

Professional identity, commitment, and achievement goals of art education students in China

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Abstract

This study analyzed various aspects of students' professional and academic lives, including their demographics, professional values, sense of belonging, career efficacy, and different aspects of professional identity through data recovery from 394 individuals. The study also explored differences in these dimensions by gender, age, region, and grade level. The study included a balanced demographic representation of students from different age groups, genders, and geographic locations. The study showed a large number of female respondents and a balanced distribution of students from rural and urban areas. The study showed that art education majors have a strong sense of professional identity and purpose. They recognize the importance of the profession for personal growth and social development, and demonstrate a strong sense of belonging to the arts community. Students also demonstrated a high level of commitment to achieving their professional goals and believed in the importance of mastering program objectives. The study found no significant differences in professional identity and commitment among students with different basic information. However, the differences in geographic location were significant, suggesting that students' perceptions of and commitment to their majors varied by background. In terms of correlation, this study found a significant correlation between Chinese art education students' professional identity, commitment and achievement goals. Schools should strengthen the training of young teachers, promote professional development programmes, introduce curricula that emphasize arts education, and enhance student practice through out-of-school arts activities and community cooperation. Encourage diversified teaching methods and establish a mentorship system to enhance students' self-confidence and sense of professional responsibility. Provide career planning programmes and internship opportunities to ensure equality of educational resources and opportunities, meet the needs of different students, and promote students' all-round growth and professional development.

Keywords: professional identity, commitment, art education students

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1. Introduction

The rapid development of globalization and the increasing prominence of Chinese culture on the world stage have had a significant impact on the field of art education in China. Constructs such as professional identity, professional commitment, and academic success are at the center of academic discussions and are believed to play a key role in shaping the future trajectories of aspiring art educators and professionals (Xu, 2019). These elements are critical in preparing students to navigate the complexities of the global arts scene while remaining rooted in their cultural heritage.

Professional identity in arts education involves students' perceptions of and connections to their chosen field, influencing their understanding of their roles, responsibilities, and status in the arts and education (Wang, 2020). For arts students in China, a well-developed professional identity holds significant importance because it helps students boost their motivation and focus their studies on specific goals. It could a strong sense of self as an artist can provide a sense of purpose and direction, even when faced with academic challenges. . A strong professional identity equips students with the flexibility to explore various career paths within the arts. Due to the rapid development of science and technology, economic development has changed dramatically, resulting in the transformation of career characteristics. Individuals need to convey a higher career adaptability than ever before in order to face the rapid changes brought by development. In a study by Zhang et al (2023) they investigated the effect of professional identity on depression levels in 368 art education college students in China. Their findings contributed to understanding of the relationships between professional identity, depression level, and academic emotion among art education college students in the context of Chinese higher education. The findings also provide practical insights for educators to reduce depression levels among art education college students and suggest future research directions.

In conclusion, a well-developed professional identity is a valuable asset for arts students in China. It fosters career direction, reduces burnout, increases confidence, and allows for adaptability in a dynamic field. Meanwhile, professional commitment refers to students' dedication and loyalty to their profession and reflects their determination to overcome obstacles and make positive contributions to the arts community. (source) China at present emphasis on the art education program is remarkable and their programs are geared towards the future art development. Commitment fuels a student's dedication to mastering their craft and pedagogy, leading to effective and inspiring educators who can ignite a passion for the arts in the next generation.

Studies show professional commitment can act as a buffer against burnout, common among students facing demanding workloads. Committed students find purpose and meaning in their studies, leading to greater resilience and perseverance. In China the goal of art education for college students is to train them to become teachers of various art categories, including design, dance, painting, and music. In the study of Rong et.al (2022) they investigated the effect of professional identity on learning burnout among 505 college students majoring in art education, and assessed the mediating role of professional commitment in this relationship.. Their findings contributed to the understanding of the relationships among professional identity, professional commitment, and learning burnout in college students studying art education in the context of Chinese higher education. The findings also provided educators with practical implications to avoid learning burnout among students.

China's growing emphasis on arts education necessitates a strong foundation of committed professionals. By fostering professional commitment, arts education programs can equip students to become impactful educators and leaders in the arts.

Achievement goals for Chinese art students include cultural appreciation to understand their heritage to foster cultural identity and connections to the past. Additionally, to further their artistic pursuits they should develop practical artistic skills and explore various mediums. In the article of Deer et al (2023), the study's finding affirms that students engaged in artistic activities start to develop a habit of communicating with their peers, showing their work, and commenting on works made by their peers or observed in art exhibitions or museums; such a process makes them self-efficacious. Ultimately, this paper extends the application of visual art activities from educational benefits to nonacademic development, which are the primary agents for children's well-being. These findings are contributory to the achievement goals of art education students in the pursuit of their career.

The relationship among these variables forms a triad, with professional identity and commitment being the foundational pillars that promote academic success. A strong professional identity promotes greater commitment and propels students to higher levels of academic achievement. Conversely, weak identity and a lack of commitment hinder academic achievement. This dynamic highlights the importance of exploring these constructs together, rather than in isolation, in order to fully understand their impact on art education in China.

While research on professional identity, professional commitment, and achievement goals among students in various academic disciplines has been extensively explored, there is a noticeable gap in understanding these constructs within the context of art education in China.

Despite the importance of professional identity in shaping individuals' career trajectories and professional development, limited research has specifically examined the formation and development of professional identity among art education students in China. Existing studies often focus on general teacher professional identity or professional identity development in other academic disciplines, neglecting the unique challenges and experiences faced by art education students (Chen, 2018).

The concept of professional commitment, encompassing individuals' dedication, loyalty, and engagement towards their chosen profession, is vital for understanding the career aspirations and motivations of art education students. However, there is a dearth of research investigating the factors influencing professional commitment among art education students in China. Existing studies predominantly focus on professional commitment in other professions or educational contexts, overlooking the distinct characteristics and dynamics within the field of art education (Zhao, et. al., 2019).

Achievement goals, comprising individuals' orientation towards task mastery, performance improvement, and social comparison, play a significant role in shaping students' learning experiences and academic outcomes. However, limited research has explored achievement goals specifically among art education students in China. Existing studies often generalize findings from other academic disciplines or cultural contexts, overlooking the unique motivations and aspirations of art education students (Huang, et. al., 2020). This study aims to address these issues by exploring the subtle dynamics between professional identity, commitment, and achievement goals in the field of art education in China. In doing so, this study seeks to provide insights into fostering stronger professional identity and commitment among art students, thereby improving their academic and professional outcomes. This study will contribute to the development of effective educational strategies that are appropriate to the socio-cultural context of China and that will benefit educators, students, and the broader arts community. In addition, it will provide a solid theoretical foundation for future research in arts education, emphasizing the unique challenges and opportunities in the Chinese context.

Objectives of the Study - The purpose of this study was to determine the professional identity, commitment, and academic achievement of students in higher art schools in Chinese universities. Specifically, this study determine the professional identity in terms of their professional values recognition, sense of professional belonging, and sense of career efficacy; assessed their level of commitment in terms of passion, importance, and self-development; identified their achievement goals in terms of achievement target, achievement avoidance goals, and goal mastery; tested the differences in the responses they gave when they were grouped according to their profile; tested the level of relationship among the three variables; and proposed recommendations based on the

analyses to improve teachers' professional efficacy and enhance their sense of professional belonging.

2. Methods

Research Design - In this study, correlational research and descriptive research through quantitative research will serve as two important research methods in this study. Descriptive research will specifically show the overall situation and percentage of the research data and it will be used as a way for the researcher to collect basic information about the respondents and information about the content of the questions. Correlational research is used to study and analyze the relationship between the content variable groups of this research topic and it is the core research method, the correlational research method will be used to analyze the content correlation and significance between the variable groups by using Pearson's value, Sample T-test, and Analysis of Variance (ANOVA), which will be used to answer the main direction of this research. Descriptive Research (DR) is a scientific research method whose main purpose is to describe the current status, attributes, processes, or trends of change of the research object in a particular situation. This research method does not involve intervention or manipulation of research variables, but rather records, describes and explains existing conditions or phenomena as accurately and completely as possible. Correlational Research (CR) is a method of scientific research whose primary objective is to determine the extent to which two or more variables are related or interrelated. Therefore, the final results of this study will rely on these two research methods aimed at systematically describing, analyzing, and explaining the interrelationships between professional identity, commitment, and academic achievement of art education majors in Chinese higher education institutions.

Participants of the Study - The source of participants for this study was selected from one institution of higher learning in Hunan Province, China. The researcher selected one of the 53 institutions of higher education in Hunan Province, China, which is prominent in the art education program, to conduct the research study. All respondents for this study were from this institution of higher learning. The college was selected to focus on art education orientation, and the total number of students in the college was 415. Based on the computed sample size with a confidence level of 99%, margin of error of 1%, and population proportion of 50%, the finalized the number of respondents was 405.

Instrument of the Study - The instruments that were used in this study were divided into two parts, one for data collection and the other for analyzing and exporting the data. The data collection part was used by the researcher by reviewing the historical relevant literature topics from which the researcher chose to identify questionnaires with high similarity to adapt the design. The purpose was that, at that time, most of our research in this area was based on single-factor research, and based on less research between multiple factors. When setting up the questions, it was necessary to rely on the previous reasonable single-factor questionnaires for the fusion of the formation of the questionnaire, in order to ensure the reliability and feasibility of the questionnaire. For Professional identity, this section of the questionnaire drew on a study by Matthews (2019) on 'Professional identity measures for student health professionals - a systematic review of psychometric properties', which suggested that students' internal recognition could have a relevant impact on their academic performance. For example, a strong degree of professional identity could lead to students striving for academic excellence, while a low degree of professional identity could lead to students being indifferent to their own academic performance status.

For Professional commitment, the original questionnaire was derived from a study by Suddaby, Gendron, and Lam (2009) on "The organisational context of professionalism in accounting." and a study by Gao-Urhahn, Biemann, and Jaros (2016) on "How affective commitment to the organisation changed over time: a longitudinal analysis of the reciprocal relationships between affective organizational commitment and income." For Academic Achievement: The original questionnaire had been derived from a study by Dos Santos (2020) on "Academic Life Assessment Scale (ALAS): A new factorial structure". This study had shown that significant academic achievement (grades) had a positive impact on students. The questionnaire was adapted appropriately according to the theme of this research, some of the key words in the original questionnaire content, without affecting the structure of the Likert scale, which allowed the researcher to more intuitively analyze and output the real thoughts

and intentions of the respondents of this research, and did not lose the accuracy of the data due to structural adaptations.

The questionnaire was assessed by three professors or experts from the field of statistics, two from the Philippines and one from China, before it started to be distributed. When the Cronbach measure of the questionnaire was greater than 0.65, it meant that this questionnaire had moderate to high strength validity and structural validity, and when the KMO value of the measured data content reliability was greater than 0.7, it meant that the values of this questionnaire were extractable. Without affecting the structure of the Likert scale, some of the key words in the content of the original questionnaire were appropriately adapted to the theme of this study, which allowed the researcher to analyze and output the true thoughts and intentions of the respondents of this study in a more intuitive manner without losing the accuracy of the data due to the structural adaptation. Before starting the distribution of the questionnaire, the questionnaire was evaluated by three professors or experts in the field of statistics, two from the Philippines and one from China. When the Cronbach measure of the questionnaire was greater than 0.65, it meant that the questionnaire had medium-high strength validity and structural validity; and when the KMO value of the content reliability of the data collected from the study was greater than 0.7, it meant that the values of the questionnaire were extractable.

Data Gathering Procedure - The data collection of this study was carried out on the basis of adequate preparation, taking steps such as designing questionnaires by quantitative method, pre-survey, formal administration, data collation and statistical analysis. First of all, the confirmation that the research object was undergraduate students in Chinese art colleges and universities, and the use stratified random sampling method to determine the sample was done. This ensured the representativeness of the sample. Next, a well-established scale was selected with appropriate adjustments to measure three variables: professional identity, career commitment, and academic achievement by means of a literature review. In order to assess the applicability of the questionnaire, a pre-survey was conducted to collect some feedback from the sample and improved the questionnaire accordingly. After the pre-survey, the questionnaire was formally launched using a combination of online and offline methods to survey a large sample. After the survey, organization and coding of the recovered questionnaires were checked eliminate including the invalid samples, and created an electronic database. Next is the crucial statistical analysis phase, where the data were analyzed using descriptive statistics, ANOVA, and correlation analysis to validate the research hypotheses and present the academic results. Finally, we will the results were presented and analyzed. Through such a coherent and systematic process of data collection and analysis, the required first-hand information were gathered, validated the theoretical models and provided reliable empirical support for the research conclusions. This will enhance the academic value of the study.

Ethical Considerations - A customized questionnaire was developed by the researcher specifically for this study to ensure that its content remained neutral and unbiased. Subsequently, in order to validate the content of the questionnaire and obtain approval, the questionnaire was submitted to an impartial reviewer or professor who had no family or financial ties to the investigator. When the questionnaire was distributed, participants were informed of the following: participants reserve the right to discontinue participation at any time if they find the content of the survey offensive or uncomfortable and have the option of submitting their responses as is; throughout the survey process, respondents retain the right to decline participation even after the survey has been initiated; the data collected will be stored securely on a USB flash drive for a period of three to five years, after which it will be permanently deleted without leaving any copies; this study is designed not to disclose any information that could reveal the identity of the participants. If the researcher attempts to influence the participant's responses or shows any bias during the questionnaire distribution phase, the participant may immediately report the matter to the supervisory authority of the research institution or to the Graduate School of LPU University. Upon receipt of such a complaint, research activities will be discontinued pending review.

Data Analysis - The respondents' professional identity, career commitment, and academic achievement was presented by the researcher through the presentation of comprehensive verbal descriptions, means, and standard deviations to show the respondents' comprehensive perceptions and attitudes towards these dimensions. The

researcher tested and determined the research hypotheses by analyzing the differences and discrepancies between the groups of variables through an analysis of variance (ANOVA) study. The researcher will investigate the correlation between the groups of variables through Pearson's analysis approach and method.

3. Results and discussion

Table 1

Summary Table on Professional Identity

Indicators	Weighted Mean	Verbal Interpretation	Rank
Professional Values Recognition	3.23	Agree	2
Sense of professional belonging	3.00	Agree	3
Sense of career efficacy	3.24	Agree	1
Composite Mean	3.16	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

This table summarizes the results across three key dimensions of professional identity for art education students in China, including their professional values recognition, sense of professional belonging, and sense of career efficacy. It provides composite weighted means and rankings to compare strengths and weaknesses. The first indicator "Professional Values Recognition" received an agree weighted mean of 3.23, making it the highest ranked category. As Jiang (2020) discusses, endorsing the core principles and purpose underlying a profession constitutes a critical building block for consolidating identity and commitment. Results suggest students align with artistic values but have room to further internalize this mindset. The second indicator "Sense of Professional Belonging" obtained the lowest ranking with a weighted mean of 3.00. While still in the agree range, students expressed a comparatively lesser affinity with professional communities. As Jiang, et. al., (2019) explain, grounding in these collective identities shapes motivations and goals. Fostering greater integration into arts networks could aid persistence.

Finally, the third indicator "Sense of Career Efficacy" garnered the highest weighted mean of 3.24 while ranking second. Students conveyed confidence in capabilities to handle artistic tasks and teaching, but voiced doubts receiving support. Taken together, while students exhibit a strong values framework and self-belief, they feel less anchored in professional circles. The agree level across dimensions leaves room to intensify identification. As Jiang (2020) synthesizes, internalizing purpose, community bonds, and assuredness in excelling strengthens resilience. Therefore supplementary career exposure, mentor guidance, and skill-building to raise averages could profoundly shape professional identity.

Specifically, enabling students to preview classroom teaching, gallery exhibitions, and other immersive career activities can clarify alignments between personal and professional priorities. Modeling seasoned artists' and teachers' values transmission to communities renders purpose tangible. Scaffolding hands-on creative problem analysis and idea exchange then converts efficacy into practiced capability. Likewise, facilitating collaborative projects linking students to arts associations steers inculcation of norms while tapping networks to reinforce effort-outcome expectations and internal motivation. Shared meaning-making also sustains self-determination by revealing one's contributions. Showcasing alumni career paths then grounds aspirational futures. Finally, structured faculty advising furnishes frameworks for realizing milestones, interpreting competency feedback, and self-regulating cycles of expert skill refinement. Discussing identity tensions and renegotiations provides normalizing contexts for constructing alignments. Each integration opportunity consolidates identity, community participation, and self-efficacy to propel commitment.

In conclusion, art students demonstrate baseline agreement across professional identity foundations while facing integration gaps. Bridging these through immersive career sampling, professional community building, and structured competency mentoring can profoundly transform identity cohesion and sustain drive. Ongoing research should trace the developmental effects of identity interventions across groups with varying baseline profiles.

Table 2
Summary Table on Professional Commitment

Indicators	Weighted Mean	Verbal Interpretation	Rank
Passion and Commitment	3.22	Agree	3
Importance and Commitment	3.25	Agree	1.5
Self-development and Commitment	3.25	Agree	1.5
Composite Mean	3.24	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Professional commitment plays a pivotal role in education and career development, especially for those students who are pursuing professional education. This commitment influences not only their attitudes and achievements in learning, but also their career choices and future development. Table 2 provides a comprehensive overview of professional commitment, covering three key indicators: passion and commitment, importance and commitment, and self-development and commitment. The analysis of these indicators provides insight into the multidimensional characteristics of professional commitment and its impact on students' career planning.

Passion and Commitment was rated at 3.22, indicating that students are passionate about their chosen field of specialization and are committed to learning and developing within that field. This passion is a source of motivation that pushes students to keep moving forward, and it motivates them to overcome difficulties and challenges encountered in the learning process. Importance and Commitment and Self-development and Commitment were immediately tied for first place, with a weighted mean of 3.25. This indicates that students not only recognize the importance of their major to their personal career and social development, but also attach great importance to the role of professional learning in promoting personal self-development and realizing self-worth.

Understanding the determinants and correlates of commitment among art education students in China has important implications for educational practice and intervention. Educators and policymakers can promote students' commitment by providing mentorship, fostering a supportive learning environment, and offering opportunities for hands-on experience and artistic expression (Liu, et. al., 2021). Additionally, career guidance programs and professional development initiatives can help students explore their interests, set meaningful goals, and develop a sense of purpose and direction in their artistic pursuits (Wang, et. al., 2020). By nurturing students' commitment, educators can cultivate a thriving community of dedicated and passionate art professionals in China.

The comprehensive analysis of these indicators reveals the composite nature of professional commitment: it is based on both an individual's in-depth knowledge and love of his or her major and the pursuit of personal growth and professional success. Professional commitment motivates students to actively participate in their professional studies, not only to acquire knowledge and skills, but also to realize their personal potential and career aspirations. This comprehensive analysis also emphasizes the critical role of higher education institutions in fostering students' professional commitment. Institutions need to provide a supportive learning environment that encourages students to explore and deepen their interest and understanding of their field of specialization. At the same time, by providing practicum opportunities, career planning services, and access to industry experts, educational institutions can help students connect their professional learning to their future career goals, thereby strengthening their commitment to their profession.

Professional commitment is a multi-dimensional concept that reflects not only a student's love and dedication to his/her major, but also his/her awareness of the importance of the profession and his/her pursuit of personal growth and social contribution. Educational institutions and teachers should recognize the importance of fostering students' professional commitment and take appropriate measures to help students achieve their career aspirations and personal development goals.

Table 3
Summary Table on Achievement Goals

Indicators	Weighted Mean	Verbal Interpretation	Rank
Achievement Target	3.24	Agree	1.5
Achievement Avoidance Goals	3.24	Agree	1.5
Mastery of Objectives	3.22	Agree	3
Composite Mean	3.23	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The synthesis in Table 3 reveals the overall attitudes of arts education students regarding achievement goals, covering the three key dimensions of achievement goals, achievement avoidance goals, and mastery goals. These data reflect students' multiple perspectives on academic achievement, including the importance of striving for excellence, avoiding failure, and mastering the content. By synthesizing these metrics, we can gain a deeper understanding of art education students' motivations and goal orientations, and how these shape their learning behaviors and educational experiences.

Achievement goals and achievement avoidance goals both ranked tied for first place with a weighted mean of 3.24, suggesting that arts education students hold an equal level of importance in pursuing academic achievement and avoiding failure. This finding reveals the dual pressures that students face in the learning process: on the one hand, they aspire to excel and outperform their peers academically and artistically; on the other hand, they also worry about the possibility of underperformance and its negative consequences. This dual motivation may drive students to adopt more proactive strategies in the learning process in order to achieve excellence while avoiding failure. Achievement Goals has been at the forefront of educational research, with scholars working to deconstruct aspects, influences, and meanings of academic success. Traditionally, academic success has been measured primarily through tangible indicators such as grades, standardized test scores, and graduation rates (Wenning, et. al., 2020).

The weighted mean of 3.22 for the mastery goal is slightly lower than the previous two, but still indicates the importance that students place on deeper understanding of course content and mastery of specialized skills. This pursuit of mastery goals reflects students' focus on the depth and quality of learning rather than just superficial grades or competition with peers. This echoes the study of Xiong, (2020), which emphasize the importance of deep learning, personal growth, and humanistic goals in arts education. Arts education aims not only to develop students' artistic skills and knowledge, but more importantly to promote their personal development, creativity, and deep understanding of the arts.

The data in Table 3 reflect the complex mindset of arts education students with regard to achievement goals. Students seek a balance between the pursuit of achievement, the avoidance of failure, and the mastery of learning content, and this balance has a profound effect on their motivation and behavior. Therefore, the implementation of arts education needs to take these diverse motivations into account in order to promote the holistic development of students and the realization of the humanistic goals of arts education by providing supportive learning environments, encouraging deep learning and creative thinking, and helping students to develop positive learning strategies. This requires educators to focus not only on students' achievement and skill acquisition, but also on their emotional, attitudinal, and personal growth, in order to produce arts education students who have both competence and deep understanding and creativity.

Table 4 explores the relationship between professional identity and professional commitment, specifically how professional value identity, professional belonging, and professional efficacy are highly significant correlations with passion and commitment, importance and commitment, and self-development and commitment. These findings reveal the importance of individuals' perceptions and value assessments of their professional roles for their level of professional commitment in the field of arts education, pointing to a strong link between the formation of an individual's identity and his or her enthusiasm for investing in his or her career, valuing the importance of his or her profession, and commitment to self-development.

Table 4
Relationship Between Professional Identity and Professional Commitment

Professional Values Recognition	r-value	p-value	Interpretation
Passion and Commitment	.949**	0.000	Highly Significant
Importance and Commitment	.950**	0.000	Highly Significant
Self-development and Commitment	.951**	0.000	Highly Significant
Sense of professional belonging			
Passion and Commitment	.945**	0.000	Highly Significant
Importance and Commitment	.952**	0.000	Highly Significant
Self-development and Commitment	.950**	0.000	Highly Significant
Sense of career efficacy			
Passion and Commitment	.944**	0.000	Highly Significant
Importance and Commitment	.948**	0.000	Highly Significant
Self-development and Commitment	.948**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

First, the highly significant correlations between professional value identity and enthusiasm and commitment, importance and commitment, and self-development and commitment (r-values of .949, .950, and .951, respectively, all with p-values of 0.000) indicate that when individuals identify with a higher level of value in their profession, they also exhibit higher levels of enthusiasm, recognition of its importance, and commitment to self-development in that profession. This result emphasizes the central role of occupational value identification in promoting professional commitment and implies that enhancing individuals' identification with occupational values is an effective way to increase their level of professional commitment. Additionally, committed students are more likely to exhibit proactive behaviors, such as participation in extracurricular activities, engagement in collaborative projects, and pursuit of professional development opportunities (Zhao, et. al., 2020). These findings underscore the positive implications of commitment for students' academic and professional trajectories in the field of art education.

Secondly, the highly significant correlations between the sense of professional belonging and each of the professional commitment dimensions (r-values of .945, .952, and .950, respectively, with a p-value of .000) further confirmed the positive influence of an individual's perceived sense of belonging on his or her professional commitment. This sense of belonging may derive from identification with the professional community, interaction with peers, and social support in the professional role, which work together to motivate individuals to invest more in their profession, recognize the importance of their profession, and sustain their commitment to self-development. Finally, the highly significant correlation between career efficacy and professional commitment (r-values of .944, .948, and .948, respectively, with p-values of .000) revealed that individuals' perceived competence and confidence in succeeding in their careers significantly and positively impacted on their professional commitment.

Taken together, it can be concluded that there is a close and significant relationship between the components of professional identity-professional value identity, professional belonging, and professional efficacy-and an individual's professional commitment in the field of arts education. These findings not only provide insights for understanding the dynamics of individual professional development within the field of arts education, but also offer important implications for educational policymakers and practitioners. Namely, by reinforcing art educators' professional value identity, promoting their sense of professional belonging, and enhancing their sense of professional efficacy, their professional commitment can be significantly increased, which in turn can contribute to the development and innovation in the field of art education.

Table 5 demonstrates the relationship between professional identity and achievement goals, which includes highly significant correlations between the pursuit of achievement goals, the avoidance of achievement goals, and the mastery of goals each with professional value identity, professional belonging, and career efficacy. These results not only emphasize the importance of achievement goals in an individual's career development, but also reveal a strong link between various aspects of professional identity and achievement goals, providing further evidence that the way an individual's goals are oriented in the field of education and career development has a profound impact on his or her perceived professional identity and career development.

Table 5
Relationship Between Professional Identity and Achievement Goals

Professional Values Recognition	r-value	p-value	Interpretation
Achievement Target	.948**	0.000	Highly Significant
Achievement Avoidance Goals	.949**	0.000	Highly Significant
Mastery of Objectives	.949**	0.000	Highly Significant
Sense of professional belonging			
Achievement Target	.940**	0.000	Highly Significant
Achievement Avoidance Goals	.948**	0.000	Highly Significant
Mastery of Objectives	.945**	0.000	Highly Significant
Sense of career efficacy			
Achievement Target	.952**	0.000	Highly Significant
Achievement Avoidance Goals	.951**	0.000	Highly Significant
Mastery of Objectives	.943**	0.000	Highly Significant

Legend: Significant at p-value < 0.0

First, the highly significant correlations (r-values of .948, .949, and .949, respectively, with p-values of .000) between professional value identity and achievement goals (including achievement goal pursuit, achievement goal avoidance, and mastery goals) suggest that when individuals identify with higher values in their careers, they are more inclined to set and pursue high standards of achievement goals, as well as to work harder to avoid failure, the as well as being more focused on acquiring skills and knowledge relevant to their occupation. This relationship suggests that professional value identification is an important factor driving individuals to pursue achievement, avoid failure, and mastery goals.

Second, the highly significant correlations between professional sense of belonging and achievement goals (r-values of .940, .948, and .945, respectively, with p-values of .000) further emphasize the importance of the sense of belonging felt during one's career for individuals to set and pursue achievement goals. This sense of belonging may stem from individuals' identification with their occupational group, as well as their interactions with and support from their peers, which together contribute to individuals' pursuit of achievement goals, motivation to avoid failure, and commitment to mastery.

Finally, the highly significant correlations between career efficacy and achievement goals (r-values of .952, .951, and .943, respectively, all with p-values of .000) reveal a strong link between individuals' confidence in their ability to succeed in their careers and their achievement goal setting. Individuals with high career efficacy are more likely to set high standards of achievement goals, work harder to avoid failure, and focus more on acquiring career-related skills and knowledge. The evolution of commitment over the course of an individual's career is an area of considerable interest. Aven, Håvard Brede, and Tone Alm Andreassen's (2020) study suggests that commitment is not a static phenomenon, but fluctuates in response to changes in personal experiences, career milestones, and aspirations. Particularly in fields such as arts education, where creativity and pedagogy are intertwined, the ebb and flow of commitment can be pronounced, influenced by fluctuations between artistic inspiration and educational requirements.

Taken together, the highly significant correlations between aspects of professional identity and achievement goals emphasize how individuals are oriented to the setting and pursuit of their achievement goals through their professional value identity, professional belonging, and professional efficacy in the field of education and career development. These findings provide important insights for educators and career development counselors that by enhancing an individual's sense of professional identity, the pursuit of their achievement goals can be effectively facilitated, leading to greater success and fulfillment in their careers.

Table 6
Relationship Between Professional Commitment and Achievement Goals

Passion and Commitment	r-value	p-value	Interpretation
Achievement Target	.944**	0.000	Highly Significant
Achievement Avoidance Goals	.942**	0.000	Highly Significant
Mastery of Objectives	.947**	0.000	Highly Significant
Importance and Commitment			

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Achievement Target	.942**	0.000	Highly Significant
Achievement Avoidance Goals	.947**	0.000	Highly Significant
Mastery of Objectives	.947**	0.000	Highly Significant
Self-development and Commitment			
Achievement Target	.947**	0.000	Highly Significant
Achievement Avoidance Goals	.949**	0.000	Highly Significant
Mastery of Objectives	.947**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 provides insight into the relationship between career commitment and achievement goals, revealing a highly significant correlation between the two. This finding not only provides important insights into understanding how individuals drive their achievement goals through career commitment, but also emphasizes the importance of passion, valuing, and commitment to self-development in one's career development for the pursuit of achievement goals.

First, the highly significant correlations of passion and commitment to achievement goals (r-values of .944, .942, and .947, respectively, with p-values of .000) indicate a strong link between an individual's level of love and commitment to his or her career and his or her tendency to set and pursue achievement goals. Individuals' occupational passion stimulates their intrinsic motivation to set higher achievement goals, to avoid failure, and to commit to acquiring relevant occupational skills and knowledge. This intrinsic motivation is a key factor that drives individuals to achieve and fulfillment in their careers.

Second, the highly significant correlations between valuing and commitment and achievement goals (r-values of .942, .947, and .947, respectively, with p-values of .000) indicate that when individuals value their careers more and hold a strong commitment to their career development, they are more inclined to pursue achievement goals, avoid failure, and commit themselves to the acquisition of career skills. This valuing and commitment reflects individuals' identification with their career values and goals, and is an important motivation to pursue achievement and self-improvement.

Finally, the highly significant correlations between self-development and commitment to achievement goals (r-values of .947, .949, and .947, respectively, with p-values of .000) further emphasize the influence of an individual's commitment to career self-development on his or her setting and pursuing achievement goals. Individuals' commitment to self-development not only motivates them to pursue high levels of achievement and avoid failure, but also motivates them to continuously acquire and improve their career skills for career success and growth.

In China, sociocultural factors play an important role in the formation of professional commitment. The collectivist culture emphasizes the importance of community and social harmony, which can affect educators' normative commitment (Tian, et. al., 2020). This cultural context encourages educators to view their professional roles not only as individual career paths but also as contributions to the collective well-being of society. Emphasis on social and community goals can strengthen educators' sense of purpose and obligation, thereby enhancing their professional commitment (Zhou, 2022). The results of the analysis in Table 6 indicate that career commitment plays a central role in an individual's pursuit of achievement goals. Both passion, emphasis, and commitment to self-development are closely related to the pursuit of achievement goals and are highly significant.

4. Conclusions and recommendations

On professional identity, respondents agree that profession is important for promoting personal growth and development, it is important to be interested in many things and try to understand all sorts of arts to satisfy their curiosity, and be capable of overcoming all the challenges they encounter in meeting the learning objectives of the course. On professional commitment, respondents agree to being passionate about their field of study, to enjoying the challenges and difficulties in their major and the joy and sense of accomplishment that comes from overcoming them, and to maintaining the best state of excitement in the specialized classes. On achievement of goals, respondents agree that it is important that they perform better when compared to other students in this class, they

strive not to do less well than before, and thoroughly understand the content of the course.. There is a highly significant relationship among professional identity, professional commitment, and achievement of goals.

In response to the human resource management departments of schools, schools may strengthen the recruitment and training of young teachers to balance the age structure of the teaching force. Design professional development programs to encourage teachers to continuously improve their education and teaching skills. The school's professors and teaching and research teams may be available to organize off-campus art events and exhibitions, allowing students to interact with the wider art world. The dean and associate dean of the school's School of Arts may help faculty members to go about providing a diverse range of teaching methods and challenging assignments that enhance students' self-confidence and resilience. Establish a mentoring system to provide personalized guidance and support to students. The teachers of the school may try to motivate the students to be enthusiastic and committed to their profession. Encourage students to participate in practical projects and competitions to enhance their enthusiasm and commitment to the profession. Emphasize the role of the arts in social development and cultural diversity to enhance students' sense of professional responsibility. Integrate on the course content the real-world issues to make students aware of the real-world applications of their learning. For college counsellors, career planning and personal development courses may be offered to help students develop their future career paths. Provide internships and career development resources to help students develop themselves in their professional fields. For the school's Admissions and Student Services Department, parity of educational resources and opportunities should be ensured regardless of the gender, age or geographic location of students. Meet the needs of diverse student populations through diverse teaching methods and inclusive curriculum content.

5. References

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