

Enhancing cosmetology students' communication skills in Malaysian upper secondary vocational education program

Tee Tze Kiong^{1,2}, Farah Najwa Ahmad Puad^{2,3}, Arasinah Kamis³, Yee Mei Heong², Ruhiana Idayu Abd Hamid², Sharifah Shafie³, Sarimah Abu Bedor³

¹Malaysia Research Institute for Vocational Education and Training (MyRIVET), Batu Pahat, Malaysia

²Department of Professional Education and Postgraduates, Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia, Batu Pahat, Malaysia

³Department of Family and Consumer Science, Faculty of Technical and Vocational, Universiti Pendidikan Sultan Idris, Perak, Malaysia

Article Info

Article history:

Received Jun 10, 2021

Revised Jan 4, 2022

Accepted Jan 29, 2022

Keywords:

Communication skills

Cosmetology students

Customer satisfaction

Training module

Vocational education

ABSTRACT

The quality of beauty treatment services will be evaluated by the clients subjectively whether they are satisfied or otherwise with the services provided. However, the reports and complaints related to customer dissatisfaction when receiving beauty treatment services at beauty centers are increasing. Unfortunately, the suggestions for improvement from the previous studies are still insufficient. Therefore, this study was conducted to examine the importance of proficiency in communication skills and the need for training modules in the teaching and learning process (T&L). It is required to improve communication skills among cosmetology students for Upper Secondary Vocational Education Program (USVEP) in beauty arts course. The data were collected through the interview method on six USVEP teachers and a beauty salon entrepreneur. The findings of the study found that the proficiency in communication skills among the cosmetology students is an important requirement for employers in selecting their employees, increasing customer loyalty and the customer's frequency to visit beauty salons, and maintaining the excellent performance of cosmetology students in the workplace. In addition, there is also a high demand for the development of communication skills training modules in helping cosmetology students to constantly updated with new knowledge and skills needed from time to time. Therefore, adequate training is required to improve the competency in communication skills among the cosmetology students.

This is an open access article under the [CC BY-SA](#) license.



Corresponding Author:

Farah Najwa Ahmad Puad

Department of Professional Education and Postgraduates, Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia

Batu Pahat, Johor, Malaysia

Email: farahnajwa.ap@gmail.com

1. INTRODUCTION

A report showed that every day an increasing number of individuals engaged in cosmetology by 8% to 11% from 2018 until 2028 [1]. The cosmetology field can be associated with two types of treatment which are invasive and non-invasive treatment [2]. The invasive treatment is performed by the experts in the hospital and it will involve surgery for health and beauty purposes [3]. The non-invasive treatment is a non-surgical medical aesthetic that is only offered in the beauty industry such as spas and beauty salons. The health and beauty practitioners (HBP) involved in beauty industries are cosmetologists, aestheticians, beauticians, or hairdressers [2]. Typically, the beauty treatments in these beauty centers are more focused on

helping rejuvenate the skin and improve individual's quality of life [4], [5]. The services included are facial, manicure, pedicure and depilation treatments.

Therefore, it can be seen through the rapid growth of beauty centers [3] and an increasing number of cosmetologists venturing into this field are very important for today's society in fulfilling the demands of mental health, psychological needs, or health and beauty treatment [6], [7]. The beauty centers are also associated with the purpose of the community visiting them is to enhance their appearance and personal well-being [8]–[10]. Moreover, the tendency of people to visit beauty centers such as spas and beauty salons is to relax their body, pamper themselves, calm the mind, and improve personal health [11], [12].

Consequently, the level of customers satisfaction is one of the key factor for the success of the customer-centered industry to remain in a competitive business world [3], [13], [14]. The level of customers satisfaction can be achieved by providing quality services, environment, and infrastructure as well as the competencies of cosmetologists [15]. Besides, there are customers from Korea who are less satisfied with the services offered at some of the beauty centers that they have visited [15]. The findings indicated that the clients are less satisfied with the unfriendly attitude of the cosmetologists which they did not respond quickly and not sincere in providing treatment [15]. Other than that, the greatest challenge among employers are to find the skillful professional staff who could mastering in technical skills and also soft skills [16]. There is limited information about cosmetologists in the scientific articles [16].

The aspects of communication skills, the appearance of the cosmetologists, and the procedural skills are among the most important features in ensuring that the beauty industry can last longer [17]. Meanwhile, the customers choose to be loyal to the beauty center they visit is based on the quality of services offered and the presence of professional employees [11], [18]. One of the qualities that must be present in professional workers is proficiency in communication skills [19]. Communication skills have been a major requirement in employer selection for cosmetologists' positions in each beauty center [20]–[22].

The entire teaching and learning (T&L) for the Upper Secondary Vocational Education Program (USVEP) is fully referred to the National Occupational Skills Standards (NOSS) issued by the Department of Skills Development, Ministry of Human Resources, Malaysia and the curriculum standard document for the USVEP in the beauty arts course issued by the curriculum development division. Nevertheless, the learning content of vocational education in Malaysia only emphasizes on technical education as opposed to soft skills [23]. Therefore, in the context of this study, which was conducted in October 2020 is to review the importance of communication skills proficiency and the strong need to develop communication skills training module in the T&L process.

Communication skills is one of the soft skills that must be competent by cosmetology students. Communication is a process of transferring information from one individual to another or from an individual to another group [24], [25]. The process of effective transfer of information will be able to create other individuals' understanding of the conveyed message [26]. In addition, communication can occur during the exchange of thoughts, expressions, feelings, delivery of messages or information whether verbally, visually, through gestures, writing, or behavior. The communication will not happen until the information conveyed by the presenter is received and understood by the recipient with satisfaction [27].

The information can be conveyed either in verbal, written, body language, gestures, or facial expression. Verbal communication involves words, combinations of words, symbols, grammar, or manners. Verbal communication also involves speaking skills, listening skills, and empathy which is crucial in the customer-based industry [28]. In addition, verbal communication can be interpreted as the competence to respond with respect and sympathy as well as the friendliness of the HBP when consulting the customers [29]. Non-verbal communication consists of body language, appearance, gestures, facial expressions, or tone of voice [29]. Two-third of messages coming from non-verbal communication and one-third of them are from words [30].

According to Muridan, communication can also be classified into two categories: formal and informal communication [26]. Formal communication is communication that follows the established standards or rules. Informal communication involves casual conversations between family members, friends, or individuals around us. Non-verbal communication is also important to excel by the cosmetology students because it can give first impressions to customers through gestures or body language that can affect customer satisfaction [29].

The cosmetology students need to be proficient in communication skills to consult or negotiate with the customers. It can achieve customer satisfaction levels and to attain the standards set by the recognized beauty organization, such as Comité International d'Esthétique et de Cosmétologie (CIDESCO) and Confederation of International Beauty Therapy and Cosmetology (CIBTAC) [31]. Furthermore, customers satisfaction is not only based on the services provided, but it also depends on the effective communication practiced by the cosmetologists. The proficiency of communication skills among the cosmetologists is intended to facilitate them in sharing information about health and beauty with the clients [32], [33].

In particular, there are several past researchers [9], [19], [34]–[37] found that the competency level of communication skills among the cosmetology students is still at a lower level. Among the factors that cause they have lack of communication skills in the workplace is their weakness in mastering the basic knowledge or theory in cosmetology field [35] and incompetency to transfer the learned theories into a practical form [9]. Whereas, the skills of transferring theory into the practical form will indirectly help in increasing the level of self-confidence among the cosmetologists to communicate with their clients better [38]–[40]. In addition, among the factors that cause the cosmetology students to have a weak level of proficiency in communication skills is they rarely use the basic words to describe something towards their customers [36], [41], [42]. Using easy words when consulting the clients is very important to avoid misunderstandings between the cosmetologists and the clients [36], [43]. Hence, excellent communication skills can also enhance the negotiating abilities of the cosmetologists [3] and the clients can provide a good agreement on the treatment to be received [44], [45].

Based on this research context, the HBP are known as the cosmetology students consist of students and will be graduates from vocational colleges or national secondary schools from the USVEP in the beauty arts course. Those who venture into this field must master technical and soft skills, especially communication skills. Several interests require the cosmetology students to be competent in communication skills in a more practical way as discussed by the previous researchers. Among the importance of enhancing communication skills for the cosmetology students is to help them in increasing their level of employability and marketability to secure a job in the field they are involved in [46], [47]. In addition, good communication skills also important because they will able to increase the customer's satisfaction level when receiving treatment in the beauty centers [3], [11], [48].

Not only that, the customers will be more comfortable with the treatment and recommendations that will be given if they get good treatment from the cosmetologists who practice effective empathic communication [49]. Moreover, good communication skills among the cosmetologists can also help them to always provide positive reinforcement when providing treatment to the customers [50]. The empathic communication skills practiced by the cosmetologists can help in reducing the customer's stigma before they received any health or beauty treatment [48]. In addition, a good proficiency level of verbal communication among the cosmetologists can help them in comforting the customers when facing a various situation, respecting and understanding the needs of the customers as well as calm in dealing with the customer's inquiries and grievances [29], [30].

Training is a very important element for HBP. This is because quality training will help them to keep up to date with new knowledge and skills that they need to master from time to time [51]. Adequate training can enhance the skills that need to be proficient by HBP [51]. In addition, adequate training among HBP could improves communication skills and increases their self-efficacy [52]. Practical training can be applied to improve the level of competency for the cosmetology students' communication skills and combined in a module.

Various learning strategies can be implemented in the training modules for the T&L process in enhancing the competency level of communication skills among the cosmetology students. Another effect when the learning strategies are implemented in this training module, subsequently applied by the cosmetology students can help to improve their communication skills from both aspects which are verbal and non-verbal skills [53]–[55]. The training module that use various learning strategies will impact the increasing self-confidence of the cosmetology students to frequently interact and question during the T&L session [56]. The implemented activities will make them more enjoyable to learn various things [54]. Sundari [57] stated that using a training module during the T&L will help the cosmetology students process the information more easily.

2. RESEARCH METHOD

2.1. Sample of the study

The interviews were conducted with the six USVEP teachers and a beauty salon entrepreneur who already involved in the field of cosmetology for more than five years. It is to identify the cosmetology students' level of communication skills from the informant's perspective. The informants also agreed that these interviews would be recorded and a consent letter was also given to them as a form of approval. After attaining the principal's consent, interviews with six teachers were held in three different secondary schools on separate days. In the meantime, the researcher also conducted an interview with the beauty salon owner at the beauty academy.

2.2. Procedure of the study

A semi-structured interview was used to collect data, and it was carried out in Selangor, Malaysia in October, 2020. The semi-structured interview was held between 30 to 40 minutes. It was audio-recorded, and the responses were literally transcribed and translated from Malay to English. The interview protocol was designed by using previous study findings and has been approved by the supervisory committees. This protocol interview was also tested by three teachers in the same field, but the actual informants were not included. The questions concern the competency level of communication skills among cosmetology students, the factors that influence their low level of communication skills, the importance of enhancing their communication skills, and the demands in developing the communication skills training module. These questions were designed to obtain further information from the informants on the competency level in communication skills of the cosmetology students and how the communication skills training module could assist them to improve.

The data was evaluated using the descriptive analysis technique after the interviews were transcribed. The themes used in the analysis of the data were formed by the curriculum standard document and based on the questions asked to the informants. After that, the data evaluated by using the content analysis technique which gathers similar data around certain concepts and themes. The information has been organized so that readers would be able to comprehend it.

3. RESULTS AND DISCUSSION

3.1. The competency level of cosmetology students' communication skills

Based on the interviews conducted, it is found that the five informants agreed that the competency level of communication skills for the cosmetology students is still at a weak level, while two other informants agreed that the cosmetology students' level of communication skills is at a moderate level. The results of the analysis also found that the cosmetology students are not skilled in communicating when providing consultations to the customers.

Informant 1: *The student's communication skills are quite weak. They are not good at communicating with customers.... If for the procedural skills part, they want to apply it to the customer, they can do it. But on the aspect of explanation to the customers about skin or anything, I think the students are less competent.*

Informant 2: *Yes, that's right, the students are still weak in communication, especially when it comes to consulting with customers.*

Informant 3: *If for form 4 students, their level of communication is still low and they are still not confident.*

Informant 4: *In my opinion, the beautician's level of communication with their customers, or her communication with their friends is still weak.*

Informant 7: *The communication with the customer is still weak. All the salons and the places I've been to before ignored the fact that they have weak communication skills. Actually, it is the most important thing for people to attract customers.*

While, informants 5 and 6 stated that the level of mastery for the majority of the students on communication skills is moderate.

Informant 5: *USVEP students in my school are about 22 students Maybe 10% of them, their communication skills are okay. The others still moderate or weak.*

Informant 6: *It has two levels. There is a clever student, high interest, very excellent, and very brilliant. They have an attitude, in terms of communication, appearance, and terms of knowledge are very great. But only for certain. For example, from 20 students maybe, I only have five people who are great like that. There are a lot in moderate level, but the weak ones only consist of two to three students.*

This study is parallel with the previous studies [19], [33]. Past researchers have found that the proficiency of communication skills in the field of cosmetology is still at a low level and not fully practiced. This is because, the researchers found that the cosmetology students have lack of skills in interpreting problems expressed by the customers as well as weak in providing information to the customers about the risks, effects, and care routine after the treatment [33], [45]. The competency of communication skills among the cosmetology students not only helps to increase the level of customer satisfaction [58]–[60] but can even help the cosmetology students in maintaining their credibility and professionalism [19], [61].

3.2. The factors that influence the competency level of communication skills among the cosmetology students

Subsequently, from the result analysis, it is found that the main factor influencing the competency level of communication skills among the cosmetology students is they have a lack confidence level to communicate well when providing consultation to the customers. They still have a high sense of shyness to consult when running a beauty treatment simulation.

Informant 1: *I think the students did not competent in this communication skill because they still not feeling confident to do so.*

Informant 2: *Ha, because they did not confidence. The students seem to be hesitant. They are timid But there are also a few students that timid and not confident to consult the teachers who play a role as their customers.*

Informant 3: *... They are seen to be unconfident. Because now they are with their friends, they don't feel anything. It's just that sometimes when they call the teachers, they feel scared, a little afraid. But still, some are shy. Still not confident.*

Informant 6: *Actually, their self-confidence is very, very low. Self-confidence and the way of communication in terms of language use are not excellent. Like I said earlier, their percentage still at a moderate level.*

Besides, it is undeniable that self-confidence is also one of the factors that influence the competency level of communication skills for an individual. Past studies have found that HBP including the cosmetology students are less confident to communicate with the customers [62]–[64]. The cosmetology students should have high self-confidence to communicate with the customers as they need to provide quality beauty treatment and consultation services to customers [13], [65]. For the less confident cosmetology students, they will negatively impact the customers, such as making the customers feel insecure and dissatisfied with the beauty treatment services provided [34]. The customer's confidence in the abilities and capabilities of the cosmetology students when providing quality consultation indirectly encourages the customers to convey positive information from word-of-mouth communication [66].

The findings of this research are parallel to the studies that have been conducted by previous researchers [62], [63], which they found that HBP have a lack of self-confidence to communicate with the customers. High level of self-confidence can help the cosmetology students to communicate well when interacting with the customers [35], [38], [67]. The cosmetology students need to have high self-confidence as they need to provide quality beauty treatment and consultation services to the customers [13], [65]. Those who are not confident in providing consultation to the customers will be unconfident and dissatisfied with the services offered [34].

3.3. The elements of communication skills in beauty salon services

Next, among the elements of communication skills that need to be proficient by the USVEP students to good communication skills and requirements by employers in the beauty industry is to be skillful in verbal and non-verbal communication. The findings showed the informants agreed that verbal and non-verbal communication need to be apply when the cosmetology students greet and consult the customers. Verbal communication must move in parallel with non-verbal communication to make sure the consultation happen effectively.

Informant 2: *The way to communicate is based on the choice of words After that, the facial expression is also important when you want to greet and consult the customers. verbal, non-verbal.*

Informant 4: *The communication element that the students need to know such as body language, aaa in verbally.*

Informant 6: *.... In terms of the language use*

In addition, verbal communication can influence the attitudes and behaviors of the customers when receiving services from someone [30]. Besides, non-verbal communication skills also help the cosmetology students in assessing customer's attitudes in terms of their appearance, facial expressions, and body language, whether they are satisfied or otherwise with the services provided. Therefore, verbal communication that is spoken and non-verbal such as facial expressions and body language must attract the customers to receive the treatment given at the beauty salon.

3.4. The importance of enhancing communication skills

Furthermore, the proficiency of communication skills among the cosmetology students is very important. Each of the cosmetology students is encouraged to have good communication skills. This is because employers in the beauty industry not only look at the technical skills but also the soft skills such as communication which is an additional skill that is becoming a primary qualification of employers when selecting employees [22], [68], [69]. Communication skills not only help in increasing the credibility of the cosmetology students but also assist the beauty salons in attracting more customers to visit and get the beauty treatments at the salon.

The findings of this study are in line with the previous researches [3], [30], [46], [48]. The importance of having good communication skills in the field of cosmetology can be classified into the career significance and work performance of the cosmetology students, the importance of the professionalism of the cosmetology students, the priority toward the customers, and the beauty industry itself. For the important aspect of the cosmetology students' career, having good communication skills can help the cosmetology students in increasing their employability, and marketability to get hired in the field they are involved [46]. Hence, proficiency in communication skills indirectly give a positive impact on their work performance [70].

Then, good communication skills among the cosmetology students will help to increase their credibility in the workplace [44]. The excellent good communication skills among the cosmetology students will help to form a sense of responsibility in themselves [48] to provide a clear understanding and precise support to the customers while received treatment. The credibility and professionalism of the cosmetology students will indirectly increase their sense of responsibility [41], [71], [72].

Informant 2: Oh, communication is important. Indeed, I as a teacher also feel that the most important aspect is communication. Because if they (cosmetology students) want to work, the employer will judge from their first impression which is on how we communicate. The second reason is from the aspect of knowing their customer and to attract them also require a good communication skill. If their ability in speaking is lack, the customers that they consult will not visit that beauty center again. Then, they will have a target, when there are already working, their boss will set a target sale for them. So, if they want to attract customers and want to get a lot of sales, they must have good communication skills.

In addition, the poor communication skills among the cosmetology students can give a negative impact on themselves as well as the beauty salon. When the cosmetology students lack has a lack of self-confidence to communicate when providing consultations to the customers, they will not be able to maintain a good performance in the workplace later on. Then, the credibility of the cosmetology students on communication skills also plays a major role in maintaining the level of customer loyalty to the beauty salon.

Informant 3: The effect that I can see is that some of the students are not good at communication, they will be ashamed. Will be embarrassed to serve and feel unsure. Ha, and feel less confident. If they think they are not confident enough, they can't perform.

Informant 7: The spa operation preparation with the guest relation service. Yes! The thing is, if from the start they did not pay attention to their customers, the customer won't come back.

Meanwhile, for the importance towards the customer, the competency of communication skills among the cosmetology students is important to increase the satisfaction level of customers when they received treatment in the beauty centers [3], [11], [13]. Furthermore, empathic communication not only makes the customers compliant with the treatment, it can also reduce the emotional stress experienced by them [48]. Besides, the empathetic communication skills practiced by the cosmetology students can reduce the customer's stigma before they get health and beauty treatment [48]. On top of that, a good level of verbal communication proficiency among the cosmetology students can help them calm the customers when they face various kinds of situations, respecting and understanding the customer needs and calm in serving customer inquiries and grievances [30].

Sultana, Islam, and Das [73] proved that the level of customer trust influences the success of the beauty industry in the beauty services provided by the cosmetology students, and the frequency of customer visits to the beauty centers will affect the profits earned by a beauty center [60]. Therefore, it is undeniable that to be competent in various skills, especially in communication skills among the cosmetology students, becomes one of the main factors for the customers on choosing their beauty salon [73], [74]. Therefore, the cosmetology students must be proficient the communication skills to appropriately respond to the customer's request, explain and discuss every matter related to the treatment with the customers, and always be empathetic towards those who seek beauty treatment services. Other than that, teachers also play an important role in raising students' awareness to master communication skills well [75].

3.5. The T&L methods that can improve the competency level of communication skills

Based on the interview, some of the informants stated that certain T&L methods can be applied in the classroom in helping to improve the cosmetology student's communication skills. However, not all the teachers use the same T&L method, and it is based on the teacher's creativity level to deliver the lesson. The findings also found that the teachers' T&L methods are game-based learning, video, and YouTube screenings, acting, and simulation. Thus, we can see that the T&L methods use by the teachers are not standardize with each other.

Past researchers widely used the role-play method and it showed a positive effect on improving the competency level in communication skills among the health practitioners [76]. Health practitioners also found that role-play is the most preferred tool in teaching communication skills to the students [77], [78]. Previous study [79] found that 93% of the respondent's responses agreed that modules with the role-play activities were very useful and they were able to deepen their roles as customers and therapists. Therefore, the role-play method can be further expanded strategically to facilitate the teacher to apply it during the T&L process.

Informant 2: ... we play a game... in theory... show them the effect if they have a lack of communication ability... by showing the video.

Informant 3: ... show video, show YouTube... simulation.

Informant 4: ... Acting, simulation.

Informant 6: ... show video... acting.

3.6. The needs in developing the training modules to enhance the communication skills

Next, based on the interview, six informants agreed that there is a need to develop a communication skills training for the use of cosmetology students during their T&L process. They also suggested that, the training module must have more interactive activities to help enhancing cosmetology students' communication skills. Other than that, most of the cosmetology students in USVEP are from lower-class level where the minimum selection requirement is that they are able counting, reading, and writing. Therefore, interactive activities could help them to master their communication skills.

Informant 2: Yes, there is a need for a communication training module that focuses on beauty salons and more. Add more activity. There is sufficient material, only the activities need to be added.

Informant 3: Yes, there is a demand. Because there are a lot of students who come from a lower-class level, so a reference with pictures and videos is good for them. Ha, apart from reading the others method are difficult for them. Sometimes they don't understand it well.

Informant 4: For the communication training module, this is also a good thing. Can add videos. Because these USVEP students are not among the students who are diligent in reading.

Informant 5: I think it is necessary. Get a lot of pictures, videos to be interactive. This USVEP student prefers visuals rather than reading.

Informant 6: Yes, there is a need to develop this module to improve the communication skills of USVEP students. Can help the teachers to diversify the teaching materials for students.

Informant 7: Very good, because now what I see is a high demand to develop the modules for the use of spas and salons. Because now we have a lot of students from the salon staff. Every salon employer sends their staff to learn more skills. Before this, they use overseas staff from Indonesia and Thailand. Now, when our country has seen the interest in this industry, they set a rule that all salons need to have a local worker.

Hence, it is a must to develop a communication skills training module and apply it during the T&L process. The training module can help the cosmetology students prepare themselves before entering the real world [79], [80]. Martalena, Atmanto, and Siregar [71] also pointed out that a high unemployment rate can occur if the graduates are not equipped with the skills required by employers. Adequate training can also increase the level of readiness of the cosmetology students to interact with the customers better [79], [81]. Wagner, Pfeiffer, and Harrington [55] also proved that the availability of HBP during the training process could improve their performance as employees in the workplace later.

The beauty arts course is one of the subjects under the USVEP. It was offered to the students interested in continuing their studies in form four and form five but had a poor level of achievement in form three assessment (PT3). Therefore, this study demonstrates the eligibility and suitability to develop and implement the training modules to help in improving communication skills among the USVEP beauty arts course students. Furthermore, adequate training could improve the skills that HBP need to be competent [51].

This research also in line with previous studies [53], [54], [56] which stated that the training modules could help increase the self-confidence and competency level of communication skills among the cosmetology students in both aspect of verbal and non-verbal skills. Quality training will help in improving the competency of communication skills among the cosmetology students and it will give a positive effect on them so they can provide the best beauty treatment and consultation services to the customers [82]. This is parallel with a study [14], where the great services provided by the cosmetology students can increase customer loyalty to visit their favorite beauty centers. Furthermore, effective beauty treatment and consultation services also help to improve the quality of life and psychological needs [3], [6], [83] as well as being able to meet the customer's mental health demands [84].

The use of training modules in T&L will increase the knowledge of HBP in the field they are involved [85]. When they are competent with all knowledge in this field, indirectly the confidence level of HBP will increase [50], [79] and they can communicate well with the customers and effectively [85]–[87]. The use of training modules also helps HBP to dominate all knowledge of the field they are involved in and improve the skills that need to be mastered [50], [85]. In addition, communication skills can be improved through the training module-based learning and is more effective and durable [77], [88]. There are too many benefits of the training module in enhancing communication skills among the cosmetology students. They will always be up to date with new knowledge and skills, excited to learn new knowledge, and can process the information received more easily. According to our information, this will be the first communication skills training package created particularly for the cosmetology students in improving their communication skills on giving the best beauty treatment consultation to the customers by following the procedures on developing the suitable training module.

Based on the findings obtained, there are a few essential matters for the cosmetology students to master communication skills. This essential matter can be classified into the importance of the career and professionalism of the cosmetology students, the importance towards the customers, employers, and the beauty industry itself. Competency of communication skills among the cosmetology students could help to engage the relationship between the cosmetology students and customers during the consultation of beauty treatment service. In addition, communication skills can also create a good situation between the cosmetology students and the customers in making any decisions. As a result, the cosmetology students will be more confident in providing moral support to their customers who have low self-confidence about their beauty. The findings also show that the training module could be developed and implemented in real-world or clinical situations to maximize its translational potential. After that, the next step should evaluate the effectiveness of the communication skills training module among the cosmetology students, not only in USVEP programmed. Ultimately, it could help in reducing the employer's and customers' reports or complaints of perceived stigma during the beauty treatment services and consultations.

4. CONCLUSION

This paper presents the competency level of cosmetology students, the factors that influence them not master's in communication skills, the elements of communication skills and the importance of enhancing communication skills among the cosmetology students in Malaysia. Other than that, this study also presents the need to develop the communication skills training module for cosmetology students in Malaysia. This is to help in increasing the proficiency of the cosmetology students' communication skills and reduce customer dissatisfaction in beauty industries.

The study found that the proficiency in communication skills among the cosmetology students is an important requirement for employers in selecting their employees, increasing customer loyalty, and the customer's frequency to visit beauty salons, and maintaining the excellent performance of cosmetology students in the workplace. In addition, there is also a high demand for the development of communication skills training modules in helping cosmetology students to constantly updated with new knowledge and skills needed from time to time. Therefore, adequate training is required to improve the competency in communication skills among the cosmetology students.

ACKNOWLEDGEMENTS

Communication of this research is made possible through monetary assistance by Universiti Tun Hussein Onn Malaysia and the UTHM Publisher's Office via Publication Fund E15216. The authors would like to thanks to the Ministry of Higher Education, Malaysia for the study sponsorship.

REFERENCES




- [1] U. S. Bureau of Labor Statistics, "Occupational Outlook Handbook: Skincare Specialists." 2021, [Online]. Available: <https://www.bls.gov/ooh/personal-care-and-service/skincare-specialists.htm>.
- [2] V. Spanoudi, E. Garoufallou, R. Siatiri, G. Zafeiriou, and C. Theodorika, "Information-seeking behaviour of Aestheticians and Cosmetologists : Use of Information Resources," in *5th International Conference on Contemporary Marketing Issues (ICCM)*, 2017, no. June, pp. 171–175.
- [3] Y. H. Yan, "The correlation between relationship quality and behavioral intentions exhibited by various Cosmetology groups," *Health Systems and Policy Research*, vol. 3, no. 4, pp. 31–37, 2016.
- [4] A. Abellsson and A. Willman, "Ethics and aesthetics in injection treatments with Botox and Filler," *Journal of Women & Aging*, vol. 33, no. 6, pp. 583–595, Nov. 2021, doi: 10.1080/08952841.2020.1730682.
- [5] C. O. Hagopian, "Ethical Challenges with Nonsurgical Medical Aesthetic Devices," *Plastic Surgical Nursing*, vol. 39, no. 1, pp. 5–9, Jan. 2019, doi: 10.1097/PSN.0000000000000253.
- [6] M. C. Martínez-González, R.-A. Martínez-González, and A. Guerra-Tapia, "Esthetic dermatology and emotional well-being according to gender," *Journal of Cosmetic Dermatology*, vol. 17, no. 3, pp. 410–416, Jun. 2018, doi: 10.1111/jocd.12389.
- [7] R. Yaman, Z. Alias, and N. M. Ishak, "Beauty Treatment and Spa Design from Islamic Perspective," *Procedia - Social and Behavioral Sciences*, vol. 50, pp. 492–501, 2012, doi: 10.1016/j.sbspro.2012.08.053.
- [8] L. Baumann, "Ethics in cosmetic dermatology," *Clinics in Dermatology*, vol. 30, no. 5, pp. 522–527, Sep. 2012, doi: 10.1016/j.clindermatol.2011.06.023.
- [9] I. Hsiao, "A Strategy for the Vocational Education and Training Structure of the Beauty Profession in Taiwan, with Lens Comparative Analysis of the UK," De Montfort University, Leicester, 2016.
- [10] D. J. Smith, "Occupational licensing in Alabama," *Labour & Industry: A Journal of the Social and Economic Relations of Work*, vol. 27, no. 2, pp. 77–94, 2017.
- [11] O. Mohd Shahril Iqbal, J. Mokhtar, and C. R. Rosniza Aznie, "Perception of the Spa Centre Among Spa Visitors in Bandar Baru Bangi, Selangor, Malaysia," *Geografi*, vol. 6, no. 3, pp. 54–66, 2018.
- [12] I. Azman and J. K. L. Chan, "International health and spa tourists' motivational factors in Sabah, Malaysia: the push and pull factors," *Journal of Tourism, Hospitality & Culinary Arts*, vol. 4, no. 3, pp. 87–104, 2012.
- [13] C. I. Hakimeh and P. K. Ramanathan, "Review of Literatures on Hotels Service Quality in Arab Countries," *IOSR Journal of Business and Management*, vol. 22, no. 2, pp. 36–47, 2020, doi: 10.9790/487X-2202023647.
- [14] C. E. Eresia-Eke, C. Jammie, and C. Locke, "Towards customer satisfaction and loyalty: What cuts it in a hair salon?" *The Southern African Journal of Entrepreneurship and Small Business Management*, vol. 11, no. 1, pp. a215–a222, Jun. 2019, doi: 10.4102/sajesbm.v11i1.215.
- [15] H. W. Lee and M. Y. Kim, "Structural modeling of dissatisfaction, complaint behavior, and revisiting intentions in hairdressing services," *Fashion and Textiles*, vol. 7, no. 1, p. 7, Dec. 2020, doi: 10.1186/s40691-019-0191-3.
- [16] M.-C. S. Shen, I.-T. Chu, and W.-T. Huang, "Factors Affecting Consumer Visiting Spa Shop: A Case in Taiwan," in *Predictive Econometrics and Big Data*, vol. 753, Springer International Publishing, 2018, pp. 563–572.
- [17] N. F. Nor Fairuz Syazana and A. H. Raemah, "Factors Affecting Retention Intention Among Spa Therapists In Malaysia," *OUM International Journal of Business and Management*, vol. 1, no. 2, pp. 2134–2462, 2015.
- [18] S. M. Hashemi, J. Jusoh, S. Kiumarsi, and S. Mohammadi, "Influence Factors of Spa and Wellness Tourism on Revisit Intention: The Mediating Role of International Tourist Motivation and Tourist Satisfaction," *International Journal of Research - GRANTHAALAYAH*, vol. 3, no. 7, pp. 1–11, Jul. 2015, doi: 10.29121/granthaalayah.v3.i7.2015.2976.
- [19] Y. U. Aksoy, S. Kasimoglu, and M. U. Celik, "The role of effective communication skills in hair care and beauty services and their effect on occupational achievement," *Universidad y Sociedad*, vol. 12, no. 2, pp. 458–465, 2020.
- [20] I. Made Sudana, D. Apriyani, and A. Suryanto, "Soft Skills evaluation management in Learning processes at Vocational school," *Journal of Physics: Conference Series*, vol. 1387, no. 1, p. 12075, Nov. 2019, doi: 10.1088/1742-6596/1387/1/012075.
- [21] I. M. Sudana, D. Apriyani, E. Suprptono, and A. Kamis, "Business incubator training management model to increase graduate competency," *Benchmarking: An International Journal*, vol. 26, no. 3, pp. 773–787, Mar. 2019, doi: 10.1108/BIJ-03-2018-0069.
- [22] K. R. Okoye and J. E. Edokpolor, "Effect of industrial work experience in developing technical and vocational education undergraduates' employability skills," *Asian Journal of Assessment in Teaching and Learning*, vol. 11, no. 1, pp. 1–12, 2021.
- [23] R. Abd Kadir, N. A. Buang, A. Hashim, R. Said, and M. A. Sidek, "Penilaian Keberkesanan Pelaksanaan Program Diploma di Kolej Vokasional (KV)," *Jurnal Penyelidikan Teknokrat II*, vol. 20, no. 1, pp. 65–86, 2018.
- [24] E. Griffin, A. Ledbetter, and G. Sparks, *A First Look at Communication Theory*, 10th ed. New York: McGraw-Hill Education, 2018.
- [25] E. K. Harris, *Customer Service: A Practical Approach*, 6th ed. Pearson, 2013.
- [26] N. Muridan, "Penguasaan Kemahiran Komunikasi Interpersonal dalam Kalangan Pelajar Tahun Satu Fakulti Pendidikan Teknikal dan Vokasional di UTHM," Universiti Tun Hussein Onn Malaysia, Malaysia, 2013.
- [27] E. T. Priyatni and A. R. As'ari, "Project-Based Learning Paper: Learning Model To Develop 4cs: (Critical and Creative Thinking, Collaboration and Communication Skills)," in *Proceedings of the 1st International Conference on Education Social Sciences and Humanities (ICESSSHUM 2019)*, 2019, vol. 335, pp. 441–448, doi: 10.2991/icessshum-19.2019.72.
- [28] M. L. Yu, T. Brown, and L. Thyer, "The association between undergraduate occupational therapy students' listening and interpersonal skills and performance on practice education placements," *Scandinavian Journal of Occupational Therapy*, vol. 26, no. 4, pp. 273–282, Jun. 2019, doi: 10.1080/11038128.2018.1496272.
- [29] M. N. Akroush, A. A. A. ElSamen, M. S. Al Shibly, and F. M. Al Khawaldeh, "Conceptualisation and development of customer service skills scale: an investigation of Jordanian customers," *International Journal of Mobile Communications*, vol. 8, no. 6, p. 625, 2010, doi: 10.1504/IJMC.2010.035481.
- [30] M. N. Akroush, "Does service quality implementation mediate the relationship between technical service quality and performance: an empirical examination of banks in Jordan," *International Journal of Services, Economics and Management*, vol. 1, no. 3, p. 209, 2009, doi: 10.1504/IJSEM.2009.022964.
- [31] KPMG, "Human Resources and Skill Requirements in the Beauty and Wellness Sector." National Skill Development Corporation (NSDC), New Delhi, 2013, [Online]. Available: <https://skillsip.nsdcindia.org/knowledge-products/human-resource-and-skill-requirements-beauty-and-wellness-sector>.
- [32] A. Radisic, K. Hundley, N. Patel, C. Nelson, and R. Mhaskar, "Assessment of impact of a skin cancer education session on cosmetology students' knowledge and preparedness to assess future clients for skin lesions," *Journal of Cosmetic Dermatology*, vol. 19, no. 1, pp. 205–210, Jan. 2020, doi: 10.1111/jocd.12996.

- [33] K. Karen Hye-cheon, L. Linnan, N. Kulik, V. Carlisle, Z. Enga, and M. Bentley, "Linking Beauty and Health Among African-American Women: Using Focus Group Data to Build Culturally and Contextually Appropriate Interventions," *Journal of Social, Behavioral, and Health Sciences*, vol. 1, no. 1, pp. 41–59, 2007.
- [34] F. Okyere and E. O. Amoakoh, "Achieving Hair Salon Competitiveness Through Relationship Marketing Model: A Case of Hair Salons in the Free State Province in South Africa," *Journal of Business Management*, vol. 5, no. 9, pp. 396–409, 2019.
- [35] E. Bredlöv, *Shaped for beauty: Vocational and gendered subjectivities in private education for the beauty industry*, no. 209. Linköping University, 2018.
- [36] E. Ritchie, "The Relative Importance of Communication Competence, Communication Satisfaction and Commercial Friendship in Hair stylist-Client Consultation Communication: A Coorientational Approach," The University of Wisconsin-Whitewater, 2016.
- [37] P. I. Khan and A. Tabassum, "Service quality and customer satisfaction of the beauty - care service industry in Dhaka: A study on high - end women's parlors," *The Journal of Business in Developing Nations*, vol. 12, pp. 32–58, 2010.
- [38] K. Haughtigan, E. Main, T. Bragg-Underwood, and C. Watkins, "Occupational Skin Disease Prevention: An Educational Intervention for Hairdresser Cosmetology Students," *Workplace Health & Safety*, vol. 65, no. 11, pp. 539–545, Nov. 2017, doi: 10.1177/2165079917704447.
- [39] A. Ehlinger-Martin, A. Cohen-Letessier, M. Taïeb, E. Azoulay, and D. du Crest, "Women's attitudes to beauty, aging, and the place of cosmetic procedures: insights from the QUEST Observatory," *Journal of Cosmetic Dermatology*, vol. 15, no. 1, pp. 89–94, Mar. 2016, doi: 10.1111/jocd.12192.
- [40] G. Makoul, "The SEGUE Framework for teaching and assessing communication skills," *Patient Education and Counseling*, vol. 45, no. 1, pp. 23–34, 2001.
- [41] N. U. Siregar, "Developing English Speaking Material Through Contextual Teaching and Learning for Beauty Study Program," State University of Medan, 2019.
- [42] V. Nobile, "Guidelines on Cosmetic Efficacy Testing on Humans. Ethical, Technical, and Regulatory Requirements in the Main Cosmetics Markets," *Journal of Cosmetology & Trichology*, vol. 02, no. 01, pp. 1–10, 2016, doi: 10.4172/2471-9323.1000107.
- [43] N. Fatahi, M. Kustrimovic, and H. Elden, "Non-Medical Radiography Staff Experiences in Inter-Professional Communication: A Swedish Qualitative Focus Group Interview Study," *Journal of Multidisciplinary Healthcare*, vol. 13, pp. 393–401, Apr. 2020, doi: 10.2147/JMDH.S231442.
- [44] N. Ourahmoune and H. El Jurdi, "Beauty salon- a marketplace icon," *Consumption Markets & Culture*, vol. 24, no. 6, pp. 611–619, Nov. 2021, doi: 10.1080/10253866.2020.1741356.
- [45] E. M. Bunnik, F. Meulenberg, and I. D. de Beaufort, "Ethical Issues in the Beauty Salon: The Development of National Ethics Guidelines for Aestheticians in the Netherlands," *Narrative Inquiry in Bioethics*, vol. 8, no. 3, pp. 247–260, 2018, doi: 10.1353/nib.2018.0074.
- [46] A. L. Ong, P. K. Chang, and A. A. Azlan, "Penerokaan Isu Penguasaan Kemahiran Insaniah Graduan UKM dari Perspektif STOPS," *Jurnal Komunikasi: Malaysian Journal of Communication*, vol. 36, no. 3, pp. 247–265, Sep. 2020, doi: 10.17576/JKMJC-2020-3603-15.
- [47] B. Shola, F. A. A. Latib, R. Samari, Y. Kamin, M. S. Saud, and N. F. Amin, "The non-technical skills needed by graduates of technical colleges in metalwork technology," *International Journal of Evaluation and Research in Education (IJERE)*, vol. 8, no. 4, p. 654, Dec. 2019, doi: 10.11591/ijere.v8i4.20308.
- [48] S. C. Banerjee *et al.*, "Responding empathically to patients: a communication skills training module to reduce lung cancer stigma," *Translational Behavioral Medicine*, vol. 11, no. 2, pp. 613–618, Mar. 2021, doi: 10.1093/tbm/ibaa011.
- [49] B. Korc-Grodzicki *et al.*, "Addressing the quality of communication with older cancer patients with cognitive deficits: Development of a communication skills training module," *Palliative and Supportive Care*, vol. 18, no. 4, pp. 419–424, Aug. 2020, doi: 10.1017/S1478951520000218.
- [50] T. Kelly, Y. Surjan, M. Rinks, and H. Warren-Forward, "Effect of communication skills training on radiation therapy student's confidence and interactions during their first clinical placement," *Radiography*, vol. 27, no. 1, pp. 59–66, Feb. 2021, doi: 10.1016/j.radi.2020.05.015.
- [51] A. Chisholm, L. Byrne-Davis, S. Peters, J. Beenstock, S. Gilman, and J. Hart, "Online behaviour change technique training to support healthcare staff 'Make Every Contact Count,'" *BMC Health Services Research*, vol. 20, no. 1, p. 390, Dec. 2020, doi: 10.1186/s12913-020-05264-9.
- [52] S. C. Banerjee *et al.*, "The implementation and evaluation of a communication skills training program for oncology nurses," *Translational Behavioral Medicine*, vol. 7, no. 3, pp. 615–623, Sep. 2017, doi: 10.1007/s13142-017-0473-5.
- [53] W.-H. Hsieh, W.-C. Lee, and R.-L. Hsieh, "Effects of a family-centered workshop for children with developmental delays," *Medicine*, vol. 97, no. 36, p. e12106, Sep. 2018, doi: 10.1097/MD.00000000000012106.
- [54] N. Keshav *et al.*, "Longitudinal Socio-Emotional Learning Intervention for Autism via Smartglasses: Qualitative School Teacher Descriptions of Practicality, Usability, and Efficacy in General and Special Education Classroom Settings," *Education Sciences*, vol. 8, no. 3, p. 107, Jul. 2018, doi: 10.3390/educsci8030107.
- [55] J. A. Wagner, C. A. Pfeiffer, and K. L. Harrington, "Evaluation of online instruction to improve medical and dental students' communication and counseling skills," *Evaluation and the Health Professions*, vol. 34, no. 3, pp. 383–397, Sep. 2011, doi: 10.1177/0163278710380612.
- [56] R. A. Mason, E. Gregori, H. P. Wills, D. Kamps, and J. Huffman, "Covert Audio Coaching to Increase Question Asking by Female College Students with Autism: Proof of Concept," *Journal of Developmental and Physical Disabilities*, vol. 32, no. 1, pp. 75–91, Feb. 2020, doi: 10.1007/s10882-019-09684-2.
- [57] S. Sundari, "Improvement of interprofessional communication competence through collaborative communication learning media," *Option*, vol. 34, no. 15, pp. 1623–1631, 2018.
- [58] W.-J. Chang, S.-H. Liao, Y.-C. Chung, and H.-P. Chen, "Service quality, experiential value and repurchase intention for medical cosmetology clinic: moderating effect of Generation," *Total Quality Management & Business Excellence*, vol. 31, no. 9–10, pp. 1077–1097, Jul. 2020, doi: 10.1080/14783363.2018.1463156.
- [59] S. O. Tolliver, J. L. Hefner, S. D. Tolliver, and L. McDougale, "Primary Care Provider Understanding of Hair Care Maintenance as a Barrier to Physical Activity in African American Women," *The Journal of the American Board of Family Medicine*, vol. 32, no. 6, pp. 944–947, Nov. 2019, doi: 10.3122/jabfm.2019.06.190168.
- [60] I. B. T. Widjaja, "Life - style marketing: An alternatif theoretical model of service marketing dimension (an empirical study on beautysalon customers in Jakarta)," *IJABER*, vol. 14, no. 13, pp. 9359–9376, 2016.
- [61] Y. U. Aksoy, "An evaluation of beauty and hair care education at vocational schools," *Quality and Quantity*, vol. 52, no. 6, pp. 2771–2784, Nov. 2018, doi: 10.1007/s11135-018-0704-y.




- [62] O. M. Harness, K. Jamie, and R. McMurray, "'They've Been with Me the Whole Journey': Temporality, Emotional Labour and Hairdressing Work," *Work, Employment and Society*, vol. 35, no. 6, pp. 1073–1090, Dec. 2021, doi: 10.1177/0950017020955081.
- [63] S. Zhao, S. Wei, J. Luo, and J. Chen, "A Summary of Research on Self-Confidence and Its Role in the Students," *Journal of Advances in Education Research*, vol. 5, no. 3, pp. 114–118, Aug. 2020, doi: 10.22606/jaer.2020.53002.
- [64] C. Foronda, B. MacWilliams, and E. McArthur, "Interprofessional communication in healthcare: An integrative review," *Nurse Education in Practice*, vol. 19, pp. 36–40, Jul. 2016, doi: 10.1016/j.nepr.2016.04.005.
- [65] E. N. Ondogan and S. Benli, "Aesthetician Education and its Significance for the Sector," *Procedia - Social and Behavioral Sciences*, vol. 46, pp. 4651–4655, 2012, doi: 10.1016/j.sbspro.2012.06.312.
- [66] W. Glynn Mangold, F. Miller, and G. R. Brockway, "Word-of-mouth communication in the service marketplace," *Journal of Services Marketing*, vol. 13, no. 1, pp. 73–89, Feb. 1999, doi: 10.1108/08876049910256186.
- [67] K. Haughtigan, S. House, and M. E. Main, "Improving Skin Cancer Knowledge and Awareness in Cosmetology Students," *Journal of the Dermatology Nurses' Association*, vol. 11, no. 5, pp. 214–219, Sep. 2019, doi: 10.1097/JDN.0000000000000488.
- [68] Y. S. Sheh, Z. Hanapi, R. Mustapha, and T. T. Kiong, "Soft Skills Among Hearing Impaired Graduates for Sustainability and Well-Being in Workplace," *International Journal of Academic Research in Business and Social Sciences*, vol. 10, no. 5, May 2020, doi: 10.6007/IJARBS/v10-i5/7187.
- [69] M. M. Mohamad, M. H. Yee, T. K. Tee, M. Ibrahim Mukhtar, and A. Ahmad, "Soft Skills in Pedagogical Practices with Different Curriculum for Engineering Education," in *IOP Conference Series: Materials Science and Engineering*, 2017, vol. 226, no. 1–8.
- [70] K. Ingsih and J. Ratnawati, "A study on the relationship between organizational ethics, job satisfaction, organizational commitment and job performance among the staff of banks in Indonesia," *International Journal of Applied Business and Economic Research*, vol. 14, no. 13, pp. 9023–9040, 2016.
- [71] N. S. Martalena, D. Atmanto, and J. S. Siregar, "Evaluation of beauty training programs in regional work training center of East Jakarta using the goal free evaluation model," *Jurnal Pendidikan Vokasi*, vol. 9, no. 1, pp. 54–65, Mar. 2019, doi: 10.21831/jpv.v9i1.23301.
- [72] D.-H. Jin and E.-J. Park, "Communication, Organizational Trust, and Innovative Behavior of Makeup Employees in the 20-30s," *Asian Journal of Beauty and Cosmetology*, vol. 16, no. 3, pp. 359–368, Aug. 2018, doi: 10.20402/ajbc.2018.0218.
- [73] S. Sultana, T. Islam, and S. Das, "Measuring Customer Satisfaction through SERVQUAL Model: A Study on Beauty Parlors in Chittagong Measuring Customer Satisfaction through SERVQUAL Model: A Study on Beauty Parlors in Chittagong," *European Journal of Business and Management*, vol. 8, no. 35, pp. 97–108, 2016.
- [74] S. S. Shahbazi and H. S. Akareem, "Identifying the Decision Criterion for Choosing Beauty Parlor and Salon: A Marketing Communication Perspective," *International Journal of Business and Management Invention*, vol. 2, no. 10, pp. 2319–8028, 2014.
- [75] R. L. Uгла, M. J. Z. Abidin, and M. N. Abdullah, "The influence of proficiency level on the use and choice of L1/L2 communication strategies used by Iraqi EFL students," *International Journal of Evaluation and Research in Education (IJERE)*, vol. 8, no. 1, p. 127, Mar. 2019, doi: 10.11591/ijere.v8i1.15179.
- [76] M. Berkhof, H. J. van Rijssen, A. J. M. Schellart, J. R. Anema, and A. J. van der Beek, "Effective training strategies for teaching communication skills to physicians: An overview of systematic reviews," *Patient Education and Counseling*, vol. 84, no. 2, pp. 152–162, Aug. 2011, doi: 10.1016/j.pec.2010.06.010.
- [77] S. Majid, J. M. Gauguier, L. McIntosh, G. Watts, M. P. Rosen, and C. M. DeBenedictis, "Still Coming Out of the Dark: Enduring Effects of Simulation-Based Communication Skills Training for Radiology Residents—Four-Year Follow-Up," *Current Problems in Diagnostic Radiology*, vol. 49, no. 6, pp. 382–385, 2020.
- [78] B. T. Nair, "Role play - An effective tool to teach communication skills in pediatrics to medical undergraduates," *Journal of Education and Health Promotion*, vol. 8, no. 8, p. 18, 2019, doi: 10.4103/jehp.jehp_162_18.
- [79] T. Kelly, Y. Surjan, M. Rinks, J. Beech, and H. M. Warren-Forward, "Communication: Preparing undergraduate radiation therapy students for initial clinical patient interactions," *Radiography*, vol. 25, no. 4, pp. 320–326, Nov. 2019, doi: 10.1016/j.radi.2019.02.012.
- [80] A. N. Shuid *et al.*, "Effect of early clinical skills teaching on 3rd year medical students' learning: The student perspective," *Journal of Taibah University Medical Sciences*, vol. 10, no. 1, pp. 26–32, Mar. 2015, doi: 10.1016/j.jtumed.2014.12.004.
- [81] V. Gadre, K. Kelkar, V. Kelkar, and M. Jamkar, "Introducing a teaching module to impart communication skills in the learning anaesthesiologists," *Indian Journal of Anaesthesia*, vol. 59, no. 6, p. 369, 2015, doi: 10.4103/0019-5049.158744.
- [82] T. T. Kiong, F. N. A. Puad, E. M. Zain, Y. M. Heong, and N. Azid, "Cosmetology Field and Its Significance for Education and Industry Sector," *International Journal of Engineering and Advanced Technology*, vol. 9, no. 2, pp. 699–704, Dec. 2019, doi: 10.35940/ijeat.B3332.129219.
- [83] E. Thomaidou, "Aesthetic practitioner as a physician and businessperson – Is it achievable?" *Our Dermatology Online*, vol. 9, no. 2, pp. 210–214, 2018, doi: 10.7241/ourd.20182.28.
- [84] K. Shin, N. Yeom, and H. Park, "Customer happiness and open innovation in the esthetics education for the elderly generation," *Journal of Open Innovation: Technology, Market, and Complexity*, vol. 5, no. 86, pp. 1–13, 2019.
- [85] L. S. Millstein *et al.*, "An interprofessional training to improve advance care planning skills among medicine, nursing, and social work students," *Journal of Interprofessional Education & Practice*, vol. 21, no. 100382, p. 100382, Dec. 2020, doi: 10.1016/j.xjep.2020.100382.
- [86] P. N. Lanken *et al.*, "Efficacy of an Internet-Based Learning Module and Small-Group Debriefing on Trainees' Attitudes and Communication Skills Toward Patients With Substance Use Disorders," *Academic Medicine*, vol. 90, no. 3, pp. 345–354, Mar. 2015, doi: 10.1097/ACM.0000000000000506.
- [87] K. Choe, S. Park, and S. Y. Yoo, "Effects of constructivist teaching methods on bioethics education for nursing students: A quasi-experimental study," *Nurse Education Today*, vol. 34, no. 5, pp. 848–853, May 2014, doi: 10.1016/j.nedt.2013.09.012.
- [88] M. Jdaitawi, "The Effect of Using Problem-Based Learning Upon Students' Emotions Towards Learning and Levels of Communication Skills In Three Different Disciplines," *Croatian Journal of Education - Hrvatski časopis za odgoj i obrazovanje*, vol. 22, no. 1, pp. 207–240, Mar. 2020, doi: 10.15516/cje.v22i1.3215.

BIOGRAPHIES OF AUTHORS






Tee Tze Kiong    is the head of Department of Global and Cooperation, Malaysia Research Institute for Vocational Education and Training, Batu Pahat, Johor, Malaysia. His highest Academic Degree is on Ph.D. in Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia (UTHM), Batu Pahat, Johor, Malaysia. His research interests are thinking skills, thinking tools, self-instructional modular approach, learning styles and inventive problem-solving skills. He is a member of Universiti Teknologi Malaysia Alumni, Universiti Tun Hussein Onn Malaysia Alumni, Malaysia Technical and Vocational Education Association and TRIZ level I instructor. He can be contacted at email: tktee@uthm.edu.my.






Farah Najwa Ahmad Puad    is a Ph.D. Candidate in Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia, Batu Pahat, Malaysia. She received her master's degree, Master Science (Technical and Vocational) from Universiti Pendidikan Sultan Idris in 2018. Her research focuses on cosmetology education, communication skills, professionalism ethics and modular approaches to teaching and learning. She can be contacted at email: farahnajwa.ap@gmail.com.






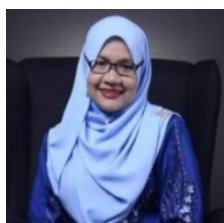
Arasinah Kamis    is currently an Associate Professor at Faculty of Technical and Vocational, Universiti Pendidikan Sultan Idris. She pursues her studies at PhD level at Faculty of Educational Studies, Universiti Putra Malaysia. She is the author, co-author and editor of several books and book chapters in Technical and Vocational Education and Training. Her research interests focus on the Green Skills & Green technology in School, Environmentally Sustainable Apparel, Sustainable Fashion Consumption and Clothing Fashion Design Competency. She is also Editor in Chief of Journal of Vocational Education Studies (JOVES). She can be contacted at email: arasinah@ftv.upsi.edu.my.






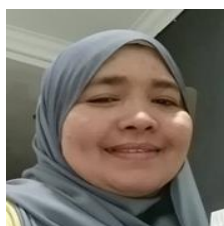
Yee Mei Heong    is the head of program for the Doctor of Philosophy in Education at Department of Professional Education and Postgraduates, Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia (UTHM). She received her doctorate degree, the Doctor of Philosophy of Technical and Vocational Education, from UTHM in 2015. Current and previous research interests are problem-solving skills, higher order thinking skills, learning styles, teaching styles, modular approaches to teaching and learning, 21st learning skills and approaches. She can be contacted at email: mhyee@uthm.edu.my.






Ruhiana Idayu Abd Hamid    is a Ph.D. Candidate in Faculty of Technical and Vocational Educational, Universiti Tun Hussein Onn Malaysia, Batu Pahat, Malaysia. Her research focuses on communication skills, learning styles, modular approaches to teaching and learning, teaching & learning aids, and English learning. She can be contacted at email: khaleedafareeha@yahoo.com.



Sharifah Shafie    is School Improvement Specialist Coaches Plus Officer (SISC+) at Kubang Pasu District Education Office, Jitra, Kedah. Her highest Academic Degree is on Ph.D. in Technical and Vocational Education, Universiti Pendidikan Sultan Idris, Tanjong Malim, Perak, Malaysia. Current and previous research interests are fashion education and fashion sustainability. Dr. Sharifah is a member of Universiti Pendidikan Sultan Idris Alumni and Universiti Putra Malaysia Alumni. She can be contacted at email: sharifah.pdpkp@gmail.com.



Sarimah Abu Bedor    is an educator at the Kolej Vokasional Sultan Abdul Samad (KVSAS). She was appointed as a teacher at the college since 2014 and pursued postgraduate studies in the Science Program (Technical and Vocational) at the Universiti Pendidikan Sultan Idris. She is passionate about improving the quality of sustainability in teaching and learning and the practice of sustainability in higher education. Sarimah's research interests lie in the sustainability of fashion education and sustainability practices in fashion education. She can be contacted at email: yangsari@gmail.com.