach to treat interpersonal skills and work attitude due to their first experience in the workplace.

Students' workplace performance $p < .05$ shows slight difference in adaptability issue, internship welfare and internship agreement, and hence achieving the lowest means for teachers in adaptability issues of 3.0. On contrary, the difference between employers and teachers is minor since teachers take the visitation work, counseling on students, and accept and handle more complex internship issues. For this reason, the means teachers give to students' adaptability is lower. With regards to internship welfare and internship agreement, the student mean is lower and has greater difference from the cognition of employers mainly because students believe that the number of days of leave and salary conditions can be increased and improved. In contrast, employees do not believe that the Labor Standard Act applies to interns and hence only offer welfare and agreement conforming to school standards. The views of students, industries and teachers for remaining aspect such as learning attitude, cognition, internship environment, internship visit, and career planning do not vary, which phenomenon also reveals the consistent cognition for internship course on student's learning, teachers' visit and internship institution.

TABLE 1: An Analysis of Students, Industries and Teachers in Off-Campus Internship System

Internship Factors	Sample Category and Peoples		Dept. Average	Means	Standard Deviation	F	P
Workplace Skills	Employer	24 peoples	4.22	4.14	.47415	6.43	.002**
	Teacher	29 peoples	3.88				
	Student	51 peoples	4.25				
Interpersonal Communication	Employer	24 peoples	4.26	4.10	.54754	4.92	.009**
	Teacher	29 peoples	3.84				
	Student	51 peoples	4.16				
Etiquettes and Conducts	Employer	24 peoples	4.41	4.25	.52822	7.94	.001***
	Teacher	29 peoples	3.94				
	Student	51 peoples	4.35				
Learning Attitude	Employer	24 peoples	4.28	4.14	.59182	2.31	.104
	Teacher	29 peoples	3.95				
	Student	51 peoples	4.19				
Work Attitude	Employer	24 peoples	4.41	4.25	.56683	6.41	.002**
	Teacher	29 peoples	3.94				
	Student	51 peoples	4.34				
Adaptability Issue	Employer	24 peoples	4.18	4.06	.59552	4.16	.018*
	Teacher	29 peoples	3.80				
	Student	51 peoples	4.16				
Cognition	Employer	24 peoples	4.10	4.11	.51651	1.87	.159
	Teacher	29 peoples	3.96				
	Student	51 peoples	4.19				
Internship Environment	Employer	24 peoples	4.42	4.22	.56175	2.61	.078
	Teacher	29 peoples	4.07				
	Student	51 peoples	4.22				
Internship Welfare	Employer	24 peoples	4.14	3.68	.91707	4.22	.017*
	Teacher	29 peoples	3.58				
	Student	51 peoples	3.52				
Internship Agreement	Employer	24 peoples	4.52	4.23	.66095	3.22	.044*
	Teacher	29 peoples	4.18				
	Student	51 peoples	4.12				
Internship Visit	Employer	24 peoples	4.37	4.16	.67547	2.99	.054
	Teacher	29 peoples	4.26				
	Student	51 peoples	4.00				
Career Planning	Employer	24 peoples	4.07	3.85	.71020	1.98	.143
	Teacher	29 peoples	3.88				
	Student	51 peoples	3.73				

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

Analysis of Internship Factor Correlation

SPSS is applied to the analysis of 12 internship factors (Table 2). Lin, Zhen-Yen (2012) expresses that factor analysis is one of the most effective approach to establish validity and also the effective approach to evaluate the credibility of research. The study applies exploratory factor to analyze the concepts below: CR value 0.913 and AVE value 0.67 for interpersonal interaction and attitude in learning, CR value 0.845 and AVE value 0.577 for welfare regulations and career, CR value 0.715 and AVE value 0.457 for environmental cognition and adaptability, where CR value greater than 0.7 suggests excellent consistency in research model while AVE value also conforms to the standards.

Findings of factor analysis concept and compilations of quantitative and qualitative research suggest school education to allocate relevant fields of courses in order to improve the interpersonal interaction and attitude in learning in interns. For example, occupational ethics and morals, interpersonal communication and expression, campus internship and other technical courses, workplace etiquettes...etc. and even relevant technical courses are integrated with the industry collaborative teaching strategies. Consequently senior experts can

instruct popular knowledge in cosmetics and hair beauty industries so that interns will quickly understand the industry structure and industry knowledge.

With regards to the welfare regulations and career aspects of interns, the school and industry must closely collaborate in (1) pre-internship process, including investigation in internship requirement, evaluation of internship institution, announcement of internship opportunities, propaganda for internship institutions, resume submission, internship matching, internship insurance, and educational training for internship system. (2) Internship should include internship visit, workplace internship, and internship counseling (internship emergency accident handling mechanism and counseling, exchange and withdrawal mechanism for internship inadaptability). (3) Internship completion (including before completion) – internship evaluation, internship satisfaction, internship outcome, and student presentation of report on industry knowledge.

With regards to environmental cognition and adaptability, schools can arrange interns to participate in visits to off-campus internship institution while still enrolled in school, industry experience camp, topic speech, internship outcome presentation, internship outcome expo...and other professional courses or off-campus activities. Consequently interns will have the opportunity to understand the relevant industry culture and ecology, in addition to establish complete dual-advisor counseling strategies with enterprises. Teachers from the school will help counsel interns in the communication with enterprises while enterprises mostly adopt apprenticeship to counsel interns with familiarization of work content, thereby boosting interns' effectiveness in environmental cognition and adaptability.

TABLE 2: Analysis of Internship Factor Correlation

Internship Concept	12 Internship Factors	Components after Rotated Component Matrix ^a			Credibility CR	Validity AVE
		1	2	3		
Interpersonal Interaction and Attitude in Learning	Etiquettes and Conducts	.881			0.913	0.677
	Interpersonal Communication	.837				
	Work Attitude	.836				
	Workplace Skills	.812				
	Learning Attitude	.742				
Welfare Regulations and Career	Internship Welfare		.795		0.845	0.577
	Career Planning		.757			
	Internship Agreement		.745			
	Internship Visit		.740			
Environmental Cognition and Adaptability	Internship Environment			.748	0.715	0.457
	Adaptability Issue	.544		.647		
	Cognition	.591		.628		
Extraction: Main Component Analysis Rotation: Including Varimax in Kaiser normalization. a. Rotation converged in 5 iterations.						

CONCLUSION AND SUGGESTIONS

Conclusion

Ministry of Education. (2017) The official website of Ministry of Education quoted Clause 1 of Junior College Law, "the goal of junior colleges is to instruct and enhance applied science and techniques, cultivate employment competence, and nurture professional talents". The goal of the cosmetology related departments in five-year junior colleges is to cultivate students' techniques and competence needed for the future employment market. With the prosperous development of cosmetics, medical cosmetology, and beauty and hair styling markets in the nation, the job demands on cosmetology related has been increasing, which also create increasing demands of talents on cosmetics application management or fashion beauty hair styling.

To cope with the demand for human resources in vocational and technical education, the Ministry of Education actively promotes internship courses for five-year vocational and technical junior colleges. Ross, et al. (2006) states that off-campus internship system is the transition period for students enrolled in school to transform into a real employee. The age distribution of vocational and technical junior college students is in the adolescent stage, where students detach from the protection of schools and enter the internship field. Interns will need to cope with new situations and new roles, not only in the tasks of role development they take but also accept tests from occupational society. Hence, it is necessary for schools for take more prudent consideration of all details in internship process, from the selection of internship institutions at the beginning, signing of internship agreement, propaganda of internship institutions, internship interview, pre-internship orientation and educational training...and to students entering the internship site for real internship, internship visit, internship performance evaluation and submission of internship report after the completion of internship. All details and processes require the collaboration and coordination from the schools, enterprises, students, and parents (Li, et al., 2008).

The study draws conclusion on the content of off-campus internship for cosmetics related department in vocational and technical schools: workplace skills, interpersonal communication, etiquettes and conducts, learning attitude, work attitude, adaptability issue, cognition, learning environment, internship welfare, internship agreement, internship visit, and career planning. In particular, the findings suggest the greatest difference of students' performance in etiquettes and conducts $p < .001$ and student's workplace performance $p < .01$: workplace skills, interpersonal communication and work attitude. Students' workplace performance $p < .05$ has the following slight difference in terms of presentation in adaptability issue, internship welfare and internship agreement. School teachers have more rigorous requirement in terms of questionnaire survey and interview content on the basis of rigorous educational stance and maintenance of internship quality. For the rest such as learning attitude, cognition, learning environment, internship visit and career planning, the difference of views in students, enterprises and teachers is not significant.

Analysis of Internship Factor Correlation: CR value 0.913 and AVE value 0.677 for interpersonal interaction and attitude in learning, CR value 0.845 and AVE value 0.577 for welfare regulations and career, and CR value 0.715 and AVE value 0.457 for environmental cognition and adaptability, suggest that CR value greater than 0.7 means excellent consistency inside the research model, where AVE value also meets the standards. The compilation of research reveals the follows: (1) The interpersonal relation and internship learning content of interns can affect students in terms of cognition for workplace environment and performance of adaptability. (2) Cognition for internship environment and adaptability will affect interns'

views on welfare regulations and career. (3) The content of internship welfare regulations and career will affect the learning progress and attitude in workplace.

Suggestions

To improve the implementation effectiveness of off-campus internship courses for cosmetics related departments in vocational and technical junior colleges, the paper proposes the following suggestions for students, schools and enterprises:

1. Suggestions for Students

Since the workplace interpersonal relation of interns and content of internship learning can affect students' performance in workplace environmental cognition and adaptability, interns are suggested to collect work intelligence and store learning capacity before internship, particularly in areas of etiquettes and conducts, workplace skills, interpersonal communication, and work attitude, to familiarize and understand the purpose of internship as career exploration and development of self-career planning.

1. Interns are suggested to write internship diary and report regularly during internship period in addition to regarding writing internship report as training for boosting capacity. The internship and report writing will help students completely reflect on the internship and regard such experience as boosting self-capability.
2. Interns are suggested to take initiative in reflecting their future career planning by discussing with faculty, peers, relatives, and friends and share their experience of internship, followed by providing clear orientation of future career and thereby fulfilling the purpose of internship.

2. Suggestions for Schools

1. Schools are suggested to develop students with basic skills in internship by strengthening the foundation for professional and technical courses such as cosmetics, hair beauty, manicure, and makeup chemistry. Such skills are particularly required in the marketing management of service industry, interpersonal communication and professional knowledge in occupational ethics.
2. Evaluate the competent internship institution and job content by developing the internship proposal and agreement as well as other documents so that internship institution managers will understand the purpose of internship and notify them of internship objectives. Schools will protect the internship rights and interests of interns to facilitate subsequent establishment of internship collaboration.
3. To achieve the effectiveness of internship courses, prudent process should be taken for different stages of internship course while explicit process should be formulated, i.e. (A) Pre-internship process includes – adjustment in internship requirement, evaluation of internship institution, announcement for internship opportunities, propaganda for internship institutions, resume submission, internship matching, internship insurance, and educational training for internship system. (B) Internship includes—internship visit, workplace internship and internship counseling (internship emergency accident handling mechanism and counseling, exchange and withdrawal mechanism for internship inadaptability). (C) Internship completion (including before completion) – internship evaluation, internship satisfaction, internship outcome, and student presentation of report on industry knowledge.

3. Suggestions for Enterprises

1. Since the content of internship welfare regulations and career have influence on the learning progress and attitude of workplace, enterprises should explicitly suggest the regulations and conditions for implementing internship agreement, which will facilitate the

school to implement internship collaboration.

2. Enterprises should establish excellent industry-academic collaboration such as industry collaborative teaching, participation in department curriculum development committee...etc. to carry out the reciprocal industry-academic exchange and in order to maintain the long-term cooperation.
3. To retain human resource and talents, interns should be regarded as the resource of the company's full-time human resource by arranging appropriate and free educational training course, thereby improving students' occupational knowledge and skills. Interns will be provided with support system in interpersonal care, thereby enhancing interns' adaptability to meet the triple-win situation in enterprises, students and schools.

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