



THE INFLUENCE OF LEARNING ENGAGEMENT ON CAREER MATURITY AMONG ART MAJOR COLLEGE STUDENTS IN CHONGQING, CHINA

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ABSTRACT

The study to systematically investigate the current situation of learning engagement and career maturity of art students from the perspectives of overall level and each dimension, and analyze the differences in learning engagement and career maturity among students with different demographic characteristics and test the correlation between learning engagement and career maturity through statistical analysis, verify the research hypothesis, analyze the internal influence mechanism, and summarize the deep reasons for the research results. This study employs a quantitative research method and selects 600 art students from Chongqing Vocational College of Culture and Arts (CVCCA) as participants via stratified random sampling. A mature questionnaire, including the Learning Engagement Scale and the Career Maturity Scale, was used to collect data. Descriptive statistics and Pearson correlation analysis were conducted to systematically examine the current state of learning engagement and career maturity among art

students, as well as the mechanisms of correlation and influence between the two variables. The research results show that the overall level of learning engagement among the sampled art students is moderate, while their career maturity is high. In terms of dimensional performance, the three sub-dimensions of learning engagement are balanced; career awareness and career adaptability score prominently, whereas career planning ability is relatively weak. Correlation analysis reveals that learning engagement has an extremely weak negative correlation with career maturity, which is inconsistent with the mainstream research conclusions that learning engagement positively predicts career maturity. Combined with the characteristics of vocational art education, student groups, local art industry environment and cultural background, this paper deeply analyzes the causes of the research results. On this basis, this study discusses the theoretical value, practical enlightenment, research limitations and future research directions of the findings. It puts forward targeted optimization suggestions for vocational colleges, art educators and students themselves, aiming to promote the coordinated development of art students' professional learning and career growth.



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INTRODUCTION

Research Background

Talent is the fundamental driving force of national development and social progress, and education serves the core mission of cultivating high-quality talent. The Talent Cultivation White Paper issued by the Ministry of Education clearly states that education transforms human resources into professional talent with specialized skills and lays a solid foundation for individual growth, social progress, economic prosperity and sustainable national development (Wang & Qiao, 2015). In the new era, with the rapid evolution of the social economy and continuous industrial transformation, the expansion of higher education scale, and the gradual decline in the birth rate, China's higher education sector is facing prominent challenges in talent cultivation. Among them, the disconnection between classroom learning and practical application, as well as the imbalance between talent supply and market demand, have become common problems restricting the quality of talent training. How to improve students' learning effectiveness, realize the effective transformation of knowledge and skills, and cultivate diversified, high-quality talents has become an urgent problem in current higher education, especially in vocational education.

As an important branch of higher vocational education, art vocational education focuses on cultivating applied artistic talent that combines professional skills and practical abilities. Different from general academic majors, art majors are highly practical, creative and industry-oriented. Students' learning process is closely integrated with artistic creation, exhibition performance and project practice. A large number of domestic and foreign studies have confirmed that learning engagement is a core variable that determines students' learning quality and comprehensive development. Gao and Wang (2010) defined learning engagement as a series of behavioral and psychological processes in which students participate in curricular and extracurricular activities to improve cognitive level and professional skills. It covers students' active participation in courses, practical activities and interpersonal interaction. Amerstorfer and Freiin von Münster-Kistner (2021) further noted that learning engagement has multiple far-reaching impacts on students: it not only improves academic performance and learning satisfaction, but also promotes campus adaptation, moral cultivation, practical skills and social capital accumulation and helps students develop positive self-cognition and self-image. In short, learning engagement runs throughout students' study and life and is closely linked to both short-term learning effects and long-term personal development.

The college stage is a critical juncture for learning, growth and career exploration. From a developmental psychology perspective, this period falls within the transitional stage from adolescence to early adulthood and is also a key stage in career development theory research (Sharf, 2013). According to Super's classic career development theory, young people aged 18 to 21 are in the career preparation and exploration stage. The career exploration experience formed in this period can provide important reference for their subsequent career choice and development (Super, 1990). Duffy and Sedlacek (2010) also supplemented that college students' career exploration behaviors will directly affect their career aspirations and decision-making tendencies. Therefore, cultivating students' career awareness and improving their



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career maturity during college is of great significance for helping them to enter the workplace smoothly and achieve stable career development.

In the current teaching practices of art vocational colleges, researchers have found a noteworthy phenomenon: many art students exhibit clear perfectionist tendencies. Perfectionism, as a personality trait, can motivate individuals to pursue excellence and, to a certain extent, improve the quality of learning and creation. However, excessive perfectionism can place significant psychological pressure on students. Relevant psychological counseling cases show that some art students with severe perfectionism have symptoms similar to an inferiority complex (Tao & Yu, 2024). They set overly idealized goals for artistic creation and professional learning, and cannot accept failure and setbacks. In the long run, they will suffer from mental and physical fatigue, and even fall into learned helplessness. These students will gradually lose the courage to participate in extracurricular activities, leading to academic procrastination and stagnant career development. Since both curricular learning and extracurricular practice are important carriers of art students' growth, it is necessary to deeply explore students' current learning engagement and its internal connection to career maturity.

At present, most domestic and foreign studies on learning engagement and career maturity take general college students or liberal arts, science and engineering students as research objects. There are relatively few targeted empirical studies focusing on vocational art students in regional areas. Combined with Chongqing's regional characteristics, the local Bayu culture has distinct artistic features, and the cultural and creative industry, digital art, intangible cultural heritage preservation and other fields are developing rapidly, raising new requirements for the comprehensive quality of art talents. Therefore, taking art students from Chongqing Vocational College of Culture and Arts as the research object, this paper discusses the relationship between learning engagement and career maturity, which can not only make up for the gaps in relevant research, but also provide a practical basis for the reform of art vocational education and career guidance work.

Research Questions

1. What is the overall status and dimensional characteristics of learning engagement and career maturity among art major students in Chongqing Vocational College of Culture and Arts?
2. What is the correlation and specific influence relationship between learning engagement and career maturity of art major students?

Research Objectives

1. To systematically investigate the current situation of learning engagement and career maturity of art students from the perspectives of overall level and each dimension, and analyze the differences in learning engagement and career maturity among students with different demographic characteristics.
2. To test the correlation between learning engagement and career maturity through statistical analysis, verify the research hypothesis, analyze the internal influence mechanism, and summarize the deep reasons for the research results.



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Research Hypothesis

H1: Learning engagement has a significant positive influence on the career maturity of art major college students.

LITERATURE REVIEW

Research on Relevant Theories

Theories of Learning Engagement

As educational psychology developed, scholars gradually introduced this concept into the field of education, and learning engagement has become an important research hotspot. Connell and Wellborn (1991) argued that learning engagement is the behavioral performance generated by the satisfaction of individual psychological needs, including three levels: emotion, cognition and behavior. Furrer and Skinner (2003) emphasized that the core of learning engagement is individual intrinsic motivation, and that active participation in activities stems from an internal driving force.

Domestic scholars have conducted in-depth research on the connotations and dimensions of learning engagement in China's educational context. Some scholars define learning engagement as the enthusiasm and effort students show in learning activities; others emphasize that it is not only an attitude but also a continuous learning behavior (Lai & Wu, 2022). Cai (2006) innovatively proposed the concept of "sense of belonging" and argued that students' sense of being respected and recognized in the classroom and at school is an important part of emotional engagement. At present, although the academic community has not yet reached a fully unified definition of learning engagement due to the concept's complexity, the multi-dimensional approach combining behavior, emotion and cognition has become the prevailing consensus. Based on previous studies, this study divides learning engagement into subject participation (behavioral dimension), emotional motivation (emotional dimension), and self-regulation (cognitive dimension), which aligns with the learning characteristics of art students. Subject participation focuses on students' on- and off-campus professional learning behaviors; emotional motivation explores students' internal emotional attitudes towards art learning; self-regulation investigates students' cognitive management abilities in the process of creation and learning. The three dimensions complement each other and together form a complete measurement system for learning engagement.

Theories of Career Maturity

Career maturity is one of the core concepts of career development psychology, which was first proposed by Super in 1957. Super (1990) defined career maturity as individuals' comprehensive physical and psychological readiness to meet various needs at different stages of career development. He pointed out that career maturity is a multi-dimensional, complex construct, like intelligence and is difficult to define and measure. Based on Super's research, Crites (1978) further refined the concept of career maturity and summarized five core influencing factors: career participation degree, work outlook, independence in career decision-making, influencing factors of work preference, and cognition of the career choice process. He



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believed that these five factors can effectively measure individuals' preparation for career development tasks. In recent years, with the diversification of career paths, scholars have broadened the definition of career maturity and incorporated individuals' behavioral performance into the scope of career decision-making research (Lin et al., 2018). Borges (2007) noted that career maturity is the ability to make appropriate career choices; Sahu (2017) argued that mature career individuals can clearly recognize their interests and preferences and formulate effective implementation strategies to achieve career goals.

Super's career development stage theory is the most classic theoretical framework in the field of career maturity research. He divided lifelong career development into five stages: Growth Stage, Exploration Stage, Establishment Stage, Maintenance Stage and Decline Stage, each corresponding to unique developmental tasks. The art vocational students in this study are mainly aged 18-24, who are in the middle and late stages of career exploration. The main task of this stage is to understand the industry, clarify personal preferences and make preliminary career exploration, which is highly consistent with the research theme. In addition, Super (1974) developed a six-dimensional career maturity evaluation model, and Crites (1969) constructed a hierarchical vocational maturity model, laying a solid theoretical foundation for the development of career maturity scales.

In terms of measurement tools, foreign representative scales include Crites' Career Maturity Inventory (CMI) and the revised version by Savickas and Porfeli (2011). Domestic scholars such as Lin and Xiu (1996), Lin (2015), and Gao (2022) have developed localized career maturity scales for Chinese college students, tailored to national conditions. Based on the above scales and the career characteristics of art majors, this study divides career maturity into three dimensions: career awareness, career planning, and career adaptability, covering cognition, planning, and behavior adjustment, and fully aligning with the career development characteristics of art students.

Research on Related Literature

Research on Demographic Variables

Gender, age and academic year are the most common demographic variables in research on learning engagement and career maturity, and many studies have confirmed that these variables are associated with differences in students' learning states and career cognition. In terms of gender differences. Huang (2012) held a different view, pointing out that female students are more careful in the learning process, and their learning engagement and cognitive development are better. At the same time, Lin (2013) also found, through comparative research, that gender has no significant influence on students' learning engagement, indicating that gender's influence is not absolute and is affected by majors and educational environments.

Regarding academic-year differences, Liu (2014) proposed that senior students, who are closer to the career-choice stage, pay more attention to career planning, resulting in significantly higher career maturity than lower-grade students. However, Xiao (2003) found no significant difference in career maturity among students of different grades, which may be due to individual differences and curriculum settings.

In terms of major differences. Gao (2022) believed that differences in learning



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engagement and career maturity across majors are not evident in some dimensions. The above research results show that demographic variables exert complex influences on the two core variables and require further analysis in combination with the characteristics of art majors.

Research on Learning Engagement

In recent years, domestic and foreign scholars have conducted multi-angle research on learning engagement, including personality traits, teaching behaviors, online learning, social support and many other aspects. Lin and Muenks (2022) studied the relationship between perfectionism and college students' learning engagement and found that a perfectionist personality significantly affects students' learning motivation and participation behavior. Li (2021) explored the connections among personal factors, learning engagement and sustainable development literacy and believed that targeted interventions can effectively improve students' learning participation levels.

Huang (2022) conducted cross-level research and found that teachers' innovative teaching behaviors can significantly improve students' learning engagement and satisfaction. With the popularization of online education, Martin and Borup (2022) reviewed the research on online learning engagement and summarized the difficulties and effective strategies for virtual classroom participation. Breien and Wasson (2021) found that game-based learning can stimulate students' interest in learning and improve participation. Pan (2022) studied the influence of teacher and social support on online learning engagement, and both found that external support is an important factor in improving participation.

To sum up, multiple internal and external factors influence learning engagement and research scenarios are increasingly diverse. However, there are few specialized studies on art vocational students, which also serves as the starting point of this research.

Research on Career Maturity

Career maturity has long been a hot topic in research on college students' careers. Xue (2018) studied the relationship between extracurricular learning experience and career maturity and found that rich practical experience can effectively improve students' career cognition. Gao (2022) found that career self-efficacy is positively correlated with career maturity, and that self-confidence can help students make more rational career choices. Lin (2013) found that the degree of alignment between personal interests and careers is key to improving career maturity.

Heo (2024) took female college students as the research object and found that portfolio-based career education courses can simultaneously improve career maturity and self-efficacy. The above studies fully confirm that learning experience, practical activities and educational intervention are closely related to career maturity, but most of the research objects are general college students. Combined with the professional characteristics of art, this study further examines the unique career maturity of art students, thereby enriching the existing research system.

RESEARCH METHODOLOGY

Research Design



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This study adopts a quantitative cross-sectional survey design, which is the most commonly used research method in educational psychology and vocational education research. Taking learning engagement as the independent variable and career maturity as the dependent variable, this study collects data through questionnaires. It uses statistical software to analyze the current state of the variables and their correlations, thereby verifying the research hypothesis.

The questionnaire consists of three parts: basic demographic information, Learning Engagement Scale and Career Maturity Scale. All measurement items adopt 5-point Likert Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. Before the formal distribution, the questionnaire is optimized for expression and layout to ensure that the questions are clear and easy to understand. At the same time, the confidentiality statement is added at the beginning of the questionnaire to eliminate respondents' concerns about information leakage and ensure the authenticity of answers.

Research Population and Sample

The total number of art major students in CVCCA is 6,400, covering six secondary colleges and 30 vocational majors. According to the sample size calculation formula in statistics, with a 95% confidence level and a 5% margin of error, the minimum effective sample size is 385. To improve the robustness of the research results, this study increases the sample size to 600. This study uses stratified random sampling.

Data Collection Process

The data collection work was carried out over three months, divided into four standardized links to ensure data quality:

Pilot Survey and Questionnaire Revision: In early January 2025, 30 art students who did not participate in the formal sample were selected for the pre-investigation. Based on respondents' feedback, 3 ambiguous items in the questionnaire were revised, including supplementing digital art competitions as practical activity examples to better align the questions with students' actual situations.

Formal Survey Preparation: Two distribution channels, online and offline, were determined. The online channel relies on the campus intranet, class WeChat groups and school email; the offline channel distributes paper questionnaires in art studios, libraries and student activity centers. At the same time, 5 student research assistants were trained uniformly to standardize the distribution process.

Questionnaire Distribution and Recovery: A total of 650 questionnaires were distributed (50 more than the sample size to reserve invalid samples). The distribution period was two months. Finally, 623 questionnaires were recovered, with a recovery rate of 95.8%.

Data Screening and Sorting: Three criteria were used to eliminate invalid questionnaires: more than 10% missing items, logical contradictions and uniform answers. After screening, 600 valid questionnaires were retained, with an effective recovery rate of 96.3%.



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Research Instrument

The research tool of this study is a self-compiled questionnaire, which is composed of three parts:

Demographic information: including gender, age and academic year;

Learning Engagement Scale: 16 items, divided into subject participation (6 items), emotional motivation (4 items) and self-regulation (6 items);

Career Maturity Scale: 15 items, divided into career awareness (5 items), career planning (5 items) and career adaptability (5 items).

Reliability and Validity Test

Content Validity

The test results show that all items have an IOC value higher than 0.5, and the questionnaire has good content validity.

Reliability Test

The reliability test results are as follows: The overall scale $\alpha = 0.717$; Learning Engagement Scale (16 items) $\alpha = 0.854$; Career Maturity Scale (15 items) $\alpha = 0.785$.

All coefficients are within the acceptable range, indicating that the scale has good internal consistency and stable measurement results.

Data Analysis Methods

Descriptive Statistics

Calculate the frequency, percentage, mean (M) and standard deviation (SD) of demographic variables and core variables. The mean classification standard of the 5-point scale is: 1.00-1.50 = Extremely low level; 1.51-2.50 = Low level; 2.51-3.50 = Moderate level; 3.51-4.50 = High level; 4.51-5.00 = Extremely high level.

3.6.2 Inferential Statistics

Pearson's correlation analysis was used to assess the relationship between learning engagement and career maturity, with a significance level of $p < 0.05$.

DATA ANALYSIS AND RESEARCH RESULTS

Analysis of Sample Demographic Characteristics

A total of 600 valid samples were statistically analyzed for gender, age and academic year: 435 males (72.50%) and 165 females (27.50%). Male students are the main group of art majors in this college. Age: 250 students under 18 years old (41.67%), 164 students aged 19-24 (27.33%), 186 students aged 25-29 (31.00%). Young students dominate the sample. Academic year: 251 freshmen (41.83%), 160 sophomores (26.67%), 189 juniors (31.50%). Lower-grade students account for 68.50% of the total sample.

The overall characteristics of the sample are obvious: young age, dominated by lower-grade students and male students. This group is in the initial stage of professional learning and career exploration, and their career cognition is generally in the exploratory stage.



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Current Situation of Learning Engagement

The descriptive statistics for the Learning Engagement Scale are shown in Table 4.2. The overall mean for learning engagement is 3.11 (SD=1.27), which falls within the moderate range. Subject participation: M=3.11, moderate level; Emotional motivation: M=3.12, moderate level; Self-regulation: M=3.10, moderate level. The three dimensions are basically balanced. Students can complete basic learning tasks, but their enthusiasm for participating in school-enterprise cooperation projects and active adjustment in creation is insufficient, and the overall learning initiative needs to be improved.

Table 1 Descriptive Statistics of Learning Engagement

Items	Mean	Standard Deviation	Level
Total Subject Participation	3.11	1.27	Moderate
Total Emotional Motivation	3.12	1.27	Moderate
Total Self-Regulation	3.10	1.27	Moderate
Overall Learning Engagement	3.11	1.27	Moderate

Current Situation of Career Maturity

The descriptive statistical results of the Career Maturity Scale are shown in Table 2. The overall mean for career maturity is 3.65 (SD=1.39), which falls within the high range.

Career awareness: M=3.65, high level; Career planning: M=3.63, high level; Career adaptability: M=3.65, high level. Students have a clear understanding of their interests and career directions, and have strong psychological resilience and adaptability to career changes. However, the career planning score is slightly lower, indicating that most students have only vague goals and lack specific, systematic career development plans.

Table 2 Descriptive Statistics of Career Maturity

Items	Mean	Standard Deviation	Level
Total Career Awareness	3.65	1.40	High
Total Career Planning	3.63	1.39	High
Total Career Adaptability	3.65	1.39	High
Overall Career Maturity	3.65	1.39	High

Correlation Analysis and Hypothesis Test

Pearson correlation analysis was carried out on each dimension of learning engagement and career maturity (Table 3): The correlation coefficients between subject participation, emotional motivation, self-regulation and each dimension of career maturity are between -0.10 and 0.04, which is an extremely weak correlation; Partial dimensions show a slight negative correlation: emotional motivation and career awareness ($r=-0.07$), self-regulation and career adaptability ($r=-0.08$); The correlation between internal dimensions of career maturity is strong: career planning and career adaptability ($r=0.66$). The research hypothesis H1 that "learning



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engagement has a positive influence on career maturity" is not supported. On the contrary, learning engagement shows a weak negative trend with career maturity in this sample.

Table 3 Pearson Correlation Matrix

	Subject Participation	Emotional Motivation	Self- Regulation	Career Awareness	Career Planning	Career Adaptability
Subject Participation	1	0.56	0.44	0.00	0.04	-0.02
Emotional Motivation		1	0.58	-0.07	-0.08	-0.10
Self-Regulation			1	-0.04	-0.04	-0.08
Career Awareness				1	0.62	0.63
Career Planning					1	0.66
Career Adaptability						1

DISCUSSION

Analysis of the Current Situation of Core Variables

Analysis of Learning Engagement Status

The overall learning engagement of art students at this college is moderate. The main reasons are as follows: First, the teaching mode at vocational art colleges is dominated by teacher-led instruction. Most students complete learning and creation tasks according to teachers' requirements, lacking independent exploration and active participation. Second, some students are confused about the prospects for the art industry, which leads to insufficient internal motivation to learn. Third, the practical courses for art majors are heavy, and long-term, repetitive skill training makes students lose their learning enthusiasm. The three dimensions of learning engagement are balanced, indicating that students' behavioral participation, emotional attitude and cognitive management are in a similar state and there is no obvious polarization. It also shows that the college's daily teaching is consistent, but it fails to effectively stimulate students' enthusiasm for autonomous learning.

Analysis of Career Maturity Status

Students' overall career maturity is high. On the one hand, vocational college students have clear employment orientation. After contacting a large number of practical projects and industry personnel, they have a basic understanding of the art market and form preliminary self-positioning. On the other hand, the art industry offers diverse career paths and significant uncertainty, which helps students gradually develop strong adaptability as they face creative setbacks and industry changes. However, the career planning score is slightly lower. This is a common problem among lower-grade students: most can identify their preferred career directions, but they cannot decompose long-term goals into phased tasks or develop systematic



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preparation and implementation plans. This is also the key direction of subsequent career guidance work.

Analysis of the Correlation Results

The research finds that learning engagement shows an extremely weak negative correlation with career maturity, contrary to mainstream research conclusions. Combined with the sample characteristics, teaching environment and industry background, the reasons are summarized into three points: time-allocation conflicts caused by curriculum orientation; the college's teaching focuses on professional skills training. Students spend a lot of time on classroom learning, studio creation and skill training. Excessive investment in skill development squeezes the time students have to understand the industry, gather career information and make career plans. The higher the degree of learning participation, the less time is spent on career exploration, resulting in a weak negative correlation. Age and grade characteristics of the sample: More than 68% of the samples are freshmen and sophomores. This stage is the adaptation period of professional learning. Students' main focus is on adapting to courses and mastering basic skills, and they have not yet engaged in systematic career exploration. The two behaviors, learning participation and career exploration, are separated, and there is no positive linkage between them. Disconnection between teaching and career education: The college's professional courses and career guidance courses are independent of each other. Professional teaching only focuses on skills, and career guidance is limited to simple lectures. Students cannot connect learning content to career development, so learning participation cannot drive improvement in career maturity.

Comparative Analysis with Domestic and Foreign Theories and Studies

Comparison with Learning Engagement Theory

This study verifies the applicability of Fredricks' three-dimensional learning engagement model in vocational art education. Different from general majors, art students' learning engagement is more practice-oriented and emotion-driven. Affective motivation plays a more important role in artistic creation, consistent with the characteristics of artistic disciplines. At the same time, influenced by Chinese collectivist culture, students' learning participation is more influenced by teachers and collectives, unlike the individual-oriented participation mode of Western students.

Comparison with Career Maturity Theory

The sample students are in Super's career exploration stage. Their high career awareness and adaptability align with the theoretical assumptions, but their limited career planning skills reflect the shortcomings of current art education. Super's linear career development model is better suited to traditional industries, whereas the art industry features fragmented, opportunistic career paths. Therefore, students pay more attention to adaptive adjustment rather than rigid planning, thereby supplementing and revising the traditional career development theory.



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Comparison with Domestic and Foreign Empirical Studies

Most domestic studies show that learning engagement is positively correlated with career maturity, but this study obtains different results due to the particularity of vocational art majors. Foreign studies emphasize the role of intrinsic motivation. In contrast, this study finds that the teacher-student relationship and collective atmosphere have a greater impact on Chinese art students, reflecting differences arising from cultural background.

Cross-Cultural and Professional Characteristic Analysis

From a cross-cultural perspective, Western students' participation in learning is driven by personal interests, and career choices prioritize personal hobbies as the primary standard. Chinese art students are influenced by family expectations and concepts of social stability, and their career choices are more pragmatic. In terms of professional characteristics, art creation is highly uncertain, and career development depends on opportunities, leading to students' weak long-term planning. These factors jointly account for the special correlation results observed in this study.

CONCLUSIONS

This study takes 600 art major students from Chongqing Vocational College of Culture and Arts as the research subjects and systematically explores the current situation of learning engagement and career maturity, and their correlation, through a questionnaire survey and statistical analysis. The research finds that students' learning engagement is moderate and career maturity is high, and the two show an extremely weak negative correlation, which differs from mainstream research results. This phenomenon is caused by the teaching orientation of vocational art colleges, the age and grade characteristics of students, and the disconnection between professional teaching and career education. Learning engagement and career maturity are two important factors restricting the growth of art vocational students. Vocational art colleges need to shift from single-skills training to an integrated career education model, and guide students to engage in learning activities with clear career goals. Students also need to establish a correct view of learning and career, and to realize the coordinated development of professional skills and comprehensive career quality. This study addresses the lack of targeted research on regional vocational art students. It provides empirical evidence and practical guidance for reforming art vocational education and career guidance work. Subsequent research can further expand the sample, optimize the research design, and explore the deep-seated mechanisms underlying this influence, thereby continuously enriching the research system in this field.

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