

First year students' depictions of alcohol consumption: an alcohol expectancy challenge programme

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DECLARATION / VERKLARING

I the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

OF

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ABSTRACT

Excessive alcohol consumption at national and international Higher Education Institutions has deleterious effects on students. A review of the literature on this phenomenon revealed that although a large number of studies have been conducted on alcohol perception and alcohol expectations in various student contexts, there was a dearth of qualitative studies on these aspects. This gap provided the impetus for this study, which explores first year students' depictions of alcohol consumption and creates an Alcohol Expectancy Challenge Programme based on these depictions.

A qualitative research approach situated in a critical phenomenological paradigm was adopted. The site of the study was North-West University. The methodology comprised purposeful sampling of first year students in on-campus residences, semi-structured interviews to generate data and thematic data analysis. Due attention was given to ethical considerations as well as ways of enhancing trustworthiness.

The use of Merleau-Ponty's Critical Phenomenological approach to semi-structured interviews allowed for primary talk that developed into secondary talk. Lazarus's Multimodal Behavior Therapy Model was integrated with Jabareen's multi-disciplinary approach to develop a conceptual framework to reveal the complexity and interrelation of concepts regarding the phenomenon of alcohol. Jabareen's Multi-disciplinary model (2009), that was used to develop a conceptual framework clearly revealed the importance of positioning alcohol studies in a number of disciplines such as medical social and psychological and education. Lazarus's Multimodal Behavior Therapy Model (1976) specified the interplay of the different modalities and alcohol consumption in the student context. Merleau Ponty's view on embodiment refers to the physical consumption of alcohol that leads to lived experiences. These lived experiences were used to make meaning of alcohol consumption in a first year student context.

The findings indicated that students in the study had unique experiences and perceptions of alcohol consumption. They were aware of the intra and interpersonal motivations associated with alcohol consumption as part of student life. They associated alcohol consumption with positive and negative effects. In their view, irresponsible alcohol consumption by students is widespread and should be addressed. They also provided a

number of practical suggestions on how to promote responsible alcohol consumption among first year students.

The Alcohol Expectancy Challenge Programme makes a significant contribution. Informed by the needs that emerged from the qualitative data generation and analysis, it aims to promote responsible alcohol consumption among first year students. The programme was specifically developed to be implemented by intern-psychologists and peer-helpers at the Student Counselling and Development Centre at the North-West University.

Key words: alcohol; consumption; depictions; expectancy; challenge; students; programme

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CHAPTER 1

INTRODUCTION AND SCOPE OF THE RESEARCH STUDY

1.1 INTRODUCTION

After the identity of the student concerned had been confirmed, I had to deliver the following message to a parent at 04:30 in the morning: “Sorry, sir. I need to inform you that your daughter was killed in a tragic accident on campus. The driver of the vehicle has been arrested for drunken driving”. Although I had considerable experience as a therapist working in a student support structure at a university, I had never had a more daunting task. I realised more than ever before, that Higher Education Institutions (HEIs) such as universities cannot afford to let young adults lose their lives because of irresponsible drinking or any other reckless behaviour.

Maxwell (2013) states that any research must have clear goals that distinguish clearly between *personal goals*, *practical goals*, and *intellectual goals*. The *personal goal* of my study was to make a difference in a Higher Education Institution (HEI) by attempting not only to save lives, but also to support students effectively as a Counselling Psychologist at a university. My *practical goal* was to develop an alcohol expectancy challenge programme for first year students to promote responsible alcohol consumption. My *intellectual goal* was not only to empower myself and others such as intern psychologists and peer helpers, but also to create an awareness of irresponsible alcohol consumption among students and to extend existing knowledge regarding student alcohol consumption and related issues.

1.2 BACKGROUND AND DISCUSSION OF THE RESEARCH PROBLEM

Demers, Kairouz, Adlaf, Gliksman, Newton-Taylor and Marchand (2002:415) claim “that drinking is an integral part of [university] or college life”. Like every other milieu, a campus has its own set of norms, opportunities and social influences related to alcohol consumption. Du Preez, Pentz and Lategan (2016) argue that alcohol consumption is often considered a normal part of university experience, and that university students display more dangerous drinking patterns than their non-student peers. Hustad, Pearson, Neighbors and Borsari (2014) specifically note that the drinking habits of first year students, particularly those who enter HEIs such as colleges or universities directly after completing high school, tend to escalate faster than those of their peers who are not at a Higher Education Institution (HEI). According to the *Alcohol and Other Drug Prevention*

on *College Campuses Model Programs* report (U.S. Education Development Center, 2008:1), the drug and alcohol culture of a campus is a critical point to consider, as the understanding of these realities is crucial “for the development and implementation of [effective] prevention [and or intervention] programmes”. This is important as alcohol and drug abuse often results in tragedy (U.S. Education Development Center, 2008:1). This is evident in many parts of the world. Tsurugizawa, Tokuda, Harada, Takahashi and Sadato, (2016:2) confirm that “[a]lcohol is positively correlated with making risky choices and impulsive decisions, resulting in lost gambles, traffic accidents, or violence”. This is confirmed in the preliminary 2016/2017 festive season fatalities and crash report of the Arrive Alive campaign which stated that 65% of arrests of motorists were for drunken driving (South Africa Department of Transport, 2017:2). Pedrelli, Bitran, Shyu, Baer, Guidi, Tucker, Vitali, Fava, Zisook and Farabaugh (2010:14) point out that heavy alcohol use among students on USA campuses is associated with motor vehicle accidents, accidental injuries, and poor classroom attendance and performance. During a conference of the *Southern African Association for Counselling and Development in Higher Education* (SAADCHE), Magagula, the Vice Chancellor of the University of Swaziland, stressed that alcohol and other substance abuse play a major role in students’ academic failure (SAADCHE, 2016). Furthermore, the literature confirms that heavy alcohol consumption is associated with a range of risky behaviours including the use of other illicit substances (marijuana, amphetamines, LSD and other hallucinogens) and engaging in unplanned or unprotected sexual activities (*ibid.*). It is evident in the literature that substance abuse such as alcohol abuse and gun violence may be related to a weak attachment to family or community (Banks, Hadenfeldt, Janoch, Manning, Ramos & Wolf, 2017). Furthermore, in a South African study, *Alcohol use and unsafe sex practices among students (17-25 year olds)* at the University of the Western Cape (Rich, 2004:76), indicates “the existing link/relationship between alcohol use and unsafe sex practices such as non/inconsistent condom use, and [having sex with] multiple partners”.

The literature also provides evidence that fraternities and sororities promote a culture of excessive drinking and risky behaviour in the USA (Capone, Wood, Borsari & Laird, 2007; Sullivan & Wodarski, 2004). However, alcohol abuse, in general, puts fellow students at risk (Ward, Galante, Trivedi & Kahrs, 2015). American statistics indicate that “600 000 [students] are assaulted by fellow drinking students and more than 70 000 are sexually assaulted every year” in the US (National Institute on Alcohol Abuse and Alcoholism, 2002:vii). The National Institute on Alcohol Abuse and Alcoholism (2002:1) in the USA

provides statistics that indicate that “1,400 college students deaths a year are linked to alcohol”. Durkin, Wolfe and Clark (2005:257) emphasise the new concept of “secondary binge effects” that has emerged in the literature to describe collateral damage. Secondary binge effects include verbal and physical assault, damage to other students’ property and unwelcome sexual advances by intoxicated students (Durkin *et al.*, 2005). In addition, reloading or pre-gaming has become popular common practices amongst students. These practices entail students becoming intoxicated before attending social events in order to get ‘in the mood’ (Borsari, Boyle, Hustad, Barnett, Tevyaw & Kahler, 2007; Forsyth, 2010). Another common practice amongst students is ‘binge drinking’; male students drink approximately “five or more drinks in a single drinking session and female students [drink approximately] four or more drinks” per drinking session (Hingson, Heeren, Winter & Wechsler, 2005:259).

Du Preez *et al.* (2016) contend that little research has been done on the drinking behaviour of South African students. Nevertheless, according to Kyei and Ramagoma (2013) the abuse of drugs and alcohol is a serious problem at South African universities which university authorities find difficult to contain. The South African study, *Aggression-related alcohol expectancies and community alcohol-related aggression among students at the University of the Western Cape*, found that the “significant relationship between alcohol consumption and aggression extended to all the groups examined, indicating a significant link between drinking and subsequent aggressive behaviour” (Du Toit, 2011:102). Garofalo and Wright (2017) note that alcohol abuse by someone with a personality disorder is likely to amplify violent and aggressive behaviour. Boden, Fergusson and Horwood (2013) clearly indicate that there is a strong correlation between alcohol misuse and all types of crimes at all ages. An international study, “*Do drinking episodes contribute to sexual aggression perpetration in college men?*”, points out that drinking episodes increase the risk of sexual interaction with a new partner and that the majority of those sexual events involve sexual aggressive behaviour (Testa, Parks, Hoffman, Crane, Leonard & Shyhalla, 2015:512).

There is extensive international empirical research on the negative impact of alcohol abuse (Borsari *et al.*, 2007; Demers *et al.*, 2002; Dvorak, Pearson, Neighbors & Martens, 2015; Forsyth, 2010; Hingson, Zha & Weitzman, 2009; Lang, Goeckner, Adesso & Marlatt, 1975; Liguori & Lonbaken, 2015; Page & O’Hegarty, 2006; Pedrelli *et al.*, 2010; Sullivan & Wodarski, 2004; Zeigler-Hill, Stubbs & Madson, 2013). In their research, *Alcohol*

Consumption and Academic Retention in First-year College Students, Liguori and Lonbaken (2015:75) found that “heavy episodic drinking among first year male students [had] a negative impact” on their ability to retain information and concomitantly on their academic performance. Sullivan and Wodarski (2004) and Hingson *et al.* (2005) emphasise that students who begin drinking alcohol before they enter college or during the first year, continue to consume alcohol during the second year. Similarly, students who were binge drinkers during their first year continued to binge drink during their second year (Sullivan & Wadarski, 2004).

On the Potchefstroom Campus at the North-West University in South Africa, male House Committee members and senior students of various student residences were suspended for acts of vandalism at their respective residences after a ‘social event’ where the abuse of alcohol led to aggressive and violent behaviour (Web, 2012). In 2013, a male student from the same university pleaded guilty to manslaughter after his girlfriend died in a car crash on campus; he lost control of the vehicle because he was driving under the influence of alcohol (Van Wyk, 2014). A similar incident occurred in 2014 on a university campus when a female student died after a car crash and the alleged male driver was arrested and charged with manslaughter (Wetdewich, 2014). It is no secret that South African students have a reputation for abusing alcohol (Janse van Rensburg, 2016; Nolan, Surujlal & Ubane, 2012; Young & de Klerk, 2007). Pedrelli *et al.* (2010) contend that heavy alcohol consumption is usually associated with licit and illicit drugs. It is thus clear that alcohol is usually the licit drug which may serve as a gateway of illicit drugs. According to Loxton, Bunker, Dingle and Wong (2015), heavy alcohol intake is the largest single contributor to death and illness in the university and college demographic. White and Hingson (2013) note that the consequences of college students’ drinking include missed classes that lead to poor academic functioning, changes in brain function, (which include memory, blackouts and lingering cognitive deficits), sexual assaults, injuries, overdoses and death. Foster, Dukes and Sartor (2016) support the above view that heavy drinking has serious consequences and argue that it predisposes students to psychological problems (e.g. depression), impaired cognitive ability and other health consequences such as eating disorders, poor general health and sexually transmitted diseases.

The negative outcomes of alcohol abuse mentioned above do not appear to have discouraged students from drinking heavily. One possible explanation for this phenomenon could be that alcohol and alcohol consumption are associated with

popularity and pleasure in the advertising and film industry. This might lead students and other young people to have positive alcohol expectancy (Thompson & Yokota, 2001; Zwarun & Farrar, 2005; Atkinson, Sumnall & Measham, 2011; Atkinson & Sumnall, 2016), which raises serious concern. Newman, Jinnai, Zhao, Huang, Pu and Qian (2013:411) argue that the stronger the perception is that alcohol provides 'pleasure' when consumed and 'enhances' one's ability to socialise confidently, the more likely students are to consume alcohol regardless of any negative consequences. The South African Government has tried to counter this notion by controlling and limiting the use of alcohol and tobacco (especially cigarettes) advertisements (Kyei & Ramagoma, 2013). Its latest attempt to govern the use of alcohol is the amendment of the Liquor Act of 2003 (South Africa Department of Trade and Industry, 2016). According to the draft amended Liquor Act (2003), alcohol or methylated spirits may not be sold to persons under the age of 21 (*ibid.*). The advertisement of liquor is also prohibited on public platforms and pamphlets and liquor advertisements have to reflect the harmful effects of alcohol abuse. The selling of liquor is prohibited "within 500 [metres] of schools, [places] of worship, recreational facilities, rehabilitation or treatment centres [or] residential areas" (South Africa Department Trade and Industry, 2016:12). The obstacle to successful implementation of the proposed legislation is the difficulty of ensuring that liquor is sold only to students aged of 21 years or more in an integrated student population in residences and on campuses. Selling liquor in off-campus outlets increases the risk of students' having car accidents and other safety issues.

In addition, countering faulty perceptions regarding substance abuse is another challenge. Perkins (2002:167) argues that: "[m]ost students tend to think that their peers are, on average, more permissive in personal drinking attitudes than is the case and likewise that peers consume more frequently and more heavily on average, than is really the norm". Students who think that their peers drink heavily are likely to use their peers drinking habits as an excuse to drink heavily: they therefore justify their behaviour on a faulty perception. This incorrect perception is also created through news reports on student drinking. As Engstrom (2008) argues publications on student drinking claim that the undergraduate student population is "out of control", but in reality only to a small proportion of the student population are. This means that attention is focused on the "exceptionally" few alcohol related incidents, and the majority of students who are actively and constructively busy with their everyday business are ignored. According to Engstrom (2008), more attention should be focused on students' positive actions.

Although students' alcohol consumption may sometimes be exaggerated, there is sufficient research evidence that alcohol consumption is a serious problem at numerous national and international HEIs. There seems to be a strong case for conducting research on first year students' depictions of alcohol consumption and for developing an Alcohol Expectancy Challenge Programme in order to promote responsible alcohol consumption in a university context. Alcohol abuse not only has a negative impact on students' own safety, security, health and their academic performance, but it also impedes their development of effective socialisation processes. This affects them as well as other students, at the North-West University (South Africa). At this university, a significant number of cases of reckless behaviour have been reported. These are related to alcohol consumption and have resulted in serious and traumatic consequences.

When this study was begun, no research had been done on the alcohol expectancy of first year students in the North-West University context and no formal alcohol programmes had been developed specifically for North-West University students that were grounded on the students' depictions of alcohol consumption. The literature indicates that Higher Education should be an exciting and enriching experience for students that offers positive social student life and fosters students' academic and social development (U.S. Education Development Center, 2008; Koen & Bester, 2009). As Higher Education bears the responsibility for preparing responsible and professional graduates, it needs to involve society in order to control alcohol consumption and promote social responsibility and a responsible drinking culture on campuses. The vision of the North-West University (North-West University, 2016:1), according to its strategic statement, is: "to be an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care". The North-West University (2016:1) indicates "[e]ngaged scholarship, social responsiveness and an ethic of care", include developing the social responsibility of students through programmes that can promote psycho-social and physical health.

Although some research has been conducted in South Africa on alcohol abuse in various contexts, no evidence of research could be found of first year students' depictions of alcohol consumption and how these depictions could be used to develop an Alcohol Expectancy Challenge Programme that could promote responsible alcohol consumption at university level. Champion, Lewis and Myers (2015) emphasise that student drinking is not being addressed effectively and that new methods and approaches must be

developed for more effective interventions and prevention. Penhollow, Young and Nnaka (2017) also stress that effective campus and community programmes must be developed to prevent excessive alcohol abuse. It is thus clear that there is a need for research that could help to generate recommendations that could inform an expectancy challenge programme for first year students. This programme could be implemented on different levels of student life by intern psychologists or peer helpers (see Diagram 1.2) to promote responsible alcohol consumption at university level.

1.2.1 Identifying the gap in knowledge

Du Preez *et al.* (2016) stress that the question of why students drink remains complex and highlight the need for more research on alcohol consumption of students to inform the development of scientifically sound responsible drinking campaigns. Ali, Ryan, Beck and Daughters (2013) state that in order to develop appropriate prevention and intervention strategies the conditions underlying alcohol use must be understood. Perusing the literature it is clear that some research has been conducted on alcohol perceptions and alcohol expectancies in various student contexts, but these do not focus on first year students' depictions of alcohol consumption (Darkes & Goldman, 1998; Dunn, Cathy Lau & Cruz, 2000; Hustad *et al.*, 2014; Iwamoto, Corbin, Lejuez & MacPherson, 2014; Smith, Goldman, Greenbaum & Christiansen, 1995; Zamboanga & Ham, 2008). Other research that focused on measuring drinking motives confirm that there are various instruments as well as ways of measuring drinking motives (Kuntsche, Knibbe, Gmel & Engels, 2005). Some studies have drawn on previous research to identify reasons for drinking, while yet others have developed their own multidimensional questionnaires (Dunn *et al.*, 2000; Iwamoto *et al.*, 2014; Reich, Below & Goldman, 2010; Smith *et al.*, 1995; Zamboanga & Ham, 2008). Most of these studies are quantitative in nature and used questionnaires to collect data. Significantly, studies on freshmen or first year students' alcohol perception and expectancy are seen as important, because research has shown that the frequency and quantity of drinking tends to increase incrementally during the first and subsequent years of college (Thombs, Olds, Osborn, Casseday, Glavin & Berkowitz, 2007). Sullivan and Wodarski (2004) observe that most of the literature focuses on the harmful effect of alcohol consumption and only a few studies focus on prevention or intervention to promote responsible alcohol consumption.

In view of this, I identified a gap in the literature, which is qualitative research conducted on the perceptions of alcohol consumption and the early development of alcohol

expectancies among first year students. More specifically, my research aimed at developing an Alcohol Expectancy Challenge Programme for first year students based on their alcohol expectancies. This was designed to promote responsible alcohol consumption in a specific context, namely the North-West University in South Africa. The identified gap provided the justification for this qualitative research endeavour to address the main research question formulated in order to conduct this research: “What are the first year students’ depictions of alcohol consumption and how can these depictions lead to developing an Alcohol Expectancy Challenge Programme that can promote responsible alcohol consumption at the North-West University?”

1.2.2 Perspectives and theories

According to Trafford and Leshem (2008), theories that provide different theoretical perspectives on the phenomenon under study are of crucial importance to understand and to explain the phenomenon. It is therefore important to distinguish between perspectives and theories:

1.2.2.1 Philosophical Perspectives

Maree and Van der Westhuizen (2014) describe a perspective as a way of viewing something. For instance, a paradigmatic perspective refers to a way of viewing the world. In this study, a Critical Phenomenology perspective was used (see Section 4.2.1 for a detailed description). The phenomenon is viewed from the phenomenological perspective that includes the meaning and the essence of the lived experience of the phenomenon (Botma, Greeff, Mulaudzi & Wright, 2010). The ontology of this study includes the social student context and the phenomenology of perceptual experience, the philosophy of embodiment, and the philosophy of expression and language (Hass, 2008). In short, the epistemology of the study is the knowledge about the phenomenon through the intersubjectivity between the researcher and the phenomenon. The researcher is in dialogue with the students (participants) during personal interviews regarding the student’s depictions, intentions, attitudes, values and lived experiences of the alcohol consumption phenomenon (Nieuwenhuis, 2014a). The word critical also implies that there is a reflective assessment and critique of the student culture in this study which has resulted in the development of a programme. The methodological assumption of this critical phenomenological study is that inductive research using semi- structured

interviews can be used to explore alcohol consumption in the student context and to identify some themes from the findings of the interviews (see 4.2.3).

Intersubjectivity is the social reality and lived experience which is historically created and produced and reproduced by the student population in general (Nieuwenhuis, 2014a).

1.2.2.2 Theories

Botma *et al.* (2010:56-57) refer to a theory as a conceptual framework that strives to explain certain occurrences or phenomena and define the role of the theory as making “things that were hidden visible, to define some patterns and give some meanings to the sorts of observations that social researchers continually make when investigating society”.

Table 1.1 below provides the purpose of various relevant theories within the context of this study.

TABLE 1.1 PURPOSE OF THEORY

Purpose of theory (Adapted from Jagals, 2015:35)	Description of the purpose of theory regarding alcohol consumption at Higher Education level	Sources
Theory elucidates the existing relationships between certain constructs	<i>Social Learning Theory</i> describes the relationship between learning from norms and alcohol consumption. <i>Conformity Theory</i> focuses on student drinking and conforming to behaviour for social acceptance. <i>Erikson's Identity Theory</i> describes the relationship between a confused sense of identity and coping practices such as alcohol abuse.	Maistro, Bishop and Hart (2012) Durkin <i>et al.</i> (2005) Bernheim (1994) Berzonsky and Kuk (2000)
Theory positions research problems in the scientific framework	<i>Social Norms Theory</i> refer to misperception of peer norms (regarding alcohol use) in Higher Education populations.	Martens, Page, Mowry, Damann, Taylor and Cimini (2006) Waldron (2012)

Purpose of theory (Adapted from Jagals, 2015:35)	Description of the purpose of theory regarding alcohol consumption at Higher Education level	Sources
Theory addresses the needs and demands of society	<i>Social Capital Theory</i> explains that students who are involved in community service are less likely to engage in binge drinking.	Weitzman and Kawachi (2000)
Theory generate new knowledge	<i>Motivational Theory</i> is a useful means of understanding the patterns of consequences of alcohol consumption among first year students within the university context.	Linden, Lau-Barraco and Milletich (2014) O'Hara, Armeli and Tennen (2015)
Theory impacts on policy and practice	<i>Capability Theory</i> focuses on protection and development of capabilities. HEIs should develop programmes and policies in order to develop not only academic but also socially responsible behaviour through programmes such as responsible drinking awareness programmes.	Corrado (2016)
Theory must improve teaching and learning experience	<i>Deviance Regulation Theory</i> increases the use of alcohol protective behavioural strategies with a Deviance Regulation Intervention. Alcohol related problems are addressed via alternatives, for instance studying and exercising.	Dvorak <i>et al.</i> (2015)

The theories highlighted above are integrated theories that are relevant to the conceptualisation of the phenomenon in this study. Social Learning Theory (SLT) focuses on individuals' behaviour that is developed and learned through external influences such as peers and residence culture (Vandenbos, 2007). Second it highlights the individuals' decision making process learnt from others (peers) or from observing others' behaviour in various contexts, for example consuming alcohol in order to feel happy or to cope with

stress (Szalma, 2014). Third, it emphasises the perception of social norms established within a particular peer group (Waldron, 2012). Fourth, it underscores the relationship between attitude, perceived norms and behaviour (Dvorak *et al.*, 2015). Fifth, Social Capital Theory (SCT) describes the importance of individuals becoming actively involved in reflecting on existing perceived social norms. In this process, they may acquire social capital by gaining the ability to form healthy social networking skills and to cooperate in responsible alcohol consumption (Weitzman & Chen, 2005). In addition, some individuals may conform to the norms or behaviour of their peer groups (Doumas, 2013). *Lastly*, Erikson's identity theory is important in this study as it underscores identity development, where identity synthesis pairs more responsible behaviour and identity confusion links irresponsible behaviour (Schwartz, 2001).

- **Social Learning Theory**

Alcohol perception and expectancy are situated in Social Learning (Jones, Corbin & Fromme, 2001:59). The American Psychological Association dictionary defines Social Learning Theory (SLT) as (Vandenbos, 2007:866):

[t]he general view that learning is largely or wholly due to social interactions with others. Behavior is assumed to be developed and regulated (a) by external individuals; (b) by external reinforcement, such as praise, blame, and reward; and (c) by the effects of cognitive processes, such as thinking and judgement, on the individual's behaviour and on the environment that influences him or her.

SLT was used in college samples to explain the relationship between living environment, vicarious learning of norms, and alcohol consumption (Maistro *et al.*, 2012:92). Durkin *et al.* (2005:266) argue that deviant behaviour like binge drinking is learned behaviour, and that much of the learning behaviour occurs in primary groups such as peer groups. In their study entitled on *College Students and Binge drinking: An Evaluation of Social learning Theory*, Durkin *et al.* (2005:266) arrived at the following conclusions:

[f]irst, binge drinkers are more likely than other students to associate with peers who also engage in binge drinking; Second those students with peers who regard binge drinking positively and would react positively to the respondent's binge drinking were more likely to engage in this behaviour; Third, binge drinkers tended to perceive that alcohol consumption would have more rewarding consequences than negative consequences.

- **Motivational Theory**

Szalma (2014:1454) defines "motivation as a continuous stream of behaviour comprising three components: (a) direction (goals); (b) energy [used in] pursuit of those goals; and

(c) persistence (versus a change) in goal pursuit". The structure of environments also tends to influence motivational states (Szalma, 2014). This is relevant to this study as alcohol consumption and programmes within structures like residences and student life were explored.

Motivational models characterise alcohol consumption as being driven by proximal drinking motives (O'Hara *et al.*, 2015). According to these models, one's decision to drink is based on the affective change that one expects drinking to effect as compared to not drinking (Kuntsche *et al.*, 2005). The four factor model of Cox and Klinger (1988:170-171) proposes a framework that categorised drinking motives along two underlying dimensions: *reflecting valence* (positive and negative) and *source* (internal or external) *of the outcomes* the individual hopes to achieve by drinking. As quoted from Cooper's (1994:118) Motivational model, these two dimensions yield four classes of motives namely:

... internally generated positive reinforcement motives (drinking to enhance positive mood or well-being); externally generated positive reinforcement motives (drinking to obtain social rewards); internally generated negative reinforcement motives (drinking to reduce or regulate negative emotions); and externally generated, negative reinforcement motives (drinking to avoid social censure or rejection).

These factors, which provide a motivational perspective on alcohol use, are a useful means of understanding the patterns and consequences of alcohol consumption among both adolescents and adults (Cooper, 1994).

- **Social Norms Theory**

Hagman, Clifford and Noel (2007) refer to social norms as indicators of the way individuals are expected to behave in specific situations. These norms refer to people's perceptions of how their peers behave (McAlaney, Bewick & Bauerle, 2010). Waldron (2012) notes that Social Norms Theory (SNT) describes situations in which individuals incorrectly perceive the attitudes or behaviour of peers to be different from their own when in fact they are not. This is viewed as "pluralistic ignorance". Pluralistic ignorance causes individuals to change their behaviour to the misperceived norm (Berkowitz, 2005). Some athletes and fraternity members drink more than the average student on campus, but at the same time they have greater visibility in the campus culture than most other students. This may lead to distorted perceptions of what is characteristic of most students (Perkins, 2002; Perkins, Meilman, Leichliter, Cashin & Presley, 1999). Perkins (2002) stresses that misperceptions of peer norms are common in all Higher Education populations. If students

perceive that certain behaviour is more frequent or typical than it really is, they are more likely to engage in such behaviour themselves (Martens *et al.*, 2006). Martens *et al.* (2006) conducted a research study on the differences between actual and perceived student norms in relation to alcohol use, drug use and sexual behaviour. This study shows that where a larger group of students as a whole has misperceptions, those who frequently engage in particularly high risk behaviour have stronger misperceptions (Martens *et al.*, 2006).

- **Deviance Regulation Theory**

Deviance Regulation Theory (DRT) offers a perspective on the relation between attitude perceived norms and behaviour. Dvorak *et al.* (2015) clarify DRT by stating that, individual intentions, motivations and behaviours may vary in two ways: *firstly*, as a function of the perceptions regarding the base rates of given behaviour and *secondly* in terms of evaluations of individuals who do or do not engage in that kind of behaviour. According to Ferrer, Dillard and Klein (2012:690), “when an individual engages in counter normative [behaviour] the person stands out. If this counter normative [behaviour] is perceived as desirable, a positive identity is established by acting in a deviant manner”. DRT can be viewed as relevant to the Higher Education level because these individuals may be actively engaging in identity development behaviour that is the opposite of perceived behavioural norms (Ferrer *et al.*, 2012). The study conducted by Dvorak *et al.* (2015), *Increasing the Use of Alcohol Protective Behavioural Strategies with a Deviance Regulation Intervention*, found strong evidence of the efficacy of DRT. The authors conclude that DRT based interventions “could be developed to target alcohol use or alcohol related problems directly or indirectly via alternatives to drinking (e.g. studying and exercising etc.)” (Dvorak *et al.*, 2015:491).

- **Social Capital Theory**

According to Theall, DeJong, Scribner, Mason, Schneider and Simonsen (2009:15) “social capital is often defined as features of social [organisations] (social networks, norms of [mutuality] and trust in others) that facilitate cooperation for mutual benefit”. Social capital has also been hypothesised to affect health and health behaviours through a variety of mechanisms, like social support, communication patterns and identity (Fairlie, Erickson & Wood, 2012). More specifically, Weitzman and Chen (2005) view social capital as the one contextual factor that may prevent students from engaging in high risk drinking in college

because of the patterns of engagement, trust and mutual obligation that it establishes among persons. Studies conducted regarding Social Capital and college drinking produced findings that indicate that students who live with roommates; those with high alcohol consumption during high school; those with pro-alcohol attitude towards drinking, and those with higher positive perceptions of student alcohol consumption; reported significantly greater drinking outcomes (Theall *et al.*, 2009). Risks associated with fraternity/sorority association can be an offset by high levels of social capital, definitely emphasise the power and the importance of individual and environmental interactions (Weitzman & Chen, 2005). Students who are involved in community service or campus volunteerism are less likely to engage in binge drinking (Theall *et al.*, 2009; Weitzman & Kawachi, 2000). At an individual level, students that are involved in a religious organization or with other community or campus organisational memberships are associated with less risky patterns of alcohol consumption (Theall *et al.*, 2009). Weitzman and Kawachi (2000:1937) state that “[s]tudents at campuses with high levels of social capital [are] less likely to binge drink than their peers at campuses with low levels of social capital” This implies that participation in additional types of campus activities such as religious-, media-, and community services can protect students from binge drinking on university campuses.

- **Conformity Theory**

According to Bernheim (1994:842), “a large body of sociological, psychological and anthropological [researchers] agree that individual behaviour is motivated in part by social factors such as desire for prestige, popularity or acceptance” and these factors encourage conformism. Bernheim (1994) stresses that social groups often penalise individuals who deviate from accepted norms. Guandong, Qin Hai, Fangfei and Lin (2012:1367) define conformity as: “[s]ubject’s behaviour or attitudes following those of the object. The subject is the individual who conforms. The object can be external or internal factors that cause conforming actions, in the form of individuals, groups, [organisations,] policies, rules and regulations.”

Students may drink alcohol in order to conform to the peer group and so avoid being isolated or rejected by their peers, thus exposing them to a high risk of alcohol-related consequences like accidents caused by drinking and driving, injuries caused or sustained and assault offences (Doumas, 2013).

- **Erikson's Identity Theory**

Erikson's eight stage model of lifelong psychosocial development expanded the psychoanalytic concepts of psychosexual development to include social dynamics (Kivnick & Wells, 2014; Sokol, 2009). Table 1.2 below provides an overview of Erikson's eight stages of psychosocial development (Clark & Gruber, 2017; Meyer & Viljoen, 2008).

TABLE 1.2 ERIKSON'S STAGES OF PSYCOSOCIAL DEVELOPMENT

Approximate Age	Psycho Social Crisis	Synthesis
Infant – 18 Months	Trust versus Mistrust	Hope
Early childhood 18 months - 3 years	Autonomy versus Shame and Doubt	Will-power
Play Age 3 - 5 years	Initiative versus Guilt	Purpose
School Age 5 - 13 Years	Identity versus Inferiority	Competence
Adolescence 13 - 21 Years	Identity versus Role Confusion	Fidelity
Young Adulthood 21 - 39 Years	Intimacy versus Isolation	Love
Adulthood 40 - 65 Years	Generativity versus Stagnation	Care
Old Age 65 Older	Ego Integrity versus Depression	Wisdom

(Adapted from Meyer & Viljoen, 2008:195)

For the purpose of this study, I highlight only the adolescence stage (Identity versus Role Confusion) and the young adulthood phase of (Intimacy versus Isolation) as most first year students (study's sample: first year students) approximate ages at South African Universities range between 18 years and 24 (Kivnick & Wells, 2014; Meyer & Viljoen, 2008). Schwartz (2001:9) views identity synthesis as the "ego syntonic" pole and identity confusion as the "ego dystonic" pole. Identity synthesis represents an adaption of identification into a large self-determined set of personalised ideals and goals with coherence between the individual and the outside world (Schwartz, 2001). Individuals who display identity confusion beyond early or middle adolescence are prone to engaging in

drug abuse, risky sexual behaviour and academic failure which represent an inability to develop a workable set of ideals to base an adult identity on (Cote & Schwartz, 2002; Merrill & Carey, 2016). According to Berzonsky and Kuk (2000), students entering university with a confused sense of identity tend to rely on ineffective coping practices such as alcohol abuse. In Figure 3.1, the student's psychosocial development will be viewed from the perspective of Kuntsche's motivational model (2005) where the focus is on the alcohol expectancies and motives that play an integral role in their psychosocial developmental phases.

- **Capability theory**

Hart (2012) and Pugno (2015) highlight the Capability theory which was formulated by Amartya Sen and Martha Nussbaum, and was originally developed as a framework for the assessment of individual's capability or freedom to promote or achieve the functioning that people value (Hart, 2012; Pugno, 2015). Stenlund (2017) stresses that the capability approach is a view of human rights which implies that freedom is based on different abilities and opportunities the person has. Kotan (2010:371) argues that freedom consists of human agency defined as: "a person or collection of persons having the ability to exert power so as to influence the state of the world, do so in a purposeful way and in line with self-established objectives".

Agency in the capability theory context is the "power, control and self-determination of objectives" (Kotan, 2010:372). According to Corrado (2016), capability theory involves not only the capability of the individual but also the increasing and protecting of the individual's capabilities. Corrado (2016) argues that if institutions want to improve capabilities they must assist in creating new avenues in order to protect, conserve, and increase capability. Within a student population, an institution such as the University (which can be seen as a human agency), is of crucial importance in order to empower students through programmes to increase and protect their capabilities to function optimally on an academic and interpersonal level and equip them with life skills such as responsibility and the ability to make healthy choices (see Chapters Two, Three and Six). Programmes might include academic bridge courses such as mathematics or other relevant courses but needs to include life skills programmes and awareness programmes to make it possible to give students the opportunity to make choose responsibly from the social opportunities available to them.

1.3 RESEARCH QUESTIONS

In order to conduct this qualitative study, the following main research questions were explored: *“What are the first year students’ depictions of alcohol consumption and how can these depictions inform the development of an Alcohol Expectancy Challenge Programme that can promote responsible alcohol consumption at the North-West University?”*

The following sub research questions in relation to the title and the main research question were addressed:

- How do first year students depict alcohol consumption (as consumers of alcohol or non-alcohol consumers) prior to enrolment at university?
- What are first year students’ expectations of alcohol consumption in their student life?
- Why do first year students have certain expectations of alcohol consumption in their student life?
- How does alcohol consumption affect first year students?
- What suggestions can first year students provide on how to promote responsible alcohol consumption?
- How can first year students’ suggestions on responsible alcohol consumption lead to the development of an Alcohol Expectancy Challenge Programme for first year students?

1.4 AIMS OF THE STUDY

The following research aims were formulated in order to answer the research questions:

- Explore and describe first year students’ depictions of alcohol consumption (consuming alcohol or non-alcohol consuming) prior to enrolment at university.
- Explore and describe first year students’ expectations of alcohol consumption in their student life.
- Explain first year students’ expectations of alcohol consumption in student life.

- Explore the effects of alcohol consumption by first year students.
- Describe the suggestions made by first year students on ways to promote responsible alcohol consumption.
- Develop an Alcohol Expectancy Challenge Programme for first year students to promote responsible alcohol consumption.

1.5 CLARIFICATION OF THE CONCEPTS

In order to conceptualise and contextualise this study, the following relevant concepts are briefly clarified:

1.5.1 First year students

According to the North-West University's Academic Rules, a first year student is a "bona fide first time entering student" meaning that the "individual is admitted and registered for the first time to undertake a systematic undergraduate learning programme" at that university (North West University, 2016:1). In the context of this study, the term *first year students* refers to individuals who have registered for the first time at the North-West University as full time students.

1.5.2 Depictions

Hopkins (1995:428) describes a depiction as "essentially perspectival". According to Hopkins (1995) everything depicted is depicted from some point(s) of view, thus depiction includes how a person perceives, processes, organises and presents his or her information regarding a specific phenomenon (Beekman, Dube & Underhill, 2011). Depictions in this study refer not only to *how* the individual student perceives alcohol consumption, but also to how the individual student views alcohol, and imagines and portrays alcohol consumption.

1.5.3 Alcohol

Alcohol is commonly used to describe ethanol or any beverage that contains alcohol (Thakkar, Sharma & Sahota, 2015). Alcohol forms part of many people's everyday lives, it is sometimes used in food or as an ingredient in medicine. However, in the context of this study alcohol refers to liquors that are consumed by students as a sociable act or to express hospitality, friendship or unity. Thus, it is an alcoholic drink (beverage) which

individuals use to modify their mood or state of mind and sometimes acquire a reputation among people, ranging from ecstasy to evil (Newman *et al.*, 2013). The American Psychological Association dictionary of Psychology (Vandenbos, 2007:34) explains that: “ethanol (ethyl alcohol) is the most frequently used and abused central nervous system (CNS) depressant in most cultures. When consumed, its primary effects are on the central nervous system, mood and cognitive functions”. When alcohol is consumed in large quantities the real effects are sedation, tiredness and dizziness due to the fact that it is a central nervous system depressant (Cruz & Dunn, 2003).

1.5.4 Alcohol Consumption

Human consumption is the use or intake of food or drinks according to the Oxford Dictionary of English (Stevenson, 2010). For the purpose of this study alcohol consumption refers to the oral intake of alcohol. Alcohol intake is measured by different units and one alcoholic drink is usually regarded as containing 1oz = 28.35g of ethanol. Heavy alcohol consumption is deemed as five or more drinks for men within a two hour period, and four and more for woman in a two hour period (Zamboanga & Ham, 2008). Different individuals consume alcohol differently in terms of quantity and style and alcohol consumption habits differ at different times of their lives (Jones *et al.*, 2001). In the context of this study, guided by the research questions and aims of the study, an *alcohol consumer* denotes: “a person who has drunk more than one dose of alcohol at least once in their life (28.35g of ethanol) at one consumption time” (Köhler & Lai, 2011:1). A *non-alcohol consumer* versus the alcohol consumer signifies non-intake of alcohol ‘ever’ (Qi, Shao, Wang & Hui, 2014).

1.5.5 Alcohol expectancy

Vroom (1964:17), proposer of the Expectancy Theory of motivation defines expectancy as:

a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome. Expectancies may be described in terms of their strength; maximal strength is indicated by subjective certainty that the act will be followed by the outcome while a minimal (or zero) strength is indicated by subjective certainty that the act will not be followed by the outcome.

Caulfield (2007:2) usefully contextualises Expectancy Theory and highlights that:

[People] are motivated to behave in a certain way dependent upon the strength of the belief that (1) specific behaviours will result in specific outcomes, (2) [their]

confidence in the belief that [they] are capable of achieving those outcomes and (3) that those outcomes have varying degrees of attractiveness.

Darkes and Goldman (1998) view expectancy as a cognitive variable, which has been used to effectively predict alcohol consumption in a variety of age groups as well as various populations consuming alcohol. Dunn *et al.* (2000:566) explain that “[a]lcohol expectancy refers to information stored in the nervous system regarding the likely effects of alcohol”, thus individuals will drink because alcohol use is expected to give rise to certain outcomes based on previous expectations or modelling (Zamboanga & Ham, 2008:163). Jones *et al.* (2001:59) clarify expectancy in a simple way where “positive expectations (such as ‘I expect to be the life and soul of the party if I have a few drinks’) represents an important component of motivation to drink while, negative expectations (such as ‘I expect to have a hangover if I have a few drinks’) represent an important component of motivation to restrain.”

Du Preez *et al.* (2016) refer to alcohol outcome expectancies as the expectancies the individual beliefs will happen when a specific amount of alcohol is consumed within a given period of time. Evidence found in the literature confirms that if there is a high positive expectancy, individuals tend to drink more: Higher Education levels of drinking are strongly associated with the increased confirmation of positive expectancies (Jones *et al.*, 2001; Smith *et al.*, 1995).

1.5.6 Alcohol expectancy challenge

Alcohol expectancy challenge refers to an intervention to change alcohol expectancy processes with a view to reducing alcohol use among young adults, such as first year students (Fried & Dunn, 2012). Fried and Dunn (2012) define the method of challenging expectancies without alcohol intake as the expectancy challenge alcohol literacy curriculum. I have therefore opted to use alcohol expectancy challenge literacy as part of developing an Alcohol Expectancy Challenge Programme in this study.

1.5.7 Programme development

Programme development refers to an on-going, well thought through process of planning and documented plan of action (NMAC, 2003). Rennekamp (1999) views a programme as a sequence of educational experiences that are selected to address a need or an issue and that can promote personal development such as good decision making. For the purpose of this study, participants in the research study were involved in providing

information (needs) as to develop a programme as a documented plan of action, namely an Alcohol Expectancy Challenge Programme (see Diagram 1.2).

1.6 RESEARCH DESIGN AND METHOD

A research design serves as a strategic process or blue print that includes the necessary methods, strategies and/or techniques that enable researchers to conduct their research as planned (Kumar, 2014; Trafford & Leshem, 2008). According to Mouton (2013), research methodology describes the research processes and the kind of tools and procedures to be used for an intended study, such as during data generation and analysis. For the purpose of this study, I opted for a qualitative approach as this approach is ideal “for exploring and understanding the meaning individuals or groups ascribe to social or human problem” (Creswell, 2014:4). Flick (2014:542) argues that qualitative research can be viewed as “research [that is] interested in analysing the subjective meaning or social production of issues, events, or practices by collecting non-standardised data and analysing texts and images rather than numbers and statistics”. Secondly, as mentioned earlier, I chose a qualitative research approach as has proved to be trustworthy in research on the perceptions and or depictions of alcohol and alcohol consumption (see Section 1.2.1). The importance of qualitative research is that it provides a way in which to understand experiences, actions and events as interpreted through the eyes of participants (Richardson, 2008). In other words, a qualitative research approach seek to arrive at an understanding through reflection on the particular social phenomena from the perspective of the people experiencing it (Boeije, 2010; Vaismoradi, Turunen & Bondas, 2013) and is flexible, and the findings are communicated in a descriptive and narrative manner (Kumar, 2014). The findings lead to further action, such as in this study where the findings from Phase 1 Programme design form part of the situation analysis. Thus, the research design is descriptive and encapsulates both inductive and deductive reasoning.

For the purpose of this study I applied a critical phenomenological paradigm which implies that there is a lived critical experience that refers to the incongruence between the lived experience throughout the course of our daily, worldly interaction and the articulation and thoughts in order to conceptualise the experience (Mohr, 2014). The reason for my using a critical phenomenological paradigm is because the use of alcohol (lived experience) and the perceptual experience (depiction of alcohol) in a Higher Education context may refer to a student’s cultural activities and endeavours within the institution (Pollard, 2016). Merleau-Ponty’s philosophy of embodiment resonates with alcohol consumption as it

involves the “body”. The corporal body is the access point of the drinking behaviour so alcohol use is an embodied experience that people can share with one another in a social context (Lyons, Emslie & Hunt, 2014). The participants lived embodied experiences were shared with the researcher who later used these when designing a pro-active programme.

Merleau-Ponty (Merleau-Ponty, 1962:66) perceives the task of the researcher as:

... to rediscover phenomena, the layer of living experience through which other people and things are first given to us, the system ‘Self-others-things’ as it comes into being to reawaken perception and foil its trick of allowing us to forget it as a fact and as perception in the interest of the object which it presents to us and the rational tradition to which it gives rise.

The critical phenomenological paradigm is discussed in detail in 4.2.

1.6.1 Site, sampling and sample

The site refers to the physical place where the research was conducted (Maree & Van der Westhuizen, 2014). The research site of this research was the North-West University (NWU) all on-campus residences. It is important to emphasise that the residences differ with regard to structure, gender and culture. After approval of the research proposal (Scientific committee Faculty of Education) and obtaining ethical clearance from the Faculty of Education Sciences Ethics Committee (see Addendum H), I obtained permission from the following essential role players before the commencement of the sampling process:

- Dean of Student Affairs (Addendum A): The Dean of Student Affairs is responsible for managing and coordinating non-academic student affairs and well-being such as cultural, sporting, and residence activities.
- House Parents (wardens) of students’ residence (Addendum B): The House Parents are responsible for the effective management of the residence according to the values and character of the University (NWU, 2017).
- Student Representative Council (SRC) Chairperson (Addendum C): The SRC Chairperson coordinates and directs the functions of the student representative council (NWU, 2012).
- Residence Primaria (Addendum D1): The Residence Primaria leads and coordinates the House Committee of the residence (NWU, 2017).

Boeije (2010) explains that sampling strategy in qualitative research is intentional selection to meet the needs of the study. In this study I made use of purposive sampling that means that specific individuals, in this research first year students within a specific setting (on-campus residences), were selected because they could provide a depiction of alcohol consumption (Creswell, 2013; Gray, 2014). A purposive sample of 29 participants participated voluntarily in this study. The purposive sampling process is described in more detail in 4.2.4.1 and 4.2.4.2.

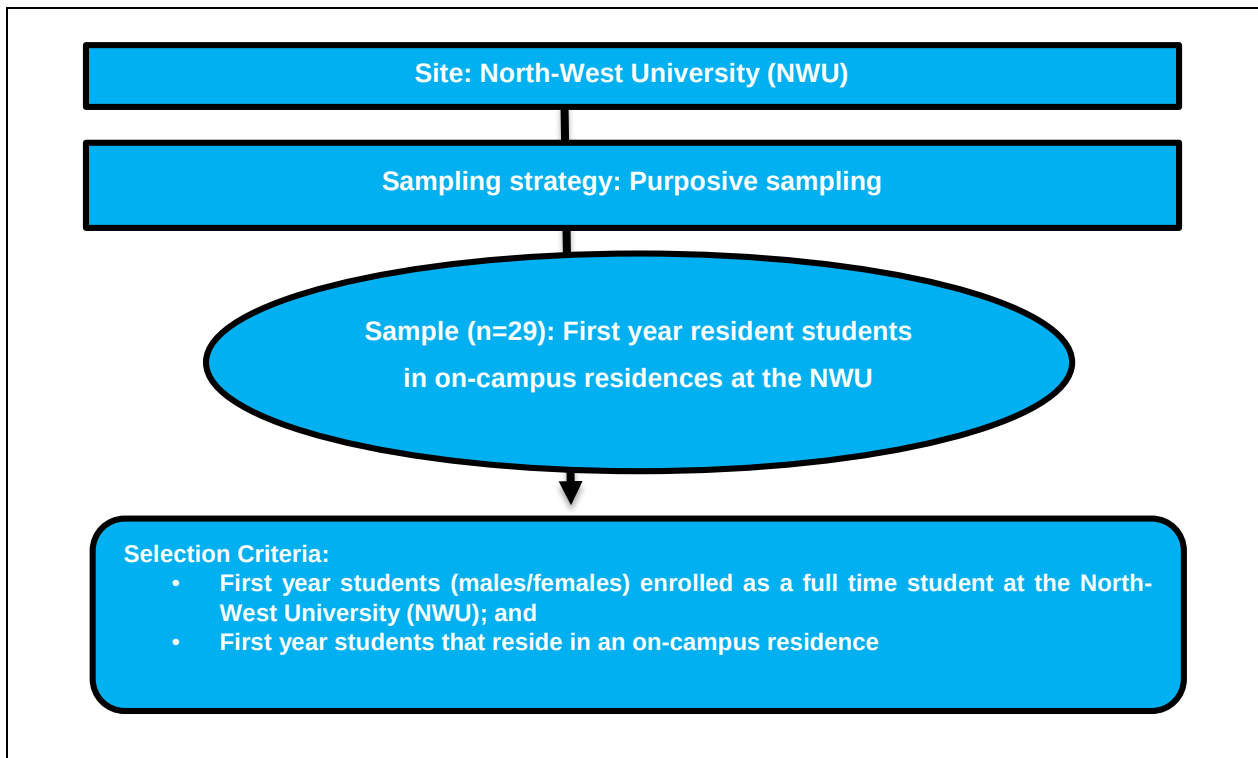


DIAGRAM 1.1 SITE, SAMPLING AND SAMPLE

Diagram 1.1 above provides a summary of the research site, sampling strategies as well as the sample who voluntarily took part in this research.

According to Howell (2013), a sample is related to a grouping incorporated within a population, such as a number of students from a university (Howell, 2013; Muijs, 2012). Taking the research questions and aims into account, I purposively selected first year students as my sample to voluntarily take part in this research. This was based on selection criteria (see 4.2.4.2). The rationale for sampling first year students in on-campus residences at the North-West University was that I wanted participants who were the holders of the depictions. I wanted to explore, describe and explain alcohol consumption as depicted by the student participants and then use these insights to develop an Alcohol Expectancy Challenge Programme that could promote responsible alcohol consumption at the North-West University. Since this study was a qualitative study, the number of participants was not important, but the quality and richness of the data that was generated was (Bryman, 2012). Sampling was discontinued when data-saturation was achieved. This meant that data selection was terminated when no new themes and ideas emerged regarding the issue under investigation (Gray, 2014; Mason, 2010).

1.6.2 Data generation

Garnham (2008:192-193) refers to data generation as “the theory and [method] used by researchers to create data from a sampled data source in a qualitative study”. The data generation methods in this study consisted of both, semi-structured individual interviews, as well as field notes and personal reflective notes (see Section 4.2.5.2). Boeije (2010) posits that the researcher is the main instrument in qualitative interviewing with an opportunity to learn from the participants’ social life through their perspectives, experiences and language. Using a qualitative research approach, I chose semi-structured individual interviews as my data generation method, as these interviews are more flexible and allowed me to follow the semi-structured interview schedule that consisted of pre-set interview questions (Addendum G), using probing where necessary, conveying empathy, and building trust (Botma *et al.*, 2010; Harrison, 2009). Merleau-Ponty’s critical phenomenological approach implies intervention during the interviews where primary talk developed into secondary talk, thus evoking critical dialogue and critical reflections on their experiences (Guedes & Moreira, 2009). Individual interviews furthermore allowed me to ask for clarification if the need arose. Merleau-Ponty’s critical phenomenological approach specific language and reflection used in the interview process and part of intervention is described in 4.2.1 and illustrated in Diagram 4.2. All individual interviews were audio recorded and then transcribed verbatim so they could be used during the data analysis.

1.6.3 Data analysis

Henning, Van Rensburg and Smit (2013:101) refer to effective “data analysis as a process that requires analytical craftsmanship [an] ability to capture understanding of [written] data”. Coleman (2012) underlines that data analysis is an ongoing process and starts from the beginning of the interview as the interviewer reflects on verbal and nonverbal information. Boeije (2010:76) sees the qualitative data analysis process as entailing two basic activities namely: the segmenting of the data into parts (themes); and the reassembling the parts again into a coherent whole. Henning *et al.* (2013:103) stipulate that the objective of the data analysis process is to “work the data” in order to build an interpretive text. I therefore used thematic analysis to analyse the text of the 29 transcripts in order to establish themes and categories. Thematic analysis, according to Bryman (2012), refers to the extraction of core themes in data. I also made use of independent coders to assist with the data analysis and coding. This necessitated a consensus meeting

between the independent coders and me to reach consensus on the identified themes, categories and coding. The data analysis process followed is discussed in detail in 4.2.6.

1.7 ALCOHOL EXPECTANCY CHALLENGE PROGRAMME

In this study, Lazarus's Multimodal Behavior Therapy Model (Lazarus, 1976) was integrated with Jabareen's multi-disciplinary approach (Jabareen, 2009) to develop a conceptual framework for alcohol consumption (see Section 2.3.1). This was needed to explore the complexity and interrelation of concepts regarding the phenomenon.

Since the development of an Alcohol Expectancy Challenge Programme for first year students was a research aim, I needed to highlight what 'programme development' entails in the context of this research (see Diagram 1.2). Programme development refers to an on-going, well-thought through process of planning and a documented plan of action (NMAC, 2003). Rennekamp (1999) perceives a programme as a sequence of educational experiences that have been selected to address a need or an issue (alcohol expectancy), and entails designing, implementing and evaluating the programme (see Chapter Six). Wadsworth (2011) and Botha (2006) describe the three phases of programme design as:

- Phase 1: Programme planning and development (*Situation analysis and the formulation of a needs analysis*)
- Phase 2: Programme implementation
- Phase 3: Programme evaluation.

In this study, I focused only on the programme development of an *Alcohol Expectancy Challenge Programme* in order to promote responsible alcohol consumption. Programme development involved two phases: Phase 1: *Situation analysis and the formulation of a needs analysis* and Phase 2: *Programme planning* (Botha, 2006; Wadsworth, 2011). In what follows, I provide more detail of the three phases of programme development relevant to this study. These are outlined and discussed in detail in Chapter Six.

The programme was developed as a multi-level programme as it will be implemented on a professional level by intern psychologists that are responsible for the alcohol expectancy intervention, as well as on the ground level by peer helpers who will implement the protective behavioural strategies (see Diagram 1.2). The effectiveness of the programme (programme implementation and evaluation) formed part of this post-doctoral study.

1.7.1 Phase 1: Programme planning and development

- *Situation Analysis*

In this phase it was important to look at the nature of the problem and the difference between the way things are now and the way things could be (Sarantakos, 2013; Wadsworth, 2011). Critical exploration of alcohol consumption and social events, alcohol policies and disciplinary matters were done during the situational analysis. This was a prerequisite for being able to challenge the “normative” views of the participants. Participants in this research study contributed to the planning and designing of the Alcohol Expectancy Challenge Programme as they themselves supplied the needs and made suggestions about how to promote responsible alcohol consumption. The situation analysis also entailed exploring and describing: first year students’ depictions of alcohol consumption (consuming alcohol or non-alcohol consuming) prior to enrolment at university; their expectancies of alcohol consumption in their student life; explaining first year students’ expectancies of alcohol consumption in their student life; and exploring and describing the effects of first year student alcohol consumption.

- *Formulation of a needs analysis*

A needs analysis determined what programme/s and service/s the specific group needed (NMAC, 2003). In conjunction with the needs analysis, an asset map was compiled in order to identify existing resources that could be used to address the identified needs of the participants (Calley, 2011). In this study, the suggestions provided by the participants during their interviews, about ways to promote responsible alcohol consumption were taken into consideration when the needs analysis was formulated. The formulation of the needs analysis further necessitated the exploration of universal needs of possible alcohol expectancy programmes in student life as described in the literature. Furthermore, the asset map (see Chapter Six, Diagram 6.1) that was compiled in this study included the exploration of the various student support structures provided by the North-West University. This was important as it informed the design of the Alcohol Expectancy Challenge Programme aimed at first year students in a specific context.

Programme planning entails the development of a programme for the problem-solving process (Van de Ven, 1980). Van de Ven (1980) provides a useful Programme Planning Model (PPM) with five activity phases namely: the planning prerequisites (establishing a planning policy board); problem exploration; knowledge exploration; programme

implementation; and evaluation. In this study, programme planning refers to the activities that revolved around the planning and design of the Alcohol Expectancy Challenge Programme for first year students, since the main aim of the Alcohol Expectancy Challenge Programme was to promote responsible alcohol consumption among first year students.

1.7.2 Phase 2: Programme implementation

The Programme implementation phase was an action phase with the focus on how the developed programme was implemented in a student context. The process involved the facilitation process between the agent and the recipients. The facilitation process consisted of three phases: the relationship phase, the working phase and the termination phase (see 6.2.2) (Botha, 2006).

1.7.3 Phase 3: Programme evaluation

The programme was evaluated after each session of the programme and at the end of the programme as a whole. The agent, on the other hand, made personal observational notes and reflective notes, during and after each session and after the programme was completed, to assess the programme and reflect on its effectiveness and any issues identified by the recipients that needed to be adjusted or addressed.

Diagram 1.2 below offers a broad outline of the development of the Alcohol Expectancy Challenge Programme that was employed by intern psychologists and the protective behavioural strategies were employed by peer helpers.

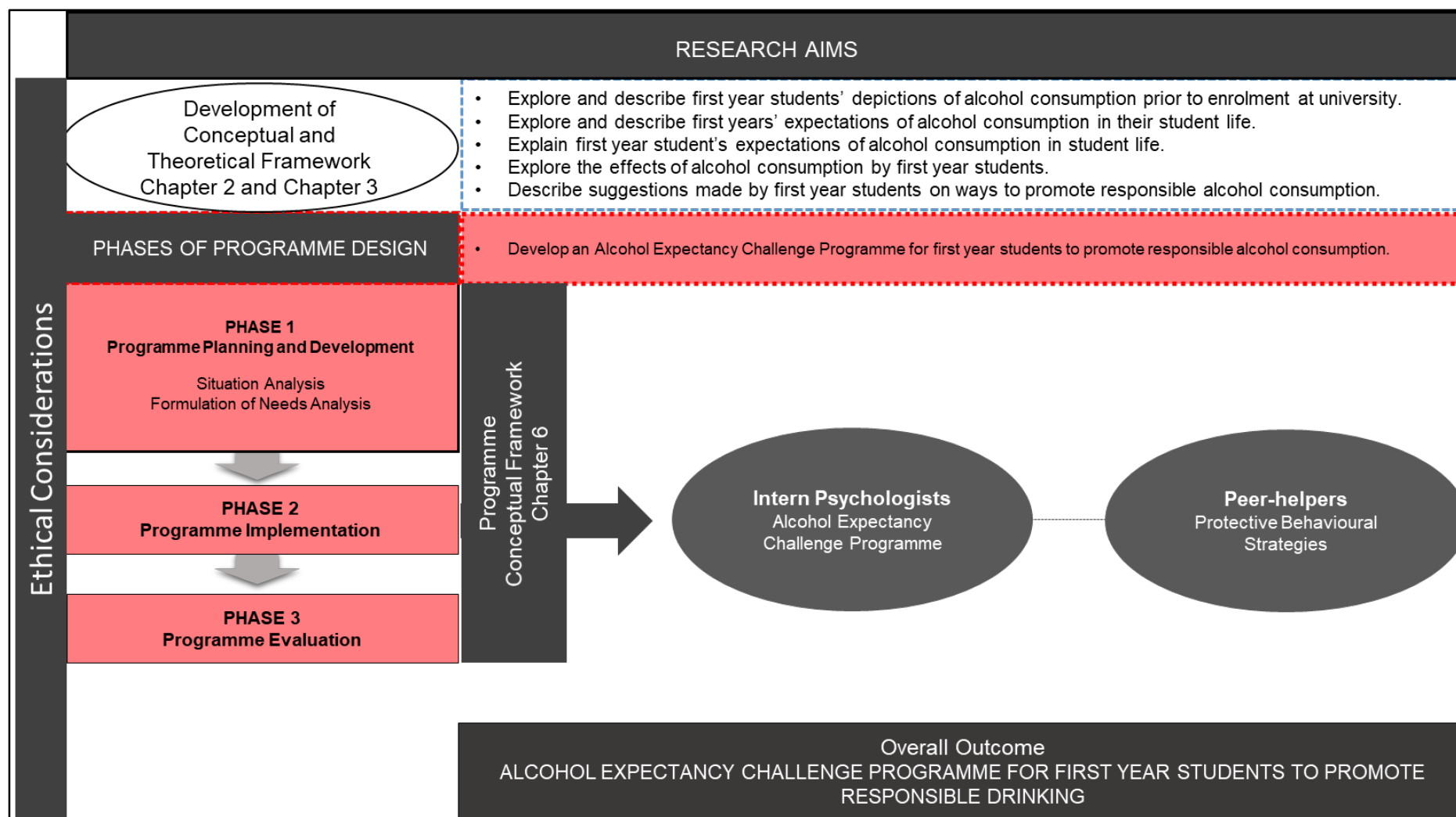


DIAGRAM 1.2 THE DEVELOPMENT OF AN ALCOHOL EXPECTANCY CHALLENGE PROGRAMME

1.8 ETHICAL CONSIDERATIONS

Gray (2014:682) defines ethics as “a study of standards of conduct and values, in research, how these impacts on both the researcher and research subjects”. The researcher’s ethical conduct should be guided by the highest moral principles (Gray, 2014:68). Cleary, Walter and Jackson (2014) note that studies often focus on the Higher Education population, because students are considered to be an easily accessible population. Robson (2013) stresses that educational research should be subjected to appropriate governance by a research ethics committee to ensure that the research is ethical and that it also add potential value to the student population. I took every care to meet the necessary ethical requirements such as: honesty; integrity; trust; objectivity; informed consent (permission); the principle of no harm; confidentiality and anonymity; as well as security and ownership of the data (Denscombe, 2010). I began by gaining the approval of the North-West University Institutional Research Ethics Regularity Committee (-IREC) before commencing this study. The Ethics approval number for this study is NWU-00446-15-A2. As a registered Counselling Psychologist at the Health Profession Council of South Africa (HPCSA), I undergo continuous professional training in ethical issues such as the ethics involved in interviewing participants. Further details regarding the ethical considerations that were also applicable to the three phases of programme design of this study are discussed in detail in 4.3.

1.9 TRUSTWORTHINESS: QUALITY OF THE RESEARCH STUDY

Trustworthiness in any research study is of utmost importance. Botma *et al.* (2010:232) refer to trustworthiness as the construct to use in qualitative research instead of validity and reliability. I therefore applied Lincoln and Guba's (1985:289-290) trustworthiness model which includes four criteria: truth value, applicability, consistency and neutrality (see Table 1.3). Each criterion has its own strategy to enhance the trustworthiness of the study: credibility, transferability, dependability and confirmability (Krefting, 1991:215-216).

TABLE 1.3 TRUSTWORTHINESS: CRITERIA AND STRATEGIES

CRITERIA	STRATEGIES
TRUTH VALUE	Credibility
APPLICABILITY	Transferability
CONSISTENCY	Dependability
NEUTRALITY	Confirmability

(Krefting, 1991; Lincoln & Guba, 1985:289-290)

As it is important that any research provide sufficient information regarding the context of the research in order to judge the credibility, dependability, transferability and confirmability of the study (Guba, 1981; Krefting, 1991; Punch, 2014; Shenton, 2004), I provided a detailed description of how trustworthiness was enhanced within this qualitative research study in section 4.4.5.

1.10 CHAPTER DIVISION

The chapter division of my thesis is set out as below in Table 1.4 in the form of a brief distinctive description of matters addressed in each chapter.

TABLE 1.4 THE OUTLINE AND DESCRIPTION OF THE THESIS' CHAPTERS' DIVISION

CHAPTER 1	INTRODUCTION AND SCOPE OF THE RESEARCH STUDY
1.1	INTRODUCTION
1.2	BACKGROUND AND DISCUSSION OF THE RESEARCH PROBLEM
1.3	RESEARCH QUESTIONS
1.4	AIMS OF THE STUDY
1.5	CLARIFICATION OF THE CONCEPTS
1.6	RESEARCH DESIGN AND METHOD
1.7	ALCOHOL EXPECTANCY CHALLENGE PROGRAMME
1.8	ETHICAL CONSIDERATIONS
1.9	TRUSTWORTHINESS: QUALITY OF THE RESEARCH STUDY
1.10	CHAPTER DIVISON
1.11	SUMMARY

CHAPTER 2	CONCEPTUAL AND THEORETICAL FRAMEWORK: ALCOHOL CONSUMPTION
2.1	INTRODUCTION
2.2	CONCEPTUAL FRAMEWORK: CONCEPTS AND CONSTRUCTS
2.3	STRUCTURING A CONCEPTUAL FRAMEWORK
2.4	DEVELOPMENT OF A CONCEPTUAL FRAMEWORK: ALCOHOL CONSUMPTION
2.5	SUMMARY
CHAPTER 3	ALCOHOL EXPECTANCY CHALLENGE INTER- VENTION PERSPECTIVE
3.1	INTRODUCTION
3.2	EXPECTANCY THEORY
3.3	ALCOHOL EXPECTANCY
3.4	ALCOHOL EXPECTANCY CHALLENGE
3.5	ALCOHOL EXPECTANCY CHALLENGE INTERVENTION CHARACTERISTICS
3.6	SUMMARY
CHAPTER 4	RESEARCH DESIGN AND METHOD
4.1	INTRODUCTION
4.2	RESEARCH DESIGN AND METHOD
4.3	ETHICAL CONSIDERATIONS
4.4	RESEARCHER'S ROLE
4.5	TRUSTWORTHINESS MEASURES
4.6	SUMMARY
CHAPTER 5	PRESENTATION AND DISCUSSION OF THE FINDINGS ON FIRST YEAR STUDENTS' DEPICTIONS AND EXPECTANCIES OF ALCOHOL CONSUMPTION
5.1	INTRODUCTION
5.2	DISCUSSION OF FINDINGS
5.3	DISCUSSION OF FIELD NOTES
5.4	SUMMARY

CHAPTER 6	CONCEPTUAL FRAMEWORK FOR AN ALCOHOL EXPECTANCY CHALLENGE PROGRAMME AND PROGRAMME DESIGN, DEVELOPMENT, IMPLEMENTATION AND EVALUATION
6.1	INTRODUCTION
6.2	CONCEPTUAL FRAMEWORK FOR THE DEVELOPMENT OF AN ALCOHOL EXPECTANCY CHALLENGE PROGRAMME
6.3	PHASES OF PROGRAMME DESIGN AND DEVELOPMENT
6.4	SUMMARY
CHAPTER 7	CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS FOR FURTHER STUDY
7.1	INTRODUCTION
7.2	A BRIEF REFLECTION ON THE RESEARCH PROBLEM, RESEARCH QUESTIONS AND AIMS OF THE STUDY
7.3	OVERVIEW OF THE CHAPTERS IN THIS THESIS
7.4	CONTRIBUTION OF THIS STUDY
7.5	LIMITATIONS OF THIS RESEARCH STUDY
7.6	REFLECTIONS ON MY POSITION AS RESEARCHER AND COUNSELLING PSYCHOLOGIST AT THE UNIVERSITY
7.7	SUGGESTIONS FOR FURTHER RESEARCH
7.8	SUMMARY

1.11 SUMMARY

Chapter One provided an introduction to the research study, describes its scope and highlights the rationale for conducting this study. Concepts relevant to the study were clarified and key philosophical perspectives and theories relevant to this study were outlined. The research design and method were briefly explained. Ethical considerations and trustworthiness issues were highlighted within the context of this study. The next chapter offers the conceptual and theoretical framework of alcohol consumption with regard to first year students' depictions and expectancies of alcohol consumption.

CHAPTER 2

CONCEPTUAL AND THEORETICAL FRAMEWORK: ALCOHOL CONSUMPTION

2.1 INTRODUCTION

Chapter Two focuses on two things: the conceptual and theoretical framework in relation to the phenomenon of this study namely, 'alcohol consumption', and the context, first year university students. A conceptual framework provides a theoretical overview and provides a way to understand the phenomenon under study rather than making a prediction about it (Jabareen, 2009; Trafford & Leshem, 2008).

2.2 CONCEPTUAL FRAMEWORK: CONCEPTS AND CONSTRUCTS

A concept can be viewed as a mental image or perception that cannot be measured, and is the subjective impressions of different people (Kumar, 2014). Similarly, Botma *et al.* (2010) define a concept as a term that describes the phenomenon as an idea on an abstract level. Jabareen (2009:50) makes the point that "every concept usually contains components originating from other concepts and every concept must be understood in terms of its own components as well in terms of other concepts" and to the problem it is supposed to solve. Thus the term concept is not a single entity but in effect is a system or network of concepts, that are related to other concepts constitute to its meaning (Tamene, 2016). Jabareen (2009:51) explains that "a conceptual framework refers not only to a collection of concepts but more to a construct in which each concept plays an essential role". A construct can be referred to as categories of themes, variables and situations cluster or fit together (Tashakkori & Teddlie, 2009). In this chapter, the focus is on alcohol consumption as a construct. Kerlinger and Lee (2000:41) describe the difference between a concept and construct as: a concept expresses an abstraction for instance "intelligence", "while a construct is a concept with [an] added meaning [it has] been invented or adopted for a special scientific purpose", for instance 'intelligent- or non-intelligent behaviour'.

Miles, Huberman and Saldana (2014) refer to the conceptual framework as the researcher's map of the territory and phenomena being investigated. Trafford and Leshem (2008:87) emphasise the value of conceptual frameworks as it assists researchers to: "reduce theoretical data into statements or models; model relationships between theories; provide theoretical bases to design and interpret research; [and] create theoretical links between extant research and current theories". A theoretical framework refers to the structuring of a network of theories that evolves from reviewed literature which is directly or indirectly relevant to the research topic (Kumar, 2014) and enables the researcher to identify the main variables and concepts in a given study (Sitwala, 2014). Sitwala (2014:194) argues that, within the context of research, the conceptual and theoretical frameworks serve the same purposes, namely: "(a) to help the researcher see the main variables and concepts in a given study [clearly;] (b) to provide the researcher with a general approach (methodology – research design, target [population] and research sample, data generation and analysis); and (c) to guide the researcher" to, interpret and explain data that was generated.

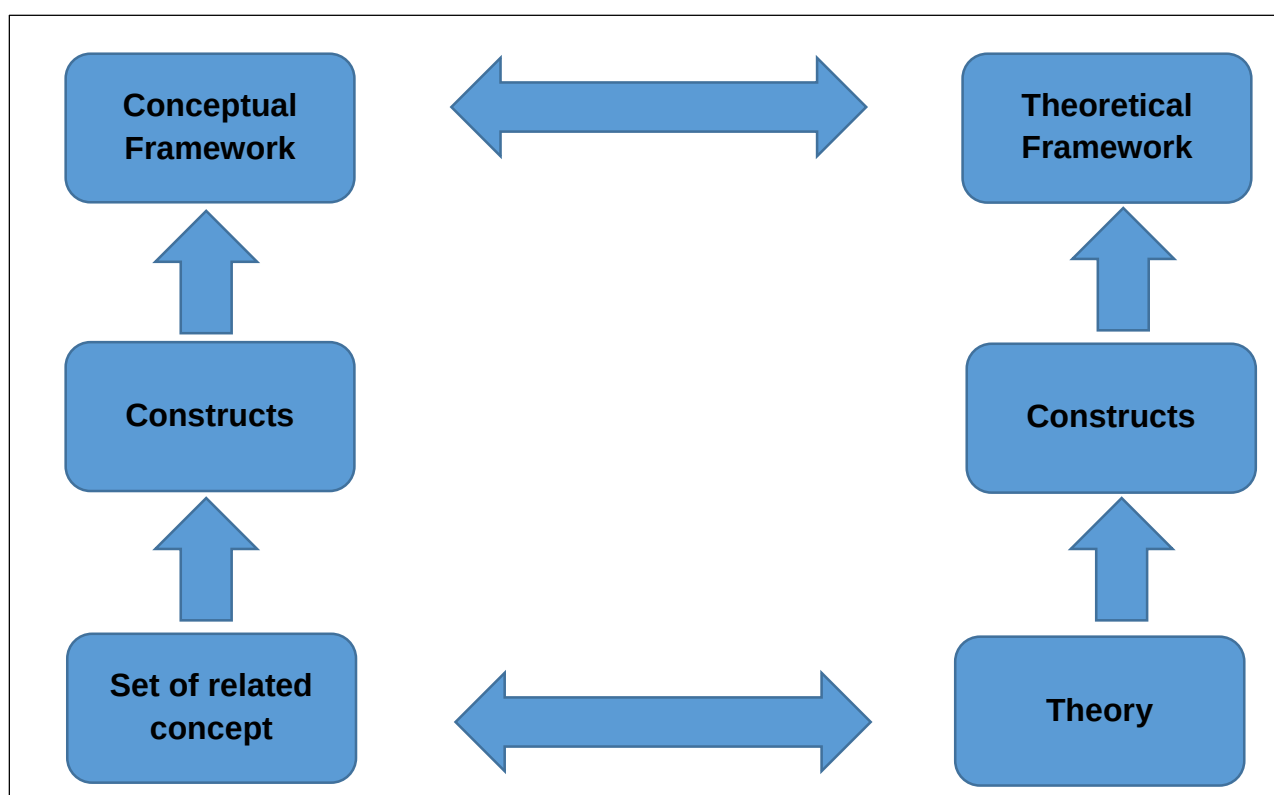


DIAGRAM 2.1 DERIVATION OF CONCEPTUAL AND THEORETICAL FRAMEWORK

(Adapted from Sitwala, 2014:189)

2.3 STRUCTURING A CONCEPTUAL FRAMEWORK

There are valuable examples in the literature regarding the development or structuring of conceptual framework in the literature from various disciplines such as Educational and Health Sciences (Handler, Issel & Turnock, 2001; Trafford & Leshem, 2008; Botma *et al.*, 2010; Rind & Jones, 2014).

2.3.1 Conceptual frameworks in the literature

Diagram 2.2 illustrates Trafford and Leshem's (2008) educational approach which does not lay out the development of a conceptual framework in different steps, but focuses on the sources of a conceptual framework that include the literature, concepts, reflection on concepts, assumptions and experience and overlapping of concepts (Diagram 2.2).

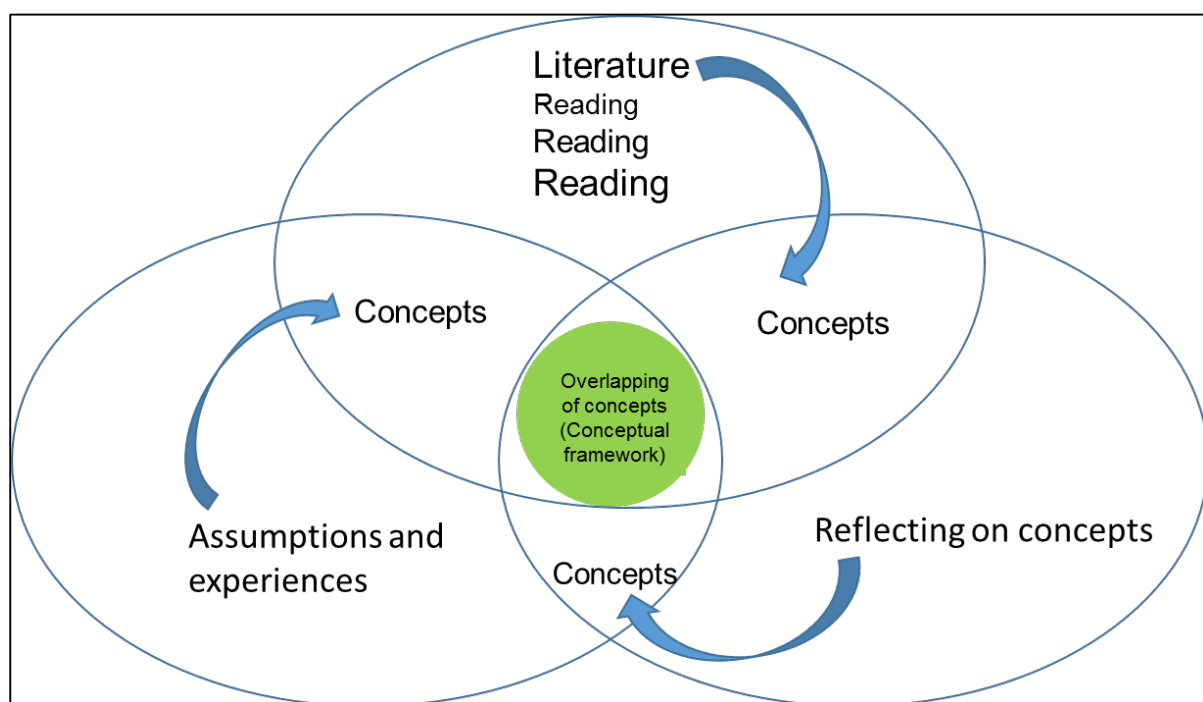


DIAGRAM 2.2 SOURCES FOR CONCEPTUAL FRAMEWORKS

(Adopted from Trafford & Leshem 2008:86)

From a Health Science Sciences Approach, Botma *et al.* (2010:271-272) provide six steps to structuring a conceptual framework. These steps include: *prepare yourself*; *prepare your parking lot*; *construct preliminary concept map*; *revise the map*; *peer review*; *repeat steps four and five* (see Diagram 2.3).

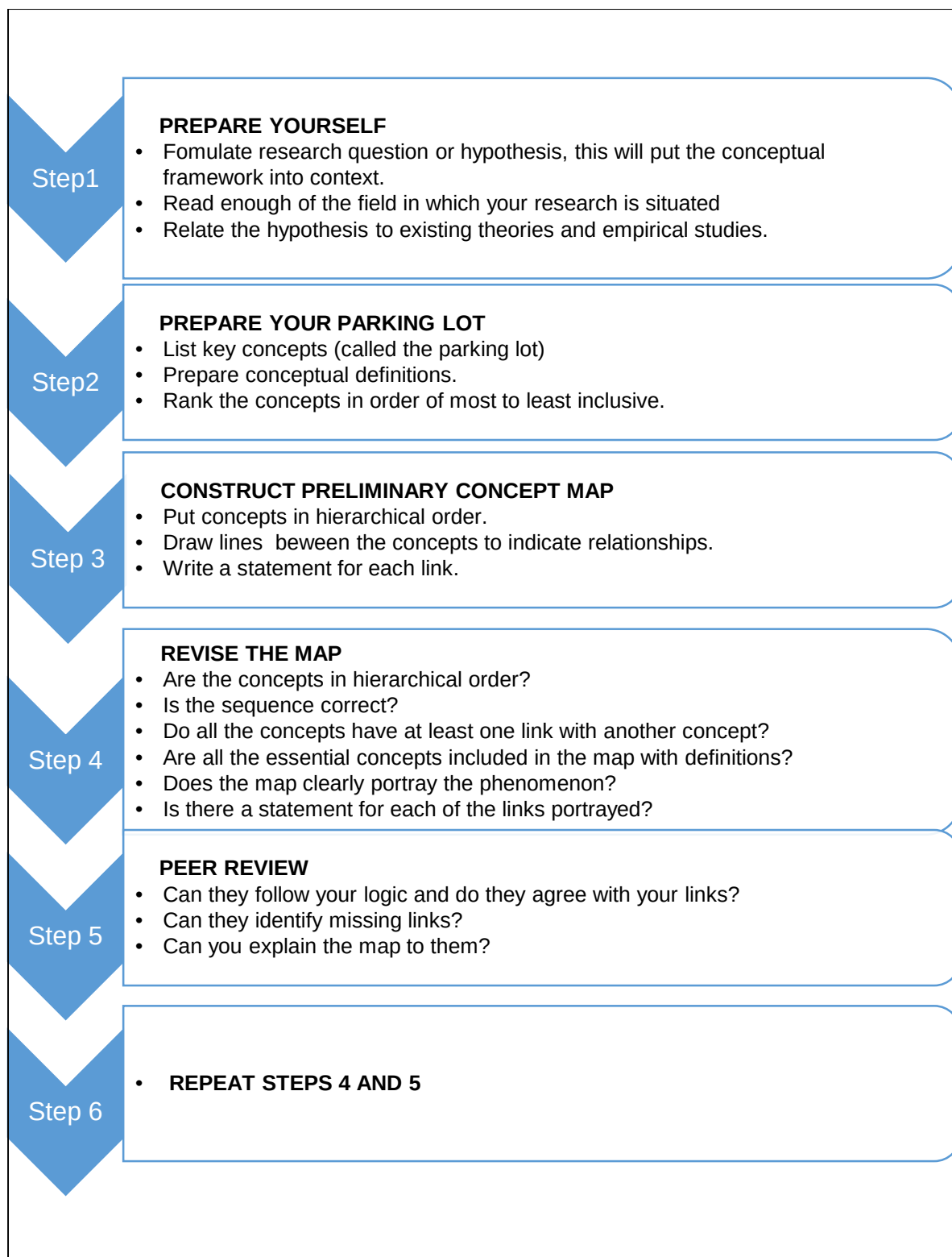


DIAGRAM 2.3 CONSTRUCTING A CONCEPTIONAL FRAMEWORK

(Adopted and adapted from Botma *et al.*, 2010:271)

Jabareen's (2009) Multi-disciplinary approach proposes a methodology to construct a conceptual framework in eight phases. For the purpose of this study Jabareen's model

was adapted by integrating Lazarus's (1976) Multimodal Behaviour Therapy Model with it. The reason for doing this is discussed in Phase 4 below. Jabareen's (2009:53-55) eight phases are outlined as follow:

Phase 1: Mapping the selected data sources

- I mapped a spectrum of multidisciplinary literature regarding the phenomenon.
- This involved an extensive review of the multidisciplinary texts from various disciplines whose work focused on the targeted phenomenon which is "alcohol" in general.
- The mapping was holistic; the data generated by the literature review was recorded in order to ensure validity.

Phase 2: Extensive reading and categorising of the selected data

- The aim in this phase was to read the selected data and categorise it both by discipline and by scale of importance and representativeness of each discipline.

Phase 3: Identifying and naming concepts

- The aim in this phase was to read and reread data and in the process to discover concepts.
- The result was a list of numerous competing concepts which also meant that there could be contradictory concepts.
- During this phase various concepts emerged from the literature.

Phase 4: Deconstructing and categorizing the concepts

- During this phase, the main objective was the deconstruction of each concept in order to "identify its main attributes, characteristics, assumptions and [roles] and, subsequently to [organise] and [categorise] the concepts according to their features and ontological, epistemological and methodological" roles (Jabareen, 2009:54). During this phase the seven modalities of Lazarus's

(1976) Multimodal Behaviour Therapy Model were used in order to categorise the various concepts (Lazarus, 1976).

Phase 5: Integrating concepts

- The aim in this phase was the integration and grouping together of concepts that had similarities to one new concept. In this phase, I reduced the number of concepts and this enabled me to manipulate a reasonable number of concepts.

Phase 6: Synthesis, resynthesize and making it all make sense

- The aim in this phase was to synthesise concepts into a theoretical framework.
- The researcher was tolerant, and flexible with the theorisation process and the emerging new theory.
- This process was iterative and included repetitive synthesis and resynthesis until I recognised a general theoretical framework that made sense within the context of this study.

Phase 7: Validating the conceptual framework

- The main objective was the validation of the conceptual framework in this phase.
- The question was whether the proposed framework and its conceptual content made sense to other researchers and practitioners.
- It was important to ask if the framework presents a reasonable theory for researchers studying the phenomenon from different disciplines.
- I also discussed and received feedback from other researchers on a multidisciplinary level regarding the proposed conceptual framework.

Phase 8: Rethinking the conceptual framework

- A theory or a theoretical framework representing a multidisciplinary phenomenon will always be dynamic, not static, so may be revised according to new insights, comments and literature.

- As the framework was a multidisciplinary framework, it had to make sense to all those disciplines and enlarge the theoretical perspective on the specific phenomenon.

2.4 DEVELOPMENT OF A CONCEPTUAL FRAMEWORK: ALCOHOL CONSUMPTION

After perusing the literature, it was evident that there are different methods of constructing a conceptual framework. For the purpose of this study, Jabareen's (2009) eight-phase qualitative process analysis of concepts was used in conjunction with Lazarus's (1976) modalities of Multimodal Behaviour Therapy. The reasons why these were used is that it provided:

- *Flexibility*: It is based on flexible conceptual terms and not on theoretical variables and causal relations (Jabareen, 2009).
- *Capacity of modification*: Social phenomena within a qualitative approach are not static. This framework can be reconceptualised and modified to the evolution of the phenomenon as a result of new data and texts that were not available at the time the framework was developed (Jabareen, 2009).
- *Understanding*: The main purpose of a conceptual framework is to promote understanding rather than prediction (*ibid.*). In order to understand of the phenomenon the Multimodal Behaviour Therapy approach of Lazarus (1976) was used. This model addresses seven modalities that constitute human "personality" and "physiological processes" namely: "behaviour; affect; sensation; imagery; cognition; interpersonal relationships; and drugs, known as BASIC ID" (Lazarus, 1976:5-6).

The next section will focus on Phase 1 namely the mapping of the selected data sources of Jabareen's (2009) to develop a conceptual framework.

2.4.1 Phase1: Mapping the selected data resources

Mapping of selected data resources entails the plotting of multidisciplinary literature regarding the phenomenon namely alcohol (Table 2.1). It was important for the mapping process to be holistic and it had to be an extensive overview of

multidisciplinary literature on which the specific work focused on the targeted phenomenon (alcohol) (Jabareen, 2009).

TABLE 2.1 SELECTED DATA SOURCES REGARDING ALCOHOL STUDIES

Source or Pioneer	Year	Alcohol	Context and Site
Mendelson	1971	The effect of alcohol on the nervous system According to this study, there is no compelling evidence that moderate ingestion of ethanol, in the case of social drinkers without a current dietary deficiency, has a harmful effect on brain function (Mendelson, 1971).	Neuropsychiatry Effect of alcohol on the nervous system Clinical-Medical site
Stone	1980	Sleep and low doses of alcohol This study on adults and the effect of alcohol on their sleeping patterns indicates that although low doses of alcohol may partially improve sleep, there are definite reductions in slow wave activity (Stone, 1980).	Clinical Neurophysiology (Neurological study Electroencephalography)
Jewell and Brown	1995	Alcohol Availability related motor vehicle accidents Alcohol availability has a significant impact on alcohol-related motor vehicle accidents (Jewell & Brown, 1995).	Health Motor vehicle community Road safety
Toomey, Wagenaar,	2001	Project ARM: Alcohol Risk Management to Prevent Sales to Underage and Intoxicated Patrons	Psychology

Gehan, Kilian, Murray and Perry		This study found that a one-on-one, outlet-specific training program for owners and managers is a promising way to reduce illegal alcohol sales, particularly to obviously intoxicated individuals (Toomey <i>et al.</i> , 2001).	Health Education and behaviour Owners and managers of bars
Schulte, Ramo and Brown	2009	Gender Differences in Factors Influencing Alcohol Use and Drinking Progression Among Adolescents Overall, it appears that while young girls and boys may be equally vulnerable to problems with alcohol, boys begin to be at greater risk as they move towards young adulthood (Schulte <i>et al.</i> , 2009).	Psychology Clinical Psychology Review of literature
Loewenthal	2014	Addiction: Alcohol and substance abuse in Judaism It examines the prevalence of alcohol and substance use and abuse among Jews, including a discussion of some of the difficulties in estimating prevalence and factors involved in changing patterns of use and abuse (Loewenthal, 2014).	Religious Substance abuse Jewish Community
Atkinson, Ross, Begley and Sumnall	2014	Constructing Alcohol Identities. The role of Social Network Sites (SNS) in young peoples' drinking	Public Health Youth drinking habits Social Network Sites

		Displaying alcohol content on Social Network Sites is a normal routine for young people and part of their drinking experiences. Peers give positive feedback and appraise such content (Atkinson <i>et al.</i> , 2014)	
		Drinking	
Straus and Bacon	1953	Drinking in college This study surveys customs and attitudes towards alcohol of 17 000 men and women in 27 colleges reviews who, what, when, where and with whom students drink; reactions to drinking; the influence of previous military service on drinking habits in college; beliefs about drinking; and dating and sexual behaviour (Straus & Bacon, 1953).	Psychology Higher education Colleges
Marlatt	1983	The controlled-drinking controversy: A commentary The controversy is discussed with an emphasis on the following topics: the historical evolution and current status of controlled-drinking research and treatment; methodological issues in the assessment of post treatment drinking behaviour; questions for future research arising from the controversy; and an emerging paradigm shift in the alcoholism field (Marlatt, 1983).	Psychology Controlled drinking compared to treatment with goal of abstinence Investigative Committee of independent scientists
Ahlström	1995	Cultural differences in women's drinking	Psychology Cultural study

		Cultural differences are more than a matter of "mere" drinking patterns; they intricately involve issues of power, autonomy and control (Ahlström, 1995:409).	Multicultural Society
Wechsler, Lee, Kuo and Lee	2000	College binge drinking in the 1990s: a continuing problem: results of the Harvard School of Public Health 1999 college alcohol study Students who did not drink in colleges with high binge-drinking rates, are at risk of second-hand effects of other students heavy drinking. The continuing high level of binge drinking at colleges indicates that the interventions and action of college health care providers may not be sufficient and effective (Wechsler <i>et al.</i> , 2000).	Psychology Higher Education College – Harvard School
Ahlström and Österberg	2004	International Perspectives on Adolescent and Young Adult Drinking This study that was conducted in the United States and Europe among adolescents and young adults found that alcohol related problems that affect adolescents was the result of periodic heavy drinking rather than chronic alcohol consumption (Ahlström & Österberg, 2004).	Health Adolescent and young adult drinking United States and Europe
Weitzman, Folkman, Folkman and	2003	The relationship of alcohol outlet density to heavy and frequent drinking and drinking-related problems among college students at eight universities	Sociology Frequent drinking Colleges

Wechsler		Density was correlated with heavy drinking, frequent drinking and drinking-related problems. Women, underage students and students who began binge drinking in college were affected (Weitzman <i>et al.</i> , 2003).	
Renna	2007	The economic cost of teen drinking: late graduation and lowered earnings This study indicates that late graduation, young men who binge in high school will face an earnings penalty of 1.5 to 1.84 percentage points. Women also face an earnings penalty, mainly because women who graduate late work in industries and occupations that pay less (Renna, 2007).	Health Binge drinking in high school High schools
Atkinson and Sumnall	2016	'If I don't look good, it just doesn't go up': A qualitative study of young women's drinking cultures and practices on Social Network Sites Research on young women in the UK who share drinking experiences on social network sites, drinking spaces and behaviour previously the domain of men (Atkinson & Sumnall, 2016).	Sociology Women's drinking cultures Social Network sites
		Alcoholism	
Jellinek	1960	The disease of alcoholism	Health

		Alcoholism are: alpha-purely psychological continual dependence on the effects of alcohol to relieve bodily or emotional pain; beta-polyneuropathy, or cirrhosis of the liver from alcohol without physical or psychological dependence; gamma-involving acquired tissue tolerance, physical dependence, and loss of control; delta-as in gamma but with inability to abstain instead of loss of control; epsilon-dipsomania, or periodic alcoholism. Gamma is the mode in Germany and the United States, but delta is the mode in France. The world literature on alcoholism is reviewed for trends in the validity of the concept of alcoholism as a disease which is treatable (Jellinek, 1960).	(Alcohol is a disease) Neurological Medical
Ghezzi, Zomeno, Pietrzykowski and Atkinson	2016	Immediate-early alcohol-responsive miRNA expression in Drosophila In this article Alcoholism is described as the product of accumulated cellular changes produced by chronic ethanol consumption. This research focuses on the gene expression changes during alcohol consumption and the responses produced by repeated ethanol use (Ghezzi <i>et al.</i>, 2016).	Health Genetics Medical
		Alcohol consumption	
Bleich, Bleich,	2001	Moderate alcohol consumption in social drinkers raises plasma homocysteine levels: a contradiction to the 'French Paradox'?	Health

Kropp, Bittermann, Degner, Sperling and Kornhuber		This article postulate that elevated levels of homocysteine in social drinkers with regular moderate alcohol intake places them at risk of developing cardiovascular diseases, which contradicts the cardio protection of alcohol suggested by the 'French paradox' (Bleich <i>et al.</i> , 2001).	Alcohol consumption in social drinkers Medical
Weitzman and Chen	2005	Risk modifying effect of social capital on measures of heavy alcohol consumption, alcohol abuse, harms, and second hand effects: national survey findings This study found that social capital activities have protective effects on alcohol abuse and harm in college including among high risk students (Weitzman & Chen, 2005).	Psychology Community Health Colleges
Christopher and Carlos	2009	The Effect of Alcohol Consumption on Mortality: Regression Discontinuity Evidence from the Minimum Drinking Age In this research it was evident that age-based restrictions on access to alcohol have a substantial effect on both alcohol consumption and mortality. In this study, it is evident that increase in drinking causes an increase in mortality (Christopher & Carlos, 2009).	Psychology Alcohol consumption on mortality United States mortality (Death certificates in US from 1997-2004)
Tomberg	2010	Categories of Alcohol consumers	Medical and Psychiatry Alcohol consumers

		There are three gradual states that can be identified in alcohol consumption: intoxication, tolerance, and dependence. There are also main behavioural categories related to alcohol consumption: use, abuse (noxious use), and dependence (Tomberg, 2010:213).	Theoretical exploration of previous alcohol studies
Kaplan, Giesbrecht, Caetano, Conner, Huguet, McFarland, Nolte and Caine	2013	Acute Alcohol Consumption as a Contributing Factor to Suicidal Behaviour Acute Alcohol use is a risk factor in suicidal behaviour (Kaplan <i>et al.</i> , 2013).	Psychology Suicidal Behaviour Centre for disease control and prevention
Dinescu, Turkheimer, Beam, Horn, Duncan and Emery	2016	Is Marriage a Buzzkill? A Twin Study of Marital Status and Alcohol Consumption This study is the first genetically informed study of marriage to examine drinking frequency and drinking quantity separately (Dinescu <i>et al.</i> , 2016:705).	Sociology Married adults Washington State Twin Registry

It is evident from the data sources, i.e. some from pioneers in the alcohol research field that are listed in Table 2.1, that alcohol can be linked to various disciplines and aspects in holistic human functioning such as neurology, physiology, cardiology, psychiatry, gender, culture, demography, sociology and higher education.

The following section elaborates on Jabareen's model that focuses on categorising selected data after extensive reading (Jabareen, 2009).

2.4.2 Phase 2: Extensive reading and categorising of the selected data

During phase 2 the aim is to read the particular data selected and to categorise it by discipline and scale of importance and representation within each discipline (Jabareen, 2009). In order to categorise the selected data concerning alcohol consumption, alcohol consumption had to be defined or described and elaborated on in various sources in the literature.

TABLE 2.2 CATEGORISING DATA REGARDING ALCOHOL CONSUMPTION ON A MULTIDISCIPLINARY LEVEL

Research studies on alcohol consumption (source)	Definition/description of alcohol consumption	Alcohol consumption focus study field
A review of research on Alcohol Use Disorders Identification Test (AUDIT)	"... the operational definition of hazardous drinking includes level of alcohol consumption " (Allen, Litten, Fertig & Babor, 1997:617).	Psycho-Social
Risky single-occasion drinking amongst young people's definition, correlates, policy, and intervention. A broad overview of research findings	"... excessive alcohol consumption increases the likelihood of their risky behaviors such – such as unprotected sex. " (Murgraff, Parrott & Bennett, 1999:6).	Psychology

Research studies on alcohol consumption (source)	Definition/description of alcohol consumption	Alcohol consumption focus study field
What is moderate drinking? Define “drinks” and Drinking levels	“Abstainer: drinks less than 0.01 fl oz alcohol per day (i.e., fewer than 12 drinks in the past year) • Light drinker: drinks 0.01 to 0.21 fl oz alcohol per day (i.e., 1 to 3 drinks per month) • Moderate drinker: drinks 0.22 to 1.00 fl oz alcohol per day (i.e., 4 to 14 drinks per week) • Heavier drinker: drinks more than 1.00 fl oz alcohol per day (i.e., more than 2 drinks per day)” (Dufour, 1999:12). Drinking amounts Drinking patterns	Health
Why do people drink a review of drinking motives	“... people decide to drink because it gives them a pleasant feeling or because it helps them when depressed or nervous ...” (Kuntsche <i>et al.</i>, 2005:844).	Psychology
Visual attention to alcohol cues and responsible drinking statements in alcohol advertisements and public health campaigns: Relationships with drinking intentions and	“... revealed that attention to the portrayal of alcohol consumption in adverts significantly predicted subsequent alcohol consumption” (Kersbergen & Field, 2017:444).	Sociology

Research studies on alcohol consumption (source)	Definition/description of alcohol consumption	Alcohol consumption focus study field
alcohol consumption in the laboratory		
Relationship between alcohol consumption and violence between intimate partners: a sectional study	“The type of violent occurrences demonstrated a high association between alcohol consumption and the psychological, physical, and sexual types followed by the results of a study performed with more than 10 thousand young adults in the United States of America(6)” (Rafael & De Moura, 2016:621).	Psychology Sociology
From impulse to action among military personnel hospitalized for suicide risk: alcohol consumption and the reported transition from suicidal thought to behaviour	“... alcohol consumption in general, was associated with faster transition from suicidal impulse to action ...” (Bryan, Garland & Rudd, 2016:17).	Psychiatry
How many versus how much: 52 Weeks of alcohol consumption in emerging adults	“The recent National Institute on Alcohol Abuse and Alcoholism report on underage drinking highlights how alcohol consumption as a facilitator of social interaction can well serve the developmental demands of this life period” (Goldman, Greenbaum, Darkes, Brandon & Del Boca, 2011:25).	Sociology

Research studies on alcohol consumption (source)	Definition/description of alcohol consumption	Alcohol consumption focus study field
The risks associated with Alcohol Use and Alcoholism	“... alcohol use is associated with tremendous costs to the drinker, those around him or her, and society as a whole. These costs result from the increased health risks (both physical and mental) associated with alcohol consumption as well as from the social harms caused by alcohol” (Rehm, 2011:141). Health Risks: Physical / Mental Financial implications	Sociology Community Health
Effect of Alcohol Consumption on College Student's Academic Performance	“... alcohol consumption negatively affects a college student's GPA (grade point average) and that the number of days as participant consumes alcohol, the number of drinks a participant consumes, the participant's peak drinking occasion and negative consequences are all predictors of participant's GPA” (Powers, 2014:196). Academic performance and influence. Predictor of negative academic consequences.	Education

Research studies on alcohol consumption (source)	Definition/description of alcohol consumption	Alcohol consumption focus study field
The spread of alcohol consumption behaviour in a large social network.	“... our findings reinforce the idea that drinking is a public health and clinical problem that involves groups of interconnected people ...” (Rosenquist, Murabito, Fowler & Christakis, 2010:426).	Psychological

The various concepts that emerged from the literature were identified and named in phase of Jabareen's (2009) model.

2.4.3 Phase 3: Identifying and naming concepts

The main aim in this phase was to read and reread the data in order to discover the concepts of alcohol consumption. The various concepts from the selected data that define or describe alcohol consumption in the selected data are summarised in Table 2.3 below. This led to the discovery of other concepts that contribute to the phenomenon of alcohol and resulted in linking and describing the identified concepts during Phase 3.

TABLE 2.3 SUMMARY OF IDENTIFIED CONCEPTS: ALCOHOL CONSUMPTION

Risky behaviour	Drinking Patterns	Social interactions	Education	Feelings	Developmental stages
Hazardous Drinking	Drinking amounts	Group of interconnected people	Academic performance	Pleasure	Underage drinking
Unprotected sex	Level of drinking	Social harms	Predictor of academic performance	Depression	
Social harm		Physical harm and mental harm		Nervousness	
Suicidalism		Public health			
Financial implication		Portrayal of alcohol consumption			
Violence: Physical Sexual Psychological					

I identified concepts from various disciplines such as Sociology, Psychology, Education, Physical and Health Sciences (community wellness). These overlapping concepts were integrated into Lazarus's (1976) Multimodal Behaviour Therapy model of BASIC ID (see Section 2.4.4). Lazarus's (1976) model is versatile. An illustration of this is that the different modalities have been used as a comprehensive college student suicide assessment instrument (Paladino & Minton, 2008). The identified concepts from the literature as deconstructed and categorised during Phase 4 are discussed below.

2.4.4 Phase 4: Deconstructing and categorizing the concepts

This phase entailed the deconstruction of the identified concepts and the categorisation of the concepts. Lazarus's (1976) multimodal behaviour therapy model as represented by the acronym BASIC ID was used. According to Lazarus (1976), the first six modalities namely: **b**ehaviour; **a**ffect; **s**ensation; **i**magery; **c**ognition and interpersonal processes constitute human "personality", whereas the seventh modality, **d**rugs/biology refers to "organic and physiological processes". The following section discusses these seven modalities.

2.4.4.1 Behaviour

The *first* modality of Lazarus's (1976) Multimodal Behaviour Therapy model is the behaviour modality. According to Paladino and Minton (2008), the behaviour modality includes all action or inaction that is external and observable. Lazarus (1976:32) explained that behaviour is any "overt responses, habits, gestures actions and reactions," adding that any society calls for a variety of coping behaviour. The emphasis in this behaviour modality is on the frequency, intensity and duration of behaviour. The focus is thus on when, what, how and where behaviour occurs rather than why it does (Lazarus, 1976). This underscores Jabareen's (2009) view of understanding the phenomenon. The main concepts identified regarding alcohol consumption within this behaviour modality are: drinking behaviour, risk behaviour, violent behaviour, and suicidal behaviour. These identified concepts are discussed below within the context of student drinking.

2.4.4.1.1 *Drinking behaviour*

Alcohol is one of the most basic concepts that characterize alcohol involvement (Ringold, 2002; Winograd & Sher, 2015). Drinking behaviour involves two facets, namely drinking amounts/volumes and drinking patterns (Rehm, Room, Graham, Monteiro, Gmel & Sempo, 2003).

- Drinking amounts/volumes

Alcohol use is considered to be “a complex behaviour [where] no single measure [can] capture all the relevant aspects of alcohol use” (Wechsler & Nelson, 2001:289). Butt, Beirness, Gliksman, Paradis and Stockwell (2011:8) define low risk drinking as 0-2 standard drinks for women per day (not more than 10 standard drinks per week and 0-3 standard drinks for men per day (not more than 15 standard drinks per week). The definition of a standard drink varies from country to country, but according to the National institute on Alcohol and Abuse and Alcoholism (NIAAA) a "standard drink" is equal to a 341 ml (12 oz.) bottle of 5% strength beer, cider or cooler; a 142 ml (5 oz.) glass of 12% strength wine; or a 43 ml (1.5 oz.) shot of 40% strength spirits (Dawson, 2011; Coomber, Jones, Martino & Miller, 2017; SADD, 2006). Butt *et al.* (2011) suggested some non-drinking days (dry days) per week to minimise tolerance and habit formation. Episodic or irregular consumption of excessive amounts of alcohol is termed binge drinking (Butt *et al.*, 2011; Lannoy, Billieux, Poncin & Maurage, 2017; Morawska, 2004; Oei & Morawska, 2004; Wechsler & Nelson, 2001). Binge drinking was defined by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) in 2004 “as five or more drinks for men [and] four or more drinks for women in [approximately] two hours that brings blood alcohol concentration (BAC) levels to 0.08 g/dL (U.S. Department of Health & Human Services, 2004:4). Wechsler and Nelson (2001) state that the term binge drinking refers to the type of heavy episodic drinking that characterises student drinking. As a result, students tend to discard the 5/4 drinking principal as binge drinking, linking their definition of binge drinking to their own drinking. For instance, heavy drinkers see 10 or more drinks as binge drinking (Wechsler & Nelson, 2001). According to the literature, students staying in sororities and fraternities (residences) tend to drink more heavily than students living in off-campus housing, because of the social nature of the sororities and fraternities (Kypri, Bell, Hay & Baxter, 2008; Sasso & Schwitzer, 2016; Sullivan & Wodarski, 2004;

Winograd & Sher, 2015; Janssen, Treloar Padovano, Merrill & Jackson, 2018). The alcohol concentration differs in the mixtures served at fraternity parties, which makes it difficult to have an accurate tally of the drinks consumed and the quantity of alcohol consumed (Barnett, Wei & Czachowski, 2009; Beckmeyer & Weybright, 2016; Dawson, 2011; Chakrabarti, Rai, Sharma & Rai, 2015; Sher & Rutledge, 2007).

- Drinking patterns

Drinking patterns include the timing, frequency and types of alcohol use (Chen, Rosner, Hankinson, Colditz & Willett, 2011). Over a long period, heavy drinking has been associated with students and the student experience. Borsari, Bergen-Cico and Carey (2003) stress that many students are familiar with drinking games before entering a higher education institution and usually continue this drinking behaviour. Hingson *et al.* (2005), Russel and Arthur (2016), provide similar evidence that students have had previous drinking experiences before entering a higher education institution.

According to Neighbors, Foster, Fossos and Lewis (2012) student drinking patterns are associated with certain events and contexts. Events are planned occasions and can be personal celebrations such as a twenty first birthday celebration or they can be occasions that involve some students such as events in a residence (Merrill & Carey, 2016; Neighbors *et al.*, 2012; White & Hingson, 2013). Contexts are more diffuse, not necessarily planned and may include pregameing or drinking games (*ibid.*). BYOB (bring your own beverage) party contexts are associated with heavier drinking due to the fact that the students have more access to alcohol beverages with less control (Nelson & Wechsler, 2003; Gibbson, Shreck & Miller, 2004; Clapp, Reed, Holmes, Lange & Voas, 2006; Demers, Beauregard & Gliksman, 2013; Romo, 2012; Zavala & Kurtz, 2017). Drinking games are a diverse range of activities structured as games or competitions that usually involve extreme alcohol consumption over a short period of time (Borsari *et al.*, 2003; LaBrie, Ehret & Hummer, 2013; Winograd & Sher, 2015). LaBrie *et al.* (2013:2135-2136) divide, drinking games into five categories namely:

[t]argeted and skill games are games in which a single person uses a skill to either avoid drinking or target others to drink. Communal games are group activities where there are no winners or losers. Drinking is prompted by external cues, such as phrases in a television show, with all group members taking a sip of an alcoholic drink each time the cue appears. Chance games rely on random events such as the role of a die or the guess of a playing card". Extreme consumption games, are defined as games where one or

more standard drinks are consumed rapidly. An example is drinking a whole beer as fast as possible (i.e., chugging a beer).

Drinking games have a structured drinking pattern and aim at getting drunk quickly and inducing a sense of camaraderie/fellowship among participants (Winograd & Sher, 2015:4). According to Zamboanga, Audley, Iwamoto, Martin and Tomaso (2017), male students who want to be manly in the context of drinking games risk their health. Masculine norms such as heterosexual presentation and factors such as competition, and risk taking aggravate the situation (Dempster, 2011; Penhollow *et al.*, 2017; Wells, Flynn, Tremblay, Dumas, Miller & Graham, 2014). In their study, “52 weeks of alcohol consumption in emerging adults” Goldman *et al.* (2011) found that there are lower levels of drinking from Sundays to Wednesdays after which drinking steadily rose to a peak on Saturday nights.

The literature also points out that there are other demographic factors contributing to students' alcohol consumption patterns such as year or level of the student, gender and athletes vs. non-athletes. Being away from their family support structures for the first time and surrounded by like-minded peers, who perceive drinking as a way of fitting in at a residential college, are factors that strongly influence the amount and pattern or frequency of their future drinking behaviour (Loxton *et al.*, 2015; Masten, Faden, Zucker & Spear, 2009; Niazi, Dick, Adkins & Cooke, 2017). Thus patterns of drinking are linked to social acceptance (Borsari *et al.*, 2003; Borsari *et al.*, 2007; Winograd & Sher, 2015; Zamboanga & Ham, 2008). There is a great deal more social tolerance of men's alcohol consumption than of women's (Felker, 2012; Penhollow *et al.*, 2017:92; Thrul & Kuntsche, 2016). The literature also points out that males typically consume more alcohol and have higher peak drinking occasions (Kyei & Ramagoma, 2013; O'connor & Colder, 2005; Ward *et al.*, 2015; White & Hingson, 2013; Young & De Klerk, 2007). In a study done on drinking habits and motives of collegiate student athletes, gender differences with regard to alcohol consumption patterns of the student-athletes emerged. Taylor, Ward and Hardin (2017:72) highlight that “[m]ale student-athletes reported a significantly higher number of typical drinking days during the week, number of drinks consumed on a typical day drinking, and number of drinks consumed on the heaviest drinking occasion in the last 30 days”. According to Taylor *et al.* (2017:57), student-athletes represent a specific high risk group in college drinking because “they consume more alcohol than [non-athletes] and are more likely

to engage in more extreme styles and patterns of alcohol consumption". Athletes are also usually more competitive than non-athletes which makes them more susceptible to participating in drinking games and binge drinking (Jones, 2015). Drunkorexia is also a drinking pattern that entails behaviour where the students have disordered eating patterns in order to control calories through less food intake in order to consume more alcohol (Ward *et al.*, 2015). Alcohol consumption patterns such as hazardous drinking usually increase risk behaviour.

2.4.4.1.2 Risk behaviour

There is a lower glucose metabolism throughout the brain including the frontal cortex during intoxication. Studies have shown that alcohol abusers suffer from decision making impairment (Bechara, Dolan, Denburg, Hindes, Anderson & Nathan, 2001; Goldstein & Volkow, 2002). The hazardous use of alcohol affects the brain function which results in risky choices impulsive decisions and injuries due to accidents or violent behaviour (Delker, Brown & Hasin, 2016; Fuertes & Hoffman, 2016; Tsurugizawa *et al.*, 2016; Johnson, Albery, Frings & Moss 2018; Gonzalez & Skewes, 2018). Risk behaviours typically associated with alcohol abuse usually pose a threat to the physical safety and well-being of the consumer and those around them. For example, Murgraff *et al.* (1999) found that young people tend to combine alcohol with sexual behaviour. Consequently, excessive alcohol consumption increases the likelihood of sexual risk behaviour such as unprotected sex, which could expose students to sexually transmitted infections (including HIV) and unintended pregnancies (Penhollow *et al.*, 2017). In the context of heavy alcohol use, females are more likely than males to become victims of sexual assault, possibly due to physical vulnerability and the fact that they and/or the perpetrator are intoxicated, which influences cognitive reasoning (Vik, Williams, Dasher & Van Wyk, 2014).

Alcohol dose and drinking patterns affect general mental speed and psychomotor control as well as driving behaviour at stop signs and red lights (Wan, Wu, Zhang, Houston, Chen & Chanawangsa, 2017). It is well-known that alcohol impairs the ability to drive and is a foremost contributor to road traffic accidents worldwide (Cameron & French, 2016). Wan *et al.* (2017:15) found in their study "*Drinking and driving behavior at stop signs and red lights*" that participants under the influence of alcohol "had greater difficulty in maintaining their lane position and appropriate speed", and there

was also reduced pedal control “during the accelerating process when the lights turned from red to green”. Alcohol use among young drivers is usually connected with risky and impulsive driving behaviours which might include speeding and reckless driving (Fillmore, Blackburn & Harrison, 2008). A study done by Wechsler, Lee, Nelson and Lee (2003) “*Drinking and driving among College students*” clearly indicates that a higher percentage of men that lived in fraternities drove while intoxicated and also had passengers in the vehicle. The lowest rates of drinking and driving were students that lived off campus with their parents or that stayed in substance-free residences (Conroy & De Visser, 2012; Wechsler *et al.*, 2003).

2.4.4.1.3 Violent Behaviour

Research strongly suggests that alcohol plays a contributory role in aggression. Alcohol adjusts brain receptors and neurotransmitters and the concomitant pharmacological effects mean the probability of aggressive behaviour is likely to increase (Rehm *et al.*, 2003; Room, Babor & Rehm, 2005). According to Rafael and De Moura (2016) there is a strong association between alcohol consumption and psychological, physical and sexual violence. Room *et al.* (2005) classified intentional harm such as aggression towards self (self-inflicted injuries) and aggression towards others such as assault; a person under the influence of alcohol can not only be an easy target, but may also be the perpetrator of aggression and assault. Unintentional harm due to alcohol could include vehicle accidents, drownings and poisoning (*ibid.*). Dawson (2011) argues that there is a linear relationship between alcohol consumption and harm. Hazardous drinking is associated with aggression in a range of harmful outcomes such as intentional injuries, including physical assaults, sexual aggression as well as intentional damage to property (Dawson, 2011; Miller, Wells, Hobbs, Zinkiewicz, Curtis & Graham, 2014; Testa *et al.*, 2015). According to Wells *et al.* (2014), effects of alcohol play a role in aggression that occurs in a bar, but must be seen along with factors such as personality traits, peer pressure and masculinity concerns. In a study, “*At the intersection of interpersonal violence, masculinity, and alcohol use: the experiences of heterosexual male perpetrators of intimate partner violence*”, participants describe alcohol as “liquid courage” to defend themselves and to push other people around including intimate partners (Peralta, Tuttle & Steele, 2010:402). On the other hand, Littleton (2014:300) points out that, students who

engage in risk behaviours such as binge drinking may abuse alcohol as a response to experiences of violence or to deal with distress as result of these violent experiences. Grimaldi, Napper and LaBrie (2014:896) suggest that staff of college counselling services need to consider screening students, who present with problems associated with aggression and impulsivity, for alcohol problems.

2.4.4.1.4 *Suicidal Behaviour*

Due to the deregulatory effects of substance use on impulse control, alcohol use may play an important role in unplanned/accidental suicide attempts (Bryan *et al.*, 2016:13). Zeigler, Wang, Yoast, Dickinson, McCaffree, Robinowitz and Sterling (2005:28) concluded that many successful suicides and suicide attempts among adolescents are related to the use of alcohol. According to Gonzalez, Collins and Bradizza, (2009:997) the drinking context must be considered in conjunction with the relationship between suicidal ideation and heavy alcohol consumption. Suicidal ideation was higher in the context of solitary heavy drinking (coping mechanism) than in the context of social heavy drinking (Gonzalez *et al.*, 2009:997). This is supported by research indicating that suicide is most probable in cases of an intense alcohol craving, deep dependence and lack of support from social contacts (Ziółkowski, Czarnecki, Chodkiewicz, Gąsior, Juczyński, Biedrzycka, Gruszczyńska & Nowakowska-Domagała, 2017:504).

From the behaviour modality, it is evident that alcohol consumption in a student context is characterised by unique drinking patterns and has an immense effect on behaviour that could lead to various health and safety risks (Cowley, 2014; Engstrom. 2012; Gunby, Carline, Bellis & Beynon, 2012; Keough, O'Connor & Stewart, 2018; Keough, O'Connor, Sherry & Stewart 2015; Moorhouse, Soule, Hinson & Barnett, 2014). There are definite social benefits in certain drinking patterns which will be discussed in the interpersonal modality.

2.4.4.2 Affect

The *second modality* of Lazarus's (1976) Multimodal Behaviour Therapy model is affect which refers to specific emotions and moods that an individual might experience, including the feelings that exist beyond personal awareness (Lazarus, 1976; Paladino & Minton, 2008). Neighbours, Larimer, Markman Geisner and Knee (2004) made a distinction between consuming alcohol in order to experience positive emotions to feel

good and excited, and alcohol consumption in order to cope with anxiety, depression and uncertainty. Thompson and Romo (2016) argued that students may be more vulnerable to alcohol problems when they use alcohol to fulfil their entertainment needs. On the other hand, depression and anxiety may be linked to specific affective triggers in student alcohol consumption (Pedersen, 2017; Ralston & Palfai, 2010). Du Preez *et al.* (2016) found a definite relationship between alcohol use and tension reduction – especially among students who experience social anxiety. According to Goodman, Stikma and Kashdan (2017), social anxiety is a risk factor for social drinking; social anxiety in a social situation is associated with a greater predisposition for alcohol consumption and the consumption of more standard drinks. This is underscored by Mekonen, Fekadu, Chane and Bitew (2017) as well as Frone (2016), who confirm that students tend to use alcohol as self-medication to escape emotions such as stress and fear. Russel, Almeida and Maggs (2017) found in their study “*Stressor-related drinking and future alcohol problems among university students*” that there is a tendency alcohol consumption to increase on stressor days versus non-stressor days. However, alcohol consumption leads only to short-term relief from daily stressors, thereby reinforcing certain ineffective coping strategies (DiBello, Miller, Young, Neighbors & Lindgren, 2018; Forestell, Dickter & Young, 2012; Hasking, Lyvers & Carpio, 2011; Rice & Van Arsdale, 2010; Tavoracci, Boerg, Richard, Meyrignac, Dechelotte & Ladner, 2016). Goodman *et al.* (2017) found that alcohol consumption offers only temporary relief from social anxiety.

Panksepp (2005) explains that there are basic core emotional systems such as seeking/expectancy. According to Panksepp (2005), the core emotional systems are designed to actively engage with the world. Neurons in this system are more receptive to anticipation of reward than receipt of the award. All psychostimulants such as alcohol promote feelings of seeking/expectancy (Panksepp, 2005). Separation distress or panic is an emotional network which focuses on the fact that a mammal becomes socially dependent on and bonds with others in order to ensure survival (Panksepp, 2005). Alcohol seems to have an effect on the serotonin and γ -aminobutyric acid (GABA) brain receptors that is similar to that produced by some benzodiazepines; this can reduce fear and anxiety related to social insecurity (Room *et al.*, 2005). According to the literature, alcohol can reduce the fear induced by separation and social exclusion (Panksepp, 2005:54). Kassel, Wardle, and Roberts

(2007:1173) found that “anxiety over possible [rejection] (anxious attachment), proved to be significantly related to both frequency and stress-motivated use of substances such as alcohol”.

2.4.4.3 Sensory

The *third modality*, which is the sensory modality, refers not only to tactile responses but to every aspect of sensation (Lazarus, 1976). Paladino and Minton (2008:645) describe sensation as “functions of the body’s physical system and includes visual, auditory, tactile, olfactory, and gustatory stimuli and responses”. Alcohol has a detrimental sensory effect even in moderate doses. Sklar and Nixon (2014) found that alcohol reduces the effectiveness of the sensory mechanisms which aid attention and thus increases distractibility and inattention. This occurs relatively slowly so individuals are unlikely to be aware of these pre-attentive deficits and less likely to compensate for them (*ibid.*). According to Thijssen, Rashid, Gopal, Nyalakanti, Calhoun and Kiehl (2017:497) alcohol use impacts on the neurological networks that “are involved in attention (frontoparietal network, dorsal attention network), cognitive control (executive control network, the frontoparietal network and salience attribution” (desire and reward system in the brain) (Cservenka, Jones & Nagel, 2015). This is supported by Zeigler *et al.* (2005) who concluded that the presence of alcohol reduces the activity of NMDA (N-methyl-D-aspartate) receptors, thereby impairing learning and memory.

Alcohol consumption affects sleep homeostasis, which usually leads to the sleep disruption binge drinkers commonly experience (Barnes, 2014; Thakkar *et al.*, 2015). This manifests itself in insomnia and daytime sleepiness (Marmorstein, 2017). Alcohol use has also been linked to college students’ going to bed later as well as rising later, which in itself may lead to changes in sleep quality and may aggravate alcohol-related problems (Miller, Van Reen, Barker, Roane, Borsari, McGeary, Seifer & Carskadon, 2017). According to Miller *et al.* (2017), one in four heavy drinking college students reported having poor sleep quality.

Heavy alcohol consumption generally leads to a condition known as a “hangover” which refers to the combination of mental and physical symptoms that occurs the day after an episode of heavy drinking and it usually starts when blood alcohol concentration approaches zero (Cameron & French, 2016; Schrojenstein, Lantman,

Mackus, Loo & Verster, 2017). Symptoms include gastrointestinal symptoms such as nausea, vomiting and stomach pain, sensory symptoms such as vertigo and sensitivity to light and sound, constitutional symptoms such as weakness and thirst, pain symptoms such as headaches and muscle aches, sympathetic symptoms such as sweating and increased pulse and systolic blood pressure, cognitive symptoms such as decreased attention and concentration, affective symptoms such as anxiety and irritability and, as already mentioned, sleep disturbances (Ebrahim, Shapiro, Williams & Fenwick, 2013; Swift & Davidson, 1998:55). According to Schroyen Lantman *et al.* (2017:4) the “four symptoms with the [major] impact on mood, and cognitive and physical functioning [are tiredness], sleepiness, [headaches] and concentration problems’. It seems that the hangovers experienced in adolescence “are a uniquely informative marker of elevated risk” of “greater alcohol use and problems into young adulthood” (Courtney, Worley, Castro & Tapert, 2018:210). Alcohol seems to have a significant effect on perception during traumatic incidents. According to research, females are more likely to perceive their assault as severe if they were drinking at the time of the incident, which might be because of the neurological impact of alcohol (Vik *et al.*, 2014). On the other hand, as Blaine and Sinha (2017:137) point out, the euphoric effect of alcohol provides “relief from uncomfortable and unpredictable affective states”. Alcohol use and alcohol abuse can be stress coping mechanisms as both the initial stimulating effects of alcohol and stress-related arousal promote dopaminergic transmission that supports reinforcement.

2.4.4.4 Imagery

The *fourth modality*, the imagery modality, of Lazarus's (1976) Multimodal Behaviour Therapy model, refers to various mental images and memories, including dreams, fantasies, and auditory and visual images of something not actually present that has an impact on our lives (Lazarus, 1976; Paladino & Minton, 2008). In the context of this study, the role of mental images visual and auditory, in relation to alcohol use was examined. A study on alcohol related mental imagery found that “alcohol imagery was vivid and sensorially rich [and that the] imagery was associated with greater pleasantness and craving” (Boyle, LaBrie, Froidevaux & Witkovic, 2016; Yates & Kamboj, 2017). The Elaborated Intrusion Theory (EI theory) emphasises that imagery sustains motivation because it is emotionally charged (May, Andrade, Kavanagh &

Hetherington, 2012; Sopory, 2005). May *et al.* (2012:116) give the example of prompting alcohol craving “by asking clients to [visualise] entering their [favourite] bar, ordering, holding, and tasting a cold, refreshing glass of their favourite beer”.

Imaginal exposures to alcohol cues such as alcohol advertisements are capable of inducing cravings for alcohol, while exposure to neutral imagery reduces craving (Erblich, Montgomery & Bovbjerg, 2009). There is persuasive evidence, including longitudinal studies, that exposure to tobacco and alcohol promotion and advertising encourages adolescents to smoke and drink alcohol leads young people to emulate the smoking and drinking behaviour they have seen (Cranwell, Murray, Lewis, Leonardi-Bee, Dockrell & Britton, 2015; Ross, Ostroff, Naimi, DeJong, Siegel & Jernigan, 2015). Images of alcohol consumption might be situated in a certain culture. For instance, a study done on images of alcohol consumption by Italian adolescents indicates that one of the images of alcohol depicts happy events where alcohol consumption increases the enjoyment of family and friends, an integral part of traditional Italian culture (Petrilli, Beccaria, Prina & Rolando, 2014). In student culture, students frequently record their risky drinking behaviour on social media (Beullens & Schepers, 2013; Moreno, Grant, Kacvinsky, Egan & Flemming, 2012). Boyle *et al.* (2016) found that first year students' exposure to these alcohol related images during their first six weeks at university predicted their alcohol consumption six months later. Alcohol-use can be glamorised through social network's ability to use attractive photographic filters and also to create a sense of irresponsibility through disappearing post futures like snapchat where the evidence of alcohol use or abuse would not be permanent (Boyle *et al.*, 2016; Westgate & Holliday, 2016). In the light of what was mentioned above, it is evident that the portrayal of alcohol plays an important role in pro-active alcohol intervention programmes (Boyle *et al.*, 2016; Kilmer & Logan 2012; Loman, Müller, Oude Groote Beverborg, van Baaren & Buijzen, 2018; Rhoades & Jernigan, 2013; Westgate & Holliday, 2016; White, Azar, Faulkner, Coomber, Durkin, Livingston, Chrikritzhs, Room & Wakefield, 2017). It seems that the image and depiction of alcohol is determined by the knowledge of the phenomenon.

2.4.4.5 Cognition

The *fifth modality* in, Lazarus's (1976) Multimodal Behaviour Therapy model, refers to the cognition modality which includes a person's thoughts, beliefs, values, statements,

and attitudes about a certain experience (Lazarus, 1976). Paladino and Minton (2008:645) state that “[t]hese thoughts and beliefs rest on a continuum of healthy to irrational or dysfunctional attitudes”. Furthermore, explicit cognition and implicit associations play an imperative role in alcohol cognition (Cooper, 1994; Lavigne, 2014; Thush & Wiers, 2007; Van Damme, Hublet, De Clercq, McAlaney, Van Hal, Rosiers, Maes & Clays, 2016; Young & De Klerk, 2009). Explicit cognition refers to alcohol expectancies which are the anticipated effects of drinking alcohol (Wiers & Stacy, 2010:13). Alcohol expectancies can be separated into different types of alcohol expectancies namely: positive reinforcement expectancies (e.g. alcohol increases sociability and pleasantness), negative reinforcement expectancies (e.g. alcohol reduces tension and anxiety); and negative expectancies (e.g. alcohol negatively affects academic performance) (Jones *et al.*, 2001; Lavigne, 2014; Neighbors, Larimer, Markman Geisner & Knee, 2004). Alcohol expectancy is discussed in Chapter Three of this study.

Implicit associations on the other hand are “automatic associations formed over time [and] are triggered in the impulsive system from the activation of associative clusters in long-term memory when individuals encounter stimuli, such as passing a favourite night club” (Tush & Wiers, 2007:1368). Wiers and Stacy (2010:13) stated: “[w]hen the expected outcome strongly and routinely co-occurs with drinking, the expectancy and association will largely overlap. For example, many students associate alcohol with fun and vice versa. In this case, the fun–alcohol association will largely overlap with the expectancy that drinking alcohol is fun”.

Newton, Barrett, Swaffield and Teesson (2014:169) highlight three cognitions that are independently, as well as “consistently, associated with adolescent alcohol use and binge drinking”. These are moral disengagement (disengagement from moral self-control and responsibility), alcohol expectancy, and perceived self-regulatory efficacy with regard to peer pressure (Prince, Adrian, Storer, Namkung, Thompson, McCauley & Vander Stoep, 2015; Newton *et al.*, 2014; Romo, 2012). Perceived low “self-regulatory efficacy to resist peer pressure” (Newton *et al.*, 2014:169-170) might be a predictor of drinking; positive alcohol expectancy is associated with alcohol use and bingeing, and increased moral disengagement raises the odds of binge and other forms of risky drinking (Abu-Ras, Ahmed & Arken, 2010; Sznitman, Bord, Elias, Gesser-

Edelsburg, Shifan & Baron-Epel, 2015; Moore, Berkley-Patton & Hawes, 2013; Newton *et al.*, 2014). Reslan, Saules and Serras (2011) argue that self-schemas which are cognitive generalisations about the self and based on experiences from the past play a definite role in binge drinking. According to Reslan *et al.* (2011:856), the “partier” is a self-concept that includes a self-schema of being a drinker, which may include heavy drinking behaviour with adverse consequences, such as binge drinking. A self-schema of the ‘athlete’, a self-concept seeing the self as healthy and fit and not abusing alcohol, may serve as a protection factor against high risk drinking (Grossbard, Geisner, Mastroleo, Kilmer, Turrisi & Larimer, 2009; Simons, Sistad, Simons & Hansen, 2018).

2.4.4.6 Interpersonal relationships

The *sixth modality* of Lazarus’s (1976) Multimodal Behaviour Therapy model is the interpersonal relationships modality. It comprises the way an individual acts, reacts and behaves interpersonally (Lazarus, 1976). Paladino and Minton (2008) state that relationships include family, friends, colleagues, roommates, associations, and social groups. Interpersonal contacts play a very important role in student drinking because peers have a strong influence in the social context (Abar & Turrisi, 2008; Moltisanti, Below, Brandon & Goldman, 2013; Mohr, Armeli, Tennen, Temple, Todd, Clark & Carney, 2005; Seitz, Orsini & Davoren, 2017). Borsari, Carey and Carey (2006) provide three aspects in the college environment that increase peer influence on students’ alcohol consumption: in their new environment, students experience freedom from parental control and demonstrate it by using alcohol; students test and refine their new psychological identity; and thirdly, alcohol is part of student experience as well as peer interaction. Adjustment to the new college environment is not easy and one of the concomitant issues facing new students is the choice whether or not to consume alcohol (Borsari *et al.*, 2006; LaBrie, Huchting, Pedersen, Hummer, Shelesky & Tawalbeh, 2007; Merrill & Carey, 2016; Reis, 2014). During the transition, the “students experience greater exposure to drinking and encounter higher levels of peer drinking and positive attitudes” towards alcohol consumption (Huang, DeJong, Towvim & Schneider, 2009; White & Jackson, 2004). Moving away from the restrictions in the high school environment and away from the parents’ structured and controlled environment without family obligations makes emerging adulthood a time of

high risk of heavy drinking and alcohol related problems (Tavolacci *et al.*, 2016; White & Jackson, 2004). Borsari *et al.* (2006:367) stated “[a]lcohol appears to be less involved in the development and maintenance [or] peer relationships among women than among men”. Students staying in campus residences are more likely to drink on campus as the reports of elevated levels of alcohol intake, especially in the first year of their programme, indicate (Demers *et al.*, 2013; Tartaglia, 2014). When students are in an environment where there are more opportunities to drink because ample supplies of alcohol are readily available, such as at university, they may be more likely to engage in heavy drinking (Nelson & Wechsler, 2003; Weitzman *et al.*, 2003; Yoon, Lam, Sham & Lam, 2015). This is often socially motivated (Kingsbury, Gibbons & Gerrard, 2015; Vaughan, Corbin & Fromme, 2009). For instance, being with friends may encourage it or lead to more drinking than was initially intended (Lee, Patrick, Geisner, Mastroleo, Mittmann & Zimmerman, 2017). Mekonen *et al.* (2017) contend that students who have alcohol user intimate friends are twice as likely to engage in problematic alcohol use, than their counterparts.

Team social events involving alcohol are associated with a greater likelihood of the individual participating in drinking games and using alcohol at a hazardous level (Neighbors *et al.*, 2012). Young people typically drink in social contexts and for social reasons because they believe that alcohol enhances social behaviour (Cranwell, Britton & Bains, 2017; Gonzalez *et al.*, 2009; Labaš, 2016). In a study conducted by De Visser, Wheeler, Abraham and Smith (2013) on young people’s beliefs about intervention to encourage moderate drinking, participants indicated that social bonding is a strong motive for drinking. Where social bonding involves taking care of intoxicated friends or being cared for by friends during a hangover (De Visser *et al.*, 2013; DiBello, Gonzales, Young, Rodriguez & Neighbors, 2016; Reis, 2014). Drinking games serve the purpose of creating a sense of camaraderie among the participants (Dunn, 2000; Winograd & Sher, 2015). Students staying in sororities and fraternities tend to drink more and experience more alcohol related consequences. This may also be related to drinking culture in the sororities and fraternities (Winograd & Sher, 2015). This is consistent with the Social Learning Theory that views social norms surrounding alcohol use as able to influence an individual’s drinking behaviours (Zamboanga & Ham, 2008). Social contexts such as sororities and fraternities that promote drinking are likely to result in higher levels of alcohol use than non-alcohol settings (Hingson &

White, 2012; Jongenelis, Pettigrew, Pratt, Chikritzhs, Slevin & Liang, 2016; Zamboanga & Ham, 2008). Students may increase their drinking to make peer interactions more successful and to make new friends, but many college students may drink more because of their misperceptions about the norms of drinking on their campuses (see Chapter One social norms theory) (Utpala-Kumar & Deane, 2012; White & Jackson, 2004).

Similarly, in student sport contexts, there is a strong link between high interest in sports and high levels of binge drinking because of the festive atmosphere on college campuses during sport events (Nelson & Wechsler, 2003). The number of alcohol-consumption-related problems associated with events such as intercollegiate sports is high given that alcohol consumption is common before, during, and after these events at some institutions (Nelson, Lenk, Xuan & Wechsler, 2010). Sports fans are less likely to abstain from alcohol than their non-fan peers and therefore are more likely to engage in binge drinking (Nelson & Wechsler, 2003). According to Kwan, Bobko, Faulkner, Donnelly and Cairney (2014), the increase in drinking alcohol was greater among team sport participants' escalations in alcohol use than among individual-based sport participants. Students participating or playing team sports tend to binge drink, usually at the sports club or a favourite bar and serves as a team socialising or teambuilding (Tavolacci *et al.*, 2016; Wilkinson & Ivsins, 2017). According to Barnes (2014), alcohol is seen as a reward for hard work during training or a match and is usually an integral part of club culture. A very different picture emerges when practice sessions are involved. A Brazilian study found that that sport practices were not associated with heavy alcohol use. This may indicate that participation in sport may sometimes discourage heavy alcohol consumption (Galduróz, Sanchez, Opaleye, Noto, Fonseca, Gomes & Carlini, 2010).

2.4.4.7 Drugs/Biology

The *seventh modality* of Lazarus's (1976) Multimodal Behaviour Therapy model, which is the drug/biology modality which encompasses biological factors (such as genetic predisposition, physical health and fitness), lifestyle choices (exercise, diet, recreational pursuits), and drug use (legal and illegal drugs) (Lazarus, 1976; Paladino & Minton, 2008). On a biological level, childhood Attention Deficit/Hyperactivity Disorder (ADHD) is considered as a potential risk for alcohol problems later in life and

it is interestingly link to the possibility that “children with hyperactive symptoms expected that alcohol would increase the frequency of ‘wild and crazy’ behaviour” (Squeglia, Brammer, Ray & Lee, 2016:169). Adolescent intermitted ethanol leads to long term alterations in the serotonergic neurotransmitter system and is associated with depression and anxiety-prone behaviours (Tembo, Burns & Kalembo, 2017; Vetreno, Patel, Patel, Walter & Crews, 2017; Williams, Thomas, Adkins & Dick, 2018). The serotonergic system plays a neuromodulatory role in alcohol consumption as it explains “why adolescent onset of alcohol drinking drastically increases the likelihood of developing an alcohol use disorder [or other psychopathologies] later in adulthood” (Vetreno *et al.*, 2017:343). Hazardous levels of alcohol consumption lead to “reduced production of testosterone and [also have] subsequent effects [such as] body composition, protein synthesis and muscular regeneration”, which is important for performance and recovery from injuries in sports, especially male athletes (Barnes, 2014:916).

Alcohol use is widely associated with other substances such as cannabis and tobacco consumption (Tavolacci *et al.*, 2016). Borsari *et al.* (2003) found that cannabis is usually associated with drinking game practice. Because of their psychostimulant effects, energy drinks are commonly used “to counteract the sedative effects of alcohol” and to reduce hangover symptoms (Lalanne, Lutz & Paille, 2017; Patrick, Macuada & Maggs, 2016a). However, “although energy drinks counteract many adverse effects of alcohol i.e. dry mouth, fatigue, headache, weakness, [they do] not counteract cognitive impairments due to alcohol during [high] complex tasks” for example with driving (Lalanne *et al.*, 2017:192). Ward, Oswald and Galante (2016) found in their study “*Prescription stimulant misuse, alcohol abuse and disordered eating among college students*” that there is a significant correlation between the misuse of prescription stimulants, taken to improve academic functioning and alcohol use and alcohol abuse.

There is a serious dispute in the literature regarding the health and dietary benefits of alcohol such as the French paradox which refers to the cardio protective activity of red wine (Galinski, Zwicker & Kennedy, 2016). McCullough and Volpe (2017) state that research found that beer contains xanthohumal which has been shown to inhibit cancer. Beer also contains nutrients such as minerals and B Vitamins. A study on

alcohol consumption and adhering to the Mediterranean Diet used health science students in Spain found that university students who consumed exclusively beer and wine as part of Mediterranean diet (which includes more vegetables and fruits than red meat) were low to moderate alcohol consumers in comparison with drinkers of all alcoholic beverages (Scholz, Navarrete-Muñoz, de la Hera, Gimenez-Monzo, Gonzalez-Palacios, Valera-Gran, Torres-Collado & Vioque, 2016). For beer to be part of a healthy diet, binge drinking needs to be eliminated, nutrition labelling including the serving size and the servings per container may also contribute to responsible drinking (McCullough & Volpe, 2017). As mentioned under drinking patterns, if students limit food intake in order to compensate for the calories consumed in alcohol, they could develop a condition known as drunkorexia (Ward *et al.*, 2015; Ward *et al.*, 2016). According to Ward *et al.* (2016), students with eating disorders are at risk of alcohol abuse and other substance abuse.

In brief, alcohol consumption is complex. This multifactorial phenomenon can be explained in conjunction with factors such as the “attributes of the drinker and the drinking context [and] their interplay” (Demers *et al.*, 2013:192). In attempting to comprehend the phenomenon, it is important to group and integrate the various relevant concepts. This was done during phase 5 that is discussed below.

2.4.5 Phase 5: Integrating concepts

During this phase concepts that had been identified as showing similarities were grouped and integrated together, and the concepts were reduced to a reasonable number (Jabareen, 2009:54). To arrive at this number, a word cloud was set up from the literature on alcohol described within the structure of the 7 modalities of Lazarus’s (1976) Multimodal Behaviour Therapy model. In Figure 2.1, concepts related to alcohol consumption, with specific reference to student drinking, were grouped together. The size of the words reflects their frequency of use thus the bigger the word the more frequently the word was used. The integration of concepts on the basis of similarities is done in Figure 2.2 where the three concepts evolve from the initial word cloud. This leads to the next phase where these integrated concepts have to be synthesized into a theoretical framework

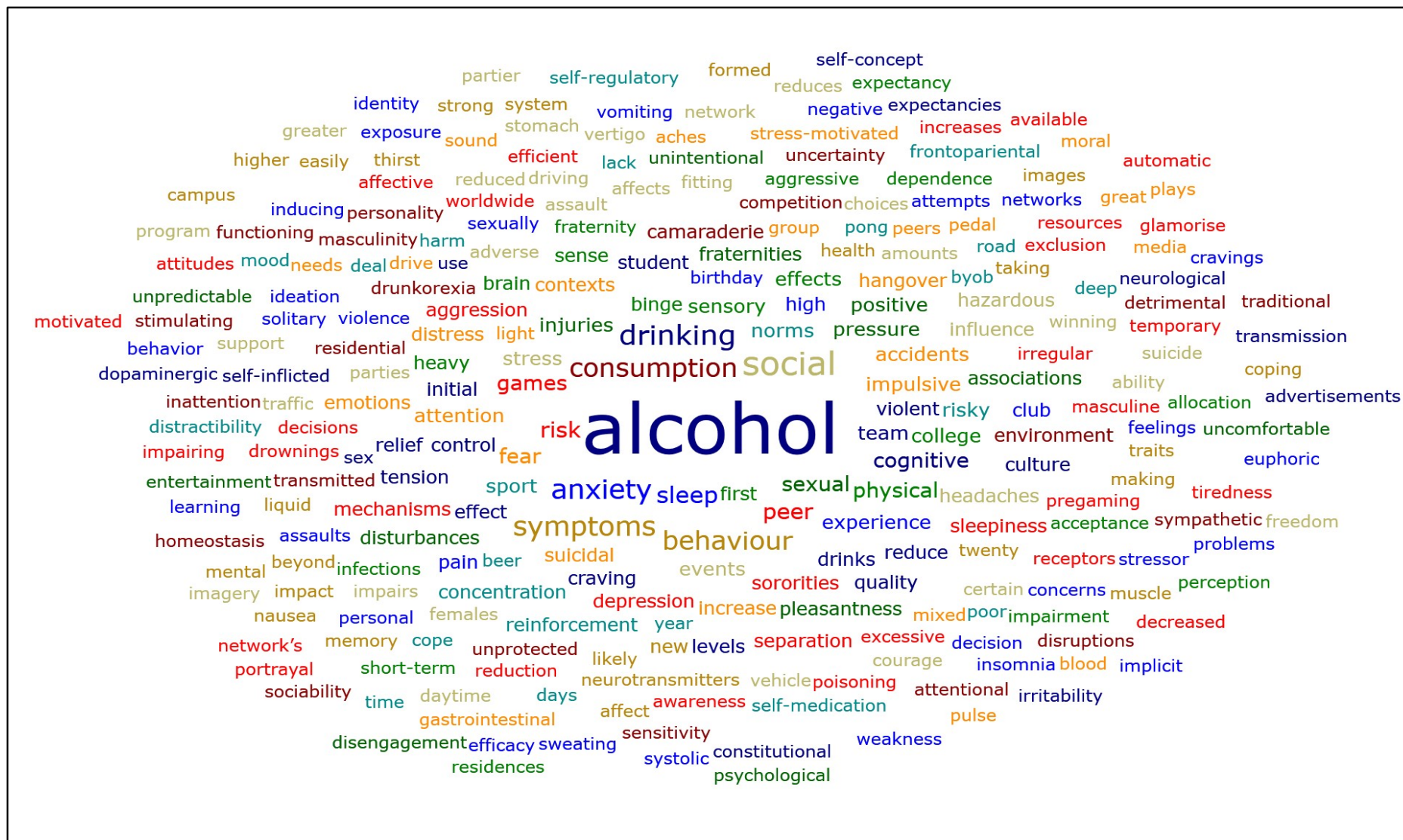


FIGURE 2.1 INTEGRATION OF ALCOHOL CONCEPTS IN A WORD CLOUD



FIGURE 2.2 THREE MAIN CONCEPTS EVOLVING FROM ALCOHOL CONSUMPTION'S WORD CLOUD

2.4.6 Phase 6: Synthesis, resynthesis of concepts into a theoretical framework

During this phase, concepts were combined into a theoretical framework. Embodiment and the lived experience formed part of the Merleau Ponty's critical phenomenology approach that was used to understand or make meaning of the phenomenon.

Diagram 2.4 depicts alcohol consumption as embodiment and lived experiences with psycho-social and health outcomes. In a student context, where alcohol and opportunities for alcohol consumption are readily available, alcohol consumption indicates a shared embodied experience with other peers in that specific milieu. Alcohol modifies the spatial environment in terms of people's behaviour, language and how they view their own bodies in that particular environment (Leyshon, 2008). The sport participant might experience himself as masculine and one of the team when consuming alcohol in a bar after a sport match (Barnes, 2014; Dempster, 2011), and women may experience themselves as more attractive and having 'liquid courage' to pursue sexual partnerships when drinking alcohol (Blanchard, Stevens, Acosta, Talley, Brown & Littlefield, 2018; Orchowski, Mastroleo & Borsari, 2012; Patrick, Maggs & Lefkowitz, 2015). Alcohol consumption is also an embodied experience that relieves stress and assists in anxiety management, which can create a relaxed, self-assured and carefree embodied experience (Buckner & Terlecki, 2016; O'connor & Colder, 2005; Russell *et al.*, 2017). The embodied experience of alcohol intoxication not only involves positive physical symptoms and sensations such as joy, excitement and relaxation, but also negative physical symptoms and sensations such as vomiting and vertigo. The body and mind are inextricably linked. Therefore ideas, knowledge, learning and perception arise from physical experience in this context also the perception and depiction regarding alcohol is linked to a physical lived experience (Abar & Turrisi, 2008; Henriksen, Good & Mishra 2015). With regard to gender, some males experience masculine embodiment through heavy drinking and drinking games (Iwamoto, Cheng, Lee, Takamatsu & Gordon, 2011; Madson, Moorer, Zeigler-Hill, Bonnell & Villarosa, 2013; Peralta *et al.*, 2010). Smaller male bodies use alcohol and physical aggression to compensate for physical size and to embody masculinity (Peralta *et al.*, 2010:400). Interventions with the aim of changing drinking behaviour

should take past and present lived experiences of alcohol consumption into account (Lyons *et al.*, 2014).

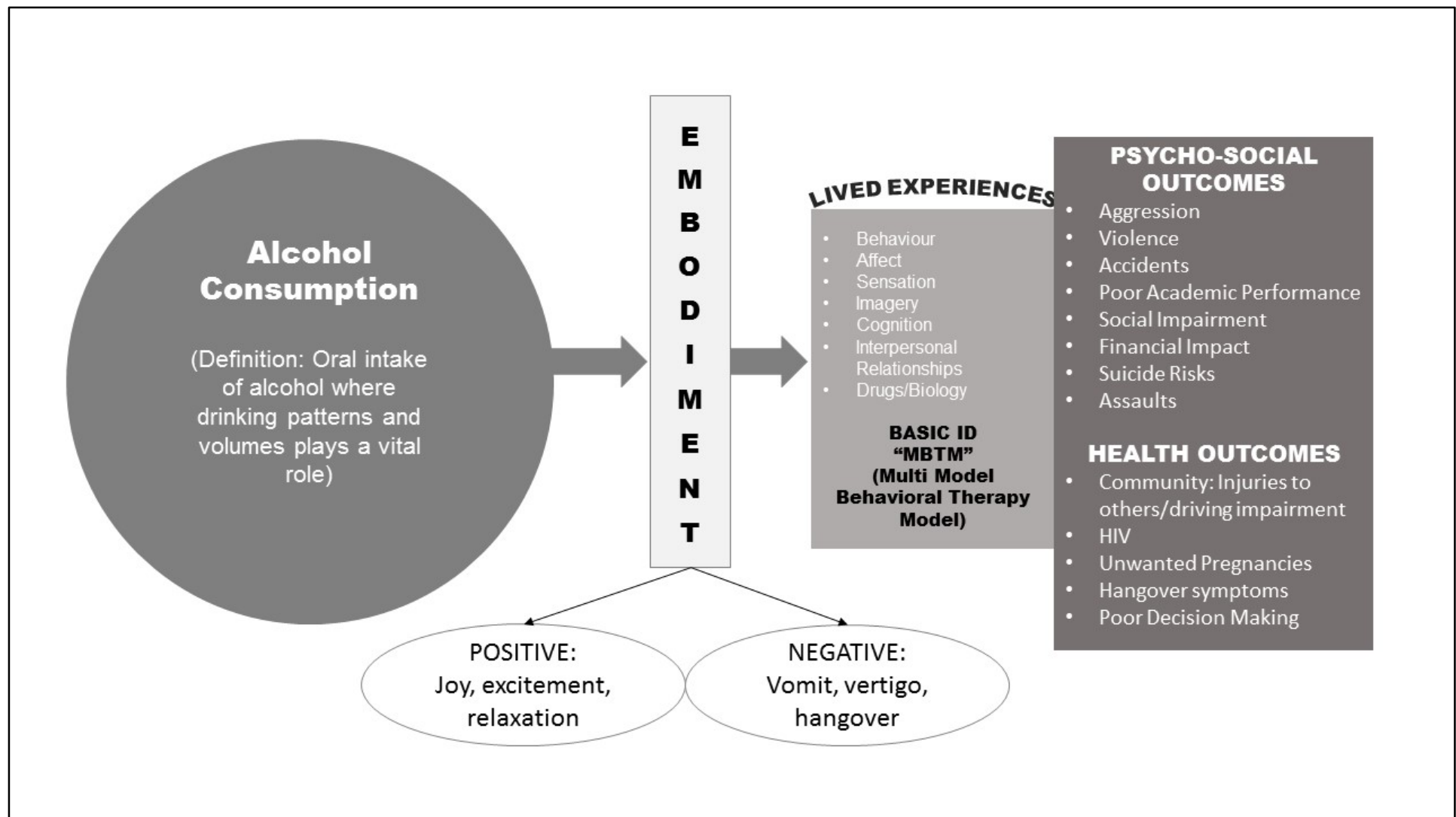


DIAGRAM 2.1 ALCOHOL CONSUMPTION AND EMBODIMENT: STUDENT CONTEXT

2.4.7 Phase 7: Validating the conceptual framework

The aim of Phase 7 was to validate the conceptual framework through comparing it with other research studies. The research that was done by Leyshon (2008:285) on embodiment, “young women in rural areas and drinking [emphasises] that researchers interested in the [alcohol phenomenon] and drinking would benefit from a [more comprehensive] understanding of the relationship between embodiment, emotions and alcohol, drinking and drinking practices”. The study on embodiment, gender and drinking in midlife done by Lyons *et al.* (2014) make a strong case for embodiment as fundamental to studies on drinking practices. According to Lyons *et al.* (2014:265), embodiment “... allows the consideration of emotions, feelings and gender, highlights the complexities of drinking behaviour and emphasises the limitations of individual-level approaches to health practices”.

The fact that the studies mentioned were done in relation to embodiment and alcohol consumption implies that embodiment is interlinked with alcohol consumption and the outcomes of alcohol consumption as a lived experience. In the context of student drinking, alcohol consumption can be conceptualised as embodiment as part of critical phenomenology. The conceptual framework is validated during the presentation and discussion of the results of this study in Chapter Five.

2.4.8 Phase 8: Rethinking the conceptual framework

A theoretical framework representing a multi-disciplinary phenomenon is dynamic, not static, and can be adapted and revised in the light of new literature or insights (Jabareen, 2009). As new information and ideas emerged during this study, the framework was duly adapted. Although the theory of embodiment was initially used to create a theoretical framework for studies on alcohol and gender, it was specifically adapted as a framework for alcohol consumption in a student context for the purposes of this study.

2.5 SUMMARY

In this chapter the main aim was to develop a conceptual and theoretical framework regarding alcohol consumption. The conceptual and theoretical framework was developed through integrating Jabareen’s model (2009) and Lazarus’s (1976) MBTM.

In Chapter Three, the focus is on alcohol expectancy and alcohol expectancy challenge intervention.

CHAPTER 3

ALCOHOL EXPECTANCY CHALLENGE INTERVENTION PERSPECTIVE

3.1 INTRODUCTION

Alcohol expectancy plays a vital role in alcohol consumption. In this chapter, I elaborate on the alcohol expectancy challenge intervention perspective. First, I elaborate on expectancy theory. Next, I explain what alcohol expectancy entails such as drinking motives and alcohol use, the assessment of positive and negative alcohol expectancies. Finally, I focus on the alcohol expectancy challenge intervention process.

3.2 EXPECTANCY THEORY

Expectancy theory is a process theory of motivation which refers to “individual perceptions of the environment and the interactions” that take place as a due to personal expectations and beliefs (Isaac, Zerbe, & Pitt, 2001:214). Vroom (1964) developed the expectancy theory, mainly to apply to a managerial or business environment (Baumhof, Decker, Röder & Menrad, 2017). This versatile theory was also applied in other disciplines and areas such as leadership development, nursing, education and alcohol expectancy (Baumhof *et al.*, 2017; Gyurko, 2011; Isaac *et al.*, 2001). According to Vroom (1964:17) “people consciously choose courses of action” [according to] “certain perceptions, attitudes” and beliefs in order to increase pleasure and avoid pain. Vroom’s theory consist of three variables namely: expectancy, instrumentality and valence (Isaac *et al.*, 2001; Vroom, 1964).

Although this study mainly focused on the expectancy variable, I also took some account of instrumentality and valence.

- *Expectancy*

Expectancy refers to an individual’s estimate or probability that the effort results in an acceptable level of performance (Isaac *et al.*, 2001). Expectancy is measured between 1 and 0: if the individual is 100% sure that the expected outcome will be reached, the expectancy is 1. However, if the individual feels that it is impossible to reach the

outcome, the expectancy is 0 (Baumhof *et al.*, 2017; Gyurko, 2011). Expectancy is grounded on three factors namely: past experience, self-efficacy (person's belief in own ability) and the perceived difficulty of the goal (Baumhof *et al.*, 2017). Bandura (1977:193) states that there are two kinds of expectancy beliefs namely: "*outcome expectancy* is defined as a person's estimate that a given behaviour will lead to certain outcomes" and "*efficacy expectation* is the conviction that one can successfully execute the behaviour required to produce outcomes." If a person believes that s/he has the ability to achieve the goal, thus gain control over the expected outcome, expectancy is high. If, however, the person views the goal as beyond his/her ability, the expectancy and motivation is low (Suciu, Maria & Lucreția, 2013). Expectancy and valences combine to determine choices. In the process, the directional concept is the concept of force (Vroom, 1964). Gyurko (2011:507) put the combination of expectancy and valence in a form of this equation: $Force = Valence \times Expectancy$.

- *Instrumentality*

Instrumentality refers to the likelihood that the individual subscribes to a given level of achieved task performance that results in various rewarding outcomes. The instrumentality value ranges from 1 to 0:1 indicates a certainty of "100% that the performance can be achieved. If the individual assumes that it is impossible to achieve the performance, expectancy would equal 0" (Baumhof *et al.*, 2017:484). Instrumentality is also what links an outcome to other outcomes (Suciu *et al.*, 2013).

- *Valence*

The third variable in Vroom's (1964) expectancy theory is valence. This refers to the value that an individual attaches to the reward outcome. The valence scale ranges from +1 to -1 which indicates the very desirable (+1) to very undesirable (-1) (Baumhof *et al.*, 2017; Gyurko, 2011). Valence is thus the level of attractiveness or unattractiveness of the intended goal (Gyurko, 2011; Vroom, 1964). According to Vroom (1964), valence can be measured through methods such as verbal reports, analysis of fantasies, use of outcomes to create new learning, observation of consummatory behaviour and the use of 'decision time'.

Motivation is thus determined by expectancy, instrumentality and valence. Motivation is when people believe that their efforts lead to better performance and they are aware

of the link between better performance and certain results that are important to them (Gyurko, 2011; Suciu *et al.*, 2013; Vroom, 1964).

3.3 ALCOHOL EXPECTANCY

The use of substances such as alcohol and drugs has particular expectancy effects which are relevant to the motivational beliefs about the substance related consequences (Looby, De Young & Earleywine, 2013). Thus expectancies are “beliefs regarding the positive and negative consequences of drinking”, especially their effects on behaviour and experience (Walter & Leigh, 2015:326). The Alcohol Expectancy Theory underscores the notion that expectancy of the use of alcohol plays an important role in what and why a person chooses to drink, as well as the amount (how much) a person consumes (Darkes & Goldman, 1998; Jones *et al.*, 2001; Kuntsche *et al.*, 2005). Alcohol expectancy implies that an individual’s behaviour and experience “after drinking is driven by pre-existing beliefs about alcohol’s effect” (Lang *et al.*, 1975:509). Miller, Smith and Goldman (1990:344) posit that drinking behaviour “is associated with outcome expectancies regarding the consequences of drinking and these expectancies are reinforced by alcohol consumption”. For instance, if a person uses alcohol as a negative coping mechanism, such as for relaxation during social interaction, the expectation may be created that it might work in a similar way in future social situations. Lee *et al.* (2015) used daily positive and negative alcohol expectancies and evaluation items for their study “*A daily measure of positive and negative alcohol expectancies and evaluations: documenting a two-factor structure and within- and between- person variability*”. Items included were (Lee *et al.*, 2015:328):

- I feel more relaxed (positive expectancy)
- Have a hangover (negative expectancy)
- Be more sociable (positive expectancy)
- Become more aggressive (negative expectancy)

- Be in a better mood (positive expectancy)
- Feel nauseated or vomit (negative expectancy)
- Hurt or injure yourself by accident (negative expectancy)
- Get a buzz (positive expectancy)
- Be unable to remember what you did while drinking (negative expectancy)
- Have more desire for sex (positive expectancy)
- Be unable to study (negative expectancy)
- Feel more energetic (positive expectancy)
- Be rude and obnoxious (negative expectancy)
- Be able to express your feelings more easily (positive expectancy)
- Do something that embarrasses you (negative expectancy)

Various empirical research studies accentuate that “young people [tend to] develop alcohol expectancies before having any direct experience with alcohol” (Rolando, Beccaria, Tigerstedt & Törrönen, 2012:208). According to Squeglia *et al.* (2016), the period between eight and ten years is the developmental stage where positive alcohol expectancies are developed. Family and parental alcohol behaviour shapes children’s and adolescents’ expectancies (Chalder, Elgar & Bennett, 2006; Cranford, Zucker, Jester, Puttler & Fitzgerald, 2010; Kuntsche, Rossow, Engels & Kuntsche, 2016; Miller *et al.*, 1990; Sudhinaraset, Wigglesworth & Takeuchi, 2016). This notion is supported by Fried and Dunn (2012) who stress that alcohol expectancies develop before people’s regular drinking habits are developed. Stamates, Lau-Barraco, Linden-Carmichael (2016:599) and Jennison (2014), state that alcohol expectancy can be learnt by direct or indirect experiences through parents’ or peers’ alcohol usage. While expectancies can be assessed and determined without physical alcohol consumption, motives on the other hand “can only be assessed among individuals who have actually consumed alcohol” (Diep, Kuntsche, Schelleman-Offermans, De Vries & Knibbe, 2016:115).

At university level, a first year student observing senior students drinking and bonding may develop the expectancy, that s/he will be seen by other residents as a student who is able to fit into the culture of student life or residence life if they binge drink with the rest of the students (Borsari & Carey, 2001; De Visser *et al.*, 2013; Kuntsche *et al.*, 2005; Perkins, 2002; Twine, 2015). When individuals adapt to a social group's specific norms, beliefs, affective reactions and attitudes, they experience a high level of in-group salience, which may be intensified by some group leaders or social role models may be able to intensify by influencing the in-group behaviour (Langner, Hennigs & Wiedman, 2013; Muller, 2017). Stallen, Smidts and Sanfey (2013) emphasise that people are often influenced by other people with whom they have identified. This social factor where people follow the behaviour of others they identify with has been labelled as the *in-group* influence (Carey, 2012; Stallen *et al.*, 2013). First year students may develop alcohol expectancy in order to be socially accepted and/or as a way to conform to existing student culture. Demers *et al.* (2002) note that student drinking is an integral part of campus social life and that the institution such as a university has its own set of norms, opportunities and social influences regarding alcohol consumption. Individuals are members of groups that have friends, live in residences, form part of an academic group and these groups are all part of a larger community. The overlapping groups have their own norms that might be similar or different and these norms might influence individual's behaviour (Berkowitz, 2005; Bicchieri & Muldoon, 2011; Borsari & Carey, 2003).

Previous studies focused mostly on examining "explicit" processes, but recent alcohol expectancy research focuses on investigating "implicit" expectancy processes (Reich *et al.*, 2010:14). A study done by Curry, Scott, Bulotaite and Freng (2017) "*The role of implicit association and explicit expectancies related to alcohol use: a comparison of Lithuanian and US college samples*" found that both explicit expectancies of alcohol use and implicit alcohol associations appear to contribute to harmful drinking. Reich *et al.* (2010) state that implicit processes involve the impact of past experiences on peoples' present behaviour, thus it is about the decision making process that is not accessible to the consciousness.

3.3.1 Alcohol expectancies, drinking motives and alcohol use

According to Connor, Gudgeon, Young and Saunders (2007), there are consistent associations between alcohol expectancies and drinking behaviour. Expectancies as already indicated in section 3.3 of this study are the “beliefs about the positive or negative behavioural, emotional and cognitive effects of alcohol intake” (Kuntsche *et al.*, 2005:842). Patrick, Crouce, Fairlie, Atkins and Lee (2016b) state that negative or positive expectancies are not always consistent but have significant within- and between person variability and may serve as important predictors of high-intensity drinking on a particular day. The term ‘drinking motives’ refers to the assumption that people drink alcohol to attain certain outcomes such as to cope with stress, to be more sociable, to enhance positive emotional states and conform with the norms of others like peers (Borsari & Carey, 2001; Cooper, 1994; Cox & Klinger, 1988; Kuntsche *et al.*, 2005; Kyei & Ramagoma, 2013). According to Lyvers, Simons, Hayes and Thorberg (2014:44) “drinking motives influence drinking through the anticipation of certain drinking outcomes, [and] are more proximal to drinking behaviour than alcohol expectancies”. The final decision to drink or not to drink, lies with a particular motive which is an important enough condition for drinking (Cox & Klinger, 1988; Kuntsche *et al.*, 2005). Antecedents, alcohol expectancies, drinking motives and alcohol use according to assumptions of the motivational model as indicated in Figure 3.1 historical, current factors and situational factors form the basis for individual expectancies (Cox & Klinger, 1988; Cox, Klinger & Fadardi, 2017; Kuntsche. *et al.*, 2005). Historical factors include biochemical reactivity to alcohol (genetic predisposition to react positively or negatively to alcohol), personality characteristics (impulsivity, anxiety, sensation seeking etc.), socio cultural and environmental factors (culture-specific drinking styles) and past reinforcement of drinking (Bailey & Baillie, 2013; Cranford *et al.*, 2010; Donovan & Molina, 2008; Kuntsche *et al.*, 2005; Kuntsche, Gabhainn, Windlin, Roberts, Vieno, Bendtsen, Hublet, Tynjälä, Välimaa, Dankulincova, Aaswee, Demetrovics, Farkas, Sluijs, Matos, Mazur & Wicki, 2014). The term ‘current factors’ refers to the significance of life regarding the “quantity and quality of prevailing positive and negative incentives” for alcohol consumption and situation factors such as the availability of alcohol or being exposed to people who consume alcohol (Kuntsche *et al.*, 2005:844). The result of the expected effects of alcohol consumption (Figure 3.1 labelled as valence in the motivational model) can be

positive (enhance positive moods) or negative (avoid negative experiences) (Cox *et al.*, 2017; Kuntsche *et al.*, 2005). The foundation of the expected effects can be either internal (personal effective change) or external (individual's social environment) (Cox & Klinger, 1988; Cox, Klinger & Fadardi, 2015). There are four categories of drinking motives that can lead to alcohol consumption namely: to *enhance mood* (enhancement, positive: internal), to obtain *social awards* such as acceptance by peers (social: positive, external), to *cope with negative emotions* (coping: negative, internal) and to avoid social rejection (conformity: negative, external), when the specific motive is accepted the decision for engaging in alcohol consumption was made (Dvorak, Kuvaas, Kilwein, Wray, Stevenson & Sargent, 2016; Hasking *et al.*, 2011; Iwamoto *et al.*, 2014; Kuntsche *et al.*, 2005; Muller, 2017). Students, for example, may decide to drink because they do not want to be socially rejected or because it makes them feel better. A study done by Diep *et al.* (2016), "*Direct and indirect effects of alcohol expectancies through drinking motives on alcohol outcomes among student in Vietnam*", found that the strongest motives among Vietnamese students were social motives followed by conformity motives. The least strong motives were coping and enhancement motives (Diep *et al.*, 2016). This study confirmed the findings of Kuntsche *et al.* (2014) "*Drinking motives and links to alcohol use in 13 European countries*" that social motives were the strongest motivation for alcohol consumption. According to Kuntsche *et al.* (2014), males seek extreme sensations through drinking, whilst females consume alcohol to cope with social anxiety.

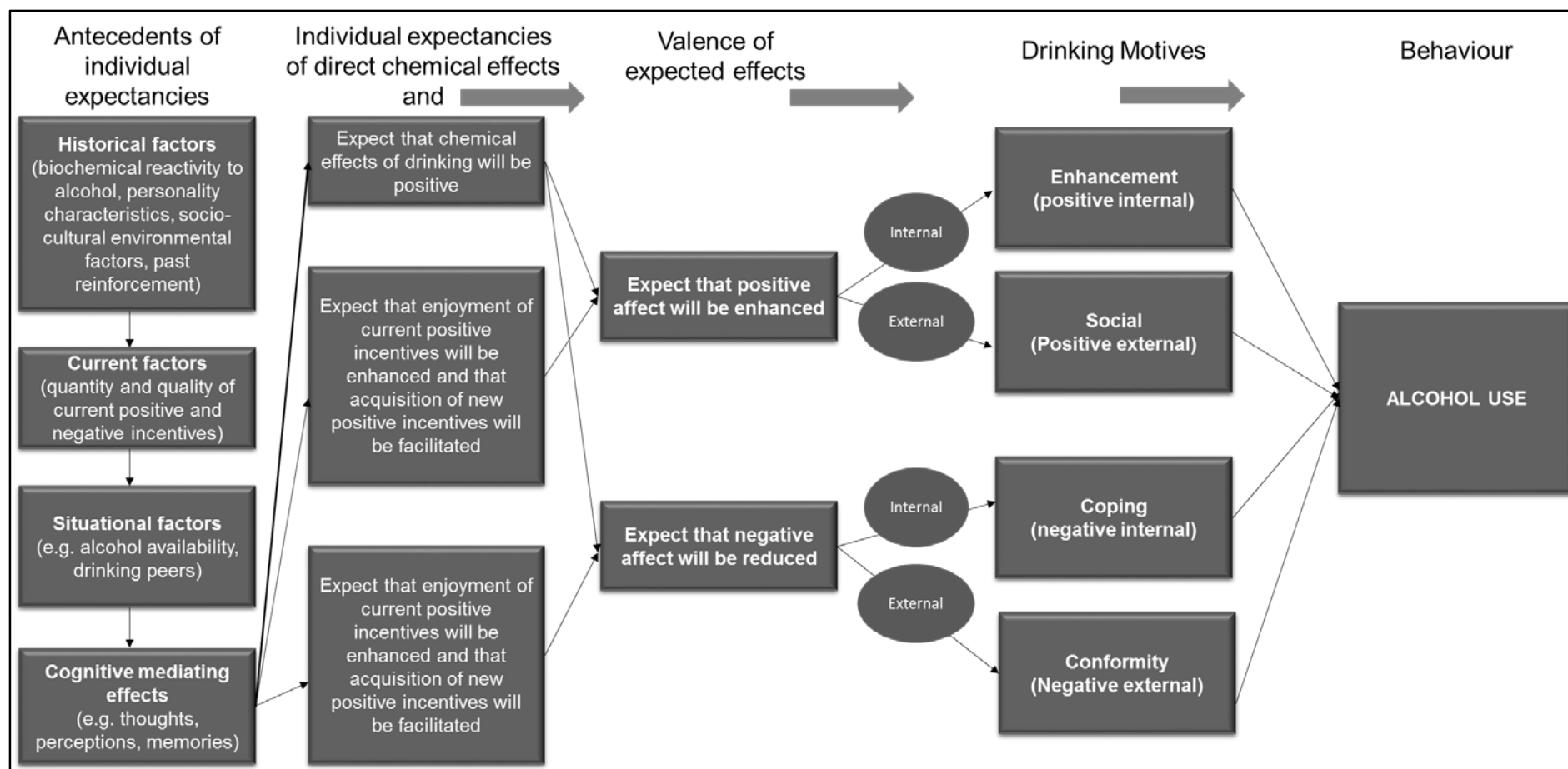


FIGURE 3.1 ANTECEDENTS, ALCOHOL EXPECTANCES, DRINKING MOTIVES AND ALCOHOL USE ACCORDING TO ASSUMPTIONS OF THE MOTIVATIONAL MODEL

(Adopted and adapted from Kuntsche *et al.*, 2005:843)

3.3.2 Alcohol expectancies, drinking motives and psycho social development

As mentioned in Chapter One (1.2.2.2 & Table 1.2), the age of students at South African Universities is usually between 18 years and 24 (Meyer & Viljoen, 2008). According to Erikson, they can be in two phases of psychosocial development namely in Adolescence (13–21 years) or Young Adulthood (21–39 years). Students that are struggling with a confused sense of identity or ego may rely on alcohol and other drugs to help them cope, thus coping motives play a role (Cote & Swartz, 2002; Kuntsche *et al.*, 2005; Merrill & Carey, 2016). Kuntsche (2005:855) reported that most students have social motives for drinking, which can be linked to the students' fear of isolation. Social drinking may enhance the enjoyment they get from alcohol consumption and socialisation but may also increase the risk of “socially-relevant negative consequences such as aggression or embarrassment [due to] negative consequences [such as] vomiting in a social setting” (Patrick *et al.*, 2016a:115).

3.3.3 Assessment of positive and negative alcohol expectancies

According to Lee *et al.* (2015), it is important to develop a scale of alcohol expectancies in order to capture specific expectancies on a particular day or during occasions or events. This is possible if participants in a study produce daily reports of events and their precursors (e.g. daily mood, daily stress or specific situations). Drinking Expectancies Questionnaire (DEQ) was developed by Young and Oei (1996) in order to measure beliefs concerning the effects of alcohol. It is a 43-item self-report measure of both positive and negative drinking expectancy items that load onto six subscales namely: *Assertion, Affective Change, Dependence, Sexual Enhancement, Cognitive Change and Tension Reduction* (Li & Dingle, 2012; Lyvers *et al.*, 2014). These are proof that the DEQ can be of practical use and added value in clinical practice through establishing positive and negative alcohol expectancies. “*A daily measure of positive and negative alcohol expectancies and evaluations: documenting a two-factor structure and within- and between-person variability*” is a study in which Lee *et al.* (2015) developed a 13-item scale to examine a daily process design of alcohol use, alcohol expectancies and alcohol-related consequences. The benefits of the different developed scales is that they enable clinicians who consult with young-adult binge drinkers to assess and discuss their ‘clients’ views of immediate benefits and harms

associated with drinking, in other words their expectancy regarding drinking, which is of vital importance (Winograd & Sher, 2015).

3.4 ALCOHOL EXPECTANCY CHALLENGE

Fromme and Patel (2010:47) define expectancy challenge as an “intervention designed to provide experiential demonstrations of expectancy effects through the use of placebo and active drug effects”. During the early expectancy challenges, individuals are provided with placebos, but are told that they have been given an active drug. After administration, information about expectancies and their influence on behaviour is provided”.

Expectancy challenge literacy curriculum is another form of expectancy challenge that involves a single session group intervention aimed at modifying alcohol expectancy processes and thus reducing alcohol use among children and adults (Fried & Dunn, 2012).

3.5 ALCOHOL EXPECTANCY CHALLENGE INTERVENTION CHARACTERISTICS

Alcohol expectancies intervention characteristics are reflected in studies utilised “bar labs” and include alcohol and placebos (Scott-Sheldon, Terry, Carey, Garey & Carey, 2012:397-399). In this study, the participants engaged in social activities and were served drinks which might contain alcohol or might taste like alcohol. In reality, some of the drinks were a placebo. Afterwards, the participants discovered which participants received alcohol and which received placebos. This was then followed by an information and discussion session on alcohol expectancies such as social, enhancement, coping and conformity expectancies (Darkes & Goldman, 1993; Darkes & Goldman, 1998; Dunn *et al.*, 2000; Lau, 2007; Wiers & Kummeling, 2004).

As already indicated, certain expectancy effects are associated with alcohol consumption. It seems that these expectancy effects appear to be modifiable (Looby *et al.*, 2013). As already mentioned in 3.3, alcohol expectancy develops from childhood because it is not necessary to drink in order to develop alcohol expectancy. In a study done by Cruz and Dunn (2003), alcohol expectancies were challenged in elementary children to lower the risk of early alcohol use. Alcohol expectancy modification was also compared to traditional alcohol information sessions.

TABLE 3.1 SUMMARY OF COMPONENTS FOR ALCOHOL PRESENTATION CONDITIONS

ALCOHOL EXPECTANCY MODIFICATION SESSION	TRADITIONAL ALCOHOL INFORMATION SESSION
Introduction Student identify drinks that contain alcohol	Introduction Students identify drinks that contain alcohol
How does consuming too much alcohol make people feel? Students identify their beliefs on how alcohol affects people.	What are some consequences associated with drinking too much alcohol? Students identify negative consequences associated with alcohol use.
Real effects of excessive-drinking (emphasis on sedating negative effects): Increased tiredness and sleepiness Decreased motor coordination Increased dizziness Increased feelings of nausea	Health consequences of excessive drinking: Damage to the liver Damage to the heart Damage to the digestive system Decreased ability to drive Alcohol dependence
Believed effects of alcohol consumption: Increased friendliness or sociability Increased energy Increased perception that one is “cool” Increased fun	Ways of staying away from alcohol: Saying “no” and walking away Telling an adult (parent or teacher) Getting involved in positive activities
Review game: Student play an alcohol expectancy review game	Review game: Students play a consequences of alcohol review game

(Adopted from Cruz & Dunn, 2003:503)

The results of the study by Cruz and Dunn (2003) supported the effectiveness of expectancy challenge and proved that an expectancy challenge can be successfully implemented in a classroom setting and that it can be more successful than traditional information sessions (Cruz & Dunn, 2003). This is supported by a study done by Bailey

and Baillie (2013): “*The relationship between placebo alcohol and effect: motives for drinking*” which provided evidence of the adaptable nature of alcohol motives when confronted with negative alcohol experience thus supporting challenging of alcohol expectancies as integral part of pro-active interventions. Dunn *et al.* (2000:566) also refer to studies that employed “an expectancy challenge procedure to change participants’ expectancies regarding the effects of alcohol”. Previous mixed method studies and experimental observation studies involved administering alcohol to students, which necessitated a form of a bar/lab setting (Corbin, Scott, Boyd, Menary & Enders, 2015; Darkes & Goldman, 1998; Engels, Poelen, Spijkerman & Ter Bogt, 2012; Labbe & Maistro, 2011). Dunn *et al.* (2000) state that the creation of a bar/lab, the recruitment and retention of participants and the administration of alcohol add to the complexity and expense of these studies. Engels *et al.* (2012) indicate that although observational research like a bar lab has many advantages it is still difficult to achieve a realistic naturalistic setting.

A study conducted by Fried and Dunn (2012), “*The expectancy challenge alcohol literacy curriculum (ECALC): a single session group intervention to reduce alcohol use*”, employed a single intervention session in which the main objective is to reduce risky alcohol use in the student population (Fried & Dunn, 2012:615). The ECALC intervention involves the following process:

- Presentation of scientific information on the pharmacological effects of alcohol in a non-judgemental manner.
- Baseline measures were done by the completion of the comprehensive effects of alcohol scale (CEOA) and the completion of the self-report timeline follow-back procedure, there is also clarification on the definition of a standard drink.
- The content of the presentation begins with a traditional in vivo expectancy challenge and a summary of the results of experimental research that distinguish between pharmacological and expectancy effects of alcohol.
- Participants view four alcohol advertisements. They are then requested to identify the positive and arousing alcohol expectancies in each advertisement.

- The presentation deconstructed the shown alcohol advertisements into elements to which are contrasted with scientific information previously presented.
- Participants discuss the contradictory expectancies aroused by media advertisements and the pharmacological effects of alcohol.
- At the end of the session participants complete the expectancy measure (CEOA) for a second time. The session lasts 50 min (Fried & Dunn, 2012:616).

The outcome of the study, demonstrated the effectiveness of a single 50 minute group session expectancy challenge without the administration of alcohol or a “bar lab environment” (Fried & Dunn, 2012:619).

3.6 SUMMARY

This chapter provided an account of the expectancy theory, particularly alcohol expectancy, and also explored expectancies and alcohol expectancy challenge interventions per se. Results from the various studies on the alcohol expectancy challenge suggest that using strategies aimed at modifying positive alcohol expectancies may be useful in alcohol prevention and intervention programmes, especially for high risk groups such as first year university students or university students in general (Lau, 2007). A single session of expectancy challenge is a time and cost effective intervention. It should be given serious consideration in periods when students are more likely to engage in high risk drinking (Fried & Dunn, 2012; Lau, 2007; Scott-Sheldon *et al.*, 2012).

CHAPTER 4

RESEARCH DESIGN AND METHOD

4.1 INTRODUCTION

This chapter focuses on the research design and method that guided this research study and describes the research processes. Diagram 4.1 below provides an overview of the research design and method, including the research approach, the nature of the study, the research paradigm, the site, the sample used and the sampling process, the data generation and the data analysis processes (Boeije, 2010; Braun & Clarke, 2006; Denscombe, 2010; Gray, 2014; Krefting, 1991; Maxwell, 2012; Punch, 2006). It accentuates the ethical considerations and describes the trustworthiness measures used in this research study.

4.2 RESEARCH DESIGN AND METHOD

Creswell (2014) stresses that a research design is a type of inquiry which directs the procedures and methods used in the research. The main purpose of the research design is to provide a framework that makes it possible for a scientific method to be used to answer specific research questions (Edmonds & Kennedy, 2013).

According to Nieuwenhuis (2014b), qualitative research refers to a naturalistic approach where phenomena is studied in a real world context, and the research is carried out in real life situations. Botma *et al.* (2010:190) explain that the researcher “identifies the human experiences about a phenomenon” and focuses on the meaning of the lived experience. In this qualitative research, alcohol as phenomenon was studied in the specific context of first year students. Data generation aimed to capture the lived experiences of first year students (Jones *et al.*, 2001).

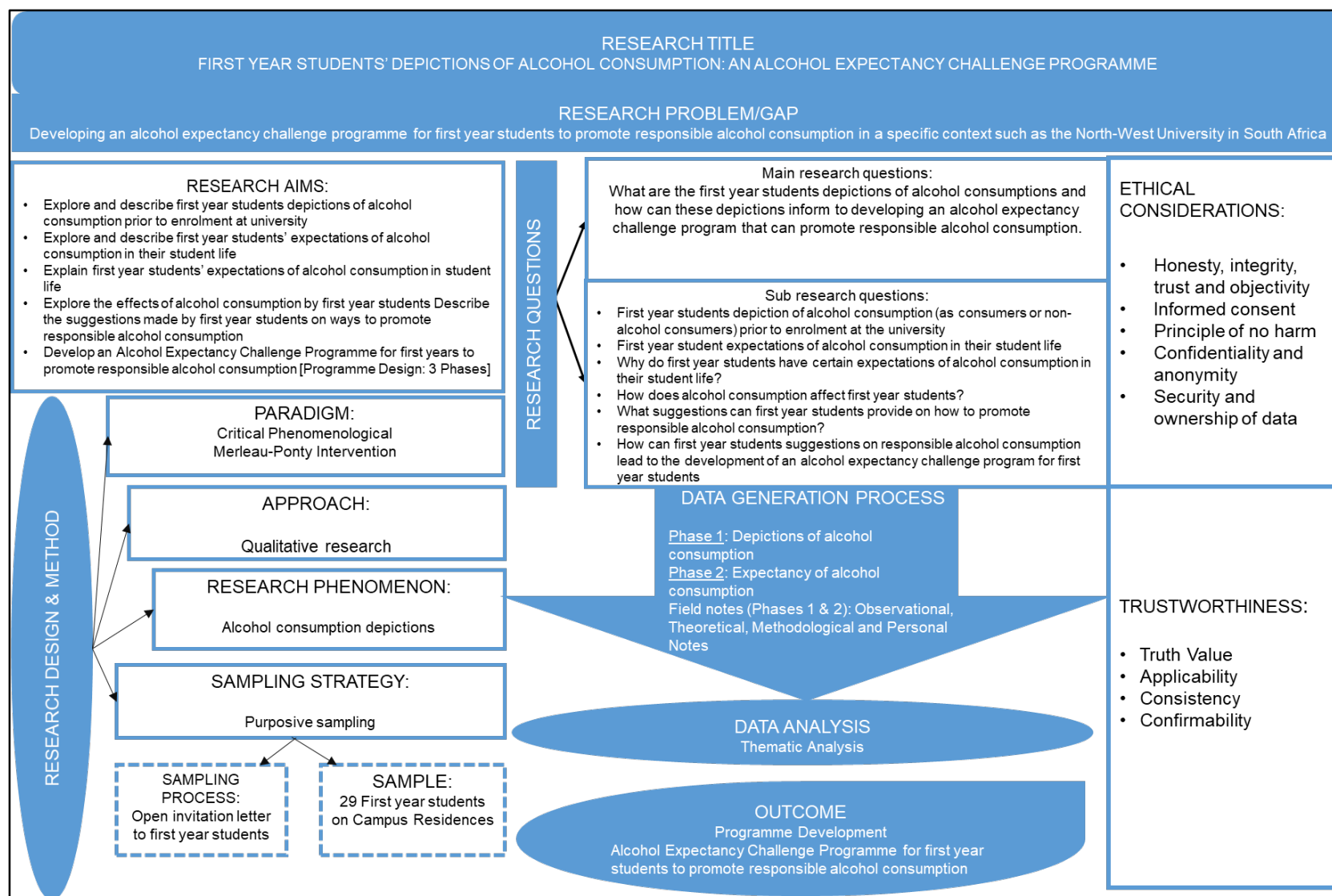


DIAGRAM 4.1 SUMMARY OF THE RESEARCH DESIGN AND METHOD

4.2.1 Paradigm of inquiry: Critical Phenomenological

According to the philosophy of Merleau-Ponty, phenomenology first describes experiences and then it tries to comprehend the relationship between the experience and the world (Heinämaa, 1999; Lyons *et al.*, 2014). SvanÆS (2013:8) states that “[e]very analysis of the human condition must start with the fact that the subject is in the world (being-in-the-world)”. Murray and Holmes (2013:344) add that “phenomenology involves reflection upon that which is reflected, upon original or ‘primordial’ experiences that meaningfully anchor our bodies in the world”. Mohr (2014) stated that the critical phenomenology begins by describing phenomenological experience as a critical experience. This refers to a level of incongruence between the lived-experience throughout the daily, worldly interaction and the ability to conceptualise the experience on a verbal or cognitive level (Mohr, 2014). This necessitated that I critically uncover, disclose the activities associated with the phenomenon under study and study its essential features (Heinämaa, 1999). My main aim was to explore and report on alcohol depiction, perception and alcohol consumption of first year students’ as a lived experience with the embodiment as an access point of the alcohol consumption and lived experience. Through the process of exploring and reporting I strove to promote a critical consciousness regarding responsible alcohol consumption within a higher education institution context.

The ontology of Merleau-Ponty’s critical phenomenology is a perceptual experience there is also a strong focus on the philosophy of expression, language and embodiment (Hass, 2008). The critical phenomenological paradigm was appropriate because this research study focused on first year students’ perception of the phenomenon, alcohol use. The philosophy of embodiment is linked to the ‘experience’ which includes the physical experience during the use of alcohol: Merleau-Ponty perceives the experiential field largely as a happy place (Hass, 2008). The epistemology in this study is not only the researcher’s knowledge about the phenomenon through the researcher’s intersubjectivity to the participants lived experience of alcohol consumption, but also the researcher’s knowledge about other studies done on the phenomenon. According to Merleau-Ponty, language and thought are not only a mirror or copy of the outside reality, but rather a fundamentally creative process that involves transformation where language and perceptions are reorganised

to produce new and powerful ways of thinking and speaking (Hass, 2008). The methodology in this study is qualitative where language and reflection play a major role. Language is the primary instrument that the researcher used to generate data on the lived experience of alcohol consumption as language is the way in which the participants respond to the questions (primary talk) and provide the information regarding their perception of and use of alcohol. For Merleau-Ponty, there is an expressive level where word and idea cannot be separated nor are they in a hierarchical order (Hass, 2008). The communication between the interviewer and the participant is also another manifestation of the expressive process. Murray and Holmes (2013:341) emphasise that “thinking takes place in and through the spoken word”.

4.2.2 The nature of the study

Within the critical phenomenological paradigm, I had to take cognisance of the research questions and aims of the study as these grounded the study. This study was exploratory, descriptive, explanatory and contextual in nature.

- Exploratory

This study was exploratory as it strove to “explain and account for the descriptive information”, thus it entails providing validated rationales within the context of a research study (Punch, 2006:32). Boeije (2010) refers to this as the natural setting in which the phenomenon transpires (see Diagram 1.1). This exploratory purpose of qualitative research aimed at gaining a broader understanding of the phenomenon, alcohol consumption by first year students at university in on-campus residences (Marshall & Rossman, 2011). It was also essential to explore student support services at the university and scrutinise other support interventions (awareness programmes) in order to create a better understanding of current pro-active support to newly enrolled students at the North-West University.

- Descriptive

This study was situated in a critical phenomenological paradigm and in Merleau Ponty’s philosophy. Guedes and Moreira (2009) accentuate that phenomenology aims to describe the participants’ experiences, which necessitated me to move beyond the

data in order to describe the phenomenon that was under investigation, as well as to understand the relationship between the participants' experiences and their world (Sandelowski, 2000). In this study, the description included the participants' own as well as their peers' depictions and expectancies regarding alcohol consumption, thus the findings I gained during the study, contributed to the description of the phenomenon as experienced by the participants (first year students) (Boeije, 2010). The descriptive nature of this study meant that these descriptions moulded this study's programme development (Phase 1 situation and needs analysis), which consisted of the situation analysis and the formulation of a needs analysis.

- Explanatory

Explanatory can be defined as an attempt to connect ideas in order to understand cause and effect in order to explain certain things (Babbie, 2014). Explanatory findings suggest that the researcher needs to explain the phenomenon and the processes by which the data is generated and indicate how the data was analysed in order to get to the findings, thus the interpretation of the data by using the research findings (Ivankova, Creswell & Clark, 2014). In this study, the findings explain the depictions and expectancies of alcohol consumption of first year students at the North-West University. This was important as the Alcohol Expectancy Challenge Programme in the first year students' support sphere was based on the explanation of first year students' depictions and expectancies to address responsible alcohol consumption.

- Contextual

This study was contextual as it was conducted at the North-West University in a specific context. It is important to note that the different residences' environments were unique in terms of their natural settings in which the phenomenon was explored (Boeije, 2010; Marshall & Rossman, 2011).

4.2.3 Methodological approach

According to Kumar (2014), the main objective of research methodology is to assist the researcher to achieve the research aims. A qualitative research approach to data generation and data analysis was appropriate for this study as it generated rich data

on the first year students' lived experiences of alcohol consumption, the phenomenon under investigation.

As a critical phenomenological researcher, I conducted the phenomenological intervention during the individual interviews and analysed the data critically (Guedes & Moreira, 2009). The significance of intervention during the interviews in the study is that the participants were presented with their own and their peer's alcohol consumption. During the interviews the participants were given the opportunity to share their experiences and ideas on responsible alcohol consumption. Their input was needed to develop a useful, effective and realistic programme that would promote responsible drinking. Murray and Holmes (2013) explain that reflection implies learning by reflecting on experience, but there is also the embrace of learning in experience. The interviewing process included a process of reflection, opportunity to reflect on experiences and learning through experience, thus for reflection experience (see Diagrams 4.1 & 4.2).

4.2.4 Site, sampling and sample

As already mentioned in Chapter One (1.6.1 & Diagram 1.2), the North-West University was the site where the research was conducted. In the light of the research questions and aims of this study, I chose all of the NWU on-campus residences purposively and invited first year residence students from all these residences on campus to voluntarily take part in the study. The reason for including all the on-campus residences was that each residence has its own unique student culture and make up. This provided an opportunity to gain rich and diverse depictions and expectancies of alcohol consumption from the participants.

The rationale for purposively choosing first year students in all NWU on-campus residences was to identify sufficiently information-rich samples in diverse student life contexts to explore the first years' previous alcohol experience and depictions of alcohol consumption. The data generated could form the basis for developing an Alcohol Expectancy Challenge Programme that can promote responsible alcohol consumption.

4.2.4.1 Sampling strategy

Samples for qualitative research studies are generally smaller than those used in quantitative research studies, the reason being that qualitative research is concerned with meaning and experience (Mason, 2010; Rapley, 2013). In this qualitative study the size of the sample was not governed by quantity but rather by considerations of how informative the sample would be (Denscombe, 2010). The sampling method applied in this study was purposive sampling that involves hand-picking a sample of people who have the necessary experience of or knowledge about the phenomenon being studied. In other words, the selection was based on insider knowledge or experience about the topic to be explored (Denscombe, 2010; Sarantakos, 2013). I therefore used selection criteria to select the participants purposively. The sampling criteria and processes are discussed in the section below.

4.2.4.2 Sampling Process

Nieuwenhuis (2014b:79) states that “sampling in qualitative research is flexible and often continues until no new themes emerge” during the data generation, this is termed as data saturation. For the purpose of this study, on campus residences were purposively selected where after first year students residing in on-campus residences, who were willing to volunteer) were purposively selected to take part in this study.

The sampling process necessitated obtaining the approval of the Ethics Committee as well as the following stake holders’ approval:

- Dean of Student Affairs at the selected university (Addendum A)
- Residence Wardens (Addendum B)
- Student Representative Council Chairperson (Addendum C)
- First year students (Participants’ consent form) (Addendum E)

An open invitation to participate voluntarily was sent to first years via the residence primarii as mentioned in Section 1.6.1. The primarii lead and coordinate the House Committees of the residences (NWU, 2017) (Addendum D2).

The selection criteria were:

- first year students (males/females) enrolled as a full time student at the North-West University; and
- first year students that reside in an on-campus residence.

Initially two volunteers from the residences were invited to volunteer to take part. In cases where more than two first years at a particular residence wanted to take part, I included all volunteers. First year students were also invited or recruited via the peer-helpers. These are independent persons in each on-campus residence during the orientation and registration period at the university. It was made clear that a decision not to continue participating at any stage would have no repercussions. The continuation of purposive sampling process (number of participants) depended on data saturation which was reached after the twenty-ninth individual interview.

4.2.5 Data generation

The intended and planned data generation method that was used was individual semi-structured interviews as individual interviews are viewed as “two-way conversation in which the interviewer asks the participant questions to generate data”, and to obtain rich information on the participants ideas, experiences, depictions, beliefs, views, opinions and their behaviour (Nieuwenhuis, 2014b:87). These interviews lend themselves to the generation and exploration of data on more sensitive issues such as alcohol consumption (Denscombe, 2010). Semi-structured interviews are usually flexible about the order in which the research questions are considered (Du Plooy, 2013; Rugg & Petre, 2010). The emphasis in the interviewing process in this study was on getting the interviewee to elaborate points of interest (see Addendum G) interview schedule (Denscombe, 2010). Talking to the young people participating provided an opportunity to understand their first-hand experiences of alcohol. The two main reasons that I opted for individual interviews are: the sensitivity of the information, especially perceptions based on past alcohol experiences; and my own professional therapeutic experience and knowledge that alcohol-related anecdotal information gathered in focused group interviews is not always accurate. Focus group interviews hold the danger that some participants may try to impress others when they give information on their own alcohol consumption and experiences (Thombs *et al.*, 2007).

I took due note of the warning that participants in a research study could feel vulnerable because of the unequal power dynamic between the interviewer and participant (Creswell, 2013). As Gaskell (2012) points out, the research interview is a social process where dealing with meanings and feelings through words and therefore the interviewer must put the participant at ease in order to build trust and confidence or rapport. It was important for me as a researcher to make the participant feel welcome and at ease and to build trust between us. I attempted to do this by thoroughly explaining the interview process and what their participation would entail. Each individual interview was conducted, and audio recorded, after the necessary written informed consent (permission) had been obtained. This was important as the participants had to be aware that these audio-recorded interviews would be transcribed and used during the data analysis process of the study.

The data generation process as described below took place at the beginning of the enrolment of first year students at the North-West University, which is known as the *Registration and Orientation period*. The rationale for conducting interviews during that period was that the study aimed to develop an Alcohol Expectancy Challenge Programme specifically for first year students, based on their alcohol experience prior to enrolment at the university; their depictions and expectancies regarding alcohol consumption in student life.

4.2.5.1 Data generation process

The data generation process consisted of two sequential phases that encompassed semi-structured individual interviews:

- Phase 1: Depictions of alcohol consumption

I first provided information about the purpose of the research as well as what participation would entail. Secondly, I obtained the necessary written consent from the first year students before the commencement of the data generation process (Addendum E). After the first year students had given their written consent (permission), I generated valuable contextual demographical information on each of the participants by asking them to complete a demographical information sheet (Addendum F). This was followed by individual semi-structured interviews to elicit the participants' depictions of alcohol consumption (See Addendum G). I used probing

where necessary to assist the participants during the interviews and to encourage them to continue with their responses (Denscombe, 2010; Sarantakos, 2013). As already indicated, each individual interview was audio recorded and transcribed so that the transcriptions could be used during the data analysis process with the permission of the participants. Each participant had an individual file with protocol consisting of a participant consent form (Addendum E), demographical information sheet (Addendum F), interview questions – interview schedule (Addendum G) and separate sheet of paper for observational notes regarding the particular interview.

The interviews were conducted in their language of preference, where possible. In the case of a participant that did not understand English or Afrikaans, an interpreter was used in order to ensure that the participants understood the meaning of the research questions correctly. The interpreter had to sign a confidentiality declaration (Addendum L). The following questions were posed to each participant to elicit their *depictions* of alcohol consumption (Interview schedule: Addendum G):

- Do you have any experience of drinking alcohol yourself? If so, tell me about your first experience of drinking alcohol (consuming alcohol) yourself.
- Do you have any experience of viewing (observing) others drinking alcohol? If so, tell me about your first experience of viewing (observing) others drinking alcohol.
- Do you think your alcohol expectation differ from that of your peers? If so, why? What might have contributed to this difference in alcohol expectancy?
- What are your personal depictions of alcohol consumption in general?
- What are your views of the nature and the possible effects of alcohol consumption by first year students?

The next section elaborates on phase 2 of the data generation procedure.

- Phase 2: Expectancy of alcohol consumption

The following questions were posed to each participant during phase 2 of the data generation process in order to elicit the participants' *expectancy* of alcohol consumption (Interview schedule: Addendum G):

- Tell me what expectation you have of alcohol consumption in student life and activities?
- What expectation do you think the other first years have regarding alcohol consumption in student life?
- How do you think we could promote responsible alcohol consumption?

The following exit questions were used at the end of each interview:

- Is there anything else that you would like to add to your depiction of alcohol consumption?
- Is there anything else that you would like to add to your expectancy of alcohol consumption?

The above exit questions provided the participants with an opportunity to raise any point or issue by adding what s/he thought still needed to be shared (Denscombe, 2010). During the interview process, I made use of the probes that Merriam and Tisdell (2016) describe as a means of clarifying information. For example, I used a probe to clarify what some of the participants meant when they talked about 'school' during the interviews. This resulted in them explaining that they actually meant by 'university'.

As stated in Chapter One (see Sections 1.6.1 & 1.6.2), it was difficult to know in advance how many interviews would be needed to reach data saturation or the number of interviews needed to get a reliable sense of thematic exhaustion (Bryman, 2012). According to Åckerström, Jacobson and Wästerfors (2013), data saturation is reached when nothing new or unpredictable turns up. Guest, Bunce and Johnson (2006) posit that within a homogeneous population, data saturation can occur within twelve interviews. In this study a total of 29 individual interviews were conducted before data saturation occurred, i.e. no new themes emerged.

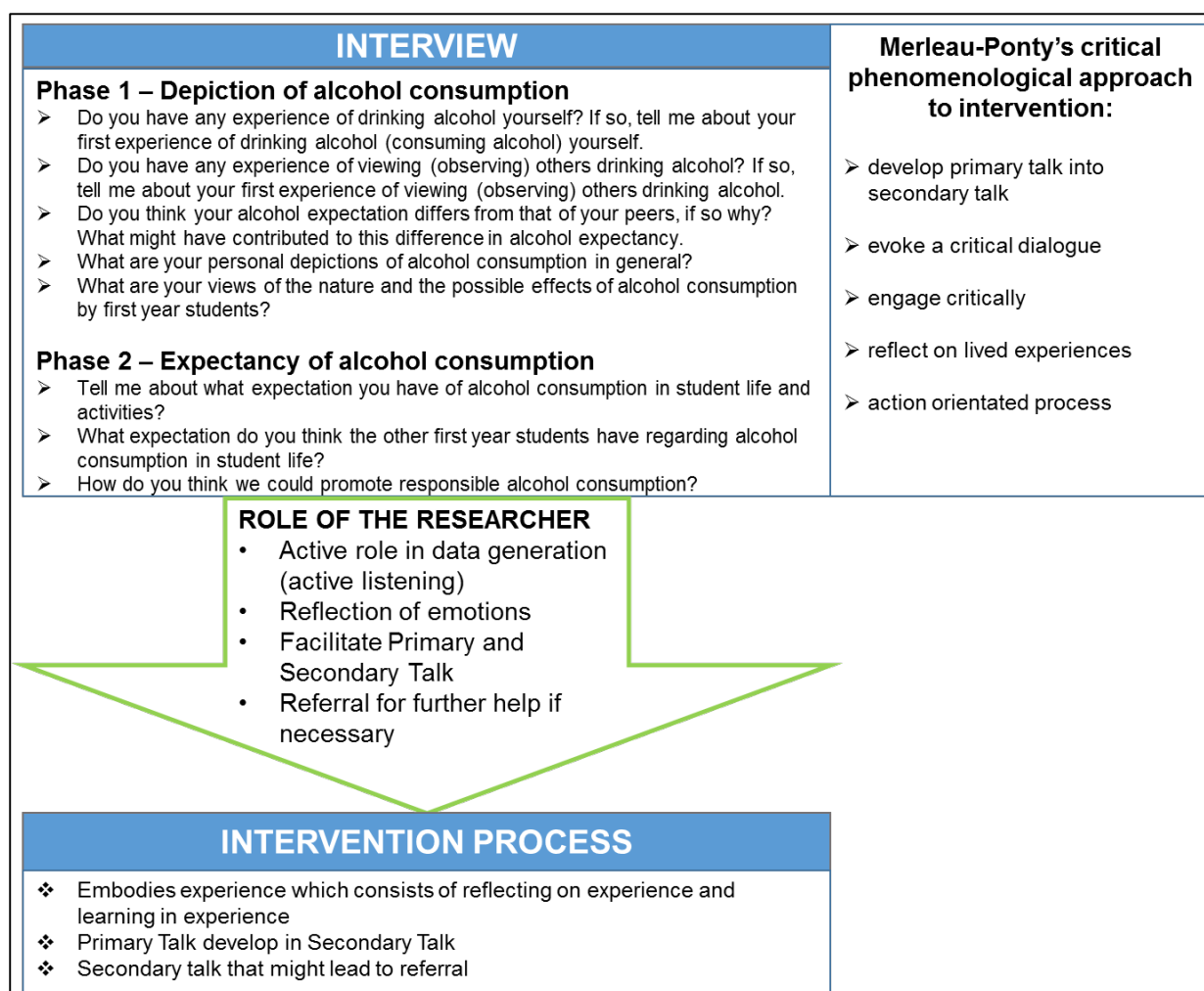


DIAGRAM 4.2 MERLEAU-PONTY'S CRITICAL PHENOMENOLOGICAL APPROACH REGARDING INTERVENTION DURING INDIVIDUAL INTERVIEWS

4.2.5.2 Field notes: Phases 1 and 2 of the data generation process

Field notes formed an essential part of this study's data collection which entailed that I had to make written accounts of what I have seen and heard from the participants during the interview process (Maxwell, 2013; Mouton, 2013). This also included my recorded information regarding the participants' non-verbal behaviour, such as body language, tone of voice or certain mannerisms (Maxwell, 2013; Mouton, 2013). The field notes that were relevant to this study's data generation process entailed (Creswell, 1994; De Vos, Strydom, Fouche & Delport, 2011; Delamont, 2013; Denscombe, 2010; Denzin & Lincoln, 2013; Flick, 2014; Gray, 2014; Maxwell, 2013; Merriam, 2009; Mouton, 2013; Tuckman & Harper, 2012):

- Observational notes: the notes made during the course of interviewing;
- Theoretical notes: extracting meaning with regards to my observational notes;
- Methodological notes: making notes about my research design and methods whilst conducting my research as to ensure that I have followed the blue print of my planned study as well as the effectiveness there of; and
- Personal reflective notes: my own reflections on my feelings and experiences

I expound on these field notes in detail in Chapter Five, section 5.3.

4.2.6 Data analysis

The next section provides the discussion of the data analysis process that was employed.

4.2.6.1 Thematic analysis

The data analysis method that I used was thematic analysis. Braun and Clarke (2006:79) define thematic analysis as a “[m]ethod for identifying, analysing, and reporting patterns (themes) within the data”. Thematic analysis is a flexible data analysis method that provides rich and detailed account of the data (Braun & Clarke, 2006).

4.2.6.2 The process of data analysis

Thematic data analysis that was applied to analyse the 29 transcripts entailed six phases (Braun & Clarke, 2006:87):

- **Phase 1: Exploring and becoming familiar with the data**

After I transcribed the data I re-checked the transcriptions with the audio recorded interviews. Whilst listening to the audio recordings, I made specific notes on non-verbal communication such as a tone of voice, silence or giggling. I read and re-read the transcripts (Rapley, 2011; Sarantakos, 2013). During this reading process I jotted down initial comments and ideas.

- **Phase 2: Generating initial codes**

I coded interesting features of the data in a systematic fashion across the entire data set and collating data relevant to each code.

- **Phase 3: Searching for themes**

To group the various codes into potential themes, I clustered all of the data relevant to each of the identified emerging themes and these became the categories for analysis. (Rapley, 2011).

- **Phase 4: Reviewing themes**

I also checked to see whether the themes work in relation to the coded extracts (level 1) and the entire data set (level 2) and I generated a thematic 'map' of analysis.

- **Phase 5: Defining and naming themes**

This entailed an on-going analysis process to refine the specifics of each theme and the overall story revealed by it and the generation of clear definitions and names for each theme.

- **Phase 6: Producing the report**

This included the selection of examples of compelling extracts, completing the analysis of these extracts, relating the analysis to the research question and literature and producing a report on the analysis.

Thematic analysis provided me with the best means of working with data on the level of meaning (Henning *et al.*, 2013).

4.3 ETHICAL CONSIDERATIONS

Students are vulnerable participants because of the power differential between the interviewer and participant and their possible sense of being obligated to participate in research (Cleary *et al.*, 2014). Research must be guided by a code or set of ethical principles (Bless, Smith & Sithole, 2013; Denscombe, 2010; Robson, 2013). According to Bless *et al.* (2013), the participants' dignity and self-respect must always be preserved during research. Øye, Sørensen and Glasdam (2016) also emphasise how

important it is for the researcher to be aware of ethical considerations throughout the research to avoid harming the participants. I adhered to the following ethical principles to ensure that my research was conducted in an ethical manner:

4.3.1 Honesty, integrity, trust and objectivity

I strove to be honest in all aspects of conducting the research and reporting on its outcomes as set out in my research design and methods (Creswell, 2014). This necessitated that I be honest with the participants about what their participation entailed as well as what the aims of this research were. As trust was a crucial aspect of my qualitative research (Boeije, 2010), I built and maintained a relationship of trust and rapport with the participants by providing truthful and correct information regarding the research study. I introduced myself as a researcher and explained that I was not in a teaching role or a lecturer, but rather a researcher to address any perception of power difference (Cleary *et al.*, 2014; Robson, 2013). I also created opportunities for participants to ask any questions that may have arisen at any stage of the research process and answered these in a transparent manner. Objectivity was achieved by reporting the multiple depictions and expectancies of alcohol consumption reported in the literature as well as the participants' depictions, expectancies and experiences regarding alcohol, making sure that my report of the findings was a true reflection of the generated data (Creswell, 2014).

4.3.2 Informed consent

Participants should never be forced or feel obliged to participate in research, and they must know what the research endeavour entails (Marshall & Rossman, 2011). I addressed this aspect by ensuring that they were given the necessary information on the research aims (Addendum E) so they could make a reasoned judgement that they were willing to take part (Denscombe, 2010). During our initial meeting, this information on the nature and purpose of this study was given to the participants before the data generation process began so they were able to give their informed consent (Moustakas, 1994). The participants' right to withdraw from the research at any time or stage of the research process (Gray, 2014) was also spelt out in the written participant consent form (Addendum E). This form not only gave each participant the knowledge (s)he required, but made it clear that (s)he and requested the participant

to complete the consent form by signing it, only when the participant was willing to do so. The consent form made provision for consent to be given to audio record the individual interviews or to be withheld. The consent form included clear information on the study such as what the research was about, what the purpose of the research was and where and how the findings of the research would be stored and disseminated (development of an expectancy challenge programme). The consent form also included information on what would be expected of the participant in the course of the research in which (s)he was being asked to voluntarily take part in the interviewing process as well as in the programme implementation and evaluation phases of the Alcohol Expectancy Challenge Programme. Prior to signing the consent form I also explained the content of the consent form to the participant and gave him/her an opportunity to ask any questions regarding the study or regarding the form.

I obtained the necessary formal permission and approval from the Faculty of Education Sciences' Ethics committee before commencing the research. I also obtained permission to conduct the research from Dean of Students (Addendum A) at the North-West University. Written consent was obtained from: House parents (Wardens) in the residences with students who elected to take part (Addendum B), the Student Council Representative (Addendum C) and the Primarii of the various residences (Addendum D1). Invitation letters to the different participants from various residences were sent via the Primarii (Addendum D2).

4.3.3 Principle of no harm

I am aware that interviews may call to mind certain thoughts, past experiences and feelings that might be upsetting for the participant (Gray, 2014). When a participant became emotionally upset, I allowed him/her, if so desired, to end the interview session and to withdraw from the study without adverse consequences. Although I am a counselling psychologist, because of my role as researcher, I referred the participant to a psychologist at the Student Counselling and Development Centre on the relevant campus for the necessary psychological debriefing or assistance. Contact details of the specific psychologist were given to the participant, where necessary, during, before and after the interview process (Addendum E).

4.3.4 Confidentiality and anonymity

The participants' right to privacy needed to be protected through strict confidentiality and anonymity (Trochim & Donnelly, 2008). As a preamble to each interview, I took time and care to explain how I intended to protect the participant's confidentiality and anonymity. I followed the advice of Cleary *et al.* (2014:95) and "de-identified" or coded each participant when the information was generated to ensure the identity of the participant concerned was not revealed. I also used codes and not their names on the transcripts in order to ensure their anonymity during the data analysis process and the writing up of the findings, as well as in the dissemination of the findings of the study.

Protecting the participants from harm also included the planning of where and when the interviews would take place. I took careful account of the first year schedule so that the interviews would not interfere with their other obligations. The data generation took place during the first weeks of Registration and Orientation, a period where the first years were not yet involved in academic activities. First, the invitation letters (Addendum D2) were sent to all the first year students via the primarii of the on-campus residences. These letters gave them the necessary information about the research and invited any first year that was willing to do so to participate. Purposefully selected first year students who had indicated their willingness to participate were contacted via e-mail with the necessary information regarding the research to limit the invasion of their privacy. The individual interviews were scheduled at times that did not disrupt their Registration and Orientation programme. The actual place where the interviews were held was a neutral place away from their residences where their fellow students could see them. It was in an office which did not label the participants or infringe on their privacy. I further ensured confidentiality by handling all the raw data, notes and other material myself. I shared this research material only with my promoter. The interpreter (Addendum L) and the independent coder (Addendum K) that I used both signed a confidentiality declaration form in which they formally agreed to keep all information confidential. The generated data were used exclusively for data analysis purposes, reporting on the findings of my research study, the development of an Alcohol Expectancy Challenge Programme, and research publication purposes such as this thesis and academic articles.

4.3.5 Security and ownership of the data

To ensure the protection of the data all the audio recordings, transcripts, field notes, consent forms and other confidential material has been securely placed in a locked cabinet in my promoter's office for safekeeping. The transcribed data files are secured by passwords only available to me, the researcher. I sent hard copies of the transcriptions to the independent coder. All 29 transcripts were returned to me after we held the consensus meeting on the identified themes. The data (hard copies, electronic and computer data) will be kept for five years in a locked cabinet. Thereafter all material will be deleted or destroyed.

4.4 RESEARCHER'S ROLE

A researcher in qualitative research is seen as a primary instrument for data generation and analysis (Boeije, 2010; Merriam, 2009). Poggenpoel and Myburgh (2003) explain that the researcher creates a context in which the participants share rich data regarding their lived experience. In this qualitative study, it was my role to ensure the planning and execution of a relevant and useful blueprint of the study in order to be able to conduct the envisaged research. I had to ensure that I used the research design and method as well as other relevant research aspects indicated in Diagram 4.1.

I conducted the interviews myself. The advantage was that I, as the interviewer, could respond to verbal and non-verbal communication and obtain clarification, if necessary (Merriam & Tisdell, 2016). However, human instruments have their shortcomings and biases that could have an impact on the study. Therefore, it was important for me as the researcher to deal with my own potential influences (Merriam & Tisdell, 2016). Denscombe (2010) emphasises that the researcher's identity, values and beliefs play a role during the interview process (generation of the data) and the analysis of the data. Therefore it was important for me to avoid seeming at all judgemental of their experience with alcohol and their alcohol consumption. I continually monitored myself with regard to that aspect (see 4.5). I made comprehensive field notes, observational, theoretical, methodological and personal, not only to ensure that I had supportive information on the data generated, but also to bracket my own ideas, assumptions and experience regarding the phenomenon being studied. My role as a researcher was

also to ensure ethical standards and trustworthiness measures were met, not only during the interview processes but also during the three phases of programme design.

4.5 TRUSTWORTHINESS MEASURES

Connelly (2016) stresses that trustworthiness relates to the quality of a study based on the degree of confidence in data, interpretation, and methods used. To ensure the trustworthiness of this study I adopted Guba's (1981) model in Krefting (1991) as illustrated in Table 1.3. The following trustworthiness criteria and strategies were applied in this study to enhance the trustworthiness of my study:

4.5.1 Truth value (Credibility)

Credibility refers to complexities that the researcher needs to consider and problems that are not easily explained (Gay, Mills & Airasian, 2011; Krefting 1991). The aim was to describe or understand the phenomena through the participants' eyes (Trochim & Donnelly, 2008). I familiarised myself with student life by reading information on student life such as social events, alcohol policies, disciplinary matters, student support structures and other relevant information linked to the phenomena. To enhance credibility, I used the exact information given by the participants. I also made quoted from the verbatim transcripts whilst writing my findings. Frequent feedback or debriefing sessions with my promoter not only assisted me to understand the phenomena, but also consider other theoretical perspectives and interpretations.

4.5.2 Applicability (Transferability)

The researcher should include descriptive, context-relevant statements so that readers of the report can identify with the specific setting (Gay *et al.*, 2011; Krefting, 1991). Transferability can be enhanced through a comprehensive description of the research context and the assumptions that are central to the research (Trochim & Donnelly, 2008). Therefore, I provided detailed information on the research design and method so that readers would be able to determine if transferability to other similar situations was possible. Personal Information on the participants was restricted for ethical reasons. Detailed information on data generation methods and the number of participants and interviews was included provided. This resulted in a rich and thick

description of the research design and method to make the research potentially transferable.

4.5.3 Consistency (Dependability)

The researcher must address the stability of the data generated (Gay *et al.*, 2011). This requires a description of the changes that occur in the context or setting and how these changes could affect the conclusions that are reached (Krefting, 1991; Trochim & Donnelly, 2008). I enhanced consistency in the data generation process by doing thorough planning on the how, when and precisely where the individual semi-structured interviews were conducted so I could follow a consistent process and schedule on the different campuses. I drew on the field notes that I made during the research process regarding the methodology and observations included in my observational, theoretical, methodical and personal reflective notes, as another means of ensuring consistency. I also made notes on important decisions during the research process, so it could help others to follow my reasoning (Nieuwenhuis, 2014c).

4.5.4 Neutrality (Confirmability)

The researcher needs to address the issue of neutrality and objectivity (Gay *et al.*, 2011). Confirmability refers to the extent that other studies or researchers can confirm or verify the findings of the study. It also refers to freedom from bias in the research procedures and the findings (Krefting, 1991). Therefore, I involved an independent coder (see Addendum K) to verify the correctness and sufficiency of the data analysis and to endorse the interpretation of the data. I also provided enough verbatim quotations from the transcripts in order to avoid imposing my own interpretation on the text (Nieuwenhuis, 2014c).

4.6 SUMMARY

Chapter Four gave a detailed description of the research approach, research design and method as well as the research process used in this study. This included the qualitative research approach, the critical phenomenological paradigm of inquiry, the site used, the sampling strategy and sample, data generation and data analysis processes, ethical considerations and accountability as well as the criteria and strategies for the trustworthiness of this study. The next chapter presents and

discusses the findings of first year students' depictions and expectancies of alcohol consumption.

CHAPTER 5

PRESENTATION AND DISCUSSION OF THE FINDINGS ON FIRST YEAR STUDENTS' DEPICTIONS AND EXPECTANCIES OF ALCOHOL CONSUMPTION

5.1 INTRODUCTION

This chapter presents and discusses the results of the data analysis. Purposeful sampling, as discussed in section 4.2.4.2, was used. The pre-set criteria were first year students enrolled for the first time as full-time first year students at the NWU and students in an on-campus residence. Addendum F provides the template of the demographical information of the participants. As this study did not focus on the demographical information provided by the participants as well as the ethical considerations I decide not to include participants' information to be true to the informed consent agreement. Data saturation was reached in the twenty-ninth interview. The data generated were verified by an independent coder. The next section discusses the findings.

5.2 DISCUSSION OF FINDINGS

Four broad themes emerged from the findings on first year university students' depiction of alcohol consumption. Themes centred on: their unique experiences and perception of alcohol consumption; the intra- and interpersonal motivation associated with using alcohol; the positive and negative effects of alcohol consumption on their physiological, psychosocial, and academic functioning; and constructive suggestions on ways to promote responsible alcohol consumption among university students. Table 5.1 below illustrates the identified themes, categories and subcategories.

TABLE 5.1 IDENTIFIED THEMES, CATEGORIES AND SUB-CATEGORIES

Theme 1 First year university students provide insights into their unique experiences and perceptions of alcohol consumption Category 1: First year university students describe their unique experiences of consuming alcohol

Category 2:

First year university students depict their perception of their personal alcohol intake and describe their perception of other students alcohol consumption

Subcategory 1:

Students' depictions of their personal alcohol consumption

Subcategory 2:

Students' perceptions of alcohol use in general

Subcategory 3:

Students' perceptions of other students' alcohol consumption

Theme 2

First year university students' awareness of intra- and interpersonal motivation associated with using alcohol as part of their student life

Category 1:

Students ascribe their motives for consuming alcohol to various intrapersonal factors

Category 2:

Students describe a range of interpersonal motives for their consumption of alcohol

Category 3:

Students attribute abstinence from drinking alcohol to a variety of moderating factors

Theme 3

First year university students experience both positive and negative physiological, psychosocial and academic effects when they consume alcohol

Category 1:

First year university students experience negative physiological outcome when they consume alcohol

Category 2:

First year university students describe negative psychosocial effects when they consume alcohol

Category 3:

First year students report negative consequences on their academic life when they consume alcohol

Category 4:

First year university students experience positive effects when they consume alcohol

Theme 4

First year students suggest ways to promote responsible alcohol consumption among university students

5.2.1 Theme 1: First year university students provide insights into their unique experiences and perceptions of alcohol consumption

Theme 1 reflects the first year students' insight into their experiences and perceptions of alcohol consumption. They described their unique experiences of consuming alcohol, their perception of their personal alcohol intake and their perception of other students' alcohol consumption. They also shared their own experiences of alcohol consumption, as well as their perceptions of alcohol use, in general, and their perceptions of other students' alcohol consumption, in particular.

5.2.1.1 Category 1: First year university students describe their unique experiences of consuming alcohol

Students have established alcohol consumption habits by the time they enter university. Their initial contact with alcohol often occurs at home when they are invited to have a sip of a parent's drink. They describe consuming alcohol as an accepted cultural and familial norm as it is commonly served at family functions, at Sunday meals or on special religious occasions such as Christmas. According to Kuntsche *et al.* (2016), the age of the first drink or sip of alcohol is not an underlying marker of future alcohol problems.

F1 *"Ek het al met alkohol in aanraking gekom maar op 'n manier in my ouerhuis ... maar net op Sondag 'n tafelwyntjie saam met my ma geniet."*

(I already came into contact with alcohol in a way in my parents' home...only on Sundays, I enjoyed a little table wine with my mother.)

F14 *"... saam my ma-hulle as hulle soos braai of so iets dan sal ek saam met hulle 'n drankie drink."*

(With my mom and them at a braai or something I would then have a drink with them.)

M23 *"Dit was 'n braai gewees en toe vra ek my pa of ek 'n slukkie (bier) kan vat toe sê hy ja."*

(It was at a braai I asked my dad if I could have a sip [beer] and he said yes.)

M25 *"... as my familie saam gekuier het met Kersfees, dan sal hulle 'n wyntjie drink of Amarula (likeur) ..."*

(When my family socialised during Christmas they drank some wine or Amarula [liqueur].)

The literature provides evidence of drinking as an integral part of special occasions and celebrations such as special meals, birthday celebrations, festive days and other family gatherings (Petrilli *et al.*, 2014). In certain family contexts, it is quite normal for children to have a sip or a taste of alcohol at family dinners or family celebrations (Acier *et al.*, 2015; Donovan & Molina, 2008). Parental alcohol use seems to influence adolescent drinking behaviour, because young people usually spend most of their time with family or friends (Jennison, 2014; Sudhinaraset *et al.*, 2016).

In cases where alcohol consumption is an integral part of their lives at home, students closely model their own alcohol intake on their parents' behaviour and pattern of alcohol consumption. However, as some students reported, not all parents had allowed them to drink alcohol.

The students in this study argued that parents should introduce their children to alcohol at home. They contended that learning to drink responsibly at family events in a safe environment is a good thing and that consuming alcohol is not bad if it is used in an appropriate context. Some of the exposure initiated by parents was when they were underage.

F1 *"... baie mense onderdruk hulle kinders sodat hulle nie alkohol mag gebruik nie en wanneer hulle uit die huis uit is dan vergryp hulle hulself daaraan."*

(Many people suppress their children and won't allow them to drink alcohol and when they leave their parents' house they go overboard.)

F 28 *"... van ek dink van graad 6, graad 7 het my ma vir ons op Sondag 'n klein bietjie sjerrie in 'n glas gegooi... dat dit nie vir ons snaaks sou wees nie."*

(I think from the age of grade 6, grade 7, my mother gave us a small glass of sherry on Sundays ...so that we wouldn't find it strange.)

F17 *"... my ma hulle wou nooit gehad het ek moet alkohol gebruik nie ... "*

(My mom and co never wanted me to use alcohol.)

M19 *"I was still scared of alcohol and my parents wouldn't allow me ... "*

M7 *"It is not alcohol that makes a person to be violent and so. It is a person's mind that tells him to do so."*

These statements are in keeping with Masten *et al.* (2009) who found parents play a key role in assisting their children to develop certain behaviour patterns or skills, making it possible for them to drink responsibly as adults. According to Glowacki (2016), it is important for parents to be consistent in what they say to their children about alcohol consumption. Inconsistent messages on what they expect or rejection of their children's drinking can make it difficult for children to manage their drinking habits. Furthermore, parents' drinking behaviour influences their children's attitude towards drinking, in that children's drinking patterns are usually aligned with their parent's drinking behaviours (Chalder *et al.*, 2006). Family attitudes to adolescent drinking are initially more influential than peer and neighbourhood influences, which demonstrates the impact the drinking behaviour modelled by parents has (Cranford *et al.*, 2010; Donovan & Molina, 2008).

Students claimed to understand the consequences of alcohol consumption, as flexible rules in their homes and stated that open family discussions raised their awareness of the dangerous and adverse effects of alcohol consumption.

F6 “... *but I knew that I need to stop* (drinking alcohol), *because my mother and father said, ‘If you feel like this is wrong* (drinking alcohol), *just stop’, and I did so ...*”

Glowacki (2016) argues that parents must be consistent in their response to their children’s drinking behaviour before their children leave home for college. Parents also need to comment on responsible drinking during the transition between high school and college. The reason is that parent involvement and parenting style is likely to play a greater role in adolescents’ drinking habits prior to going to college; however, their influence may decline once their children go to university (Niazi *et al.*, 2017). If solid boundaries are established for them before they begin university, adolescents will be able to respond more responsibly when their parents are not there to offer advice or guidance.

The first years justified their intake of alcohol on the grounds that they were responsible consumers of alcohol: they were aware of the dangers and they knew how to avoid them.

F14 “*Alkohol is daar om een te drink en dan as jy dit geniet en dit is lekker, maar nie te veel daarvan gebruik nie*”

(Alcohol is there to have one drink and then only if you enjoy it and it is nice, but you must not have too much of it.)

F6 “*I feel like you can drink alcohol but you must know your limits. So you mustn’t overstep that limit.*”

F2 “... *ek dink mens moet dit* (alkohol) *net met verantwoordelikheid ervaar en jy moet weet wat die gevolge is.*”

(I think you must just experience it [alcohol] responsibly and must know the consequences.)

Young adults’ formative understanding of alcohol begins years before they enter university. It is shaped by their environment and the messages communicated by the people around them, such as health communication in schools and parental comment on substances, as well as social cultural conventions and the perceived norms related

to alcohol (Russell & Arthur, 2016). Effective parental communication is crucial. Parents usually focus on the serious effects of “drinking and driving” or general behaviour regarding “drinking in university”, which may not have the desired result on students. Initial communication about “drinking to have fun” or having drinks “before going out” may be more effective (Napper, Hummer, Lac & LaBrie, 2014:38).

Participants raised their personal awareness of the effects of alcohol by testing their so-called limits. They suggested that finding their alcohol consumption limits without exceeding them enabled them to enjoy the positive effects of alcohol without having to suffer the negative effects. They argued that it does not take long to learn how little or how much alcohol you can cope with: everybody is unique in their ability to tolerate alcohol.

F1 *“... jy gebruik dit (alkohol) nie om jouself te vergryp daaraan nie ... as jy besluit jy wil vanaand gaan kuier dan moet jy weet waar is jou perke maar dan gaan vier jy dit of jy geniet net een aand van rustig kuier, of sosialiseer saam met vriende.”*

(You don't use it [alcohol] to binge ... if you decide that you want to socialise then you must know your limits and then go and celebrate or you enjoy an evening of just relaxing and socialising with friends.)

M5 *“... it's how you control it, if you learn how to control alcohol in your bloodstream it is much better than just drinking alcohol and committing crimes and robbery.”*

F2 *“Maar nie heeltemal uit te haak nie ... moet dit net met verantwoordelikheid ervaar en moet weet wat die gevolge is.”*

(But not to lose complete control, but to experience it [alcohol] responsibly and you must know what the consequences are.)

F6 *“I feel like you can drink alcohol but you must know your limits ... in student life they like use it for fun and they get you motivated to do stuff you wouldn't normally do. But I think sometimes people just take it over the limits”*

It is clear from these comments that inadequate self-regulation and self-control perform an important role in problematic drinking (Zavala & Kurtz, 2017). Self-control theory refers to low self-control as the individual's ability to restrain from engaging in behaviour that results in instant gratification (Gibbson *et al.*, 2004). Individuals with

low self-control will not consider the long-term effects or costs of their deviant behaviour (Zavala & Kurtz, 2017). Although individuals with low self-control are more likely to engage in problematic drinking, Gibson, Schreck and Miller (2004) found that other variables such as delinquent peers exerted almost twice as much effect as low self-control, which indicates the importance of social learning (Gibson *et al.*, 2004). Self-efficacy also contributes to responsible drinking; students with hazardous drinking patterns usually have low self-efficacy, which may, in combination with binge drinking, result in risk taking behaviour (Gonzalez & Skewes, 2018; Johnson *et al.*, 2018). As already mentioned in Section 2.4.4.5, cognitive schemas play an essential role in drinking. Simons *et al.* (2018) found that schemas of insufficient self-control and abandonment are linked with alcohol related problems. Students claim that they know their limits and that they are able to control their drinking. However, according to Acier *et al.* (2015), reaching their limits could be signalled by a hot flush as an internal warning sign, but it could also be signalled by vomiting or feeling nauseous.

Alternatively, students may have been introduced to alcohol by friends, or by relatives other than the nuclear family. Often it is initiated by having a 'taste'. Many students cite their matric farewell and matric holiday as events where they may have drunk alcohol for the first time.

F6 *"The first time I drink alcohol it was a party ... I was 16, it was just a little sweet sixteen party."*

M9 *"Ek het die eerste keer alkohol gebruik ... toe ek so in Gr. 10 was. Ek en 'n paar vriende het begin eksperimenteer met die drank en so."*

(The first time I used alcohol was when I was in Grade10. A few friends and I experimented with the alcohol and so.)

M10 *"Okay my first experience (drinking alcohol) I think was in Grade 7. We were at my friend's house, his parents weren't there and we decided to drink."*

M13 *"Heel eerste keer (wat ek alkohol gebruik het) was ons Graad 8 ... dit was maar net toe ons die matrieks ontmoet het so vinnige biertjie of so gewees."*

(The very first time [when I used alcohol] was when we were in Grade 8 ... that was when we met the matrices and we had a quick beer or so.)

M26 *"Ek dink net aan die begin van Graad 8 ... ek en 'n paar tjommies het gaan Red Square koop toe het ons dit agter die tuin gedrink."*

(I think it was at the beginning of Grade 8 ... friends and I bought some Red Squares and drank them at the bottom of the garden.)

M20 *"... was seker Graad 8 gewees en dit was net bier ... 'n vriend se ouer broer het verjaar."*

(Was probably in Grade 8 and it was only beer ... it was a friend's older brother's birthday.)

F14 *"... eerste keer (wat ek gedrink het) was matriek, toe ons matriekvriende vakansie toe gegaan het."*

(The first time [I had a drink] was in matric, when we as matric friends went on a holiday.)

F21 *"It was at my cousin's (that I drank alcohol) I was 15 turning 16, luckily there was an older cousin so she saw us getting too tipsy and then she gave us water to drink."*

F16 *"The first time I drank alcohol was when I finished writing my matric exams and we had a pens down party... we bought wine and we gathered a couple of friends."*

M3 *"I was doing grade 12 and it was after matric exams and the people wanted to celebrate ... I went to the party (and drank alcohol)."*

F27 *"It was during the matric dance ... it was my friend that gave me Vodka"*

These quotations illustrate that adolescents usually have their first experience of alcohol in the company of their friends. This is in line with the findings made by Beckmeyer and Weybright (2016) that alcohol consumption frequently takes place at their friends' home or at parties that they attend with friends. Masten *et al.*, (2009) state that young people tend to drink more than five drinks per sitting which is in the binge drinking range. They also mention that the contexts that attract young people are organised parties which are usually associated with high levels of drinking behaviour. Janssen *et al.* (2018) contend that if young people perceive their peers as consuming alcohol and also as approving of it, they might view alcohol in a more

positive light or see it as having more positives than negatives. Although most students begin using alcohol while they are at high school, the transition from high school to university implies a whole new range of social and developmental challenges, without the support structures of high school (LaBrie *et al.*, 2007). In this regard, alcohol and alcohol use may play a paradoxical role in this transition process (*ibid.*). At university, students are in a microsystem (residences, peers, university activities, academic and social events) where they are exposed to peer pressure which strongly influences individual attitudes and behaviours (Sudhinaraset *et al.*, 2016).

Participants explain they resume their established drinking habits at university where social drinking is accepted as a normal part of student culture. At University their pattern of alcohol consumption changes and the habit intensifies. In addition to using alcohol over the weekends, as they did prior to enrolment at university, they may now sometimes consume alcohol during the week as well, or even on a daily basis.

F2 “... jy wag jou hele lewe lank vir die oomblik en jy sien almal gebruik dit en jy wil dit ook nou maar probeer. Party goed is lekkerder as koeldrank”

(You wait your whole life for this moment and you see everyone using it and you also want to try it now. Some stuff tastes better than a cool drink.)

F1 “So ek dink hulle (eerste jaars) eksperimenteer met alkohol ... ”

(So I think they [first years] experiment with alcohol.)

M8 “... hulle is hier om die tyd van hulle lewe te hê. Hulle wil Impala (kuierplek) toe gaan amper elke aand ... ”

(They are here to have the time of their life. They want to go to Impala [local bar and club] every night.)

M12 “I think it (alcohol use) can get out of control because in this environment you are very free ... So I think in a student environment it can get very quickly out of control.”

F15 “... dis mos nou cool (alkohol gebruik) so word jy cool gelabel ... Universiteit, Potch kuier, verstaan”

(It is cool [drinking alcohol] so they label you as cool ... University, Potch and social you know.)

- F17 *“... dit is ‘n sosiale ding waar hulle wil wys hulle kan drink en hulle mag drink en hulle wil drink.”*

(It is a social thing where they show that they can drink and that they may drink and they want to drink).

- F29 *“... dit (alkohol gebruik) is iets wat geassosieer word met studente. As studente sê hulle gaan kuier dan is dit nie van kuier net met ‘n vriendin en gesels lekker nie. Dit is kuier van daar gaan alkohol wees.”*

(It [drinking alcohol] is something associated with students. If students say they are going to socialise, it is not socialising with a friend and nice chats. It is socialising and there is going to be alcohol.)

- F14 *“... dit is wat jy kom doen op universiteit, so ek dink hulle (ander eerstejaars) het gekom om te kuier en alkohol te gebruik en dronk te word, dit is hoekom hulle hier is.”*

(That is what you are doing at university, so I think they [other first years] come to socialise and use alcohol in order to get drunk, and that is why they are here.)

This finding makes it clear that innocent use of alcohol before university often changes into being a habit at university. This accords with Huang *et al.*, (2009) view that high school drinking is a strong predictor of heavy alcohol use in university. It also confirms the notion that student life for some students is synonymous with going out to socialise, where enjoyment and fun is enhanced by drinking (Patrick *et al.*, 2016b). This finding also supports the evidence in the literature that students do not limit their drinking to weekends; there may be certain periods such as the period between Wednesdays and Saturdays when alcohol consumption peaks (Goldman *et al.*, 2011; Taylor *et al.*, 2017). Students drink more during certain periods depending on what is going on in their lives during that particular time or period. For instance, they will probably drink more during the week before or after exams, week of sport finals or the beginning of a new romantic relationship (Neighbors *et al.*, 2012; Patrick *et al.*, 2016b).

None of the student participants reported that they drank on their own; drinking is a social event to be shared with family and more often friends. In other words, students consume alcohol at their own home or the home of a friend or family member and in clubs, pubs or bars where many of them drink with the explicit intention of getting drunk. Once enrolled at university, they tend to binge drink over the weekend and during events such as sport and music events. They perceive social interactions and events organised by the university as an opportunity not only to consume alcohol, but to try new types and different mixes of drinks with new friends. It is almost as if these events become a formal excuse for or rationalisation of their excessive drinking.

M8 *“Ek het nog nooit wanneer ek alleen is by die huis nie, nog nooit alkohol gedrink nie ...”*

(I never drink alcohol when I am alone at home)

F15 *“Dit is van daai, nee kom gee vir my baie, kom ons suip, verstaan”*

(It is like, no come give me a lot, come let's drink a lot, see.)

F17 *“As jy hoor daar is 'n groot gedrinkery, soos 'n kuier waar daar verniet alkohol aangebied word, gaan jy eerder dit doen as om saam vriendinne iewers koffie te drink.”*

(If you hear there is a lot of alcohol to be consumed such as a party where there is free alcohol then you would rather do that than drink coffee somewhere with friends.)

M9 *“... (alkohol gebruik) is meer vir my om saam my vriende te wees, ek is nou 18 ek kan drink”*

(It [alcohol use] is more to be with my friends, I am 18 and I am allowed to drink.)

M18 *“... as jy uitgaan om te kuier (alkohol te drink) dan gaan jy om dronk te word ...”*

(If you go out to socialise [drinking alcohol] then you go out to get drunk.)

F20 *“... en die studentelewe op sy beste met die meeste moontlike drank ervaar, pub crawling soos ... Bourbons, Impala, Picasso's (nagklubs en kuierplekke) net orals heen gaan want dit is lekker om te kuier.”*

(To enjoy student life at its best and to experience it with the most possible alcohol, pub crawling such as [going to] Bourbons, Impala, Picasso's [nightclubs] just going everywhere because it is nice to socialise.)

F28 *"... maar juis as dit groot feeste is en groot kuiers dan ... is mense meer geneig om meer te drink en dan verloor hulle half beheer want dan is mens geneig om meer te drink ... "*

(But at big festivals and socials then people tend to drink more and then lose control because they tend to drink more).

F2 *"... ek dink ek gaan met sekere goed (alcohol) iets anders wil probeer omdat nou nuwe mense is en nuwe goed om te doen ... ons gaan kuier by nuwe kuierplekke en kyk wat nuut is om te doen en nuut is om te drink en dit dalk probeer."*

(I think that I'm going to try something [alcohol] else because there are new people now and new things to do ... we are going to socialise at new clubs and be on the lookout for what is new to do and what is new to drink and then probably going to try it.)

These quotations make it evident that the participants seem to join in and/or experiment with different identities when they are in a group in ways that they would not do on their own. It is interesting that previous studies suggest that solitary drinking is associated with specific alcohol problems in emerging adults. In saying this, they are referring specifically to risky and blackout drinking. In the course of time, this pattern of alcohol use may put the person involved at risk of developing an alcohol use disorder (Keough *et al.*, 2015; Keough *et al.*, 2018). Social anxiety is also related to solitary drinking (Buckner & Terlecki, 2016). Social interactions during specific occasions or celebrations such as twenty first birthday parties are events where students' alcohol intake drastically increases as part of celebrating the occasion or special event (Merrill & Carey, 2016; White & Hingson, 2013). Future collegiate heavy drinkers see partying as an important motive for attending college; they view the student environment as a place where drinking and socialising needs are met (Sher & Rutledge, 2007).

5.2.1.2 Category 2: First year university students depict their perception of their personal alcohol intake and describe their perception of other students' alcohol consumption

Students' insight and experience provide a perspective on how they see their personal intake of alcohol and the alcohol consumption of others. This category has three subcategories: Subcategory 1: *Students' depictions of their personal alcohol intake*; Subcategory 2: *Students' perceptions of alcohol use in general*; and Subcategory 3: *Students' perceptions of other students' alcohol consumption*.

Subcategory 1: Students' depictions of their personal alcohol consumption

Students use verbal descriptions, metaphors or images to depict their personal perception of alcohol consumption. Verbal descriptions include personal experiences, feelings and opinions based on real life events. These depictions reflect their inner thought and feelings about their own alcohol and other students' alcohol consumption:

M3 *"... it (alcohol use) is part of having a good time...I think that is the major contribution, having fun."*

F12 *"I think alcohol is fun, I think it is ultimately fun."*

M11 *"... ek dink aan lekker kuier. Dit bring viering en geselskap en lekker kuier saam met vriende ..."*

(I think of nice socialising. It brings festivity and companionship and nice socialisation with friends.)

M16 *"... people are drinking alcohol so they can become happy."*

M18 *"Mense wat rustig by 'n kampvuur sit en hul drankies geniet."*

(People sitting at a campfire enjoying their drinks.)

M13 *"Ag dis 'n paar goeie vriende wat saam met my 'n bier drink. Dit kom mos al van Bybelse tyd af wat die stapeldrank wyn was ..."*

(Uh it is me and a few good friends drinking a beer. It comes from the Biblical time where their everyday drink was wine.)

F6 *"So I think more or less, that unity of friends. Like symbolise, you know alcohol consumption."*

F29 *"Baie vriende. Een van daai groot groepe met musiek, waar jy so op en af spring, daai ligte dis net altyd so."*

(A lot of friends. One of those big groups where there is music and you jump up and down and those lights, it is always like that.)

F22 *"... dink ek dadelik aan 'n klub...ons almal weet dit (alkohol) gee jou so ligte 'confidence boosterjie' so ja dit help jou om jouself meer te geniet."*

(I immediately think of a club, we all know it [alcohol] is a confidence booster so yes it will help you to enjoy yourself more.)

F12 *"Alcohol can also be relaxing ... so it's like relaxing after a long day maybe you just need to chill."*

F21 *"Mostly violence. It is being ... I don't know, we call it ratchet."*

It is clear that students' depictions of alcohol consumption were positive, with the exception of one negative depiction (F21). As already discussed in Chapter Two (see. 2.3.4.4), imagery plays an integral part in alcohol consumption because it is usually emotionally driven and it may lead to craving for alcohol in certain situations (Boyle *et al.*, 2016; May *et al.*, 2012; Yates & Kamboj, 2017). Alcohol is usually associated with socialising, dancing, partying and relaxing with friends thus with a positive sense of connection and enjoyment (Cranwell *et al.*, 2017). Students usually describe quiet occasions with a small circle of friends, involving moderate alcohol consumption for the purpose of hospitality and warmth (Acier *et al.*, 2015). Miller *et al.* (2014) found that, in contrast with socialising and relaxing, students tend to link images of assault and offensive behaviour that occur in public to violent crimes resulting from alcohol abuse. This resonates with what F21 said. Sopory (2005:167) found that some students' conceptual metaphor for alcohol is "a force". This is based on the force alcohol exerts on inhibitions. Another metaphor for alcohol is a "clarity of vision reducer", which refers to the perceptual effect of alcohol.

Subcategory 2: Students' perceptions of alcohol use in general

Regarding personal alcohol use, the participants reported various levels of intake, namely: no intake, moderate intake to excessive drinking:

M9 *“... op die ou einde kom dit neer op moderasie en hoe gereeld jy dit (alkohol) inneem en watter tye jy dit doen. Daar sal drie tipes mense wees, of dies wat glad nie drink nie, dies wat ‘n bietjie drink en nog meer ‘sosiaalbaar’ is en dies wat dit te vêr neem en begin ‘loud’ praat en verkeerde dinge doen.”*

(In the end it boils down to moderation and how often you use it [alcohol] and the times that you drink. There will be three types of people, those who don't drink, those who drink a little, but they are still sociable, and those who will take it too far and start talking loudly and doing the wrong thing.)

F4 *“No I have never had alcohol, nothing”*

M11 *“Ek dink daar is baie wat perke het maar die res wil kyk hoe dronk hulle kan word vir die lekker.”*

(I think there are many that have limits, but the rest want to see how drunk they can get for the fun of it.)

The quotations above make it is evident that the students considered moderate and responsible consumption of alcohol acceptable:

F20 *“... as jy drink om dit te geniet is daar nie fout nie. By vriende se kuier of as ons byvoorbeeld ‘n aand uitgaan of so iets.”*

(If you drink to enjoy it, then there is nothing wrong. Socialising with friends, or going out for the evening for example.)

M13 *“As ek alkohol gaan gebruik gaan dit wees as ek gaan kuier en net so een of twee biere, ek gaan myself nie meer gun nie want dan weet ek wat gebeur.”*

(If I drink, I will do it when I socialise and then I will only have one or two beers. I won't drink more because then I know what is going to happen.)

Acier et al. (2015:264) found that students used to minimize their drinking habits. They use words such as “a little bit”, “a tiny bit” or “not often” to play down the importance or quantity of alcohol. Students' lack of knowledge regarding standard drinks and

quantities may lead to a skewed perception of responsible drinking (White & Hingson, 2013).

Although students supported moderate drinking, their perception of moderation was not accurate. They appeared not to know enough about alcohol, generally speaking, and how much they would need to consume to become intoxicated. Therefore, the majority of participants actually drank way too much, but they did not think they had a drinking problem. They reported drinking up to five drinks in one sitting and often mixing their drinks:

F1 *"Seker so drie, vier (drankies) want soos ek sê ek probeer maar die verantwoordelike een bly om die mense te help en so."*

(Probably three, four [drinks] because as I said I try to be the responsible one to help the others.)

M25 *"Brandewyn en coke, dis hulle 'go-to' en dan sal hulle dit meng met 'n biertjie"*

(Brandy and coke is their 'go-to' and then they mix it with beer).

M18 *"Ek weet nie, as mens rustig is die aand dan drink jy ses drankies, as mens hard vat kan mens tot 'n kas uitdrink of 'n hele bottel brandewyn, of wat ook al."*

(I don't know, if a person spends the evening relaxing, then he/she can drink six drinks; if a person is a hard drinker he/she can drink a crate or a whole bottle of brandy or whatever.)

M11 *"... ek het bietjie brandewyn en coke gedrink en toe het hulle vir my "Zappa shots" geskink ... ek het gestop toe ek moes... "*

(I had a little brandy and coke and then they poured me some "Zappa shots" ...I stopped when I was supposed to).

F12 *"I probably had ... a lot of shots, vodka, I had two shots of something my friend gave me and I had like two um ... Detroit, it's cider."*

F27 *"I didn't know how much to take in ... I did not have experience of alcohol... "*

M18 *"Ek is baie makliker sosiaal as ek 'n six pack in het ..."*

(I am more sociable when I finish a six pack.)

The fact that they could not accurately specify the quantity they tended to drink, but seemed to be aware that there are limits they should not overstep resonates with Acier *et al.* (2015) who stated that although adolescents found it hard to quantify their consumption, they still mentioned a maximum dose that should not be exceeded. They also tended to count drinks without reference to the number of units of alcohol in the drinks. They therefore often drank too much without realising it. Dawson (2011) refers to drinkers' inability to gauge their consumption of standard drinks accurately as a perplexing and challenging issue and suggests that the solution would be for beverage containers to state explicitly how many units they contain. It is clear that the participants were not sure about limits and had a lack of knowledge regarding the units of alcohol and the time needed to digest or process the alcohol. This weakness in their armour led to the consumption of excessive amounts of alcohol also known as binge drinking (Butt *et al.*, 2011; Lannoy *et al.*, 2017; Oei & Morawska, 2004; Wechsler & Nelson, 2001). As quoted from the South Africa Against Drunk and Driving (SADD) the following is defined as the different units (SADD, 2006):

Spirit cooler i.e. Hooch / Brutal Fruit = 1.2 -> 1.9 U = 0.02g -> 0.035g

Cocktail = +/- 2 -> 2.5 (or occasionally even more) Units = 0.04g->0.05g

Quart of Beer = 3.3 -> 4 Units = 0.08g blood = 0.4mg breath

Double spirit = 2 Unit = 0.04g

Shooters – e.g. Apple sours = 1/2(half) Unit = 0.01g

90 mls of 12% white wine (most white wines) = 1 Unit = 0.02g

75 mls of 14% red wine = 1 Unit = 0.02g

According to SADD (2006), it takes an hour to process a unit of alcohol. The list presented above makes it clear that the students in this sample tend to binge drink without realising it. The third subcategory emerged from this finding.

Subcategory 3: Students' perceptions of other students' alcohol consumption

Students judged their own intake of alcohol as very different from the alcohol consumption of other students. This finding accords with White and Hingson (2013:206). They found that students tended to underestimate and under report their alcohol intake in surveys. The participants in this study denied or minimised their own use or abuse of alcohol although they spoke about the large quantities of alcohol they consumed. Also, they did not consider the actual amount they as being a problem; instead they viewed other students' consumption of alcohol as excessive and problematic, as demonstrated by the following quotations:

M11 *"... die mense het so gedrink (alcohol) dat hulle nie meer kan loop nie."*

(The people drank so much [alcohol] that they couldn't walk).

M18 *"... meeste van hulle gaan uit om dronk te word... as jy uitgaan om te kuier dan gaan jy om dronk te word, baie van hulle."*

(Most of them go out to get drunk...if you go out to socialise then you go to get drunk, a lot of them.)

F17 *"... ouens selfs meisies drink (alcohol) hulself in 'n ander bloedgroep in. Ek sal so twee drankies 'n aand drink."*

(Guys and even girls would drink (alcohol) themselves into another blood group. I have two drinks an evening.)

M8 *"Ek het al gehoor dat hulle praat van hulle moet nou drink, ons moet nou drink om lekker te kuier, om dit te geniet. Ek sien dit glad nie so nie."*

(I've heard them say they must drink, we must drink to socialise happily and to enjoy it. I don't see it like that.)

These quotations make it clear that students tend to overestimate their peers' alcohol consumption "(descriptive norms), and the approval of drinking (injunctive norms) of their peers" (Borsari & Carey, 2003:331). These misperceptions lead to these students drinking more and a higher possibility of their experiencing the negative consequences of alcohol use (Iwamoto *et al.*, 2018). High episodic drinkers usually report that they

drink less or the same as most university students while they actually drink significantly more than the other students (Utpala-Kumar & Deane, 2012).

While some were happy not to drink at all, and felt that it was possible to have a good time without alcohol, many felt that it was acceptable to drink alcohol at family celebrations or social gatherings such as a 'braai', or watching a sport match on television:

M10 *"I feel like you don't need alcohol to have fun, you don't need alcohol to enjoy yourself. Just having a few beers with your friends that's all that's about it, I don't think you should drink to the point where you get drunk."*

M7 *"I don't drink (alcohol) for fun or to do something else or to make certain things to happen."*

F15 *"... ek drink nie alkohol om 'n beter tyd te hê nie."*

(I don't drink alcohol to have a better time.)

M25 *"... wanneer ek nou alkohol gebruik is wanneer ek rugby kyk saam my pelle of as ons braai."*

(I drink alcohol when I watch rugby with my mates or when we braai.)

F14 *"... per geleentheid, sê nou maar as jy braai saam jou ouers of saam jou vriendinne kan jy nou ietsie geniet (alkoholiese drinkie) ... maar ek glo nie as jy alleen iewers sit of jy en jou vriendinne so alleen in 'n kamer of so dit gebruik nie."*

(Occasionally, say when you braai with your parents or you and your friends can enjoy something [alcoholic drink] but I don't believe that when you are on your own or you and your friends are on your own in a room you must drink.)

From the above, it seems clear student participants strongly associated socialisation with drinking alcohol. This reflects the notion that students maintain friendships and develop new friendships while drinking alcohol (Tartaglia, 2014). Vaughan *et al.* (2009) underscore this by stating that alcohol plays a significant role in socialisation and the development of new peer networks. According to Yoon *et al.* (2015), drinking of alcohol is a social act that mainly occurs in a family context or social setting. The human need

for group bonding may combine with the expectancy that alcohol use is automatically linked to social bonding (Moltisanti *et al.*, 2013:455).

Participants in this study perceived that those in specific university faculties or residences drink more/less than those in other faculties or residences:

M8 “... *want ek swot Ingenieurswese ek moet in die lyn bly* (nie te veel alkohol drink nie) *ek kan nie elke aand Impala* (kuierplek) *toe gaan nie.*”

(I am studying Engineering so I must toe the line [not drink too much alcohol] and I can't go to 'Impala' [club] every night.)

M5 “*I've told myself that I'm here to study my BSc I am not here to drink alcohol and stuff.*”

M11 “... *omdat ons by die rugby is gaan daar tye wees wat ons nie kan alkohol inneem nie en wat ons nie kan kuier* (alkohol kan drink nie) *en so aan nie.*”

(Because we play rugby there will be times that we won't be able to drink alcohol and can't socialise [not use alcohol] and so on.)

A study by Van Damme *et al.* (2016), ‘*Context matters: Student-perceived binge drinking norms at faculty-level relate to binge drinking behavior in higher education*’, found that there was an association between student drinking norms and particular faculties. Similarly, in their study, ‘*Patterns of alcohol usage on a South African university campus*’, Young and De Klerk (2007) found that drinking patterns went according to faculty. Students in the faculty of pharmacy, for instance, reported fewer instances of dangerous drinking behaviour than those at other faculties, probably because these students were more aware of the harmful effects of substance abuse. Sher and Rutledge (2007) found that factors such as type of residence and specific peer groups contribute to heavy first semester drinking because students want to fit into that group's specific traditions. This view was supported by Wilkinson and Ivins (2017) who argue that residence buildings are spaces that encourage heavy drinking.

Students perceived some students as using alcohol to show their social standing and their membership of a particular group, to impress fellow students, to project images of themselves as being ‘cool’ or popular and/or to acquire a certain status within a group of students:

M3 *"They make it (drinking alcohol) look like um... it is so cool. You can live lavishly when you drink alcohol."*

F4 *"Sometimes they think they must take alcohol because they want to impress the next person."*

M13 *"... hulle gaan nou groot gaan (drink baie) hulle is nou manne."*

(They are going big [drink a lot], they are men now.)

M10 *"Drink with the guys and things... to drink and to be part of a crew."*

F29 *"... as hulle nou alkohol gebruik en dronk word dan gaan hulle as 'cool' gesien word."*

(If they drink and get drunk they will be viewed as cool.)

M16 *"... some of the guys use it (alcohol) ... more to fit in, makes them think that he is cool enough."*

F15 *"Dis mos deesdae die norm, jy lyk meer aantreklik as jy ietsie ('n drankie) in het."*

(It is a norm these days, you look more attractive if you've had something [a drink].)

F17 *"... dit is 'n sosiale ding waar hulle wil wys hulle kan drink en hulle mag drink en hulle wil drink."*

(It is a social thing where they prove that they can drink, they may drink and they want to drink.)

F20 *"... as jy uitgaan moet jy drink anders is jy die 'odd one out'."*

(If you go out you have to drink, otherwise you will be the odd one out.)

The important role alcohol plays in students' social transition and their feeling of connectedness was highlighted. It confirmed that peer friendships are a vital part of establishing first years' new identity as they provide these students with role models and opportunities to socialise (Borsari *et al.*, 2006). This is reflected in M10's comment that "to drink with the guys made you part of the crew". The new environment means new social situations and the first years look to their new social groups to indicate the appropriate and expected behaviour in that social situation (Nolan *et al.*, 2012).

Students want to join specific networks in search of friendship, intimacy and support and they drink as much as they believe the students in a particular network drink (Van Damme *et al.*, 2016). Individuals are very conscious or concerned about social expectations because they usually base their self-worth on how well they think they meet other people's expectations. This is also true of students who want to fit into a certain group (Neighbors *et al.*, 2004). Borsari *et al.* (2006:366) stated that men tend to drink with their peers to "develop a sense of stability, intimacy and support". This is also true of the participants in this study. According to Thrul and Kuntsche (2016:633) the more friends that meet on weekend nights, the heavier the men drink. This suggests that the "impact of the drinking group may be more important in shaping young men's drinking [behaviour] than differences in internal factors" (Thurl & Kuntsche, 2016:633).

Although social drinking appears to be an acceptable means of finding one's place in the social structure, the first year students in this study definitely displayed a stereotypical gendered perception of alcohol consumption: female students who consume alcohol frequently or excessively face more social disapproval than their male counterparts:

F15 *"... dalk het hulle soos uitgehaak (te veel gedrink) en als dan hoor jy net die volgende dag daai meisie wat dit gisteraand gedoen het."*

(Maybe things got out of hand [they had too much to drink] and then you heard the next day about what that girl did [behaved badly] last night.)

F21 *"... I see girls when they drink they do things they normally wouldn't do when they are sober ... unprotected sex things like those."*

F29 *"Meisies dink ek raak mal (wanneer hulle te veel alkohol drink), hulle is baie verleidend of so iets ..."*

(I think girls go crazy [when they drink too much alcohol] they become very seductive or so on.)

F24 *"As hulle nou dronk raak dan raak hulle baie flirterig"*

(If they get drunk then they become very flirty.)

The stereotypical and gendered perceptions regarding alcohol consumption are clear from the students' depictions. Alcohol consumption is usually intimately connected to manhood, so may be part of how some men define their masculine identity (Madson, *et al.*, 2013). Male students drinking alcohol are usually seen as men that are able to hold their liquor and are usually perceived as masculine and macho and that alcohol consumption is intimately connected to their manhood (Dempster, 2011; Penhollow *et al.*, 2017; Wells *et al.*, 2014). In some cultures, it is more acceptable for men to drink compared to woman because drinking symbolise that men have earned respect within their family and social circles, are accomplished and economically stable (DiBello *et al.*, 2016). This shows that there is a different set of rules for men and women who consume alcohol which make it a gender-biased perception. While a man may be lauded for heavy drinking, the contrary is true for woman where drunkenness is not admired, but seen as a 'turn off' (Dempster, 2011; Felker, 2012).

5.2.2 Theme 2: First year university students' raise awareness of the intra- and interpersonal motivation associated with using alcohol in their student life

Theme 2 encapsulates the intra and interpersonal motivation associated with using alcohol. Theme 2 consists of 3 categories: Category 1 in which the participants ascribed their motives for consuming alcohol to various intrapersonal factors, Category 2 in which the participants' ascribed their motives for consuming alcohol to a range interpersonal factors, and Category 3 where students attributed their abstinence to a variety of moderating factors.

The participants raised awareness of the intra- and interpersonal motivations associated with using alcohol in their first year at university. While the students were aware of the harmful effects of alcohol, they seemed to make a conscious decision to consume alcohol for a variety of reasons. Their decisions reflected the interaction between their intrapersonal motives and peer and social pressures to conform to the student culture of drinking (interpersonal motives).

5.2.2.1 Category 1: Students ascribe their motives for consuming alcohol to various intrapersonal factors

University students consumed alcohol to enhance their positive mood or well-being and alleviate negative emotions:

M8 “... *net 'n bietjie lekker kuier* (drink bietjie alkohol) *want jy wil so nou en dan so bietjie uitkom.*”

(Just a little social [drinking a little bit of alcohol] because now and then you want to get out.)

M11 “*Lekker kuier* (drink alkohol) ... *dit maak dinge meer prettig en so aan.*”

(To socialise [drink alcohol]...it makes things more fun and so on.)

M9 “*Dis* (drink van alkohol) *vir my meer om saam my vriende te wees, meer om ontspanne te voel ...*”

(It [drinking alcohol] is more about being with friends and more about feeling relaxed.)

F12 “*I think alcohol is fun alcohol can also be relaxing. So after a long day maybe you just need to chill.*”

F1 “... *ontspan saam vriende en net ontslae wil raak van stres en goed...*”

(Relax with friends and to get rid of stress and things.)

M22 “*Meer kuier* (drink meer alkohol), *meer 'confidence', meer gesels.*”

(More socialising [drinking more alcohol], more confidence, more chatting.)

F15 “... *jy weet ek en my vriendinne het baie soos wyn en pizza aande ... vir die social idee daarvan*”

(You know my friends and I have many wine and pizza evenings ... for the social idea of it.)

It is clear from the participants' comments that alcohol is associated with positive experiences and feelings. Enhancement motives for alcohol consumption are usually associated with the enhancement of positive emotions (internally driven) and

enhancement of social situations (externally driven) (Cooper, 1994; Mohr *et al.*, 2005). Neighbors *et al.* (2004:210) state that “[a]ffect enhancement motives refer to drinking to experience positive emotions, thus to feel good or to experience excitement and happiness”.

The issue of ‘self-confidence’ permeates many students’ motives for consuming alcohol: they feel that alcohol decreases their inhibitions and increases their self-confidence so that they feel comfortable in social interactions, are able to communicate more freely, and form new friendships:

M26 “... *dit* (drink van alkohol) *gaan ‘n baie lekker tyd wees want dan gaan jy ook baie lekker saam met almal oor die weg kom en selfs met ouer mense in die koshuis bietjie leer ken en so.*”

(It [drinking of alcohol] is going to be a nice time because you will socialise with all and get on with everyone and even get to know the older people in the residence a little.)

M19 “*Maybe have a braai where older ‘koshuis’ guys come over ...Being in each other’s company and enjoying it* (drinking alcohol)”

M9 “(alkohol inname)... *metode om jouself kan geniet ... jou inhibisies te verloor, uhm ... meer prettig te wees en makliker oor die weg te kom met mense.*”

(Way [drinking of alcohol] to enjoy yourself ... lose your inhibitions, to be more fun and engage with other people more easily.)

M11 “*Dit* (gebruik van alkohol) *maak jou meer van ‘n sosiale person. Jy kan makliker kommunikeer want jy raak meer gemaklik met die mense om jou. Jy is nie meer so teruggetrokke nie.*”

(It [drinking of alcohol] makes you a more sociable person. You can communicate more easily because you are more at ease with other people and you are not so reserved anymore.)

F1 “(Deur die gebruik van alkohol) ... *bou mense verhoudings op en jy maak nuwe vriende en dit is tog wat jy kom doen. Jy wil nuwe vriende ontmoet.*”

([Through the use of alcohol] You build relationships with people and make new friends and that is what you came to do after all. You want to meet new friends.)

M22 *“Ons almal weet maar dit gee jou so ligte “confidence boostertjie”. Dit gee jou daai ekstra ‘boost’ om minder skaam te wees”*

(We all know that it (alcohol) is a light confidence booster. It gives you that extra boost not to be so shy.)

This finding is consistent with the literature that alcohol usually pays dividends in students' social interactions with other students (Nolan *et al.*, 2012). Neighbors *et al.* (2004) refer to social rewards motives where students drink to be more socially interactive and to enjoy social gatherings; the alcohol usually serves as a social lubricant that enhances the individual's ability to socialise. Thrul and Kuntsche (2016:632) found that in social situations where there are a lot of friends “(including potential romantic partners), young adult women who score high on coping motives use alcohol as a means [of overcoming] nervousness, insecurity, and self-consciousness”.

Apart from gaining self-confidence (eudaimonic wellbeing), students seem to drink for pleasure and relaxation, because of a desire to experiment with the taste, for recreation and fun, out of curiosity, because it brings joy – in short, for hedonic wellbeing:

M3 *“Having a good time (drinking) I think ... It is part of having a good time.”*

M16 *“I think it (alcohol) just calms the body down ... ”*

M18 *“Ek drink omdat die drankies vir my lekker is ... ”*

(I drink because I enjoy the drinks.)

M9 *“... ’n ontspanningsmiddel (alkohol), en ’n kans om bietjie te ‘unwind’.”*

(It [alcohol] is a relaxer and a chance to unwind a little.)

M8 *“Dis baie lekker om so nou en dan iets (alkoholiese drankie) te drink.”*

(It is very nice to drink something [alcoholic] now and then.)

M11 *"Dit (alkohol) bring viering en geselskap en lekker kuier saam met vriende en so aan."*

(It [alcohol] brings celebration and companionship and socialisation with friends and so on.)

F12 *"For me alcohol has always been something people have to have fun."*

F2 *"... kyk wat nuut is om te doen en nuut is om te drink (alkohol) en dit dalk probeer."*

(To look for new things to do and what is the newest [alcoholic] drinks and maybe try it.)

The reason students drink alcohol is usually the desire for conviviality and sociability and to enjoy companionship (Yoon *et al.*, 2015). Students believe that alcohol enhances social behaviour and creates a sense of camaraderie (Gonzalez *et al.*, 2009; Winograd & Sher, 2015). Dunn *et al.* (2000) also stated that it is the arousal of positive feelings which, is actually an artificial false way of creating camaraderie that leads to heavier drinking to experience the positive consequences feelings.

In addition to what has been mentioned thus far, the students in this study try everything possible to avoid negative experiences and feelings such as stress and anxiety. Students use alcohol to cope with daily pressures, to deal with loneliness, to forget problems or worries, to suppress anxieties about peer acceptance, to control stress and ease their distress:

F1 *"(Alkohol) ... ontlaai van jou studies en jou stres en net 'n bietjie 'n breuk kan vat."*

([Alcohol] To get away from your studies and your stress and taking a break.)

M9 *"... meer gebruik (alkohol) vir ontspanningsdoeleindes ... dis meer vir my om meer saam my vriende te wees ... Ander drink en wil nou net nie die 'odd one out' wees nie ... "*

(To use it [alcohol] for relaxation purposes, for me it is more about being with my friends. Others drink and don't want to be the odd one out.)

F2 “*Ons sien dit as partykeer as jy nou moeg is dan sien ons dit as ontspannend of as ons iets wil vier.*”

(We see it sometimes when you are tired as something relaxing or something to celebrate.)

F24 “*... ek dink jy doen dit (drink alkohol) net omdat jy nou soos vriende en ‘n groot vriendekring het en jy wil nou soos inpas ...*”

(I think you do it [drink alcohol] because you have a lot of friends or a big circle of friends and you want to fit in.)

F6 “*... they look at alcohol to escape from stress...*”

F17 “*... en as iets (alkohol) drink sal dit as gevolg van ‘n sosiale, probeer ‘in wees’ tipe ding ...*”

(I think if I drink something [alcohol] it will be because of social [reasons] thing of trying to be part of the group type of thing.)

F29 “*Of jy is nou regtig besig (wanneer jy alkohol drink) met jou studentelewe en jy gaan in voel*”

(Or you are really busy [when you drink alcohol] with student life and you are going to feel part of it.)

M16 “*... it is just because of stress, thoughts, studies or peer pressure they just feel they want to get it quick (by drinking alcohol).*”

The quotations above highlight the participants’ use of alcohol as an escape mechanism from the life of academic and social demands. Young adults use alcohol to cope with stress that usually originates from interpersonal peer relationships (Pedersen, 2017). When students drink to escape negative internal emotions such as anxiety, stress, depression or uncertainty, the drinking is coping motivated (Neighbors *et al.*, 2004). According to Hasking *et al.* (2011:479) “consuming alcohol as coping response becomes problematic when this is the primary coping mechanism” which places the user at risk of engaging in problematic behaviour. Drinking to cope as a reason or motive to drink is a strong predictor of heavy alcohol use (DiBello *et al.*, 2018).

It was also found that the students may use alcohol to change their cognitive processes, so they could relax and cope with stress to enhance their academic performance:

F1 “... *jou stres sodat jy net bietjie ‘n breuk kan vat* (‘n drankie drink). *Net om jou gemoed reg te kry om weer te begin.*”

(Your stress so that you can take a break [to drink an alcoholic drink]. Just to get your mood right to start again).

M25 “... *die aand of twee aande voor die eksamen dan stres hulle en dan gaan hulle uit* (gebruik alkohol).”

(The evening or two before the exam they stress and then they go out [use alcohol].)

Vaughan *et al.* (2009) suggest that students use alcohol to cope with academic pressure. According to Rice and Van Arsdale (2010) maladaptive perfectionists appears to drink in order to cope with stressors, even when they had experienced significant problems in the past associated with alcohol, which may explain why perfectionist students may drink to deal with academic stress. Forestell *et al.* (2012:544) refer to students who drink to escape dysphoric emotions such as stress or moods as “escape drinkers”. Escape drinking is a negative reinforcement where alcohol becomes the escape for stress and other academic demands. Escape drinkers tend to binge drink and use alcohol to a point where they literally pass out (Forestell *et al.*, 2012)

5.2.2.2 Category 2: Students describe a range of interpersonal motives for their consumption of alcohol

Most students who enrol at university have already had some experience of consuming alcohol. At university, the effects of homesickness, peer pressure to drink, the culture of drinking at university, and the ready availability of alcohol on campus at places like clubhouses in some residences, which is enticingly advertised, can all make them vulnerable to becoming habitual drinkers. Urbanisation, cultural and familial norms are other motives students cited for their consumption of alcohol:

F1 “... jy voel nou jy is uit die huis (ouerhuis) en jy kan gaan kuier (alkohol gebruik) en goed.”

(You feel that now you've left home [parents' home] and you can socialise [use alcohol] and so on.)

M16 “So I think if I can just have a glass (of alcohol) they will accept that okay this guy yah he is the same as us and I'll be comfortable.”

M10 “I think student life drinking ... it has become more of a habit instead of being something recreational.”

F29 ‘Ek dink dit (alkohol gebruik) is iets wat geassosieer word met studente.”

(I think it [alcohol use] is something associated with students).

F4 “Most of the first years ... getting more chances of drinking alcohol ... ”

Students staying in residences are at risk of binge drinking because of peer drinking and easy access to alcohol, whereas students that are still living with their parents drink less because of their parents' influence (Sasso, *et al.*, 2016; Williams *et al.*, 2018). The large number of alcohol outlets around campuses contributes to higher alcohol consumption because alcohol is so easy to obtain (Hingson & White, 2012; Weitzman *et al.*, 2003). Being in an urban environment means students may drink more. There is evidence that people staying in urban areas spend more money on alcohol because they usually drink in bars. A particular neighbourhood, such as a student environment, with pubs and clubs, also encourages drinking. In contrast, rural people tend to drink at home and may drink home brewed alcohol (unregistered alcohol) (Chakrabarti *et al.*, 2015).

Leaving home for the first time is one of the most frequently quoted reasons for students' misuse of alcohol. With no parental supervision and limited interaction with other adults who act as an external locus of control, students experience a disproportionate sense of freedom. The students in this study reported that they felt a sense of freedom that they had not previously experienced as they are not accountable to anyone, but they also indicate that there is a need to develop an internal locus of control. In this context they use alcohol to signify their emerging adulthood.

M10 *"I think it (drinking alcohol) has become second nature for students to be drinking because now you are out of your house (parents' house)."*

M8 *"Ja dit is nou die eerste keer in julle lewe wat hulle heeltemal onafhanklik is van ouers, van wat mense vir hulle sê wat om te doen."*

(Yes, for the first time in their lives they are totally independent from parents, from what people tell them, to do.)

F12 *"... in this environment you are very free and you don't have to go home to any parents..."*

F29 *"... ons kan doen wat ons wil want ons is nou studente en ons kan drink (alkohol) en ons kan drink soveel as ons wil.."*

(We can do what we want because we are students and we can drink [alcohol] and drink as much as we want.)

F2 *"Jy is nou uit die huis uit, jy voel nou soos 'n grootmens...jy kan nou verantwoordelikheid vir jouself vat ..."*

(You left your family home and you feel like an adult, you can take responsibility for yourself.)

F24 *"Ja ons is nou groot en jy gaan mos nie nou meer vir jou ouers luister en al daai goed nie so kom ons drink maar."*

(Yes, you are grown up and not going to listen to your parents and all those things so let's drink then.)

Participants interpreted university life as being a unique experience free from responsibilities, away from the "real world with rules", as an opportunity to play before settling down with responsibilities (Engstrom, 2012). The transition from life at home to life at a university or college is usually associated with higher levels of alcohol use (Sudhinaraset *et al.*, 2016).

Peer pressure is another frequently recorded reason why students consume alcohol. Students report that they drink because everybody does it. Their friends drink so they do too – university students are expected to drink alcohol. They succumb to peer pressure to avoid social rejection and to obtain the social reward of fitting in and being

one of the crowd. Students who enter university determined to abstain from drinking often give in to peer pressure in order to become part of the in-group. While some students in the study described peer pressure as the main reason why they consumed alcohol, others felt strongly that students had to take responsibility for their own decisions and actions. Therefore, they should not cast the blame on others if they became inebriated and suffered the consequences (internal and external control).

M8 *“... dit is maar deel van groepsdruk so jy drink (alkohol) een saam met die ouens, so groepsdruk is ‘n faktor.”*

(It is part of peer pressure so you drink [alcohol] one with the boys, so peer pressure is a factor.)

F12 *“They weren’t drinking alcohol before and this will be their first time and they want to do it, to fit in.”*

F20 *“... as jy uitgaan dan moet jy drink anders is jy die ‘odd one out’. Almal doen dit (drink alkohol) maar net om in te pas.”*

(If you go out then you have to drink otherwise you will be the odd one out. Everybody does it [drink alcohol] to fit in.)

F24 *“... jy wil nou inpas (deur alkohol te drink), soortvan.”*

(You sort off want to fit in [through drinking alcohol].)

F17 *“... hulle kan nou gaan drink (alkohol) want nou is hulle tussen grootmense, hulle is nie nou meer in matriek waar die onderwysers op hulle ‘case’ is ... ”*

(They can drink [alcohol] now because they are around grown-ups they are not in matric where the teachers are on their case.)

M9 *“Ander drink (alkohol) en wil nou net nie die “odd one” out wees nie*

(Others drink [alcohol] and don’t want to be the odd one out.)

M13 *“... baie wil inpas saam met die groep dan sal hulle nou uitermatig gaan (drink baie alkohol) ... ”*

(... many want to fit in with the group and then they will overdo it [drink a lot of alcohol])

M24 *“Nie soos jy moet op te hou om dit (alkohol) te gebruik nie maar ...soos jy moet net self verantwoordelik wees en self na jouself kyk.*

(Not that you must stop using it [alcohol] but ... you must be responsible and you must look after yourself.)

F12 *“You need to be responsible about it (alcohol), look what type of people you are surrounded with in your state of being intoxicated. Know your limits.”*

F20 *“Almal doen dit (drink alkohol) maar net om in te pas maak net seker jy drink nie te veel nie.”*

(Everyone does it [drink alcohol] just to fit in just make sure that you don't drink too much.)

F28 *“Hulle moet drink (alkohol gebruik) om dit te kan geniet... maak jy die verkeerde besluite moet jy die gevolge dra.”*

(They drink [use alcohol] to enjoy it ... when you make the wrong decisions you need to take the consequences.)

M10 *“... other first year students will be more pressured into drinking because they want to be part of some clique or they want to be accepted.”*

As is the case with these participants, it is well known that students, especially first years, want and need to fit into the bigger group. This feeling of wanting to belong to the group makes them highly aware of the social norms regarding drinking (Russell & Arthur, 2016). Peer pressure is seen as an important predictor of problematic alcohol use in university students, as direct and indirect encouragement from friends plays a major role in high risk drinking and high risk behaviour (Mekonen *et al.*, 2017). At a basic level, peers strongly influence alcohol use in the university environment; refusing a drink, for instance, can be seen as denying a friend (Borsari *et al.*, 2006; Glowacki, 2016; Mohr *et al.*, 2005).

Consuming alcoholic beverages during university is a ritual that students often see as an integral part of their university experience and traditions (culture of drinking, fulfil expectations that students will drink). Students have the mind-set that when they go to university they go there not only to get a degree, but also to drink and socialise at parties and university events. They state that the drinking culture at university has

become so attractive that students have been known to make a conscious decision to choose a university that has a reputation for being a 'party' university:

F15 “ (naam van dorp) *kuier* (gebruik van alkohol) *net lekker, lekker kry, graad kry en klaar kry.*”

([name of our city] socialising [drinking of alcohol] is just fun, having fun, getting a degree and then finishing.)

F15 “*Potch word gekoppel met kuier* (gebruik van alkohol). *Hulle sal dit wil gaan uittoets*”

(Potch is associated with socialising [using of alcohol]. They want to put it to the test.)

F20 “... *ek wil die PUK* (universiteit) *ervaar* (deur alkohol te gebruik) *soos wat dit is en 'Impala'* (kuierplek in dorp) *toe gaan en 'Bourbons'* (klub in Potchefstroom) *toe gaan.*”

(I want to experience the Puk [university] [by drinking alcohol] as it is and I want to go to Impala [club in city] and to Bourbons [club in city].

F29 “*Ek dink dit* (alkohol gebruik) *is iets wat geassosieer word met studente.*”

(I think it [use of alcohol] is something associated with students.)

F14 “... *beeld hulle dit* (gebruik van alkohol) *so uit en almal dink dit is wat jy kom doen op universiteit.*”

(They portray it [drinking of alcohol] like that and everyone thinks that is what you do at university.)

F20 “*Ek sal regtig wil gaan kuier* (alkohol gebruik), *ek wil die PUK* (universiteit) *ervaar soos wat dit is.*”

(I definitely want to socialise [consume alcohol] I want to experience the PUK [university] as it is.)

F6 “*So when they come here they have so much freedom, they want to get drunk, they want to experience the life and get out of control.*”

Alcohol is part of the university culture. It plays a prominent role at most social functions and is an integral part of social interactions where students are surrounded by peers, free from parental control (Borsari *et al.*, 2006; Seitz *et al.*, 2017). In other studies, participants also saw drinking as part of a specific university experience. In a study done by Dempster (2011), a participant characterised Westchester University as a “drinking- going- out” university (Dempster, 2011:640). The freedom from strict and controlled school and parental environments creates a space where students are more exposed to drinking and opportunities to drink, which may lead to heavy drinking (Merrill & Carey, 2016; Tavalacci *et al.*, 2016; White & Jackson, 2004). The highly social nature of heavy alcohol consumption involves deep-rooted rituals of pressing alcohol on others as a sign of hospitality, and turn-taking in purchasing alcohol for group members when going out drinking (Jongenelis *et al.*, 2016).

Other factors that fulfil students’ expectations of consuming alcohol include the proximity of bottle stores, bars and pubs to the university, on campus facilities such as clubhouses in residences selling alcohol, and the inconsistent enforcement of drinking laws of these establishments:

M25 *“My verwagting is meer om in die koshuis klubhuis bietjie, net ‘n biertjie of twee te kan drink.”*

(My expectation is more to drink a little, only a beer or two in our residence clubhouse.)

M8 *“Ons sit die heeldyd in die klubhuis ... en ek dink ons moet nie die heeldyd daar sit nie. Dit is verkeerd om ons die heeldyd in die omgewing van drank te hou.”*

(We sit in the clubhouse the whole day and I think we mustn’t sit there the whole day. It is wrong to keep us in an alcohol environment” the whole time)

M16 *“... remove the bottle stores away from the campus. That makes people like crave to be around that place where the bottle store is.”*

M25 *“... hulle wil ‘club hopping’ en ‘pub hopping’ daar is ‘n paar wat dit wil probeer.”*

(They want to do club and pub hopping, there are some that want to try it.)

Availability of alcohol on campus or near campus or opportunities to drink it makes students more prone to drinking alcohol (Demers *et al.*, 2013; Nelson & Wechsler,

2003). The energy drink and alcohol industry usually offer sponsorships to certain residences. They supply them with products in return for the residents' endorsement. This means that the students have a ready supply of alcohol, which they mix with energy drinks (Patrick *et al.*, 2016a). Kypri *et al.*, (2008:1137) found that "students who were heavy drinkers [during] high school tended to cluster [at] certain universities". This concentration may play a stronger role than the physical availability of alcohol.

Advertising that glamorises drinking is also given as a reason for consuming alcohol. The participants were aware that the many enticing advertisements for alcohol could influence them to consume more alcohol than they would usually do:

M3 *"... when you start advertising (liquor) for the younger people...they make it look like uhm ... its cool. I think that is the wrong image they are portraying."*

M8 *"Soos byvoorbeeld in die Amfi (area waar student bymekaar kom gedurende orientasie en registrasie tydperk), elke aand adverteer hulle Impala (kuierplek) se advertensies en goed ... Hulle adverteer dat jy die kroeg kan sien met die drank en hulle wys die kroeg, die musiek met die ligte en goed."*

(For instance, when they advertise the Impala [club] in the Amfi [area where students gather during registration and orientation] ... They advertise it so you can see the bar with the alcohol and they show the bar, the music with, music with the lights and stuff.)

M9 *"... ek sien alkohol op televisie en ons gebruik dit en dis cool."*

(I see alcohol on television and we use it and it is cool.)

F6 *"Like what people say in the advertisements its so nice ... you watch movies you have this high expectancy of when you going to take alcohol you are going to have a good time ..."*

M3 *"... they are advertising it (alcohol) because they make it seem so cool you know. I think it is the wrong image they are portraying."*

F6 *"... a lot of the media, the media is a big influence in what people view, their perception of alcohol consumption."*

There is increasing evidence that alcohol advertising and promotion is encouraging people to start drinking and even to abuse alcohol which may lead to high risk drinking with serious consequences (Ross *et al.*, 2015). Alcohol marketing and advertising encourages positive beliefs about drinking which suggests that the media influence social norms regarding alcohol (Sudhinaraset *et al.*, 2016). Alcohol is usually portrayed as a sign of success and wealth (Cranwell *et al.*, 2017). Given the effect that alcohol advertising has on young adults' alcohol consumption, it is crucial for the marketing of alcohol by the different media to be closely monitored. The issue of ethical sponsorships should also be given careful consideration (White *et al.*, 2017). In this study, some of the participants mentioned that alcohol was portrayed as 'cool' thus creating the wrong perception of alcohol. It is almost as if they saw themselves as helpless victims in a situation where they had to watch advertisements, knowing that they were being influenced to adopt a wrong perception of alcohol.

5.2.2.3 Category 3: Students attribute abstinence from alcohol intake to a variety of moderating factors

There were many moderating factors for those who resolved, for various reasons, to abstain from using alcohol at university.

They avoided using alcohol because of their personalities, their commitment to their personal values and personal goals for the future:

F17 *"So dit hang maar af van jou persoonlikheid en hoe sterk jou waardes is en wat jy wil bereik."*

(So it depends on your personality and how strong your values are and what you want to achieve.)

M9 *"... omdat ek nou eerste jaar is, het ek 'n voorneme vir my gemaak ek wil graag in my eerste jaar nie betrokke raak by alkohol nie, juis omdat ek weet wat die effek daarvan kan wees op my akademie."*

(Because I am now a first year, I have resolved not to be involved in drinking alcohol, because I know what effect it would have on my academic performance.)

F20 *"... ek het vir myself doewitte en goed gestel wat ek wil bereik en ek glo mens kan doen wat jy wil sonder alkohol ... "*

(I have set goals for myself that I want to accomplish and I believe a person can do what they want to without alcohol.)

F15 *“... ek voel ook my waardes word blootgestel deur my aksies by ‘n kuierplek.”*

(I also feel that my values are exposed through my actions at a club or a pub.)

F20 *“... die kursus waarvoor ek nou ingeskryf is gaan ek nie baie tyd hê om te drink nie want dit gaan my ook benadeel.”*

(The course that I have enrolled for won't allow me much time to drink because it is going to have a negative effect on me.)

F1 *“Ek dink jy moet jou waardes eerste in ag neem voordat jy alkohol gebruik.”*

(I think you must consider your values before you use alcohol.)

In a student environment drinking is usually the norm and abstinence is rare (Romo, 2012). Non-drinkers limit the time they spend in drinking environments because of the awkwardness of being sober in an environment of alcohol psycho-active effects, where there might be an expectation that they must compromise their personal beliefs and values (Conroy & De Visser, 2014). The association between a strong focus on academic performance and goals and an internal locus of control and abstinence has been established in the literature. Huang *et al.* (2009) found that students who spent more than 20 hours per week on academic work outside the lecture room are more likely to abstain from alcohol. Similarly, Prince *et al.* (2015) found that students who are internally motivated, have personal goals, and are becoming serious about life tend to decrease their alcohol intake or abstain from alcohol.

The participants' attachment to their families, their commitment to maintaining their parents' values and rules about not drinking, their feelings of guilt and a desire not to disappoint parents, who may be paying for their studies, may prevent them from engaging in alcohol abuse:

M13 *“Uhm ek dink dit is maar hoe jy groot word, jou ouerhuis en hoe jy geleer word.”*

(I think it is the way you were raised, what you were taught in your parents' home.)

M18 *“... dan gaan dit oor wat die ouers in die grondslag van die kind doen.”*

(Then it is important what the parents do while [laying] a foundation for the child.)

M9 *"Ek dink dis hoe jy groot gemaak is. My ouers altwee my ma en pa het glad nie gedrink nie."*

(I think it has something to do how you were raised. Both my mom and dad abstain from alcohol.)

F29 *"... ek het groot geword in 'n huis waar die mense nie regtig drink nie."*

(I grew up in a house where the people did not really drink.)

F21 *"I don't come from a rich family yeah, so I just want to make my parents proud."*

F14 *"... ek wil nie graag my ouers se geld mors terwyl ek hier is oor alkohol nie."*

(I don't want to waste my parent's money on alcohol while I am here)

Abar and Turrisi (2008) state that parents continue to directly influence decisions relating to alcohol use and alcohol-related behaviour as students enter university. They do this by communicating their expectations, setting limits, transmitting values, and modelling the desired behaviour. Abar and Turrisi (2008) found that their association with friends who whose intake is low at university is usually an indication that the teenagers have internalised their perceived parental values. Similarly, Pedersen (2017) argues that even although students are separated from their families, when a strong attachment exists, family members continue to influence college students' behavioural choices. This may well include preventing them from being drawn into drinking alcohol.

The participants saw the values and norms of their religion or their respective religious beliefs as playing an important role in their decisions on alcohol consumption.

F4 *"... I usually read the Bible and try to give myself solutions to problems...I don't find a good reason for me to take alcohol ... "*

M16 *"I am religious driven so most of the time ... they would tell me in church you are not allowed to drink alcohol and so on."*

F21 *"My church and my parents too they have high hopes for me... my religion does not allow alcohol at all ... it is totally against my religion".*

F24 *“... soos in ons kultuur is dit soos almal van jou voorvaders en alles en hulle is soort van by jou. Ek het daai gevoel hulle is altyd by my en op ‘n punt sê hulle vir jou dit moet nou ophou.”*

(In our culture it is as if all of your ancestors and all and they are sort of with you. I have that feeling they are with me all the time and at a point they will tell you it must stop now.)

The above quotations resonate with Moore *et al.* (2013) who found that religious beliefs influence decisions related to alcohol consumption and risky sexual behaviour. Students that are involved in religious group activities for more than six hours a week were likely to abstain (Huang *et al.*, 2009). Students engaging in meaningful and purposeful activities such as joining specific organisations or associations such as church tend to decrease alcohol use or abstain from alcohol (Prince *et al.*, 2015). Certain groups such as Arabs and other Muslims are more likely to abstain from alcohol than Westerners because of the Q'uran cautions against the use of alcohol (Sznitman *et al.*, 2015; Abu-Ras *et al.*, 2010). In other cultures, such as those of First Americans and Innuits, alcohol was used as a tool during colonisation, which resulted in very negative attitudes towards alcohol and more favourable views of abstinence (Gonzalez & Skewes, 2018).

The participants said they had stopped drinking because they did not like the taste of it, they saw it is bad for their health, they had had a bad experience (not aware whether they had engaged in consensual sex or not), or they had observed its effect on others:

M3 *“I was expecting something sweet and the first thing that came was bitterness. I don't like bitter things at all. I think I couldn't handle alcohol because of that.”*

M19 *“... drinking beer it doesn't taste well it doesn't taste nice. So I am not a fan of alcohol.”*

F14 *“Ek is nie baie lief vir die smaak (van alkohol) nie.”*

(I don't like the taste [of alcohol].)

F6 *“I saw the effect of alcohol on people and it (alcohol) just drastically change many people and I didn't like it though.”*

F27 *“... it was my friend that gave me vodka and I trusted him because I have been with him for years. He told me that he had sex with me and I didn't know.”*

Our participants reported, as was found in a study of Herman-Kinney and Kinney (2013) that one of the reasons students reported not drinking was that they did not like the taste of beer, wine, coolers or hard liquor. Students also abstained for various reasons “such as a family history” of alcoholism, alcohol poisoning, traumatic psycho-social experiences or for health reasons (Romo, 2012:676).

Participants mentioned that they abstained because they depended on a student loan/bursary or sports bursary which they stood to forfeit if they did not meet the required academic standard or test positive for alcohol:

M11 *“... omdat ons by die rugby is gaan daar tye wees wat ons nie kan alkohol inneem nie ... ”*

(Because we are at the rugby there will be times that we cannot drink alcohol.)

M22 *“Dit (alkohol gebruik) gaan ‘n negatiewe effek hê op jou prestasies en op sport.”*

(It [consuming alcohol] is going to have a negative effect on your achievements and on sport.)

M7 *“... they will be focused on their studies, they will have that fear of failing and be afraid of fees and so on (because of alcohol use).”*

Huang *et al.* (2009) found that students who worked for more than 10 hours per week in order to earn money were more likely to abstain, which could be the result of financial responsibilities and also a tighter routine and less leisure time.

Students may also be aware of social media platforms which can ruin an individual's reputation such as if the person is pictured in a drunken state on Facebook or any other social media. Therefore social media could act as a moderating factor:

F6 *“Because what if you are drunk and someone takes a picture of you and post it on Facebook, then you are going to be the laughing stock on campus.”*

F14 *“Baie keer dan sien jy op sosiale media dan beeld hulle dit so uit waar hulle alkohol gebruik en dronk word en almal dink dit is wat jy kom doen op universiteit.”*

(You see it on social media many times where they portray themselves using alcohol and getting drunk and everybody think that is what they come to do in university.)

References to alcohol on Facebook are common. These may be writing on a public wall such as “Peter got really wasted last weekend” or it may be picture of an intoxicated person holding a drink (Moreno *et al.*, 2012:388). Students are aware of the possible damage to their self-respect, dignity and reputation. There is evidence that the alcohol usage depicted on Facebook is frequently positive, especially amongst young people’s pictures of parties, receptions and special occasions (Beullens & Schepers, 2013).

5.2.3 Theme 3: First year university students’ experience both positive and negative physiological, psycho-social and academic effects when they consume alcohol

Theme 3 embodies the first year university students’ positive- and negative physiological, psychological and academic effects of alcohol consumption. Theme 3 consists of 4 Categories. Category 1 focuses on first year university students’ experience of the negative physiological outcomes when they consume alcohol. Category 2 captures first year university students’ descriptions of negative psychological effects of alcohol consumption. Category 3 encapsulates first year students’ reports on the negative consequences on academic life of alcohol consumption. Category 4 emphasises first year students’ positive experiences of consuming alcohol.

The students acknowledged that the prevalence of alcohol use among university students was high and that those who misused it experienced significant physiological, psychosocial and academic consequences. Students describe positive and negative effects in each of these domains:

M25 *“Ek dink die effek wat die misbruik van alkohol kan hê op die studentelewe is ‘massive’, ek dink dit kan dit heeltemal beëindig.”*

(I think the effect of alcohol abuse on student life is massive; I think it can end student life.)

M13 *“... hulle sal ‘n alkohol-probleem ontwikkel of dat hulle nie meer kan swot nie, breinskade, alkohol vergiftiging van oormate gebruik ... ”*

(They will develop an alcohol problem or won't be able to swot anymore, brain damage, alcohol poisoning due to excessive use.)

The students were aware of the negative effects of drinking and reported that they had experienced a wide range of alcohol related problems. These included hangovers, memory loss, physical and sexual assaults due to alcohol abuse (Keough *et al.*, 2018). Alcohol consumption may have a negative impact on an individual's academic, physical, and mental health and might lead to alcohol use disorders (Dawson, 2011; Goldstein, Déry, Pilgrim, Ioan & Becker, 2016; Mekonen *et al.*, 2017; Tembo *et. al.*, 2017; Williams *et al.*, 2018).

5.2.3.1 Category 1: First year university students' experience negative physiological outcomes when they consume alcohol

The students in this study commented that while many of the problems they experienced were minor such as headaches, hangovers, passing out and vomiting, others were more serious. They recognised that alcohol abuse could lead to health problems and medical problems. Excessive alcohol consumption impairs cognitive functions such as memory and attention span, which are fundamental to the learning process:

F12 *“Death possible because of accidents and mixing alcohol with other things that can cause an overdose.”*

M18 *“Jy begin sleg voel en jy begin opgooi.”*

(You start feeling sick and start vomiting.)

M5 *“... drinking alcohol... harms you actually like your brain cells, you're thinking capability, making reasons and stuff like that. Academically your academic strengths become poor.”*

F27 *“... I think it has a very negative impact in somebody's body ... effects on your nervous system, your brain is affected. So you are still a student and you still have to learn so it basically ruins it.”*

The literature suggests that being introduced to alcohol at a young age may have a negative impact on the normal neurodevelopmental trajectory and disrupt the normal brain development and may cause deviations in neuro-cognition (Nguyen-Louie *et al.*, 2017). Although the age of 21 marks a developmental and social transition into adulthood, it is not true for neurodevelopment; even 21 might not be a safe drinking age as far as neurotoxicity is concerned (Nguyen-Louie *et al.*, 2017). In the study, *'Reduced cerebellar brain activity during reward processing in adolescent binge drinkers'*, Cservenka *et al.* (2015) stated that alterations of pathways to limbic and/or reward systems could increase risky drinking behaviour such as binge drinking. Early onset of binge drinking may lead to memory impairments that may have a negative impact on academic functioning (Goldstein *et al.*, 2016).

5.2.3.2 Category 2: First year university students' describe negative psychosocial effects when they consume alcohol

The participants perceived impaired judgement due to alcohol abuse as leading to arguments and fights, aggression and violence, getting into trouble with parents and the police, losing friendships, driving while under the influence of alcohol, being a passenger in a car when the driver is over the limit:

M23 *"Jy kan jou naam gat maak as jy te veel alkohol gebruik en dan doen jy net een aand iets doms. Jy slaan 'n deur stukkend, jy breek goed of jy kom in 'n fight"*

(You can make an ass of yourself if you drink too much alcohol and then one night you do something stupid such as break a door or stuff or you get into a fight.)

F24 *"... as julle gaan kuier (alkohol gebruik) by 'n klub dan raak almal dronk en dan klim julle almal in 'n kar, soos ek is baie vreesbevange vir sulke goed. Soos almal is nou dronk nou moet ons net soos weer terug huietoe ry, ek is bang ek kom in 'n ongeluk of iets soos dit ... "*

(If you socialise [use alcohol] at a club then everybody gets drunk and all of you get in a car, like I am really terrified of such things. Like everybody is drunk and then we must ride home like that, I am frightened that we can have an accident or something like it.)

F2 *“Omdat hier so baie studente is en karre kan daar baie motorongelukke wees of geweld en so (as gevolg van alkoholmisbruik).”*

(Because there are so many students and cars there can be lot of vehicle accidents or violence and so on [because of alcohol abuse].)

M11 *“Dan raak hulle maar roekeloos en bakleierig en mense wat mal raak en vandalisties want hulle alkohol inname wat heeltemal te veel is, dan het hulle nie meer beheer oor hulleself nie ...”*

(Then they become reckless and want to fight, which makes people become crazy and vandalistic because their alcohol intake was way over the limit and then they can't control themselves anymore.)

M19 *“... people can get violent if they have too much ... make a lot of noise. If the seniors in the hostel would drink too much they would be harsher on us.”*

The conclusions reached by the participants concur with the literature, that heavy alcohol use is linked to negative consequences such as aggression, violence, physical assaults and unintentional injuries or accidents, which endanger drinkers and non-drinkers (Merrill & Carey, 2016). Hazardous drinking results in risky choices and impulsive decisions which again can result in accidents and violent interpersonal behaviour (Delker *et al.*, 2016; Tsurugizawa *et al.*, 2016). Alcohol abuse also impairs the ability to remain in a traffic lane or to control the speed of the car, which may result in reckless driving (Fillmore *et al.*, 2008:97). Wechsler *et al.* (2003) found that students who drive while intoxicated usually have passengers in the vehicle. Heavy drinking may lead to a range of harmful outcomes such as physical assault, sexual aggression and intentional damage to property (Miller *et al.*, 2014; Testa *et al.*, 2015).

The students revealed that when they consumed excessive amounts of alcohol they lost all their inhibitions. This resulted in inappropriate social behaviour such as risky sexual behaviour, unplanned and unprotected sex with the concomitant risk of an unplanned pregnancy.

M8 *“As jy onder die invloed is kan jy goed sê en goed doen wat jy nooit sou doen as jy nugter is nie.”*

(When you under the influence you can say things and do things that you would never do when you are sober.)

F27 *"It was my friend that gave me vodka and I trusted him because I have been with him for years. He told me that he had sex with me and I didn't know."*

F24 *"As hulle nou dronk raak dan raak hulle baie flirterig."*

(When they get drunk they become very flirty.)

F24 *"... as hulle nou lekker voel (onder die invloed van alkohol is) ... vry hulle en gaan kamer toe en doen dinge, soos wat ek weet dis nou verkeerd..."*

(If they start to feel good [under the influence of alcohol] ... they start kissing and going to the bedroom and doing things, like I know that are wrong.)

F21 *"Normally I see girls when they drink they do things, they normally wouldn't do when they are sober. Unprotected sex ... pregnancies you know"*

In a student milieu, drinking and sexual opportunities are often linked and individuals who drink "because it's fun" (enhancement motives) or because it helps them to "enjoy the party and interaction" (social motives) are usually more likely to engage in casual sex acts (Blanchard *et al.*, 2018:125). This is also supported by Dvorak *et al.* (2016:136) who indicated that higher levels of alcohol use combine with certain drinking motives such as coping motives, social and enhancement drinking motives are linked with sexual hooking up behaviour. Dvorak *et al.* (2016) stated "that social and enhancement drinking motives" are indirectly linked with sexual hooking up behaviour, coping drinking motives suggest that "individuals who frequently drink to regulate negative emotional states may also engage in sex with strangers to achieve a similar effect". Kilwein and Looby (2018) found in the study '*Predicting risky sexual behaviors among college student drinkers as a function of event-level drinking motives and alcohol use*' that social and enhancement drinking motives are associated with risky sexual behaviour. According to Johnson *et al.* (2018), as the levels of alcohol and binge drinking increased the expectancies of sexual risk taking also increased, while the beliefs of negative consequences decreased. Furthermore, alcohol abuse can create a context in which sexual violence is possible because alcohol intoxication disrupts information processing skills and impairs cognitive processes which are important for behaviour control (Cowley, 2014; Gunby *et al.*, 2012; Moorhouse *et al.*,

2014). Thus, alcohol increases the risk of sexual encounters which may have consequences such as unwanted pregnancies, sexually transmitted infections or sexual violence (Orchowski *et al.*, 2012; White & Hingson, 2013).

5.2.3.3 Category 3: First year university students' report negative consequences on their academic life when they consume alcohol

The students spoke about the adverse effects consuming alcohol had on their academic performance and, potentially, their future. They reported that their studies were adversely affected and that excessive alcohol consumption, especially amongst first year students who were trying to integrate into life at university, led to negative educational outcomes such as missing lectures, poor academic results and high dropout rates:

F12 *"You might not do your work on time, you might miss your tests because you are having a hangover."*

M8 *"... dit (alkohol) kan jou hele kursus hierso, heeltemal van jou af ontnem net omdat jy onder die invloed was."*

(This [alcohol] can completely fail your whole course here just because you were under the influence of alcohol.)

F4 *"Always drinking alcohol it won't make you focus. It's not easy for you to cope at school when you are taking alcohol because it is possible that you might oversleep and not go to classes and that is when it starts affecting your school work."*

M18 *"... jou studies gaan baie agteruit gaan as jy dit (alkohol) konstant begin gebruik, dis hoekom meeste van die mense opskop ... "*

(Your studies deteriorate if you start using it [alcohol] constantly that is why most people drop out.)

M10 *"Like students that depend on alcohol have a higher probability of failing ... do not focus on their school work, all they think about is partying and drinking which will hurt your academics into a situation where you will find yourself failing more because of alcohol."*

F14 “... *want baie studente het ek gehoor val uit omdat hulle te veel gekuier het* (te veel alkohol gebruik).”

(I heard that many students drop out because they socialise [consume too much alcohol].

These experiences are in line with the findings of Merrill and Carey (2016:104) and Tembo *et al.* (2017) that alcohol abuse may have a negative effect on the academic functioning of students such as missing classes, poor performance in exams and dropping out.

5.2.3.4 Category 4: First year university students experience positive effects when they consume alcohol

The positive effects of alcohol consumption, speak directly to one of the most prominent developmental needs/challenges of late adolescents, which are successful social/interpersonal relationships. It is clear students consume alcohol to build positive interpersonal relationships such as friendships and to socialise and party with friends:

M25 “... *wanneer ek nou alkohol sal gebruik is wanneer ek rugby kyk saam pelle of as ons braai.*”

(I will drink alcohol now when I watch rugby with friends or when we are having a braai.”

M26 “*Ek dink dit* (gebruik van alkohol) *is maar net om lekker te kuier en ‘n lekker atmosfeer te skep.*”

(I think it [use of alcohol] is only to socialise happily and to create a nice atmosphere.)

F1 “*Want jy bou mense verhoudings op en jy maak nuwe vriende en dit is tog wat jy kom doen. Jy wil nuwe vriende ontmoet* (deur alkohol gebruik).”

(Because you build relationships with people and you make new friends and that is what you came to do you want to meet new friends [through alcohol use])

The participants' experience are in line with the research findings of Acier *et al.* (2015) that adolescents experience alcohol use as something that creates a sense of “belonging and of feeling more connected to one another within a social group”. They

increased their alcohol intake to fit into a specific group that they wanted to belong to (Prince *et al.*, 2015). These students saw drinking in pubs and clubs as social networking and creating a social support system (Tartaglia, 2014).

The participants reported that they consumed alcohol because it made them feel good, helped them have fun and enhanced their experiences.

M23 *"... dit is lekker om saam jou vriende uit te gaan, dit is lekker om te dans en sulke goed."*

(It is nice to go out with your friends, it is nice to dance and stuff.)

F15 *"Hulle sal drink om 'n beter tyd te hê en gesellig te wees en die seuns om meisies te ontmoet."*

(They will drink to have a better time and to be more sociable and for the boys to meet girls.)

M22 *"Dit (alcohol) gee jou daai ekstra 'boost' om bietjie minder skaam te wees. Meer kuier meer 'confidence' meer gesels, veral met meisies."*

(It [alcohol] gives you that extra boost to be little less shy. Socialise more, more confidence, more chatting especially with girls.)

M16 *"Most of the time some of the guys they use it (alcohol) so that they could have courage to speak to girls."*

M11 *"Dit maak jou meer van 'n sosiale persoon. Jy kan makliker kommunikeer want jy raak meer gemaklik met die mense om jou. Jy is nie meer so teruggetrokke nie."*

(It [alcohol] makes you a more sociable person, you can communicate more easily and you become more at ease with people around you and you are not so withdrawn anymore.)

F14 *"... dit (alcohol) maak 'n kuier baie lekkerder en hulle kan hulle self meer geniet want hulle voel hulle dans beter ... "*

(It [alcohol] makes socialising more enjoyable and they can enjoy themselves more and they feel that they can dance better.)

M3 *"I take alcohol to have fun and only when there is fun involved."*

Our participants reported much as most young people that they drank for social ease, to make social gatherings more enjoyable or to get into a party mood. Their drinking was thus socially motivated (Kuntsche *et al.*, 2005). Going out to party, night clubs and pubs was considered important for having a good time, but it also facilitated the development and maintenance of peer and romantic relationships (Kingsbury *et al.*, 2015; Tartaglia, 2014). The euphoric effect of alcohol provided relief from uncomfortable affective states (Blaine & Sinha, 2017).

The participants believed that alcohol was not bad and it had its place – it as the people who abused it and the circumstances which gave alcohol a bad name:

F12 *"I think we should stop portraying alcohol as a bad thing."*

F27 *"I can say that I am not against alcohol ..."*

M16 *"I want to say that alcohol is not a bad thing...it is just the people you hang around with when you drink the alcohol that makes you a bad person."*

M7 *"It is not that much bad, it depends in the place where you are. It is not actually bad it is just that the person is, the events that he encounters that makes people the way they are."*

The students tended to rationalise alcohol consumption as part of the socialisation process and party culture. They did not see imbibing as something that could become a bad habit but rather as the norm within the specific context (Wilkinson & Ivsins, 2017).

The participants promoted the medicinal properties of alcohol to justify alcohol consumption:

M16 *"There are people out there that consume alcohol for medical purposes like red wine, you can have a glass because it increase the metabolism. Somebody in my family uses it to sleep, but they have two glasses of wine."*

F12 *"I know a friend of mine actually has wine every night if she is done studying and she can't sleep she will have a glass of wine and usually that knocks her out."*

The students reported that they tended to use alcohol as a form of self-medication in order to sleep. That is consistent with research done by Frone (2016) that indicates that individuals use alcohol as self-medication for stress, tension reduction and sleeping difficulties. Concerning alcohol use and sleep Ebrahim *et al.* (2013) found that a single dose of alcohol provided a more regular sleep pattern in the first part of the night and a more disruptive sleep pattern in the second half of the night. High intake of alcohol causes REM sleep, an indication that alcohol is not effective in creating a stable healthy sleeping pattern.

5.2.4 Theme 4: First year students suggest ways to promote responsible alcohol consumption among university students

Theme 4 consists of first year students' suggested ways of promoting responsible alcohol consumption among university students. The students were aware that the level of alcohol consumption among students was a matter of concern because of the serious consequences it could have. Almost without exception, they noted that the current strategies in place to control intake in general and at universities in particular were ineffective:

F28 *"Ek dink dit is juis as 'n mens sê nee (vir alkohol gebruik) gaan hulle juis daarvoor gaan omdat hulle nie mag nie."*

(I think if you are going to say no [for alcohol use] they will then want to go for that just because they were told not to.)

F12 *"I think we should stop portraying it (alcohol) as a bad thing and more as something that is available."*

F16 *"You can monitor it (alcohol) as much as you want they'll always find a way to hide it and they always find a way to do it the way they want."*

Kilwein and Looby (2018) state that effective strategies in responsible alcohol use include interventions aimed at challenging drinking motivations based on social drinking norms, psycho-education on the negative consequences of particular drinking motives and the productive ways of achieving positive mood and social interaction. Similarly, Williams *et al.* (2018) argue that social norms campaigns are able to reduce

the effect of peer alcohol use and may consequently reduce alcohol use in students especially freshmen (first year students).

Students suggested that new and innovative practices should be put in place to curb the deleterious consequences that affect not only those who consume alcohol on a regular basis, but also those students who suffer collateral damage. They all agreed that collaborative efforts were required and emphasised that an integrative approach, which takes account of individual students in their context as first year university students, was advisable. The students proposed a number of intervention strategies which include multi-media promotional campaigns, seminars, talks, DVDS on the effects of alcohol in order to promote responsible alcohol consumption amongst university students:

F27 *"I think you should go for the most effective methods. So something where they are there, you could talk to the House Committee and give them something that they can share on their WhatsApp group of that certain residence to make sure everyone has it. Because social media, that is how they are, once you give them paper, I don't know where they put it but they lose it."*

M10 *"Like maybe have a seminar where an alcoholic come and tell you because of drinking I lost this. So people can see, because when people just hear about it they won't ... when they see it that's when they will...change the mindset of people."*

F2 *"... ek dink 'n mens moet maar net die gevare vir hulle uitlê, wat die gevare is van alkohol en wat die uiteinde daarvan kan wees as jy te veel gebruik soos hulle kan jou dalk skors as jy nou groot moeilikheid gemaak het."*

(I think a person must make them aware of the dangers of alcohol and what the end of it might be if you drink too much, for instance they can expel you if you cause a lot of trouble.)

F6 *"They can make like advertisements where they ... can make like one side there is this student that drink out of control, the other side she watches them, like she want to drink then she doesn't want to drink. She is contemplating whether she want to drink or not, and then she can drink and stuff but then sees their*

behaviour and then she restricts herself and think: 'guys I have to control myself and think of myself'."

Ringold (2002) contend that students usually feel that they have a right to drink and in the process use or abuse alcohol to demonstrate their independence to themselves and others, they tend to react negatively towards traditional educational programmes, warnings and alcohol control procedures. There are options other than the conventional direct persuasion method of reducing alcohol use. One of the methods is the "self-persuasion technique" where individuals are asked to generate their own arguments against heavy drinking, and in the process they create the means of influencing themselves (Loman *et al.*, 2018). Thrul and Kuntsche (2016) suggest feedback on alcohol expectancies and drinking motives, personality-targeted interventions and motivational enhancement group interventions. Expectancy Challenge (see 3.4) is an intervention that can be used as an alternative to the traditional alcohol information session (Cruz & Dunn, 2003; Fromme & Patel, 2010; Looby *et al.*, 2013). Sznitman *et al.* (2015) presented strong arguments for developing interventions in Israel that would reduce university students' drinking patterns through altering alcohol expectancies across ethno-religious groups. Studies done in a university context have indicated that expectancy challenge was singularly effective in the case of heavy drinking subjects (Cruz & Dunn, 2003; Darkes & Goldman, 1993; Darkes & Goldman, 1998; Labbe & Maisto, 2011; Lau, 2007).

There was general consensus among participants that students themselves, older students and/or other young people who had been negatively affected by exposure to their own or others' misuse of alcohol should be involved directly in these intervention strategies if they were to have any lasting impact. In this context, they felt that a peer mentoring programme was a viable way of promoting awareness campaigns about the responsible consumption of alcohol by students, and first year students in particular:

M16 *"I think it must be maybe second years or third years or PhD students (that will do the intervention) but no parents, because they know they have already enough of hearing the parents ... somebody that can relate to them and say 'Yeah in my first year I drink so much and I failed my semester, don't do it, they will relate more.'"*

F21 *"I think it should be young people with those experiences with alcohol, with negative experiences of alcohol."*

F14 *"... as die ouer student self met die eerstejaar studente praat (rakende alkohol gebruik) ... iemand wat self kan getuig ... sê nou maar al 'n probleem gehad en hulle kon self nie hulle graad slaag nie ... "*

(If an older student him/herself can talk to first year students' [regarding alcohol use] somebody that can testify ... say [someone] that has also had a problem and could not obtain a degree.)

M3 *"... remember our role models are older than us ... I look up to you so when I see you doing something wrong I think you are encouraging me to do the same thing... "*

M25 *"Dalk soos die portuurhelper wat elke nou en dan by die eerstejaars hoor of hulle oraaits is, hy is half die skakel tussen die HK en die eerstejaars dalk so een in die koshuis wat kyk hoe die eerstejaars uitgaan na R&O."*

(Maybe someone like a peer helper that will check on the first years now and then to make sure they are all right, he/she is more or less the link between the House Committee and the first years and may be the one in the residence that will look after the first years that are going out after registration and orientation.)

M7 *"I think that has to be addressed by those who have already passed that stage. If the second years came to address the negative and the positive drinking to the first years then it could make a certain difference."*

M5 *"We should intervene our peers, so that they could know about alcohol"*

Carey (2012) stated that an effective intervention strategy is to use peerhelpers that are trained to deliver Brief Motivational Intervention which includes a brief general assessment of the individual's drinking, information on harm reduction and affirmation of skills to make healthy decisions regarding alcohol use. The role of the peer helper is also to provide information on psycho-social interventions available to assist individuals with heavier drinking habits. Yet another function of peers is to clarify the social responsibilities that younger and older students have towards one another (Russell & Arthur, 2016). Moreno *et al.* (2012) indicate that peer interventions have

been successful in improving sex education and reducing drug- and alcohol-related harm, and suggest that universities could incorporate peer helper monitoring of Facebook posts regarding alcohol in order to identify students at risk of alcohol abuse.

The students also felt that celebrities and positive role models, such as well-known sportsmen or women, and the real life stories of younger people, could play a valuable contributory role in intervention strategies aimed at raising awareness of excessive alcohol consumption among university students:

M18 *“... ek sal sê ‘n rugbyspeler of so iets, iemand wat hulle idealiseer, soos ‘n ‘icon’ vir hulle.”*

(I'd say a rugby-player or something, somebody that they idealise, such as an icon.)

F17 *“As daai persoon (rolmodel) self aan jou hulle storie kom deel en hy voel hulle ‘emotion’ aan van dit, van dit wat hulle nie kon bereik nie dan sal dit hulle skok, maar weereens as dit nou iemand van julle eie ouderdom is ... ”*

(If that person [rolemodel] shares their story with you and he/she feels their emotion about that, that which they could not achieve then it will shock them, but again it must be somebody of their own age.)

F12 *“... a younger person will be like ‘guys I am in the same place as you guys, let’s just try this and this and this’, it’s like you are including us in this decision and not making the decision for us.”*

Research indicates that identification with a special role model or peer may influence young people’s behaviour (Langner *et al.*, 2013; Muller, 2017; Stallen *et al.*, 2013), which implies if a role model or high profile person shares his/her story of alcohol use and abuse and then more responsible actions towards drinking alcohol, it may persuade others to decide to use alcohol responsibly research, “Listening to the voices of civically engaged high school students”, Preus, Payne, Wick and Glomski (2016:73) found that adult role models could influence students to become engaged in important activities and dialogues on issues such as alcohol consumption.

Other suggestions include making advertising standards more stringent. They recommend specifically that alcohol should not be advertised on the university campus or at off campus university sports or social events:

M8 *“Ek dink om dit (advertensie van drank en kuierplekke) te wys in die amfi is verkeerd.”*

(I think showing those [advertisements of alcohol and clubs] in the amphitheatre is wrong.)

M3 *“I think they should stop advertising alcohol the way they are advertising it because they make it seem so cool you know ... ”*

According to the literature, which suggests that alcohol marketing often portrays drinking as an act of rebellion, a message likely to resonate with rebellious independent youth and most probably idealise their behaviour (D’Amico, Martino, Collins, Shadel, Tolpadi, Kolvalchik & Becker, 2017). Alcohol advertising has been identified as a factor that increases the likelihood of drinking. Therefore, young people living in high advertising markets such as universities usually increase their alcohol consumption (White *et al.*, 2017).

The students also felt that the leadership corps such as the House committee (HC) members and the Student Representative Council members should set an example of responsible alcohol use and assume control for alcohol awareness:

M22 *“... die HK’s en die leiers meer te vra om ‘n beter voorbeeld te stel met die gebruik van dit (alkohol).”*

(To request the House Committee members and the leaders to set a better example in the use of it [alcohol] more often.)

F29 *“... mens moet half deur die HK ook probeer, nie die eerstejaars (alkohol) verbied nie maar soos hulle probeer in toom hou ... ”*

(You must try through the House Committee, not to prohibit the first years from drinking [alcohol] but rather try to keep them on track.)

F20 *“Dit moet iemand uit die studenteraad wees, iemand wat nog jonk is maar wat die eerstejaar weet wat meer ervaring het as hy ... ”*

(It must be someone on the Student Council, somebody that is still young but the first year will know that the person is more experienced than him/her.)

M13 *“... die HK stel ‘n riglyn van ‘hoor hier ouens, dit is hoe dit hier werk dit is nie nodig om so vêr te gaan nie ... ek dink grotendeels die HK want dit is die mense wat hulle aan die res van die seniors voorstel”*

(The House committee sets the guideline by saying ‘listen guys this is how it works here, it is not necessary to go that far’, I think mainly the House Committee because they are the people who introduce the first years to the seniors.)

F2 *“... die leiers in die koshuis, die HK of so wat die gevolge van misbruik (van alkohol) is en as jy dit (alkohol) misbruik en jy kom in sekere toestande hieraan ... het jy nie respek vir jou koshuis nie.”*

(The leaders in the residence, the House Committee members or so that know the consequences of [alcohol] abuse and if you abuse alcohol and you come here in certain states ... then you have no respect for your residence.)

Capone *et al.* (2007) found that certain residence members and leaders usually exhibit high levels of alcohol use and also approve of the use of alcohol, building up a reputation for alcohol consumption in the residence. In order to launch more effective interventions regarding responsible alcohol use, social responsibility needs to be exercised on different levels such as university leadership, faculties, residences and local businesses and communities who tend to take advantage of the student market (Van Damme *et al.*, 2016; Young & De Klerk, 2007). According to Wilkinson and Ivins (2017) personnel and student leaders must be trained in harm reduction interventions or protective behavioral strategies in order to make students aware of the dangers of excessive drinking and to empower them to drink more responsibly.

The participants offered practical advice on how to minimise the potential risks associated with consuming alcohol. These included common sense advice, such as students should drink with a group of people they like and trust and the first time they decide to consume alcohol they should do so with trusted friends in a safe environment. They suggest that when students go out with friends, at least one of them should be a person who does not drink much, who would be willing to watch the others and tell them when they have had enough. They further suggest that there should be

a designated driver (such as a buddy system) at events where alcohol will be consumed so that nobody drives while under the influence of alcohol or is a passenger in the car of an intoxicated driver.

F1 *“... ek is altyd bang daar gebeur iets met iemand so ek bly altyd die verantwoordelike een by die partytjies.”*

(I am always afraid that something might happen to somebody so I am the responsible one at the parties.)

F27 *“If I take alcohol I'd make sure I am around the right people, like my family and friends ... ”*

M19 *“Not like go out it can get dangerous like if you are drinking and driving something can happen or a taxi can fetch them ... ”*

F12 *“... telling children certain things like know your limit, look what people you are surrounded with in that state of being intoxicated, are these people you can trust, are these people who are going to get you home or are these people just going to leave you there and you might wake up raped, mugged or beaten. Know your limits.”*

Protective Behavioural Strategies (PBS) is associated with lower alcohol use, including students refusing drinks when they do not want to drink and the alternation of alcoholic and non-alcoholic drinks (Jongenelis *et al.*, 2016). Protective Behavioural Strategies also include ways of drinking such as avoiding mixing different types of liquor, and avoiding serious negative consequences, for instance, by using a designated driver or knowing where your drink is all the time (Kilmer & Logan, 2012). Research indicated that the use of Protective Behavioural Strategies is associated with a decrease in the harmful and negative consequences of alcohol consumption (Kilmer & Logan, 2012). Jongenelis *et al.* (2016) recommend promoting the right of the individual to decline offers of alcohol: institutions such as educational institutions should use interventions that develop effective refusal strategies. However, they argue that there is unlikely to be a real solution as long as heavy drinking is the norm among university students. Students are well aware that some pubs, bars and bottle stores largely ignore the legal age and other limits on selling alcohol in the interests of profit (Jonglis *et al.*, 2016).

F20 “... ek dink die kroegmanne rondom die PUK kan in kennis gestel word want ek dink daar is ‘n wetgewing wat sê jy mag nie aan mense wat dronk is nog drank verkoop nie ... Ek het nog nooit gesien waar dit in plek tree nie. So die behoorlike wetgewing moet in plek tree.”

(I think the barmen around the North-West University must be informed because I think there is legislation which states that you may not sell alcohol to drunk people. I have never seen that this legislation applied. So the appropriate legislation must be put in place.)

M26 “... hoe keer ‘n mens dat kinders onder die ouderdom nie drink nie ... as jy wil kuier gaan jy kuier.”

(How do you prevent underage children from drinking, if they want to socialise [drink alcohol] they are going to.)

M16 “I don’t think telling them that alcohol is dangerous and don’t drink will help. You can monitor it (alcohol use) as much as you want they’ll always find a way to hide it and they will always find a way to do it the way they want.”

F14 “Ek weet regtig nie wat kan ‘n mens doen nie want as mens regtig vir ‘n eerstejaar sê moenie so baie kuier (alcohol drink) nie, moenie baie drink nie sal hy vir jou nie lag nie, maar hulle steur hulle nie daaraan tot iets ernstigs gebeur... ”

(I really don’t know what you can do because if you really tell a first year not to socialise [drink alcohol] that much or don’t drink that much, they won’t laugh, but they won’t listen till something serious happens.)

F29 “... jy kan ook by die plekke sê hulle moet seker maak hulle verkoop nie te veel nie, dit gaan moeilik wees want hulle maak net geld ... ”

(You can also request the places to make sure that they don’t sell too much liquor, but it’s going to be difficult because they are only in it to make money.)

M10 “... there is no way you are going to change somebody right now into not drinking.”

According to the literature, traditional methods such as providing the factual information via mass media to enjoin people to reduce their alcohol consumption have mainly proved ineffective (Wakefield, Loken & Hornik, 2010). People might perceive

the message as a threat to their freedom of choice (Loman *et al.*, 2018). According to Kilmer and Logan (2012), alcohol education programmes may be less effective because students as emerging adults are likely to resist being told what to do. Furthermore, generic messages regarding alcohol use usually do not take into account students' drinking patterns and social characteristics.

5.3 DISCUSSION OF FIELD NOTES

Field notes were made to be able to obtain and retain important non-verbal information that was displayed by the participants during the interviews. Field notes are taken by the researcher to record their thoughts and observation while they are busy in the field or environment they are researching (Denzin & Lincoln, 2013; Flick, 2014; Gray, 2014; Tuckman & Harper, 2012). Notes were made of body-language, tone of voice, mannerisms and other relevant information regarding the interviews conducted. The field notes included observational, theoretical and methodological notes. Field notes serve as additional information and reflection regarding observations, theoretical ideas and methodological processes (De Vos *et al.*, 2011). The following *field notes* were put together in order to add to the comprehensiveness of the data generation process:

- **Observational notes**

Observational notes were made during or shortly after the interview process. These notes included aspects such as body language, and other relevant information that was not captured by the audio recording during the interviews (Delamont, 2013; Denscombe, 2010). During the interviews the participants were very open and comfortable in sharing their experiences regarding alcohol and alcohol use. I noted that quite a few female participants started to “giggle” and appeared shy when asked about their expectancies regarding alcohol in student life. I also noted that some of the males got very fidgety and avoided eye contact when they were asked about their experience with alcohol and they tried to downplay their alcohol use with words like “only now and then” or “only one or two beers”. Long silences or sudden stuttering regarding certain questions were also included in the observational notes. During the interviews some of the participants used words like *school* or *schoolwork* to refer to university and academic work, which could imply that they were still in the framework of the school environment. When asking about their expectations of alcohol and

alcohol use in the university the majority of the participants' faces lit up with excitement and anticipation. I did not detect any signs that any of the participants felt uneasy or unsafe in the interview environment when asked to share their experiences. Most of the participants made asides regarding their residences and the experiences they had had during their first two weeks on the university campus. The interview process had to be more than a means of recording verbal and non-verbal responses. My observation notes needed to stimulate critical thinking about what I had observed during the interviews (Merriam, 2009). A few Afrikaans-speaking participants asked about the meaning of 'depiction' and I noted that and made a point to make sure that the rest of the participants understood the meaning of depiction during the interviews. The field notes were handwritten in a notebook and later scanned into a computer file after the data generation process was completed.

- **Theoretical notes**

According to Merriam (2009) the exploration of the literature while the researcher is in the field is of paramount importance. I therefore included theoretical notes in order to enhance the data generation and analysis processes. Boeije (2010) stated that theoretical notes reflect how findings were derived from the data. I made theoretical notes of issues that were mentioned in previous studies and other literature. For instance, I noted that students mentioned that their peers usually drank more than them and that their peers had a higher expectancy of starting to use alcohol in the university context (which resonates with the social norms theory).

- **Methodological notes**

Making methodological notes is designed to create an opportunity to reflect on the research design and methods as well as barriers and breakthroughs in the process (Botma *et al.*, 2010; Bryman, 2012). It was therefore important for me to make notes on the methods during the data generation and analysis processes. Methodological notes included my learning experience regarding methodological issues such as the use of Merleau-Ponty's critical phenomenological approach to intervention and the use of language and speech (how ideas are communicated in the interviews) (Boeije, 2010; Murray & Holmes, 2013).

Merleau-Ponty's phenomenology of language "claims that thinking takes place in and through the spoken word", which implies an intervention of thinking and talking about the phenomenon during the interview on a critical level (Murray & Holmes, 2013:341). During the interviews, notes were made of the participants' remarks regarding alcohol use and their own reflections which developed from primary talk into secondary talk. This entailed critical dialogue in which the participants were provided opportunities to come up with ideas and/or reflections regarding interventions for responsible alcohol consumption.

- **Personal reflective notes**

Personal reflective notes create "an opportunity to reflect on issues raised in the setting and how they relate to [the] larger theoretical, methodological and substantive issues" (Merriam, 2009:172). Reflective notes are one of the most important techniques for developing ideas. These were especially important in my study, which aimed to develop an Alcohol Expectancy Challenge Programme (Maxwell, 2012). What I found particularly interesting was the way students explained the exposure they had through advertisements of clubs which use alcohol as the main attraction. I have noted this as it was an issue that was already part of the North-West University's Registration and Orientation programme.

5.4 SUMMARY

Four main themes, each with a number of sub-themes, emerged from first year university students' depiction of alcohol consumption. The main themes reflected students' experience and perception of alcohol consumption, students' motivation for drinking alcohol, the negative and positive effects they experienced when consuming alcohol, and suggestions on ways to promote responsible consumption amongst university students. The themes were incorporated in the alcohol expectancy challenge intervention programme for first year students.

CHAPTER 6

CONCEPTUAL FRAMEWORK FOR AN ALCOHOL EXPECTANCY CHALLENGE PROGRAMME AND PROGRAMME DESIGN, DEVELOPMENT, IMPLEMENTATION AND EVALUATION

6.1 INTRODUCTION

Scott-Sheldon *et al.* (2012) describe expectancy challenge as a brief intervention that is usually conducted in a group and ideally incorporated in student activities such as student orientation or residence programmes or before periods such as Rag when students engage in risky drinking behaviour. In this chapter, I first provide the conceptual framework for an Alcohol Expectancy Challenge Programme. Next, I describe the phases of programme design and development which comprise: *Phase 1* Programme planning and development; *Phase 2*: Programme implementation; and *Phase 3*: Programme evaluation of the Alcohol Expectancy Challenge Programme (see Diagram 1.2).

6.2 CONCEPTUAL FRAMEWORK FOR THE DEVELOPMENT OF AN ALCOHOL EXPECTANCY CHALLENGE PROGRAMME

As mentioned in Chapter Two, a conceptual framework refers to a map of the territory and phenomena under investigation (Kumar, 2014; Miles *et al.*, 2014). A conceptual framework assists the researcher to reduce theoretical data into statements, model relationships between theories and create theoretical links between different theories and existing research (Trafford & Leshem, 2008). The framework encapsulates various role-players and the process of facilitation within the specific student context. Diagram 6.1 below depicts the conceptual framework of the programme that includes facilitation (agents and recipients); facilitation procedure; facilitation dynamics; context; and the envisaged outcomes of the programme that was implemented.

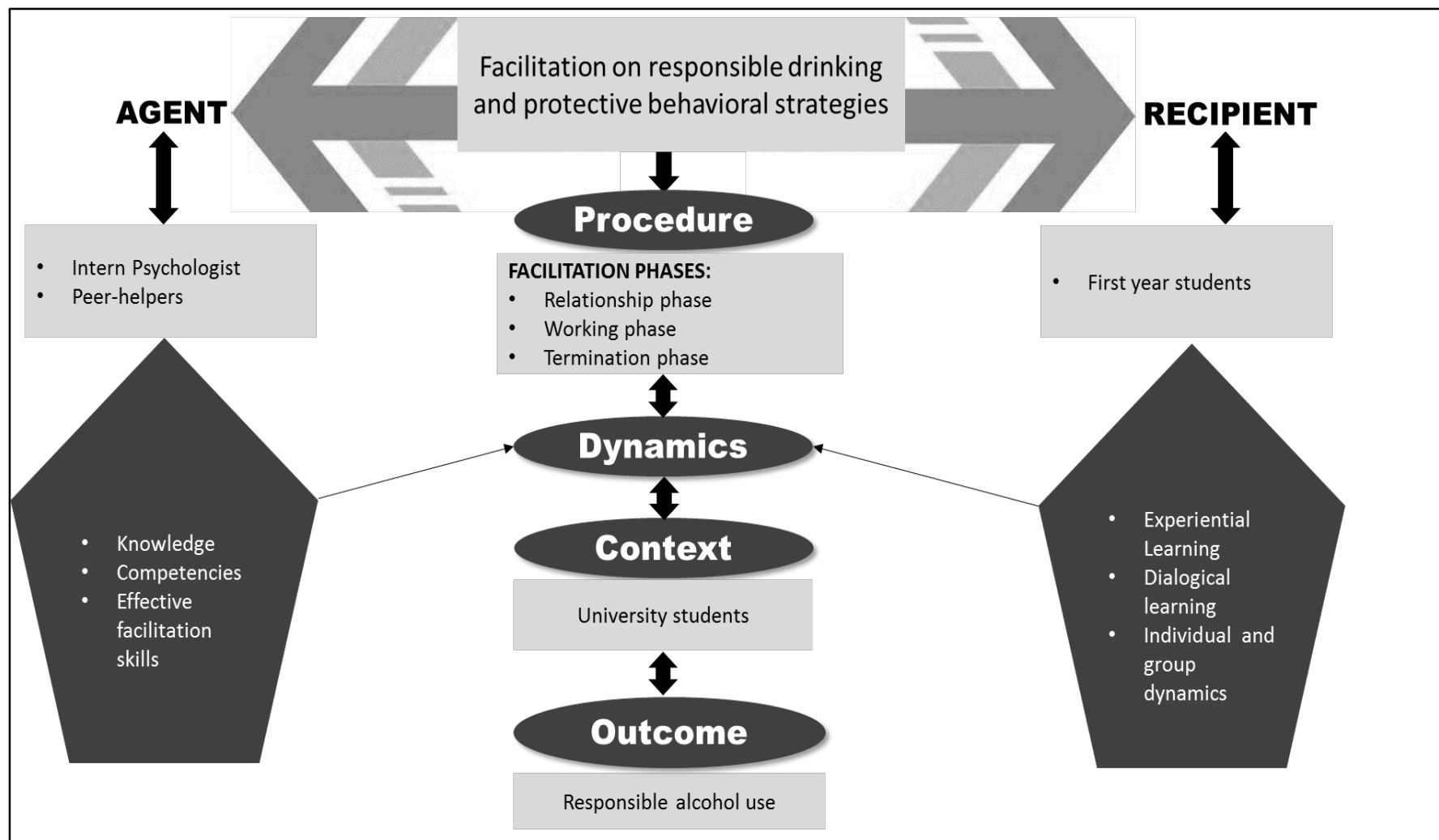


DIAGRAM 6.1 CONCEPTUAL FRAMEWORK: DEVELOPMENT OF AN ALCOHOL EXPECTANCY CHALLENGE PROGRAMME

6.2.1 Agent

In the context of this programme development process, the term 'agent' refers to an individual who facilitates an intervention or programme developed the clear goal of addressing an identified challenge, such as non-responsible alcohol usage, that negatively affects people (Botha, 2006). In this study, the agents were responsible for the facilitation of the Alcohol Expectancy Challenge programme. In this case, these were the *intern psychologists* and *peer helpers* that facilitated the Protective Behavioural Strategies (PBS) (see Section 1.1 & Diagram 6.1).

The agents acted as facilitators during the implementation of the programme to the participants, first year students residing in on-campus residences at the university. Their role was to assist a group of people to achieve an agreed aim by involving everyone present (Botha, 2006; Cameron, 2002). According to the Oxford Advanced Learner's Dictionary (2017), a facilitator is a person who helps and makes processes easier by discussing problems and giving advice, rather than telling them what to do. To act successfully as facilitators, agents need certain facilitation skills. These are discussed in the section below.

Intern psychologists as facilitators were responsible for the primary intervention, namely the alcohol expectancy challenge intervention, so they had to apply their knowledge of group processes, group dynamics and non-judgemental information sharing and then reflect on information that was shared among the group members. These skills are usually developed during the intern psychologists' Master's in Psychology programme at the university. The facilitators needed to be able to be flexible in order to move between critical, creative and caring thinking within the group intervention (Green, 2016). The *peer helpers*, on the other hand, needed to apply their skills related to information sharing, specifically the information regarding Protective Behavioural Strategies (PBS). In the context of the implementation of this programme, the peer helpers were on-campus residence students that were selected by a panel of psychologists. These peer helpers were specially trained in basic lay counselling skills, presentation skills and referral procedures. These peer helpers worked under the supervision of registered psychologists at the university. The most important attribute the agents (facilitators) needed to have was a non-judgemental attitude towards alcohol consumption. According to Mastroleo and

Short (2012:327), confrontational and judgemental sessions regarding alcohol use tend to intensify rebellious drinking, which needed to be avoided during the implementation of the programme.

It is important for a facilitator to have the necessary knowledge regarding the topic to be addressed during the programme as well as his/her own facilitation style. Cameron (2002), Kriek and Viljoen (2003), and Kaner, Lind, Toldl, Fisk and Berger (2007) highlight key elements of a facilitator's role such as:

- ✓ setting clear objectives for the workshop sessions;
 - ✓ ensuring that the right participants are invited and encourage to attend;
 - ✓ being prepared and knowing the topic;
 - ✓ preparing the workshop structure in such a manner that everybody is included and has an opportunity to be involved in the discussion;
 - ✓ using positive energy to create a stimulating environment;
 - ✓ using facilitation skills like open ended statements and questions, reflection and dialogue; and
 - ✓ building on input and encouraging further thinking by means of appropriate questions, thus using the group members (participants) as a resource by redirecting the questions to the group.
- Effective facilitation skills

Cameron (2002) states that a facilitator must use communication skills such as good listening and questioning skills in discussions and dialogue. This view is shared by Marcus and Forsyth (2009) who indicate that a facilitator must use effective listening and reflecting skills to encourage participants to share their ideas and experiences, and to support one another. A facilitator therefore needs to be able to listen to contributions, clarify them, challenge them if necessary and open the issue at hand for further discussion (Cameron, 2002). Before the programme's sessions commence, participants work together to set ground rules for the session and the agent facilitates the setting of ground rules by exploring and clarifying the

information given by the participants. Promotion of cohesion and acceptance of others in the group is another central skill in group work, which can be achieved through focusing on connections between or similarities in feelings or experiences, despite diversity in the group (Turner, 2011). Throughout the dialogue, the facilitator has to form relationships based shared experiences and feelings as a means of enhancing group cohesion.

6.2.2 Recipient

The term recipient refers to an individual or individuals who receive something (Macmillan online dictionary, 2016). During an intervention, the recipient is part of a group of people that are interdependent and may influence one another through social interaction (Vandenbos, 2007). The recipients of the developed Alcohol Expectancy Challenge Programme were first year students in on-campus residences whose participation in the programme implementation phase (see Section 6.2.3.3; Figure 6.1) was facilitated. This programme aimed at addressing first year students' specific needs as indicated by the participants of this study during the data generation process (see Chapter Five) as well as the information generated during the situation analysis and the formulation of the needs analysis (see Sections 6.3.1.1 & 6.3.1.2 below).

The goal of the Alcohol Expectancy Challenge Programme was to promote responsible drinking. It is important to note that I adopted Cameron's (2011) view that the number of participants taking part in a facilitated workshop should not exceed a total number of 15 members. Therefore, the number of participants (recipients of the programme) who participated during the implementation of the programme was 14 on-campus residential first year students from the NWU. These participants in the programme implementation phase were drawn from the group of participants who took part in the data generation process of this research study (see Sections 1.6.1 & 4.2.4).

6.2.3 Procedure

According to Kaner *et al.* (2007:xv), the Latin root of the word facilitate means "to enable or to make easy". The Oxford Advanced Learner's Dictionary (2017:525) defines facilitation as "to make an action or a process possible or easier". Thus

facilitation enables or makes it easier for individuals within groups to share information and serves to clarify group processes during group centred discussions or interventions (Hogan, 2002). There were three facilitation phases: the *relationship phase*, the *working phase*, and the *termination phase*. These are illustrated in Figure 6.1 and Diagram 6.2, and discussed in Section 6.2.3.

6.2.4 Dynamics

According to the *Oxford Advanced Learner's Dictionary*, (2017:458) 'dynamics' refers to the "way in which people [and] things behave and [react] to each other in a particular situation" and group dynamics refers to the way group members react to one another. The group members who took part during the implementation of the programme were all on-campus residence first year students. These participants were diverse in terms of gender, age, language, culture, ethnicity and personalities, but all of them were experiencing some kind of transition, a phase where there is change and challenges on academic and social levels (Ames *et al.*, 2011). These student participants had certain expectancies of university and certain aspects such as socialisation and the consumption of alcohol (Capone *et al.*, 2007; Taylor *et al.*, 2017). For facilitation purposes, the agents (facilitators) needed to take account of the recipients' (first year students') learning styles and approaches to learning. In the light of the role of the facilitators (Section 6.2.1), as well as how learning was to be approached, experiential learning and dialogical learning seemed the most appropriate choice (see section below) given the context of the programme that was to be implemented. The facilitators needed to possess the necessary facilitation skills and to have sufficient knowledge about the topics of the various facilitation sessions of the programme (see Table 6.1 & Figure 6.1). I opted to employ experiential and dialogical learning approaches as these approaches provide the participants (recipients) with a way in which they could share their own experiences through dialogue and learn from one another, as well as reflect on their experiences and make meaning for themselves.

- Experiential learning

Experiential learning played a very important part in programme development and implementation. This kind of learning is at its best when individuals are closely

involved in the learning process; when they share their experiences and discover 'new' knowledge on their own and are able to alter existing knowledge; when the individuals can set own learning goals and pursue the practical implementation of their knowledge gained (Grosser, 2018). In this instance, it provided participants with a hands-on and action orientated learning experience.

- Dialogical learning

Dialogical learning refers to learning through dialogue which may be described as a search for meaning and eventually the creation of knowledge within a social context; the process is much more than only conveying or analysing information (Botha & Du Preez, 2018). During dialogue aspects such as values, experiences and knowledge are more prevalent (*ibid.*). Botha and Du Preez (2018:151) provide various conditions for effective dialogue that are crucial to effective dialogical learning. An adapted form of these conditions are:

- ✓ *Willingness*: during the Alcohol Expectancy Challenge Programme nobody is forced to participate their participation in the dialogue.
- ✓ *Acknowledge equality*: every individual who takes part in the Alcohol Expectancy Challenge Programme has to acknowledge and respect equality as a basic human right.
- ✓ *Find commonality*: the participants in the sessions taking part in the dialogue have to find some common ground even though there might be diversity. In this case, those who were in the same residence, were at an advantage. There was common ground for all of them in that they were all first years, and had certain experiences or beliefs regarding alcohol consumption.
- ✓ *Empathy*: the participants taking part in the dialogue in the Alcohol Expectancy Challenge Programme had to be able to put themselves in other people's shoes with regard to their unique experiences with alcohol and alcohol consumption in order to understand their experience.

- ✓ *Listening*: the participants had to be able to listen objectively, thus hearing what others were saying without any prejudice. When participants shared their view on alcohol consumption or experiences with alcohol, other individuals had to be able to set aside their own convictions and judgements, and simply listen to other participants sharing their stories.
- ✓ *Revealing the inner self*: during the sessions of the Alcohol Expectancy Challenge Programme the people had to feel safe enough within the group in order to unmask themselves and give other participants a reasonable opportunity to understand their world.
- ✓ *Honesty*: as alcohol and alcohol consumption is a sensitive topic, the participants in the Alcohol Expectancy Challenge Programme had to feel emotionally secure in the group to be true to themselves during the unmasking process.
- ✓ *Accountability*: This implies that individuals have a responsibility towards other people in the group. They are each responsible for what they say and share with the other group members as well as for showing respect for others' viewpoints. An individual cannot, for instance, assume that he or she can share his or her own viewpoint on behalf of the others, as if it were the group's viewpoint. For example: 'I am sure all of us in our on-campus residence are heavy on drinking alcohol and enjoy it because we are real men.'
- ✓ *Humility*: It is crucial that participants of the programme all take other people into consideration, being humble and not judge other participants on the basis of difference of opinions.
- ✓ *Openness and commitment*: During the Alcohol Expectancy Challenge Programme: The participants must be open to the other participants' views and opinions without fearing that it would compromise their own views and/or opinions.
- ✓ *Respect the relativity of convictions*: This entails knowing what one individual sees as an absolute truth might be questioned by another

individual in the dialogue. Differences must be respected and not judged. One participant might feel that intoxicated students should go through a 'strict disciplinary' process, while another participant might feel that intoxicated students should be referred to student support services currently available on campus for the necessary support.

As the programme implementation involved a group of on-campus residence first year students, the agents that facilitated the programme had to be familiar with individual and group dynamics. Next, I briefly elaborate on these dynamics.

- Individual dynamics

Forsyth (2017) focuses on the individual and collective within groups and differentiates between them on certain grounds. Within a group setting, individuals tend to be dualistic with a personal side which includes their individual qualities and goals and with a social side which includes their social, collective qualities. In a group, people may lean more towards individualism with the emphasis on their personal goals and uniqueness or they may lean more towards the collective, which may be more interdependent, and thus they prefer to work with other group members than compete with them (Forsyth, 2017). Thus in a group there will always be individualists that put their personal goals and feelings first and collectivists that would rather focus on the quality of their relationships in the group and have more favourable attitudes towards group rewards than individual rewards (Forsyth, 2017; Marcus & Forsyth, 2009).

- Group dynamics

Group dynamics can be described as “influential interpersonal processes that occur in and between groups over time” (Forsyth, 2017:18). These processes determine how members relate and engage with one another in a group. They also determine what actions the group may take and how the group responds to the environment (Marcus & Forsyth, 2009). These influential interpersonal processes include (Forsyth, 2017:18):

- ✓ *Formative Processes:* Personal and interpersonal processes such as similar circumstances, experiences or feelings, turn strangers into a group

where there is a level of cohesion. In this programme it includes the participants' experiences such as to be in a new environment, with new demands.

- ✓ *Influence Processes*: In this study, it may refer to dealing with the demands and stress of university life without the support of their parents' home or structure, and how the group members learn from one another's experiences.
- ✓ *Conflict Processes*: People disagree with or oppose each other in these processes, which can turn group members and groups against one another. They can thus disturb cohesion and harmony in a group. Through effective facilitation, conflict and the negative emotional energy can be positively used within a group.
- ✓ *Performance Processes*: Interdependent individuals merge their strengths in order to reach specific goals during these processes.
- ✓ *Contextual Processes*: Consider how the physical environment affects group dynamics. In this study, during the programme implementation, the group members were all on-campus first year students and were also part of the bigger structure, namely the university residence structure they resided in, each with its own traditions.

6.2.5 Context

Vandenbos (2007:224) defines context as "... the conditions or circumstances in which a particular phenomenon occurs". The context in which this programme was developed and implemented was in an HEI, namely a university context. This includes aspects such as student culture, socialisation with the aid of alcohol, and staying in on-campus residences with certain cultures of drinking, including drinking games (Borsari *et al.*, 2007; Sher & Rutledge, 2007; Van Damme *et al.*, 2016). As established during the situation analysis and the formulation of the needs analysis (Section, 6.3.1.1), as well as from the literature, the university environment is not always viewed as conducive to responsible alcohol consumption and making responsible choices regarding alcohol use (Sugarman & Carey, 2009).

6.2.6 Outcome

The envisaged outcome of this Alcohol Expectancy Challenge Programme aimed at first year students was the promotion of responsible alcohol consumption by empowering them with the necessary knowledge and learning experience about alcohol consumption. This was to be achieved through the programme that was implemented and realised by the facilitation processes as discussed in section 6.3.2.1 below.

6.3 PHASES OF PROGRAMME DESIGN AND DEVELOPMENT

This section to follow focuses on the programme design and development of an Alcohol Expectancy Challenge Programme for on-campus residence first year students in a university context. As Botha (2006), Calley (2011), NMAC (2013) and Wadsworth (2011) state, the process of programme design and development entail three phases (see Section 1.7.1). I will now expound on these three phases in the sections below.

6.3.1 Section 1: Phase 1 Programme planning and development

Programme development is in essence the roadmap that gives guidance in order to develop and build an effective programme (NMAC, 2003:15). Programme development consist of two aspects, namely situation analysis and formulation of a needs analysis (Wadsworth, 2011). For the purpose of clarity, the conceptualisation/mind map of the programme design and development processes are included and discussed to present the scope of the programme that was implemented during this study (Botha, 2006; NMAC, 2003; Sarantakos, 2013; Wadsworth, 2011).

6.3.1.1 Situation analysis

Analysis of a social context requires detailed knowledge of the behaviour and cognitive orientation of the people (first year students) in the specific context (university on-campus residences) that is studied (Mitchell, 1983). *Situation analysis* describes an exploration of the current situation through the “systematic collection and study of past and present data in order to identify certain forces, trends and conditions” within the specific context (Munoz & Huser, 2008:215). During the

situation analysis, knowledge of the situation emerged firstly, from the themes and categories that were derived from the data analysis of the data generated, which reflected the on-campus residence first year students' lived experiences of alcohol consumption; and secondly, from the knowledge gained from literature, and thirdly, from previous research studies (Mitchell, 1983).

I now elucidate the following aspects of alcohol consumption use in student life based on the literature, knowledge about the university's current interventions that play a role in the current student context, as well as the data generated in this study (see Chapter Five).

✓ Alcohol as part of the student culture and context

Alcohol consumption is acknowledged by the first year students of the NWU. They view 'alcohol' as part of student culture and highlight the role that alcohol forms plays in their social events as discussed in Chapter Five, sections 5.2.2.1 and 5.2.2.2. Student drinking is thus viewed as an integral part of student life where students enjoy themselves and make use of opportunities in the student context of special events, such as sport and other social events in which drinking games and celebrations are combined (Demers *et al.*, 2002; Merrill & Carey, 2016; Neighbors *et al.*, 2012; Sudhinaraset *et al.*, 2016; White & Hingson, 2013; Winograd & Sher, 2015).

✓ On-campus residence first year students' expectations and motivation for alcohol use

The first years of NWU are motivated to drink alcohol to make the anticipated expectations, such as the *drinking motives* that emerge during data analysis, a reality. These include *enhancement motives* which are characterised by psycho-active effects of alcohol thus, drinking to feel good (see Section 5.2.2); *social motives* which are usually positive reinforcement generated from external effects of alcohol such as drinking to enjoy the party (see Section 5.2.2.1); *coping motives* which are characterised by negative reinforcement generated from the psycho-active properties of alcohol such as drinking to deal with stress or anxiety; and *conformity motives* which are reflected in drinking to conform or fit in with the student drinking culture (see Section 5.2.1.2). The ready availability of alcohol in the student

context, such as in residences, and the frequent opportunities and occasions to use alcohol enable students to consume alcohol for a variety of reasons such as fitting into the *in-group*, and/or to cope with stress, and/or to enjoy the social interaction, and/or to enhance positive emotions/feeling states (Kuntsche *et al.*, 2014; Kuntsche *et al.*, 2005; Langner *et al.*, 2013; Muller, 2017; Stallen *et al.*, 2013).

The research by Maphisa and Young (2018) on '*Risk of alcohol use disorder among South-African students: the role of drinking motives*' accentuates that when students drink to conform (conformity motive) rather than to become intoxicated, they may consume as much alcohol as is needed to show or prove to others that they fit in. In addition, the students also consume alcohol in order to enhance certain experiences such as enjoying a party or festival or to cope with negative emotions such as stress and anxiety (Kuntsche *et al.*, 2014). Many research endeavours prove that coping motives are usually associated with negative consequences such as drinking to a point of intoxication, which place these students at risk of developing an Alcohol Use Disorder (AUD); Keough, O'Connor, Sherry & Steward 2015).

✓ Knowledge of alcohol units

First year students of the NWU who participated in this research study were unaware of what counts as a unit of alcohol, and how many units of alcohol they can consume before they become intoxicated (Section 5.2.1.2). This was also confirmed in the literature which indicated that young people find it difficult to quantify their alcohol intake and they are usually unable to gauge their consumption in alcohol units, so count drinks and not necessarily units (Acier *et al.*, 2015; Dawson, 2011). Being unaware of drinking limits may easily lead to binge drinking (Butt *et al.*, 2011; Lannoy *et al.*, 2017; Wechsler & Nelson, 2001).

✓ Current alcohol intervention strategies

The first year students (participants) of the NWU view traditional and current types of alcohol awareness interventions such as re-active interventions that focus on reprisal measures, as ineffective as the interventions do not address the serious consequences of alcohol abuse (see Section 5.2.3.3). Kilmer and Logan (2012) argue that students view themselves as independent, but they usually do not take the full responsibility of adulthood. This implies that educational messages may not be effective as students view generic educational messages as messages from an authority, telling them what to do.

The current interventions at the NWU are re-active interventions and include disciplinary action against students that become intoxicated and misbehave, for instance causing damage to property or violence against other students as a result of alcohol abuse. Although therapeutic services for students with substance abuse problems are available, there is no pro-active intervention at present that is designed for first year students as a vulnerable group who are at risk of commencing binge drinking due to their 'freedom' and 'new drinking opportunities' (see Section 5.2.2.2). The data generated clearly indicate that the on-campus residence first year participants in this study expect their student leaders, such as the House committee members at their respective residences, to set an example of responsible alcohol consumption and to apply intervention strategies to address the current challenge with heavy drinking (see Chapter Five, Section 5.2.4).

✓ Asset map

According to Calley (2011) it is important to identify certain existing *assets or strengths* which include people, organisations and facilities available that could contribute to the planning, development and implementation of a programme. It was evident from the data generated in this study (see Chapter Five), that the on-campus residence first year student participants (NWU) felt that an intervention needs to include peer helpers, leaders in leadership structures such as House Committee Members (HC members) and Student Representative Council members (SRC members). Leadership structures are viewed as social capital structures (see Chapter One, Section 5.2.2.2; Table 1.1) to help students make responsible choices

regarding their physical and psycho-social health. Limbu, Jayachandran, McKinley and Choi (2018) emphasise the need to develop and implement effective intervention strategies. Therefore, the leadership structures, as important social capital structures, form part of the asset map. Diagram 6.2 below indicates the agents (Intern Psychologists and Peer-helpers) with the necessary knowledge and skills to present the programme to the recipients (first year students), while the leadership structures form part of social capital.

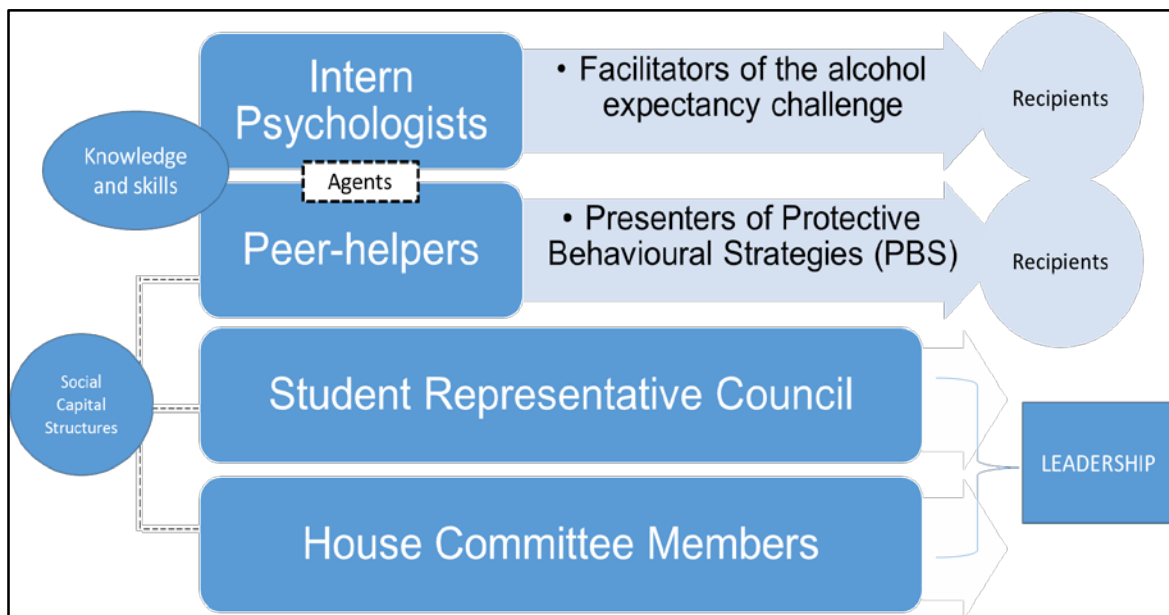


DIAGRAM 6.2 ASSETMAP

6.3.1.2 Formulation of needs analysis

Calley (2011) posits that 'needs' can be identified through data generation, which enable the researcher (programme developer) to make decisions about the content that needs to be included in the programme supported by data. The data generated in this study elucidated important information regarding the needs of the first year students as indicated by the participants during the data generation process of this study. These include:

- ✓ an innovative alcohol intervention programme to address the issues regarding alcohol consumption in a non-judgemental manner (see Section 5.2.4);

- ✓ Multidisciplinary approach to intervention including various role players such as professionals (intern psychologists) and peer helpers (see Section 5.2.4). Mastroleo and Short (2012) provide evidence that brief interventions by trained peer helpers that are deemed as 'equal' to the participants taking part in a programme are more effective than professional interventions as students relate more to peers than to older people;
- ✓ practical tips on Protective Behavioural Strategies (PBS) (see Section 5.2.4);
- ✓ identification of the drinking motives and alcohol expectancies (see Chapter Five, Section 5.2.4);
- ✓ raising awareness of consequences of alcohol abuse within the student culture through testimonies of people that are willing to share their stories regarding alcohol consumption (see Section 5.2.4); and
- ✓ there is also a clear need for opportunities for students to engage in dialogue rather than have educational lectures regarding alcohol consumption (see Section 5.2.4).

6.3.2 Section 2: Phase 2 Programme implementation

Programme implementation is a very important phase because it is the phase in which a specific programme goal is to be achieved. For the purpose of this research study, the Alcohol Expectancy Challenge Programme was developed to be implemented during the three-week period of Registration and Orientation (R&O) of first years at the NWU. The programme developed for this study was designed to be implemented over three days during the R&O period of the first year students who had enrolled at the university for the first time. Each of the three days consisted of three programme sessions of 30 minutes each (see Figure 6.1 and Table 6.1). The rationale for the time frame was that evidence in previous research indicated that the first year students are at risk of alcohol abuse, and that the first six weeks of their time at the university is critical for the success of the intervention (Hingson & White, 2012; Liguori & Lonbaken, 2015; Sudhinaraset *et al.*, 2016).

As mentioned in Section 4.2.5, the on-campus residence first year students have certain depictions and expectancies of alcohol consumption as part of student life. The aim of the Alcohol Expectancy Challenge Programme was to challenge these expectancies in order to promote responsible alcohol consumption.

6.3.2.1 Facilitation process

The facilitation process consisted of the following three facilitation phases (Bee & Bee, 1998; Botha, 2006; Hogan, 2002):

- *Relationship phase*

In the relationship phase, it was essential to build rapport, set goals and establish ground rules. The facilitator introduced himself/herself to the group and explained the main goal of the programme and the objectives at the beginning of each session as indicated in Table 6.1. It was important for recipients to feel that they had the right to participate in an informal manner and they needed to feel free to provide honest inputs without the fear of being judged (see Section 6.2.2). It was crucial to develop trust between the facilitator and the recipients during this relationship phase in order to get the message across that the facilitation process would be non-judgemental (see Section 6.2.4.4)

- *Working phase*

According to Ames, Pratt, Pancer, Wintre, Polivy, Birnie-Lefcovitch and Adams (2011), group facilitation programmes that were designed to assist first year students overcome problems related to the transition to university showed positive results. These problems include responsible use of alcohol and other social issues. It was therefore important for the participants (recipients), in this context first year students, to realise that the information offered to them during the facilitation was beneficial. They also had to feel part of the process through their practical participation during each session of the programme, all the way through the working phase. During the working phase, facilitation regarding health information such as what alcohol does to the brain was presented in an objective, non-judgemental way. Information on what alcohol units are and what heavy or binge drinking entails was shared and discussed. Through facilitation, alcohol-expectancy and various

drinking motives were highlighted and explained in a very concrete manner, which included practical scenario activities. The consequences of heavy alcohol use were explored, including providing examples of the negative effect that intoxication induces, such as damage to card readers and boom gates due to reckless driving and a cross in memory of a female student who died in a car crash on campus, also due to an intoxicated driver (see Addendum M). Protective Behavioural Strategies were facilitated by the peer helper and focused on social support of the students amongst themselves in order to make responsible decisions regarding alcohol use (see Table 6.1).

The various programme sessions are interrelated (expectancy challenge alcohol literacy learning plan) to contribute to the programme goal of promoting responsible alcohol usage as illustrated in Figure 6.1

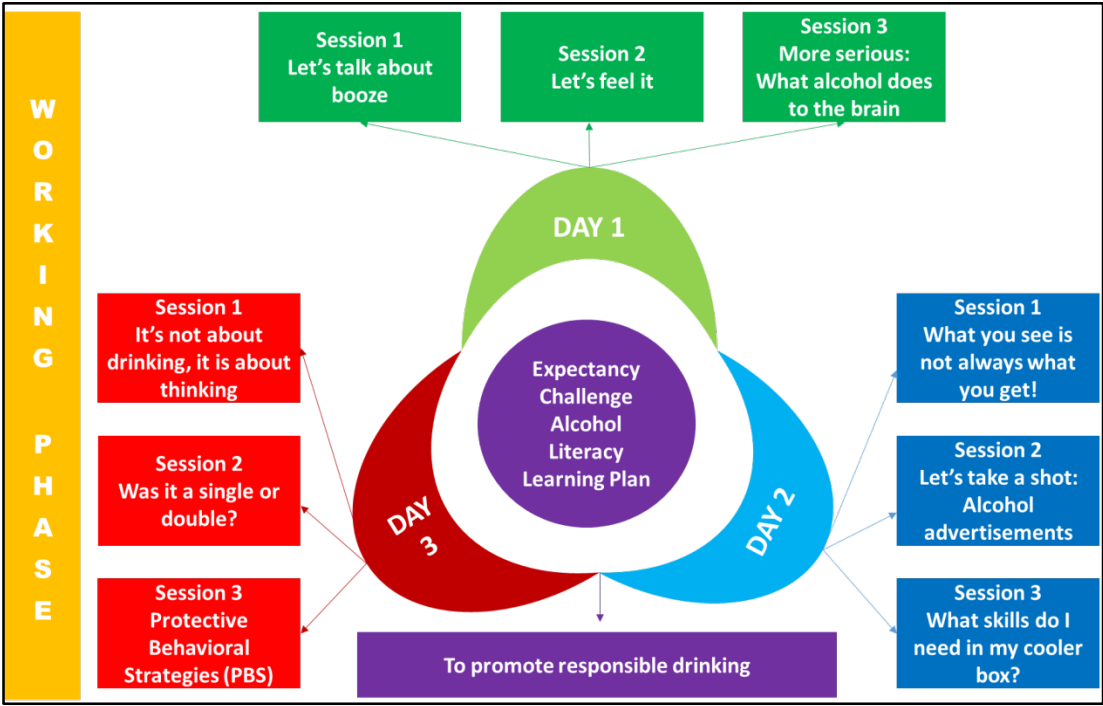


FIGURE 6.1 **EXPECTANCY CHALLENGE ALCOHOL LITERACY LEARNING PLAN**

TABLE 6.1 EXPECTANCY CHALLENGE ALCOHOL LITERACY LEARNING PLAN

DAY 1 Alcohol beliefs and effects of alcohol	DAY 2 Drinking motives and skills for making responsible choices	DAY 3 Alcohol units, drinking behaviour and Protective Behaviour Strategies(PBS)
Session 1 Let's talk about Booze <u>Session objectives:</u> • To determine the common beliefs regarding alcohol • To explore the effects of alcohol beliefs on behaviour and decision-making • To understand the effect alcohol has on behaviour and beliefs	Session 1 What you see is not always what you get! <u>Session objectives:</u> • To gain knowledge of alcohol expectancies and drinking motives • To understand the effect of alcohol expectancies and motives on drinking behaviour	Session 1 It's not about drinking, it is about thinking <u>Session objectives:</u> • To gain knowledge about alcohol units • Understand the concept of binge drinking
Session 2 Let's feel it Drinking Goggles How do I react twice over the limit? <u>Session objective:</u> • Provide experiential learning activities regarding the effect of the physical outcome of alcohol	Session 2 Let's take a shot: Alcohol Advertisements Look at alcohol adds and determine the motive <u>Session objective:</u> • Identify social, conformity, coping and enhancement motives	Session 2 Was it a single or a double? Effects of alcohol consumption Myths about sobering up <u>Session objectives:</u> • Comprehend the negative effect of alcohol on people and property within their own student context

DAY 1 Alcohol beliefs and effects of alcohol	DAY 2 Drinking motives and skills for making responsible choices	DAY 3 Alcohol units, drinking behaviour and Protective Behaviour Strategies(PBS)
		Determine myths regarding sobering
Session 3 More Serious: what alcohol does to the brain <u>Session objectives:</u> - Understand the effects of alcohol on neurological functioning - Comprehend drinking tolerance - Explore the effect of alcohol on multi-level dimensions of human functioning (e.g. academic and social)	Session 3 What skills do I need in my cooler box? <u>Session objectives:</u> - Apply Social Anxiety Management Skills - Explore coping skills regarding academic and personal challenges - Understand peer pressure and assertiveness - Comprehend self-efficacy and able to apply it in a social situation	Session 3 Protective Behavioural Strategies (PBS) <u>Session objectives:</u> - Understand the buddy system - Gain knowledge on support services on campus and to be able to use it or refer people to the services

- *Termination phase*

In this termination phase the main objective was that participants (on-campus residence first year students) in the programme implementation should be empowered through knowledge and experience to make more responsible decisions regarding alcohol intake and be able to apply Protective Behavioural Strategies (PBS) that were addressed in this programme. The facilitator highlighted the available support structures on campus such as therapeutic services and student development and counselling that are available to assist students when students have a specific need that they want to address.

6.3.3 Section 3: Phase 3 Programme evaluation

Programme evaluation of the Alcohol Expectancy Challenge Programme formed a crucial part of the programme design and development of this study (see Diagram 1.2). It is important to note, that I obtained informed consent (permission) from the programme participants before the evaluation of each programme session as well as before the participants have evaluated the overall Alcohol Expectancy Challenge programme. It allowed me to assess its value as a tool to promote responsible alcohol consumption. Diagram 6.3 below outlines the evaluation of the Alcohol Expectancy Challenge Programme in the context of this research study.

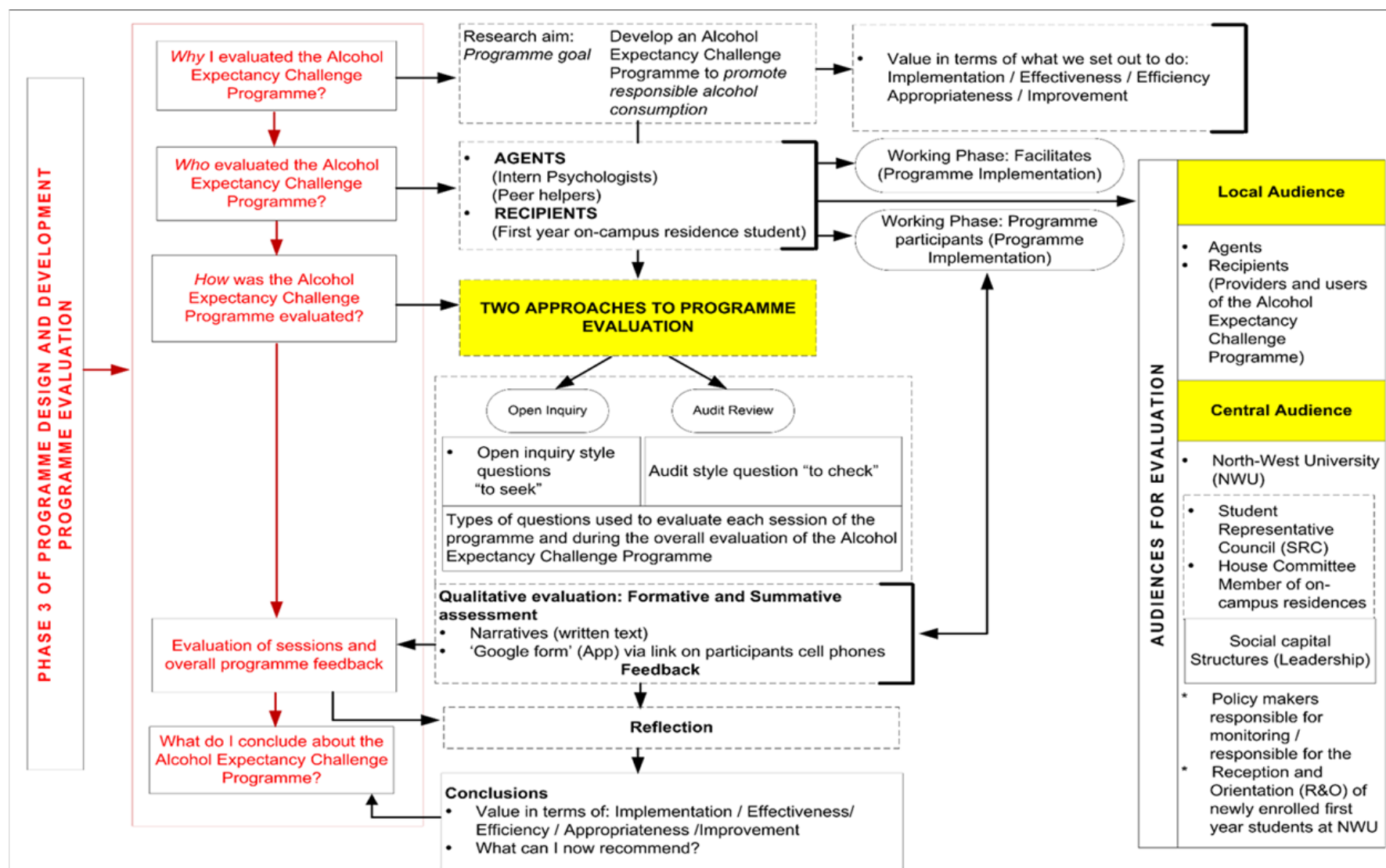


DIAGRAM 6.3 EVALUATION OF THE ALCOHOL EXPECTANCY CHALLENGE PROGRAMME

6.3.3.1 Rationale for evaluating the Alcohol Expectancy Challenge Programme

The rationale for evaluating this programme was to determine its value and usefulness in the context for which it was developed. Wadsworth (2011:8) cautions that “no evaluation can be context free”. The context was important as a problem (*irresponsible alcohol usage*) was identified within a specific context (*university – first year students in on-campus residences*) in which I wanted to address this challenge by means of the Alcohol Expectancy Challenge Programme. I thus needed to evaluate the specific current situation – ‘what is’ (irresponsible alcohol usage) compared to ‘what it could be’ after the programme was implemented. Thus, I needed to determine if the programme had value in terms of the promotion of responsible drinking (see Section 6.2.2 – Programme goal). Secondly, I needed to determine whether the product was doing what I thought it would with regard to the programme goal and the various objectives of each programme session (Table 6.1). Thirdly, I had to determine why this Alcohol Expectancy Challenge Programme should be used and to establish whether there were better ways of implementing the programme and/or whether I needed to make amendments to the expectancy challenge alcohol literacy learning plan (Figure 6.1) in order to enhance the effectiveness of the programme.

6.3.3.2 Who evaluated the Alcohol Expectancy Challenge Programme?

❖ Programme facilitators (Agents) / Researcher

The facilitators presented the programme, but the researcher evaluated the programme sessions and the overall programme evaluation. The evaluation was done through qualitative questionnaires (see Section 6.3.3.3).

❖ Programme participants: First year on-campus residence students (Recipients)

Programme participants evaluated the programme sessions and the overall programme via a link to ‘Google forms’ (see Section 6.3.3.3).

• Audiences for evaluation in the context of this study:

❖ Local audience (providers and users of the Alcohol Expectancy Challenge Programme)

Wadsworth (2011:55) refers to a local audience as “direct doers or participants”. In the context of this study, the providers were the agents (facilitators) and the users of the Alcohol Expectancy Challenge Programme were the programme recipients – first year on-campus residence students (See Diagrams 6.2 & 6.3).

❖ Central audience (NWU/SRC/HC Members of on-campus residences)

The central audience, on the other hand, refers to the assessors, transmitters and the processors of the information in order to give direction and contribute to certain policies (Wadsworth, 2011). In the context of this study, the central audience refers to NWU, Student Representative Council, and the House Committee members of on-campus residences (see Section 6.3.1.1 & Diagram 6.2). The central audience were important in the evaluation of this programme as they were in charge of the Registration and Orientation (R&O) Programme at the NWU where the Alcohol Expectancy Challenge Programme needed to be accommodated on the R&O programme. They were also responsible for the monitoring of the R&O programme at the NWU. As irresponsible alcohol consumption among students at the university was identified as a problem in the university culture, the central audience provided financial support for the development and implementation of the programme on a bigger scale. These social capital structures and leadership structures also have a social responsibility for the well-being of the students at the NWU (Diagram 6.2).

6.3.3.3 How was the Alcohol Expectancy Challenge Programme evaluated?

I employed qualitative questionnaires in order to evaluate the sessions of the programme as well as the evaluation of the overall programme. Therefore, I worked inductively to interpret the answers (feedback) provided by the on-campus first year students who participated in the programme implementation (working phase). I used *open inquiry* and *audit review* type of questions in the evaluation of each of the programme sessions, as well as for the overall evaluation of the Alcohol Expectancy Challenge Programme that was implemented. In the context of this programme evaluation, I had to keep in mind that there are different types of evaluation and that the choice made depends on the information that needs to be assessed. Therefore, I incorporated both formative assessment (evaluation that occurred *during* the implementation process that was evaluation after each session implemented) and

summative assessment (evaluation that occurred *after* the whole programme was implemented) (Yadav, 2013). I loaded the questions that were pre-set for each session and the overall programme evaluation via a link to 'Google forms', so the programme participants to complete the evaluation on their cell phones. Excerpts of some of the sessions' evaluation questionnaires are included in Addendum N. Programme participants' feedback was done by means of anonymous inputs by the programme participants in written narrative text regarding their experiences of the sessions and the programme. This feedback was needed, not only to determine the effectiveness of the programme, but also to determine whether the objectives of each session and the programme goals had been achieved as was planned. I also had to determine the efficiency of the programme. That included whether the financial contribution provided by the Student Rag Community Service (SRCS) to develop and implement this programme had been used appropriately. This included the 'drinking goggles' that were purchased and used during session 2 on day one of the implementation of the programme (drunk simulation goggles offer sober programme participants an opportunity to experience what it is like to navigate basic tasks after drinking-impairment, such as catching a ball or walking on a straight line, see Addendum O). Sambell, Brown and Graham (2017) reiterate that evaluation feedback procedures usually enhance participants' engagement. Therefore, the programme evaluation (qualitative questionnaires) was done by the programme participants after each session, and at the end of the programme implemented.

- Two approaches to the evaluation of the Alcohol Expectancy Challenge Programme

I employed both open inquiry as well as audit review types of questions in the evaluation of each programme session, as well as for the evaluation of the overall programme that was implemented. I briefly elaborate on these two approaches:

❖ Open inquiry

The use of open inquiry is "to seek" answers. This entails using questions to determine "how or why something worked or did not work and how to do it differently in future" (Wadsworth, 2011:55). The open inquiry questions that were used to assess the

effectiveness and efficiency of the various programme sessions, as well as the overall programme, were questions such as: “What can be done differently in future?” and “What suggestions can you make to improve the programme?” See, for example, Addendum N.

❖ Audit review

Audit style questions refer to questions used “to check” (Wadsworth, 2011:56). These were used in the evaluation of this programme to ascertain whether the participants valued the programme and whether they would recommend it to other students. Audit style questions were questions such as “Do you think that the programme was valuable and informative” and “Would you recommend the programme to other students” (Addendum N). The ‘Central Audience’ in the context of this study may also do an audit review on how often this Alcohol Expectancy Challenge Programme was presented, how well the programme was attended, and what the overall evaluation of the participants regarding the programme was. It is important to take note of this as the NWU has requested me to develop this specific programme and has invested financially as the Alcohol Expectancy Challenge Programme now forms part of the R&O programme for first year students at the university.

• The evaluation of the Alcohol Expectancy Challenge Programme sessions

Each session was evaluated on the effectiveness with which its objectives were reached, but the evaluation also contributed to establishing (see Section 6.3.3.1): its value in terms of what the Alcohol Expectancy Challenge Programme set out to do; the appropriateness of the programme; the amendments needed to improve of the programme, what new actions should be taken in future (if necessary); whether there were better ways in which this programme could be implemented; whether are there changes needed to be made to the three phases of the facilitation process; the effectiveness of the facilitation skills that were used; the usefulness of the student learning approaches employed; and the overall effectiveness of the expectancy challenge alcohol literacy learning plan used during the working phase when the programme was implemented (Figure 6.1).

- Objectives and feedback of sessions

Day 1: Alcohol beliefs and effects of alcohol

Main objective: To determine alcohol beliefs (expectancy) and the effects of alcohol

✓ Session 1: Let's talk about Booze

Objectives:

- ❖ To determine the common beliefs on alcohol
- ❖ To explore the effects of alcohol beliefs on behaviour and decision making
- ❖ To understand the effect alcohol has on behaviour and beliefs

After session one on day one, the participants commented in their feedback that they were surprised by the way in which the session was conducted. The open and honest dialogue proved to be a strength of the programme. In this regard one of the participants made the following remark: *"The best part of the discussion was that the speaker never made us feel like it's a criminal act for drinking and made us feel that it's something that can be worked on to better yourself."*

The above remark reflects their experience of being willing to share their beliefs without feeling that they were being judged and so they were able to share their true experiences of and beliefs about alcohol with the agent and the rest of the group. Some of the participants found the other participants' inputs very interesting. As one student remarked, the best part for the individual was to: *"To realise that people think alcohol can solve problems."*

✓ Session 2: Let's Feel it

Objective:

- ❖ Provide experimental learning activities regarding the effect of the physical outcome of alcohol.

After session two on day one, when the feedback was given on the practical session named “Lets feel it” where the participants wear drinking goggles five participants mentioned that it was good experience to physically feel what alcohol does to their motoric functions. For example, one participant stated: *“The best part of this session was the demonstration with the goggles”*

✓ **Session 3: More serious: what alcohol does to the brain**

Objectives:

- ❖ Understand the effects of alcohol on neurological functioning
- ❖ Comprehend drinking tolerance
- ❖ Explore the effect of alcohol on multi-level dimensions of human functioning (e.g. academic, social, etc.)

The participants assessed session three on day one which involved watching a video on the serious effect alcohol has on the brain. One participant stated, *“I realise now how dangerous alcohol is for your brain and how it affects the body.”* Another participant found the visual evidence of the effects of alcohol on brain functioning interesting, but at the same time shocking.

Some of the participants inquired about the support services available on campus, which could be a positive indicator of their attitude towards the sensitive topic of alcohol consumption and also to their general wellness.

Day 2: Drinking motives and skills for making responsible choices

Main objective: To be able to determine their drinking motives and apply skills for making *responsible choices*

✓ Session 1: What you see is not always what you get!

Objectives:

- ❖ To gain knowledge on alcohol expectancies and drinking motives
- ❖ To understand the effect of alcohol expectancies and motives on drinking behaviour

During session one on day two the participants were introduced to social, enhancement, coping and conformity motives that motivate students to drink. During the session participants asked questions regarding the drinking motives and how they would affect the development of an alcohol use disorder. After the session they provided feedback such as: *"I found the motives that drive people to use alcohol very interesting, especially the coping motives."*

✓ Session 2: Let's take a shot: Alcohol advertisements

Objective:

- ❖ Identify social, conformity, coping and enhancement motives

Session two on day two consisted of an activity where the participants studied alcohol advertisements and identified the various drinking motives in the advertisements. It was clear during the session that they enjoyed the advertisements, especially the beer advertisements, because the activity was very entertaining and energised them during the next process in which they had to identify the motives as well. In the feedback, two participants responded with: *"I really like the Heineken ads"*.

After the participants identified the drinking motives, a participant mentioned in the feedback:

"I never look at ads (advertisements) in that way before."

✓ **Session 3: What skills do I need in my cooler box?**

Objectives:

- ❖ Apply social anxiety management skills
- ❖ Explore coping skills regarding academic and personal challenges
- ❖ Understand peer pressure and assertiveness
- ❖ Comprehend self-efficacy and able to apply it in a social situation

During session three on day two, during which the participants looked at the skills that they needed to use when deciding to drink alcohol and skills for coping rather than using alcohol for that purpose, there was a lively group discussion on deciding how much to drink. The group reached the conclusion that self-efficacy plays a major role in alcohol use. The feedback on the session included remarks such as: *“I realise that it is not always necessary to drink more than two drinks to have a good time”* and *“[d]rinking alcohol is not always relaxing”*.

Day 3: Alcohol units, drinking behaviour and Protective Behaviour Strategies (PBS)

Main objective: Comprehend alcohol units, drinking behaviour and PBS

✓ **Session1: It's not about drinking, it is about thinking**

Objectives:

- ❖ To gain knowledge about alcohol units
- ❖ To understand the concept of binge drinking

Session one on day three focused on alcohol units and the legal limit of alcohol in the bloodstream. During this session participants were puzzled by the units of alcohol.

One participant suggested that the presenter used water in a wineglass to demonstrate what 75ml or one unit of wine looked like. That was good feedback in that it made the example more concrete. Another participant stated in the feedback, *"For the first time I realised how little the limit is"*. The definition of binge drinking also surprised the participants, and one participant provided the following feedback after session one:

"I never counted units – only drinks, and now I know that I must actually count units and I actually have the 'know how' to do it!!!."

✓ **Session 2: Was it a single or a double?**

Objectives:

- ❖ Comprehend the negative effect of alcohol on people and property within their own student context
- ❖ Myths about sobering up

During session two on day three, the effects of alcohol abuse on the campus and the myths of sobering up were discussed. During the first part, the negative effects of alcohol abuse on campus were discussed with visuals to illustrate the effects. It was evident that the participants were shocked by the consequences of going over the limit. The one participant stated in the feedback, *"I was shocked by the literal effects that have happened on campus that was due to alcohol."* Another participant mentioned, *"To see what alcohol does to you (the girl that died) and to realise how serious effects are of drunk and driving."* During the part about myths of sobering up, voting polls were created using 'Poll maker'. The participants received a link on their cell phones which enabled them to vote via their cell phones for the best way to sober up. The participants really enjoyed the participative nature of this part of the session as well as the discussion afterwards. Their reaction was reflected in feedback such as: *"The polls really shocked me, we always thought that oily food will sober you up quickly, which is actually a myth"* and *"[t]he polls we had to complete were very relatable."*

✓ Session 3: Protective Behavioural Strategies (PBS)

Objectives:

- ❖ Understand the buddy system
- ❖ Gain knowledge on support services on campus and to be able to use it or refer people to the services

In the third session on day three, the focus was on the buddy system and Protective Behavioural Strategies. The participants were keen to give their inputs regarding a buddy system and PBS that are practical and socially responsible. One participant mentioned in the evaluation feedback: *"I know that I would help my friends but I also need to know that they will be on the lookout for me when we are going out."* During the session, there was robust but positive discussion regarding social responsibility within the context of student alcohol use. Participants felt that every student should be responsible for looking after the well-being of their student friends, including assisting them to consume alcohol in a responsible way.

- Goal and feedback of the Alcohol Expectancy Challenge Programme implemented

Taking the Alcohol Expectancy Challenge Programme's goal of promoting responsible alcohol usage into consideration (see Section 6.2.2), the feedback from the programme participants was positive. They clearly understood why irresponsible alcohol usage is a matter of concern and stressed that the programme was valuable as it had provided them with an opportunity to reflect on the various issues addressed in the programme sessions. They particularly appreciated the non-judgemental approach.

Participants' feedback included the suggestion that the programme should be piloted as soon as possible and that the programme was well planned, pitched on a student's level and practical. Examples of the suggestions participants made are:

"The programme must also be presented to senior students, as well as during drug awareness week and it must be done in the amphitheatre for everybody."

“Students must know that advertisements make alcohol look cool, but after this programme I realise that it is not always as cool as it seems, I perceive alcohol differently.”

Other participants stated that they deemed the practical examples that were given or demonstrated during the session were effective in that they made them think about the dangers they were inviting:

“Show more alcohol consequences of alcohol use on campus because the accidents on campus made an impact on students, because they usually think accidents would not happen on campus and would not happen to them.”

“Let students share their life stories or experiences with alcohol.”

One participant made a remark that the programme could be shorter, that could be done within a single session alcohol expectancy challenge. This resonates with the findings in the literature discussed in section 3.6 that short intervention programmes are successful when dealing with populations that tend to engage in high risk drinking, such as student populations. In their feedback on and evaluation of the alcohol expectancy challenge, the participants made it clear that the Alcohol Expectancy Challenge Programme had affected the way they viewed alcohol consumption and had made them aware of the implications of alcohol consumption. It was also evident that the programme had empowered them with additional knowledge regarding alcohol and alcohol consumption which might contribute to reaching the main goal of the programme, namely to promote responsible drinking.

I was also requested to present this Alcohol Expectancy Challenge Programme at the South African Association for Counselling and Development in Higher Education (SAACDHE) during a quarterly training for professionals. The feedback from the participants in the group of professionals at SAACDHE was overwhelmingly positive. What stood out particularly was that this programme was the first of its kind to be developed specifically for a vulnerable population at risk, namely first year students at universities in South Africa.

6.3.3.4 Reflection on programme participants' feedback: Sessions and programme

I will now briefly reflect on the programme participants' evaluation feedback as indicated in the above section.

❖ Implementation

The three facilitation phases (*Relationship; working; termination*: Section 6.3.2.1) of the facilitation process provided a useful structure to present the various session activities as intended. Facilitation skills were effectively employed, and the programme participants valued the effective communication and listening skills that underscored the participation during the session activities. The dialogical learning approach was an effective means of critically engaging participants in the dialogue on alcohol and alcohol consumption, encouraging them to share their opinions and experiences and to contribute to constructive discussions without fearing that their unique points of view would be judged. This also allowed them to build on their existing knowledge and reflect on their own experiences.

❖ Effectiveness

The Alcohol Expectancy Challenge Programme effectively achieved the intended objectives of the various sessions. The main goal of promoting responsible alcohol usage was achieved in that participants had gained a new awareness of the dangers of alcohol consumption through the implementation of the programme. The target group perceived the programme as appropriate to deal with drinking experiences and the consequences of alcohol in a student context. The programme also made them aware of the negative impact of irresponsible alcohol consumption on their own lives.

❖ Efficiency

The time schedule of the programme was effective plan and allowed enough time for each session to be completed. Appropriate resources were used during the sessions to enrich the practical activities such as the 'drinking goggles'; relevant videos; relevant animations and pictures. The means of providing 'feedback' via a link to 'Google forms' was efficient. The participants enjoyed and felt comfortable using their cell phones to do the evaluation after each session as well as after the programme had been

completed. Using technology with which the students are familiar meant that electronic feedback could be immediately provided to me, as facilitator and evaluator.

❖ Appropriateness

In order to make decisions on the value and relevance of this Alcohol Expectancy Challenge Programme, I needed to make sure that I had used appropriate evaluation questions during the evaluation process: the types of evaluation types of questions had to match the context in which this programme was developed.

❖ Improvement

Although, I (provider of the programme) considered the sessions' time frame as effective, some feedback from the programme participants (users) indicated that the length (time) of the programme should be shortened for future implementation. I intend to make this change as I deem that as an insider group, the participants are in the best position to make judgements of this kind. I also made a note that in future I (the facilitator) need to allocate extra time at the end of each day's sessions to allow participants the opportunity to ask individual questions in private if there are 'sensitive' questions that they do not want to ask during the programme sessions. This emerged when some of the participants, for instance those who wanted information on referral to student support services, wanted to talk to me individually at the end of the day. Another way in which I can address this is to create a 'Google forms' link so that students can post their individual questions or concerns.

6.3.3.5 Conclusions about the Alcohol Expectancy Challenge Programme

Over and above the findings based on the evaluation of this programme's sessions (objectives) and overall goal, there were some unforeseen findings and conclusions. I found that the programme participants linked alcohol to other drug usage. This was not expected, as young people usually defend alcohol as a safer option. The Alcohol Expectancy Challenge Programme served to make participants think about drinking alcohol and the participants were assisted to do that through dialogue and experiential learning. The participants themselves contested the traditional reactive approach to addressing substance use. It seems that the value of the Alcohol Expectancy Challenge Programme goes beyond its intended goals. It may also be an effective

broader spectrum programme to create awareness of drug usage, road safety and risky sexual behaviour.

6.4 SUMMARY

This chapter focused on the contextual framework of the Alcohol Expectancy Challenge Programme, as well as the objectives of the various sessions. In conjunction with the conceptual framework, I provided a description of the three phases of programme design and development (Programme Planning and development; Programme implementation; and Programme evaluation) that constituted one of the aims to be achieved in this study (see Section 1.4; Diagram 1.2). It was evident from the evaluation of this Alcohol Expectancy Challenge Programme that the programme achieved its goal of promoting responsible alcohol usage, therefore, it may be said to be valuable and relevant in the context for which it was developed. In the following chapter, I provide the conclusions, recommendations, and limitations of this study.

CHAPTER 7

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS FOR FURTHER STUDY

7.1 INTRODUCTION

This chapter provides an outline of: *why* the topic (*First year students' depictions of alcohol consumption: an Alcohol Expectancy Challenge Programme*) was chosen. I also highlight *what* I intended to discover through employing this research design. I elaborate on the boundaries that were set for this specific research supported by reasons *why* this was chosen. I also briefly expound on the *research problem, questions* and *aims* that steered this research and conclude with a discussion of how the answers to my research questions contribute to knowledge. I provide an outline of the preceding chapters of this thesis and then I present the factual and conceptual conclusions of this study. I underline the contribution of this study by providing a statement of the contribution to knowledge as well as a justification for my claim. Following this I reflect on my position as researcher in the context of this research, as well as on my position as Counselling Psychologist at the student support services at the North-West University, the site where this research was conducted. Lastly, I indicate the limitations of this research study and provide suggestions for future research to be considered. Table 7.1 below provides a structural overview of this Chapter.

TABLE 7.1 STRUCTURAL OVERVIEW OF CHAPTER SEVEN

7.1	INTRODUCTION
	7.1.1 <i>Why</i> the topic? First year students' depictions of alcohol consumption: an Alcohol Expectancy Challenge Programme
	7.1.2 <i>What</i> was intended to be discovered through the research design employed during this research?
	7.1.3 Boundaries that were set for this specific research and reasons <i>why</i> these were chosen

7.2	A BRIEF REFLECTION ON THE RESEARCH PROBLEM, RESEARCH QUESTIONS AND AIMS OF THE STUDY	
7.3	OVERVIEW OF CHAPTERS IN THIS THESIS	7.3.1 Conclusions: Research questions
		7.3.2 Factual conclusions
		7.3.3 Conceptual conclusions
7.4	CONTRIBUTION OF THE STUDY	7.4.1 Statement of the contribution to knowledge
		7.4.2 Justification for the claim of the contribution to knowledge
7.5	LIMITATIONS OF THIS RESEARCH STUDY	
7.6	REFLECTION ON MY POSITION AS RESEARCHER AND COUNSELLING PSYCHOLOGIST	
7.7	SUGGESTIONS FOR FURTHER RESEARCH	
7.8	SUMMARY	

7.1.1 Why the topic? First year students' depictions of alcohol consumption: An Alcohol Expectancy Challenge Programme

What was achieved through this research that was explained in the background and discussion of the research problem (Chapter One, Section 1.1). Alcohol consumption at various national and international Higher Education Institutions (HEIs) is a serious problem that has deleterious effects on students. The gap that was identified in the literature (see Section 1.2.1) created the impetus for a qualitative study on alcohol consumption in a specific university context and also developing a pro-active Alcohol Expectancy Challenge Programme to be used in this very context.

7.1.2 What did the research aim at exploring?

Taking the topic, research problem, research gap, and the research questions (see Section 1.3) as well as the research aims (see Section 1.4) into consideration, I

designed the research and adopted a qualitative research approach that was situated in a critical phenomenological paradigm (see Section 1.6). The main research aim was to determine what first year students' depictions of alcohol consumption were and how these depictions could inform the development of an Alcohol Expectancy Challenge Programme that would promote responsible alcohol consumption (see Diagram 1.2: The development of an Alcohol Expectancy Challenge Programme).

7.1.3 Boundaries that were set for this specific research and reasons these were chosen

It is important to note that specific research boundaries were set for this study that entailed selecting a specific site where this study was conducted (see Section, 1.6.1; Diagram 1.1; Section 4.2.4) as well as specific sample selection criteria were chosen for this study (see Section, 4.2.4.2). The research design and method employed also set boundaries as they provided the blue print for the research. I had employed purposive sampling that entailed intentionally selecting participants according to the needs of the study that required specific individuals (first year students), in a specific university context (North-West University, South Africa). This was important as the first year students were the holders of vital insider information regarding depictions and expectancies of alcohol consumption in the chosen university's context.

7.2 A BRIEF REFLECTION ON THE RESEARCH PROBLEM, RESEARCH QUESTIONS AND AIMS OF THE STUDY

It was evident that drinking (alcohol consumption) forms a central part at university or college campus life that is underpinned by its own set of norms, opportunities and social influences regarding alcohol consumption. In particular, the drinking habits of first year students at HEIs have escalated irresponsibly. It is critically important for the drug and alcohol culture to be addressed. It is an undeniable reality that the on-campus residences seem to encourage excessive drinking and risky behaviour among university students. Therefore, there is an urgent need to promote responsible alcohol consumption by implementing an Alcohol Expectancy Challenge Programme for first year students.

In order to address the research problem identified (see Section 1.2) as well as the gap identified in research (see Section 1.2.1), I developed the research questions and

aims (see Sections 1.3 & 1.4). These research questions and aims were set out at the outset of this research study to guide this empirical research endeavour to gain a deeper understanding of the phenomenon (alcohol consumption), within a specific context (university) as depicted by first year students (see Section 7.3.1 below).

7.3 OVERVIEW OF CHAPTERS IN THIS THESIS

This study was divided into seven chapters (see, Table 1.4):

- **Chapter One**

Chapter One provided an introduction and outline of the research study that highlighted the background and discussion of the research problem and provided the rationale for conducting this study. Important concepts applicable to this study were described and key philosophical perspectives and relevant theories were defined and discussed. The research design and method were outlined and ethical considerations and trustworthiness issues were highlighted. A brief discussion of the three phases of programme design (*Phase 1*: Programme planning and development – situation analysis and the formulation of a needs analysis; *Phase 2*: Programme implementation; and *Phase 3* Programme evaluation) were outlined as the blueprint phases of the Alcohol Expectancy Challenge Programme for first year students.

- **Chapter Two**

Chapter Two described the development of the conceptual and theoretical framework regarding alcohol consumption, thus the way in which I organised my ideas and understanding to achieve the aims of the research endeavour. In order to develop the conceptual and theoretical framework relevant to this study, I adopted Jabareen's (2009) model of building a conceptual framework and integrating Lazarus's (1976) Multimodal Behavior Therapy Model (MBTM) with it to conceptualise '*alcohol consumption*'. This added to the richness of the conceptualisation and made it possible to do a multidisciplinary exploration of particular aspects of alcohol consumption in the student context, for instance the effect of alcohol on the BASIC ID (Diagram 2.4) and the deconstruction of concepts that underpin alcohol consumption (Section 2.4.4).

- **Chapter Three**

The focus in this chapter was on an alcohol expectancy challenge intervention perspective highlighting expectancy theory as a theory of motivation which signifies individual perceptions of the environment and the interactions that take place in keeping with personal expectations and beliefs. I highlighted Vroom's theory (Isaac *et al.*, 2001; Vroom, 1964) related to three variables namely: expectancy, instrumentality and valence. Due attention was given to: *alcohol expectancies*; drinking motives and alcohol use; drinking motives and psycho social development; assessment of positive and negative alcohol expectancies; *alcohol expectancy challenge*; what an expectancy challenge literacy curriculum entails (Chapter Six, Figure 6.1 - expectancy challenge alcohol literacy learning plan); as well as the characteristics of alcohol expectancy challenge interventions. This was achieved by consulting various studies in the literature that were conducted on alcohol expectancy, drinking motives as well as determining how drinking motives could fit into students' psycho-social developmental stages (Table 1.2).

- **Chapter Four**

This chapter presented the research design and method which spelled out this study's qualitative research approach, critical phenomenological paradigm of inquiry, site, sampling strategy (*purposeful*) and sample (*on-campus residence first year students*), data generation (*semi-structured individual interviews*) and data analysis processes (*thematic analysis*) that I employed during this research study. In order to ensure the trustworthiness of this study, I adopted Lincoln and Guba (1985) trustworthiness model for qualitative research. The trustworthiness criteria and strategies that were applied in this study to enhance the trustworthiness were discussed. Ethical requirements that were met during this research were also explored.

- **Chapter Five**

This chapter explored the findings first year students' depictions and expectancies of alcohol consumption. Four themes were identified:

- ✓ First year university students offered insight into their unique experiences and perceptions of alcohol consumption
- ✓ First year university students' reveal their awareness of intra- and interpersonal motivation associated with using alcohol in their student life
- ✓ First year university students share their experience, both positive and the negative, physiological, psychosocial and academic effects when they consume alcohol
- ✓ First year students suggest ways of promoting responsible alcohol consumption among university students
- ✓ The findings indicated that the students in the study had their own unique experiences and perceptions of alcohol consumption and were aware of the intra and interpersonal motivation associated with alcohol consumption as part of student life. They associated alcohol consumption with positive and negative effects and viewed irresponsible alcohol consumption as rife and felt that this needed to be addressed. They also provided ample suggestions on how this could be done and practical ways in which to promote responsible alcohol consumption. These suggestions were important as they informed the situation analysis and the formulation of the needs analysis of the Alcohol Expectancy Challenge Programme design and development (see Section 1.7; Diagram 1.2; Sections 6.3.1.1 & 6.3.1.2; Figure 6.1).

- **Chapter Six**

The main focus of this chapter was to provide the conceptual framework for an Alcohol Expectancy Challenge Programme as well the programme design, development, implementation and evaluation of the programme. The three phases of the programme design namely: programme planning and development; programme implementation; and programme evaluation were discussed and illustrated by means of Diagrams and Figures.

It was evident during the evaluation phase of the programme implemented in which the programme participants evaluated the sessions as well as the overall Alcohol

Expectancy Challenge Programme that they found the programme relevant and useful: the programme sessions' objectives and the programme goal achieved what set out to achieve. The participants made special mention of their appreciation of the non-judgemental attitude of the facilitator during the facilitation processes during the programme implementation phase. The positive response and collaboration of the participants during the presentation of the programme was an indication that the programme not only infiltrated their context but also affected their perspectives on alcohol on a subconscious and conscious level: it helped them become aware of and able to make more responsible choices with regard to alcohol consumption. The overall evaluation of the Alcohol Expectancy Challenge Programme concluded that the programme was valuable, effective and efficient (see Section 6.3.3.4).

7.3.1 Conclusions: Research questions

I briefly expound on the *research questions* that steered this research to indicate how the answers to my research questions contributed to knowledge within the context of this study. The main research question of this study was (see Section 1.3):

“What are the first year students’ depictions of alcohol consumption and how can these depictions inform the development of an Alcohol Expectancy Challenge Programme that can promote responsible alcohol consumption at the North-West University?”

First year students depict alcohol consumption in a positive light and mostly associate images of alcohol consumption with dancing, partying and relaxing with friends (see Section 5.2.1.2). Their depictions regarding alcohol consumption are shaped by expectancies and drinking motives, which was addressed and challenged by the Alcohol Expectancy Challenge Programme that was developed (see Section, 6.3.2; Figure 6.1 & Table 6.1). This was important as it was one of the objectives of the sessions that were facilitated during the working phase of the implementation phase of the programme that was developed. This was relevant as the intention was to empower the programme participants with knowledge so they were aware of their expectancies and drinking motives and reconsider their original depictions of alcohol consumption in the light of alcohol related consequences.

Exploring the sub-research questions (see Section 1.3; Diagram 4.1) in relation to the title and the main research question, I now provide overall conclusions:

- During the exploration and description of how first year students depict alcohol consumption (as consumers of alcohol or non-alcohol consumers) prior to their enrolment at the university, it became evident that students had already established their alcohol consumption habits and views of alcohol by the time they entered university. Most of the participants in this study depicted alcohol as part of social events such as family or other celebrations.
- When I explained what first year students' expectations of alcohol consumption in their student life are, it became apparent that although a few participants did not consume alcohol at all, most of the participants had expected alcohol to be part of the university culture. They associated consuming alcohol with students enjoying themselves and with fitting into what the majority of students do in order to be part of student social life or groups.
- The participants' expectation that alcohol was part of student life was linked to drinking motives such as social motives (to enjoy a party), conformity motives (to fit in the group), enhancement motives (male person feeling more masculine) and coping motives (students drink to relax).
- During the exploration of how alcohol consumption affects first year students it emerged that they believed that alcohol consumption affected them positively and negatively. They experienced the positive effect of alcohol consumption in feeling part of the drinking student community and they felt that alcohol contributed to a better social experience of building relationships. The negative effects of alcohol consumption on them include the fact that they used alcohol as a coping mechanism to deal with anxiety and stress (see Section 5.2.2.1) which aggravated the situation. They also acknowledged that the incidence of alcohol consumption in the university context is high and that students experienced significant physiological, psychological and academic consequences (see Section 5.2.3).
- The first year students provided suggestions on how to promote responsible alcohol consumption. Participants suggested innovative practices and programmes that consist of multi-media promotional campaigns, seminars, talks and DVDs on the effects of alcohol to promote responsible drinking.

Participants felt strongly that programmes presented must be done by young facilitators as they feel that younger people are more in touch with their context, while older people might preach to them. The participants also stressed that these programmes must have the support of the student leadership such as the House Committees and the Student Representative Council (see Section 5.4.2; Sections 6.3.2 & 6.3.1.1; Figure 6.1; Diagram 6.1).

The development of an Alcohol Expectancy Challenge Programme for first year students to promote responsible alcohol consumption was the last aim of the study and also incorporated the outcome and goal set for the Alcohol Expectancy Challenge Programme developed for first year students to promote responsible alcohol consumption. The first year students' suggestions on responsible alcohol consumption also supported the development of this Alcohol Expectancy Challenge Programme. They were particularly positive about the content and the learning approaches (see Section 6.4) that were employed during the facilitation of the various programme sessions for the first year students who participated in the programme implementation and evaluation.

7.3.2 Factual conclusions

The factual conclusions regarding the study are as follows:

- First year students described their “unique” experiences and perceptions of alcohol consumption (Section 5.2.1). Students establish drinking habits before coming to university and these habits usually intensify when they are at university, with greater availability of alcohol and exposure to situations and opportunities where heavy alcohol usage occurs (see Section 5.2.2.1). First year students could depict their perception of their personal alcohol intake and were able to describe their perception of other students' alcohol consumption.
- First year students were aware of the intra- and interpersonal motivation associated with using alcohol in student contexts (see Section 5.2.2). They were able to identify the intrapersonal and interpersonal motivating factors for alcohol consumption (see Sections 5.2.2.1 & 5.2.2.2). They also attributed abstinence from alcohol consumption to moderating factors (see Section 5.2.2.3).

- This study found that first year university students experience both positive and negative physiological, psychological and academic effects when they consume alcohol. It is a well-known fact that heavy alcohol use is currently a problem at universities because of the serious consequences it has for students at various levels, which resonates with this study's findings (see Section 5.2.3).
- The students were able to offer suggestions to develop an effective programme that would promote responsible alcohol consumption. They viewed traditional programmes that strive to promote responsible alcohol consumption among students as ineffective (see Section 5.2.4).
- There is a definite need among various stakeholders for effective and innovative programmes that are specially designed to promote responsible alcohol usage among students. The programme that was developed, implemented and evaluated could make a significant contribution. To my knowledge, the programme is unique and quite different from the traditional alcohol programmes presented at universities. The Alcohol Expectancy Challenge Programme challenges students' expectancies in a subtle manner and through dialogue and experiential learning, and provides the students with insight into the dangers of heavy alcohol use. The programme addressed the specific needs that students identified as essential to an effective programme.

The evaluation regarding the Alcohol Expectancy Challenge Programme led to the following factual conclusions:

- The Programme provides participants with information on the motivating factors for heavy alcohol use and the detrimental effects of alcohol on a physical and neurological level (see Table 6.1).
- Participants in the programme are able to use the knowledge they gain about how misperceptions of alcohol are created by advertisements to eliminate motivating factors that encourage the consumption of alcohol and make more responsible choices.

- The Alcohol Expectancy Challenge Programme creates an awareness of units of alcohol and drinking limits and the Protective Behavioural Strategies.
- In conclusion, the relevance of the programme lies in its natural evolution from the situation and need analysis conducted into an Alcohol Expectancy Challenge Programme. It thus specifically addressed the needs of the students concerned in a specific context (see Chapter Six, Sections 6.3.1.1 & 6.3.1.2).

7.3.3 Conceptual conclusions

Trafford and Lesham (2008:140) highlight the importance of conceptualising a study's factual conclusions to "reinforce the conceptual foundation of [the] research design, methodology and intellectual context". Taking this into consideration as well as the purpose of theory as explained by Jagals (2015) (see Table 1.1). I put forward the following conceptual conclusions relevant to this study:

- Students have unique experiences and perceptions of alcohol consumption that are socially learned as *Social Learning Theory* explains. Students' perceptions and expectancy of alcohol such as binge drinking is usually a learnt social behaviour which frequently occurs in peer groups. *Conformity Theory* explains that students' drinking behaviour in many situations may be because they want to fit in with the group. They conform in the hopes of receiving social acceptance. According to *Erikson's Identity Theory*, students may experience identity confusion that leads to early drinking. This may lead to heavy alcohol consumption and possible consequences such as risk behaviour patterns and poor academic performance. In the university environment alcohol is readily available at various student group activities. In these circumstances, their drinking habits which were established before coming to the university may intensify
- Students associate their intra- and interpersonal motivation with alcohol consumption in student contexts and are able to identify intrapersonal and interpersonal motivating reasons for consuming alcohol. *Social Norms Theory* accentuates the misperceptions of peer norms on alcohol consumption such as Higher Education student populations: individuals perceive that they are

expected to behave in a certain way in specific situations on the basis of how their peers behave even when it differs from how they would normally behave. Misperceptions of alcohol based on the portrayals in some alcohol advertisements are also reinforced and viewed as socially accepted norms.

- The *Motivational Theory* in the context of this study provided a way in which to generate new knowledge regarding intra- (for example, to cope with stress) and interpersonal drinking motivators (for example, to socialise) that influence students' decisions to drink. These are based on the affective change that they expect when drinking as compared to not drinking alcohol. The Alcohol Expectancy Challenge Programme challenged students' expectancies in a subtle manner. Through dialogue and experiential learning, students gained insight into the dangers of heavy alcohol consumption at a physical and neurological level.
- The Alcohol Expectancy Challenge Programme created an awareness of units of alcohol and drinking limits and of Protective Behavioural Strategies. Alcohol Protective Behavioural Strategies that were suggested by the participants in this study are underpinned by the *Deviance Regulation Theory* that offers a view on the relation between perceived norms and behaviour. It also highlights the way individuals' intentions, motivations and behaviours may vary as a function of perceptions on given behaviour as well as the appraisal of who does or does not engage in that kind of behaviour. This theoretical stance is also supported by the *Capability Theory framework* which takes account of individual capability or freedom based on different abilities and opportunities to increase and protect that capability. This had a significant purpose in the context of this study: it enriched the developed programme as well as policies at the students support services enabling it to create opportunities for students to develop academic and socially responsible capabilities.

The above mentioned theories that I also highlighted in Table 1.1 were important as they provided me with an understanding of the relationships between certain constructs as well as the complexity of alcohol consumption in student contexts. These theories assisted me to position my research problem (irresponsible drinking of students) in the scientific framework of this study. I was thus able to address the needs

and demands of society and to generate new knowledge in the context of this research endeavour. The theories also provided me with a framework to create a programme that has had an impact on our university, as well as policy and practice at student support services. It has the potential to promote responsible drinking and thus improve students' well-being at various levels.

7.4 CONTRIBUTION OF THIS STUDY

This study contributed at various levels to the existing body of scholarship on alcohol consumption, depictions of alcohol and alcohol expectancy. The section below justifies this claim.

7.4.1 Statement of the contribution to knowledge

The literature is clear about the complexity of the abuse of a substance such as alcohol, which has become huge concern because of its detrimental effect on university students. Some research has focused on alcohol perceptions and alcohol expectancies in many student contexts, but has not focused specifically on first year students' *depictions* of alcohol consumption. Most research studies on alcohol consumption have been quantitative studies in which questionnaires were used to collect data. Very few studies have focused on prevention or intervention to promote responsible alcohol consumption.

This study contributes to the body of knowledge in terms of its first year students' depictions of alcohol consumption at the North-West University in South Africa. The *qualitative research paradigm* that I adopted to conduct this research on first year students' depictions of alcohol consumption in a specific university context is in itself a contribution to knowledge as qualitative paradigms appear to have been overlooked in research on the perceptions or depictions of alcohol and alcohol consumption to promote responsible alcohol consumption. This paradigm allowed for deep understanding of the lived experiences of first year students and how they derive meaning from their own surroundings in the university context. The Alcohol Expectancy Challenge Programme that was developed is itself a contribution as it was based on the needs that emerged from the qualitative data generation and analysis. It was thus able to address situated irresponsible alcohol consumption and aim at the

promotion of responsible alcohol consumption. The programme is the first of its kind to promote responsible alcohol consumption.

7.4.2 Justification of the claim to contributing knowledge

The use of Merleau-Ponty's Critical Phenomenological approach to the interviews with the participants (data generation) provided an intervention strategy during the interviews in which primary talk developed into secondary talk, a contribution at a *methodological level* (see Section 4.2.1; Diagram 4.2 & Addendum G). In this study, Lazarus's Multimodal Behavior Therapy Model (Lazarus, 1976) was integrated with Jabareen's multi-disciplinary approach (Jabareen, 2009) to develop a conceptual framework to reveal the complexity and interrelation of concepts regarding the phenomenon of alcohol.

Jabreen's Multi-disciplinary model (2009) that was used to create a conceptual framework clearly indicated the importance of positioning alcohol studies in various disciplines such as medical, social, and psychological and education. It became evident through the application of Jabreen's Multi-disciplinary model that although there were alcohol related studies in various disciplines, there was scant research with regard to alcohol consumption or explicitly aiming at the development of effective programmes.

Lazarus's Multimodal Behavior Therapy Model (1976) specified the interplay of the different modalities and alcohol consumption in the student context. Merleau-Ponty's view on embodiment refers to the physical consumption of alcohol that leads to the lived experiences that were needed in this study in order to make meaning of alcohol consumption in student context (see Diagram 2.4). The integration of the knowledge regarding the multi-disciplinary levels, the modalities of alcohol consumption and the view of embodiment guided the development of an Alcohol Expectancy Challenge Programme for first year students in a university context. This integration was valuable as it assisted me to contribute not only on a conceptual and methodological level, but also on a practical implementation level.

This study contributed to a programme implementation's approach to learning as it indicates the effectiveness of combining both dialogical and experiential learning approaches (contemporary approaches to learning) to student learning in group

contexts. It creates opportunities for individuals to learn from one another and to engage deeply in real life issues of concern, thus it is a hands-on programme. Using these learning approaches I have moved away from the 'old didactics' and/or 're-active programmes' in which people experienced being judged.

As this programme involved various functional role players as agents of the programme, namely the intern psychologists and the peer helpers this study' also contributed to their training and exposure in their different fields of functioning. This study also contributes to addressing this situation of irresponsible drinking. I identified and included a role for the Student Representative Council (SRC) and House Committee members (HC members), as important social capital within the university's social organisation (social network) (see Chapter Six, Diagram 6.2). These student leaders can contribute by accepting the social responsibility they have as student leaders with regard to promoting responsible alcohol use in the university environment and facilitating cooperation for mutual benefit.

This programme also contributes to the first years' Orientation and Registration (R&O) programme which resonates with Young and De Klerk (2007) view of compulsory workshops as a strategy to promote responsible alcohol consumption during the Orientation Week for students who enter universities for the first time.

7.5 LIMITATIONS OF THIS RESEARCH STUDY

- The data on a sensitive topic such as alcohol consumption were generated in a narrative form by means of individual semi-structured interviews. This may have meant that participants responded to the interview questions in a socially acceptable way in order to impress the researcher or to avoid sharing experiences or expectancies which they felt embarrassed about or they might have felt uncomfortable about sharing.
- It was important to elicit the participants' expectancies during their first three weeks at university. This may have meant that the participants might have not given their views honestly or were not sure about what was expected because they were unfamiliar with student life or student culture. In addition, they might to jeopardise their place at university by revealing their real expectancies and depictions of alcohol consumption, especially at a personal level.

- The method of data generation depended on accurate introspection and self-analysis on the part of the participants which may have been compromised by a degree of error or bias.

7.6 REFLECTION ON MY POSITION AS RESEARCHER AND COUNSELLING PSYCHOLOGIST AT THE UNIVERSITY

• Position as researcher

For me as a researcher, the interviews where students shared their experience regarding alcohol phenomenon was an enriching experience. As a therapist, I could explore certain information which steered to secondary talk. I also realised throughout this study that alcohol and alcohol consumption are complex phenomena that manifests themselves and affect students on different levels of human functioning.

• Position as Counselling Psychologist

As a Counselling Psychologist at the university at the student support services on campus, I have directed benefited from this study. I have improved my own knowledge of challenges students experience and the influence that heavy alcohol consumption has on their psycho-social and academic functioning. This study therefore enhanced not only to my *personal goals* and *practical goals*, but also my *intellectual goals* (see Section 1.1). I have become more aware that alcohol consumption forms part of students' identity formation and that they can develop certain skills in order to make responsible and healthy choices that could have a positive effect on their physical, emotional and cognitive well-being.

7.7 SUGGESTIONS FOR FURTHER RESEARCH

Hazardous alcohol consumption remains a challenge at various universities. The question that arises is how do universities address the mental and physical health hazard of heavy or binge drinking and in the process simultaneously strengthen responsible drinking? This question gave rise to other pressing questions for possible future research:

- This study was a qualitative study that did not aim at generalising the findings to groups. Would a quantitative study make it possible to generalise the findings or compare the findings to other groups?
- What are the drinking patterns of students who stay off campus (in private accommodation) without the rules that govern on-campus residences?
- It is a well-known fact that students drink, but what do universities do to establish programmes to address the challenge alcohol drinking behaviour on a multi-disciplinary level?
- What policies need to be put in place to ensure that a university as an educational entity accepts its social responsibility for the well-being of the students studying at the university?
- What would a comparative study, a systematic review or a longitudinal study reveal about the effectiveness of alcohol programmes developed for students?
- Could alcohol prevention programmes be developed for certain types of students such as sportsmen and women or certain faculties that are at risk?
- Would the World Café method be a useful data generation method on alcohol consumption that would introduce participants to innovative and collaborative engagement in dialogue and open up other innovative possibilities and visions of solutions?

As a result of this research study, my secondary findings suggest that the Alcohol Expectancy Challenge Programme can also be used for senior students and students in leadership structures to change perceptions regarding alcohol use and contribute to the building of social capital. The Alcohol Expectancy Challenge Programme may act as a moderating factor before high risk events such as rag, sport events, and the period before or after examinations. The Alcohol Expectancy Challenge Programme can also be integrated with other programmes such as those concerned with HIV, unplanned pregnancies, road safety and gender based violence.

7.8 SUMMARY

The point of departure of this research was that student drinking is a widespread and deeply ingrained problem that constitutes a psycho-social and health hazard. The university as an educational institution needs to take social responsibility for addressing the problem. Taking social responsibility implies not only developing intervention programmes, but it also requires the involvement on a multi-disciplinary level of students, leadership structures, and those selling alcohol. I agree with Young and De Klerk (2007:109) who argue that: “[t]he university management [must] continue to intervene to counter the drinking culture that exists” on university campuses. In working towards changing the culture of drinking at any University, administrators [management] must accept that such efforts take time and have to be ongoing, involving each new cohort of students and the community. Thus a programme promoting responsible alcohol consumption must be seen as part of a bigger, long-term multi-disciplinary intervention.

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ADDENDUM A REQUEST FOR PERMISSION TO CONDUCT RESEARCH: DEAN OF STUDENT AFFAIRS



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ATTENTION: DEAN OF STUDENTS

Faculty of Education Sciences

North-West University Campus

Dear Professor

I am Corrie Rheeder, a PhD student (Faculty of Education Sciences) at the North-West University Potchefstroom campus, currently engaged in research entitled:

“First year students’ depictions of alcohol consumption: an Alcohol Expectancy Challenge Programme”

The aims of the study are to:

- Explore and describe first year students’ depictions of alcohol consumption (consuming alcohol or non-alcohol consuming) prior to enrolment at university.
- Explore and describe first year students’ expectations of alcohol consumption in their student life.
- Explain first year students’ expectations of alcohol consumption in student life.
- Explore the effects of alcohol consumption by first year students.
- Describe the suggestions made by first year students on ways to promote responsible alcohol consumption.
- Develop an Alcohol Expectancy Challenge Programme for first year students to promote responsible alcohol consumption.

In order to do this research, I need first year students who live in a university residence to participate. First year students on the North-West University campuses will be purposefully selected. Participation will be strictly voluntary.

The data generation process will occur in individual semi-structured interviews. These interviews will be audio taped and transcribed verbatim by me as the researcher and findings will be verified by an independent coder. The confidentiality and privacy of the participants will be protected as I will omit all identifiable information of the participant when I transcribe the audio recorded interviews. The raw data will be kept in a safe place after being analysed. I will meet all the conditions set by the Ethics Committee and HPCSA. In particular, I will ensure the anonymity of all participants as well as that of the residences by using codes instead of names. The first year students are under no obligation to participate in the study. The participants reserve the right to withdraw at any stage of the research process if they wish to do so. The following questions will be posed to each participant:

PHASE 1: DEPICTIONS OF ALCOHOL CONSUMPTION

- Do you have any experience of drinking alcohol yourself? If so, tell me about your first experience of drinking alcohol (consuming alcohol) yourself.
- Do you have any experience of viewing (observing) others drinking alcohol? If so, tell me about your first experience of viewing (observing) others drinking alcohol.
- Do you think your alcohol expectation differ from that of your peers? If so why? What might have contributed to this difference in alcohol expectancy?
- What are your personal depictions of alcohol consumption in general?
- What is your view of the nature and the possible effects of alcohol consumption in student life?

PHASE 2: EXPECTANCY OF ALCOHOL CONSUMPTION

- Tell me what expectation you have of alcohol consumption in student life and activities?
- In your view, what expectations do other first year students have regarding alcohol consumption in student life?
- How do you think we could promote responsible alcohol consumption among first year students?

EXIT QUESTIONS

- Is there anything else that you would like to add to your depiction of alcohol consumption?
- Is there anything else that you would like to add to your expectancy of alcohol consumption?

Yours sincerely

C. Rheeder

PhD Student

084 050 0162

Prof A.J. Botha

Promoter

(018) 2852265 (Office hours)

Dr. D. Kirsten

Co-Promoter

(018) 299 4766 (Office hours)

ADDENDUM B REQUEST FOR PERMISSION TO CONDUCT RESEARCH: RESIDENCE WARDENS



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Private Bag X6001, Potchefstroom

South Africa, 2520

Tel: 018 285 2265

ATTENTION: RESIDENCE WARDENS OF STUDENTS IN RESIDENCES

Dear

I am Corrie Rheeder, a PhD student (Faculty of Education Sciences) at North-West University. My research is entitled: *"First year students' depictions of alcohol consumption: an Alcohol Expectancy Challenge Programme"*

The aims of the study are to:

- Explore and describe first year students' depictions of alcohol consumption (consuming alcohol or non-alcohol consuming) prior to enrolment at university.
- Explore and describe first year students' expectations of alcohol consumption in their student life.
- Explain first year students' expectations of alcohol consumption in student life.
- Explore the effects of alcohol consumption by first year students.
- Describe the suggestions made by first year students on ways to promote responsible alcohol consumption.
- Develop an Alcohol Expectancy Challenge Programme for first year students to promote responsible alcohol consumption.

Request:

In order to complete this study, I need first year students who are in one of the residences to be participants. First year students on all of the North-West University campuses will be purposefully selected. Participation will be strictly voluntary. The data will be generated during individual semi-structured interviews. The interviews will be audio taped and then transcribed verbatim by me as the researcher and findings will be verified by independent coders. The raw data will be in safe keeping after being analysed. I will meet all of the requirements of the Ethical Committee at NWU and HPCSA. In particular I will ensure the anonymity of the participants and the residences by using codes instead of names.

The first year students are under no obligation to participate in the study. The participants reserve the right to withdraw at any stage of the research process if they wish to do so.

The following questions will be posed to each participant:

PHASE 1: DEPICTIONS OF ALCOHOL CONSUMPTION

- Do you have any experience of drinking alcohol yourself? If so, tell me about your first experience of drinking alcohol (consuming alcohol) yourself.
- Do you have any experience of viewing (observing) others drinking alcohol? If so, tell me about your first experience of viewing (observing) others drinking alcohol.
- Do you think your alcohol expectation differ from that of your peers? If so why? What might have contributed to this difference in alcohol expectancy?
- What are your personal depictions of alcohol consumption in general?
- What is your view of the nature and the possible effects of alcohol consumption in student life?

PHASE 2: EXPECTANCY OF ALCOHOL CONSUMPTION

- Tell me what expectation you have of alcohol consumption in student life and activities?
- In your view, what expectations do other first year students have regarding alcohol consumption in student life?
- How do you think we could promote responsible alcohol consumption among first year students?

EXIT QUESTIONS

- Is there anything else that you would like to add to your depiction of alcohol consumption?
- Is there anything else that you would like to add to your expectancy of alcohol consumption?

Name: _____

Date: _____

Signature: _____

Thank you for your support

C. Rheeder

Prof A.J. Botha

PhD Student

Promoter

084 050 0162

(018) 285 2265 (Office hours)

Dr. D. Kirsten

Co-Promoter

(018) 299 4766 (Office hours)

ADDENDUM C REQUEST FOR PERMISSION TO CONDUCT RESEARCH: STUDENT REPRESENTATIVE COUNCIL CHAIRPERSON



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South Africa, 2520

Tel: 018 285 2265

ATTENTION: STUDENT REPRESENTATIVE COUNCIL CHAIRPERSON

I am Corrie Rheeder, a PhD student (Faculty of Education Sciences) at the North-West University (Potchefstroom campus), currently engaged in research entitled:

“First year students’ depictions of alcohol consumption: an Alcohol Expectancy Challenge Programme”

The aims of the study are to:

- Explore and describe first year students’ depictions of alcohol consumption (consuming alcohol or non-alcohol consuming) prior to enrolment at university.
- Explore and describe first year students’ expectations of alcohol consumption in their student life.
- Explain first year students’ expectations of alcohol consumption in student life.
- Explore the effects of alcohol consumption by first year students.
- Describe the suggestions made by first year students on ways to promote responsible alcohol consumption.
- Develop an Alcohol Expectancy Challenge Programme for first year students to promote responsible alcohol consumption.

Request:

In order to do my research, I need first year students living in residence as participants to generate data. Participation is entirely voluntary. First year students on the North-West University campuses will be purposefully selected. The data generation process entails individual semi structured interviews. The interviews will be audio taped, transcribed verbatim by me as the researcher and findings will be verified by independent coders. The confidentiality and privacy of the participants will be protected as I will omit any information that could identify the participants when I transcribe the audio recorded interviews. The raw data will be kept in a safe place after being analysed. Ethical considerations will be adhered to and I will ensure the anonymity of all participants as well as that of the residences by using codes.

The first year students are under no obligation to participate in the study. The participants reserve the right to withdraw at any stage of the research process if they wish to do so.

The following questions will be posed to each participant:

PHASE 1: DEPICTIONS OF ALCOHOL CONSUMPTION

- Do you have any experience of drinking alcohol yourself? If so, tell me about your first experience of drinking alcohol (consuming alcohol) yourself.
- Do you have any experience of viewing (observing) others drinking alcohol? If so, tell me about your first experience of viewing (observing) others drinking alcohol.
- Do you think your alcohol expectation differ from that of your peers? If so why? What might have contributed to this difference in alcohol expectancy?
- What are your personal depictions of alcohol consumption in general?
- What is your view of the nature and the possible effects of alcohol consumption in student life?

PHASE 2: EXPECTANCY OF ALCOHOL CONSUMPTION

- Tell me what expectation you have of alcohol consumption in student life and activities?
- In your view, what expectations do other first year students have regarding alcohol consumption in student life?
- How do you think we could promote responsible alcohol consumption among first year students?

EXIT QUESTIONS

- Is there anything else that you would like to add to your depiction of alcohol consumption?
- Is there anything else that you would like to add to your expectancy of alcohol consumption?

Should you agree, please sign to give me permission to purposefully select first year students, -who reside in residences on the NWU campuses to voluntarily participate in this research study.

Name: _____

Date: _____

Signature: _____

Thank you for your support

C. Rheeder

Prof A.J. Botha

PhD Student

Promoter

084 050 0162

(018) 2852265 (Office hours)

Dr. D. Kirsten

Co-Promoter

(018) 299 4766 (Office hours)

ADDENDUM D1 REQUEST FOR PERMISSION TO CONDUCT RESEARCH: RESIDENCE PRIMARIA



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Private Bag X6001, Potchefstroom

South Africa, 2520

Tel: 018 285 2265

ATTENTION: RESIDENCE PRIMARIA

I am Corrie Rheeder, a PhD student (Faculty of Education Sciences) at the North-West University (Potchefstroom campus), and currently doing research entitled: *“First year students’ depictions of alcohol consumption: an Alcohol Expectancy Challenge Programme”*.

The aims of the study are to:

- Explore and describe first year students’ depictions of alcohol consumption (consuming alcohol or non-alcohol consuming) prior to enrolment at university.
- Explore and describe first year students’ expectations of alcohol consumption in their student life.
- Explain first year students’ expectations of alcohol consumption in student life.
- Explore the effects of alcohol consumption by first year students.
- Describe the suggestions made by first year students on ways to promote responsible alcohol consumption.
- Develop an Alcohol Expectancy Challenge Programme for first year students to promote responsible alcohol consumption.

Request:

In order to conduct this study, I need first year students in residences as participants to generate data. First year students on the North-West University campuses will be purposefully selected. The data generation process entails individual semi structured interviews. The participants will be invited to voluntarily participate in this study. The interviews will be audio taped, transcribed verbatim by myself as the researcher and findings will be verified by independent coders. The confidentiality and privacy of the participants will be protected as I will omit all identifiable information of the participants when I transcribe the audio recorded interviews. The raw data will be kept in a safe place after being analysed. Ethical requirements will be adhered to and I will ensure the anonymity of all participants as well as that of the residences by omitting the names.

The first year students are under no obligation to participate in the study. The participants reserve the right to withdraw at any stage of the research process if they wish to do so.

The following questions will be posed to each participant:

PHASE 1: DEPICTIONS OF ALCOHOL CONSUMPTION

- Do you have any experience of drinking alcohol yourself? If so, tell me about your first experience of drinking alcohol (consuming alcohol) yourself.
- Do you have any experience of viewing (observing) others drinking alcohol? If so, tell me about your first experience of viewing (observing) others drinking alcohol.
- Do you think your alcohol expectation differ from that of your peers? If so why? What might have contributed to this difference in alcohol expectancy?
- What are your personal depictions of alcohol consumption in general?
- What is your view of the nature and the possible effects of alcohol consumption in student life?

PHASE 2: EXPECTANCY OF ALCOHOL CONSUMPTION

- Tell me what expectation you have of alcohol consumption in student life and activities?
- In your view, what expectations do other first year students have regarding alcohol consumption in student life?
- How do you think we could promote responsible alcohol consumption among first year students?

EXIT QUESTIONS

- Is there anything else that you would like to add to your depiction of alcohol consumption?
- Is there anything else that you would like to add to your expectancy of alcohol consumption?

If you are willing to do so, please sign below to indicate that you give formal permission for me to purposefully select first year students in your residence. The decision to participate will be entirely voluntary.

Name: _____

Date: _____

Signature: _____

Thank you for your support

C. Rheeder

Prof A.J. Botha

PhD Student

Promoter

084 050 0162

(018) 2852265 (Office hours)

Dr. D. Kirsten

Co-Promoter

(018) 299 4766 (Office hours)

ADDENDUM D2 INVITATION TO PARTICIPATE IN RESEARCH: PROSPECTIVE PARTICIPANT



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POTCHEFSTROOMKAMPUS

Private Bag X6001, Potchefstroom

South Africa, 2520

Tel: 018 285 2265

ATTENTION: PROSPECTIVE PARTICIPANT

I am Corrie Rheeder, a PhD student (Faculty of Education Sciences) at the North-West University (Potchefstroom campus), and currently doing research entitled: *“First year students’ depictions of alcohol consumption: an Alcohol Expectancy Challenge programme”*.

The aims of the study are to:

- Explore and describe first year students’ depictions of alcohol consumption (consuming alcohol or non-alcohol consuming) prior to enrolment at university.
- Explore and describe first year students’ expectations of alcohol consumption in their student life.
- Explain first year students’ expectations of alcohol consumption in student life.
- Explore the effects of alcohol consumption by first year students.
- Describe the suggestions made by first year students on ways to promote responsible alcohol consumption.
- Develop an Alcohol Expectancy Challenge Programme for first year students to promote responsible alcohol consumption.

In order to conduct this study, I need first year students that reside in on-campus residences to be able to generate data. I intend to include first year students from all three the North-West University campuses. I therefore. The data generation process

entails an individual semi-structured interview. The interview will be conducted at a neutral place on your campus, which I will arrange with you once you have indicated that you are interested in taking part in the study. The interview will also be audio taped, transcribed verbatim by myself as the researcher and findings will be verified by independent coders. Confidentiality and your privacy will be protected as I will omit all identifiable information provided by you when I transcribe the audio recorded interviews. The raw data will be kept in a safe place after being analysed. I will adhere to the ethical requirements to ensure your anonymity as well as that of your residence. You are under no obligation to participate in the study as it is voluntary. You also reserve the right to withdraw (without any penalty) at any stage during the research process if you wish to do so.

If you are willing to take part in this planned research study, please contact / sms me at: 0840500162 or send me an email at: corrie.rheeder@nwu.ac.za. After contacting me I will arrange a place and inform you of the time for the information session.

Thank you for your support

C. Rheeder

PhD Student

084 050 0162

Prof A.J. Botha

Promoter

(018) 2852265 (Office hours)

Dr. D. Kirsten

Co-Promoter

(018) 299 4766 (Office hours)

ADDENDUM E PARTICIPANT CONSENT FORM



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Tel: 018 285 2265

INFORMATION SESSION SHEET AND CONSENT TO PARTICIPATE IN RESEARCH

Dear Participant

I am a PhD student in Education Psychology at the North-West University Potchefstroom Campus and would like to offer you an opportunity to be one of the participants in my research study entitled: **“First year students’ depictions of alcohol consumption: Alcohol Expectancy Challenge Programme”**

The aims of the study are to:

- Explore and describe first year students’ depictions of alcohol consumption (consuming alcohol or non-alcohol consuming) prior to enrolment at university.
- Explore and describe first year students’ expectations of alcohol consumption in their student life.
- Explain first year students’ expectations of alcohol consumption in student life.
- Explore the effects of alcohol consumption by first year students.
- Describe the suggestions made by first year students on ways to promote responsible alcohol consumption.
- Develop an Alcohol Expectancy Challenge programme for first year students to promote responsible alcohol consumption.

I would like you to take part in this research study as you meet the predetermined criteria of being an enrolled first year student at the North-West University and a

resident in an on-campus residence. Participation is entirely voluntary. Your participation in the research study will give you the opportunity to voice your personal views on alcohol consumption, your expectancy regarding alcohol consumption in student life, and your suggestions on ways of promoting responsible alcohol consumption.

INFORMATION SESSION:

The following are questions that you may have. I will address these when I give you full information on what the research entails:

- 1: Is it compulsory to participate in the study?
- 2: What will happen if I consent to participate in the study?
- 3: What is an individual interview?
- 4: How much time will the interview take?
- 5: What will happen to the data generated?
- 6: Will information I give remain confidential and will I remain anonymous?
- 7: Are there any financial implications that I need to be aware of?

The following people can be contacted for you have any questions:

Mrs. Corrie Rheeder (Researcher)	0840500162 (018) 299 4379
Prof. Johan Botha (Promoter)	(018) 285 2265 (Office hours)
Dr. Doret Kirsten (Co-Promoter)	(018) 299 4777 (Office hours)

If you are willing to participate in this research study please complete the written consent section below:

I, the undersigned, confirm that (please tick the appropriate box):

1.	I have read and understood the information session above regarding the research study provided in the information sheet.	
2.	I have been given the opportunity to ask questions about the study and what my participation entails.	
3.	I voluntarily agree to participate in this research study.	
4.	I understand that I have the right to withdraw at any time without giving reasons and incurring any penalty (during the research process to follow).	
5.	I have the right to decline to have the interview audio recorded (during the data generation process).	
6.	The procedures regarding confidentiality and anonymity have been clearly explained to me during the information session.	
7.	The use of the data in the research, publications, sharing and archiving has been explained to me during the information session.	
8.	I am aware that the researcher and the promoter will have access to the data and that they undertake to safeguard the confidentiality of the data.	
9.	I agree to sign and date this informed consent form, along with the researcher,	

If you experience, during or after the individual interview, an emotional need that you want to share with a psychologist, the available psychologist will be:

I. Coetzee

Tel: (018) 285 2497

(018) 299 1777

Participant:

_____	_____	_____
Name of Participant	Signature	Date

Researcher:

Corrie Rheeder	_____	_____
	Signature	Date

ADDENDUM F DEMOGRAPHICAL INFORMATION OF PARTICIPANTS



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Tel: 018 285 2265

DEMOGRPAHICAL INFORMATION OF PARTICIPANTS

Thank you for giving your informed consent to participate in this research study. Please complete the demographical information sheet below. As was explained in the informed consent form, all data will be treated as confidential and your anonymity will be protected. The researcher will use codes so it will not be possible to identify you from the personal information provided. You have the right to withhold any personal information you may to.

Age:
Gender:
Ethnicity:
Religion:
Home language:
Course for which you are registered:

ADDENDUM G INTERVIEW SCHEDULE



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PHASE 1: DEPICTIONS OF ALCOHOL CONSUMPTION

- Do you have any experience of drinking alcohol yourself? If so, tell me about your first experience of drinking alcohol (consuming alcohol) yourself.
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- Do you think your alcohol expectation differ from that of your peers? If so why? What might have contributed to this difference in alcohol expectancy?
- What are your personal depictions of alcohol consumption in general?
- What is your view of the nature and the possible effects of alcohol consumption in student life?

PHASE 2: EXPECTANCY OF ALCOHOL CONSUMPTION

- Tell me what expectation you have of alcohol consumption in student life and activities?
- In your view, what expectations do other first year students have regarding alcohol consumption in student life?
- How do you think we could promote responsible alcohol consumption among first year students?

EXIT QUESTIONS

- Is there anything else that you would like to add to your depiction of alcohol consumption?
- Is there anything else that you would like to add to your expectancy of alcohol consumption?

ADDENDUM H ETHICS APPROVAL



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Tel: (018) 299-4900
Fax: (018) 299-4910
Web: <http://www.nwu.ac.za>

Institutional Research Ethics Regulatory Committee

Tel: +27 18 299 4849
Email: Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by Ethics Committee of the Faculty of Education Sciences, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: First year students' depictions of alcohol consumption: an alcohol expectancy challenge intervention programme																															
Project Leader: Prof Johan Botha																															
Research Team: Me C Rheeder & Dr D Kirsten																															
Ethics number:	<table border="1"> <tr> <td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>4</td><td>4</td><td>6</td><td>-</td><td>1</td><td>5</td><td>-</td><td>A</td><td>2</td> </tr> <tr> <td colspan="3">Institution</td> <td colspan="6">Project Number</td> <td colspan="2">Year</td> <td colspan="4">Status</td> </tr> </table> Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation	N	W	U	-	0	0	4	4	6	-	1	5	-	A	2	Institution			Project Number						Year		Status			
N	W	U	-	0	0	4	4	6	-	1	5	-	A	2																	
Institution			Project Number						Year		Status																				
Approval date: 2016-02-04	Expiry date: 2017-10-31																														
Category: N/A																															

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principal investigator) must report in the prescribed format to the NWU-IRERC:
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-IRERC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-IRERC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA
Du Plessis

Digitally signed by Prof LA Du Plessis
DN: cn=Prof LA Du Plessis, o=North-
West University, ou=Institutional Research,
email=Prof.LADuPlessis@nwu.ac.za,
c=ZA
Date: 2016.02.04 12:55:46 +0200

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

ADDENDUM I LANGUAGE EDITING CERTIFICATE

Dr Elaine Ridge
Freelance Editor and Translator
[**eridge@adept.co.za**](mailto:eridge@adept.co.za)
elaineridge42@gmail.com
Cell: 083 564 1553
Landline: 021 8871554

TO WHOM IT MAY CONCERN

This is to attest that I have edited the language of the thesis:

**First year students' depictions of alcohol consumption: an Alcohol
Expectancy Challenge programme**

by CS Rheeder

(Student number 24474479)

To be submitted for the degree of

Doctor in Educational Psychology

at the Potchefstroom Campus of the North-West University



(Dr) Elaine Ridge BA UED (Natal) DEd (Stell)

Freelance Editor and Translator

15 October 2018

ADDENDUM J TURN IT IN CERTIFICATE



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CHAPTER 1

INTRODUCTION AND SCOPE OF THE RESEARCH STUDY

1.1 INTRODUCTION

Research is a systematic and controlled investigation of a subject or topic, with the aim of discovering new knowledge or understanding. It is a process that involves the collection, analysis, and interpretation of data. Research is a key component of the scientific method and is used to advance knowledge in various fields, including science, medicine, and the social sciences.

Research is a systematic and controlled investigation of a subject or topic, with the aim of discovering new knowledge or understanding. It is a process that involves the collection, analysis, and interpretation of data. Research is a key component of the scientific method and is used to advance knowledge in various fields, including science, medicine, and the social sciences.

1.2 BACKGROUND AND SCOPE OF THE RESEARCH STUDY

Research is a systematic and controlled investigation of a subject or topic, with the aim of discovering new knowledge or understanding. It is a process that involves the collection, analysis, and interpretation of data. Research is a key component of the scientific method and is used to advance knowledge in various fields, including science, medicine, and the social sciences.

ADDENDUM K DECLARATION OF CONFIDENTIALITY



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Tel: 018 285 2265

CODING OF INFORMATION

I confirm and declare that all confidential and personal information that is disclosed to me or to which I have access during the course of acting as independent coder will be kept strictly confidential, and shall: **not be disclosed or otherwise made available by me to any person or institution in a verbal, written or electronic format**, except to the researcher.

If I am required to disclose confidential or personal information in accordance with law or by virtue of a court or similar order, other than in accordance with the safeguarding policy and procedures, nothing in this declaration prevents me from doing so. However, in those circumstances, I will inform the relevant Church authority without delay.

I acknowledge that some or all of the confidential and personal information may contain 'personal data' and 'sensitive personal data' within the meaning of data protection legislation, and I therefore agree to comply with my obligations under this legislation.

My obligations under this declaration continue even after I Cease to act as an independent coder.

Name: _____

Date: _____

Signature: _____

Thank you for your support

C. Rheeder

PhD Student

(018) 299 4379

Prof A.J. Botha

Promoter

(018) 285 2265 (Office hours)

Dr. D. Kirsten

Co-Promoter

(018) 299 4766 (Office hours)

ADDENDUM L DECLARATION OF CONFIDENTIALITY: INTERPRETATION OF INFORMATION



NORTH-WEST UNIVERSITY[®]
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POTCHEFSTROOMKAMPUS

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DECLARATION OF CONFIDENTIALITY: INTERPRETATION OF INFORMATION

I confirm and declare that all confidential and personal information that is disclosed to me or to which I have access during the course of acting as an interpreter will be kept strictly confidential, and shall **not be disclosed or otherwise made available by me to any person or institution in a verbal or written, or electronic format**, except to the researcher.

I acknowledge that some or all of the confidential and personal information may contain 'personal data' and 'sensitive personal data' within the meaning of data protection legislation, and I therefore agree to comply with my obligations under this legislation.

My obligations under this declaration continue even after I cease to act as an interpreter.

Name: _____

Date: _____

Signature: _____

Thank you for your support

C. Rheeder

PhD Student

(018) 299 4379

Prof A.J. Botha

Promoter

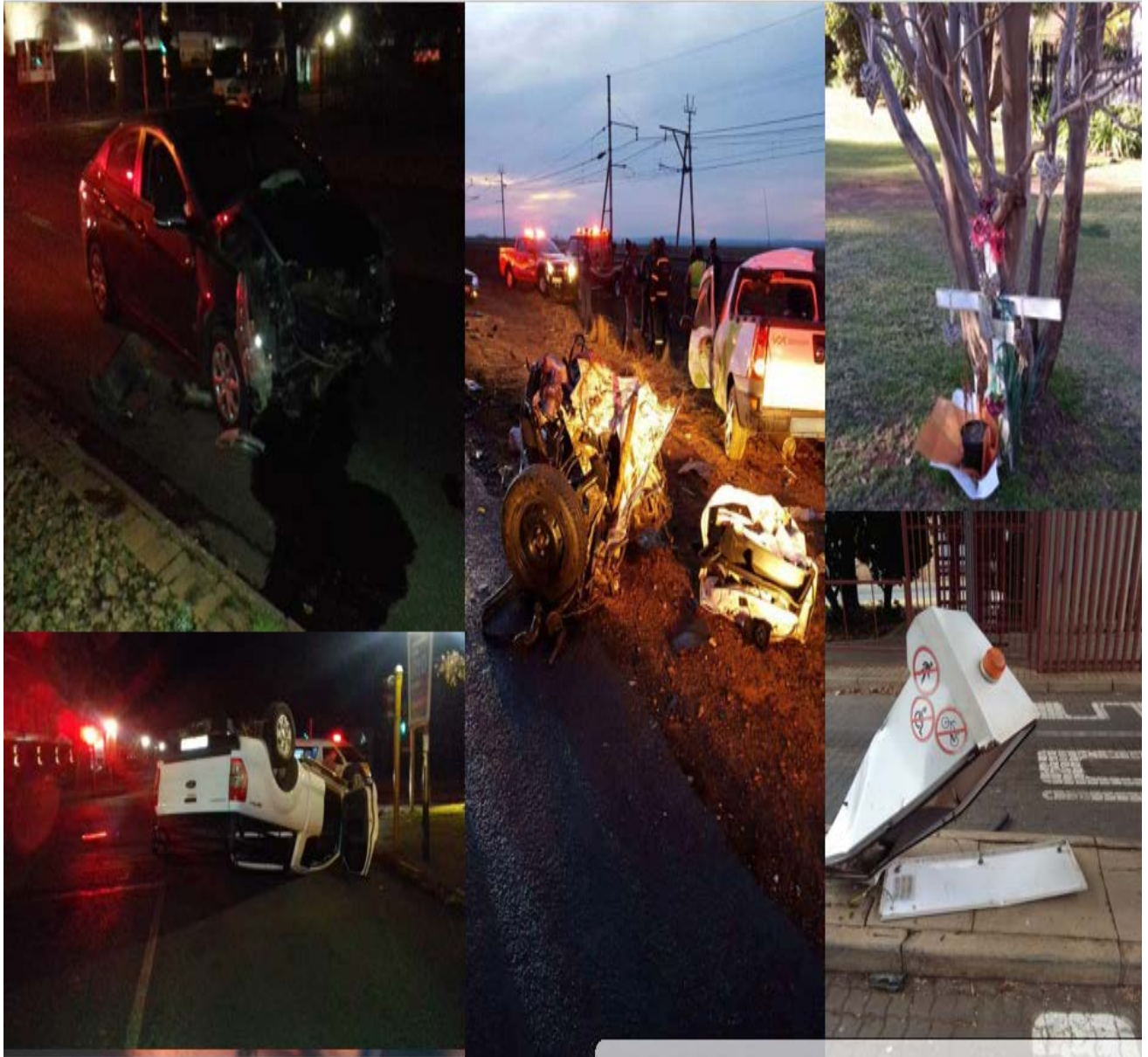
(018) 285 2265 (Office hours)

Dr. D. Kirsten

Co-Promoter

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**ADDENDUM M CONSEQUENCES OF HEAVY ALCOHOL USE
WITHIN THE UNIVERSITY CONTEXT**



ADDENDUM N EXCERPTS OF SESSION EVALUATION QUESTIONS

ALCOHOL BELIEFS AND THE EFFECTS OF ALCOHOL

DAY 1 - SESSION 1: LET'S TALK ABOUT BOOZE

Q.1) What according to you is the value of having knowledge regarding alcohol beliefs?

Your answer

Q.2) What did you find useful about the session?

Your answer

Q.3) Explain in your own words how the effects of alcohol and alcohol beliefs influenced your behavior and decision-making?

Your answer

Q.4) What could have been better or changed?

Your answer

Q.5) Any other comments?

Your answer

ALCOHOL UNITS, DRINKING BEHAVIORS AND PROTECTIVE BEHAVIORAL STRATEGIES (PBS)

DAY 3 - SESSION 3: PROTECTIVE BEHAVIORAL STRATEGIES (PBS)

Q.1) What according to you is the value of a "Buddy System" when you consume alcohol?

Your answer

Q.2) How did this session help you to reflect on your own social responsibility?

Your answer

Q.3) I would summarize the value of support services on campus as...

Your answer

Q.4) This session helped me to...

Your answer

EXPECTANCY CHALLENGE ALCOHOL LITERACY LEARNING PLAN

DAY 3: FINAL EVALUATION OF THE EXPECTANCY CHALLENGE ALCOHOL LITERACY LEARNING PLAN

Q.1) What did you find useful about the program?

Your answer

Q.3) What could have been better?

Your answer

Q.4) What could be changed?

Your answer

Q.6) Tick down the number that most appropriately describes your view

	Poor	Insufficient	Neutral	Sufficient	Excellent
6.1 I will recommend this program to others...	☐	☐	☐	☐	☐
6.2 I view the program as applicable to me...	☐	☐	☐	☐	☐

ADDENDUM O DRINKING GOGGLES

