

Aesthetic Education Management On The Students' Personality Of Hunan Province's Universities *

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Abstract

This study aimed to: (1) explore the components of aesthetic education management influencing students' personality development in universities in Hunan Province; and (2) develop managerial guidelines to enhance aesthetic education management in this context. A mixed-methods approach was employed, integrating both quantitative and qualitative research. The population consisted of 1,407 teachers from three universities in Hunan Province. A sample of 302 participants was determined using Krejcie and Morgan's table and selected through stratified random sampling. Additionally, eleven key informants including administrators and faculty members were purposively selected for in-depth interviews. A focus group discussion (FGD) with nine experts was also conducted. Data collection instruments included a five-point Likert-scale questionnaire, a semi-structured interview guide, and an FGD protocol. Quantitative data were analyzed using frequency, percentage, mean, standard deviation, and exploratory factor analysis (EFA), while qualitative data were analyzed through content analysis. The findings revealed that aesthetic education management consists of five key components: (1) aesthetic education curriculum system construction, (2) impact on students' personality development, (3) teacher roles and competencies, (4) aesthetic-oriented teaching methods and strategies, and (5) policy support and management mechanisms. Furthermore, the study developed 25 managerial guidelines grouped into five major categories, providing practical directions for enhancing aesthetic education management and supporting student personality development in universities in Hunan Province.

Keywords: Aesthetic Education Management; Students' Personality; Hunan Province Universities

Citation



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Introduction

In the era of rapid globalization and technological advancement, education has become a fundamental pillar for national development. Among its various dimensions, aesthetic education has increasingly gained attention in China, particularly within higher education, as an essential component of holistic education. Historically, aesthetic education was often marginalized in favor of intellectual and moral development. However, recent policy reforms reflect a growing recognition of its significance (Ministry of Education of the People's Republic of China, 2019).

The Chinese government has strongly emphasized the role of aesthetic education in cultivating well-rounded individuals. This emphasis is evident in key policy initiatives, including the 2013 directive from the Central Committee of the Communist Party of China, which highlighted the importance of strengthening aesthetic education, and the 2019 national guidelines aimed at enhancing aesthetic education in higher education institutions. These policies underscore the need to develop students' aesthetic perception, cultural understanding, artistic expression, and creativity (Deng Jia, 2019; Worapongpat & Kangpheng, 2025). Such national priorities are consistent with global educational trends, as countries such as Germany and the United States have long integrated aesthetic education into their higher education systems (Xinyu et al., 2025). Within this context, Hunan Province—with its rich cultural heritage—represents a significant setting for examining the implementation and management of aesthetic education.

Aesthetic education management in universities refers to the systematic process of planning, organizing, leading, and controlling educational resources and activities to achieve goals related to art, culture, and humanistic development. This concept extends beyond simple art appreciation to include curriculum design, teacher competency development, pedagogical strategies, and institutional policy support. Effective management is essential for translating policy into practice and ensuring that aesthetic education is meaningfully integrated into students' academic and daily lives (Wang & Zeng, 2017). However, despite its recognized importance, the implementation of aesthetic education management faces several challenges, particularly in identifying the specific components that produce measurable impacts on student development. Therefore, there is a need for a localized and empirically validated framework to guide aesthetic education management within the context of Hunan Province universities.

The primary objective of aesthetic education is to foster the development of well-rounded individuals, with student personality development serving as a central outcome. In this study, personality encompasses not only aesthetic judgment but also essential non-cognitive competencies, including emotional intelligence, interpersonal skills, empathy, creativity, and moral character (Weiyi et al., 2024). Aesthetic education contributes to the development of these attributes by exposing students to diverse artistic experiences and encouraging reflection, interpretation, and self-expression. In an increasingly competitive global labor market that values soft skills, the role of aesthetic education in enhancing these competencies has become particularly significant (Worapongpat & Wongsawad, 2024). Given the cultural and educational importance of Hunan Province, it is crucial to understand how aesthetic education management practices influence student personality development in this specific context.

Despite strong policy support and the acknowledged relationship between aesthetic education and personality development, a clear research gap remains.

Specifically, there is a lack of empirical evidence identifying the key components of aesthetic education management within Hunan Province universities, as well as a shortage of practical and systematically developed managerial guidelines to support its effective implementation. To address this gap, the present study adopts a mixed-methods approach.

Accordingly, the objectives of this research are: (1) to explore the components of aesthetic education management that influence students' personality development in universities in Hunan Province; and (2) to develop managerial guidelines to enhance aesthetic education management for students' personality development in this context.

Objectives

1.To explore the key components of aesthetic education management that influence the personality development of students in universities in Hunan Province.

2.To develop managerial guidelines to enhance aesthetic education management for improving the personality development of university students in Hunan Province.

Literature review

1. Philosophical Rationale and Principles

The existing literature highlights the fundamental importance of aesthetic education as an integral dimension of holistic human development. It is grounded in the principle that education should not only cultivate intellectual and moral capacities but also nurture emotional and spiritual growth (Wu, 2023). This perspective reflects a comprehensive view of education in which human development is understood as multidimensional.

A key principle emerging from the literature is the principle of educational integration, which emphasizes that aesthetic education should not be treated as an isolated subject confined to the arts. Instead, it should be embedded across all aspects of university education. In this sense, aesthetic education functions as a bridge connecting cognitive knowledge with emotional perception, thereby enhancing students' ability to integrate rational thinking with aesthetic experience (Worapongpat, 2025b).

Another important principle is the principle of personality development, which underscores the role of aesthetic education in fostering non-cognitive competencies. Prior studies suggest that aesthetic education contributes to personality development through three core mechanisms: aesthetic cognitive capacity, aesthetic expression, and aesthetic creativity. These mechanisms collectively support the development of essential skills such as emotional intelligence, interpersonal communication, and problem-solving abilities (Worapongpat, 2025c). Thus, aesthetic education plays a critical role in shaping well-rounded individuals equipped with both cognitive and affective competencies.

2. Policy Rationale and Problem Linkage

The significance of this study is further reinforced by major policy transformations in China. Since 2013 and 2019, the Chinese government has explicitly mandated higher education institutions to strengthen aesthetic education as part of national educational reform (Deng Jia, 2019; Worapongpat, 2025a). These policy directives reflect a strategic shift toward promoting holistic education and cultivating well-rounded graduates.

However, despite strong policy support, a critical gap exists between policy intentions and practical implementation. Specifically, there is an urgent need for a systematic and operational managerial framework that can effectively translate policy into practice (Worapongpat & Arunyakanon, 2025).

Existing studies have predominantly focused on the conceptual importance and broad impacts of aesthetic education. Nevertheless, there remains a lack of empirical research identifying the specific components of aesthetic education management such as curriculum design, teacher competencies, teaching strategies, and policy mechanisms that directly influence student personality development. This gap is particularly evident within the context of Chinese universities, especially in Hunan Province, where localized and evidence-based frameworks are still underdeveloped.

3. Linkage to Research Methodology and Contributions

Based on the literature, a clear research gap emerges: the absence of empirically validated components of aesthetic education management that can guide effective implementation in higher education contexts. Addressing this gap requires a systematic and evidence-based approach.

To respond to this need, the present study employs Exploratory Factor Analysis (EFA) to identify and validate the underlying components of aesthetic education management. This approach enables the development of a data-driven structural framework, thereby contributing to the theoretical advancement of aesthetic education management in higher education.

In addition, the study adopts a mixed-method design, incorporating a Focus Group Discussion (FGD) with experts to translate empirical findings into practical applications. As a result, the identified components are synthesized into 25 managerial guidelines grouped into five key categories.

The contributions of this study are twofold. First, it provides a theoretical contribution by enriching the understanding of the structural dimensions of aesthetic education management. Second, it offers an operational contribution by developing practical and implementable guidelines that can support university administrators and policymakers in effectively promoting student personality development through aesthetic education in Hunan Province.

Methodology

1. Research Design, Population, and Sample

This study employed a mixed-methods research design consisting of three sequential phases: qualitative exploration, quantitative validation, and qualitative synthesis. This design enabled the comprehensive identification and validation of aesthetic education management components, as well as the development of practical managerial guidelines.

In the quantitative phase, the population comprised 1,407 teachers from three universities in Hunan Province. A sample of 302 participants was determined using Krejcie and Morgan's sample size table and selected through stratified random sampling to ensure proportional representation across academic roles and departments.

For the qualitative phases, eleven key informants including administrators and faculty members were purposively selected for in-depth interviews based on their

experience and expertise in aesthetic education. Additionally, nine experts participated in a Focus Group Discussion (FGD) to validate and refine the managerial guidelines.

2. Research Procedures

The study was conducted in three stages:

Step 1: Exploration of Variables (Qualitative Phase)

A qualitative approach, including literature review and semi-structured interviews, was employed to identify the key components of aesthetic education management and their relationship to student personality development. Data from the interviews were analyzed using content analysis to generate initial themes and construct questionnaire items.

Step 2: Factor Analysis and Component Validation (Quantitative Phase)

A structured questionnaire developed from Step 1 findings was administered in a cross-sectional survey. The instrument consisted of demographic questions, Likert-scale items measuring aesthetic education management factors, and open-ended responses.

Data were analyzed using descriptive statistics (frequency, percentage, mean, and standard deviation) and Exploratory Factor Analysis (EFA) to identify the underlying factor structure. The adequacy of the data for factor analysis was confirmed using the Kaiser–Meyer–Olkin (KMO) measure and Bartlett’s test of sphericity. Factor extraction was conducted using Principal Component Analysis, and factors with eigenvalues greater than 1 were retained. Factor loadings of 0.40 or higher were considered acceptable. Internal consistency reliability was assessed using Cronbach’s alpha.

Step 3: Development of Managerial Guidelines (Qualitative Phase)

A Focus Group Discussion (FGD) was conducted with nine experts to translate the validated components into practical managerial guidelines. The discussion was audio-recorded, transcribed, and analyzed using content analysis. The results were synthesized into a set of actionable recommendations.

3. Research Instruments

Three main instruments were employed:

Semi-structured interview guide for in-depth interviews with key informants.

Questionnaire using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), developed based on the identified components, including demographic and open-ended items.

Focus Group Discussion protocol to guide expert discussions in developing managerial guidelines.

Content validity of the instruments was evaluated by experts, and reliability was assessed using Cronbach’s alpha.

4. Data Collection Procedures

Data collection was conducted in three phases. First, key informants were contacted via email and telephone, and interviews were conducted either face-to-face or online. Second, the questionnaire was distributed online to the selected sample of 302 participants, and all responses were returned and considered valid. Third, the FGD was conducted on-site, facilitated by the research team to encourage discussion and consensus-building among participants.

5. Data Analysis

Qualitative data from the literature review, interviews, and FGD were analyzed using content analysis to identify themes and categories. Quantitative data were analyzed using descriptive statistics and EFA to determine the factor structure.

To enhance the credibility of the findings, methodological triangulation was applied by integrating qualitative and quantitative results. This process ensured that the identified components and resulting managerial guidelines were both empirically grounded and contextually relevant.

Results

1. Demographic Characteristics of Respondents

A total of 302 questionnaires were returned, yielding a 100% response rate. The gender distribution was relatively balanced, with 44% male ($n = 133$) and 56% female ($n = 169$).

In terms of age, the majority of respondents were between 35–44 years old (46.7%), followed by 22–34 years (30.5%), 45–54 years (14.2%), and 55 years or older (8.6%). Most participants held a master's degree (82.1%), while 17.9% possessed doctoral qualifications. Regarding work experience, the largest group had 11–15 years of experience (46%), followed by 6–10 years (28.1%), more than 15 years (17.5%), and 5 years or less (8.3%).

In terms of academic rank, lecturers constituted the majority (59.3%), followed by associate professors (30.5%) and professors (10.3%). Most respondents were teaching staff (63.9%), while 26.2% were administrators, and a smaller proportion held senior leadership positions.

2. Suitability of Data for Factor Analysis

The suitability of the dataset for Exploratory Factor Analysis (EFA) was confirmed. The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was 0.958, indicating excellent adequacy. Bartlett's Test of Sphericity was statistically significant ($\chi^2 = 18,645.106$, $df = 2211$, $p < .001$), confirming that the correlation matrix was appropriate for factor analysis.

3. Factor Extraction and Variance Explained

EFA was conducted using principal component analysis. The results revealed five components with eigenvalues greater than 1. These five components collectively explained 66.868% of the total variance, exceeding the commonly accepted threshold of 60%, indicating good construct validity.

After rotation, the variance explained by each component was relatively balanced, ranging from 11.606% to 14.838%, suggesting a stable and well-structured factor solution.

4. Component Structure of Aesthetic Education Management

The analysis identified five key components comprising a total of 67 measurement items. Factor loadings ranged from 0.663 to 0.863, indicating strong relationships between observed variables and their respective components.

- Component 1: Aesthetic Education Curriculum System (15 items, loadings = 0.663–0.832)
- Component 2: Students' Personality Development Outcomes (14 items, loadings = 0.670–0.849)

- Component 3: Teacher Roles and Competencies (14 items, loadings = 0.684–0.826)
- Component 4: Teaching Methods and Learning Environment (13 items, loadings = 0.667–0.863)
- Component 5: Policy Support and Management Mechanisms (11 items, loadings = 0.692–0.848)

All factor loadings exceeded the threshold of 0.60, demonstrating strong construct validity. Additionally, the distribution of items across components (11–15 items each) indicates a balanced and conceptually coherent structure.

5. Interpretation of Key Components

The findings suggest that aesthetic education management in universities in Hunan Province is a multi-dimensional construct consisting of five interrelated components.

- The curriculum system emphasizes interdisciplinary integration, cultural diversity, and the balance between theory and practice.
- The personality development component reflects outcomes such as emotional intelligence, creativity, leadership, and moral values.
- The teacher competency component highlights the importance of pedagogical innovation, professional development, and teacher-student interaction.
- The teaching methods component focuses on student-centered learning, experiential learning, and the integration of technology and cultural activities.
- The policy and management component underscores the role of leadership, strategic planning, evaluation systems, and institutional support.

These components collectively explain how aesthetic education management contributes to the holistic development of students' personality.

6. Summary of Quantitative Findings

Overall, the results confirm that the measurement model demonstrates strong validity and reliability. The five-component structure provides empirical support for the conceptual framework of aesthetic education management and serves as the foundation for developing managerial guidelines in the subsequent phase of the study.

Table 1 KMO & Bartlett Test

KMO		0.958
Approx. Chi-Square		18645.106
Bartlett's Test of Sphericity	df	2211
	Sig.	0.000

(2) Data Analysis Result on Questionnaire: Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance.

1. Scale variable validity analysis

Table 2 Shows Data Analysis Result on Questionnaire: Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance.

Table 2 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	23.794	35.513	35.513	23.794	35.513	35.513	9.942	14.838	14.838
2	6.341	9.465	44.978	6.341	9.465	44.978	9.195	13.724	28.562
3	5.644	8.424	53.402	5.644	8.424	53.402	9.022	13.466	42.028
4	5.083	7.586	60.988	5.083	7.586	60.988	8.866	13.234	55.261
5	3.940	5.880	66.868	3.940	5.880	66.868	7.776	11.606	66.868

In the process of exploratory factor analysis, this study adopted the principal component analysis (Principal Factor Analysis) method, and randomly extracted five common factors with eigenvalues greater than 1. The results showed that the total variance explained by these five factors was 66.868%, which is greater than the commonly accepted standard of 60%. Therefore, it is concluded that the validity of the questionnaire scale in this study is good.

Table 3 Showed Components

Order	Components	Number of Variables	Factor Loading
1	Component 1	15	0.663-0.832
2	Component 2	14	0.670-0.849
3	Component 3	14	0.687-0.826
4	Component 4	13	0.667-0.863
5	Component 5	11	0.692-0.848
	Total	67	0.663-0.863

From the table, it can be observed that there are 5 valid components. Component 1 includes 15 measurement items with factor loadings ranging from 0.663 to 0.832; Component 2 includes 14 measurement items with factor loadings ranging from 0.670 to 0.849; Component 3 includes 14 measurement items with factor loadings ranging from 0.687 to 0.826; Component 4 includes 13 measurement items with factor loadings ranging from 0.667 to 0.863; and Component 5 includes 11 measurement items with factor loadings ranging from 0.692 to 0.848. The questionnaire contains a total of 67 measurement items, with factor loadings ranging from 0.663 to 0.863.

Factor loadings reflect the degree of correlation between the variables and the components; the closer the value is to 1, the stronger the relationship. From the table, it can be seen that all variables have a high correlation with their respective components, with factor loadings exceeding 0.6, indicating that the component extraction is effective. Furthermore, the number of variables covered by each component ranges from 11 to 15, showing no excessive or insufficient amounts, suggesting that the component divisions are reasonable.

Table 4 Showed Component 1

Variable	Statement	Factor Loading
VAR07	Arts Education provides specific education in various art forms, such as visual arts, performing arts, and music.	0.832
VAR08	Encourages innovative thinking and creative problem-solving.	0.823
VAR06	Aesthetic education aimed at cultivating students' understanding, appreciation, and ability to create beauty.	0.821
VAR04	Balances theoretical knowledge with practical application in aesthetic education.	0.819
VAR05	The application of advanced knowledge can effectively enhance the depth and breadth of aesthetic education.	0.782
VAR12	Aesthetic general education courses are designed to introduce students to the fundamental concepts of aesthetics, art appreciation, and creative expression, These courses often cover a broad range of artistic disciplines.	0.763
VAR11	Focuses on personality education, on the other hand, aims to shape character, values, and social skills, fostering traits like empathy, integrity, and responsibility.	0.762
VAR02	Integrates different cultural viewpoints and traditions into the curriculum to promote understanding, respect, and appreciation of global cultural diversity.	0.759
VAR09	Focuses on developing students' sensory awareness and their ability to interpret and appreciate aesthetic experiences and artistic works.	0.758
VAR01	Incorporates a wide range of artistic and cultural content into the curriculum, ensuring that students are exposed to diverse perspectives and forms of expression.	0.755
VAR10	Integrates ethical and moral values within the context of aesthetic education, fostering a deeper understanding of the relationship between art, values, and human behavior.	0.745
VAR14	Optional courses that allow students to explore areas of interest in	0.724

	greater depth, particularly in the fields of aesthetics and the arts.	
VAR03	Combines elements from various academic disciplines with aesthetic education, fostering a multidisciplinary approach.	0.710
VAR15	Required courses that all students must complete, often including foundational training in aesthetic principles and practices.	0.687
VAR13	In-depth courses focused on specific areas of aesthetics and the arts, typically part of a specialized program or major.	0.663

Table 5 Showed Component 2

Variable	Statement	Factor Loading
VAR66	The comprehensive growth of students, integrating intellectual, emotional, social, and physical aspects to foster well-rounded individuals.	0.849
VAR67	Cultivation of a well-balanced, morally sound, and socially responsible ideal personality.	0.847
VAR63	Encourages original thinking and the ability to generate new ideas, fostering creativity and innovation in problem-solving and artistic expression.	0.820
VAR65	Focuses on the development of physical and mental well-being, promoting a balanced and healthy lifestyle.	0.809
VAR57	The capacity to recover from setbacks and adapt to changing circumstances, enabling students to navigate challenges effectively.	0.774
VAR62	The understanding and appreciation of cultural diversity and the significance of different cultural expressions, fostering global citizenship and respect for others.	0.762
VAR64	With critical thinking, individuals are able to think independently, make informed judgments, and navigate complex situations with clarity and precision.	0.758
VAR60	The enhancement of interpersonal skills that enable students to interact positively and effectively with others in various social contexts.	0.755
VAR54	Involves the continuous development of knowledge, skills, and personal abilities, fostering a commitment to lifelong learning.	0.745
VAR58	The ability to guide, influence, and inspire others, as well as make	0.738

	decisions and take responsibility, preparing students for leadership roles in various contexts.	
VAR61	The formation of values, principles, and a sense of justice, guiding students to make responsible and ethical decisions.	0.719
VAR59	Encourages working effectively with others to achieve common goals, fostering cooperation, communication, and group problem-solving skills.	0.708
VAR56	Involves the development of a positive self-image and the belief in one's abilities, which are essential for personal and academic success.	0.695
VAR55	The ability to recognize, understand, and manage one's own emotions, as well as the emotions of others, leading to better interpersonal relationships and decision-making.	0.670

Table 6 Showed Component 3

Variable	Statement	Factor Loading
VAR39	Emphasizes the importance of interaction between teachers and students, promoting student engagement and motivation.	0.826
VAR38	Teachers adopt innovative methods in teaching to stimulate students' creativity and critical thinking.	0.813
VAR29	The personal charisma and influence of teachers play an important role in sparking students' interest and engagement.	0.810
VAR34	Teachers must be able to adapt to different teaching environments and student needs to ensure effective teaching.	0.771
VAR40	Teachers enhance the practicality and relevance of the curriculum by collaborating with industry experts.	0.765
VAR36	Incorporation of modern teaching methods, pedagogical research, and contemporary educational trends into the curriculum.	0.763
VAR35	Teachers continuously enhance their teaching skills and knowledge through ongoing learning and professional development.	0.753
VAR31	Teachers inspire and motivate students to pursue excellence and innovation through their leadership and example.	0.736
VAR42	Teachers create an orderly and supportive learning environment through effective classroom management strategies.	0.726
VAR33	Teachers set a good example for students by demonstrating high	0.721

Variable	Statement	Factor Loading
	standards of ethical conduct and integrity.	
VAR30	Extensive teaching experience enables teachers to deliver knowledge more effectively and manage classrooms efficiently.	0.719
VAR41	Teachers collaborate with colleagues from other disciplines to integrate cross-disciplinary content and provide a comprehensive educational experience.	0.702
VAR37	Teachers improve their teaching strategies and outcomes by reflecting on their teaching processes and experiences.	0.687
VAR32	Teachers' good cultural sensitivity and appreciation for different cultures help cultivate students' global awareness and appreciation for diversity.	0.684

Table 7 Showed Component 4

Variable	Statement	Factor Loading
VAR18	Enhances teaching effectiveness through the use of modern technology and digital tools, such as multimedia presentations, online resources, and virtual classrooms.	0.863
VAR19	Conducting differentiated instruction, adjusts teaching methods based on students' varying learning styles, abilities, and interests to meet individual needs.	0.861
VAR17	Focuses on the needs and interests of students, Student-centered, encouraging active participation and responsibility in the learning process.	0.852
VAR27	Encourages students to apply aesthetic principles in everyday life, to recognize and create beauty in ordinary activities.	0.808
VAR16	Focus on Classroom Instruction, use traditional teacher-led instructional methods, to convey foundational knowledge and theoretical content.	0.754
VAR22	Promote Experiential learning, an educational approach that emphasizes learning through direct experience and reflection, focusing on applying knowledge in practice to foster deeper understanding and skill development.	0.752
VAR21	Encourages students to work in groups to solve problems and complete tasks, fostering teamwork and collaboration skills.	0.748

Variable	Statement	Factor Loading
VAR28	The process of assessing students' progress and providing constructive feedback to guide their improvement and growth.	0.737
VAR20	Use of interactive and participatory teaching methods, Enhances student engagement and learning outcomes through interactive methods such as group discussions, debates, and role-playing.	0.720
VAR26	Enhances students' understanding and participation in cultural traditions through organized cultural events and festivals.	0.708
VAR25	The Campus Cultural Environment plays a vital role in enriching the educational experience by fostering creativity, promoting an appreciation for the arts.	0.698
VAR24	Engages students in the design and implementation of projects, allowing them to apply knowledge practically while fostering creativity and problem-solving skills.	0.697
VAR23	Encourages students to teach and learn from each other, enhancing understanding and promoting collaboration.	0.667

Table 8 Showed Component 5

Variable	Statement	Factor Loading
VAR53	Develops evaluation systems to regularly assess the effectiveness of aesthetic education programs and promote continuous improvement.	0.848
VAR52	Establishes protective measures to ensure the integrity and quality of aesthetic education programs.	0.846
VAR51	Implements incentive systems to encourage active participation in aesthetic education by both teachers and students.	0.842
VAR44	Involves setting clear goals for aesthetic education to guide the design and implementation of the curriculum.	0.833
VAR50	Establishes strong leadership structures to guide the implementation and oversight of aesthetic education programs.	0.811
VAR45	Improves local aesthetic education by adopting best practices and experiences from global collaborations.	0.772
VAR43	Ensures the sustainability and development of aesthetic education programs through government funding and policy support.	0.761
VAR49	Ensures that teachers are well-equipped to deliver aesthetic education through ongoing professional development and training.	0.724
VAR46	Develops and executes strategic plans to ensure the systematic development and integration of aesthetic education into the broader educational framework.	0.708

Variable	Statement	Factor Loading
VAR47	Regularly updates and refines the aesthetic education curriculum to keep it relevant and aligned with contemporary educational and societal needs.	0.696
VAR48	Focuses on creating and maintaining aesthetically pleasing and culturally rich environments that support the goals of aesthetic education.	0.692

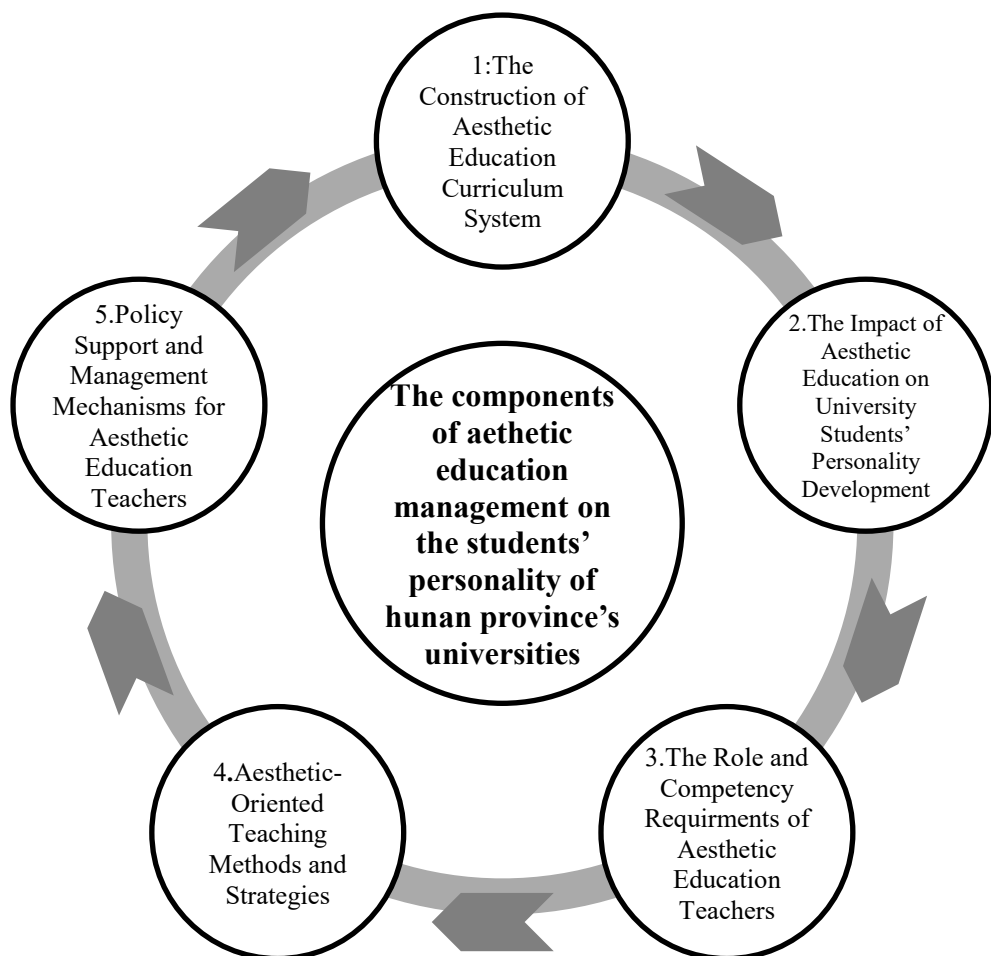


Figure 1 The components of Aesthetic education management on the students' personality of hunan province's universities

Discussion

This section discusses the findings in relation to the research objectives by integrating relevant theories and previous studies.

1. Components of Aesthetic Education Management

The study identified five essential components of aesthetic education management in universities in Hunan Province, which collectively contribute to students' personality development.

1.1 Construction of the Aesthetic Education Curriculum System

The findings support the view that aesthetic education plays a crucial role in harmonizing emotional and rational development, thereby contributing to personality formation. Previous studies have emphasized the importance of integrating theoretical knowledge with practical experience to promote reflective learning and creativity (David & Glore, 2010; Zhou et al., 2024). In addition, research highlights that aesthetic experiences enhance cultural awareness and emotional intelligence (Du, 2022). These findings are consistent with the present study, which identifies curriculum design as a foundational component of aesthetic education management.

1.2 Impact on Students' Personality Development

The results confirm that aesthetic education significantly contributes to holistic personality development. This aligns with prior research emphasizing the importance of developing balanced individuals through the integration of cognitive, emotional, and social dimensions (Zhao, 2014; Yanhong & Alex, 2025). Furthermore, creativity has been recognized as a critical component of personality in modern education systems (European Commission/EACEA/Eurydice, 2015). These findings support the conclusion that aesthetic education enhances key non-cognitive competencies, including emotional intelligence, creativity, and moral development.

1.3 Role and Competency Requirements of Teachers

The study highlights the central role of teachers in facilitating aesthetic education. Effective teacher–student interaction has been shown to build trust, increase engagement, and improve learning outcomes (Jin, 2009). Moreover, teacher involvement in experiential and context-based learning enhances students' aesthetic awareness (Yasuttamathada & Worapongpat, 2025). The importance of teacher inspiration and charisma in motivating students has also been widely recognized (Kostov, 2013). These findings reinforce the significance of teacher competencies in successful aesthetic education management.

1.4 Aesthetic-Oriented Teaching Methods and Strategies

The findings emphasize the importance of adopting innovative and student-centered teaching approaches. Prior studies have demonstrated that the integration of digital technologies enhances the teaching and learning of aesthetic concepts (Sajani et al., 2020). Additionally, differentiated instruction and inclusive pedagogical strategies contribute to improved learning outcomes (Xu, 2018). Student-centered learning approaches have also been found to promote deeper engagement and understanding (Worapongpat & Xiaoling, 2024). These results suggest that effective aesthetic education requires a balance between traditional methods and modern innovations.

1.5 Policy Support and Management Mechanisms

The study underscores the importance of institutional support in sustaining aesthetic education. Evaluation systems play a crucial role in ensuring the quality and effectiveness of educational programs (Jin Xin, 2009). Furthermore, safeguard mechanisms and policy support are essential for the long-term development of aesthetic education (Worapongpat et al., 2024). National policies also emphasize the need for structured support systems and incentives to promote aesthetic education (Sun, 2021).

These findings confirm that strong policy and management frameworks are fundamental to the successful implementation of aesthetic education in universities.

New knowledge

This research contributes new empirical knowledge on how aesthetic education management shapes personality development among university students in Hunan Province, providing insights not previously documented in this context.

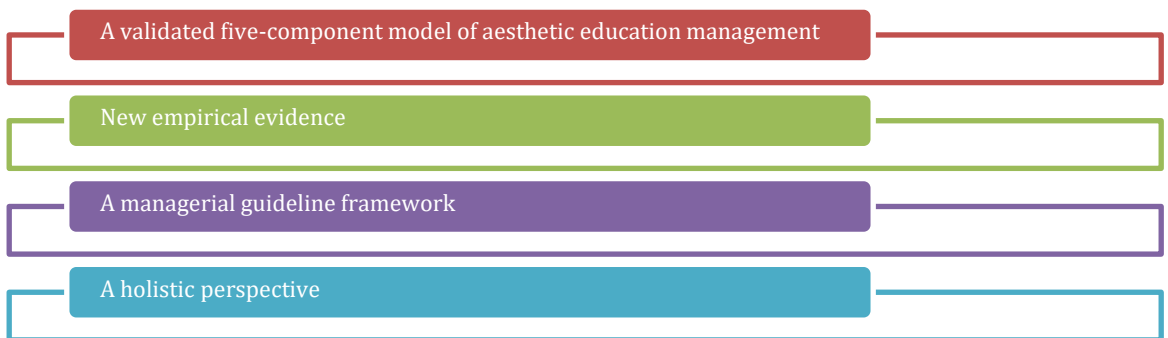


Figure 1 Framework of Aesthetic Education Management and Personality Development

This study provides several significant contributions to the field of aesthetic education management:

First, it proposes a validated five-component model of aesthetic education management, integrating curriculum design, teaching strategies, student personality development, teacher competencies, and policy mechanisms into a coherent and systematic framework.

Second, the study offers new empirical evidence demonstrating that the integration of traditional aesthetic theories with modern digital applications significantly enhances students' emotional, cognitive, and cultural development.

Third, it develops a practical managerial guideline framework that can be directly applied by universities to improve aesthetic education policies, program design, and instructional practices.

Fourth, the study advances a holistic perspective of aesthetic education, emphasizing that it extends beyond artistic skill development to encompass the cultivation of morality, empathy, creativity, and cultural literacy, thereby contributing to social harmony and human development.

Overall, these contributions expand current academic knowledge and provide valuable implications for national education policy, university governance, and community cultural development.

Conclusion

The findings of this study indicate that aesthetic education management for enhancing university students' personality development in Hunan Province is a multi-dimensional construct comprising five key components: (1) the construction of an

aesthetic education curriculum system, (2) the impact of aesthetic education on students' personality development, (3) the roles and competencies of teachers, (4) aesthetic-oriented teaching methods and strategies, and (5) policy support and management mechanisms.

Based on these components, the study developed five major managerial guidelines to strengthen aesthetic education management in universities.

First, curriculum development should emphasize the integration of diverse art forms including visual arts, music, dance, and theater to enhance students' aesthetic sensitivity, artistic literacy, and cultural awareness. Second, aesthetic education should promote holistic personality development by integrating cognitive, emotional, and social dimensions, thereby fostering empathy, emotional intelligence, and well-rounded character traits. Third, the role of teachers should focus on strengthening meaningful faculty–student interaction to support mentorship, trust, and individualized learning experiences. Fourth, teaching methods should incorporate digital technologies, such as multimedia tools and virtual learning environments, to enrich aesthetic experiences and bridge traditional and contemporary forms of expression. Finally, policy support should include comprehensive evaluation and monitoring systems, utilizing both qualitative and quantitative indicators to ensure the effectiveness, sustainability, and alignment of aesthetic education programs with student development outcomes.

Recommendations

Recommendations for Applying the Research Findings

Based on the research findings, the following recommendations are proposed for practical implementation:

Universities should integrate the five managerial guidelines into institutional planning, curriculum development, and quality assurance systems.

Teacher training programs should incorporate aesthetic pedagogical competencies alongside digital literacy to enhance teaching effectiveness.

Policymakers should prioritize the development of comprehensive evaluation mechanisms and ensure sufficient institutional support for aesthetic education initiatives.

Cross-disciplinary collaboration should be encouraged to embed aesthetic education across various academic fields and learning contexts.

Recommendations for Future Research

Future research is recommended to further extend the findings of this study: Conduct longitudinal studies to examine the long-term impact of aesthetic education on students' personality development.

Perform comparative studies across different provinces or countries to explore cultural influences on aesthetic education practices.

Investigate students' perceptions of digital aesthetic learning to improve technology-enhanced pedagogical strategies.

Examine institutional barriers and facilitating factors affecting the implementation of aesthetic education management frameworks.

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