



## Promoting Cross-Cultural Competence Through Aesthetic Education Policy in a Selected University In Shijiazhuang, China

Lina Luo

Emilio Aguinaldo College, Manila, Philippines  
[lina.luo.mnl@eac.edu.ph](mailto:lina.luo.mnl@eac.edu.ph)

**Abstract:** This study determined the extent to which school administrators promote the implementation of aesthetic education and its correlation with respondents' cross-cultural competence (CCC). A comprehensive analysis was conducted, examining key areas including comprehensive development goals, classroom teaching, core subjects, and supplementary courses. The study's findings indicate that school administrators effectively integrate aesthetic education across these areas, with particular strengths in assessment practices, professional development, and encouraging creativity. However, there are identified areas for improvement, such as enhancing student engagement and providing better support mechanisms for teachers. Demographic profiles of both teacher and student respondents were analyzed, revealing a significant representation of female educators and students. Additionally, the study found no significant differences in the perceptions of the promotion of aesthetic education based on sex, age, or length of service among respondents. The assessment of respondents' cross-cultural competence was conducted across cognitive, affective, behavioral, and relational dimensions. The results show that respondents generally perceive themselves as competent in these areas, with room for improvement in fostering respect for all cultural backgrounds and emphasizing mutual respect. A significant positive correlation was found between the extent of school administrators' promotion of aesthetic education and the overall cross-cultural competence of respondents. This finding underscores the critical role that aesthetic education plays in enhancing students' abilities to understand, appreciate, and interact effectively with diverse cultures. The study concludes with recommendations to further integrate and promote aesthetic education, thereby fostering a more culturally competent and inclusive educational environment.

**Keywords:** School Administrators, Aesthetic Education, Cross-Cultural Competence, Comprehensive Development

### Introduction

Intercultural awareness and understanding have become increasingly vital in our globalized world. As societies continue to become more interconnected through various forms of communication and exchange, the ability to appreciate, respect, and learn from diverse cultures has emerged as a fundamental skill. Within the context of education, addressing these needs is not only a matter of cultural enrichment but also a means of preparing students to thrive in a diverse and interconnected world.

Aesthetic education in China has undergone significant development and diversification in recent years. Researchers have highlighted innovative methods for enhancing artistic and aesthetic education, particularly in the context of primary and secondary schools (Gaoxiang, 2018). Early childhood art education is recognized as a critical aspect, contributing to the development of self-confidence, social skills, critical thinking, and divergent thinking among young learners.

Thus, this study delves into the realm of cross-cultural competence and its promotion within the educational setting of a Chinese middle school, specifically located in Shijiazhuang, China. It aims to explore how the integration of intercultural awareness initiatives through the lens of the Aesthetic Education Policy can contribute to the holistic development of students in this particular context.

The foundation of this investigation draws inspiration from a rich body of research on aesthetic education in China, as reflected in the works of scholars such as Linru Nie (2023), Jialu Li (2023), and Yuxi Sun (2023). These studies underscore the multifaceted nature of aesthetic education, which extends beyond the confines of academic knowledge to encompass moral values, intellectual capabilities, physical well-being, and a strong work ethic. Additionally, they highlight the role of classroom teaching, core subjects, and supplementary courses in shaping a well-rounded educational experience.

Furthermore, this investigation aligns with the broader educational landscape in China, where discussions around the comprehensive development of students encompass a range of dimensions, from traditional academic excellence to creativity, ethics, and physical well-being. By exploring the intersection of aesthetic education and intercultural awareness within the specific context of a Chinese middle school, this study endeavors to shed light on innovative approaches to fostering a generation of students who not only excel academically but also possess a deep appreciation for diverse cultures and perspectives.

### Literature Review

Pacific International Journal "PIJ" is an international, nonprofit, open access, online, and double-blind peer-reviewed journal that has been published since 2018. This journal's main objective is to serve as an intellectual and scientific



platform to develop and promote the multidisciplinary studies and research of the international scholars in the field described in more detail below <sup>[3]</sup>.

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China's rapid economic development and expanding role in global affairs have brought about significant social and cultural transformations, presenting both opportunities and challenges for its education system. As the world becomes more interconnected, there is a need to equip students with the knowledge, skills, and values necessary to thrive in a globalized society and contribute meaningfully to global issues.

As a teacher, my personal motivation for researching cross-cultural competence in China stems from my commitment to providing my students with a holistic and relevant education that prepares them for success in the 21st century. I am passionate about empowering students to become responsible global citizens who are equipped to navigate the complexities of an interconnected world with empathy, cultural sensitivity, and a sense of social responsibility.

Having witnessed the rapid changes taking place in China's socio-economic landscape, I am deeply invested in exploring how education can play a transformative role in shaping the attitudes and perspectives of the younger generation. By understanding the challenges and opportunities associated with implementing cross-cultural competence and aesthetic education in the Chinese context, I hope to contribute to the ongoing efforts to promote global awareness and cross-cultural understanding among Chinese students.

Moreover, as a teacher, I am committed to ensuring that my instructional practices align with the principles of cross-cultural competence, fostering critical thinking, intercultural competence, and ethical leadership among my students. Through research, I seek to gain insights into effective pedagogical approaches and strategies for integrating GCE into the curriculum, ultimately enhancing the educational experience and outcomes for my students.

Thus, my personal motivation as a teacher-researcher is driven by a desire to empower students with the knowledge, skills, and values needed to thrive in an interconnected world and contribute positively to society. By investigating the implementation of GCE in China and its implications for educational practice, I aim to make meaningful contributions to the advancement of global citizenship education and the holistic development of Chinese students.

### **Description of the Study Area:**

The objective of this study was to assess the profile of teacher-respondents and student-respondents, evaluate the extent of school administrators' promotion of aesthetic education, analyze the assessment of respondents' cross-cultural competence, examine potential differences in promotion and assessment based on respondent profiles, explore the correlation between administrators' promotion of aesthetic education and respondents' cross-cultural competence, and propose a curriculum integration plan based on the gathered data. Therefore, it sought to answer the following questions: What is the profile of the teacher-respondents in terms of:

- 1.1. sex;
- 1.2. age;
- 1.3. length of service?

What is the profile of the student-respondents in terms of:

- 1.1. sex;
- 1.2. grade level?

1. To what extent do school administrators promote the implementation of aesthetic education in terms of:

- 3.1. Comprehensive Development Goals;
- 3.2. Classroom Teaching;
- 3.3. Core Subjects;
- 3.4. Supplementary Courses?

2. Is there a significant difference in the extent of school administrators' promotion in the implementation of aesthetic education when grouped according to their profiles?

3. What is the assessment of respondents on their cross-cultural competence in terms of:

- 3.1. Cognitive;
- 3.2. Affective;
- 3.3. Behavioral; and
- 3.4. Relational?

4. Is there a significant difference in the assessment of respondents' cross-cultural competence when grouped according to their profiles?

5. Is there a correlation between the extent of school administrators' promotion in the implementation of aesthetic education and assessment of respondents' cross-cultural competence?

6. Based on the data, what curriculum integration plan can be proposed?

### **Hypothesis**

There is no significant difference in the extent of school administrators' promotion in the implementation of aesthetic education when grouped according to their profiles

There is no significant difference in the assessment of respondents' cross-cultural competence when grouped according to their profiles.

There is no correlation between the extent of school administrators' promotion in the implementation of aesthetic education and assessment of respondents' cross-cultural competence of respondents.

### Research Design

For this study, a quantitative comparative correlational research design was employed to investigate the relationship between the implementation of aesthetic education policies and the cross-cultural competence of students in a Chinese middle school situated in Shijiazhuang City, China. This design was chosen for several reasons:

A quantitative approach allowed for the collection of numerical data on both the extent of support for aesthetic education among school administrators and the assessment of cross-cultural competence among respondents. This approach provided numerical measures that could be statistically analyzed to identify patterns, trends, and relationships.

The comparative aspect of the design enabled the examination of differences and similarities in the level of support for aesthetic education among school administrators based on their profiles, such as sex, age, and length of service. Additionally, it facilitated the comparison of cross-cultural competence assessments among respondents across different demographic groups, such as sex and grade level.

By incorporating correlational analysis, the study explored the relationship between the extent of promotion of aesthetic education by school administrators and the cross-cultural competence of the participants. This analysis helped determine whether there was a significant association between those variables and the strength and direction of that relationship.

Overall, the chosen quantitative comparative correlational design proved essential for rigorously examining the proposed research questions and generating empirical evidence regarding the potential impact of aesthetic education policies on fostering cross-cultural competence among students.

### Locale of the Study

The locale for this study was Shijiazhuang College, located in Hebei Province, China. Shijiazhuang College is situated in the bustling city of Shijiazhuang, the capital of Hebei Province in northern China. The college has established itself as a prominent educational institution dedicated to providing high-quality education to students across various disciplines.

The campus of Shijiazhuang College comprises a modern educational facilities, well-equipped classrooms, laboratories, libraries, and recreational spaces. The college campus is designed to foster a conducive learning environment that encourages academic excellence and holistic development among students.

With a diverse student body representing various regions of China and beyond, Shijiazhuang College prides itself on promoting cultural diversity and inclusivity. The college offers a wide range of academic programs, including [insert examples of programs], catering to the diverse interests and career aspirations of its students.

Moreover, Shijiazhuang College is known for its dedicated faculty members who are experts in their respective fields. These experienced educators are committed to delivering innovative teaching methodologies and providing personalized support to students to help them succeed academically and professionally.

In addition to its academic pursuits, Shijiazhuang College actively engages in various extracurricular activities, including cultural events, sports competitions, and community service initiatives. These activities not only enrich the student experience but also foster leadership skills, teamwork, and social responsibility among the college community. Hence, Shijiazhuang College stands as a beacon of education in Hebei Province, striving to empower students with knowledge, skills, and values that will enable them to thrive in an ever-changing global landscape.

### Population, Sample, and Sampling Procedure

For this study, participants were selected using a random sampling method to ensure representativeness and reduce bias. The sample included both teachers and students from a Chinese middle school located in Shijiazhuang City, China.

A random selection of teachers was invited to participate in the study. These teachers represented various subjects and grade levels within the middle school. At that time, there were 1381 teachers. Based on the total populations, 301 were taken as respondents.

Similarly, a random sample of students from different grade levels was included in the study. This sampling approach ensured that students across various academic levels were represented in the research. Three-hundred seventy-six (376) respondents were taken as samples based on a total population of 17,196.

The inclusion criteria for both teachers and students were based on their enrollment or employment status at the middle school during the time of data collection. Additionally, participants were required to provide informed consent before participating in the study.

By employing random sampling techniques, the study obtained a diverse and representative sample of teachers and students, enhancing the generalizability of the research findings to the broader population of the middle school.

**Table 1 Profile of Teacher- Respondents**

| Variable | Category | Frequency | Percentage |
|----------|----------|-----------|------------|
| Sex      | Male     | 86        | 18.9%      |

|                   |          |     |       |
|-------------------|----------|-----|-------|
|                   | Female   | 214 | 47.1% |
| Age               | 25-35    | 77  | 17.0% |
|                   | 36-45    | 86  | 18.9% |
|                   | 46-55    | 97  | 21.4% |
|                   | 55 above | 40  | 8.8%  |
| Length of Service | 1-5      | 117 | 25.8% |
|                   | 6-10     | 70  | 15.4% |
|                   | 11-15    | 56  | 12.3% |
|                   | 15 above | 57  | 12.6% |

**Table 2 Profile of Student- Respondents**

| Variable    | Category | Frequency | Percentage |
|-------------|----------|-----------|------------|
| Sex         | Male     | 118       | 26.0%      |
|             | Female   | 258       | 56.8%      |
| Grade Level | 1        | 122       | 26.9%      |
|             | 2        | 91        | 20.0%      |
|             | 3        | 115       | 25.3%      |
|             | 4        | 48        | 10.6%      |

#### Instrument

The instrument designed for that study encompassed several sections aimed at assessing various constructs associated with aesthetic education promotion and cross-cultural competence among both teachers and students. Each part of the instrument was meticulously crafted to gauge specific aspects relevant to the research objectives.

In the first part, demographic information was collected from participants, including details such as sex, age, length of service (for teachers), and grade level (for students), to provide a comprehensive profile of the study sample.

The second part focused on the perception of aesthetic education promotion, evaluating the extent to which school administrators supported aesthetic education across dimensions such as Comprehensive Development Goals, Classroom Teaching, Core Subjects, and Supplementary Courses. To ensure validity, content validity was guaranteed through expert consultation, while reliability was assessed via pilot testing and internal consistency analysis.

The third part assessed cross-cultural competence among respondents, examining cognitive understanding, affective appreciation, behavioral analysis, and relational ethical responsibility and leadership abilities related to global interconnectedness and diverse cultures.

Content validity was established by aligning items with established frameworks, and reliability was ensured through test-retest reliability and internal consistency analysis. The instrument underwent rigorous validation procedures to ensure its validity and reliability in measuring the intended constructs. Pilot testing was also conducted to identify and address any potential issues with item clarity and comprehensibility.

#### Results and Discussion

**Table 3 Extent of School Administrators' Promotion of the Implementation of Aesthetic Education in Terms of Comprehensive Development Goals**

| Indicator   | Weighted Mean | Standard Deviation | Qualitative Description | Verbal Interpretation | Rank |
|---|---------------|--------------------|-------------------------|-----------------------|------|
| 1. School administrators provide clear guidelines and directives to integrate aesthetic education into overall school development plans.  | 3.44          | .573               | Agree                   | Evident               | 3    |
| 2. Aesthetic education goals are explicitly articulated in the school's mission and vision statements.  | 3.44          | .584               | Agree                   | Evident               | 3    |
| 3. There are designated committees or task forces responsible for overseeing the implementation of aesthetic education within the framework of comprehensive development goals. | 3.43          | .600               | Agree                   | Evident               | 6.5  |
| 4. The allocation of resources (e.g., budget, facilities) reflects the priority given to aesthetic education initiatives.   | 3.34          | .678               | Agree                   | Evident               | 7    |
| 5. Regular assessments and evaluations are conducted to monitor progress towards  | 3.46          | .568               | Agree                   | Evident               | 1    |

|  |      |      |       |         |            |
|--|------|------|-------|---------|------------|
| achieving aesthetic education objectives aligned with comprehensive development goals.   |      |      |       |         |            |
| 6. Professional development opportunities are offered to faculty and staff to enhance their understanding and implementation of aesthetic education principles.              | 3.44 | .595 | Agree | Evident | <b>3</b>   |
| 7. Collaborative partnerships with external organizations (e.g., arts institutions, cultural centers) are established to enrich aesthetic education programs and activities. | 3.43 | .572 | Agree | Evident | <b>6.5</b> |
| 8. Student involvement and engagement in aesthetic education initiatives are actively encouraged and supported by school administrators.                                     | 2.51 | .909 | Agree | Evident | <b>8</b>   |
| Overall Mean   | 3.31 | .37  | Agree | Evident |            |

Legend: 3.51 – 4.00 (Strongly Agree-Highly Evident); 2.51 – 3.50 (Agree- Evident); 1.51 – 2.50 (Disagree-Slightly Evident); 1.0-1.50 (Strongly Disagree-Not at all Evident)

In summary, while the overall promotion of aesthetic education by school administrators is considered evident, with particular strengths in assessments, guidelines, mission articulation, and professional development, there is a noticeable gap in fostering student involvement. This suggests a need for strategies to enhance student engagement in aesthetic education, ensuring a more holistic and comprehensive approach to implementing aesthetic education within school development goals.

1.The profile of teacher-respondents reveals a higher percentage of female educators, with a balanced mix across various age groups and a significant presence of both new and experienced teachers. Similarly, the student-respondents are predominantly female, with a fairly even distribution across lower grade levels and a slight drop in higher grades. This comprehensive demographic overview helps in understanding the composition of both the teaching and student bodies.

2.School administrators' promotion of aesthetic education was evaluated across comprehensive development goals, classroom teaching, core subjects, and supplementary courses. Respondents generally agreed that administrators effectively integrate aesthetic education, particularly in assessment practices, professional development, and encouraging creativity. However, areas needing improvement include enhancing student engagement, providing better teacher support, and emphasizing the holistic benefits of aesthetic education.

3.Analysis by sex, age, and length of service shows no significant differences in perceptions of the promotion of aesthetic education. Male and female respondents, as well as respondents of different ages and lengths of service, consistently agree on the extent to which school administrators promote aesthetic education. This uniformity indicates a broadly shared view on the effectiveness of these promotional efforts.

4.Respondents' cross-cultural competence was assessed in cognitive, affective, behavioral, and relational dimensions. Generally, respondents agreed they are competent in these areas, with particular strengths in curiosity about other cultures, valuing cultural diversity, adapting behavior, and forming cross-cultural friendships. However, there is room for improvement in fostering respect for all cultural backgrounds and emphasizing mutual respect.

5.Differences in cross-cultural competence by sex and grade level show no significant variations. Both male and female respondents perceive themselves as equally competent across all dimensions. Similarly, respondents from different grade levels exhibit consistent views on their cross-cultural competence. This suggests a uniform perception of cross-cultural abilities among respondents, regardless of sex or grade level.

6.There is a significant positive correlation between the overall promotion of aesthetic education and overall cross-cultural competence. Effective promotion of aesthetic education by school administrators is strongly associated with enhanced cognitive understanding, emotional appreciation, behavioral adaptation, and relational inclusivity among respondents. This underscores the critical role that promoting aesthetic education plays in developing cross-cultural competence.

## Curriculum Integration Plan

### RATIONALE

In summary, this curriculum integration plan aims to create a supportive and enriching educational environment where aesthetic education is seamlessly woven into the fabric of the school experience. By doing so, we can ensure that students not only excel academically but also grow as well-rounded individuals who appreciate the beauty and diversity of the world around them. This holistic approach to education will prepare them to face the challenges of the future with creativity, empathy, and cultural awareness.

| Key Result Areas (KRA)           | Objectives   | Activities  | Persons Involved                | Performance Indicators                                    | Timeframe | Budget (IN Yuan) |
|----------------------------------|--|---|---------------------------------|---|-----------|------------------|
| <b>Comprehensive Development</b> | Integrate aesthetic education into overall school development plans. | Develop guidelines, establish committees, allocate resources. | School administrators, teachers | Clear guidelines, active committees, allocated resources. | 6 months  | 50,000           |

| Goals   |  |  |  |  |          |         |
|---|--|--|--|--|----------|---------|
| <b>Classroom Teaching</b>                       | Incorporate aesthetic education into daily classroom practices.              | Training sessions, resource provision, collaborative teaching.             | Teachers, school administrators            | Number of trained teachers, availability of resources, collaborative projects.     | 6 months | 100,000 |
| <b>Core Subjects</b>                            | Embed aesthetic education into core academic subjects.                       | Interdisciplinary projects, curriculum redesign, assessment integration.   | Teachers, curriculum developers            | Number of interdisciplinary projects, revised curriculum, new assessment criteria. | 1 year   | 150,000 |
| <b>Supplementary Courses</b>                    | Enhance supplementary courses with aesthetic education components.           | Develop new courses, enhance existing ones, promote student participation. | Teachers, extracurricular coordinators     | Number of new/enhanced courses, student participation rates.                       | 6 months | 75,000  |
| <b>Student Engagement</b>                       | Increase student involvement in aesthetic education activities.              | Interactive workshops, student-led projects, art exhibitions.              | Students, teachers                         | Attendance rates, number of projects, feedback from students.                      | 6 months | 60,000  |
| <b>Teacher Support</b>                          | Provide robust support for teachers in integrating aesthetic education.      | Professional development sessions, resource sharing, peer support groups.  | Teachers, school administrators            | Number of PD sessions, teacher feedback, resource usage rates.                     | 6 months | 80,000  |
| <b>Holistic Benefits of Aesthetic Education</b> | Emphasize the holistic development benefits of aesthetic education.          | Workshops, seminars, informational campaigns.                              | School administrators, teachers            | Number of workshops, participant feedback, awareness levels.                       | 1 year   | 40,000  |
| <b>Cross-Cultural Competence</b>                | Foster cross-cultural competence through aesthetic education.                | Cultural exchange programs, guest speakers, collaborative projects.        | Students, teachers, cultural organizations | Number of exchanges, guest lectures, collaborative projects.                       | 1 year   | 120,000 |
| <b>Feedback Mechanisms</b>                      | Establish feedback mechanisms to improve aesthetic education programs.       | Surveys, focus groups, feedback sessions.                                  | Students, teachers, parents                | Number of feedback sessions, survey results, action plans based on feedback.       | 6 months | 30,000  |
| <b>Resource Allocation</b>                      | Ensure adequate resources are allocated for aesthetic education.             | Budget planning, resource procurement, facility enhancement.               | School administrators, finance team        | Budget allocations, resource availability, enhanced facilities.                    | 1 year   | 200,000 |
| <b>Interdisciplinary Collaboration</b>          | Promote interdisciplinary collaboration among teachers.                      | Planning meetings, collaborative project design, joint teaching sessions.  | Teachers, department heads                 | Number of collaborative projects, teacher feedback, student outcomes.              | 6 months | 90,000  |
| <b>Assessment and Evaluation</b>                | Conduct regular assessments and evaluations of aesthetic education programs. | Design evaluation tools, conduct assessments, analyze results.             | School administrators, teachers            | Assessment reports, program improvements based on evaluation.                      | 1 year   | 70,000  |
| <b>Celebration and Sharing of Successes</b>     | Recognize and celebrate successes in aesthetic education.                    | School events, publications, social media campaigns.                       | School administrators, teachers, students  | Number of events, publications, social media engagement.                           | 6 months | 50,000  |

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