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A Quantitative Examination of Alcohol Consumption Motivation Between Fraternity and Non-Fraternity Men

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Eastern Illinois University

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A Quantitative Examination of Alcohol Consumption Motivation Between

Fraternity and Non-Fraternity Men

(TITLE)

BY

Brinton B. Vincent

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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YEAR

I HEREBY RECOMMEND THAT THIS THESIS BE ACCEPTED AS FULFILLING
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A Quantitative Examination of Alcohol Consumption Motivation Between Freshmen

Fraternity and Non-Fraternity Men

Brinton B. Vincent

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April 2016

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ABSTRACT

The purpose of the study was to examine the differences in motivation between fraternity and non-fraternity freshmen males. The researcher hypothesized that there would be no significant motivational factor to consume alcohol among the population and no significant difference between fraternity and non-fraternity freshmen males. To better examine differences, a quantitative study was conducted by surveying the population of freshmen males at a mid-sized, Midwestern, 4-year, public institution. The Situational Motivation Scale (SIMS) was used to measure four types of motivation: intrinsic motivation, external regulation, identified regulation, and amotivation. Out of the 58 participants, 48 surveys were usable (N = 40 non-fraternity participants and N = 8 fraternity participants). The use of an independent samples *t*-test resulted in no significant motivational factors to consume alcohol among either population. However, there was a significant difference between the fraternity and non-fraternity participants on internal motivation ($p = <.001$) and identified regulation ($p = .001$). The results suggest that freshmen males in fraternities are more likely to be motivated through peers and external regulation than their peers that do not belong to a fraternity.

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CHAPTER I

Introduction

On average, there are 1,825 deaths related to alcohol consumption among college students each year in the United States (National Institute on Alcohol Abuse and Alcoholism [NIAAA], 2014). Alcohol is a common substance that is used among college students to relieve stress, create platonic and non-platonic relationships, celebrate events, and suppress grief. In the United States, the legal age to consume alcohol is 21 years old, which is different from many other countries. Some opinions related to the matter of underage drinking use this data as support and for the statement that lowering the drinking age will cause minors to break the law (NIAAA, 2014).

According to the NIAAA (2015), heavy alcohol consumption is the third most preventable cause of death, killing nearly 26,000 women and 62,000 men in 2012 (NIAAA, 2015). In research conducted within the past few years, almost 17 million adults, 65% men and 35% women, had an Alcohol Use Disorder (AUD) (NIAAA, 2015). However, only 8% of those adults sought and received treatment for their AUD. Unfortunately, it was estimated that nearly 855,000 adolescents, 48% males and 52% females, had an AUD. Also only 8% of adolescents received treatment for their AUD in a specialized facility (NIAAA, 2015).

More than 10% of children in the United States live with a guardian that has alcohol problems (NIAAA, 2015). This could be a potential factor as to why adolescents drink alcohol under age. In 2012, 9.3 million minors ages 12-20 (with some of these participants attending college) reported that they had consumed alcohol during the month before they participated in the study; 63% of the minors in this age group were classified

as binge drinkers, and 18% of these minors were classified as heavy drinkers (NIAAA, 2015). Reported in 2012, 696,000 college students were assaulted by another student who had been drinking, and 14% of those students experienced assault that was sexual. One in four students reported missing class, falling behind in course work, performing poorly on exams, and receiving failing grades overall due to drinking alcohol and post-effects of drinking alcohol (i.e. hangovers) (NIAAA, 2015).

Media has portrayed negative characteristics of fraternities including hazing and alcohol consumption. On the big screen we have seen how Hollywood portrays fraternity and sorority life by displaying secret rituals in dark rooms lit by only candle light, hazing “pledges” until they are broken down, and drinking amounts of alcohol that is beyond average consumption. In all honesty when it comes to consuming alcohol within a fraternity, research has shown that members consume more alcohol in regards to quantity and frequency than members that do not affiliate with fraternity life (Caron, Moskey, & Hovey, 2004).

A fraternity is “a social organization of male students or alumni of a college or university, usually with a name consisting of Greek letters. This group has their own unique traditions, rituals, values, and practices” (D’Andrea, p. 13). It is widely known that once a man joins a fraternity, he forms a special bond amongst other fraternity members. A term that provides a personal connection between members is “brother”. This does not refer to two men being related biologically; rather it exists to help members of the fraternity feel that they have connected on a much deeper level. Of course a strong bond is going to be created among men that spend a vast majority of their time together, typically live together, and have the similar interests and values in life.

Of those who join a fraternity, some will do so when they first arrive as freshmen. According to Daley (2011), joining a fraternity as a freshman is a combination of six motivations: acceptance, resume building, leadership experience, not wanting to feel left behind, to meet women, and to party. When these men join fraternities, they can be placed into situations where underage drinking is present, and they may be forced to make a decision that they may not be comfortable with. Once they move up into their upperclassman years, they may turn into men in the fraternity that pressure younger members to make poor choices as well.

Purpose of the Study

If research can be conducted on freshmen males that join fraternities and what motivates them to consume alcohol, researchers and student affairs professionals can design alcohol education programs based on findings of the research. It is important to teach freshmen males in fraternities the risk associated with alcohol consumption so they can practice risk management during their time spent at a university. The purpose of this study was to examine the motivations of freshmen males to consume alcohol during the first couple of months, or matriculation, of belonging to a fraternity and compare those males to freshmen who are not associated with a fraternity.

Research Questions

A study performed by Desai et al. (2010) showed that Greek-affiliated social groups consumed more alcohol than their non-Greek social group counterparts. The following research questions were designed in an attempt to better understand the differences in motivation to consume alcohol between fraternity and non-fraternity freshmen males:

1. Is there a significant motivational factor as assessed by the SIMS scale (intrinsic motivation, identified regulation, external regulation, and amotivation) related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation?
2. Is there a difference in intrinsic motivation related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation?
3. Is there a difference in identified regulation related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation?
4. Is there a difference in external regulation related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation?
5. Is there a difference in amotivation related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation?

Hypothesis

When observing the characteristics of the study, it is important to formulate a hypothesis to motivate the researcher to conduct questions and collect data from the sample participating in the study. The hypothesis of this study examined the drinking patterns of freshmen males who join a fraternity. The researcher predicted that there will be pressure from older members of the fraternity to consume alcohol. The pressure would

also be internal pressure to fit in with older members of the fraternity. The hypotheses are as follows:

H_a 1: There is no significant motivational factor as assessed by the SIMS scale (intrinsic motivation, identified regulation, external regulation, and amotivation) related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation.

H_a 2: There is no difference between intrinsic motivation, identified regulation, external regulation, and amotivation of fraternity and non-fraternity freshman males during their initial two months of matriculation.

Significance of the Study

This study is significant because it can be used for fraternity advisors and other volunteers to better understand what motivates freshmen males in fraternities to consume alcohol. Student affairs professionals are allowed to use this research to build programs that help freshman males who join fraternities better understand the dangers of consuming alcohol and how to counteract internal or external pressure to consume alcohol. Although this research would be most successful at institutions similar to the sample, it could also give insights to struggling chapters of fraternities nationally.

Limitations of the Study

The study was conducted at a Midwestern, midsized, public institution. The first limitation was that the researcher could only sample from one institution in the Midwest. Since there are hundreds of other institutions with fraternities on their campus, this was a limitation because this effects the generalizability of the study and the data is specific to a Midwestern, midsized, public institution.

Another limitation of the study was the housing arrangement for the fraternities at the institution that the study was conducted. More alcohol is consumed at fraternity and sorority parties than any other place on campus (Blayney et al., 2011); however, at this institution, fraternities and sororities are banned from consuming alcohol in their residences that are provided by the university, also known as dry housing. On the other hand, some of these fraternities also have purchased houses that are off-campus.

Another limitation of the study was the hesitation that freshmen males in fraternities have when discussing alcohol consumption outside of the fraternity. They could think that disclosing information about their alcohol consumption could lead to further questioning and possible punishment from the university. This could lead the men to falsify information, simply leaving questions blank, or result in an undesirable amount of responses. The primary goal of responses was 100; however, the study only received 58 responses (48 of them being usable). Discussing alcohol consumption, motivations to drink, and peer pressure could also make participants of the study uncomfortable, fearing that they are alluding to particular secrets held by brothers of the fraternity.

Definition of Terms

Terms that are necessary to define to better the understanding of the readers of this research are as follows:

Alcohol consumption. The drinking of beverages containing alcohol, which is performed typically in social settings. Due to the harmful psychological and physical effects alcohol plays on the human body, government has created laws to aid in the prevention of over-consumption (NIAAA, 2015)

Amotivation. When someone experiences a lack of contingency between behavior and their outcomes and behavior is not extrinsically or intrinsically motivated (Blanchard et al., 2000).

Binge drinking. The consumption of five or more drinks at one sitting, as defined by the Centers for Disease Control and Prevention (CDC), one sitting is two hours by males or four or more drinks at one sitting by females (Kolman, 2009)(CDC, 2015).

External regulation. Occurs when behavior is reinforced positively or occurs in order to avoid negative consequences (Blanchard et al., 2000).

Fraternity. A collection of men that belong to a specific Greek-letter organization that also has their own unique rituals, traditions, values, and practices (D'Andrea, 2013).

Identified regulation. Occurs when a behavior is chosen by oneself, perceived, valued, and is not performed for oneself but as a means to achieving an outcome (Blanchard et al., 2000).

Intrinsic motivation. Occurs when a behavior is purposeful and engaged in activities for one's own sake (Blanchard et al., 2000).

Situational Motivation. The motivation someone experiences when they are engaged in an activity. The Situational Motivation Scale (SIMS) was designed to validate situational motivation (Blanchard et al., 2000).

Summary

In summary, a fraternity is an organization with specific values and rituals that students can become a member of during their college years. Within the fraternity, men call themselves "brothers" since a bond is created amongst the men due to time spent

together, sharing the same values, and sometimes sharing living quarters. Research questions were asked to further understand the phenomenon and motivate the research. The hypothesis of this research asked how much alcohol is consumed among freshmen males who are also fraternity men. The significance of this study is to inform undergraduate fraternity members, fraternity advisors, and student affairs professionals about alcohol consumption, motivations, and peer pressure amongst fraternity men. Chapter two helps readers further understand what research has been conducted on topics similar to this research and what motivated the researcher to conduct this study.

CHAPTER II

Review of Literature

This review of the literature explores the research about what motivates college students, specifically freshmen males in fraternities, to drink alcohol. The review also helps support how freshmen males in fraternities develop socially while attending college and if alcohol is a factor of social bonding with other members.

Consuming Alcohol Among Fraternities

It is a common perception that college students participate in activities involving alcohol (Park, Sher, Wood, & Krull, 2009). Studies have shown that almost 80% of college students drink, 40% are considered heavy drinkers, and 20% meet the criteria of an alcohol use disorder, such as alcoholism (Park et al., 2009). The number of students participating in alcohol culture has also increased over time, creating public concern (Long & Snowden, 2011). It is important to note though that alcohol culture does not start in college for most fraternity and sorority members (Park et al., 2009). Fraternity and sorority culture (or Greek life) is a selective society on college campuses whose members consume greater amounts of alcohol in their undergraduate career compared to students who do not affiliate with fraternities or sororities (Park et al., 2009). It has been shown that drinking starts in the pre-college years for members before joining their respective fraternity or sorority (Park et al., 2009).

Park et al. (2009) examined two variables on a college campus within the fraternity system. First, they examined the selection process of fraternities who are considering new members to induct into their fraternity and examined if those fraternities chose their new members based on level of pre-college drinking (consuming alcohol

before attending college) and personality. Typically, men who join fraternities are not new to drinking when they come to college. If a freshman wants to join a certain fraternity and consumes alcohol with members of that fraternity in an informal setting, it is a sign of acceptance. When selecting new members based on personality, active members of the fraternity select men who they can get along with and have already bonded with on a certain level. Second, they explored the Greek influence on environmental factors of consuming alcohol. If the majority of the students on campus consumed alcohol, the researchers explored if the Greek influence was an influential part of the alcohol consumption on campus (or if it was an environmental factor). Park et al. (2009) examined subjects the summer before entering college through their sixth semester (ending at the first semester of the participants' senior year). The results found that those who drank in their pre-college years carried their habits over to their first years of college and within the fraternity culture when accepted to be part of the fraternity. A personality trait that was commonly found among new members was extroversion. New members that were extroverted sought out joining a fraternity to satisfy their needs as an extrovert. Extroverts need to maintain high social activity and nourish positive emotions.

Even though some fraternities have programs that promote leadership and responsibility (i.e. Sigma Phi Epsilon's Balanced Man Program), there is more research on the negative aspects of fraternity and sorority culture (i.e. sexual assault and alcohol abuse) (Long & Snowden, 2011). Researchers have found that studying condensed groups of college students where alcohol consumption is high, such as fraternities, is a great start to understanding the perception and desire of consuming alcohol (Bernat, Cho, King, Wilkum, & Xu, 2010). It has also been found that college students living in close

quarters (such as a fraternity/sorority house) leads to heavier drinking and a stronger possibility of drug use than their non-affiliated peers (DeJong, Fairlie, Lavigne, Stevenson, & Wood, 2010).

DeJong et al. (2010) examined the leaders of fraternities' attitudes towards alcohol, their awareness of alcohol effects, and their knowledge of alcohol related policies; they compared those attitudes, awareness, and knowledge of policies with general members. They stated that leaders of fraternities and sororities consume more alcohol than non-leaders in their fraternity/sorority. The fraternity leaders also reported having more consequences of drinking, such as fighting/arguing, than their peers (DeJong et al., 2010). It was found that general members who do not hold a leadership position within the organization engaged in heavy drinking an average of 5.46 days per month and 6.5 days per month, in a span of two separate years. Of these who were studied, 92% reported experiencing hangovers, throwing up, saying something they later regretted after drinking, or not being able to remember events the day after drinking at least one time (DeJong et al., 2010). Although there was no significant difference statistically between alcohol consumption frequencies of leaders compared to general members, there was a difference in policy awareness of consuming alcohol on a college campus (DeJong et al., 2010).

Students can show multiple signs of alcohol dependency and alcohol addiction. Grekin and Sher (2006) examined signs of alcohol dependency of college freshmen and what characteristics of college freshmen (Greek affiliation, behavior patterns, etc.) associate most with alcohol dependency. Grekin and Sher (2006) show that alcohol dependency is most common in 18-29-year-old people, and a majority of college students

fall within that age range. Some symptoms of dependency include poor academic performance, unintentional injuries, high-risk sexual behavior, and property damage (Grekin & Sher, 2006). Many students were also on the threshold of being diagnosed with alcoholism but only met two of the diagnostic criteria (Grekin & Sher, 2006).

Grekin and Sher (2006) also found that that Greek-affiliation and “behavior undercontrol” (defined as characteristics such as aggressiveness, sensation seeking, impulsiveness, and anti-sociality) were the main determinants in alcohol dependency. Unfortunately, there are few answers as to why college students become dependent on alcohol. One of the few reasons for alcohol dependency is temperamental behavior. Examples of these behaviors are rebelliousness, impulsivity, sensation-seeking, and even being an offspring of an alcoholic (Baer, 2002; Grekin & Sher, 2006). Alcohol dependency is a disease most people perceive as a lifetime disease (Grekin & Sher, 2006), giving reason for the research on alcohol dependency to be overlooked in a college campus. In some cases of alcoholism, college is just the beginning of a long road to dependency and recovery.

Motivation to Consume Alcohol in College

There are different motivations that lead college students to drink (Atkins et al., 2011). One motivation to drink is event specific and college students reported that they drank on their 21st birthday, holidays, sporting events, and academic breaks (Atkins et al., 2011). Of the college students surveyed in a study by Atkins et al. (2011), about 80% of reported drinking alcohol on their 21st birthday. Furthermore, 40% of those students who reported drinking on their 21st birthday also reported blacking out or drinking more than they had planned for their special night (Atkins et al., 2011).

Other events celebrated by students that increase drinking are Spring Break and sporting events (Atkins et al., 2011). It has been shown that students who travel for their Spring Break trip with peers are more likely to drink than those who do not travel for their Spring Break (Atkins et al., 2011). Also to note, students who are more susceptible to the effects of alcohol with fewer drinks than their peers report more alcohol related consequences, whether that is with the law or breaking policies (Atkins et al., 2011). At sporting events, college students also typically drink more than an average day of drinking. On an average football game day, students consumed an average of 7.20 drinks and were either hungover, drove after drinking, vomited, blacked out, or obtained injuries as a result of the game day drinking. As for legal matters on game day, and according to this study, there has been a 13% increase in arrests for driving while intoxicated, 41% increase in arrests for disorderly conduct, and a 76% increase for violations of liquor laws (Atkins et al., 2011). As interesting as these facts are, however, there is no research conducted to find any correlation between heavy drinking and college game days (Atkins et al., 2011).

According to Shamloo and Cox (2009), motivation to drink alcohol can either be adaptive or maladaptive. It was found that students who have maladaptive motivation, compared to those with adaptive motivation, have fewer positive incentives, larger time frames to accomplish goals, less commitment to goals, less perceived control on a personal level, and less happiness toward and when achieving their goals (Shamloo & Cox, 2009). When students are more negative toward achieving goals in this maladaptive motivation state, however, studies have shown that they are more likely to consume alcohol when in a depressed state than their adaptive motivation counterparts (Shamloo &

Cox, 2009). The purpose of the study performed by Shamloo and Cox (2009) was to explain how the adaptive or maladaptive motivation contributes to a person's motivation to drink alcohol. According to the researchers, it would be likely that a sense of control is directly related to adaptive motivation and helplessness would be associated with maladaptive motivation to consume alcohol (Shamloo & Cox, 2009).

In another study conducted by Monaci, Scacchi, Posa, and Trentin (2013), the researchers observed peer pressure as a motivator for alcohol consumption. Emotional Intelligence (EI) is a characteristic of adolescents (in this case college students) that allows the students to be susceptible to peer pressure. If a student has high EI, they are more educated on the effects of alcohol and act independently based on their own emotions and thoughts. On the other hand, students with low EI do not have the same awareness as their high EI peers and succumb to peer pressure (Monaci et al., 2013). The research conducted on the relationship between substance abuse (i.e. alcohol dependency) and levels of EI are scarce, but exist, and student's alcohol consumption is based on the perception of peer consumption (Monaci et al., 2013).

Three main influences from peers that cause alcohol consumption among students are falling into social norms, social modeling, and simply being offered alcohol from peers (Monaci et al., 2013). In regards to social modeling, when students observe their peers drinking heavily, it is more likely that the students will never recognize that their heavy drinking is problematic, causing a cycle of unaddressed binge drinking among college students (Monaci et al., 2013). Binge drinking is a form of over drinking, and nearly half of college students report binge drinking at some point in their college careers (Chauvin, 2011). Another factor that increases the pressure to conform is the pressure

from social norms, or the desire to “fit in” with a specific peer group, especially among younger/new students to a university/college. Social norms serve as guiding light to what behaviors are right or wrong in a social setting (Chauvin, 2011). New peers wanting to feel accepted into a peer group mimic actions made by those peers that they want to identify with, strengthening social norms (Monaci et al., 2013).

Monaci et al. (2013) examined the relationship between low EI and alcohol consumption. They predicted low EI causes deviant or self-harm behaviors. They also predicted that high levels of EI would cause a person to adapt to situations with active coping and that emerged was that students were more likely to conform to social norms and succumb to peer pressure when consuming alcohol, stating that choosing to drink alcohol is sometimes not an independent choice (Monaci et al., 2013).

The researchers found that alcohol consumption had no correlation to EI scores from surveys that the sample (college students) completed. Also reported was that peer pressure, positive emotions, and negative emotions were causes for alcohol consumption. As a result of the study, it was found that positive emotions are strongly tied to reasons why students consume alcohol and that peer pressure is the strongest predictor of alcohol consumption among college students (Monaci et al., 2013).

Alcohol Education Programming for College Fraternities

University chartered fraternities have adopted programs and policies to reduce the concerns addressed by administration, such as sexual assault prevention and alcohol education. For example, some universities have banned beer kegs from their campuses to eliminate risk of binge drinking (Bernat et al., 2010). DeJong et al. (2009) stated factors such as social capital, social organization, networks, trust in others, and norms of

reciprocity in a college setting or social environment can greatly impact decisions to participate in alcohol consumption, such as availability of alcohol and pressure to binge drink. This is an example of an effective start to educational programming for college fraternities.

Organizations have also adopted risk-management programs to reduce heavy drinking. An example of a program for alcohol prevention, called Common Ground, is a program that investigates the environmental impact of consuming alcohol by decreasing access to alcohol through limiting time and place of consumption, removing alcohol promotions and marketing on and near a college campus, and implementing policies that fight alcohol-induced driving (Cohen, DeJong, Fairlie, Lavigne, & Lawson, 2009). Common Ground was first implemented at University of Rhode Island (URI) in the mid-1990's. When URI was named the top party school by Princeton Review and news was released that students who attended URI drank far more alcohol than their peers at other colleges and universities, URI took action (Carothers, Cohen, & Wood, 2006). For several years, administration at URI implemented various policies and coordinated many committees to reduce student alcohol consumption. Because a majority of upperclassmen at the university lived in off-campus housing, a committee that included the vice president of student affairs, chief of police, and community members was formed to address issues, mainly noise complaints, between community members and students. A guidebook was then created that informed students about who their neighbors were, the rights that they had as members of the community, and city ordinances that would relate to them as property renters. Along with the guidebook, a new bill was placed into effect,

which forced students to submit paperwork and have any beer kegs registered through the city (Cohen et al., 2009).

In 2003, Common Ground was introduced to URI administration as a new way to restrict alcohol use within the campus and the community. Common Ground was introduced with two phases: building student support and changing perceptions of the alcohol environment (Cohen et al., 2009). Phase one was introduced by collecting data with a random telephone survey from student participants. Students were in support of several environmental management (EM) policies including a designated driver program (88.5%), stronger enforcement of DUI laws (83.3%), and better training of bartenders to “cut-off” bar patrons who are highly intoxicated (82.7%) (Cohen et al., 2009). Students supported new EM policies, owing it to health and safety concerns (Cohen et al., 2009). Phase two began the implementation. At a widely attended conference, money was granted to campus and city police to better enforce DUI laws, including a zero tolerance law that stated if any person under 21 was driving and had a blood alcohol level, they would be charged. This money was granted under a new program titled RhodeMap to Safety. The following year, bars and liquor stores signed petitions to check for identification and not sell to students or community members that seemed to be highly intoxicated. After the bars and liquor stores were on board, marketing materials were placed on campus to notify students about RhodeMap to Safety and workshops for off-campus students to teach them about their rights and responsibilities as students living off campus and as members in the community (Cohen et al., 2009).

Finally, students were surveyed over a four-year time span on their alcohol consumption to examine the program’s effectiveness. Findings revealed that students

continued to consume alcohol but seemed to be more aware of the risks of consuming alcohol and driving under the influence. Due to the marketing campaign, students were made more aware of their rights and city laws. Before the Common Ground program, students were unaware of the zero tolerance law that had already been in existence by city police (Cohen et al., 2009). These risk-management programs could also lead to a better understanding of the leadership styles, attitudes, and behaviors of the fraternities and sororities that have adopted the policies and programs (DeJong et al., 2010).

Another alcohol education program, evaluated by researchers Kozar and Larsen (2005) was a computer program titled Alcohol 101. This program was administered to all incoming students at multiple universities. A questionnaire was administered by the researchers at a small university in the Midwest to over 80 students (Kozar & Larsen, 2005). The program, provided to students on a CD-ROM, showcased scenarios common to college drinking. Students could play it safe and abstain from drinking in the program to see the outcomes, or students could take a risk and “partake in college drinking” to watch scenarios that led characters to rape allegations, driving under the influence, or death (Kozar & Larsen, 2005). Before the incoming students of the researchers’ institution played out the scenarios, they were asked to take a short questionnaire. After completing the program, the same students took another questionnaire. Finally, students took a third survey one week after completion of the program (Kozar & Larsen, 2005). Results showed that there was no difference between alcohol perception before and after completing the program (Kozar & Larsen, 2005).

While examining programs that further educate students on alcohol abuse and prevention, it is also important to look back and observe changes in alcohol consumption

made over time on college campuses. According to Caron et al. (2004), there has been progress from early 1990s to 2000 on decreasing college binge drinking. The researchers conducted a study to compare data collected from a Greek organization in 1994 and 2000 to examine alcohol use and effects during two different time periods (Caron et al., 2004). A survey was distributed to 559 Greek members in the Spring of 1994, gaining 303 responses (142 men and 161 women). In the Spring of 2000, a survey was distributed to 602 Greek members, gaining 205 responses (89 men and 116 women) (Caron et al., 2004). When examining the responses from the survey, there were some differences between students in 1994 and 2000. In 1994, 26% of students reported that they consumed alcohol three or more times per week. In 2000, 18.9% of students said that they consumed alcohol three or more times per week (Caron et al., 2004). When answering if the student had been drunk since arriving to campus, a majority of the responses said they had. In 1994, 90.8% students said that they had been drunk since being on campus and in 2000, 89.8% of students reported the same (Caron et al., 2004). For all of the responses, there were significant differences between the 1994 population and the 2000 population. In all, the results displayed that alcohol education and alcohol abuse prevention left a positive impact at colleges and universities nationwide (Caron et al., 2004).

Theoretical Framework

Social development of fraternity men. When studying men and their alcohol consumption, it is taken into account that some men could be facing new social interactions, fearing whether or not they will “fit in” with new companions (Corbin, Iwamoto, Lejuez, & MacPherson, 2014). Corbin et al. (2014) connected their research on

masculinity to men's alcohol consumption to better understand how masculine norms contribute to alcohol culture. If men drink too little they could be perceived as feminine. On the other hand, if they drink a lot and there are no perceived negatives from drinking excess alcohol, it can be seen as hyper-masculine, or "manly". A common way to measure masculinity among college men (subconsciously) is through drinking games, activities that men and women alike participate in that showcase consumption speed, tolerance to alcohol, and quantity of consumption in one setting (Corbin et al., 2014). In a study performed by Peralta (2007), 68% of men agreed that high tolerance was a characteristic of masculinity. On the other hand, the inability to consume large amounts of alcohol without vomiting or fainting can be a sign of weakness associated with femininity (Corbin et al., 2014). This is considered to be an adherence to masculine norms and gender roles among college men specifically, and is unexplained as to why it is only the male gender who views heavy alcohol consumption as masculine (Corbin et al., 2014).

The researchers studied 804 participants at a large public university in southern California, a majority of the participants being non-affiliated with a fraternity and Asian American. The average age of each participant was also below the legal drinking age (Corbin et al., 2014). Through the quantitative study, the researchers found that their participants sought to drink to obtain positive outcomes from the drinking. Some positive outcomes, noted as positive alcohol expectancies in the study, included having many sex partners at the same time (referred to as a playboy in the study), participating in risky activities regardless of the future outcome (risk-taking), and winning, which also could be interpreted as a sense of accomplishment. The researchers found that those positive outcomes directly correlated with contemporary models of masculinity (Corbin et al.,

2014). On the opposite end of the spectrum, proving heterosexuality and emotional control were not perceived as positive outcomes of alcohol consumption. The researchers discovered that participants were more likely to drink less to maintain a heterosexual presentation and emotional control (Corbin et al., 2014).

Harris and Struve (2009) examined what men learn about masculinity when influenced by other male peers. It has been shown that men, when transitioning into college, experience transition anxiety and participate in destructive behavior such as alcohol abuse (Harris & Struve, 2009). When these transitioning men learn how to manage their emotions, they start developing masculine norms (Capraro, 2004). Harris and Struve (2009) explained that there are four different reasons why educators on college campuses should explore the issues of masculinity. First, they explain that college gives students a unique opportunity to examine issues related to their identity, and students gain values that they did not learn in their pre-college stage. Gender is one of many identity dimensions that students must explore before making life-long decisions (Harris & Struve, 2009). The second reason is that many educational researchers have found negative behavioral trends that suggest educators should look more closely into issues college men are facing. These trends include sexual assault, binge drinking, non-academic violations off-campus, homophobia, and acts of violence (Harris & Struve, 2009). A third reason to note is that college men are underrepresented in participating in campus activities, studying abroad, and volunteerism (Harris & Struve, 2009). Lastly, male students can be perceived as having no gender by their educators, meaning that men have a healthy gender identity; however, various studies indicate that this is not the case (Harris & Struve, 2009).

The participants attended a highly recognized research university in the western region of the United States that was highly recognized for athletics and contains a high-profile fraternity system (Harris & Struve, 2009). When asking participants three words that best describe their campus, as planned for the study to examine masculine norms on campus, the participant's most common answers were "diversity," "patriarchy," and "competition." The participants' definition of diversity was that they saw their campus containing many different racial identities. The participants' meaning of patriarchy was that men who belonged to fraternities and varsity athletics were the students who had the most popularity on campus and seemed to be the more respected men on campus. Finally, the participants' meaning of competition was that there always seemed to be competition on campus, whether it be academic, drinking, social, or attention seeking competitions (Harris & Struve, 2009).

With the researchers' findings, they also discovered three important lessons that reinforced gender-related beliefs, attitudes, and behaviors of masculinity. First, they found that the diversity on campus exposed male students to a wide variety of perceptions of masculinity of men with different ethnic/racial backgrounds. This taught men that masculinity can be showcased in many different ways than their own. Secondly, this study taught men at this institution that there was in fact a hierarchy of masculine norms, and that male athletes and fraternity men were at the top of the hierarchy due to their stereotypical, macho traits of masculinity. Lastly, the participants learned that even though they did not desire competition at the institution, a majority of the participants never made a conscious effort to not compete. They subconsciously accepted that competition was a characteristic of being a man, and if they wanted to get ahead

academically or be successful after graduation, they had to deal with the competition (Harris & Struve, 2009).

Bandura's social cognitive theory. A theory directly related to the social development of college men is known as social cognitive theory by Bandura (1988). This theory emphasizes that learning continues to happen outside of academic settings and into social settings. This review argues that men are motivated to consume alcohol by other peers. When this theory is applied to peer influence, men are learning how much to drink from peers outside the classroom. It assumes that people, specifically in the case of fraternity men, are able to influence their behavior and environment through purpose and their behavior in a goal-setting fashion. Another assumption of social cognitive theory is that when students learn or change behavior, it is not directly applied nor immediately received. This theory is important to this study because it supports the literature review, concerning why freshmen males in fraternities consume alcohol (Bandura, 1988).

Social cognitive theory revolves around three core concepts: developing competencies through modeling, perceived self-efficacy, and self-regulation and motivation through goal systems. Developing competencies through modeling refers to the fact that people learn behaviors through the observation of other people. This can occur through person-to-person interaction between them and their authority figures, or watching behaviors of other people on videos (Bandura, 1988). In fraternities, members internalize what they think is acceptable through observation from older members in their fraternities. Proximal contextual factors also affect freshmen males in fraternities' actions and goals, such as environmental support and pressure from peers (Betz, 2008).

Perceived self-efficacy is defined as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Betz, 2008, p. 361) and is closely related to self-esteem levels of students. If a freshman male in a fraternity has high a self-efficacy level, he is confident that he can complete certain tasks without failure, such as consuming alcohol. Freshmen males with low self-efficacy levels typically do not feel they have the capability of completing certain tasks; such as binge drinking. Self-efficacy is a guiding lens that helps observers understand attitude towards motivation.

Self-regulation and motivation through goal systems is when outcome expectations and self-efficacy come together. Outcome expectations “refer to beliefs about the outcomes or consequences of certain behaviors” (Betz, 2008, pg. 361). Social cognitive theory states that students will set goals for themselves if they know that they can achieve them, as well as gain positive reactions from peers if they achieve those goals. For example, some goals that freshmen males in fraternities might set for themselves, especially on a night where there will be a lot of drinking, is to consume excessive alcohol to the point of blacking out or hook-up with the best looking girl at the bar (for heterosexual males in fraternities). Achieving these goals would attain positive reinforcement from older members of the fraternity.

Through research performed on self-regulation, it has been shown that self-regulation is non-existent unless motivation through goal systems and self-efficacy exists. This goal system, or personal goals, “are intentions to engage in particular activities or to work for certain goals” (Betz, 2008, p. 361). These goals could include choice content goals, defined as a type of activity one wishes to pursue, or performance goals, defined as

a level or quality of performance once wishes to achieve (Lent, 2005; Betz, 2008). This self-regulation is realized when a student achieves or fails to achieve goals set by themselves. When a freshman in a fraternity achieves a goal, he knows that he can achieve something of more difficulty next time, whereas when he fails to achieve a goal, he knows to lower the difficulty level for next time (Bandura, 1988).

Summary

After reviewing the literature, there was a variety of information discovered on alcohol consumption among college men. In prior research, it has been discovered that alcohol consumption among college students is higher in concentrated areas, such as fraternities or sororities (Park et al., 2009). Risk of alcohol dependency and binge drinking has risen as well (Long & Snowden, 2011). Many researchers have conducted studies to better understand why fraternities consume excessive amounts of alcohol (Bernat et al., 2010; Long & Snowden, 2011; Park et al., 2009); however, research on masculinity and the social development of fraternity men as a reason for increased alcohol consumption is lacking (Corbin et al., 2014). Some men perceive certain aspects of alcohol culture as “manly,” such as being the one male in the group who drinks the most alcohol without vomiting or fainting, or has the highest tolerance (Corbin et al., 2014). Colleges and universities where these fraternities are chartered have attempted adopting policies that reduce the risk of overconsumption such as banning beer kegs on campus (Bernat et al., 2010).

The theoretical framework chosen for this study is Albert Bandura’s Social Cognitive Theory. Created in the 1980s, this theory observes how students development mentally within a group setting and their thought processes after certain actions

(Bandura, 1988). This theory has three core concepts: developing competencies through modeling, perceived self-efficacy, and self-regulation and motivation through goal systems (Bandura, 1988).

CHAPTER III

Methodology

Design of the Study

The design of the study was to explore the motivation to consume alcohol amongst freshmen males that have recently joined fraternities and compare those findings to freshmen males who are not affiliated with fraternities. This study examined motivation with four subscales; extrinsic regulation, intrinsic motivation, amotivation, or identified regulation. This chapter includes the participants/sample, site, instruments, data collection, treatment of data, and data analysis of the study.

Participants/Sample

The target population sampled was all freshmen males enrolled at a midsized, Midwestern university. The population surveyed was 18 years of age or older, male, and in their first two months of enrollment at the university the study was completed. The participants were asked to participate in the study through email, floor meetings, and by advisors of the fraternity's chapter meetings. There were a total of 58 participants in the study, 48 of those responses were used to find the results that were collected. These participants were willing to admit that they have consumed alcohol and were willing to participate in the survey. Of the 48 participants' surveys that were used, eight men (16.67%) belonged to fraternities. At the site, freshmen in fraternities make up 14% of the entire freshmen male population. Of the 637 possible participants, 90 of them belong to a fraternity, representing 14% of the population. In the results, 16.67% of the participants belonged to a fraternity.

Site

The site where the research was conducted is a public, midsized, Midwestern university. This institution was the most ideal location for the research because of convenience for the researcher, as well as the culture amongst freshmen fraternity members at the university. In the opinion of the researcher, the fraternity culture at the site has a large influence of alcohol consumption. Also at the site, there are ten Interfraternity Council chapters and over 550 men in fraternities, making up 15% of the male population and 6.1% of the entire student body at the institution.

Instrumentation

The instrument used in this study is the Situational Motivation Scale (SIMS), a scale that relies on self-reporting and is made up of four subscales: intrinsic motivation, identified regulation, external regulation, and amotivation (Amato, 2013; Blanchard et al., 2000). This instrument was able to measure what motivates a freshman male to consume alcohol. This instrument was validated when it was created and was used for five different research studies by the researchers who created the instrument. The researchers created the instrument based off of their theory titled Self-Determination Theory (Blanchard et al., 2000). The instrument begins with a stem question “Why are you currently engaged in this activity”; however for the purpose of this study, the question will be adapted to “Why are you currently engaged in consuming alcohol” because the change in wording is more congruent to this study. The participants are prompted to answer the question through a series of seven point Likert-type scale responses, 1 corresponding to ‘corresponds not at all’ and 7 corresponding to ‘corresponds exactly’. The 16 responses provided to participants correlate to the four

subscales to aid in assessment; intrinsic motivation (e.g., 'Because I think this activity is pleasant'); identified regulation (e.g., 'By personal decision'); external regulation (e.g., 'Because I don't have any choice'); and amotivation (e.g. 'I do this activity, but I am not sure it is a good thing to pursue it') (Blanchard et al., 2000). Each response is filled out in response to the stem question.

Data Collection

The data was collected near the beginning of October 2015 through Qualtrics, a tool provided by the midsized, Midwest public institution that aids in the creation of a survey to be sent to the population/sample at the site. This survey was sent to 637 possible participants with a reminder email sent once each week throughout the month of October. In November 2015, the researcher reached out to advisors of fraternities, resident assistants, and Foundations course instructors to help distribute the survey. By mid-November, the researcher had gathered 58 electronic responses. Ten responses were removed due to the student not identifying as a first semester freshman, part-time student, or male. Results were also removed because of incompleteness.

The preferred method to collect data was emailing questionnaires (a combination of demographic questions and questions provided through SIMS) to freshmen males in fraternities at the site. The researcher gained 58 responses through this method and sent the survey periodically through the registrar's office. The researcher also asked Foundations, a course for freshmen that must be completed in their first semester at the institution, instructors if they could send the survey to the freshmen males in their specific classes. The researcher also asked fraternity advisors and a resident assistant

(RA) to distribute the survey and attend a floor meeting. Since the researcher could not obtain the amount of responses desired (100), it was defined as a limitation of the study.

Treatment of Data

The results of the questionnaire from members of fraternities at the site were returned electronically to the researcher only. The researcher stored the results on a password locked personal laptop owned by the researcher in a file folder titled “Thesis Questionnaire Responses”. The electronic version of the thesis as well as data collected were also backed-up onto an external hard drive owned by the researcher.

Data Analysis

Data was exported to Microsoft Excel and SPSS. Descriptive statistics were conducted to find the mean and standard deviation of the data collected on alcohol consumption with the help of a thesis committee member. Next, a single samples *t*-test was conducted (utilizing all 48 participants’ surveys) to compare those who answered they were in a fraternity and those who were not in a fraternity, to answer research question number one (is there a difference in motivations to drink between freshman males that belong to a fraternity and freshmen males that do not belong to a fraternity?). Then an independent samples *t*-test was conducted to answer research questions that corresponded with the four different subscales (is there a difference in intrinsic motivation related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation?; is there a difference in identified regulation related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation?; is there a difference in external regulation related to drinking alcohol among fraternity and non-fraternity freshman

males during their initial two months of matriculation?; and is there a difference in amotivation related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation?) and transformed into variables to compare the responses of participants that are in a fraternity and participants that are not in a fraternity.

Summary

This study is a quantitative approach to observing alcohol consumption among freshmen males when they first begin their journey into college. This methodology was selected because it gathered rich, usable data to inform the researcher about the characteristics of the study. The participants of the study were freshmen males at the midsized, Midwest public university. They were contacted through email and meetings to participate in the survey with a chance of receiving \$25 to Buffalo Wild Wings. The researcher anticipated between 100 and 200 participants for the study to collect data from; however the researcher only received 58 responses, 48 of them being usable for the study. The site for the study was the midsized, Midwest public university that the researcher received their master's degree. The instrument for the study was a questionnaire based on questions pulled from the Situational Motivation Scale (SIMS). The questionnaire was conducted and data was collected through Qualtrics, a tool provided by the site to conduct research. The data was then stored within a secure folder on the researcher's personal computer.

CHAPTER IV

Results

This study was conducted to answer the overarching question: is there a difference in the motivations to consume alcohol between freshmen males who belong to a fraternity and freshmen males who do not belong to a fraternity in the first two months of their higher education experience? The researcher hypothesized that there is no significant motivational factor as assessed by the Situational Motivation Scale (SIMS) (intrinsic motivation, identified regulation, external regulation, and amotivation) related to drinking alcohol among fraternity and non-fraternity freshman males; and that there is no difference in intrinsic motivation, identified regulation, external regulation, and amotivation between fraternity and non-fraternity freshman males during their initial two months of matriculation. To test the hypotheses, a survey was sent to all freshmen males at a Midwestern, midsized, public institution. This chapter presents the results of the statistical analyses conducted.

Descriptive Statistics

Descriptive statistics (means [M] and standard deviation [SD]) were conducted on the data collected for all participants ($n = 48$), fraternity members ($n = 8$) and non-fraternity members ($n = 40$). Results can be found in Table 4.1.

Table 4.1

Means and Standard Deviations of the Situational Motivation Scale (SIMS) Subscales Among Freshmen Males (N=48)

SIMS Subscales	Fraternity ($n = 8$)		Non-Fraternity ($n = 40$)		All ($n = 48$)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Intrinsic Motivation	4.94	1.36	2.4	1.76	2.82	1.94
External Regulation	1.19	0.35	1.54	1.06	1.48	0.99
Amotivation	2.16	1.03	2.25	1.23	2.23	1.19
Identified Regulation	3.88	0.99	2.15	1.30	2.44	1.40
SIMS Score	3.04	0.54	2.08	1.12	2.24	1.10

Note. The SIMS relies on self-reporting. Each subscale contains four items with a seven-point Likert scale (1 = *corresponds not at all*, 7 = *corresponds exactly*) (Amato, 2013; Blanchard et al. 2000).

Single-sample *t*-Test

A single-sample *t*-test was conducted to answer the research question: is there a significant motivational factor as assessed by the SIMS scale (intrinsic motivation, identified regulation, external regulation, and amotivation) related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation? The mean score (See Table 4.1) of each subscale (amotivation, external regulation, identified regulation, and intrinsic motivation) was compared to 3.5. With “seven” being the highest score possible (corresponds exactly) and “one” being the lowest (corresponds not at all), the mean score must have been equal to or exceeded 3.5 in order for the subscale to be considered a significant contributor to freshmen male alcohol consumption during their two first months of matriculation. The null hypothesis was the mean scores of the subscales are not different from 3.5. Results revealed the total mean score of all subscales (SIMS score) for both populations were significantly lower than 3.5 ($M = 2.24$, $SD = 1.10$). The researcher rejected the null hypothesis and

concluded there was no motivational factor in consuming alcohol among fraternity and non-fraternity freshmen males. Table 4.2 shows the *t*-test results for the subscale and SIMS score indicating that neither population indicated a motivational type to consume alcohol.

Table 4.2

Single Sample t-Test Comparing Mean Scores from the Four Subscales of the Situational Motivation Scale Between Fraternity and Non-Fraternity Participants (N = x)

Motivation Type	<i>t</i>	<i>df</i>	<i>p</i>	<i>MD</i>
Intrinsic Motivation	-2.42	47	0.019	-0.68
External Regulation	-14.19	47	<0.001	-2.02
Amotivation	-7.39	47	<0.001	-1.27
Identified Regulation	-5.25	47	<0.001	-1.06
SIMS Score	-7.89	47	<0.001	-1.26

Note. Test value = 3.5

Independent Samples *t*-Tests

An independent samples *t*-test with Bonferroni correction was conducted to answer the research questions: RQ2: Is there a difference in intrinsic motivation related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation? RQ3: Is there a difference in identified regulation related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation? RQ4: Is there a difference in external regulation related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation? And RQ5: Is there a difference in amotivation related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation? The researcher hypothesized that there would be no difference between intrinsic motivation, identified regulation, external regulation, and

amotivation of fraternity and non-fraternity freshman males during their initial two months of matriculation. The results revealed two significant differences and two non-significant differences (Table 4.3). Therefore, the researcher rejected the null hypothesis that there is no difference in intrinsic motivation and identified regulation between freshman fraternity and non-fraternity members. Furthermore, the large Cohen’s *d* effect sizes for intrinsic motivation and identified regulation indicate large practical significance. However, the researcher failed to reject the null hypothesis of no-difference in external regulation and amotivation of fraternity and non-fraternity freshman males during their initial two months of matriculation. Further, Cohen’s effect size value (see table 4.2) suggested low practical significance.

Table 4.3

Independent Sample t-Test Comparing Mean Scores from the Four Subscales of the Situational Motivation Scale Between Fraternity and Non-Fraternity Participants (N=x)

Motivation Type	<i>t</i>	<i>df</i>	<i>p</i>	<i>MD</i>	CI	Cohen's <i>d</i>	Effect Size
Intrinsic Motivation	3.847	46	<0.001*	2.538	[1.21, 3.87]	1.49	large
Identified Regulation	3.545	46	0.001*	1.725	[0.75, 2.70]	1.38	large
External Regulation	-1.68	35.47	0.10	-0.35	[-0.77, 0.07]	-0.36	no effect
Amotivation	-.20	46	.84	-0.09	[-1.03, 0.84]	-0.08	no effect

Note. *significant at 0.0125 (Bonferroni correction applied). *MD* = Mean Differences. CI=95% Confidence Interval of the Difference. Items were rated on a Likert scale of: (1) corresponds not at all, to (7) corresponds exactly. In Levene’s Test for Equal Variances, equal variances were assumed.

CHAPTER V

Discussion

The reason to conduct a study that evaluated the motivations to consume alcohol in fraternity and non-fraternity freshmen males was not only because the researcher had to meet degree requirements, but also to begin the research that addresses stereotypes that men in fraternities consume more alcohol than men that do not belong to fraternities. In many cases, to answer a heavy-loaded question and begin research, one must ask themselves “why”. If it is true that men in fraternities drink more, why do they drink more than their peers? Why are they motivated to consume alcohol? By answering these questions, researchers can work with student affairs professionals to create academic and leadership programming for men on college campuses to help alleviate the negative alcohol culture that has been stereotypically placed on their populations.

Consuming Alcohol Among Fraternities

A number of important factors emerged. Long and Snowden (2011) stated that there is more research conducted on the negative aspects of fraternity life, rather than positive which can be considered the case for this research. However, it is important to keep in mind that this research can be used for positive programming to help fraternity and non-fraternity college men decrease their alcohol consumption. According to other researchers, understanding the motivation of consuming alcohol is a great start to discovering why the alcohol consumption rate is so high (Bernat et al., 2010).

According to Park et al. (2009), when freshmen want to join a fraternity, consuming alcohol with members of said fraternity is a sign of acceptance. In the results, research question four asked if there is a difference in external regulation related to

drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation. The results indicated that there was not a significant difference between fraternity and non-fraternity freshmen males ($p = .10$). Based on the results from table 4.3, the results made by Park et al. (2009), this research did not agree with Park et. al (2009). Freshmen in fraternities in their first two months of matriculation are no more likely to consume alcohol to gain acceptance than their non-fraternity peers.

Motivation to Consume Alcohol in College

According to Monaci et al. (2013), Emotional Intelligence (EI) is a characteristic that allows for college students to be more susceptible to peer pressure. In their study, subjects that achieved a higher EI score were subjects that were more aware of side effects of alcohol consumption and would act more independently when it came to making decisions of alcohol consumption. The SIMS subscale that relates closest to EI is external regulation, defined as when behavior is reinforced positively or occurs in order to avoid negative consequences (Blanchard et al., 2000). Based on table 4.1, there were no significant score in freshmen males in fraternities and freshmen males not in fraternities with external regulation motivation to consume alcohol ($M = 1.19$, $M = 1.54$). The research disagrees with Monaci's findings, and it is perceived that fraternity and non-fraternity freshmen men would not have attained a similar EI score when compared to scores in the SIMS survey in regards to external regulation (seeking positive reinforcement). In the study conducted by Monaci et al. (2013), the researchers found no correlation between low EI scores and alcohol consumption, proving to also be the case in this research since participant's mean score results were low in external regulation.

According to Shamloo and Cox (2009), maladaptive behavior belongs to someone who has fewer positive incentives, less commitment to goals, etc. Adaptive behavior belongs to someone who has control, more commitment to goals, etc. In the SIMS, intrinsic motivation is the closest relation to maladaptive behavior but does not have a scale that closely relates to adaptive behavior. The results from intrinsic motivation showed that freshmen males in fraternities were somewhat intrinsically motivated to consume alcohol ($M = 4.94$), however freshmen males not in fraternities are less intrinsically motivated to consume alcohol ($M = 2.4$). This research supports Shamloo's findings that students, in this case freshmen males in fraternities, can be intrinsically motivated to consume alcohol and reflect maladaptive behavior.

Bandura's Social Cognitive Theory

A theory that can be applied to this research is Bandura's Social Cognitive Theory. This theory revolves around three core concepts: developing competencies through modeling, perceived self-efficacy, and self-regulation and motivation through goal systems (Bandura, 1988). Developing competencies through modeling closely relates to research question four, "is there a difference in external regulation related to drinking alcohol among fraternity and non-fraternity freshman males during their initial two months of matriculation?" Developing competencies through modeling is defined as learning through observing other people, whereas external regulation is defined as behavior is positively reinforced to avoid negative consequences. When applying this theory to the populations of the study, freshmen males learn alcohol consumption behaviors through watching other peers consume alcohol. To avoid negative consequences (which can be assumed as public ridicule and not fitting in with peers),

these freshmen males consume alcohol like their peers. Acceptance from these peers can be considered the positive reinforcement defined in external regulation.

Other subscales of the SIMS do not connect to core concepts of the theory as well as external relation does to developing competencies through modeling. When comparing the subpopulations to one another, it is important to note the difference in mean scores between fraternity and non-fraternity participants. Fraternity participants had a higher mean score in intrinsic motivation ($M = 4.94$, $SD = 1.36$) and identified regulation ($M = 3.86$, $SD = 0.99$) meaning these participants engaged in consuming alcohol for their own sake and to consume alcohol to achieve a particular outcome. Since the theoretical framework is applied to social settings and peer pressure, it is interesting to note that the results indicate there is a larger difference in mean scores between fraternity and non-fraternity freshmen in the subscales of intrinsic motivation and identified regulation. It also shows that this theoretical framework can only be directly applied to results regarding external regulation.

Implications for Professionals

To better understand a behavior, we need to understand why people engage in said behavior. If we understand why someone is performing a particular behavior, we can address said behavior and implement strategies to correct the behavior if the behavior needs to be changed. The research conducted is able to give insight as to why students, particularly freshmen males, engage in underage drinking. Now that research has been conducted to better understand why, we can create positive programming as a strategy to correct negative behavior.

One reason this study was conducted was so it could be utilized in designing alcohol education programming for freshmen men. Kozar and Larsen (2005) conducted a study to analyze the immediate effectiveness of the Alcohol 101 program before and after the program took place for college students. With their findings, it was discovered that there was no difference between scores for the Alcohol 101 program before and after it was completed (Kozar & Larsen, 2005). Seeing as Alcohol 101 is a program that is administered to all incoming students to a college or university (Kozar and Larsen 2005), it would not be as effective as a program designed specifically for men's alcohol consumption programming. The results of this thesis, coupled with other research on men and alcohol consumption from the literature review (Bertat et al., 2010; Long & Snowden, 2011; Park et al., 2009;) could be used to create a very effective alcohol program for freshmen males during their two months of matriculation into higher education.

This research has also found that freshmen men in fraternities are motivated internally (intrinsic motivation and identified regulation) rather than externally (external regulation) (see table 4.1). When addressing alcohol consumption among underage fraternity men, it will be important to understand what may be going on emotionally and mentally with this student population, rather than who could be influencing them to consume alcohol, based off the conclusions found in this research.

Limitations

A number of limitations were presented after analyzing the research. First, the most crucial limitation was the sample size. The number of responses of the survey was 48, with only eight usable responses for men who identified themselves as members of a

fraternity and 40 usable responses for men who did not identify themselves as members of a fraternity. It is unknown if these sample sizes are a fair comparison of fraternity freshmen and non-fraternity freshmen populations of the institution. A sample size between 30 and 500 is a good start for most research; however, the closer to 500 a sample size is, the better the result (Unite for Site, 2011). More results from both populations would have enriched the study by having more results to utilize and implement into single-sample *t*-test and independent sample *t*-test. Four of five of the tests conducted to validate the instrument were tested on populations greater than 150 (Blanchard et al., 2000).

Second, the researcher was limited to gathering participants from only one midsized, Midwestern, public institution. By doing this, the researcher examined results from one drinking culture, one fraternity community culture, and the male population of one freshman class. If the researcher studied all regional institutions in the state, it is assumed that the population size would have been larger, allowing more scores to examine for a single-sample and independent-sample *t*-test.

Third, the SIMS scale is a self-reporting Likert scale instrument (Blanchard et al., 2000). Meaning, the researcher assumes that all participants were honest in their responses. Relying on self-reported results can harm the validity of the study which also would hinder future research conducted on this subject if this thesis were to be used for similar studies (Donaldson & Grant-Vallone, 2002). Also, the survey asked questions on alcohol consumption to students who are under the legal drinking age. Even though it was stressed multiple times in the process of the survey that results would not be

displayed to authorities and would remain anonymous, the sensitivity of the subject could have affected the response rate and responses.

Fourth, the researcher sent the survey electronically and “cast a wide net” by sending the survey to all freshmen males at the midsized, Midwest, public institution. By sending the survey to the entire population, the researcher did not survey the population through random sampling. Since the researcher could not choose participants at random, there is no generalizability to the study, meaning it cannot be assumed that the results are a clear representation of the entire population at the institution.

Finally, the timing of the survey can prove to be a limitation of the study. The researcher purposefully opened the survey for research within the first two months of matriculation to the institution. The researcher wanted to attain responses that were raw, meaning respondents were beginning to find themselves at their institution and in their fraternities. However, this could also mean that respondents have not had much to experience within their fraternity/institution. If the survey were to be sent in the spring semester, there may have been more men that consume alcohol than there was in the fall because they would be more comfortable at their institution or within their respective fraternities.

Recommendations for Future Research

The first recommendation this researcher would recommend would be to expand on the participant demographics of the participants. For example, in the survey, participants were asked a plethora of demographic questions, including class standing, fraternity vs. non-fraternity, race/ethnicity, full or part-time, etc. Further research should

include expanded demographics such as fraternities that are historically African-American and Latino.

Secondly, the population could be expanded to a wider age range. This would include surveying all men on campus on their motivation to consume alcohol and compare fraternity men that are underage to those who are of legal age, and compare non-fraternity men on the same basis.

Thirdly, research could survey the population of freshmen males that have broken policies and been sanctioned by the university's student standards, such as the case in the thesis written by Amato (2013). It is possible that freshmen who have been sanctioned by the university may be motivated differently than those who were not sanctioned by the university. However, there is no way of telling if the participants in this study were sanctioned by the university.

Fourthly, additional instruments could be utilized to study this population. The SIMS scale, created by Blanchard, Guay, and Vallerand (2000) was designed using the self-determination theory. The SIMS was created and used for the following five different studies, participants being French-Canadian college students: academic motivation, autonomy, interpersonal and behavioral intentions, motivation to play basketball (which specifically surveyed athletes in basketball), and interacting with the opposite gender (only males were studied). After further research, the researcher could not find studies where the SIMS was used to measure alcohol consumption besides the thesis conducted by Amato (2013). It may be interesting to utilize (or create) an instrument that is designed more specifically to measure the motivation to consume alcohol.

Finally, research could be conducted in a manner to study sorority and non-sorority women. In a study conducted by Corbin et al. (2014), the researchers compared alcohol consumption to masculinity. If a male were to drink heavily, they would be perceived as more masculine than his peers, and if he were to not drink heavily, he would be perceived as more feminine among his peers. In a study conducted by Peralta (2007), 68% of men perceived drinking heavily as a masculine characteristic. It would be noteworthy to study the motivations to consume alcohol of freshmen sorority and non-sorority women.

Conclusion

The researcher set out to answer if there were differences in motivation between freshmen in fraternities and freshmen that are not in fraternities. Overall, there is no significant motivation to consume alcohol with both populations, and there is no significant difference between fraternity and non-fraternity men when analyzing intrinsic motivation and identified regulation. However, there were significant differences between the two subpopulations when analyzing the SIMS' subscales of external regulation and amotivation. Freshmen males in fraternities are more likely to be motivated through peers and external regulation than their peers that do not belong to a fraternity. The research was also successful thanks to research previously conducted on alcohol consumption of male students as well as motivation to consume alcohol. Within the literature review, Bandura's Social Identity Theory was also applied to the results of the thesis, yielding interesting connections between the results and the theory. When analyzing the overall findings, it is important for student affairs professionals creating

alcohol education programs for freshmen to keep in mind that extrinsic regulation is an important factor in the design.

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Appendix A
Participant Recruitment Email

Dear Participant,

My name is Brinton Vincent and I am a graduate student in the College Student Affairs program at Eastern Illinois University. First, I would like to thank you in advance for agreeing to help enrich my research by taking this survey. Please remember that your participation in this study is strictly voluntary and if you have any questions about the study, please do not hesitate to ask me.

For my study, you will be answering questions that take roughly five minutes to answer. There is absolutely no risk to participate in this study, since your responses will remain anonymous. If you participate in this survey, you will have the option to submit your email address (which will be disconnected from your results) into a drawing for **\$25 to Buffalo Wild Wings**. That equals almost 40 wings on Tuesdays and Thursdays!!!

By clicking on the link below, you are showing me that you understand the risks and benefits of the study as well as agreeing to participate in the study. By clicking on the link below, you are also allowing me to view your anonymous results and analyze your responses. You are also allowing publish your anonymous results into my thesis that will be published and accessible at Booth Library. If you wish to withdraw from the study, you can do so at anytime with no penalties. Your decision to participate, decline, or withdraw form the study will not effect your relationship with the university.

http://eiu.co1.qualtrics.com/SE/?SID=SV_bNt3pGIKJ6kxIc5

If you have any questions, you can reach me via email at bbvincent@eiu.edu or you can contact my thesis supervisor, Dr. Richard Roberts, at rlroberts@eiu.edu.

If you have any questions about the treatment of human participants in this study, you may call or write: Institutional Review Board, Eastern Illinois University, 600 Lincoln Ave., Charleston, IL 61920, telephone: (217) 581-8576, email: eiuirb@eiu.edu

Thank you again in advance and have a great day!

Brinton Vincent
SLO Graduate Assistant
College Student Affairs Program
(309) 945-8212

Appendix B
Survey Consent

I would like to thank you in advance for agreeing to help enrich my research by taking this survey. Please remember that your participation in this study is strictly voluntary and if you have any questions about the study, please do not hesitate to ask me.

Here's what you need to know:

- Your answers are and will remain anonymous. Forever.
- This survey will take you 5-7 minutes to complete. Really.
- The data collected will be used in a graduate thesis to help understand what motivates freshmen males to consume alcohol.
- There are no risks involved when participating in this study.
- At the end of the survey, you will be asked to provide your email address to be entered in a drawing for a chance at \$25 to Buffalo Wild Wings.
- By choosing "Yes, I understand", you are agreeing that you understand the risks and benefits of participating in this study. By choosing "No, I do not wish to participate", you will be directed to the end of the survey at no penalty whatsoever.

If you have any questions, please don't hesitate to email me at bbvincent@eiu.edu.

Thank you!

Brinton Vincent

Yes, I understand

No, I do not wish to participate

Appendix C
Demographic Survey

What gender do you identify with?

Male

Female

Other

What is your age?

Please mark the ethnicity you closest identify with:

Asian/Pacific Islander/Native American

African-American/Black

Caucasian/White

Hispanic/Latino

Multi/Bi Racial

Rather Not Say

Are you currently a freshman at EIU?

Yes

No

Is this your first semester at EIU?

Yes

No

Are you currently living on or off campus?

On Campus

Off Campus

Are you a full-time or part-time student?

Full-Time Student

Part-Time Student

Are you currently a member of, or in the process of joining a fraternity?

Yes

No

Do you consume alcohol?

Yes

No

Appendix D

Situational Motivation Scale (SIMS)

Appendix D

Situational Motivation Scale (SIMS)

Directions: Read each item carefully. Using the scale below, please click the circle that best describes the reason why you are currently engaged in this activity. Answer each item according to the following scale: 1: *corresponds not at all*; 2: *corresponds very little*; 3: *corresponds a little*; 4: *corresponds moderately*; 5: *corresponds enough*; 6: *corresponds a lot*; 7: *corresponds exactly*.

Why are you currently engaged in consuming alcohol?

1. Because I think this activity is interesting	1	2	3	4	5	6	7
2. Because I am doing it for my own good	1	2	3	4	5	6	7
3. Because I am supposed to do it	1	2	3	4	5	6	7
4. There may be good reasons to do this activity, but personally I don't see any	1	2	3	4	5	6	7
5. Because I think this activity is pleasant	1	2	3	4	5	6	7
6. Because I think that this activity is good for me	1	2	3	4	5	6	7
7. Because it is something that I have to do	1	2	3	4	5	6	7
8. I do this activity but I am not sure if it is worth it	1	2	3	4	5	6	7
9. Because this activity is fun	1	2	3	4	5	6	7
10. By personal decision	1	2	3	4	5	6	7
11. Because I don't have a choice	1	2	3	4	5	6	7
12. I don't know; I don't see what this activity brings me	1	2	3	4	5	6	7
13. Because I feel good when doing this activity	1	2	3	4	5	6	7
14. Because I believe that this activity is important for me	1	2	3	4	5	6	7
15. Because I feel that I have to do it	1	2	3	4	5	6	7
16. I do this activity, but I am not sure it is a good thing to pursue it	1	2	3	4	5	6	7

Codification key: Intrinsic motivation: 1,5,9,13; Identified regulation: Items 2,6,10,14; External regulation: Items 3,7,11,15; Amotivation: Items 4,8,12,16.

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