

An Examination of Gambling Impacts on SUNY Cortland Students

by

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A Thesis

Submitted in Partial Fulfillment of the Requirements
for the Master of Science in Recreation

Department of Recreation, Parks, & Leisure Studies

STATE UNIVERSITY OF NEW YORK
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May 2008

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2008

Commercial gambling has existed in the United States ever since the state of Nevada legalized casino gambling in 1931. Under the frequent impacts of gambling promotions, it is not surprising that many college students are participating in gambling related activities during their leisure time. The purpose of this study was to examine the gambling participation of SUNY Cortland students. A total sample of 362 students, including 50.6% male and 49.2% female, were involved in this study. 76.2% of the respondents reported they had gambled at least once during the last school year and 5.6% of them had gambled weekly or more often, which indicated gambling participation was prevalent on SUNY Cortland campus. A majority of students had been engaged in various forms of gambling. Specifically, Turning Stone Resort and Casino (TSRC), the closest casino to the campus, impacted the students' leisure lifestyle due to the fact that 77.6% of the respondents knew about TSRC and 38.7% of them had been there doing activities. Moreover, male students were more likely to gamble than female student, which was consistent with the previous studies. There was no significant difference of gambling activities among matriculation in terms of freshman, sophomore, junior, or senior. For fun and money were the primary motivations for gambling. This study provides a better understanding of college students gambling in the leisure context.

ACKNOWLEDGEMENTS

I would like to express my sincerest appreciation to my thesis committee chair, Dr. Wayne Stormann. Thanks to his support, guidance, and encouragement, which made it possible to finish this thesis. I would also like to extend my deep gratitude to my thesis committee member, Dr. Erwei dong, for his hours of analysis and evaluation of this study. Dr. Sharon Todd, I appreciate your helpful suggestions from the classroom to the thesis and your time spent on assisting me.

A special thank you to my husband, Bo Xin, who is not only my true love and also my best friend. Thanks for always being there for me. It is you who have given my life immense purpose, joy and meaning. Many thanks to my parents, Shuzhai Zhang and Zhenye Ding, who have never stopped loving me since the moment I was born. I feel very fortunate to be their daughter.

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Chapter 1

INTRODUCTION AND STATEMENT OF THE PROBLEM

Introduction

Since Nevada legalized casino gambling in 1931, commercial gambling has existed for 77 years in the United States (American Gaming Association, 2006). Although the campaign of legalizing gambling activities has fluctuated in U.S. history, people never really stop gambling. On the contrary, the gambling industry in the United States has prospered during the last few decades. In 2000, consumers in America spent \$61.4 billion on legal gambling, more than they spent on movie tickets, recorded music, theme parks, spectator sports, and video games combined (Christiansen & Sinclair, 2000).

A study, conducted by Welte et al. in 2002 aimed to find out the percentage of gambling participation in U.S., revealed that 82% of Americans age 18 or older reported having participated in gambling in the past 12 months before they did the telephone survey. Lottery was the most popular activity for gamblers, while “casino gambling accounted for the largest extent of gambling involvement” (p. 313). According to Shinew and Parry (2005), many studies have reported the benefits of leisure for college students, who are in their late

adolescent or early adulthood stage. However, there is another side of leisure existing popularly among college students, and only a few studies have addressed this gap. Under the frequent impacts of gambling promotion, it is not surprising that many college students are participating in gambling related activities during leisure time and in a leisure context.

However, research on the awareness of gambling-related problems among high school and college administrators showed “an important discrepancy between the prevalence of gambling-related problems among young people and the awareness of these problems among educators” (Shaffer et al., 2000, p. 93). The fact is that both the students and educators don’t have much opportunity to learn about gambling and its substantial and potential hazards at school. It was reported that only 26 schools (22%) out of 119 scientifically selected colleges, included in the 2001 Harvard School of Public Health College Alcohol Study (CAS), had a gambling policy compared to the fact that all schools in the sample had a student alcohol use policy (Shaffer et al., 2005).

Many other studies indicated that gambling on college campuses is commonplace (Winters et al., 1998; Platz & Millar, 2001; Neighbors et al., 2002; Engwall, Hunter & Steinberg, 2004). Moreover, these studies showed a relatively high percentage of college student gamblers meeting the criteria for lifetime pathological gamblers diagnosed by the American Psychiatric Association (1987). South Oaks Gambling Screen (SOGS) was established by Lesieur and Blume (1987). It is a convenient way to screen the general population for pathological gambling. The 20-item questionnaire is based on DSM III-R criteria (American

Psychiatric Association, 1987) and has proven to be an excellent instrument by many studies in terms of its reliability, validity, and usability (Winters et al., 1998; Platz & Millar, 2001; Neighbors et al., 2002; Engwall, Hunter & Steinberg, 2004; Sullivan, 2005; Petry & Weinstock, 2007; Wickwire Jr. et al., 2007).

Gambling has been found to be a real problem on campus and a substantial proportion of students can be considered as pathological gamblers (Platz & Millar, 2001; Engwall, Hunter & Steinberg, 2004; Shaffer & Hall, 2001). However, other studies argued that people may overestimate college student gambling by showing the lower rate of diagnosed pathological student gamblers (LaBrie et al., 2003; Winters et al., 1998; Slutske et al., 2003; Browne & Brown, 1994).

A possible explanation for the contradictory results for college students' gambling was made by Shaffer et al (2005). The authors noted that "gambling behavior among students and its adverse consequences fluctuates with time and other factors and that the development of symptoms is not always progressive" (Shaffer et al, 2005). Another assumption was that the different assessment methods may result in different levels of problem gambling among the college students (Slutske, Jackson & Sher, 2003). The authors further stated that SOGS, which was commonly used in identifying problem student gamblers, tended to "yield higher prevalences of gambling problems than the DSM criteria set" (p. 272). The third reason could be the location of the samples gathered. The more people are exposed to casino and other gambling facilities, researchers tend to get a higher rate of problem gamblers (Platz & Millar, 2001).

Intercollegiate athletes are a special sub-group among college students. It has been shown that college student-athletes are more likely to be problem gamblers compared to non-athlete students (Engwall, Hunter & Steinberg, 2004; Kerber, 2005). Weinstock and his associates (2007) did a study about gambling related problems by comparing 736 student-athletes with 1,071 non-athletes at four universities. Their findings were consistent with previous research in that a majority of student-athletes were gambling and a significant proportion was identified as pathological gamblers.

Some studies have disclosed that student gamblers, who are identified as pathological gamblers or potential pathological gamblers, have more chance to associate with other risky behaviors, such as binge eating, alcohol abuse, heavy smoking, using illicit drugs, and having unprotected sex after drinking (Vitaro et al., 2001; Winters et al., 2002; Winters et al., 1998; Huang et al., 2007; LaBrie et al., 2003). This phenomenon has been called a “problem behavior syndrome” by Jessor and Jessor (1977). This important characteristic should be considered when investigating gambling among college students.

Internet gambling on campus is an emerging issue propelled by the technological revolution. Brown (2006) summarized several reasons why online gambling has gained popularity among college students. First, there were several television series focusing on various aspects of gambling life and culture. Second, the Internet generation, highly constituted of most college and university students, has grown up with Information Technology. Third, wireless connections are

pervasive on college campus. Fourth, the anonymity of web-based gambling assures that no one knows a player's name, age, and other personal information.

The theory of planned behavior (TPB) (Ajzen, 1991) has been used to explain why some people participate in a particular activity. A study disclosed that most college students gamble for the following reasons: (1) to win money, (2) for fun, (3) for social reasons, (4) for excitement, (5) for something to do. Over 40% of this sample reported monetary gain as their primary motivation for gambling (Neighbor, Lostutter, Cronce & Larimer, 2002).

While most of the recent research on college student gambling was conducted in relatively bigger cities with larger populations, this research will be conducted in Cortland, New York with a nearby land-based casino. In particular, on-site questionnaires will be distributed to college students who are currently enrolled in the State University of New York College at Cortland. This study will add valuable knowledge to the field with a specific emphasis on the impacts of gambling on college students. Plus, this study will provide better understanding of gambling impacts on college students in the context of their leisure pursuits.

Statement of the Problem

According to the previous research, college students have been identified as having the following problems associated with pathological gambling: (1) higher rates of problem gambling than the general adult population (Engwall, Hunter, & Steinberg, 2004; Shaffer & Hall, 2001); (2) college student-athletes are

more likely to be problem gamblers (Engwall, Hunter & Steinberg, 2004; Kerber, 2005; Weinstock et al., 2007); (3) students who are considered as pathological gamblers are more likely to be associated with other risky behaviors, like drinking, smoking, binge eating, using illicit drugs, etc (LaBrie et al., 2003; Engwall, Hunter, & Steinberg, 2004).

The purpose of this study is to examine how gambling activities impact SUNY Cortland students' leisure pursuits. Specifically, this study will investigate the relationship between proximity to the land-based casino, Turning Stone Resort and Casino (TSRC), and the effects on the SUNY Cortland students. If it does have an impact, this study will also determine what the activities are, which attract students primarily to the diverse gigantic casino.

Research Questions

Five research questions will guide this study:

- (1) Are gambling activities prevalent on the SUNY Cortland campus, which is located in a small size city in upstate New York?
- (2) Does the TSRC impact students' leisure life and if so, what effects does it have?
- (3) What are the primary motivations that draw students to gambling?
- (4) Is there a difference in the type of gambling activities that students participated in when comparing the group of recreational student gamblers and the group of students with gambling problem?

- (5) Is there a relationship between gambling participation and students' gender, age, GPA and household income?

Assumptions

This researcher assumes that the impact of gambling on SUNY Cortland students' leisure pursuits can be derived from self-reporting methods. The researcher also accepts the assumption that all the subjects approached in this study are truthful in their answering of the questions on the survey form.

Another assumption is that the data gathered in this study could be compared to the earlier studies with similar research targets.

Finally, the researcher assumes that the students currently enrolled in SUNY Cortland chose to attend the college for academic reasons and not for proximity to TSRC.

Delimitations

The scope of this study is delimited to SUNY Cortland students, who are enrolled during the 2007-2008 academic year. The measurement of student gambling activities, gambling motivations, and impacts of TSRC are delimited to the instrument as adapted by the investigator.

Limitations

The sample in this study is limited to the SUNY Cortland campus. Thus, generalizations to other four-year institutions and two-year schools will be very limited. This study will use the “volunteer sample”, which may not represent the whole population in some of the figures. Also, this study is designed using quantitative methods in most parts and only 2 questions are asked in a qualitative paradigm, so different strategies may yield different results.

Definitions of terms

- (1) Gambling/Gaming – the behavior of wagering money or something of material value on an act without certain outcome, such as a card game, a dice game, or a slot machine.
- (2) Pathological/problem gambling – a psychological disorder. It is diagnosed as a failure to control impulses (Lesieur & Blume, 1987).
- (3) South Oaks Gambling Screen (SOGS) – a 20-item questionnaire based on American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders (Third Edition- Revised) (DSM III-R) (1987) established by Lesieur and Blume (1987) to diagnose pathological gamblers.
- (4) Leisure time – referring to the time that one determines what to do freely.
- (5) Problem behavior syndrome – gamblers compared with nongamblers are

more likely to have other problematic behaviors, such as binge eating, alcohol abuse, smoking cigarettes, using illicit drugs, etc (LaBrie, Shaffer, LaPlante, & Wechslet, 2003.)

- (6) Internet gambling – any gambling activities that take place on the internet.
- (7) The theory of planned behavior (TPB) – a theory that has been used to explain why some people participate in a particular activity (Ajzen, 1991).

Chapter 2

REVIEW OF THE LITERATURE

The purpose of this study is to examine the impacts of gambling on the leisure pursuits of students enrolled in the SUNY College at Cortland, with a particular focus of the impact of a nearby land-based casino, Turning Stone Resort and Casino (TSRC). This chapter provides a basis of literature on the issue of college student gambling and other related problems and policies. The following sections will focus on: (a) history of gambling and the current debate on the positive and negative influences of gambling in the U.S., (b) college student gambling, (c) whether gambling is prevalent on campus or not, (d) college student-athlete gambling, (e) problem behavior syndrome, (f) the emerging phenomenon of Internet gambling, and (g) the motivation of gambling among college students.

Gambling in the United States

Commercial gambling has existed in the United States ever since Nevada legalized casino gambling in 1931 (American Gaming Association, 2006). Due to

its unique characteristics, gambling has always been attractive to millions of people all over the world. Although gambling has been legally regulated and non-regulated at different times, gambling has never disappeared. On the contrary, the gambling industry in the United States has prospered during the last few decades.

In 1976, Nevada was the only state that had casinos, only 13 states had lotteries, and 2 states (Connecticut and New York) had approved off-track wagering (National Gambling Impact Study Commission, 1999). According to the final report in 1999 from National Gambling Impact Study Commission, it is legal to make a wager of some sort in every state except Utah, Tennessee, and Hawaii. In fact, no matter if gambling is legal or not, people never stop demanding it. Roger (1997) commented, "The acceptance of gambling today can be seen by the substantial numbers of players of the various state lotteries and similar illegal games". Not surprisingly, Welte, Barnes, Wieczorek, Tidwell, and Parker (2002) found that 82% of Americans reported having participated in gambling in the past 12 months. The gamblers age 18 or older had gambled an average of 60 times.

In 2000, consumers in America spent \$61.4 billion on legal gambling, more than they spent on movie tickets, recorded music, theme parks, spectator sports, and video games combined (Christiansen & Sinclair, 2000). Because of the large amount of cash involved, the debate between the advocates and opponents of gambling has been ongoing.

In particular, there are different views of the economic impact of gambling. In the past several years, within the gambling industry, the term gambling has

been gradually replaced by gaming (Roger, 1997). In 1995, the American Gaming Association (AGA) was created by the commercial casino industry. AGA made the claim in their publication, "U.S. Commercial Casino Industry: Facts at Your Fingertips", that "the commercial casino industry is an important part of the U.S. mainstream entertainment industry and the U.S. economy" (2006, p. 6). Because of their strong economic performance, casino companies and gaming equipment manufacturers have gained the attention of a variety of investors' on the stock markets (American Gaming Association, 2006). Another contributor to the growth of the gaming industry is the policy of offering a diversity of services in the casinos. Today, the gaming industry's entertainment venues provide a wide variety of non-gaming amenities, from food and beverage options, spas, golf courses and theater-style shows to retail shopping, fine dining and more. Almost every commercial service that one can imagine can be found in the gigantic casinos. Plus, it is a twenty-four/seven non-stop serving system.

One of the factors that has promoted the spread of the gaming industry nationwide is state governments, policies of generating revenue via gaming. Some researchers attribute it to the domino effect. Rose (1991) stated that after New Hampshire became the first state in modern times to implement gaming as a means of raising revenue with the New Hampshire lottery, 80% of its players came from New York, Massachusetts and Connecticut. New York followed with its own lottery, and soon its neighbor, New Jersey, became the third state. The states just didn't want to lose money to their neighbors. Similarly with the lottery, the first riverboat casinos were legalized in Iowa, followed by Illinois, Missouri,

Indiana, Louisiana, and Mississippi (Roger, 1997). Therefore, the role of state government is another major factor contributing to the rapid growth of the gambling industry.

However, some people regard gambling as a negative and harmful activity which can corrupt society. Accordingly, Kindt (1996) made the statement, “short-term gain but long-term pain” (p. 24) of licensed casino gambling, from the business-economic point of view. He argued that people mostly focused on short-term benefits without considering the negative impacts on society. Also, he thought legalized gambling was not a valid strategy for economic development. Another expert William Thompson, a professor at the University of Nevada, said, “Politicians are greedy for what they consider to be free money. They consider gambling tax like money falling off trees. It's not. It's money that comes out of people's pockets” (PBS interview, 1997). If people don't spend this money on gambling, they may spend it on something else. They argue that gambling doesn't create any products or wealth for the local economy, especially if the casino can't attract non-resident tourists.

Some studies on the social impact of casino gambling revealed the tragic consequences of gambling addiction. Horn (1997) pointed out that, “a considerable body of evidence showed that the expansion of legalized gambling destroys individuals, wrecks families, increases crime, and ultimately costs society far more than the government makes” (p. 34). Pathological gambling was recognized as a diagnosable mental disorder by the American Psychiatric Association and the American Medical Association (Horn, 1997). Kindt (2001)

compared the gambling industry with the tobacco industry and found that the “instances from gambling scenarios may be less tactfully executed, but the strategies appear to be quite similar” (p. 20). The only thing they are looking for is money, regardless of the fact that people have been severely impacted by from their products.

College Student Gambling

College students are a special group of Americans between the ages of 18 and 24 (Shinew & Parry, 2005). Considering that they are in late adolescence or early adulthood, it is a distinct period demographically which should be paid extra attention. Arnett (2000) found that for the young people in industrialized societies, because marriage and parenthood are delayed until the mid or late twenties, frequent change and exploration have become more typical characteristics for the time in college. Hence, what college students do during their leisure time is a significant indicator of their lifestyles.

According to Shinew and Parry (2005), many studies have reported the benefits of leisure for college students. However, there is another side of leisure existing popularly among college students, and only a few studies have addressed this gap. Shinew and Parry (2005) pointed out that leisure researchers have paid scant attention to drinking, gambling, and illegal drugs which are popular leisure activities for many college students that often take place during leisure time and in a leisure context.

Research on the awareness of gambling-related problems among high school and college administrators showed “an important discrepancy between the prevalence of gambling-related problems among young people and the awareness of these problems among educators” (Sahffer et al., 2000, p. 93). The authors suggested building prevention programs which would improve the health and welfare of young people. Further, the article revealed the fact that both the students and educators don’t have much opportunity to learn about gambling and its substantial and potential hazards at school. One of the reasons for scant prevention programs in schools was that no federal mandate requires schools to educate students or parents about the effects of pathological gambling (Shaffer et al., 2005). Therefore, it is not surprising to discover that only 26 schools (22%) out of 119 scientifically selected colleges, included in the 2001 Harvard School of Public Health College Alcohol Study (CAS), had a gambling policy compared to the fact that all schools had a student alcohol use policy. The authors thought this situation left “an open door for student-related gambling disorders to emerge”. They were also concerned that “schools might be missing an opportunity to inform students about the dangers of excessive gambling” (2005).

Is gambling prevalent on campus or is it not a big problem?

Many other studies indicated that gambling on college campuses is commonplace (Winters et al., 1998; Platz & Millar, 2001; Neighbors et al., 2002; Engwall, Hunter & Steinberg, 2004). Moreover, these studies showed a relatively

high percentage of college student gamblers meeting the criteria for lifetime pathological gamblers diagnosed by the American Psychiatric Association (1987). They drew this conclusion by using the South Oaks Gambling Screen (SOGS) established by Lesieur and Blume (1987). It is a 20-item questionnaire based on DSM III-R criteria (American Psychiatric Association, 1987). One of the advantages of SOGS is that it can be self-administered or administered by both professionals and nonprofessionals (Lesieur & Blume, 1987). Therefore, this screen has definitely facilitated many researchers' work for their own interests and focus by comparing pathological gamblers and non-pathological gamblers. Furthermore, this screen has been used by many studies (Winters et al., 1998; Platz & Millar, 2001; Neighbors et al., 2002; Engwall, Hunter & Steinberg, 2004; Sullivan, 2005; Petry & Weinstock, 2007; Wickwire Jr. et al., 2007).

A quantitative comparison of casual and pathological student gamblers was conducted at University of Nevada (Platz & Millar, 2001). A total of 996 students from the psychology classes were recruited. The overall prevalence rate for pathological gambling reported in this study was 11.1%, which appeared to be higher than the rate published in other studies employing the SOGS. One of the most essential explanations is that there are more exposures to gambling opportunities provided by Las Vegas than provided in most other cities. Considering the unique location of sample, this figure may not represent the majority of college students. This study has proved that the external environment may also increase or decrease students' participation in gambling. Engwall, Hunter and Steinberg (2004) conducted a survey among 1,350 undergraduate

students at the four campuses of Connecticut State University in 2000 using a modified version of SOGS. They found that 18% of the male students and 4% of the female students can be defined as problem gamblers because more than three negative life consequences were caused by gambling activities according to their reports. In comparing Connecticut statistics, 11.4% of the college students were regarded as having gambling problems, which was double the rate found for the general adult population. According to the study conducted by researchers at Harvard Medical School (Shaffer & Hall, 2001), they gathered 180 estimates derived from the methods in previous research. This meta-analysis guided study found that prevalence estimates among college students were significantly higher than estimates among the adult population.

Although a real gambling problem for some college students exists, some research found contradictory results for college age gamblers. LaBrie, Shaffer, LaPlante and Wechslet (2003) did a study based on the first national survey of gambling among college students. Information was collected from 10,765 students attending 199 colleges. The study found that 42% of the respondents gambled in the last school year and 2.6% gambled more than once per week. The rate of college student gambling within the last year (42%) was lower than adults. The findings reported in this article did not indicate a large national gambling problem among college students. However, the authors were concerned that gambling promotion directed at college students and the substantial acceptance of Internet gambling could change the situation of their finding.

On the other hand, their results were consistent with the findings of Winter, Bengston, Dorr and Stinchfield's research conducted in 1998. This research surveyed 1,361 students from two Minnesota universities. Although 87% of the respondents gambled at least once in the previous year, showing a common experience on campus, "most students reported gambling at fairly infrequent levels, and few identified financial, social, or personal consequences as a result of gambling" (p. 127).

Another study targeted the population who were first-time college Freshmen (Slutske, Jackson & Sher, 2003). In total, 468 freshmen age 18 to 19 participated in this longitudinal study. There were a few participants who possessed multiple gambling problems over the longitudinal study. The overall rates of problem gambling in this sample were low. Browne and Brown (1994) sampled 288 students at a state university in the Northwest. Almost 80% of the students sampled reported they had purchased lottery tickets and 31% had played lotteries illegally before the age of 18 years, but only 2% of the sample reported that they were frequent lottery gambling players. This consequence showed that gambling activities might be popular on campus, but it did not threaten the majority of college students.

A possible explanation for the contradictory results for college students' gambling was made by Shaffer et al (2005). The authors noted that "gambling behavior among students and its adverse consequences fluctuates with time and that the development of symptoms is not always progressive" (Shaffer et al, 2005). Another assumption was that the different assessment methods may

result in different levels of problem gambling among the college students (Slutske, Jackson & Sher 2003). The authors further stated that SOGS, which was commonly used in identifying problem student gamblers, tended to “yield higher prevalence of gambling problems than the DSM criteria set” (p. 272). The third reason could be the locations of the different studies. The more proximate to casino and other gambling facilities, the higher rate of problem gamblers researchers tend to get (Platz & Millar, 2001).

College Student-Athlete

Intercollegiate athletes are a special sub-group among college students, and student-athletes can be best “understood as part of the broader context of being a college student” (Weinstock et al, 2007, p. 23). It has been proved that college student-athletes are more likely to be problem gamblers compared to non-athlete students (Engwall, Hunter & Steinberg, 2004; Kerber, 2005). The study conducted by Engwall, Hunter and Steinberg (2004) indicated both male and female athletes gambled in sports significantly more often than male and female non-athletes did and had significantly greater problem gambling rate than non-athletes. Therefore, the authors recommended that universities and colleges should offer special education about gambling to college coaching staffs and athletes as a means of preventing problem gambling.

A similar study, conducted by Kerber (2005) using SOGS and the Gambling Attitude Scale (GAS) as the instruments to assess college athletes,

was consistent with the findings of Engwall, Hunter and Steinberg's. The study sampled 636 college athletes at three Midwest universities and found that nearly 15% of the respondents scored more than 3 on the SOGS test, which generally indicated pathological gambling. The author concluded that "gambling problems are widespread among college athletes who constitute a vulnerable group. Specific interventions are needed to target this group" (p. 243).

Weinstock and his associates (2007) did a study about gambling related problems by comparing 736 student-athletes with 1,071 non-athletes at four universities. Their findings were consistent with previous research that found a majority of student-athletes were gambling and a significant proportion were identified with pathological gambling.

However, there were also other results relative to the college athletes' gambling habits. Based on the first national survey of gambling among U.S. college student-athletes, Huang et al (2007) suggested "that the prevalence of gambling problems could be underestimated in this population" (p. 98), which contradicted previous studies. The idea that different methodologies may yield different consequences was given recognition in their study. Therefore, researchers need to consider all the possible variables and the methodology conducted before they make final decision about a particular sample.

Problem Behavior Syndrome

There are other facts that can not be ignored when investigating gambling among college students. Some studies have disclosed that student gamblers, who are identified with pathological gamblers or potential pathological gamblers, have more chance to associate with other risk behaviors. This phenomenon has been called a “problem behavior syndrome” by Jessor and Jessor (1977). An ongoing longitudinal study started in 1984 investigated with 1,034 kindergarten boys, but only 717 boys was included in the study by Vitaro, Brendgen, Ladouceur, and Tremblay (2001). Their findings strongly supported Jessor and Jessor’s theory, showing that adolescents who were involved in gambling activities were positively related to risk taking behavior such as drug use and delinquency. A possible explanation reviewed by a study about youth gambling behavior (Winters, Stinchfield, Botzet, & Anderson, 2002) was that “this apparent developmental commonality between youth gambling and youth drug abuse lends credence to the view that the etiology of these two behavioral domains may share important roots” (p. 7).

Similar results were also found among college student gamblers. Winters, Bengston, Dorr and Stinchfield (1998) reported that the odds of being identified as a probable pathological gambler was positively correlated with a parental history for gambling problems, being male, regularly (weekly plus) using illicit drugs, and having poor grades. A national survey of gambling which targeted a narrowed down sample of U.S. college student-athletes, highlighted that “direct

associations found between gambling and multiple risk behaviors in college student-athletes support the persistence of the youth problem-behavior syndrome” (Huang et al., 2007, p. 390).

The risky behaviors cluster phenomenon has been reinforced by the study examining the correlates of college student gambling (LaBrie, Shaffer, LaPlante, & Wechslet, 2003). The study revealed that there was a significant similarity between students who choose to gamble and those students who engage in binge drinking. “Gamblers compared with nongamblers were more likely to binge on alcohol, use marijuana, smoke cigarettes, use illicit drugs, and engage in unprotected sex after drinking” (p. 61).

A survey using a modified version of SOGS was conducted by Engwall, Hunter and Steinberg (2004). They found that “students indentified as problem gamblers, compared with other students, were significantly more likely to be heavy drinkers, report negative consequences of alcohol consumption, and be regular tobacco and marijuana users. Problem gambling was related to binge eating and greater use of weight-control efforts” (p. 245).

Internet Gambling

A part of Internet history was described vividly by Michael Roberts (2006), the first president and CEO of Internet Corporation for Assigned Names and Numbers: “Twenty-five years ago, the Internet was a small dog at the bottom of the telecommunications pile, fighting for recognition” (p. 17). Today, due to the

superfast evolution of technology, the Internet has been widely accepted by more and more people, especially the younger generation who takes the high-tech products for granted and is also exposed to a variety of computer based activities.

Not surprisingly, the users have been exploring the Net in diverse ways. Online gambling has particularly gained the favor of many people. According to the survey conducted by Peter D. Hart Research Associates (American Gaming Association, 2006), 70% of online gamblers started within the last two years, indicating this activity is an emerging issue. In addition, the online gambler is more highly educated and more affluent than other citizens and the gamblers in the traditional casinos. Actually, the median age of the online gambler is only 31 years old.

Anyone who is able to get online could participate in internet gambling. One advantage of online gambling is the convenient access, which offers one more gambling opportunity to students. The first study to report rates of Internet gambling in a large number of college students was conducted by Petry and Weinstock in 2007. This study found that Internet gambling is common among college students. Among 1,356 respondents, only 23% reported gambling online but 6.3% reported gambling weekly. Moreover, “almost two-thirds (61.6%) of regular internet gamblers were pathological gamblers, compared with 23.9% of infrequent internet gamblers and 5.0% of non-internet gamblers” (p. 325). Furthermore, the authors pointed out that even though the rate of pathological gamblers is high among internet gamblers, almost no college campuses have counseling services specifically for them.

Brown (2006) summarized several reasons why online gambling has gained popularity among college students. Firstly, there were several television series focusing on various aspects of gambling life and culture. In fact, “poker is now the third most watched televised sport on cable TV, trailing only auto racing and football” (Emling, 2005). Secondly, as mentioned above, the Internet generation, who constitutes most college and university students, has grown up with Information Technology (IT) revolution. “This familiarity with technology has made use of online gambling an effortless exercise” (p. 55). Thirdly, it is not surprising to find wireless connections around all corners of a campus. Internet access is available twenty-four, seven. Fourthly, the anonymity of web-based gambling assures that no one knows a player’s name, age, and other personal information. Lastly, blogs and online journals may on encourage students’ Internet gambling participation.

College Student Gambling Motivation

In a mass media dominated society, commercials can reach and impact everyone’s life. Therefore, there is no doubt that almost every campus has been influenced by gambling to some degree. So why do some people make such a big commitment to gambling while others do not? What are their motivations? The theory of planned behavior (TPB) (Ajzen, 1991) has been used to explain why some people participate in a particular activity. According to TPB, “an individual’s behavior is largely dependent on his or her intention to perform that

behavior” (Walker, Courneya & Deng, 2006, p. 225), which, in turn, is determined by its proximal variables, including “(a) the person’s attitudes toward the behavior, (b) the subjective norms he or she believes significant others have concerning the behavior, and (c) his or her perception of whether the behavior can be performed” (p. 225).

Oh and Hsu (2001) posits the theory (TPB) “that a person’s volitional behavior can be predicted directly from his/her behavioral intention” (p. 620). The data were collected from a systematic probability sample of 485 current gamblers in Iowa. Furthermore, the research revealed “subjective social norm and perceived resources and opportunities...come into play when people made decisions to engage in gambling” (p. 633). They also suggested that one way to control their behavior could be alerting people to “think about their previous gambling activities so that they can make a conscious choice, rather than perform the play habitually” (p. 633). Consequently, an effective strategy to promote gambling would be to “encourage routine and casual casino visits by providing incentives for frequent visits with attractions which are either specifically related to gambling or not” (p. 633), which is the strategy used by the managers in the gambling industry.

Most of the current research has focused on the motivations for gambling by adolescents and clinical or subclinical populations (Neighbor, Lostutter, Cronce & Larimer, 2002). In fact, not much research has addressed why college students gamble. Neighbor, Lostutter, Cronce and Larimer filled the gap in knowledge about gambling motivation among college students as well as the

reason why gambling is so prevalent in this population. A total of 184 participants were asked to list their top five reasons for gambling in rank order. Their results disclosed that most college students gamble for the following reasons: (1) to win money, (2) for fun, (3) for social reasons, (4) for excitement, (5) for something to do. Over 40% of this sample reported monetary gain as their primary motivation for gambling. They also expressed that “developing a solid understanding of the motivational factors involved in gambling is important for the development of prevention and treatment interventions for problem gambling among college students” (p. 369).

A study aimed at exploring gambling-related perceptions in terms of the availability, risks, and benefits of gambling sampled 302 undergraduates at a large urban public university (Wickwire et al., 2007). The authors found that the participants in this research perceived gambling as more available than alcohol or marijuana, which is consistent with the legal regulations that the legal age for lottery tickets and alcohol are respective 18 and 21 years and it is illegal to purchase marijuana. The perceived benefits of gambling for the students were “social enhancement, financial gain, and positive changes in affect” (p. 395). Most students viewed the gambling as a social activity. They reported gaining money was one of the benefits of gambling. They also gambled to increase positive affect and to decrease negative affect.

However, one study (Platz & Millar, 2001), comparing casual gambling with pathological gambling, revealed a “similarity between the motives of recreational and pathological gamblers, which suggests that it may be difficult to

identify which students are at risk for becoming pathological gamblers by simply examining their motivations for gambling” (p.393). Therefore, instead of exploring the gambling motivation, they suggested that emphasizing the importance of other activities may be most successful in relieving pathological student gamblers’ tendency.

The study conducted by Browne and Brown (1994) showed a relationship between gambling behavior and social learning. They found that student lottery gambling was related to having parents and friends who were lottery gamblers. Because parents are the students’ first teachers to students, they tend to be more influential than early peer-group relationships.

Summary

Gambling is commonplace on U. S. campuses. Although a majority of college students are participating in recreational gambling without a problem, a small proportion of students do have some negative influences associated with it. The theory of problem behavior syndrome (Jessor & Jessor, 1977) has been supported by many studies (Winters et al., 1998; Vitaro et al., 2001; Winters et al., 2002; LaBrie et al., 2003; Engwall et al., 2004; Huang et al., 2007). Therefore, it can be concluded that students with gambling problems are at high risk of having other types of problems if there are no policies, education, or services about gambling is negative consequences offered on campus.

Most studies of gambling among college students were conducted in relatively bigger cities with larger populations. This research will replicate previous work and examine specifically SUNY Cortland students located in a small city in upstate New York. Plus, this research will particularly focus on the impacts of the Turning Stone Resort and Casino (TSRC), which is only 65 miles away from SUNY Cortland. Accordingly, in combination with previous studies, this study will provide a better understanding of gambling impacts on college students in the context of their leisure pursuits.

Chapter 3

METHODS

Many studies have illustrated the benefits of leisure, but few have addressed the other side of it (Shinew & Parry, 2005). Gambling, drinking and other risky behaviors, which often happen during leisure time or in the context of leisure, needs more attention. The purpose of this study is to analyze how gambling activities impact SUNY Cortland students' leisure pursuits. Specifically, this study will investigate the influence of a nearby land-based casino, Turning Stone Resort and Casino (TSRC), on the leisure pursuits of SUNY Cortland students. Five research questions will guide this study:

- (1) Are gambling activities prevalent on the SUNY Cortland campus, which is located in a small size city in upstate New York?
- (2) Does TSRC impact students' leisure life and if so, what effects does it have? What are the primary motivations that draw students to gambling?
- (3) What are the primary motivations that draw students to gambling?
- (4) Is there a difference in the type of gambling activities that students participated in when comparing the group of recreational student gamblers and the group of students with gambling problem?

(5) Is there a relationship between gambling participation and students' gender, age, GPA and household income?

This chapter covers the methodology used in this study. The design of the study will be described and the reason why it was chosen will be explained. The sample and the population the sample was drawn from will be noted. The instrument used and its adaptation will also be clarified. The data and collecting methods the techniques used to analyze the data will be covered as well.

Study Design

The design of the study is descriptive. The advantages of this approach is to clearly depict the normative or typical conditions which characterize the current situation of SUNY Cortland students' participation in gambling, which may provide substantial evidence for Student Affairs administrators to plan the counseling services effectively.

The questionnaire was developed based on previous studies (LaBrie et al., 2003; Neighbors et al., 2002). In addition, socio-demographic questions were included in the questionnaire. The SPSS program will be used for data analysis.

Subject Selection

The samples are students who are enrolled during the 2007-2008 academic year at SUNY Cortland. "Volunteer samples" are used for data

collection because the students could be easily approached on campus. As a result, a total 362 of valid questionnaires were collected during two months. The sample represented 50.7% male students and 49.3% female students, which composes about 5% of the total SUNY Cortland student population.

Instrumentation

The questionnaire consists of four sections including (A) Questions about Turning Stone Resort & Casino (TSRC), (B) Questions about your leisure lifestyle, (C) Questions about gambling involvements, and (D) Questions about Socio-demographic information.

Section A is information about the Turning Stone Resort and Casino (TSRC) focused on investigating the impact of TSRC on students' leisure life. The section was reviewed by experts and has been pretested in a research and evaluation class in fall, 2007.

Section B examined the prevalence of gambling among college students by using the questions adopted from 2001 Harvard School of Public Health College Alcohol Study (CAS) (LaBrie et al., 2003).

Section C included two gambling outcome measures, Gambling Quantity and Perceived Norms Scale (GQPN) and Gambling Readiness to Change Questionnaire (GRTC) to investigate college student gambling behavior (Neighbors et al., 2002). According to Neighbors et al. (2002), GQPN has demonstrated good reliability ($\alpha = .89$) and provided convergent validity from

the correlations with other gambling outcome measures. GRTC is the valid tool for pathological gamblers with a satisfactory reliability score ($\alpha = .81$).

Section D comprised socio-demographic information including age, gender, ethnicity, year of school, GPA, household income, etc.

Collection of Data

On-site surveys were conducted for this study. The participants were asked to fill out a three-page questionnaire. Three primary methods were used to approach Cortland State students: (1) setting up a table in the major student-activity locations, such as Corey Union, Park Center, Memorial library, Neubig Dining hall; (2) approaching student resident halls to ask students to voluntarily fill in the questionnaire; (3) approaching students in classrooms. The survey administrator communicated that the participation of this research was absolutely voluntary and those who preferred not to participate in may simply quit with no consequences.

Data Analysis

In this study, the data are primarily analyzed by using SPSS 15.0. Descriptive analysis, one-way ANOVA, and Chi square were conducted for data analyses.

a. Descriptive analysis

The purpose of the descriptive analysis was to explore students' gambling participation in general, with a concentration on the land-based casino (TSRC) and the major activities that Cortland students were engaged in.

b. One-way ANOVA analysis of leisure lifestyle and gambling involvement among the students

One-way ANOVAs were conducted to compare the mean differences of leisure lifestyle and gambling involvement among groups between male and female, and different years of school.

c. Chi square analysis was used to find an association between different gambling groups on the gambling activities they participated in.

Chapter 4

RESULTS

The purpose of this study is to examine the current gambling participation among SUNY Cortland students. Specifically, it has focused on the impact of Turning Stone Resort & Casino, which is the closest one to SUNY Cortland campus. By studying the gambling motivations, this study provides a better understanding of gambling in the leisure context.

Table 1 reports the specific socio-demographic breakdown of the sample relative to sex, ethnicity, age, average GPA, employment, the year in school, and student athlete or not. Male respondents account for 50.7% of the sample. Also, the percentages of different year in school are proportionally balanced. Most the respondents are Caucasian, which is consistent with the student population. The ages between 18 and 24 compose of 68% of the sample.

Table 1 Demographic Characteristics of the Sample

By sex	Male	50.7%
	Female	49.3%
By year of school	Freshman	20.5%
	Sophomore	17.2%
	Junior	33.8%
	Senior	24.7%
	Other	3.9%

Employment	56.8%	
Average Age	21 SD=3	
By race	African American	3.4%
	Native American	1.4%
	Caucasian	87.1%
	Asian	2.5%
	Hispanic	3.9%
	Other	1.7%
Student-Athlete	16.9%	
Average GPA	3.12 SD=0.48	

Research Question #1

Are gambling activities prevalent on the SUNY Cortland campus, which is located in a small size city in upstate New York?

The majority of SUNY Cortland students (74.7%) had gambled in the past, with 56.6% male students and 43.4% female students. These figures show that many SUNY Cortland students were engaged in various gambling activities. Gambling related activities are popular among students and students participate in them in the leisure context.

Among the students who had gambled before, 5.6% reported gambling weekly or more frequently, casting their gambling behavior, as pathological or potentially pathological (LaBrie, et al, 2003). The students gambling less than weekly are defined as recreational gamblers (Table 2).

Table 2 student gambling participants categories

Non-gambler	not gambling at all
Recreational gambler	gambling less than once per week

Problem gambler	gambling at least once per week or more
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Research Question #2

Does the Turning Stone Resort and Casino (TSRC) impact students' leisure life and if so, what effects does it have?

Table 3 indicates the students' knowledge of TSRC. About 80% of the respondents knew the TSRC and more than 80% of them didn't think TSRC was far away from campus. Despite higher and higher gasoline prices, almost 60% of the respondents didn't think that distance mattered in their trip to TSRC. Almost 40% of them have actually been to TSRC.

Table 3 Questions about Turning Stone Resort and Casino (TSRC)

Questions:	Yes	No
Do you know TSRC?	77.6%	22.4%
Do you think TSRC is far away?	17.8%	82.2%
Do you think the distance matters in your trip to TSRC?	42.4%	57.6%
Have you been to TSRC?	38.7%	61.3%

Among the students who have been to the TSRC, 85.7% have participated in gambling and 40.7% have been dining there followed by watching shows (26.4%), lodging (20%), golfing (7.1%) and other activities. These statistics revealed that TSRC does impact SUNY Cortland students' leisure lives. Students know the TSRC and have actually been there doing all kinds of activities.

Research Question #3

What are the primary motivations that draw students to gambling?

The results show that the top two reasons for gambling activities are for fun (66.3%) and to win some money (59.9%), which is similar with the conclusion of the study conducted by Neighbors and her colleagues (2002). Other motivations for gambling include excitement (35.8%), escape from school or work (8.2%), and other (1.1%).

A Chi square analysis revealed that between male and female students, there is a significant difference ($p < .001$) for winning money (see Table 4), while there is no significant difference for having fun, excitement, escape from school or work for male and female students. However, significant differences were found between the non-gambling students and the student gambling participants for all the gambling motives except escape from school or work. Plus, statistical differences in their gambling motivations were also found between the group of recreational gamblers and the group of problem gamblers. This agrees with the findings from Platz and Millar's study (2001) that problem gamblers rated the motives as significantly more important than recreational gamblers.

Table 4 Relationship between winning money and gender

			Gender		Total
			male	female	
Win money	no	Count	45	66	111
		% within Gender	29.0%	53.7%	39.9%
	yes	Count	110	57	167
		% within Gender	71.0%	46.3%	60.1%
Total		Count	155	123	278
		% within Gender	100.0%	100.0%	100.0%

Research Question #4

Is there a difference in the type of gambling activities that students participated in when comparing the group of recreational student gamblers and the group of students with gambling problem?

Table 5 lists a variety of gambling related activities and the frequency with which SUNY Cortland students participated in these activities during the past school year. Playing cards, dice, and other games of chance are the most popular type of gambling activities among students, with 19.6% reported getting involved in.

Table 5 Percentage of frequency of participation on each gambling activity during the past school year

Gambling Activity	Never	A few times/y, < monthly	Monthly, < weekly	≥ weekly
Professional sports	66.2	24.4	4.00	5.4
College sports	75.2	18.8	2.60	3.4
Horse/dog races	87.1	11.1	0.30	1.5
Casino gambling	58.5	33.2	6.30	2.0
Lottery/numbers	46.6	39.1	10.9	3.5
Internet gambling	86.5	8.30	2.90	2.2
Betting with a bookie	94.0	3.40	0.60	2.0
Cards, dice, games of chance	50.4	28.8	13.7	7.1

Among all these activities, an significant difference ($p < .001$) was found between the recreational gambling group and gambling with problem group. See Table 6.

Table 6 Chi Square for different levels of gamblers on different types of gambling activities

	Professional sports	College sports	Horse/dog races	Casino gambling
Recreational Vs. problem	$\chi^2 = 107$ $p < .001$	$\chi^2 = 140$ $p < .001$	$\chi^2 = 32.4$ $p < .001$	$\chi^2 = 86.6$ $p < .001$
	Lottery numbers	Internet gambling	Betting with a bookie	Cards and dice game
Recreational Vs. problem	$\chi^2 = 69.0$ $p < .001$	$\chi^2 = 87.2$ $p < .001$	$\chi^2 = 79.0$ $p < .001$	$\chi^2 = 111$ $p < .001$

Research Question #5

Is there a relationship between gambling participation and students' gender, age, GPA and household income?

Chart 1 shows the frequency of gambling in general, broken down by gender. It is obvious that male students are more likely to gamble than female students. Chart 2 reveals that students who gamble more frequently have lower GPAs than students who gamble less.

Chart 1 Comparison of male and female gambling frequency

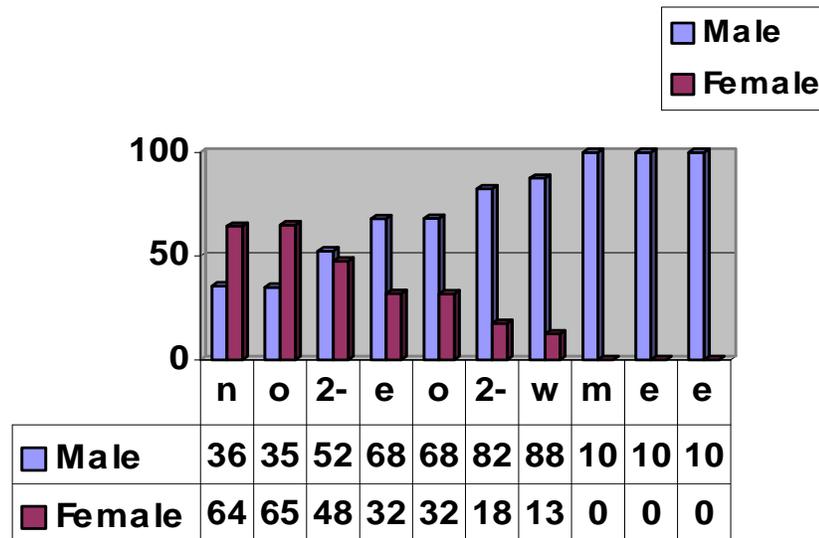
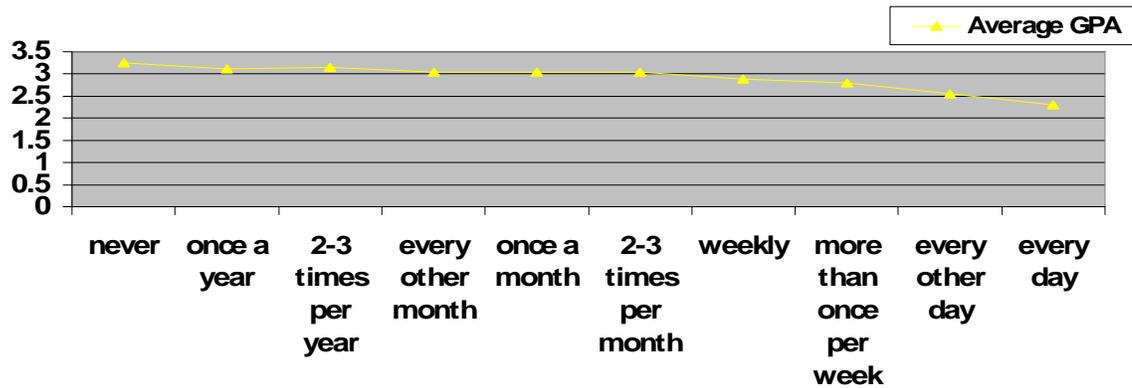


Chart 2 Average GPA of students with different frequency of gambling



As in previous college based studies, the rate of problem and pathological gambling was significantly higher for male students than for female students, $\chi^2 =$

16.224, $df = 1$, $p < .001$. The percentage of male students in the problem gambler group was 10.5%, whereas only 0.6% of the female students were in this category.

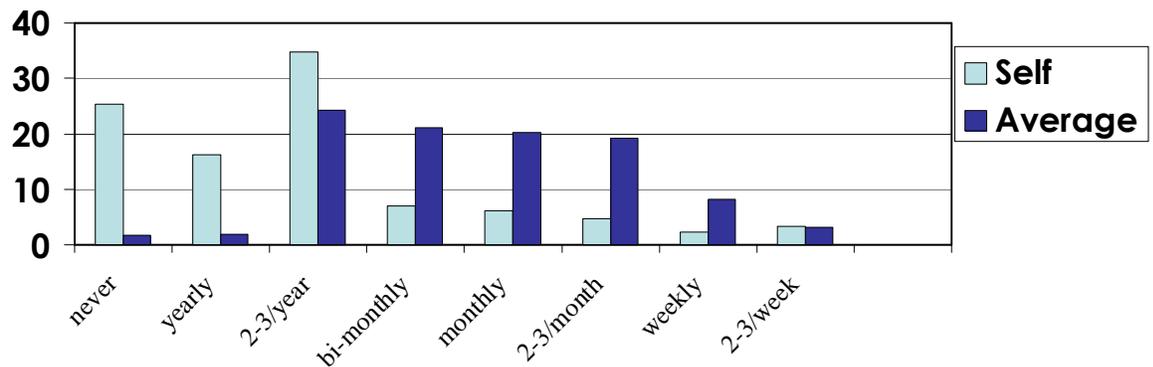
Table 7 lists the amount of money that was actually spent on gambling by SUNY Cortland students in the past school year. There is a strong positive relationship between this variable and the frequency of gambling in general ($r = .803$), which is consistent with the finding that students who reported gambling more frequently have spent bigger amount of money on gambling. Moreover, male students have spent more money than female students ($\chi^2 = 53.320$, $p < .001$), similarly consistent with the fact that male students are more likely to gamble.

Table 7 Money spent on gambling during the last school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 25	198	54.7	55.6	55.6
	25-50	56	15.5	15.7	71.3
	50-100	32	8.8	9.0	80.3
	100-200	27	7.5	7.6	87.9
	200-300	13	3.6	3.7	91.6
	300-500	11	3.0	3.1	94.7
	500-700	4	1.1	1.1	95.8
	700-1000	1	.3	.3	96.1
	1000-2000	3	.8	.8	96.9
	more than 2000	11	3.0	3.1	100.0
	Total	356	98.3	100.0	
Missing	99	6	1.7		
Total		362	100.0		

Another phenomenon worth mentioning is that students who reported not gambling at all or only a few times a year estimated that average college student would gamble more frequently, like a few times a month or more. On the contrary, students who reported gambling more often, like a couple of times a month or weekly, thought that college students would gamble much less than them (Chart 3).

Chart 3 Comparison between self gambling frequency and perceived average student gambling frequency



Chapter 5

DISCUSSION AND CONCLUSIONS

Summary of Procedures

The purpose of the study was to examine the current gambling participation and gambling motivations of SUNY Cortland students in a small city in up-state New York. Specifically, the study investigated the impact of a nearby casino, Turning Stone Resort and Casino (TSRC), on students' leisure pursuits.

The sample is composed of students enrolled during the 2007-2008 academic year at SUNY Cortland. "Volunteer samples" are used for data collection because the students could be easily approached on campus. The questionnaire was adapted from previous studies (LaBrie et al., 2003; Neighbors et al., 2002). In addition, socio-demographic questions were included in the questionnaire. On-site surveys were conducted for this study. The participants were asked to fill out a three-page questionnaire. The SPSS program was used for data analysis.

Summary of the Finding

74.7% of the respondents had gambled in the past and 5.6% reported gambling weekly or more often, which shows SUNY Cortland students were involved in various gambling and gambling related activities are popular among students. About 80% of the sample knew the Turning Stone Resort and Casino (TSRC) and almost 40% of them have actually been there, with gambling (85.7%) as their primary purpose. The top two reasons for gambling activities are for fun (66.3%) and to win some money (59.9%), which is similar with the conclusion of the study conducted by Neighbors and her colleagues (2002). In a comparison between the recreational gambling group and the gambling with a problem group relative to all these activities (professional sports, college sports, casino, lottery, betting on horse or dog races and with a bookie, internet, and cards, dice, and games of chance). Significant differences ($p < .001$) were found. It is obvious that male students are more likely to gamble than female students. The students who gamble more frequently have lower GPAs than students who gamble less.

Conclusions

Based upon the findings of this study, gambling related activities are popular and prevalent on SUNY Cortland campus. The majority of students (74.7%) participated in various forms of gambling, but most of them were

recreational gambler, with only 5.6% of the sample falling into the category of pathological or potential pathological gamblers. This is consistent with the range of 4.67 and 6.56% in general among college students (Shaffer et al., 1997).

As found in previous studies, male students are significantly more likely to gamble than female students (Engwall, Hunter & Steinberg, 2004; Winters et al., 1998; LaBrie et al., 2003), to spend larger amounts of money on gambling, and to be more highly motivated to gamble for money. Specifically, there are more male students who have been to Turning Stone Resort and Casino (TSRC) than female students.

Having fun and winning money are the primary motivations for gambling, as confirmed by the significant differences found between the gambling group and the non-gambling group, which is in agreement with Neighbors et al.' study (2002). The students went to the TSRC more frequently for gambling than other activities, which reveals that the TSRC has great impacts on SUNY Cortland students.

Discussion and Implications

Considering the fact that most schools don't have a gambling policy comparing every school has an alcohol using policy (Shaffer et al., 2005), this study provides valuable information to SUNY Cortland administrators for the consideration of whether or not to have a gambling policy. Specially, this study is very important because this information could be used for the Student Affairs

coordinators who can plan the activities accordingly and campus counselors who can offer the counseling service more effectively,.

According to the review of literature, intercollegiate athletes are more likely to have a gambling problem than other students (Engwall, Hunter & Steinberg, 2004; Kerber, 2005; Weinstock et al, 2007). But this was not substantiated in this study.

As indicated in Chapter 4, another interesting phenomenon was that students who reported not gambling at all or only a few times a year estimated that average college student would gamble more frequently, like a few times a month or more. On the contrary, students who reported gambling more often, like a couple of times a month or weekly, thought that college students would gamble much less than them. This finding may be due to some characteristics of Generation Y or known as the “Millennial Generation”, who are primarily the children of the Baby boomers. They think they are unique individuals as they were told when they were kids. They are or prefer to acting different from their peers. Therefore, for campus counselors, it definitely won't help by saying that it is not good for you gambling frequently and you see most students don't gambling in this way.

Recommendations

1. Volunteer samples were used for data collection because the students could be easily approached on the small campus. The random sampling

method is suggested if a future study is conducted in a relatively larger population.

2. Internet gambling has recently emerged and been growing pretty fast. This emerging issue deserves more in-depth study among college campuses.

3. Qualitative methods are recommended for future studies, because it may yield more details on students gambling behaviors.

4. It is recommended that this study be replicated because there would be some changes among college students as time goes by.

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APPENDIX A

The Questionnaire



I am a graduate student in Recreation, Parks, & Leisure Studies Department. The purpose of my thesis is to examine how gambling impacts Cortland State students' leisure pursuits and what the motivations of gambling are. I am asking for your help to make this effort a success. It will take only a few minutes to fill out the survey. Be assured that your responses are strictly confidential and anonymous. Also, it is voluntary to participate in this study. You may refuse to answer any questions and stop at any time. You can contact the people listed below if you have any questions. I really appreciate your help and value your opinion.

Lin Zhang

Lin Zhang Tel: (607) 273-2979

Leslie Eaton Tel: (607) 753-2079

Erwei Dong Tel: (607) 753-1765

**Section A – Questions about Turning Stone
Resort & Casino (TSRC)**



Turning Stone
Resort • Casino • Golf • Spa • Showroom • Meetings

1. Do you know Turning Stone Resort & Casino (TSRC)?
 Yes (go to question 2) No (go to section B)
2. Have you been to TSRC? Yes No (go to question 4)
3. What activities have you engaged in?
 Gaming Golf Shows Dining Lodging Other (please specify) _____
4. Do you know how far TSRC is from Cortland? Yes No
5. Do you think TSRC is far away from Cortland? Yes No
6. Do you think the distance matters in your trip to TSRC? Yes No
7. Do you think TSRC actually impacts your leisure lifestyle?
 Yes (please explain) _____ No

Section B – Questions about your leisure lifestyle

1. Please list what you do during your free time?

2. Where do you engage in your recreation activities most often? (check all that apply)
 Cortland Syracuse Ithaca Binghamton
 Finger Lakes area Other (please specify) _____

3. What do you gamble for? (check all that apply)
 to win money for excitement escape from school or work for fun
 Other (please specify) _____ not apply

4. During the past school year, how often did you bet or spend money on each of the following gambling activities?
(please circle)

	Never	A few times a year	Monthly, but not weekly	Weekly, but not daily	Daily
Betting on professional sports	1	2	3	4	5
Betting on college sports	1	2	3	4	5
Betting on horse or dog races	1	2	3	4	5
Casino gambling	1	2	3	4	5
Betting on the lottery or the "numbers"	1	2	3	4	5
Internet betting or gambling	1	2	3	4	5
Betting with a bookie	1	2	3	4	5
Playing cards, dice, or other games of chance while at school	1	2	3	4	5

Section C – Questions about gambling involvements

Please read each question carefully and circle your answer.

1. Approximately how much spending money (not devoted to bills) do you have each month?

- (1) Less- than \$50 (2) \$50 to \$100 (3) \$100 to \$150 (4) \$150 to \$200
 (5) \$200 to \$250 (6) \$250 to \$300 (7) \$300 to \$350 (8) \$350 to \$400
 (9) \$400 to \$450 (10) \$450 to \$500 (11) More than \$500

2. Approximately how much do you spend on your recreation/leisure each month?

- (1) Less- than \$50 (2) \$50 to \$100 (3) \$100 to \$150 (4) \$150 to \$200
 (5) \$200 to \$250 (6) \$250 to \$300 (7) \$300 to \$350 (8) \$350 to \$400
 (9) \$400 to \$450 (10) \$450 to \$500 (11) More than \$500

3. Approximately how often do you gamble in general?

- (1) Never (2) Once a year (3) 2-3 times per year (4) Every other month
 (5) Once a month (6) 2-3 times per month (7) Weekly
 (8) More than once per week (9) Every other day (10) Every Day

4. How often do you think the average college student gambles?

- (1) Never (2) Once a year (3) 2-3 times per year (4) Every other month
 (5) Once a month (6) 2-3 times per month (7) Weekly
 (8) More than once per week (9) Every other day (10) Every Day

5. Approximately how much money have you spent gambling in the PAST YEAR?

- (1) Less- than \$25 (2) \$25 to \$50 (3) \$50 to \$100 (4) \$100 to \$200
 (5) \$200 to \$300 (6) \$300 to \$500 (7) \$500 to \$700 (8) \$700 to \$1000
 (9) \$1000 to \$2000 (10) More than \$2000

Gambling Readiness to Change Questionnaire

The following questionnaire is designed to identify how you personally feel about your gambling right now. Please read each of the questions below carefully, and then decide whether you agree or disagree with the statements. Please mark the answer of your choice to each question according to the following scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
I enjoy my gambling, but sometimes I gamble too much.	1	2	3	4	5	N/A
Sometimes I think I should cut down on my gambling.	1	2	3	4	5	N/A
It's a waste of time thinking about my gambling.	1	2	3	4	5	N/A
I have just recently changed my gambling habits.	1	2	3	4	5	N/A
Anyone can talk about wanting to do something about gambling, but I am actually doing something about it.	1	2	3	4	5	N/A
My gambling is a problem sometimes.	1	2	3	4	5	N/A
There is no need for me to think about changing my gambling.	1	2	3	4	5	N/A
I am actually changing my gambling habits right now.	1	2	3	4	5	N/A
Gambling less would be pointless for me.	1	2	3	4	5	N/A

Section D – Question about Social-demographic information

Your answers will be held in the strictest confidence!

1. Gender male female
2. Year freshman sophomore junior senior grad student Other _____
3. Ethnicity African American Native American Caucasian/White
 Asian/Pacific Islander Hispanic Other: _____
4. In what year were you born 19__
5. Your current GPA _____
6. Are you an intercollegiate athlete Yes No
7. Are you employed No
 Yes (please indicate your income by circle one)
 - (1) Under \$5,000 (2) \$5,000 to less than \$10,000
 - (3) \$10,000 to less than \$20,000 (4) \$20,000 or more
8. What is your approximate household income before taxes?(please circle one)
 - (1) Under \$10,000 (2) \$10,000 to less than \$20,000
 - (3) \$20,000 to less than \$35,000 (4) \$35,000 to less than \$50,000
 - (5) \$50,000 to less than \$75,000 (6) \$75,000 or more

Thank you very much for taking the time to complete the questionnaire.

Please send as

Campus Mail

Thank you!

TO:

Zhang, Lin

ICC

Old Main

Please send as

Campus Mail

Thank you!

TO:

Zhang, Lin

ICC

Old Main