A research project examining:

‘The levels and effects of gambling among students of Athlone Institute of Technology.’

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Abstract

This study is investigating the levels and effects of gambling among students. The participants to this study are students of Athlone Institute of Technology. A qualitative method was used, involving the administration of twenty questionnaires to students.

The main findings of this study were that students gamble in an attempt to gain money and due to the influence of their peers. The main conclusions drawn from the data obtained from the questionnaire were that students are negatively affected by gambling mentally, socially and economically.
Declaration

I declare that this dissertation, in whole or in part, has not been submitted to any other university, institute or college as an exercise for a degree or any other qualification. I further declare that, where reference is not given in the text, that text is entirely my own work.

Signed: _________________________                           Date: _________________________

Mark Hynes.                                                                  21st November 2012.
Acknowledgements

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1. Introduction

1.1 Introduction

This study examines the levels and effects of gambling among students of Athlone Institute of Technology. The study uses both national and international studies to compare and contrast statistics with those recorded in this project.

The study examines the frequency of student’s gambling and their spending levels. It also explores the effects of gambling on student’s lives. These include mental, social and economic effects.

1.2 Objectives

Objective 1: To examine the levels of gambling among students of Athlone Institute of Technology.

Objective 2: To examine the effects of gambling among students of Athlone Institute of Technology.
2. Literature review

2.1 Introduction

In this section the author provides a brief history and definition of gambling and an exploration of its availability to students. Current research on the topic of gambling and addiction studies is researched, through collected journal articles and dissertations from the USA, Canada, Scotland and Ireland. The researcher’s methods and results are outlined. Finally these previous studies are examined and evaluated in anticipation of the author’s research methodology.

2.2 Brief history of gambling

Gambling has been a part of human life for as far back as ancient civilisations. Roman Emperors including Augustus, Caligula, Claudius and Nero are all sighted to have been addicted to gambling (France, 1902). Gambling increased in Britain during the second half of the 17th century. After the Restoration (end of the 17th century) it remained strong for the next one hundred years. During this time gambling took the form of “private wagers on the outcome of all manner of events such as births, marriages and deaths, but particularly sporting events such as horse races, cock and dog fights, bear-baiting and prize fighting” (Chinn, 1991). A resurgence of gambling in Britain occurred in the latter half of the 19th century, coinciding with the industrial revolution. Horse racing became better organised and so did bookmaking, despite legislation being passed, such as the 1853 Betting Houses Act, to curtail it. Working class people had more disposable income and the telegraph system allowed news of races, runners, odds and results to be communicated more easily. In 2009 the legal gambling market totalled $335 billion globally. Nearly two-thirds of that came from lotteries and casinos. (The Economist 2010).
2.3 Defining gambling

The term ‘gambler has mostly been used as a pejorative one. Dr. Johnson stated in his Dictionary of the English Language in 1755 that ‘gambler’ was a “can’t word” for gamester, a “knave whose practice it is to invite the unwary to gain and cheat them.” The verbs ‘to bet’ and ‘to wager’ meant the same thing and were less disreputable than the newer verb ‘to gamble’ which was associated in England with the lower class and with cheating and indulgence. (Orford, J, Sproston, K., Erens, B., White, C., Mitchell, L. 2003) Today the Oxford English dictionary defines the word ‘gamble’ as “play games of chance for money”.

2.4 Availability of gambling to students of Athlone IT

From personal investigation several bookmakers were identified in Athlone, mostly found within the town of Athlone, a 30 minute walk from the college campus. However, one bookmaker operates about 100 metres from the college, on the opposite side of the Dublin Road, where the college stands. There is also a gambling hall within the town, containing slot machines. Students sometimes organize poker nights in their accommodation. The internet provides students with access to all forms of gambling online, including virtual gambling. Gambling websites are prohibited by the free internet access provided by the college to its students.

2.5 Selected Research

Engwall, D., Hunter, R., & Steinberg, M. (2004) carried out a thorough 1,350 undergraduate students at the 4 campuses of Connecticut State University were surveyed by the author in 2000. 64 percent of the respondents were women, while 36 percent were men. The majority of the respondents were within the 18-20 year old age bracket and either lived with their parents/guardians or spouse or in a residence hall. The results showed that 18 percent of men and 4 percent of women reported that gambling had led to at least 3 negative life consequences, commonly defined as problem or pathological gambling. Students who were identified as problem gamblers were significantly more likely to be heavy drinkers, report negative consequences of alcohol consumption, and be regular tobacco and marijuana users, as opposed to students who were not identified as problem gamblers. Problem gambling was related to binge eating and greater use of weight control efforts. Student athletes were also found to have a significantly higher rate of problem gambling than non-athlete students.
A widely cited survey by Oster and Knapp (1998) sampled 544 students, divided almost evenly among males and females, voluntarily participated in a study conducted in Introductory Psychology classes at the University of Nevada, Las Vegas. The mean age was 22 years and 86 percent of the sample were permanent residents of Nevada. The lifetime prevalence (if an individual has ever gambled during their life thus far) of any form of gambling was 97 percent for males and 91 percent for females. 37 percent of males and 16 percent of females gambled weekly or more frequently. The more frequent form of gambling for females and males was video-poker machines. The lifetime prevalence for betting on any kind of sports events was 64 percent. 13 percent wagered within the past year, 8 percent within the past month, and 7 percent once a week or more. Males (50%) bet on sports more often than females (23%). Sports wagering by college students appears largely, though not exclusively, a male activity.

Neighbors, C., Lostutter, T. W., Cronce, J. M., & Larimer, M. E. (2002) carried out research designed specifically to examine gambling motivation among college students with a long term goal of determining why gambling is so prevalent in this population. Participants included 184 undergraduate college student gamblers, 123 of whom were males and 59 females, enrolled in introductory psychology classes at a northwestern university in the United States. The average age of participants was 19.4 years. Participants were asked to list in rank order their top five reasons for gambling. The reasons why the students gambled were to win money, for fun, for social reasons, for excitement, or just to have something to do. Over 40 percent of the sample claimed monetary gain to be their primary motivation for gambling.

LaBrie et al. (2003) reported findings from the first national survey of gambling among college students. Information was collected from 10,765 students attending 199 colleges. The study found that 42 percent of responding students gambled in the last school year and 2.6 percent gambled weekly or more frequently. The behaviours and characteristics of people who choose to gamble matched those of people who binge drink. Gamblers compared with non-gamblers were more likely to binge on alcohol, use marijuana, smoke cigarettes, use illicit drugs, and engage in unprotected sex after drinking.
The study found that the rate of college students that gambled within the last year (42%) was lower than adults. Though the findings reported in this article do not indicate a large national gambling problem among college students, the promotion of gambling directed at college students and a greater acceptance of Internet gambling could change the current situation. The current rates are related to the number of available gambling venues. Should those increase, as has been the case thus far, the rates may very well increase.

The goal of the NCAA 2004 Study on Collegiate Sports Wagering and Associated Health Risks was to provide baseline information related to the level of gambling behaviour with the student-athlete population. A total of 20,739 surveys were received from US schools. 61 percent of respondents were male and 37 percent were female. The study found that males consistently reported engaging in gambling or sports wagering activities in much higher proportions that their female counterparts. The proportion of males reporting participating in any gambling behaviour was 63.4 percent. Less than 5 percent of males at any division were categorized as a problem or pathological gamblers. The gambling activities that student athletes engaged in most frequently during the last 12 months include: playing cards or board games for money, betting on games of personal skill, lottery tickets, slot or electronic poker machines, sports cards, football polls or parlays, or some other type of gambling.

An impressive survey by Ladouceur, R., Sylvain, C., Letarte, H., Giroux, I., & Jacques, C. (1998) was composed of 1,471 college students attending three colleges in the Quebec city metropolitan area. 53 percent of the sample was female and 44 percent male, with the average age of 18.9 years. The study found that 90 percent of the students had gambled and 21.7 percent engage in this behaviour once a week or more. The prevalence of pathological gamblers was found to be 2.8 percent for the entire sample and much higher among males. Gambling behaviours were found to be linked to alcohol abuse, drug abuse and criminality. Results of the study indicate that gambling practices are widespread among college students and the incidence of pathological gambling is twice as high in this population as in the general adult population of Quebec. Additionally, the results indicated that pathological gambling is associated with economic, professional and interpersonal problems. The study was
conducted prior to the establishment of casinos in this province.

1,483 students from colleges and universities across Scotland returned questionnaires, 61% of whom were males and 31% females (Moodie 2008). The mean age was 23.7. 38.6% of students gambled weekly, 13.5% monthly, 32.2% less than monthly and 15.7% never. 46.1% gambled on two or fewer activities, 25.4% on four activities and 27.5% on five or above. 69.9% gambled on the lottery, 49.7% on fruit machines, 44.7% scratch cards, 29.4% games of skill, 28.1% horses/dogs, 25.6% sports, 24.2% cards, 18.2% bingo, 13.2% casino, 8% dice games and 7.1% stocks and shares. Asked to identify their favourite form of gambling 30.9% said lottery, 9.2% fruit machines, 6.9% sports, 3.5% horses/dogs and 3.5% cards.

Molloy (2012) carried out a dissertation on alcohol consumption among students of Athlone Institute of Technology. 20 students were surveyed, all of whom were found to have began drinking before the legal age of eighteen. 5% experienced financial problems due to drinking. 55% spent 10 to 30 euros weekly on alcohol. 5% spent between 200 and 300 euros weekly. 10% said alcohol affected their exam performance. 85% felt AIT would help them if they became addicted.

Mooney (2007) researched the patterns and effects of alcohol consumption among twenty students of Athlone Institute of Technology. All consumed alcohol. 45% of them began drinking because their friends were doing so. 35% of the students spent between 56 and 70 euro weekly on drinking and 35% spent over 71 euro weekly. 45% said they had difficulty paying for rent, travel and food due to drinking. The respondents indicated that their academic performance was hampered by drinking, with some having to repeat exams, hand assignments in late and missing lectures. 85% felt alcohol was targeted at students. 60% felt the college would help them if they became addicted.
2.6 Conclusion

The literature review has established that there is a wealth of research available on the topic of student gambling, particularly in North America. Beginning this research there was no research available on gambling among students of AIT. However there existed research in the field of addiction studies, allowing comparisons to be drawn between the drinking habits of students of the college. The primary sources of information are journals of addiction studies. It is considered that this research project could contribute towards increasing the knowledge base on student gambling in Ireland.
3. Methodology

3.1 Introduction

To fulfil the projects ambition of ascertaining information regarding the level and effects of gambling among students of Athlone Institute of Technology, the author decided to carry out a quantitative survey of college students, through the distribution of questionnaires on the topic of student gambling.

3.2 Method

A quantitative method of research will be used to gather the data. Questions will be pre-formulated in a structured sequence and the questionnaire given to a sample of individuals drawn so as to be representative of a defined population. (Hutton, 1990).

According to Bryman (2004) qualitative research is a “research strategy that usually emphasises words rather than quantification in the collection and analysis of data” and qualitative research “comes from an interpretive perspective and is therefore concerned with interpreting and understanding phenomena through the meanings that people attach to them” (Greenhalgh, 2001).

Bryman (2004) lists several advantages and disadvantages to questionnaires;

Advantages

1. They are less expensive than other methods.
2. They produce quick results.
3. They can be completed at the respondent’s convenience.
4. They offer a greater assurance of anonymity.
5. They give a stable consistent and uniform measure without variation.
6. It gives wider coverage because the researcher can approach respondents more easily than other methods.

Disadvantages

1. They don’t allow for the probing, prompting and clarification of questions.
2. They don’t give opportunities for motivating the respondents to participate in the survey.
3. The identity of the respondent and condition under which the questionnaire was answered are unknown.
4. It is not possible to see if the question order was followed.
5. Due to the lack of supervision, a practical response is possible.
3.3 Process

Twenty questionnaires were distributed to students of A.I.T. Only participants who gambled were chosen. There was no need to go into classes as the author knew eighteen students who gambled previous to beginning work on the research project. The other twelve were filled out as the author asked students in the college canteen if they gambled and if so would they fill out a questionnaire.

3.3.1 Pilot Questionnaire

A pilot study was conducted on three friends from a different college, to see if the questions made sense to them. They were satisfied with the questionnaire, stating that they had no trouble filling it out and that it seemed thorough. It was noted that it took between five and ten minutes for an individual to complete a questionnaire. The questionnaires were kept confidential and were shredded within a week.

3.4 Ethics

The author assured all participants in filling out the questionnaire that their identity would be kept confidential on filling out the questionnaire, that they could withdraw their consent at any time and that all questionnaires would be destroyed within six months. This information was communicated to the students through a letter of consent attached to the front of the questionnaire.

3.5 Cover Letter

The cover letter mentioned the aims and objectives of the project. It requested the filling out of the questionnaire. It was made clear that the student’s consent was optional and that they could later withdraw their consent. It also stated that the questionnaire was entirely confidential.

3.6 Evaluation of Method

The strengths of the quantitative method were that it reached a large group of students. Confidentiality was an important factor in obtaining quality information from the survey’s participants. This method of research was less direct than carrying out interviews, as the participants would feel more comfortable with the questionnaire and therefore be more honest in their answers.
The quality of participant’s responses was influenced by the way the author phrased the questions. The author could not verify the authenticity of the participant’s answers. An interview method of research would have allowed the author to probe deeper into certain topics that the questionnaire proposed, and would have allowed for increased elaboration by participants on certain areas that they were willing to divulge larger amounts of information.
4. Results

4.1 Introduction

This chapter will illustrate the findings in tabular, narrative and graphical form. The information will be presented under the two main objectives of:

Objective 1: To discover the level of gambling among students of Athlone IT.

Objective 2: To discover the effects of gambling among students of Athlone IT.

Twenty participants both male and female, aged from twenty upwards were surveyed. All of the participants gambled and were students of Athlone Institute of Technology.

Thirteen (65%) of participants were male and seven (35%) were female. One person was in the 17 to 20 age category. Five were within the 21 to 25 bracket. Seven people lay within the 26 to 30 bracket and seven were aged over 30.
4.2 Results under objective one

Objective 1: *To discover the level of gambling among students of Athlone IT.*

4.2.1 Frequency of gambling

Thirteen participants said that they gambled once a week. Two said that they gambled five to seven times a week. Two participants said they gambled eight to ten times a week. Two people said they gambled more than ten times a week. One person said that they gambled seven times in a year.

![Fig. 4.2.1 Frequency of Gambling](image-url)
4.2.2 Age of beginning gambling

Two participants said that they began gambling aged below sixteen. Five said they began between the ages of sixteen and eighteen. Two said they began at the age of eighteen. Three said they began at the age of nineteen. Three said they began at the age of twenty. Five said they began when they were twenty one or older.

**Fig. 4.2.2 Age of Beginning Gambling**
4.2.3 Reasons for beginning gambling

One person said they began gambling due to advertising. Eight people said they began due to their friends gambling. Nine said that they began to try and obtain more money. One said that they began to relieve stress. Three said they began to challenge themselves. Six said that they began for personal enjoyment.

Fig. 4.2.3 Reasons for beginning gambling
4.2.4 Reasons for gambling at present

Two participants said that they gambled at present due to advertising. Nine said they gambled at present to try to gain money. One person said they gambled to relieve stress. Four said they gambled to challenge themselves. Eight people said they gambled for personal enjoyment.

![Fig. 4.2.4 Reasons for gambling at present](image)
4.2.5 Student’s weekly spend on gambling

Eleven students said that they spent ten euro or less on gambling every week. Four students said that they spent between ten and twenty five euro every week. One student said that they spent between forty one and fifty five euro every week. Four students said that they spent over seventy one euro every week.

![Fig. 4.2.5 Students' weekly spend on gambling](image_url)
4.2.6 Amount students thought was too much to spend on gambling per week.

Three students said that they thought ten euro or less was too much money to be spent on gambling per week. Five students thought that eleven to twenty five euro was too much to spend on gambling per week. Five students thought that twenty six to forty euro was too much to spend on gambling per week. Five students thought that fifty six to seventy euro was too much to spend on gambling per week. Two students thought that seventy one euro or more was too much to spend on gambling per week.
4.3 Results under objective two

Objective 2: To discover the effects of gambling among students of Athlone IT.

4.3.1 How gambling effects the lives of students

When asked if gambling affected other aspects of their lives in any way, fifteen students said that gambling affected them financially. Five students said that gambling affected them socially. Seven students said that gambling affected them mentally. Three said that gambling did not affect any other aspects of their lives.

![Fig. 4.3.1 How gambling effects the lives of students](image)

4.3.2 Financial problems

When asked if gambling had ever caused them financial problems, eight participants (40%) answered yes, while twelve participants (60%) answered no.

4.3.3 Depression

When asked if gambling had ever caused them to feel depressed, seven participants (35%) answered yes, while thirteen participants (65%) answered no.
4.3.4 Academic performance

When asked if gambling had ever affected their academic performance, four participants (20%) answered yes, while sixteen participants (80%) answered no.

4.3.5 Submission of assignments

When asked if gambling had ever caused them to hand in an assignment late, three participants (15%) answered yes, while seventeen participants (85%) answered no.

4.3.6 Repeating exams

When asked if gambling had ever caused them to have to repeat an exam, one participant (5%) answered yes, while nineteen participants (95%) answered no.

4.3.7 Gambling industry targeting of students

When asked if they thought gambling was targeted towards students, eleven participants (55%) answered yes, while nine participants (45%) answered no.

4.3.8 Concern over gambling in relation to alcohol consumption

When asked if they thought that gambling was of as high a concern to the public as alcohol consumption, twelve participants (60%) answered yes, while eight participants (40%) answered no.

4.3.9 Concern over gambling in relation to smoking

When asked if they thought that gambling was as high of a concern to the public as smoking, nine participants (45%) answered yes, while eleven (55%) answered no.

4.3.10 Athlone IT’s provision of student assistance for gambling problems

When asked if they thought that Athlone IT would provide support if their gambling became a problem, nine participants (45%) answered yes, while eleven participants (55%) answered no.
5. Discussion

5.1 Introduction

This chapter discusses the findings, whilst referring back to the literature review. The findings of the research will be analysed in terms of their relevance to the objectives that are stated in the literature review.

Objective 1: To examine the levels of gambling among students of Athlone Institute of Technology.

Objective 2: To examine the effects of gambling among students of Athlone Institute of Technology.

5.2 Profile of students

The survey consisted of twenty students, 65% of whom were male and 35% female. 5% were aged below twenty, 25% between twenty one and twenty five, 35% between twenty six and thirty and 35% above thirty. 100% of the participants gambled.

5.3 Discussion under objective one

Firstly the author wanted to gain an insight into the frequency of gambling among students, the amount of money spent, and the reasons why they gambled. The participants used in this study were all fourth year students of Athlone IT.

Participants were asked how often the participants gambled. The majority (65%) gambled once a week. This is considerably higher than in a study carried out by Moodie (2008) among Scottish students, in which 38.6% of students gambled weekly. Ladouceur et al. (1994) in a study of Canadian students found that 21.7% gambled at least once a week. It is also significantly higher than American students surveyed by Oster and Knapp (1998), which found 7% of students to gamble each week. LaBrie et al. (2003) reported in a study of US students that just 2.6% gambled weekly.

In comparing the data obtained in this research project to foreign studies, it seems that Irish students gamble more frequently than students in Scotland, Canada and the United States.

35% of participants began gambling before the legal age of eighteen. This is not as high as those who began drinking below the legal age of eighteen in another dissertation of Athlone IT students by Molly (2012). In that study 100% of those surveyed began drinking before the age of eighteen.
40% of participants said they began to gamble due to their friends gambling. 45% said that they began to try and obtain more money. In a study of alcohol consumption among students of Athlone IT by Mooney (2007) 45% of students began drinking because their friends were doing so. Therefore, one’s friends have a strong influence in both the decision to begin gambling and consuming alcohol.

45% of participants said they gambled at present to try to gain money. 40% said they gambled for personal enjoyment. Neighbors et al. (2002) carried out research designed specifically to examine gambling motivation among college students. The reasons why the students gambled were to win money, for fun, for social reasons, for excitement, or just to have something to do. Over 40% of the sample claimed monetary gain to be their primary motivation for gambling. This shows that student’s primary gambling motivation is monetary gain.

In this study 55% of students spent ten euro or less on gambling each week. Molloy (2012) found that 55% of students from Athlone IT surveyed spent ten to thirty euro more on alcohol each week and 5% spent between two hundred and three hundred euro weekly, showing that students of AIT spend more on alcohol than they do on gambling.

This study found that 20% of students spent over seventy one euro a week on gambling. According to a survey by Mooney (2007) of students of Athlone IT, 35% of the students spent between fifty six and seventy euro weekly on alcohol and 35% spent over seventy one euro weekly. This suggests that most students of Athlone IT spend more on alcohol than on gambling per week.

5.4 Discussion under objective two

When asked if gambling affected other aspects of their lives in any way, 75% of students said that gambling affected them financially, 25% said it affected then socially and 35% said that gambling affected them mentally. A study of undergraduates of Connecticut State University by Engwall et al (2004) found that 18% of men and 4% of women reported that gambling had led to at least three negative life consequences.

When asked if gambling had ever caused them financial problems, 40% answered yes, while 60% answered no. Molloy (2012) 5% experienced financial problems due to drinking. Mooney (2007) found that 45% of Athlone IT students surveyed said they had difficulty paying for rent, travel and food due to money spent alcohol consumption.

Participants were asked if gambling had ever affected their academic performance. 20% answered yes to this question, while 80% answered no. Molloy (2012) found that 10% of Athlone IT students surveyed said alcohol affected their exam performance. In another study of Athlone It students carried out by Mooney (2007) the respondents indicated that their academic performance was hampered by drinking.
In response to the question which asked had gambling ever caused them to hand in an assignment late, 15% answered yes, while 85% answered no. In a study by Mooney (2007) on the effects of alcohol among students, 15% of the respondents indicated that they also handed assignments in late.

One participant in the survey said that gambling had caused them to have to repeat an exam. In Mooney (2007) study on the effects of alcohol among Athlone IT students it was found that alcohol consumption caused two participants to have to repeat an exam.

55% of participants thought gambling was targeted towards students, while 45% thought it was not targeted towards students. Mooney (2007) found that 85% of Athlone IT students surveyed thought that alcohol was targeted towards students.

45% answered yes, while eleven participants 55% answered no, to whether they thought Athlone IT would provide support to them if their gambling became a problem. In Molloy’s (2012) study 85% of students thought Athlone IT would help them if they became addicted to alcohol. Mooney (2007) found that of students 60% thought Athlone IT would help them if they became addicted to alcohol.
6. Conclusions and Recommendations

In comparing the data obtained in this research project to foreign studies, it seems that Irish students gamble more frequently than students in Scotland, Canada and the United States.

The most common reason to gamble according to this study was due to friends doing it, also the most common reason for drinking. A concerning amount of students began gambling when aged below the legal age limit for gambling. Peer pressure or the social aspect of gambling correlates as being the main instigators in people taking up gambling, just like drinking.

The pursuit of financial gain is the primary driver of gambling among students. Students spend less on gambling than they do drinking. Gambling causes students both financial and social difficulties. Gambling negatively affects student’s academic performance. Many students lack confidence in their college offering support for a gambling problem.

In compiling the literature review, a lack of local studies of gambling among students was observed, despite there being many studies on smoking and alcohol consumption. In terms of addiction studies gambling is being neglected. People recognise this, as nearly half of the participants in this study thought that gambling was not as high of a public concern as alcohol consumption, and over half of participants thought that gambling was of less a concern than smoking.

From the information gathered for the literature review and the results of this study, it can be recommended that further studies into the levels and effects of gambling among students both locally and nationally is required. Students need to be made more aware of services for gambling concerns within the institute, as counselling is currently available to them free of charge. On a governmental level, current policy in relation to gambling has proven to be ineffective in stopping people under the legal age limit of eighteen from participating in gambling activities.
7. Appendix
Bibliography


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Molloy, D (2012) An exploration into the prevalence and effects of alcohol consumption among second year students of social care in AIT. Athlone Institute of Technology.


My name is Mark Hynes. I am a fourth year student of social care in Athlone IT. I am conducting a research project as part of my degree course. The project aims to examine the levels and effects of gambling among students of Athlone IT.

I would greatly appreciate it, if you could fill out this questionnaire, which will take approximately five to ten minutes.

The information you give will remain completely confidential. Your name and identity will not be divulged. You can withdraw your consent at any point after completion of the questionnaire. All questionnaires will be destroyed within five months of completion.

Mark Hynes

Date
Questionnaire

The Levels and Effects of Gambling on the Lives of Students

1. What is your gender?
   - Male
   - Female

2. Which of the following age brackets do you fall under?
   - 17 to 20
   - 26 to 30
   - 21 to 25
   - Over 31

3. How often do you gamble weekly?
   - Less than once a week
   - 5 to 7 times
   - Once a week
   - 8 to 10 times
   - 2 to 4 times
   - More than 10 times

4. At what age did you begin gambling?
   - Under 16
   - 16 to 18
   - 18
   - 19
   - 20
   - 21 or over
5. Why did you begin gambling?

☐ Because of advertising
☐ Friends were doing it
☐ To get more money
☐ To relieve stress
☐ To challenge yourself
☐ Personal enjoyment
☐ Other please specify

6. Why do you gamble now?

☐ Because of advertising
☐ Friends are doing it
☐ To get more money
☐ To relieve stress
☐ To challenge yourself
☐ Personal enjoyment
☐ Other please specify

7. How much do you spend on gambling per week?

☐ 10 euro or less
☐ 11 to 25 euro
☐ 26 to 40 euro
☐ 41 to 55 euro
☐ 56 to 70 euro
☐ Over 71 euro
☐ Other please specify
8. How much money do you think is too much for you to gamble a week?

☐ 10 euro or less
☐ 11 to 25 euro
☐ 26 to 40 euro
☐ 41 to 55 euro
☐ 56 to 70 euro
☐ Over 71 euro
☐ Other please specify

9. Do you think that gambling affects other aspects of your life in any way?

☐ Financially
☐ Mentally
☐ Socially
☐ Other please specify

10. Has gambling caused you financial problems? If yes, to what extent?

☐ Yes
☐ No

11. Has gambling ever caused you to feel depressed?

☐ Yes
☐ No

12. Has gambling ever affected your academic performance?

☐ Yes
☐ No
13. Has gambling ever caused you to hand in an assignment late?
☐ Yes
☐ No

14. Has gambling ever caused you to have to repeat an exam?
☐ Yes
☐ No

15. Do you think that gambling is targeted towards students?
☐ Yes
☐ No

16. Do you feel that gambling is as high of a concern to the public as alcohol consumption?
☐ Yes
☐ No

17. Do you feel that gambling is as high of a concern to the public as smoking?
☐ Yes
☐ No

18. Do you think that Athlone IT would provide support to you if gambling became a problem?
☐ Yes
☐ No