

Analysis of the Cognition and Behavior of University Labor Education of College Students in the New Era with Attitude as the Mediating Variable

Wang He

College of International Business and Economics, Jiangxi University of Finance and Economics, Nanchang, 330013, China

Keywords: College Students, Undergraduate Education Reform, College Labor Education, Structural Equation Model

Abstract: To investigate the relationship between cognition and behavior of college students' labor education in the new era and the mediating effect of attitude, and to provide suggestions for improving the labor education system in colleges and universities. Using SPSS25.0 for descriptive statistics and PLS for constructing structural equation model, the relationship between college students' cognition, attitude and behavior toward college labor education was explored through the survey data of 400 college students enrolled in six colleges and universities in Jiangxi Province. (1) College students' cognition of college education positively and significantly affects their attitudes and behaviors; (2) the mediating effect of college students' attitudes holds, and college students' cognition of college labor education indirectly affects their behaviors through their attitudes. The government, family society and colleges and universities should strengthen the transmission of labor education knowledge to students, and at the same time actively guide college students to establish correct labor dynamics and concepts, so as to create a social culture of respecting labor.

1. Introduction

With the rapid economic development, China's education has also made brilliant achievements, and the number of students enrolled in general higher education schools in China has increased from 7.19 million in 2001 to 32.85 million in 2020, and the comprehensive quality of subject education and moral, intellectual, physical and aesthetic education has been continuously improved. However, while the number of college students is increasing and the subjects and quality are improving, the phenomenon of belittling labor has emerged among college students, and labor education in talent training has been neglected [1].

General Secretary has made a series of important comments on labor education, explaining the importance of labor education in three dimensions: realizing the reversion of the essence of labor education, creating a social culture that respects labor, and improving the quality of workers in the

new era. In March 2020, the CPC Central Committee and the State Council issued the Opinions on Comprehensively Strengthening Labor Education in Universities and Schools in the New Era, and in July 2020, the Ministry of Education issued the Guideline for Labor Education in Universities, Schools and Colleges (for Trial Implementation)", which incorporates labor education into the whole process of talent training and builds an education system for the comprehensive development of moral, intellectual, physical, aesthetic and labor.

Labor education, as an important element of the socialist education system with Chinese characteristics, is one of the main elements in the overall development of students' moral, intellectual, physical, social and aesthetic development. The purpose of labor education is, on the one hand, to enable students to establish a correct view of labor and labor dynamics, and love the values of labor and working people; on the other hand, it is an education to induce students to develop labor habits, change their spiritual outlook on labor and labor values, and improve their labor skills.

The existing research on labor education in colleges and universities mainly focuses on college students' cognition of labor education, the construction of labor education system and the practical path of labor education in colleges and universities. Some college students have unclear understanding of the value of labor education, superficial cognition and utilitarianization of labor choice, and labor education is in a diluted, weakened and marginalized state, and the labor education system has not yet been formed [1-3], the implementation path of exploring the implementation of labor education in colleges and universities is mainly constructed in terms of the state, family society and colleges and universities, playing the role of the state, family society and colleges and universities in the educational ecosystem [1,4]. The state makes long-term plans to provide institutional guarantee for labor education of college students, family society assumes the sense of responsibility for labor education of college students, colleges and universities plan the implementation system of labor education in colleges and universities, regulate the key aspects of labor education implementation in colleges and universities, strengthen the innovation of labor education model in colleges and universities, and optimize the content structure of labor education implementation in colleges and universities [5,6].

After the promulgation of "Guideline for Labor Education in Universities and Schools (for Trial Implementation)" by the Ministry of Education, more and more colleges and universities have incorporated labor education into the training plan and the evaluation system of college students' learning ability, and explored the labor education mode in colleges and universities from theory to practice. However, how do college students, who are the main subjects of labor education in colleges and universities, know about labor education? How do they treat the labor education courses offered by schools? What are the main factors that affect their behavior of practicing labor education? How to offer effective labor education courses in colleges and universities, formulate labor education cultivation system and innovate labor education cultivation mode in colleges and universities are all questions worth exploring.

Based on the above problems, this study uses survey data of 400 college students in six colleges and universities in Jiangxi Province, constructs a structural equation model (SEM), uses attitude as a mediating variable, and explores the relationship between college students' cognition, attitude and behavior toward labor education, as well as the main factors and influencing mechanisms that affect college students' cognition, attitude and behavior toward labor education, so as to provide education authorities with better improvement and This study will propose corresponding countermeasures for education authorities to improve and implement labor education policies and promote the overall development of college students' moral, intellectual, physical, and aesthetic development.

The empirical results of this study show that college students' cognition of labor education in colleges and universities positively and significantly affects their attitudes and behaviors, i.e., college students' understanding and awareness of the importance of labor education promotes their positive

attitudes and behaviors; and the mediating effect of attitude as a mediating variable holds, i.e., college students' cognition of labor education can have some influence on their behaviors through their attitudes. Therefore, colleges and universities should improve college students' cognitive concepts, change their labor education attitudes, and actively practice labor education behaviors when implementing labor education.

The remainder of this study is structured as follows: the second part presents the theoretical model and research hypotheses; the third part presents the research design, including data sources as well as sample characteristics; the fourth part analyzes the model estimation results; and the fifth part discusses the results for the study and draws conclusions and recommendations.

2. Model Construction and Research Hypothesis

2.1. Model Construction

Based on the reference of related literature, this study constructs a model of cognition, attitude and behavior of college students on labor education in the new era and explores the relationship between the three. The model argues that college students' cognition about labor education has a direct positive influence on their attitudes and behaviors, and attitudes can directly influence college students' behaviors about labor education, while cognition has an indirect significant positive influence factor on behaviors through attitudes as shown in Figure 1.

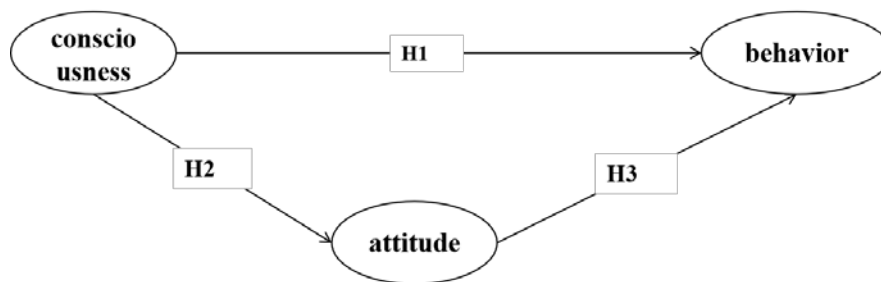


Figure 1: Theoretical model

2.2. Research Hypothesis

This study is designed with three types of variables, among which the independent variable is cognition (awareness). Cognition, also known as awareness, refers to the process of knowing external things, or the process of processing information about external things that act on human sensory organs, and in this study, it refers to the knowledge of college students about the content of college education. Attitude is a stable psychological tendency held by an individual toward a specific object, which contains the subjective evaluation of the individual and the resulting behavioral tendency. Behavior refers to all purposeful activities of people. In this study, it refers to the activities generated by college students after learning about college education.

Based on the above variables, this study makes the following as well as hypotheses.

2.2.1. The Direct Influence of Cognition on Behavior

Cognition is the degree of knowledge of external things, and behavior is all purposeful activities. The degree of knowledge about something is different, and the activities adopted for that thing are different, i.e., behaviors are different. Therefore, the following hypothesis is proposed in this study.

H1: College students' labor education perceptions have a direct positive significant effect on their behavior

2.2.2. The Influence of Cognition on Attitude

Chen (2016) found through an empirical study that positive cognition has a significant positive effect on attitude and negative cognition has a significant negative effect on attitude [7]; Li Weifei (2014) explored the cognition, attitude and intention of school universities in China on volunteer tourism through a study on the cognitive psychology of school students' participation in volunteer tourism based on foreign volunteer tourism research results and planned behavior theory, and explored the psychological situation, and concluded the following: the cognitive situation of school students towards volunteer tourism has a very significant influence on their attitudes [8]. Therefore, the following hypotheses are proposed in this study.

H2: College students' labor education perceptions have a positive and significant effect on their attitudes

2.2.3. The Influence of Attitude on Behavior

Weifei Li (2014) concluded that the overall attitude of residents' participation in event tourism has a significant positive impact on support behavior when school students participate in volunteer tourism [8]. Therefore, the following hypothesis is proposed in this study.

H3: College students' attitudes toward labor education have a positive and significant effect on their behavioral intentions

2.2.4. Attitude as a Mediating Variable

Compared with the single independent variable on the dependent variable, the mediating effect test can explore the process and mechanism of the influence of the independent variable on the dependent variable. Mediated effects are not only methodologically advanced than direct effects analysis, but also can obtain more and deeper results. Chen (2016) tested the mediating role of overall attitude between perceived tourism influence and support behavior by interviewing 468 respondents and developing a structural equation model, which illustrated that residents' perceived influence on event tourism influences support behavior through attitude [7]. Therefore, the following hypotheses were formulated in this study.

H4: College students' perceptions of college education positively and significantly influence their behavior through their attitudes

3. Study Design

3.1. Data Sources

In this study, the sampling method of random sampling and stratified sampling was used to investigate undergraduates in school, and the preliminary stratification was carried out according to Jiangxi University of Finance and Economics, Nanchang University, Jiangxi Normal University, Donghua University of Technology, Jiangxi Agricultural University, and East China Jiaotong University, and the questionnaire collection was randomly started in six institutions in Jiangxi Province. In order to ensure the quality of the survey, interviews were conducted with a small number of college students before the formal survey. A pre-survey was conducted, and on the basis of the interview and pre-survey, the questions related to the questionnaire were modified and improved. A total of 420 questionnaires were distributed, and 400 valid questionnaires were finally collected, with a recovery rate of 95.24%. The distribution of survey samples in each university is as shown in Table 1.

Table 1: Distribution of survey samples by universities

Distribution of colleges and universities	Number of samples	Proportion/%
Nanchang University	117	29.25
Jiangxi Normal University	71	17.75
Donghua University of Technology	70	17.50
Jiangxi Agricultural University	38	9.50
East China Jiaotong University	52	13.00
Jiangxi University of Finance and Economics	52	13.00

3.2. Questionnaire Design

Most of the indicators of the questionnaire used in this study were adapted from existing literature to ensure the content validity of the scale, which consisted of two parts: basic information and research constructs. The questionnaire is designed with a description at the beginning of the questionnaire, indicating the attitude of "the information obtained from the survey is for academic research only, the survey is for research analysis only, not for commercial information use, and private information is strictly protected"; the basic information section is presented in the form of single-choice questions to control the measurement of variables; the research construct section is presented in the form of a five-level scale. The basic information section is presented in the form of single-choice questions to control the variables; the research constructs are presented in the form of a five-level scale, with college students' perception of college as the independent variable, attitude as the mediating variable, and college students' behavior as the dependent variable, and each construct (variable) has 3-4 items (questions).

3.3. Sample Characteristics

In this study, online and paper questionnaires were used to collect data, and the online questionnaire was the main one. Four questions about basic information were set in the questionnaire, including gender, age, grade, and major, and the sample characteristics were as shown in Table 2.

Table 2: Distribution of sample characteristics

Projects	Statistical indicators	Frequency/person	Frequency/%
Gender	Male	150	37.50
	Female	250	62.50
Age	Under 18 years old	23	5.80
	18 years old	96	24.00
	19 years old	136	34.00
	20 years old	94	23.50
	21 years old	33	8.30
	21 years old and above	18	4.50
Grade	Freshman year	95	23.80
	Sophomore	208	52.00
	Junior	82	20.50
	Senior Year	15	3.80
Professional	Science and	98	24.50

Composition			
Engineering			
Governance	114		28.50
grammar	35		8.80
Teacher Training	59		14.80
Medicine	47		11.80
Agriculture and Forestry	7		1.80
Other	40		10.00

(i) Gender. Among the 400 people surveyed, 150 were male, accounting for 37.5% of the total number; 25 were female, accounting for 62.5% of the total number, with a male to female ratio close to 4:6.

(ii) Age. Among the 400 people surveyed, 23 people (5.8% of the total) were under the age of 18; 96 people (24% of the total) were 18 years old; 136 people (34% of the total) were 19 years old; 94 people (23.5% of the total) were 20 years old; 33 people (8.3% of the total) were 21 years old; 18 people (4.5% of the total) were over 21 years old. 4.5%.

(iii) Grade. Among the 400 people surveyed, there were 95 freshmen students, accounting for 23.9% of the total; 208 sophomores, accounting for 52% of the total; 82 juniors, accounting for 20.5% of the total; and 15 seniors, accounting for 3.8% of the total.

(iv) Major. Among the 400 people surveyed, the majority of students were majoring in science and technology and economics and management, with 98 students in science and technology, accounting for 24.5% of the total; 114 students in economics and management, accounting for 28.5% of the total; 35 students in grammar, accounting for 8.8% of the total; 59 students in teacher training, accounting for 14.8% of the total; 3 students in medicine, accounting for 8.35% of the total; 7 students in agriculture and forestry, accounting for 1.8% of the total; and 40 students in other majors, accounting for 10% of the total. The number of students in other majors was 40, accounting for 10% of the total number of students.

4. Model Estimation Result and Analysis

4.1. Descriptive Statistics of the Main Variables

This study included three types of variables, where the independent variable was cognition (abbreviated as CON), the mediating variable was attitude (abbreviated as ATT), and the dependent variable was behavior (abbreviated as BEH). The descriptive statistics of the main variables are as follows.

Table 3: Descriptive statistics of the main variables

Title	Number of samples	Sample Basic Statistics				Univariate normality check	
		Minimum value	Maximum value	Average value	Standard deviation	Skewness	Peak State
ATT1	400	1.00	5.00	3.70	1.006	-0.558	0.243
ATT2	400	1.00	5.00	3.49	1.043	-0.38	-0.053
ATT3	400	1.00	5.00	3.85	0.963	-0.665	0.414
BEH1	400	1.00	5.00	3.54	0.928	-0.345	0.362

BEH2	400	1.00	5.00	4.01	0.954	-0.851	0.555
BEH3	400	1.00	5.00	3.92	0.937	-0.726	0.466
BEH4	400	1.00	5.00	3.73	1.005	-0.489	-0.153
CON1	400	1.00	5.00	3.51	1.097	-0.437	-0.246
CON2	400	1.00	5.00	3.55	1.054	-0.397	-0.147
CON3	400	1.00	5.00	3.24	1.220	-0.191	-0.713
CON4	400	1.00	5.00	3.87	0.978	-0.716	0.385

The minimum and maximum values usually tell us whether there are errors in the construction of the file, and the maximum and minimum values of all the questions in this study are between 1 and 5, indicating correct construction. The questionnaire of this study presents options in the form of a 5-point scale, and Table 3 shows that the mean value of each measure item is between 2 and 4, indicating good data. The standard deviation reflects the difference between the tested and true values of the sample data, and the standard deviation of the data for each measure item reflected in Table 3 hovers around 1, indicating that the data are relatively stable and acceptable. The skewness coefficients of each variable in this study are less than 3 and the kurtosis coefficients are less than 8, thus indicating that the sample data conform to a normal distribution.

4.2. Reliability Analysis

The reliability of the questionnaire in this study was as shown in Table 4.

Table 4: Reliability and convergent validity

Variables	Measurements	Standard factor loading	Cronbach's alpha	CR Component reliability	AVE Average variance extraction
Consciousness	CON1	0.792	0.783	0.860	0.605
	CON2	0.827			
	CON3	0.737			
	CON4	0.754			
Attitude	ATT1	0.903	0.842	0.905	0.760
	ATT2	0.855			
	ATT3	0.857			
Behavior	BEH1	0.790	0.792	0.865	0.616
	BEH2	0.770			
	BEH3	0.836			
	BEH4	0.739			

4.2.1. Questionnaire Reliability Analysis

Reliability is reliability, which refers to the consistency or stability of the measurement results obtained according to the measurement instrument. In this study, the alpha coefficient (i.e., Cronbach's Alpha) is used to measure the reliability of the questionnaire, and the larger the alpha coefficient, the higher the reliability of the questionnaire, i.e., the higher the reliability and stability of the questionnaire. Devellis (1991) suggests the following: the alpha coefficient that is between 0.60 and 0.65 is best avoided; the alpha coefficient value bounded between 0.65 and 0.70 is the

minimum acceptable values; alpha coefficient values bounded between 0.70 and 0.80 are quite good; alpha coefficient values bounded between 0.80 and 0.90 are very good [9]. The alpha coefficient values for all three variables in Table 4 are greater than 0.7, indicating good reliability of the questionnaire.

4.2.2. Convergent Validity

In measuring the convergent validity of the model, scholars Hair et al. (1998) suggested removing the measure terms with standard factor loading less than 0.45 [10]; another scholar Chin (1998) considered the model acceptable when the standard factor loading was greater than 0.6, and more desirable when they were greater than 0.7 [11]. In addition, scholars Nunnally and Bernstein (1994) and Fornell and Larcker (1981) argue that the standard factor loading of the measure terms should be at least greater than 0.50, the compositional reliability (CR) should be greater than 0.60, and the average variance extracted (AVE) should be higher than 0.50 to indicate that the measurement model has good convergent validity [12,13]. The standard factor loading of each measurement term in Table 4 are all greater than 0.6, the compositional reliability is all greater than 0.8, and the average variance extractions are all higher than 0.5. Combined with the above scholars' suggestions, the model can be considered acceptable and has good convergent validity.

4.2.3. Differential Validity

In the discriminant validity, this study used the method proposed by Fornell-Larcker (1981), whether the square root of AVE is higher than the correlation coefficient of the two factor constructs to determine whether there is discriminant validity. As can be seen from Table 5, the correlation coefficients of cognition, attitude, and behavior, along with the square root of AVE, are greater than their corresponding correlation coefficients, thus indicating good differential validity of the questionnaire.

Table 5: Discriminant validity

Construct	Pearson product correlation coefficients		
	CON	ATT	BEH
CON	0.778		
ATT	0.777	0.872	
BEH	0.541	0.607	0.785

Note: The diagonal is the square root of AVE

4.3. Structural Equation Model Analysis

4.3.1. Direct Effect Test

Using the Bootstrapping estimation method of SmartPLS 3.0 software, we can directly obtain the path coefficient, significance level, confidence interval and R², where the number of Bootstrapping is 5000.

As can be seen from Table 6, at the 95% confidence level, cognition to behavior is significant at the 0.05 level with a path coefficient of 0.175 and a confidence interval (0.036 to 0.328) that does not include 0, i.e., H1 holds; cognition to attitude is significant at the 0.000 level with a path coefficient of 0.777 and a confidence interval (0.707 to 0.830) that does not include 0, i.e., H2 holds ; Attitude

to behavior was significant at the level of 0.000, with a path coefficient of 0.471 and a confidence interval (0.303 to 0.616) not including 0, i.e., H3 holds.

Table 6: Direct effects

Effect	Path Coefficients	Standard deviation	T-statistics	P-value	Bias-corrected 95%	
					Lower limit	Upper limit
Direct effect						
H1: Cognition → Behavior	0.175	0.075	2.328	0.020	0.036	0.328
H2: Perception → Attitude	0.777	0.031	24.830	0.000	0.707	0.830
H3: Attitude → Behavior	0.471	0.080	5.884	0.000	0.303	0.616

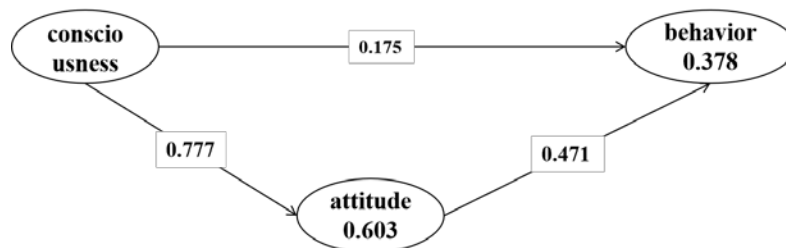


Figure 2: Structure path diagram

From Figure 2, it can be seen that when college students' perceptions of college labor education increase by 1 unit, their attitudes and behaviors toward college labor education increase by 0.777 and 0.175 units, respectively; when college students' attitudes toward college labor education increase by 1 unit, their behaviors increase by 0.471 units. R² represents the explanatory power of the variables, with larger numbers indicating stronger explanatory power. R²>0.67 indicates that the model hypothesized relationship has practical value; R²=0.33 or so indicates moderate explanatory power; R²=0.19 or so indicates weak explanatory power. College students' cognition explained 60.3% of the variance of attitudes; college students' cognition and attitudes together explained 37.8% of the variance of behaviors. Causal step mediation effect test.

4.3.2. Mediating Effect Test

In this study, the Bootstrap self-help method was used to test for mediating effects based on confidence intervals and with reference to p-values. The Bootstrapping estimation method of PLS 3.2.9 software allowed the calculation of path coefficients, significance levels and confidence intervals, where the number of Bootstrapping was 5000 [14].

Table 7: Intermediary effects

Effect	Path Coefficients	Standard deviation	T-statistic	P-value	Bias-corrected 95%
--------	-------------------	--------------------	-------------	---------	--------------------

					Lower limit	Upper limit
Total effect						
Cognition → Behavior	0.541	0.050	10.919	0.000	0.432	0.629
Special indirect effect						
Cognition → Attitude → Behavior	0.366	0.063	5.786	0.000	0.238	0.484

As shown in Table 7, in the total effect of "cognition→behavior", $P < 0.001$, the confidence interval (0.432-0.629) does not include 0, which means that the total effect is valid. In the corresponding indirect effect of "cognition→attitude→behavior", the confidence interval (0.238-0.484) does not include 0, which indicates that there is a significant indirect effect of college students' cognition of college labor education on behavior through attitude, and the size of the indirect effect is 0.366.

5. Discussion and Conclusion

Using the survey data of 400 college students in six colleges and universities in Jiangxi Province, this study constructed a model of the relationship between college students' cognition and behavior toward college labor education with attitude as a mediating variable, and explored the relationship among college students' cognition, attitude and behavior toward college labor education. The findings are as follows: through structural equation modeling, the results of this study show that college students' cognition of labor education in colleges and universities positively and significantly affects attitudes and behaviors, while attitudes play a significant mediating effect as a bridge between cognition and behaviors. Among them, the positive cognition of college students' labor education significantly affects their attitudes and behaviors, that is, the more college students know about labor education in colleges and universities, the more positive their attitudes as well as behaviors toward labor education.

Based on the above results, this study argues that the government, family society and colleges and universities should pay attention to the relationship between college students' cognition, attitude and behavior toward labor education in colleges and universities, especially the mediating effect of attitude, and take relevant measures to improve the comprehensive quality of college students and cultivate new-age college students with comprehensive development of moral, intellectual, physical, aesthetic and labor. In terms of cognition, the more college students know about labor education, the easier it is to form positive attitudes. Therefore, relevant departments should strengthen the top-level design of labor education, comprehensively strengthen the model innovation of labor education in colleges and universities, optimize the content structure of labor education implementation in colleges and universities, and increase the publicity of labor education in colleges and universities, so as to enhance college students' understanding of the content and meaning of labor education. In terms of attitude, society and family should eliminate the tendency of narrow-mindedness and utilitarianism existing in some college students, actively guide students to establish the correct values and labor dynamics of loving labor, create a good atmosphere of vigorously promoting labor spirit in the whole society, and make full use of the mediating effect of attitude to promote the generation of college students' labor. In terms of action, the government, family society and colleges and universities create more labor opportunities so that college students can get more exercise and feel in practice, and finally promote college students to produce positive labor behavior and promote the overall development of the five education of college students in moral, intellectual, physical, aesthetic and labor.

Acknowledgement

Fund Project: Jiangxi Provincial Department of Education Education Reform Project (Project No. JXJG-17-4-12), Jiangxi Provincial University Humanities Project (Project No. GL20125).

Reference

- [1] Dai, K.C. (2021) *The ecology of labor education for college students in the new era Reference on political teaching in secondary schools. Erosion and reshaping*, (16), 7-10.
- [2] Zhang, C.J., Li, J., Xu, R.C. (2020) *Research on the current situation and cognitive influencing factors of labor education among college students in the new era--an empirical analysis based on college students in some universities in Hubei Province. Thought Education Research*, (06), 151-155.
- [3] Le, X.R., Hu, L. (2020) *Value consideration and overall promotion of labor education in colleges and universities in the new era. Thought Theory Education*, (05), 96-101.
- [4] Chen, Y. (2020) *An analysis of the implementation path of labor education in colleges and universities in the new era. Educational Theory and Practice*, 40(36), 16-19.
- [5] Xie, L.N. (2021) *Research on the construction of labor education system in universities in the new era: logical reasoning and practical path. Heilongjiang Higher Education Research*, 39(03), 1-5.
- [6] Peng, Z.P., Zou, N.F. (2020) *The value implication, logical mechanism and practical strategy of strengthening labor education in colleges and universities in the new era. Heilongjiang Higher Education Research*, (12), 1-5.
- [7] Chen, X.Y., Huang, Z.F., Tang, F.J., Huang, Q.F., Lv, L. (2016) *A study on the perceived and supportive behaviors of residents influenced by event tourism based on the overall attitude mediating variables--The Eighth China Flower Expo as an example. Human Geography*, 31(05), 106-112.
- [8] Li, W.F. (2014) *A Study on College Students' Volunteer Tourism Cognition, Attitude and Behavioral Intentions-Based on Theory of Planned Behavior. Youth Exploration*, (04), 66-73.
- [9] DeVellis, R.F. (1991) *Scale Development Theory and Applications*. London: SAGE.
- [10] Hair, J.F., Black, W.C., Babin, B.J., Anderson, R.E. (2010) *Multivariate data analysis: A Global Perspective*. Upper Saddle River, 2010, NJ: Prentice-Hall.
- [11] Chin, W.W. (1998) *Commentary: Issues and Opinion on Structural Equation Modeling. Management Information Systems Quarterly*, 22(1), 7-16.
- [12] Nunnally, J.C., Bernstein, I.H. (1994) *Psychometric Theory (3rd ed.)*, New York: McGraw-Hill.
- [13] Fornell, C., Larcker, D.F. (1981) *Evaluating structural equation models with unobservable variables and measurement error. Journal of marketing research*, 18(1), 39-50.
- [14] Williams, J., MacKinnon, D.P. (2008) *Resampling and Distribution of the Product Methods for Testing Indirect Effects in Complex Models. Structural Equation Modeling*, 15, 23-51.