

AN ABSTRACT OF THE THESIS OF

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Title: A Study of Freshmen Student Attitudes and Behavior
Toward Alcohol in Relation to their Parent's Attitudes about
Alcohol

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The purpose of this study was to examine the relationship between parental attitudes and student attitudes toward the consumption of alcoholic beverages, between parental attitudes toward the consumption of alcoholic beverages and the reasons students drink alcoholic beverages, and between parental attitudes toward the consumption of alcoholic beverages and the frequency and quantity of alcoholic beverages consumed by students.

The Alcohol and Other Drug Survey and the Survey of Parental Attitudes were employed. The sample included 389 sets of matched pairs of parent and student from Radford University, Virginia.

Analysis included descriptive statistical techniques, Multiple Linear Regression to predict outcomes, and Pearson r to describe correlations between variables.

Based on the results of the study, the following conclusions were reached:

1. There is a significant relationship between parental attitudes and student attitudes toward alcohol consumption, but this is brought about by the difference of opinion in condoning or not tolerating the use of alcohol.
2. There is a significant relationship between the parental attitude "condone use" and students consuming alcohol because "it tastes good" and "to get drunk."
3. There is a significant relationship between the parental attitude "condone use" and students consuming five or more drinks in a row.
4. It was concluded that student peer attitudes, student religion, and parental attitudes about alcohol were significant predictors of student attitudes toward alcohol consumption.
5. There is a substantial difference in the percentage of students who condone drinking as compared to parents responding similarly.
6. Important findings revealed students to be much more tolerant of drinking behavior that parents overwhelmingly felt placed people at risk of harming themselves.
7. Interesting data revealed that students are much more accepting of drunken behavior and drinking games.
8. The primary reasons students gave for drinking alcoholic beverages included "to have a good time with friends," "to fit in with peers," and "to get wasted," with parents being most tolerant of their son/daughter consuming alcohol "to have a good time with friends."

A Study of Freshmen Student Attitudes and Behavior
Toward Alcohol in Relation to their Parent's
Attitudes about Alcohol

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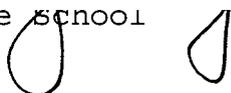
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A STUDY OF FRESHMEN STUDENT ATTITUDES AND BEHAVIOR
TOWARD ALCOHOL IN RELATION TO THEIR PARENT'S
ATTITUDES ABOUT ALCOHOL

CHAPTER 1

INTRODUCTION

The use of alcohol has been associated with a wide range of physical and social problems, including disease, accidental and intentional violence, homelessness, unemployment and marital discord. Injuries are a leading cause of morbidity and mortality in the United States, and alcohol is involved in many of them. Alcohol is also associated with risk of injury from falls and drownings as well as in half of all fire and burn deaths (Institute of Medicine, 1992).

From a college or university perspective, drinking by college students continues to be an area of intense concern across the nation. The problem is of such magnitude that Eigen (1991) wrote the typical college campus is potentially hazardous to the health of its students and that drinking is the principal hazard. College students seem to "know better" about every dangerous drug except alcohol -- the drug that causes the most problems on college campuses. In fact, college presidents recently surveyed by the Carnegie Foundation (1990) classified alcohol abuse as the campus life issue of their greatest concern.

Many problems associated with college student drinking are well-documented. Areas of study include examining the nature of drinking patterns among college students (Johnston, O'Malley, & Bachman, 1991; Kraft, 1988), the motivations underlying drinking behaviors (Harford, Wechsler, and Rohman, 1983; Kandel, 1980; Perkins, 1985), and the problems that result from students' extensive use and misuse of alcoholic beverages (Hingson and Howland, 1987; Saltz and Elandt, 1986; Wilsnack, 1984). The majority of studies suggest that over 90 percent of college students consume alcohol at least occasionally (Engs, 1977; Engs and Hanson, 1985; Institute for Social Research, 1992; Johnston, O'Malley, & Bachman, 1987; Saltz and Elandt, 1986; Temple, 1986; Wechsler and McFadden, 1979), that consumption rates increase for both sexes after arriving at college (Bachman and O'Malley, 1980; Moos, Moos, & Kulik, 1977; Smith, 1989), and that 10-25 percent of students are "heavy" or "problem" drinkers (Johnston et al., 1987; Seay and Beck, 1984). In addition, numerous problems directly associated with alcohol include accidents, academic failure, driving under the influence of alcohol (DUIs), and vandalism.

In comparison to the general population, students tend to have unique characteristics such as binge drinking which is characterized as consuming five or more drinks in a row on at least one instance in a two-week period. In fact, the Institute for Social Research (1992) reported that 43

percent of students responding nationally admitted to binge drinking in the two weeks prior to being surveyed, and according to Engs and Hanson (1985), as many as 87.7 percent of all college students had been adversely affected by their own drinking.

The high incidence of alcohol use by college students is considered a problem for two reasons: (1) the higher degree of exposure to alcohol puts students at a greater risk of developing a drinking problem, and (2) heavy use of alcohol by students results in one or more alcohol-related problems in college, such as missed classes or work, fights with friends, drunken driving, and death (Kraft, 1988).

Research has recently focused on the vulnerability of freshmen and the relationship of parental influence to student alcohol consumption. Bachman and O'Malley (1980) found that the vulnerability of freshmen stems from the independence of daily parental control, the culture of the campus, the need to conform, and the insecurity of a new and somewhat intimidating environment. Several studies have also examined the influence of parental drinking patterns and the impact they have on alcohol use and abuse in college students. A majority of these studies found a positive, but weak, relationship between students' self-reported usage and parents' drinking practices and attitudes toward alcohol (Brennan, Walfish, and AuBuchon, 1986). Specific relationships included: (1) heavy drinking and intoxication

by students was found to be related to heavy drinking and intoxication by parents (Kaplan, 1979); (2) student attitudes toward alcohol were related to parent approval of students' drinking (Orford, Waller, & Peto, 1974); (3) the presence or absence of a particular beverage preference was found to be similar in students and their parents (Fontane and Layne, 1979); (4) that heavy drinking by fathers had more influence than heavy drinking by mothers on student drinking (Parker, 1975); (5) that the relationships between mothers' and daughters' drinking practices were stronger than those between fathers and sons (Orford et al., 1974); and (6) that the effect of parental influence on beverage preference and frequency of intoxication was stronger among male students (Brennan et al., 1986). Other relationships reported to link students and the consumption of alcoholic beverages include race (National Institute on Alcohol Abuse and Alcoholism, 1989; Wechsler and McFadden, 1979), gender (Engs, 1977; Kaplan, 1979; Johnston et al., 1989), academic classification (Engs and Hanson, 1988), socio-economic status (Kaplan, 1979; Stokes, 1974), religion (Perkins, 1987), parental use (Forney, Forney, Davis, Van Hoose, Cafferty, & Allen, 1984), fraternity involvement (Hawarth-Hoepfner, 1989), and lowered academic achievement (Hill and Bugen, 1979).

The significance of these studies on the relationship between parental practices and attitudes and student usage

is that the role the family plays in shaping drinking patterns has been somewhat neglected (Fontane & Layne, 1979). Another significant point is that it was once assumed that a bond between parent and child would have a restraining effect on the child's involvement in deviant activities (Kandel, 1980), but within the college environment it appears that the influence of parents has decreased while that of peers has increased (Hanson, 1977).

Statement of the Problem

Little is known whether parental attitudes toward alcohol consumption will affect student attitudes toward alcohol consumption, student use or non-use of alcohol, awareness of risk in the use or abuse of alcoholic beverages by students, problem drinking behavior by students, reasons students consume alcoholic beverages, or student consumption patterns (see operational definitions). While there is reason to believe these factors are linked, research has not been conclusive as to the effect and impact parental attitudes have toward college students and alcohol. Further, the nature of the relationship of these variables needs exploration. This study attempted to determine whether parental attitudes toward alcohol consumption are related to freshman alcohol consumption and explored the nature of that relationship.

Operational Definitions

Binge drinking- Consuming five or more drinks in a row on at least one instance in a two week period (Johnston et al., 1992).

Context-determined drinker- Drinking style that is situationally determined in certain social or physical contexts (Brown, 1985).

Drunk- Being in a condition caused by alcoholic drink in which control of the faculties is impaired and inhibitions are broken and in later stages of which one tends toward or reaches insensibility (Webster's Third New International Dictionary).

Heavy drinker- Drinking style where alcohol is consumed frequently in excessive amounts with no observable negative consequences (Brown, 1985).

Intoxicated- Excited or exhilarated beyond self-control by alcoholic drinks or to the point of enthusiasm, frenzy, or stupification (Webster's Third New International Dictionary).

Matched pair- Both the parent and student of the same family completing their respective survey to allow for comparative analysis.

Parental acceptance of problem drinking behavior- Parental response of acceptable or not acceptable regarding student drinking behaviors which potentially exhibit problems including getting drunk privately, getting drunk in public

places, getting drunk at a party or a social event, and playing drinking games (See Appendix A- SPA, Questions 38-41).

Parental approval of alcohol use- Parental response of approve or not approve of student alcohol consumption in various settings and drinking environments including to experiment, to relax or relieve tension, to feel good or get high, to have a good time with friends, to fit in with peers, and to get drunk (See Appendix A- SPA, Questions 42-47).

Parental attitudes toward alcohol consumption- Parental response of never tolerating or condoning the consumption of alcohol by their son or daughter [merged responses B-E] (See Appendix A- Survey of Parental Attitudes (SPA), Question 34).

Parental-based factors believed to influence student use or non-use of alcohol- Parental responses regarding perceived influences affecting their son's/daughter's use or non-use of alcohol including religion/culture, family attitudes, death of someone close, peer attitudes, alcohol/drug education, personal/career goals, personal values, and adult role model (See Appendix A- SPA, Questions 17-24).

Perceived risk in the use or abuse of alcoholic beverages- Parental and student response of no/slight risk and moderate/great risk of harm associated with various student drinking behaviors and environments including trying one or

two drinks of an alcoholic beverage, taking one or two drinks nearly every day, taking four or five drinks nearly every day, having five or more drinks on two occasions each weekend, and playing drinking games (See Appendix A- SPA, Questions 74-78 and Appendix B- AODS, Questions 74-78).

Problem drinker- Drinking style where alcohol is consumed heavily and where negative consequences are experienced, including: illness, academic trouble, behavioral sanctions, and binge drinking (Brown, 1985).

Student acceptance of problem drinking behavior- Student response of acceptable or not acceptable regarding personal problematic drinking behavior including getting drunk privately, getting drunk in public places, getting drunk at a party or a social event, and playing drinking games (See Appendix B- AODS, Questions 83-86).

Student attitudes toward alcohol consumption- Student response of never tolerating or condoning the personal use and consumption of alcohol [merged responses B-E] (See Appendix B- Alcohol and Other Drug Survey (AODS), Question 126).

Student-based factors believed to influence student use or non-use of alcohol- Student responses regarding perceived influences affecting their own use or non-use of alcohol including religion/culture, family attitudes, death of someone close, peer attitudes, alcohol/drug education,

personal/career goals, personal values, and adult role model (See Appendix B- AODS, Question 28).

Student consumption patterns- Drinking patterns including the frequency of usage and the quantity consumed within the last two weeks (See Appendix B- AODS, Question 40) and the frequency of usage within the last month (Appendix B- AODS, Question 30).

Student perception of the importance of alcohol use- Student responses regarding the level of personal importance placed on consuming alcohol to experiment, to relax or relieve tension, to feel good or get high, to have a good time with friends, to fit in with peers, and to get drunk (See Appendix B- AODS, Question 31, answers A-E and G).

Need for the Study

Beyond the point that freshmen are particularly vulnerable, the campus environment must continually be researched, problems documented, and ideas for improvement expressed. Eigen (1991) found that the college alcohol problem is essentially one of culture and environment, and that institutions of higher learning are by no means the only environments at high risk for alcohol abuse in our society. However, it is a public perception that the collegiate environment should be a safe and healthful one which is held to a higher standard.

In addition, after an extensive review of literature, there are considerable comments on the need for future research in this area as well as weaknesses cited in previous research. Studies consistently show that attitudes and behavior are related, but that there is no evidence of a study of the relationship between alcohol-related attitudes and the use and misuse of alcohol (McMarty, Morrison, & Mills, 1983). It was also found that the quality of research on alcohol-related attitudes is generally weak.

Brennan et al. (1986) wrote that the area of parent and student drinking deserves future research in an attempt to clarify the interactions and inconsistencies found in the literature. Problems cited in previous research stem from the realization that measures of parental drinking practices in all known published studies were solely based on student perceptions and may have been contaminated by the students' willingness to report certain attitudes and levels of alcohol use, both in themselves and in their parents. Kilty (1978) feels the relationship between attitudes and behavior remains a point of controversy throughout the social sciences, where it is presumed attitudes are predictors of behavior, but no consistently strong relationship has been found.

Other weaknesses in prior research include few studies examining relationships between drinking of adult family members in representative general populations (Barnes and

Welte, 1990) and that "convenience samples" continue to dominate the literature on alcohol use, thus confirming caution about generalizability of the study.

This study sought to fill a significant gap in the present research and review of literature and, at the same time, involve parents in the assessment of their own attitudes in relation to alcohol.

Purpose of the Study

The purpose of the study was to examine the relationship between parental attitudes and student attitudes toward the consumption of alcoholic beverages and determine the relationship of variables: (1) student reasons for drinking alcoholic beverages and (2) the student frequency and level of consumption of alcoholic beverages. Other possible relationships were explored including: (1) attitudes toward perceived risk in abusive drinking behaviors, (2) student and parent perceptions of influencing factors affecting the use or non-use of alcohol, (3) attitudes toward problem drinking behavior, and (4) factors which may have predicted student attitudes toward the consumption of alcoholic beverages.

The ultimate goal of the study was to provide researchers, health professionals, educators, student affairs professionals, and ultimately parents with information on family and parental influences to be used to

create new programs, new theories, and enhance existing programs dealing with the education and prevention of misuse and abuse of alcoholic beverages by college students. This study utilized two different instruments and was conducted in two parts, both completed at Radford University, Virginia, creating matched pairs of parent and student respondents.

Research Goals

1. To determine the relationship between parental attitudes toward alcohol consumption and reasons students drink alcoholic beverages.
2. To determine the relationship between parental attitudes toward alcohol consumption and student consumption patterns.
3. To determine whether matched pairs perceive similar environmental factors as influences in the use or non-use of alcohol.
4. To determine whether parental attitudes toward alcohol consumption and factors perceived to influence use or non-use of alcohol can predict student attitudes toward alcohol consumption.
5. To determine whether parental attitudes toward alcohol consumption are similar to the attitudes toward alcohol consumption in related college freshmen.

6. To determine the level of perceived risk among matched pairs (parent and student) in relation to alcohol use and abuse.
7. To determine the level of acceptance of problem drinking behavior in matched pairs.
8. To determine the relationship between the reasons students use alcoholic beverages and parental approval of alcoholic beverage use for the same reasons.
9. To present descriptive data related to the variables of the study.

Limitations

This study was limited to the following variables:

Parent Component

1. Subjects completing survey were limited to those individuals attending the summer orientation programs.
2. The instrument, the Survey of Parental Attitudes, was selected based on a high degree of face validity and its ability to be compared with similar questions on the Alcohol and Other Drug Survey.

Student Component

1. Subjects completing the Alcohol and Other Drug Survey were limited to those freshmen enrolled in Spring Semester 1992 and whose parent completed the Survey of Parental Attitudes during the 1991 summer orientation program.

2. Mailout questionnaires have the serious drawback of non-response bias when low return rates occur. However, self-reporting seems to be the only practical mechanism for obtaining information from a large number of people. Self-report measures have proven useful in assessing alcohol-related problems and there is evidence that this measurement technique provides a rather accurate reflection of behavior (Sobell and Sobell, 1973).

Generalizability of Results

Due to the sample coming from parents and students affiliated with one specific institution, the results are effectively generalizable to only the freshmen at Radford University and their parents. On the other hand, the institution is similar demographically to many mid-sized, comprehensive, state institutions with a substantial metropolitan population and influence. In addition, data pertaining to student alcohol use derived from this study compared significantly to national use statistics. From the standpoint of parental attitudes being generalizable, there are no known comparative studies.

Truthfulness

It was assumed that all questions were answered correctly and truthfully. Any conspicuous inconsistencies were not included in the data. To increase the likelihood of correct and truthful answers, anonymity and confidentiality were stressed in cover letters and in instructions.

Statement of the Hypotheses

H1 There is a significant relationship between parental attitudes toward alcohol consumption and reasons students drink alcoholic beverages.

H2 There is a significant relationship between parental attitudes toward alcohol consumption and student consumption patterns.

H3 There is a significant relationship between factors parents and students perceive influence the use or non-use of alcohol.

H4 There is a significant relationship between student attitudes toward alcohol consumption and factors students and parents felt influenced the students use or non-use of alcohol, and parental attitudes toward alcohol consumption.

H5 There is no difference between parental attitudes and student attitudes toward alcohol consumption.

H6 There is a difference between parental and student attitudes toward perceived risk in abusive drinking.

H7 There is no difference between parental and student acceptance of problem drinking behavior.

H8 There is a difference between the reasons students drink alcoholic beverages and parental approval of the use of alcoholic beverages for the same reasons.

CHAPTER 2

Review of Literature

Introduction

Alcohol abuse constitutes a significant challenge for college and university administrators on today's campuses. Students tend to drink in environments that are difficult to control, where heavy drinking is normative, and negative outcomes abound (Dana, Pratt, Kochis, & Andrews, 1993). Engs and Hanson (1985) found that 20% of college students are heavy drinkers, have marked increases in their levels of tolerance to alcohol, and have serious social, psychological, or occupational problems related to alcohol use.

Though not limited to alcoholism, alcohol-related problems and negative consequences range from 9% of college students nationally reporting they damaged university property after drinking, to 17% reporting missed classes due to hangovers, to 31% reporting driving after excessive drinking, and to 38% reporting nausea and vomiting associated to drinking (Engs, 1977). Problems associated with alcohol are exacerbated by the wide-range of motives for consumption. Cohen (1973) found these motives to include: (1) physical relaxation; (2) enhancement of sexual experience; (3) psychological escape or release of emotional

agony; (4) reduction of normal tension, anxiety, and conflict; (5) emotional relaxation; (6) mood alteration; (7) desire for privacy; (8) intensification of personal courage; (9) increase in self-esteem; (10) gain in peer recognition; (11) facilitation of social interaction; (12) reduction of boredom; (13) increase in enjoyment; and (14) desire for fun. Many of these motives lead to problem drinking. The Whole College Catalog about Drinking (Jessor & Jessor, 1977) listed the general criteria of a problem drinker as:

1. Anyone who must drink in order to function or to cope with life;
2. Anyone who, by his or her own personal definition, or that of his or her family and friends, frequently drinks to a state of intoxication;
3. Anyone who goes to school or work intoxicated;
4. Anyone who sustains bodily injury which requires medical attention as a consequence of an intoxicated state;
5. Anyone who comes into conflict with the law as a consequence of an intoxicated state;
6. Anyone who, under the influence of alcohol, does something he/she vows he/she would never have done without alcohol; and,
7. Anyone who is intoxicated while driving a car.

In response to the above problems, colleges and universities have substantially increased their efforts to educate students about the effects of alcohol (Gadaletto and Anderson, 1986). In assessing the college milieu, research data may enable researchers to ascertain the kind of individuals who, because of their own characteristics or the characteristics of the environments in which he/she lives, works, studies and relaxes, are at risk for developing problem drinking (Schall, Kemeny, & Maltzman, 1992). Brennan et al. (1986) stated the purpose of identifying traits and characteristics associated with heavy college drinking is to provide predictors of future problem drinking.

The significance of gathering alcohol related data on freshmen stems from the desire to understand the skills necessary to facilitate successful transitions to early adulthood for college-bound youth. Gardner (1986), Pascarella, Terenzini, & Wolfe (1986), and Tinto (1975) found that the success of the adjustment process during the freshmen year is an important predictor of persistence in college. Thus, research is needed to determine which variables, under what conditions, contribute to the occurrence of alcohol use that adversely affects a student's successful transition into college (Sherry and Stolberg, 1987). Brennan et al. (1986) noted that targeting research toward college students occurs because they comprise a more clearly defined sub-population that is undergoing transition

to legal adulthood. Many times this transition period involves living away from parents for the first time, and learning to cope with life problems without a familiar and supportive family structure.

Information gathered through student alcohol surveys can be utilized in a number of ways. First, it can be used to guide programming intervention efforts toward problematic behavior. Second, it can be used as an evaluation tool for programming efforts and to educate professionals as to what is working well. And third, survey data allows for trends to be assessed through longitudinal research and for comparison to regional and national drinking patterns (Meilman, Stone, Gaylor, & Turco, 1990).

Adolescent and Societal Patterns of Alcohol Use

Researchers have recently stated that the college alcohol problem is essentially one of culture and environment (Eigen, 1991). To better understand the extent of drinking in the collegiate environment it is necessary to make comparisons of college drinking to high school students, non-college cohorts, and the rest of society.

To a large extent, college alcohol use patterns parallel those found in the high school population. Saltz and Elandt (1986) found that usage patterns appear to be established in high school. At the high school level alcohol tends to be linked with acceptance, sex, cars, and

economic success much of which is perpetuated through alcoholic beverage industry advertising. Of particular concern to researchers is the amount and frequency of alcohol consumed by youth. The Institute for Social Research (1992) reported drinking in the past year by 54 percent of 12th graders. Some 70 percent of eighth graders say they have at least tried alcohol, 27 percent report having gotten drunk at least once, and 13 percent report having consumed five or more drinks in a row just the prior two weeks (see Table 1).

Table 1. A comparison of Alcohol Usage Rates for 8th, 10th, & 12th graders in 1991

	<u>8th</u>	<u>10th</u>	<u>12th</u>
Lifetime	70.1	83.8	88.0
Annual	54.0	72.3	77.7
30 -Day	25.1	42.8	54.0
Daily	0.5	1.3	3.6
5+ drinks	12.9	22.9	29.8

Beyond the high school population, some comparisons with the rest of society have been made in regard to alcohol use patterns. In a 1987 report by the United States Department of Health and Human Services, it was revealed that of the U.S. population ages 18 and over, approximately

33 percent are abstainers, 34 percent are light drinkers, and 33 percent are moderate to heavy drinkers. In comparison among college students, Engs and Hanson (1985) found approximately 18 percent are abstainers, 20 percent are light drinkers, 19 percent are moderate drinkers, and 43 percent are heavy drinkers. Johnston et al. (1991) stated that college students generally demonstrated a higher drinking prevalence than that of their non-college cohorts (people their same age who do not attend college). Results of this study showed 74.5 percent of students drinking within the month, while only 71 percent of their non-college counterparts consumed alcohol within the month. As for heavy drinking, 41 percent of the nation's college students drank five or more drinks in a row within the last two weeks, whereas only 34 percent of their non-college counterparts did so.

Use patterns among college students, just as for young adults, consistently ranked higher than that of general society. The greatest difference between students and the general population was in the category of heavy drinking. The United States Department of Health and Human Services (1987) found that when college age students do drink, they tend to be more reckless and determined to get a "kick" out of it than others. Among the 18 to 25 year-old age group, 22 percent of the drinkers reported tossing down drinks very quickly in order to get the effect. This compares with 14

percent for 26 to 34 year-olds and only 4.4 percent of those 35 and older.

Trend data compiled by the University of Michigan Institute for Social Research (1992) have reported that alcohol consumption nationally seems to be on a decline for college-age adults who are not in college (see Table 2).

Table 2. Trends in Alcohol Use by Those Ages 19-28

	<u>1987</u>	<u>1989</u>	<u>1991</u>
Lifetime	94.9	94.5	94.1
Twelve Months	89.4	88.1	86.9
30 days	75.4	72.4	70.6
Daily	6.6	5.5	4.9
5+ drinks	36.2	34.8	34.7

Collegiate Consumption Patterns

In the last 25 years over 100 studies have been conducted to assess and measure student alcohol consumption patterns. From the results of these studies, there was little question that alcohol was the drug of choice among college students. Drinking, typically of beer, was viewed as a "social lubricant," as a right of passage, and as an integral aspect of the college experience.

Wechsler and McFadden (1979) determined that approximately 95 percent of students were users of alcohol,

citing close correlations with high school drinking patterns. Kaplan (1979) found that 85 percent of students were current users of alcohol, with men consuming in greater numbers than women. Biber, Hashway, & Annick (1980) found that 12 percent of men drank daily or almost daily, as compared with 3 percent of women. Hill and Bugen (1979) found that 90 percent of students had "ever used" alcohol and that 2 percent of the students were daily users. Hinrichs and Haskell (1978) found that 90 percent of students consumed alcohol, with freshmen drinkers consuming more than senior drinkers. Chervin and Martinez (1987) found that 93 percent of students had "ever used" alcohol and that the mean number of drinks per drinking occasion was highest among undergraduate men and lowest among graduate women.

Since 1980, the most sophisticated analysis has been conducted by the Institute for Social Research at the University of Michigan. Data are gathered through a national random sample of over 1000 American college students regarding the percent who used alcohol in their lifetime, who used alcohol in the last twelve months, who used alcohol in the last thirty days, who used alcohol daily in the last thirty days, and those who consumed five or more drinks in a row in the last two weeks. As shown in Table 3 a small decline in national use trends is noted.

 Table 3. Trends in Alcohol Use by College Students

	<u>1981</u>	<u>1986</u>	<u>1991</u>
Lifetime	95.2	94.9	93.6
Twelve Months	92.5	91.5	88.3
30 Days	81.9	79.7	74.7
Daily	5.5	4.6	4.1
5+ Drinks	43.6	45.0	42.8

Reasons College Students Drink

The varied reasons students gave to explain their drinking behaviors were as different as the individuals providing the explanations (Klein, 1992). The most common reasons college students drink, as reported in the literature, are peer pressure (Budd and Spencer, 1984), to feel less shy (Wiggins and Wiggins, 1987), and to get along better on dates or in other social situations (Hughes and Dodder, 1983; Wechsler and Rohman, 1981). Numerous studies have been centered on the reasons heavier drinkers give for their alcohol consumption. These studies specifically have concluded that heavier drinking college students reported they most likely drank to help them relax, to feel good, to get drunk (Wiggins and Wiggins, 1987; Wechsler and Rohman, 1981), or to increase their sociability with their peers (Hanson, 1984; Shore, Rivers, & Berman, 1983).

Some researchers, such as Kaplan (1979) and Looney (1976) have contended that college students drink simply because they like the taste of alcohol. Other authors, like Hughes and Dodder (1984) and Wechsler and Rohman (1981) found students predominately drink to celebrate special occasions, while Ratliff and Burkhardt (1984) reported students are likely to drink to forget about their problems.

Demographic Characteristics of College Student Drinking

With over 30 studies finding a relationship between college student alcohol use and demographic characteristics, a summary of hypotheses is reported. Brennan et al. (1986) found that individual studies generally measured several different characteristics and their independent relationships to one or a variety of alcohol abuse measures. The findings of consistent but relatively weak relationships between demographics and variables supported the notion that any one trait or characteristic did not account for the variance in drinking behavior. It was speculated that some combination or pattern of characteristics gave insight into the research problem. Specifically, Hanson (1977) found the incidence of drinking:

1. was higher among males than among females,
2. was positively associated with college year,
3. was positively associated with socio-economic status,

4. was associated with both religious affiliation and religious participation,
5. was positively associated with the incidence of parental drinking,
6. was positively associated with parental attitudes concerning drinking, and
7. was associated with the incidence of drinking among friends.

Another demographic variable that researchers have found to have a relationship to student alcohol use included race. Engs (1977) and Wechsler and McFadden (1979) agreed that white college students drank more frequently and consumed more alcohol than black students. In addition, Walfish, Wentz, Benzing, Brennan, & Champ (1981) found that white students reported experiencing more frequent social complications due to alcohol than black students.

Researchers have also found that religion influenced the drinking patterns of college students. There was the influence of those religions which prohibit alcohol use, although membership in and even practice of those religions does not necessarily assure the absence of drinking problems. Perkins (1987) found that the more strongly attached a student was to any particular faith, the less the student was at risk for alcohol problems and that Protestant and Catholic students were at greater risk than students from Jewish backgrounds. This concurred with research

conducted by Beckman and Bardsley (1981) and Wechsler and McFadden (1979) who found Catholic and Protestant students tended to drink more and more frequently than Jews, and where Walfish et al. (1981) cited Jews as suffering fewer social complications due to alcohol.

Other relationships included Kaplan (1979) and Stokes (1974) reported that higher-income students drank more heavily than lower-income students and that heavy frequent drinking was generally associated with lowered academic achievement (Engs, 1977; Moos, Moos, & Kulik, 1976), especially in freshmen males.

Relationship of Parents to College Student Drinking

Of ten studies examining the influence of parental drinking patterns and attitudes on college student alcohol use, eight were found to have a positive, but generally weak relationship. All but one of these studies utilized students' perceptions as the measure of parental drinking patterns and attitudes. Specifically, student attitudes toward alcohol were related to parental approval of students' drinking (Orford et al., 1974). Deakin and Cohen (1986) found that parental approval of drinking clearly indicated a significant number of underage individuals were permitted to consume alcohol with their parent's approval. Another relationship was that heavy drinking and intoxication by students was found to be related to heavy

drinking and intoxication by parents (Fontane and Layne, 1979; Hanson, 1974; Kaplan, 1979; Parker, 1975; Wechsler and McFadden, 1979). It was also suggested that heavy drinking by fathers had more influence than heavy drinking by mothers on student drinking (Parker, 1975; Wechsler and McFadden, 1979) and that the effect of parent influence on beverage preference and frequency of intoxication was stronger among male students (Fontane and Layne, 1979). The last reported relationships were found by Orford et al. (1974) and Cutter and Fisher (1980) where mother/daughter drinking practices were found to be more significant than father/son patterns. The two remaining studies (Reiskin and Wechsler, 1981; Wechsler and Rohman, 1981) found no significant relationships between students' drinking practices and reports of their parents' drinking practices.

Relationship of Peers to College Student Drinking

Several studies have examined the role of peer influence on drinking behavior in a college population, with a positive relationship being found between student alcohol use and various aspects of the social environment. Specifically, increased amount and frequency of alcohol consumption were found to be related to involvement with close friends who drink (Britt and Campbell, 1977; Moos and Igra, 1979; Orford et al., 1974), involvement in more traditional and informal social interactions (Moos and Igra,

1979; Moos et al., 1976), and the presence of a greater number of friends in the drinking situation (Rosenbluth, Nathan, & Lawson, 1978). Moos et al. (1977) found that involvement in fewer social activities was significantly related to decreases in alcohol consumption over a year in heavy drinkers. Correlations of this type can be interpreted as reflecting the influence of peers on student drinking or, alternatively, as reflecting a tendency of heavy drinkers to gravitate toward peers with similar norms and habits (Brennan et al., 1986).

However, there is some evidence that the modeling effect of peers was linked to increased drinking. Kandel (1980) stated peer groups were among the most significant influences upon personal drinking behavior even though misperceptions of peer drinking behaviors were widespread. Perkins and Berkowitz (1986) found many students were influenced more by what they think their peers do rather than by what peers actually did. Saltz (1986) stated it appeared that students who possessed greater abilities to resist peer pressure drank less.

Conclusion

After an extensive review of literature it is clear that alcohol is the drug of choice among college students, thus creating challenges for students, parents, and university administrators. The challenges include negative

personal consequences, damage to university property, and administering the campus environment.

The problems associated with alcohol are exacerbated by the fact that students are living away from parents for the first time and are learning to cope without a family support structure, coupled by the fact that most college students established their drinking patterns while in high school. Thus, students tend to be adversely affected by alcohol, ultimately affecting a successful transition into college.

Research shows that students consume alcohol to relax, reduce tension, alter moods, for fun, and to be accepted by peers to mention a few. Drinking has also been associated with such demographic characteristics as sex, age, socio-economic status, religion, and parental attitudes. The significance of these reasons students drink and the relationship of demographic characteristics to drinking stems from the need to understand individual and environmental factors which may develop or predict future problem drinking.

Data gathered through alcohol research can be utilized to design programming efforts for intervention purposes, to evaluate whether programming, educational, and enforcement efforts are successful, and to assess trends through longitudinal studies. This present research project stemmed from many of the interesting questions raised through

previous research cited in the review of literature and is an attempt to add to the breadth and depth of alcohol research.

Chapter 3

Methodology

This descriptive study had three major purposes. The first was to examine the relationship between parental attitudes and student attitudes toward the consumption of alcoholic beverages. The second was to examine the relationship between parental attitudes toward the consumption of alcoholic beverages and the reasons students drink alcoholic beverages. The third was to examine the relationship between parental attitudes toward the consumption of alcoholic beverages and the frequency and quantity of alcoholic beverages consumed by students.

Parental attitudes toward the consumption of alcoholic beverages were determined through survey questions on the Survey of Parental Attitudes (SPA). The student attitudes toward the consumption of alcoholic beverages, the reasons students drink alcoholic beverages, and the frequency and quantity of alcoholic beverages consumed by students were measured by the Alcohol and Other Drug Survey (AODS--University of Virginia, Institute for Substance Abuse Studies).

This chapter describes the development and distribution of the survey instruments, the subjects of the study, and the statistical procedures which were used to analyze the data.

Development of the Survey

A pilot study was conducted during spring semester 1991, to determine the usefulness of the questions on the Survey of Parental Attitudes (SPA), their applicability to student affairs professionals, and comparability to the Alcohol and Other Drug Survey (AODS).

The SPA was distributed to the directors of 11 student affairs departments and the Director of Institutional Research. Due to this instrument (SPA) being designed specifically for this study, a high degree of face validity was sought and achieved as noted by a panel of educators and researchers. The AODS was chosen for its high degree of face validity and because Radford University (RU) utilized this instrument in 1990 to measure student attitudes and consumption patterns as part of a state-wide study. Utilization of the AODS also allowed data gathered through this project to be utilized for longitudinal studies of trends in alcohol use at Radford University. In addition, this instrument has been utilized by the Institute for Substance Abuse Studies at the University of Virginia since 1985 and is continually updated and upgraded. The AODS has been used to survey over 50,000 people at 12 colleges and universities where researchers utilizing the instrument have attested to its high face validity.

After the pilot study, the SPA was modified for readability, ability to be scanned by computer, and for its comparability to the survey given to the students (AODS).

Survey of Parental Attitudes

The instrument, consisting of 81 questions, 24 of which were alcohol-related and utilized for this research project, assessed: 1) parental attitudes toward the student consumption of alcoholic beverages, 2) perceived factors that influenced the use or non-use of alcohol by the son or daughter, 3) the level of parental acceptance of various student drinking behaviors, 4) the parental approval of the student's use of alcohol for various purposes, and 5) the perceived risk associated with various drinking behaviors.

To assess attitudes toward the consumption of alcoholic beverages, parents were asked to indicate whether "drinking is never a good thing to do" or "drinking is all right, but a student should never get smashed," "an occasional drunk is okay even if it does occasionally interfere with grades or responsibilities," and "a frequent drunk is okay if that's what the individual wants to do." Perceived factors that influenced the students use or non-use of alcohol were determined by parents indicating whether "religion/culture," "family attitudes," "death of someone close," "peer attitudes," "alcohol education," "personal/career goals," "personal values," or an "adult role model" affected their son's or daughter's decision-making.

To determine the level of acceptance for drinking behaviors, parents were asked to respond yes or no to whether it was acceptable to "get drunk privately," "get drunk in public places," "get drunk at a party or a social event," or "to play drinking games."

To assess the level of approval for alcohol use by a son or daughter, parents were asked to indicate whether they approved or disapproved of the use of alcohol "for experimentation," "for relaxation," "to feel good," "to have a good time with friends," "to fit in with peers," and "to get wasted."

The perception of associated risks for certain drinking behaviors was measured by a four point Likert-type scale which asked parents whether "trying one or two alcoholic beverages," "taking one or two drinks nearly every day," "having five or more drinks on two occasions each weekend," or "playing drinking games" was either "no risk," "slight risk," "moderate risk," or "great risk."

Alcohol and Other Drug Survey

The instrument, consisting of 131 questions, of which 13 were alcohol-related and utilized for this study, assessed: 1) student attitudes toward the consumption of alcoholic beverages, 2) factors that influenced the students' decision to use or not use alcoholic beverages, 3) the level of student acceptance of various drinking behaviors, 4) the level of importance students place on the

use of alcoholic beverages for various purposes, 5) the perceived risk associated with various drinking behaviors, and 6) the frequency and quantity of alcohol consumed by students over the previous two weeks.

To assess attitudes toward the consumption of alcoholic beverages, students were asked to indicate whether "drinking is never a good thing to do," "drinking is all right, but a student should never get smashed," "an occasional drunk is okay even if it does occasionally interfere with grades or responsibilities," or "a frequent drunk is okay if that's what the individual wants to do."

To determine the factors influencing the decision to use or not to use alcohol, students indicated "religion/culture," "family attitudes," "death of someone close," "peer attitudes," "alcohol/drug education," "personal/career goals," "personal values," and "adult role model" by checking each category that applied.

To determine the level of acceptance for drinking behaviors, students were asked to respond yes or no to whether it was acceptable to "get drunk privately," "get drunk in public places," "get drunk at a party or a social event," or "to play drinking games."

To assess the level of importance placed on various drinking behaviors, students responded to a five point Likert-type scale including the categories "extremely important," "very important," "somewhat important," "not

very important," or "not at all important." The drinking behaviors measured were "experimentation," "relaxation," "to feel good," "to have a good time with friends," "because it tastes good," and "to get drunk."

The perception of associated risks for certain drinking behaviors was measured by a four-point Likert-type scale which students indicated whether "try one or two alcoholic beverages," "take one or two drinks nearly every day," "take four or five drinks nearly every day," "have five or more drinks on two occasions each weekend," or "playing drinking games" was either "no risk," "slight risk," "moderate risk," or "great risk."

To measure the frequency and quantity of alcohol consumed by students over the previous two week period, the subjects indicated by check off the number of times "0," "1," "2," "3-5," "6-9," and "10+" that they had consumed "five or more drinks in a row," "only 3-4 drinks in a row," "only 2 drinks in a row," or "just one drink."

Subjects

Participants in the study consisted of full-time freshmen at Radford University (RU). RU is one of the State of Virginia's nine comprehensive state institutions, offering baccalaureate and master's degrees. It is primarily a residential campus with 89 percent of its 9,000 students residing in the city of Radford during the academic

year and 46 percent of the undergraduate population living in residence halls on campus.

According to the RU Office of Institutional Research, of the 9,188 students, 92% were Caucasian, 3% African American, 2% Asian, 2% Native American, and 1% Latin. Eighty-eight percent of the student population were residents of Virginia, 10 percent out-of-state residents, and 2 percent international students. There were 1625 freshmen enrolled in Fall Semester 1991, of which 1,473 (91 percent) attended the QUEST summer orientation program.

The sample was taken from the group of freshmen who attended the summer orientation program, whose parent attended the summer orientation program, and completed the SPA. The SPA survey was distributed to all 2,260 parents attending the five orientation sessions, which ranged in size from 333 people to 520 people. Parents completing the SPA represented 763 freshman students, which generated the sample for the AODS.

The RU Vice President of Student Affairs granted permission for this study to be conducted as part of the official orientation program. The Office of the Dean of Students supplied a computer generated listing of names of students attending the five orientation sessions and whether one, two, or neither parent was registered for the orientation program. For research purposes each registered

parent was given a number for coding purposes, which subsequently was used to match parent and student returns.

Survey Distribution

The support of the Director of Orientation was enlisted to ensure proper distribution and collection of the SPA and the AODS. The research project had the additional support of the Office of the Dean of Students, which allowed the use of departmental letterhead for an increased credibility factor.

The SPA, which included a survey instrument and cover letter (Appendix A), was distributed in the information packet of each parent registered in the orientation program. The program was conducted in five sessions in June 1991. Surveys were coded so that parental involvement in the study could then be traced to identify the sample population for the student survey (AODS). Verbal reminders were made three times during each of the five orientation sessions to encourage parental participation in the study. Three on-campus collection sites were established for completed surveys. The survey took approximately 30 minutes to complete.

Utilizing the coding number of SPA participants, a tracking process generated a computerized list of student participants for the AODS. For the distribution of the AODS, a survey, cover letter, instructions (Appendix B), and

return envelope were mailed to students at their local addresses. Surveys were coded so that non-respondents could be sent follow-up reminder cards if surveys were not returned. Reminder cards (Appendix C) were sent out two weeks after the survey was distributed to encourage participation in the study.

On March 10, 1992, a second follow-up (Appendix C) was mailed to those who had not yet returned their survey. The primary difference between the first and second follow-up was directions for receiving another questionnaire in the event the original survey had been misplaced or discarded. Both of these processes are supported by Dillman (1978). In addition, the enhancement of return rates was attempted by conducting a drawing for a portable CD player for those students completing and returning the survey by the established deadline. The survey took approximately 30 minutes to complete, with collection conducted through the provided return envelope.

Data Analysis

Each SPA and AODS survey, with its assigned code number, was scanned to facilitate computer analysis. To determine if the respondent group differed significantly from the non-respondent group, a comparison of demographic information was obtained by the Office of Institutional Research at Radford University. Items for comparison

included gender, race, religion, and geographic region of residence.

Frequency distributions and matched pair comparisons were generated for both the SPA and the AODS. To evaluate the matched pair comparisons, frequency and percentage data for all potential variables was gathered and analyzed.

Descriptive statistical techniques were applied to:

- (1) the comparisons of parental attitudes and student attitudes toward alcohol consumption;
- (2) the comparisons of parental attitudes toward alcohol consumption and student consumption patterns;
- (3) the comparisons of parental and student attitudes toward perceived risk in abusive drinking;
- (4) the comparisons of parental and student acceptance of problem drinking behavior; and,
- (5) the comparisons of the reasons students drink alcoholic beverages and parental approval of the use of alcoholic beverages for the same reasons.

The Pearson r , used to describe the degree of linear correlation between two variables (x and y) and to make useful predictions of the value of y when the corresponding x score is known (Meddis, 1975), was utilized to analyze:

- (1) The relationship between parental attitudes toward alcohol consumption and reasons students drink alcoholic beverages;
- (2) the relationship between parental attitudes toward alcohol consumption and student consumption patterns; and,
- (3) the relationship between factors parents and students perceive influence the use of non-use of alcohol.

Multiple regression analysis is applicable in designs consisting of a single dependent variable and two or more independent variables, in studying the effects of independent on more than one dependent variable simultaneously, or in studying the relations between sets of independent and dependent variables (Pedhazur, 1982). With this study being designed for the purpose of predicting or explaining a given phenomenon, multiple regression analysis was utilized to determine:

- (1) the relationship between parental attitudes toward alcohol consumption and reasons students drink alcoholic beverages;
- (2) the relationship between parental attitudes toward alcohol consumption and student consumption patterns; and,

- (3) the relationship between student attitudes toward alcohol consumption and factors students and parents felt influenced student use or non-use of alcohol, and parental attitudes toward alcohol.

CHAPTER 4

RESULTS

This study was designed around eight research questions, each with derived hypotheses, outlined in Chapter One. Following are the results of the statistical analyses as they relate to each hypothesis and frequency distribution data regarding pertinent research questions.

Respondent Characteristics

The SPA was distributed to 2,260 parents attending the Radford University (RU) summer orientation program in June 1991. A total of 1,198 completed surveys were returned, for a return rate of 53 percent. The 1,198 surveys represented 763 students (415 sets of both mother and father completed SPA) enrolled as full-time freshmen at RU in Spring Semester 1992. Of the 763 AODS distributed, a total of 389 completed surveys were returned, for a return rate of 50.1 percent.

Analysis

Hypothesis 1: There is a significant relationship between parental attitudes toward alcohol consumption and reasons students drink alcoholic beverages.

SPA: Which of the following best represents your feelings about alcohol consumption?

AODS: How important have the following reasons been for your drinking alcoholic beverages?

Pearson r and multiple regression analysis was conducted to determine whether relationships exist between the responses to these two questions. Pearson r did not show a relationship between parents attitudes and "to experiment," "to relax," "to feel good," "to have a good time with friends," or "to fit in with a group I like." Significance was achieved at $p < .05$ for both "because it tastes good" and "to get drunk," accepting Hypothesis 1. This information appears in Table 4 (Pearson r) and Table 5 (multiple regression).

Hypothesis 2: There is a significant relationship between parental attitudes toward alcohol consumption and student consumption patterns.

SPA: Which of the following best represents your feelings about alcohol consumption?

AODS: Think back over the last two weeks. How many times have you had. . .

Pearson r (Table 6) and multiple regression analysis (Table 7) were run for the four responses and did not achieve significance for "just one drink," "only 2 drinks in a row," or "only 3-4 drinks in a row." However, for "5 or more drinks," the Pearson r of .1066 was significant at

Table 4. Correlations Between Parental Attitudes Toward Alcohol Consumption and Reasons Students Drink Alcoholic Beverages

Variable	Correlation	<u>n</u>	<u>p</u>
PA x Experiment	.0093	357	.430
PA x Relax	-.0548	354	.152
PA x Feel Good	-.0798	353	.067
PA x Good Time w/Friends	-.0653	354	.110
PA x Fit in With Peers	.0264	353	.311
PA x Tastes Good	-.1180	353	.013*
PA x Get Drunk	-.0937	352	.040*

PA=Parental Altitude

* significant at or above $p < .05$

Subsequent multiple regression analysis produced significant f statistics (see Table 5) for the response "because it tastes good" at the level $p < .05$, also retaining Hypothesis 1.

Table 5: Correlations Between Parental Attitudes Toward Alcohol Consumption and Reasons Students Drink Alcoholic Beverages

Variable	Sum of Squares	D.F.	<u>F</u>	<u>p</u>	<u>r²</u>
PA x E	.80532	1	.60901	.4357	.00192
PA x R	.92738	1	.71074	.3998	.00224
PA x FG	2.19499	1	1.42198	.2340	.00448
PA x GT	1.53310	1	1.13075	.2884	.00357
PA x FP	.15331	1	.17048	.6800	.00054
PA x TG	6.37554	1	3.92630	.0484*	.01227
PA x GD	5.27345	1	3.33039	.0690	.01043

PA=Parental Attitude, E=Experiment, R=Relax, FG=Feel Good, GT=Good Time With Friends, FP=Fit In With Peers, TG=Tastes Good, GD=Get Drunk

* significant at or above $p < .05$

Table 6. Correlations Between Parental Attitudes Toward Alcohol Consumption and Student Consumption Patterns

Variable	Correlation	n	p
PA x Five or more	.1066	354	.023*
PA x Three-Four	.0563	344	.149
PA x Two	.0197	332	.360
PA x One	-.0002	339	.499

PA=Parental Attitudes, numbers as variables correspond with the frequency of occasions alcohol was consumed in a row in the last two weeks.

* significant at or above $p < .05$

Table 7. Correlations Between Parental Attitudes Toward Alcohol Consumption and Student Consumption Patterns

Variable	Sum of Squares	D.F.	F	p	<u>r</u> ²
PA x Five+	6.41836	1	3.89794	.0492*	.01218
PA x Three-Four	.79774	1	.73284	.3926	.00231
PA x Two	.07339	1	.06958	.7921	.00022
PA x One	.00377	1	.00366	.9518	.00001

$p=.023$ and multiple regression achieved significance at $f=.0492$. Due to these findings, Hypothesis 2 was accepted.

As shown in Tables 8, 9, 10 and 11, considerable differences in responses between students and parents were encountered. Frequency data showed that 49.7 percent of students reported having had five or more drinks in a row in one sitting at least once in the last two weeks, 48.8 percent reporting only 3-4 drinks, 42.2 percent reporting only 2 drinks, and 45.4 percent having had just one drink.

Important matched pair data revealed little variation in student drinking patterns based upon parental attitudes. For students whose parents "never tolerate" alcohol, 46.4 percent reported consuming "5 or more drinks in a row," 45.8 percent responded consuming "3 or 4 drinks in a row," 40.1 percent reported consuming "2 drinks in a row," and 42.8 percent responded consuming "only one drink" over the last two weeks.

Hypothesis 3: There is a significant relationship between factors parents and students perceive influence the use or non-use of alcohol.

SPA: Which of the following do you feel have been influential in your son's/daughter's decision to use or not use alcohol?

Table 8. Relationship Between Parental Attitudes Toward Alcohol Use and Student Consuming Five or More Drinks in a Row Over the Last Two Weeks N = 354

Parental Attitude	Drinking Occasions						Total	Percent
	None	One	Two	Three- Five	Six- Nine	Ten or More		
Never Tolerate	97	32	26	18	5	3	181	51.1
Condone	81	22	28	34	6	2	173	48.9
Column Total	178	54	54	52	11	5	354	100.0
Column Percent	50.3	15.3	15.3	14.7	3.1	1.4	100.0	

Table 9. Relationship Between Parental Attitudes Toward Alcohol Use and Student Consuming Three or Four Drinks in a Row Over the Last Two Weeks N = 344

Parental Attitude	Drinking Occasions						Total	Percent
	None	One	Two	Three-Five	Six-Nine	Ten or More		
Never Tolerate	96	36	30	12	3		177	51.5
Condone	80	40	28	16	3		167	48.5
Column Total	176	76	58	28	6		344	100.0
Column Percent	51.2	22.1	16.9	8.1	1.7		100.0	

Table 10. Relationship Between Parental Attitudes Toward Alcohol Use and Student Consuming Two Drinks in a Row Over the Last Two Weeks N = 331

Parental Attitude	Drinking Occasions						Total	Percent
	None	One	Two	Three- Five	Six- Nine	Ten or More		
Never Tolerate	103	38	15	12	1	3	172	52.0
Condone	89	44	19	7			159	48.0
Column Total	192	82	34	19	1	3	331	100.0
Column Percent	57.8	24.7	10.2	5.7	.3	1.2	100.0	

Table 11. Relationship Between Parental Attitudes Toward Alcohol Use
and Student Consuming One Drink Over the Last Two Weeks
N = 339

Parental Attitude	Drinking Occasions						Total	Percent
	None	One	Two	Three- Five	Six- Nine	Ten or More		
Never Tolerate	99	48	13	6	5	2	173	51.0
Condone	86	57	12	9	1	1	166	49.0
Column Total	185	105	25	15	6	3	339	100.0
Column Percent	54.6	31.0	7.4	4.4	1.8	.9	100.0	

AODS: Which, if any, of the following have been influential in your decision to use or not to use alcohol or other drugs?

Using the Pearson Correlation Coefficient, parental perceptions were correlated to student responses to test for significance. Pearson r did not show a relationship for "family attitudes," "peer attitudes," "alcohol education," or "personal values."

Table 12 contains an overview of the correlations computed, with significant correlations asterisked. Parental perceptions were significantly correlated to student responses for four of the eight categories and ranged from a $p=.033$ for "adult role model" to a $p=.000$ for "religion/culture." Other significant relationships included "death of someone close" and "personal/career goals." Hypothesis 3 was accepted.

Hypothesis 4: There is a significant relationship between student attitudes toward alcohol consumption and factors students and parents felt influence student use or non-use of alcohol, and parental attitudes toward alcohol consumption.

SPA: Which of the following do you feel have been influential in your son's/daughter's decision to use or not use alcohol?

Table 12. Correlations Between Factors Parents and Students Perceive Influence the Use or Non-Use of Alcohol

Variable	Correlation	<u>n</u>	<u>p</u>
PRC x SRC	-.2192	389	.000*
PFA x SFA	.0090	389	.430
PD x SD	-.1089	385	.016*
PPA x SPA	-.0643	386	.104
PAE x SAE	-.0643	387	.104
PPG x SPG	-.0949	387	.031*
PPV x SPV	.0332	389	.257
PRM x SRM	-.0932	388	.033*

Parent Variables: PRC=Religion/Culture, PFA=Family Attitudes, PD=Death of Someone close to you, PPA=Peer Attitudes, PAE=Alcohol Education, PPG=Personal/Career Goals, PPV=Personal Values, PRM=Adult Role Model

Student Variables: SRC=Religion/Culture, SFA=Family Attitudes, SD=Death of someone close to you, SPA=Peer Attitudes, SAE=Alcohol/Drug Education, SPG=Personal/Career Goals, SPV=Personal Values, SRM=Adult Role Model

*Significant at or above $p < .05$

SPA: Which of the following best represents your feelings about alcohol consumption?

AODS: Which of the following do you believe best represents your feelings about drinking?

The technique of multiple correlations was utilized to determine significance. The predictor variables included religion/culture, family attitudes, death of someone close, peer attitudes, alcohol/drug education, personal/career goals, personal values and adult role model as perceived by both parent and student, and parental attitudes toward the consumption of alcohol.

As shown in Table 13, three of the 17 variables were significant, though weak relationships ($F=3.56049$, $df=17/361$, $p= .0000$, $R^2=.14359$). The three significant relationships included student perceptions of peer attitudes (Sig T=.0000), student perceptions of religion/culture (Sig T=.0091), and parental attitudes toward the consumption of alcohol (Sig T=.0092). Hypothesis 4 was accepted.

Hypothesis 5: There is no difference between parental attitudes and student attitudes toward alcohol consumption.

SPA: Which of the following best represents your feelings about alcohol consumption?

AODS: Which of the following do you believe best represents your feelings about drinking?

Table 13: Correlations Between Student Attitudes Toward Alcohol Consumption and Factors Students and Parents Felt Influence the Use or Non-Use of Alcohol, and Parental Attitudes Toward Alcohol

Variable	Sum of Squares	D.F.	F	p	r ²
Student Attitudes	4.90942	17	3.56049	.0000*	.14359

Variables	<u>Sig T</u> (Parent)	<u>Sig T</u> (Student)
Religion/Culture	.6197	.0091*
Family Attitudes	.6394	.3293
Death of Someone	.7587	.1286
Peer Attitudes	.9042	.0000*
Alcohol Education	.7551	.5154
Personal Career/Goals	.5959	.6981
Personal Values	.8199	.7263
Adult Role Model	.7540	.3873
Attitude About Alcohol	.0092*	

*significant at or above $p < .05$

Frequency distributions and matched pair comparative data were gathered for this research goal. Comparisons were made between the two parental responses and the two student responses toward alcohol consumption (Table 14). Of primary importance is the matched pair data that revealed 45.4 percent of respondents condoned the use of alcohol, whereas only 8.1 percent agreed that alcohol will not be tolerated. In addition, 44.7 percent of students responded condoning the use of alcohol, whereas their parent did not tolerate the use of alcohol.

Table 14 shows comparisons between the number of parents and students responding "drinking is never a good thing to do," and "drinking at some level is condoned." Differences were found regarding each response, including 90.1 percent of students condoning drinking at some level and 52.7 percent of parents responding "drinking is never a good thing to do." Hypothesis 5 was rejected.

Hypothesis 6: There is a difference between parental and student attitudes toward perceived risk in abusive drinking.

SPA: How much do you think people risk harming themselves (physically, psychologically, or socially) if they...

AODS: How much do you think people risk harming themselves (physically, psychologically, or socially) if they..

Table 14. Relationship Between Parental and Student Attitudes Toward Alcohol Use N = 383

	Parent/Student Agreement on Condoning Use	Parent/Student Agreement on Not Tolerating Use	Parent Condone, Student Not Tolerate	Student Condone, Parent Not Tolerate	Total
N	174	31	7	171	383
%	45.4	8.1	1.8	44.7	100.0

Frequency distributions and matched pair comparative data were gathered for this research goal. Comparisons were made between the two parental responses and the two student responses (merged no risk with slight risk and moderate risk with great risk) for the five questions which ranged from trying one or two drinks of an alcoholic beverage to playing drinking games. There were no recognizable differences found between parental and student attitudes toward perceived risk in abusive drinking.

As shown in Table 15, 90.6 percent of students and 64.2 percent of parents responded that trying one or two alcoholic drinks was of little or no risk. For respondents that answered similarly (parent and student), 225 of 372 or 60.4 percent designated trying one or two alcoholic beverages as little risk or no risk, with 21 of 372 or 5.7 percent answering moderate to high risk.

The findings of perceived risk in taking 1 or 2 drinks nearly every day ranged from 7 matched responses for little or no risk to 256 matched responses for moderate to great risk (Table 16). However, no recognizable differences were found among the two groups responses.

Responses for the perceived risk in taking four or five drinks nearly every day ranged from 2 (parent little risk/student moderate risk), to 13 (student little risk/parent moderate risk), to 351 (96.4 percent) for both parent and student answering moderate to high risk (Table 17).

Table 15. Relationship Between Parental and Student Attitudes Toward Perceived Risk in Trying One or Two Drinks of an Alcoholic Beverage (Beer, Wine, Liquor) N = 372

	Parent/Student Agreement on Little/No Risk	Parent/Student Agreement on Moderate/Great Risk	Parent Little/No Risk, Student Moderate/Great Risk	Student Little/No Risk, Parent Moderate/Great Risk	Total
N	225	21	14	112	372
%	60.5	5.6	3.8	30.1	100.0

Table 16. Relationship Between Parental and Student Attitudes Toward Perceived Risk in Taking One or Two Drinks Nearly Every Day
 N = 372

	Parent/Student Agreement on Little/No Risk	Parent/Student Agreement on Moderate/Great Risk	Parent Little/No Risk, Student Moderate/Great Risk	Student Little/No Risk, Parent Moderate/Great Risk	Total
N	7	271	15	94	372
%	1.9	72.8	4.0	25.3	100.0

Table 17. Relationship Between Parental and Student Attitudes Toward Perceived Risk in Taking Four or Five Drinks Nearly Every Day N = 366

	Parent/Student Agreement on Little/No Risk	Parent/Student Agreement on Moderate/Great Risk	Parent Little/No Risk, Student Moderate/Great Risk	Student Little/No Risk, Parent Moderate/Great Risk	Total
N	0	351	2	13	366
%	0	95.9	.5	3.6	100.0

From Table 18 it can be seen that large differences occur for having five or more drinks on two occasions each weekend, though not statistically significant. Large numbers of parents (98.6 percent) felt it was a moderate to great risk. Over 65 percent of parents and students agreed this category is a moderate to great risk, where 32.5 percent of parents responded moderate to great risk and student little to no risk.

The next category, playing drinking games, had the largest difference of any of the responses toward perceived risk. Over 97 percent of parents felt drinking games were a moderate to great risk, whereas less than 50 percent of students perceived drinking games as a moderate to great risk. As Table 19 showed, the largest number of responses (51 percent) were for parents listing moderate to high risk and students selecting little to no risk.

Of primary importance is the matched pair data that revealed students to be much more tolerant of drinking behavior that parents overwhelmingly felt placed people at risk of harming themselves. In 4 of the 5 drinking scenarios surveyed, the majority of students responded the situation placed the drinker at little or no risk, whereas a large majority of parents recognized the same activity as a moderate to great risk. The largest discrepancy in matched pair answers came in regards to drinking games. Hypothesis 6 was accepted.

Table 18. Relationship Between Parental and Student Attitudes Toward Perceived Risk in Having Five or More Drinks on Two Occasions Each Weekend N = 369

	Parent/Student Agreement on Little/No Risk	Parent/Student Agreement on Moderate/Great Risk	Parent Little/No Risk, Student Moderate/Great Risk	Student Little/No Risk, Parent Moderate/Great Risk	Total
N	1	244	4	120	369
%	.3	66.1	1.1	32.5	100.0

Table 19. Relationship Between Parental and Student Attitudes Toward Perceived Risk in Playing Drinking Games N= 369

	Parent/Student Agreement on Little/No Risk	Parent/Student Agreement on Moderate/Great Risk	Parent Little/No Risk, Student Moderate/Great Risk	Student Little/No Risk, Parent Moderate/Great Risk	Total
N	5	176	5	183	369
%	1.4	47.7	1.4	49.5	100.0

Hypothesis 7: There is no difference between parental and student acceptance of problem drinking behavior.

SPA: Do you think it is acceptable for people to do each of the following?

AODS: Do you personally think it is acceptable for people to do each of the following?

Frequency distributions and matched pair comparative data were gathered for this goal. Four categories of behavior were compared and included "getting drunk privately," "getting drunk in public," "getting drunk at a party or a social event," and "playing drinking games." There were no differences between parent and student responses, though responses vary greatly by population.

As shown in Table 20, parents overwhelmingly (94.7 percent) responded that getting drunk privately was not acceptable behavior, whereas a majority (58.1 percent) of students felt it was acceptable. Of 322 matched pairs responding to this question, 128 (39.8 percent) answered similarly (parent and student) that getting drunk privately was unacceptable.

When asked to respond to getting drunk publicly, parents emphatically responded (98.9 percent) that this behavior was unacceptable. The majority of students (60.2 percent) also felt public drunkenness was not acceptable

Table 20. Relationship Between Parental and Student Acceptability of Getting Drunk Privately N = 322

	Parent/Student Agreement on Acceptability	Parent/Student Agreement on Non-Acceptability	Parent Acceptable/ Student Not Acceptable	Student Acceptable/ Parent Not Acceptable	Total
N	10	128	7	177	322
%	3.1	39.8	2.2	54.9	100.0

behavior. Of 347 matched pairs responding to this question, 206 (59.4 percent) agreed getting drunk in public was unacceptable (Table 21).

Although differences were not significant in the case of getting drunk at a party or social event, responses by parents and students varied dramatically. As Table 22 shows, 97.9 percent of parents did not feel getting drunk at a party or social event was acceptable. By comparison, 73.7 percent of students responded it was acceptable to get drunk at a party or social event. Of 338 matched pairs responding to this question, only 26.3 percent answered similarly that getting drunk at a party or social event was not acceptable behavior.

As with the three previous questions, the majority of parental responses leaned toward abusive drinking patterns being perceived as unacceptable behavior, with students being more accepting and tolerant. Table 23 reveals that 95.0 percent of parents do not feel participating in drinking games is acceptable behavior, with 81.9 percent of students responding to the contrary. Of the 337 matched pairs responding to this question, only 18.1 percent answered similarly that playing drinking games was not acceptable.

Interesting and important matched pair data revealed that students are more accepting of drunken behavior and participation in drinking games than are their parents. Of

Table 21. Relationship Between Parental and Student Acceptability of Getting Drunk Publicly N = 347

	Parent/Student Agreement on Acceptability	Parent/Student Agreement on Non-Acceptability	Parent Acceptable/ Student Not Acceptable	Student Acceptable/ Parent Not Acceptable	Total
N	1	206	3	137	347
%	.3	59.4	.9	39.4	100.0

Table 22. Relationship Between Parental and Student Acceptability of Getting Drunk at a Party N = 338

	Parent/Student Agreement on Acceptability	Parent/Student Agreement on Non-Acceptability	Parent Acceptable/ Student Not Acceptable	Student Acceptable/ Parent Not Acceptable	Total
N	7	89	0	242	338
%	2.1	26.3	0	71.6	100.0

Table 23. Relationship Between Parental and Student Acceptability of Playing Drinking Games N = 337

	Parent/Student Agreement on Acceptability	Parent/Student Agreement on Non-Acceptability	Parent Acceptable/ Student Not Acceptable	Student Acceptable/ Parent Not Acceptable	Total
N	17	61	0	259	337
%	5.0	18.1	0	76.9	100.0

parents and students who agreed on non-acceptability, 39.8 percent and 59.4 percent responded respectively to "getting drunk privately" and "getting drunk publicly." In comparison, 71.6 percent and 76.9 percent of students responded it was acceptable to "get drunk at a party" and "play drinking games" in the cases their parent responded not acceptable. Comparing the responses of parents and students toward the acceptable nature of playing drinking games revealed the largest discrepancy between the two sample populations. Hypothesis 7 was rejected.

Hypothesis 8: There is a difference between the reasons students drink alcoholic beverages and parental approval of the use of alcoholic beverages for the same reasons.

SPA: As a parent, would you approve of your son's/daughter's alcohol use for the following purposes?

AODS: How important have the following reasons been for your drinking alcoholic beverages?

The reasons students gave for drinking alcoholic beverages included "to have a good time with friends," "to fit in with peers," and, "to get wasted." To enable further investigation, five responses "extremely important," "very important," "somewhat important," "not very important," and, "not at all important" were merged into three responses "extremely/very important", "somewhat/not very important",

and "not important at all." There were no recognizable differences between parent and student responses. The parent's rate of approval ranged from only 1.1 percent to 24.6 percent, whereas student responses revealed a range of 5.7 percent to 39 percent for "extremely/very important" for the same questions.

As shown in Table 24, 78.3 percent of parents did not approve of student alcohol use "to experiment," whereas 54.4 percent of students responded "somewhat/not very important." When considering extremely/very important, 14.1 percent of students responded to this category. Of 355 matched pairs, 84 students (23.7 percent) responded "not important at all" when their parent did not approve of student alcohol use "to experiment."

When asked to respond to approving student alcohol use "to relax," 89.3 percent of parents did not approve. The majority of students (55.9 percent) responded that "to relax" was "somewhat/not very important," with 19.5 percent of students considering it "extremely/very important." Of matched pairs, 82 students (23.2 percent) responded "not important at all" when their parent did not approve of student alcohol use "to relax" (Table 25).

As shown in Table 26, 96.6 percent of parents did not approve of student alcohol use "to feel good or to get high," whereas 26.6 percent of students responded that "to feel good or get high" was "extremely/very important." Of

Table 24a. Student Response on the Importance of Consuming Alcohol to Experiment N=355

<u>Extremely/Very Important</u>	<u>Somewhat/Not Important</u>	<u>Not Important</u>	<u>Total</u>
50	193	112	355
14.1%	54.4%	31.5%	100.0%

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Table 24b. Parental Response of Approval on Son/Daughter Consuming Alcohol to Experiment N=355

<u>Approve</u>	<u>Not Approve</u>	<u>Total</u>
77	278	355
21.7%	78.3%	100.0%

Table 25a. Student Response on the Importance of Consuming Alcohol to Relax N=354

<u>Extremely/Very Important</u>	<u>Somewhat/Not Important</u>	<u>Not Important</u>	<u>Total</u>
69	198	87	354
19.5%	55.9%	24.6%	100.0%

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Table 25b. Parental Response of Approval on Son/Daughter Consuming Alcohol to Relax N=354

<u>Approve</u>	<u>Not Approve</u>	<u>Total</u>
38	316	354
10.7%	89.3%	100.0%

Table 26a. Student Response on the Importance of Consuming Alcohol to Feel Good or Get High N=353

<u>Extremely/Very Important</u>	<u>Somewhat/Not Important</u>	<u>Not Important</u>	<u>Total</u>
94	165	94	353
26.6%	46.7%	26.6%	100.0%

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Table 26b. Parental Response of Approval on Son/Daughter Consuming Alcohol to Feel Good or Get High N=353

<u>Approve</u>	<u>Not Approve</u>	<u>Total</u>
12	341	353
3.4%	96.6%	100.0%

353 matched pairs, 91 students (25.8 percent) responded "not important at all" when their parent did not approve of student alcohol use "to feel good or get high."

When asked to respond to student alcohol use "to have a good time with friends," 75.4 percent of parents did not approve (the largest parental approval). Table 27 shows that 39 percent (largest response) of students responded "extremely/very important" and 46.7 percent of students responded "somewhat/ not very important" to the same question. Of 354 matched pairs, 43 students (12.1 percent) responded "not important at all" when their parent did not approve of student alcohol use "to have a good time with friends."

As shown in Table 28, 94.3 percent of parents did not approve of student alcohol use "to fit in with peers," with the smallest number of student responses compared to the six different categories (35.7 percent somewhat/not very important and 5.7 percent extremely/very important). Of the 353 matched pairs, 198 (largest response) students (56.1 percent) responded "not important at all" when their parent did not approve of student alcohol use "to fit in with peers."

When asked to respond to approving student alcohol use "to get wasted," 98.9 percent (largest response) of parents did not approve. Table 29 shows that 41.5 percent of students responded "somewhat/not very important" and 22.7

Table 27a. Student Response on the Importance of Consuming Alcohol to Have a Good Time with Friends N=352

<u>Extremely/Very Important</u>	<u>Somewhat/Not Important</u>	<u>Not Important</u>	<u>Total</u>
138	166	50	352
39.0%	46.9%	14.1%	100.0%

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Table 27b. Parental Response of Approval on Son/Daughter Consuming Alcohol to Have a Good Time with Friends N=352

<u>Approve</u>	<u>Not Approve</u>	<u>Total</u>
85	267	352
24.6%	75.4%	100.0%

Table 28a. Student Response on the Importance of Consuming Alcohol to Fit in with Peers N=353

<u>Extremely/Very Important</u>	<u>Somewhat/Not Important</u>	<u>Not Important</u>	<u>Total</u>
20	126	207	353
5.7%	35.7%	58.6%	100.0%

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Table 28b. Parental Response of Approval on Son/Daughter Consuming Alcohol to Fit in with Peers N=353

<u>Approve</u>	<u>Not Approve</u>	<u>Total</u>
20	333	353
5.7%	94.3%	100.0%

Table 29a. Student Response on the Importance of Consuming Alcohol to Get Drunk N=352

<u>Extremely/Very Important</u>	<u>Somewhat/Not Important</u>	<u>Not Important</u>	<u>Total</u>
80	146	126	352
22.7%	41.5%	35.8%	100.0%

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Table 29b. Parental Response of Approval on Son/Daughter Consuming Alcohol to Get Drunk N=352

<u>Approve</u>	<u>Not Approve</u>	<u>Total</u>
4	348	352
1.1%	98.9%	100.0%

percent of students responded "extremely/very important" to the same question. Of 352 matched pairs, 125 students (35.5 percent) responded "not important at all" when their parent did not approve of student alcohol use "to get wasted."

Of final importance is the matched pair data that revealed even though parents approved of the use of alcohol for the same purpose as their son or daughter, no greater than 9.6 percent of students responded it was "extremely/very important" to consume alcohol "to experiment," "to relax," "to feel good or get high," "to have a good time with friends," "to fit in with peers," and "to get wasted." To the contrary, when parents did not approve of the use of alcohol for the same purpose as their son or daughter an average of 17.7 percent of students respond using alcohol for that purpose. Hypothesis 8 was accepted.

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

Introduction

Alcohol problems constitute a major challenge on college campuses today. Colleges and universities are increasingly aware of these problems and their responsibility to students regarding the development of safe and appropriate drinking patterns. Institutions have begun to implement programs designed to decrease the negative effects of drinking, to increase student awareness, to decrease the reinforcement potential of alcohol, and to provide appropriate alternatives to alcohol misuse (Dana et al., 1993).

It has been documented that attending a university is a stage in the development of an individual where the average age of students overlaps with the age of heaviest drinking (Clark and Midanik, 1982). Students live in an environment where there is social pressure to drink, where heavy drinking is approved and where alcoholic beverages and the places to consume them are readily available (Schall, 1992).

Utilizing a college campus to conduct this study is significant for several reasons. First, studies indicate that on most campuses, the majority of students are

consumers of alcohol, making the college campus a prime location for such a research project. Second, the need exists to identify use patterns and campus norms, thus taking the opportunity to educate users and abusers of alcohol. Last, colleges can utilize information to design prevention and intervention strategies consistent with the institution's mission.

Numerous research projects have highlighted the continued excesses in alcohol consumption on college campuses, though there has been minimal research on the rationale for alcohol abuse (Burrell, 1992) or information about attitudes held by college students or their parents with respect to the use and abuse of alcoholic beverages (Klein, 1992). The present research represented an effort to address the inattention by previous researchers regarding parental attitudes. The primary focus of this descriptive research was to examine the relationship between parental attitudes and student attitudes toward the consumption of alcoholic beverages which affect the reasons students drink alcoholic beverages as well as the frequency and quantity of consumption.

In this chapter, the results of the statistical analyses are examined for their possible meaning and comparability to prior research in the review of literature. Following a brief review of procedural steps implemented to conduct this study, a summary statement of findings,

conclusions, and recommendations for possible future research are presented.

Review of Procedures

To obtain data used to test for differences and relationships between parents who did not approve of the use of alcohol and those who condone use and the affect their attitudes toward alcohol have on students, participants in the study were asked to respond to a questionnaire. The Survey of Parental Attitudes was distributed to parents attending Radford University's summer orientation program and the Alcohol and Other Drug Survey was mailed to students whose parents completed the SPA.

A total of 2,260 questionnaires was distributed to parents and 763 questionnaires mailed to students. A total of 1,198 questionnaires, or 53 percent, was returned by parents representing 763 students. For student questionnaires, a total of 389, or 50.1 percent, of usable surveys was returned (nine not usable). Although it is impossible to say for certain that this population is no different from that of those students who did not take part in the study, there are no obvious sources of bias based on age, gender, location of residence, or classification.

Also, supportive of the representativeness of this study's respondents to the college student population from which they were drawn are the facts that nondrinkers,

moderate drinkers, and heavy/problem drinkers all showed up in the present sample in proportions similar to those reported by other researchers in the field (Johnston, 1991; Saltz and Elandt, 1986; Wechsler and McFadden, 1979; Wiggins and Wiggins, 1987). This suggests that there were no major differences in the likelihood of nondrinkers, moderate drinkers, or heavy/problem drinkers taking part in the study.

Certain limitations should be noted in interpreting these findings. Interpretation may be limited since the sample was drawn from a single university and the fact that all measures used to assess attitudes, frequency, and quantity are dependent upon self-report and lack direct external validation. Although self-reporting of drinking habits is often subject to considerable doubt, careful reviews of the literature conclude that the validity of self-reporting can be quite high, particularly when completed under conditions of anonymity (Babor et al., 1987; Murray and Perry, 1987; Sobell and Sobell, 1990).

Findings

Chapter 4 provided an analysis of data tested to determine the level of significance of each hypothesis and importance of each matched pair comparison. There were

eight hypotheses for this study, six were retained and two rejected. The summary of findings are as follows:

Hypothesis 1: There is a significant relationship between parental attitudes toward alcohol consumption and reasons students drink alcoholic beverages.

Since the analysis of the data revealed a significant relationship between parental attitudes toward alcohol consumption and reasons students drink alcoholic beverages, it was concluded that students whose parents approve or tolerate alcohol use will have a greater likelihood to list "because it tasted good" and "to get drunk" as predominant reasons for drinking alcoholic beverages. These two statistically significant factors are consistent with previous research that stated collegians drink simply because they like the taste of alcohol (Kaplan, 1979; Looney, 1976), and heavier drinking college students will consume alcohol to get drunk (Wiggins and Wiggins, 1987; Wechsler and Rohman, 1981).

Hypothesis 2: There is a significant relationship between parental attitudes toward alcohol consumption and student consumption patterns.

Since the analysis of the data revealed a significant relationship between parental attitudes toward alcohol consumption and student consumption patterns, the writer concluded that both multiple regression analysis and Pearson

r show a statistically significant, but weak relationship between parents who tolerate the use of alcohol and the likelihood the student will consume five or more drinks in a row more frequently. Chi-square analysis did not show a relationship, but did offer an interesting observation in which the majority of students whose parents "never approve of alcohol" consumed five or more drinks in a row on one occasion. In addition, these frequencies and percentages related to binge drinking are consistent with prior research by Johnston (1991) who wrote that the rates of heavy drinking (five or more drinks in a row in the past two weeks) by male college students are increasing and that heavy consumption is associated with living in groups, lower grade point averages and greater levels of negative consequences.

Hypothesis 3: There is a significant relationship between factors parents and students perceive influence the use or non-use of alcohol.

Since the analysis of the data revealed a significant relationship between factors that parents and students perceive to influence the use or non-use of alcohol, it was concluded that Pearson r showed a statistically significant, but weak relationship between parents and students who felt religion/culture, death of someone close, personal/career goals, and an adult role model influenced the students use

or non-use of alcohol. Interestingly, family attitudes, peer attitudes and personal values showed no relationship.

Hypothesis 4: There is a significant relationship between student attitudes toward alcohol consumption and factors students and parents felt influence student use or non-use of alcohol, and parental attitudes toward alcohol consumption.

Since the analysis of the data revealed a significant relationship between student attitudes toward alcohol consumption and factors students and parents felt influence student use or non-use of alcohol, and parental attitudes toward alcohol consumption, it was concluded that multiple regression analysis established student peer attitudes, student religion, and parents' feelings about alcohol as the most significant predictors of student attitudes toward alcohol consumption. It is important to note that these factors influence student attitudes, but consumption seems to be the result of a combination of factors: attitudes, beliefs, personality, and demographic characteristics (Schall, Kemeny, and Maltzman, 1992).

Beyond the examination of hypotheses, there are two additional methodological features that may be of considerable importance. One was the ability to study two populations, parents and students, with the opportunity to make matched pairs and compare responses to similar

questions. The other was the ability to have parents assess their own attitudes in relation to alcohol. To this researcher's knowledge, in all but one prior study involving parental attitudes, data have been collected by surveying students as to their beliefs of their parents' attitudes concerning alcohol. The conclusions that follow establish the basis for recommendations which are forwarded with the intent of helping students, parents, and university administrators understand the impact parental and peer influences have on college freshmen.

Hypothesis 5 : There is no difference between parental attitudes and student attitudes toward alcohol consumption.

Data concluded, contrary to the common belief, that students' attitudes are not similar to those of their parents. There is a distinct difference of opinion, not a likeness. The importance of this finding establishes an important foundation for the following research questions.

Hypothesis 6: There is a difference between parental and student attitudes toward perceived risk in abusive drinking.

These data are important because parents and students had similar attitudes when it came to trying one or two drinks, taking one or two drinks nearly every day, or taking four or five drinks nearly every day, but considerably different attitudes regarding having five or more drinks on

two occasions each weekend and the harm in playing drinking games. These two latter findings are consistent with national binge drinking statistics as well as the research that indicates drinking games, though dangerous, are important components of the campus environment where abusive drinking is readily accepted (Anchors and Dana, 1988).

Hypothesis 7: There is no difference between parental and student acceptance of problem drinking behavior.

The importance of these results are due to parents and students being on the opposite end of the spectrum when it came to accepting the misuse and abuse of alcohol by students. The majority of parents and students did not feel it was acceptable for people to get drunk privately or in public places, though students were considerably more accommodating. As for getting drunk at a party, almost three-fourths of students felt it was acceptable, whereas parents almost unanimously reported this behavior was not acceptable. For drinking games there was even greater discrepancy. Students overwhelmingly accept drinking games (81.9%), where 95% of parents responded that such games are not acceptable, with only 18.1% of matched pairs in agreement that playing drinking games was not acceptable behavior.

Hypothesis 8: There is a difference between the reasons students drink alcoholic beverages and

parental approval of the use of alcoholic beverages for the same reasons.

These data are important due to the fact that parents overwhelmingly do not approve of alcohol to be used for experimentation, relaxation, to feel good, to have a good time with friends, to fit in with peers, or to "get wasted," where the majority of students feel these factors are at least of some importance as reasons for drinking alcoholic beverages (excluding to fit in with peers). The three largest student responses for reasons to drink alcoholic beverages were to have a good time with friends, to relax, and to feel good, all of which have been documented in previous research (Hanson, 1984; Shore, Rivers, and Berman, 1983; Wiggins and Wiggins, 1987; Wechsler and Rohman, 1981).

Conclusions

The results and analyses reported herein led to the general and pervasive conclusion that the purpose of the study was accomplished in that valid information about the relationship between variables and alcohol consumption was provided. The results reinforced many of the assertions found in the review of literature in regards to the use of alcohol by students and contradicted many of the undocumented assertions about parental influences on collegiate alcohol consumption. A gap was found in a lack of research conducted on parents of college students in

relation to alcohol and it is concluded that this research will contribute to filling the gap in the literature.

The results led to the conclusion that peer influences and the student environment had more impact on student consumption patterns than do parental attitudes toward student alcohol consumption.

The more specific conclusions listed below pertain specifically to the parent and student population studied, though as discussed previously, a case can be made for their application to other institutions. Specific conclusions include:

1. Students, almost unanimously, condoned drinking, whereas a majority of parents felt drinking was never a good thing to do.

2. Students, whose parents approve of the use of alcohol, tended to drink "because it tastes good" and "to get drunk."

3. The majority of students responding reported an episode of binge drinking in the previous two weeks, whether or not their parents condone the use of alcohol.

4. Students and parents tended to respond similarly toward the perceived risk in trying alcohol, consuming small amounts of alcohol daily, and consuming large amounts of alcohol daily, but responded quite differently on the perceived risk in binge drinking and drinking games.

5. Parents and students perceived adult role model, personal/career goals, death of someone close, and religion/culture similarly as influences in the use or non-use of alcohol by students, though not peer attitudes which later analysis established as the most significant predictor of students attitudes toward alcohol consumption.

6. Students and parents responded differently to the acceptability of getting drunk both publicly and privately, but varied greatly on the acceptability of getting drunk at a party or playing drinking games.

7. Parents were overwhelmingly not in approval of the reasons students indicated for using alcohol.

The conclusions form the basis for the recommendations which follow.

Recommendations

Educational leaders who wish to make a positive impact in relationship to alcohol misuse and abuse might be well served to recognize the challenges that exist within the collegiate environment. A case in point is that over the last 25 years the misuse of alcohol has moved to the forefront of major societal problems. According to the National Institute on Alcohol Abuse and Alcoholism, alcohol misuse involves as many as 1.1 million young people (Rachel et al., 1981). In addition, young people usually begin drinking in high school or even earlier and frequently have

similar drinking patterns as students in the first two years in college (Johnston et al., 1986). To adequately impact the collegiate environment with respect to drinking norms, programming will need to consist of more than just awareness and education programs which have repeatedly failed to produce changes in student behavior (Kinder et al., 1980; Schall et al., 1991).

The data gathered in this study need not be limited to implementation on the collegiate level, but could also encompass high school settings as well. The information could be utilized by parents of high school students to alert them of drinking norms while student consumption patterns are still being established. It also could be used to emphasize and understand the minimal impact parental attitudes have and the considerable impact peer influences will have on consumption. The literature suggests supportive activities be initiated at the high school level and even the junior high level as attempts at intervention.

At the collegiate level, the information could be utilized to educate students and parents about alcohol as well as university administrators charged with regulating behavior. Policy changes and programming that modify norms and social influences upon drinking will likely be more successful and effective interventions on college campuses. Though it may seem impossible to hope to lower alcohol consumption and abuse on campus because of its pervasive

nature and social acceptance, events and programs will need to be initiated which may reduce the pressures to drink or that enable the achievement of natural highs.

In the process of educating parents of college students, it should be noted that many parents expect university officials to continue to monitor alcohol consumption and enforce regulations even though they have been ineffective at the identical task themselves. In addition, many parents recognize problems stemming from alcohol use by young people but tend to see other students exhibiting those problems as well as the perception that their children use good judgment regarding drinking (Deakin and Cohen, 1986).

In this light, the following specific recommendations are made based on the findings of this study:

1. Utilize these data to allow university personnel to design programs to fit their student population, as well as educate the parents of those students.

2. Utilize these data to develop meaningful education, intervention, and orientation programs. Institutions should become more progressive and honest about alcohol use information, especially in compliance with the "Right to Know Act" (title 34 of the Code of Federal Regulations Part 86).

3. Incorporate comparative national and institutional alcohol use data, with consequences, as part of information

distributed in compliance with the "Drug-Free Schools and Communities Act."

4. Expand use data to identify the day and locale with the highest incidence of use and then create a high quality competitor as an alternative activity where students can relax, feel good, and be with friends.

5. Train peer groups, resident assistants, and fraternity leaders about problems related to drinking games.

6. Utilize BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and GAMMA (Greeks Advocating the Mature Management of Alcohol) concepts to advocate the mature use of alcohol, to change the norm in drinking games, and to create peer disapproval for getting drunk.

7. Develop a uniform instrument, utilized nationally, that can be tested for validity and reliability. Information gathered regarding alcohol consumption and attitudes should then be utilized to predict and thus perhaps alter future alcohol use and misuse.

The recommendations form the justification for further research which follow.

Further Research

1. Continue to collect data on students and alcohol, both for tracking trends and to expand the scope of

knowledge enabling future scholars to better understand college students' use and misuse of alcoholic beverages.

2. Adapt and replicate the collegiate study for high school students and parents thus identifying consumption patterns and relationships at an earlier stage. Information gathered could then be utilized by institutions of higher learning to prepare appropriate programs and services.

3. Study a national sample of college students and parents, both yearly and longitudinally, for regional or demographic differentiation and improved generalizability.

4. Analyze the difference between male/female parental responses to male/female student responses in the cases where both parents responded to the survey.

5. Replicate the study to confirm a baseline of information.

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APPENDICES

APPENDIX A
SURVEY INSTRUMENT
FOR PARENTS

Radford University
Office of the Dean of Students

Survey of Parental Attitudes

Radford University has long had a reputation of providing quality education. To continue to serve the needs of students and parents and to develop the best programs and services, the Office of the Dean of Students is asking parents, participating in Quest '91, about their attitudes concerning alcohol and other drugs.

The information learned from the survey will be used to respond to an issue which is important to parents, the university, the State of Virginia, and the nation. The results of the research will be used by university administrators, department heads, and faculty to improve educational programs here at Radford.

You are asked to respond candidly with our assurance that your responses will be treated confidentially. Any numbering on your questionnaire is for coding purposes only and your name will never be associated with your responses. Only group responses will be reported from the data.

INSTRUCTIONS

We ask that when filling out this questionnaire, you please take the time to read each question carefully before choosing the answer. Your answers will be known only to you. Please be completely honest. There are no right or wrong answers. The proper answer is the one you feel is truthful and best for you. Once you have marked your answer, do not go back and change it. Remember, there are no right or wrong answers.

When you have chosen the appropriate answer, you should fill in the corresponding letter (A - E) next to the corresponding number on the attached answer sheet. Use only a No. 2 pencil and do not use ink or ballpoint pen.

Thank you in advance for your cooperation.

1. What is the age of your son/daughter attending Quest?

- A - 17
- B - 18
- C - 19
- D - 20
- E - Over 20

2. What is the gender of your son/daughter attending Quest?

- A - Male
- B - Female

3. Which one of the following Best describes the location in which you live?

- A - Large City
- B - Small City
- C - Suburban
- D - Rural

4. Which one of the following Best describes the relationship of the biological parents of your student attending Quest?

- A - Parents Married
- B - Parents Separated
- C - Parents Divorced
- D - One Parent Deceased
- E - Both Parents Deceased

5. How do you describe yourself?

- A - Caucasian
- B - African American
- C - Asian
- D - Latin American
- E - Native American

6. What is your gender?

- A - Male
- B - Female

7. What is your religious preference?

- A - Protestant
- B - Catholic
- C - Jewish
- D - Muslim
- E - Other

8. Would you approve of your son/daughter belonging to a fraternity or sorority?

- A - Approve
- B - Not Approve

Which of these Best describes your attitude about the following living environments and their perceived influence on your son's/daughter's use of alcohol? (For questions 9 - 12 blacken A if you believe the environment would be a Positive Influence, B if No Influence or C if a Negative Influence)

- 9. Residence Hall
- 10. Fraternity or Sorority House
- 11. Apartment or House
- 12. Living with Parents or Relative

Which of these Best describes your attitude about the following living environments and their perceived influence on your son's/daughter's use of marijuana, cocaine, LSD, or other drugs? (For questions 13 - 16 blacken A if you believe the environment would be a Positive Influence, B if No Influence or C if a Negative Influence)

- 13. Residence Hall
- 14. Fraternity or Sorority House
- 15. Apartment or House
- 16. Living with Parents or Relative

Which of the following do you feel have been influential in your son's/daughter's decision to use or not to use alcohol? (For questions 17 - 24 blacken A if Influential or B if Not Influential)

- 17. Religion/Culture
- 18. Family Attitudes
- 19. Death of Someone Close
- 20. Peer Attitudes
- 21. Alcohol Education
- 22. Personal/Career Goals
- 23. Personal Values
- 24. Adult Role Model

Which of the following do you feel have been influential in your son's/daughter's decision to use or not to use marijuana, cocaine, LSD or other drugs? (For questions 25 - 32 blacken A if Influential or B if Not Influential)

25. Religion/Culture
26. Family Attitudes
27. Death of Someone Close
28. Peer Attitudes
29. Drug Education
30. Personal/Career Goals
31. Personal Values
32. Adult Role Model

33. Which one of the following statements do you believe Best represents your opinion of RU students' attitudes about alcohol consumption?

- A - Drinking is never a good thing to do.
- B - Drinking is all right, but a student should never get "smashed."
- C - An occasional "drunk" is okay as long as it doesn't interfere with grades or responsibilities.
- D - An occasional "drunk" is okay even if it does occasionally interfere with grades or responsibilities.
- E - A frequent "drunk" is okay if that's what the individual wants to do.

34. Which one of the following Best represents your feelings about alcohol consumption?

- A - Drinking is never a good thing to do.
- B - Drinking is all right, but a student should never get "smashed."
- C - An occasional "drunk" is okay as long as it doesn't interfere with grades or responsibilities.
- D - An occasional "drunk" is okay even if it does occasionally interfere with grades or responsibilities.
- E - A frequent "drunk" is okay if that's what the individual wants to do.

Do you think it is acceptable for people to do each of the following? (For questions 35 - 41 blacken A for Yes, B for No or C for Not Sure)

35. Smoke Marijuana?
36. Take LSD?
37. Take amphetamines (uppers) or barbiturates (downers)?
38. Get drunk privately (by yourself or at home with others)?
39. Get drunk in public places (restaurant or bar)?
40. Get drunk at a party or a social event?
41. Play drinking games?

As a parent, would you approve of your son's/daughter's alcohol use for the following purposes? (For questions 42 - 47 blacken A for Approve or B for Not Approve)

42. To experiment
43. To relax or relieve tension
44. To feel good or get high
45. To have good time with friends
46. To fit in with peers
47. To get "wasted" (drunk)

As a parent, would you approve of your son's/daughter's marijuana use for the following purposes? (For questions 48 - 53 blacken A for Approve or B for Not Approve)

48. To experiment
49. To relax or relieve tension
50. To feel good or get high
51. To have good time with friends
52. To fit in with peers
53. To get "wasted" (high)

As a parent, would you approve of your son's/daughter's cocaine use for the following purposes?
(For questions 54 - 59 blacken A for Approve or B for Not Approve)

- 54. To experiment
- 55. To relax or relieve tension
- 56. To feel good or get high
- 57. To have good time with friends
- 58. To fit in with peers
- 59. To get "wasted" (high)

As a parent, would you approve of your son's/daughter's LSD use for the following purposes?
(For questions 60 - 65 blacken A for Approve or B for Not Approve)

- 60. To experiment
- 61. To relax or relieve tension
- 62. To feel good or get high
- 63. To have good time with friends
- 64. To fit in with peers
- 65. To get "wasted" (high)

How much do you think people risk harming themselves (physically, psychologically, or socially) if they ...
(For questions 66 - 78 blacken A for No Risk, B for Slight Risk, C for Moderate Risk, D for Great Risk, or E if Not Familiar with Drug)

- 66. Try marijuana once or twice?
- 67. Smoke marijuana occasionally?
- 68. Smoke marijuana regularly (twice a week or more)?
- 69. Try amphetamines once or twice?
- 70. Try amphetamines regularly?
- 71. Try cocaine once or twice?
- 72. Take cocaine occasionally?
- 73. Take cocaine regularly (twice a week or more)?

- 74. Try one or two drinks of an alcoholic beverage (beer, wine, or liquor)?
- 75. Take one or two drinks nearly every day?
- 76. Take four or five drinks nearly every day?
- 77. Have five or more drinks on two occasions each weekend?
- 78. Play drinking games?
- 79. How likely is it that you would confront your son/daughter who you thought had a problem with alcohol?

- A - Definitely would not
- B - Probably would not
- C - Not sure
- D - Probably would
- E - Definitely would

- 80. How likely is it that you would confront your son/daughter who you thought had a problem with marijuana, cocaine, LSD or other drugs?

- A - Definitely would not
- B - Probably would not
- C - Not sure
- D - Probably would
- E - Definitely would

- 81. Which of the following do you feel would be the Most effective alcohol and drug education program on a college campus?

- A - Films, lectures, or organized discussions in college courses.
- B - Films, lectures, or organized discussions outside of college courses.
- C - A special course on alcohol and drugs.
- D - Other: _____

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION. WE APPRECIATE YOUR HELP.

APPENDIX B
SURVEY INSTRUMENT
FOR STUDENTS



Radford University

Radford, Virginia 24142
(703) 831-5321
TDD (703) 831-5128

Office of the Dean of Students

FINAL NOTICE, PLEASE RETURN 1

Dear RU Student,

Your name has been selected to participate in a survey designed to study alcohol and other drug use by Radford University students. This same survey has been administered at over 20 colleges and universities in the Commonwealth of Virginia. In addition, one or both of your parents completed a similar survey this past summer while attending Quest. The information collected from this survey will correspond to data gathered from the survey completed by your parent(s). Results of the survey will not be forwarded to or shared with your parents.

This research, sponsored by BACCHUS (peer education group that promotes the responsible use of alcohol), is being undertaken because accurate information about these issues is essential to the institution. The responses from you and your fellow students will help guide Radford University's policies and services and help direct BACCHUS's educational and programming efforts concerning substance use and abuse issues.

We recognize that this is a busy time of the year for you, but your help in completing the attached survey is requested. The survey should take approximately 30 minutes to complete. In order that the results of the survey will truly represent the attitudes and behaviors of students at Radford University, it is important that each questionnaire be returned. Because we believe these issues are so important, we are offering you an incentive to participate in this study. When you return your completed questionnaire, detach and return the enclosed entry blank with your survey to be entered into a drawing for a Portable Compact Disc Player.

Your responses will be kept totally confidential, and will never be associated with your name. We only utilize code numbers to follow-up nonrespondents and to award the Portable Compact Disc Player.

Upon completion of the survey please return it in the enclosed return envelope by Friday, April 3, 1992. Please do not fold the survey. The return envelope may be mailed by campus mail (at no charge) thru the RU Post Office in Dalton Hall or delivered to the Office of the Dean of Students in Walker Hall, whichever is more convenient. The drawing will occur Monday, April 13, 1992 at noon in the Office of the Dean of Students.

Your cooperation is greatly appreciated. Good luck in the prize drawing!

Sincerely,
Redacted for privacy

Tom Shoemaker
Assistant Dean of Students

Radford University

Alcohol and Other Drug SurveyINSTRUCTIONS

We ask that when filling out this questionnaire, you please take the time to read each question carefully before choosing the answer(s). In the survey there are several sections which you can skip if you have not used a certain drug. Therefore, you will save time in filling the survey out if you read through the directions for each section.

When you have chosen the appropriate answer(s), you should fill in the corresponding letter(s) or number(s) on the answer sheet using a #2 pencil. Mark only one letter or number for each question, unless the question indicates otherwise. If you decide to change an answer, please be sure to erase the original answer completely and avoid making any extraneous marks on the survey.

Upon completion, please return the survey and the entry form in the enclosed return envelope, so that you will qualify for the drawing. Deadline for drawing is Friday, April 10, 1992.

Thank you for your help. If you have any questions about the survey administration, please feel free to call Tom Shoemaker at 831-5321.

ENTRY FORM

Code Number (upper left corner page one): _____

Name (not required): _____

Local Address: _____

Telephone: _____

(Detach and return in envelope with survey)

**UNIVERSITY OF VIRGINIA
INSTITUTE FOR SUBSTANCE ABUSE STUDIES
ALCOHOL AND OTHER DRUG SURVEY**

22766

CODE NUMBER									
c 0	c 1	c 2	c 3	c 4	c 5	c 6	c 7	c 8	c 9
c 0	c 1	c 2	c 3	c 4	c 5	c 6	c 7	c 8	c 9
c 0	c 1	c 2	c 3	c 4	c 5	c 6	c 7	c 8	c 9
c 0	c 1	c 2	c 3	c 4	c 5	c 6	c 7	c 8	c 9
c 0	c 1	c 2	c 3	c 4	c 5	c 6	c 7	c 8	c 9

1. AGE	2. GENDER
c 0 c 1 c 2 c 3 c 4 c 5 c 6 c 7 c 8 c 9	: A Male : B Female
	3. RACE
	: A Caucasian : B African American : C Asian : D Latin or Mexican American : E Native American : F Other

4. What is your marital status?
- : A Single
 - : B Married
 - : C Divorced
 - : D Separated
 - : E Widow(er)

5. Enter the letter that Best describes the location in which you have lived most of your life:
- : A Large city
 - : B Small city
 - : C Suburban
 - : D Rural

6. Are you a resident of the state in which you currently are attending school?
- : A Yes
 - : B No

7. Which of the following Best describes your high school?
- : A Public
 - : B Private Boarding School
 - : C Private Day School
 - : D Military Boarding School
 - : E Military Day School
 - : F Religious Boarding School
 - : G Religious Day School

8. Which of the following Best describes the type of school in which you currently are enrolled?
- : A Arts and Sciences (Liberal Arts)
 - : B Architecture
 - : C Business or commerce
 - : D Education
 - : E Engineering
 - : F Law
 - : G Medicine
 - : H Nursing
 - : I Other

9. Which one of the following Best describes your current college/university?
- : A Public
 - : B Private

10. Which one of the following Best describes the size of your current college/university?
- : A under 1,500 students
 - : B 1,500 to 3,000 students
 - : C 3,000 to 5,000 students
 - : D 5,000 to 10,000 students
 - : E 10,000 to 15,000 students
 - : F 15,000 to 20,000 students
 - : G over 20,000 students

11. What class level are you in your college/university?
- : A Freshman
 - : B Sophomore
 - : C Junior
 - : D Senior
 - : E Graduate/Professional

12. What is your religious preference?
- : A Baptist
 - : B Churches of Christ
 - : C Disciples of Christ
 - : D Episcopal
 - : E Lutheran
 - : F Methodist
 - : G Presbyterian
 - : H United Church of Christ
 - : I Other Protestant
 - : J Unitarian
 - : K Roman Catholic
 - : L Eastern Orthodox
 - : M Jewish
 - : N Latter Day Saints
 - : O Other religion
 - : P None

13. In high school, which of the following, if any, are extra-curricular activities in which you participated? (Mark all that apply.)
- : A Student Government
 - : B Sports
 - : C Arts/Theatre
 - : D School Clubs (Chess Club, Language Clubs, Math Club, etc.)
 - : E Volunteer activities
 - : F Other activities
 - : G No activities

14. In college, which of the following, if any, are extra-curricular activities in which you have participated? (Mark all that apply.)
- : A Student Government
 - : B Varsity, Junior Varsity, or Club Sports
 - : C Intramural Sports
 - : D Arts/Theatre
 - : E School Clubs (Chess Club, Language Clubs, Math Club, etc.)
 - : F Volunteer activities
 - : G Other activities
 - : H No activities

15. Is your college/university on a 4-point or 5-point grade system?
- : A 4-point
 - : B 5-point

16. What is your approximate college GPA (cumulative Grade Point Average)? (If no grades yet, enter 00.)

c 0	c 0
c 1	c 1
c 2	c 2
c 3	c 3
c 4	c 4
c 5	c 5
c 6	c 6
c 7	c 7
c 8	c 8
c 9	c 9

- 17A. What is your combined SAT score? (If you did not take the SAT enter 0000.)

c 0	c 0	c 0	c 0
c 1	c 1	c 1	c 1
c 2	c 2	c 2	c 2
c 3	c 3	c 3	c 3
c 4	c 4	c 4	c 4
c 5	c 5	c 5	c 5
c 6	c 6	c 6	c 6
c 7	c 7	c 7	c 7
c 8	c 8	c 8	c 8
c 9	c 9	c 9	c 9

- 17B. What is your ACT composite score? (If you did not take the ACT enter 00.)

c 0	c 0
c 1	c 1
c 2	c 2
c 3	c 3
c 4	c 4
c 5	c 5
c 6	c 6
c 7	c 7
c 8	c 8
c 9	c 9

18. Are you presently a member or have you ever been a member of a fraternity or sorority?

- : A : Yes
- : B : No

19. If you are not a member, or have never been a member of a fraternity or sorority, are you planning on joining one?

- : A : Yes
- : B : No
- : C : Does not apply, already a member
- : D : Does not apply, have been a member

20. Enter your current type of residence:

- : A : Residence Hall
- : B : Fraternity or Sorority house
- : C : Apartment/House
- : D : Living with parents or relative
- : E : Other University Housing
- : F : Other Non-university Housing

21. Which of the following Best describes the relationship of your biological parents?

- : A : Parents married to each other
- : B : Parents separated
- : C : Parents divorced
- : D : Parents never married
- : E : One parent deceased
- : F : Both parents deceased
- : G : Don't know

22. How do you perceive your current family situation?

- : A : Stable
- : B : Unstable

23. If your family situation is unstable, has this been the case for more than two years?

- : A : Yes
- : B : No
- : C : Does not apply

24. Do you think one or both of your biological parents have, or have had in the past, a problem with...

- a. Alcohol : A : Yes : B : No : C : Don't know
- b. Other Drugs : A : Yes : B : No : C : Don't know

25. Do you think one or both of the people who reared you have, or have had in the past, a problem with...

- a. Alcohol : A : Yes : B : No
- b. Other Drugs : A : Yes : B : No

26. How satisfied are you with your life as a whole these days?

- : A : Dissatisfied
- : B : Somewhat dissatisfied
- : C : Neither, or mixed feelings
- : D : Somewhat satisfied
- : E : Satisfied

27. Have you ever experienced any of the following problems? (Mark all that apply.)

- : A : Death of a parent
- : B : Death of a brother or sister
- : C : Death of a friend
- : D : Chronic mental illness of a family member
- : E : Chronic physical illness of a family member
- : F : Significant loss of family income

28. Which, if any, of the following have been influential in your decision to use or not to use alcohol or other drugs? (Mark all that apply.)

- : A : Religion/Culture
- : B : Family Attitudes
- : C : Death of someone close to you
- : D : Peer Attitudes
- : E : Alcohol/Drug Education
- : F : Personal/Career Goals
- : G : Personal Values
- : H : Adult Role Model

THE FOLLOWING QUESTIONS ARE ABOUT ALCOHOLIC BEVERAGES, INCLUDING BEER, WINE, AND LIQUOR.

29. Have you ever used alcohol?

- : A : Yes
- : B : No - GO TO QUESTION 41

30. On how many occasions (if any) have you had alcohol to drink in the last 30 days. (Mark one letter only.)

- : A : 0
- : B : 1-2
- : C : 3-5
- : D : 6-9
- : E : 10-19
- : F : 20-39
- : G : 40+

31. How important have the following reasons been for your drinking alcoholic beverages?

For EACH of the following, please rate its importance on a scale of 1 - 5:

	1 extremely important	2 very important	3 somewhat important	4 not very important	5 not at all important
a. To experiment - to see what it's like	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
b. To relax or relieve tension	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
c. To feel good or get high	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
d. To have a good time with my friends	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
e. To fit in with a group I like	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
f. Because it tastes good	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
g. To get drunk	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :

32. If you drink regularly (one or more times a week), at what age did you start? (If you do not drink regularly, enter 00.)

: 0 :	: 00 :
: 1 :	: 01 :
: 2 :	: 02 :
: 3 :	: 03 :
: 4 :	: 04 :
: 5 :	: 05 :
: 6 :	: 06 :
: 7 :	: 07 :
: 8 :	: 08 :
: 9 :	: 09 :

33. If you have ever been drunk, at what age were you first drunk? (If you have never been drunk, enter 00.)

: 0 :	: 0 :
: 1 :	: 1 :
: 2 :	: 2 :
: 3 :	: 3 :
: 4 :	: 4 :
: 5 :	: 5 :
: 6 :	: 6 :
: 7 :	: 7 :
: 8 :	: 8 :
: 9 :	: 9 :

34. Have you ever tried to quit using alcoholic beverages and found that you couldn't?

- : A : Yes
- : B : No

35. Do you feel you are a normal drinker? (By normal we mean you drink less than or as much as most other people.)

- : A : Yes
- : B : No

36. Have you ever awakened the morning after some drinking the night before and found that you could not remember a part of the evening?
 : A > Yes
 : B > No
-
37. Can you stop drinking without a struggle after one or two drinks?
 : A > Yes
 : B > No
-
38. Do friends or relatives think you are a normal drinker?
 : A > Yes
 : B > No
-
39. Do you drink before noon fairly often?
 : A > Yes
 : B > No

FOR THE NEXT QUESTION, A "DRINK" MEANS ANY OF THE FOLLOWING:

- A 12 - ounce can/bottle of beer
- A 4 - ounce glass of wine
- A mixed drink or shot glass of liquor
- A 12 - ounce wine cooler

40. Think back over the LAST TWO WEEKS. How many times have you had... (Mark one letter for each line.)

	0	1	2	3	5	6-9	10+
a 5 or more drinks in a row	A	B	C	D	E	F	G
b only 3 - 4 drinks in a row	A	B	C	D	E	F	G
c only 2 drinks in a row	A	B	C	D	E	F	G
d just one drink	A	B	C	D	E	F	G

THE NEXT QUESTIONS ARE ABOUT CAFFEINE.

41. What is your daily consumption of caffeinated coffee, soda, or tea?
 : A > None
 : B > 1 serving
 : C > 2 servings
 : D > 3 servings
 : E > 4 servings
 : F > 5 or more servings
-
42. On how many occasions (if any) have you used other forms of caffeine stimulants (such as No-Doz or Vivarin)... (Mark one letter for each line.)

	0	1-2	3-5	6-9	10-19	20-39	40+
a in your lifetime	A	B	C	D	E	F	G
b in the last 12 mos	A	B	C	D	E	F	G
c in the last 30 days	A	B	C	D	E	F	G

THE NEXT QUESTIONS ARE ABOUT CIGARETTE SMOKING

43. How many packs of cigarettes (if any) have you smoked... (Mark one letter for each line.)

	0	1-2	3-5	6-9	10-19	20-39	40+
a in your lifetime	A	B	C	D	E	F	G
b in the last 12 mos	A	B	C	D	E	F	G
c in the last 30 days	A	B	C	D	E	F	G

44. At what age did you start smoking regularly (daily or near daily)? (If you do not smoke regularly, enter 00.)

0	A	B	C	D	E	F	G
1	A	B	C	D	E	F	G
2	A	B	C	D	E	F	G
3	A	B	C	D	E	F	G
4	A	B	C	D	E	F	G
5	A	B	C	D	E	F	G
6	A	B	C	D	E	F	G
7	A	B	C	D	E	F	G
8	A	B	C	D	E	F	G
9	A	B	C	D	E	F	G

IF YOU HAVE NEVER USED MARIJUANA, HASHISH, COCAINE, CRACK, ECSTASY, ICE, HEROIN, LSD OR OTHER PSYCHEDELICS, GO TO QUESTION 64.

THE NEXT QUESTIONS ARE ABOUT MARIJUANA AND HASHISH.

45. On how many occasions (if any) have you used hashish or marijuana... (Mark one letter for each line.)

	0	1-2	3-5	6-9	10-19	20-39	40+
a in your lifetime	A	B	C	D	E	F	G
b in the last 12 mos	A	B	C	D	E	F	G
c in the last 30 days	A	B	C	D	E	F	G

IF YOU HAVE NOT USED MARIJUANA OR HASHISH, GO TO QUESTION 48.

46. How important have the following reasons been for your using marijuana?

For EACH of the following please rate its importance on a scale of 1-5:

	1 extremely important	2 very important	3 somewhat important	4 not very important	5 not at all important
a To experiment - to see what it's like	1	2	3	4	5
b To relax or relieve tension	1	2	3	4	5
c To feel good or get high	1	2	3	4	5
d To have a good time with my friends	1	2	3	4	5
e To fit in with a group I like	1	2	3	4	5
f To get wasted	1	2	3	4	5

47. Have you ever tried to quit using marijuana or hashish and found that you couldn't?
 A yes
 B no

THE NEXT QUESTIONS ARE ABOUT LSD, THE PSYCHEDELIC DRUG WHICH IS SOMETIMES CALLED "ACID."

48. On how many occasions (if any) have you taken LSD... (Mark one letter for each line.)

	0	1-2	3-5	6-9	10-19	20-39	40+
a in your lifetime	A	B	C	D	E	F	G
b in the last 12 mos	A	B	C	D	E	F	G
c in the last 30 days	A	B	C	D	E	F	G

IF YOU HAVE NOT USED LSD, GO TO QUESTION 52.

49. How important have the following reasons been for your taking LSD?

For EACH of the following, please rate its importance on a scale of 1-5:

	1 extremely important	2 very important	3 somewhat important	4 not very important	5 not at all important
a. To experiment - to see what it's like	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
b. To relax or relieve tension	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
c. To feel good or get high	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
d. To have a good time with my friends	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
e. To fit in with a group I like	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
f. To get wasted	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :

50. Have you ever had a "bad trip" on LSD?

- : A : No
- : B : Yes, once
- : C : Yes, more than once

51. Have you ever tried to quit using LSD and found that you couldn't?

- : A : Yes
- : B : No

52. Have you used psychedelics other than LSD?

(Mark all that apply.)

- : A : Mescaline
- : B : Peyote
- : C : Psilocybin (Mushrooms)
- : D : PCP
- : E : Yes, but don't know what it was
- : F : Other psychedelics

THE NEXT QUESTIONS ARE ABOUT COCAINE.

53. On how many occasions (if any) have you taken cocaine... (Mark one letter for each line.)

	0	1-2	3-5	6-9	10-19	20-39	40+
a. in your lifetime	: A :	: B :	: C :	: D :	: E :	: F :	: G :
b. in the last 12 mos.	: A :	: B :	: C :	: D :	: E :	: F :	: G :
c. in the last 30 days	: A :	: B :	: C :	: D :	: E :	: F :	: G :

IF YOU HAVE NEVER TAKEN COCAINE, GO TO QUESTION 57.

54. What have been the most important reasons for your taking cocaine?

For EACH of the following, please rate its importance on a scale of 1-5:

	1 extremely important	2 very important	3 somewhat important	4 not very important	5 not at all important
a. To experiment - to see what it's like	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
b. To relax or relieve tension	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
c. To feel good or get high	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
d. To have a good time with my friends	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
e. To fit in with a group I like	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
f. To get wasted	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :

55. Have you ever tried to quit using cocaine and found that you couldn't?

- : A : Yes
- : B : No

56. What methods have you used for taking cocaine?

(Mark all that apply.)

- : A : Sniffing or "snorting"
- : B : Smoking
- : C : Injection
- : D : Inhaling fumes
- : E : By mouth
- : F : Other

57. On how many occasions (if any) have you used Crack (Mark one letter for each line.)

	0	1-2	3-5	6-9	10-19	20-39	40+
a. in your lifetime	: A :	: B :	: C :	: D :	: E :	: F :	: G :
b. in the last 12 mos.	: A :	: B :	: C :	: D :	: E :	: F :	: G :
c. in the last 30 days	: A :	: B :	: C :	: D :	: E :	: F :	: G :

THE NEXT QUESTIONS ARE ABOUT ECSTASY(MDMA).

58. On how many occasions (if any) have you taken Ecstasy... (Mark one letter for each line.)

	0	1-2	3-5	6-9	10-19	20-39	40+
a. in your lifetime	: A :	: B :	: C :	: D :	: E :	: F :	: G :
b. in the last 12 mos.	: A :	: B :	: C :	: D :	: E :	: F :	: G :
c. in the last 30 days	: A :	: B :	: C :	: D :	: E :	: F :	: G :

IF YOU HAVE NEVER TAKEN ECSTASY, GO TO QUESTION 61.

59. How important have the following reasons been for your taking Ecstasy?

For EACH of the following, please rate its importance on a scale of 1-5:

	1 extremely important	2 very important	3 somewhat important	4 not very important	5 not at all important
a. To experiment - to see what it's like	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
b. To relax or relieve tension	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
c. To feel good or get high	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
d. To have a good time with my friends	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
e. To fit in with a group I like	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :
f. To get wasted	: 1 :	: 2 :	: 3 :	: 4 :	: 5 :

60. Have you ever tried to quit using Ecstasy and found that you couldn't?

- : A : Yes
- : B : No

61. On how many occasions (if any) have you used ice (smokable methamphetamines)... (Mark one letter for each line.)

	0	1-2	3-5	6-9	10-19	20-39	40+
a. in your lifetime	: A :	: B :	: C :	: D :	: E :	: F :	: G :
b. in the last 12 mos.	: A :	: B :	: C :	: D :	: E :	: F :	: G :
c. in the last 30 days	: A :	: B :	: C :	: D :	: E :	: F :	: G :

62. On how many occasions (if any) have you used other forms of methamphetamines (such as Crack)... (Mark one letter for each line.)

	0	1-2	3-5	6-9	10-19	20-39	40+
a. in your lifetime	: A :	: B :	: C :	: D :	: E :	: F :	: G :
b. in the last 12 mos.	: A :	: B :	: C :	: D :	: E :	: F :	: G :
c. in the last 30 days	: A :	: B :	: C :	: D :	: E :	: F :	: G :

63. On how many occasions (if any) have you taken heroin... (Mark one letter for each line.)

	0	1-2	3-5	6-9	10-19	20-39	40+
a. in your lifetime	: A :	: B :	: C :	: D :	: E :	: F :	: G :
b. in the last 12 mos.	: A :	: B :	: C :	: D :	: E :	: F :	: G :
c. in the last 30 days	: A :	: B :	: C :	: D :	: E :	: F :	: G :

The next questions ask for your opinions on the effects of using certain drugs and other substances

How much do you think people risk harming themselves (physically, psychologically and/or socially), if they...

	Let me try	Smoke occasionally	Smoke regularly (twice a week or more)	Take Ecstasy once or twice	Take Ecstasy regularly (twice a week or more)	Try cocaine once or twice	Take cocaine occasionally	Take cocaine regularly (twice a week or more)	Try one or two drinks of an alcoholic beverage (beer, wine, or liquor)	Take one or two drinks nearly every day	Take four or five drinks nearly every day	Have five or more drinks on two occasions each weekend	Play drinking games
64. Try marijuana once or twice?	A	B	C	D	E								
65. Smoke marijuana occasionally?	A	B	C	D	E								
66. Smoke marijuana regularly (twice a week or more)?	A	B	C	D	E								
67. Try Ecstasy once or twice?	A	B	C	D	E								
68. Take Ecstasy regularly (twice a week or more)?	A	B	C	D	E								
69. Try amphetamines (uppers, pep pills, bennies, speed, crank, ice) once or twice?	A	B	C	D	E								
70. Take amphetamines regularly (twice a week or more)?	A	B	C	D	E								
71. Try cocaine once or twice?	A	B	C	D	E								
72. Take cocaine occasionally?	A	B	C	D	E								
73. Take cocaine regularly (twice a week or more)?	A	B	C	D	E								
74. Try one or two drinks of an alcoholic beverage (beer, wine, or liquor)?	A	B	C	D	E								
75. Take one or two drinks nearly every day?	A	B	C	D	E								
76. Take four or five drinks nearly every day?	A	B	C	D	E								
77. Have five or more drinks on two occasions each weekend?	A	B	C	D	E								
78. Play drinking games?	A	B	C	D	E								

Do you personally think it is acceptable for people to do each of the following?

	Yes	No	Not sure
79. Smoke marijuana?	A	B	C
80. Take LSD?	A	B	C
81. Take Ecstasy?	A	B	C
82. Take amphetamines (uppers) or barbiturates (downers)?	A	B	C
83. Get drunk privately (by yourself or at home with others)?	A	B	C
84. Get drunk in public places (i.e. restaurant, bar or concert)?	A	B	C
85. Get drunk at a party or a social event?	A	B	C
86. Play drinking games?	A	B	C

IF YOU HAVE NEVER USED ALCOHOL, MARIJUANA, COCAINE, ECSTASY, OR OTHER DRUGS, GO TO QUESTION 115.

Has your use of alcohol, marijuana, cocaine, Ecstasy, or other drugs ever caused any of the following problems for you? (For each problem, mark the letter(s) for all drugs that have caused you this problem. If you have not had the problem in a particular question, do not mark a letter for that question.)

Has your use of drugs...

	Alcohol	Marijuana	Cocaine	Ecstasy	Other drugs
87. Caused you to behave in ways that you later regretted?	A	B	C	D	E
88. Hurt your relationship with your parents?	A	B	C	D	E
89. Hurt your relationship with your spouse, fiancée(s), or girlfriend/boyfriend?	A	B	C	D	E
90. Hurt your relationships with your friends?	A	B	C	D	E
91. Hurt your relationships with teachers or supervisors?	A	B	C	D	E
92. Involved you with people you think are a bad influence on you?	A	B	C	D	E
93. Hurt your performance in school and/or on the job?	A	B	C	D	E
94. Caused you to be less interested in other activities than you were before?	A	B	C	D	E
95. Caused you to be emotionally unstable?	A	B	C	D	E
96. Caused you to have less energy?	A	B	C	D	E
97. Interfered with your ability to think?	A	B	C	D	E
98. Had other bad psychological effects?	A	B	C	D	E
99. Affected your physical health?	A	B	C	D	E
100. Caused you to drive unsafely?	A	B	C	D	E
101. Gotten you into trouble with police?	A	B	C	D	E
102. Caused your wife, husband, parent, other near relative, boyfriend or girlfriend to complain?	A	B	C	D	E
103. Caused your wife, husband, parent or other near relative, boyfriend or girlfriend to go to anyone for help?	A	B	C	D	E
104. Caused you to go to anyone for help?	A	B	C	D	E
105. Caused you to be admitted into a hospital?	A	B	C	D	E
106. Caused you to be seen at a psychiatric or mental health clinic, or gone to any doctor, social worker, or clergyman for help with any emotional problem?	A	B	C	D	E

(CONT.)

107. Caused you to feel guilty?
108. Gotten you into physical fights?
109. Caused you to neglect your obligations, your family, or your work for two or more days in a row?
110. Caused you to lose your job?
111. Caused you to engage in any type of sexual activity when ordinarily you would not have, or with a person with whom ordinarily you would not have?
- | | | | | | |
|------|---|---|---|---|---|
| | A | B | C | D | E |
| 107. | A | B | C | D | E |
| 108. | A | B | C | D | E |
| 109. | A | B | C | D | E |
| 110. | A | B | C | D | E |
| 111. | A | B | C | D | E |

112. If you have engaged in any type of sexual activity such as described in question 111, has this happened more than once?
- : A : Yes
 - : B : No
 - : C : Not Applicable

113. Has your use of drugs caused you to engage in sexual activity without safe sex practices you ordinarily would use?
- : A : Alcohol
 - : B : Marijuana
 - : C : Cocaine
 - : D : Ecstasy
 - : E : Other drugs

114. If you have engaged in sexual activity such as described in question 113, has this happened more than once?
- : A : Yes
 - : B : No
 - : C : Not Applicable

THE FOLLOWING QUESTIONS ASK ABOUT YOUR EXPERIENCES WITH DRUG USE AND DRIVING.

115. Within the LAST 12 MONTHS how many times, if any, have you received a ticket (OR been stopped or warned) for moving violations, such as speeding, running a stop light, or improper passing?
- : A : None - GO TO QUESTION 117
 - : B : Once
 - : C : Twice
 - : D : Three times
 - : E : Four or more times

116. How many of these tickets or warnings occurred after you were...
- | | | | | |
|-------|-------|-------|-------|-------|
| None | 1 | 2 | 3 | 4 |
| : A : | : B : | : C : | : D : | : E : |
| : A : | : B : | : C : | : D : | : E : |
| : A : | : B : | : C : | : D : | : E : |
- a. Drinking alcohol
 - b. Using Marijuana
 - c. Using other drugs

117. We are interested in any accidents which occurred while you were driving a car, truck, or motorcycle ("Accidents" means a collision involving property damage or personal injury - not bumps or scratches in parking lots.)

During the LAST 12 MONTHS, how many accidents have you had while you were driving (whether or not you were responsible)?

- A : None - GO TO QUESTION 119
- B : One
- C : Two
- D : Three
- E : Four or more

118. How many of these accidents occurred after you were...

None	1	2	3	4
: A :	: B :	: C :	: D :	: E :
: A :	: B :	: C :	: D :	: E :
: A :	: B :	: C :	: D :	: E :

- a. Drinking alcohol
- b. Using marijuana
- c. Using other drugs

119. During the PAST MONTH, how many times (if any) have you driven a car, truck, or motorcycle after having...

0	1	2	3-5	6-9	10+
: A :	: B :	: C :	: D :	: E :	: F :
: A :	: B :	: C :	: D :	: E :	: F :
: A :	: B :	: C :	: D :	: E :	: F :

- a. 1-4 drinks
- b. 5 or more drinks

120. During the PAST MONTH, how many times (if any) have you been a passenger in a car when the driver had consumed...

0	1	2	3-5	6-9	10+
: A :	: B :	: C :	: D :	: E :	: F :
: A :	: B :	: C :	: D :	: E :	: F :
: A :	: B :	: C :	: D :	: E :	: F :

- a. 1-4 drinks
- b. 5 or more drinks

121. How likely is it that you would drive if you suspected that the amount of alcohol in your system was over the legal limit for driving?

- : A : Definitely would not
- : B : Probably would not
- : C : Not sure
- : D : Probably would
- : E : Definitely would

122. How likely is it that you would agree to ride with someone whom you suspected had drunk enough alcohol to put them over the legal limit for driving?

- : A : Definitely would not
- : B : Probably would not
- : C : Not sure
- : D : Probably would
- : E : Definitely would

123. How likely is it that you would try to convince a friend not to drive if you thought that they had drunk enough to put them over the legal limit for driving while intoxicated?

- A : Definitely would not
- B : Probably would not
- C : Not sure
- D : Probably would
- E : Definitely would

124. How likely is it that you would take the car keys from a friend whom you thought had drunk enough to put them over the legal limit for driving while intoxicated?

: A : Definitely would not
 : B : Probably would not
 : C : Not sure
 : D : Probably would
 : E : Definitely would

THE FOLLOWING QUESTIONS ASK FOR YOUR ATTITUDES ABOUT YOUR AND OTHERS' USE OF DRUGS.

125. How likely is it that you would confront a friend whom you thought had a problem with alcohol or other drugs?

: A : Definitely would not
 : B : Probably would not
 : C : Not sure
 : D : Probably would
 : E : Definitely would

126. Which of the following do you believe best represents your feelings about drinking?

: A : Drinking is never a good thing to do
 : B : Drinking is all right, but a student should never get "smashed."
 : C : An occasional "drunk" is okay as long as it doesn't interfere with grades or responsibilities.
 : D : An occasional "drunk" is okay even if it does occasionally interfere with grades or responsibilities
 : E : A frequent "drunk" is okay if that's what the individual wants to do

127. Which of the following statements do you believe best represents the general attitude toward drinking alcoholic beverages at your college or university?

: A : Drinking is never a good thing to do.
 : B : Drinking is all right, but a student should never get "smashed."
 : C : An occasional "drunk" is okay as long as it doesn't interfere with grades or responsibilities.
 : D : An occasional "drunk" is okay even if it does occasionally interfere with grades or responsibilities
 : E : A frequent "drunk" is okay if that's what the individual wants to do.

FOR QUESTIONS 128 TO 131 PLEASE USE THE FOLLOWING CODE:

This alcohol or drug education experience...

A : definitely did not affect my use of alcohol and other drugs
 B : probably did not affect my use of alcohol and other drugs
 C : had an unsure effect on my use of alcohol and other drugs
 D : probably did affect my use of alcohol and other drugs
 E : definitely did affect my use of alcohol and other drugs

OR

F : I have not been exposed to this type of alcohol or drug education

HOW HAS YOUR DRUG OR ALCOHOL USE BEEN AFFECTED BY THE FOLLOWING ACTIVITIES?

128. A special course, films, lectures, or discussions during your high school years.

A : : B : : C : : D : : E : : F :

129. A special course on alcohol and drugs in college.

A : : B : : C : : D : : E : : F :

130. Films, lectures, or organized discussions in one of your regular college courses.

: A : : B : : C : : D : : E : : F :

131. Films, lectures, or organized discussions outside of your regular college courses.

: A : : B : : C : : D : : E : : F :

Thank you very much for your time and cooperation. We appreciate your help.

If you have any comments about this survey, please write them here.

APPENDIX C
REMINDER CARD

Dear Student,

Last week you received a survey that asked information about alcohol and other drugs. This survey was sponsored by BACCHUS in hopes of gaining a better understanding of Radford University students substance use and the surrounding environment. If you have completed and returned that survey, I would like to thank you for taking the time to complete it. If you have not yet completed the survey, I would ask that you do so as soon as possible. It is important that all surveys be returned so that the information collected is representative of the university population. In addition, those completing the survey have the chance to win a portable compact disc player!

SURVEY DEADLINE

THURSDAY, MARCH 5, 1992

Surveys may be mailed at the Campus Post Office or delivered to the Office of the Dean of Students (Walker Hall).

**** Drawing for the Portable CD Player will be Noon, Friday, March 6th. ****