

The Relevance of Off-Campus Activities to the Achievement of College Students

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Abstract: When students finally face the work scene, they practice the theories and teaching methods they have learned in the classroom discussion with teachers, and their learning can be best reflected, which we call off-school activities. In fact, not everything can be studied in the four walls of the classroom. When students begin to explore outside the classroom, they can learn so much during their off-campus activities. In today's education ecology, after-school education activities, as an effective extension and enrichment of school education, are increasingly important, and their forms are more diversified, which accurately meet the diversified learning and development needs of students and parents. However, the rapid development of after-school education is also accompanied by the lack of norms, weak theoretical research and other problems, leading to the confusion in the practical and theoretical levels. The main problems include the vague definition of the nature, the policy system is not perfect, and the management system needs to be improved. Off-campus educational institutions are faced with challenges such as insufficient radiation force, limited resources, and the urgent need for improving facilities and teachers. Especially for college students, the increased participation in extracurricular activities highlights the seriousness of off-campus academic education, but the leading role of public institutions is limited, and the overall participation is insufficient. Therefore, it is very important to explore and solve these problems, to promote the healthy development of college students extracurricular education and to build a perfect theoretical framework of after-school education.

Keywords: Off-Campus Activities; College Students; Academic Achievement; All-Round Development.

1. Introduction

With the popularization and deepening of higher education, off-campus activities occupy an increasingly important position in the life of college students. These activities not only enrich the diversity of campus culture, but also provide students with valuable opportunities to practice, broaden their horizons and enhance their comprehensive quality. However, the specific impact of off-campus activities on their academic achievement has always been the focus of educational researchers. On the one hand, off-campus activities may have a positive impact on academic achievement by improving students comprehensive quality and stimulating learning interest and motivation; on the other hand, they may also have a certain impact on academic performance due to improper allocation of time and dispersion of energy. Therefore, it is of great significance to deeply explore the influence mechanism of off-campus activities on college students academic achievement to optimize the allocation of higher education resources and promote students comprehensive development. This study aims to reveal the specific impact of external activities on the academic achievement through empirical analysis, and to provide a scientific basis for college educational reform and student management.

2. Positive Impact of External Activities on College Students Academic Achievement

2.1. Improvement of Time Management Ability

Participating in off-campus activities often requires students to properly plan their time during their busy studies to ensure that they can both complete their academic tasks and actively participate in various activities. This process has virtually exercised the time management ability of college

students. They learned how to allocate time based on priority, urgency, and personal interests, and to develop and implement efficient schedules. This improvement of ability not only enables college students to perform well in off-campus activities, but also encourages them to be orderly in their studies and improve their learning efficiency and quality, thus indirectly promoting the improvement of academic achievement.

2.2. Enhanced Social Skills

Off-campus activities provide a broad social platform for college students, giving them the opportunity to communicate and interact with students from different backgrounds, majors and even countries. In such environments, students need to learn to listen, express, negotiate, and collaborate, processes that greatly enhance their social skills. By participating in team projects, volunteer services, community activities, etc., college students learn how to build and maintain interpersonal relationships, how to give full play to their personal strengths in the team, and how to deal with interpersonal conflicts. These valuable social experiences not only make them more comfortable in campus life, but also lay a solid foundation for their future career, promote the overall improvement of personal comprehensive quality, and indirectly promote the progress of academic achievement.

2.3. Improvement of Knowledge Application and Practical Ability

Off-campus activities often involve the process of applying the knowledge learned in class to practical situations, which is crucial for improving college students knowledge application and practical ability. For example, participating in scientific research projects allows students to combine theoretical knowledge with experimental skills to solve specific problems; participating in social practice enables

students to go deep into the society, understand the current situation of the industry, and connect their professional knowledge with social needs. These experiences not only deepen students understanding of professional knowledge, but also cultivate their innovative thinking, problem solving ability and practical ability. When these abilities are fed back into their studies, students can often use what they have learned more flexibly to improve their learning efficiency, so as to achieve better results in their academic performance.

3. Negative Impact of External Activities on College Students Academic Achievement

3.1. Time Allocation Conflict

The diversity of off-campus activities often attracts college students to invest a lot of time and energy. However, when these activities conflict with academic tasks in time, students may face difficult choices. If you overinvest in off-campus activities and ignore your academic priorities, it may lead to key links such as course learning, homework completion and review and preparation to be squeezed or ignored. In the long run, the unreasonable allocation of time will directly affect students learning effect and academic performance, and may even lead to academic crisis.

3.2. Increase in Academic Stress

While off-campus activities can enhance students overall quality, they may also become a new source of academic pressure. On the one hand, in order to balance learning and activities, students need to pay more efforts to maintain the balanced development of both, which virtually increases the psychological pressure. On the other hand, some off-campus activities may involve competition or assessment, such as scientific research competition, speech contest, etc. These additional challenges will also make students feel extra pressure. When academic pressure and activity pressure are superimposed, students may feel powerless, affecting their learning state and mentality, and then have a negative impact on academic achievement.

3.3. Distraction and Inattention

Participation in off-campus activities means that students need to allocate limited attention, energy, and resources to multiple areas. However, peoples attention and resources are limited, and excessive distraction may lead to students insufficient investment in their study and lack of concentration. For example, when preparing for an exam or completing important assignments, students may not be able to concentrate on the trivia that still haunt their minds. This distraction not only reduces learning efficiency, but may also affect learning quality, causing students to perform poorly on key learning tasks, and thus affecting overall academic achievement. Therefore, when college students participate in off-campus activities, they need to plan reasonably, ensure the balance between study and activities, and avoid the problems of resource distraction and inattention.

4. Correlation Analysis of Participation in Extracurricular Activities and Academic Performance

4.1. Study Method

To deeply explore the correlation between participation in off-campus activities and academic performance, this study used a variety of research approaches. First, the data were collected through questionnaire survey, and a detailed questionnaire containing the basic information of students, participation in off-campus activities (such as frequency of participation, type of activities, investment time, etc.), and self-evaluation and evaluation of academic performance was designed. The questionnaire was distributed to students of different grades and different subject backgrounds through a combination of online and offline methods to ensure the universality and representativeness of the sample. In addition, the interview method was also conducted, selecting some students, teachers and parents for in-depth communication, in order to obtain more abundant qualitative data and supplement the shortcomings of the questionnaire survey.

4.2. Data Analysis

After collecting sufficient data, multiple statistical analysis methods were used to process the data. First, the questionnaire data was cleaned and sorted out, and eliminated the invalid and abnormal data. Then, descriptive statistical analysis was used to understand the basic situation of students participation in off-campus activities, including the type, frequency and investment time of participating activities. Next, correlation analysis was used to explore the correlation between extracurricular participation and academic performance, using Pearson correlation coefficient to measure the strength and direction of association between the two. Furthermore, a regression analysis was performed to further determine the specific effects of extracurricular engagement on academic performance and to explore possible mediating and mediating variables.

4.3. Results for Discussion

The results suggest a significant positive correlation between extracurricular activity engagement and academic performance. Specifically, students who moderately participate in off-campus activities showed a higher level of academic performance. This finding supports the conclusion of previous studies that off-campus activities can provide students with learning opportunities outside the classroom and promote comprehensive quality improvement, which in turn can have a positive impact on academic performance. However, it is important to note that excessive participation in off-campus activities may distract students and affect normal study time and efficiency, thus affecting academic performance. Therefore, the study suggests that students and parents should rationally choose and arrange off-campus activities to ensure that promoting the development of comprehensive quality does not affect the normal progress of their studies.

Furthermore, this study found differences in the effects of different types of extracurricular activities on academic performance. For example, science and technology and social practice activities play a significant role in improving students innovation and practical ability, and then have a positive impact on academic performance, while some purely

recreational activities may have little impact on students academic performance. This finding provides a useful reference for schools and parents when guiding students in choosing off-campus activities.

5. Conclusion and Suggestions

5.1. Conclusion

After deeply exploring the influence of off-campus activities on college students academic achievement, we draw conclusions with profound connotation and broad applicability. These conclusions not only reveal the positive role of off-campus activities in promoting students overall development, but also provide a new perspective on understanding the complexity and diversity of the educational process.

First of all, off-campus activities play an important role in improving students interest and motivation in learning. The traditional education mode often focuses on the transmission of knowledge, but ignores the stimulation of students internal learning motivation. With their unique practice and interest, off-campus activities have successfully attracted the attention of students, making them experience the fun and value of learning in the process of participation, thus enhancing the initiative and enthusiasm of learning. This learning motivation from the inside out is a key factor in promoting students continuous progress and excellent academic achievement.

Secondly, off-campus activities have shown strong potential in promoting knowledge integration and application. College stage is a critical period for knowledge accumulation and skill improvement, and off-campus activities provide students with opportunities to apply their knowledge to practical problems. By participating in practical activities, students can better understand the connotation and extension of knowledge, and master the methods and skills of solving practical problems. The ability to integrate and apply such knowledge is one of the important indicators to evaluate students academic achievement, and it is also an indispensable core competitiveness in their future career.

Finally, off-campus activities also play an important role in broadening students horizons, enhancing their sense of social responsibility and teamwork ability. By participating in different types of off-campus activities, students can have access to knowledge and culture in different fields and understand the diversity and complexity of society. This cross-field learning experience helps to cultivate students cross-cultural communication ability and global awareness, and makes them more adapt to the development needs of the future society. At the same time, teamwork and public welfare activities in off-campus activities can also enhance students sense of social responsibility and civic awareness, so that they can become responsible, caring and responsible members of society.

To sum up, the impact of off-campus activities on their academic achievement is multifaceted and far-reaching. They not only enhance students interest and motivation in learning, promote the integration and application of knowledge, but also broaden students horizons and enhance their sense of social responsibility and teamwork ability. Therefore, we should attach great importance to the status and role of off-campus activities in higher education, and actively guide and encourage students to participate in them, so as to realize their comprehensive development and the improvement of their

comprehensive quality.

5.2. Suggestions

Based on the deep understanding of the impact of off-campus activities on college students academic achievement, we make the following more detailed suggestions, aiming to guide the school, teachers and students on how to more effectively use the resources of off-campus activities to promote the all-round development of students.

5.2.1. School-level Recommendations

1) Establish a systematic planning mechanism: The school shall set up a special management department or committee for off-campus activities to be responsible for the overall planning, coordination and supervision of off-campus activities throughout the school. By holding regular meetings, collecting feedback from teachers and students, adjusting the activity plan in time, and ensuring that the content of the activity is closely combined with students needs and professional characteristics.

2) Strengthening school-enterprise cooperation and resource integration: The school should actively seek cooperation with government agencies, enterprises, non-profit organizations and other external organizations to jointly develop high-quality off-campus activities. Through resource sharing and complementary advantages, we will provide students with more diversified practice platforms and learning opportunities.

3) Improve the evaluation and incentive mechanism: establish a scientific evaluation system for off-campus activities to make an objective and comprehensive evaluation of the effect of activities. At the same time, an reward mechanism will be set up to commend students, teachers and teams who have outstanding performance in off-campus activities, so as to stimulate the enthusiasm and creativity of teachers and students.

4) Strengthen safety education and management: While encouraging students to participate in off-campus activities, schools should attach great importance to the safety of students. Through the development of detailed safety plans, strengthen safety education, to provide the necessary insurance protection and other measures, to ensure the safety and health of students in the activities.

5.2.2. Teacher-level Recommendations

1) Actively participation in guidance and companionship: Teachers should regard off-campus activities as an important part of teaching and actively participate in the activity guidance and companionship process of students. By discussing activity plans with students and solving problems in practice, we can enhance the communication and understanding between teachers and students, and improve the teaching quality of teachers.

2) Pay attention to ability cultivation and guidance: When guiding students to participate in off-campus activities, teachers should pay attention to the cultivation of students comprehensive quality and innovation ability. By guiding students to think independently, independent inquiry, team cooperation and other ways, stimulate students potential and creativity, and promote their all-round development.

3) Pay attention to mental health and growth: Teachers should pay attention to students mental health and growth needs, and timely pay attention to students psychological state and emotional changes in activities. Through heart-to-heart communication, psychological counseling and other ways, to help students to solve psychological problems, to promote

their healthy growth.

5.2.3. Student-level Suggestions

1) Establish a correct concept of participation: students should clarify the purpose and significance of off-campus activities, and establish a correct concept of participation. Treat off-campus activities as an important way to improve and grow, rather than simply participating for honors or credits.

2) Reasonable planning of time and energy: Students should reasonably plan their time and energy to ensure that after-school activities and academic development promote each other. By making detailed timetable and setting clear goals, avoid excessive participation in after-school activities and affect academic studies.

3) Active learning and reflection: In the process of participating in off-campus activities, students should take the initiative to learn new knowledge and new skills, and timely reflect on their own performance and deficiencies. By summing up experience and lessons, adjusting strategies and methods, they constantly improve their practical ability and comprehensive quality.

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