

Analysis of Factors Influencing the Employment Competitiveness of Art Education Graduates----A Qualitative Research Based on the Grounding Theory

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Abstract

This research examines the obstacles encountered by fine arts graduates in their attempts to secure teaching positions within a highly competitive and saturated job market. Utilizing grounded theory as a foundational framework, the study constructed a model by carefully analyzing data sourced from a variety of reliable channels. Through this analysis, four critical dimensions—teaching quality, general competence, perceptual attitudes, and educational background—were pinpointed as significant factors influencing the employment competitiveness of arts graduates. Based on these findings, the study offers practical strategies aimed at enhancing the employment prospects of arts graduates and fostering a closer alignment between talent development and societal needs.

Keywords: Art Education Majors, Job Competitiveness, Influencing Factors, Qualitative Research, Rootedness Theory

Introduction

In the current social context, the employment of college graduates has attracted much attention from the state and society. In 2023, the national number of college graduates is expected to reach 11.58 million, an increase of 820,000 over the previous year, making the employment situation of college graduates a hot topic in society (Chen, 2023). Although the expansion policy of colleges and universities has promoted the popularisation of education, it has also created a mismatch problem between college graduates and the social market demand. At the same time, with the increasing downward pressure on the economy, college graduates are facing greater employment challenges (Zhongyuan, 2022). Especially in recent years, the stability and social status of the teaching profession have led to a steady increase in the number of applicants to teacher training programs. At the same time, the reform policy of the examination system for primary and secondary school teachers has also increased the intensity of competition in the labor market for teacher trainees, which has destroyed the

original employment equilibrium and made teacher trainees face greater employment challenges (Momaya, 2019). The origin of the concept of competitiveness in employment can be traced back to the Industrial Revolution, when the needs of the labor market changed dramatically, emphasizing the role of individual skills and abilities in employment. The concept emphasizes the ability of an individual or group to stand out in a competitive labor market and to obtain and maintain employment opportunities. With the implementation of the reform of the employment distribution system for university graduates and the increasing competition for employment, the concept of employment competitiveness is often cited. For the composition of employment competitiveness, there are several dimensions of division, one of the viewpoints divides it into core competitiveness, basic competitiveness, and environmental competitiveness. Some viewpoints regard the employment competitiveness of college students as a comprehensive ability that takes into account the quality of the individual in many aspects, including physical strength, intelligence, energy, power, etc., as well as political quality, business quality, and physical quality. Some viewpoints believe that among the human capital factors, professional ability, goal planning, and employment mentality are the core competitiveness of college students' employment. Relevant studies have explored this issue by analyzing the employment statistics of college graduates using human capital theory and screening theory and found that the main influence on the competitiveness of college graduates is the academic background and that college graduates from economically developed regions and elite institutions have more employment opportunities. Evaluating the employment competitiveness of university students is also a typical multi-level, multi-factor comprehensive evaluation problem. It is found that scholars have not yet reached a consensus on the composition of employment competitiveness, and relatively few studies have been conducted on the specific composition of employment competitiveness for different majors and fields, which limits the guidance for actual career development.

The employability of Arts Education students is defined as the ability of students to differentiate themselves and gain and retain employment in the arts and education sectors (Reid, 2019). Graduates face major challenges in the competitive marketplace, such as inability to communicate well, lack of teamwork skills, lack of creative and critical thinking skills, lack of interpersonal skills, and inadequate problem-solving skills. What is the employability of arts graduates and how to effectively enhance students' employability has become a major concern in the field of higher arts education (Cai, 2013). Finding out the factors that influence the employment competitiveness of art education graduates and cultivating graduates with both excellent artistic qualities and professional qualities in education and teaching have become important challenges for art education programs. Therefore, an in-depth study of the employment competitiveness of art graduates and the clarification of its connotation and the way to improve it is of great theoretical and practical value in promoting the improvement of their employment competitiveness.

This study is based on a variety of data and a comprehensive systematic analysis using the rooted theory, to refine the core elements and related logic of the employment competitiveness of art graduates, and to propose corresponding improvement measures based on the factors influencing competitiveness. On the one hand, this study aims to build an organic theoretical framework for understanding graduate employment competitiveness and enrich the theoretical system of graduate employment competitiveness. On the other

hand, the results of this study will provide practical suggestions for the cultivation of graduates of art education majors, which will help to cultivate high-quality talents who are multi-talented and meet the needs of social development.

Literature Review

Research on graduate employment competitiveness has been conducted from two main perspectives, namely the current situation of graduate employment and research on the evaluation of graduate employment competitiveness. The former focuses on the reality of college students' employment and employers' feedback on graduates' employment. The latter studies the theoretical construction of the evaluation system of employment competitiveness and their interrelationship in the process of constructing the evaluation system.

Research on the Current Employment Situation of University Students

In recent years, the issue of graduate employment has become a major concern for the state. Emerging economic patterns and changes in work patterns have had a profound impact on the employment situation of graduates (Wachter, 2020). The rapid progress of industrialization and informatization, especially in electronics and information, and the rapid development of big data, cloud computing, and mobile internet have contributed to the emergence of new economic forms (Jiang and Li, 2017). These changes have led to the upgrading of industrial structure and the innovation of business models, and have also brought new challenges to the employment of students.

The employment problem has not yet been fully solved, as the continuous adjustment of the employment structure and the increase in the number of graduates have brought greater challenges to the labor market. Employers generally believe that new graduates have several specific problems, such as poor communication skills, weak teamwork skills, lack of creativity and critical thinking, poor decision-making skills, poor interpersonal skills, and major deficiencies in problem identification and problem-solving skills. In addition, the lack of work experience of most new graduates makes it difficult for them to meet the requirements of the job, and this, together with factors such as a lack of initiative and communication skills, directly limits graduate employment (Dhakal, 2018). These skills are closely related to market competitiveness, and the increasing number of graduates has increased the competitive pressure on the labor market, making employers more selective and cautious in hiring graduates.

In addition, changes in the concepts of work and employment are constantly affecting the overall employment environment. Therefore, professional organizations, educators, and government, among others, need to take a broader perspective and think about how to upgrade skills to meet industry needs and competitive attitudes. This is particularly relevant to the competitiveness of arts graduates from higher education institutions, which should be highlighted as a key factor in employment. The role of higher education has become more challenging in the last decade, not only to produce talents with knowledge and skills but also to produce talents with core competitiveness to meet the needs of the labor market. Therefore, higher education institutions, as the frontline of talent training, play an indispensable and important role in developing the competitiveness of graduates in the workplace.

Research on the Evaluation of the Employment Competitiveness of University Students

Frank Parsons, the father of American career counseling, put forward the theory of trait factors as early as the end of the 19th century (McMahon, 2018). The theory advocates that individuals should match their personality traits with the requirements of specific occupations if they are to be competitive in employment, to achieve better career development and fulfill their career goals. The theory provides a way to help individuals better understand their interests, abilities, and values and match them to suitable career fields (Lent, 2020). This theory also points out the important role that an individual's personality traits and vocational dispositions play in the performance and adaptability of graduates in a particular field, which in turn has a direct impact on their competitiveness and career development in the workplace. Therefore, these theories are very important references for assessing graduates' employment competitiveness.

The evaluation of college students' employment competitiveness is a comprehensive and complicated process, which involves the comprehensive consideration of many factors. In addition to the basic conditions such as the level of the graduate's school, academic reputation, party membership, academic level, and awards, modern enterprises are increasingly concerned about the soft abilities of recruiters, such as occupational psychological quality and professional ethics. The employment competitiveness of graduates not only depends on hard conditions, such as academic level and qualifications but also includes soft abilities, such as professional psychological quality and professional ethics. The contemporary job market pays more attention to whether graduates have the ability and quality of comprehensive development, which includes not only the mastery of professional skills but also the knowledge and application of professional ethics and professional psychological quality. Therefore, to improve the competitiveness of employment, college students need to comprehensively develop hard conditions and soft abilities to meet the needs of modern enterprises for diversified talents.

Research Review

In summary, although there have been a considerable number of studies on graduate employment, these studies have mainly focused on studying the current employment situation, studying employment problems, and studying the competitiveness evaluation system. However, the existing studies have neglected the differences in the employment problems faced by different majors and lacked in-depth analyses of the specific relationships among the factors influencing the competitiveness of graduate employment. The purpose of this paper is to explore and fill in some of the areas not covered by the existing research and to systematically sort out and analyze the relevant information on the employment competitiveness of art graduates through the method of rooting theory, to construct a path model of the influencing factors of the employment competitiveness of art graduates, and at the same time to put forward the corresponding improvement strategies in response to the influencing factors, to provide theoretical references for the further improvement of the employment competitiveness of graduates.

Research Design*Research Methods*

The factors influencing the employability of arts graduates are often multi-factorial and multi-dimensional, including basic skills, generic skills, educational background, and so on. When

researching a problem, it is necessary not only to analyze individual influencing factors but also to trace the interrelationships between individual factors. In concrete terms, this study applies root theory to coding, and the process is divided into three stages: firstly, OPEN coding, i.e. the extraction of concepts and ideas from the source; secondly, AXIAL coding, i.e. in-depth generalization and integration of the links between the core concepts; and finally, SELECTIVE coding, i.e. targeted coding of specific information according to the research objectives and problems. The focus of this paper is to explore the factors that influence the competitiveness of Art Education students in the workplace and to attempt to answer the questions of 'what' and 'how'. This research question was explored using a grounded theory approach. The specific research process included the following steps: problem definition, literature review, data search, data screening, three levels of coding, preliminary theory construction, theory saturation testing, and theory interpretation (

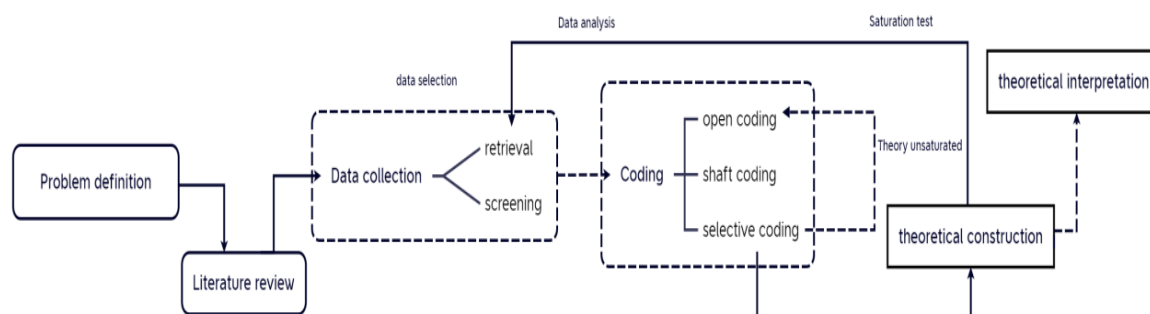


Fig. 1)

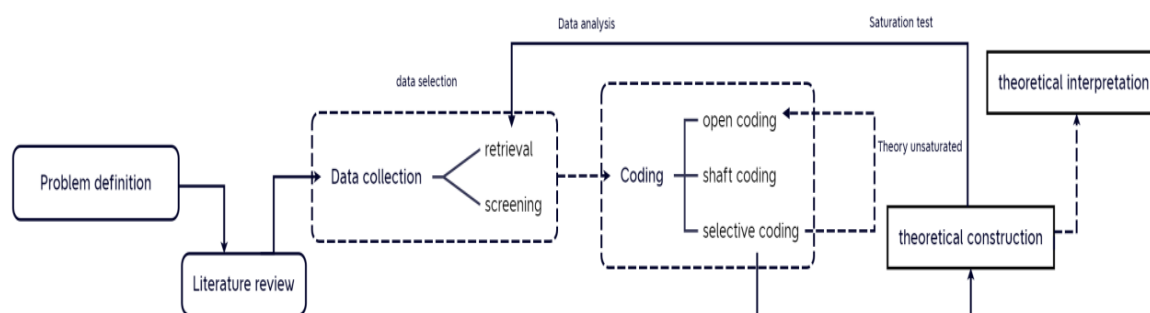


Fig. 1. Flow chart of the research

Data Collection

This study began by adopting a systematic search strategy. The whole research process was divided into four paths: in the first path, keywords including "employment of art education graduates", "employment competitiveness of art teacher training students", "competitiveness of art teachers" and "employment competitiveness of art teacher direction" were searched in major academic databases for literature search, and a total of 43 articles were retrieved. Firstly, the keywords including "employment of art education graduates", "employment competitiveness of art teacher students", "competitiveness of art teachers" and "employment competitiveness of art teacher training" were searched in major academic databases and 43 articles were retrieved. To ensure the reliability of the data, 14 articles related to the research question were filtered out from the preliminary search results. In the second way, to avoid the problem of a single data source, the study analyzed the seminar on professional construction and talent cultivation of fine arts education in China, which was held in Chongqing in December 2022. The seminar was held for 7 hours, and 16 experts, such as Kong Xinmiao, Tao Xuquan, Zhou Zhaohui, Li Yong, and other experts, systematically

elaborated on the construction of fine arts education professions and the cultivation of fine arts education talents, etc. The duration of this seminar is 7 hours. The duration of this seminar is 7 hours and 12 minutes, and the total number of words is 112,000 words after converting the video into text. In the third path, for the richness of materials, this study further searched for expert interview materials and public tweets on social media and obtained four representative expert interview materials and six high-quality social media tweets after extensive screening. In the fourth way, eight art education teachers and counselors responsible for the employment of art education graduates from Hechi College, Henan Normal University, Qiongtai Teachers' College, and Nanchang Normal College were identified for interviews (

Table 1).

The survey used a semi-structured interview method and an interview outline was developed for the research questions. These materials met the requirements of a refined study and provided a solid basis for the subsequent coding process.

Table 1

Information about the interviewees

Number	Experience	Designation	Interview	words
1 Teacher Luo	35 years	Professor	22.26 Minutes	6097
2 Teacher Dong	18 years	Associate Professor	20.58 Minutes	5575
3 Teacher Xu	18years	Associate Professor	26.41Minutes	7654
4 Teacher Jia	17 years	Associate Professor	17.21Minutes	4602
5 Teacher Zhang	9 years	Instructor	23.34Minutes	7005
6 Teacher Li	9 years	Instructor	17.42 Minutes	5443
7 Teacher Zhao	8 years	Instructor	21.10 Minutes	5720
8 Teacher Lv	3 years	Teaching assistant	18.19 Minutes	5524

Coding System Construction

Coding is a key step in linking data collection and theory building; by coding the raw data sentence by sentence and line by line, it is possible to identify categories of concepts, name these categories, integrate them, and determine their attributes and dimensions. This process provides the basis for subsequent theory building. In this study, the original literature was coded sentence by sentence, independently and without prejudice, using the qualitative analysis tool NVIVO12. Once the coding was complete, the researcher discussed it with peer experts to confirm that their views were mutually reinforcing. In cases where agreement could not be reached during the discussion, relevant experts were consulted for further discussion before coding.

Open Coding

Open coding involves extracting key statements from the collected data at an early stage of the study and transforming these raw statements into concepts and categories through repeated comparisons and analyses, thus forming initial concepts and basic categories. Conceptualization involves reading the raw data sentence by sentence and line by line, extracting sentences that fit the purpose of the study, and extracting common elements from all the raw statements, thus expressing the raw statements more succinctly as initial concepts. Categorization, on the other hand, involves further summarising and naming these initial concepts to form basic categories.

In this study, sentence-by-sentence coding was used to categorize, interpret, and code academic literature, expert lectures, WeChat tweets, and expert interviews. Ultimately, 527 reference points were obtained and the raw utterances were conceptualized using a constant comparison approach. In this process, concepts with similar meanings were merged, and concepts with no more than two repeated occurrences were deleted, resulting in 50 initial concepts (a1-a50). The comparison between these initial concepts then resulted in 11 basic categories (A1-A11). Due to space limitations, only part of the coding results are presented in this paper (

Table 2).

Table 2

Open coding (some examples)

Basic category	Initial concepts	Original statement
A1.The Essential Character of a Teacher	a1.Personality qualities of teachers	We know that the core quality source is the embodiment of the correct values, which can be on the necessary character and key abilities of cultivation requirements, and that there is a necessary character. From the employer's point of view, the most important are professionalism, professional skills, and personality quality.
	a2.Dedication of teachers	Based on the spirit of education, teachers should cultivate their creative motivation, and they should help their professional thinking and deepen their educational sentiment. First, dedication and excellent character are the prerequisites.
A2.Basic teacher competencies	a4.verbal communication ability	Developing good psychological qualities and communicating with students and parents requires good communication skills and expression. Patiently communicate with parents in the face of their questions and disbelief.
	a5.Team work ability	The completion of the project usually requires the team to complete, teachers and students to form a "learning community", mutual support and help, and improve the students' teamwork ability and awareness.
A3.Professional competence of teachers	a10.Competence in educational practice	The ability of teacher trainees to practice education is one of the most important factors affecting the level and quality of education. For teacher trainees, it is mainly the experience gained through participation in educational practice.
	a11.Professional Practice Skills	I do emphasize the importance of having certain art skills as an art teacher teaching art. All these are empty platforms if they are not accompanied by concrete practice, reproduction, and behavioral action, which are the elements that makeup creativity in art teaching.
A4.The quality	a15.General	Cross-fertilization and flexible application of knowledge from multiple disciplines. The project settings are open and comprehensive, and solving these problems requires

level of teachers	quality level	the integration and organization of knowledge from multiple disciplines. More importantly, we should start from ourselves and strengthen our comprehensive quality.
	a16.Artistic literacy level	There are three levels of core literacy, the first of which is what students should master, and the first of which is to have a certain accumulation of the language of art. Teacher trainees can improve their aesthetic ability through appreciation, which is not only conducive to their professional development but also to the development of children's aesthetic ability in the future.
A5.Teacher outreach skills	a18.Autonomous learning capacity	Great importance is attached to the role of interdisciplinary learning and the strengthening of integration with other arts. Emphasize the connection between art and other disciplines, and give full play to the function of synergistic education.
	a19.Research and innovation capacity	Nowadays, the nurturing goal of the university especially emphasizes the creativity of talents and the ability to apply knowledge. The cultivation of creative and application-oriented talents of art students is the fundamental way to solve employment difficulties.
A6.Certificates and Practical Abilities	a23.Social practice activities	Art teacher trainees should change the concept of focusing on professionalism but not practice, and participate in practical activities to improve their comprehensive ability, such as quality development activities organized by the school, various levels of exhibitions, social practice, and so on.
	a24.Skill level certificate	Integrate the contents of vocational skills certificate training into the personnel training program, so that students can obtain employment certification. Encourage students to actively try to obtain relevant vocational skills level certificates to lay the foundation for their employment while learning specialized courses.

Axial Coding

The main aim of axial coding was to compare and analyze in depth the initial concepts and basic categories obtained in the open coding phase, to explore the possible links that might exist between the different basic categories. The 11 basic categories obtained in open coding were carefully analyzed after

a careful refining, integrating, and categorizing exercise. The logical relationships between these basic categories were explored. In the end, four main categories (labeled B1-B4) were constructed: "pedagogical competence", "general competence", "conceptual attitudes" and "educational context". The four main categories (labeled B1-B4) are presented in

Table 3.

Table 3

Axis Coding

Main Category	Basic category	Scope Connotation
B1.Pedagogical quality	A1.The essential character of a teacher	The necessary character and personality qualities of a teacher include dedication, professional skills, and good teacher ethics, elements that are essential to producing students with a work ethic.
	A2.Basic teacher	

	competencies	Teachers' basic competencies, including psychology, communication skills, teamwork, cultural foundations, emotional regulation, classroom organization, and the use of modern technology, contribute to the overall quality and competitiveness of students.
	A3. Professional competence of teachers	Teachers' professional competencies include educational practice, professional practice, educational theory, professional theory, and classroom management, which are important measures of factors affecting the level and quality of education, and which are essential for success in the teaching profession and for improving the quality of teaching.
B2. General Capability	A4. The quality level of teachers	Teachers' quality level requires the cross and flexible use of multidisciplinary knowledge, emphasizing the comprehensive quality of their enhancement, teacher training students through the aesthetic ability to enhance both professional development and the cultivation of children's aesthetic ability to adapt to the needs of the times.
	A5. Teacher outreach skills	The key role of teachers' capacity for outreach and independent learning in education is reflected in the development of interdisciplinary learning and learning sensibility, which contributes to the development of creative, applied human resources and the improvement of the quality of teaching and learning.
	A6. Certificates and practical abilities	To enhance the comprehensive ability and employment competitiveness of art teacher trainees, it is recommended that they change their mindset and actively participate in practical activities, including quality development, exhibitions, and social practices, as well as obtain relevant vocational skills level certificates to obtain employment qualifications and certifications in advance.
B3. Perceptions and attitudes	A7. Own development objectives	To achieve career development goals, career planning should be made in advance, goals should be clearly defined and prepared, and employment information should be actively collected to enhance employment competitiveness.
	A8. Positive attitude to employment	Art teacher training graduates need to maintain rational salary expectations in the employment process, avoid excessive expectations, be proactive in dealing with the job market, and regard job search as a marathon to continuously exercise and improve themselves.
B4. Educational background	A9. Employment promotion at schools	Schools should reform and improve the work of employment guidance, carry out education on the concept of employment for college students, and enhance the effectiveness and content of employment guidance to promote the employment of students.
	A10. Scientific training pathway	To improve the quality of teaching and learning, it is important to focus on clear curriculum design and training objectives, to bring in good teachers, and to establish evaluation criteria based on student achievement and learning objectives.
	A11. Excellent teaching staff	To improve the teaching quality of art education majors, teachers need to continuously improve the ability of scientific research and innovation, play an exemplary role, and build a high-quality, specialized, and innovative teaching team.

Selective Coding

Selective coding is a more complex stage after focused coding, the main purpose of which is to concretize the analogous relationships formed in the categories. Research has shown that the factors affecting the employability of arts graduates are a complex system. Through inductive and deductive coding.

process, the four dimensions of pedagogical competence, comprehensive skills, conceptual attitudes, and educational background, and the specific sub-indicators they contain were analyzed to construct a substantive framework for the employability of Art Education

graduates (undergraduates) and to gain insight into the specific performance characteristics of each sub-indicator (Fig. 2).

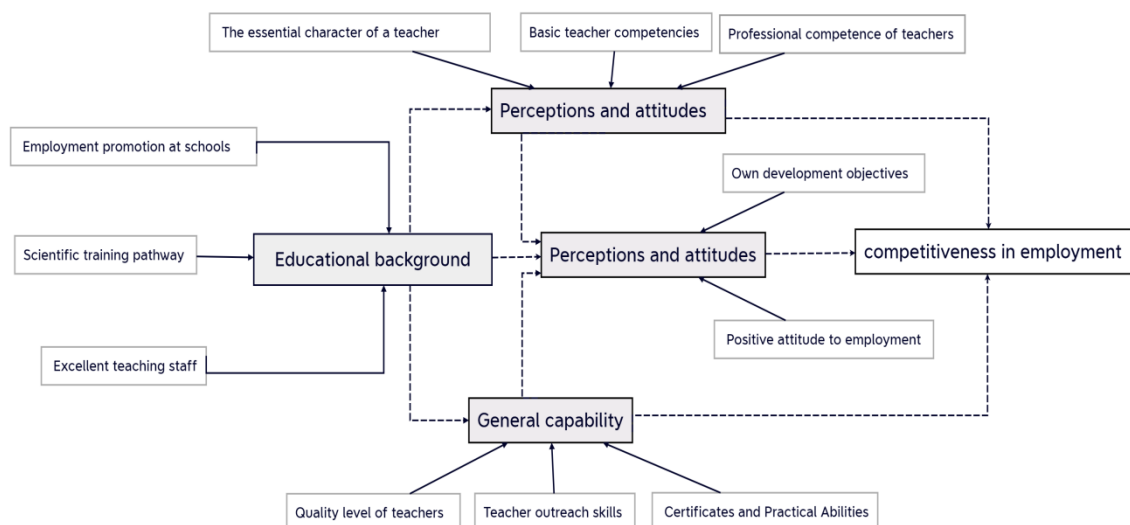


Fig. 2. Model of Job Competitiveness for Art Education Majors

Theory Saturation Test

If new conceptual categories and relationships did not continue to emerge during the coding phase of the data profile, the researcher had to retest more than three profiles. If new conceptual categories and relationships continue to fail to emerge, it can be determined that the theory constructed through coding has reached saturation. To check for saturation in this study, four randomly selected documents were imported into the NVivo12 software. The analysis paths of open coding, axial coding, and selective coding were carried out sequentially, following the steps previously described. After sufficient analysis, no new concepts or categories were identified and there were no additional associations between categories. This result indicates that the theoretical model presented has passed the theoretical saturation test.

Explanation of the Employment Competitiveness Model for Art Education Students

The study is committed to further in-depth analysis of the path model of factors influencing the employment competitiveness of art students. The core of the study is to explore the influence mechanism of factors such as professional ability, cultivation path, and expansion ability on students' competitiveness. By analyzing the pathways of educational background, pedagogical quality, and comprehensive ability, the study reveals how these elements interact with each other, thus enhancing the understanding of the mechanism of the formation of employment competitiveness of art education majors, and providing useful suggestions for educational institutions and students to improve their teaching and learning.

Teaching Literacy

Teaching literacy, as an indispensable element in the field of education, is divided into three broad categories: essential character, basic competence, and professional competence. Essential character emphasizes teachers' commitment and personal qualities. Teachers' commitment involves a deepening of educational sentiments rooted in correct values and is the cornerstone of successful education. At the same time, the character qualities of prospective teachers, especially teacher ethics, directly shape the moral qualities of students,

and good teacher ethics and morals are crucial to the moral development of students. In terms of basic competencies, teachers need to have verbal communication, teamwork, cultural foundation, emotional control, and classroom organization. Verbal communication is the basis for effective communication with pupils and parents, while teamwork skills help pupils to work in teams and form learning communities. Cultural grounding requires teachers to acquire knowledge in related areas and improve their overall quality. At the same time, the ability to manage emotions is particularly important when dealing with questions from pupils and parents, while classroom organization skills help to maintain order and encourage pupils' active participation.

Character Requirements for Future Teachers

In the eyes of employers, the qualities required of future teachers are, in order of importance, commitment, professional skills, and moral character. These qualities are the core qualities in the educational context, representing the right values and the requirements for the development of key competencies. Future teachers should have a deep love of education, which is a source of motivation to stimulate creativity in teaching. Passion for arts education is the key to fostering creativity, and developing teachers' creative drive and professional mindset, deepening their sense of education, commitment to teaching, and love of the profession from within are fundamental to creativity. Teachers in training are all the more in need of a high sense of social responsibility, and the requisite character includes not only a sound personality, high morals, and beautiful emotions, but also the practice and cultivation of socialist core values. Teachers' professional standards are incorporated into the student evaluation and assessment system, which emphasizes the cultivation of good teacher ethics, teacher character, teacher morality, and teacher performance as a means of cultivating students who are also equipped with good professional ethics. In practice, in addition to basic knowledge and pedagogy, dedication, interpersonal communication, and professional skills are equally important.

Basic Skills of Future Teachers

The basic skills of future teachers are particularly important for art teacher trainees in the competitive job market. In addition to sound subject knowledge and excellent professional skills, good expression and communication skills are essential. The overall quality of students is closely related to their employability, and a lack of adaptability and competitiveness will be a challenge for employment in today's society. Supported by modern educational technology, future teachers need to be able to use modern information technology to acquire knowledge and teach students. In addition, good emotional regulation is crucial for future teachers and a lack of it can harm teaching. Classroom organization skills are equally important, as evidenced by stable classroom order, high levels of student participation, and active classroom interactions. The organizational skills of future teachers will enable them to pay attention to students' learning status, adjust teaching strategies in time, and create a classroom environment conducive to students' development. The new curriculum reform emphasizes the importance of the classroom teacher, who should have good "communication skills", "practical skills", "professional skills" and "teaching skills". Future teachers also need to focus on improving their cultural competence. Future teachers also need to improve their knowledge of cultural issues, develop good psychological qualities, and demonstrate patience and explanatory skills when communicating with pupils and parents. Finally, future teachers

need to build genuine trust with their students through friendly language, which will inspire confidence and motivation in students for their better development.

Professional Competence of Future Teachers

Solid professional competence is an important guarantee for the success of future art teachers in the labor market. Its development cannot be separated from a thorough study and practice of knowledge in the field of professional orientation. Future teachers must pay constant attention to the boundaries of curriculum and teaching, absorb new results, experiences, and methods, accumulate successes and failures through curriculum practice, and form the ability to manage the curriculum. Having determined the direction of their career, they should cherish the time for study, strive to enrich themselves and develop core qualities, including artistic literacy, humanistic literacy, and pedagogical literacy. Possessing skills in the visual arts is critical to understanding art theory and culture, and a lack of practice can limit understanding of art theory and culture. Prospective teachers need to be actively engaged in pedagogical inquiry and innovative practice and to continue to develop their pedagogical creativity through practice and research. Understanding and ownership of the professional curriculum is key to developing curriculum leadership skills. Teachers should be actively involved in curriculum development practices and enhance their capacity through practical engagement in curriculum management, development, application, and creation. Reflection on practice and sustained engagement in classroom practice are effective ways of improving curriculum leadership skills. The study of professional theory is essential for future teachers to enhance their awareness of teaching skills and aesthetic cultivation. Graduates' ability to practice teaching is an important factor in judging quality, and they need to participate in teaching practice activities to enhance their teaching skills. In addition, mastery of the disciplinary division of the profession, its history of development and methods of study, as well as knowledge of educational theories, etc. are all important aspects of teacher development.

Comprehensive Competences

Possessing comprehensive ability is a crucial aspect of teacher quality, which can be divided into three main subcategories: the quality level of teachers, the expansion of teachers' ability, and the certificates and practical ability. First of all, the quality level of teachers requires the intersection and flexible application of knowledge in various fields, with special emphasis on the level of artistic literacy, including the accumulation of artistic language and the improvement of the aesthetic ability to adapt to the development of the times.

The level of comprehensive quality is an important foundation for graduates to enter the teaching profession, which requires teacher education graduates to have the ability to transcend and integrate interdisciplinary knowledge and to comprehensively use multiple disciplinary knowledge to solve complex problems. Possessing teachers' enhanced skills is an indispensable part of being in the field of education, which includes the ability to learn independently, research and innovation, problem identification, problem-solving, and learning sensitivity. Rich practical experience and a variety of certification materials are important factors for teacher education graduates to enter the teaching profession, which includes participating in social practice activities and obtaining skill-level certificates. Therefore, graduates should actively participate in various practice activities and obtain

relevant certificates to improve their comprehensive ability and career development prospects.

Concepts and Attitudes

Education graduates need to change their concepts and attitudes, especially in the field of art education, and the development of career planning is key. Art education students need to think about their career goals and directions early in their studies. This includes clarifying their philosophy of educational work, their knowledge and skill needs, and their passion for educational work. Career planning can help Arts Education students to better understand their career paths and to make clear plans to achieve their goals.

A positive attitude towards employment is one of the key factors influencing employability. Teachers in higher education should build students' self-confidence and make them realize that knowledge and skills are of great value in social practice. They should be encouraged to focus on their career development and not just on salary or position. This will help students to continuously improve their cognitive abilities to adapt to the changing employment environment. Changing perceptions and attitudes is crucial to the career development of graduates. By developing career plans, fostering positive attitudes towards employment, and developing an entrepreneurial mindset, educational practitioners can better cope with career challenges and achieve their educational and career goals. These changes in perceptions and attitudes will help to improve overall competence and enhance career competitiveness.

Educational Context

The educational context mainly includes the scientific cultivation pathway, the employment promotion of schools, and the excellent teaching team. A scientific cultivation path is the foundation for cultivating outstanding art education graduates. Schools must design high-quality curricula and teaching systems to ensure that the cultivation goals are clearly defined. The training goals should be set with a comprehensive view of the standards and core qualities, to produce art teachers with comprehensive abilities. The introduction of young, responsible teachers specializing in art will help improve the quality of teachers by combining theoretical knowledge of education, professional skills in art, and teaching practice into a high-standard evaluation system.

The promotion of employment in schools plays a key role in influencing the employment competitiveness of art education graduates. It not only provides students with the necessary employment resources but also helps them to organically combine academic knowledge and practical skills to lay a solid foundation for their future careers. A competent teaching team is a guarantee of graduate competence and a foundation for successful employment. This condition will help to improve the quality of arts education and increase the competitiveness of graduates. Teachers need to continuously improve their research and innovation skills to stimulate students' sense of innovation. Their exemplary leadership is crucial to improving the overall quality of students and teaching.

Pathways to Enhance Graduates' Employment Competitiveness

Comprehensive strategies are needed to improve the employability of arts graduates. These include strengthening teaching skills, improving overall ability, changing concepts and attitudes, and consolidating educational background. Among them, strengthening teaching

skills and developing skills are key, and it is also necessary to focus on improving students' comprehensive skills and interdisciplinary knowledge to adapt to the diversified needs of the industry. It is also necessary to change conceptual attitudes, raise employment awareness, and promote employment concepts. Finally, strengthening the educational background, ensuring a solid foundation for students' learning, and providing rich practical experience will help students to better adapt and integrate into the labor market. Taken together, these measures will comprehensively enhance and support the employability of arts graduates.

Research Findings and Limitations

Research Findings

This study adopts the Zagan theory to construct a multidimensional integrated model of the factors influencing the employment competitiveness of art graduates, systematically explains the key elements and theoretical logic of the employment competitiveness of art graduates, and specifically draws the following conclusions:

A model of the factors influencing the employment competitiveness of art graduates was constructed based on Zagan's theory, through which it was found that the educational background is the prerequisite element influencing the employment competitiveness of graduates, as well as the realistic basis and prerequisite for the development of teaching ability and comprehensive ability.

The employment competitiveness of art education graduates is influenced by a variety of factors, including not only teaching ability and comprehensive ability but also students' perceptions and attitudes. This factor plays an important role in the employment process. Perceptions and attitudes are not isolated factors; they are closely related to teaching ability and generic competence and are also significantly influenced by educational background.

Research Contributions

This study, based on grounded theory, systematically explores the factors influencing the employment competitiveness of graduates from art education programs. It provides an in-depth examination of the core components and their internal logic, and constructs a multidimensional model of the influencing factors on the employment competitiveness of art education graduates. Previous research on the factors affecting employment competitiveness of art education graduates has mainly focused on a single perspective, without systematically categorizing and exploring the factors from multiple dimensions, such as educational ability, student mindset, and educational background. Although some studies have addressed employment competitiveness, there has been a lack of systematic and in-depth exploration of the internal relationships between these factors. The focus of this study is on the influencing factors of employment competitiveness for art education graduates. By integrating diverse data sources, including academic seminars, interviews, and scholarly literature, and using grounded theory as the methodological foundation, the study systematically investigates the internal logic of the factors influencing the employment competitiveness of art education graduates.

This study systematically analyzes the key elements affecting the employment competitiveness of art education graduates and examines the influence of several factors on employment competitiveness. The research highlights the dual impact of both external and

internal factors, providing a more comprehensive theoretical framework for the study of the factors influencing employment competitiveness among art education graduates. Unlike previous studies, this research focuses on the interaction between individual capabilities, educational background, and employment mindset, and analyzes how these relationships collectively impact the employment competitiveness of art education graduates. The findings suggest that educational background is the fundamental factor influencing graduates' employment competitiveness, as it significantly impacts other factors. Educational background includes the employment support provided by schools, scientific training paths, and a strong teaching staff, which together form the foundation for improving students' educational abilities and overall competence.

By thoroughly analyzing the interactions of internal and external factors, such as educational background, individual capabilities, and employment mindset, this study constructs a more comprehensive model of the influencing factors on employment competitiveness. It offers a broader theoretical perspective for improving the employment competitiveness of art education graduates and contributes to a deeper understanding of this complex issue in academia. Additionally, the study provides practical and actionable recommendations for educational practitioners and policymakers, holding both academic and practical significance.

Research Limitations and Outlook

The data for this study came from sources of information such as expert lectures, news reports, and academic literature relating to the factors influencing the employability of arts graduates. The information was collected and then screened several times, followed by a sentence-by-sentence coding process of the materials. In the process of analysis and coding, the comprehensiveness and completeness of the information were always considered and the principle of theoretical saturation was strictly followed. However, it should be noted that there is still a degree of uncertainty in the process of analyzing the information, as the release of the information itself can be subjective and focused.

To further validate the path model of factors influencing the employment competitiveness of arts graduates, we can use in-depth interviews questionnaires, and other methods to obtain more sources of information in the future. Although this paper has theoretically explored the factors influencing the employment competitiveness of art education graduates based on a practical summary, there is a relative lack of relevant theoretical research for art education majors. Given that the employment of graduates has become an important issue in the development of society, it is necessary to provide more relevant theoretical research to guide it properly.

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