

# Guidelines for Promoting Values that Affect Careers to Meet the Graduate User of Internship Students in Ceramic Arts and Design Major in Jiangxi Arts & Ceramic Technology Institute

He ChanJuan<sup>1</sup>, Pawatwong Bamroongkhan<sup>2\*</sup>, Chatupol Yongsorn<sup>3</sup>

<sup>1</sup> Master's degree student, Faculty of Education, Srinakharinwirot University, Bangkok, Thailand

<sup>2,3</sup> Assistant Professor, Faculty of Education, Srinakharinwirot University, Bangkok, Thailand

\*Corresponding Author: pawatwong@g.swu.ac.th

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## ABSTRACT

This research explores the factors shaping the career values of ceramic arts and design internship students at Jiangxi Arts & Ceramic Technology Institute, utilizing a mixed-method approach that includes questionnaire surveys and in-depth interviews. The study identifies school curriculum systems, activity-based learning, employer demands, government policies, and social relationships as key influences on students' career values, with these factors interacting to guide their career decisions. Schools provide foundational knowledge and skills, while practical learning enhances real-world experience. Employer needs align students with market trends, government policies offer guidance, and social relationships, particularly family and peers, play a crucial role in shaping initial career perspectives. To help students develop positive career values and better adapt to the job market, the study emphasizes the need for collaborative efforts among schools, enterprises, government, and families, each contributing to creating a supportive ecosystem for students' professional growth and transition into the workforce.

**Keywords:** Ceramic arts and design major; Career values; Influencing factors; Promotion guidelines

## 1. INTRODUCTION

With the rapid development of society and economic transformation, the education system is constantly changing and adjusting. When the education system is facing the challenge of rapid social development and economic transformation, it must be adjusted and reformed to meet the new needs and changes. In the past, the focus of art education was often to cultivate students' basic skills and learn traditional art forms. This means that art students need not only skills, but also traditional art and art history. The education system focuses on cultivating their mastery of artistic expression and skills, as well as their understanding of aesthetics and aesthetics. However, with the rapid development of society and economic transformation, the education system began to focus on cultivating students' innovative thinking, interdisciplinary ability and social responsibility. Future employability, as an important part of future work self-reflection (Pisarik& Shoffner, 2009), is an individual's expected assessment of future self-development and a description of career development at a certain moment in the future (Cross&Markus, 1991; Ellen et al, 2012).

In recent years, the number of applicants in art colleges has been increasing, which has made art students more common in society and lost their original rarity (Song, 2015). Nowadays, many college students believe that they should find a good job after graduation after spending time and money in college. However, this makes students fall into the misunderstanding of high expectations of career choice. Therefore, the employment pressure of art college students is increasing, and the employment problem has become a major social problem (Vande VL et al, 2021). As an important part of the future working self, the future employability drives the individual's current behavior and is influenced by the individual's current situation. (Chen et al., 2023).

Studying the professional values of art students can help us understand their expectations for career development, their understanding of the relationship between art and society, and their understanding of the goals and significance of their own creation. Education policy and curriculum will plan and adjust the direction, content and method of art education, which will directly affect the career development and creative direction of art students. It can help us understand their cognition and attitude towards employment prospects, career choices and stability. This helps us to better understand the needs and adaptability of art students in the job market.

## **2. OBJECTIVES**

1. Factors Influencing Career Values to Meet the Graduation User Needs of Internship Students.
2. Guidelines of thought for promoting values that affect careers to meet the graduate user of internship students in ceramic arts and design major in Jiangxi Arts & Ceramic Technology Institute.

## **3. LITERATURE REVIEW**

The number of college graduates continues to grow, which brings great pressure to the job market. Students' professional values directly affect the employment rate.

In recent years, many scholars have studied the influencing factors of students' professional values. Ding found that the social recognition and expectation of certain occupations will prompt students to choose these occupations, while the neglect of other occupations may lead to a shortage of talents in related fields (Ding, 2005). Huang found that some college students' employment concepts are unreasonable, which is manifested in the serious disconnection between employment expectations and reality (Huang, 2001). Li and others pointed out in their research that students generally have the problem of lack of career planning, which leads to their lack of clear understanding of their career goals and future development direction (Li et al., 2021). Yi and Park found that although the school strives to cultivate students' core competence through various activities and related courses, some students still have shortcomings in key competence such as leadership, teamwork and globalization (Eunju Yi & Do-Hyung Park, 2024). Wai Ming To and Jane W.Y. Lung found that in some internship positions, students may encounter problems such as lack of enthusiasm of supervisors and unclear assignment of tasks, which makes it difficult for them to give full play to their abilities and accumulate effective work experience and skills from internships (Wai Ming To and Jane W.Y. Lung, 2020). Dong emphasized the information asymmetry in the job market, which has brought troubles to college students' employment and enterprise recruitment. This information asymmetry has seriously affected the normal operation of the employment market and reduced the efficiency and quality of employment (Dong, 2018). Adonia Akelois and others pointed out in their research. The interference of work on personal life (WIPL) and personal life on work (PLIW) have a significant negative impact on job satisfaction, while job satisfaction has a significant negative impact on turnover intention. Job satisfaction plays an intermediary role between PLIW and turnover intention, but it is not significant between WIPL and turnover intention (Adonia Akelois et al., 2024). Xiao Chen and others put forward a theoretical model, which divides the factors that affect students' employability into three categories: university factors, social factors and students' own factors to help further explore the influence of these factors on students' employability (Xiao Chen et al., 2025). Gustavo and Irany pointed out that school education is seriously out of line with the actual work needs in terms of curriculum. There is a problem of insufficient teacher training in the field of art education in this country. Many teachers' professional quality and teaching ability need to be improved, and they cannot provide high-quality teaching for students. (Gustavo Cunha de Araujo & Irany Ferreira Lima, 2022).

The research on professional values has made some progress, and scholars have discussed its influencing factors from many angles. However, there is still little research on students majoring in ceramic art and design, and the specialty of ceramic art and design is unique, and its professional values may be influenced by multiple factors such as artistic creation, cultural inheritance and market demand. At the same time, most of the existing studies are based on the western cultural background, and there is a lack of research on professional values under the cultural background of China. Ceramic Art and Design has a profound cultural background in China, and its professional values may be influenced by traditional culture, regional economy and social environment, but these factors have not been fully studied. And the existing research mostly focuses on a single factor, lacking the discussion on the interaction of

multiple factors. Therefore, this study aims to fill this gap, and provide theoretical support and practical guidance for the professional development of ceramic art and design students by discussing the comprehensive influence of curriculum, activity learning, enterprise needs, government policies and social relations on students' professional values.

#### 4. CONCEPTUAL FRAMEWORK

This study points out the key factors that affect the professional value of internship students majoring in ceramic art and design in Jiangxi Institute of Art and Ceramic Technology, in order to make their professional development consistent with the needs of research users. Dependent variables focus on factors that affect professional values, while independent variables include curriculum, activity-based learning, recruitment company requirements, government policies and social relations (family and friends). In addition, general information, such as gender, age, GPA, training and residence, provides a background for understanding individual differences among students. The framework is a guideline to promote professional values that meet the needs of the job market, emphasizing the interaction among education, society, economy and policy-related factors.

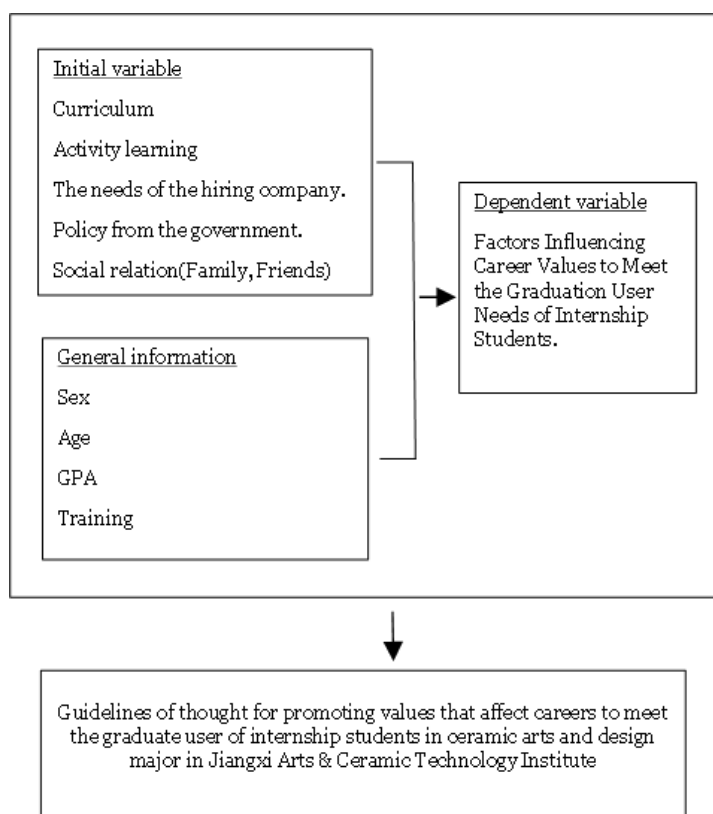


Fig. 1: Research Model

#### 5. METHODS

##### Participants of the Study

The study was conducted among graduating art students at Jiangxi Arts & Ceramic Technology Institute, specifically those majoring in ceramic arts and design. Based on Krejcie and Morgan's sample calculation method ( $s = X^2NP(1 - P) \div d^2(N - 1) + X^2P(1 - P)$ ), 86 students were finally selected for the questionnaire survey to ensure the representativeness of the sample.

The three participants involved in the research interviews were teaching administrators from the institute. All participants provided informed consent before the study, and strict measures were taken to ensure the anonymity and confidentiality of the data, adhering to ethical guidelines in research.

## Research Instruments

The questionnaire was carefully designed with a variety of question types, and Likert-scale questions related to career values. For example, single-choice questions were used to gather basic information such as gender, age, and domicile. Likert-scale questions were applied to measure students' agreement levels on statements regarding the influence of curriculum, school activities, and social relations on their career values.

## Data Analysis

Data analysis was carried out using SPSS software to explore the relationships between variables. Descriptive statistics, such as frequencies, percentages, means, and standard deviations, were calculated to summarize the characteristics of the sample and the responses to each variable. For example, the frequencies and percentages were used to analyze the distribution of students' gender, age, and region of origin. The means and standard deviations were employed to measure the central tendency and variability of students' responses regarding the influence of different factors on their career values.

## 6. RESULTS

Through questionnaires and interviews, we collected a wealth of data. Using analytical methods, we can discuss how curriculum, activity learning, enterprise demand, government policies and social relations affect students' professional values. The following sections will show the analysis results in detail.

Table 1 Descriptive statistics of students' basic information

		frequency	percentage	Effective percentage
gender	male	30	38.2	38.2
	woman	56	61.8	61.8
age	18	1	.9	.9
	19	8	7.3	7.3
	20	30	34.5	34.5
	21	28	32.7	32.7
	22	15	20.9	20.9
	24	2	1.8	1.8
	25	2	1.8	1.8
encourage and reward	be	43	50.0	50.0
	no	43	50.0	50.0
training	be	74	83.6	83.6
	no	12	16.4	16.4
region	Jiangxi	64	74.5	74.5
	Anhui (Province)	2	1.8	1.8
	Chongqing	1	.9	.9
	Fujian(Province)	2	2.7	2.7
	Gansu	1	.9	.9
	Guangdong	3	5.5	5.5
	Guizhou (Province)	2	1.8	1.8
	Hunan	1	.9	.9
	Liaoning (Province)	2	1.8	1.8
	Qinghai	2	1.8	1.8
	Shandong(Province)	2	2.7	2.7
	Shanxi	1	.9	.9
	Zhejiang(Province)	3	3.6	3.6

According to table 1, female students are in the majority, which may be related to professional characteristics (such as ceramic art and design). Students are 20-22 years old, have reached adulthood, and have certain judgment ability. Half of the students have been rewarded in their studies or internships. The vast majority of students have training

experience, which shows that schools or enterprises have provided more support in career development. The students mainly come from Jiangxi province, and the students from other areas account for a small proportion, which may be related to the school's enrollment policy or professional attraction.

Table 2 Correlation analysis of various dimensions

		Viji	Vizo	Weisi	Vigo	Weiliu
Curriculum	Pearson correlation	one	.808**	.719**	.483**	.732**
	Significance (two-tailed)		.000	.000	.000	.000
	Number of cases	110	110	110	110	110
Activity learning	Pearson correlation	.808**	one	.729**	.603**	.747**
	Significance (two-tailed)	.000		.000	.000	.000
	Number of cases	110	110	110	110	110
The needs of the hiring company	Pearson correlation	.719**	.729**	one	.520**	.781**
	Significance (two-tailed)	.000	.000		.000	.000
	Number of cases	110	110	110	110	110
Policy from the government	Pearson correlation	.483**	.603**	.520**	one	.658**
	Significance (two-tailed)	.000	.000	.000		.000
	Number of cases	110	110	110	110	110
Social relation	Pearson correlation	.732**	.747**	.781**	.658**	one
	Significance (two-tailed)	.000	.000	.000	.000	
	Number of cases	110	110	110	110	110

\* \*. At the level of 0.01 (double tail), the correlation is significant.

Pearson correlation coefficient given in table 2. All correlation coefficients are significantly positive correlation ( $p < 0.01$ ), indicating that there is a strong correlation between these dimensions. Curriculum and activity learning are the core dimensions, which have strong correlation with other dimensions, indicating that they are the important basis for the formation of students' professional values. Social relations have the strongest correlation with other dimensions, indicating that social resources such as family and friends play an important supporting role in students' career development. The demand of recruitment companies is closely related to courses, activity learning and social relations, which shows that the demand of enterprises has a direct impact on students' career development. The correlation between government policies and other dimensions is relatively low, but it still has a significant impact, indicating that policy support can promote students' career development to some extent.

Table 3 Reliability statistics

Cronbach Alpha	Cloning Bach Alpha Based on Standardization Term	number of terms
.903	.913	five

Cronbach's Alpha value of the scale is 0.903, which shows that its internal consistency is very good and it is suitable for research and analysis. The normalized Cronbach's Alpha value (0.913) further supports this conclusion. The scale contains five items, which are highly correlated and can effectively measure the goal concept.

Table 4 Analysis of total variance

ingredient	Initial eigenvalue			Extracting sum of squares of loads			Sum of squares of rotating load		
	amount to	Variance percentage	Cumulative%	amount to	Variance percentage	Cumulative%	amount to	Variance percentage	Cumulative%
1	12.799	58.178	58.178	12.799	58.178	58.178	6.630	30.136	30.136
2	1.628	7.401	65.579	1.628	7.401	65.579	5.416	24.617	54.754
3	1.499	6.813	72.392	1.499	6.813	72.392	3.881	17.639	72.392
4	.995	4.521	76.913						
5	.822	3.735	80.648						
6	.654	2.974	83.622						

Factor 1 explains 58.178% variance when it is not rotated, which is the main explanatory factor. After rotation, the explanatory variance of factor 1 decreased to 30.136%, and the explanatory variance of factor 2 and factor 3 increased



significantly, indicating that the factor load distribution was more balanced after rotation. The first three factors explain the variance of 72.392% cumulatively, which shows that these three factors can well represent the data structure.

The school curriculum system plays a fundamental role in shaping students' career values. Professional courses not only teach students the necessary knowledge and skills but also help them understand the potential career paths within their field. Activity learning is a crucial supplement to the cultivation of students' career values. Through participation in club activities, students can develop leadership, teamwork, and communication skills. These experiences help them understand their own strengths and interests, which in turn influence their career choices. The needs of hiring companies have a direct influence on students' career values. When companies emphasize certain skills or qualities, such as innovation and adaptability, students become more aware of the importance of these aspects. They will then strive to develop these skills during their studies. Government policies act as a guiding force for students' career development. Policies that encourage students to engage in certain industries or regions, such as subsidies for working in rural areas or incentives for joining emerging industries, can significantly impact students' career choices. Family and social networks are the foundation for the formation of students' career values. Family, as the first environment where students are exposed to, has a profound impact. Parents' attitudes towards different careers, their own work experiences, and their expectations for their children can all shape students' initial understanding of careers. Social networks, including classmates, friends, and alumni, also provide valuable information and guidance.

The data analysis results also show that these factors do not act in isolation but interact with each other. The school curriculum can provide theoretical knowledge for activity learning, and activity learning can in turn help students better understand the knowledge learned in the curriculum. The needs of hiring companies guide the direction of curriculum reform in schools, and government policies can also influence the hiring needs of companies. Social relations can provide information about job opportunities and industry trends, which in turn affects students' perception of the needs of hiring companies.

## **7. DISCUSSION**

Ceramic art and design are deeply rooted in China cultural tradition, which makes it different from other research fields. The influence of traditional culture, regional economic conditions and social environment on these students' professional values can not be ignored. The importance of ceramics in China culture may enhance the social status of this profession, thus affecting students' professional values.

However, as Ding (2005) pointed out, the neglect of certain fields may lead to a shortage of talents, especially in those fields with low commercial value but great cultural significance. Gustavo and Irany's (2022) finding that school education is out of line with the actual work needs is particularly important for this study. Under the background of ceramic art and design, curriculum design must strike a balance between traditional skills and modern design practice to meet the market demand. Inadequate teacher training may hinder students from developing necessary skills and abilities. The lack of clear career goals may be aggravated by unique challenges in this field, such as the need to strike a balance between artistic creativity and commercial feasibility. To realize the connection between curriculum and education, schools can set up systematic professional values education courses and incorporate them into professional talent training programs. During the internship, we are equipped with school tutors and enterprise tutors to guide students throughout the whole process, help students apply theoretical knowledge to practice, and test and correct professional values in practice. According to the characteristics and needs of different students, carry out personalized career guidance.

Xiao Chen et al. (2025) put forward a theoretical model, which divided the factors affecting employability into university factors, social factors and students' own factors. This model will be especially helpful to analyze how these factors interact, which is consistent with the direction of this study and plays an important role. University factors are the bridge between social factors and students' own factors, which transmit external needs to students and provide them with resources to achieve their career goals; Social factors indirectly shape students' professional values by influencing university education and students' cognition; Students' own factors determine how they use university

resources and social opportunities, and ultimately affect their career development path. The synergy of these three factors determines students' professional values and employability.

Dong(2018) emphasized the problem of information asymmetry in the job market, which may bring great challenges to students and employers. This may be manifested in the mismatch between students' skills and industry needs. In view of this factor, enterprises can build an internship and practice platform. According to their own business fields and development needs, enterprises can open various types of internship positions to college students, establish long-term practical project cooperation relations with universities, and turn their actual business problems into practical topics. Share the innovation trend of the industry and the changes in the demand for post talents, so that students can understand the development prospects of the industry.

Adonia Akelois et al. (2024)' s research on the influence of work-life balance on job satisfaction and turnover intention is also related to this. For the students majoring in ceramic art and design, the demands of artistic creation and the pressure of job market may lead to the conflict between work and life, thus affecting their job satisfaction and long-term career commitment. When life and work conflict with each other, family and friends play a key role. Respect their career interests and choices, and don't overemphasize the social status and economic returns of their careers. Give them patient listening and positive encouragement, let them explore their career path without pressure, so as to establish professional values based on their own love and expertise.

This study found that there are five factors that affect the professional values of students majoring in ceramic art and design in China, namely, courses, activity learning, the needs of recruitment companies, government policies and social relations, which fill in the gaps on the basis of existing literature. By discussing the interaction of various factors, we can provide valuable insights for students, educators, policy makers and industry stakeholders. Finally, the research results will help to formulate strategies to support the career growth and career success of students majoring in ceramic art and design, and ensure that they can fully meet the dual needs of cultural heritage and modern market.

## **8. CONCLUSION**

Previous studies often focused on a single factor or a limited number of factors, while this research comprehensively examines the complex interaction between multiple factors. We found that the correlation among curriculum, activity learning, the needs of the hiring company, government policies, and social relations is more complex than previously thought. These factors not only have direct effects on students' career values but also interact with each other in a multi-dimensional way.

To help students establish correct career values and better adapt to the job market, a collaborative effort is needed from schools, enterprises, the government, and families. Each entity should fulfill its respective responsibilities and work together to create a favorable environment for students' career development.

Future research can explore the long-term impact of career values on students' career development. Longitudinal studies can be conducted to track students' career paths over a period of years. This can help us understand how career values change over time and how they affect career choices, job satisfaction, and professional achievements. Another area for future research is to investigate the differences in career values among students from different cultural backgrounds. With the increasing globalization, students from diverse cultural backgrounds are entering the art field. Understanding these differences can help educational institutions and enterprises provide more personalized career guidance.

Continuous efforts in research, policy-making, and cooperation among different stakeholders are essential for promoting the career development of ceramic arts and design students. By addressing the identified issues and following the proposed recommendations, we can enhance students' employability and contribute to the development of the art and cultural industries.

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