MOTIVES FOR ALCOHOL INTAKE AMONGST NORTH WEST UNIVERSITY STUDENTS (MAFIKENG CAMPUS).
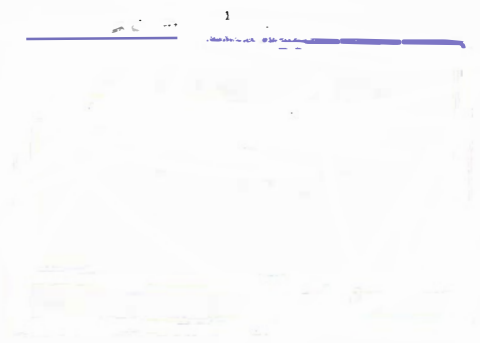
By

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Submitted in partial fulfillment of the requirements for the Degree of Master of Social Sciences (Clinical Psychology) in the Department of Psychology in the Faculty of Human and Social Science at the North West University Mafikeng campus.
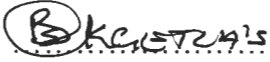
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DECLARATION

The author hereby declares that this whole thesis, unless specifically indicated to the contrary in the text, is his own original work.

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ABSTRACT

This study aimed to gain insight into the drinking patterns of North West University students. Data was collected by means of an anonymous self - reporting questionnaire, and cross - sectional design sample consisted of 100 students (50% male and 50% female) at the North West University (Mafikeng Campus).

The literature reviewed showed that University students tend to drink alcohol more for coping reasons. Enhancement motives were related to the heaviest of all motivated consumption but not necessarily drinking – related problems.

This study also examined various theoretical perspectives on alcohol use, which could provide possible explanation of alcohol use among University students.

The Statistical Package for Social Science version 18.0 (SPSS) was used to obtain data analyses that included descriptive statistics and Chi - square analysis, and all procedures were performed at 0.05 level of significance with 95% Confidence interval.

The results of the study indicated that there is a statistical significant between gender and enhancement motive with chi-square= 5.086, p-value<0.05. The results further revealed that male students drink alcohol more to feel good about themselves.

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CHAPTER ONE

1.1 INTRODUCTION AND BACKGROUND

A study conducted by Rhodes University has linked students' poor academic performance to high alcohol consumption rate on campus (Davidson, 2008). The Mafikeng Mail (September 2008) reports that many young leaders with potential of great things have become slaves of substance abuse. According to Goldman and Darks (2005), the university can and should be an exciting and enriching experience for students. Yet high numbers of university students are consuming alcohol at an increasing rate and alcohol intake is conceptualized as a learned association between stimulus events and outcomes that one has either directly or indirectly experienced (Goldman & Darks, 2005).

Adults are often quick to tell their students that when they go to university they should enjoy themselves, as university life is the best time of their lives. This is however not the case for many students. University life is often marred by chronic anxiety, stress and depression (Johnston, 2005). Some of this emotional distress can be attributed to financial worries in these economically uncertain times. *As a result of the current poor economic situation, many students with university loans tend to worry about how they will be able to repay the loans and therefore resort to alcohol intake as a relief (Davenport, Collins, Marlatt & John, 2006).

Nkhoma and Maforah (1994) conducted a study of drinking patterns among mostly African University students living in a self - catering residence at the University of Cape Town (Western Cape Province). They found that 74% of respondents in the sample drank alcohol. Half (50%) of the young men in the sample were moderate or

heavy drinkers. Parties were the most popular occasions for drinking, with 60% of drinkers naming parties as places where they drink. Fifty five percent (55%) of the respondents drank alcohol during weekends, with relatively large proportion (25%) reporting drinking throughout the weekend including Friday, Saturday and Sunday. This type of drinking behaviour is binge drinking, which means drinking heavily over several days and the person repeatedly becomes intoxicated.

An investigation into the use of alcohol was conducted among a random sample of 543 2nd year students from the University of Stellenbosch (Pluddemann., Theron & Steel, 1999). The participants consisted of 269 male and 274 female students with ages ranging from 19 – 25 years, the mean age being 19.7 years. Respondents were classified into three groups: non - drinkers ("subjects who did not drink"), moderate drinkers ("subjects who reported never getting drunk"), and severe drinkers (subjects who reported getting drunk sometimes or always and subjects who reported drinking more than 7 drinks per occasion"). Of the female students 21% were "non - drinkers". 39% "moderate drinkers", and 40% severe drinkers, The male students consisted of 16% non – drinkers, 27.5% moderate drinkers, and 56.5% severe drinkers, As many as 33% of the males reported drinking three times per week or more, and 30.5% of those who drank alcohol drank six or more per occasion. Of particular concern was the fact that 12% of the males reported that they always drank until they got drunk.

A study was conducted at the University of the North (Limpopo Province) comprising 47 males (mean age 22.3 years) and 43 females (mean age 21.8 years). It was found that the past month prevalence rate for alcohol use was 57% for males and

5% for females (Peltzer & Phaswana, 1999). The ethinic background of the students was mainly Northern Sotho (47%), Tsonga (26%) and others (27%).

1.2 STATEMENT OF THE PROBLEM

Drinking has many negative consequences for university students. The problems include poor in classroom performance, lowered grades, difficulties in residence hall management and destruction of property (Shore & Rivers, 1999). Alcohol is involved in the damage to residence halls, violent behaviours and violation of campus policies. Emotional difficulty is also attributed to alcohol abuse. According to Anderson and Gadaleto (2005), twenty nine percent of academic failure and twenty one percent of students who do not remain in university can be attributed to the problem of drinking: they have also found a significant incidence of hangovers, drinking while driving and missing class because of hangovers.

1.3 AIM

Young people have high rates of risk taking behaviours, including alcohol use and high risk of sex. The main purpose of this study was to gain insight into the drinking patterns of North West University students.

1.4 OBJECTIVES OF THE STUDY

The investigation focused on the motives of alcohol intake among students of North West University, Mafikeng campus,

- To investigate if male students drink alcohol more than female students in all motives.

- To investigate which motives students prefer for alcohol use.

- To explore which age group of students uses alcohol most.

1.5 SCOPE OF THE STUDY

University students face much pressure with regard to alcohol and other substance use. It would appear that alcohol use and unsafe sex are considered to be "the norm" of student life, and whilst campus life provides great opportunities for self-governance and independence, it also creates the challenge of having to learn to manage alcohol intake (Parry 2005). Like most learning processes it provides opportunities for growth, but also poses the risk of emotional pain, and costly consequences for physical health. A worthy investment in our young people would be to endeavour to investigate and highlight motives of alcohol intake in an attempt to bring about change in the behavior of university students (Parry 2005).

1.6 RELEVANCE OF THE STUDY

Alcohol consumption is a major challenge in many institutions in our country, especially institutions of higher learning such as Colleges and Universities. Many students seem to have been drinking alcohol during their time at Universities and alcohol is associated with poor academic performance, violent behaviour, risk of sexually transmitted diseases including HIV, and high rate of pregnancy (Mabille 2009).These are the same challenges that students in the North West University experience.

The researcher has been motivated to conduct this study on motives for alcohol intake as a result of his daily observations of a number of students drinking even

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during their class times as well as the recent death of two students who fought after drinking, on incident which happened at North West University (Mafikeng Campus) during 2008 academic year.

1.7 HYPOTHESES

The research hypotheses can be formulated as follows:

- It is expected that male students will drink alcohol more in all motives than female students.

- It is expected that students who are staying on Campus residence will drink more alcohol than those who are staying with their parents.

- Younger students are expected to drink more alcohol than older students.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Most people who are exposed to excessive use of alcohol intake, are more likely to develop controlled orientation factors such as lacking of true choice in regulating one's behavior (Colder 2002).

In this chapter the focus is on overview of alcohol use and its impact on students as well as the theoretical framework and the concept of motives, as well as the risk taking behaviours and alcohol use among university students.

2.1.1 Overview of alcohol use and its impact on students in general

Research conducted by Back and Summons (2005) in South America has shown that some problem drinkers use alcohol to control stress and to cope with negative effects of university life. The survey indicated that offenders tend to drink in isolation and for the purpose of coping with stress. Other studies by Davenport, Collins, Marlatt and John (2006) further suggest that university students drink in a more social atmosphere such as parties and with the intension of getting drunk. This seems to indicate a more recreational and perhaps experimental approach to alcohol use by university students.

Shore and Rivers (1999) stated that the greatest influence on university students drinking patterns is pressure from their peers. These researchers also found that variables related to influences prior to university such as family, religion and parental

alcohol consumption do not appear to be highly related to alcohol consumption of students.

According to Clapp and Shillington (2006), some people are genetically more vulnerable to alcohol than others, in such a way that some of the students whose parents drink alcohol tend to drink alcohol too, even if it does not occur in all instances. Factors such as stress, failure, depression, anger and anxiety play a part in alcohol consumption, in a way that when some students are stressed or depressed they tend to drink alcohol in the hope that it will solve their problems. An interesting finding of this research is that social factors such as parties play a bigger role than factors such as stress and failure in alcohol consumption. Peers play a huge role in influencing attitudes towards alcohol at social gatherings and parties. Students overestimate their friends and peers attitude towards drinking, which means that students drink because they think their friends encourage drinking when that may not be the case (Clapp & Shillington, 2006).

Family and twin studies have been used to examine the possible etiological mechanism underlying alcohol use motives. In adolescents, coping motives interacted with parental alcohol problems to predict drinking quantity (Chalder & Elgar 2006). Whereas in adults, Baseler (2008) showed that both coping and social motives interacted with a positive family history to predict alcohol dependence. However, family studies cannot assess whether the transmission of drinking motives arises through genetic or environmental mechanisms.

Prescott, Cross and Horn (2004) found that genetic influence accounted for 36% and 42% of the variance in drinking to manage mood (similar to coping-motivated drinking) in males and females adult twins, respectively, with non shared environmental influences accounting for the remainder of the variance.

It has been suggested that cognitive schemata, such as alcohol motives and expectancies, are part of the mechanism through which genetic factors may results in problematic alcohol use Prescott et al. (2004). Inter-individual variation in drinking motives might result from different neurobiological factors, for example, rewarding or sedating responses to alcohol that are genetically based. Prescott et al. (2004) found that drinking to cope with negative feelings can be partly accounted for by genetic factors in a twin design.

Agrawal, Dick, Bucholz and Madden (2008) further provided additional evidence for the heritability of coping motives to drink and particularly to coping motives, in adolescent children. These results suggest that the "drinking to cope" cognitive schema can be transferred from parent to child through genetic factors or by social modeling processes.

Maisto, Carey and Bradizza (2007) suggest that adolescents encounter the drinking motives their proximal social surroundings, observe the rewarding consequences obtained by their significant others and then model the displayed motives. Newlin and Miles (2000) showed that parents who drink to manage negative feelings model this coping behaviour to their children. These researchers further suggest that problematic alcohol use results from an interaction of cognitive and genetic factors.

Boyle, Hang and Dowdall (2006), agree with the statement that students overestimate their friends and peers attitude towards drinking and that University students can't exert self control or independence but they are controlled by a network of social peers and these students depend on the effects of alcohol to solve their problems.

Research by Park, Sher and Krull (2006) seems to indicate that Greek students don't show any moderate relationship between gender, public self consciousness and drinking. In this study public self consciousness had no effect on the level of alcohol consumption among students unaffiliated with the Greek system. According to the study, students habitually alter their behaviours to meet the needs of the immediate situation and use alcohol to convey favourable impressions in public settings.

According to Lennox and Wolfe (2000), students in South America who are geared towards gaining social approval, drink more than other individuals if they perceive substance use to be common among their peers. Navok and Crawford (2001) suggest that moderating a relationship between cross situational variability, is a component of concern for appropriateness. Perceived campus drinking norms and level of alcohol consumption tends to be high in this regard. This study found that students described their use of alcohol as being motivated by peer influence.

Wood, Read and Mitchell (2004) also found that parental attitudes towards non supportive behaviour of drinking reduced the strength of the relationship between

perceived peer norms and negative alcohol related consequences among university students.

University students drink in a more social atmosphere such as parties and with the intension of getting drunk Devenport et al. (2006). The greatest influence on university students drinking is pressure from their peers (Shore & Rivers1999). This drinking behaviour by university students can be explained by Bandura (1994) Social Cognitive theory. This models is based on how social experience cognitively influences behaviour and development and helps us to understand and predict individual and group behaviour. This theory will be explained in more details in the next chapter.

2.2 THEORETICAL FRAMEORK

2.2.1 Social cognitive theory

Bandura's Social Cognitive model is based on how social experience cognitively influences behaviour and development and helps us to understand and predict individual and group behaviour. Social cognitive theory defines human behaviour as a dynamic and reciprocal interaction of personal, behavioural, as well as environmental influences. According to this theory, individual behaviour is uniquely determined by each of these three factors (Bandura,1994).

The person's behaviour interaction involves the bi - directional influences of one's emotions, thoughts, actions and biological properties. A person's expectation, beliefs, goals, self - perception and intentions shape and direct one's behaviour (Bandura, cited in Stone, 1998). It is the ability to form these expectations that gives humans the capacity to predict the outcomes of their behaviour, even before it is performed. The behaviour that is carried out will then affect one's thoughts and emotions.

A bi - directional interaction also occurs between the environment and personal characteristics. In this process human belief, expectations and cognitive abilities are developed and modified by physical structures and social influences within the environment (Bandura cited in Stone, 1998). These social structures convey information and activate emotional reactions through modelling instruction, and social persuasion (Bandura, cited in Stone, 1998).

The final interaction takes place between behaviour and environment and assumes that people are both products as well as producers of their environment. Based on learned human competencies and preferences, humans select whom they interact with and the activities they engage in. Human behaviour also influences the environment, as the behaviour determines which forms of individual behaviour are developed and activated (Bandura, cited in Stone 1998).

Young people need to learn how to be responsible and to make good drinking choices. Therefore, greatly emphasized in the social cognitive theory, is the importance of skills Self - regulation and Self - efficacy (the judgement that one has the ability to perform a given behaviour) (Bandura, 1992). An individual's self - efficacy can develop as the result of their history of achievement in a particular area, through observational learning of other's successes and failures, from the persuasion of others, as well as from one's own physiological state (e.g. anxiety or emotional arousal) whilst performing a behaviour.

According to Bandura (1997), belief in personal efficacy (or perceived self - efficacy) is the central foundation of human agency. He notes that unless people believe that they are capable of producing desired efforts by their actions, they will have little incentive to act or preserve in the face of difficulties. Desired outcomes have been shown to affect: whether people consider changing their behaviour, the degree to effort they invest in changing: and the long - term maintenance of behavioural changes (Bandura, 1999).

Recent studies suggest that perceived self - efficacy is important in substance abuse and HIV risk behaviour change (Bandura, 1994). This model proposes that health – protective behaviour results from a process of cognitive appraisal that integrates knowledge, outcomes expectancies, that is associated with adopting risk deduction behaviours, as well as social influences (Bandura, Cited in LaBria, Schiffman & Earleywine, 2002). He emphasizes four major components necessary for effective programmes of change aimed at altering each of the three above - mentioned interacting determinants (Bandura, 1994).

(a) Informational - designed to increase people's awareness and knowledge of risk.

(b) Development of social and self - regulation skills.

(c) Skills enhancement and development of self - efficacy (or confidence in one's ability).

(d) Enlisting and creating social support for desired personal changes (Bandura, 1994).

A summary of the key concepts of Social Cognitive Theory and its functions in young people's alcohol behaviours as discussed in Bandura (1999) include

(a) Expectations – individual's beliefs about likely results of actions (such as becoming sociable and happier after consuming alcohol).

(b) Observational learning – Youth observe modelling of alcohol use from significant others or modelling of how to effectively use alcohol).

(c) Behavioural capability – knowledge and skills needed to influence behaviour

(d) Self - efficacy – need to have confidence in the ability to take action (could bring about behavioural change by using persuasion and encouragement and pointing out strengths).

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(e) Reciprocal determinism – change becomes bi – directional as it involves the individual and relevant others.(University students now work to change the environment . e.g. University students start promoting healthy life style and substance free society etc).

(f) Reinforcement responses to behaviour that either increases or decreases the chance of recurrence. (Could provide incentive etc that would encourage positive associations connected with new behaviour.) (Bandura 1999).

2.2.2 Alcohol expectancy theory

Alcohol expectancies are defined as "the expected effects of drinking alcohol". According to alcohol expectancy theory (Goldman, Brown, & Christiansen Cited in Kom & Maggs, 2004:118) the cognitive process that occurs before a person drinks plays an integral role as to whether the individual will choose to drink, as well as how much alcohol will be consumed. The model posits that an individual's behaviour after drinking is driven by pre - exciting, beliefs about alcohol's effect on behaviour, in a sort of self - fulfilling prophecy (Lang cited in Cooper, 2002). People generally view alcohol as enhancing and disinheriting sexual feelings and behaviour, and might consume alcohol to enhance sexual activities. They experience this as true for self and others, although alcohol consumption might not truly cause these sexual changes.

Alcohol expectancies arise as a result of the social learning process where individuals learn through interpersonal modelling and reinforcement, perceived appropriate behaviour to display when intoxicated. Due to young people's relative inexperience and their need for disinhibition they may consume large amounts of alcohol based on preconceived alcohol expectancies (Goldman, Brown & Christiansen 1987).

According to Leigh (1989) a decision to drink is made by weighing up the positive and negative expected consequences of drinking in a given situation. Positive or negative dimension of expectancies relates to the proximal - distal dimension: many of the short term effects of drinking are positive while the longer term effects are negative, alcohol expectancies often raise the notion that the individual may hold

different expectancies about how alcohol affects people "generally" and how alcohol will affect the individual personally (Oei & Jackson, 1990).

Instrumental learning

Instrumental learning is a controlled process (Shiffrin & Schneider, 1977). In it, the individual is more or less consciously aware of cues and behavioural options available and makes a conscious decision to make a particular response. He or she then observes the consequences of this behaviour being performed in response to those cues and stores the information for further use in the form of experience. The positive and negative consequences of drinking, and the ease or difficulty of resistance, feed back into the cognitive contrasts, if consequences are experienced as positive and resistance is experienced as difficult, the link between the cognition and drinking behaviour becomes progressively stronger.

Controlled processing

According to Goldman *et al.* (1987), the individual weighs the expected positive against negative consequences to gain an overall expectation of reinforcement. The option with the highest level of expected reinforcement would then be the chosen option. However, Goldman *et al.* (1987), again point out that human decision making is generally much more rapid than such models would allow, because time rarely permits such an exhaustive evaluation of all possible options.

It seems more likely that accessibility in memory is the primary determinant of the choice of the behavioural option, and as has already been stated, expectations of reinforcement play a vital role in this accessibility (Shiffrin & Schneider, 1977).

Expectancy theory emphasizes cognitive process as the most important factor in the acquisition of drinking behaviour. It is the individual's tendency to attribute reinforcement to drinking and to ignore or discount negative consequences in the acquisition phase, which leads to repeated drinking episodes and ultimately to automatic drinking behavior. This approach further reveals that both genders are affected differently by alcohol use (Oei & Jackson, 1990).

In the acquisition phase, University students tend to use alcohol progressively despite its negative consequences. The individual always finds a way to justify their behavior under the influence of alcohol, which may lead to more alcohol use after University life (Oei & Jackson, 1990).

Young and Oei (1993) found that problem drinkers expected greater gains in relaxations and assertiveness, but less social reinforcement and positive effect, from alcohol than did non - problem drinkers. The problem drinkers also reported greater cognitive impairment, carelessness and loss of behavioural control from drinking alcohol. Many other studies have indicated that lighter drinkers are more likely to expect global positive change and social lubrication from alcohol, while heavier drinkers expect more specific enhancement of skills and abilities and increases in assertiveness, aggressiveness and arousal (Brown 1985). It may well be that feelings of inadequacy in coping socially and emotionally, combined with a narrow behavioural repertoire and early socially learned positive expectations of alcohol, lead to repeated episodes of drinking and the acquisition of classically conditioned drinking action plans in later life (Young & Oei 1993).

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Some drinkers are capable of abstaining for a short period because of some other external constraint: for example, a family event. It is suggested that the impetus of the new stimulus may sometimes be sufficient to bring the drinking process back into the realm of conscious controlled processing. The drinker finds himself or herself in an unusual situation because of the added internal and external cues, which have implications for the consequences of drinking. The automatic process is therefore disrupted at the very beginning, in the cue state, allowing controlled processing to take over. The weighing - up process now has the chance to take into account expectations of the negative consequences, both intrapersonal and interpersonal, of thinking in this particular situation, which may be strongly salient and highly emotionally charged. For a time, then, drinking can be avoided through conscious choice. However, when the normal cue state reasserts itself, the learned automatic process is still in position to be triggered and result in drinking behaviour (Tiffany, 1990).

Many drinkers have been classically conditioned to drink in moods of celebration or sociability, and these cues also may distract attention away from controlled processing while in themselves triggering the automatic sequence (Tiffany, 1990).

2.2.3 Tension - reduction alcohol expectancies theory

Tension - reduction alcohol expectancies refers to beliefs about alcohol's ability to alleviate negative mood states. It is hypothesized that individuals who have these expectancies will be motivated to drink at times when they experience such emotions (Cooper, 1992; Johnson & Gurin, 1994). Tension reduction alcohol expectancies have been demonstrated to be associated with problem drinking in university students (Brown, 1985; Kassel, Jackson & Unrod 2000).

Jellinek (1995) proposed that tension was an artefact of social disruptions caused by the mechanization and modernization of society and the resultant subjugation of the individual to the machine. Though alcohol is clearly not the only method used to reduce stress, and is certainly also used when an individual is not under stress, alcohol's consistent use as a stress reliever promotes a learned response that associates drinking with reward, which in turn leads to its prominent social value and recurrent use.

The key tenets of the Tension Reduction Theory are that alcohol reduces tension, and people drink in order to benefit from alcohol's tension- reduction properties. Problematically, alcohol appears to produce different responses, at different doses, in different people, genders as well as different age groups, sometimes acting as a stressor and sometimes acting as a stress reliever. At moderate dosages alcohol may dampen stress, at low dosages it is known to induce a sense of excitement and exhilaration (Jellinek 1995).

This hypothesis proposes that the relief of tension reinforces the drinking of alcohol, providing a possible basis for chronic alcohol consumption (Jellinek 1995).

The theory is that alcohol reduces tension, typically defined as some sort of stress, and that people drink to achieve this outcome. Alcohol also directly alters encoding of negative social feedback even though if the feedback is accurately identified as inherently negative (Yankofsy, 1986). The effect of this altered encoding of self - evaluative feedback serves to protect perceived efficacy from being undermined. In addition to alcohol's direct effect on self - evaluation, the cognitive context in which drinking occurs can significantly influence its impact on self - evaluation. For example, attributing socially disapproved conduct to alcohol's effects is an ideal means of selectively disengaging or at least softening negative self - evaluation (Wilson, 1981).

People learn to predict alcohol's effects in soothing personal distress and dampening physiological arousal and acquire a learned outcome expectation regarding its consequences. Alcohol is believed to transform negative into positive feelings. To understand alcohol's effects on affective reactions, these cognitive processes must be seen in the framework of other factors, including the amount of alcohol that is consumed, the person's prior experience with alcohol, individual differences based on physiological responsiveness to ethanol and specific social learning histories, learned expectations about alcohol and its effects, and the social setting in which drinking occurs. Any of these variables may significantly moderate alcohol's effects on self - efficacy (Wilson, 1981).

The interactive effects of expectation about alcohol has shown that in males, the belief that they had consumed alcohol, served to reduce social anxiety irrespective of whether or not they have been drinking (Wilson & Abrams 1997).

Another view of alcohol's tension reducing effects is contained in the self – awareness model of alcohol abuse (Hull, 1981). This model posits that alcohol disinhibits social behaviour by reducing an individual's level of self– awareness, more specifically, alcohol is said to interfere with encoding the processes fundamental to a state of self - awareness, thereby decreasing the individual's sensitivity to both the self - relevance of cues regarding appropriate forms of behaviour and the self - evaluative nature of feedback about past behaviour. Alcohol is said to reduce tension by its primary effect on cognitive processes and secondarily affect affective reactions (Frankenstein & Wilson, 1985; Schare & Lisman, 1985).

Alcohol's narrowing of the perception to immediate cues and its reduction of cognitive abstracting capacity restricts attention to the most immediate and salient aspects of experience. Given this assumption, the concurrent activity in which the intoxicated person engages helps to determine alcohol's effects. It is during this process where that university student engage in risk behaviours because alcohol has reduced their self - awareness (Hull, 1981).

Alcohol also forestalls negative affect because it blocks the memory of aversive consequences of excessive alcohol consumption. Alcohol frees the individual from the inhibitory effect of past negative experiences and thereby reduces the outcome expectation of the negative consequences of excessive consumption (Marlatt, 1984).

Drinking serves to transform negative to positive feelings rather than to reduce negative affect. This positive expectation interacts with the degree of perceived stress and other available coping responses to determine how much drinking will occur. The university students drinking capacity is entirely determined by the feelings of that particular day, if a student is under distress therefore there is the possibility of high amount of alcohol to be consumed on that day (Marlatt, 1984).

2.3   MOTIVES FOR DRINKING

Motives are broadly defined as conscious or unconscious reasons for behaviour that directs a person's energies towards a goal (Colder 2002).

In order to determine excessive drinking among university students and prevent unwanted consequences, it is important to understand what motivates university students to drink. Drinking motives can be considered proximal antecedents of drinking behaviour and have been shown to predict alcohol consumption and alcohol related consequences (Cooper, 1994). Research concerning drinking motives has identified a four factor model which include the following, affect enhancement, coping, social rewards and conformity (Cooper,1994, MacLean & Lecci, 2000). These four factors are discussed briefly.

•   **Affect enhancement** motives refers to drinking in order to experience positive emotions, to feel good or to experience excitement.

•   **Coping motives** refers to drinking that is motivated by a desire to escape the internal negative experience such as anxiety, depression or uncertainty.

•   **Social rewards** motives refers roughly to drinking as a social lubricant to help one to be sociable and enjoy social gatherings.

- **Conformity motives** consist of drinking as the result of implicit or explicit social pressure (MacLean & Lecci, 2000).

These motives have been described as two dimensions based on whether the source of the expected outcome is internal (enhancement and coping) or external (social rewards and conformity) and whether outcome expectancies are positively reinforcing (enhancement and social rewards) or negatively reinforcing (coping and conformity (MacLean & Lecci, 2000).

2.3.1 Motives underlying drinking

Schlegel, Zanna, Di Trecco and Manske (2002) found that the three main components of the Theory of Planned Behaviour (attitude, subjective norms, perceived behavioural control) aided prediction of intentions to get drunk and in turn were predictive of the frequency of getting drunk. Biscaro, Broer and Taylor (2004), measured the impact of self - efficacy and problem solving ability on the frequency of drinking but did not find them as predictors of alcohol use. Baer (1994) found that drinking can be predicted by a social model that suggests situational and normative influences such as peer group, residence and social activity. Leibsohn (2004) found that drinking tendencies in students can be interpreted through a psychological developmental model with drinking tendencies attributed to the weakening of parental control as a person enters adulthood, goes to university and begins to develop a new sense of self and new relationships.

While these psychological models have helped us to understand certain aspects of drinking behaviour the majority of research focusing on why individuals drink have suggested that motivational factors represent the primary predictors of alcohol use (Cahalan, Cisin & Crossley, 1990; Farber, Khavari & Douglass, 1999). Motivational models fall under a social learning theory and suggest that an individual's reasons for engaging in certain behaviour are pertinent in that behaviour initiation and perpetuation (Read, Kahler, Wood, Maddock & Palfai, 2003).

An early two - dimensional drinking motives model developed by Farber (1990) suggested that two motivational factors underpin drinking behaviour: Escape drinking/ Negative Reinforcement (coping motive) and Social drinking/Positive Reinforcement (social motive). Cooper (1994) suggested that, in line with social learning theory, motivational models such as this propose that people drink to gain certain outcomes and that drinking behaviour underlined by differing motivations is characterized by a unique set of antecedents and consequences. For example, individuals who drink alcohol for coping reasons have learned to behave in this way because they may not have more suitable ways of coping with their issues.

Read, Kahler, Wood, Maddock, and Palfai (2003) suggested that the social context of university students life need to be accounted for in studies of students drinking motivations. Some authors have suggested that the university environment is associated with heavy alcohol use because it is a culture where heavy drinking is relatively normative (Wechsler, Lee, Kuo, and Lee, 2000). Read *et al.* (2003) suggested that alcohol offers and perceived peer drinking environment are directly or indirectly related to drinking - related problems.

According to Graham, Marks and Hansen (1991), the direct or explicit alcohol offers (e.g. being given or offered an alcoholic drink) act as a social pressure and are associated with an increased use of alcohol. Read et al. (2003) agree that alcohol offers are ubiquitous in university life because of the time spent in environments where alcohol drinks are available. The theory behind perceived peer drinking environment suggests that drinking behaviour is influenced indirectly by the attitudes or behaviour observed in ones peer group (Read *et al.* 2003). Therefore an individual who perceives their peers as reinforcing the use of alcohol or getting intoxicated will in turn be more likely to use alcohol or get intoxicated themselves. Read *et al.* (2003) further suggest that these social reinforcement motives are particularly salient for students and hence should be included in any study of university alcohol use.

2.3.2 Motives and drinking – related problems

According to Cooper (1992), motives for drinking are associated with distinct aspects of alcohol use and drinking related outcomes. Stewart, Zeitlin, and Samoluk (1996) indicated that the majority of their students sampled which were male students reported drinking for social reasons with very few drinking for coping reasons. However, the few individuals who drink for coping reasons tend to drink heavier, drink alone and experience more alcohol related problems than those who drink for social reasons (Carey & Correia, 1999; Stewart *et al.* 1996). According to Cooper (1994), enhancement motives were related to the heaviest of all motivated consumption but not necessarily drinking – related problems. Cooper (1994) also reported that conformity motives were related to lower consumption of alcohol.

Cooper was essentially proposing that the four motives are associated with distinct drinking patterns and consequences.

Cooper (1994) further suggested that the relationship between drinking motivation and drinking related - problems are mediated by alcohol consumption. For example, an individual who is coping with their difficulties will drink in heavier quantities and as a result drinking related problems occur. Cooper (1994) found that heavy drinking does have a mediating effect on drinking related problems but also found that coping drinking of any sort is directly related to drinking related difficulties. Conformity motivations as noted were not related to increased alcohol consumption nor were they related to drinking related problems.

2.4 RISK TAKING BEHAVIOURS

The American Heritage Medical dictionary (2002) defines behaviour as the aggregate of the responses or reaction made by an organism in any situation.

According to Clements (2004), risk taking behaviours are the most serious threats to the health and safety of people such as fighting, substance abuse and suicide. These behaviours have harmful, even deadly consequences to people.

The negative consequences of undergraduate students drinking includes personal injuries, unplanned sexual activity, and legal problems. It appears from the literature by Parry (2005) that university students tend to hold positive expectancies for their own alcohol use. These positive expectancies persist and strengthen with refinements as students gain more experience with alcohol.

Research by Simbayi, Kalichman, Jooste and Mathiti (2006) seems to indicate that the relationship between drinking amount (quantity and frequency) and negative consequences is consistent and substantial, but also that these constructs are distinct. (Not always will a person consuming high level of alcohol engage in unwanted behaviours). These authors hypothesize that higher levels of alcohol consumption would be moderately related to higher levels of both negative consequences and positive consequences, which therefore denote that, it is possible for an individual to behave in either way; it could be on good or bad behaviour depending on the nature and personality of the individual.

Morojele, Kachieng, Mokoko and Nkoko (2006) elaborated on the risk taking behaviour by adding harmful health and social consequences of underage drinking, such as neglecting responsibilities, getting into fights or arguments, missing school, driving after drinking and engaging in suicidal behaviour. Underage drinking is also associated with carrying weapons and using illegal drugs. Some long-term effects of alcohol use during the young adult stage include increased risk of alcohol dependence, learning impairments and memory impairments.

Mabille (2009) had undertaken a study on the effect of alcohol abuse on high- risk sexual behaviour among students in Mafikeng. This study was conducted among students from North West University (Mafikeng campus), Taletso Technical college and Mmabatho Nursing college. The findings of this study suggest that HIV/AIDS awareness is high among drinking establishment patrons. Nevertheless, despite this knowledge and awareness, intoxicated students report low levels of condom use

with perceived risky partners. The survey data provide a consistent picture of high rates of alcohol use, binge drinking and daily drinking at drinking establishments.

Barnes (2000), focused on students at University of the Western Cape. The study aimed at exploring alcohol use and unsafe sex practices among students (17 – 25 year olds) at the University of the Western Cape. The results show that students who drink more frequently (more than once or twice a week) had more sexual partners than those who rarely drank. Sexual behaviour is characterized by risk taking behaviour such as alcohol use, multiple partners and unprotected sex. These results indicate that students might be starting to internalize possible HIV infection as a significant risk factor, and students are willing to embrace the positive value of welcoming safe sex practice.

Young and de Klerk (2007) conducted a survey on 176 students from Rhodes University. The focus of this study was on the relationship between binge and frequent drinking behaviour and violence - related outcomes which are property damage and vandalism (both on and off campus), fighting, interpersonal violence, sexual violence and disruption to other students among University students. The results of this study indicated high rates of alcohol consumption, and the respondents believed that alcohol facilitated violent behaviour among University students.

It is of great concern that half of the respondents to this survey reported drinking patterns that are either hazardous, harmful or alcohol dependent. The matter is of particular concern because there is already high prevalence of excessive drinking at

the University and this prevalence of drinking is more likely to influence the drinking behaviour of new students when they first arrive at the University. Role modelling and perceived social norms are mechanisms whereby excessive drinking is encouraged on students of different age groups and these students seem to interpret this behaviour as a good way of socializing with their peers and it is a culture of drinking among university students (Borsari & Carey, 2001). First time entering students who observe the excessive drinking of others in social groups are more likely to drink alcohol themselves (Young & de Klerk, 2007).

2.5 UNIVERSITY STUDENTS AND ALCOHOL USE

Alcohol use among young people is of critical concern to the University community. When alcohol users and abusers are university students who are in school, the problem is compounded. There are many substances that can be used and abused by young people, the most common being alcohol, drugs and tobacco. It is certainly a cause for concern that the use of alcohol and drugs is widespread among young adults and as much as 6 to 10 percent of the users become chemically dependent (Maddi, Wadhwa & Haier 2006).

A growing number of social problems are associated with the use of alcohol and other substances. The effects are often not limited to the individuals but also to their families, friends, colleagues and society at large (Delk & Meilman, 2006). There is need to recognize that the health of the youth represents a critical component of the health of future generations and of health development in general. Both the current

and future health of young people depends very much on their own actions, choices and behaviours (Delk & Meilman 2006).

Young people are beginning to drink alcoholic beverages at early age. Such factors as poor interpersonal relationship at home, at university and heavy drinking by parents are often associated with alcohol use as are peer pressure. Alcohol producers work hand in hand with the media to influence young people to give up drinking. The use of sports idols and popular personalities in alcohol advertisements gives the false appearance of being sophisticated and thus tempts young people to use alcohol, for instance, in South Africa, soccer is a favourite sport, and having adverts like "one beer" one goal", while famous soccer players like Marks Maponyane and Benny McCathy appear on TV screen might influence young people to drink (Nkhoma & Maforah 1994).

2.6 REINFORCING FACTORS

University students, like adults, view alcohol mostly in terms of sociability and in the sense of what it does for them rather than to them (Jones, 2004). When the consequences of the behaviour are perceived favourably and feedback from others is positive, the behaviour in question is reinforced. University students want to belong and therefore they drink to please their friends and be accepted by the group. University students emphasize, along with sociability, the idea that drinking symbolizes the rite of passage into adult status. They feel that it makes them smart and to appear as grownups (Jones, 2004).

University student drinkers generally agree that they or their peers drink to be one of the crowd, to celebrate significant occasions, or to enjoy themselves; drinking then, among many University students appears to be an integral part of growing up. The chief reason for drinking involves social and cultural factors. University students perceive, through watching others that, drinking is enjoyable (Clements 2004).

People who drink are often seen laughing and perhaps celebrating. These people are typically family members, friends and celebrities on TV or movies most of whom are powerful models. Through social learning processes such as watching TV shows, adverts, University students acquire expectancies about the positive effects of alcohol. University students also perceive that drinking is "sociable" and for the grown up, two things they generally want very much to be. As a result, when university students are offered a drink by their friends, they are likely to see this as a very positive opportunity (Plant & Miller 2001).

In early adulthood, drinkers drink frequently and always socially, with friends at parties or in bars. The social aspect is important in two ways. First, in social drinking modelling processes affect the behaviour e.g. University students tend to adjust their drinking rates to match those of their companions. Secondly, drinking socially creates a subjective norm in individuals that the behaviour is appropriate and desirable. University students may receive positive reinforcement for drinking if they like the taste of a drink or the feeling they get from it or if they think they often succeed in social relationships as a consequence of drinking. Having reinforcing experiences with drinking increases the individual's expectancies for desirable consequences when deciding to drink in future (Plant & Miller 2001).

2.7 EFFECTS OF ALCOHOL

The effects of alcohol as a social relaxant result in diminished restraints and inhibitions and further increase risk taking behaviour. Excessive alcohol consumption impairs judgment and reduces psychomotor skills, often resulting in aggressive behaviour, suicidal attempts and injuries at home, at work and on the road (Delk & Meilman 2006).

Alcohol is a Central Nervous System (CNS) depressant that leads to intoxication and psychomotor disturbances. Drinking alcohol gives an individual almost immediate feeling of calmness. Prolonged ingestion of alcohol can produce severe path physiologic conditions including cirrhosis of the liver, CNS damage and peripheral nerve damage (McCabe 2006). Alcohol has significant effects on the immune system secondary to liver disease, bone marrow depression and malnutrition. These effects lower the resistance to pneumonia and other infectious diseases. It is also known to interfere with the absorption of many nutrients including amino acids, glucose, thiamine and Vitamin A (McCabe 2006).

The high school students who drink a six bottles of alcohol show not only acute impairment but later continue to have diminished short - term memory and decreased ability to process cognitive information. Excessive alcohol use is a disruptive element in the family environment; partner and children are inevitably subjects to its consequences. If one of the partners is a heavy drinker or an alcoholic, that causes conflict, financial problems and sometimes violence. In fact, it

often leads to the deterioration of the relationship and represents a factor in divorce in at least 25 percent of cases. All these affect students directly (Levin, 2005).

2.8 ALCOHOL EXPECTANCIES ON UNIVERSITY STUDENTS

Alcohol expectancies are specific beliefs about the behavioural, emotional and cognitive effects of alcohol use (Baer 2002). Similarly, accessibility of alcohol expectancies from memory impact on mood and motives in university student drinkers. Goldstein, Wall, Hinson and Mckee (2004) describe alcohol outcome expectancies as the "cognitive, affective and behavioural outcomes individuals expect as a result of drinking" (Goldstein et al, 2004: 227). The individuals learn to associate initial events and their direct or indirect consequent outcomes, to reliably predict alcohol consumption patterns. The results of this research suggest that, among undergraduates, a strong connection between positive affect and social situational enhancement memory is present. This is consistent with the idea that university students tend to consume alcohol within the context of social activities (Goldstein et al, 2004). Adversely, it was atypical but still prominent that students would drink to cope with negative affect, suggesting the popularity of social and situational enhancement.

A study done by Wesley and Perkins (1999), suggests that stress - motivated drinking (although present in university) is more prominent and more problematic in the years after university. They also agree that gender role socialization plays a part in the way members of both sexes drink, i.e. men tend to drink heavily out in the open because it is more widely accepted by African culture, whereas women may

drink heavily in more private contexts or for reasons of personal anxiety, under the assumption that it is less socially acceptable.

According to Bear (2002), students factors for drinking points out three categories of drinking that are commonly mentioned such as social camaraderie, mood enhancement and tension reduction. Goldstein et al. (2004) found social/ situational enhancement expectancies to be most highly accessible to those feeling of positive mood, and tension reduction expectancies most highly accessible to participants in a relatively neutral mood. Bear (2002) discusses the findings suggesting that students who considered themselves social drinkers expected social enhancement from alcohol where "problem" drinkers expected tension reduction.

Individuals who believe that alcohol has positive effects and who evaluate alcohol effects favourably are more likely to engage in problematic drinking, especially in those individuals who are generally less self - determined (Walker & Larimer, 2003).

Expectancies for drinking therefore play a significant part in drinking motivation. Using Social Learning Theory, Read, Wood, and Capone (1999) studied the reciprocal effects of social influences and alcohol use over several waves of assessment on entering undergraduates. They described how "Behaviour is shaped by environmental and individual level factors, which in turn shape subsequent behaviour using reciprocal determinism" Read, Wood, and Capone (1999: 256). Results showed some correlation between social modelling and alcohol use and alcohol problems. However, more support was found to be consistent with the "selection effects" that is, undergraduates seeking out peers with a desired style of

alcohol consumption or social interaction. Overall, the social learning theory of reciprocal determinism is generally supported, but the variation between individual drinking behaviours and the social environment is great when trying to distinguish between alcohol use and problems. This information provides an insight into what decisions are made and why students make decisions about using alcohol. It is important to use these identified relationships to assess prevention strategies used by students to protect themselves from consequences, and how those strategies may be improved.

The motivational model assumes that a person makes a decision about whether or not he or she will consume alcohol. The decision to drink is a combination of emotional and rational processes in that the decision is made on the basis of the affective change that the person expects to achieve by drinking alcohol e.g .tension reduction or mood enhancement, or the indirect effects, such as peer acceptance. In fact, a person does not have to be aware of either having made a decision to drink or the factors affecting this decision. In most cases, decisions about drinking are even unconscious and automat zed (Read, Wood, & Capone 1999).

2.9 LIVING ARRANGEMENTS AND ALCOHOL USE

University students' living arrangements have been deemed important in University alcohol use. For example, students living in fraternity houses consume alcohol more frequently and drink more than other students (Capone, Wood, Borsari & Laird 2007). Rates of drinking among students living in residence halls tend to be much higher than among students who live off campus or with family (Wechsler, Kuo, Lee & Dowdall 2000).

A common routine activity among young adults living in residence halls is unstructured socializing with friends, very often there is no authority figure closely supervising. Such situations have been related to an increase in unhealthy behaviours such as alcohol use (Gilbertson 2006).

Gilbertson (2006) further indicated that in the presence of peers, a behaviour such as alcohol use is possible for students who stays with their parents, but their level of alcohol use is less because there is the presence of the authority figure.

2.10 ALCOHOL USE AND AGE DIFFERENCE IN UNIVERSITY STUDENTS

In young adulthood alcohol involvement is found to be higher than during any other period over the life span course (Grant & Dawson 2004). For most people, heavy drinking peaks around age 21, and then gradually falls to a moderate level. While these individuals mature out from heavy consumption, others continue to drink at moderate to heavy levels (Johnson 2008).

University is considered to be an important environmental factor influencing alcohol involvement in young adults. University students are more likely to have higher prevalence rates of alcohol use irrespective of their age difference, but lower rates of daily drinking when compared to their non students' peers (Toomey, Lenk & Wagenaar 2007).

The distinction between university students and lay people of the same age in terms of alcohol use has been attributed to the social environment of university life. For example, as students are often away from home and family, they may be more likely to use alcohol due to peers influence and for social reason (Loxton & Dawe 2001). However, in the presence of social pressure to drink, not all students drink at harmful levels, suggesting that excessive use of alcohol may be mediated in by underlying traits factors such as impulsivity (Loxton & Dawe 2001).

2.11 SUMMARY

It is possible that after consuming high amounts of alcohol, individuals may engage in risk taking behaviours because of the influence of alcohol, which eventually results in deadly consequences to people, such as neglecting responsibilities and getting into fights or arguments. One factor that influences university students to drink more alcohol is their positive expectancy of alcohol use, for them it is enjoyable and a way of socializing.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter the focus is on different techniques that have been used to collect data and each technique is briefly described. There is also a short description of the participants who took part in the study. The description of participants is presented on descriptive statistics based on the demographic variables. Doughnut distribution is presented for the demographic data. A bar chart has been presented for age group and residential area. A pie chart is presented for the religious affiliation followed by a review of the scale on the motives of alcohol intake.

3.2 RESEARCH DESIGN

Cross - sectional design which is a survey research design in which one or more samples of population is selected and information is collected from the sample at one time (Goodwin, 1995).

3.3 PARTICIPANTS

The present study focused on North West University students as participants. The researcher met with different lecturers from different departments and informed them about the research, lecturers were asked to allow the researcher a few minutes at the end of the lecture period in to address the students. The students who then

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volunteered, would remain behind and complete the questionnaire, thereby reducing the amount of lecture time used. Every student at each year level and faculty who volunteered to participate in the study was given the opportunity to participate. A convenience sample was used in this study, In Convenience sampling, participants are selected on the whole, at the convenience of the researcher (Greenfield, 2002).

3.4   INSTRUMENTS

To obtain data questionnaire was used. A questionnaire is a group of questions that is used to gather information from individuals to be used in research (Walliman, 2005).

For the purpose of this study the Drinking Motives Questionnaire (Young Adults Version) that was developed by Cooper (1994) was adapted and used as a questionnaire to obtain data about the drinking motives of the University students of North West University, Mafikeng campus.

The drinking motive questionnaire was first administered on undergraduate students of University of Columbia, Britain and its reliability and validity scores were 0.50 - 0.90, and the statistical method that was employed was Kuder - Richardson. This is the latest version that the researcher found. Unfortunately the researcher could not find any drinking motives questionnaire done on South African University students.

The questionnaire was modified by including the following: Background and Lifestyle, demographic questions (gender, residential, religious affiliation and age group),

motives questions (Enhancement motives, Coping motives, Conformity motives and Social motives). Each motive is made by five different questions (see **Appendix C**).

In this study, closed- ended questions which are part of the drinking motives questionnaire were used; closed ended questions have a finite set of answers from which the respondent chooses the appropriate response (Creswell, 2007). Therefore the Likert-scale was employed in this regard. The Likert scale is used when the researcher wants to know the feelings or attitudes of respondents about any phenomenon (Creswell, 2007).

The respondents must indicate how closely their feelings match the question or statement on a rating scale. The number at one end of the scale represents least agreement, or "Strongly Disagree," and the number at the other end of the scale represents most agreement, or "Strongly Agree."

3.5   DATA COLLECTION

A convenience sampling was used in the study. In convenience sampling, participants are selected on the whole, at the convenience of the researcher. The researcher makes no attempt, or only limited attempt, to insure that this sample is an accurate representation of some larger group or population (Greenfield, 2002).

3.6   PILOT STUDY

Before one hundred participants could take part in the study, a pilot study was conducted with five participants who did not form part of the sample that was selected. The pilot study was conducted to address potential ambiguities and to improve the research instrument's reliability, validity and usability. The drinking motives questionnaire had not been used in South African University students before so it was important for the researcher to first test if this questionnaire could be suitable for the South African students.

3.7   DATA ANALYSIS

Statistical Package for Social Sciences version 18.0 (SPSS) was used in this study to analyze the data; The Statistical Package for Social Science is a computerized software programme that is used to analyze data about people with regards to their opinions, attitudes and behaviour. The chi- square statistical method was employed to derive the opinions of participants.

A composite form was employed to add all five different questions that make one motive, thereafter SPSS was employed to derive a Chi - square for each motive.

3.8   ETHICAL CONSIDERATIONS

North West University Ethical Committee gave approval to the researcher to conduct this study.

The researcher conveyed the importance of the research to the participants without deceiving them. The participants were assured that the purpose of this investigation

was purely for academic purposes. The participants were also advised about the potential risk of the emotional pain that could be invoked and those who needed psychological intervention at the end of completing the research questionnaire were given this intervention by the researcher.

Participants were also given a chance to decide whether they wanted to be part of the study or not, and if they decided not to be part of the study they were not forced to participate. Participants did not supply any information whereby they could be identified, and thus confidentiality was guaranteed and the results obtained were used for the purpose of research only.

The letter of request was given to participants see. (**Appendix A and Appendix B)**

3.9 SAMPLE CHARACTERISTICS

3.9.1 DESCRIPTION OF STUDENTS USED IN THE PRESENT STUDY

All 100 subjects used in this study were North West University students (Mafikeng Campus) from the ages of 18 years and 35 years (Figure 3.2). The present study had equal number of participants. Fifty percent (50%) of respondents were female and the other 50% of respondents were male (Figure 3.1).

Figure 3.1: Gender
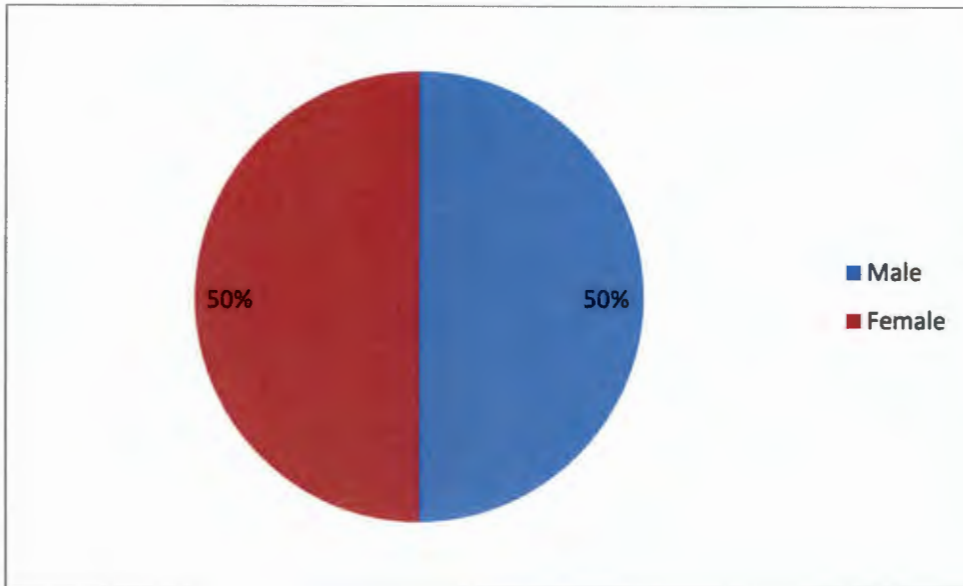
The analysis revealed that 50% males and 50% females respectively participated in the survey. This analysis is further presented in pie shown in Figure 3.1 above. This might be due to the fact that equal numbers of both male and female were willing to participate in the study, as alcohol intake is considered a normal drinking pattern for both genders.

Figure 3.2: Age group
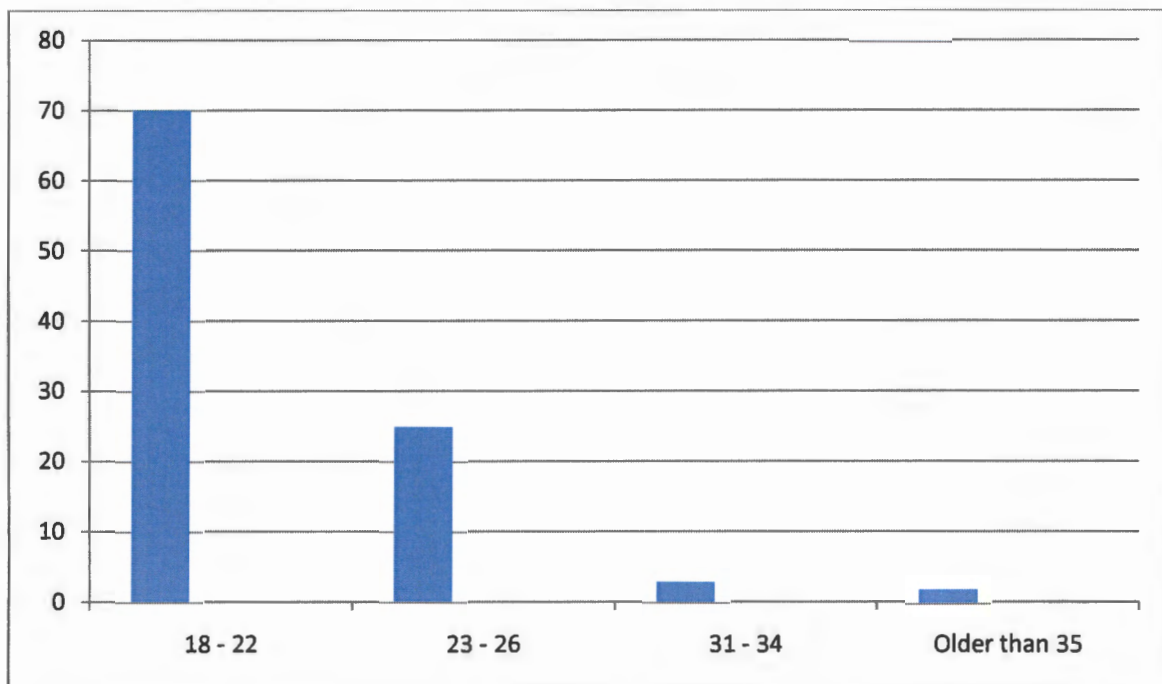
The target group for the study is university students, therefore the age of the respondents was investigated. The majority (70%) of respondents fall between the age ranges of 18 – 22 years. While 25% fall between the age ranges of 23 – 26 years and 3% of respondents fall between the age ranges of 31 – 34 and only 2% of respondents within the age range of 35 years as shown by Figure 3.2 above. This might be due to the fact that the majority which is 70% were readily accessible and this is the age group that tends to experiment with different phenomenon.

Respondents were asked to indicate where they lived and whom they lived with during the school terms. This is because where students live and who they live with may have an influence on their lifestyle. For instance, students who live with their parents are likely to be guided and advised when necessary, whereas those who live away from and with friends could be exposed to risky behaviours. Figure 3.3 shows respondents living situation.

Figure 3.3: Residential area
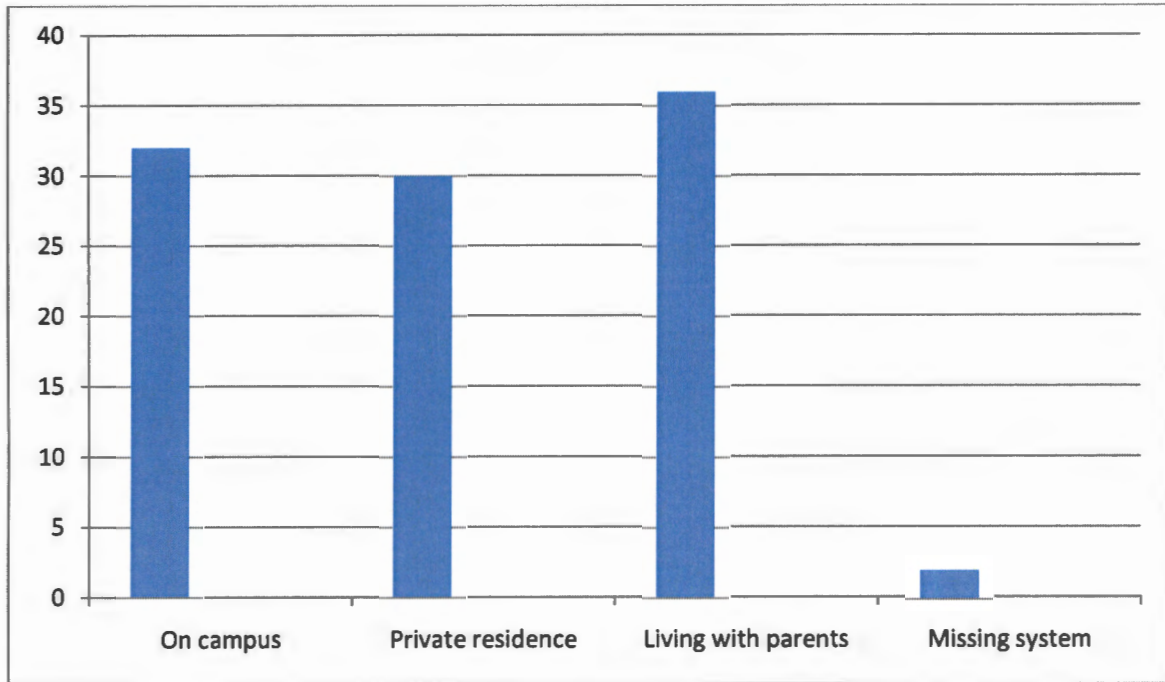
The analysis revealed that 36% of participants live with their parents, 32% indicated that they are living on campus while 30% are living in private residence and only 2% of the participants did not indicate their living arrangements. This may indicate that many students who drink alcohol are staying with their parents. And it is more affordable to stay at home than at school.

Students are exposed to alcohol irrespective of their living arrangements. Some may have copied the drinking behaviour from their parents or it might be because of the influence from their peers.

Figure 3.4: Religious affiliation
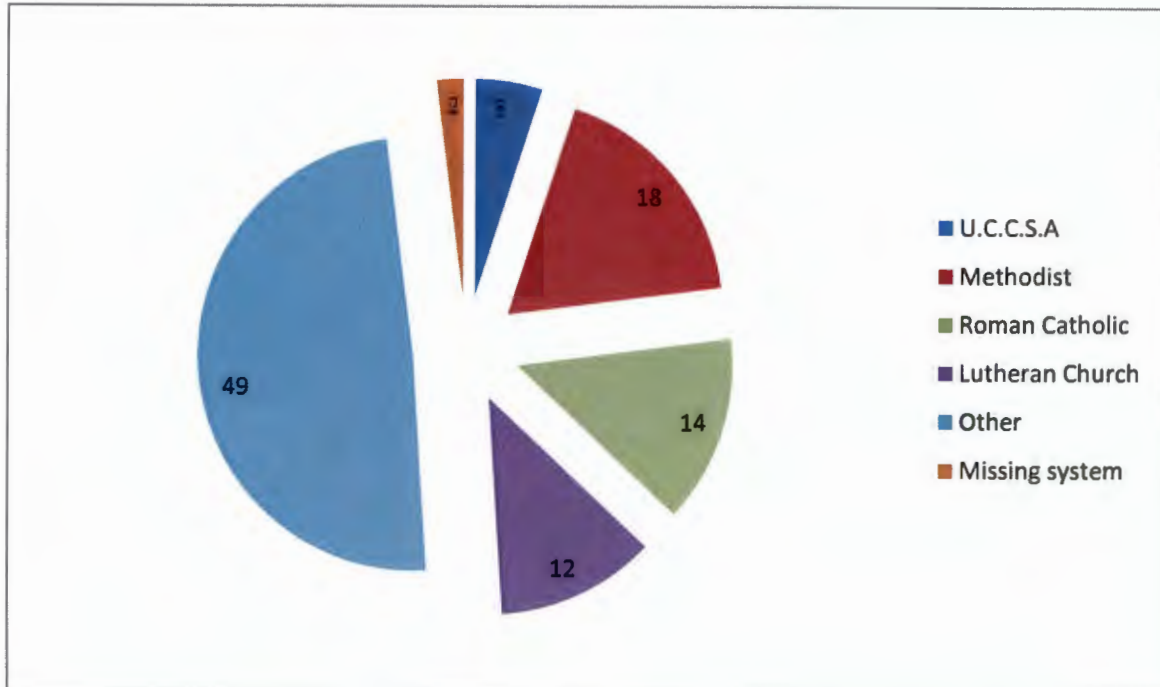
This analysis revealed that respondents belong to different denominations regardless of the course in which they are enrolled. Denominations such as Seventh Day Adventist, Faith Mission, Rhema, Apostolic Church and African Indigenous churches were classified under others and they constituted 49% of the sample, followed by students belonging to Methodist 18%, Roman Catholic 14%, Lutheran Church 12%, U.C.C.S.A 5% and only 2% of the sample did not indicate their religious denomination. It may be that the 2% of respondents belong to no religious grouping hence they did not indicate their religious affiliations. The study also shows that Seventh Day Advents, Faith Mission, Rhema, Apostolic church and African Indigenous churches were in big numbers in the area where the researcher conducted the survey.

3.9.1.1 SCALE

3.9.1.2 Drinking motives scale

In this scale, respondents were asked to respond to a Likert six point response format (Never, almost never, some of the time, about half of the time, most of the time and almost always).

The scale range of 1 – 2 with 1=low (never, almost never and some of the time) and 2=high (about half of the time, most of the time and almost always) higher scores representing higher drinking motives.

CHAPTER FOUR

PRESENTATION OF THE RESULTS

4.1 INTRODUCTION

In this chapter the focus is on the presentation of the research results. There is a brief description of each result and the last part presents the frequency distribution on each motive.

Table 4.1: Hypothesis 1 Gender

	Gender	Low (1)	High (2)	Total (N)	x^2 (Chi-square)	p-value
Enhancemen motive	Male	25 (30.5)	25 (19.5)	50	5.086	0.02
	Female	36 (30.5)	14 (19.5)	50		
Coping motive	Male	43 (44.0)	7 (6.0)	50	0.379	n/s
	Female	45 (44.0)	5 (6.0)	50		
Conformity motive	Male	46 (47.0)	4 (3.0)	50	0.709	n/s
	Female	48 (47.0)	2 (3.0)	50		
Social motive	Male	21 (26.5)	29 (23.5)	50	4.857	0.02
	Female	32 (26.5)	18 (23.5)	50		

The first hypothesis predicted that male students were to drink alcohol more on all motives than female students. This was tested with a chi-square test. According to Table 1 above, there was a significant mean effect enhancement motive for male students, (x^2= 5.086, p-value<0.05), and the social motive also revealed significant mean effect (x^2= 4.857, p-value< 0.05). Male students scored higher on drinking for social reasons than female students. The relationship between the genders for the motives coping and conformity was not statistically significant. Therefore, hypothesis 1 can only be partially accepted.

Table 4. 2: Hypothesis 2 Residence

	Residential area	Low (1)	High (2)	Total(N)	x^2 (Chi-square)	p-value
Enhancement motive	On campus	18 (19.3)	14 (12.7)	32	0.344	n/s.
	Private residence	19 (18.1)	11 (11.9)	30		
	Living with parents	22 (21.7)	14 (14.3)	36		
Coping motive	On campus	26 (28.1)	6 (3.9)	32	1.913	n/s
	Private residence	27 (26.3)	3 (3.7)	30		
	Living with parents	33 (31.6)	3 (4.4)	36		
Conformity motive	On campus	29 (30.0)	3 (2.0)	32	1.305	n/s
	Private residence	28 (28.2)	2 (1.8)	30		
	Living with parents	35 (33.8)	1 (2.2)	36		
Social motive	On campus	14 (17.0)	18 (15.0)	32	1.784	n/s
	Private residence	18 (15.9)	12 (14.1)	30		
	Living with parents	20 (19.1)	16 (16.9)	36		

The second hypothesis was postulated to find whether students who stay on campus residence drink alcohol more that those who stay with their parents. This was tested with a chi-square test. Table 4.2 illustrates that there was no statistically significant difference in residential area for all motives. Hypothesis 2 can therefore be rejected.

Table 4.3: Hypothesis 3 Age

	Age group	Low (1)	High (2)	Total(N)	x^2 (Chi-square)	p-value
Enhancement motive	Younger students	56 (58.0)	39 (37.1)	95	3.365	n/s
	Older students	5 (3.1)	0 (2.0)	5		
Coping motive	Younger students	83 (83.6)	12 (11.4)	95	0.718	n/s
	Older students	5 (4.4)	0 (0.6)	5		
Conformity motive	Younger students	89 (89.3)	6 (5.7)	95	0.336	n/s
	Older students	5 (4.7)	0 (0.3)	5		
Social motive	Younger students	49 (50.3)	46 (44.7)	95	1.54	n/s
	Older students	49 (50.3)	46 (44.7)	95		

The third hypothesis stated that younger students drink more alcohol than older students. This was tested with a chi-square test. Table 4.3 showed that there was no statistically significant difference in age on all motives for drinking behavior. Hypothesis 3 should therefore be rejected.

4.2 RESPONSES FROM STUDENTS

Figure 4.1: Enhancement motive

Enhancement Motive
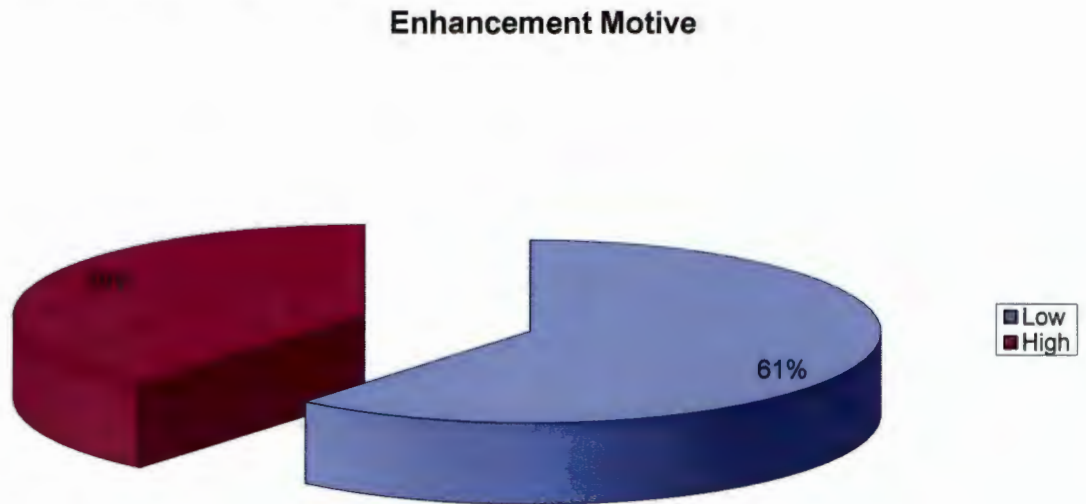
Fig 4.1 shows that the majority of respondents (61%) scored low on enhancement motive, and only 39% of respondents scored high on enhancement motive.

Figure 4.2: Coping motive
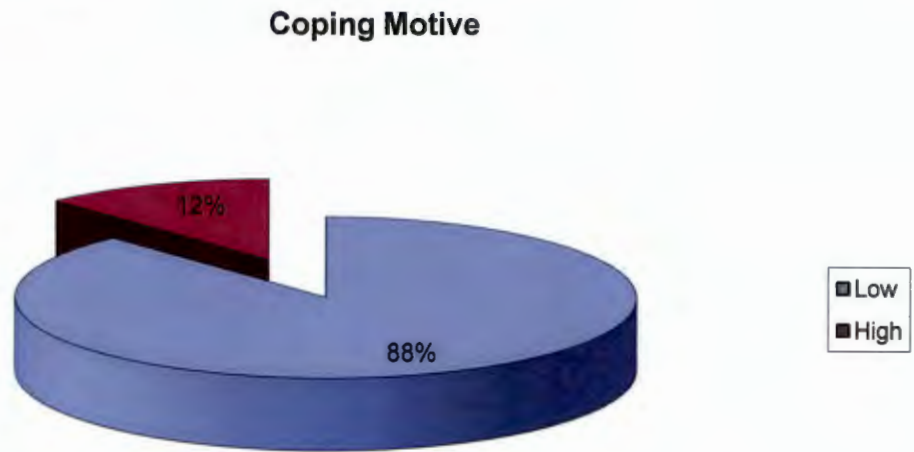
Coping Motive

Fig 4.2 shows that the majority of respondents (88%) scored low on coping motives and only 12% of respondents scored high on coping motive.

Figure 4.3: Conformity motive
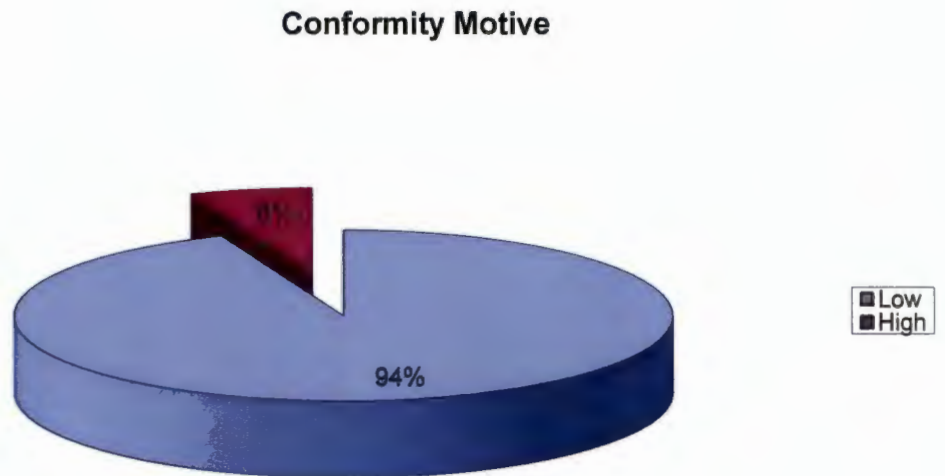
Conformity Motive

Fig 4.3 shows that the majority of respondents (94%) scored low on conformity motive and only 6% of respondents scored high on conformity motive.

Figure 4.4: Social motive
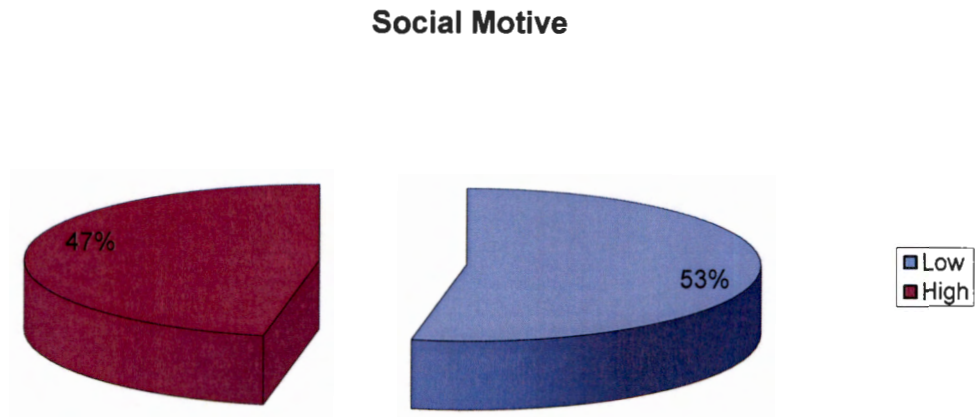
Social Motive

Fig 4.4 shows that the majority of respondents (53%) scored low on social motive and only 47% of respondents scored high on social motive.

CHAPTER FIVE

DISCUSSION OF THE RESULTS

5.1 INTRODUCTION

In this chapter the results of the present study are summarized and explained.

The motivational model assumes that a person makes a decision about whether or not he or she will consume alcohol. The decision to drink is a combination of emotional and rational processes in which the decision is made on the basis of the affective change that the person expects to achieve by drinking alcohol (Baer, 2002).

Hypothesis 1: Male vs. Female students.

Hypothesis one predicted that male students would drink alcohol more in all motives than female students, because according to African culture alcohol is mostly used by male figures Wesley and Perkins (1999). The results of the study indicated that there is significant relationship between gender and enhancement motive. The results further revealed that male students drink alcohol more to feel good about themselves or to experience more excitement than female students. The results are consistent with the research done by Cooper (1992) who found that the enhancement motive was heaviest of all consumption in male students but not necessarily drinking – related problems.

The results of the study revealed that there is significant relationship between gender and social motive. Male students scored higher on drinking for social reasons than female students. The results are consistent with the research done by Stewart,

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Zeitlin and Samolul (1996) indicating that the majority of their student samples which were male students reported drinking for social reasons and few drinking for coping reasons.

Male students scored high on drinking for social motive than female students because male students believe that drinking is a norm and a good way of socializing with their peers. Male students believe that drinking is widely accepted by the society in which they live. This results are consistent to study done by Wesley and Perkins (1999), who stated that gender role socialization plays a part in the way members of both sexes drink, i.e. men tend to drink heavily out in the open because it is more widely accepted by African culture, whereas women may drink heavily in more private contexts or for reasons of personal anxiety, under the assumption that it is less socially acceptable.

University student drinkers generally agree that they or their peers drink to be one of the crowd, to celebrate significant occasions or to enjoy themselves, drinking then, among many university students appears to be an integral part of the growing up process. The chief reason for drinking involves social and cultural factors. University students perceive watching others drink as enjoyable.

The results of this study further indicated that there was no statistically significant between gender and coping motive, these results further indicated that there was no statistical significance between gender and conformity motive. These results are not consistent with the research conducted by Back and Summons (2005) in South America which showed that some students use alcohol to control stress and to cope with negative effects of university life. Students in the North West University make

full use of counseling center hence they show a better way of coping with their problems. The results are further inconsistent with what Shore and Rivers (1999) who stated that the greatest influence on university student's drinking patterns is pressure from their peers. Grahm, Marks and Hansen (1991) further indicated that being offered an alcoholic drink acts as a social pressure and this behaviour is associated with an increased use of alcohol.

The results revealed that University students drink alcohol more in enhancement motive which is drinking in order to feel good and social motive which is drinking in order to be sociable and enjoy social gatherings. Male students scored high on both motives.

Hypothesis 1 can only be partially accepted because there was statistical significance between gender and enhancement motive which is consistent to the research done by Cooper (2002), as well as gender and social motive which is consistent to the research done by Stewart, Zeitlin and Samolul (1996). Coping motive and conformity motive were not statistically significant to gender and they were inconsistent to what Back and Summons (2005) indicated that some problem drinkers use alcohol to control stress and to cope with negative effects of university life.

Alcohol expectancy theory proposes that many drinkers have been classically conditioned to drink alcohol in moods of celebration or sociability, and these cues also may distract attention away from controlled processing while in themselves triggering the automatic sequence. This approach further reveals that both genders are affected differently by alcohol use (Tiffany, 1990).

This theory is relevant to the present study because the results of the study indicate that students drink alcohol for socializing. According to alcohol expectancy theory, this is a classically conditioned behaviour to drink alcohol in moods of celebration or sociability. The results of the presents study further revealed that male students scored high on drinking alcohol for all motives than female students. This reveals that that both genders are affected differently by alcohol use as the theory proposes (Tiffany, 1990).

Hypothesis 2: Residential area

Hypothesis 2 envisaged that students who are staying on campus residence drink more alcohol than those who stay with their parents. According to the results of this study, there was no statistical significance between residential area and alcohol use, the results further revealed that students' who stays on university residence halls scored higher than those who live with parents and on private residence in all motives. The results are consistent with the research done by Wecheler, Kuo, Lee and Dowdall (2000) who indicated that rates of drinking among students living in residence halls tend to be much higher than among students who live off campus or with family.

A theoretical explanation for the above behaviour can be provided in Bandura (1994) social cognitive theory which states that, the final interaction takes place between behaviour and environment and assumes that people are both products as well as producers of their environment. Based on learned human competencies and preferences, humans select whom they interact with and the activities they engage in. Human behaviour also influences the environment, as the behaviour determines

which forms of individual behaviour are developed and activated (Bandura, cited in Stone 1998).

Social cognitive theory indicates that people are both products as well as producers of their environment, this approach is relevant because the results of the present study revealed that residential area has no effect on the way students drink alcohol.

Hypothesis 2 can be rejected because the results of this study indicate that university students uses alcohol even when they are staying with their parents, this results are consistent to the study undertaken by Gilbertson (2006) who indicated that there is a possibility of alcohol use among students who stays with their parents, even if the level of alcohol use tend to be lower in students who stays with their parents than those who stays on university residence halls.

Hypothesis 3: Age

Hypothesis 3 stated that younger students drink more alcohol than older students, because younger students are easily influenced by their peers. The results revealed no statistical significance between age group and all motives. The results are consistent to the study conducted by Toomey, Lenk and Wagenaar (2007), who indicated that university students are more likely to have higher prevalence rates of alcohol use irrespective of their age difference. The results further revealed that both younger and older students uses alcohol, younger students scored higher for enhancement motive than older students.

Tension reduction theory posits that alcohol appears to produce different response, at different doses, in different people, genders as well as different age groups. This approach further indicate that the cognitive context in which drinking occurs can significantly influence its impact on self - evaluation (Brown, 1985; Kassel, Jackson & Unrod 2000).

Tension reduction theory posits that alcohol appears to produce different response, at different doses, in different people, genders as well as different age groups. This approach is relevant to the present study because there was no statistical significant between age groups and alcohol use in all motives. The results of the present study further revealed that younger students scored higher in all motives, the theoretical explanation of this behaviour is the effect that is produced by alcohol on different people as well as genders (Marlatt, 1984).

The results of this study further indicated that older students use alcohol at lower rate for enhancement motive, this results are inconsistent to the study done by Cooper (1994) who indicated that enhancement motive is the highest of all motives on university students.

Hypothesis 3 was rejected because there was no statistical significance between age and all motives. These results are inconsistent to the study done by Cooper (1994), who indicated that conformity motives were related to lower consumption of alcohol. The results of the study further indicated that both younger and older students uses alcohol at a lower rate for social motive, this results are inconsistent to the study undertaken by Davenport *et al.* (2006), who indicated that university students drink alcohol more in social atmosphere such as parties and with the intension of getting drunk.

The results of the study revealed that 47% of students drink more alcohol for social motives, these results are consistent to study undertaken by Clements (2004), who indicated that university student drinkers generally agree that they or their peers drink to be one of the crowd, to celebrate significant occasions or to enjoy themselves. The results further revealed that 39% students also drink more alcohol for the enhancement motive. There is overall low consumption of alcohol for coping motive and conformity motive. These are consistent to study done by Cooper (1994) who indicated that conformity motives was related to lower consumption of alcohol use on university students.

CHARPTER SIX

SUMMARY, RECOMMENDATION AND LIMITATIONS OF THE STUDY

6.1 INTRODUCTION

This chapter contains a presentation of the summary derived from the findings presented and analyzed in chapter five; recommendation and limitations of the study are also made.

6.2 SUMMARY

The purpose of this study was to determine motives of alcohol intake among students of North West University, Mafikeng campus.

An interesting finding of this research was the overall not statistically significance between gender and coping motive as well as not statistically significance between gender and conformity motive. This indicates that students drink alcohol because they want to drink and students are able to cope with their daily challenges.

The results of the study indicate that there is significant relationship between gender and enhancement motive. The results further revealed that male students drink alcohol more to feel good about themselves or to experience more excitement than female students.

There was no statistical significance between residential area and alcohol use, the results further revealed that students' who stays on university residence halls scored

higher than those who live with parents and on private residence in all motives. The results further revealed that both younger and older students uses alcohol in all motives at different rates, the results further indicated that older students use alcohol at lower rates for enhancement motive, coping motive and conformity motive.

The results of this study highlighted the most important patterns of drinking behaviour of North West University student. These results provided an insight into the motives of alcohol intake among North West University students.

6.3 LIMITATIONS OF THE STUDY

Several limitations of this research should be noted. Because this study analyzed data from a small baseline study, it could therefore not correct the perceived mistakes or inaccuracies found in the design of the research instrument. (For example frequency of alcohol use was not explored, and quantity thereof was not verified making it difficult to identify "heavy" drinkers). This was due to a limited time the researcher had to complete the study.

The research questionnaire did not describe what students are drinking and the level of study for each participant was not explored, because the researcher used a convenience sampling and there was not enough time to explore on all variables that might influence alcohol intake.

The measurement instrument was not developed for use on a South African population. Therefore, the results should be interpreted with caution. In addition, the

results are based on a small sample size that is relatively homogenous with regard to ethnicity.

The main limitation of the research was that the students were studied during a period directly after they had attended their class for that particular day. Therefore, participants could possibly have been wary of reporting any psychological difficulties.

The inclusion of more variables such as dispositional (Sense of coherence, self – esteem, perceived mastery and other personality characteristics) could give a greater understanding of factors that influence the motives of alcohol intake.

Irrespective of the above mentioned limitations, it is envisaged that the outcome of the research could provide a better understanding of motives of alcohol intake among University students.

6.4 RECOMMENDATIONS

In future the current study could be replicated using larger groups of University students from a greater variety of socio- economic backgrounds and different province, to determine whether University students in different areas of South Africa experience the same motives for alcohol intake.

The present study could encourage future longitudinal studies, where researchers do not only assess motives of alcohol intake in University students, but also the long –

term effects that motives of alcohol has on University students' individual life as adults.

Future studies could be conducted to investigate Alcohol – Related Aggression during University Years.

Effective counselling for risk – related alcohol use can be integrated into existing counseling services offered by North West University including voluntary counselling and testing for HIV.

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APPENDIX A: LETTER TO OBTAIN CONSENT FROM PARTICIPANTS

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
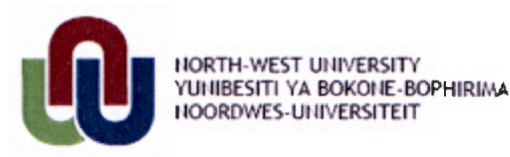
Department of Psychology
Private bag X2046
Mmabatho 2735
018 – 389 - 2160

Dear Participants

INFORMED CONSENT

Thank you for showing interest in this study which focuses on motives of alcohol intake amongst undergraduate North West University students Mafikeng Campus .

Your response to this questions will remain strictly confidential. The researcher will not attempt to identify you with your responses to the questionnaire or to name you as a participant in the study. Please be advised that you cannot take part in this study if you do not wish to do so.

The questionnaire consists of Demographic information, Residential, Religion, Age and the last part is on general questions of alcohol and coping motives.

Kindly answer all questions and reflect your true reaction. Your participation in this research is very important. Thank you for your time.

Yours sincerely

....

B.S. Makgetla   Date

Masters student

....

V,B, Segami   Date

Supervisor

APPENDIX B; CONSENT FORM TO BE SIGNED BY PARTICIPANTS

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Department of Psychology
Private Bag X2946
Mmabatho 2735
018 – 389 – 2160

CONSENT FORM

I .... hereby agree to participate in this Masters Research project which focuses on Motives of alcohol intake amongst undergraduate students of North West University.

The purpose of this study has been fully explained to me. I further understand that I am participating freely and without being forced in any way to do so.

I understand that this is a research project, the purpose of which is not necessarily to benefit me personally. I understand that this consent form will not be linked to the questionnaire and my answers will remain confidential.

Signature ....
Date ....
Place......................................

APPENDIX C

RESEARCH QUESTIONNAIRE

An investigation into the motives of alcohol intake amongst undergraduate students of North West University Mafikeng campus.

Instructions

Read the items carefully

Indicate your response by marking an X next to the response that you feel best describes your answer

Be honest in your response as there are no right or wrong answers

Demographic information
Gender

Male	1
Female	2

Residential

On campus	1
Private residence	2
Living with parents	3

Religious affiliation

UCCSA.	METHODIST.	ROMAN CATHOLIC.	LUTHERAN Church	Other.
1	2	3	4	5

Age group

18-22	23-26	27-30	31-34	Other
1	2	3	4	5

Here is a list of reasons people give for drinking alcoholic beverages. Using the response categories below, please indicate how often you drink for each of the following reasons. There are no right or wrong answers to these questions. We just want to know about the reasons why you usually drink when you do.

Response scale

Never	1
Almost never	2
Some of the time	3
About half of the time	4
Most of the time	5
Almost always	6

1 How often do you drink because you like the feeling?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

2 How often do you drink because it's exciting?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

3 How often do you drink to get high?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

4 How often do you drink because it gives you a pleasant feeling?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

5 How often do you drink because it's fun?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

6 How often do you drink to forget your worries?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.

1	2	3	4	5	6

7 How often do you drink because it helps you when you feel depressed or nervous?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

8 How often do you drink to cheer up when you're in a bad mood?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

9 How often do you drink because you feel more self-confident or sure of yourself?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

10 How often do you drink to forget about your problems?

NEVER.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

11 How often do you drink because your friends pressurise you to drink?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

12 How often do you drink so that others won't kid you about not drinking?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

13 How often would you say you drink to fit in with a group you like?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.

1	2	3	4	5	6

14 How often do you drink to be liked?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

15 How often do you drink so you won't feel left out?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

16 How often do you drink because it helps you enjoy a party?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

17 How often would you say you drink to be sociable?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

18 How often do you drink because it makes social gatherings more fun?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

19 How often do you drink because it improves parties and celebrations?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6

20 How often do you drink to celebrate a special occasion with friends?

Never.	Almost never	Some of the time	About half of the time	Most of the time	Almost always.
1	2	3	4	5	6