

HOW DOES THE CAMPUS PARTY CULTURE INFLUENCE STUDENT ACADEMIC PERFORMANCE AND WELBEING?

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Abstract

This paper explores the impact of campus party culture on students' academic performance and overall wellbeing. As social gatherings and nightlife activities become increasingly embedded in university life, there is growing concern about their influence on students' mental health, academic success, and lifestyle choices. Drawing on existing literature and historical perspectives, this study examines how party culture affects student behavior, motivation, and time management, highlighting both the potential benefits and drawbacks. While party culture may foster social bonding and stress relief, it can also lead to academic decline, poor health outcomes, and risky behaviors if not managed properly. This paper aims to provide a balanced view to understand the relationship between partying and the academic and personal lives of university students.

Keywords: Campus life, party culture, academic performance, student wellbeing, university students, student behavior, mental health

Introduction

Partying is becoming more and more common among college students (Lindo, Siminski, & Swensen, 2015). According to the Oxford English Dictionary, a group or society's ideas, values, and social structures that are upheld by its members and government agencies are referred to as its «culture.» Universities include both community universities and beliefs. As it progressed, so did the quest for education's ultimate objective and its liberation. Wade (2017), for instance, found that the majority of middle-class students attending American universities between 1400 and 1700 followed in the teachers' footsteps to become clergymen. Because student life was strictly regulated, noncompliant students faced harsh penalties.

University students are now engaging in the culture of partying (Lindo, 2015). «Culture» is defined by the Oxford English Dictionary as the beliefs, ideas, and social structures within a given population or society that are followed by citizens and public institutions. Universities and beliefs fall under community universities. The aim of

education itself, and the freedom of education, developed with it. For example, Wade (2017) analyzed that students who attended American colleges from 1400 to 1700 were mostly middle-class students and followed in the footsteps of teachers to become ministers. Student life was strictly controlled, which led to harsh punishment for students who did not comply.

College students are involved in a common party culture (Lindo, 2015). «Culture» is a term used in the Oxford English Dictionary to refer to the set of ideas, beliefs, and social norms that prevail in a particular group or society. It is used to refer to the set of beliefs and social norms prevailing in a university community. This article discusses the huge party culture of students, such as artists, and the «student society's culture» associated with the campus, especially the student-run university campus. College and university party culture emerged as an aftermath of popular culture and college propaganda shaping it (Wade, 2017). This culture developed with the expansion of numbers of students and the evolution of the nature of education, and the liberalization of schools. For example, Wade (2017) analyzed students at American colleges between 1400-1700, mostly from middle-class families who were studying for ministry to become ministers like their instructors. They did not have or had zero amounts of available time. These colleges were characterized as possessing strict rules and regulations, giving rise to a highly regulated environment. Student life in such institutions was tightly controlled, and deviation from such rules had fatal consequences for the students.

Party culture on the campus was dominated by the sons of wealthy families, who cared less about academics but more about validating their parents' wealth and power through their degrees (Ezekiel, 2022). They would indulge in money and time spent partying and using their families' connections, therefore being less obedient and more recalcitrant. In the 1800s, another group followed who had elitism, therefore, creating a culture of disrespect and irresponsibility (Beste, 2018). By the 1930s, with liberalization of education, college life began revolving around competing for sex favors (Wang & Xinyu, 2019). This shift in culture also came hand in hand with the millennial generation, who took up the like of binge drinking.

Literature Review Party culture is attributed to many negative effects, asserts Parker (2022), who estimated that the first-year undergraduate student dropout rate worldwide was at approximately 24% in the period 2019-2020. Social and economic circumstances are among the factors in the figure, even though party culture is a causative factor either directly or indirectly. For example, those who spend their money on party-related activities will find it difficult to cover their tuition fee, leading to high dropout levels. In America alone, about 1.4 million are in college but fail to graduate after four years of college, with male dropouts being 4 percentage points higher than females, and over 31 percent of males dropping out (Rumberger & Ah, 2008). A 25-

year review of the dropout rate literature that was researched showed that 44% of the school dropouts reported missing too many classes, 41% reported poor grades, and 38% reported not completing school work as a reason for dropping out (Rumberger & Ah, 2008). These are largely consistent with party culture influences, as described by Yakaboski and Birnbaum (2013), who witnessed Kenya students spend their Higher Education Loans Board (HELB) loans on party, club, and beer consumption that left them indebted.

Furthermore, Weiss and Dilks (2016) argue that party culture contributes to increased crime, physical and sexual assault, and violence on campus. They argue that college student partying is strongly correlated with increased risk of drunkenness and crime. It has been identified by research that university students who go out for parties are susceptible to being the victim of crime, especially women, who also have a higher probability of physical violence and forced sexual contact (Armstrong, Hamilton, & Sweeney, 2006; Jakeman, McClure, & Silver, 2015). The influence of party culture among university students is not regional but is cross-cultural and universal globally, including in Africa.

Methodology

This study adopts a systematic review approach and utilizes a cross-sectional survey design, following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines. The researcher established both exclusion and inclusion criteria for the analysis.

The systematic literature review began by developing a review protocol. According to Abutabenjeh and Jaradat (2018), a review protocol provides guidelines and review methods for the review process, addressing decisions such as the review question, inclusion criteria, search strategy, study selection, data extraction, quality assessment, data synthesis, and plans for dissemination. In this study, the Population, Intervention, Comparison, Outcome, and Context framework was adopted to establish the review protocol. This framework aided in developing inclusion and exclusion criteria as well as determining the scope of the study.

Findings

Party culture has become an integral part of students' campus life in Kenya, with significant implications for their overall campus life. This systematic review aims to explore the various themes related to party culture and its impact on students in Kenyan universities. By examining these four themes emerged, including types of party culture, party culture practices and community belonging, party culture and student financial well-being, and party culture and coping with stress, we can gain a comprehensive understanding of the influence of party culture on students' lives and its implications for their academic, social, and emotional development.

Discussion

Kenyan universities are characterized by two distinct types of party culture: on-campus party culture and off-campus party culture. On-campus parties, which are held within the university premises, encompass events such as new student welcoming parties, fresher's nights, campus discos, and student awards ceremonies. These gatherings are typically organized by student associations and foster a sense of community among students. However, the literature suggests that off-campus parties, which occur outside the university grounds, are generally preferred by students due to the wider array of options they offer. Examples of off-campus parties include wild and young girls' nights, hostel-organized parties, clubbing, private parties, and drug parties. Notably, the literature highlights the popularity of "wild and young nights" among female freshmen, during which excessive drinking and participation in risky behaviors are prevalent.

Recommendation

By virtue of the rule, universities should put emphasis on ensuring broad-scale education and consciousness campaigns: promotion of responsible party, universities should promote responsible culture, and promotion of healthy party. Such initiatives may be anywhere from workshops, seminars, and awareness campaigns showcasing the pot pot capability. With such education and encouragement of student culture of life, responsible practice, university diplomacy, and healthy party can aid. Creating community involvement: To facilitate the strained relationship between students and communities, universities need to become involved with the population and in communities themselves. Collaborative activities, such as community service and cultural outreach, can generate a feeling of respect for each other. Encouraging students to participate in community activities beyond parties can really help the university and the community develop its diversity, a more diverse campus environment. Financial literacy courses: Universities can also be utilized to shape the Party culture by implementing literacy courses that can teach students about responsibility. These courses can teach students about saving, budgeting, and making intelligent spending decisions. By providing students with the knowledge and skills required to manage finances, universities can prevent them from over-spending, getting into financial trouble, or engaging in risky activities to support their party life. Mental health support services: Recognizing that party culture is a coping mechanism for stress, universities must improve their mental health support services. This can include making counseling services more accessible, establishing peer support groups, and initiating mental health awareness campaigns. By creating a culture of support and providing access to resources through which students can manage stress in healthy manners, universities can reduce the necessity of party culture as an outlet and promote it in general.

Conclusion

Party life has a multifaceted impact on Kenyan university campus life among the students. While it as much provides a basis for community and socialization, it also comes with issues like poor community relations and involvement in criminal activities. Financial repercussions, like excessive expenditures and involvement in transactional sex, also impact the well-being of students. Finally, party culture is generally considered a stress-coping mechanism, but it also has negative effects on the mental health of students. The multifaceted nature of the impact of party culture needs to be understood in order to design effective interventions and support systems that will enhance the general well-being of students in Kenyan universities.

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