

Off-Campus Education and Comprehensive Development of Secondary School Students in China: Towards a Developmental Framework

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Abstract

The development of today's society and the progress of education have changed the supply and demand of secondary school education to a certain extent, school education is no longer the only form of education that plays a role in and is responsible for the growth of secondary school students, and the needs of students and parents for education are becoming more and more diverse, and school education alone can no longer be satisfied. Various contents and forms of extracurricular education have been widely present inside and outside the education system and in the entire social system, and the emergence and development of various off-campus educational institutions has also formed an educational force that cannot be underestimated. But at the same time, many problems have emerged in the development of off-campus education, and a lot of confusion has arisen at the practical and theoretical levels. These problems and confusion are mainly due to the lack of norms in the practice of off-campus education and the weakness of theoretical research on off-campus education. Whether from the perspective of promoting the healthy development of secondary school students' extracurricular education or from the perspective of constructing a theoretical framework for off-campus education, it is necessary to conduct in-depth exploration of the problems of extracurricular education for secondary school students today.

Keywords

Chinese middle school students, Off-campus education, Development framework.

1. Introduction

From the perspective of the development and changes of off-campus education policies and the current requirements, the problems mainly lie in: the nature of off-campus education is not clear, the policies and regulations of off-campus education are not perfect, and the management system of off-campus education is not sound enough. Examining the current status of the development of off-campus educational institutions, it is found that the problems of children's palace education are mainly that the radiation leading role of off-campus education needs to be strengthened, it is constrained by school education, and the educational resources are limited and it is difficult to adapt to the requirements of "popularity". Off-campus educational institutions face the lack of relevant policies and systems, the need to improve educational facilities and equipment, and the need to improve teachers. The participation of secondary school students in extracurricular activities highlights the increasingly serious orientation of academicized off-campus education, the poor leading role of public off-campus educational institutions, and the insufficient participation of institutions outside the education system in off-campus education.

1.1. Background of the Study

The researcher is interested in the study of off-campus education. He has observed a huge demand for off-campus education, the demand for off-campus specialty training and practical activities and the chaotic out-of-school education and training market.

China's "Outline of National Medium and Long-term Education Reform and Development Plan (2010-2020)" issued in 2010 clearly pointed out that to "reduce the burden of homework for primary and secondary school students", "the government, schools, families, and society must work together to treat both the symptoms and the root causes." Later, at the 2011 National People's Congress and National People's Congress, "burden reduction" was written into the Government Work Report for the first time, which clearly stated that "accelerating education reform, effectively reduce the excessive burden of schoolwork on primary and secondary school students", "ensure that primary and secondary school students have one hour of school sports activities every day". The emphasis on reducing the burden of schoolwork on primary and secondary school students has, on the one hand, changed the curriculum of schools, guaranteed and extended the class hours of music, art, physical education, and other courses, and on the other hand, has also had an impact on the extracurricular activities of primary and secondary school students. Another important factor that has an impact on the extracurricular education of primary and secondary school students is the emphasis on the comprehensive quality of students in the recruitment and selection of secondary and higher education institutions and the reform of the evaluation of students' academic quality. Since 2017, "promote the use of comprehensive quality evaluation information for high school students in self-enrollment and other links". The enrollment selection policies and academic quality evaluation measures have a direct guiding effect on the off-campus activities of primary and secondary school students, and objectively become the motivation for the implementation of off-campus activities in actual operation. While the extracurricular activities of primary and secondary school students have attracted much attention as a result, their evaluability in the selection of students and in the assessment of academic quality has also stimulated the enthusiasm of schools, parents and individual primary and secondary school students to participate.

Furthermore, out-of-school education for primary and secondary school students has certain social needs. At the same time, due to the influence of the social environment and the imperfection of the education system and social management system, a considerable part of the current practice of off-campus education has deviated from the correct direction of educating people, resulting in some confusion in the field of off-campus education, which is especially reflected in the disorderly state of the off-campus training market. The booming off-campus training market, coupled with the government's poor supervision of such off-campus training institutions, has created a large phenomenon of mixing and illegal operation of off-campus training institutions, seriously affecting the normal image and function of off-campus education, intensifying the invasion of utilitarian thinking on the field of off-campus education, and also posing challenges to fairness and justice in the field of basic education.

2. Review of Related Literature

2.1. Review of Relevant Literature and Studies

2.1.1. Foreign research on the theory of extramural education

Foreign attention and research on the out-of-school education of adolescents stems from the research and promotion of pedagogical concepts and trends of thought such as lifelong education theory, educational ecology theory, experiential education, and education for all, and it is precisely because of the research on these concepts that the theoretical foundation for extracurricular education for adolescents has been laid. On the basis of the above theory, a

series of social problems and child development problems brought about by social and economic development have made all countries in the world generally begin to attach importance to the extracurricular education of primary and secondary school students, and have made a lot of investment and research on this. These special studies on out-of-school education mainly include the evaluation of out-of-school education conducted by the Afterschool Alliance, and the survey of public satisfaction with out-of-school education; The Harvard Family Research Project has carried out a series of studies on out-of-school education, established an out-of-school education database, etc., and the more famous reports include the "Guidelines for the Evaluation of Small Out-of-School Education and the Evaluation Guide for 21st Century Community Center Projects"; National Institute of Extramural Education (National Institute on Out-of-School Time) Published out-of-school education research reports, policy briefs and advisory services for policy-makers, and emphasis on government responsibility in out-of-school education (Shanghai Association for Extramural Education, 2017).

2.1.2. Domestic research on the theory of off-campus education

The current domestic research on off-campus education mostly focuses on pointing out the shortcomings of China's off-campus education from the macro level, such as insufficient attention to the cognitive level, aging and lack of facilities, outdated content, imperfect system, etc., and puts forward relative solution strategies, of course, it is also based on the macro level of guiding strategies. A small number of international comparative studies are not in-depth and systematic in theory and practice. All these show that extracurricular education has begun to receive attention in China and has made certain progress. However, it should also be noted that the lack of off-campus education research and the long-term neglect of off-campus education and social education by China's scientific research departments have caused that China's theoretical circles have not yet found regularity in the relationship between off-campus education and social education institutions and local governments, the establishment of management systems, and assessment and evaluation, and have not formed a scientific theoretical system of extramural education, so it is difficult to provide effective theoretical guidance for China's extramural education reform.

2.1.3. Foreign policies and practices of off-campus education

In recent years, countries (regions) around the world have regarded improving the comprehensive quality of adolescents as an important educational issue, and out-of-school education is considered to be an effective way of education. In the laws, regulations and policy documents of education reform in various countries (regions), the content of out-of-school education for adolescents has been frequently mentioned, such as the No Child Left Behind Act (NCLB) in the United States The 21st Century Learning Community program The Children's Plan: Building Brighter Futures (2007) Your child, your schools , our future: building a 21st century schools system, (2009) White Paper on Basic Education Reform, Japan's Social Education Law, the "Business-School Cooperation Scheme" implemented by the Hong Kong Education Bureau, etc. On the basis of the practice of various extracurricular education for adolescents, many scholars and research institutions have begun to pay attention to the relevant policies of extracurricular education for adolescents.

2.2. Theoretical framework

2.2.1. Theoretical exploration of the development of extracurricular education for primary and secondary school students

Extracurricular education for primary and secondary school students is an important part of the field of education, especially in the context of the creation of today's learning society, with the increasing abundance of social education resources, the practice of extracurricular

education can be described as a variety of contents and forms, which is both an objective demand for social development, is also an intrinsic need for personal development. At the same time, the development of out-of-school educational practice strongly calls for theoretical guidance, which is what we currently lack. In recent years, theoretical research on off-campus education is entering the field of vision of theoretical researchers, and many scholars have begun to turn their attention to this booming field of education with unlimited potential. For example, Professor Ye Lan's research on social education power of East China Normal University has led a group of scholars to look at the development of Chinese society and education today from the perspective of the original value orientation of lifelong education, and to think about various forms of education outside school. Many related studies are providing more and more theoretical basis for the development of off-campus education. Strengthening theoretical guidance is necessary and necessary for the development of off-campus education, starting from the characteristics of off-campus education practice, combined with the discussions of many scholars and relevant international organizations on education and off-campus education, this paper attempts to start from the international practice model of off-campus education. The understanding and requirements of the development of extramural education and the theoretical viewpoints of the development of off-campus education explore the theory of extramural education.

2.2.2. Requirements and enlightenment of educational theory

As an important field of education, extracurricular education has become increasingly diversified and complex since the establishment of the modern school education system from its initial natural existence, and it has always been affected and constrained by the level of social development and the level of development of educational theory. Since modern times, with the tremendous progress in the development level of social material and spiritual civilization in the world, the continuous improvement of the level of educational theory research, and the richness of educational practice, many Chinese and foreign scholars have paid attention to a broader educational time and space in the field of education other than school education, making the connotation of education richer and more three-dimensional, and the educational opportunities of society more fulfilling.

2.2.3. Conceptual framework

Based on the above theoretical exploration of the development of extracurricular education for primary and secondary school students, the study adheres to the value orientation of lifelong education, and starts from the macro perspective of pedagogical research and the pluralistic structure of educational development, and believes that off-campus education is an organic component of modern education, and together with other educational structures, it plays and embodies the important value of collaborative education. In the development of off-campus education for primary and middle school students, it is necessary to comprehensively implement the fundamental task of cultivating morality and cultivating people, unite schools, families, and society to create a good ecology of educating people, and focus on strengthening the self-building of off-campus educational institutions.

2.3. Assumptions

This paper assumes that the influencing factor model of primary and secondary school education is composed of three dimensions: school level, social level and family level. This part adopts the method of structural equations to measure the influencing factors of the development of primary and secondary education outside school, which is an abstract concept that cannot be directly measured. At the same time, the development of foreign education in primary and secondary schools is studied in the causal system, and the relevant quantitative information of the factors affecting the development of education outside primary and secondary schools is obtained. It shows the quantitative relationship between the latent

variable of the development of out-of-school education in primary and secondary schools and the three latent variables of school education, out-of-school education and family education, as well as school education, Regression relationship between the three latent variables of out-of-school education and family education and the observed variables.

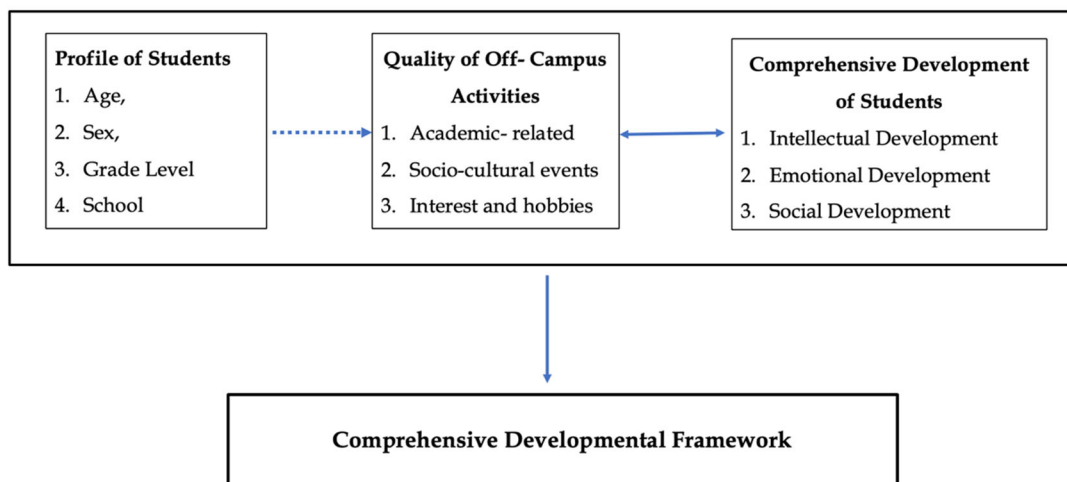


Figure 1. Research Paradigm

2.4. Hypotheses

This study has the following null hypotheses:

H0: There is no significant difference in the assessment of student respondents on the quality of their off-campus activities when their profile is taken as test factors

H1: There is no significant difference in the assessment of student respondents on their comprehensive development when their profile is taken as test factors.

H2: There is no significant relationship between off-campus activities and the comprehensive development of the student respondents.

2.5. Definition of Terms

Academic-related activities. Academic activities refer to various activities conducted in the academic field, namely, activities for people with professional backgrounds to explore, express opinions, and discuss various issues in the discipline. For example, attending academic seminars, special lectures, visiting students, giving lectures, and participating in research on a certain topic are all academic activities.

Comprehensive development. Comprehensive development refers to the comprehensive development of human beings, which refers to the full development of human physical and intellectual abilities, as well as the harmonious development of human beings in various aspects such as morality, intelligence, physique, beauty, and labor. The only way to cultivate people with comprehensive development is to combine education with productive labor.

Emotional Development. The process of constantly differentiating and diversifying emotions as they age. Although diffuse emotions may appear shortly after birth, emotional development is the result of maturity and learning. The frequency, intensity, and duration of different emotions are usually the result of a combination of factors such as genetics, maturity, environmental conditions, daily life experience, and personal health status.

Extra-curricular activities. Extracurricular activities are an indispensable way to cultivate fully developed talents, a necessary complement to classroom teaching, and an important component of enriching students' spiritual life.

Hobbies and Interest. Hobbies refer to when a person's interest is not directed towards the understanding of a certain object, but towards a certain activity, then a person's motivation becomes a person's hobby. Interest refers to an emotion of liking or concern for something. It manifests as people's selective attitudes and positive emotional reactions to certain things and activities. Interest is of great significance in people's practical activities, which can make people focus their attention and create a happy and tense psychological state.

Intellectual Development. Intelligence development refers to the regular changes in individual intelligence that occur with age under the influence of social living conditions and education. From birth to maturity, the development of a child's intelligence is a continuous and orderly process, and the order of development is determined. However, the development speed of each stage of development is not exactly the same, and the development speed of each stage of different individuals is also different.

3. Methodology

3.1. Research Design

A quantitative descriptive comparative and correlational research design will be utilized in this study to assess the off-campus education and the comprehensive development of secondary students in Changsha City. According to a study by Cantrell (2011), the purpose of such method is to establish a link between variables, wherein the main differences are that there is no control (manipulation) of the independent variable (IV) and that research volunteers are specifically designated to control groups.

According to Routio (2007), the quantitative descriptive-comparative research design may remain important despite the researcher's interest being only focused on a single sample. In a given situation when the object of the study is part of the researcher's own cultural environment, it can be difficult to notice its unique characteristics, hence, the situation may appear to be too straightforward and unproblematic. This design delves into the said grey area and reveals underlying information, which cannot usually be seen by a trained yet normalized view (Routio, 2007).

Routio (2007) also argued that a researcher can use all of the standard categories of explanation in comparative analysis, including earlier events, later events, and contextual explanation. Making a list of plausible explanations and consequences, may also be helpful. It increases the credibility of the hypothetical explanation if the probable cause and effect agree. But a simple correlation between two variables does not prove that a hypothetical explanation is correct, because the connection might be because of other underlying and unnoticed factors.

3.2. Research Locale and Participants

The study will be done in Changsha City, Hunan Province, China. Five hundred (500) student respondents will be chosen from the following five educational institutions: Changsha Changjun Binjiang Middle School, Changsha City Nanya Middle School, Changsha Number 1 Middle School, Changjun High School of Changsha and Number 6 Middle School of Changsha.

Changsha Changjun Binjiang Middle School is located in Yuelu District, Changsha City. It has 72 classes and can accommodate 3,600 students. It is a public junior and senior high school directly under the Changsha Education Bureau;

Changsha City Nanya Middle School, located in Yuhua District, Changsha City, has 109 classes and 5,470 students. It is a complete middle school run by the Changsha Municipal Government;

Changsha Number 1 Middle School is the earliest provincial public middle school in Hunan Province. It is a demonstration ordinary high school in Hunan Province directly under the Hunan Provincial Department of Education, a national youth science and technology innovation talent training school, a national primary and secondary school mental health education characteristic school, and a national Chinese language international promotion base school, with a total of 83 teaching classes and more than 4,000 students;

Changjun High School of Changsha is a full-time public senior high school under the supervision of Changsha Education Bureau, one of the eight key middle schools in Hunan Province, with 67 classes and more than 3,400 students;

Number 6 Middle School of Changsha has 65 classes and 3265 students. The school comprehensively promotes quality education, pays attention to the construction of campus culture, and on the basis of inheriting fine traditions, focuses on cultivating innovative spirit and practical ability, and intensifies educational innovation. Moral education, science and technology education, art education, and physical education have distinctive characteristics.

3.3. Sampling method

In order to ensure the comprehensiveness and depth of the investigation, this study adopts a simple random sampling research method. One hundred (100) secondary school students from each of the five educational institutions will be selected. After asking for their consent, they will be asked to answer a survey questionnaire.

3.4. Research Instrument

In this paper, a researcher-made questionnaire survey will be tested for the validity and reliability through consultation with experts and the use of Cronbach Alpha method. To ensure the trustworthiness of the data gathered for the study, the researcher will seek to satisfy the criteria of trustworthiness: credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985).

The questionnaire will be divided into three parts. The first part will be for the profile of the respondents, the second part will be on the quality of off-campus activities and the third part is on comprehensive development of the students. A four-point Likert scale will be used. Two open-ended questions will also be added to support the results of the quantitative data.

3.5. Data Gathering Procedure

The researcher will send a letter of request to the administration of the five institutions to gather data. Once permit is given, he will send the informed consent to the participants assuring them that the survey is done for academic purposes only and that they can withdraw anytime they want. The researcher will conduct the survey through online method. He will collate and analyze the results statistically using the SPSS.

3.6. Ethical Considerations

The participants are free to choose whether to participate in the study at any time. Voluntary participation means that all research subjects can freely choose to participate without any pressure or coercion. All participants can withdraw or leave the study at any time without feeling obligated to continue, and your participants do not need to provide a reason for leaving the study. It is important for participants to understand that there are no negative consequences or repercussions for refusing to participate. After all, they took the time to help you during the research process, and you should respect their decision rather than try to change their mind.

3.7. Statistical Treatment of data

After the statistical data will be collected, counted and collated they will submitted to a statistician for analysis. Using sum totals from the Likert Scale, a One-Way Analysis of Variance (ANOVA) will be employed using the statistical package, SPSS 21 to produce data that would be further analyzed. The sum, as shown by data from the Likert Scale will determine the quality of the off-campus activities and the comprehensive development of the students.

4. Results Analysis

4.1. Profile of the respondents

4.1.1. Age

Table 1. Profile of the Respondents according to Age

Age	Frequency	Percentage
Less than 14 years old	142	47%
15 years old and above	158	53%
Total	300	100%

Table 1 shows that 142 or 47% of the respondents are less than 14 years old, while 158, or 53% of the respondents are 15 years old and above. This implied that there were more 15 years old respondents and above than less than 14 years old respondents.

4.1.2. Sex

Table 2. Profile of the Respondents according to Sex

Sex	Frequency	Percentage
Male	134	45%
Female	166	55%
Total	300	100%

Table 2 revealed that 134 or 45% of the respondents are male and 166 or 55% of respondents are female. This implied that there were more female respondents than male respondents.

4.1.3. Grade Level

Table 3. Profile of the Respondents according to the Grade Level

Grade Level	Frequency	Percentage
Freshmen	76	25%
Sophomore	89	30%
Junior	67	22%
Senior	68	23%
Total	300	100%

The results of Table 3 revealed the percentage of the sample of 300 or 100% of respondents from freshmen to senior levels. A frequency of 76 or 25% of the respondents were freshmen, 89 or 30% were sophomores, the respondents with frequency of 67, or 22% were juniors and 68 or 23% of the respondents were senior level. This implied that most of the respondents were freshmen and sophomores.

4.2. Assessment of the student respondents on the quality of their off-campus activities

4.2.1. Academic-related

Table 4. Assessment of the Student Respondents on the Quality of their Off-campus Academic-related Activities

Variables	Weighted Mean	Standard Deviation(SD)	Rank	Interpretation
Off-campus lectures and seminars are offered to enrich learning.	2.45	1.12	3	<i>Disagree</i>
Some academic trainings and workshops are sponsored by non-governmental organizations and/or private groups.	2.42	1.11	6.5	<i>Disagree</i>
The school partners with other institutions to enhance the academic development of the students.	2.43	1.11	4.5	<i>Disagree</i>
The school provides opportunities for after class remediation sessions for low-performing students.	2.52	1.14	1	<i>Agree</i>
There are activities and enrichment sessions provided for achievers.	2.43	1.13	4.5	<i>Disagree</i>
Academic-related activities are inclusive of all grade levels of students.	2.51	1.12	2	<i>Agree</i>
Inter-school academic contests are made available and fostered for healthy intellectual competition.	2.42	1.15	6.5	<i>Disagree</i>
Overall	2.45	1.13		<i>Disagree</i>

Scale:4.00-3.51=Strongly Agree; 3.50-2.51=Agree; 2.50-1.51=Disagree; 1.50-1.00=Strongly Disagree

Based on the results shown in Table 4 the student respondents disagreed with the quality of their off-campus academic-related activities. This concluded with an overall mean rating of 2.45 with an SD of 1.13.

Among the indicators, “the school provides opportunities for after-class remediation sessions for low-performing students” and “the Academic-related activities are inclusive of all grade levels of students” ranked 1 and 2 respectively while “Some academic training and workshops are sponsored by non-governmental organizations and/or private groups and “Inter-school academic contests are made available and fostered for healthy intellectual competitions” ranked lowest with a weighted mean of 2.42 and SD of 1.11 and 1.15, respectively.

Shang (2006), Bao (2000) and Wang (2004) have all claimed that limitations of school education in the cultivation of young people's comprehensive quality, and believe that the educational advantages of out-of-school education should be extensively brought into play, so they propose that extracurricular education is an important part of the socialist education cause, and an all-round education pattern should be built together with school education. This shows that the aforementioned confines that the said researchers were implying are apparently existing, especially in the context of the quality of off-campus education, wherein extra-curricular courses are looked more into over academic courses. Moreover, it appears that there remains a significant bias towards in-campus education as observed in the respondents' answers.

4.2.2. Socio-cultural events

Table 5. Assessment of the Student Respondents on the Quality of their Off-campus Activities based on Socio-cultural Events

Variables	Weighted Mean	Standard Deviation(SD)	Rank	Interpretation
The school organizes annual field trips for students.	2.52	1.13	3	Agree
The students are encouraged to visit museums.	2.54	1.12	1	Agree
The school allows students to participate in cultural shows and events.	2.48	1.12	6	Disagree
The school invites cultural artists to perform in the school.	2.52	1.13	3	Agree
There are opportunities for students to participate in activities where they can mingle with others from a different grade level or school.	2.40	1.15	7	Disagree
Community immersions are fostered for civic engagement and awareness.	2.44	1.14	5	Disagree
The program ensures students safety while also assuring the variety of activities where they can learn from.	2.52	1.09	3	Agree
Overall	2.49	1.13		

Scale:4.00-3.51=Strongly Agree; 3.50-2.51=Agree; 2.50-1.51=Disagree; 1.50-1.00=Strongly Disagree

Table 5 revealed that the student respondents disagreed with the quality of their off-campus activities based on socio-cultural events. To give support to this conclusion is the obtained low overall mean rating of 2.49 and overall standard deviation of 1.13.

Further, based on the results, it can be interpreted that “there were no opportunities for students to participate in activities where they can mingle with others from a different grade level or school”, which obtained the lowest rank, but the students were encouraged to visit museums which obtained highest in ranking. As Kang (2011) and Kang (2012) argued, social education, along with cultural and moral facets have been promoted among the education platforms in China. However, when it comes to off-campus education, there appears to be a long-term neglect of social education, which stagnated developments on the said facet. This is somewhat observable on the responses in this study as only the cultural aspects have only been given attention to, and not the social facet, which is deemed an essential part of student development. Hence, field trips appear not as socio-cultural activities but more of only cultural events.

4.2.3. Hobbies and Interests

Table 6. Assessment of the Student Respondents on the Quality of their Off-campus activities based on Hobbies and Interests

Variables	Weighted Mean	Standard Deviation(SD)	Rank	Interpretation
There are book clubs available for the students to participate	2.52	1.12	4	Agree
Writing groups such as journalism and creative writing cliques are accessible.	2.62	1.09	2	Agree
Calligraphy, painting and other artistic workshops are organized regularly.	2.55	1.15	3	Agree
Dance trainings are available for those who are interested.	2.63	1.14	1	Agree
Student computer and game clubs are sponsored by the school.	2.49	1.10	5	Disagree
Bands and other musical talent groups are recognized and supported by the school.	2.48	1.07	6	Disagree
The school strives hard to provide all the interest groups students may join within their stay in the institution.	2.41	1.12	7	Disagree
Overall	2.53	1.11		Agree

Scale:4.00-3.51=Strongly Agree; 3.50-2.51=Agree; 2.50-1.51=Disagree; 1.50-1.00=Strongly Disagree

As shown in Table 6, the assessment of the student on the quality of their off-campus activities based on hobbies and interests obtained an overall mean rating of 2.53 and an overall standard deviation of 1.11 and was interpreted as disagree or not like. This inference was substantiated by the recorded mean rating for seven indicators of 2.52, 2.62, 2.55, 2.63, 2.49, 2.48, and 2.41 respectively, and a standard deviation of 1.12, 1.09, 1.15, 1.14, 1.10, 1.07, and 1.12 respectively. Among seen indicators, the “dance training is available for those who are interested” ranked one while “the school strives hard to provide all the interest groups students may join within their stay in the institution” ranked lowest.

According to Zhang (1999) and Wang (2002) there appears to be a lack of interest organizations among educational institutions in China, wherein these clubs are limited to academic and sports clubs. Looking into the low turnout of the survey, it still appears that the same is true in both in-campus and off-campus education, wherein such opportunities are still less, namely in creative endeavors such as those under the activities that are closely attributed to leisure.

4.3. Significant difference in the assessment of student respondents on the quality of their off-campus activities when their profile is taken as test factor

Table 7. Significant difference in the Assessment of Student Respondents on the Quality of their Off-campus Activities when their Profile is taken as Test Factors

Profile	Assessments on the quality of off-campus activities	t-test Value	P Value	Interpretation	Decision
Age	Quality of off-campus activities	30.045	7.050	Not Significant	Accept the null hypothesis
Sex	Quality of off-campus activities	29.315	7.113	Not Significant	Accept the null hypothesis
Grade Level	Quality of off-campus activities	1.033	0.302	Not Significant	Accept the null hypothesis
Schools	Quality of off-campus activities				

Factors

Correlational at the level of 0.05(two-tailed)

If $p\text{-value} > \alpha$: accept the null hypothesis (H_0), If $p\text{-value} < \alpha$: reject the null hypothesis(H_0)

Based on the findings, it can be deduced that there is no significant difference between the student's profile and the assessment of student respondents on the quality of their off-campus activities. Age and the quality of off-campus activities obtained a t-test of 30.045 and p-value of 7.050, Sex and students quality off-campus activities were tested with a t-test value of 29.315 and p-value of 7.113. Grade levels and student quality off-campus activities obtained a t-test value of 1.033 and a p-value of 0.302.

The assessment of student respondents on the quality of their off-campus activities when their profile is taken as test factors that there is no significant difference at $p < .05$ Therefore, the null hypothesis for these variables will be accepted.

4.4. Significant difference in the assessment of student respondents on their comprehensive development when their profile is taken as test factors

Table 8. Significant difference in the Assessment of Student Respondents on their Comprehensive Development when their Profile is taken as Test Factors

Profile	Students Comprehensive development	t-test Value	P Value	Interpretation	Decision
Age	Students Comprehensive development	29.431	3.311	Not Significant	Accept the null hypothesis
Sex	Students Comprehensive development	28.705	3.858	Not Significant	Accept the null hypothesis
Grade Level	Students Comprehensive development	0.845	0.398	Not Significant	Accept the null hypothesis

Correlational at the level of 0.05(two-tailed)

If $p\text{-value} > \alpha$: accept the null hypothesis (H_0), If $p\text{-value} < \alpha$: reject the null hypothesis(H_0)

Using the independent T-test, the findings showed that the student's profile has no significant difference in the student's comprehensive development.

Students' Age has no effect on their comprehensive development as supported by its generated t-test of 29.431 and p-value of 3.311. There is no significant difference between the sex and comprehensive development of the students with its t-test of 28.705 and p-value of 3.858.

The grade level and comprehensive development obtained a t-test value of 0.845 and a p-value of 0.398. Therefore, the null hypothesis for these variables will be accepted.

5. Conclusions

Off-campus activities have become similarly important as in-campus academic and extra-curricular activities. It has become a primary source of development among students, especially as alternative for in-campus activities. Moreover, such activities have also improved students' skills that are more than just academics, but also social and emotional qualities, including cultural aspects. Looking into the results and analyses of this study, the following conclusions can be inferred:

5.1. This study's respondents were mostly female and are aged more than 15 years old. Those in lower year levels – freshmen and sophomore – compose more than half of the respondents.

5.2 According to the findings of this study, student perception on the quality of their off-campus activities is lacking aside from their hobbies and interest, which is only minimally over the supposed threshold. This translates that it appears there are not enough activities that foster student development in the institution.

5.3 When grouped according to their respective profiles, there is no significant difference in student respondents' perception on the quality of their off-campus activities.

5.4 The respondents showed that student assessment on their comprehensive development appear to be lacking. This shows that the current off-campus activities are unable to present an efficient program to foster personal development among the students.

5.5 When grouped according to their respective profiles, there is no significant difference in respondents' assessment of their comprehensive development

5.6 There is moderate positive relationship between off-campus activities and the comprehensive development of the student respondents, meaning improvement on the program can also yield significant progress on the development experienced by the students who are participating in it.

6. Recommendations

The results obtained from this study showed that the current program featuring off-campus activities appear at a low level, and have not caused significant impact in student development. Hence, there are several aspects that need to be significantly improved before it can be considered efficient and at an optimum state that can be offered to students. As a result, the author of this work suggests the following:

6.1 Collaboration and cooperation between teachers and administrators in providing an improved curriculum for off-campus education;

6.2 Promotion of off-campus education as a legitimate mode of education;

6.3 Consistent training of teachers in innovative pedagogies suited for off-campus education;

6.4 Provision of off-campus education resource materials for teachers, students and parents;

6.5 Benchmarking of other schools and institutions' off-campus education programs; and

6.6 Expansion of the scope of research that would research both teacher and student perspective.

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