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The relationship between personality and alcohol abuse among college students

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THE RELATIONSHIP BETWEEN PERSONALITY AND

ALCOHOL ABUSE AMONG COLLEGE STUDENTS

by
Amanda L. Alexander

A Thesis

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Approved by

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Professor

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ABSTRACT

Amanda L. Alexander
The Relationship Between Personality and
Alcohol Abuse Among College Students
2001
Dr. John Klanderman and Dr. Roberta Dihoff
Master of Arts School Psychology

Alcohol abuse is a widespread problem on college campuses. It can lead to social, academic and physical consequences. Motivating factors for alcohol abuse includes stress reduction, social acceptance and personality. The purpose of the present study was to determine a link between alcohol abuse and personality. The study has 53 female participants ranging in age from 18 to 26. It was hypothesized that females classified as binge drinkers would score significantly higher or lower on certain personality facets compared to females classified as non-binge drinkers. The IPIP-NEO and an alcohol use questionnaire were used to assess each participant's ranking on personality facets and to classify participants as binge or non-binge drinkers. Non-parametric, independent t-tests were used to determine significance. The present study classified 50% of the participants as binge drinkers. Statistical analysis determined that each of the six null hypotheses should be rejected. The results of the present study support previous research which advocates determining those who are at risk for alcohol abuse in order to develop adequate prevention and intervention programs.

MINI ABSTRACT

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The purpose of the present study was to determine a relationship between alcohol abuse

and personality. Fifty-two female participants completed a personality inventory and an

alcohol use survey. Independent t-tests were used to determine significance. The results

of the study determine a link between personality facets and binge drinking.

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Chapter 1

Need

Alcohol use and abuse is a widespread problem in the United States (Lichtenfeld & Kayson, 1994). Researchers have discovered that young adults in high school and on college campuses abuse alcohol at substantial rates (O'Hare, 1997). College students report drinking in a variety of situations for many reasons. Students report drinking on the weekends to "celebrate" the end of the academic week. Other students claim they overindulge in the use of alcohol because others are drinking, it is acceptable at a party, or because it is inevitable at a party (Rabow & Duncan-Schill, 1995). Many college students do not consider their episodes of binge drinking to be a problem. Several rationalizations given by students for their excessive drinking include reduction of anxiety due to school pressures and relaxation in a social situation (Rabow & Duncan-Schill, 1995). Although many students claim only to indulge in the misuse of alcohol on the weekends, they do not see the possible negative consequences of their behavior. Binge drinking is linked to physical and behavioral health risks along with negative psychological, interpersonal, and community consequences (Ichiyama & Kruse, 1998; O'Hare, 1997). Determining if there is a difference in the personalities of college students who abuse alcohol and those who abstain may help identify students who are at risk of causing harm to themselves or others.

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Purpose

Jackson (1997) has shown that the principal determinants of alcohol use among adolescents and young adults are social, personal, and environmental factors. College students' claims for why the abuse alcohol are evidence of this. Students report abusing alcohol to relieve stress, relax in a social situation, or simply because everyone else is drinking (Rabow & Duncan-Schill, 1995). Shadel and Cervond (1993) have shown that people's social and self-knowledge develop through what they see as the important social contexts within their lives. Determining what types of people are directly influenced by the social, personal, and environmental factors, which lead to alcohol abuse, may help develop appropriate prevention and intervention techniques for alcohol abuse.

Many researchers have examined the possibility that specific personality traits are associated with substance abuse (Prendergast, 1994). Examining the possibility that a "problem-prone personality" which is associated with problem drinking exists, will also help in developing intervention techniques designed for people with a specific personality (Berkowitz & Perkins, 1986).

According to current research, American college students represent a greatly underserved population in terms of alcohol treatment programs (Feigelman, Gorman, & Lee, 1998). Many colleges are attempting to increase the number of alcohol prevention programs on campus, but limited resources leave many colleges faced with the challenge of developing a more effective program (Ichiyama & Kruse, 1998). Determining which students are most at risk for developing alcohol abuse problems will help in the design of

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future prevention and intervention techniques. Programs, which are directed toward the personality of the person that they are attempting to help, will be more effective in both prevention and treatment of alcohol abuse.

The purpose of this study is to examine whether a relationship exists between certain personality characteristics and alcohol abuse in college-age females. Personality testing will show college students' levels on each of the five personality domains of the five-factor model as well as their level on several facets of each domain. A self-report inventory will show amount of alcohol consumption.

Hypothesis

Female students who report incidences of binge drinking will receive a high/low score on certain personality facets (high: excitement seeking, self-consciousness, vulnerability, and adventurousness; low: self-efficacy and cautiousness) of the five domains of the five-factor model of personality as defined by the International Personality Item Pool representation of the Neuroticism, Extroversion, Openness Personality Inventory Revised, IPIP-NEO, (Johnson, no date).

Theory

Many researchers have attempted to define personality. There have been several theories as to what is the best description of personality traits and how to measure these traits. Cattell developed a theory of personality, which contained sixteen universal personality traits. Researchers who believed sixteen traits were too many have worked to simplify Cattell's theory. Researchers have agreed the five dimensions may adequately summarize the wide variety of personality traits used to describe behavior (Compton,

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1998). This theory has become known as the Five-Factor Model of Personality or the Big Five. The big five developed from a lexical analysis of trait terms, which were translated into simple rating scales (Zuckerman, Kuhlman, Joireman, Teta, & Kraft, 1993). The five-factor model attempts to account for the "major conceptual dimension underlying psychometric tests of the normal personality" (Coolidge, Becker, DiRito Durham, Kinlaw & Philbrick, 1994). The five-factor model has been proposed as a "universal and comprehensive framework" for describing and interpreting personality (Ramanaiah & Sharpe, 1998). It is presently claimed to be the "best paradigm for personality structure" (Zuckerman et al., 1993).

The five-factor model focuses on five traits of personality, which are referred to as domains. The domains of the five-factor model are extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Each of the five domains has six sub-domains known as facets. The facets are: friendliness, gregariousness, assertiveness, activity level, excitement seeking, cheerfulness, trust, morality, altruism, cooperation, modesty, sympathy, self-efficacy, orderliness, dutifulness, achievement-striving, self-discipline, cautiousness, anxiety, anger, depression, self-consciousness, immoderation, vulnerability, imagination, artistic interests, emotionality, adventurousness, intellect and liberalism.

Discovering an individual's score on each of the five domains and the facets may help us to understand the choices they make concerning alcohol abuse. Knowing the personality structure of those who abuse alcohol may help in the design of more effective prevention and intervention programs which can focus on helping those exhibiting the

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personality traits of those who abuse alcohol and therefor may later abuse alcohol themselves.

Definitions

<u>Alcohol Abuse/Binge Drinking</u>: Consuming four or more alcoholic beverages over the course of one evening

<u>Alcoholic Beverages</u>: Any beverage containing beer, wine or liquor

Domains of the Five-Factor Model
Explanations from the IPIP-NEO

<u>Agreeableness</u>: Individual differences in concern with cooperation and social harmony. Agreeable people are considerate, friendly, generous, helpful, willing to compromise their interests with others', and optimistic. Disagreeable people place self-interest above getting along with others, are unconcerned with others well-being, do not extend themselves for other people, and tend to be skeptical, suspicious, unfriendly, and uncooperative

<u>Conscientiousness</u>: The way in which a person attempts to control, regulate, and direct impulses

<u>Extraversion</u>: Pronounced engagement with the external world. Extraverts enjoy being with people, are full of energy, often have positive emotions, are enthusiastic, action-oriented, assertive and draw attention to themselves. Introverts are lacking in exuberance, energy and activity level, they are quiet, low-key, deliberate, and disengaged from the social world

<u>Neuroticism</u>: The tendency to experience negative feelings. High neuroticism refers to high anxiety, anger or depression, emotionally reactive, and easily threatened. Low neuroticism refers to not easily upset or being emotionally unreactive, calm, emotionally stable, no persistent negative feelings, and positive emotions

<u>Openness to Experience</u>: Cognitive style which distinguishes imaginative, creative people from down-to-earth, conventional people. Highly open refers to intellectually curious, appreciative of art, sensitive to beauty, individualistic and non-conforming thinking. Low openness refers to narrow, common interests and preferring plain, straightforward, and obvious

Facets
Explanations of High and Low scores on facets are from the IPIP-NEO

Adventurousness: High adventurousness refers to being eager to try new activities, travel to foreign lands, and experience different things. Low refers to being uncomfortable with change and preferring familiar routines

Cautiousness: Thinking through the possibilities before acting. High refers to taking time when making decisions. Low refers to saying or doing the first thing that comes to mind without deliberating alternatives and probable consequences

Excitement Seeking: High refers to being easily bored without stimulation, risk taking and thrill seeking. Low refers to being overwhelmed by noise and commotion, adverse to thrill seeking

Self-Consciousness: Sensitivity concerning others opinions. High refers to concern of rejection and ridicule, easily embarrassed or ashamed. Low refers to not fearing judgment of others or nervous in social situations

Self-Efficacy: Confidence in one's ability to accomplish things. High refers to the belief of having the intelligence, drive, and self-control necessary for achieving success. Low refers to feeling ineffective and not in control of one's life.

Vulnerability: High refers to experiencing panic, confusion, and helplessness when under pressure or stress. Low refers to being more poised, confidant, and clear-thinking when stressed.

Assumptions

When conducting this study, assumptions that had to be made include confidence that all participants were honest when answering questions concerning personality and level of alcohol consumption. It must be assumed that participants were not answering based on perceived requirements of the personality inventory or desire to portray oneself in a particular or favorable way (Shadel & Cervone, 1993; Kroger & Wood, 1993).

Limitations

Limitations of the present study include a relatively small sample size and the limited make-up of the sample, only students from one university. Also a family predisposition to alcohol abuse was not considered as a possible factor for alcohol abuse and binge drinking among participants. Not knowing whether or not any participants are genetically predisposed to abuse alcohol limits the generalizability of the results. Examining a possible genetic predisposition to alcohol abuse could strengthen a correlation between personality characteristics and alcohol abuse due to the fact that many personality traits are inherited as well as alcohol consumption tendencies. Further research assessing alcohol use and personality may investigate family background to examine whether or not a pattern of alcohol abuse exists within the family and also to determine whether genetic alcohol patterns, genetic personality characteristics or the interaction of the two influence alcohol abuse.

Overview

Personality traits and their relation to alcohol abuse in women will be studied in this paper. Through a personality test, traits of the five-factor model of personality will be assessed. The five traits being assessed are extraversion, agreeableness, neuroticism, conscientiousness and openness to experience. Particular facets of those traits which will be examined include excitement seeking, self-efficacy, cautiousness, self-consciousness, vulnerability, and adventurousness. Alcohol use will be measured using a self-report inventory.

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An examination of previous research, which will focus on the five-factor model of personality and how personality relates to alcohol abuse, will follow in Chapter II. Chapter III will explain the method in which this study was executed. Chapter IV will analyze the results of the study. Finally, Chapter V will explain the results and interpret them in relation to the hypothesis of the study.

CHAPTER TWO

Due to the prevalence of alcohol abuse on college campuses in the United States, much research has been conducted concerning the motives for misuse of alcohol. The following chapter examines statistics concerning alcohol use on college campuses and motives for alcohol abuse. Results of typical prevention programs are reviewed as well as connections between alcohol abuse and personality.

Alcohol Consumption on College Campuses

An Explanation of Binge Drinking

According to Weingardt, Baer, Kivalahan, Roberts, Miller and Marlatt (1998) periods of heavy drinking behavior by college students has come to be known as binge drinking. Frequent heavy drinking or binge drinking can be defined as the consumption of five or more drinks on one occasion (Berkowitz & Perkins, 1986; Ichiyama & Kruse, 1998). The female body metabolizes ethanol differently than the male body and women can become intoxicated after less alcohol consumption. For these reasons, in women, binge drinking is refined to four or more drinks on one occasion (Dowdall, Crawford & Wechsler, 1998; Gleason, 1994; Weingardt et al., 1998).

College Students and Binge Drinking

Seventy percent of college presidents rank alcohol abuse as the number one problem on campus (Wechsler, 1996; Wechsler, Nelson & Weitzman, 2000). Ichiyama and Kruse (1998) conclude that the most prevalent form of alcohol use on campuses is

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binge drinking. Further research concluded that the majority of college student alcohol users ranged from one to ten binge drinking occasions per month (Berkowitz & Perkins, 1986). Studying different age ranges for alcohol bingeing led Ichiyama and Kruse (1998) to conclude binge drinking rates are higher among young adults than any other age group, college students making up the largest subgroup.

Statistics Concerning Alcohol Abuse

Clair (1998) reports that the substance abuse rate is higher in the U.S. than any other industrialized country in the world. College students are known to drink heavily and in particularly large quantities (Weingardt, et al., 1998). Durkin, Wolfe and Clark (1999) report that binge drinking has been categorized as the greatest public health hazard for college students. National surveys show the prevalence rates of college students drinking to be 84% (Wechsler, 1996). Wechsler et al., (2000) found that two out of every five students binge drink and Ichiyama and Kruse (1998) found overall binge drinking rates to be between 40-44%.

Students may not see binge drinking on occasion to be a problem, but misuse of alcohol by students of any age is dangerous and undesirable (Cohen & Rogers, 1997). Researchers fear many of these frequent binge drinkers are at risk for developing alcohol dependency. Fleming and Barry (1991) discovered that a shockingly high number of students in their collegiate sample, 29%, met the criteria for alcohol abuse. Durkin, Wolfe and Clark (1999) estimate that more than half of the young adults who binge drink on a weekly basis show signs of alcohol abuse or dependency. The National Institute on

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Alcohol Abuse and Alcoholism (NIAAA) reports that the majority of college students'

drink and as many as 15% of these students could be classified as problem drinkers

(Brennan, Walfish & AuBuchon, 1986).

College Student's Drinking Behavior

Excessive drinking has a long tradition in U.S. collegiate society. Substance use

and abuse among college students has been routinely documented (Perkins, 1999).

Rabow and Duncan-Schill (1995) concludes that ideas, beliefs and even patterns of

alcohol consumption are socially defined and enforced on college campuses. The Office

for Substance Abuse Prevention reports that college students spend close to $5.5 billion

on alcohol annually, therefor spending more on alcohol than books, soda, coffee, juice

and mild combined (Dorsey, Scherer & Real, 1999). Although excessive drinking is

considered a normative behavior among college students, alcohol abuse and dependence

is an increasing concern on college campuses (Fleming & Barry, 1991). University

administrators reports that alcohol is becoming a more prevalent factor in residence hall

damage, incidents involving injuries to self and others, and lower academic performance

(Dorsey et al., 1999).

Social Consequences of Alcohol Abuse

Although alcohol abuse and binge drinking are seen as somewhat normal behavior

on college campuses, many negative occurrences can be attributed to alcohol misuse.

O'Hare and Tran (1997) report that the psychological, interpersonal, and community

problems resulting from the abuse of alcohol have been well documented. Psychological

consequences can include depression, suicidal ideations, and anxiety (O'Hare, 1997).

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Interpersonal problems include physical fights and acts of violence, damaged relationships, sexual misconduct, sex crimes and the spread of diseases such as AIDS and other STD's (Berkowitz & Perkins, 1986; Feigelman, Gorman & Lee, 1998). For women specifically while intoxicated, there is a lowered awareness of risky situations and impaired ability to resist assault (Larimer, Lydum, Anderson & Turner, 1999). Fifty three percent of women who reported experiencing sexual aggression while on a date indicated they were under the influence of alcohol at the time (Larimer et al., 1999). The community problems that can result include property damage, driving under the influence and trouble with authorities (Berkowitz & Perkins, 1986; O'Hare, 1997).

Academic Consequences of Alcohol Abuse

Misuse of alcohol does not only effect the student's personal or social world; it can also be detrimental to his/her academic performance. Haemmerlie, Montgomery, and Cowell (1999) report that students are not achieving their educational potential because of alcohol abuse. Wood, Sher, Erickson, and DeBord (1997) report an association between self-reported alcohol use and college grades. Anderson and Presley et al., found that college administrators reported alcohol use was related to between one quarter and one third of academic problems, poor performance on examinations, poor class attendance, and collegiate dropouts (Wood et al., 1997).

Physical Consequences of Alcohol Abuse in Women

Women who consume large quantities of alcohol become intoxicated on less alcohol and are vulnerable to permanent physical damage (cirrhosis of the liver) after consuming significantly less alcohol than men and for a shorter period of time (Gleason,

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1994). Women who consume alcohol during pregnancy risk injuring the fetus and

alcohol abuse can lead to a miscarriage, stillbirth, and infertility (Gleason, 1994).

Current Prevention Programs

Overall, current prevention techniques have shown both positive an negative

results. Feigelman, Gorman and Lee (1998) found that therapy for former high school

drinkers led to these students not being especially inclined to drink heavily in college. In

another study, efforts to increase knowledge, attitudes and behavior for undergraduate

college students resulted only in an increase in knowledge, not a behavioral change in

alcohol consumption (Rabow & Duncan-Schill, 1995; Slicker, 1997). Research on

prevention efforts targeted specifically for women is virtually nonexistent (Gleason,

1994). Current research shows why it is necessary to determine effective prevention

programs. Initiating appropriate prevention programs will lead to more successful results.

Strategies for Effective Prevention

Clair (1998) reports that it is essential to develop primary prevention programs

because students are more likely to abuse alcohol if they begin using at earlier ages.

Using at an early age is the reason why counseling and therapy as well as psycho-

educational prevention services need to be offered to school populations (Feigelman et

al., 1998). In addition to creating prevention programs, the programs themselves must be

designed to target specific populations who are determined to be at risk (Brennan et al.,

1986). Targeting those students who are at highest risk for hazardous forms of alcohol

consumption will lead to more efficient programming (Ichiyama & Kruse, 1998).

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Effective Prevention for Women

Substance abuse in women is less frequently studied than in men and the prevalence rate of binge drinking in women is underestimated (Dowdall et al., 1998). Women are physically and emotionally different than men. Women have the ability to "be intuitive and empathetic and the willingness to engage in complex interactions and situations to achieve ends that value others as well as themselves" (Gleason, 1994 pg. 23). The strengths of women need to be recognized when designing prevention programs in order for them to be effective for women (Gleason, 1994).

In order to gear prevention towards those who are most at risk, it is first necessary to discover the students who are "at risk" for developing alcohol abuse problems. Discovering the motivations which lead students to abuse alcohol will lead to the development of a technique to classify those who are at risk and therefor prevention programs can be targeted towards those who have been determined to be at risk.

Motivation for Alcohol Abuse

Motivation and Alcohol Abuse

Dorsey, Scherer and Real (1999) report that there is a high level of uncertainty regarding the exact factors contributing to excessive alcohol abuse on college campuses. Carey (1995) concludes that social drinkers expect greater degrees of social enhancement where problem drinkers expect more tension reducing effects. These are only a few of the possible motivations which have been proposed. The motivations which will be explored in this paper include stress reduction, social acceptance, and curiosity and sensation-seeking.

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Stress as a Motivation for Alcohol Abuse

All people can handle varying levels of stress in their lives. How people deal with the stress in their life varies as well. People choose between a myriad of coping responses when dealing with stress. Kassel, Jackson, and Unrod (2000) concludes for some individuals, consumption of alcohol serves as a mechanism for coping with stress. Research has indicated that perceived stress and coping responses may play a role in student alcohol use and abuse (Perkins, 1999).

Social Acceptance as a Motivation for Alcohol Abuse

Fitting in and making friends may be extremely difficult for some students, especially when placed in a new context such as a large college campus. The social support for drinking in the college environment has been documented as evidence for the direct effects of college life upon drinking (Rabow & Duncan-Schill, 1995). It has been concluded that many students abuse alcohol in order to enhance sociability or social interactions, increase popularity or acceptance into a group, increase romantic encounters, or help one express one's feelings more easily (Berkowitz & Perkins, 1986; Dorsey, Scherer & Real, 1999; O'Hare, 1997).

Curiosity and Sensation-Seeking as a Motivation for Alcohol Abuse

Wolf, Olenick-Shamesh, Addad, Freen and Walters (1995) concluded that excessive alcohol consumption may be related to curiosity, a tendency towards risk-taking, and a constant search for new experiences. Prendergast (1994) found sensation-seeking to be more strongly related to drinking problems among college students than was stress relief. Studies conducted by Brennan, Walfish and AuBuchon (1986) and

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Ichiyama and Kruse (1998) discovered that students determined to be binge drinkers were also classified as impulsive and thrill seeking personality types. Characteristics of these personality types are pleasure seeking, extraverted, impulsive, dominant, tough-minded, rebellious, and non-conforming (Brennan et al., 1986). It was also concluded that students who show abusive drinking patterns are more likely to be classified as having the personality characteristics of impulsiveness and sensation-seeking (Brennan et al., 1986; Ichiyama & Kruse, 1998).

The Relationship Between Personality and Alcohol Abuse

Durkin, Wolfe and Clark (1999) attests to the fact that a great deal is known about the prevalence and consequences of binge drinking by college students, but there are no concrete explanation of all factors that contribute to this behavior. Proposed theories include stress, social acceptance, and curiosity and sensation-seeking. An additional theory proposed by many researchers including Durkin, Wolfe and Clark (1999) examines the influence of personality on binge drinking in young adults.

Researchers suggest that certain personality traits distinguish binge drinkers from light or moderate drinkers (Johnson, 1989). As previously stated, those with abusive drinking patterns tend to be classified as having an impulsive or sensation-seeking personality. This fact leads researchers to believe that personality factors or a predisposition towards participation in these behaviors, may be involved in the development of drinking problems (Donohew, Clayton, Skinner & Colon, 1999; Johnson, 1989).

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Research Connecting Personality and Alcohol Abuse

Brennan, Walfish and AuBuchon (1986) claims that there are personality characteristics which define someone as either more or less at risk for alcohol abuse. Certain characteristics reported by students who abuse alcohol include high levels of trait anxiety or trait anger and a low regard for authority and conventional beliefs (Durkin, Wolfe & Clark, 1999; Prendergast, 1994). Berkowitz and Perkins (1986) defined a "problem-prone" personality which is associated with problem drinking. Characteristics include lowered impulse control, proneness to deviant behavior, lowered expectations, and greater value placed on independence. In addition to the problem-prone personality, Brennan, Walfish and AuBuchon (1986) defined the "impulse expression/sensation-seeking personality" which is prone to alcohol abuse. Traits of this personality include impulse expression, autonomy, aggression, authority conflict, reduced conventionality, pleasure seeking, thrill and adventure seeking, boredom susceptibility, irresponsibility, dominance, rebelliousness, extraversion and lack of caution (Brennan et al., 1986).

Research Connecting Personality and Alcohol Abuse in Women

Johnson (1989) conducted a study to examine whether the personality traits of women who are heavy drinkers distinguish them from their light to moderate drinking counterparts. The study focused on social desirability, sensation seeking, fear of failure, birth order, and locus of control. Heavy drinkers were found to have significantly higher fear of failure and sensation seeking. These results suggest that personality factors may be involved in the development of problem drinking in women (Johnson, 1989).

Building upon the research's suggestion that certain personality types are more

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inclined to abuse alcohol leads to the focus of this paper. Focusing on the notion that prevention programs must be geared towards the appropriate population, it is necessary to discover who fits into the classification of the personality likely to abuse alcohol. By discovering who is most at risk, intervention and prevention programs will be targeted towards the appropriate students; those whose personality traits suggest they are more inclined to abuse alcohol.

Exploring the Five-Factor Model of Personality

Traits of the Five-Factor Model of Personality

As stated in chapter one, the five-factor model of personality has five traits or domains which are neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. Neuroticism relates to anxiety and depression. Extraversion focuses on sociability and excitability. Openness to experience looks at inquiring intellect and culture. Agreeableness refers to compassion and generosity. Conscientiousness focuses on accomplishments and responsibility (Caruso & Cliff, 1997).

Examining the Five-Factor Model of Personality

Saucier and Goldberg (1996) concluded that reducing a set of common English personality descriptors to only the most familiar descriptors led to a "crystal-clear" representation of the Big 5 of the five-factor model of personality. Borkemau, Digman and Costa and McCrae report that the Big 5 factors are rooted in thorough large scale studies and are consistent across languages including English, Dutch and German (DeRaad & Hoftee, 1993). Caruso and cliff (1997) report that there is empirical support for the five factor model of personality across rater observations, ages and cultures. The

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Big 5 are also found to be comparable on within data studies, between self-report and

peer ratings and between languages (Saucier & Goldberg, 1996). Due to the support of

the five-factor model of personality, the five factors have become known as the

"fundamental dimension of personality" (Maraun, 1997). The Neuroticism, Extraversion,

Openness Personality Inventory Revised (NEO PI-R) is the most frequently used tool for

assessing the domains of the five-factor model of personality (Caruso & Cliff, 1997).

Conclusions

The present study builds on the research finding of a link between personality and

alcohol abuse. It is hypothesized that participants who receive a high/low score on

certain facets (high: excitement seeking, self-consciousness, vulnerability, and

adventurousness; low: self-efficacy and cautiousness) of the five domains of the five-

factor model of personality will report higher levels of binge drinking. The present study

uses the IPIP-NEO (Johnson, no date), a version of the NEO PI-R to assess personality

facets of the five-factor model and a self report questionnaire to assess alcohol abuse.

CHAPTER THREE

Design of Study

Chapter three will focus on the methods used to conduct the current study. A description of both the participants, the procedure, and an explanation of the statistical analysis chosen will follow.

Participants

Participants in the current study included fifty two females, twenty six in each of the two groups. Participants ranged in age from 18 to 26. Year in school included freshman to seniors and graduate students. Participants were all volunteer females from a large, southern New Jersey University.

Measures

The present study uses two measures, one to assess personality traits and the other to determine whether or not a female is considered to be a "binge drinker." The first measure is the International Personality Item Pool Representation of the NEO PI-R, the IPIP-NEO (see Appendix A) which was developed by Dr. J. Johnson of Penn State University. The IPIP-NEO measures each of the five traits of the five-factor model of personality as well as thirty facets. The facets specifically being examined in the present study include excitement seeking, self-consciousness, vulnerability, adventurousness, self-efficacy and cautiousness. The IPIP-NEO was selected because it is comparable to the NEO PI-R, which is the most frequently used tool for assessing the five-factor model

of personality (Caruso & Cliff, 1997).

The second measure is a self-report survey developed by the author (see Appendix A). The survey will be used to determine whether or not the participants are classified as binge-drinkers or non-binge drinkers. In order for a female to be determined a binge drinker, she must report consuming four or more alcoholic beverages on one occasion (Dowdall et al., 1998; Gleason, 1994; Weingardt et al., 1998). Alcoholic beverages are defined by the present study as any beverage containing beer, wine or liquor. In order for a female to be determined a non-binge drinker, she must abstain from the consumption of alcohol or consume three or fewer alcoholic beverages on one occasion. After completing the IPIP-NEO, each participant then completed the alcohol use self-report survey.

Design of Study

The present study has two groups, a control group and an experimental group. The control group is made up of twenty-six students who do not report incidences of binge drinking. The experimental group is made up of twenty-six female students who report incidences of binge drinking as defined by the parameters of the present study. The study examined whether a relationship exists between binge drinking and a high or low score on certain facets of the five-factor model of personality.

Each participant was required to sign a consent form before beginning the study. Upon completion of the consent form, each participant was given a packet, which contained the demographic questionnaire, the IPIP-NEO, and the alcohol use self-report survey (see Appendix A for a complete packet). The IPIP-NEO uses a likert scale with

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five answer choices that range from very inaccurate to very accurate. Questions in the inventory include: Am afraid to draw attention to myself, Love flowers, Am concerned about others. Participants were asked to read each statement carefully and then use the rating scale to mark the phrase which best represents how accurately each statement describes them. After completing the personality inventory, each participant then completed the alcohol use self-report survey which contained questions concerning their level of alcohol consumption.

Variables

Independent Variables: Females classified as binge or non-binge drinkers.

Dependent Variables: Score of low, average or high for each of the six personality facets being examined (excitement seeking, self-consciousness, vulnerability, adventurousness, self-efficacy, and cautiousness).

Hypotheses

Excitement Seeking

Null Hypothesis (Ho): There will be no difference in scores for participants classified as binge or non-binge drinkers.

Alternate Hypothesis (Hi): Participants classified as binge drinkers will score significantly higher in excitement seeking than participants classified as non-binge drinkers.

Self-Consciousness

Null Hypothesis (Ho): There will be no difference in scores for participants classified as binge or non-binge drinkers.

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Alternate Hypothesis (Hi): Participants classified as binge drinkers will score significantly higher in self-consciousness than participants classified as non-binge drinkers.

Vulnerability

Null Hypothesis (Ho): There will be no difference in scores for participants classified as binge or non-binge drinkers.

Alternate Hypothesis (Hi): Participants classified as binge drinkers will score significantly higher in vulnerability than participants classified as non-binge drinkers.

Adventurousness

Null Hypothesis (Ho): There will be no difference in scores for participants classified as binge or non-binge drinkers.

Alternate Hypothesis (Hi): Participants classified as binge drinkers will score significantly higher in adventurousness than participants classified as non-binge drinkers.

Self-Efficacy

Null Hypothesis (Ho): There will be no difference in scores for participants classified as binge or non-binge drinkers.

Alternate Hypothesis (Hi): Participants classified as binge drinkers will score significantly lower in self-efficacy than participants classified as non-binge drinkers.

Cautiousness

Null Hypothesis (Ho): There will be no difference in scores for participants classified as binge or non-binge drinkers.

Alternate Hypothesis (Hi): Participants classified as binge drinkers will score

significantly lower in cautiousness than participants classified as non-binge drinkers.

Analysis

The self-report survey will determine whether the participants are classified as binge drinkers or non-binge drinkers. The scores on each facet, which will range from low to high, will be determined by Dr. Johnson's online version of the IPIP-NEO. In order to analyze the data, non-parametric independent t-tests will be used.

Summary

The current study uses the IPIP-NEO to assess six of the thirty facets of the five-factor model of personality and a self-report alcohol use survey to determine alcohol consumption levels. Non-parametric, independent t-tests are used to examine a relationship between binge drinking and high/low scores on the facets. Chapter four will explain the results of the statistical analysis and chapter five will link the results of the current study with previous research and suggest future research options.

CHAPTER FOUR

Analysis of Data

The following chapter summarizes the results of the data analysis in relation to each hypothesis.

Restatement of Hypotheses

Excitement Seeking

Null Hypothesis (Ho): There will be no difference in scores for participants classified as binge or non-binge drinkers.

Alternate Hypothesis (Hi): Participants classified as binge drinkers will score significantly higher in excitement seeking than participants classified as non-binge drinkers.

Self-Consciousness

Null Hypothesis (Ho): There will be no difference in scores for participants classified as binge or non-binge drinkers.

Alternate Hypothesis (Hi): Participants classified as binge drinkers will score significantly higher in self-consciousness than participants classified as non-binge drinkers.

Vulnerability

Null Hypothesis (Ho): There will be no difference in scores for participants classified as binge or non-binge drinkers.

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Alternate Hypothesis (Hi): Participants classified as binge drinkers will score significantly higher in vulnerability than participants classified as non-binge drinkers.

Adventurousness

Null Hypothesis (Ho): There will be no difference in scores for participants classified as binge or non-binge drinkers.

Alternate Hypothesis (Hi): Participants classified as binge drinkers will score significantly higher in adventurousness than participants classified as non-binge drinkers.

Self-Efficacy

Null Hypothesis (Ho): There will be no difference in scores for participants classified as binge or non-binge drinkers.

Alternate Hypothesis (Hi): Participants classified as binge drinkers will score significantly lower in self-efficacy than participants classified as non-binge drinkers.

Cautiousness

Null Hypothesis (Ho): There will be no difference in scores for participants classified as binge or non-binge drinkers.

Alternate Hypothesis (Hi): Participants classified as binge drinkers will score significantly cautiousness than participants classified as non-binge drinkers.

Data Analysis

Non-parametric, independent t-tests were run to determine an effect of the independent variable, binge or non-binge drinkers, on the dependent variables, scores on the six facets of the IPIP-NEO.

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Results of Data Analysis

The fifty two participants ranged in age from 18 to 26 and were from freshman to graduate students. Figure 4.1 shows the age breakdown of the participants and Figure 4.2 shows the year in school breakdown of the participants. Participants reported number of drinks consumed per night and the day of the week in which the most alcohol is consumed. Figure 4.3 and Figure 4.4 show the number of drinks consumed per night by binge and non-binge drinkers. Figure 4.5 and Figure 4.6 show the day of the week in which the most alcohol is consumed. Results of the non-parametric t-tests determine an effect of the independent variable, binge and non-binge drinkers, on the dependent variables, the six facets of the IPIP-NEO. The t-test determines mean rank scores and levels of significance. Chart 4.1 shows the mean binge and non-binge scores for each facet, the mean rank scores and the significance for each facet.

CHART 4.1

	Binge Mean Score	Non-binge Mean Score	Binge Mean Rank Score	Non-Binge Mean Rank Score	Significance
Excitement Seeking	2.6538	1.8077	35.12	17.88	.000
Self-Conscious	2.4231	1.5000	35.29	17.71	.000
Vulnerable	2.5000	1.6538	35.08	17.92	.000
Adventure	2.5000	1.4231	36.17	16.83	.000
Self-Efficacy	1.5769	2.3077	18.85	34.15	.000
Cautious	1.6538	2.4615	18.71	34.29	.000

Figure 4.1

Ages of Participants

26.00
24.00   18.00
23.00

22.00   19.00

21.00

20.00
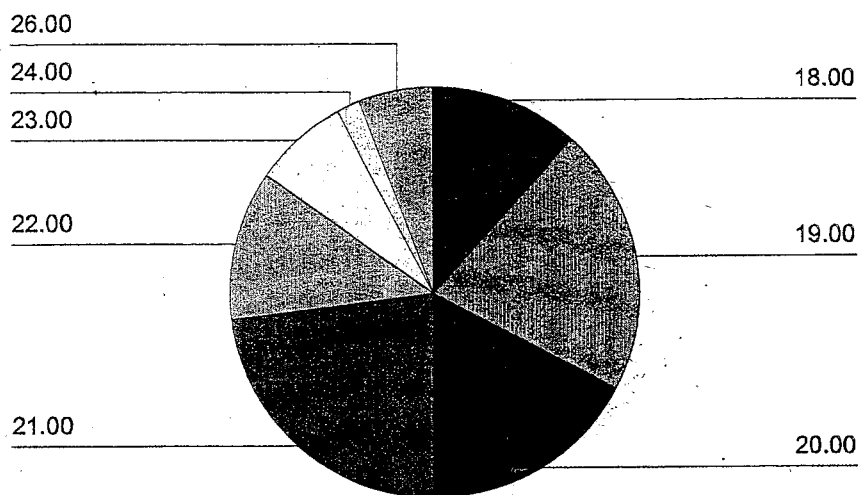
Figure 4.2

Year in School of Participants

20

19

13

10

10

6

4

Count

0

Freshman   Junior   Graduate
        Sophomore   Senior

year
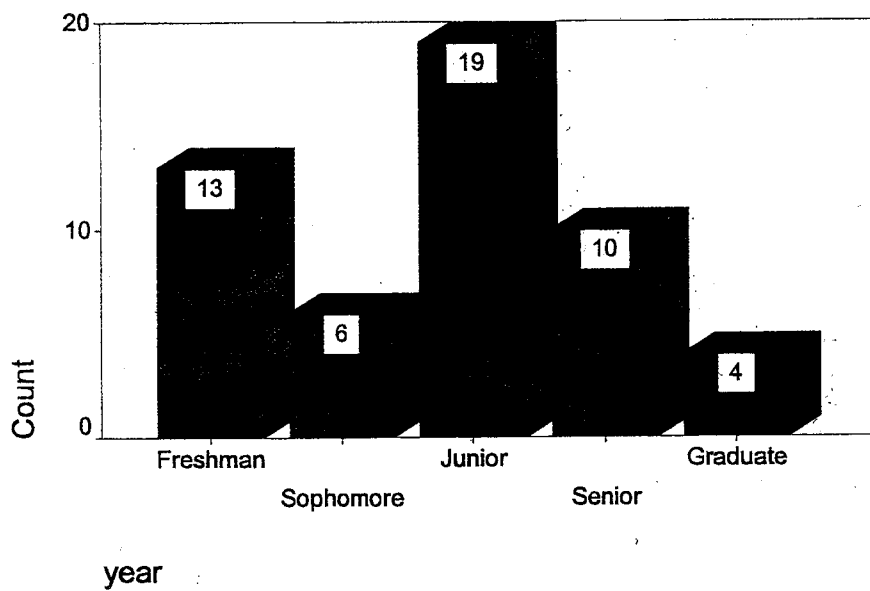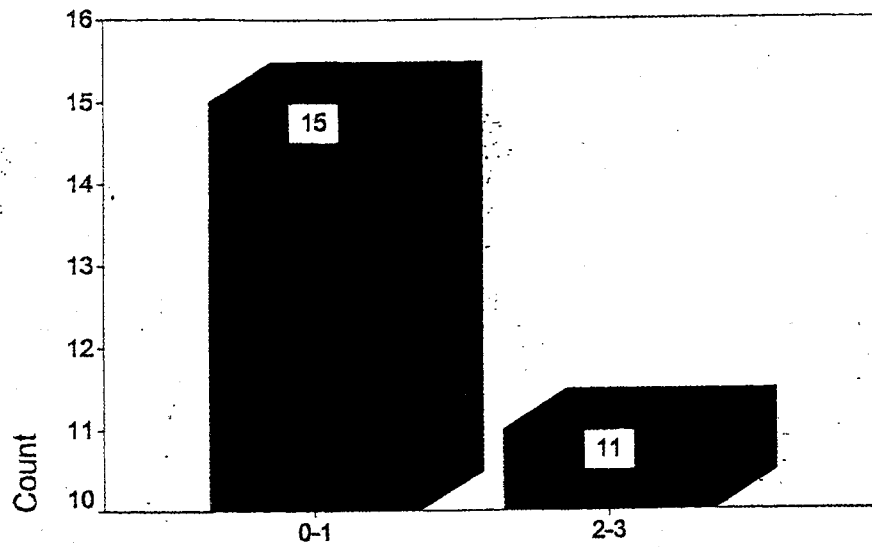
Figure 4.3

Number of Drinks Consumed Per Night by Non-Binge Drinkers

Figure 4.4
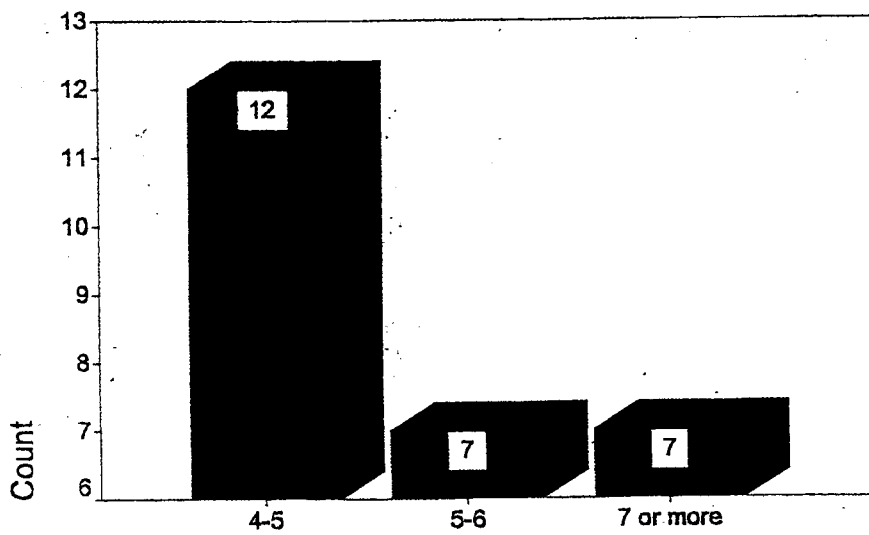
Number of Drinks Consumed Per Night by Binge Drinkers

(29)
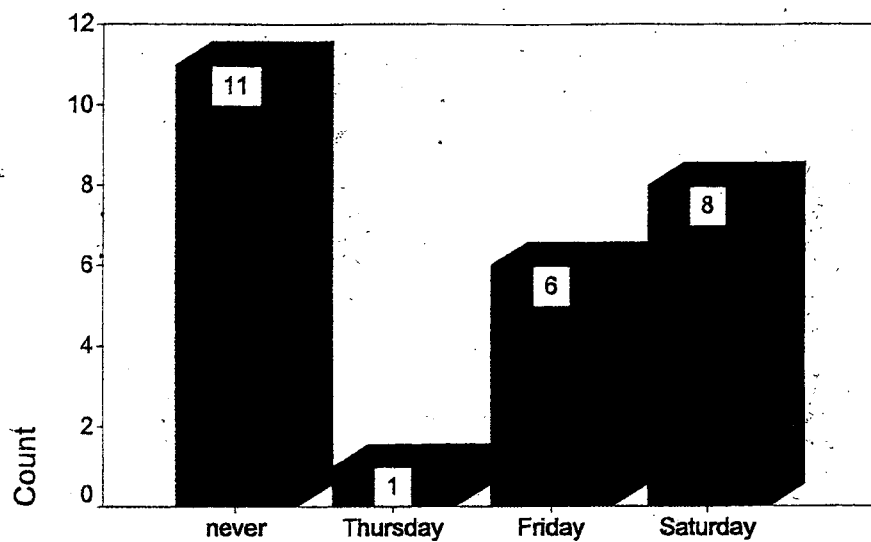
Figure 4.5

Day of the Week Alcohol is Consumed Most by Non-Binge Drinkers

Figure 4.6
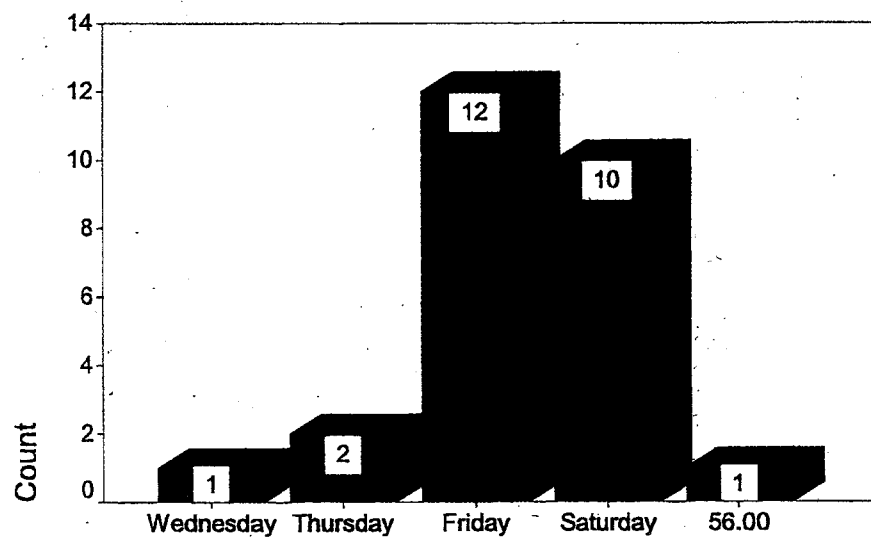
Day of the Week Alcohol is Consumed Most by Binge Drinkers

Accepting or Rejecting the Null Hypotheses

Excitement Level: Null hypothesis is rejected.

Self-Consciousness: Null hypothesis is rejected.

Vulnerability: Null hypothesis is rejected.

Adventurousness: Null hypothesis is rejected.

Self-Efficacy: Null hypothesis is rejected.

Cautiousness: Null hypothesis is rejected.

Summary

Non-parametric t-tests determined a significant effect of the independent

variables, binge or non-binge drinkers, on each dependent variable, score on the facets of

the IPIP-NEO. Chapter five will examine the results of the present study in relation to

previous research and will present implication for further research.

CHAPTER FIVE

Discussion and Implications for Previous Research

The present chapter will summarize the previous chapters and interpret the results of the present study in terms of previous research. Conclusions based on the results of the present study will be given and implications for future research will be discussed.

Summary

Alcohol abuse is a widespread problem on college campuses. The misuse and abuse of alcohol including binge drinking can lead to social, academic and physical consequences. Social consequences include depression, sexual misconduct and anxiety. Academic consequences include poor performance on examinations and class attendance. Physical consequences include permanent physical damage to the liver and increased physical aggression. There are many motivations which are associated with college students binge drinking behavior. Several of these motivating factors include stress reduction, social acceptance, curiosity and sensation seeking, and personality. The present study attempted to determine a link between personality and level of alcohol consumption.

Participants in the present study completed a personality inventory to determine their level of excitement seeking, self-consciousness, vulnerability, adventurousness, self-efficacy, and cautiousness. Each participant also completed a survey concerning their level of alcohol use which classified them as either a binge or a non-binge drinker. The

present study hypothesized that students who were classified as binge drinkers would have significantly higher ranking of the personality facets of excitement seeking, self-consciousness, vulnerability and adventurousness and significantly lower rankings on the personality facets self-efficacy and cautiousness compared to students classified as non-binge drinkers.

Discussion

The results of the present study are consistent with previous research concerning a relationship between alcohol abuse and personality. The current study found 50% of the participants elicit binge drinking behavior. The results are similar to those of Wechsler et al. (2000) which found binge drinking rates in their collegiate sample to be between 40-44%. The social, academic and physical consequences of alcohol abuse reinforce the need for more adequate and more effective prevention programs. Current alcohol abuse prevention techniques have shown positive and negative results (Feigelman et al., 1998; Rabow & Duncan-Schill, 1997). Gleason (1994) reports that programs targeted for women are virtually non-existent. Berkowitz and Perkins (1986) explains the need to focus on the existence of a problem-prone personality which is associated with problem drinking. Brennan et al. (1986) explains that prevention programs must be targeted towards specific at risk populations. The present study found a relationship between high/low scores on the personality facets of excitement seeking, self-consciousness, vulnerability, adventurousness, self-efficacy and cautiousness and incidences of binge drinking. Building on the research of Berkowitz and Perkins (1986) and Brennan et al. (1986), it would be possible to first determine who is more at risk for demonstrating

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binge drinking behavior by assessing rankings on personality facets. After determining

who is at risk, prevention and intervention efforts could be targeted towards those whose

personality determines them to be at risk.

Implications for Further Research

Future studies attempting to determine a relationship between alcohol abuse and

personality may want to elaborate on the parameters of the present study. In order to

elaborate on the present study a different participant make-up may be used. Possibilities

include a larger sample size, a more ethnically diverse sample, and including males.

Another area to be examined is family background and whether or not a genetic

predisposition to alcohol abuse, inherited personality traits or an interaction of the two

influences binge drinking behavior. Expanding on the current study would allow greater

advances in determining appropriate prevention and intervention techniques.

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APPENDIX A

INFORMATION PACKET GIVEN TO EACH PARTICIPANT INCLUDING

CONSENT FORM, PARTICIPANT INFORMATION, INSTRUCTIONS, IPIP-NEO,

ALCOHOL SELF-REPORT SURVEY

CONSENT FORM

I agree to participate in the current study conducted by Amanda L. Alexander, school psychology graduate student at Rowan University. The purpose of this study is to examine certain facets of the five-factor model of personality and also to look at self-reported alcohol use. The data collected in this study will be combined with data from previous studies and will be submitted for a master's thesis in school psychology.

I understand that I will be asked to complete a personality inventory and a self-report survey concerning my use of alcohol. My participation in the study should not exceed half an hour.

I understand that my responses will be anonymous and that all the data gathered will be confidential. I agree that any information obtained from this study may be used in any way thought best for publication or education provided that I am in no way identified and my name is not used.

I understand that there are no physical or psychological risks involved in this study, and that I am free to withdraw my participation at any time without penalty. I understand that I may obtain the results of my personality inventory by writing the last four digits of my social security number on the demographic questionnaire and then contacting the investigator at a later time.

I understand that my participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any other project facilitator.

If I have any questions or problems concerning my participation in this study I may contact Amanda Alexander at (609) 280-1368 or Dr. John Klanderman (thesis advisor) at X3797

_____   _____
(Signature of Participant)   (Date)

_____   _____
(Signature of Investigator)   (Date)

Participant Information

All information will be kept confidential

Age: _____

Year in school: Freshman: _____   Sophomore: _____   Junior: _____   Senior: _____

Please check the response that gives the best answer to the question:
What is your ethnicity?

_____   African American
_____   Asian American
_____   European American
_____   Hispanic American
_____   Native American
_____   Other

If you are interested in obtaining the results of your personality assessment, please list the last four digits of your social security number: _____
(this information is requested solely for identification purposes)

Instructions for completing the IPIP-NEO personality inventory

The following pages contain phrases describing people's behavior. Please use the rating scale at the top of each page to describe how accurately each statement describes you. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as honestly as you see yourself, in relation to other people you know of the same sex as you are, and roughly the same age. So that you can describe yourself in an honest manner, your responses will be kept in absolute confidence. Please read each item carefully and then mark the circle that corresponds to the accuracy of the statement.

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
1. Worry about things	0	0	0	0	0
2. Make friends easily	0	0	0	0	0
3. Have a vivid imagination	0	0	0	0	0
4. Trust others	0	0	0	0	0
5. Complete tasks Successfully	0	0	0	0	0
6. Get angry easily	0	0	0	0	0
7. Love large parties	0	0	0	0	0
8. Believe in the Importance of art	0	0	0	0	0
9. Would never cheat On my taxes	0	0	0	0	0
10. Like order	0	0	0	0	0
11. Often feel blue	0	0	0	0	0
12. Take charge	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
13 Experience My Emotions Intensely	0	0	0	0	0
14. Make people feel Welcome	0	0	0	0	0
15. Try to follow the Rules	0	0	0	0	0
16. Am easily Intimidated	0	0	0	0	0
17. Am always busy	0	0	0	0	0
18. Prefer variety to Routine	0	0	0	0	0
19. Am easy to satisfy	0	0	0	0	0
20. Go straight for the goal	0	0	0	0	0
21. Often eat too much	0	0	0	0	0
22. Love excitement	0	0	0	0	0
23. Like to solve complex problems	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
24. Dislike being the center of attention	0	0	0	0	0
25. Get chores done Right away	0	0	0	0	0
26. Panic easily	0	0	0	0	0
27. Radiate Joy	0	0	0	0	0
28. Tend to vote for liberal Political cnadidates	0	0	0	0	0
29. Sympathizes with the homeless	0	0	0	0	0
30. Avoid mistakes	0	0	0	0	0
31. Fear for the worst	0	0	0	0	0
32. Warm up quickly to others	0	0	0	0	0
33. Enjoy wild flights of fancy	0	0	0	0	0
34. Believe that others have good intentions	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
35. Excel in what I do	0	0	0	0	0
36. Get irritated easily	0	0	0	0	0
37. Talk to a lot of different people at parties	0	0	0	0	0
38. Like music	0	0	0	0	0
39. Stick to the rules	0	0	0	0	0
40. Like to tidy up	0	0	0	0	0
41. Dislike myself	0	0	0	0	0
42. Try to lead others	0	0	0	0	0
43. Feel others' emotions	0	0	0	0	0
44. Anticipate the needs of others	0	0	0	0	0
45. Keep my promises	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
46. Am afraid that I will do the wrong thing	0	0	0	0	0
47. Am always on the go	0	0	0	0	0
48. Like to visit new places	0	0	0	0	0
49. Can't stand confrontations	0	0	0	0	0
50. Work hard	0	0	0	0	0
51. Don't know why I do some Of the things I do	0	0	0	0	0
52. Seek adventure	0	0	0	0	0
53. Love to read challenging material	0	0	0	0	0
54. Dislike talking about myself	0	0	0	0	0
55. Am always prepared	0	0	0	0	0
56. Become overwhelmed by events	0	0	0	0	0
57. Have a lot of fun	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
58. Believe that there is no Absolute right or wrong	0	0	0	0	0
59. Feel sympathy for those who Are worse off than myself	0	0	0	0	0
60. Choose my words with care	0	0	0	0	0
61. Am afraid of many things	0	0	0	0	0
62. Feel comfortable around people	0	0	0	0	0
63. Love to daydream	0	0	0	0	0
64. Trust what people say	0	0	0	0	0
65. Handle tasks smoothly	0	0	0	0	0
66. Get upset easily	0	0	0	0	0
67. Enjoy being part of a group	0	0	0	0	0
68. See beauty in things that others Might not notice	0	0	0	0	0
69. Use flattery to get ahead	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
70. Want everything to be "just right"	0	0	0	0	0
71. Am often down in the dumps	0	0	0	0	0
72. Can talk others into doing things	0	0	0	0	0
73. Am passionate about causes	0	0	0	0	0
74. Love to help others	0	0	0	0	0
75. Pay my bills on time	0	0	0	0	0
76. Find it difficult to approach others	0	0	0	0	0
77. Do a lot in my spare time	0	0	0	0	0
78. Interested in many things	0	0	0	0	0
79. Hate to seem pushy	0	0	0	0	0
80. Turn plans into action	0	0	0	0	0
81. Do things I later regret	0	0	0	0	0
82. Love action	0	0	0	0	0
83. Have a rich vocabulary	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
84. Consider myself an average person	0	0	0	0	0
85. Start tasks right away	0	0	0	0	0
86. Feel that I'm unable to deal with things	0	0	0	0	0
87. Express childlike joy	0	0	0	0	0
88. Believe that criminals should receive Help rather than punishment	0	0	0	0	0
89. Value cooperation over competition	0	0	0	0	0
90. Stick to my chosen path	0	0	0	0	0
91. Get stressed out easily	0	0	0	0	0
92. Act comfortably with others	0	0	0	0	0
93. Like to get lost in thought	0	0	0	0	0
94. Believe that people are Basically moral	0	0	0	0	0
95. Am sure of my ground	0	0	0	0	0
96. Am often in a bad mood	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
97. Involve others in what I am doing	O	O	O	O	O
98. Love flowers	O	O	O	O	O
99. Use others for my own end	O	O	O	O	O
100. Love order and regularity	O	O	O	O	O
101. Have a low opinion of myself	O	O	O	O	O
102. Seek to influence others	O	O	O	O	O
103. Enjoy examining myself and my life	O	O	O	O	O
104. Am concerned about others	O	O	O	O	O
105. Tell the truth	O	O	O	O	O
106. Am afraid to draw attention to myself	O	O	O	O	O
107. Can manage many things at the same time	O	O	O	O	O
108. Like to begin new things	O	O	O	O	O
109. Have a sharp tongue	O	O	O	O	O

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
110 Plunge into tasks with my Whole heart	O	O	O	O	O
111 Go on binges	O	O	O	O	O
112 Enjoy being part of a loud crowd	O	O	O	O	O
113 Can handle a lot of information	O	O	O	O	O
114 Seldom toot my own horn	O	O	O	O	O
115 Get to work at once	O	O	O	O	O
116 Can't make up my mind	O	O	O	O	O
117 Laugh my way through life	O	O	O	O	O
118 Believe in one true religion	O	O	O	O	O
119 Suffer from others' sorrows	O	O	O	O	O
120 Jump into things without thinking	O	O	O	O	O
121 Get caught up in my problems	O	O	O	O	O
122 Cheer people up	O	O	O	O	O

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
123 Indulge in my fantasies	o	o	o	o	o
124 Believe in human goodness	o	o	o	o	o
125 Come up with good solutions	o	o	o	o	o
126 Lose my temper	o	o	o	o	o
127 Love surprise parties	o	o	o	o	o
128 Enjoy the beauty of nature	o	o	o	o	o
129 Know how to get around the rules	o	o	o	o	o
130 Do things according to a plan	o	o	o	o	o
131 Have frequent mood swings	o	o	o	o	o
132 Take control of things	o	o	o	o	o
133 Try to understand myself	o	o	o	o	o
134 Have a good word for everyone	o	o	o	o	o
135 Listen to my conscience	o	o	o	o	o

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
136 Only feel comfortable with friends	0	0	0	0	0
137 React quickly	0	0	0	0	0
138 Prefer to stick with things I know	0	0	0	0	0
139 Contradict others	0	0	0	0	0
140 Do more than what's expected of me	0	0	0	0	0
141 Love to eat	0	0	0	0	0
142 Enjoy being reckless	0	0	0	0	0
143 Enjoy thinking about things	0	0	0	0	0
144 Believe that I am better than others	0	0	0	0	0
145 Carry out my plans	0	0	0	0	0
146 Get overwhelmed by emotions	0	0	0	0	0
147 Love life	0	0	0	0	0
148 Tend to vote for conservative parties	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
149 Am not interested in other Other people's problems	O	O	O	O	O
150 Make rash decisions	O	O	O	O	O
151 Am not easily bothered by things	O	O	O	O	O
152 Am hard to get to know	O	O	O	O	O
153 Spend time reflecting on things	O	O	O	O	O
154 Think that all will be well	O	O	O	O	O
155 Know how to get things done	O	O	O	O	O
156 Rarely get irritated	O	O	O	O	O
157 Prefer to be alone	O	O	O	O	O
158 Do not like art	O	O	O	O	O
159 Cheat to get ahead	O	O	O	O	O
160 Often forget to put things Back in their place	O	O	O	O	O
161 Feel desperate	O	O	O	O	O

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
162 Wait for others to lead the way	0	0	0	0	0
163 Seldom get emotional	0	0	0	0	0
164 Look down on others	0	0	0	0	0
165 Break rules	0	0	0	0	0
166 Stumble over my words	0	0	0	0	0
167 Like to take it easy	0	0	0	0	0
168 Dislike changes	0	0	0	0	0
169 Love a good fight	0	0	0	0	0
170 Set high standards for myself And others	0	0	0	0	0
171 Rarely overindulge	0	0	0	0	0
172 Act wild and crazy	0	0	0	0	0
173 Am not interested in abstract ideas	0	0	0	0	0
174 Think highly of myself	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
175 Find it difficult to get down to work	O	O	O	O	O
176 Remain calm under pressure	O	O	O	O	O
177 Look at the bright side of life	O	O	O	O	O
178 Believe that too much tax money Goes to support artists	O	O	O	O	O
179 Tend to dislike soft-hearted people	O	O	O	O	O
180 Like to act on a whim	O	O	O	O	O
181 Am relaxed most of the time	O	O	O	O	O
182 Often feel uncomfortable around others	O	O	O	O	O
183 Seldom daydream	O	O	O	O	O
184 Distrust people	O	O	O	O	O
185 Misjudge situations	O	O	O	O	O
186 Seldom get mad	O	O	O	O	O
187 Want to be left alone	O	O	O	O	O

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
188 Do not like poetry	0	0	0	0	0
189 Put people under pressure	0	0	0	0	0
190 Leave a mess in my room	0	0	0	0	0
191 Feel that my life lacks direction	0	0	0	0	0
192 Keep in the background	0	0	0	0	0
193 Am not easily affected by my emotions	0	0	0	0	0
194 Am indifferent to the feelings of others	0	0	0	0	0
195 Break my promises	0	0	0	0	0
196 Am not embarrassed easily	0	0	0	0	0
197 Like to take my time	0	0	0	0	0
198 Don't like the idea of change	0	0	0	0	0
199 Yell at people	0	0	0	0	0
200 Demand quality	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
201 Easily resist temptations	0	0	0	0	0
202 Willing to try anything once	0	0	0	0	0
203 Avoid philosophical discussions	0	0	0	0	0
204 Have a high opinion of myself	0	0	0	0	0
205 Waste my time	0	0	0	0	0
206 Can handle complex problems	0	0	0	0	0
207 Laugh aloud	0	0	0	0	0
208 Believe laws should be strictly enforced	0	0	0	0	0
209 Believe in an eye for an eye	0	0	0	0	0
210 Rush into things	0	0	0	0	0
211 Am not easily disturbed by events	0	0	0	0	0
212 Avoid contacts with others	0	0	0	0	0
213 Do not have a good imagination	0	0	0	0	0
214 Suspect hidden motives in others	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
215 Don't understand things	o	o	o	o	o
216 Am not easily annoyed	o	o	o	o	o
217 Don't like crowded events	o	o	o	o	o
218 Do not enjoy going to art museums	o	o	o	o	o
219 Pretend to be concerned for others	o	o	o	o	o
220 Leave my belongings around	o	o	o	o	o
221 Seldom feel blue	o	o	o	o	o
222 Have little to say	o	o	o	o	o
223 Rarely notice my emotional reactions	o	o	o	o	o
224 Make people feel uncomfortable	o	o	o	o	o
225 Get others to do my duties	o	o	o	o	o
226 Am comfortable in unfamiliar situations	o	o	o	o	o
227 Like a leisurely lifestyle	o	o	o	o	o
228 Am a creature of habit	o	o	o	o	o

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
229 Insult people	O	O	O	O,	O
230 Am not highly motivated to succeed	O	O	O	O	O
231 Am able to control cravings	O	O	O	O	O
232 Seek danger	O	O	O	O	O
233 Have difficulty understanding Abstract ideas	O	O	O	O	O
234 Know the answers to many questions	O	O	O	O	O
235 Need a push to get started	O	O	O	O	O
236 Know how to cope	O	O	O	O	O
237 Amuse my friends	O	O	O	O	O
238 Believe that we coddle criminals Too much	O	O	O	O	O
239 Try not to think about the needy	O	O	O	O	O
240 Do crazy things	O	O	O	O	O

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
241 Don't worry about things that have Already happened	0	0	0	0	0
242 Am not really interested in others	0	0	0	0	0
243 Seldom get lost in thought	0	0	0	0	0
244 Am wary of others	0	0	0	0	0
245 Have little to contribute	0	0	0	0	0
246 Keep my cool	0	0	0	0	0
247 Avoid crowds	0	0	0	0	0
248 Do not like concerts	0	0	0	0	0
249 Take advantage of others	0	0	0	0	0
250 Am not bothered by messy people	0	0	0	0	0
251 Feel comfortable with myself	0	0	0	0	0
252 Don't like to draw attention to myself	0	0	0	0	0
253 Experience very few emotional Highs and lows	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
254 Turn my back on others	0	0	0	0	0
255 Do the opposite of what is asked	0	0	0	0	0
256 Am not bothered by difficult Social situations	0	0	0	0	0
257 Let things proceed at their own pace	0	0	0	0	0
258 Dislike new foods	0	0	0	0	0
259 Get back at others	0	0	0	0	0
260 Do just enough work to get by	0	0	0	0	0
261 Never spend more than I can afford	0	0	0	0	0
262 Would never go hang gliding or Bungee jumping	0	0	0	0	0
263 Am not interested in Theoretical discussions	0	0	0	0	0
264 Boast about my virtues	0	0	0	0	0
265 Have difficulty starting tasks	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
266 Readily overcome setbacks	0	0	0	0	0
267 Am not easily amused	0	0	0	0	0
268 Believe that we should be Tough on crime	0	0	0	0	0
269 Believe people should fend for Themselves	0	0	0	0	0
270 Act without thinking	0	0	0	0	0
271 Adapt easily to new situations	0	0	0	0	0
272 Keep others at a safe distance	0	0	0	0	0
273 Have difficulty imagining things	0	0	0	0	0
274 Believe that people are essentially evil	0	0	0	0	0
275 Do not see the consequences of things	0	0	0	0	0
276 Rarely complain	0	0	0	0	0
277 Seek quiet	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
278 Do not enjoy watching Dance performances	0	0	0	0	0
279 Obstruct others' plans	0	0	0	0	0
280 An not bothered by disorder	0	0	0	0	0
281 Am very pleased with myself	0	0	0	0	0
282 Hold back my opinions	0	0	0	0	0
283 Don't understand people who Get emotional	0	0	0	0	0
284 Take no time for others	0	0	0	0	0
285 Misrepresent the facts	0	0	0	0	0
286 Am able to stand up for myself	0	0	0	0	0
287 React slowly	0	0	0	0	0
288 Am attached to conventional ways	0	0	0	0	0
289 Hold a grudge	0	0	0	0	0

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
290 Put little time and effort into my work	0	0	0	0	0
291 Never splurge	0	0	0	0	0
292 Dislike loud music	0	0	0	0	0
293 Avoid difficult reading material	0	0	0	0	0
294 Make myself the center of attention	0	0	0	0	0
295 Postpone decisions	0	0	0	0	0
296 Am calm even in tense situations	0	0	0	0	0
297 Seldom joke around	0	0	0	0	0
298 Like to stand during the National anthem	0	0	0	0	0
299 Can't stand weak people	0	0	0	0	0
300 Often make last-minute plans	0	0	0	0	0

ALL INFORMATION WILL BE KEPT CONFIDENTIAL

Please answer the following questions in terms of the past month

1. Do you consume alcoholic beverages (beer, wine, and/or liquor)?

    Yes _____   No _____

2. **IF YES:** How many alcoholic beverages do you consume over the course of a week?

    5 or Under___   6-10___   11-15___   16-20___   21 or more___

3. Which night do you consume the most alcohol?

    Sunday___   Monday___   Tuesday___   Wednesday___

    Thursday___   Friday___   Saturday___

4. How many drinks do you typically consume on the night in which you consume the most alcohol ?

    0-1___   2-3___   4-5___   6-7___   7 or more___