Gender Differences in Drinking Habits Among College Students

Margaret Anne DeMayo
Dominican University of California

Survey: Let us know how this paper benefits you.
Follow this and additional works at: https://scholar.dominican.edu/ug-student-posters
Part of the Community Health Commons, Health Psychology Commons, and the Substance Abuse and Addiction Commons

Recommended Citation
DeMayo, Margaret Anne, "Gender Differences in Drinking Habits Among College Students" (2017). Student Research Posters. 46.
https://scholar.dominican.edu/ug-student-posters/46

This Presentation is brought to you for free and open access by the Student Scholarship at Dominican Scholar. It has been accepted for inclusion in Student Research Posters by an authorized administrator of Dominican Scholar. For more information, please contact michael.pujals@dominican.edu.
Introduction

Binge drinking is a common problem found in college students, which can be harmful to peers. The National Institute on Alcohol Abuse and Alcoholism (NIAAA) defines binge drinking as a pattern of drinking that brings a person's blood alcohol concentration (BAC) to 0.08 grams percent or above. According to the Centers of Disease Control and Prevention (CDC), once an adult is the United States binge drink about four times a month, consuming about four times a month, consuming about eight drinks per binge. Over time, binge drinking in college caused consequences for students such as poor academics and health problems. Some poor academics college students may experience are low exam scores, skipped classes, and incomplete assignments. Health problems college students may experience are mental health problems, such as stress and depression. Students who experience mental health problems while consuming large amounts of alcohol is at risk to endanger their well being and that of others.

The relationship between binge drinking and college students can be influential. The impact of binge drinking showed that students may experience academic failure, depression, and stress. Males and females have different quantities of the maximum alcoholic drinks they can consume. Most drinking starts during high school or freshman year of college. College students are influenced to drink due to drinking regularly with friends and living on campus.

Data from the Harvard School of Public Health College Alcohol Study (CAS) and Center of Disease Control and Prevention (CDC) Behavioral Risk Factor Surveillance System (BRFSS) provides information where high and low binge-drinkers are within a state or community. Research are examined and found how depression and stress disorder can impact with binge drinking. Alcohol is used as a coping mechanism when someone feels emotionally unstable or sad. Individuals who binge drink use alcohol as a companion when their mental health is at risk and as a way to heal when he or she is feeling pain and unhappiness.

Method

Procedure

The study used primary data analysis to conduct a quantitative analysis. The program Survey Monkey, was used to distribute the questionnaire. The data was kept on one of the three computers of the collaborators to keep the data organized. The questionnaire had a total of twenty-three questions. The purpose of the questionnaire was to better understand how college students deal with their stress, anxiety, depression, physical activity, and binge drinking patterns. Some questions were used from the BRFSS survey. The six questions part of the questionnaire measured the relationship between mental health and alcohol. The study had a sample size goal of 160 participants.

Results

Participants

• 166 undergraduate college students
• 27 males, 137 females, & 2 prefer not to answer

Demographic characteristics

The study conducted t-tests and chi-squared in SPSS. Within the age group, 67.3% were over age 21 and 31.5% were under age 21. More underclassmen responded to the questionnaire than underclassmen. In the sample, there were 16.1% males, 81.5% females, and 1.2% that preferred not to answer

• Binge drinking differences among groups
  Binge drinking between males and females differed on a number of variables. Results showed females using alcohol as a source of confidence building and stress relief. Females were more likely to drink less than 4 drinks than males. Males were found to consume more than 4 drinks compared to females. In addition, males abuse alcohol when their friends peer pressure them into drinking. Also, the relationship with males and appearance were more likely to drink more compared to females.

Age group showed differences in drinking behavior. 19 year olds were more likely to drink more than four alcoholic drinks. In addition, 19 year olds were more likely to drink alcohol from appearance concerns. Participants aged 21 and over were more likely to use alcohol to build confidence and had friends that peer pressured others to drink.

Grade levels in schools differentiate in binge drinking behavior. Seniors were more likely to drink more than 4 drinks than other grade levels. In addition, fifth year students used alcohol as a stress reliever and had friends that peer pressured them to drink. Seniors were likely to use alcohol to build confidence and appearance. Seniors were more likely to drink because of their appearance. The grade level differences showed how each grade level differed among the analyzed variables.

Conclusion

There was a significant gender difference in drinking habits. Females were more likely to use alcohol to influence stress relief and confidence. Males were more likely to drink more than the maximum amount of drinks. They are also likely to drink because of their appearance and being peer pressured. In addition, age, grade level, and major impact drinking as well. Underclassmen students were more likely to engage in drinking behaviors because they were able to gain access to alcohol and seen a “social norm” in college. The differences in gender need more evaluation and schools need to provide more coping mechanisms so students are not lead to developing alcoholism. Healthy coping mechanisms need to be addressed to college students.

Acknowledgements

The study would like to acknowledge the collaborators, Kaleigh Landberg and Lawrence F. Yu, for collaborating and creating the questionnaire. Also, the study appreciates the students that participated in the questionnaire. The researcher would like to acknowledge Dr. Bayles and Dr. Rusk for support and feedback during the research study.

References


