

Profiles of Responsible Drinking Motivations Among College Students

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Introduction

- ❖ Self-determination theory (SDT; Ryan & Deci, 2000) provides a useful framework for understanding responsible drinking motives
- ❖ Research indicates college students' motivation to drink responsibly varies in the quality and quantity of motivation
- ❖ Consistent with SDT, those in the "High Quality" motivation class reported the highest use of use of alcohol protective behavioral strategies (PBS), highest psychological needs satisfaction, and lowest alcohol-related problems
- ❖ **Objective:** to identify unique subpopulations of college students based on motives to drink responsibly per SDT using latent profile analysis

Method

PARTICIPANT AND PROCEDURES

- ❖ Using a large sample of college student drinkers recruited by the Addictions Research Team (current N=2780 drinkers), we used latent profile analysis to explore college students' motivation to drink responsibly

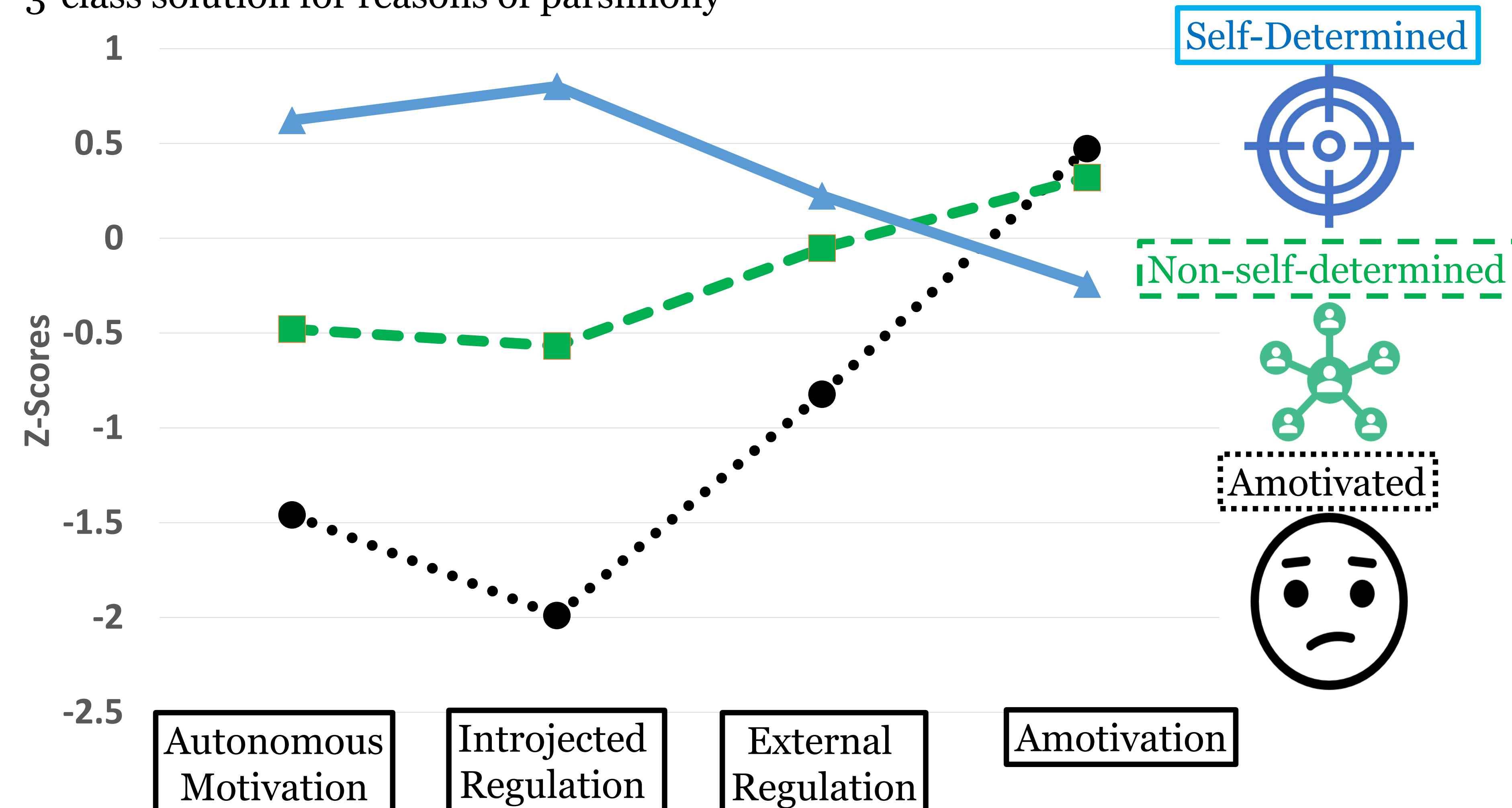
MEASURES

- ❖ **Motivations to drink responsibly.** 15-item Treatment Self-Regulation Questionnaire (TSRQ; Ryan & Connell, 1989)
- ❖ **Satisfaction and Frustration of Psychological Needs.** 24-item Basic Psychological Needs Satisfaction and Frustration Scale (Chen et al., 2015)
- ❖ **Temptation/Restraint.** 15-item Temptation and Restraint Inventory (Collins & Lapp, 1984)
- ❖ **Protective behavioral strategies.** 21-item Protective Behavioral Strategies Scale-20 (Treloar et al., 2015)
- ❖ **Drinking motives.** 28-item Modified Drinking Motives Questionnaire-Revised (Grant et al., 2007)
- ❖ **Alcohol use.** Typical quantity of alcohol use in past 30 days (Daily Drinking Questionnaire, Collins et al., 1985)
- ❖ **Negative alcohol-related consequences.** 24-item Brief-Young Adult Alcohol Consequences Questionnaire (Read et al., 2007)

Results

LATENT PROFILE ANALYSIS

- ❖ We used latent profile analysis (LPA) in Mplus 8.3 (Muthén & Muthén, 1998-2019) to determine the number of distinct profiles defined by motives
- ❖ Based on fit statistic (e.g., Lo-Mendell-Rubin adjusted likelihood ratio test; Lo et al., 2001; Vuong, 1989) and interpretability, we could select a 3- or 6-class solution
- ❖ Given that our conceptual findings were similar with both solutions, we focused on the 3-class solution for reasons of parsimony



COMPARING OUTCOMES BETWEEN THE SELF-DETERMINED, NON-SELF-DETERMINED, AND AMOTIVATED LATENT CLASSES



The self-determined class consisted of 55% of college student drinkers. They reported the highest level of using protective behavioral strategies, the highest needs satisfaction, the lowest alcohol use and fewest negative alcohol-related consequences.



The non-self-determined class consisted of 32% of college student drinkers. They reported the highest level of cognitive preoccupation and concern about drinking, highest levels on all drinking motives, highest alcohol use, and experienced the most negative alcohol-related consequences.



The amotivated class consisted of 13% of college student drinkers. They reported the lowest level of using protective behavioral strategies, reported alcohol use and negative alcohol-related consequences in between the other classes, and reported the lowest needs frustration.

Discussion

- ❖ Results suggested that about half of the sample were defined by high self-determined motivations to drink responsibly (self-determined class), about one-third were high in all motivations including amotivation (non-self-determined class), and 13% were low in all motivations except amotivation (amotivated class)
- ❖ Consistent with self-determination theory, the self-determined class reported using more protective behavioral strategies and reported lower alcohol use and consequences
- ❖ We found similar profiles as Richards et al. (2020), though the non-self-determined class was much lower on autonomous motivation and introjected regulation than the 'highly motivated' profile found by Richards et al. (2020)
- ❖ Together, this discrepancy warrants replication of these profiles across unique samples
- ❖ Cross-sectional data may also not be sufficient to elucidate potential negative effects of less self-determined motivation, so longitudinal research is needed to determine the health effects of low vs. high self-determined motivations over time
- ❖ Although we expected the amotivated class would report the worst alcohol-related outcomes, they fell between the two other classes, which may be explained by their lower endorsement of drinking motives (i.e., different reasons for drinking)
- ❖ Additional work is needed to theoretically integrate motivation for drinking responsibly (based on self-determination theory) and drinking motives (based on motivational models of alcohol use)
- ❖ Better understanding of motivational profiles for responsible drinking may inform targets of interventions for increasing PBS use among college students

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