

# The Influence of the Cultural Heritage in Fashion Clothing in Guangdong Baiyun Technician College of Business in China

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## ABSTRACT

Guided by the Triple Helix Innovation Model, this study delves into the imperative integration of Intangible Cultural Heritage (ICH) within the fashion design curriculum at Guangdong Baiyun Technician College Of Business (BYXY). The necessity arises from the urgent need to preserve and innovate ICH in the face of societal indifference and the erosion of traditional crafts like Guangdong embroidery. The identified scientific problem is the effective incorporation of cultural heritage into fashion education, which is crucial for nurturing students' cultural appreciation and practical skills. Through a quantitative analysis of government policies, industry collaborations, and pedagogical strategies, this research reveals critical insights into how tripartite synergy can bridge cultural preservation with vocational education innovation.

**Keywords:** Cultural Heritage; Fashion Education; Intangible Cultural Heritage (ICH); Educational Integration; Student Perceptions; Government Role; Industry Collaboration; Curriculum Development; Academic Performance.

## INTRODUCTION

The Triple Helix Innovation Model provides a critical lens to examine how government, industry, and academia collaboratively drive cultural sustainability in vocational education. In China's Guangdong Province – a global manufacturing hub facing rapid cultural homogenization – this framework gains urgency. BYXY's fashion program serves as a strategic site to investigate how policy mandates (The State Council of the PRC, 2021), industry trends (e.g., luxury brands' heritage marketing), and pedagogical innovation (e.g., school-enterprise courses) converge to safeguard crafts like Guangdong embroidery. UNESCO's Global Education Monitoring Report 2023 specifically highlights that integrating ICH into vocational education systems can increase curriculum relevance by 40% in developing countries (UNESCO, 2023), a conclusion consistent with the perspective advanced in the Achilles Report (Achilles, 2021). Additionally, Ding (2011) emphasizes the need to strike a balance between preserving ICH and developing traditional cultural industries. Giovannini (2021) field research in Tuscan leather workshops reveals a 47% decline in young apprentices over the past decade, demonstrating the urgent need for educational intervention.

This study faced the challenge of designing a research methodology that accurately captures the perspectives of teachers and students on the role of ICH in fashion education, while adhering to cultural sensitivity and ethical standards. It must also consider the impact of external factors such as government policies, industry demands, and the educational environment on the integration of ICH. Through in-depth analysis, this research aims to provide valuable insights for the field of fashion education, promoting cultural heritage preservation and innovation.

## STATEMENT OF THE PROBLEM

This study aimed to answer the central question:

How do teachers perceive the influence of government, industry, and school-led demands on integrating ICH into fashion education at BYXY? The investigation further contextualized these perceptions through comparative student data and academic performance analysis.

## METHOD

### Research Design

A quantitative design examined teachers' perceptions across three demand dimensions (government/industry/school) (Research Guides, n.d.). Structured questionnaires collected parallel data from students to enable comparative analysis. Academic performance records (2022–2023) were incorporated to assess educational outcomes.

### Population and Sample

The research subjects were the faculty and students of BYXY. Purposeful sampling was used to select teachers and students who have a deep understanding of fashion design and show interest in the integration of cultural heritage. The teacher sample included those aged 25 to 59 specializing in fashion design, fashion history, or fashion culture. The student sample included those aged 18 to 25 currently studying fashion design or related disciplines.

### Data Collection

Data collection was conducted through an online questionnaire survey using the SoJump platform. The questionnaire, designed based on the research objectives, includes both closed and open-ended questions to capture comprehensive feedback from respondents. The questionnaire was translated into Chinese by professionals and validated by five experts in education and cultural studies to ensure linguistic and cultural suitability.

### Data Analysis

The collected data were coded and entered using Excel and analyzed with statistical software such as JAMOVI. Teachers' perceptions were analyzed through descriptive statistical methods. The Mann-Whitney U test was utilized to determine whether there were significant differences in the perspectives of students and teachers regarding factors influencing intangible cultural heritage, while Spearman's correlation was employed to examine the relationship with academic performance.

## RESULTS

The results section of this study provides a comprehensive analysis of the questionnaire data from teachers and students at BYXY. The analysis focused on the perspectives of teacher and student respondents regarding the impact of government demands, industry demands, and school demands on cultural heritage in fashion education (Table 1).

**Table 1.** Views of Teacher Respondents on Government Led Demands Affecting Fashion Apparel Cultural Heritage

No	Statement	N	Mean	SD	Verbal Interpretation
1	Most of the teacher fashion activities are geared towards government fashion needs	36	2.75	0.732	Agree
2	Fashion clothing curriculum in school is influenced by the government	36	2.94	0.715	Agree
3	There is a fast fashion trend in my community	36	2.89	0.747	Agree
4	Fast fashion in the community considers environmental concerns	36	3.03	0.654	Agree
5	The government motivates the academe to be of help in fast fashion concerns	36	3.11	0.708	Agree
6	The government inculcates the importance of fashion clothing as it mirrors cultural heritage	36	3.36	0.487	Strongly Agree

No	Statement	N	Mean	SD	Verbal Interpretation
7	The government gives projects to school that involves fashion clothing's cultural heritage	36	3.25	0.732	Agree
8	The government supports the school in promoting Chinese cultural heritage	36	3.56	0.504	Strongly Agree
	Government led demand	36	3.11	0.41	Agree

Note: 1.00–1.80 Strongly disagree; 1.81.–2.60 disagree; 2.61–3.20 agree; 3.21–4.00 strongly agree.

The mean score for teachers is 3.11, with a standard deviation of 0.413, which is verbally interpreted as "Agree." The data indicates that teachers generally held a high regard for the role of government policies in promoting cultural heritage within fashion education. This is consistent with the research of Achilles (2021), He believes that the government's policy support for cultural heritage education has significantly improved the quality of education and teaching effectiveness (Table 2).

**Table 2.** Views of Teacher-respondents on Industry-led Demands Affecting Fashion Apparel Cultural Heritage

No	Statement	N	Mean	SD	Verbal Interpretation
1	The industry recognizes the role of fashion clothing in school	36	3.39	0.549	Strongly Agree
2	The industry plays a big role in dictating trends in fashion clothing that also affects school curriculum	36	3.33	0.586	Strongly Agree
3	The industry may control the fast fashion clothing environmental concerns	36	3.17	0.609	Agree
4	Fashion academic curriculum is influenced by the industry trend in clothing	36	3.58	0.5	Strongly Agree
5	There is an initiative from the Fashion industry to motivate the academe to be of help in fast fashion concerns	36	3.14	0.543	Agree
6	The fashion industry inculcates the importance of fashion clothing as it mirrors cultural heritage	36	3.19	0.71	Agree
7	The industry coordinates with school that involves fashion clothing's cultural heritage	36	3.31	0.525	Strongly Agree
8	The fashion industry coordinates with the school in promoting Chinese cultural heritage through fashion shows	36	3.42	0.554	Strongly Agree
	Industry-led Demand	36	3.32	0.43	Strongly Agree

Note: 1.00–1.80 Strongly disagree; 1.81.–2.60 disagree; 2.61–3.20 agree; 3.21–4.00 strongly agree.

The mean score for teachers is 3.32, with a standard deviation of 0.425, which is verbally interpreted as "Strongly Agree." Zhou and Sotiriadis (2021) pointed out that the demand for cultural heritage elements in the fashion industry is a key factor. Industry collaboration not only provides opportunities for practical experience but also enhances students' sense of identity with cultural heritage (Table 3).

**Table 3.** Views of Teacher Respondents on School-led Demands Fashion Apparel Cultural Heritage

No	Statement	N	Mean	SD	Verbal Interpretation
1	University fashion activities introduce and inculcate culture among its teachers and students	36	3.47	0.506	Strongly Agree
2	University curriculum is coordinated with its alumni and fashion industry practitioners	36	3.17	0.697	Agree
3	The university may be of help in the fast fashion clothing environmental concerns	36	3.17	0.561	Agree
4	The university designs activities that promote cultural heritage of China	36	3.33	0.535	Strongly Agree
5	Appreciation of Chinese culture is established in the teaching of fashion clothing	36	3.17	0.655	Agree
6	The university coordinates with the fashion industry and the government to strengthen its fashion clothing	36	3.19	0.577	Agree

No	Statement	N	Mean	SD	Verbal Interpretation
7	Teachers explain the relevance of fashion clothing to improve students' understanding of the cultural relevance of the fashion clothing subjects program	36	3.42	0.5	Strongly Agree
8	Teachers and students appreciate the influence of fashion clothing in understanding Chinese culture as reflected in the clothes that they wear	36	3.14	0.683	Agree
	School-led Demand	36	3.26	0.42	Strongly Agree

Note: 1.00–1.80 Strongly disagree; 1.81–2.60 disagree; 2.61–3.20 agree; 3.21–4.00 strongly agree.

The mean score for teachers is 3.26, with a standard deviation of 0.424, which is verbally interpreted as "Strongly Agree." This resonates with the pivotal role that schools play in nurturing students' cultural heritage consciousness and respect. The exploration of talent cultivation in art and design through the integration of industry and education, as examined by Bin and Ahmad (2022), provides a compelling backdrop. Their study underscores the transformative impact of such integration on the cultivation of talents who are not only industry-ready but also deeply appreciative of cultural heritage.

Next, student respondents' perceptions of the influence of government, industry, and school-led demands on fashion clothing cultural heritage.

## DISCUSSION

### Integration of Policy and Practice

The role of the government in cultural heritage education is widely recognized by both teachers and students. According to Achilles (2021), integrating ICH into education is a crucial pathway to achieving the 2030 Sustainable Development Goals. The study's findings indicate that enhancing collaboration between the government and schools to translate policies into educational practices is vital for promoting cultural heritage.

### Perceptual Differences between Teachers and Students

The study found that students have a stronger sense of agreement regarding the government's role in cultural heritage education. This may be due to the younger generation's higher expectations for policy support and cultural promotion. Teachers, drawing from their professional experience, may hold a more cautious view on the actual effectiveness of policies. Ding (2011) noted the need to balance the protection of ICH with the development of traditional cultural industries, which may explain the teachers' relatively conservative views.

### Depth and Breadth of Industry Influence

The profound influence of the fashion industry on education is undeniable. Students have expressed concerns regarding the industry's stewardship of environmental issues, which align with contemporary discussions on sustainability in fashion (Mukendi, Davies, Glozer, & McDonagh, 2020). This dialogue is crucial as it underscores the industry's impact on educational curricula and the shaping of students' professional paths. The industry's expectations and demands extend beyond academic knowledge, directly linking to the competencies and skills that students must acquire for their future roles within the fashion sector.

### Role of School Education

The pivotal role of schools in cultural heritage education is recognized by teachers and students alike. The activities crafted by schools are notably successful in sparking students' curiosity about cultural heritage. This success resonates with the findings of Bin and Ahmad (2022), who highlight the essential contribution of educators' local knowledge and cultural proficiency to the enhancement of student engagement and learning achievements. Such educational strategies, when aligned with cultural heritage education, confirm the schools' significant influence in developing a student populace that is well-versed in cultural literacy.

### Relationship between Academic Performance and Perceptions

No significant correlation was found between students' perceptions of school-led demands and their academic performance. This suggests that academic performance may be influenced by various factors, such as personal learning strategies and access to educational resources, aligning with Hattie (2008) on the impact of learning strategies on academic achievement.

## CONCLUSION

The conclusions of this study underscore the importance of cultural heritage in fashion design education and offer specific recommendations for educational practices and policy implementation.

The government plays an active role in enhancing educational quality and innovating teaching methods through the formulation and implementation of policies that support cultural heritage education. These policies help teachers and students better understand and apply cultural heritage, enriching educational content and improving teaching outcomes.

### **Impact of Industry on Education**

The fashion industry significantly influences educational content and students' career preparation. However, students' concerns about the industry's environmental sustainability efforts highlight the need to strengthen the teaching of environmental and sustainability concepts in education.

### **Leading Role of Schools**

Schools play a crucial role in fostering students' love for traditional culture and their participation in cultural heritage preservation. Through specialized courses and activities, schools effectively increase students' interest and engagement in cultural heritage.

### **Academic Performance and Perception of Cultural Heritage**

No significant correlation was found between students' academic performance and their perceptions of school-led demands. This suggests that academic performance may be influenced by a variety of factors, requiring comprehensive consideration by educators.

### **Consensus between Teachers and Students**

Both teachers and students widely recognize the importance of cultural heritage in fashion education and agree on the crucial roles of the government, industry, and schools in promoting cultural heritage education. Students have higher expectations for the government's role in this area.

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## ETHICAL DECLARATION

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**Conflict of interest:** No declaration required. **Financing:** No reporting required. **Peer review:** Double anonymous peer review.