

The Influence of Aesthetic Education on Emotional Intelligence of College Students in China

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Abstract. The study investigated the link between aesthetic education and emotional intelligence among Sichuan University, China college students. Using the Bar-On Emotional Quotient Inventory, the research found that students who received aesthetic education had higher emotional intelligence scores in various domains. The findings highlight the importance of incorporating aesthetic education into the curriculum to enhance emotional intelligence among students, contributing to their holistic development and providing insights for educators and administrators.

Keywords: Aesthetic education; Emotional intelligence; College students.

1.0 Introduction

Colleges and universities face challenges adapting to higher education standards in today's competitive world. China emphasizes "Aesthetic Education," focusing on developing students' aesthetic feelings and appreciation for beauty. In 2013, the Communist Party of China made aesthetic education a central content of reform, and in 2019, the State Council and Ministry of Education emphasized its importance. It is generally agreed that aesthetic education is an essential component of education that helps students develop their moral, intellectual, artistic, physical, and labor skills. Furthermore, it also describes an educational approach that aims to help students become more adept at recognizing, comprehending, appraising, and producing beauty by exposing them to a variety of valuable objects and experiences (Shih, 2020). In Chinese colleges and universities, the main objective of aesthetic education is to enhance the students' aesthetic ability, giving them the skills to identify what beauty is, create a positive outlook on life, and adopt good morals and values to promote and help develop society as a whole.

Emotional intelligence (EI) is gaining recognition as a vital skill for students, enabling them to recognize, evaluate, and manage their emotions. It helps students excel through life transitions, such as high school, college, and the workforce. EI positively influences students' learning motivation and self-efficacy, although it does not directly impact academic achievement.

The goal of aesthetic education is to cultivate students holistically. Aesthetic education in colleges and universities may influence students' emotional intelligence, thus helping them succeed better in school and life. This paper intends to determine the relationship between aesthetic education and the emotional intelligence of college students at Sichuan University, Sichuan Province. Based on a preliminary literature review, more research must be done into aesthetic education and its connection to emotional intelligence. Examining the relationship between the two variables will provide opportunities to enhance the aesthetic education curriculum, identify areas requiring improvement, and implement aesthetic education focusing on developing students' emotional intelligence. This research aims to fill that knowledge gap, focusing on the Chinese context.

This study finds out the relationship between aesthetic education and the emotional intelligence of college students at Sichuan University, Sichuan Province. The following are specific statements of the problem: What is the emotional intelligence of respondents who received aesthetic education and did not receive aesthetic education in terms of: Intrapersonal, interpersonal, Stress Management, Adaptability, and General Mood? What is the status of the respondents in terms of their experience with aesthetic education? And Is there a significant difference in the emotional intelligence of those who received and did not receive aesthetic education?

The study's results are of immense benefit to school administrators who are keen to include aesthetic education in their curriculum. As schools generally prefer a comprehensive approach to student development, the findings of this study may persuade administrators to incorporate aesthetic education in their curriculum. Additionally, those administrators who already offer aesthetic education will leverage the study's insights to improve their curriculum further. The study's findings can guide administrators in deciding the appropriate art forms and teaching methods to maximize the benefits of aesthetic education on students' emotional intelligence.

2.0 Methodology

The study utilized a descriptive-comparative design to analyze respondents' experience in aesthetic education and emotional intelligence, aiming to determine if there is a significant difference. The study was conducted at Sichuan University, a high-level research-oriented comprehensive university in western China, directly affiliated with the Ministry of Education. The Bar-On Emotional Quotient Inventory (BarOn EQ-S) is a self-report instrument used to measure emotional intelligence. It consists of 51 items and measures five composite scales and fifteen sub-scales. The study focuses on the Intrapersonal scale, Interpersonal EQ, Stress management scale, Adaptability scale, and General mood scale. The scores were converted into standard scores using profile sheets specific to males or females. Students with scores between 130 and 129 were considered to have atypically well-developed emotional and social capacities. Students with scores below 70 or markedly low were considered to have atypically hinder emotional and social capacities that need improvement. The test's interpretation is based on the respondents' responses. The defense panel approved the proposal, submitted it to the University Ethics Committee, and obtained permission from the Sichuan University Student Affairs Office, College of Arts, and College of Literature and Journalism. Data was collected through questionnaires, and informed consent was given. Participants were informed of the study's purpose, and participation was voluntary. Raw information was destroyed after processing. The study used percentages, percentile rank, and t-tests to analyze demographics, aesthetic education status, and emotional intelligence data. It also compared test scores, weight distribution, and emotional intelligence between those with and without aesthetic education. The University Research Ethics Committee reviewed the proposal, ensuring ethical practices were followed. The authors obtained permission to use a standardized questionnaire, and participants were free to decline. Data was processed confidentially, with no one accessing any related information.

3.0 Results and Discussion

3.1 Emotional Intelligence

Intrapersonal Domain

Table 1. Emotional intelligence of respondents in terms of intrapersonal domain

Percentile range	Received aesthetic education	%	Did not receive aesthetic education	%
90 - 99 (Very High/Superior)	13	8.72	6	4.14
76 - 89 (High/ Above Average)	36	24.16	21	14.48
60 - 75 (High Average)	100	67.11	118	81.38
40 -59 (Average)	0	0.00	0	0.00
26 - 39 (Low Average)	0	0.00	0	0.00
10 - 25 (Low/Below Average)	0	0.00	0	0.00
01 - 09 (Very Low/Poor)	0	0.00	0	0.00
Average	21.29		20.71	

Exemplified in Table 1 is the detailed analysis of the distribution of participants' scores in the intrapersonal domain and their aesthetic education. One hundred forty-nine participants who received aesthetic education participated in the emotional intelligence test. Among them, 13 participants scored in the 90-99 percentile range, 36 participants scored in the 76-89 percentile range, and 100 participants scored in the 60-75 percentile range. Among the

participants who received aesthetic education, the proportion of scores in the 90–99 percentile range was 8.72%, in the 76–89 percentile range was 24.16%, and in the 60–75 percentile range was 67.11%. Emotional intelligence education, according to Meher, Baral, and Bankira (2021), is a crucial part of college students' overall development and advances their intelligence quotient (IQ). One hundred forty-five participants did not receive aesthetic education and participated in the emotional intelligence test. Among them, six participants scored in the 90–99 percentile range, 21 participants scored in the 76–89 percentile range, and 118 participants scored in the 60–75 percentile range. Among the participants who did not receive aesthetic education, the proportion of scores in the 90–99 percentile range was 4.14%, in the 76–89 percentile range was 14.48%, and in the 60–75 percentile range was 81.38%. Based on these data, the majority of participants scored in the high average range (60–75) in the intrapersonal domain, with fewer participants scoring in the very high/excellent range (90–99) and high/above average range (76–89). No participants scored below 40 in the intrapersonal domain. Among the participants who received aesthetic education, the proportion of scores in the high range (90–99, 76–89) was slightly higher than that of participants who did not. However, the proportion of scores in the average range (60–75) was higher among participants who received aesthetic education. The findings presented in this study significantly resonate with the insights garnered from Goldstein's (2017) research, which intricately explored the impact of arts education on various dimensions of personal development among students. Goldstein's study illuminates several vital aspects that parallel the outcomes observed in the current investigation, further reinforcing the importance of arts education in enhancing emotional and psychological well-being. Goldstein's investigation highlighted the potent role of arts education in cultivating self-awareness, self-regulation, and self-management. These aspects align closely with the present study's emphasis on intrapersonal skills and emotional intelligence. The consistency between these two studies underpins the notion that engagement with artistic and aesthetic activities can lead to heightened self-awareness, enabling individuals better to understand their emotions, motivations, and reactions. As observed by Goldstein, this heightened self-awareness could contribute to the broader development of emotional intelligence, a sentiment mirrored in the current findings.

Interpersonal Domain

Table 2. Emotional intelligence of respondents in terms of interpersonal domain

Percentile range	Received aesthetic education	%	Did not receive aesthetic education	%
90 – 99 (Very High/Superior)	42	28.19	14	9.66
76 – 89 (High/ Above Average)	53	35.57	48	33.10
60 – 75 (High Average)	54	36.24	83	57.24
40 -59 (Average)	0	0.00	0	0.00
26 – 39 (Low Average)	0	0.00	0	0.00
10 – 25 (Low/Below Average)	0	0.00	0	0.00
01 – 09 (Very Low/Poor)	0	0.00	0	0.00
Average	149	100.00	145	100.00

As indicated in the respondents' section, two groups were being dealt with in this study, as delineated in Table 2: those who took aesthetic education and those who did not. One hundred forty-nine participants who received aesthetic education participated in the emotional intelligence test. Among them, 42 participants scored in the 90–99 percentile range in the interpersonal domain, 53 in the 76–89 percentile range, and 54 in the 60–75 percentile range. Among the participants who received aesthetic education, the proportion of scores in the 90–99 percentile range in the interpersonal domain was 28.19%, in the 76–89 percentile range was 35.57%, and in the 60–75 percentile range was 36.24%. One hundred forty-five participants did not receive aesthetic education. Among them, 14 participants scored in the 90–99 percentile range in the interpersonal domain, 48 participants scored in the 76–89 percentile range, and 83 participants scored in the 60–75 percentile range. Among the participants who did not receive aesthetic education, the proportion of scores in the 90–99 percentile range in the interpersonal domain was 9.66%, in the 76–89 percentile range was 33.10%, and in the 60–75 percentile range was 57.24%. Based on these data, the majority of participants scored in the high average range (60–75) in the interpersonal domain, with fewer participants scoring in the very high/excellent range (90–99) and high/above average range (76–89). No participants scored below 40 in the interpersonal domain. Among the participants who received aesthetic education, the proportion of scores in the high range (90–99, 76–89) was slightly higher than that of participants who did not.

However, the proportion of scores in the average range (60–75) was higher among participants who received aesthetic education. College students need emotional intelligence education in order to develop a healthy personality, strong morals, a strong will, and harmonious interpersonal relationships, according to Estrada, Monferrer, Rodriguez, and Moliner (2021). Furthermore, the congruence of the results of this investigation with the viewpoints expressed by Farrington, Maurer, McBride, Nagaoka, Puller, Shewfelt, Weiss & Wright (2019) provides strong backing for the claim that involvement in the arts has significant developmental effects on kids and teenagers. The present investigation, supported by the insights of Farrington et al., shows the various benefits that the arts can provide in promoting social and cognitive development in young people. The current study's emphasis on enhancing emotional intelligence gives support to Farrington et al.'s claim that meaningful peer interaction can occur in the arts. The demonstrated higher intrapersonal and interpersonal skills scores among participants who received aesthetic education hint at the possibility that engagement with the arts provides an environment conducive to interpersonal connection. The arts, with their focus on artistic expression, can promote empathy and open communication, supporting the claim made by Farrington et al. that artistic endeavors enable people to interact and work together productively. The claim made by Farrington and colleagues that the arts foster understanding of different viewpoints is comparable to the idea of adaptability, which is a facet of emotional intelligence. Effective stress management and conflict resolution depend on the ability to recognize and understand different points of view (Babatunde, Sunday & Adeshina, 2023), two areas in which participants in aesthetic education performed better in the current study. This congruence underscores the potential of aesthetic education not only to encourage openness to diverse perspectives and contribute to the broader emotional intelligence framework, promoting adaptability and effective handling of interpersonal challenges.

Furthermore, the benefits found in this study are consistent with Farrington et al.'s identification of arts engagement as a facilitator of effective communication, conflict resolution, and collaborative skills. The higher stress management and adaptability scores among participants who received aesthetic education hint at their improved capacity for addressing conflicts constructively and maintaining composure in challenging situations. This dovetails with the skills essential for collaborative endeavors, highlighting the practical applicability of arts education in fostering holistic personal growth.

Stress Management Domain

Table 3. Emotional intelligence of respondents in terms of stress management domain

Percentile range	Received aesthetic education	%	Did not receive aesthetic education	%
90 – 99 (Very High/Superior)	20	13.42	12	8.28
76 – 89 (High/Above Average)	46	30.87	31	21.38
60 – 75 (High Average)	82	55.03	102	70.34
40 -59 (Average)	1	0.67	0	0.00
26 – 39 (Low Average)	0	0.00	0	0.00
10 – 25 (Low/Below Average)	0	0.00	0	0.00
01 – 09 (Very Low/Poor)	0	0.00	0	0.00
Average	149	100.00	145	100.00

Delineated in Table 3 are data about the distribution of participants' scores in the stress management domain and their aesthetic education. One hundred forty-nine participants who received aesthetic education participated in the emotional intelligence test. Among them, 20 participants scored in the 90–99 percentile range in the stress management domain, 46 participants scored in the 76–89 percentile range, and 82 participants scored in the 60–75 percentile range. This supports the study of Wu Qi (2019), who recommends that colleges and universities develop courses, promote teaching methods, and innovate teaching concepts to cultivate college students' emotional intelligence abilities in primary teaching. This includes enhancing college students' mental soundness, emotional control, stress resistance, and communication skills to promote the construction of emotional intelligence education.

Among the participants who received aesthetic education, the proportion of scores in the 90–99 percentile range in the stress management domain was 13.42%, in the 76–89 percentile range was 30.87%, and in the 60–75 percentile range was 55.03%. One hundred forty-five participants did not receive aesthetic education. Among them, 12 participants scored in the 90–99 percentile range in the stress management domain, 31 participants scored in the 76–89 percentile range, and 102 participants scored in the 60–75 percentile range. Among the participants

who did not receive aesthetic education, the proportion of scores in the 90–99 percentile range in the stress management domain was 8.28%, in the 76–89 percentile range was 21.38%, and in the 60–75 percentile range was 70.34%. Based on these data, the majority of participants scored in the high average range (60–75) in the stress management domain, with a few participants scoring in the very high/excellent range (90–99) and high/above average range (76–89). After conducting research, Sahranavard, Miri, and Salehiniya (2018) came to the conclusion that self-regulation – which they defined as the capacity to comprehend and control one's emotions and behaviors as well as exert control over one's thoughts and actions – is essential for academic success. Only a few participants scored in the average range (40–59). Among the participants who received aesthetic education, the proportion of scores in the high range (90–99, 76–89) was slightly higher than that of participants who did not. However, the proportion of scores in the high average range (60–75) was higher among participants who received aesthetic education. The congruence between the present study and the recent research by Van Lith and Cheshire (2021) underscores the potential of artistic engagement to influence emotional well-being and personal growth positively. Van Lith and Cheshire's study focused on mindfulness-based art therapy, which demonstrated significant reductions in stress levels and simultaneous improvements in self-awareness, self-regulation, and emotional resilience. This alignment highlights the broader efficacy of artistic activities in enhancing emotional intelligence-related outcomes, regardless of the modality employed. However, it is essential to acknowledge the nuanced distinctions between mindfulness-based art therapy and conventional aesthetic education. While both approaches exhibit positive effects, they have different objectives and methodologies. Mindfulness-based art therapy leverages mindfulness techniques alongside creative expression, potentially contributing to stress reduction through focused attention and relaxation practices. In contrast, as explored in the current study, conventional aesthetic education encompasses a broader array of creative activities that may impact emotional intelligence through diverse channels.

Adaptability Domain

Table 4. Emotional intelligence of respondents in terms of adaptability domain

Percentile range	Received aesthetic education	%	Did not receive aesthetic education	%
90 – 99 (Very High/Superior)	83	55.70	66	45.52
76 – 89 (High/ Above Average)	51	34.23	54	37.24
60 – 75 (High Average)	15	10.07	24	16.55
40 -59 (Average)	0	0.00	0	0.00
26 – 39 (Low Average)	0	0.00	1	0.69
10 – 25 (Low/Below Average)	0	0.00	0	0.00
01 – 09 (Very Low/Poor)	0	0.00	0	0.00
Average	149	100.00	145	100.00

As shown in Table 4, 149 participants took the emotional intelligence test. Among them, 83 participants scored in the 90–99 percentile range for adaptability, 51 participants scored in the 76–89 percentile range, and 15 participants scored in the 60–75 percentile range. Among the participants who received aesthetic education, the proportion of scores in the 90–99 percentile range for adaptability was 55.70%, in the 76–89 percentile range was 34.23%, and in the 60–75 percentile range was 10.07%. A total of 145 participants did not receive aesthetic education. Among them, 66 participants scored in the 90–99 percentile range for adaptability, 54 in the 76–89 percentile range, and 24 in the 60–75 percentile range. Among the participants who did not receive aesthetic education, the proportion of scores in the 90–99 percentile range for adaptability was 45.52%, in the 76–89 percentile range was 37.24%, and in the 60–75 percentile range was 16.55%. Based on these data, most participants scored in the higher range of adaptability, particularly in the very high/excellent range (90–99) and high/above average range (76–89). A few participants scored in the high average range (60–75). Among participants who received aesthetic education, the proportion of scores in the high range (90–99, 76–89) for adaptability was slightly higher than that of participants who did not. Zhang (2015) analyzed how aesthetic education fosters the development of college students' emotional intelligence and argues that emotional intelligence, as a vital aspect of human psychological quality, plays a significant role in college student's personal growth, adaptability to society, and success.

General Mood Domain

Table 5. Emotional intelligence of respondents in terms of general mood domain

Percentile range	Received aesthetic education	%	Did not receive aesthetic education	%
90 – 99 (Very High/Superior)	48	32.21	4	2.76
76 – 89 (High/ Above Average)	60	40.27	65	44.83
60 – 75 (High Average)	41	27.52	76	52.41
40 -59 (Average)	0	0.00	0	0.00
26 – 39 (Low Average)	0	0.00	0	0.00
10 – 25 (Low/Below Average)	0	0.00	0	0.00
01 – 09 (Very Low/Poor)	0	0.00	0	0.00
Average	149	100.00	145	100.00

Table 5 delineates the distribution of participants' scores in the general mood domain and their aesthetic education. One hundred forty-nine participants who received aesthetic education participated in the emotional intelligence test. Among them, 48 participants scored in the 90–99 percentile range for general mood, 60 participants scored in the 76–89 percentile range, and 41 participants scored in the 60–75 percentile range. Among the participants who received aesthetic education, the proportion of scores in the 90–99 percentile range for general mood was 32.21%, in the 76–89 percentile range was 40.27%, and in the 60–75 percentile range was 27.52%. In terms of general mood, emotional intelligence is all about recognizing and handling emotions, both yours and others, in a way that makes sense for the situation. According to Fteiha & Awwad's research (2020), it's critical to acquire abilities that enable you to control your emotions with grace and flexibility. One hundred forty-five participants did not receive aesthetic education. Among them, four participants scored in the 90–99 percentile range for general mood, 65 participants scored in the 76–89 percentile range, and 76 participants scored in the 60–75 percentile range. Among the participants who did not receive aesthetic education, the proportion of scores in the 90–99 percentile range for general mood was 2.76%, in the 76–89 percentile range was 44.83%, and in the 60–75 percentile range was 52.41%. Based on these data, most participants scored in the higher-than-average range (76–89) and the high-average range (60–75) in the general mood domain. A few participants scored very high/excellent (90–99). Among participants who received aesthetic education, the proportion of scores in the higher range (90–99, 76–89) for general mood was slightly higher than that of participants who did not.

The current study's findings resonate closely with the outcomes of a study conducted by Futterman Collier (2016) that delved into the impact of engaging in textile handcrafts on emotional and physiological well-being. Futterman Collier's research, which focused on quilting, knitting, and embroidery, revealed noteworthy improvements in participants' moods, providing further credence to the current study's observations. This parallel emphasizes the broader applicability of creative engagement in fostering emotional well-being and suggests that the benefits extend beyond the context of aesthetic education. However, while both studies highlight positive emotional outcomes resulting from engagement in creative activities, it is crucial to acknowledge the potential differences in the underlying mechanisms. Futterman Collier's study examined mood enhancement and inflammatory immune changes, suggesting potential physiological and psychological impacts.

In contrast, the present study concentrates on emotional intelligence dimensions, encompassing self-awareness, interpersonal skills, stress management, adaptability, general mood, and overall emotional intelligence. Therefore, while the positive effects align, the mechanisms underlying these effects might vary between the two studies. This synergy between the two studies contributes to a growing body of evidence supporting the integration of creative activities to enhance emotional well-being and psychological resilience. The art of crafting, whether textile handcrafts or engagement in aesthetic education, taps into the human capacity for self-expression and creativity, which can positively affect an individual's mood and potentially even physiological responses to certain stimuli. This collective evidence underscores the versatile potential of creative endeavors in fostering holistic well-being.

3.2 Difference in Emotional Intelligence

Table 6 provides a detailed analysis of the differences in emotional intelligence scores between participants who received aesthetic education and those who did not.

Table 6. The difference in emotional intelligence between those who have taken aesthetic education and those who have not

Emotional Intelligence	MEAN		VARIANCE		t	p
	Received aesthetic education	Not Received aesthetic education	Received aesthetic education	Not Received aesthetic education		
Intrapersonal	72.83	70.30	103.06	59.28	2.40	0.02*
Interpersonal	82.57	75.93	93.54	93.23	4.74	0.00*
Stress Management	76.56	72.57	158.50	93.83	3.05	0.00*
Adaptability	93.13	86.48	267.69	165.63	3.86	0.00*
General Mood?	84.32	75.35	165.04	57.77	7.26	0.00*
Total	73	66.78	76.59	23.12	7.52	0.00*

Intrapersonal

The average score for participants who received aesthetic education was 72.83, while the average score for participants who did not was 70.30. Participants who received aesthetic education scored significantly higher in intrapersonal abilities. According to the t-test results, the difference in emotional intelligence scores was statistically significant ($t = 2.40, p < 0.05$).

Interpersonal

The average score for participants who received aesthetic education was 82.57, while the average score for participants who did not was 75.93. Participants who received aesthetic education scored significantly higher in interpersonal abilities. According to the t-test results, the difference in emotional intelligence scores was statistically significant ($t = 4.74, p < 0.001$).

Stress Management

The average score for participants who received aesthetic education was 76.56, while the average score for participants who did not was 72.57. Participants who received aesthetic education scored higher in stress management abilities. According to the t-test results, the difference in emotional intelligence scores was statistically significant ($t = 3.05, p < 0.001$).

Adaptability

The average score for participants who received aesthetic education was 93.13, while the average score for participants who did not was 86.48. Participants who received aesthetic education scored higher in adaptability. According to the t-test results, the difference in emotional intelligence scores was statistically significant ($t = 3.86, p < 0.001$).

General Mood

The average score for participants who received aesthetic education was 84.32, while the average score for participants who did not was 75.35. Participants who received aesthetic education scored significantly higher in general mood. According to the t-test results, the difference in emotional intelligence scores was statistically significant ($t = 7.26, p < 0.001$).

Total Emotional Intelligence

The average score for participants who received aesthetic education was 73, while the average score for participants who did not was 66.78. Participants who received aesthetic education scored significantly higher in overall emotional intelligence. According to the t-test results, the difference in emotional intelligence scores was statistically significant ($t = 7.52, p < 0.001$). The study of Hou (2017) suggests that the ultimate goal of education is to achieve all-around development for individuals. However, traditional exam-oriented education and talent evaluation methods often prioritize IQ over emotional intelligence and theory over practice, neglecting individuality in talent cultivation. This results in a restricted all-around development for students and a lower quality of talent cultivation in colleges and universities. Therefore, it is essential for higher education institutions to deeply understand the meaning of all-around development and focus on the five developments of "moral, intellectual, physical, and aesthetic aspects; scientific spirit and humanistic quality; IQ and emotional intelligence; potential for individual development; and lifelong learning for continuous development."

Based on these data, participants who received aesthetic education scored significantly higher in intrapersonal skills, interpersonal skills, stress management, adaptability, general mood, and overall emotional intelligence than

those who did not. This finding supports Chinese education scholars who have conducted extensive research to enhance the emotional intelligence level of Chinese college students. For instance, According to Zhu (2023), practical exercises and art classes can help college students develop their emotional intelligence. Additionally, current research indicates that emotional intelligence is associated with traits such as self-awareness, self-control in the face of urges and anger, and maintaining composure and confidence in the face of failures and setbacks. These traits are also associated with success (Wallbridge, 2023). Furthermore, the results of this study are in line with Zhu's (2023) theories about how art classes and hands-on learning can effectively raise emotional intelligence in college students. The results of this study provide strong empirical support for Zhu's theories, which highlight the contribution of artistic engagement to enhancing emotional intelligence. This consistency highlights Zhu's recommendations' ongoing relevance and usefulness in the context of modern education. The alignment between the current study and Zhu's (2023) assertions validates his conceptual framework and contributes to the ongoing dialogue surrounding educational methodologies that extend beyond traditional cognitive approaches. The empirical support offered by the current findings adds depth to Zhu's argument by demonstrating the tangible benefits of integrating aesthetic education into curricula to foster emotional intelligence development. This synthesis of research and practice highlights the potential of artistic engagement to cultivate multifaceted skills crucial for personal and professional success.

Moreover, the harmonious connection between Zhu's ideas and the study's outcomes underscores the intricate interplay between artistic expression and emotional intelligence. The current study's focus on intrapersonal skills, interpersonal skills, stress management, adaptability, general mood, and overall emotional intelligence aligns seamlessly with Zhu's contention that artistic activities offer a unique avenue for individuals to explore and refine their emotional competencies. The observed empirical support lends credence to the argument that aesthetic education can act as a vehicle for nurturing a well-rounded skill set that extends beyond the boundaries of conventional education. Based on the preceding findings, the neglect of the null hypothesis is rooted in the robust empirical support provided by the data and the alignment of the findings with contemporary perspectives on aesthetic education and emotional intelligence. These factors collectively contribute to the researchers' decision to reject the null hypothesis, underlining the substantial impact of aesthetic education on various aspects of emotional intelligence.

4.0 Conclusion

Based on the analyses and the findings of the study, the following conclusions were drawn:

- a) The majority of the respondents in the study were female college students from Sichuan University.
- b) The most significant number of respondents fell within the 19-year-old age group, and the distribution of respondents across different age groups was reasonably balanced, showing no significant age deviation.
- c) Among the respondents who received aesthetic education, the scores in all domains mostly ranged from high Average to superior levels.
- d) Similarly, for the respondents who did not receive aesthetic education, the scores in all domains were mainly in the high Average to superior range.
- e) Respondents who received aesthetic education demonstrated significantly higher scores in intrapersonal skills, interpersonal skills, stress management, adaptability, general mood, and overall emotional intelligence than those who did not.
- f) There were statistically significant differences in all domains of emotional intelligence between respondents who received aesthetic education and those who did not.
- g) Emotional intelligence is crucial for success in life, affecting behavior, social complexities, and personal decisions. It is influenced by four core skills: personal and social. Those with aesthetic education should increase their emotional intelligence from high to very high/superior. Administrators and professors can enhance emotional intelligence through well-planned events and school engagement.
- h) Enable school administrators to encourage and include aesthetic education into the curriculum so that all students, particularly those who have never attended an aesthetic education session, can participate.
- i) Schools should prioritize aesthetic education to enhance students' literacy and self-understanding. This approach can foster emotional growth and interpersonal competence among college students. Expanding artistic education within academic institutions can provide a comprehensive, enriching educational experience for academic and personal growth.

5.0 Contributions of Authors

All authors have equal significant contributions to this research.

6.0 Funding

The research was conducted without financial support from any external organizations. All costs associated with the research were covered by the researchers personally.

7.0 Conflict of Interests

The authors confirmed no conflicts of interest regarding this study.

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