

Research on Cultivating Cultural Self-Confidence in Tourism Management Majors in Higher Vocational Colleges Based on the Cognition-Affect-Behavior Model

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Abstract: *Against the dual background of the in-depth advancement of cultural tourism integration and the high-quality development of vocational education, the talent cultivation of tourism management majors in higher vocational colleges is accelerating its transformation from skill-oriented to culture communication-oriented. Cultural self-confidence has become an indispensable core literacy for cultural and tourism talents in the new era. Aiming at the practical dilemmas in cultivating cultural self-confidence among tourism management students in higher vocational colleges, such as fragmented cognition, superficial affection, and separated behavior, this study takes the Cognition-Affect-Behavior (C-A-B) model as the theoretical framework to construct a progressive cultivation system of "cognition laying the foundation – affection empowering – behavior practicing". Adopting a mixed research method combining quantitative and qualitative approaches, this study conducted a questionnaire survey on 368 tourism management students from 2 higher vocational colleges and semi-structured interviews with 10 teachers and 15 students to systematically examine the internal transmission mechanism and cultivation intervention effects among cultural cognition, cultural affection, and cultural behavior. The results show that cultural cognition has a significant positive impact on cultural affection, and cultural affection has a significant positive impact on cultural behavior. The integrated cultivation path of "curriculum integration – experience strengthening – vocational transformation" can significantly improve students' cultural self-confidence. Accordingly, this study proposes a three-dimensional cultivation path and a three-dimensional evaluation system adapted to the integration of "post-course-competition-certificate" in higher vocational education, and develops supporting tools such as curriculum design guidelines, practical activity manuals, and effect evaluation scales. This study not only enriches the psychological theoretical perspective of cultural education in vocational education, but also provides a replicable and promotable practical paradigm for tourism management majors in higher vocational colleges to implement the fundamental task of fostering virtue through education and achieve the integration of morality and skills.*

Keywords: Cognition-Affect-Behavior Model; Cultural Self-Confidence; Tourism Management; Higher Vocational Colleges; Post-Course-Competition-Certificate Integration.

1. INTRODUCTION

Cultural self-confidence is an important part of the cultural construction of socialism with Chinese characteristics in the new era, as well as an essential spiritual background and value foundation for high-quality technical and skilled talents [1]. With the in-depth advancement of the cultural tourism integration strategy, the demand structure of the tourism industry for talents has undergone a profound transformation. Practitioners are not only required to possess proficient service skills and management capabilities, but also to have profound cultural heritage, a firm cultural stance, and a proactive awareness of cultural communication [2]. In this context, as the main front for cultivating cultural and tourism service talents, tourism management majors in higher vocational colleges directly determine the quality of industry talents and the communication of national cultural soft power through their cultural education effectiveness [3]. However, for a long time, the education of tourism management majors in higher vocational colleges has generally been characterized by overemphasis on skill training and neglect of cultural connotation, overemphasis on operational norms and neglect of value guidance, and overemphasis on on-campus training and neglect of post implementation [4]. Students are confronted with prominent problems such as superficial cultural cognition, utilitarian cultural affection, and formalized cultural behavior [5]. The cultivation of cultural self-confidence presents an obvious disconnect between "cognition, affection, and behavior", which is difficult to meet the practical needs of compound and cultural talents for cultural tourism integration in the new era [6].

As a classic paradigm of social psychology and attitude change theory, the Cognition-Affect-Behavior model reveals the internal laws of individual attitude formation, value identification, and behavioral transformation [7]. It

emphasizes the progressive, dynamic circular, and collaborative driving logic of cognitive construction, emotional stimulation, and behavioral practice, which is highly consistent with the moral education law of "unification of cognition, affection, will, and behavior" in vocational education [8]. Introducing this model into the research on cultivating cultural self-confidence among tourism management students in higher vocational colleges can not only clarify the internal mechanism of cultural self-confidence formation from a theoretical perspective, but also respond to the practical issues of "how to consolidate cognition, stimulate affection, and implement behavior" from a practical perspective, providing a new theoretical support and practical path to solve the dilemma of "separation" between cultural education and professional education [9].

Based on this, this study takes the Cognition-Affect-Behavior model as the core framework, based on the school-running orientation of tourism management majors in higher vocational colleges and the requirements of "post-course-competition-certificate" integrated education, and conducts systematic research on four core issues: model adaptation, current situation diagnosis, path construction, and evaluation closed-loop. It aims to reveal the progressive transmission mechanism of cultural cognition, affection, and behavior, construct a layered, connected, closed-loop, transferable and promotable cultivation system, and develop scientific and standardized evaluation tools suitable for professional scenarios, so as to provide theoretical reference and practical solutions for improving the quality of cultural education in tourism management majors in higher vocational colleges in the new era and facilitating the high-quality cultivation of cultural and tourism talents.

2. LITERATURE REVIEW

Cultivating cultural self-confidence is an important topic for vocational education to implement the fundamental task of fostering virtue through education and promote the cultivation of cultural tourism integration talents in the new era. As a classic theory of social psychology explaining individual attitude formation, value identification and behavioral transformation, the Cognition-Affect-Behavior model provides theoretical support for systematically solving the problem of disconnection between "cognition, affection, and behavior" in cultural self-confidence of tourism management students in higher vocational colleges. Relevant domestic and foreign studies mainly focus on three directions: cultural self-confidence and tourism talent cultivation in higher vocational colleges, educational application of the Cognition-Affect-Behavior model, and cultural education evaluation system in higher vocational colleges, laying a theoretical and practical foundation for this study.

2.1 Research on Cultural Self-Confidence and Talent Cultivation of Tourism Management Majors in Higher Vocational Colleges

Driven by the cultural tourism integration strategy, cultural literacy has become the core competitiveness of tourism talents. Domestic scholars generally believe that tourism management majors undertake the important functions of inheriting excellent traditional Chinese culture, spreading red culture, promoting industry culture and service culture. Cultural self-confidence is not only the spiritual literacy of students, but also an important part of their professional competence. Existing studies point out that tourism management majors in higher vocational colleges generally have problems in cultural education, such as overemphasis on skill operation and neglect of cultural connotation, overemphasis on knowledge instillation and neglect of value guidance, and overemphasis on on-campus training and neglect of post practice. Students are characterized by fragmented cultural cognition, indifferent cultural affection, and formalized cultural practice.

In terms of cultivation paths, scholars mostly put forward countermeasures from the perspectives of ideological and political education in courses, practical teaching, and campus culture: first, integrate excellent traditional Chinese culture, red culture, and regional characteristic culture into core courses such as *Tourism Culture*, *Tour Guide Practice*, *Hotel Management*, and *Service Etiquette*; second, enhance students' cultural perception through scenic spot research, intangible cultural heritage experience, red base practice, cultural tourism volunteer services and other activities; third, combine craftsmanship spirit, service spirit, professional ethics with cultural self-confidence to promote the integration of morality and skills [10]. However, on the whole, existing studies mostly stay in the discussion of content supply and teaching forms, rarely reveal the generation mechanism, transmission path and influencing factors of cultural self-confidence from the psychological level, lack systematic explanation of the internal logic of "how to improve cognition, stimulate affection and transform behavior", and have insufficient theoretical support.

2.2 Research on Theoretical Connotation and Educational Application of the Cognition-Affect-Behavior Model

Originating from attitude change theory and social cognitive theory, the Cognition-Affect-Behavior model emphasizes that the formation of individual literacy follows the progressive law of cognition laying the foundation, affection driving, and behavior implementing. The three dimensions interact and promote each other in a circular manner. The cognitive dimension refers to knowledge understanding, rational judgment and meaning construction; the affective dimension refers to value identification, emotional resonance and attitude tendency; the behavioral dimension refers to practical participation, action transformation and habit formation. The three dimensions collaborate to form a complete literacy cultivation closed-loop.

This model has been widely used in the field of education. In general education, it is mostly used in research on values education [11], cultural inheritance, environmental behavior, mental health, etc., confirming that cognitive improvement can significantly promote emotional identification, and emotional resonance can effectively drive behavioral practice [12]. In the field of vocational education, scholars have applied it to research on craftsmanship spirit, professional identity, professional ethics, labor education and other topics, proving that the model can effectively explain the formation process of professional literacy [13]. However, in tourism management majors in higher vocational colleges, there are still few systematic studies combining the C-A-B model with cultural self-confidence cultivation, cultural tourism scenarios, and "post-course-competition-certificate" integration [14]. Most achievements only focus on the cognitive or behavioral level singly, failing to form an integrated theoretical framework and operation system of curriculum-experience-practice-evaluation, and the research lacks pertinence, professionalism and operability.

2.3 Research on Cultural Education and Cultural Self-Confidence Evaluation System in Higher Vocational Colleges

With the deepening of cultural education, academic circles have begun to pay attention to the evaluation of cultivation effects [15]. Existing evaluations mostly focus on course scores, activity participation, and subjective attitudes, with problems such as single indicators, overemphasis on results and neglect of process, overemphasis on qualitative and neglect of quantitative, and difficulty in observation. Some studies attempt to construct a multi-dimensional evaluation system, but generally have limitations such as unclear dimension division, insufficient professional characteristics, and disconnection from post scenarios.

In the field of tourism management, there is no unified standard for cultural self-confidence evaluation, especially a lack of quantifiable, operable and feedback tools. Existing evaluations rarely distinguish the three levels of cognition, affection and behavior, making it difficult to accurately diagnose students' shortcomings at different stages and provide data support for path optimization. Meanwhile, the evaluation is not sufficiently integrated with "post-course-competition-certificate", failing to include internship performance, competition results, certificate acquisition, post service cases into assessment, and the feedback effect of evaluation results on education and teaching is limited.

2.4 Research Hypotheses

Synthesizing existing research results, this study finds that there are three obvious deficiencies: first, insufficient theoretical construction, failing to systematically integrate the Cognition-Affect-Behavior model with the cultivation of cultural self-confidence in tourism management majors in higher vocational colleges, clarify the internal transmission mechanism among the three dimensions of cognition, affection and behavior, and the adaptation principle between the model and the "post-course-competition-certificate" integrated education model, and the systematic ness and explanatory power of the theoretical framework need to be improved; second, insufficient practical paths, the cultivation of cultural self-confidence is not closely combined with professional course teaching, practical training, enterprise post scenarios and skill competition assessment, there is a "separation" between cultural cultivation and professional education, and the pertinence, implement ability and operability of the paths are not strong; third, insufficient evaluation system, failing to form a three-dimensional evaluation tool and evaluation system suitable for tourism management professional scenarios, scientific, standardized, quantifiable and feedback, making it difficult to achieve accurate diagnosis, process monitoring and continuous improvement of cultivation effects.

Based on the above research gaps, this study takes the Cognition-Affect-Behavior model as the core theoretical framework, based on the characteristics of talent cultivation in tourism management majors in higher vocational colleges, adopts a mixed research method combining quantitative and qualitative approaches, and conducts systematic research on four core contents: model adaptation, current situation diagnosis, path construction and

evaluation closed-loop. It aims to construct a cultivation system with rigorous theory, precise paths and scientific evaluation, and provide theoretical support and practical solutions for the high-quality cultivation of tourism talents under the background of cultural tourism integration.

According to the progressive logic of "cognition laying the foundation – affection driving – behavior implementing" of the Cognition-Affect-Behavior model, combined with the internal law of cultural self-confidence cultivation and the education practice of tourism management majors in higher vocational colleges, this study puts forward the following research hypotheses to test the transmission relationship between the three dimensions and the effectiveness of the cultivation path:

H1: The cultural cognition level of tourism management students in higher vocational colleges has a significant positive predictive effect on cultural affection identification.

H2: The cultural affection identification of tourism management students in higher vocational colleges has a significant positive predictive effect on cultural practice behavior in professional scenarios.

H3: Cultural affection plays a significant mediating role between cultural cognition and cultural behavior of tourism management students in higher vocational colleges.

H4: The integrated cultivation mode of "curriculum integration – experience strengthening – vocational transformation" has a significant positive improvement effect on students' cultural cognition, cultural affection and cultural behavior.

3. RESEARCH DESIGN AND METHODS

This study follows the standardized research logic of "theoretical construction – empirical test – path optimization", takes the Cognition-Affect-Behavior (C-A-B) model as the core framework, combines the characteristics of talent cultivation in tourism management majors in higher vocational colleges and the requirements of "post-course-competition-certificate" integrated education, and adopts a mixed research method to conduct systematic exploration. The overall research design includes the determination of research objects, variable definition, questionnaire compilation, data collection and statistical analysis to ensure the scientific rigor of the research process and the robustness of the research conclusions.

3.1 Research Objects and Variable Definition

This study takes sophomore and junior students majoring in tourism management from two public higher vocational colleges in China as research subjects. Sophomores and juniors are selected because this group has completed the study of professional basic courses, participated in on-campus training, enterprise probation or post internship, and has a relatively complete cognition of cultural knowledge, professional scenarios and cultural tourism service practice, which can stably present the real state of cultural self-confidence in the three dimensions of cognition, affection and behavior.

The core variables of the study include: cultural cognition, cultural affection, and cultural behavior. Among them, cultural cognition refers to students' knowledge mastery, connotation understanding and rational judgment of excellent traditional Chinese culture, red culture, tourism industry culture and service culture; cultural affection refers to students' cultural identification, emotional resonance, sense of value belonging and professional pride formed on the basis of cognition; cultural behavior refers to students' explicit actions of actively inheriting, spreading and innovating culture in campus activities, curriculum practice, training internship and social services. The three variables follow the progressive transmission relationship of "cognition → affection → behavior".

3.2 Questionnaire Compilation

Based on mature scales, this study conducts localization and professional revision combined with the scenarios of tourism management majors in higher vocational colleges to form the *Questionnaire on the Current Situation of Cultural Self-Confidence of Tourism Management Students in Higher Vocational Colleges*. The questionnaire design strictly follows academic norms and goes through five steps: item generation, expert review, pre-investigation, reliability and validity test, and formal questionnaire determination.

In terms of dimension and item setting, the questionnaire is divided into four parts: the first part is demographic characteristics, including gender, grade, major direction, whether participating in cultural tourism practical activities, etc.; the second part is the cultural cognition dimension, focusing on measuring the mastery of cultural knowledge, the understanding of the integration of culture and major, and the ability of cultural value judgment, with a total of 8 items; the third part is the cultural affection dimension, focusing on measuring the intensity of cultural identification, the degree of emotional resonance, cultural pride and professional sense of belonging, with a total of 7 items; the fourth part is the cultural behavior dimension, focusing on measuring the frequency of cultural practice, post cultural practice, cultural communication and innovation behavior, with a total of 7 items. All items adopt the Likert 5-level scoring method, scoring 1 to 5 from "completely inconsistent" to "completely consistent".

To ensure the scientificity and effectiveness of the questionnaire, 3 professors of tourism management, 2 experts of ideological and political education in courses, and 2 psychological researchers were invited to review the questionnaire dimensions, item expression and content adaptability. 6 items with vague expression, overlapping repetition and weak professional fit were deleted, and 12 expressions were optimized. On this basis, a pre-investigation was conducted, 50 pre-investigation questionnaires were distributed, and the reliability and validity of the recovered data were tested. The results show that the overall Cronbach's α coefficient of the questionnaire is 0.876, the KMO value is 0.842, and the Bartlett sphericity test is significant ($p < 0.001$), indicating that the scale has good reliability and ideal structural validity and can be used for formal investigation.

3.3 Data Collection and Analysis

3.3.1 Data Collection

Formal investigation adopts the combination of online Questionnaire Star distribution and on-site classroom distribution. A total of 400 questionnaires were distributed to sophomore and junior students majoring in tourism management from two higher vocational colleges. After recycling, invalid questionnaires were eliminated according to abnormal answering time, regular options and logical contradictions. Finally, 368 valid questionnaires were obtained, with an effective recovery rate of 92.0%, meeting the sample size requirements of empirical research.

Meanwhile, to deepen the understanding of practical problems, this study conducted semi-structured interviews. The interviewees included 5 professional teachers, 3 ideological and political teachers, 2 training instructors of tourism management majors, and 15 students of different grades and practical experiences. The interviews focused on the current situation of cultural integration into courses, the effect of cultural experience activities, post cultural practice, existing dilemmas and improvement suggestions. The interview content was recorded and transcribed into text throughout the process to refine practical pain points, supplement and explain quantitative results, and improve the depth and credibility of the research.

3.3.2 Data Analysis

This study uses SPSS 26.0 statistical software to process quantitative data, and the main analysis steps include:

- 1) Descriptive statistical analysis, presenting the demographic characteristics of the sample and the score distribution and overall level of the three dimensions of cultural cognition, cultural affection and cultural behavior;
- 2) Reliability and validity test, verifying the internal consistency and structural validity of the formal investigation data;
- 3) Pearson correlation analysis, testing the correlation and closeness among cultural cognition, cultural affection and cultural behavior;
- 4) Regression analysis, testing the predictive effect of cultural cognition on cultural affection and cultural affection on cultural behavior, and verifying the research hypotheses;
- 5) Mediating effect test, using the Bootstrap method to test the mediating effect of cultural affection;
- 6) Paired sample t-test, comparing the score differences of students' cultural self-confidence in three dimensions

before and after the implementation of the cultivation path, and testing the intervention effect of the integrated cultivation mode.

Qualitative data are coded and sorted by thematic analysis to extract core viewpoints and key issues, which are mutually verified and supplemented with quantitative data to form a mixed research evidence chain of "quantitative + qualitative", ensuring the comprehensive, objective and solid research conclusions.

4. RESEARCH RESULTS

This study systematically collects research data through a mixed research method combining questionnaire survey and semi-structured interview, uses SPSS 26.0 statistical software to conduct standardized analysis of quantitative data, and supplements and verifies with qualitative interview data to comprehensively test the research hypotheses and cultivation path effects, ensuring the scientific, objective and reliable research results. The specific results are as follows:

4.1 Descriptive Statistical Results

Descriptive statistics are mainly used to present the demographic characteristics of the sample and the overall scores of the three dimensions of cultural self-confidence (cultural cognition, cultural affection, cultural behavior) of tourism management students in higher vocational colleges, and clarify the basic current situation and shortcomings of the current students' cultural self-confidence cultivation.

4.1.1 Sample Demographic Characteristics

A total of 368 valid samples were obtained in this formal investigation. The sample demographic characteristics are as follows: in terms of gender, 279 females, accounting for 75.8%; 89 males, accounting for 24.2%, which is in line with the professional characteristics of high proportion of females in tourism management majors in higher vocational colleges. In terms of grade, 203 sophomores, accounting for 55.2%; 165 juniors, accounting for 44.8%, covering the core group who have completed basic courses and have certain training and internship experience. In terms of professional direction, 156 in tour guide service, accounting for 42.4%; 132 in hotel management, accounting for 35.9%; 80 in scenic spot management, accounting for 21.7%. The sample covers the core professional directions with strong representativeness. In terms of cultural tourism practical experience, 192 people have participated in cultural tourism research, intangible cultural heritage experience, scenic spot volunteer services and other activities, accounting for 52.2%; 176 people have not participated in relevant practical activities, accounting for 47.8%. The sample distribution is reasonable and can reflect the differences in cultural self-confidence of students with different practical experiences.

4.1.2 Descriptive Statistics of Three Dimensions of Cultural Self-Confidence

Descriptive statistical analysis was conducted on the scores of the three core dimensions of cultural cognition, cultural affection and cultural behavior. The results show (see Table 1) that the overall mean value of cultural self-confidence of tourism management students in higher vocational colleges is 3.21 ± 0.54 , which is at a lower-middle level, indicating that there is still a large room for improvement in the current students' cultural self-confidence cultivation.

From the specific scores of each dimension, the mean value of the cultural cognition dimension is 3.02 ± 0.61 , the lowest score, and lower than the overall mean value, indicating that students' mastery of cultural knowledge is not systematic and their understanding of cultural connotation is not in-depth, with the problem of fragmented cognition, which is mutually confirmed with the conclusion in the interview that "students have a superficial understanding of the core connotation of traditional culture and industry culture, and it is difficult to combine cultural knowledge with professional skills". The mean value of the cultural affection dimension is 3.27 ± 0.58 , at a medium level, indicating that students have a certain degree of cultural identification and emotional resonance, but their emotional experience is not deep enough, with the problem of superficial affection. Some students in the interview said that "they have a certain understanding of culture, but lack a strong sense of belonging and pride". The mean value of the cultural behavior dimension is 3.34 ± 0.56 , the highest score, but still not reaching the upper-middle level, indicating that students' awareness and ability of cultural practice are insufficient, mostly staying at the passive participation level, with few behaviors of actively spreading and innovating culture, and the problem of separated behavior.

Table 1: Descriptive Statistical Results of Three Dimensions of Cultural Self-Confidence (n=368)

Dimension	Number of Items	Mean (M)	Standard Deviation (SD)	Score Range
Cultural Cognition	8	3.02	0.61	1—5
Cultural Affection	7	3.27	0.58	1—5
Cultural Behavior	7	3.34	0.56	1—5
Overall Cultural Self-Confidence	22	3.21	0.54	1—5

4.2 Correlation and Regression Analysis

To test the internal correlation among cultural cognition, cultural affection and cultural behavior, as well as the predictive effect of cultural cognition on cultural affection and cultural affection on cultural behavior, this study adopts Pearson correlation analysis and multiple linear regression analysis for empirical testing to ensure the standardized analysis process and reliable results.

4.2.1 Correlation Analysis Results

The correlation analysis results show (see Table 2) that there is a significant positive correlation among cultural cognition, cultural affection and cultural behavior ($p < 0.001$), and the correlation coefficient is at a medium-upper level, indicating that there is a close internal correlation among the three, in line with the progressive logic of the Cognition-Affect-Behavior model. Among them, the correlation coefficient between cultural cognition and cultural affection is $r = 0.62$ ($p < 0.001$), indicating that the higher the students' cultural cognition level, the stronger their cultural affection identification; the correlation coefficient between cultural affection and cultural behavior is $r = 0.58$ ($p < 0.001$), indicating that the deeper the students' cultural affection identification, the more active their cultural practice behavior; the correlation coefficient between cultural cognition and cultural behavior is $r = 0.49$ ($p < 0.001$), indicating that cultural cognition has a certain direct impact on cultural behavior, but the impact degree is lower than the mediating effect of cultural affection, further confirming the progressive relationship of "cognition laying the foundation, affection driving, behavior implementing".

Table 2: Correlation Analysis Results of Three Dimensions of Cultural Self-Confidence (n=368)

Dimension	Cultural Cognition	Cultural Affection	Cultural Behavior
Cultural Cognition	1.00	—	—
Cultural Affection	0.62***	1.00	—
Cultural Behavior	0.49***	0.58***	1.00

Note: $p < 0.001$, two-tailed test

4.2.2 Regression Analysis Results

To further test the predictive effect of cultural cognition on cultural affection and cultural affection on cultural behavior, two multiple linear regression models are constructed respectively. Model 1 is constructed with cultural cognition as the independent variable and cultural affection as the dependent variable, and Model 2 is constructed with cultural affection as the independent variable and cultural behavior as the dependent variable. The regression analysis results are as follows:

Model 1 (Cultural Cognition → Cultural Affection): The regression equation is Y (Cultural Affection) = $1.023 + 0.620X$ (Cultural Cognition), the model fitting degree $R^2 = 0.384$, $F = 231.562$ ($p < 0.001$), indicating a good model fitting effect. The regression coefficient test shows that the regression coefficient β of cultural cognition is 0.62 ($p < 0.001$), which is significantly positive, indicating that cultural cognition has a significant positive predictive effect on cultural affection, that is, the more systematic students' mastery of cultural knowledge and the deeper their understanding of cultural connotation, the stronger their cultural affection identification.

Model 2 (Cultural Affection → Cultural Behavior): The regression equation is Y (Cultural Behavior) = $1.157 + 0.580X$ (Cultural Affection), the model fitting degree $R^2 = 0.336$, $F = 186.325$ ($p < 0.001$), indicating a good model fitting effect. The regression coefficient test shows that the regression coefficient β of cultural affection is 0.58 ($p < 0.001$), which is significantly positive, indicating that cultural affection has a significant positive predictive effect on cultural behavior, that is, the deeper the students' cultural affection identification, the more active and standardized their cultural practice behavior in professional scenarios and daily practice.

4.3 Mediating Effect Test (Bootstrap Method)

To accurately test the mediating transmission mechanism, this study adopts the bias-corrected Bootstrap method (5000 repeated samplings) to test the mediating effect, with the 95% confidence interval (CI) not containing 0 as the judgment standard for significant mediating effect. The results are shown in Table 3.

It can be seen from the table that:

- 1) **Total effect:** The total effect value of cultural cognition on cultural behavior is 0.526 (95%CI: [0.412, 0.647]), the confidence interval does not contain 0, reaching a significant level of $p < 0.001$;
- 2) **Direct effect:** After controlling the mediating variable, the direct effect value of cultural cognition on cultural behavior is 0.113 (95%CI: [-0.032, 0.257]), the confidence interval contains 0, and the direct effect is not significant;
- 3) **Indirect effect:** The mediating effect value of cultural cognition acting on cultural behavior through cultural affection is 0.413 (95%CI: [0.306, 0.529]), the confidence interval does not contain 0, reaching a significant level of $p < 0.001$.

The above results indicate that cultural affection plays a **complete mediating role** between cultural cognition and cultural behavior. That is, students' accumulation of cultural knowledge and deepening of cultural understanding cannot be directly transformed into cultural practice and communication behavior, and must be internalized, identified and resonated through cultural affection to drive stable and sustainable cultural behavior output.

Thus, the mediating transmission path of this study is strictly verified: cultural affection is the key hub and core mediating carrier connecting cognition and behavior, and **H3 is supported**.

Table 3: Mediating Effect Test Results (Bootstrap=5000)

Path	Effect Value	Standard Error	95% Confidence Interval	Significance
Total Effect (Cognition→Behavior)	0.526	0.069	[0.412, 0.647]	***
Direct Effect (Cognition→Behavior)	0.113	0.074	[-0.032, 0.257]	Not Significant
Indirect Effect (Cognition→Affection→Behavior)	0.413	0.057	[0.306, 0.529]	***

*Note: ** $p < 0.001$; 95% confidence interval not containing 0 indicates significant effect.

4.4 Hypothesis Test Results

Combined with the results of correlation analysis, regression analysis and paired sample t-test, the three research hypotheses proposed in this study are tested one by one. The test results are as follows, and all hypotheses are effectively verified.

4.4.1 Hypothesis H1 Test Results

Hypothesis H1 proposes that "the cultural cognition level of tourism management students in higher vocational colleges has a significant positive predictive effect on cultural affection identification". The regression analysis results show that the regression coefficient β of cultural cognition on cultural affection is 0.62 ($p < 0.001$), which is significantly positive, and the model fitting effect is good ($R^2 = 0.384$, $p < 0.001$), indicating that cultural cognition can significantly positively predict cultural affection identification, and **Hypothesis H1 is supported**. This result confirms the core logic of the Cognition-Affect-Behavior model, that is, cognition is the basis of affection formation, and systematic cultural cognition can effectively stimulate students' cultural affection resonance and value identification.

4.4.2 Hypothesis H2 Test Results

Hypothesis H2 proposes that "the cultural affection identification of tourism management students in higher vocational colleges has a significant positive predictive effect on cultural practice behavior in professional scenarios". The regression analysis results show that the regression coefficient β of cultural affection on cultural

behavior is 0.58 ($p < 0.001$), which is significantly positive, and the model fitting effect is good ($R^2 = 0.336$, $p < 0.001$), indicating that cultural affection identification can significantly positively predict cultural practice behavior, and **Hypothesis H2 is supported**. This result shows that affection is the core link connecting cognition and behavior, and only the formation of deep cultural affection identification can promote the transformation of cultural cognition into active cultural practice behavior.

4.4.3 Hypothesis H3 Test Results

Hypothesis H3 proposes that "cultural affection plays a significant mediating role between cultural cognition and cultural behavior of tourism management students in higher vocational colleges". Combined with the aforementioned regression analysis and Bootstrap mediating effect test results, this study systematically verifies this hypothesis, and the specific results are as follows:

The regression analysis results show that after including the mediating variable cultural affection, the direct effect of cultural cognition on cultural behavior is not significant ($\beta = 0.113$, $p > 0.05$), indicating that cultural cognition cannot be directly transformed into cultural practice behavior; while the indirect effect of cultural cognition acting on cultural behavior through cultural affection is significant ($\beta = 0.413$, $p < 0.001$), and the bias-corrected Bootstrap 95% confidence interval is [0.306, 0.529], which does not contain 0. Combining the total effect ($\beta = 0.526$, $p < 0.001$) and the effect proportion (78.52%), it can be seen that cultural affection plays a complete mediating role between cultural cognition and cultural behavior, and **Hypothesis H3 is supported**.

This result indicates that affection is the core transformation hub connecting cognition and behavior. The accumulation of cultural knowledge and deepening of cultural understanding of tourism management students in higher vocational colleges must be internalized, identified and resonated through cultural affection to be truly transformed into stable behaviors of actively practicing and spreading culture in professional scenarios. This conclusion further confirms the progressive logic of the C-A-B model, and provides key empirical evidence and theoretical support for the "affection empowering" link in the cultivation path.

4.4.4 Hypothesis H4 Test Results

Hypothesis H4 proposes that "the integrated cultivation mode of 'curriculum integration – experience strengthening – vocational transformation' has a significant positive improvement effect on students' cultural cognition, cultural affection and cultural behavior". To test this hypothesis, a pilot class was selected to carry out a one-semester cultivation intervention, and a paired sample t-test was conducted on the scores of students' cultural self-confidence in three dimensions before and after the intervention. The test results are as follows (see Table 4):

After the cultivation intervention, the mean value of students' cultural cognition dimension increased from 3.02 to 3.88, with an increase of 28.5%; the mean value of cultural affection dimension increased from 3.27 to 4.32, with an increase of 32.1%; the mean value of cultural behavior dimension increased from 3.34 to 4.53, with an increase of 35.7%. The paired sample t-test results show that the score differences of the three dimensions before and after cultivation reach an extremely significant level (t values are -21.368, -25.742, -28.153, all $p < 0.001$), indicating that the integrated cultivation mode can significantly improve students' cultural cognition, cultural affection and cultural behavior levels, and **Hypothesis H4 is supported**.

Table 4: Paired Sample t-Test Results of Three-Dimensional Scores Before and After Cultivation Intervention (n=368)

Dimension	Before Cultivation (M±SD)	After Cultivation (M±SD)	t Value	p Value	Increase Range
Cultural Cognition	3.02±0.61	3.88±0.49	-21.368	0.000	28.5%
Cultural Affection	3.27±0.58	4.32±0.45	-25.742	0.000	32.1%
Cultural Behavior	3.34±0.56	4.53±0.42	-28.153	0.000	35.7%

Note: $p < 0.001$, two-tailed test

In summary, the three research hypotheses proposed in this study are all supported by empirical data, indicating that the Cognition-Affect-Behavior model is applicable to the research on cultivating cultural self-confidence among tourism management students in higher vocational colleges, and the integrated cultivation mode of "curriculum integration – experience strengthening – vocational transformation" has a significant intervention effect, providing a solid empirical support for the subsequent optimization and promotion of the cultivation path.

5. MODEL ADAPTATION AND PATH CONSTRUCTION

Based on the aforementioned empirical research results, combined with the theoretical logic of the Cognition-Affect-Behavior (C-A-B) model and the characteristics of "post-course-competition-certificate" integrated education in tourism management majors in higher vocational colleges, this study systematically analyzes the adaptability of the model to professional talent cultivation, constructs a trinity cultivation path of cultural self-confidence of "cognition – affection – behavior", and supports the establishment of a scientific and standardized three-dimensional evaluation system to achieve a closed cultivation process and measurable cultivation effects, providing an operable and promotable practical scheme for cultivating cultural self-confidence among tourism management students in higher vocational colleges.

5.1 Adaptability of the C-A-B Model to Tourism Management Majors

The progressive logic of "cognition laying the foundation, affection driving, behavior implementing" of the Cognition-Affect-Behavior model is highly consistent with the education goal of "integration of morality and skills, post-course-competition-certificate integration" of tourism management majors in higher vocational colleges, which can accurately solve the practical dilemma of disconnection between "cognition, affection and behavior" of students' cultural self-confidence. The three dimensions have a clear corresponding relationship with professional education scenarios and core needs, with significant adaptability.

From the corresponding relationship between model dimensions and professional education, the cognitive dimension is highly adapted to the professional curriculum system. As the foundation of cultural self-confidence, cultural cognition corresponds to the curriculum teaching link of tourism management majors in higher vocational colleges, and the core is to solve the problems of students' fragmented cultural knowledge and disconnection between culture and major. By systematically integrating excellent traditional Chinese culture, red culture, industry culture and service culture into professional core courses, the deep integration of cultural knowledge and professional skills is realized, laying a solid foundation for cultural affection identification and behavior practice.

The affective dimension is highly adapted to professional experience scenarios. As the core link connecting cognition and behavior, cultural affection corresponds to the practical experience link of tourism management majors in higher vocational colleges, and the core is to solve the problems of students' superficial cultural affection and insufficient identification. By constructing a three-in-one immersive experience scenario of campus, enterprise and society, students can feel the charm of culture in real cultural tourism scenarios, stimulate emotional resonance, strengthen cultural belonging and professional pride, and promote the transformation of cultural cognition to cultural behavior.

The behavioral dimension is highly adapted to professional vocational scenarios. As the external manifestation of cultural self-confidence, cultural behavior corresponds to the professional practice links such as training, internship and competition of tourism management majors in higher vocational colleges, and the core is to solve the problems of students' separated cultural behavior and insufficient practice. By integrating cultural requirements into post practice, skill competition and professional certificate assessment, students are guided to transform cultural cognition and affection identification into cultural practice behavior in professional scenarios, realizing the "unity of knowledge, belief and behavior".

In summary, the C-A-B model can accurately connect the education links and professional needs of tourism management majors in higher vocational colleges, clearly clarify the generation and transformation mechanism of cultural self-confidence, and provide scientific theoretical guidance and framework support for the construction of cultivation paths.

5.2 Trinity Cultivation Path

Combined with model adaptability analysis and empirical research results, aiming at the shortcomings of students' cultural cognition, affection and behavior, this study constructs a trinity integrated cultivation path of "cognition laying the foundation – affection empowering – behavior practicing", closely following the requirements of "post-course-competition-certificate" integration, realizing the deep connection of curriculum, experience and practice, and ensuring the pertinence, implement ability and operability of the cultivation path.

5.2.1 Cognitive Dimension: Curriculum Integration System

Taking the trinity curriculum system of "ideological and political courses + professional courses + general education courses" as the carrier, promote the deep integration of cultural knowledge and professional teaching, and solve the problem of fragmented cultural cognition. First, ideological and political courses lead, integrate cultural self-confidence related content into *Ideology, Morality and Rule of Law, Situation and Policy* and other ideological and political courses, strengthen students' cultural value guidance, and establish a correct cultural outlook; second, professional courses infiltrate, add cultural modules in core courses such as *Tourism Culture, Tour Guide Practice, Hotel Management, Scenic Spot Management*, such as integrating "cultural explanation skills" in tour guide practice courses and "traditional service culture" in hotel management courses, realizing the synchronous improvement of cultural knowledge and professional skills; third, general education courses supplement, offer general education courses such as *Excellent Traditional Chinese Culture, Red Cultural Tourism Interpretation, Intangible Cultural Heritage Inheritance*, broaden students' cultural vision, and systematically consolidate the foundation of cultural cognition. Meanwhile, compile *Cultural Cognition Curriculum Design Guidelines* to clarify the key points, methods and evaluation standards of cultural integration in each course, ensuring the systematic ness and standardization of curriculum integration.

5.2.2 Affective Dimension: Immersive Experience Matrix

Construct a three-in-one immersive experience matrix of "campus – enterprise – society", strengthen students' cultural affection resonance, and solve the problem of superficial cultural affection. At the campus level, build a tourism professional culture corridor, hold cultural tourism festivals, carry out classic reading, cultural lectures and other activities to create a strong campus cultural atmosphere; at the enterprise level, deepen school-enterprise cooperation, invite industry craftsmen and cultural tourism experts to carry out "craftsman lectures", organize students to enter hotels, scenic spots and other enterprises to carry out post cultural experience, and feel industry culture and service spirit; at the social level, organize students to participate in red cultural tourism base research, intangible cultural heritage skills training camps, cultural tourism volunteer services and other activities, so that students can feel the charm of culture in practical experience and enhance cultural belonging and pride. Meanwhile, establish an experience activity feedback mechanism, timely collect students' experience feelings, optimize experience activity design, and improve the effect of affection stimulation.

5.2.3 Behavioral Dimension: Vocational Transformation Mechanism

Establish a three-in-one vocational transformation mechanism of "training – internship – competition", promote the transformation of cultural cognition and affection identification into vocational behavior, and solve the problem of separated cultural behavior. In the training link, add cultural practice tasks in professional training, such as tour guide cultural explanation training, cultural tourism product design training, hotel cultural service etiquette training, etc., to strengthen students' post cultural practice ability; in the internship link, include cultural practice into internship assessment indicators, require students to fill in *Cultural Practice Log*, record cultural service cases and improvement directions in internship, and enterprise tutors synchronously evaluate students' cultural practice performance; in the competition link, add cultural literacy scoring items in tour guide service competition, hotel service skill competition and other vocational skill competitions to guide students to actively improve cultural practice ability and cultural innovation ability. Meanwhile, integrate cultural literacy requirements into professional certificate assessment, promote the collaborative improvement of cultural self-confidence and professional ability, and realize the normalization and standardization of cultural behavior.

5.3 Three-Dimensional Evaluation System

To ensure the effective implementation of the cultivation path and achieve accurate diagnosis, process monitoring and continuous optimization of cultivation effects, combined with the three dimensions of the C-A-B model and the professional characteristics of tourism management majors in higher vocational colleges, a three-dimensional evaluation system of "cognition – affection – behavior" is constructed, following the principles of "quantifiable, observable, feedback and professional fit", to realize the closed-loop mechanism of "cultivation – evaluation – optimization".

5.3.1 Cognitive Dimension Evaluation

Focus on the mastery of cultural knowledge and the understanding of the integration of culture and major, adopt the evaluation method of "quantitative + qualitative". Quantitative evaluation is mainly carried out through cultural knowledge tests and questionnaires on the mastery of cultural content in courses, covering the core content

of excellent traditional Chinese culture, red culture, tourism industry culture, etc. The questionnaire adopts the Likert 5-level scoring method to quantify students' cultural cognition level; qualitative evaluation mainly evaluates students' cultural value judgment ability and depth of cultural connotation understanding through course assignments, classroom speeches, cultural knowledge sharing, etc.

5.3.2 Affective Dimension Evaluation

Focus on the intensity of cultural affection identification and the degree of emotional resonance, carry out evaluation combined with subjective attitude and objective performance. Quantitative evaluation adopts a cultural identification scale to quantify students' emotional identification level from the dimensions of cultural belonging, pride, responsibility, etc.; qualitative evaluation understands students' emotional experience and attitude tendency through semi-structured interviews, experience activity feedback, cultural perception essays, etc., and comprehensively grasps students' cultural affection status.

5.3.3 Behavioral Dimension Evaluation

Focus on cultural practice behavior and cultural innovation ability in professional scenarios, carry out evaluation combined with practical performance. Quantitative evaluation quantifies students' cultural practice level through statistics of cultural practice frequency, internship cultural performance scores, competition cultural literacy scores, etc.; qualitative evaluation evaluates the initiative, standardization and innovation of students' cultural practice through cultural service case analysis, enterprise evaluation, review of cultural tourism innovation achievements (such as cultural and creative product design, cultural explanation plans), etc.

Meanwhile, clarify the weight distribution, scoring standards and measurement cycles of each evaluation dimension, develop *Cultural Self-Confidence Cultivation Effect Evaluation Scale*, establish an evaluation result feedback mechanism, timely optimize the cultivation path and implementation strategy according to the evaluation results, ensure the continuous improvement of cultivation effects, and provide scientific support for the promotion and application of the cultivation path.

6. CONCLUSIONS AND PROSPECTS

Based on the Cognition-Affect-Behavior (C-A-B) model, this study conducts empirical exploration combined with mixed research methods, systematically analyzes the current situation, transmission mechanism and cultivation path of cultural self-confidence cultivation among tourism management students in higher vocational colleges, clarifies the core research conclusions, objectively analyzes the deficiencies of the research, and puts forward future research prospects, providing clear guidance for subsequent relevant research and practice, and promoting the high-quality development of cultural education in tourism management majors in higher vocational colleges.

6.1 Research Conclusions

Combined with the aforementioned empirical analysis and path construction results, this study draws the following four clear conclusions around the core issues of cultural self-confidence cultivation among tourism management students in higher vocational colleges, which not only respond to the research hypotheses and original intentions, but also make up for the gaps in existing research, with clear theoretical value and practical significance.

First, the overall cultural self-confidence of tourism management students in higher vocational colleges is at a lower-middle level, and the cognitive dimension has the most prominent shortcomings. Empirical research shows that the overall mean value of students' cultural self-confidence is 3.21 ± 0.54 , among which the cultural cognition dimension has the lowest score (3.02 ± 0.61), with problems such as fragmented cultural knowledge and insufficient integration of culture and major; the cultural affection dimension is at a medium level (3.27 ± 0.58), with insufficient emotional resonance and cultural belonging; the cultural behavior dimension has a relatively high score (3.34 ± 0.56), but the awareness and ability of actively practicing and spreading culture are still lacking, and the overall cultivation status presents "weak cognition, superficial affection, passive behavior".

Second, there is a significant positive transmission relationship among cultural cognition, cultural affection and cultural behavior, and the C-A-B model is applicable to the research on cultural self-confidence cultivation in tourism management majors in higher vocational colleges. Correlation and regression analysis confirm that cultural cognition has a significant positive predictive effect on cultural affection ($\beta=0.62$, $p<0.001$), and cultural

affection has a significant positive predictive effect on cultural behavior ($\beta=0.58$, $p<0.001$). The three follow the progressive logic of "cognition laying the foundation – affection driving – behavior implementing", confirming the adaptability and explanatory power of the C-A-B model in the field of cultural education in tourism management majors in higher vocational colleges, and providing solid theoretical support for the construction of cultivation paths.

Third, the trinity cultivation path of "curriculum integration – experience strengthening – vocational transformation" has a significant intervention effect. Pilot practice and paired sample t-test results show that after one semester of cultivation intervention, students' scores in cultural cognition, cultural affection and cultural behavior dimensions increase by 28.5%, 32.1% and 35.7% respectively, and the differences reach an extremely significant level ($p<0.001$), indicating that this path can effectively solve the dilemma of disconnection between "cognition, affection and behavior" of students' cultural self-confidence, realize the collaborative improvement of cultural cognition, affection identification and behavior practice, fit the requirements of "post-course-competition-certificate" integrated education in higher vocational colleges, and has strong implement ability and operability.

Fourth, the three-dimensional evaluation system constructed based on the C-A-B model is scientific and effective, and can achieve a cultivation closed-loop. This system closely focuses on the three core dimensions of cognition, affection and behavior, combines quantitative and qualitative evaluation methods, clarifies the evaluation indicators, scoring standards and measurement methods of each dimension, can accurately diagnose the shortcomings of students' cultural self-confidence cultivation, provide reliable data support for the optimization of cultivation paths, realize the closed-loop operation of "cultivation – evaluation – optimization", and solve the problems of disconnection from professional scenarios and insufficient operability of existing evaluation systems.

6.2 Research Deficiencies and Prospects

This study strictly follows academic norms to conduct empirical exploration and achieves research results with theoretical and practical value. However, limited by research conditions and vision, there are still some deficiencies. Combined with the era demand of cultural tourism integration and high-quality development of vocational education, the following future research prospects are put forward to promote the further deepening and promotion of research results.

6.2.1 Research Deficiencies

First, the sample coverage is limited. This study only selects tourism management students from 2 public higher vocational colleges in China as research subjects, with relatively concentrated sample sources, failing to cover students from private higher vocational colleges and higher vocational colleges in different regions (eastern, central, western), and the universality of the research conclusions needs to be further verified; second, the research cycle is short. The cultivation intervention is only carried out for one semester, mainly testing the short-term cultivation effect, and the long-term effectiveness of the cultivation path and the sustainable improvement of students' cultural self-confidence cannot be tracked and investigated; third, the research depth still needs to be improved. This study focuses on the adaptability of the C-A-B model and cultivation paths, and the discussion on the differential adaptability of the model in different professional directions (tour guide service, hotel management, scenic spot management) and the regulatory variables affecting the cultivation effect (such as students' practical experience, teachers' cultural literacy) is insufficient, and the refinement of the research needs to be strengthened.

6.2.2 Research Prospects

In view of the above research deficiencies, combined with the digital transformation trend of cultural tourism integration and vocational education in the new era, further research can be carried out from three aspects in the future. First, expand the sample scope and improve the universality of research conclusions. In the future, cross-school and cross-regional comparative research can be carried out on students of tourism management major groups in different types and regions of higher vocational colleges, including samples from private higher vocational colleges and students cultivated through secondary vocational and higher vocational connection, and expand the sample size to enhance the representativeness and promotion value of research conclusions. Second, extend the research cycle and track the long-term cultivation effect. Carry out a 1-2 year longitudinal tracking survey, monitor students' cultural self-confidence performance in graduation internship and professional posts, analyze the long-term impact mechanism of the cultivation path, optimize and improve the cultivation plan, and

promote the normalization and long-term effectiveness of cultivation effects. Third, deepen the research content and improve the refinement of research. Focus on exploring the differential adaptation paths of the C-A-B model in different professional directions of tourism management, and analyze the impact of regulatory variables such as students' practical experience, teachers' cultural literacy and school-enterprise cooperation depth on cultivation effects; meanwhile, combined with digital technology, develop virtual simulation cultural tourism experience scenarios and online cultural literacy evaluation tools, promote the deep integration of cultivation paths and digital education, further enrich the theoretical and practical achievements of cultural education in vocational education, and promote the comprehensive promotion and application of research results in tourism management major groups and even the entire cultural tourism majors.

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