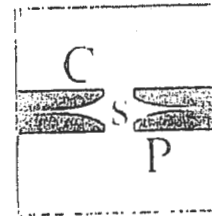


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Edited by

Sherri McCarthy, Ph.D.; Stephen Newstead, Ph.D.;
Victor Karandashev, Ph.D.; Carlo Prandini, Ph.D.;
Claudio Hutz, Ph.D., and William Gomes, Ph.D



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PREFACE

This book is intended to be an overview of teaching and learning psychology internationally, including papers that demonstrate the current state of international psychological research and practice. It summarises what those of us on the Organising Committee of the International Conference on Psychology Education (ICOPE) know about teaching and learning, drawing on our own experiences, our published and edited research in the area and the many papers contributed from the International Conference on Psychology Education and International Council of Psychologists joint conference in Foz do Iguaçu, Brazil in 2005. The book disseminates information about good practice and covers many aspects of teaching, including curriculum, planning, activities and assessment practices from countries throughout the world. Useful papers from many areas of applied psychology that may be of interest to both teachers and students of psychology, as well as practicing psychologists, are included. The aim of the book is to provide up-to-date coverage of key areas of psychological research which have relevance to psychology education in a manner that is both technically accurate and readily understandable. The book incorporates research and perspectives from psychologists and professors from more than 20 countries throughout the world. It includes relevant information for secondary (high school), undergraduate (baccalaureate) and post-graduate (M.A., Doctoral and Post-Doctoral) programmes.

A key feature of the book is its international perspective on psychology teaching and learning. There is an enormous North American influence on psychology education, due in no small part to the success of textbooks such as the various versions of Hilgard and Atkinson's 'Introduction to Psychology'. However, there remain many differences in how psychology is approached and taught in various parts of the world, which need to be recognised. The authors have extensive experience teaching using many mediums, including interactive television, web-courses, distance seminars and traditional lecture courses in many countries, including Russia, Brazil, Italy, Mexico, the U.S. and the UK and have worked in programme evaluation and examination in those countries, as well as others. We draw on these extensive experiences in synthesising the material gathered here.

Members of the ICOPE Organising Committee with expertise teaching psychology at these various levels and in many places wrote the chapters and

edited the papers included within each. The papers were contributed by noted psychologists and professors of psychology from throughout the world, selected from those presented at the conference. Although all of the editors collaboratively shared knowledge in refining the chapters throughout, we each took specific responsibility for designated chapters most related to our own expertise.

Carlo Prandini of the University of Bologna wrote and edited the chapters on secondary education. Carlo has extensive experience in secondary teacher training in Italy and has also taught psychology at the secondary level. William Gomes, Universidade Federal do Rio Grande do Sul (UFRGS), Brazil co-wrote the section on university-level psychology teaching in Brazil. Dr. Gomes has extensive teaching and research experience in this area and recently served on a federal government committee for curricular reform for training Brazilian psychologists. He spent his last sabbatical at the University of Michigan in the U.S., broadening his familiarity of teaching practices with noted psychology educator William McKeachie. Dr. Claudio Hutz, also of UFRGS, also contributed to the chapter on South America. Originally educated in Israel and the U.S., he has worked in psychology teaching and programme administration for over two decades, and consulted and served on committees related to this field in China, the EU, throughout South America and elsewhere. He is currently actively involved with graduate programme evaluation in Brazil.

Victor Karandashev, the organiser of the 1st International Conference on Psychology Education in St. Petersburg, Russia in 2002 and a driving force behind the continuing success of the international conferences on psychology teaching and learning contributed his vision for the future of international psychology, and summarized psychology education in Europe at the present time. Dr. Stephen Newstead, Dean at the University of Plymouth, UK, noted cognitive psychologist and former president of the British Psychological Society, summarized recent research on best practices in psychology teaching and assessment. Dr. Newstead is an active force in programme quality evaluation in the UK and elsewhere.

I summarised teaching practices in other areas of the world with the help of colleagues who work in those regions based on my experiences and research projects in the respective countries presented. I also edited the text throughout, along with Dr. Newstead's assistant Sheila Truscott and Amanda Millar, our helpful editor and typesetter at *Cambridge Scholars Press*, for the sake of accuracy, clarity and consistency. I apologise in advance for any

mistakes with UK spelling and capitalisation conventions! They are certainly mine, and should not reflect on the authors.

I would like to thank all of the many contributors for sharing their expertise. We hope this book will be a valuable source of information to all psychologists, and especially to all teachers of psychology, regardless of level and subject, in countries around the globe. We also hope it will bring all of us closer together in making psychology a discipline which transcends national boundaries and better serves all of mankind as we share this fragile planet.

Sherri McCarthy—February, 2007

This book is dedicated to all of our colleagues who have devoted their time and energy to help us bring together information about the similarities and differences of teaching and practicing psychology throughout their respective countries. It is especially dedicated to Professor Ernesto Alvarez (1953-2007), former Dean of Psychology at Universidad Autonoma de Baja California (UABC), who spent much of his life bringing together students and professors of psychology from around the world.

Teaching Psychology around the World, edited by Sherri McCarthy, Ph.D.; Stephen Newstead, Ph.D.; Victor Karandashev, Ph.D.; Carlo Prandini, Ph.D.; Claudio Hutz, Ph.D., and William Gomes, Ph.D

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ALCOHOL USE AT THE UNIVERSITIES:
AN ANALYSIS OF TRENDS AT THE UNIVERSITY
OF BOTSWANA

A. ALAO, N. FORCHEN, H. ROY & C. TIDIMANE,
UNIVERSITY OF BOTSWANA

Introduction

The use and abuse of alcohol has been a source of concern in different parts of the world. The prevalence of alcohol abuse has been investigated in different settings including educational settings. In Western countries, notably in the United States of America, colleges and universities have formulated policies to address alcohol use within their campuses. The report on the Rapid Situation Assessment Survey on substance abuse and drug trafficking in the Republic of Botswana was also submitted by the Drugs Regulatory Unit of the Ministry of Health in 2001. This report focused on the use of alcohol and other drugs in the country.

The use of alcohol and other drugs have resulted in tragedies and deaths from alcohol poisoning and from other alcohol related incidents that have been observed in some campuses in different parts of the world. Alcohol and other drug use have been responsible for accidents, injuries, vandalism and crime and frequently are a key factor in students' problems with course work and learning in institutions.

Even though there is no previous, documented assessment of alcohol use and abuse within the University of Botswana campuses in Gaborone, some administrators and student personnel have expressed concern about alcohol use. The university should provide an exciting and enriching environment that will promote students' academic and social development and safety, and discourage behaviour such as alcohol abuse because of its negative outcomes.

Background to the Study

The University of Botswana has noticed with concern the use and abuse of alcohol within its community. There is also the usual debate on how to regulate the use of alcohol if its use is to be allowed within the university community. Other questions sometimes asked are: "Should the University of Botswana be alcohol free?" "Should the use of alcohol be restricted for students while staff who are considered to be more mature continue to use alcohol?" and "If alcohol is allowed within the university community, should there be control of its usage?" These and other questions prompted the Student Affairs Division under the Deputy Vice Chancellor, Student Affairs, Dr. B.S. Mguni to initiate a study that would provide the views of the university community to alcohol use and other issues associated with alcohol use and abuse.

Statement of the Problem

The use of alcoholic beverages have been observed to lead to loss of effectiveness in human life while the abuse of alcohol can affect negatively the teaching and learning process in an academic environment. It is not unusual for those who abstain or drink moderately to suffer second hand effects from those who engage in high risk drinking.

Objectives of the Study

The objectives of this study are to determine:

- i) The extent of alcohol use with the various demographic variables in the university community;
- ii) The possible consequences of alcohol abuse in the university community, and
- (iii) How the abuse of alcohol could be regulated within the university community.

Purpose of the Study

In general, the purpose of the study is to determine the prevalence of alcohol use and abuse within the University of Botswana Community. The purpose of the study is also to explore the perception of the university community toward alcohol use and abuse.

Significance of the Study

It was anticipated that the study would provide information and data on alcohol use and abuse that would be helpful in formulation of alcohol policy for the University of Botswana. The university community is first and foremost a learning community. It needs to create an environment that will discourage alcohol abuse and its associated negative consequences. The determination of the prevalence of abuse would also enable the university to put in place programmes to assist those who are dependent on alcohol through various strategies.

Literature Review

Trend of alcohol use among the youth and students

According to Jernigan (2001), quoting the Global Burden of Disease Study, in 1990 five per cent of all deaths among young people and children aged from five to twenty-nine were caused by the use of alcohol. Evidence gathered from around the world indicates that, among young people, the practice of binge drinking is continuing to grow. What was once a phenomenon of the developed world has now spread to developing countries. This situation is exacerbated by the proliferation and sophistication of marketing techniques which far outstrip the availability or development of prevention techniques. Jernigan (2001) reports that globally young people are starting to drink earlier. For some time, longitudinal studies have indicated that the sooner young people start drinking alcohol, the more likely they are to suffer dependence and other negative effects later in life. Furthermore, the way young people in developed countries drink often leads to consequences such as alcohol related car crashes, homicides, suicides, and drowning. As these patterns of drinking spread to developing countries, it is likely that they will have an effect on youth mortality and morbidity "of equivalent or greater magnitude as a result of the relative lack of health care services and other mitigating or protective factors" (Jernigan, 2001).

Persistent or excessive alcohol use within an academic institution has been of concern to administrators, staff and students. In the western countries, Wechsler et al., (2000; 1994) noted that in addition to the much publicized alcohol related deaths on campus, heavy episodic drinking (binge drinking) on campuses is associated with property damage, injuries arising from fights, unwanted sexual advances and encounters with the police. The adverse outcomes associated with heavy episodic drinking do not fall exclusively on those who engage in this behaviour. Second hand effects of episodic drinking include interruption of study, having to baby-sit a drunken student, and being the victim of physical or

sexual assault (Wechsler et al., 2001a; 1995). Wechsler, et al. (2001b) found that campus bans on drinking (which limit access to alcohol) reduce the prevalence of drinking and heavy episodic (binge) drinking. Williams, Chaloupka and Wechsler (2002) also found that college bans on alcohol reduce the likelihood of both drinking and heavy drinking. Williams, Pacula, Chaloupka and Wechsler (2001) also found that beer tax and high alcohol price has a negative impact on the prevalence of both alcohol and marijuana use. Campus bans on alcohol use are also associated with a lower probability of using alcohol and marijuana.

Going to university is a wonderful experience but for some students, particularly their first year could be a stressful and difficult experience. Making the best of university years and coping with other challenges would be complicated by high risk drinking and by dependence on alcohol. That is why one of the key actions called by the National Alcohol Policy in Ireland was the development of a campus alcohol policy which would promote sensible drinking among students and limit campus-related drinks industry sponsorship (Downer, 2001).

Several national studies have documented high rates of drinking on college campuses and a wide range of negative repercussions of student alcohol use (Presley, Leichliter & Meilman, 1999; Wechsler et al, 1999). The associated consequences of alcohol use resulting in fighting, vandalism acquaintance rape and unprotected sex have also been reported on college campuses, (Presley, Leichliter & Meilman 1999, Wechsler et al, 1999; Abbey 1991). Difficulty in meeting academic responsibilities has been identified as one of the most common consequences of alcohol use. In addition to well documented consequences such as poor performance on assignments and missed classes, anecdotal evidence suggests that many students who drop out of colleges and universities have alcohol and other drug problems (Eigen 1991). Eigen (1991) also noted that a national survey of nearly 94,000 students from 197 colleges and universities conducted over three years found in the third year that students with grade "A" average consume a little more than 4 drinks per week, grade "B" students have 6 drinks per week, grade "C" students average almost 8 drinks per week and students with grade "D's" or grade "Fs" consume almost 10 drinks per week. In a survey conducted by Core Institute (1999) of 65,033 college students from 157 two and four year colleges located in the United States, 22.6% of students reported performing poorly on a test or assignment and 32.8% said they had missed a class due to alcohol use in the previous 12 months. Wechsler et. al (1999) also noted that an estimated one-third of American colleges can be classified as "high-binge" schools, where more than half the student body are binge drinkers. At high binge colleges, nine out of ten students living on campus have suffered some effect, such as fights, assaults and

property damage because of others' drinking and nearly 70% have had their studying or sleep interrupted.

Alcohol Usage in Botswana

The study, based on a rapid situation assessment survey on substance abuse and drug trafficking in Botswana by the Drugs Regulatory Unit, Ministry of Health (2001) noted that two-thirds of the sample population have experimented with alcohol, with 17.9% of the females using it occasionally and 31.7% of the males using it at least weekly, while 11.2% more males drink occasionally. Compared to Namibia and Lesotho, the alcohol usage figure among the youth in Botswana (40%) is 5% and 10% lower respectively.

Methodology

Research Design

The study was a rapid situation assessment survey on alcohol use and or abuse among staff and students within the University of Botswana Campuses in Gaborone. The study employed a survey design using a self administered questionnaire. The questionnaire was based on the areas of concern within the University and some items initially included in the questionnaire were deleted with focus on major issues of concern. The questionnaire was either completed while the research assistants waited or left with the respondents and collected later. Research Assistants were recruited among students and the target population was within the University community. The research assistants participated in an orientation on how to administer the questionnaire to the respondents. The study was carried out between September and October of 2004. Descriptive statistics were utilized for this study.

Sample Selection

Subject participation was voluntary and anonymous. A stratified random sample was adopted to ensure the representation of various demographic variables on campus namely: age distribution, marital status, faculty in which subjects study or work, gender, level of study and status within the university. The researchers are of the opinion that the sample was representative enough to draw meaningful conclusions from data generated.

Instrument

The instrument used was a modified version of the one developed by the World Health Organisation with a focus on items dealing with alcohol. The instrument was also subjected to expert/peer review because of its modification and subjected to pilot-testing to determine clarity of items. The validity was based mainly on content and face validity. The research assistants also participated in pre questionnaire administration training on the purpose of the study and the design of the instrument with the aim to ensure reliability.

Presentation and Analysis of Data

Description of subjects

The study was comprised of 735 subjects, 382 or 52% males and 353 or 48% females. There were 164 staff or 22.3% of the sample population. The subjects were mainly undergraduates (69.9%). Only 4.8% were postgraduate students. About three-fifths of the subjects, 57.2%, were below age 25 years out of whom about 43.9% were between the ages 20 to 24 years. All the faculties in the university were represented in the sampling.

Table 1: Perception of Alcohol Use on Campus by staff and students

Statement	Yes		No		Total	
	Count	Percent	Count	Percent	Count	Percent
Students drink too much on Campus	544	74.7	184	25.3	728	100.0
I have encountered frequent misuse of alcohol by students	540	73.9	191	26.1	731	100.0
There is too much littering on campus as a result of alcohol consumption	503	69.2	224	30.8	727	100.0
There are not enough outlets for alcoholic drinks on campus	358	49.6	364	50.4	722	100.0
I have been a victim of alcohol abuse by students	282	38.5	450	61.5	732	100.0
The range of alcoholic drinks on campus is too limited	256	36.3	449	63.7	705	100.0
I have encountered frequent misuse of alcohol by staff	184	25.2	546	74.8	730	100.0
I am not aware of any misuse of alcohol in the University of Botswana	178	24.3	554	75.7	732	100.0
I have been a victim of alcohol abuse by staff	112	15.3	618	84.7	730	100.0
Other (specify)	27	64.3	15	35.7	42	100.0

From Table 1, the perception of subjects on the use of alcohol are as follows:

- i). **Students drink too much on campus:** Out of 728 subjects responding, 544 or 75% of them felt students drink too much while 25% or 184 felt they did not.
- ii). **I have encountered frequent misuse of alcohol by students:** Out of the 731 respondents, 74% or 540 have encountered frequent misuse of alcohol by students.

- iii). **There is too much littering on campus as a result of alcohol consumption:** Out of the 727 respondents, 69% or 503 said there is too much littering on campus as a result of alcohol consumption.
- iv). **There are not enough outlets for alcoholic drinks on campus:** Out of the 722 respondents, 358 or 50% felt there were not enough outlets for alcohol drinks on campus.
- vi). **I have been a victim of alcohol abuse by students:** Out of the 732 respondents, 282 or 39% have been a victim of alcohol abuse by students.
- vii). **The range of alcoholic drinks on campus is too limited:** Out of the 705 respondents, 256 or 36% felt the range of alcoholic drinks on campus was too limited.
- viii). **I have encountered frequent misuse of alcohol by staff:** Out of the 730 respondents, 184 or 25% have encountered misuse of alcohol by staff.
- ix). **I am not aware of any misuse of alcohol in the University of Botswana:** Out of 730 respondents, 75% were aware of alcohol abuse.
- x). **I have been a victim of alcohol abuse by staff:** Out of 730 respondents to this item, 112 or 15% have been a victim of alcohol abuse by a member of staff.

Table 2: Effects of Drinking Behaviour (Students perception)

Statement	Yes		No		Total	
	Count	Percent	Count	Percent	Count	Percent
Had study or sleep interrupted	335	68.8	152	31.2	487	100.0
Was Insulted or humiliated	266	52.8	238	47.2	504	100.0
Had to take care of a drunken colleague	211	44.2	266	55.8	477	100.0
Had a serious argument or quarrel	209	42.0	289	58.0	498	100.0
Had encouraged the use of dagga and other drugs	122	26.8	334	73.2	456	100.0
Had a Lecture disrupted	117	25.1	350	74.9	467	100.0
Had road blocked by the car of the student or student's friend	105	24.9	316	75.1	421	100.0
Was physically assaulted	120	24.0	379	76.0	499	100.0
Experienced an unwanted sexual advance	106	22.6	363	77.4	469	100.0
Was sexually assaulted	63	13.6	401	86.4	464	100.0
Other(s) indicate	5	20.8	19	79.2	24	100.0

Table 2 provides data on effects of drinking as perceived by students.

- i). **Had study or sleep interrupted:** Out of 487 respondents, 335 or 69% of the respondents had study or sleep interrupted.
- ii). **Was Insulted or humiliated:** Out of 504 respondents, 266 or 53% were either humiliated or insulted.
- iii). **Had to take care of a drunken colleague:** Of the 477 respondents to this item, 211 or 44% had to take care of a drunken colleague.
- iv). **Had a serious argument or quarrel:** Out of the 498 respondents, 209 or 42% had a serious argument or quarrel as a result of influence from alcohol.

- v). **Had encouraged the use of dagga and other drugs:** Of the 456 subjects responding to this item, 122 or 27% had encouraged the use of dagga and other drugs.
- vi). **Had a Lecture disrupted:** Out of the 467 respondents to this item, 117 or 25% had a lecture disrupted.
- vii). **Had road blocked by the car of the student or student's friend:** Out of the 421 respondents to this item, 105 or 25% had the road blocked by the car of the student or student's friend.
- viii). **Was physically assaulted:** Out of the 499 respondents to this item, 120 or 24% were physically assaulted.
- ix). **Experienced an unwanted sexual advance:** Out of the 469 respondents to this item, 106 or 23% experienced an unwanted sexual advance.
- x). **Was sexually assaulted:** From the 464 respondents to this item, 63 or 14% were sexually assaulted.

Table 3: Effects of Drinking Behaviour (STAFF perceptions)

Statement	Yes		No		Total	
	Count	Percent	Count	Percent	Count	Percent
Experienced an unwanted sexual advance	66	46.5	76	53.5	142	100.0
Was physically assaulted	61	43.9	78	56.1	139	100.0
Was Insulted or humiliated	55	39.9	83	60.1	138	100.0
Had to take care of a drunken colleague	30	34.5	57	65.5	87	100.0
Had encouraged the use of dagga and other drugs	38	27.5	100	72.5	138	100.0
Was sexually assaulted	28	25.9	80	74.1	108	100.0
Had a serious argument or quarrel	33	24.8	100	75.2	133	100.0
Cancelled class or poorly presented Lecture	28	21.7	101	78.3	129	100.0
Had road blocked by the car of the staff or staff's friend	17	13.4	110	86.6	127	100.0
Other(s) indicate	32	26.2	90	73.8	122	100.0

Table 3 provides data on effects of drinking as perceived by staff.

- i). **Experienced an unwanted sexual advance:** Out of 142 respondents, 66 or 47% experienced an unwanted sexual advance by a member of staff under the influence of alcohol.
- ii). **Was physically assaulted:** Out of 139 respondents, 61 or 44% were physically assaulted by a member of staff under the influence of alcohol.
- iii). **Was insulted or humiliated:** Out of 138 respondents, 55 or 40% were insulted or humiliated by a member of staff under the influence of alcohol.
- iv). **Had to take care of a drunken colleague:** Out of 87 respondents, 30 or 35% had to take care of a drunken staff colleague.
- v). **Had encouraged the use of dagga and other drugs:** Out of 138 respondents, 38 or 28% had encouraged the use of dagga or other drug.
- vi). **Was sexually assaulted:** Out of 108 respondents, 28 or 26% were sexually assaulted by a member of staff under the influence of alcohol.
- vii). **Had a serious argument or quarrel:** Out of 133 respondents, 33 or 25% had a serious argument or quarrel with a member of staff under the influence of alcohol.
- viii). **Cancelled class or poorly presented lecture:** Out of 129 respondents, 28 or 22% had a class cancelled or poorly presented lecture because of a member of staff under the influence of alcohol.
- ix). **Had road blocked by the car of the staff or staff's friend:** Out of 127 respondents, 17 or 13% had a road blocked by the car of staff apparently under the influence of alcohol.

Table 4: Personal Experiences of Subjects Resulting from Influence of Alcohol

Personal Experience	Yes		No		Total	
	Count	Percent	Count	Percent	Count	Percent
Behaved stupidly	183	50.6	179	49.4	362	100.0
Have an accident	148	40.9	214	59.1	362	100.0
Have health problems	136	37.4	228	62.6	364	100.0
Been late to or absent from lectures	122	35.3	224	64.7	346	100.0
Been late or absent from work	85	28.2	216	71.8	301	100.0
Have Unprotected Sexual Intercourse	81	23.5	263	76.5	344	100.0
Been a victim of unsolicited sex with someone	47	14.8	271	85.2	318	100.0
Forced someone to have sex with someone	47	14.6	276	85.4	323	100.0
Other (indicate)	22	25.9	63	74.1	85	100.0

Table 4 summarizes the experiences of subjects resulting from influence of alcohol as follows:

- i). **Behaved stupidly:** Out of the 362 respondents to this item, 183 or 51% behaved stupidly because of the influence of alcohol.
- ii). **Have an accident:** From a total of 362 respondents to this item, 148 or 41% have had an accident because of influence from alcohol.
- iii). **Have health problems:** Of the 364 respondents to this item, 136 or 37% have had health problems because of alcohol intake.
- iv). **Been late to or absent from lectures:** Out of 346 respondents, 122 or 35% have been late or absent from lectures as a result of influence from alcohol.
- v). **Been late to or absent from work:** From a total of 301 respondents to this item, 85 or 28% have been late or absent from work as a result of influence of alcohol.
- vi). **Have unprotected sexual intercourse:** Out of a total of 344 respondents to this item, 81 or 24% have had unprotected

sexual intercourse as a result of influence from alcohol.

- vii). **Been a victim of unsolicited sex with someone:** Of the 318 respondents to this item, 47 or 15% have been a victim of unsolicited sex with someone as a result of influence from alcohol.
- viii). **Forced someone to have sex with someone:** Out of 323 respondents to this item, 15% have forced someone to have sex with another person as a result of influence from alcohol.

Responses of subjects who strongly agree and agree are grouped together as indicating positive support, the don't care category is grouped separately, while the strongly disagree and disagree are grouped together as negative response. Results follow:

- i). **Alcohol Free Campus:** Out of the 725 respondents to this item, 240 subjects or 30.1% want UB campus to be alcohol free. Ninety five subjects or 13.1% don't care what happens, while 390 subjects or 53.8% disagree to making UB alcohol free.
- ii). **Continuation of present policy to allow use of alcohol by both staff and students:** Out of 722 respondents to this item, 319 subjects or 44.2% want the use of alcohol by both staff and students to continue on campus. Ninety two subjects or 12.7% don't care what happens, while 311 subjects or 43.1% disagree.
- iii). **Allowing use of alcohol by staff only and not students:** From 724 respondents, 123 respondents or 17% are supportive that the UB should allow the use of alcohol by staff only. Ninety subjects don't care, while 505 subjects or 68.8% reject this proposal.
- iv). **Use of alcohol for both staff and students with restrictions to official functions only.** From the 724 respondents to this item, 288 subjects or 39.8% support this idea, 102 subjects 14.1% don't care, while 334 subjects or 46.1 reject the idea.
- v). **Restriction of alcohol to after hours only during week days:** From 724 respondents to this item, 328 subjects or 45.3% support the restriction of the use of alcohol until after school hours if used during the weekdays (Monday to Friday). One hundred and nineteen subjects, 16.4% don't care.
- vi). **Restriction of alcohol to designated places only:** Out of 727 respondents to this item, 429 subjects or 59.0% of the subjects support the restriction of alcohol use to designated places such as staff lounge for staff and student bar for students and the venues earmarked for official functions

where alcohol is being served. Ninety six subjects or 13.2% don't care, while 202 subjects or 27.8% do not want restriction as to where alcohol could be used on campus.

- vii) **Restriction of alcohol to weekends only:** Out of 723 respondents to this item, 336 or 46.4% of the subjects support the restriction of the use weekends only. One hundred and twenty one subjects, or 16.7%, don't care while 226 subjects or 36.8% do not support this restriction.
- ix) **Restriction of use of alcohol to special functions in which prior permission has been sought or granted:** Out of 725 respondents to this item, 302 respondents or 41.7% supported the restriction of the use of alcohol to special function where prior permission has been sought or granted. One hundred and twenty seven subjects or 17.5% don't care about this restriction while 296 respondents or 40.9% do not support such a restriction.

Findings

- a) **Perception of Alcohol Use**
With reference to drinking on campus, 75% of the respondents felt students drink too much and 74% have encountered frequent misuse of alcohol by students. Sixty nine percent of the subjects attributed most of the littering on campus to alcohol consumption. Thirty nine percent of subjects had been a victim of alcohol abuse by students.
- b) **Adverse Outcomes of Drinking on Campus on Students**
Students have suffered the negative effects of drinking behaviour of others in the following order: Sixty nine percent had study or sleep interrupted, 53% were humiliated or insulted, 44% had to take care of a drunken colleague. Students have also had suffered other negative consequences such as: serious argument/quarrel (42%), blocking of road (25%), physical assault (24%), unwanted sexual advance (23%) and sexual assault (14%).
- c) **Adverse Outcomes of Drinking on Campus On Staff**
With respect to staff, the negative effects of drinking on campus were noted as follows: 47% had experienced unwanted sexual advance, 44% had been physically assaulted, while 40% were insulted or humiliated. Other effects indicated were; taking care of a drunken colleague (35%), had encouraged use of other drugs (28%), sexually assaulted (26%), had a serious argument/quarrel (25%), had a class

cancelled or poorly presented lecture (22%) and road blocked by car (13%).

Discussion

The University of Botswana Student Handbook (2004/2005) addressed the issue of alcohol on campus for students. Section 5 on Acts of Misconduct, page 28 addresses the irresponsible use of alcohol as follows:

- i) Consumption of any alcoholic beverages within the right-of-way of corridors, streets, alleys and sidewalks, and in buildings or other property owned by the university without authorization.
- ii) The manufacture and/or unauthorized sale alcoholic beverages within university premises.
- iii) Drunkenness or disorderly behaviour induced by alcohol intoxication.

The Halls of Residence Guidelines and Regulations in the *University Student Handbook of 2004/2005*, page 47 on alcohol use further stipulates that:

The possession and consumption of alcoholic beverages in the Residence Halls is a privilege extended to residents. Loud or disruptive behaviour, interference with cleanliness of the residence halls, or drinking habits which are injurious to the health or education of an individual or those around him/her are reasons for appropriate disciplinary or remedial action by the university.

Whereas the University Student Handbook has stipulated the use of alcohol by students, the observed behaviour of effect of abuse of alcohol within the university as confirmed in the study is an issue of concern. One implication of this study is that the regulations have not eliminated the negative consequences of alcohol on campus and possibly the need for the university to consider other measures. Whereas the Student Handbook has addressed the use and abuse of alcohol among students, similar regulations have not been proposed for staff, some of whom have also abused alcohol as indicated in the study.

Making the University Alcohol Free

One proposition is to make the University of Botswana Campus alcohol free for both staff and students. This study has highlighted some of the problems encountered by both staff and students as a result of alcohol use on campus.

A possible argument against this proposition is that the university is part of the larger community in Botswana and people should be allowed to exercise

their rights including the right to drink. At the same time, it could be argued that the university first and foremost is an academic institution where learning is to be fostered. Consequently, habits such as alcohol use which could hinder the learning process and encourage other misbehaviour should be discouraged.

Where alcohol bans on campus have been effected on college campuses, the drinking behaviour of students has been observed to decrease. This study has also highlighted the negative consequences of alcohol use on campus.

Continued Use of Alcohol on Campus

Another proposition is to continue the use of alcohol by both staff and students within the university campus. If this proposition is preferred, then there would be the need to put in place other measures and programmes that would limit the use of alcohol by students in the form of a policy which is enforced so that the UB community could avoid alcohol related problems as indicated in this study. One possibility is to increase the price of alcohol as some studies have linked increase in the price of alcohol to decrease in the drinking behaviour of students.

Implications

The implications of this study seem to suggest that the University of Botswana needs to consider whether to ban the use of alcohol on campus or not. The negative side effects of alcohol use were apparent in this study. The regulation in the Student Handbook governing the use of alcohol generally or in the hostel seems not to be effective in curbing the abuse of alcohol. The regulations are for students and not for staff. If urgent steps are not taken to address the use of alcohol, staff and students who abuse alcohol will continue to constitute problems for others.

Conclusions

Whereas about half of the subjects in this study could be described as abstainers of alcohol use, and whereas another 19.9% of the sample study could be described as moderate drinkers, the negative consequences of alcohol use on UB campus are evident. Respondents who are students have experienced or knew someone who had experienced various negative consequence of the influence of alcohol ranging from involvement in accidents to having unprotected sexual intercourse, behaving stupidly, being a victim of unsolicited sex, health problems, or being late or absent from lectures or work. Staff have also experienced or knew someone who had experienced similar negative

effects of alcohol. The study suggests needs for further action by the university on the use of alcohol on the campus which goes beyond the regulations on alcohol in the Students Handbook.

Recommendations

Based on the findings of this study, the researchers propose the following recommendations. The response to the item on whether the campus should be alcohol free indicates that the subjects appear to be evenly divided between those who do not want the University to be made alcohol free compared to those who do not care what happens and those who support the view of making the campus alcohol free.

The effect of drinking behaviour among staff is equally of concern to subjects. Subjects who are staff have reported that they were also in a position when they had to take care of a drunken colleague, or have been insulted or humiliated by a drunken subject. Staff have also experienced unwanted sexual advances and had serious arguments or quarrels. Staff in the university have also reported that they have personally encountered the following from an academic or administrative staff member acting under the influence of alcohol: physically assaulted, sexually assaulted, or had road blocked. Some subjects who are staff also noted that alcohol abuse had encouraged the use of other drugs.

Options on alcohol use on campus:

1. Make the University of Botswana campus alcohol free.
2. If the campus is not going to be made alcohol free, other measures would need to be put in place such as:
 - a) Restrict the hours of alcohol to week-ends only
 - b) Restrict the hours of alcohol use to after business or lecture hours each weekday.
3. Provide policy on alcohol use for staff.
4. Schedule frequent classes on Fridays to emphasize the importance of academics
5. Keep the library and recreational facilities open for longer hours.
6. Provide a wide range of alcohol free social and recreational activities on campus.
7. Introduce an interdisciplinary course on alcohol abuse.
8. Provide hotline services on Alcoholics Anonymous information and strategies to effect positive change through peer education programmes.

9. Enforce existing policies on alcohol on campus
10. Institute new policies to strengthen or compliment the existing ones.
11. Provide door hangers in residence halls to remind students of alcohol laws and policies, and provide a list of alcohol free events on campus.

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