Exploration and Practice of the Effective Path of the Party History Education for College Students in the New Era Based on the Student Party Branch——Take the Student Party Branch of Guangzhou Xinhua College as an example

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Abstract. In order to enhance the enthusiasm and autonomy of party history learning education, deepen the understanding of party history content, this paper proposes to TPB plan behavior theory (Theory of Planned Behavior) as the basic model framework, introduced the feasibility of participation in party history education path, combined with the behavior attitude, subjective norms and the three variables, explore the influence of party history learning education practical behavior. The results show that: (1) the behavior attitude is influenced by the external boundary, and presents a marginal and significant relationship to the actual behavior.(2) Subjective norms, perceptual behavior control and path feasibility are all significantly and positively correlated to the actual behavior.(3) The subjective specification has the highest path coefficient and the greatest influence among all the variables. Based on the research results, this paper proposes relevant measures to improve the party history learning path.

1. Foreword

In 2021, xi jinping, general secretary of the history of the party learning education mobilization meeting stressed the history of the party education, the history of the party is based on the party's one hundred historical new starting point[1], as a whole the strategy of the great rejuvenation of the Chinese nation and the world in one hundred, to mobilize the party and the whole confidence in the comprehensive construction of modern socialist country and make major decisions It has a certain guiding role in realizing the life value of college students in the new era.

However, in the new era, the effectiveness of party history education activities need to be improved, and many college students have the following situations: low enthusiasm for learning party history, lack of initiative, insufficient awareness, lack of awareness, single party history education, and lack of attraction[2]. Based on this situation, in the new era, how to strengthen the party history education, how to make the new era of college students better understand and absorb the party history education, and finally integrate into their own whole life road is a long way to go. Therefore, this paper takes the student Party branch of Guangzhou Xinhua College as an example to explore and practice the effective path of party history education for college students in the new era.

2. Research framework

By consulting the relevant theoretical research and literature, we determined the TPB theoretical model as our basic framework, and analyzed the student Party branch of Guangzhou Xinhua College as a practical case. Through the questionnaire survey method, in-depth interview method and case study method, and then for the collected data, using Amos17.0 software for data analysis, and finally verify the effective model of this paper, to draw relevant conclusions, to provide some reference for other universities.

3. Research design

3.1 Theoretical basis

The TPB theoretical model is a structural model constructed based on the theory of planned behavior, which explains the general decision process of the individual behavior from the perspective of information processing, and has proved the effectiveness of the individual behavior interpretation in many domains[3], As shown in Figure 1.

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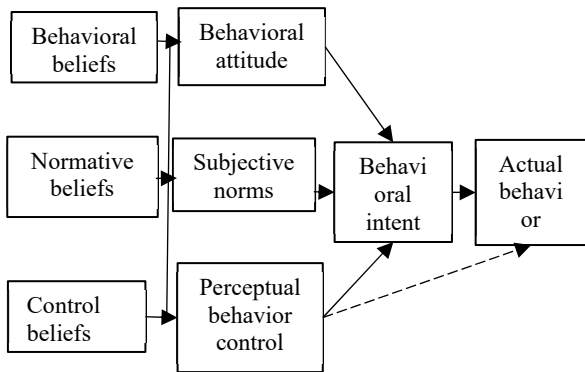**Figure 1** Framework diagram of the planned behavior theory structure model

Chart source：Self-drawn

Theoretical elements are defined as follows:

3.1.1 Behavioral intention.

It refers to the individual's subjective probability of taking a particular behavior, which reflects the individual's willingness to adopt a particular behavior. Generally speaking, the stronger the behavior intention, the stronger the subjective initiative of the individual, and the stronger the practicality of the actual behavior.

3.1.2 Behavior and attitude.

It refers to the positive or negative feelings of the behavior, that is, the attitude formed by the conceptualization of the specific behavior, so the composition of the attitude is often regarded as a function of the individual's significant belief in the outcome of the behavior. In general, the better the individual's attitude towards a certain behavior, the stronger the significant belief of the results shown, that the stronger the individual's behavior intention will be.

3.1.3 Subjective norms.

Refers to the social pressure that an individual feels on whether to take a particular behavior, that is, the influence of those individuals or groups on whether an individual takes a particular behavior when predicting the behavior of others. Generally, subjective norms are divided into two parts: normative belief and obedient motivation. It is the individual's support and evaluation of his or her family members and colleagues in real life, which will affect the individual to make specific behaviors. In general, the stronger the feeling, the stronger the individual's behavioral intention.

3.1.4 Perceptual behavior control.

It refers to the obstacles that reflect an individual's past experience and expectations. When an individual thinks that he/she has more resources and opportunities and fewer expected obstacles, the stronger the perceptual behavioral control over behavior is. There are two ways, it is to affect the behavior intention with motivation, and it can also predict the behavior directly. In general, the

stronger the perceptual behavior control, the stronger the individual's behavioral intention, or the stronger the actual behavior that is directly affected.

3.2 Research hypothesis and model construction

3.2.1 Research hypotheses

Based on the above theoretical basis, through the questionnaire survey of the members of the Student Party branch of Guangzhou Xinhua College, and applied to the study of the influencing factor selection of party history education path, the following research assumptions are put forward in this study, as shown in Table 1.

Table 1 The Model Study Hypotheses

research contents	order number	Suppose the content
Behavior attitude and actual behavior	H1	Behavioral attitudes were positively associated with actual behavior
Subjective norms and actual behavior	H 2	Subjective norms are positively correlated with actual behavior
Perceptual behavior control and actual behavior	H 3	Perceptual behavioral control was positively correlated with actual behavior
Pathway feasibility and actual behavior	H 4	Pathway feasibility was positively correlated with the actual behavior

3.2.2 Model building

This paper will be applied to the exploration and research of the effective path of party history education, and combined with the learning characteristics of college students in the new era, the TPB model is further adjusted, as shown in Figure 2.
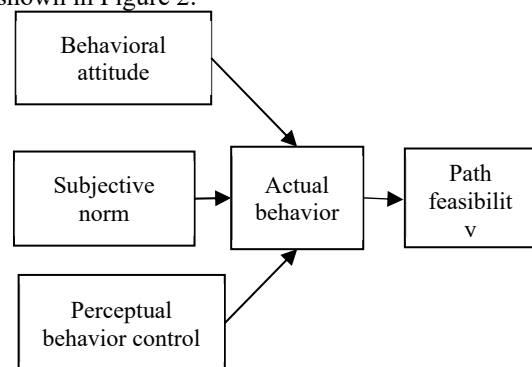

Figure 2 A conceptual model influencing the education path of Party history

Chart source：Self-drawn

3.2.3 Design of the questionnaire

The questionnaire design of this paper consists of two main parts. The first part is divided into the basic personal information, and the second part is the behavior intention

survey of student party members to participate in the party history study and education. The basic information of the sample mainly includes gender, age, political status, etc., while the scale is mainly based on the literature review, reference for the mature scale, and finally the feedback investigation on the existing work of the party construction workers from their own perspective. The main part of the questionnaire is the scale analysis. The Likert level 5 scale is used for measurement. A total of 16 questions are designed with 1-5 to indicate the recognition of the questions. To improve the reliability and plausibility of the sample measurements, each potential factor was measured using multiple topics.

The sample size is generally considered to be 5-10 times that of the scale title, and no less than 200 copies. The total collection of our final sample was 262, and the number of valid questionnaires was 257. The sample response rate reached about 98%, which exceeded 10 times that of the scale questions, and the next data analysis can be conducted.

4. Empirical analysis

4.1 Analysis of reliability and validity

Reliability and validity are mainly based on the rationality and inquiry between the questionnaire scale and the collected data. The effective sample size of this analysis is 257, which is 10 times over the number of analyzed items, and the sample size is moderate. In this paper, reliability and validity analysis of Cronbach's Alpha, KMO sample measure and Bartlett sphere test, as shown in Table 2.

Table 2. Reliability and validity analysis table

Subactive variables	Question item	KMO price	factor loading	Cronbach's Alpha
Participate in party history education Behavioral attitude	AT1 AT2 AT3 AT4	0.881	0.969 0.959 0.963 0.970	0.975
Party history education path Subjective norms	SN1 SN2 SN3	0.708	0.890 0.963 0.946	0.918
Party history education path Perceptual behavioral control	PBC1 PBC2 PBC3	0.759	0.954 0.975 0.961	0.961
Party history education path feasibility	PF1 PF2 PF3	0.778	0.970 0.979 0.970	0.972
Practical behavior of party history education	IT1 IT2 IT3	0.759	0.944 0.962 0.970	0.956

According to the table, the Cronbach's Alpha of each dimension in the scale is greater than 0.8, indicating good

reliability level, certain reliability and accuracy; while the KMO value is higher than 0.8, and the factor load is greater than 0.7, which indicates that the options and factors have certain rationality. Therefore, it shows that the reliability and validity of the questionnaire are ideal, and the next analysis can be conducted.

4.2 Structural equation model analysis

Structural equation modeling (SEM) is mainly a quantitative study of multivariate interactions. According to the survey questionnaire, AMOS17.0 was used to evaluate the proposed hypothesis to obtain the fitting indexes of the model: chi-square degrees of freedom ratio $\chi / df = 2.531 < 3$, absolute goodness of fit index GFI is $0.903 > 0.9$, relative fitting index CFI is $0.977 > 0.9$, and approximate error RMS RMSEA is $0.077 < 0.1$, as shown in Table 4-2. The index values of each fit are within the required range, which can determine the fit of the model is good. Therefore, the next step of the model regression coefficient analysis can be performed, and by applying R^2 Values test the predictive power of the conceptual model, and it is generally believed that an affected item (dependent variable) will correspond to an R^2, If multiple affected items, multiple R^2, thus R^2 The closer the value is to 1, the greater the degree to which the endogenous latent variables can be explained[4], As shown in Table 3.

Table 3 Model fitting index table

Commonly used indicators	Chi-square degrees of freedom are more specific than χ^2 / df	GFI	RMSEA	RMR	CFI	NFI	NNFI
criterion for judgement	<3	>0.9	<0.10	<0.05	>0.9	>0.9	>0.9
price	2.531	0.903	0.077	0.019	0.977	0.963	0.971

Table 4 Summary table of the model regression coefficients

research hypothesis	Suppose the path	path coefficient	CR price	P price	result
H 1	Adventitious behavior	0.199	1.867	0.062	Support the hypothesis
H 2	Subjective normative behavior	0.374	6.731	0.000	Support the hypothesis
H 3	Perceptual behavior	0.208	2.002	0.045	Support the

	controls the behavior				hypothesis
H 4	Feasibility behavior	0.196	3.098	0.002	Support the hypothesis
Note: Represents a path impact relationship					
Model fit degree: R^2=0.782					

Table 3 (CR=1.867> 1.67> 1.64, p =0.062 <0.7.) We accepted the experimental hypothesis, while subjective norms and behavior (CR=6.731, p <0.05), perceptual behavior (C R = p =0.01 <0.05) and feasibility (CR=2.002, p =0.01 <0.05). And this article R2The value of 0.782 indicates that the overall predictive power of the model is at a strong level.

In conclusion, ①the behavioral attitude is influenced by the external boundary, and presents a marginal and significant relationship to the actual behavior.② Subjective norms, perceptual behavior control and path feasibility all show a significant and positive correlation on the actual behavior, among which the subjective norms have the highest path coefficient, which indicates the greatest impact.

5. Analysis of the research results

The attitude of each member towards the education path of party history education is influenced by many external influences, such as the subjective hobbies and benefits of each member for learning itself. But in general, the members are already supportive of the party history education path.

Higher of the members of subjective standard value, shows that the members by external influence degree is very high, also reflects in the contemporary exam-oriented education mode, the members are more under the national policy and the school organization arrangement[5], but from the data of perceptual behavior control path coefficient is also very high, shows that the school gave the members enough time to arrange their party history learning, has certain flexibility, this is a school for party history learning education is important point, also from the side reflects the school for the party history learning education path control is correct and effective.

The members of the feasibility of the history of the party education path is more important, whether from the convenience of itself, or for internal work operation, or the construction of the overall atmosphere, all have certain influence on the path, so the development of the path is not only about itself, also about the overall situation of the school management.

6. Study conclusions

This article by consulting relevant literature, in Guangzhou xinhua college student party branch, for example, build based on TPB plan behavior theory model framework, introduce the feasibility of the party history education path variables, combined with the basic model involved in the party history education path behavior attitude, subjective norms and perceptual behavior control

these three variables, explore the influence of party history learning education practical behavior. By issuing valid questionnaires, for the collected data, Amos17.0 software was used to conduct data analysis, and to verify the reliability, validity analysis and structural equation model analysis, all four assumptions were valid. Therefore, the following conclusions can be drawn from the study results:

6.1 The influence of the behavior and attitude of each member.

Influenced by the external boundary, under the background of the continuous emergence of Internet information, the screening of the quality of information is defective, and in the case of poor self-control, it may greatly hinder the attitude of members to the study of party history, so that their attitude and efficiency of learning itself are greatly affected. Therefore, the path of schools and its content should be done a good job of screening, so that members can reduce some bad external impact.

6.2 The subjective normative influence of each member.

Each member is influenced by subjective norms and tends to form a pattern that groups want to attract learning. Therefore, the cultivation of the tacit understanding between the members is related to the implementation of the final actual behavior. For the school party history to carry out the study of education content, the leading role of party cadres is very big, student party cadres should do a positive leading role. Adhere to the point to line, from line to surface, the comprehensive flowering learning program is a network covering students' knowledge, at the same time to the red era hot spots as the heart bridge, stimulate the spiritual resonance between the Party and the masses. Through continuous exploration and continuous innovation, make full use of communication media, occupy the position of public opinion, enhance the appeal of party history learning and education.

6.3 The perceptual behavior control of each member.

Influenced by perceptual behavior control, the members of their own behavior dynamic and is closely related to the subjective initiative and their own interest, can adopt the form of mixed path mode to improve the enthusiasm of the members, rich learning interest, enhance the school party history learning education atmosphere and education system for members have a certain guiding role. Can adhere to the innovation of new models, new ways as the main focus, pay attention to the Internet, handheld media for contemporary college students' party history education role. Unswervingly implement the fundamental task of cultivating people by virtue, with good innovative teaching methods as the catalyst, constantly guide students to study the history of the Party, understand the history of the Party, firmly and effectively promote the history of the party history study theme construction.

7.The new era of college students party members learning path to improve the measures

In order to enhance the students' enthusiasm and autonomy of the study of party history, and deepen their understanding of the content of party history, this article lists and innovates the following measures of party history learning activities according to the proposed path framework:

•Role playing micro party class theme related hero speech, and students to ask and answer each, deepen students' interest in the study of party history.

•Release relevant party history stories and videos through the micro platform, and students will create party history slogans on this basis to stimulate their enthusiasm for learning.

• In the theme party day and other activities to convene students for the classic red story drama performance, or the revolutionary martyrs article reading activities.

•Organize the voluntary activities to publicize the Party history, and increase the understanding of the party history by distributing the party history pictorial and the party history questionnaires to the people around them

•punch in red cultural base, museums and archives to conduct field study, arouse spiritual and emotional resonance, and enhance the vitality of learning

•Hold the red classic comic book exhibition, show the heroic hymn, the stories of mountains and rivers, the mark of The Times, and review the heroic stories of the revolutionary martyrs together with the students.

•Organize students to watch red classic movies, sing red classic songs, remember the history of the Party, and salute the sages.

8. Deficiency and outlook

This paper is based on planning behavior theory influence the party history education path concept model, to explore the new era of college students party history learning effective path of education exploration and practice provides a clear research framework, is conducive to the universities to better understand the new era of college students, party history learning education, problems and the measures to solve. The research of this paper mainly adopts the questionnaire survey method, there are certain limitations in the research methods and research objects, for the overall university is not very good inclusion, and each school or its own party branch has its own characteristics, we still need to continue to explore and practice.

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