

A Study on the Current Status and Influencing Factors of Professional Identity among Undergraduates Majoring in Tourism Management in Ethnic-Oriented Universities: A Case Study of Sichuan Minzu College

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Abstract: The high-quality development of cultural and tourism industries in ethnic minority regions has generated a pressing demand for locally rooted, culturally competent tourism management professionals. Yet, tourism management programs at ethnic minority universities continue to grapple with persistent challenges such as insufficient professional identity among undergraduates, low industry-oriented career intentions, and substantial graduate attrition from the sector. Grounded in professional identity theory, this study conducts an empirical investigation—using a structured questionnaire survey—among undergraduate students enrolled in the tourism management program at Sichuan Minzu College. Findings reveal that professional identity comprises four interrelated dimensions: professional cognition, professional emotion, professional behavior, and professional fit, with an overall level rated as moderate. The hierarchical order of identification strength across dimensions is: professional behavior > professional cognition > professional emotion > professional fit. Moreover, professional identity is shaped by a constellation of individual-level and social-level factors, with dimension-specific variation in the salience and direction of influence. Accordingly, this study proposes five pathways for improvement—professional culture development, personalized talent cultivation, shaping accurate industry perspectives, activating alumni resources, and strengthening school-family collaboration—to provide practical references for tourism management undergraduate education at ethnic institutions.

Keywords: Ethnic-Oriented Universities;

Professional Identity; Influencing Factors; Tourism Management

1. Introduction

Against the backdrop of high-quality development of China's cultural and tourism industry, cultural-tourism integration and digital transformation have been accelerated, driving the steady expansion of the industrial scale. Nevertheless, the industry still faces structural dilemmas, including output expansion with inefficient revenue growth and unbalanced supply-demand allocation. Endowed with unique cultural and ecological resources as well as favorable policy support, the ethnic areas of Western Sichuan have become a new growth pole for the cultural and tourism industry, generating an increasingly urgent demand for high-quality professional talents to support industrial upgrading.

Currently, tourism management majors in domestic universities are encountering widespread enrollment contraction and program downsizing. These predicaments stem primarily from homogeneous school-running modes, the disconnection between talent training and market demands, students' low professional identity, and high career turnover rates, which collectively lead to severe talent supply-demand mismatch. Compared with ordinary universities, ethnic universities face more prominent training bottlenecks, including outdated curriculum systems, insufficient localized teaching characteristics, and serious talent outflow, failing to effectively adapt to the developmental needs of local cultural and tourism industries.

As the only public undergraduate ethnic university in the Kham region, Sichuan Minzu College features a provincial first-class tourism management major. However, the major is still constrained by inadequate student source quality,

low student professional identity, lagging curriculum construction, and low talent retention rates. On this basis, this study investigates the current status and influencing factors of professional identity among tourism management undergraduates in this university. It attempts to fill the existing research gaps in ethnic minority areas, optimize the talent training model of ethnic universities, and provide references for cultivating high-quality applied talents for the local cultural and tourism industry.

2. Current Research Status at Home and Abroad

In recent years, professional identity has received increasing attention from scholars both at home and abroad. The research in the international academic community started earlier than that in China, but due to the educational system of universities in foreign countries, the research mainly focused on career identity. Although domestic research started later, scholars took practical considerations into account and combined professional identity with student education, professional education, etc. to conduct research, achieving a large number of research results. The research on professional identity by scholars from both countries mainly focuses on aspects such as the concept, dimensions, influencing factors, professional identity of specific groups, and the relationship between professional identity and career development.

In terms of the concept of professional identity, the definitions of professional identity provided by the academic community currently have both similarities and differences, and there is no unified and recognized definition [1-5]. Regarding the research on the dimensions of professional identity, scholars at home and abroad have basically reached a consensus that professional identity is a multi-dimensional concept. However, regarding the number of dimensions and specific contents, scholars vary according to their own research needs, and there are mainly two-dimensional, three-dimensional [3], four-dimensional [4,6], five-dimensional [7], six-dimensional [8] and seven-dimensional [9] views. It can be seen that scholars have not yet reached a consensus on the division of dimensions of professional identity. Currently, scholars mainly construct dimensions from the perspective of individual self-identity, emphasizing the subjective feelings of the research subjects. At the same time, it can be

observed that the four-dimensional division method is more recognized by domestic scholars, and the number of people who adhere to the four-dimensional view is the largest. Among them, professional cognition, professional emotion, and professional behavior are recognized as the necessary dimensions of professional identity by scholars.

Regarding the influencing factors of professional identity, most scholars believe that they include both individual and social or subjective and objective factors [6,10-12]. The influencing factors of professional identity vary depending on the profession and the teaching level (vocational education, undergraduate, postgraduate, doctoral). However, generally speaking, they can be roughly divided into individual and social aspects. At the individual level, there are mainly factors such as grade, gender, family background, place of origin, and educational experience. At the social level, there are mainly factors such as professional prospects, social opinions, the influence of important others, and the teaching level of teachers. Domestic and foreign scholars have conducted extensive research on the relationships between profession, teaching level, professional identity, and other variables [13].

Research on the professional identity of tourism management is relatively scarce in both domestic and international academic circles at present, and most of the existing research results come from China. This also indirectly indicates that the research on the professional identity of tourism management is insufficient to some extent. Although foreign scholars have conducted a small number of studies on professional identity in the tourism field, most of them focus on occupations such as tour guides. There are relatively few studies specifically targeting students majoring in tourism management, which are less specific, systematic and comprehensive compared to other majors. Domestic scholars' research on the professional identity of tourism management mainly focuses on the concept, dimensions, influencing factors and countermeasures and suggestions of professional identity.

In terms of the concept and dimensions of professional identity in tourism management, Zuo Ling et al. pointed out that the professional identity of college students majoring in tourism management is a dynamic process of their internal behavioral tendencies and external behavioral effects towards the major they are

studying. This process is an active construction process of individuals' understanding of the major cognition, acceptance and recognition emotionally [14]. Li Shenghai defined professional identity as the cognition and performance of the major they are studying and the corresponding career, which is the recognition of the identity of the professional group, and the psychological attitude, emotional and behavioral manifestations towards the major and the career they are engaged in [15]. Regarding the dimensions, scholars have diverse viewpoints and have not reached a consensus yet. There are roughly five categories: two-dimensional, three-dimensional, four-dimensional, six-dimensional and seven-dimensional. Each category has its unique characteristics and values; the three-dimensional theory proposed by Wang Dingming, the four-dimensional theory proposed by Qin Panbo and the seven-dimensional theory proposed by Bai Kai are the ones that have been more recognized and used by scholars. Among them, the three dimensions of professional cognition, professional emotion and professional behavior are the contents that must be included in the composition dimensions of professional identity and have been widely recognized by scholars.

In terms of the current status of professional identity in tourism management, Hu Xiaohai et al. found that the professional identity level of students who have been transferred from junior college to bachelor's degree in tourism management is not high and is at an average level [16]. Liu Ying found that the professional identity level of students majoring in tourism management in second-tier and above colleges and universities was above average [17]. Jiang Bingrui et al. also pointed out that low professional identity is the normal situation of the tourism management in application-oriented undergraduate colleges and universities and social recognition and professional prospects are the long-term barriers for professional development [18]. It can be seen that the professional identity level of students majoring in tourism management in current undergraduate colleges and universities is generally at a relatively low level, and there are significant differences in various dimensions. The professional identity level also shows significant differences in some demographic characteristics. In terms of the influencing factors and countermeasures for the professional identity of

tourism management, Dong Qian's research found that personal traits, teaching staff and teaching courses, industry factors, and the mutual influence among classmates are the four factors that affect the professional identity of students majoring in tourism management [19]; Lin Guowei et al. pointed out that the employment intention of graduates majoring in tourism management is significantly influenced by their professional identity level, and the employment intention is affected by the learning satisfaction among professional identities [20]. Wang Jinwei believes that the level of students' professional identity is closely related to their learning career and career choice, and professional identity has a significant impact on students' future work attitude [21]; Based on this, most scholars have put forward countermeasures and suggestions for enhancing the level of professional identity from three levels: society, tourism colleges and universities, and college students.

At present, in domestic research on the professional identity of tourism management, most of them focus on current college students, while a small number focus on graduates. In terms of teaching levels, most of the studies focus on tourism management majors at secondary vocational schools, higher vocational colleges, or undergraduate programs. There are almost no studies on the professional identity of tourism management majors at other educational levels. In terms of the types of research institutions, most are universities in the eastern region and application-oriented undergraduate colleges, while there are almost no studies on ethnic minority institutions. Furthermore, scholars generally recognize that professional identity is a dynamic process. However, at present, the research on the changing path of professional identity for undergraduate students majoring in tourism management within four years of university and the tracking research on professional identity are almost in a blank state.

3. Empirical Research

3.1 Questionnaire Design and Distribution

To precisely examine the current status, influencing factors, and developmental characteristics of professional identity among undergraduate students majoring in Tourism Management, this study first synthesizes existing relevant literature to clarify the connotation and dimensional division of professional identity.

Drawing on well-established scales, the study then appropriately revises items in line with the core objectives and characteristics of this research, and eliminates unreasonable content to form the initial questionnaire.

The questionnaire is divided into three major modules. All items are designed with positive wording to avoid survey bias, and the main parts are measured using a 5-point Likert scale, where scores from 1 to 5 correspond to "completely inconsistent" to "completely consistent" respectively. The first module is a basic information survey, including 9 single-choice questions such as gender, grade, and type of origin. The second module is the measurement of professional identity, consisting of 29 questions covering four dimensions: professional cognition, professional emotion, professional behavior, and professional fit. The third module is the measurement of influencing factors, with 25 questions developed from three social levels: professional teaching, industry development, and important others.

To ensure the reliability and validity of the questionnaire, a small-scale pre-survey and interviews were conducted before the formal investigation, and the questionnaire was optimized and revised based on the results to determine the formal version. The formal investigation was carried out in August 2026 using a combination of online and offline methods, covering 194 undergraduate students majoring in Tourism Management at Sichuan Minzu College, with 194 questionnaires distributed. After screening and eliminating invalid questionnaires such as those with missing responses, uniform answers, and excessively short response times, 139 valid questionnaires were finally collected, with an effective recovery rate of 84.24%, which can provide reliable data support for this study.

3.2 Data Verification and Analysis

(1) Analysis of the Demographic Characteristics of the Sample

This study used SPSS 27.0 software to analyze the demographic characteristics of the valid samples. The results show that in terms of gender distribution, the vast majority of the samples are female, accounting for 79.1%, and the proportion of male students is 20.9%. This is basically consistent with the overall gender distribution of students majoring in tourism management. In terms of ethnic distribution, the Han students are

the main group, accounting for 77.7%, and the minority students account for 22.3%, among which the Hui students are the majority, which is basically consistent with the enrollment scope and training orientation of the school. In terms of grade distribution, senior students account for the largest proportion, while sophomores account for the smallest. This is consistent with the enrollment situation of the tourism management major in the past four years. In terms of the type of students' places of origin, the majority were rural students, accounting for 75.5%, while urban students accounted for 24.5%. This was basically consistent with the overall situation of the school's students. In terms of the sources of further education, the regular college entrance examination remains the main source of further education for students majoring in tourism management, followed by vocational undergraduate education. The unified enrollment for junior college students to enter undergraduate programs and direct admission from preparatory courses are extremely rare. This is consistent with the school's allocation of enrollment quotas for the tourism management major. In terms of the types of volunteer filling, the vast majority of students fill according to their own preferences, accounting for 73.4%. Fewer students fill according to the preferences of their family members, friends, or high school teachers, accounting for a total of 10.1%. There is also a portion of students (16.5%) who fall into other filling types. It is evident that in recent years, students have had more autonomy and determination in filling out their college entrance examination applications. In terms of the type of major admission, more than half (accounting for 53.2%) of the students were admitted through major adjustment, while the number of students admitted as their first choice was relatively small, less than 20%. This is consistent with the current admission situation of the tourism management major across the country. In terms of the frequency of daily travel, nearly 80% of students travel an average of 1 to 3 times a year. It is evident that students' willingness and behavior to travel are common, which is in line with the trend that tourism has become a rigid demand for residents. In terms of whether they have relatives or friends working in the tourism industry, only a small proportion of students, accounting for 18%, have relatives or friends working in the tourism industry. From the analysis of demographic characteristics, the data of the valid samples

collected in this survey are in line with reality and have good reliability.

(2) Reliability Analysis of the Scale

In this study, SPSS 27.0 software was used to

analyze the reliability of the professional identity measurement scale and the measurement scale of factors influencing professional identity. The analysis results are shown in Table 1 below.

Table 1. Reliability Analysis of Each Measurement Scale

Name of the measurement scale	Cronbach's alpha coefficient	Number of items
Professional Identity Measurement Scale	0.949	25
Measurement Scale of Influencing Factors of Professional Identity	0.950	25

It can be seen from Table 1 that the overall reliability coefficient value of the professional identity measurement scale is 0.949, and the CITC values of each measurement item are all greater than 0.4. the overall reliability coefficient value of the measurement scale for professional identity influencing factors is 0.950, and the CITC values of each measurement item are all

greater than 0.5, indicating a good correlation between items. Therefore, the data reliability quality of each measurement scale is high and can be used for further analysis.

(3) Validity Analysis of the Scale

1. Validity Analysis of the Professional Identity Measurement Scale

Table 2. Validity Analysis Results of Professional Identity Situation

Name	Factor loading coefficient				Commonality (variance of common factors)
	professional cognition	professional emotion	professional behavior	professional fit	
RZ1	0.804				0.758
RZ2	0.791				0.754
RZ3	0.781				0.723
RZ4	0.769				0.721
RZ5	0.692				0.601
RZ6	0.719				0.679
QG1		0.630			0.637
QG2		0.703			0.642
QG3		0.728			0.546
QG4		0.674			0.711
QG5		0.722			0.730
QG6		0.795			0.766
QG7		0.762			0.695
QG8		0.683			0.687
XW1			0.784		0.728
XW2			0.862		0.814
XW3			0.556		0.575
XW4			0.484		0.579
SQ1				0.707	0.742
SQ2				0.651	0.586
SQ3				0.792	0.775
SQ4				0.809	0.781
SQ5				0.824	0.739
SQ6				0.759	0.770
SQ7				0.639	0.679
Characteristic root value (rotated)	4.225	5.410	2.723	5.060	
Variance explanation rate (rotated)	16.902	21.642	10.891	20.239	-
Cumulative variance explained rate (rotated)	69.674				-
KMO value	0.901				-
Bart's spherical value	2758.240				-
df	300				-
P-value	0.000				-

The validity test results of the professional identity measurement scale are shown in Table 2. The common degree values of each item are all higher than 0.5, the KMO value is 0.901, which is greater than 0.6, and the corresponding P value of the Bartlett sphericity test is 0.000, which is

less than 0.05, meeting the requirements of factor analysis and indicating that the data can be analyzed exploratory. This study uses the principal component analysis method for factor extraction and the Kaiser normalization maximum variance method for rotation,

obtaining 4 factors. The variance explanation rates of these factors are 21.642%, 20.239%, 16.902%, and 10.891%, respectively. The cumulative variance explanation rate after rotation is 69.674%, which is greater than 50%, indicating that all the information of the research items can be effectively extracted and named as professional cognition, professional emotion,

professional behavior, and professional fit. The factor load coefficient and the corresponding relationship of the research items are in line with expectations, indicating that the relevant data can be effectively extracted for information.

2. Validity Analysis of the Measurement Scale for Factors Affecting Professional Identity

Table 3. Validity Analysis Results of the Measurement Scale for Factors Affecting Professional Identity

Name	Factor loading coefficient			Commonality (variance of common factors)
	professional teaching	industry development	important others	
JX1	0.831			0.733
JX2	0.794			0.680
JX3	0.768			0.637
JX4	0.806			0.710
JX5	0.804			0.681
JX6	0.712			0.537
JX7	0.850			0.784
JX8	0.864			0.772
JX9	0.828			0.768
JX10	0.695			0.594
JX11	0.685			0.622
JX12	0.731			0.616
JX13	0.514			0.595
HY1		0.809		0.717
HY2		0.743		0.636
HY3		0.842		0.734
HY4		0.850		0.770
HY5		0.845		0.733
HY6		0.694		0.639
HY7		0.810		0.683
HY8		0.763		0.668
TR1			0.689	0.627
TR2			0.621	0.697
TR3			0.696	0.733
TR4			0.624	0.635
Characteristic root value (rotated)	8.425	6.006	2.571	-
Variance explanation rate (rotated)	33.701	24.024	10.285	-
Cumulative variance explained rate (rotated)	68.010			-
KMO value	0.912			-
Bart's spherical value	2954.301			-
df	300			-
P-value	0.000			-

The validity test results of the measurement scale for factors influencing professional identity are shown in Table 3. The commonality values of each item are all higher than 0.5, the KMO value is 0.912, which is greater than 0.6, and the Bartlett's sphericity test corresponding to the P value is 0.000, which is less than 0.05, meeting the requirements for factor analysis, indicating that the data can be subjected to exploratory

analysis. This study uses the principal component analysis method for factor extraction and the Kaiser normalization maximum variance method for rotation, obtaining 3 factors. The variance explanation rates of each factor are 33.701%, 24.024%, and 10.285%, and the cumulative variance explanation rate after rotation is 68.010%, which is greater than 50%, indicating that all the information of the research items can

be effectively extracted and they are named as professional teaching, industry development, and important others. The loading coefficients of each factor and the corresponding relationship between the research items are in line with expectations, indicating that the relevant data can effectively extract information.

(4) Mean analysis of professional identity

According to the scale, the highest score for each item is 5 points, and the lowest is 1 point. The higher the score, the higher the level of professional identification; the lower the score, the lower the level of professional identification. A score of 3 is the median value. To better illustrate the overall situation and the level of professional identity of undergraduate students majoring in tourism management at Sichuan Minzu College in each dimension, the identity level is now classified into grades based on the average value, from low to high as follows: Low identification level ($1 \leq \text{mean value} \leq 2.5$), general identification level ($2.5 < \text{mean value} < 3.5$), high identification level ($3.5 \leq \text{mean value} \leq 5$) [15].

The mean value of 139 valid questionnaires was analyzed through SPSS27.0 software to obtain the overall level of professional identity of undergraduate students majoring in tourism management and the mean values of four dimensions. This was done to measure and reflect the current situation of professional identity of undergraduate students majoring in tourism management. The specific details are shown in Table 4.

Table 4. Mean Analysis of Professional Identity

Name	mean value
Overall situation of professional identity	3.460
professional cognition	3.622
professional emotion	3.362
professional behavior	3.657
professional fit	3.324

It can be seen that the average overall professional identity of undergraduate students majoring in tourism management is 3.460, ranging from 2.5 to 3.5, close to 3.5, which is within the general identity level range. This indicates that the overall professional identity of undergraduate students majoring in tourism management is at a medium level at present. Among the four dimensions, the mean score for professional cognition is 3.622, the mean score for professional emotion is 3.362, the mean score for professional behavior is 3.657, and the mean score for professional fit is 3.324. Among them, professional behavior and professional cognition are in the high identification level range, while professional emotion and professional appropriateness are in the general identification level range. The ranking of the identification levels of each dimension from high to low is: professional behavior > professional cognition > professional emotion > professional fit. This shows that under the current talent cultivation and educational management mechanism of the tourism management major at Sichuan Minzu College, students have demonstrated good learning behaviors in their professional studies and have a relatively good professional cognition. However, both the overall identification level and the identification levels of each dimension still have considerable room for improvement.

(5) Analysis of the Influencing Mechanism of Professional Identity

1. The Impact of individual-level Factors on Professional Identity

By grouping the samples according to the options of each item in the individual basic situation, and conducting independent sample t-tests and analysis of variance, the influence of individual-level factors on the professional identity of undergraduate students majoring in tourism management in ethnic colleges and universities was explored. The analysis results are shown in Table 5 and Table 6 below.

Table 5. Results of Independent Sample T-test Analysis

Factor Name	Professional Identity							
	professional cognition		professional emotion		professional behavior		professional fit	
	Homogeneity of variance test P-value	Two-tailed P value of the t-test	Homogeneity of variance test P-value	Two-tailed P value of the t-test	Homogeneity of variance test P-value	Two-tailed P value of the t-test	Homogeneity of variance test P-value	Two-tailed P value of the t-test
Gender	0.579	0.048**	0.869	0.063	0.262	0.158	0.295	0.734
Type of place of origin	0.866	0.983	0.664	0.221	0.601	0.950	0.915	0.291
Relatives and friends are engaged in jobs related to the tourism industry	0.910	0.244	0.643	0.009**	0.371	0.223	0.145	0.008**

Note: ** indicates that the p-value is less than 0.05.

Table 6. Results of Variance Analysis

Factor Name	Professional Identity							
	professional cognition		professional emotion		professional behavior		professional fit	
	F value	P-value	F value	P-value	F value	P-value	F value	P-value
Ethnicity	1.160	0.331	0.354	0.841	2.637	0.037**	1.261	0.288
Grade	4.192	0.007**	0.739	0.531	2.132	0.099	1.218	0.306
Source of further education	1.484	0.222	0.984	0.402	1.047	0.374	0.354	0.787
Volunteer Filling type	7.891	0.000**	8.439	0.000**	7.255	0.000**	2.074	0.107
Admission Type	0.649	0.691	1.304	0.260	1.017	0.417	2.286	0.039**
Frequency of daily travel	0.724	0.486	0.367	0.693	1.728	0.182	0.882	0.416

Note: ** indicates that the p-value is less than 0.05.

It can be seen from Table 5 and Table 6 that gender, ethnicity, grade, type of volunteer filling, type of admission, and whether relatives and friends are engaged in tourism-related work have a significant impact on the professional identity of undergraduate students majoring in tourism management, but the influences on each dimension of professional identity are different. There are significant differences in professional cognition levels between different genders, with females significantly higher than males. This may be related to the male-to-female ratio of students and the majority of female practitioners in the service industry. However, there are no significant differences between genders in professional emotions, professional behaviors, and professional fit. There are significant differences in professional behaviors among different ethnic groups. The average professional behavior of minority students is significantly higher than that of Han students. However, there are no significant differences among different ethnic groups in terms of professional cognition, professional sentiment and professional fit. This might be because minority students, due to their poorer foundation, invest more in their studies. There are significant differences in professional cognition among different grades, specifically showing significant differences between the first year and the fourth year. The professional cognition of fourth-year students is significantly higher than that of first-year students. This is because as the course arrangement progresses, learning deepens, and various professional internships and practices are successively carried out, fourth-year students have a deeper understanding and grasp of the basic attributes, training goals, knowledge system, and development prospects of the profession. However, there are no significant differences in professional emotions, professional behaviors, and professional fit among different grades. This indicates that the current education in the tourism

management major is at the most basic level of knowledge and ability education. In terms of students' psychological emotions, professional qualities, career outlook, and professional ideological and political education, it is not deep enough or has not achieved obvious results.

Different types of volunteer filling show significant differences in terms of professional cognition, professional emotions, and professional behaviors. Specifically, students who follow the wishes of family and friends have significantly higher professional cognition and emotions compared to those who follow their own wishes or those of high school teachers and others. However, in terms of professional behaviors, they are significantly lower than those who follow their own wishes and higher than those who follow the wishes of high school teachers. Meanwhile, students who follow their own wishes are significantly higher than those who follow the wishes of high school teachers or those of family and friends. This might be because students' current understanding and knowledge of the profession come more from family and friends. When family and friends recommend a good profession, students' professional cognition and emotions are higher. However, due to the potential violation of their own wishes, their professional behaviors are at a lower level. Different types of college admission choices show significant differences in terms of professional fit. Specifically, students admitted to the first choice have significantly higher professional fit levels than those admitted to the fifth, sixth, or transferred admission choices. Different types of admission choices do not show significant differences in professional cognition, professional emotions, and professional behaviors. This is related to the rule that students place the professional they think fits them at the top when filling out their professional application forms. There are significant differences in professional emotions and professional fit

between students with relatives or friends engaged in tourism-related work and those without. Students with relatives or friends engaged in tourism-related work have significantly higher emotions and suitability for the tourism management than those without. This might be because these students have a deeper understanding and cognition of the prospects and reality of the tourism industry through daily interactions with relatives and friends.

Meanwhile, as can be seen from Table 5 and Table 6, different types of student origin have no impact on professional identity. This might be because with the advent of the era of mass tourism and the development of the national social economy, the income of urban and rural residents has continuously increased, and the number of tourists has also continuously risen. After both groups have a similar understanding of the tourism industry and the tourism management major, there is no significant difference. The different frequencies of daily travel have no impact on professional identity, indicating that there is no necessary connection between current students' fondness for travel and their choice of the tourism management.

Table 7. Regression Analysis Results of Each Influencing Factor and Professional Cognition

Influencing factors	R-squared	F-test Sig value	Standardized coefficient Beta	Significance	Collinearity statistical tolerance	VIF
professional teaching	0.246	0.000	0.121	0.228	0.564	1.772
industry development			0.027	0.768	0.683	1.463
important others			0.393	0.000	0.470	2.127

② Analysis of the Impact of Each Factor on Professional Emotion

Through regression analysis of each influencing factor and professional emotion, the results are shown in Table 8 below. It can be seen that the Sig value of the F test is 0.000, which is less than 0.05, indicating that the regression model is overall effective. Moreover, the collinearity statistical tolerance of all variables is greater than

Table 8. Regression Analysis Results of Each Influencing Factor and Professional Emotion

Influencing factors	R-squared	F-test Sig value	Standardized coefficient Beta	Significance	Collinearity statistical tolerance	VIF
professional teaching	0.477	0.000	0.315	0.000	0.564	1.772
industry development			0.206	0.007	0.683	1.463
important others			0.299	0.001	0.470	2.127

③ Analysis of the Impact of Each Factor on Professional Behavior

Through regression analysis of each influencing factor and professional behavior, the results are shown in Table 9 below. It can be seen that the Sig value of the F test is 0.000, which is less than 0.05, indicating that the regression model is

2. The Impact of Social Factors on Professional Identity

① Analysis of the Effects of Each Factor on Professional Cognition

Through regression analysis of each influencing factor and professional cognition, the results are shown in Table 7. It can be seen that the Sig value of the F test is 0.000, which is less than 0.05, indicating that the regression model is overall effective. Moreover, the collinearity statistical tolerance of all is greater than 0.1, and the VIF value is all less than 5, indicating that there is no serious multicollinearity problem. At the same time, the significance level of the independent variable "important others" is 0.000, which is less than 0.05, indicating that important others significantly affect professional cognition, and the influence path value is 0.393. Professional teaching and industry development do not significantly affect professional cognition, possibly because there are other moderating or mediating variables that are at work between professional teaching, industry development and professional cognition. This study did not explore this.

0.1, and the VIF value is less than 5, indicating that there is no serious multicollinearity problem. At the same time, the significance levels of all independent variables are less than 0.05, indicating that professional teaching, industry development, and important others all significantly affect professional emotion, with the impact path values being 0.315, 0.206, and 0.299 respectively.

overall effective. Moreover, the collinearity statistical tolerance values of both variables are greater than 0.1, and the VIF values are all less than 5, indicating that there is no serious multicollinearity problem. At the same time, the significance levels of the two independent variables, professional teaching and important

others, are both less than 0.05, indicating that professional teaching and important others both significantly affect professional behavior, with the impact path values being 0.405 and 0.307 respectively. The industry development does not

significantly affect professional behavior, possibly because there are other moderating or mediating variables at play between industry development and professional behavior, and this aspect was not explored in this study.

Table 9. Regression Analysis Results of Each Influencing Factor and Professional Behavior

Influencing factors	R-squared	F-test Sig value	Standardized coefficient Beta	Significance	Collinearity statistical tolerance	VIF
professional teaching	0.381	0.000	0.405	0.000	0.564	1.772
industry development			-0.817	0.415	0.683	1.463
important others			0.307	0.002	0.470	2.127

④ Analysis of the Impact of Each Factor on Professional Appropriateness

Through regression analysis of each influencing factor and professional appropriateness, the results are shown in Table 10. It can be seen that the Sig value of the F test is 0.000, which is less than 0.05, indicating that the regression model is overall effective. Moreover, the collinearity statistical tolerance values of both variables are greater than 0.1, and the VIF values are all less than 5, indicating that there is no serious multicollinearity problem. At the same time, the

significance levels of the two independent variables, important others and industry development, are both less than 0.05, indicating that important others and industry development significantly affect professional appropriateness, with the impact path values being 0.435 and 0.220 respectively. Professional teaching does not significantly affect professional appropriateness, possibly because there are other moderating or mediating variables that are at work between professional teaching and professional appropriateness, and this aspect was not explored in this study.

Table 10. Regression Analysis Results of Each Influencing Factor and Professional Appropriateness

Influencing factors	R-squared	F-test Sig value	Standardized coefficient Beta	Significance	Collinearity statistical tolerance	VIF
professional teaching	0.446	0.000	0.116	0.176	0.564	1.772
industry development			0.220	0.005	0.683	1.463
important others			0.435	0.000	0.470	2.127

4. Data Analysis Conclusions

The professional identity of undergraduate students majoring in tourism management at Sichuan Minzu College is a variable composed of four dimensions: professional cognition, professional emotion, professional behavior, and professional fit. The overall professional identity of these students is at a medium level. Among the four dimensions, professional behavior and professional cognition are in the high-identification level, while professional emotion and professional fit are in the general identification level. However, both the overall identification level and the identification levels of each dimension still have considerable room for improvement. According to the mean value, the identification levels of each dimension of professional identity from high to low are: professional behavior > professional cognition > professional emotion > professional fit. This indicates that under the current talent cultivation assessment and teaching management system of

the tourism management at Sichuan Minzu College, students have demonstrated good learning behaviors and enthusiasm in their professional studies, and have a relatively good cognition. However, students' emotional preferences, value recognition, and sense of belonging towards the tourism management are relatively low, and their sense of matching between their own characteristics and the requirements of the tourism management major is also relatively low.

Among the factors influencing the professional identity of the tourism management, the individual-level factors include gender, grade, ethnicity, volunteer filling type, volunteer admission type, and whether relatives and friends are engaged in related work in the tourism industry, etc.; the social-level factors can be divided into three categories: professional teaching, industry development, and important others. Among them, professional teaching includes aspects such as school/professional strength, teaching staff, course setting, internship

practice, and graduate employment situation; industry development includes aspects such as industry reputation, industry remuneration, and industry prospects; important others include relatives and friends, professional teachers, classmates around, and outstanding practitioners in the industry, etc. In terms of the influence on the four dimensions of professional identity, professional teaching significantly positively affects professional emotions and professional behaviors; industry development significantly positively affects professional emotions and professional suitability; important others significantly positively affect all four dimensions of professional identity. It can be seen that important others play a significant role in the formation of the professional identity of undergraduate students majoring in tourism management at Sichuan Minzu College.

5. Problems with Professional Identity

5.1 The Loyalty and Sense of Belonging of Current Students to the Tourism Management Major is Low

In terms of professional emotions, the four items with the lowest scores were "I have never thought of changing to study another major", "I am willing to recommend the tourism management to others", "Overall, I like the tourism management ", and "I am willing to engage in work related to the tourism management ". The average scores were 3.19, 3.19, 3.32, and 3.37 respectively. This indicates that students' loyalty to the tourism management is not high, and their determination to remain in the major and secure employment in the industry is not yet firm.

5.2 Undergraduates Have a Low Perception of the Compatibility between the Tourism Management Major and Their Own Personal Development

In terms of professional fit, the three items with the lowest scores were "The tourism management can reflect my strengths", "The tourism management can realize my self-worth", and "My personality matches the tourism management ". The average scores were 3.20, 3.25, and 3.25 respectively. It can be seen that students have a low perception of the compatibility between their personal development plans and the tourism management major. There might be two reasons for this: one is that students are not clear about their own development plans, and the other is that

they are not clear about the alignment between their own development and the major as well as the development of the industry.

5.3 Students at School Fail to Correctly Understand and Accept the Characteristics of the Industry, and the Education on A Correct Understanding of the Industry Concept is Insufficient

Among the three major social influencing factors for professional identification, the average score for industry development is the lowest at 3.237. The three items with the lowest scores are "Current tourism practitioners have a high social status", "The stability of current tourism jobs is good", and "Most people think that the tourism management has a promising future". The average scores for these three items are 3.09, 3.19, and 3.19 respectively. This indicates that students currently have a deep intuitive perception of the social stigmatization, social prejudice, and industry vulnerability of the tourism industry, but their correct understanding and acceptance are not high. Guidance is needed to form a correct industry perspective.

5.4 The Role of Previous Graduates is Insufficient, Which Affects the Perception of Students on Professional Teaching

The overall average score of the factor of professional teaching is 3.686, which is the highest among all factors. Except for the question item "The employment situation of graduates from the tourism management of our school is very good", whose average score is 3.47, the average scores of all other question items are above 3.6, falling within the high-level. However, it is still at a relatively low level, and there is still much room for improvement. Students' ratings of the employment level and quality of previous graduates are not high. This might be due to the insufficient transparency of the employment information of previous graduates by the college, and students do not have a clear understanding. It also indicates that previous graduates are a group that affects the professional identity of students in the school. The role of alumni, especially outstanding alumni of the same major, can be fully utilized, and more interactions between previous graduates and students should be carried out.

5.5 The Joint Efforts of Schools and Families in Education are Insufficient, and there is no

Emphasis on Guiding Parents' Professional Cognition

The overall average score of the "Important Others" factor is 3.509, which is at a medium level. The item with the lowest score below this is "Relatives and friends understand and support my major", with an average score of 3.33. This indicates that the opinions and suggestions of relatives and friends can influence the professional identity of students majoring in tourism management. Therefore, low professional recognition or prejudice from relatives and friends will significantly reduce students' professional identity. Among relatives and friends, family members have the greatest impact. Thus, enhancing parents' understanding and recognition of the profession can improve students' professional identity.

6. Countermeasures for Enhancing Professional Identity

6.1 Deepen the Construction of Professional Culture and Consolidate the Sense of Belonging and Identification with the Major

To address the issues of students' ambiguous professional identities and weak sense of belonging, a local immersive professional education system should be established. For instance, in the first year of college, a special course titled "Introduction to the Major and the Mission of Kham Tourism and Culture" is offered, integrating local tourism and culture cases and development plans from ethnic minority areas. It also includes cognitive practices such as visiting scenic spots and conducting research on intangible cultural heritage workshops, thereby building an emotional connection between students and local tourism and culture. Regularly hold distinctive activities such as tourism culture festivals and ethnic cultural tourism planning competitions to create a unique identity label for "ethnic cultural tourism builders". Optimize the assistance mechanism of the academic mentor group and carry out precise tutoring based on the differences in the learning conditions of ethnic minority students. Relying on online official accounts and offline achievement display platforms, students' cultural and creative works, research results and practical achievements will be showcased in a concentrated manner, reversing the one-sided perception that the tourism major is limited to tour guide services, and effectively enhancing students' sense of

professional honor and loyalty.

6.2 Optimize the Individual Development Model and Enhance the Quality of Personal-professional Fit

In response to the problems of traditional homogenized training and the single development path for students, flexible and personalized training programs should be implemented. On the premise of consolidating the professional basic courses, three characteristic elective modules, namely ethnic cultural tourism operation, digital cultural tourism new media, and cultural tourism health care, are set up to support students in choosing their development directions independently based on their interests. Encourage minority students to rely on their ethnic cultural advantages to participate in personalized practices such as the revitalization of intangible cultural heritage and the development of ethnic cultural tourism products, and transform their cultural specialties into core professional competitiveness. We select and strengthen career planning courses, introduce career fit assessment, establish a "assessment - interview - path adjustment" career guidance mechanism, and break through students' limitations in career cognition. We implement micro-project-based teaching, connect with real local cultural tourism projects, and enable students to hone their skills and perceive the professional value through practical operations, thereby enhancing their fit with the profession.

6.3 Reshape Scientific Industry Cognition and Correct Occupational Cognition Biases

Carry out professional ideological and political education, deeply integrate industry perspective education into the ideological and political education of courses, add industry cognition topics in core courses, objectively interpret the service attributes and operation rules of the cultural and tourism industry, dialectically analyze the opportunities and challenges of the cultural and tourism industry, and guide students to respect service positions and rationally view the development of the industry. Give full play to the role of "dual-qualified and dual-capable" teachers and industry mentors, reform the pure theoretical teaching mode, and regularly invite local scenic area managers, homestay managers, cultural and tourism entrepreneurs and other front-line practitioners to the campus to share and

exchange, and directly answer students' career confusion. Optimize the internship assessment system, abandon the assembly-line style of low-end internships, and focus on assessing students' comprehensive abilities such as planning and design, problem analysis, and practical reflection, guiding students to establish a scientific career growth perspective of "accumulating at the grassroots level, enhancing abilities, and advancing in multiple ways".

6.4 Activate Local Alumni Resources and Strengthen Role Models' Exemplary Leadership

In response to the fragmented alumni resources and the lack of local role models among students, a systematic review of outstanding graduates who have taken root in the cultural and tourism industry in ethnic minority areas has been carried out. A classified alumni case library has been established, and the growth stories and professional experiences of alumni have been integrated into classroom teaching to make up for the shortcomings of local teaching cases. We regularly carry out alumni lectures and peer mentor assistance activities to provide students with career counseling, academic Q&A sessions and short-term on-the-job guidance. Invite alumni to participate in the revision of the talent cultivation plan. Relying on platforms such as the alumni Return Day and online communication communities, build a regular communication platform. Use real cases around to showcase the employment prospects of local cultural and tourism industries, and strengthen students' confidence in taking root and developing their careers in ethnic minority areas.

6.5 Deepen the Collaborative Education between Schools and families, and Consolidate the Joint Educational Force

Focusing on parents' stereotypical impressions of tourism majors, a precise home-school co-education mechanism should be established. Through means such as a letter to parents, online parent-teacher meetings at key nodes, and one-on-one communication with key students, the professional training system, the demand for local cultural and tourism talents, and diverse employment directions are systematically popularized to break through cognitive biases. Relying on professional publicity platforms, regularly showcase students' practical achievements and growth results, allowing

parents to intuitively perceive the value of professional education, eliminating negative family influences, and forming a favorable situation where schools and families collaborate to empower and jointly exert efforts in education, continuously strengthening students' professional identity.

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