

**Social and Conformity Drinking Motives as a Mediator of the  
Association Between Collective Self-esteem and Alcohol Quantity  
Among College Students**

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**Abstract**

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College is often associated with a developmental period during which consuming alcohol is at a lifetime high. So much so that when considering the identity of a “typical student,” the profile often includes the consumption of alcohol. In part, alcohol consumption in college settings is driven by social and conformity influences. The present research thus examines the extent to which social and conformity motives mediate the relation between collective self-esteem (CSE) and alcohol quantity. The present analytic sample ( $N=1173$ ) was 62.8% female, 19.9 years old on average, and 62.2% identified as non-Hispanic White. Mediation was tested using the joint-significance approach with Monte-Carlo simulation to estimate confidence intervals. In Model 1 where social motives was the mediator, the “a” path was not statistically significant for all subscales except CSE-identity ( $b = 0.049$ , 95% CI: [0.003, 0.096]). Mediation analyses did not reveal social motives as a mediator for CSE – membership, – public, or – private, but social motives did mediate the effect of CSE – identity on alcohol use ( $ab = 0.01$ , 95% CI: [0.001, 0.020]). In Model 2, where conformity motives was the mediator, there was a negative association in the “a” path between conformity motives and CSE – membership ( $a = -0.080$ ,

95% CI: [-0.124, -0.036]), CSE – public ( $a = -0.091$ , 95% CI: [-0.140, -0.042]), and CSE – private, ( $a = -0.092$ , 95% CI: [-0.136, -0.047]). Lastly, conformity motives mediated the relationship between all CSE subscales and alcohol use except CSE – identity (CSE-membership ( $ab = 0.011$ , 95% CI: [0.005, 0.017]), CSE-public ( $ab = 0.012$ , 95% CI: [0.006, 0.020]), and CSE-private ( $ab = 0.013$ , 95% CI: [0.007, 0.020])). Results from this study elucidate the potential mechanisms through which facets of CSE relate to alcohol consumption in college students. We discuss the implications and impact of gravitating toward a “student identity” within college students.

*Keywords:* collective self-esteem, social motives, conformity, alcohol, students, college

## **Social and Conformity Drinking Motives as a Mediator of the Association Between Collective Self-esteem and Alcohol Use Among College Students**

Within college settings, 50% of full-time students report drinking in the past-month (SAMHSA, 2021). Additionally, 28% of college students engage in past-month “binge” drinking, defined here as a pattern of drinking that reflects five more drinks in about two hours for males and four or more in about two hours for females (SAMHSA, 2021). Consequences attached to the unhealthy consumption of alcohol among college students include poor academic performance and poor mental health (Tembo & Kalembo, 2017) as well as increased risk for accidents, injuries, and loss of life (Hingson et al., 2017; White & Hingson, 2014). Moreover, alcohol misuse and dependence is a risk factor for sexual and physical assault among college campuses (Caamano-Isorna et al., 2021). Prevention efforts must be informed by a clear understanding of psychosocial antecedents or risk factors for alcohol use.

College students are a high-risk group for alcohol use and related consequences (Patrick & Terry-McElrath, 2017; Glantz et al., 2020), in part due to the social norms around student drinking (Merrill & Carey, 2016). When looking specifically at alcohol consumption within college populations, concerns for unhealthy and dangerous consumption of alcohol may be magnified by the ritual function that alcohol plays within the “college experience.” Indeed, alcohol use has long been viewed by many college students as a rite of passage (Crawford & Novak, 2006), and drinking is a behavior that students’ often assume is part of the college experience (Russell & Arthur, 2016). Thus, students’ motives for using alcohol are highly social in nature and are closely related to the identity one forms around their student status. Students often drink in effort to fit in with their peers (i.e., to avoid missing out or being ostracized), so understanding these psychosocial risk factors is a key step towards building effective harm-reduction paradigms (Votaw & Witkiewitz, 2021).

### *Drinking motives*

To form a better understanding of the protective or risk factors that come into play with alcohol use, it is important to know what motivates individuals to drink. Influential models of drinking motives have conceptually divided motives into two dimensions (type of reinforcement and source of reinforcement) that contain five categories (social, coping – depression, coping - anxiety, enhancement, and conformity; Kuntsche et al., 2005). Social motives involve drinking to be sociable and enjoy social gatherings. Coping motives refer to drinking as an escape from internal negative experiences such as depression or anxiety. Enhancement motives pertain to drinking when an individual is having a positive experience and wants to “enhance” mood. Lastly, conformity motives refer to drinking due to implicit or explicit social pressure.

When considering the two domains of reinforcement (internal & external), internal sources of reinforcement include enhancement and coping motives whereas external sources of reinforcement consist of social and conformity motives. Each of these types of drinking motives is associated with a unique pattern of alcohol-related problems and alcohol use even when demographic differences are accounted for (Cooper, 1994; Mezquita et al., 2011). For example, O’Donnell et al. (2019) found that young adults were at a higher predisposition to initiate a drinking episode and consume more alcohol if they were surrounded by others who were also drinking and were motivated to drink in effort to conform to the group.

Although much research has investigated the implications of drinking motives in relation to alcohol use and consequences, less research has examined what factors predict drinking motives. Understanding factors that predict drinking motives is important for identifying potential intervention targets to reduce drinking motives and thereby reduce alcohol use and

related consequences. When considering potential predictors of drinking motives among college students, of particular interest is collective self-esteem (CSE).

### *Collective Self-esteem*

Whereas self-esteem can be understood as an individual's overall positive evaluation of the self and considering oneself as worthy (Abdel-Khalek, 2016), collective self-esteem (CSE) has a different conceptualization of the self. Rather than self-esteem being a "me, myself, and I" paradigm, CSE considers aspects of identity that are tied to memberships in social groups and the value that is placed on the social group(s) (Luhtanen & Crocker, 1992; Pedersen et al., 2013). Following social identity theory, a person's self-concept is in part formed by their knowledge of their membership in social group(s) and their emotional attachment to the group(s) (Luhtanen & Crocker, 1992). In other words, an individual's social identity refers to how the person views the social groups they form a part of; these groups can include aspects of identity such as race or ethnicity, gender, religion, and/or other identities. CSE is divided into four domains: (1) membership self-esteem, (2) private self-esteem, (3) public self-esteem, and (4) identity self-esteem (Pederson et al., 2013). Taken together, these four distinct domains comprise an individual's judgment of how good or worthy they are as members of their social groups (Luhtanen & Crocker, 1992).

### *CSE and Drinking Motives*

Research is limited regarding associations between CSE and alcohol use or consequences. In one study, the relationship between racial CSE and alcohol related consequences within an Asian American young adult sample has been previously examined (Pedersen et al., 2013). Results suggest membership and public racial CSE predicted fewer alcohol consequences, whereas private racial CSE predicted more negative consequences. In

other words, greater alcohol-related consequences were reported among those who (1) did not feel like a worthy member of their race group (membership CSE), (2) believed that others viewed their race group poorly (public CSE), and (3) believed that their race group was good (private CSE). However, the authors did not report any mechanisms, such as drinking motives, through which different aspects of CSE might have influenced alcohol-related consequences. Although research by Pederson et al. (2013) provides information about the relationship between racial CSE and alcohol-related consequences, less is known about how CSE related to “college student identity” interacts with alcohol use quantity.

Although the research on CSE related to college student identity and alcohol use quantity is limited, the literature regarding self-esteem and alcohol consumption suggests there may be more to explore on associations between CSE as a college student and alcohol use. For instance, Richardson et al. (2013) examined effects of self-esteem on initiation of substance use. Their results suggest self-esteem may function as a protective factor against the initiation of marijuana, tobacco, and alcohol use. Self-esteem may also influence the effectiveness of strategies to reduce substance-related problems among individuals who do use substances. Hill et al. (2012) found self-esteem levels moderated the association between use of protective behavioral strategies (strategies designed to reduce alcohol use and related harms) and alcohol-related outcomes. Specifically, while protective behavioral strategies were associated with lower alcohol consumption among men with higher self-esteem, men with low self-esteem reported high levels of alcohol consumption and more harmful drinking patterns regardless of whether they had high or low use of protective behavioral strategies (Hill et al., 2012). A similar effect was not found for women.

Despite some research into the association of CSE with substance use outcomes, much is left to examine between CSE and factors involved in alcohol consumption. Of particular interest are drinking motives, specifically, social and conformity motives, which are external sources of reinforcement. One of the inherent components within CSE includes external groups as a source of self-esteem, similar to the characteristic of social and conformity motives regarding external sources of reinforcement. Thus, the current study examines how facets of CSE may predict social and conformity drinking motives and how these motives may mediate the association between CSE as a college student and alcohol use quantity.

We hypothesized CSE domains would predict endorsement levels for social and conformity motives such that higher reported levels of CSE predict higher endorsement social and conformity drinking motives. Moreover, we hypothesized that social and conformity drinking motives would mediate the association between all four subscales of CSE and alcohol quantity. This investigation aimed to build a further understanding of drinking motives in relation to CSE as a college student and alcohol use quantity.

### **Method**

Participants were recruited from two west-coast campuses: (1) a large public university with an undergraduate enrollment of more than 26,000 and (2) a private, mid-size university with approximately 6,000 undergraduate students. Randomly selected students (n=3,500 per campus) from the registrars' lists at each school received letters and emails inviting their participation in a study examining drinking in college. Participants who responded were included in the study if they met inclusion criteria, which entailed reporting at least one episode of heavy episodic drinking in the past month (i.e., five or more drinks for males and four or more drinks for females on a single occasion) and consenting to participate in the longitudinal study. Total

sample size consisted of 1,173 participants ( $M_{\text{age}} = 20.13$ ,  $SD = 1.36$ ; 63.2% female); 13.75% identified as Hispanic ethnicity. With respect to race, 2.55% identified as Black or African American, 67.81% White, 12.84% Asian, 0.44% American Indian/Alaskan Native, 1.93% Native Hawaiian/Pacific Islander, 11.26% Multiracial, and 3.17% other racial/ethnic background.

Students who consented to the study were directed to the larger study baseline survey. The larger project used a five-condition, longitudinal randomized clinical trial design that assessed participants across four different timepoints (baseline, 3- month, 6-month, and 12-month post-baseline follow-ups). In the current study, we focused on baseline, 6-, and 12- month assessments given all measures of interest were assessed at those timepoints. Intervention condition was controlled for in all analyses. All measures and procedures were approved by the local Institutional Review Boards at both campuses.

## **Measures**

Demographic information including age, sex assigned at birth, and ethnic/racial identification was collected at screening. Additional measures relevant to the current study included items assessing alcohol quantity, drinking motives, and collective self-esteem.

*Collective self-esteem.* The Collective Self-esteem Scale (CSE; Luhtanen & Crocker, 1992) administered at baseline was used to assess the value participants place on being a member of their university community. Participants were asked to consider their membership as a student at their university when rating 16 items on a Likert-type scale from 1 (strongly disagree) to 7 (strongly agree). Subscales within CSE includes: membership ( $\alpha = 0.805$ ; e.g., “*I am a worthy representative of my school*”), public ( $\alpha = 0.753$ ; e.g., “*In general, others respect the people from this school*”), private ( $\alpha = 0.827$ ; e.g., “*In general, I am glad to be a member of this school*”), and identity ( $\alpha = 0.802$ ; e.g., “*The people from this school are a good reflection of who I am*”).

*Drinking motives.* Drinking motives were assessed with the Drinking Motives Questionnaire (Cooper, 1994). This is a 20-item measure that assesses four drinking motives (social, coping, conformity, and enhancement). Participants respond to each item according to how often they drink for that reason from 1 (never/almost never) to 5 (almost always/always). Example items include, “*So you won’t feel left out*” (conformity) and “*Because it makes social gatherings more fun*” (social). Reliability estimates indicate Cronbach’s alpha of 0.92 for social motives and 0.90 for conformity motives. For the present study, motives assessed at the 6-month follow-up period were included in mediation models.

*Typical Weekly Alcohol Consumption.* The Daily Drinking Questionnaire (DDQ; Collins, Parks, & Marlatt, 1985; Kivlahan et al., 1990) assessed average weekly alcohol consumption in the past month. Participants were asked to indicate their typical quantity of alcohol on each day of the week, estimated over the past month. Student responses were summed up to form a typical drinks-per-week variable to be used in the analyses. For the current study, typical drinks per week assessed at the 12-month follow-up period was included as the outcome in mediation models.

### **Data Analysis Plan.**

All statistical analyses were conducted using R software (RStudio Team, 2020), including the *RMediation* package (Tofighi & MacKinnon, 2011) and the *tidyverse* package (Wickham, 2017). In this study, CSE domains were treated as the primary predictors (X) and were modelled separately for each subscale (membership, public, private, and identity), while alcohol quantity served as the primary outcome (Y) across all analyses. Since alcohol quantity is a count variable with positive skew and overdispersion, we used a negative binomial model to estimate associations between each CSE subscale and alcohol quantity (Green, 2021).

Mediation analyses estimated associations between CSE dimensions and drinking motives (*a* paths), drinking motives and alcohol quantity (*b* paths), the direct effect associations between CSE dimensions and alcohol quantity (*c'* paths), the indirect effect as mediated through drinking motives (*ab*), and finally, the total effect of the model (*c* paths). Mediation was tested using Monte-Carlo simulations in the *RMediation* package to estimate confidence intervals. Specifically, the *RMediation* package uses non-parametric bootstrapping to generate the sampling distribution of the indirect effect, which is more robust than other traditional approaches, and then calculates bias-corrected and accelerated confidence intervals. This method is ideal for these data as it does not rely on assumptions of normality and provides increased flexibility and statistical power, especially in cases with relatively small samples. Note that while regression coefficients from negative binomial models are typically exponentiated to yield rate ratios, we report non-exponentiated effects presently given that the *a* paths were standard linear regressions and the *b* and *c* paths are derived from generalized linear regressions.

Covariates such as age, sex assigned at birth, ethnic/racial identity, intervention condition, and campus, were controlled for in all models. Collective self-esteem data were drawn from baseline measurement, drinking motives data from the 6- month follow-up, and alcohol quantity data from the 12- month follow-up, ensuring such procedures would account for temporal precedence in the mediation analysis.

## **Results**

*Mediation Analyses.* The upper half of Table 1 presents the results of Model 1, which includes four separate mediation analyses with CSE – membership, CSE – public, CSE – private, and CSE – identity as predictors, and social motives as the mediator. Results indicated that higher CSE – identity was associated with higher social motives. No significant associations

were found between the other CSE subscales and social motives. Across all mediation models, the b path showed significant associations between social motives at 6-months and alcohol use quantity at 12-months. However, the only significant indirect effect was found for the CSE – identity predictor, where the relationship between CSE – identity and alcohol quantity was mediated by social motives and with a significant total effect. No indirect effects were observed for CSE – membership, CSE – public, or CSE – private via the social motive mediator.

The lower half of Table 1 presents the results of Model 2, which includes four separate mediation analyses with CSE – membership, CSE – public, CSE – private, and CSE – identity as predictors, and conformity motives as the mediator. Results showed that higher CSE – membership, CSE – public, and CSE – private self-reports were associated with *lower* levels of conformity motives. CSE – identity was not associated with conformity motives. Across all CSE subscales, conformity motives were significantly associated with alcohol– with higher levels of conformity motives being associated with greater alcohol use quantity. Additionally, the relationships between CSE – membership, CSE – public, and CSE – private and alcohol quantity were significantly mediated by conformity motives (i.e., higher CSE predicted lower conformity motives, and lower conformity motives subsequently predicted less alcohol use). The total effect was significant for CSE – private on alcohol quantity and CSE – identity on alcohol quantity. No indirect effect was observed for the CSE – identity predictor and conformity motive mediator.

## **Discussion**

The present research adds to the current literature concerning CSE as a college student and drinking motives by evaluating the potential mediating role of social and conformity motives in the relationship between the four domains of collective self-esteem and alcohol quantity. To

date, only a handful of studies have explored how collective self-esteem, a group-oriented approach to understanding self-esteem, may be related to factors influencing alcohol use. When looking at the relationship between CSE and alcohol use quantity in the presence of social and conformity drinking motives, there are differences in the relationship between the CSE subscales and alcohol use quantity. With social motives as a mediator, participants who elicit stronger membership to the college and believe others evaluate their college more favorably (CSE – public) also reported lower alcohol use quantity, albeit a small effect, and conversely, participants who found their college as an important aspect of their identity reported higher alcohol use quantity, but also a small effect. With conformity motives as a mediator, participants who have a more positive judgment of how good their college is (CSE – private) and found their college as an important aspect of their identity reported higher alcohol use quantity, also a small effect.

Regarding the associations between CSE dimensions and drinking motives, some domains of CSE may be protective while others may increase risky motivations to use alcohol. CSE – identity was significantly associated with greater social motives, whereas CSE – membership, CSE – private, and CSE – public were all inversely related with conformity motives such that stronger self-esteem in these dimensions corresponded to lower endorsement of conformity motives. Findings highlight the complexities of collective self-esteem in relation to alcohol use motives.

One potential explanation on why identity may increase risk for social motives and not conformity motives is highlighted by Willis et al. (2020). In their study, Willis et al. (2020) investigated the interaction between the theory of planned behavior, social identity approach, and binge drinking. The theory of planned behavior posits that human behavior is guided by three

considerations: (1) beliefs about the likely consequences of a behavior, (2) beliefs about the normative expectations of others, and (3) beliefs about the presence of factors that may ease or hinder performance of the behavior (Bosnjak & Schmidt, 2020). On the other hand, the social identity approach is a person's knowledge that he/she/they belongs to particular social groups which instills some degree of emotional and value significance to him/her/them of the group membership (Abrams, 1990). Willis et al. (2020) found that an individual's attitudes towards binge drinking and perceived social drinking norms were predicted by the interaction between group identification and the importance of drinking to the group's identity.

Results from Willis et al. (2020) suggest that CSE – identity may have a different relationship with social motives than conformity. A question asked to participants within the CSE – identity subscale includes: “The people from this school are a good reflection of who I am” and a question for social motives is: “To celebrate a special occasion with friends.” Given that the “identity” in the study's CSE measurement was “college student,” it is possible that the ritual component of consuming alcohol inherent within the college culture may be at play during social settings. Moreover, mediation effects revealed that social motives did not mediate the relationship between CSE – membership, – public, or – private, and alcohol quantity, but did mediate the relationship between CSE – identity and alcohol quantity. Moreover, the only association found with social motives was CSE – identity. However, a limitation is that the drinking motives questionnaire does not clarify the locations in which these social settings take place. In other words, it is not clearly stated whether these social settings are in off-campus living, fraternity houses, bars, etc., which complicates understanding why social motives only mediated CSE -identity but no other CSE subscale. Future research can specify certain locations in which these social situations take place to form a better understanding of this relationship.

Relatedly, the other three CSE subscales were not found to predict social motives, and therefore mediation did not take place. A potential reason why the other three CSE subscales did not predict social motives is because social motives may have been very common in this sample. It is possible that, because social motives are very common and often reported as a motive for drinking regardless of other motives being endorsed (Mackinnon et al., 2017), CSE – membership, CSE – public, and CSE – private were rendered irrelevant. Furthermore, it may be the case that assessing CSE – membership, CSE – public, and CSE – private with “college student” as the referent identity is not influenced by social motives because not all social settings encapsulate “college student.” In other words, college parties that elicit student identity are not the only social settings young college adults find themselves in, and therefore their CSE for this identity may not influence alcohol quantity in these contexts.

Results from analyses show that participants who elicit stronger membership to the college (CSE – membership), believe others evaluate their college more favorably (CSE – public), and have a more positive judgment of how good their college is (CSE – private) endorsed conformity motives less. There was no relationship between those who found their college as an important aspect of their identity (CSE – identity) and endorsement of conformity motives.

Although the reason behind the results for conformity motives is not fully understood, questions for conformity motives include: “so you won’t feel left out,” “to be liked,” “to fit in with a group you like,” “so that others won’t kid you about not drinking,” and “because your friends pressure you to drink.” A possible explanation for why conformity motives mediated all subscales except CSE – identity is that when students are already aligned with the identity of a college student, there is a less need to conform because they already feel “college student”

enough, and therefore do not feel the need to drink alcohol to “fit in,” “to be liked,” or to prevent the feeling of being “left out.” Given the ritualistic component of consuming alcohol that is often associated with the “college identity,” future studies should consider subgroups within college populations that are often considered at a higher risk of consuming alcohol (e.g., Greek letter societies, sports teams, freshmen) to further understand the mediating role of conformity motives between CSE and alcohol use quantity. Moreover, future studies may want to include membership groups outside of college such as race/ethnicity, sexual orientation, and/or gender identity.

Furthermore, mediation analyses between conformity and social motives appears to show an opposite relationship. Whereas social motives mediated only CSE – identity, conformity motives mediated all other subscales except CSE – identity, suggesting that social and conformity motives function differently with different dimensions of CSE in relation to alcohol use quantity. We consider the possibility that social situations trigger CSE – identity because these social settings instill a sense of belonging to the school and being a good reflection of who they are (questions from CSE – identity subscale). However, this possibility assumes that these social settings consist of friends who are students from the same school and/or college parties, a limitation mentioned previously. Additionally, future studies can incorporate factors that inform a person’s view of what the school represents to the participants. Doing so could inform our understanding of the opposite effects of social and conformity motives in relation to CSE.

A main limitation of the current study is that of generalizability given the sample consisted solely of undergraduate students at two universities and the sample was predominantly White. All participants also reported at least occasional heavy episodic drinking at baseline, which may have limited the variability in alcohol use, drinking motives, and potentially CSE in

this sample relative to a general sample. In addition, another limitation is the use of “college students” as the membership group with which participants were asked to evaluate their sense of belonging and identity. In large universities, it may be difficult to feel part of a “group.” Additionally, data used in the present study were collected using self-report measures, which brings forth limitations in reliability and validity, although research suggests self-report is generally reliable and valid when using well-established measures under conditions of confidentiality (Simons et al., 2015; Salottolo et al., 2022). Moreover, researchers can examine alcohol consequences as an outcome rather than, or in addition to, alcohol use.

It is important to understand what the mediating effects for social and conformity motives would look like within a sample that predominantly identifies as BIPOC, given that students from more diverse cultures may have a more collectivistic background that emphasizes the feelings of belongingness in one’s group, and the importance of belonging in one’s group (Nickerson, 2021). Additionally, Martens et al. (2008) found freshman students and students of color had higher scores on conformity motives. In sum, while the present research provides enriching information about the mediating role of social and conformity motives in the relationship between CSE and alcohol quantity, numerous research questions remain to be explored.

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## APPENDIX

**Table 1.** Mediation models of effects between collective self-esteem scales and alcohol use, with indirect effects via social and conformity drinking motives.

<b>Mediator = Social Drinking Motives</b>					
<b>Exogenous Variable</b>	<b><i>a</i></b>	<b><i>b</i></b>	<b><i>c'</i></b>	<b><i>c</i></b>	<b><i>ab Indirect Effect</i></b>
CSE-membership	0.027 [-0.029, 0.084]	<b>0.213 [0.191, 0.235]</b>	-0.039 [-0.058, -0.021]	-0.034 [-0.064, -0.003]	0.006 [-0.006, 0.018]
CSE-public	0.047 [-0.016, 0.110]	<b>0.213 [0.190, 0.235]</b>	-0.022 [-0.043, -0.001]	<b>-0.012 [0.047, 0.022]</b>	0.01 [-0.003, 0.023]
CSE-private	0.019 [-0.038, 0.076]	<b>0.211 [0.188, 0.233]</b>	0.018 [-0.001, 0.038]	0.022 [-0.009, 0.054]	0.004 [-0.08, 0.016]
CSE-identity	<b>0.049 [0.003, 0.096]</b>	<b>0.206 [0.184, 0.229]</b>	<b>0.056 [0.039, 0.072]</b>	<b>0.066 [0.041, 0.092]</b>	<b>0.010 [0.001, 0.020]</b>
<b>Mediator = Conformity Drinking Motives</b>					
<b>Exogenous Variable</b>	<b><i>a</i></b>	<b><i>b</i></b>	<b><i>c'</i></b>	<b><i>c</i></b>	<b><i>ab Indirect Effect</i></b>
CSE-membership	<b>-0.080 [-0.124, -0.036]</b>	<b>0.131 [0.107, 0.155]</b>	<b>-0.021 [-0.040, -0.002]</b>	-0.011 [-0.035, 0.014]	<b>0.011 [0.005, 0.017]</b>
CSE-public	<b>-0.091 [-0.140, -0.042]</b>	<b>0.135 [0.111, 0.159]</b>	0.003 [-0.018, 0.025]	0.015 [-0.013, 0.044]	<b>0.012 [0.006, 0.020]</b>
CSE-private	<b>-0.092 [-0.136, -0.047]</b>	<b>0.141 [0.117, 0.166]</b>	<b>0.041 [0.021, 0.061]</b>	<b>0.054 [0.027, 0.080]</b>	<b>0.013 [0.007, 0.020]</b>
CSE-identity	0.029 [-0.006, 0.066]	<b>0.131 [0.106, 0.155]</b>	<b>0.063 [0.047, 0.079]</b>	<b>0.067 [0.046, 0.088]</b>	0.004 [-0.001, 0.009]

*Note.* Results from the mediation analyses for Model 1 (social motives) and Model 2 (conformity motives). In the above table, *ab* = indirect effect, *c'* = direct effect, *c* = total effect, *a* = a path, and *b* = beta for b path. Confidence intervals are provided for the indirect effect. P-values reported at < 0.05.