

*Alcohol use and perceived group pressure  
Comparing first- and third-year memories from students*

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## **Summary/ abstract**

In this research paper the topic of alcohol use and perceived group pressure amongst students will be discussed. An overuse of alcohol can cause a variety of different health complications. Students nowadays live in an environment that normalizes drinking. In this environment students can feel pressure to drink.

This research dives into the perceived group pressure of third year students and compares this to the perceived group pressure in their first year studying to find differences in the causes of drinking when there was no intention of drinking. Thirteen third-year students from the university of Groningen were interviewed and asked to talk about their memories of group pressure and the group pressure they feel nowadays.

Social connections are of major influence on the ability decline a drink and being able to resist giving into group pressure. The people surrounding the participants had most influence on perceived group pressure and the ability to turn down a drink occasionally. Being surrounded by people they knew gave more confidence and responsibility for studying or working became more important than making a good impression. Whereas in their first year this impression had to be made and could cause the participants to drink to fit in and be accepted. Participants could fear being excluded from the group or wanted to show others that they could drink as well.

It can be concluded that social connections and a growing responsibility due to more important tasks from the university are of great influence on students' ability to deal with perceived group pressure. Furthermore, a growing absence of the need to impress and belong to a group is one main causes for the differences in why students in their first and third year give in to perceived group pressure.

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## Introduction

Most students have a drink from time to time. Hanging out with friends or going to a bar can be the part of the week to look forward to. Room (2015) shows that outside influence can have a major effect on someone's alcohol intake. This can cause people to feel the pressure to drink because of their surroundings. This outside influence from others can be seen as group pressure. Research shows that drinking alcohol can be a manner of trying to show people desired images of yourself (Pettigrew and Charters, 2010).

Overuse of alcohol can cause a variety of different health problems and drinking at a young age can cause people to have drinking problems for a longer period in their life (Schulenberg et al., 2016). Therefore, it is of importance to find out what the influence of group pressure is on drinking and if it changes over time.

New students coming to the university have to get used to a new environment and often have limited people that they know. Third year students, on the other hand, are mostly settled and have gotten used to the student environment. Due to this new environment the reactions of students to group pressure on drinking could be different as first year students may want to make a good first impression whilst third year students may already have made their first impressions.

The interviews for this research were conducted in Groningen. This is a city with a lot of students and drinking is often seen as normal by most of them and is the social norm. This also contributes to Groningen's 'drinking culture'. Within this 'culture' drinking is seen as something everyone does by a lot of people. This can cause pressure on drinking. For this reason, Groningen, is a good place to carry out this research as there is a large student population (Borsari and Carey, 2001).

So far, no research has been done to look into the perception of group pressure on drinking alcohol and whether it differs during the years that young adults are studying. As students experience group pressure due to the social norm being drinking, a lot of students drink without really wanting to (Borsari and Carey, 2001). This research can help try to figure out why students give in to group pressure in their first year. By looking for a difference later on in their study time, recommendations could be made for dealing with the problem of group pressure on drinking amongst students.

This research tries to reveal whether the perception of group pressure on drinking alcohol differs in students' first year and their third-year university. This will be investigated on the bases of the following research question; *"How do third year students perceive group pressure on drinking now and in the past when they were first year students in Groningen?"*

A theoretical framework was made to gain insight in the concepts used to explain the perception of group pressure on alcohol use amongst students. These theories were drawn upon to critically delve into the data gathered after conducting interviews to see whether new insights could be discovered. This new information is then discussed whilst the findings are summarized in the conclusion. This research will try to find out whether the perception of group pressure on drinking alcohol is actually different for third year students from the group pressure they perceived in their first year as discussed previously. The results of the research could be used to try and find out when group pressure is of most influence on students in Groningen and why students might give in to the pressure at different stages of their study period. This information could then be used to get to know more about group pressure on drinking amongst students and gain insight in the cause of emotions that people might experience when drinking with groups.

According to White (2002), frequency, vividness and emotional intensity can cause people to remember certain events better than others. Therefore, participants in this research are likely to describe their most vivid, emotional and frequent events regarding group pressure on alcohol. As these events are of

importance to them, they can be used in this research for information on experiences and perception of group pressure (White, 2002)

It is to be expected that group pressure becomes less of an influence when students become older as they feel less need to compete, loosen up or join in drinking with the people surrounding them as they have their own trusted social group.

## Theoretical framework

To attempt to gain more of an understanding on students' perceptions of group pressure on drinking alcohol some additional concepts are required. The following theories and concepts will help form an understanding about group pressure and alcohol use amongst young adults.

Social norms can cause people to think that overuse of alcohol is normal and when everyone is doing the same thing, students start copying each other's behaviour. (Borsari and Carey, 2001). This could be seen as some sort of group pressure, the copying of someone's behaviour can cause a whole group to do the same thing. The copying of people's behaviour as the means to fit into a group could be called conformity as McAndrew et al. (2019) describe it in their research on group motives for drinking. Their reasons for groups to drink could be linked to individuals' experiences of group pressure. They also give two more group motives for drinking, competition and hedonism. Competition as a group motive can occur on different levels. (McAndrew et al., 2019). For this research, a focus on the individual level would be most relevant. When connected to group pressure, both conformity and competition could be logical reasons to drink within a group. The feeling of not belonging or the fear of being excluded from a group could cause students to compete or just mirror the other people present. This fear of not belonging can thus fit into the concepts of both competition and conformity. Students that feel fear for not belonging will do exactly this, try to fit in by mirroring the people around. (Borsari and Carey, 2001).

The last concept McAndrew et al. (2019) give is hedonism. In this case drinking would not necessarily be because of pressure from the group but just because it is fun. Although for this research and as they also mention in their paper, drinking because of hedonism could also be a way of releasing social pressure and becoming more open when drinking with a group. Hedonism in this context means that there is a form of implicit group pressure for some people who feel that they need alcohol to loosen up in a group since they would otherwise feel too timid. Spoken forms of group pressure would be seen as explicit group pressure (McAndrew et al., 2019).

A last concept mentioned by McAndrew et al. (2019) could be called restraint. When students do not drink because they for example have something important to do the next morning. This could also be an outcome for this research as older students might have important tasks or feel more responsibility for their tasks (McAndrew et al., 2019). Another concept useful for this research is shame or fear. The shame or fear of being the only one doing something different can cause people to conform to the rest of the group. Although in a different setting, this is mentioned by Treacy and Sagbakken (2015) in their research on the decision-making process of childbirth in Sierra Leone. The women would fear shame if they did something different than what is expected of them. (Treacy and Sagbakken, 2015). This fear of shame might be a reason to give into group pressure on drinking as well.

# Conceptual model

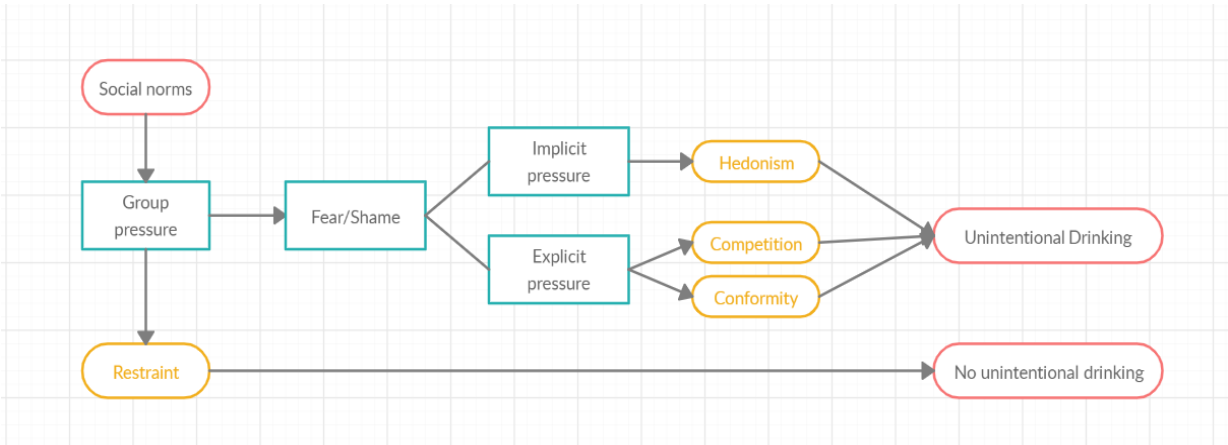


Figure 1

Social norms control the level of group pressure. When drinking is mostly expected of students, group pressure becomes more present. Group pressure can occur explicitly or implicitly. Explicit group pressure in this research is either making remarks to get people to drink or performing actions, such as drinking games or giving someone a drink. Implicit group pressure is the pressure people can feel without others saying something or doing something specific to get them to drink.

To avoid or deal with the fear and shame students might feel when they do not drink, they can give in to the group pressure in either one of three ways. Explicitly; conformity, competition or implicitly; hedonism. (McAndrew et al, 2019). Students that drink because everyone else is drinking are mirroring the people surrounding them and this is represented in the conceptual model as conformity. Students giving in to group pressure through games or trying to be the best are competing; illustrated as competition in the conceptual model. The route that students take that drink because they want to loosen up or feel like they are not fun enough without alcohol is illustrated as hedonism. These three ways can lead to drinking alcohol whilst at first this was not the intention. Another path that is possible is restraint and not giving in to group pressure and thus not drink when that was not the plan instead of being hauled over to drink. (McAndrew et al., 2019)

By comparing the reasons for giving in to group pressure in the participants’ first year to their third-year new knowledge can be gathered. By comparing this new knowledge to the conceptual model an answer to the research question can be given.

# **Methodology**

## **Research method**

To answer the research question, in-depth interviews were conducted with third year students studying at the university in Groningen. By conducting interviews people's perceptions and feelings about group pressure can be revealed. As their memories have feelings and emotions attached to them, they can tell more about the impact of group pressure (White, 2002). The interpretation of their memories and the information the participants give, can be used to answer the research question. This information is most likely to be retrieved through in-depth interviews (Bernard, 2006) By conducting these interviews emotions and actions can be interpreted and then used to explain the reasons that the students might give in to group pressure when drinking alcohol.

As there was no opportunity to revisit participants answers after an interview a semi-structured interview was used. An interview guide was constructed to incorporate the concepts in to the questions in a way that is understandable for the participants. The concepts were integrated in the questions to get the data needed to answer the research question. When the interviewer thought there was more information to be gained, probing questions were used. By using this construction all interviews were conducted in a similar way but when necessary the interviewer could get more information by asking additional questions. (Bernard, 2006)

The questions exhibited in the interview guide (Appendix 1) were used to probe the issues relating to the research question. With these questions, information was gathered to find out how people perceive group pressure, what they think of it and whether they had experiences with group pressure.

## **Data collection**

Participants were selected on the bases of year of study at the university. As students might switch studies and thus be in their first year of a new education, only students that started their first year of education at the university three years ago were interviewed. This way the students are in their third consecutive year of studying so that they can still recollect the most important memories relevant for this study. These memories are the most frequent, emotionally intense and vivid (White, 2002).

The participants are from different social groups, different studies, sport associations or student associations. By interviewing people from different social groups, the data is not biased by only one kind of social group. The choice has been made to only interview students who drink because the group pressure this research focussed on is the group pressure on drinking. Whilst people can experience this and not drink, it is more interesting to interview people who drink on occasion.

The participants were selected using snowballing through a network of friends and connections. The interviews were held in Dutch as this is the native language to all participants. Hence, they were able to express themselves the best in this language. To minimize the influence of the researcher on the interviews through emotional connections such as close friends were excluded or used as pilot interviews.

## **Ethical considerations**

All participants signed informed consent and all participants were informed that the interview would be recorded (appendix 4). As I am a student myself, I am an insider in the group of people this research considers. I refrained from interviewing people in my inner circle so that my presence had no influence on the answers given by the participant.

The interviews were conducted in either university buildings, the participants house or the interviewers house, dependent on the participants choice so that the participant felt comfortable. A mobile device



with an interview mode and a security code was used to record and store the interviews to ensure safety. The names of the participants were changed as the interviews were saved to ensure anonymity from the start.

### **Data analysis**

The interviews were transcribed and inductively analysed using an open coding system. This way all the important information retrieved from the interviews could be incorporated into the research outcomes (Bernard, 2006). As the interviews were held in Dutch the quotes that were selected were translated to English to make the paper more readable. The interviews were coded into fragments, codes, code groups and themes. These are exhibited in the code tree added in appendix 2. There is a division of three inductive classes in this code tree; the most common codes are at the bottom, the code groups above them and the themes that these groups resulted in at the top. The themes that became clear after coding were compared to the conceptual model and the conceptual model was adjusted to incorporate the new data gained through the interviews. The quotations in this research are used to help illustrate the themes and findings.

Geographic information systems was used to compare common drinking places in participants' first year to common drinking places in their third year and a map was made to clarify the difference. The information was gathered through a question in the interview and added to a map. This map was then used to help explain the difference in drinking in students first and third year.

## Results

<b>Participant</b>	<b>Age</b>	<b>Gender</b>
Participant 1	21	Female
Participant 2	20	Male
Participant 3	22	Male
Participant 4	21	Female
Participant 5	20	Female
Participant 6	20	Male
Participant 7	22	Female
Participant 8	20	Male
Participant 9	21	Female
Participant 10	21	Male
Participant 11	22	Female
Participant 12	21	Female
Participant 13	20	Female

Table 1

As seen in table 1, a total of thirteen interviews were conducted over the timespan of two weeks. The interviews lasted between ten and twenty minutes. Eight females and five males were interviewed between 20 and 23 years old. All of them were studying in their third year at the university. When analysing the information gathered, the following themes became apparent.

### **Competition**

Competition as a way to prove yourself to people surrounding you has a great influence on why people drink in their first and third year. Competition as a way of comparing yourself to people surrounding you can improve a feeling of belonging (McAndrew et al., 2019). This fear of not belonging relates to the social connections as participants felt like they had to drink in order to keep their friends. (Borsari and Carey, 2001). This is largely noticeable when talking with participants about their first year in the form of either games or drinking more to prove that they can take it and to impress the others, as shown below;

*“It is for example, I don’t know, one time I was at a sports association party and it was cool to drink a full pitcher of beer in one go and then you see, yeah if people did not want to do that they get pushed really hard in doing it because it apparently helps with the ambiance of the party” (Male, 20 years old)*

### **Conformity**

Another large theme that became clear through the interviews was that participants remembered from their first year that they would drink because everyone in the room was drinking. They thus felt the need to drink as well. This would be conformity as mentioned by McAndrew et al. (2019). When asked about the reason why participants would drink in their first year, they expressed a feeling of needing to belong and a fear of otherwise missing out. This finding reflects the importance of social connections. This is especially captured by the following statement:

*“Then they might have the idea that they will be excluded if they don’t participate or that they do not belong and because they have a fear of missing out. Like, if I don’t participate now, I will miss something” (Female, 21 years old)*

This fear of belonging is also mentioned by Borsari and Carey (2001). When people feel a fear of missing out or not belonging, they start to copy the people surrounding them in an effort to fit in (Borsari and Carey, 2001). This was also found in the data. When drinking in a group where a lot of people had a drink, participants felt the need to drink as well. This way they would not be the only one doing something else. This way of copying other people's behaviour in order to fit in translates as the conformity highlighted by McAndrew et al. (2019). People can join the rest of the group in an activity so that they are not the only one doing something else. When they are the only one doing something different it can cause them to feel ashamed for being different, especially when the people surrounding them are pushing them to join. (Treacy and Sagbakken, 2015). This conformity is a group motive to drink, but in this instance, it is also a personal motive to drink as the participants themselves felt the need to drink when everyone else was drinking as described in this statement:

*“It is actually like this ... for example with my introduction camp from my study, it was actually just the participation, being social. Even the student supervisors would grab a drink as well. So you felt like, if you don't drink as the only one, then you don't belong” (Male, 22)*

### **Hedonism**

Drinking because of competition and conformity are apparent in the information gathered from the interviews, as is hedonism to a certain level. (McAndrew, 2019). Although most participants gave liking the taste of alcoholic drinks as a reason to drink, some also mentioned that they drank because they wanted to loosen up in large groups. They felt that if they were sober and the others were drinking, they were not social enough to join in. This sentiment was particularly expressed and further highlighted by one of the interviewees:

*“...then I just drink because if everyone is a bit tipsy and you are sober, then it is a bit uncomfortable” (Female, 20 years old)*

### **Social connections**

Eventhough these three concepts were present in the interviews, the most mentioned aspect is surrounding people. These social groups often change from strangers to friends or other connections in the first three years of university. The participants felt more comfortable saying no to friends in their third year. Not only because they gained more responsibility and confidence but also because they knew these people and most of the time their friends would understand and allow them more easily to stop drinking or not drink at all. This opinion was shared in the quote below:

*“In your third year you know the people you hang out with and you don't have to pretend, you are just more you then and that is accepted because people know you” (Female, 21 years old)*

When asked about the perceived difference in pressure to drink in their first year compared to their third year most participants mentioned that they felt like they had to either prove themselves or felt pressure to drink because they wanted to make friends, as illustrated in this quote:

*“I think that you are more vulnerable to group pressure in your first year because everything is new. So, you are in social situation where you do not know people very well and you want to make a good impression.” (Female, 22 years old)*

Now that they have their common group of friends in their third year to drink with, they felt less of a need to impress and compete. It became easier to decline a drink. This means the concepts of competition and conformity become less important in their third year whilst restraint and hedonism (drinking to become tipsy) become more apparent (McAndrew et al., 2019). Participants felt more comfortable saying no to close friends. Being able and confident enough to make your own choices depends largely on the people surrounding them and this seemed to be more apparent in their third year as mentioned in this quote;

*“For me in my third year, yeah... I am a lot less vulnerable to that kind of stuff (being pushed to drink). Mostly with drinking, you just start making your own choices more and then yes I think drinking becomes less important.” (Male, 22)*

### **Restraint**

Most participants felt that they had become more responsible and saw this as the major reason for their increased ability to resist the perceived group pressure that was put on them. This would be seen as some sort of restraint as suggested by McAndrew et al. (2019). The increase in participants' age causes an increase in number of important tasks. This causes them to become more responsible and have more restraint when they do not want a drink (2019). This is illustrated by the following statement:

*“ I think I was just more irresponsible in my first year and I would just join in quicker or something. Mostly because I didn't really know what I was doing and now I'm like okay I cannot drink tonight and then they will not be able to haul me over. In your first year your study is not so important but now it is.” (Female, 20 years old)*

### **Social norm**

Some participants did mention the social norm of drinking as a student. The social pressure brought up by the participants relates to the social norms stated by Borsari and Carey (2001). The pressure to drink is something that is not only there because of the direct surrounding but also because it is a social norm. Drinking as a student is something that is normal and expected:

*“What it is specifically with students is that there is a student culture of alcohol, there are expected stereotypes” (Female, 22 years old)*

### **GIS map**

Using the data gathered through the interviews, a map was made to illustrate the difference in bars and clubs that the participants go to in their first and third year. (Appendix 3). The most noticeable difference is that the bars and clubs in the participants' first years are spread out and are more different places. Whilst in participants third year they would often go to the same places each night. Some of the participants gave as a reason that they now knew which places they liked and that they knew the people that would also be there as illustrated by the following quote:

*“I always go to ... ( a student association bar) because I know everyone there and then I can talk to them, so that is more fun than another place” (Female, 21 years old)*

Knowing the people that go to these places and being able to talk to them became more important in participants' third year instead of going somewhere only to dance and drink. This relates to social connections that become stronger in the period between students first and third year.

## Adjusted model

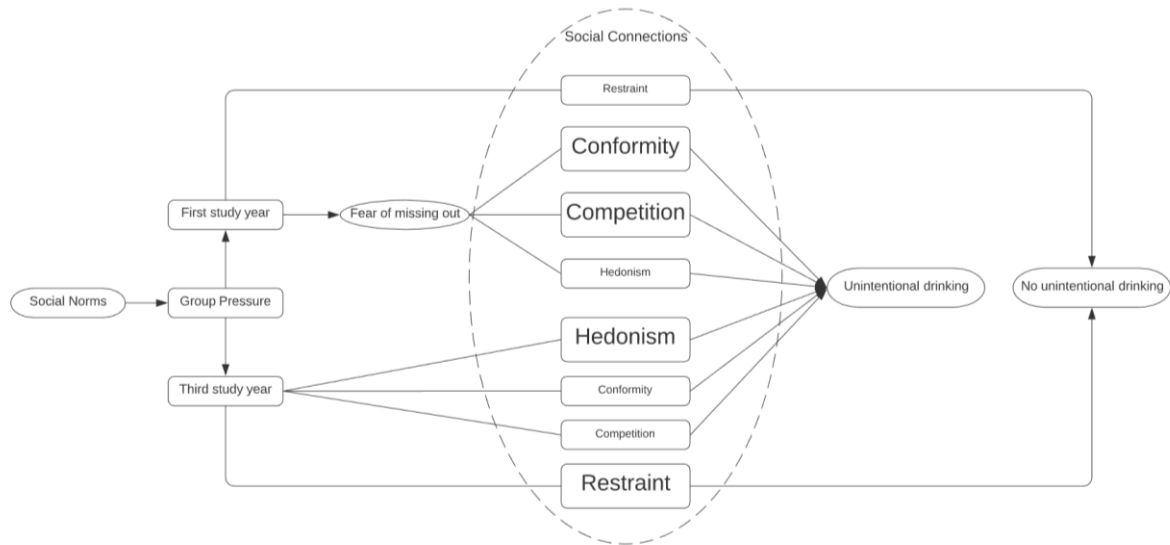


Figure 2

When comparing these new findings to the conceptual model, various changes have to be made to acquire a more accurate model as presented in figure 2. Implicit and explicit group pressure appear to overlap very often as there are games in competition where no one says you have to drink but it is still expected. For hedonism the pressure can also be either explicit or implicit. Participants mentioned that people would tell them to drink because it is more sociable or to loosen up. Conformity can also be explicit when someone tells someone else to drink because everyone is doing it. For this reason, explicit and implicit pressure are excluded from the model.

The first and third year are split because of the differences in reasons to drink. Fear of belonging and impressing are not as apparent in the third year of study as they are in the students' third year. Competition, conformity and hedonism are still there but differ in influence in first- and third-year university students (McAndrew et al., 2019).

Social connections is not a concept in the original model but as all participants mentioned some influence of friends, family or other connections it is added in the adjusted model as an overlapping influence over all pressure to drink. The social connections have influence in the first year as well as in the third study year and influenced the decisions made by the participants.

Social norms as mentioned by Borsari and Carey (2001) are still the top level of influence on the student drinking culture. Furthermore, responsibility is of far more influence in third year students than in first year students. Restraining from drinking becomes easier with people around that are familiar and because a students' third year has many important tasks, the participants felt more responsible and drank less often. (McAndrew et al., 2019)

With this model new knowledge has been added to the research field. This knowledge can help broaden the understanding of group pressure on alcohol use and can help deal with the pressure that students might feel when drinking in a group in new ways.

## **Limitations**

This research has been done in a short time span and due to limited time, the group of participants is relatively small. Even though the timespan was short, the findings can give insight in why first year students drink and why third year students drink and how they perceive group pressure.

There is no guarantee that data saturation was achieved due to the time limit of this research. As this research depends on the participants memories the outcome of the interviews might be biased by forgetfulness of participants. This, however, is no major limitation for this particular research as it depends on memories that are most important. These memories are the most vivid, emotionally intense and frequent memories of people and are thus more likely to be remembered (White, 2002).

## Conclusions

This research has presented some new data and knowledge that was used to answer the research question: “*How do third year students perceive group pressure on drinking now and in the past when they were first year students in Groningen?*”. The findings of this research present some different outcomes than first expected. The expectation was that as students have settled in their third year, they feel less of a need to compete, conform or drink to loosen up. Whilst this certainly is one of the major outcomes, the influence of social connections is greater than expected.

Social connections are of major importance to someone’s decision to restrain from drinking. When drinking in a new environment and not familiar with many people, the need to impress and belong to the group is bigger than when the people around are friends or other social connections. This explains why participants in their first year would give in to group pressure more easily and would restrain in their third year. Third year students had more important tasks to do and had the feeling that they were more responsible. The need to fit in with first year participants resulted in competition and conformity. Competition is used to prove to their surrounding peers that they belong and are capable enough and conformity to not be the only one doing something different and stand out in a negative way. Both of these concepts come down to the fear of not belonging which is stronger in participants first year as they are in a new environment and have to settle (McAndrew, 2019).

Social norms on drinking are an apparent finding in this research. The “drinking culture” for students made the participants feel like they had to drink because it was normal and expected of them. (Borsari and Carey, 2001)

When talking about drinking in their third year most participants gave hedonism as a reason to drink, they either liked the taste or wanted to become tipsy to have fun. Without the need to impress or belong to a new group competition and conformity are of smaller influence on the decision to drink (McAndrew et al. 2019).

For future research it would be interesting to see if this pattern also is apparent in other student cities or students with a lower education. It would also be interesting to look at the differences in group pressure on drinking between males and females. Furthermore, extra research needs to be done to gain more specific and accurate knowledge of this topic as only Groningen was used as research area for this paper.

To help lighten the pressure students might feel when drinking in a group, awareness of group pressure could be raised. This might help students feel like they are able to express their opinion when they get pushed to drink.

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# Appendix

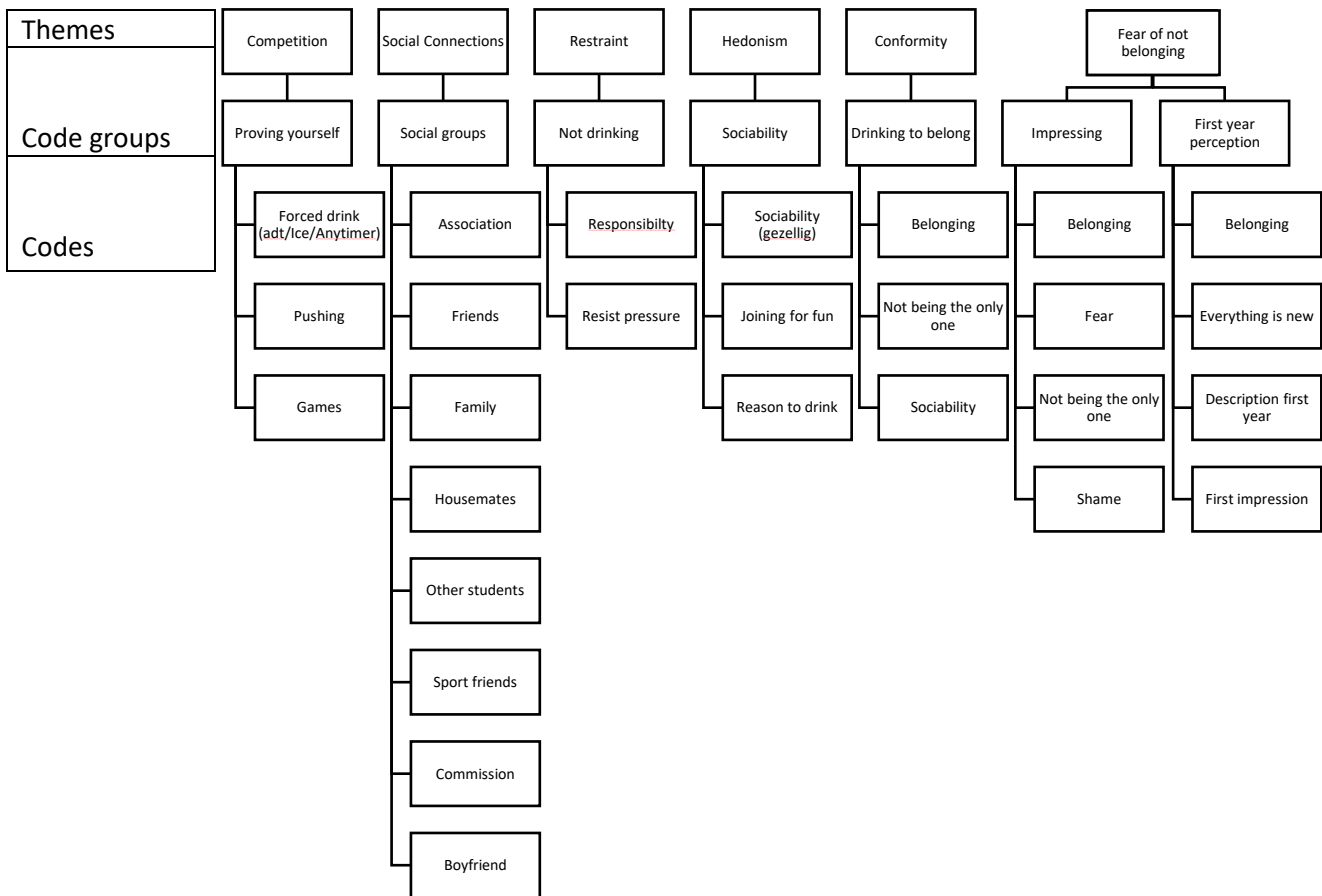
## Appendix 1

Introduction	Bedanken voor participeren
Topics	We gaan het hebben over drinken en druk om te drinken en daarbij gaan we het eerste studie jaar met het derde studiejaar vergelijken. Dit is het onderwerp van mijn bachelor scriptie en de antwoorden die je geeft kan ik daar dan ook voor gebruiken.
Aim	Dit interview zal met meerdere mensen uitgevoerd worden en de informatie die daaruit naar voren komt zal gebruikt worden om een antwoord op de hoofdvraag te vinden. Zijn er verschillen in waargenomen groepsdruk voor studenten op het drinken van alcohol in hun eerste en derde jaar?
Ethics	Je naam zal niet gebruikt worden in het onderzoek en het interview is anoniem. De informatie zal alleen voor dit onderzoek gebruikt worden en als je wenst te stoppen met het onderzoek kan dat op elk moment.
Duration	Het interview zal ongeveer 25 minuten duren.
Recording	Dit interview zal opgenomen worden zodat ik nu niet hoeft mee te schrijven en kan focussen op wat je vertelt. Ik vraag je een informed consent in te vullen en ik zal als eerste vraag stellen of het goed is als het gesprek wordt opgenomen.
<b>Start interview</b>	
	Vind je het goed als dit gesprek wordt opgenomen?
Introduction question	Wat is je leeftijd?
	Kun je me iets vertellen over je studie en de activiteiten die je daarbuiten doet?
	Kun je me iets vertellen over de settings waarin je drinkt en hoe vaak dat ongeveer is? - Op welke plaatsen in de stad drink je als je gaat drinken? (Eerste en derde jaar)
Questions	Wat zijn de voornaamste redenen dat je drinkt?
	Heeft iemand er ooit voor gezorgd dat je een avond ging drinken terwijl je dat eigenlijk niet van plan was? - Ja? Hoe hebben ze dat gedaan?
	Op welke manieren heb je dit bij andere mensen zien gebeuren?
	Wat kun je je herinneren van de druk om te drinken in jouw eerste jaar?
	Als je dit vergelijkt met nu, zijn er dan verschillen en zo ja welke?
	Wat vind jij ervan om ervoor te zorgen dat iemand drinkt als ze dat eigenlijk niet wilden?
	Wat voor effect denk je dat mensen pushen om te drinken heeft op hun gevoelens? What kind of ambiance could cause you to drink if you had no intention of drinking that day?
	Wat voor sfeer zou ervoor kunnen zorgen dat jij drinkt als je dat in eerste instantie niet van plan was?
	Op welke manieren is dat anders dan in jouw eerste jaar?

Follow up questions	Kun je me daar iets meer over vertellen?
	Zou je dat kunnen verduidelijken?
	Wat vind je daarvan?
	Wat zijn jouw ervaringen daarmee?
	Kun je daar een voorbeeld van geven?
Closing the interview	Heb je nog iets toe te voegen aan het interview, iets dat we niet besproken hebben dat je relevant vindt?
	Bedankt voor je tijd en moeite. Wat vond je van het interview?

## Appendix 2

### Code tree



### Appendix 3

GIS map, Bar area Groningen



**Appendix 4**  
**Informed consent**  
**Verklaring**

Respondent:  
Naam:  
Geboortedatum:  
Woonplaats:

Nader te noemen de geïnterviewde verklaart als volgt:

De geïnterviewde verleent aan de Rijksuniversiteit Groningen, te Groningen het recht om het op ..... door Ayleen Labee in het kader van het project scriptie over alcohol gebruik en groepsdruk opgenomen gesprek op te nemen, te bewaren in haar archieven en beschikbaar te stellen aan derden voor het verrichten van wetenschappelijk onderzoek. De geïnterviewde verklaart dat het doel van dit project hem/haar volkomen duidelijk is.

Geïnterviewde geeft hierbij uitdrukkelijk toestemming voor het gebruik van zijn/haar persoonsgegevens die in dit interview zijn vastgelegd voor het verrichten van wetenschappelijk onderzoek.

Zij zal dit interview uitsluitend ter beschikking stellen in het kader van wetenschappelijk onderzoek en daarbij als voorwaarde stellen dat er alleen in geanonimiseerde vorm over gepubliceerd mag worden.

Indien aangekruist, geldt aanvullend de volgende optie:

De geïnterviewde stemt ermee in dat na ..... dit interview zonder restricties voor het publiek toegankelijk wordt gemaakt. De geïnterviewde verklaart dat hij/zij in dat geval geen bezwaar heeft tegen openbaarmaking van het beeldmateriaal en dat hij/zij ten aanzien van dit materiaal geen beroep zal doen op zijn/haar portretrecht.

Aldus opgemaakt in tweevoud, waarvan één exemplaar ter hand gesteld aan de geïnterviewde en één exemplaar aan Ayleen Labee

.....

Te **Groningen** op .....

.....