

Student's name

Professor

Course number

Date

Influence on college students

Average college going students are in their late teens and better part of their 20s for those who further to postgraduate levels. At their age in life, they are the most active lot of the adult population. Because of this activity, many things are going on in their lives at the same time coupled with the quest to experience new things in life. A college student is willing to risk and experience, they can become careless even on matters of great importance. Many of them go to college because of the need to pursue a certain course of their liking , which could have been thoroughly thought out but for some, going to college can be because of a mere formality and pressure from guardians to pursue a course. A number of factors that determine a college student's behavior include personal and impersonal ones.

Further, personal factors that determine student's behavior largely have something to do with student's character and impersonal factors can be many ranging from peer influence to the previous experiences by the student. Existing student's cultures in colleges they enroll and peer influence have great impact on these students and even the strongest in character can be swayed to do different things they would not have otherwise done with the absence of these influencers. Four years is an average time, which a student stays in college as per the designed programs and curriculums. Freshmen and sophomores are the vulnerable lot and an association to a particular

norm can make or break a student's life even after college. This is so because once they become attached to some of this groupings and behavior; it is hard for one to dissociate. Fraternity and sorority membership have proved to be the great influence to students to a particular behavior. Alcohol consumption and sex among students have been linked to the fraternity and sorority membership. Subsequent socializations in such groupings shape a student's behavior further and finer, as highlighted in *Hooking Up*, when Bogle mentions, "Importantly, Marie, Jen, and Violet were juniors or seniors at the time of their interviews. Thus, they had had many opportunities to learn how the hookup script works in college. It seems likely; as Violet suggests that many young women are less aware of these norms, particularly during freshman year. Thus, less experienced college women may be sexual with someone with the hope that such behavior will lead to a relationship; they may not suspect that their sexual availability decreases their chances of having the man pursue a relationship. One quantitative study confirmed what the upper-class women I spoke with believed; that is, 49 percent of college students who engaged in sexual intercourse during a hookup encounter said they never saw the person again. Indeed, members of the campus culture had to *learn over time* the rules of the hookup script." (Bogle³⁹)

Moreover, college women believe that having sex during the initial hookup reduce their chances of getting that person to like them back. If a college woman likes the person they are hooking up with, they will be forced to conceal their sexual behaviors to make them look less sexual and by so doing, they win the respect and eventual liking and love from their potential companions. Most college women who become too sexual during the first hook up do not get to meet those persons again because they are taken as just casual encounters and never taken seriously. They are just used as sexual tools and if a man likes their sex performance, a woman

might get more than once treatment but usually they do not last any longer. If situations allow and if a mutual feeling is shared, hooking up advance to a better stage and exclusive boy girl relationship ensues. College girls confide that it is the man's sole privilege to decide if the relationship will go on or not. Women who are seen to be the ones pulling the strings are taken to be domineering and viewed as possessing unwomanly behavior which might hurt their chances of being in that relationship. Competition is a very common thing; and players do all within their means to outsmart one another. It should be noted that most college man to woman relationship do not last for long and even if they survive, they normally live beyond the graduation time. This culture has greatly influenced how the students will behave in college and Lang has written about this in Cheating Lessons. To quote him, he writes, "Many of the college women indicated that it is men who decide whether to continue seeing each other or whether a relationship will evolve. Furthermore, college women often seemed at a loss to explain why the man they were "seeing" decided to end things, as did Jen; a junior at State University. (Bogle 41) Trying to fit into the confines of generally accepted behavior make, the college students behave in a particular manner. The generally accepted behavior could be just a perception and not what is actually real.

Additionally, students, like everyone, always aspire to become perfect individuals in their lives. They forget that being perfect is far from reach to every living thing and that no single creature is perfect; or achieved it. The vibrancy of the media and ease of access to these media tools make college student want to behave like certain personalities in television programs. They forget that those personalities do not exist and that what they are seeing is just a make-up to look like situations, which are unachievable in the real world. They spend considerable amounts of time and resources to try to make their situations perfect. These situations range from their body

structures to the way things are done. Students who perceive themselves as not being able to deliver in an exam arena might be forced to cheat just to achieve that grade they thing they are not able to attain. They go up to extents of hiring people to write their projects. A believe in their capabilities is crucial for students if they are to pass their exams and succeed in their general lives. Just as every situation will warrant a self-efficacy is crucial if a student will succeed. “Or academic integrity education programs, which clarify for students the conventions of academic borrowing and lending, can help them learn to hew more closely to the rules of academic integrity. The approach I am advocating here is not meant to supplant or replace those types of strategies, which can be valuable and effective. But focusing on the learning environment will not only provide an important and potentially effective tool to reduce cheating in our classes-it can also create a sense of empowerment in individual faculty members, who might feel uncertain about their ability to cultivate virtues in their students or police more vigilantly for cheating in their courses.” (Lang 38).

Peer influence from others in the group has far-reaching effects on student behavior in college. College girls who go out on a weekend event with their mates might be forced to engage in behaviors against their general believes and abilities. They can be forced to drink just because their colleagues are drinking and that those colleagues approve of those certain behaviors. It is seldom to find a college girl wrap up the weekend activities without engaging in sexual activities with their mates. These sexual encounters situations are greatly brought about by the mere facts that their colleagues are doing it and they might not want to be left out lest they will be viewed as outcasts and with abnormal lifestyles. Peer influence has been a major factor in determining the student’s behavior in school. The sad thing with the peer influence thing is that it is associated with all the negative things, from drinking to having sex. It should be noted that these behaviors

come about not as result of the student's general believe but as a result of the forcing factors in the peer groups. This peer influence factor is an impersonal factor and that it is an external and environmental factor, which can make or break a student, is live. A student's association with the group, which is academic oriented and Christian based unions, increases the student's chances to achieve academically due to the daily functions done in such groupings. This has been highlighted in *How is that Helping Us?* when Cox writes "As Paul put it, I am not learning anything about history. I just go to class. I sit there and I do the assignments..." (Cox 78) You find that students in such groups are not fond of numerous library studies and quest to achieve genuinely and therefore do a lot of research. This phenomenon makes such students to become unsuccessful in college and in most cases if factors remain constant in their lives after graduating. Educators and college administrators should strive to obtain the necessary balance in the college environment to discourage negative associations like weekend beer parties and encourage positive behaviors like Christian unions and such like associations.

Students with constricted financial backgrounds tend to be more cautious and hardworking than their mates from financially stable backgrounds. You find that those from humble backgrounds are conservative and in most cases unwilling to risk. Ability and willingness to risk and engage in new activities is common with rich students. A rich student of the male gender is more likely to get sexual opportunities from college girls than poor students who have limited options to none at all. Being rich enables students afford niceties in the college like weekend drinking sprees and tour opportunities outside the college set-ups. A girl will much more likely to hook up with a rich guy than accept a date proposal from a financially challenged student. Interestingly, poor students tend to succeed in a classroom arena, may be because of a combination of a number of factors like limited opportunities elsewhere and their quest to secure

financially stable future and turn around a situation. Membership to particular groupings is based on one's financial abilities and subscribing to certain groups like the sorority and fraternity is impacted. Normally, such financial abilities of students are not expressly stated but just implied and members make it impossible for financially constricted students to be in certain groups. Money just like in the outside world is a source of security (Lang 28).

Individual's preparation prior to joining college does not really shape one's life in college. This is because students with well and good defined plans to achieve in school will soon become eroded by many factors combined which soon sway students to behave in certain manner. Even a very serious student of strong personality and desired character succumb to the powerful forces brought about in the college arena. Strict college policies normally create boundaries for acceptable behaviors during the school hours and even in outside school hours. A none-drinking and smoking policy in the school compound has enabled students to learn in enabling environments free from interference from the drug addicts. Absence of such strict policies in a college arena with students from varied backgrounds and behaviors can become a recipe for chaos. Students can even disobey their tutors and engage in behaviors even to their faces. Presence of some rules and regulations which spell harsh consequences whenever a deviation is witnessed have restricted students to only accepted behaviors and only little deviations from accepted norms do not normally bring bad impacts to be felt. This is because the designers of such rules anticipated small deviations and must have made a provision to cater for them (Cox 65).

In conclusion, we may say that college is a place where student's behavior is molded to either bad or good one. College students are in the age where they are vulnerable and can succumb to anything. College setups should discourage negative cultures and encourage the

prosperity of such cultures considered positive. Classless environments should be given a chance and scholarships should be given to students who demonstrate good behaviors and denied to students of bad character (Bogle 37). By so doing, it will act as an incentive to particular behaviors, which can really determine a student's life quality even after college.

Works cited

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