

Using Conference of Cosmetics Product Input to Increase Knowledge on Customer Practices

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1. Introduction

There are multi-learning-channels that you can get it. This paper is about research on will using input cosmetics products into conferences increase customers learning profits. The study investigates backgrounds, motives, subjects and constraints. In the past without Internet, data only comes in paper form or television shows. When a student does not choose beauty care subjects, the face to face learning opportunities are rare. Without professional training, customers have to go through trial and error or through connections to increase their makeup abilities. This process is arduous and unsatisfying. In the modern age, beauty seminars have become a maze. According to research, company conferences act as inside information on beauty products for consumers. There are two kinds of seminars, theoretical and hands-on. There are many sub-categories. Choices vary due to various factors such as age and education.

Because of this, companies try to establish a name for themselves and host courses but this is just marketing. Mentally, customers are undecipherable, hence our experiment to increase beauty product input efficiency. In many beauty courses, our experiment is to just to dig through course material and using product input to not let consumers feel as if this is a gathering of selling. Hence our experiment goals: 1. Does professionalism affect a customer's choices? 2. Does skill in speaker affect motives to join conference? 3.

Does course material affect learning motives?

4. Will course material application methods increase customer satisfaction and chance of coming back? 5. Does customer motives affect their reasons to buy products?

The experiment is aimed at customers who have attended beauty conferences. Our questionnaires are separated in to five categories. We sent four hundred copies with 380 effective. We use convenience sampling to choose our targets due to personnel and fare costs. Therefore we sent questionnaire to only the north of Taiwan to find what the case likely is for the rest of Taiwan.

2. Literature Review

Tucker et al. in 2003 found out that collaborative learning opportunities for nursing and medical students are feasible and add value to the learning experience. Data indicate positive outcomes of learning in multi-professional groups, comprising increased confidence levels, increased understanding of others' professional roles and personal development.

Chang Seop Rhee & Hyunjung Rhee investigates the effect of PPL (Product Placement) advertisement in Korea on listed firms' sales growth in an empirical way. They found out that there is a significantly negative association between PPL advertisement legalization and firms' sales growth rate. This negative association is still roused when firms increases their advertisement expenses. This implies customers are possible to receive a

negative impression from direct exposure of PPL advertisement. This result warns about the riskiness of exposing products indiscriminately through media content.

Above researches that let us know product placement and learning are worth to get deeper study.

3. Methodology

The basic structure of our research organizes the background and motive of the experiment. This gives us five hypotheses.

H₁: Professionalism has a positive impact upon customers buying products.

H₂: Professionalism has a significant impact on customers joining courses

H₃: Course planning has a positive impact on customer motives

H₄: Course planning increases customer satisfaction

H₅: Customer motives on joining courses have a positive impact on buying products.

We collect the data and do a bunch of analysis on it. There are many methods of which we can do this, such as: reliability analysis, factor analysis, variable analysis, cluster analysis, and multiple regression analysis.

4. Data analysis

Our aim is towards professionalism of lecturer, planning of courses, and customer opinions on purchasing and course motives. We research the input to find the best way of maximizing the effect of input.

In using Cronbach's Alpha coefficient for reliability analysis. As we can see the numbers come in between 0.692 and 0.765. We can see that it meets the requirements. This increases the trustworthiness of the data. Since deleting

any questions here does not increase the alpha coefficient, we do not take away any questions. From that we know the data is trustworthy.

Factor analysis concentrates the data to find the largest variable of the original data. In one factor, a question is more suited to analysis when it has a large factor loading value. We use KMO and Bartlett's Test of Sphericity we find the main factors through the Varimax axis. Through this we find that we do not need to delete any questions as there are no questions below 0.3 factor loading value. We find that factor analysis explains 57.015 percent of the 33 questions. We have space for improvement.

Through Bartlett's Test of Sphericity and KMO we find that the data is suitable for factor analysis as shown that it may show more data on the customers. That is because the number is larger than 0.8, being 0.903. We use different types of analysis to find the largest variance for many things according to the questions. That is used to allow the factors to get names. Through the questionnaire we find that there are four main axes to be named. There are four biggest types of factor analysis: We order the questions in factor 1 by the sizes of their loads, all with loads larger than 0.4. There are 12 questions with loads larger than 0.4. These contain many different reasons, also ordered by the size of their load value. We order the questions in factor 2 by the sizes of their loads, all with loads larger than 0.4. There are 7 questions that meet the requirements. It contains many different reasons, also ordered by the size of their load value. We order the questions in factor 3 by the sizes of their loads, all with loads larger

than 0.4. There are 8 questions that meet the requirements. These contains many different reasons, also ordered by the size of their load value. We order the questions in factor 4 by the sizes of their loads, all with loads larger than 0.4. There are 6 questions that meet the requirement. These contains many different reasons, also ordered by the size of their load value.

We received 380 effective questionnaires. We put them in 6 clusters and used K-means analysis on them. There were 4 clusters in the results. Which is mainly used to see the structure of the clusters. We compiled a few clusters from our data after K-means to know more about the data. We named four of them. Higher the number and there will be more specialty to be found. Vice versa also applies. After we named the clusters, we crossed with factor analysis.

Cluster 4 and 1 are combined, in the 120 questionnaires. The numbers are high, which shows a stronger wish to buy products in conferences. We name this cluster willingness to purchase cluster.

In the 113 questionnaires of cluster 2, the numbers are highest, showing that customers value how skilled the lecturer is. We name this lecturer skill cluster. Cluster three has 147 questionnaires. Customers are very interested in learning more in courses, as evidenced by the numbers shown. We name this motives cluster. With all the data that we have, we analyzed it to name the clusters. The names are listed in above paragraphs. In the cluster, we can find that there is a positive opinion based off of what we see on the questionnaire in all of the clusters. We can predict that, in

choosing products, customers looking forward to the product are a positive impact in inputting products. With professional instruction, customers can pick up the art of makeup easily. That incites an urge to buy. To these groups, we can utilize a simple questionnaire. From this we can know that with questionnaires we can find out a lot and know how to plan for later products and courses. That can solidify our customer groups for better sales in the future.

The skill of the lecturer matters much in the opinion of the customers. It also carries a lot of weight for the customers. The way of conveying information to the customer is as important as ever. If the method that the lecturer teaches is easy to learn and viable then the customers will be satisfied and we will reap great benefits. Lecturer skill and charm is the most important thing here. From this we know, that towards these customers we can use famous teachers to increase our sales.

Customers who want to join conference courses have great ambition. They want to know more about products and gain skills. So, in response, we can develop it as a second skill, even national license courses to gives us an edge in future courses.

In this chapter we go through the relations between different factors and analyze it to see if the requirements are met. It also serves the purpose of finding differences in samples.

1. Different ages affect the viewpoints of customers.

Different ages do make a difference in the viewpoints on input in conferences. That is evidenced by the data in the above paragraph.

The F value and P value is within the system parameters, which shows our hypothesis' correctness.

Conclusion: Different age groups have a different reason to go to conference courses. That means we can use different materials for different age group to have a better effect with the courses.

2. Different professions make for different viewpoints. From above data we found that there is a discrepancy between the viewpoints of people who work in different professions. The F and P value is well within parameters, which shows that our hypothesis is true.

Conclusion: Different jobs require different things and have a different environment. That means the requirements for the courses are also different. Knowing the jobs of the customers help us orient our products and courses.

3. Different levels of education make for different viewpoints. From above data, we find that there is not much difference that different levels of education make. The F and P values are not within normal range. That proves our hypothesis wrong.

4. Amount of income make for different opinions

(1) We find with the above data, that there is no difference to be seen in viewpoints. That shows that income doesn't matter when it comes to viewpoints on skill of lecturer. The P and F values indicate no difference.

(2) We find, through the above data, that there is a difference when it comes to customers with different monthly income on course material. Conclusion: All customers

think that lecturer skill is important but differ in opinion on course material. That warns us to have caution when planning courses and using products.

1. In this experiment we use multiple regression analysis. From the results we can find out many things about the factors. We can know that the willingness to buy products is a variable. With multiple regression, we tested all the factors to see if the hypothesis is true. The equations show $p=0.000$, which shows that the model is effective.

2. From the results of multiple regression analysis, we find that motives to join a conference are a variable. From this we can find out whether our hypothesis is correct or not. Through multiple regression we find with the equations that the model is not in the wrong. This paragraph largely summarizes the things mentioned above. I used multiple regression analysis to know whether my hypothesis were correct or not. Through the data I gathered, I ran a few equations. Since $p=0.003$, we can see that regression explains things.

Through the results of my MRA, we can see that before planning for course material in conferences, the teacher's fame is important. That is because that there is a benefit that comes from having a famous teacher. Knowing customer motives is a very important thing that you must seek to know before planning for courses.

But, the teacher's fame cannot keep the boat afloat. The atmosphere formed and the persuasiveness of the teacher is very important. Through the lecturer's explanation the customers can gain confidence without prior

experience. That, is the most important part of inputting products.

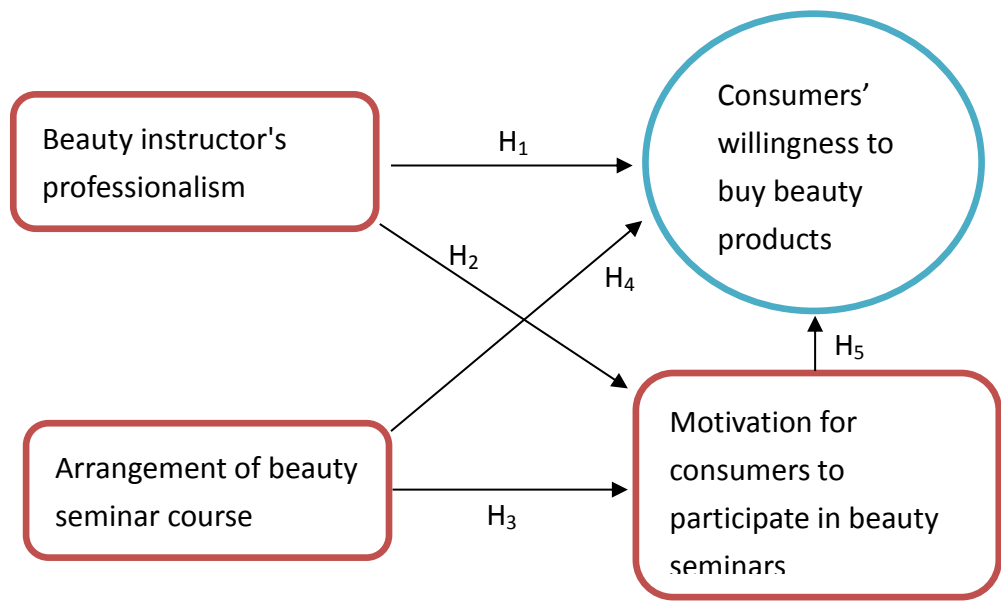


Figure 1 Structure of Research

5. Conclusion

Our experiment finds four reasons why consumers even take a course seriously. In the cluster analysis results, three clusters are found, and the consumer purchase intention is the willingness factor for consumers to purchase beauty products. The professionalism of the lecturer is the professional factor component of the lecturer, and consumer learning. The motivation cluster is the learning motivation factor for the consumers to participate in the beauty course. According to the results of the consumer purchase willing cluster analysis, it is known that the beauty products are spread and sold through the product knowledge and experience of the beauty seminar course. For most consumers, it is a positive product experience model. In the absence of stress, consumers can use a more objective attitude to buy goods, because the experience process includes product expertise and beauty courses such as skin physiology, professional skin care,

cosmetics and overall modeling. With the strengthening of knowledge, consumers can clearly understand why they need to use maintenance or color cosmetics, and know how to choose and judge the products that suit them. It will not only increase consumers' confidence and identity, but also build consumer loyalty. For manufacturers and consumers, they can meet all their needs and create a win-win situation. However, in addition to the product, the lecturer's professional appearance and personal style create a vibe for beauty products, and the decision-making of consumers' purchase intentions complement each other. The results of the analysis of the professionalism cluster of the lecturer are known. The consumers of this group or many are ignorant of the knowledge and technology related to beauty makeup, so the participation in the course depends on the infectiousness and professional presentation of the lecturer, the cause of which is that the lecturer's teaching methods and the

course of the class are smooth. The course is easy to learn and apply, so that consumers can not only be motivated, but also become a substantial purchase action for the effectiveness, practicability and urgency of the placed goods, so that the placement of beauty products can achieve substantial benefits. And the consumer group in the consumer's learning motivation cluster is oriented to their own learning needs. Participating in the beauty seminar course is for them to sate their curiosity, cultivate expertise and master the popular trend. For such consumers, if they can conduct a questionnaire before the course activities, understand their needs for the course. And provide the course content that meets the requirements. Under such premises, that such course arrangement meets the expected value, and then the experience of the beauty product and the practice operation will be put into the course, which will make the product's effectiveness and applicability higher. We find H₁: Professionalism takes no effect on consumer decisions. We also find professionalism changes customer's motives. From this it can be known that customers take professionals more seriously. H₁₁: Professionalism has a good effect on customer choices stands. H₂₀: Professionality of lecturer does not affect motives of attending conferences positively. We analyzed the data and find that H₂₁ stands as the professionalism matters. H₃₀: Course material application have no effect on customer learning motives. WE find through multiple regression analysis that this is false and therefore H₃₁ stands. H₄₀: Course material application does not increase chances of customers buying

products. We find through multiple regression analysis that this is not true and therefore H₄₁ stands. Our study proposes H₅₀: Customer motives on attending has no effect on motives of buying. We find that there is a great effect. H₅₁: Customer motives on attending has a great effect on motives of buying stands.

Merging above results, we find that professionalism is a very important factor in customers choosing to attend courses on beauty products. It is an important thing to use good teachers to attract customers and increase its effects.

Inputting products is a trend. All four reasons mentioned above should be thought on thrice. To satisfy most customers, and how to apply courses to get the most out of it means that there should be tiers to the course. The material should also be well thought out to get the most for customer and company.

References

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