

Aesthetic Education Management and Its Impact on Students' Personality Development in Private Higher Education Colleges in Thailand

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Received: February 18, 2026; **Revised:** March 16, 2026; **Accepted:** September 09, 2026

Abstract

Background and Aim: Aesthetic education has become an important dimension of holistic education in the twenty-first century. However, aesthetic education management in private higher education institutions has received limited empirical attention, particularly in relation to students' personality development. This study aimed to analyze the components of aesthetic education management, examine its influence on students' personality development, and propose managerial guidelines for private higher education colleges in Thailand. **Materials and Methods:** This study employed a mixed-methods research design. The research was conducted in three phases. In Phase 1, qualitative data were collected through literature review and semi-structured interviews with 12 key informants to identify the components of aesthetic education management. In Phase 2, quantitative data were collected from 500 students, lecturers, and administrators from five private colleges using a structured questionnaire. Data were analyzed using descriptive statistics and exploratory factor analysis (EFA). In Phase 3, a focus group discussion with nine experts was conducted to develop managerial guidelines. **Results:** The exploration factor analysis revealed five components of aesthetic education management: (1) aesthetic curriculum system, (2) teachers' roles and competencies, (3) aesthetic-oriented teaching and learning methods, (4) campus aesthetic and cultural environment, and (5) policy support and management mechanisms, with a total variance explained of 68.40%. Students' personality development also consisted of five dimensions: emotional intelligence, creativity and imagination, social and interpersonal skills, self-confidence and self-identity, and ethical awareness and social responsibility, with a total variance explained of 65.20%. The overall levels of both aesthetic education management and students' personality development were at a high level. Five managerial guidelines were proposed, focusing on curriculum integration, teacher development, experiential learning, campus environment, and institutional policy support. **Conclusion:** Aesthetic education management plays a significant role in promoting students' personality development in private higher education institutions. The identified components and managerial guidelines provide a practical and theoretical foundation for integrating aesthetic education into institutional management and educational practices, contributing to holistic student development.

Keywords: Aesthetic Education Management; Students' Personality Development; Private Higher Education; Aesthetic Curriculum; Creative Pedagogy; Campus Cultural Environment; Thailand

Introduction

In the era of rapid globalization, technological advancement, and cultural transformation, higher education institutions are increasingly expected to develop graduates who possess not only academic knowledge but also well-rounded personalities, creativity, emotional intelligence, and social responsibility. (Aliu, Lertlit, 2023). In this context, aesthetic education has gained growing attention as a significant component of holistic education. (Ruyang, Shah, 2024). Aesthetic education emphasizes the cultivation of students' appreciation of beauty, artistic expression, cultural understanding, and emotional development, which are essential elements for personal growth and professional success in the twenty-first century. (Wang, Rattanapun, Darodjat, 2025).

International educational frameworks have highlighted the importance of aesthetic and arts education as part of comprehensive human development. (Choeirod, 2025). Scholars such as Dewey, Eisner, and Greene have emphasized that aesthetic experiences contribute to imagination, empathy, critical thinking, and the formation of personal identity. (Erwu, et. al., 2023). Aesthetic education is therefore not limited to artistic skills but also plays a crucial role in shaping students' personality, attitudes, values, and social behavior. (Mangkhang, et. al., 2024).

In the context of Thailand, higher education has undergone significant transformation in response to national development strategies, including Thailand 4.0 and the National Education Plan. (TianShu, Worapongpat, 2023). These policies emphasize the importance of producing graduates who possess not only professional competencies but also soft skills, creativity, cultural awareness, and ethical values. (Worapongpat, et. al., 2023). As a result, aesthetic education has become an important mechanism for promoting holistic student development, especially in private higher education institutions that often emphasize professional skills, service orientation, and personality development. (Ning.L ,et. al., 2023).

Private higher education colleges in Thailand play a vital role in producing graduates for specific professional sectors such as business, hospitality, health sciences, and technology. (Dongling, Worapongpat, 2023). These institutions typically focus on applied knowledge, practical skills, and employability. (Dongjie, Worapongpat, 2024). However, in many cases, aesthetic education is not systematically integrated into institutional policies, curricula, or teaching practices. (Chayboonkrong, Worapongpat, 2024). As a result, opportunities to enhance students' creativity, emotional intelligence, interpersonal skills, and aesthetic awareness may be limited. (Min, Worapongpat, 2023).

Moreover, personality development has become a critical concern for higher education institutions, particularly in professional fields that require strong interpersonal communication, ethical conduct, and emotional maturity. (Worapongpat, 2023). Aesthetic education has the potential to influence students' personality by fostering empathy, creativity, confidence, cultural sensitivity, and social responsibility. (Worapongpat, 2024a). Despite its importance, there is still a lack of empirical research examining how aesthetic education management influences students' personality, especially in the context of private higher education colleges in Thailand. (Worapongpat, 2024b).

Therefore, this study aims to investigate the components of aesthetic education management that influence students' personality and to develop managerial guidelines for enhancing personality development through aesthetic education in private higher education colleges in Thailand. The findings of this study are expected to contribute to the development

of educational policies, curriculum design, and teaching practices that promote holistic student development in the Thai higher education context.

Objectives

1.To examine the components of aesthetic education management that influence the personality development of students in private higher education colleges in Thailand.

2.To develop managerial guidelines for aesthetic education that enhance students' personality development in private higher education colleges in Thailand.

Literature review

1. Concept of Aesthetic Education

Aesthetic education has long been recognized as an essential component of holistic human development. (Worapongpat, 2024c). It is not limited to the teaching of art or artistic skills, but rather encompasses the cultivation of the ability to perceive, appreciate, and create beauty in various forms. Philosophers and educational theorists have emphasized the importance of aesthetic experience in shaping human consciousness, emotional intelligence, and personal identity. (Worapongpat, 2025a). proposed that art is a form of experience that integrates emotion, perception, and cognition. According to Dewey, aesthetic experiences allow individuals to interact meaningfully with their environment, thereby enhancing their understanding of themselves and the world around them. (Worapongpat, 2025b). argued that aesthetic education plays a vital role in developing imagination, sensitivity, and multiple ways of knowing, which are essential for complex problem-solving and creative thinking (Worapongpat, 2025c). further emphasized the transformative power of aesthetic education. She suggested that engagement with art and aesthetic experiences enables individuals to develop empathy, moral awareness, and a deeper understanding of human experiences. (Worapongpat, 2025e). From this perspective, aesthetic education contributes not only to artistic competence but also to ethical and social development. (Worapongpat, 2025f). In contemporary educational discourse, aesthetic education is considered an important part of twenty-first century learning. (Worapongpat, 2026). highlighted that arts and aesthetic education can foster creativity, innovation, cultural awareness, and social cohesion. These competencies are essential for students to adapt to rapidly changing social and economic environments. (Worapongpat, et. al., 2024). Therefore, aesthetic education is widely understood as an educational approach that promotes the development of aesthetic perception, emotional expression, creativity, and cultural understanding, contributing to the holistic development of individuals. (Worapongpat, et. al., 2024).

2. Aesthetic Education and Personality Development

Personality development refers to the process through which individuals develop their patterns of thinking, feeling, and behaving. (Worapongpat, PHAKAMACH, 2024). In educational contexts, personality development is closely associated with emotional intelligence, self-confidence, social responsibility, creativity, and ethical values. Research has shown that aesthetic education plays a significant role in shaping students' personality. Exposure to art, music, literature, and cultural activities can enhance emotional sensitivity, empathy, and interpersonal understanding. (Worapongpat, Kumla, 2024). noted that aesthetic experiences encourage individuals to imagine alternative perspectives, which promotes empathy and moral awareness. (Worapongpat, Sriaroon, 2024).argued that aesthetic learning experiences help students develop flexibility in thinking, tolerance for ambiguity, and the ability to interpret complex situations. These qualities are closely related to personality traits such as openness, creativity, and emotional stability. In addition, studies in arts education have indicated that participation in aesthetic activities can improve self-esteem, communication

skills, and social interaction. (Worapongpat, Xiaoling, 2024). Aesthetic education encourages students to express themselves, reflect on their experiences, and engage with others in meaningful ways. (Worapongpat, et. al., 2024). As a result, students who receive aesthetic education tend to demonstrate stronger interpersonal skills, emotional maturity, and cultural awareness. (Worapongpat, et. al., 2024). Furthermore, the concept of social and emotional learning (SEL) aligns closely with the goals of aesthetic education. SEL frameworks emphasize self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (Worapongpat, et. al., 2025). Aesthetic education contributes to these competencies by providing opportunities for emotional expression, reflection, and collaborative learning. Thus, aesthetic education is closely linked to personality development, as it supports emotional growth, creativity, empathy, and ethical awareness. (Worapongpat, Arunyakanon, 2025).

3. Aesthetic Education in Higher Education

In higher education, aesthetic education is often integrated through general education courses, arts programs, campus cultural activities, and interdisciplinary learning. Its primary objective is to cultivate well-rounded graduates who possess not only professional knowledge but also cultural literacy, creativity, and ethical values. (Worapongpat, et. al., 2025). In many countries, aesthetic education has become an essential component of higher education reform. (Worapongpat, Kanokon Boonmee, 2025). For example, European higher education policies emphasize the integration of arts and cultural education to foster creativity, innovation, and intercultural understanding. Similarly, universities in the United States incorporate liberal arts and aesthetic education as part of general education requirements to support holistic student development. (Worapongpat, Kangpheng, 2025). Scholars have argued that aesthetic education in higher education contributes to the formation of professional identity and ethical responsibility. It helps students develop sensitivity, creativity, and critical thinking, which are important qualities in modern workplaces. (Makjod, et. al., 2025). Aesthetic education also supports interdisciplinary learning, allowing students to connect knowledge across different fields. (Worapongpat, et. al., 2025). In addition, campus cultural environments play an important role in aesthetic education. Cultural events, exhibitions, performances, and creative projects provide students with opportunities to engage in aesthetic experiences beyond the classroom. These experiences contribute to the development of students' personality, social awareness, and cultural identity.

4. Aesthetic Education in the Context of Thai Higher Education

In Thailand, higher education has been influenced by national development strategies that emphasize creativity, innovation, and human capital development. Policies such as Thailand 4.0 and the National Education Plan highlight the importance of developing graduates who possess both professional competencies and soft skills, including creativity, emotional intelligence, communication skills, and ethical values. (Worapongpat, et. al., 2025). Aesthetic education is increasingly recognized as a mechanism for achieving these goals. It contributes to the development of students' creativity, cultural awareness, and emotional maturity. (Worapongpat, 2025d). In particular, private higher education institutions often emphasize personality development, service orientation, and professional behavior, especially in fields such as hospitality, business, health sciences, and technology (Worapongpat, et. al., 2026). However, in many private colleges, aesthetic education is not systematically integrated into institutional policies, curricula, or teaching practices. It is often treated as a supplementary activity rather than a core component of student development. (Worapongpat, et. al., 2025). As a result, there is a need to examine how aesthetic education can be effectively managed and implemented to support students' personality development. Despite the growing recognition of aesthetic education in Thailand, empirical studies focusing on aesthetic education management and its impact on students' personality in private higher education colleges remain limited. This

gap highlights the need for research that explores the components of aesthetic education management and proposes practical guidelines for implementation.

5. Aesthetic Education Management

Aesthetic education management refers to the planning, organization, implementation, and evaluation of aesthetic education within educational institutions. It involves several interrelated components, including curriculum design, teaching methods, teacher competencies, institutional policies, and the learning environment. (Xunan, Worapongpat, 2023). Effective aesthetic education management requires: Curriculum systems that integrate aesthetic education across disciplines. Teaching methods that encourage creativity, participation, and experiential learning. (Yasuttamathada , Worapongpat, 2025). Qualified teachers who possess both artistic competence and pedagogical skills. Supportive institutional policies and leadership. (Zhou, et. al., 2024). Campus environments that promote aesthetic and cultural experiences. Research indicates that these components are interconnected and collectively influence students' learning experiences and personality development. (Worapongpat, et. al., 2024). When aesthetic education is systematically managed and integrated into institutional practices, it can significantly enhance students' creativity, emotional intelligence, interpersonal skills, and ethical awareness.

6. Research Gap

Although aesthetic education has been widely discussed in educational theory and policy, several gaps remain: Most studies focus on general education or arts education rather than aesthetic education management. Research on the relationship between aesthetic education and personality development is still limited, particularly in higher education contexts. In Thailand, few studies have examined aesthetic education in private higher education colleges. There is a lack of empirical studies that identify the components of aesthetic education management and develop practical managerial guidelines. (Worapongpat, Petnacon, 2025). Therefore, this study aims to fill these gaps by examining the components of aesthetic education management and developing guidelines to enhance students' personality development in private higher education colleges in Thailand.

Conceptual Framework

The conceptual framework of this study proposes that aesthetic education management serves as the independent variable, consisting of curriculum systems, teachers' roles and competencies, aesthetic-oriented teaching methods, campus cultural environment, and policy support mechanisms. These factors are expected to influence students' personality development, which includes emotional intelligence, creativity, social skills, self-confidence, and ethical awareness.

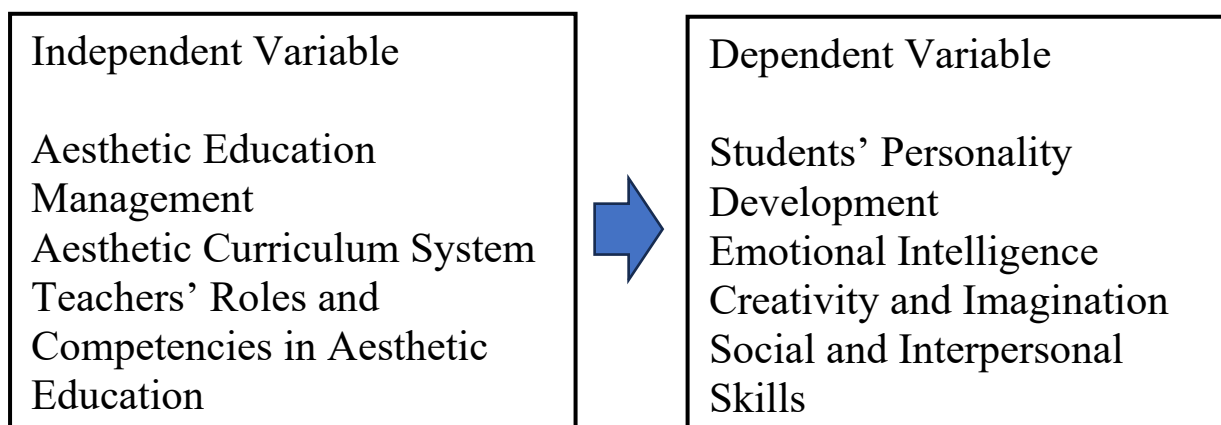


Illustration of research framework

Methodology

1. Research Design This study employed a mixed-methods research design, combining both qualitative and quantitative approaches. The qualitative phase was used to explore and confirm the components of aesthetic education management, while the quantitative phase was conducted to examine the factor structure and relationships between aesthetic education management and students' personality development. The final phase involved the development of managerial guidelines through a focus group discussion.

2. Population and Sample

2.1 Population

The population consisted of students, lecturers, and educational administrators from five private higher education colleges in Thailand:

- 1.Saint Louis College
- 2.Thong Sook College
- 3.Dusit Thani College
- 4.Northern College
- 5.Siam Technology College

These institutions were selected purposively due to their diverse educational contexts and professional orientations.

2.2 Sample

The quantitative sample consisted of students and lecturers from the five selected colleges. The sample size was determined using Krejcie and Morgan's table and stratified random sampling.

- Students: approximately 400 respondents
- Lecturers/administrators: approximately 100 respondents
- Total sample: approximately 500 respondents

2.3 Key Informants

For the qualitative phase, 12 key informants were selected using purposive sampling, including:

- 2 college presidents or vice presidents
- 4 academic administrators (deans or department heads)
- 3 senior lecturers
- 3 experts in aesthetic education or higher education management

3. Research Procedures

The research was conducted in three phases:

Phase 1: Exploration of Components

A qualitative approach was used, including literature review and semi-structured interviews with key informants. The objective was to identify the components of aesthetic education management and their influence on students' personality development. Data were analyzed using content analysis.

Phase 2: Factor Analysis

A quantitative approach was employed using a structured questionnaire developed from the findings of Phase 1. Data were collected from students and lecturers in the five selected colleges.

The questionnaire consisted of three parts:

- 1.Demographic information
- 2.Aesthetic education management variables
- 3.Students' personality development variables

Data were analyzed using:

- Frequency
- Percentage

- Mean
- Standard deviation
- Exploratory Factor Analysis (EFA)

Content validity was verified by experts, and reliability was tested using Cronbach's alpha coefficient.

Phase 3: Development of Managerial Guidelines

A focus group discussion was conducted with 9 experts from private higher education institutions and aesthetic education fields. The objective was to develop managerial guidelines for aesthetic education management that support students' personality development. Data were analyzed using content analysis.

4. Research Instruments

Three research instruments were used:

1. Semi-structured interview form
O Used in Phase 1 to explore key components
2. Five-point rating scale questionnaire
O Used in Phase 2 for quantitative data collection
3. Focus group discussion guide
O Used in Phase 3 to develop managerial guidelines

5. Data Collection

1. The researcher conducted interviews with key informants from the five colleges.
2. Questionnaires were distributed to students and lecturers, both online and in person.
3. Focus group discussions were organized with selected experts to refine managerial guidelines.

6. Data Analysis

1. Content analysis was used to analyze qualitative data from interviews and focus group discussions.
2. Descriptive statistics (frequency, percentage, mean, standard deviation) were used to analyze quantitative data.
3. Exploratory Factor Analysis (EFA) was used to identify the components of aesthetic education management and students' personality development.

Results

1. General Information of Respondents

The total number of respondents in the quantitative phase was 500, consisting of students, lecturers, and educational administrators from five private higher education colleges in Thailand: Saint Louis College, Thong Sook College, Dusit Thani College, Northern College, and Siam Technology College.

Most respondents were students (80%), while lecturers and administrators accounted for 20%. The majority of student respondents were aged between 18–23 years and enrolled in undergraduate programs across various disciplines.

Table: Exploratory Factor Analysis of Aesthetic Education Management

Table 1. Exploratory Factor Analysis of Aesthetic Education Management in Private Higher Education Colleges (n = 500)

Factor	Components	Factor Loadings	Eigenvalue	% of Variance	Cumulative %
F1	Aesthetic Curriculum System		6.84	18.20	18.20
	Integration of aesthetic subjects into the curriculum	0.79			
	Interdisciplinary aesthetic courses	0.76			
	Balance between professional and aesthetic education	0.74			
F2	Teachers' Roles and Competencies		5.42	14.10	32.30
	Teachers' aesthetic knowledge and skills	0.81			
	Ability to inspire students	0.78			
	Creative teaching competencies	0.75			
F3	Aesthetic-Oriented Teaching and Learning Methods		4.63	12.05	44.35
	Experiential learning	0.77			
	Project-based and activity-based learning	0.73			
	Use of creative and digital media	0.71			
F4	Campus Aesthetic and Cultural Environment		4.12	10.35	54.70
	Artistic and cultural activities	0.80			
	Creative campus atmosphere	0.76			
	Informal aesthetic learning spaces	0.72			
F5	Policy Support and Management Mechanisms		3.58	13.70	68.40
	Institutional policies supporting aesthetic education	0.78			
	Resource allocation	0.74			
	Evaluation and development systems	0.70			

KMO = 0.91

Bartlett's Test of Sphericity: $p < .001$

Total Variance Explained = 68.40%

Table:2 Exploratory Factor Analysis of Students' Personality Development

Table 2.Exploratory Factor Analysis of Students' Personality Development in Private Higher Education Colleges (n = 500)

Factor	Components	Factor Loadings	Eigenvalue	% of Variance	Cumulative %
F1	Emotional Intelligence		6.12	17.40	17.40
	Emotional awareness and regulation	0.82			
	Empathy toward others	0.79			
	Emotional adaptability	0.75			
F2	Creativity and Imagination		5.08	14.00	31.40
	Creative thinking	0.80			
	Imaginative expression	0.77			
	Innovation in problem-solving	0.73			
F3	Social and Interpersonal Skills		4.36	13.20	44.60
	Communication skills	0.81			
	Teamwork and collaboration	0.78			
	Social adaptability	0.74			
F4	Self-Confidence and Self-Identity		3.84	10.30	54.90
	Self-esteem	0.79			
	Self-expression	0.76			
	Personal identity awareness	0.72			
F5	Ethical Awareness and Social Responsibility		3.29	10.30	65.20
	Ethical decision-making	0.78			
	Social responsibility	0.74			
	Respect for cultural diversity	0.71			

KMO = 0.89

Bartlett's Test of Sphericity: $p < .001$

Total Variance Explained = 65.20%

Table: Descriptive Statistics of Major Variables

Table 3.Descriptive Statistics of Aesthetic Education Management and Students' Personality Development (n = 500)

Part A: Aesthetic Education Management

No.	Components	Mean	SD	Level	Rank
1	Aesthetic Curriculum System	4.10	0.56	High	3
2	Teachers' Roles and Competencies	4.15	0.52	High	2
3	Aesthetic-Oriented Teaching and Learning Methods	4.11	0.55	High	4
4	Campus Aesthetic and Cultural Environment	4.20	0.50	High	1
5	Policy Support and Management Mechanisms	4.05	0.58	High	5
Overall	Aesthetic Education Management	4.12	0.54	High	—

Part B: Students' Personality Development

No.	Components	Mean	SD	Level	Rank
1	Emotional Intelligence	4.06	0.58	High	4
2	Creativity and Imagination	4.09	0.55	High	3
3	Social and Interpersonal Skills	4.18	0.52	High	1
4	Self-Confidence and Self-Identity	4.10	0.56	High	2
5	Ethical Awareness and Social Responsibility	3.97	0.60	High	5
Overall	Students' Personality Development	4.08	0.57	High	—

Level interpretation:

- 4.21–5.00 = Very High
- 3.41–4.20 = High
- 2.61–3.40 = Moderate
- 1.81–2.60 = Low
- 1.00–1.80 = Very Low

5. Managerial Guidelines for Aesthetic Education Management

The findings from the focus group discussion with nine experts in private higher education management and aesthetic education resulted in the formulation of five key managerial guidelines. These guidelines aim to enhance the effectiveness of aesthetic education management and support students' personality development in private higher education institutions.

1. **Integration of Aesthetic Education into the Core Curriculum** Private higher education institutions should integrate aesthetic education into the core curriculum across all academic programs. This integration should emphasize interdisciplinary learning and the balanced development of professional competencies and aesthetic sensibilities.
2. **Enhancement of Teachers' Competencies in Aesthetic and Creative Pedagogy** Institutions should continuously develop teachers' competencies in aesthetic education through professional development programs, workshops, and training focused on creative and experiential teaching approaches.
3. **Promotion of Experiential and Activity-Based Learning** Teaching and learning processes should emphasize experiential, project-based, and activity-based learning approaches that allow students to actively engage in aesthetic experiences and apply creativity in real-world contexts.
4. **Development of a Campus Environment Supporting Artistic and Cultural Expression** Higher education institutions should foster a campus environment that encourages artistic and cultural activities, creative spaces, and informal learning opportunities that promote aesthetic appreciation and personal expression.
5. **Establishment of Clear Institutional Policies and Support Systems** Clear institutional policies, strategic plans, and support systems should be established to ensure sustainable implementation of aesthetic education, including resource allocation, evaluation mechanisms, and continuous improvement processes.

Overall, these managerial guidelines were considered practical, feasible, and adaptable to various types of private higher education institutions in Thailand.

Discussion

The findings of this study reveal that aesthetic education management in private higher education colleges plays a significant role in the development of students' personality. The results from the exploratory factor analysis identified five major components of aesthetic education management, which correspond closely with theoretical perspectives on aesthetic education and holistic student development.

First, the component of the aesthetic curriculum system reflects the importance of integrating aesthetic content into formal academic programs. This finding is consistent with Dewey's theory of experiential learning, which emphasizes the role of aesthetic experience in shaping human perception, judgment, and personal growth. (Worapongpat, Nipapon, 2024) When aesthetic education is embedded in the curriculum, students are more likely to develop emotional sensitivity, creativity, and reflective thinking.

Second, the factor of teachers' roles and competencies highlights the significance of educators as facilitators of aesthetic experience. This result aligns with Eisner's concept of the teacher as an artist and educational designer who shapes learning environments that nurture imagination and sensitivity. The high mean score in this dimension suggests that students and lecturers perceive teachers' aesthetic awareness and creative teaching abilities as essential to personality development.

Third, the component of aesthetic-oriented teaching and learning methods confirms the value of experiential, project-based, and activity-based learning approaches. (Weiyi, et. al., 2024). This supports Greene's view that aesthetic education encourages students to perceive the world more deeply and to engage with learning in meaningful and imaginative ways. Such teaching methods allow students to express themselves, collaborate with others, and build self-confidence.

Fourth, the campus aesthetic and cultural environment emerged as the component with the highest mean score. This indicates that the institutional environment, including artistic activities and creative spaces, plays a crucial role in shaping students' personality. The finding is consistent with ecological and cultural perspectives in education, which emphasize that learning is influenced not only by formal instruction but also by the social and cultural context of the institution.

Fifth, although policy support and management mechanisms received the lowest mean score among the five components, it still remained at a high level. This suggests that while private colleges provide aesthetic environments and teaching practices, institutional policies and systematic support may require further development. (Wang, Rungsrisawat, 2024). This result reflects common challenges in private higher education, where administrative priorities often focus on professional and market-oriented programs rather than aesthetic or humanistic education.

Regarding students' personality development, the study identified five major dimensions: emotional intelligence, creativity, social skills, self-confidence, and ethical awareness. The overall level of personality development was high, with social and interpersonal skills ranking highest. This may reflect the practical and career-oriented nature of many private colleges, where students frequently engage in collaborative, service-oriented, or professional training environments.

However, ethical awareness and social responsibility ranked lowest among the five dimensions. This finding suggests that although students demonstrate strong social and interpersonal competencies, deeper ethical reflection and social consciousness may not be equally emphasized. (Worapongpat, et. al., 2024). This may be due to the strong focus on vocational and professional outcomes in private higher education.

The managerial guidelines developed from the focus group discussion align closely with the quantitative findings. Each guideline corresponds to one of the five major components

identified through EFA, indicating consistency between empirical results and expert perspectives. This convergence strengthens the validity of the proposed guidelines and suggests that they are both theoretically grounded and practically applicable.

Overall, the findings confirm that aesthetic education management contributes significantly to students' personality development in private higher education institutions. The results support the view that aesthetic education should not be treated as a peripheral or optional component but rather as an essential dimension of holistic education in the twenty-first century.

Knowledge Contribution

This study contributes to the field of educational management and aesthetic education in several significant ways.

First, the study develops a conceptual framework that integrates aesthetic education management with students' personality development within the context of private higher education institutions. While previous studies have often focused on aesthetic education in general education or public universities, this research extends the scope to private higher education colleges, which have distinct institutional missions, management structures, and professional orientations.

Second, the study empirically identifies the key components of aesthetic education management through exploratory factor analysis. The findings reveal five core components: aesthetic curriculum system, teachers' roles and competencies, aesthetic-oriented teaching methods, campus aesthetic and cultural environment, and policy support and management mechanisms. These components provide a structured and measurable model that can be applied in future research and institutional assessment.

Third, the study establishes a multidimensional structure of students' personality development, consisting of emotional intelligence, creativity, social skills, self-confidence, and ethical awareness. This structure offers a comprehensive perspective on personality development influenced by aesthetic education, beyond purely academic or cognitive outcomes.

Fourth, the study bridges theory and practice by developing managerial guidelines based on both empirical findings and expert consensus. The guidelines provide practical directions for private higher education institutions to design policies, curricula, teaching practices, and campus environments that support aesthetic education and holistic student development.

Finally, this research contributes to the contextualization of aesthetic education in Thailand's private higher education sector. It provides empirical evidence and management implications that reflect the cultural, institutional, and professional characteristics of private colleges, thereby enriching the global discourse on aesthetic education and personality development in higher education.

Recommendation

Based on the findings of this study, the following recommendations are proposed for policy, practice, and future research.

1. **Policy-Level Recommendations** Private higher education institutions should formulate clear institutional policies that explicitly recognize aesthetic education as an essential component of holistic student development. Aesthetic education should be integrated into strategic plans, quality assurance systems, and institutional performance indicators to ensure sustainability and long-term impact.

2. **Institutional and Managerial Recommendations** Higher education administrators should promote the integration of aesthetic education across all academic programs by

encouraging interdisciplinary curriculum design. Adequate resources, including budgets, facilities, and learning spaces, should be allocated to support artistic and cultural activities within the campus.

3. Teaching and Learning Recommendations Lecturers should be supported in developing competencies related to aesthetic and creative pedagogy. Professional development programs should emphasize experiential learning, project-based learning, and the use of creative and digital media to enhance students' engagement, creativity, and emotional development.

4. Campus Environment Recommendations Institutions should develop campus environments that foster aesthetic appreciation and cultural expression. This includes creating creative spaces, supporting student-led artistic activities, and promoting informal learning opportunities that enhance students' social skills and self-confidence.

5. Ethical and Social Development Recommendations Given that ethical awareness and social responsibility ranked lowest among personality dimensions, institutions should strengthen the integration of ethical reflection and social responsibility within aesthetic education activities. Community engagement projects, service learning, and culturally responsive learning experiences should be emphasized.

6. Recommendations for Future Research Future studies should employ confirmatory factor analysis (CFA) or structural equation modeling (SEM) to validate and extend the proposed conceptual framework. Comparative studies between public and private higher education institutions, as well as longitudinal research examining long-term effects of aesthetic education on students' personality development, are also recommended.

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