ADOLESCENT GAMBLING:
A JUSTIFICATION FOR GAMBLING EDUCATION PROGRAMS
TARGETING VICTORIAN MINORS

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MINOR THESIS
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DECLARATION OF ORIGINALITY

This minor thesis contains no material which has been accepted for any other degree in any university. To the best of my knowledge and belief, this thesis contains no material previously written or published by any other person, except where due reference is given in the text.

Signed ..................................................................................... ..

VI
Adolescence
It is difficult to define adolescence in precise terms as its onset and length varies with individuals. Davey (1995, p 62) defines adolescence as:

"A period of transition during which the individual grows away from childhood to adulthood...a phase marked by a series of physical changes brought about by the person's biological change, which underpin shifts at a psychological level"

For the purpose of this study adolescence is defined as young people aged between 12 and 17 years. This accommodates the age levels used in previous studies into adolescent gambling and excludes people who are legally permitted to gamble in licensed venues (18 years of age and over).

Gambling
In this study 'gambling' is defined as:

"To risk anything of value [usually money] on a game of chance or the outcome of any event involving chance in the hope of profit"

(Arnold 1977, p 8)

Gambling involves attempting to predict the outcome of a future occurrence over which the gamblers has no control. The outcome of some predictions can be influenced by the gambler's degree of knowledge or skill (eg., horse racing, card games) while the outcomes of some gambling activities are entirely dependent on chance (eg., Tattslotto, Bingo, Electronic Gaming Machines).
Types of gamblers

This thesis refers to five categories of gamblers as defined by Arnold (1977) unless stated otherwise:

**Experimental gamblers**

Experiment with gambling, perhaps only once. Usually out of curiosity.

**Occasional gamblers**

Bet on big events eg., Melbourne Cup

**Regular gamblers**

Enjoy daily or weekly flutter, approach is haphazard. Regular gamblers are responsible for 80% of gambling expenditure in Australia (Dickerson 1996).

**Serious gamblers**

Follow a system, gamble frequently.

**Professional gamblers**

Livelihood is dependent on gambling. Includes proprietors of casinos and bookmakers.

**Compulsive gamblers**

The term 'compulsive gambler' is synonymous with 'problem', 'addictive' or 'pathological' gambler. A psychological condition in the category of addictive behaviours. Individuals are persistently preoccupied with gambling and unable to resist impulses to participate in gambling activities.

**Victorian gambling laws in relation to minors**

The Victorian Gaming Machine Control Act 1991, Act No. 53/1991 s. 88-91 states that people under the age of 18 are not permitted to gamble at licensed venues including Casinos, racing tracks, the TAB and Electronic Gaming Machines (EGM) venues. It is an offence for any person to sell tickets known as "Tatts Instant Lottery" (lottery tickets for which the results are immediate such as Scratch and Win) to minors (Tattersall Consultants Act 1958 Act. No. 6390/1958). Keno and TattsLotto tickets can legally be sold to minors.
# LIST OF ABBREVIATIONS AND ACRONYMS

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<thead>
<tr>
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<tr>
<td>ADF</td>
<td>Australian Drug Foundation</td>
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<tr>
<td>AIGR</td>
<td>Australian Institute for Gambling Research</td>
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<td>AOD</td>
<td>Alcohol and other drugs</td>
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<td>ASCO</td>
<td>Australian Standard Classification of Occupations</td>
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<td>CATI</td>
<td>Computer Aided Telephone Interviews</td>
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<td>CSF</td>
<td>Curriculum and Standards Frameworks</td>
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<td>DOE</td>
<td>Department of Education</td>
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<td>DSE</td>
<td>Directorate of School Education (now the Department of Education)</td>
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<td>DSM-IV</td>
<td>Diagnostic and Statistical Manual of the American Psychiatric Association</td>
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<td>EGM</td>
<td>Electronic Gaming Machines</td>
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<td>KLA</td>
<td>Key Learning Areas</td>
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<td>SOGS</td>
<td>South Oaks Gambling Screen</td>
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<td>TAB</td>
<td>Totalisator Agency Board</td>
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<tr>
<td>UK</td>
<td>United Kingdom</td>
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<tr>
<td>USA</td>
<td>United States of America</td>
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<td>VCGA</td>
<td>Victorian Casino and Gaming Authority</td>
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<td>VCE</td>
<td>Victorian Certificate of Education (Years 11 and 12)</td>
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<td>VCOPG</td>
<td>Victorian Council of Problem Gambling</td>
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<td>WHO</td>
<td>World Health Organisation</td>
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Ian Gordon (Statistics Adviser, University of Melbourne)
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Kensington Community High School
Lakeside Secondary College
Maribyrnong Secondary College
Princes Hill Secondary College
Strathmore Secondary College
Yarraville/Footscray Secondary College
WAGES OF SPIN

'Barry' began gambling when he was 9 or 10, when he used to play cards with the family. When he got his first job at the age of 16, he would get paid on Thursdays and be broke by Fridays. He liked 'quick hits' like the dogs or fast card games, which gave him a bigger adrenalin rush. Gambling dominated his life; he gave up night school and hope of improving himself because classes interfered with the dogs. He got into a position where he handled company funds and ended up in court, with a probationary sentence, for stealing petty cash and other money.

Over the years he lost two homes, the affection of his brothers and sisters and his mother's nest egg. Like most compulsive gamblers, he clung to the fantasy that the next bet would bring the big win that would end his worries.

The Age, 17 March 1994
ABSTRACT

Gambling is a well established, integral aspect of Victorian communities and this is unlikely to change in the near future. The gambling industry has grown in recent times to become a billion dollar industry. Studies conducted by the Victorian Casino and Gaming Authority (DBM Consultants 1995) found that 90% of Victorian adults have placed a bet at some time in their lives with 77% having done so in the period 1994-1995. In total, Victorians spent $88.6 million per week on gambling. There is insufficient data available to fully comprehend the social impact of the gambling industry on Victorian communities.

Clearly, today's adolescents are living in an environment that supports and promotes gambling. However, no research has been conducted that investigates the gambling behaviours and attitudes of Victorian minors prior to this study. Recent studies in the USA, the UK and Canada reveal that a high proportion of adolescents are regular gamblers with many experiencing problems related to their gambling behaviours. This thesis provides data on the gambling behaviours and attitudes of Victorian adolescents. The majority of the 200 adolescents involved in the study are gambling, with many doing so at a level that constitutes 'at risk' behaviour.

This study provides justification for the introduction of gambling education in Victorian schools. It postulates that the appropriate curriculum framework for the inclusion of gambling education is primarily in the Health and Physical Education Key Learning Area alongside other risk taking behaviours. Given that informed and responsible gambling in moderation does little harm to the gambler or the community, the author recommends that the harm minimisation approach is the most suitable Health Education model for implementing gambling education programs in Victorian schools.
1.1 Context of the research

In 1994 the Victorian Racing Industry commissioned Chris Watson, through the Victorian Department of Education (DOE) 'Teacher Release to Industry Program' to develop a gambling education program for Victorian secondary schools. The project was co-sponsored by the Victorian Department of Human Services. In May 1995 Watson produced a draft curriculum resource kit titled 'Gambling: A Social Issue' aimed at assisting students to make informed decisions about many aspects of the gambling industry. On 18 May 1995 various newspapers (The Age, Herald-Sun, Sydney Sun) quoted Don Hayward (then Victorian Minister for Education) as condemning the content of the kit as being inappropriate for students. Hayward believed it would promote gambling among young people by teaching them how to gamble. He further stated that he would oppose the introduction of gambling education in Victorian state schools.

These statements by Hayward raised the question that became the motivating force for this thesis:

*Is there a justification for the inclusion of gambling education in the Victorian secondary school curriculum?*

Initial investigations revealed four important factors:

1. No research addressing the issue of adolescent gambling in Victoria had been published;
2. Gambling social impact studies conducted in Victoria do not include the issue of adolescent gambling or involve adolescents as survey respondents;
3. Gambling is not addressed in any of the eight Victorian Curriculum and Standards Frameworks (CSF) Key Learning Areas—the official curriculum guidelines for all Victorian state schools (Victorian Board of Studies, 1994–1995); and

4. Community gambling education programs do not specifically target or include adolescents.

Numerous social impact studies investigating the gambling behaviours and attitudes of minors have been conducted in the USA (e.g., Shaffer et al., 1994; Lesieur & Klein, 1987), the UK (e.g., Griffiths, 1993b, 1990, 1989; Fisher, 1993; and Huxley & Carroll, 1992) and Canada (Ladouceur et al., 1994; Ladouceur & Mireault, 1988). All these studies investigated the prevalence of gambling among adolescents in selected cities. Some studies included investigating the extent of excessive and problematic gambling in adolescents. Common findings among the study were, in summary:

- A high percentage of adolescents were regularly participating in gambling activities on a regular basis. This included illicit gambling activities that prohibited minors.
- A significantly high proportion of respondents were experiencing problems directly and indirectly associated with their gambling behaviour. These included delinquent behaviour to fund gambling activities (e.g., theft, prostitution) and social problems (e.g., lying to parents, truancy from school).

A critical review of these findings is given in Chapter Two of this thesis along with a discussion of the aetiology of gambling behaviours among adolescents.

This research does not infer that results obtained from these studies reflect adolescent gambling patterns in Victoria. As McMillen (1994) stated in a
keynote address at the Melbourne Gambling and Commercial Gaming Conference, the social impact of gambling varies considerably from country to country and from state to state. Demographic differences such as socio-economic standards and ethnic composition influence the social impact of gambling activities. Rob Wootton, Executive Director of Victorian Council of Problem Gambling (VCOPG), supported this view in an address to launch the Break Even television advertisements in February 1996. Wootton stated that laws controlling the type and extent of gambling activities, the timing and speed in introducing different gambling activities and the extent of media promotion of gambling also affect the social impact on any given community. Wootton added that the problems related directly and indirectly to gambling in Victoria are unique to this state.

Therefore, research measuring the social impact of gambling only reflects what is occurring in the region at the time the sample was taken. However, research from the USA, the UK and Canada was selected to contribute to this thesis because research of this kind has not been conducted anywhere in Australia. Further, their cultures and gambling industries have marked similarities to those in Victoria (Rosencrance, 1989). These similarities include:

- ethnic origins and composition;
- laws controlling the gambling industries, although many laws affecting gambling vary between political boundaries in each of the three countries;
- estimates of levels of problem gambling among adults, ranging from one to three per cent;
- rapid growth of gambling industries in recent times;
- types and frequency of advertisements promoting gambling;
- levels of community approval of legal gambling, with opposition to gambling coming predominantly from church and welfare groups;
Introduction

Adolescent Gambling

- types of gambling venues and activities provided; and
- levels of community participation in gambling.

Results of social impact studies conducted in the USA, the UK and Canada could possibly reflect trends in Victorian adolescent gambling behaviour, thus highlighting the need for similar studies to be conducted in Victoria.

1.2 Purpose of the research

The aim of this thesis is to justify the need for incorporating gambling education in Victorian secondary schools. The Victorian Ministry of Education (1989) has stated that it is the role and responsibility of schools to assist young people to deal with complex social and community changes that have the potential to impact on their social, mental and physical wellbeing. Therefore, justification of a gambling education program entails determining if:

- adolescents are exposed to social and community factors known to procure and sustain gambling involvement;
- there are health and social risks associated with gambling; and
- the prevalence of regular gambling among adolescents indicates that a significant percentage is at risk of experiencing problems directly and indirectly related to their gambling practices.

The review of literature in this thesis will critically evaluate and summarise research to substantiate if:

- adolescents in countries with gambling industries similar to those in Victoria have participated in some form of gambling prior to 18 years of age and a substantial proportion are experiencing health and social problems related to their gambling behaviour;
• the growth of Victoria's gambling industry in recent years has resulted in Victorian adolescents being raised in an environment that procures and sustains gambling among adolescents;
• gambling is a risk taking activity with the potential for serious health ramifications for adolescents if gambling is excessive or irresponsible.

The research component of this thesis involves administering a survey to school students to investigate:
• the attitudes and prevalence of gambling among Year 10 students attending coeducational state schools in the Western and Northern suburbs of Melbourne. It tests the notion that the majority of adolescents have gambled, with many continuing to do so on a regular basis; and
• the extent of the respondents' exposure to and awareness of social and community risk factors known to procure gambling behaviour: namely, parental modelling; peer influence; media promotion; government support; and accessibility or visibility of gambling venues.

This study does not attempt to determine the extent or type of problematic gambling behaviour of adolescents. Research into this area is essential and urgently needed but beyond the scope of a minor thesis and the resources and time available to the researcher. This research merely aims to determine if respondents are at risk of experiencing problematic gambling behaviours.

The final component of the research, based on the findings of the Literature Review and the survey will examine the most appropriate educational approach for introducing gambling into the curriculum. In particularly, the inclusion of gambling education in the Victorian CSF, Health and Physical Education Key Learning Area. The author investigates the harm minimisation health education model, currently used in drug education in
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Victorian schools, as a suitable approach to reduce the risks associated with adolescent gambling behaviours.

1.3 Significance of the research

The social impact of Victoria's gambling industry upon adolescents is unknown. Further, the extent of adolescent gambling in Victoria has not been investigated. Some experts in the USA predict that gambling has the potential to become one of the major adolescent health issues in the 1990's—more so than drug and alcohol misuse and teenage pregnancies (Levine as cited in Dolan, 1994).

Media reports and political statements highlight uncertainty of the impact of gambling on Victoria's young people. The researcher anticipates that the findings of this research will remove some of the reliance on anecdotal evidence by providing theoretical substance to the debate surrounding the social impact of the Victorian gambling industry on the behaviours and attitudes of young people towards gambling. It is hoped that this research will promote discussion and further research into the area of problematic gambling among adolescents and provide a theoretical justification for the implementation of gambling education.

1.4 Overview of thesis

Chapter Two: Review of Literature provides a synopsis of the Victorian gambling industry and the possible consequences of promoting gambling among adolescents. It discusses the limitations of research methodology in this area in terms of defining adolescence, ensuring confidentiality of respondents and obtaining reliable data. This chapter provides a review and summary of previous research into adolescent gambling behaviour conducted in Canada, the USA and the UK.
Chapter Three: *Conceptualisation of research* links the literature review with the research component of this thesis and states the research questions and expected outcomes.

Chapter Four: *Research design and procedure* discusses the subsequent research methodology, the research sample, the survey questionnaire used to collect the data and methods used for data analysis.

Chapter Five: *Research findings and discussion* present the results and analysis of the data collected.

Chapter Six: *Justification for gambling education in schools implementing the harm minimisation model* presents an argument for gambling education and suggesting an appropriate place in the Victorian CSF. An educational framework for implementing gambling education is given and a health education model for undertaking gambling education is recommended based on the review of literature and the research findings.
Chapter Two

REVIEW OF LITERATURE

2.1 Chapter overview

This review of literature concentrates on four distinct areas. Firstly, it provides a summary of the growth of Victoria's gambling industry and the social impact this growth is reported to be having on the community. The availability of independent social impact research in Victoria limits this discussion. The researcher has included opinions and anecdotal evidence of community leaders, politicians and leaders in gambling research and incorporated them into the discussion to highlight the diversity of public opinion in this area.

Secondly, the review of literature discusses the growth of Victoria's gambling industry and a number of theories presented by researchers that define the social, community and personal factors statistically associated with procuring and sustaining adolescent involvement in gambling activities.

Thirdly, the researcher discusses the challenges confronting research methodology in the area of adolescent gambling. These include defining adolescence, ensuring participants' confidentiality to sensitive questions and obtaining accurate, reliable data from respondents aware of the social stigma attached to problematic or excessive gambling behaviour.

Finally, this chapter provides a synopsis of results from studies conducted in the USA, the UK and Canada investigating adolescent gambling behaviour and attitudes. The potential direct and indirect social and health consequences stemming from excessive and irresponsible gambling are examined.
2.2 The growth of gambling in Victoria

Early settlers in Australia embraced both legal and illegal gambling soon after 1778 eg., horse racing, Two-up. Gambling provides social interaction and recreational interest for many Australians and is widely considered a national pastime. Between 1960 and 1980 Australians spent more on gambling per percentage of consumption expenditure than any other Western nation (Haig, in Caldwell 1985). In the early 1980's Australia had more gambling advertisements, easier public access to gambling facilities and more legislation supporting gambling than any other Western country (Inglis, in Caldwell 1985). Further, Australians spend more per capita on gambling than any other developed nation (Legge, in Cathcart, 1996).

In recent years the gambling industry in Victoria has undergone massive transformation and growth to become a multi billion dollar industry. State legislation has allowed the number and types of gambling venues to increase. In 1996 every state of Australia has a casino and Electronic Gaming Machines (EGMs). The introduction of EGMs in July 1992 and the opening of Melbourne's Crown Casino in June 1994 marked the most significant changes in Victoria's gambling industry and the beginning of the latest rapid expansion. Statistics issued by the Victorian Casino and Gaming Authority (VCGA, 1996) confirmed that there are 521 licensed gambling venues in Victoria—not including TAB shops, newsagents and Bingo venues. As a result gambling contributed to 12.8% (1.1 billion dollars) of the total Victorian tax revenue during the 1995-1996 financial year. This is an increase of $143 million dollars over the previous year (The Age, 12 September, 1996). The racing industry, EGMs and the casino account for 82% of gambling expenditure (Wootton, in Cathcart 1996).

The VCGA initiated and funded three social impact studies in Victoria. Random Computer Aided Telephone Interviews (CATI) were administered
by AGB McNair (1993 and December 1995) and DBM Consultants Pty Ltd (June 1995) to determine community gambling patterns and attitudes towards gambling of Victorians in both metropolitan and rural regions. Results of the surveys conducted in 1993, 1994 and 1995 revealed that:

• the number of Victorian adults participating in gambling activities is steadily growing;
• the average gambling expenditure per gambler is steadily increasing; and
• gambling is becoming more acceptable among the general community as a legitimate leisure pursuit.

The most recent Victorian telephone survey (DBM Consultants, 1995) revealed that:

• over 90% of the respondents had placed a bet at some point in their lives;
• nearly 77% had taken part in a gambling activities in the past 12 months;
• fifteen per cent were regular (minimum of once per month) EGM/Casino users;
• Victorians spent an average of $88.6 million per week on gambling activities. This is approximately $27 per adult Victorian—a $7 per week more than in 1994. These figures do not include illegal gambling expenditure and wagers between individuals;
• five per cent of Victorian adults outlay more than 25% of their gross income on gambling. A further 7% of adults spend between 10–25% of their total income on gambling; and
• lower income earners spent the greater proportion of gross income on gambling, believed that gambling did more good than harm and gambled more for social interaction.

In addition the Tasmanian Gaming Commission (1996) stated that Victorians lost a total Aus$2.4 billion in legal gambling activities in the period 1994–1995. This is a 59% increase on the 1993–1994 period.
2.3 Aetiology of gambling among adolescents

There is little doubt that Victorian adolescents are being raised in an environment that is actively promoting and supporting gambling, more than any previous generation. Precursors associated statistically with an increased probability of involvement in gambling activities by individuals are defined as 'risk factors for gambling involvement'. These factors are categorised as social and community risk factors. Research investigating risk factors for adolescent gambling involvement is limited and they have yet to be established conclusively.

Social risk factors

Some researchers propose that exposure to certain social factors influences the attitudes of some adolescents towards gambling and their participation in gambling activities. Walters (1994) and Ide-Smith & Lea, (1988) found that young people adopt the attitudes and imitate the gambling behaviours of significant people in their immediate environment, namely, parents, relatives and friends. Griffith (1993) support this in his findings asserting that adolescent gamblers are usually introduced to gambling activities through friends or a family member. Griffith (1993) also found that social reinforcement, modelling, social interaction and enhancing reputations amongst friends, through testing strength and skill in gambling activities, promote participation in gambling.

Community risk factors

Other theories concern exposure to gambling in the wider community in which the adolescent lives. Shaffer (1994), Dolan (1994), Ide-Smith & Lea (1988), Ladouceur & Mayrand (1988) and Lesieur & Klein (1987) all found that participation in gambling increased as accessibility to gambling venues, community acceptance of gambling activities and community participation
in gambling increased. Shaffer (1994) also found that explicit public endorsement by governments and the absence of public warnings on the potential negative consequences of gambling increase participation in gambling. Similarly Ide-Smith & Lea (1988) found that exposure to media gambling promotions increases participation.

It is unclear why exposure to social and community risk factors promotes participation in gambling among some adolescents and not others. Griffith (1993) found that some adolescents personal motivation to gamble was the anticipation of monetary gain, relief from boredom, and the opportunity for challenge, excitement and enjoyment. However, the aetiology of gambling is not the same as the aetiology of problem gambling. Researchers have suggested theories that adolescents are more likely to develop problematic gambling behaviours if they have:

- come from dysfunctional families (Walters, 1994; Lesieur & Klein, 1987);
- been exposed to materialistic values and competitiveness in our society (Ladouceur et al, 1994; Costello in Cathcart, 1996);
- a need to gain attention from or to favourable impress peers and/or family (Frank and Smith, 1988; Mok and Hraba, 1991); and
- low self esteem, suffer from depression and a need to escape from external pressures (Lesieur 1988; Tully 1991; Griffith 1993).

Therefore it appears that participation in gambling occurs as a result of social and community influences, whereas problem gambling results from additional psychological factors.

2.4 Health risks associated with gambling

It is not fully known what impact the gambling industry is having on Victorian communities due to its growth being so rapid (Beanland, 1994). Research assessing the level of direct and indirect health and social
problems associated with gambling is limited, with no longitudinal studies to monitor changes.

By definition gambling is a risk taking behaviour. All gambling activities have at least one uncertain outcome and carry the possibility of loss. The degree of risk is dependent on a person's ability to control their gambling behaviour, knowledge and skill to make informed choices and capacity to make responsible decisions at a given time. It has been well documented that some gamblers experience difficulties in limiting their gambling expenditure and the time spent participating in gambling activities (eg., Dickerson, 1996 in Cathcart). While much media and research attention has been given to difficulties experienced by compulsive gamblers, research has shown that it is common for regular gamblers to occasionally experience difficulties limiting their expenditure (Dickerson, in Cathcart 1996). Similarly, experimental and recreational gamblers are at risk of excessive gambling simply because of their inexperience. These gamblers may only incur difficulties once, possibly due to circumstances such as intoxication, peer pressure or emotional problems. However, the financial, emotional and social consequences are potentially enormous, depending on the gamblers financial resilience and social support network (Dickerson in Cathcart, 1996).

Documented social and psychological effects of regular excessive gambling include physical violence, job losses through taking time off work to gamble, disrespect, depression, loneliness, family breakdown, homelessness, suspicion, anxiety, poverty, alcoholism, social isolation and resorting to crimes such as embezzlement and theft (Dickerson in Cathcart 1996; Break Even, 1995; Walker in Caldwell, 1985).
Break Even, a government funded organisation providing support and counselling services to people experiencing difficulty with their gambling, estimates that 1% of Australian adults are problem gamblers (Break Even, 1996). This equates to 40,000 Victorians. Gamblers Anonymous believe this figure is closer to 3%. The VCOPG calculated that every problem gambler adversely affects 10 people in their lives, usually family members, friends and employers (Break Even, 1996). The health and economic costs to the individual and the community are significant. Mark Dickerson, Director of the Australian Institute for Gambling Research (AIGR), states that the 10% of Australian adults experience difficulties controlling their gambling at some time in their lives, although not necessarily meeting the American Psychiatric Association DSM-IV criteria (Appendix A) of compulsive gambler (Dickerson in Cathcart, 1996). However, most researchers agree that it is difficult to determine the exact number of problematic gamblers in any given community as many do not seek counselling and often deny experiencing difficulties.

The media has repeatedly reported anecdotal evidence and opinions of church leaders, welfare workers and representatives of ethnic groups regarding the negative consequences of gambling. These reports criticise the growth in the gambling industry by highlighting increases in gambling expenditure, increases in the number of compulsive gamblers, devastating financial problems experienced by individuals and families, negative impacts on community values and family breakdowns. Recent examples include: *Lifestyles, tastes and habits of typical gamblers* (The Age, 29/12/1991); *Chips are down for betting addicts* (The Age, 22/9/93); *The numbers fail to come up for clubs* (The Age, 25/7/93); *The big gamble* (The Australian, 29/6/1993); *Casino and Asian gambler a hidden dilemma* (The Age, 4/10/94); *Two sides to the gambling coin* (The Age, 25/6/95). Numerous welfare workers have reported that increases in gambling expenditure have
placed an enormous strain on welfare resources (*State attacked on the gaming fund* (The Age, 11/6/95). However, these reports are not substantiated by legitimate, independent research. Dr. Jan McMillen, Executive Director of Australian Institute of Gambling Research (AIGR), regards such media reports as speculative and often politically motivated, rather than factual (McMillen 1994). Similarly, Mr. Jeffrey Kennett, Premier of Victoria, has repeatedly refused to publicly accept the negative social impact of the gambling industry, citing insufficient evidence to support claims.

2.4.1 Links between adolescent and adult gambling behaviours

A number of researchers have established a link between adult problem gamblers and gambling behaviour during adolescence. Lesieur & Klein (1987) found that 37% of adult problem gamblers began gambling before the age of 10 and another 47% started between the ages of 11 and 18.

Alex Blaszczynski, Associate Professor at the University of New South Wales and a Director of AIGR, claims Australian statistics support these findings. He states that problem gamblers usually become so before the age of 25 (The Age, 29/10/1994). Blaszczynski also states that many problem gamblers begin gambling between the age of eight and 15 but usually remain in control until 21–25 years of age.

Similarly, Melbourne’s Break Even Western Gambling Counselling Services (1996) found that 88% of their clients (individuals seeking help for their gambling) commenced gambling before the age of 30. Twenty-two percent had gambled before the age of 11 while a further 11% had gambled before the age of 18. However these figures are based on a small sample of 44 clients.
It is difficult to determine who is at risk of developing problems with gambling. Saunders (1994), researcher into addictive studies at Perth's Curtin University of Technology, contends that anyone who engages in a behaviour they find pleasurable is at risk of developing a dependency upon that activity. Dickerson (in Cathcart, 1996) purports that people who regularly (once a week or more) gamble on continuous forms of gambling are regarded 'at risk of gambling-related problems' in terms of experiencing difficulties in limiting their expenditure of time and money on gambling. Continuous forms of gambling are activities in which results are soon known and gamblers are able to place more bets, such as horse racing, EGMs and casino games. These gambling activities are illegal to minors because of their repetitive nature.

2.5 Limitations of gambling research methodology

2.5.1 Defining adolescence

Any study involving adolescents raises theoretical and methodology challenges. Adolescence is a period of transition during which the individual grows away from childhood and family dependence into independent adulthood and greater assimilation into the community. The stage is characterised by biological and hormonal changes during puberty, rapid psychological growth, new social demands and new cognitive acquisitions. It generally refers to the second decade of life, although the onset and length of adolescence vary with individuals and cultures. In trying to define adolescence the diversity that exists during this stage of development becomes apparent. This makes the comparison of studies into areas such as adolescent gambling difficult. Studies discussed in Section 2.6 Review of previous research into adolescent gambling refer to adolescents of varying ages, so caution should be exercised in comparing the results. For the purpose of this study, adolescence is defined as young people in the 12-17 age group.
2.5.2 Confidentiality and reliability of data

At present there is no clear methodology to measure the direct or indirect social impact of gambling (McMillen, 1994). Obtaining accurate information on the gambling behaviours of any given community group is a difficult task. Accurate surveys rely on the honesty and cooperation of the individuals being questioned. Some people may be reluctant to answer truthfully due to a perceived stigma attached to excessive gambling, participation in illegal gambling activity and/or being requested to answer questions in the presence of people whom the respondent is concealing their gambling from. This limits the accuracy of gambling research results.

A major consideration when conducting research in the area of gambling is to design a methodology and administering procedures that guarantee anonymity of the respondents (Dickerson in Cathcart, 1996). Open and honest responses are more likely to occur if the respondent's confidence is secured.

CATIs have been predominantly used for recent social impact studies in Victoria commissioned by the VCGA (AGB McNair 1993 and 1994; DBM Consultants 1995). CATIs are relatively cost efficient and provide confidentiality for the respondents. However, this research method has three major limitations:

1. Respondents may be trying to conceal their gambling behaviours from family members, friends and colleagues and be reluctant to answer truthfully in their presence.
2. Non-English speaking members of the community are often excluded when interpreters are not available.
3. Residents who do not possess a telephone are not represented in the sample. This could exclude people with financial problems possibly related to excessive gambling.
2.6 Review of research into adolescent gambling

Risk taking is normal behaviour for all age groups. Certain risks are essential for learning and fundamental to the personal maturation process of adolescents. However, adolescence is one of the most stressful and uncertain phases of life (Davey, 1995). The result is often an increase in aggressive and impulsive behaviour, rebellion against family or social expectations, the need for peer approval, youthful exuberance, curiosity and experimentation (Bennett, 1984). This can manifest in unnecessary risk taking that can be deleterious to development and increase the likelihood of adverse psychological, social and health consequences. The World Health Organisation (WHO) recognises risk taking behaviours as one of the four major health concerns of young people (Youth Policy Development Council, 1988).

Although gambling venues prohibit access to minors (under the age of 18 years), gambling is a risk taking behaviour practised by many young people. Ladouceur et al (1994) found that participation in gambling increased with age during adolescence, while Mok and Hraba (1991) found that the extent of gambling generally decreases with age after adolescence.

Gambling among adolescents is not a modern phenomenon. Studies as far back as 1956 (Kliell, 1956 and Harris, 1964, as cited in Griffith, 1989) revealed anecdotal evidence of gambling problems among adolescents. However, research investigating the gambling behaviour of young people and their attitudes towards gambling is relatively recent (Abbott, et al, 1993; Griffith, 1993; Walters, 1994). Researchers in the field of adolescent gambling behaviours in Canada, the USA and the UK in the past twelve years include:
The following sections discuss the prevalence of gambling among adolescents, adolescent attitudes towards gambling, documented consequences and difficulties experienced by adolescents in relation to their gambling and theories regarding the aetiology of adolescent gambling behaviours.

### 2.6.1 Adolescent attitudes towards gambling

Only two recent studies have investigated adolescent attitudes towards gambling. Ide-Smith and Lea (1988) found gender to be a significant determinant of attitude with 10% of girls and 29% of boys approving of gambling, while 5% of girls and 0% of boys disapproved of gambling. Similarly, Rosenstien and Reutter (1980) found that 78% of 164 students surveyed in the USA approved of legalised gambling.

### 2.6.2 Prevalence of adolescent gambling

Tables 2.1 a, b and c summarise the findings of research into adolescent gambling behaviours in the USA, the UK and Canada. Only research using random sample groups are included, as opposed to respondents participating because of their involvement in gambling (e.g., Griffith 1993,

<table>
<thead>
<tr>
<th>Location</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>Shaffer, 1994; Winters, Stinchfield &amp; Fulkerson, 1993; Mok &amp; Hraba 1991; Lesieur &amp; Klein, 1987; Acuri, et al, 1985; Rosenstien &amp; Reutter, 1980</td>
</tr>
<tr>
<td>Canada</td>
<td>Ladouceur, 1994; Ladouceur &amp; Mireault, 1988</td>
</tr>
</tbody>
</table>

19
1990). The tables include the type and prevalence of problematic gambling behaviours among adolescents and are discussed further in Section 2.6.3.

Table 2.1 a: **Summary of results of studies into adolescent gambling in the USA**

<table>
<thead>
<tr>
<th>Researcher city (if applicable) &amp; year</th>
<th>Sample</th>
<th>% of sample gambling</th>
<th>Most popular activity</th>
<th>Percentage of sample experiencing gambling related problems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shaffer et al (1994)</strong> Boston</td>
<td>N=856</td>
<td>n/a</td>
<td>n/a</td>
<td>Compulsive gambling: 6.4%–8.5%</td>
</tr>
<tr>
<td></td>
<td>Age 13–20</td>
<td></td>
<td></td>
<td>Experienced symptoms of withdrawal: 19%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Family problems: 11%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In trouble at school or work: 11%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Have been unable to stop when they have wanted to: 14%</td>
</tr>
<tr>
<td><strong>Winters et al (1993)</strong> New Jersey</td>
<td>N=856</td>
<td>In the past year: 85.5%</td>
<td>Cards: 50%</td>
<td>Compulsive gambling: 8.7%</td>
</tr>
<tr>
<td></td>
<td>Age 15–18</td>
<td></td>
<td>Games: 42.3%</td>
<td>At risk: 17.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sport: 38.8%</td>
<td></td>
</tr>
<tr>
<td><strong>Lesieur &amp; Klein, (1987)</strong> New Jersey</td>
<td>892 Secondary school students</td>
<td>Tried: 91%</td>
<td>Cards: 49%</td>
<td>Lying about wins and losses: 15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the past year: 86%</td>
<td>Casino: 46%</td>
<td>Use of fake IDs: 13%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least once a week: 32%</td>
<td>Sport: 45%</td>
<td>Family disruption: 11%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lotteries: 45%</td>
<td>Borrow money: 7%</td>
</tr>
<tr>
<td><strong>Acuri, et al (1985)</strong> Atlantic City</td>
<td>N=332 Age 14–19</td>
<td>Tried: 64%</td>
<td>Casino</td>
<td>Gambled at least once a week: 9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least once a week: 9%</td>
<td>EGMs</td>
<td>Gambled in a casino: Over 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Black jack</td>
<td>Interview with school counsellor: 47 students with gambling problems</td>
</tr>
<tr>
<td><strong>Rosenstiel &amp; Reutter (1980)</strong></td>
<td>N=164 Secondary school students</td>
<td>Tried: 61% boys</td>
<td>Cards</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38% girls</td>
<td>Sport</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least once a week: 21.7%</td>
<td>Horses</td>
<td></td>
</tr>
</tbody>
</table>
Table 2.1 b: *Summary of results of studies into adolescent gambling in the United Kingdom*

<table>
<thead>
<tr>
<th>Researcher, city (if applicable) &amp; year</th>
<th>Sample</th>
<th>% of sample to gamble</th>
<th>Most popular activity</th>
<th>Percentage of sample experiencing gambling related problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huxley &amp; Carroll (1992)</td>
<td>N=1,413</td>
<td>Tried: 39% At least once a week: 15.2% At least four times a week 6.1%</td>
<td>Fruit machines</td>
<td>Truancy to gamble: 5.3% Showed signs of problem gambling: Use of fake IDs: Video machines</td>
</tr>
<tr>
<td>National Housing &amp; Town Planning Council (1998) (As cited in Griffith 1999)</td>
<td>N=9,752</td>
<td>n/a</td>
<td>Fruit machines</td>
<td>Used lunch money: 6.2% Stole: 7.4% Truancy: 6.2%</td>
</tr>
<tr>
<td>Ide-Smith &amp; Lea (1988)</td>
<td>N=50</td>
<td>Tried: 89%</td>
<td>Fruit machines</td>
<td>Approval of gambling: Girls: 10% Boys 29% Disapproval of gambling: Girls: 5% Boys 0%</td>
</tr>
<tr>
<td>Roberts &amp; Pool (1988) (As cited in Griffith 1989)</td>
<td>N=2,434</td>
<td>n/a</td>
<td>Fruit machines</td>
<td>Stole: 4.3% Truancy: 4.3%</td>
</tr>
<tr>
<td>Barham &amp; Carmell (1987)</td>
<td>N=329</td>
<td>n/a</td>
<td>n/a</td>
<td>Stole: 3.2% Truancy: 1% Drug pushing and prostitution</td>
</tr>
</tbody>
</table>
### Table 2.1c: Summary of results of studies into adolescent gambling in Canada

<table>
<thead>
<tr>
<th>Researcher, city (if applicable) &amp; year</th>
<th>Sample</th>
<th>% of sample to gamble</th>
<th>Most popular activity</th>
<th>Percentage of sample experiencing gambling related problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ladouceur et al (1994)</td>
<td>N=1,320,Tried: 86% Tried by the age of 9 years: 80.5% At least once a week: ≥40%</td>
<td>Lotteries Bingo Cards Sports Specific events</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Ladouceur &amp; Mireault, Quebec (1988)</td>
<td>N=1,612,Tried: 76% Tried in the past year: 65% At least once a week: 24%</td>
<td>Lotteries: 60% Sports: 45% Card games: 36%</td>
<td>Wanted to stop but couldn't: 5.6% Considered themselves to be problem gamblers: 1.7% Committed illegal activities to finance their gambling: 8.9%</td>
<td></td>
</tr>
</tbody>
</table>

There are four overriding limitations of most of these studies.

1. Surveys were conducted in schools and do not include early school leavers. Therefore, they do not give an accurate cross section of adolescents in the age groups used.

2. None of the studies are longitudinal studies investigating changes in attitudes and behaviours in relation to changes in environmental factors known to influence community participation in gambling.

3. Most of the studies were conducted in one school or suburb, limiting the significance of the results to other regions (National Housing and Town Planning Council, 1988 the exception a this was conducted in various regions throughout the UK).

4. It is not possible to come to clear and definite conclusions from these studies as results vary significantly. It is difficult to determine if this discrepancy is due to studies being conducted:
• in different years and therefore being an indication of changing trends;
• in different cities or countries, with varying environmental factors associated with promoting gambling, different population demographics and varying laws governing gambling activities;
• with varying research sample sizes;
• with varying age groups within the research sample;
• with specific aims of the research being a priority; and/or
• using inadequate or different research methodology and tools.

Significant findings

1. Most studies revealed that a majority (between 65%-91%) of adolescents had participated in some form of gambling activity by the age of 15. However, Huxley and Carroll (1992) found that only 39% of the respondents had tried gambling activities in Birmingham, UK.

2. For the majority of adolescent gamblers the practice was infrequent, expenditure was low and most did not experience gambling related problems.

3. The popularity of gambling activities varied among the three countries. The UK studies revealed that playing fruit machines was the most popular form of gambling among young people and caused the most gambling related problems (Griffith 1993). However, the use of fruit machines is legal for minors in the UK and they are often located in amusement arcades frequented by adolescents (Fisher, 1993). Minors do not have legal access to such machines in Canada, the USA or Australia. In all other aspects amusement centres in the UK are very similar to those found in the other three countries. The Canadian and USA studies found that the popularity of gambling activities varied between cities and that adolescents enjoyed a broad range of activities including attending casinos, sports betting, cards, lotteries and specific events.
2.6.3 Gambling related problems among adolescents

Problems related to gambling are generally viewed as an adult phenomenon (Ide-Smith & Lea, 1988). However, Moody (1989) states that in 1964, all the first night participants at Gamblers Anonymous meetings he attended were over 40 years. In subsequent years, the age of those attending the meetings has decreased. In 1989 nearly half of the participants at Gamblers Anonymous ranged in age from children and adolescents to young people in their early 20's.

Findings from research conducted in the USA, the UK and Canada (tabulated in Tables 2.1 a, b and c) reveal that a significant proportion of adolescents are experiencing problems related to their participation in gambling. Notable findings from the studies follow:

- Studies that investigated the prevalence of compulsive gambling diagnosed 5.7% to 9% of respondents as compulsive gamblers (Shaffer et al, 1994; Winters et al, 1993; Lesieur & Klien, 1987; Huxley and Carroll, 1992). This includes experiencing withdrawals when not gambling, couldn't stop when they wanted to, lying about wins or losses and excessive gambling. These percentages are all considerably higher than the estimated percentage of problem gamblers among adults of 1-3% (Rosencrance, 1989) in these countries.

- Indirect problems associated with excessive gambling have the potential to cause further social problems. The studies found a significant number of respondents sold possessions (3%), borrowed money (7%-15.2%), used lunch money (6.2%-9.1%) to raise money for gambling. Others have stolen money (3.2%-7.4%) or committed an unspecified illegal activity (8.9%-10%) to acquire money to gamble. Other gambling related delinquent activity included truancy from school (1%-6.2%) and using fake identification (13%-50%) to gain access limited to adults. Barham & Cormell (1987) found some indication of adolescents involved with
dealing drugs and prostitution to fund gambling activities, but had insufficient evidence to substantiate this finding. These findings represent a minority of respondents but indicate potentially serious health concerns for some adolescent gamblers and constitute financial and social concerns for the community.

2.7 Summary of the review of literature
This review of literature establishes that gambling is an integral aspect of the Australian culture and this factor is unlikely to change in the near future given the popularity of gambling and the financial income it provides for the State Government. Clearly Victorian adolescents are being raised in an environment that is actively promoting and supporting gambling. It is inevitable that adolescents will be exposed to social and community risk factors that precipitate gambling involvement. These factors include:
• parental and community participation in gambling;
• parental, community and political acceptance of gambling;
• political and legal support of gambling activities;
• high levels of media promotion of gambling activities and venues that portray gambling as glamorous, exciting and an opportunity for instant wealth; and
• exposure to many highly visible gambling venues situated in residential areas.

The results of overseas studies discussed in this review of literature, the non-transference of these findings to Victorian adolescents, limited understanding of the prevalence of adolescent gambling and the known effects of exposure to gambling risk factors, clearly demonstrate the necessity for research to be conducted investigating the gambling behaviours and attitudes towards gambling of Victorian adolescents.
3.1 Research aims and propositions

The overall aim of this study is to justify the introduction of gambling education in Victorian schools. This thesis will determine if Year 10 students attending coeducational state schools in the Western and Northern suburbs of Melbourne are exposed to and aware of community and social gambling risk factors known to procure gambling behaviour: namely, parental modelling; peer influence; media promotion; accessibility and visibility of gambling venues; and government legalisation and public support.

The research tests the notion that adolescents are exposed to and are aware of many social and community factors known to promote gambling behaviour in young people.

This thesis will also determine if the prevalence of gambling among these students is significantly high enough to warrant immediate intervention through gambling education programs. It tests the notion that the majority of adolescents have gambled in the past and that many are presently gambling to an extent that characterises them as at risk of experiencing problematic gambling.
3.2 Research questions

The four major research questions guiding the present research are:

1. What is the prevalence and nature of gambling among Year 10 students attending coeducational state schools in Melbourne's Western and Northern suburbs? (ie: frequency of gambling, weekly expenditure level on gambling, types of gambling activities; and age when first gambled)

2. What are the attitudes of these students towards gambling (ie: towards gambling in general, motivation for gambling, towards problematic gambling, and about winning and losing while gambling)?

3. To what extent are these students exposed to community and social risk factors believed to procure and sustain gambling behaviour?

4. Is the introduction of school gambling education targeting adolescents in Victorian schools justified? If so,
   a. Which education model would be the most effective and suitable for gambling education?
   b. Which Key Learning Area and Strand of the Victorian CSF provides the most appropriate framework for inclusion of gambling education?

The first three research questions are addressed in Section One which uses the Review of Literature and a survey questionnaire administered to 200 Year 10 students from the Western and Northern suburbs of Melbourne. The findings in Section One are used in Section Two to address the final research question.
Chapter Four

RESEARCH DESIGN AND PROCEDURE

This chapter describes the research design and procedure to answer the first three research questions stated in Chapter Three (p27) of this thesis. The chapter discusses the methodology including the sample group, the research tool, the research procedure and the process applied in the data analysis.

4.1 Research methodology

At present there is no clear methodology to measure the direct or indirect social impact of gambling (McMillen, 1994). Obtaining accurate information on the gambling behaviours of any given community group is a difficult task, as accurate data relies on the honesty, cooperation and accurate recall of detail by the respondents.

The main consideration in designing the research method for this study was to obtain a maximum response rate and accurate data by ensuring confidentiality and anonymity for both respondents and schools. The methodology selected to measure the prevalence and nature of gambling involvement among adolescents, their attitudes towards gambling and their exposure to environmental risk factors for gambling involvement was a quantitative, self-completed written questionnaire administered face-to-face in schools. The researcher decided that this method was more time efficient than a telephone interview, provided more anonymity for the students and schools than an interview or forum and would generate a greater response rate than a postal survey. The researcher acknowledges that this method has two limitations. First, some respondents could be reluctant to answer truthfully due to a perceived stigma attached to excessive gambling and the illegality of some forms of gambling for minors. Second, respondents with limited English language skills may have experienced difficulties interpreting the survey questions accurately.
The following section discusses the sample group selection criteria and describes the demographic details of the respondents.

4.2 Research sample

Sample selection

The sample selection was a combination of stratified and random characteristics. The stratified characteristics component required respondents to be Year 10 students attending coeducational state (government funded) secondary schools North-West Metropolitan Region of Melbourne. The researcher randomly selected schools within this region while principals or Year 10 coordinators selected the class and students. The researcher requested that classes be representative of the year level rather than streamed or elective classes. As a result, respondents came from five English classes, two Mathematics classes and four Home Groups.

The research limited the study to schools in the Northern and Western suburbs of Melbourne for four reasons. First, to incorporate the region that has the most gambling venues per head of population than any other Victorian region (VCOGA, 1996). Second, limiting schools to one region decreased the variability within the sample. Third, to enable the data collection to occur within the time constriction and limited budget of the study. Finally, the study only required permission from one regional DOE office.

The researcher selected Year 10 students to participate in the study because the school dropout rate increases significantly after Year 10. Selecting Year 10 students provides a more representative sample of young people in this age group compared to later year levels. Further, Year 10 students are more likely to obtain part-time employment and have greater expendable income than students in lower year levels.
The research sample had to be significantly large to provide valid results while remaining within the financial and time restrictions of this study. The postgraduate survey consultancy group in the Faculty of Statistics at the University of Melbourne advised that a minimum of 200 would accurately represent the gambling characteristics of Year 10 students attending coeducational state secondary schools in the North-West Metropolitan region of Melbourne.

Sample demographics

The questionnaire required respondents to volunteer demographic information about themselves (ie., age, sex, country of birth, country of parents birth and parent's occupation).

Sex of respondents

Of the 200 respondents, 117 were male (58.5%) compared to 83 (41.5%) female. The gender imbalance reflected high populations of males at some schools due to being located near female single sex state secondary schools (namely, Pascoe Vale and Footscray Girls Secondary Colleges).

Socio-economic status

The occupation of the main caregiver determined the socio-economic status of the respondent's family. Occupations were classified according to the seven point scale of the Australian Standard Classification of Occupations (ASCO developed by the Australian Bureau of Statistics (Broom, et al 1977). The seven classifications were: Professionals (eg., teachers, engineers); managerial (eg., shop proprietors, managers); white collar workers (eg., clerks, bank tellers); skilled manual (eg., equipment operators, trades person); semi-skilled (eg., drivers, engineers); unskilled (eg., shop assistants, bartenders); and unwaged (eg., unemployed, pensioners, home duties). Table 4.1 shows the socio-economic status of the sample group.
The researcher decided that the data acquired from the questionnaire was inadequate to ascertain the respondents' socio-economic status. A large proportion of respondents reported that one or both of their parents were unemployed. The questionnaire did not request details such as education level, qualifications, usual occupation or occupation in country of origin.

**Age**

The age range of respondents ranged from 14.7 to 17.7 years with a calculated mean age of 15.75. The researcher rejected surveys completed by students over the age of 18 years as they are legally permitted to gamble in licensed venues.

**Ethnicity**

The survey questionnaire requested respondents state their country of origin and their parent's birthplace. Responses included forty-five different countries, often with two parents born in different countries. Table 4.3 depicts the place of origin of the sample group and their parents. These figures are representative of ethnic composition of the North-West Regions (McLennon, 199).
**Research design and procedure**

Adolescent Gambling

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### Table: 4.2. Birth place of respondents and their parents

<table>
<thead>
<tr>
<th>Country of respondent's birth</th>
<th>Country of mother's birth</th>
<th>Country of father's birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia /NZ</td>
<td>143 71.5</td>
<td>91 45.5%</td>
</tr>
<tr>
<td>UK/Ireland</td>
<td>3 1.5%</td>
<td>10 5%</td>
</tr>
<tr>
<td>Canada /USA</td>
<td>2 0.5%</td>
<td>1 .5%</td>
</tr>
<tr>
<td>Western Europe</td>
<td>6 3%</td>
<td>36 18%</td>
</tr>
<tr>
<td>Eastern Europe</td>
<td>3 1.5%</td>
<td>6 3%</td>
</tr>
<tr>
<td>Middle East</td>
<td>2 0.5%</td>
<td>9 4.5%</td>
</tr>
<tr>
<td>Asia</td>
<td>30 15%</td>
<td>31 15.5%</td>
</tr>
<tr>
<td>Pacific Islanders</td>
<td>3 1.5%</td>
<td>5 2.5%</td>
</tr>
<tr>
<td>South American</td>
<td>4 2%</td>
<td>5 2.5%</td>
</tr>
<tr>
<td>Africa</td>
<td>2 1%</td>
<td>2 1%</td>
</tr>
<tr>
<td>*</td>
<td>2 1%</td>
<td>4 2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200 100%</td>
<td>200 100%</td>
</tr>
</tbody>
</table>

*No answer/inappropriate answer/answer not required*

The following section describes the correspondence undertaken prior to implementing the questionnaire.

#### 4.3 Obtaining access to the sample population

The researcher obtained permission to conduct the research in schools in five stages:

1. The University of Melbourne Ethics Committee;
2. The North-West Metropolitan Regional DOE Office (then DSE);
3. Principals of schools in the North-West Metropolitan Region;
4. School councils of the same schools; and
5. A Year 10 teacher at each of the schools consenting to allow their class to participate.

Students of selected classes had the option of not participating in the study.

The North-West Metropolitan Region DOE Office provided a list of all state coeducational secondary schools within the region. The researcher
estimated that ten schools contributing an average of 20 participants would provide a total of 200 subjects. Twenty schools received:

- a letter of introduction from the University of Melbourne;
- letters to the principals and school councillors describing the research background, the aims and purpose of the study and the procedure to be undertaken in administering the questionnaire;
- copies of letters verifying permission from the University of Melbourne Ethics Committee and the DOE;
- a copy of the survey questionnaire; and
- a suggested parental permission notice.

The researcher requested one whole Year 10 class from each school, as opposed to withdrawing smaller groups or individuals, to maximise efficiency in the administration of the questionnaire and to minimise disruption to classes. Appendix C contains copies of all correspondence with schools.

Correspondence with school authorities emphasised the confidentiality of students, parents and schools. This included stating that:

- names of students or schools would not to appear on the questionnaire;
- teachers from the schools would not be viewing any of the completed survey questionnaires;
- classroom furniture may require rearranging to provide maximum privacy for students;
- only students would handle their completed survey questionnaires until it was placed in a large envelope along with questionnaires from other schools; and
- individual schools or students would not to be mentioned by the researcher when discussing the research results.
School principals received telephone calls two weeks after the mailout to discuss the research and the procedure. School authorities of eleven schools agreed to participate while five refused. Four schools did not respond and further contact was not necessary due to sufficient numbers being obtained within the initial eleven schools. Correspondence continued with either the principal or the Year 10 teacher to arrange a suitable time for the administration of the questionnaire. Three schools insisted on formal parental permission. Participating principals, teachers and students received letters expressing appreciation upon completion of the survey. All schools were assured a copy of the research findings.

Table 4.3 depicts the schools involved, the total student population at the time the questionnaire was administered and the number of respondents from each school.

<table>
<thead>
<tr>
<th>SCHOOLSSURVEYED</th>
<th>Total School populations (1996)</th>
<th>Total number of Year 10 students</th>
<th>Number of respondents n =</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braybrook SC</td>
<td>780</td>
<td>150</td>
<td>20</td>
</tr>
<tr>
<td>Brunswick SC</td>
<td>750</td>
<td>110</td>
<td>15</td>
</tr>
<tr>
<td>Buckley Park SC</td>
<td>650</td>
<td>123</td>
<td>15</td>
</tr>
<tr>
<td>Debney Park SC</td>
<td>420</td>
<td>68</td>
<td>20</td>
</tr>
<tr>
<td>Footscray City SC</td>
<td>563</td>
<td>90</td>
<td>20</td>
</tr>
<tr>
<td>Kensington Com S</td>
<td>90</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Lakeside SC</td>
<td>330</td>
<td>42</td>
<td>13</td>
</tr>
<tr>
<td>Maribyrnong SC</td>
<td>418</td>
<td>69</td>
<td>28</td>
</tr>
<tr>
<td>Princes Hill SC</td>
<td>694</td>
<td>126</td>
<td>20</td>
</tr>
<tr>
<td>Strathmore SC</td>
<td>1068</td>
<td>176</td>
<td>13</td>
</tr>
<tr>
<td>Yarraville/Footscray SC</td>
<td>365</td>
<td>56</td>
<td>28</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6128</td>
<td>1023</td>
<td>200</td>
</tr>
</tbody>
</table>
Research design and procedure

4.4 Research instrument

Appendix B contains a copy of the survey questionnaire. Design of the questionnaire involved consultation with various experts in the field of statistics, gambling research, community gambling education and health education. Their advice resulted in amendments to questions and the initial survey structure and content.

The questionnaire averaged seven words per sentence with an average of three characters per word. Overall, the survey rated 78.0 on the Flesch ease of reading scale with a Flesch grade level of 7.1. This satisfied the researcher that the readability of the questionnaire was suitable for Year 10 students.

The survey contained four types of questions each with a different style of measuring responses:

1. Open-ended questions entailed respondents answering using their own words. Questions either determined respondents' knowledge (eg., 3.4.1: What media promotions are you aware of?) or feelings (eg., 4.1.10: How does gambling make you feel?).

2. Ordinal scale questions required respondents to rate approval levels of gambling from "strongly disapprove of gambling" to "strongly approve of gambling" with "don't know" also an option. Often two answers were permissible to allow, for example, respondents who perceived their parents to have different attitudes towards gambling.

eg., 2.1 What is your parents attitude towards gambling?
Strongly disapprove of gambling......................[ ]1
Disapprove of gambling.................................[ ]2
Don't mind gambling....................................[ ]3
Approve of gambling....................................[ ]4
Strongly approve of gambling........................[ ]5
Don't know.................................................[ ]6
3. Nominal scale questions occurred most frequently on the questionnaire. Respondents indicated a precoded response to questions with the option of giving more than one answer for some of the questions.

Eg., 4.1.6 How often do you normally gamble?

Every day.....................................................[ ]1
Every week...................................................[ ]2
Once a month.............................................[ ]3
Between once a month and once a year...........[ ]4
Less than once a year...............................[ ]5
Never......................................................[ ]6

4. Interval scale required respondents to indicate answers in terms of appropriate range.

Eg., 4.1.7 In an average week, how much money would you spend on gambling?

None.................................[ ]1
Less than $1......................[ ]2
Between $1 and $5.............[ ]3
Between $5 and $10...........[ ]4
Between $10 and $20.........[ ]5
Between $20 and $50...........[ ]6
Between $50 and $100.......[ ]7
More than $100...............[ ]8

The final question of the survey asked respondents if all questions were answered honestly. Only one respondent answered "No". This survey was rejected.

Table 4.4 presents Research Questions 1, 2 and 3 as stated in the Chapter Three and the corresponding survey questions. The style of each of the survey questions is indicated.
### Research design and procedure

#### Adolescent Gambling

<table>
<thead>
<tr>
<th>Research Q 1</th>
<th>What is the prevalence and nature of gambling among Year 10 students attending coeducational state schools in Melbourne’s Western and Northern suburbs?</th>
</tr>
</thead>
</table>
| Survey Item  | 4.1 Respondent’s gambling experiences (Nominal)  
4.1.1 Types of gambling activities respondents have tried (Nominal)  
4.1.4 Age when respondents first gambled (Open)  
4.1.5 Respondent’s involvement with gambling in the past 12 months (Nominal)  
4.1.6 Frequency of respondent’s gambling (Nominal)  
4.1.7 Respondent’s weekly gambling expenditure (Interval) |

<table>
<thead>
<tr>
<th>Research Q 2</th>
<th>What are the attitudes of these students towards gambling?</th>
</tr>
</thead>
</table>
| Survey Item  | 2.1 Respondent’s own attitude towards gambling (Ordinal)  
2.7 Respondent’s belief that a person’s gambling could get out of control (Nominal)  
2.8 Respondent’s belief that their own gambling could ever get out of control and why they believed this (Open)  
2.9 Reasons respondents believe that people gamble (Nominal)  
4.1.3 Reasons respondents gamble (Nominal)  
4.1.8 Respondent’s response to gambling (Open)  
4.1.9 Respondent’s response to gambling and losing (Open)  
4.1.10 Respondent’s response to gambling and winning (Open) |

<table>
<thead>
<tr>
<th>Research Q 3</th>
<th>To what extent are these students exposed to community and social risk factors known to procure and sustain gambling behaviour?</th>
</tr>
</thead>
</table>
| Survey Item  | 2.2 Respondent’s perception of the attitudes of the Government (Ordinal)  
2.3 Respondent’s perception of the attitudes of the media (Ordinal)  
2.4 Respondent’s perception of the attitudes of their parents (Ordinal)  
2.5 Respondent’s perception of the attitudes of their teachers (Ordinal)  
2.6 Respondent’s perception of the attitudes of their friends (Ordinal)  
2.9 Why respondents believed others gambled (Nominal)  
3.1 Respondent’s knowledge of local gambling venues (Open)  
3.2 Type (Open) and frequency (Nominal) of respondent’s family participation in gambling  
3.3 Type (Open) and frequency (Nominal) of respondent’s friends participation in gambling  
3.4 Respondent’s awareness of media promotion of gambling and the effects of these promotions on the respondents desire to gamble (Nominal)  
4.1.2 Who respondents were with when they first gambled (Nominal) |
4.5 Research procedure

Pre-tests and pilot test

Six adolescents aged 14–16 years were pre-tested with the questionnaire to determine:

• the time required to administer the survey;
• the effectiveness of the layout;
• if the questions were appropriately phrased and unambiguous;
• if the questions elicited the type of required responses;
• if any additions were required to the multiply choice questions;
• which questions and definitions required additional clarification;
• reaction to three questions that could require long term memory;
• codes amendments for the analysis of open ended questions;
• the format and appropriate wording of the introduction to students prior to administering the survey;

This pre-test resulted in further amendments to the survey questions.

The researcher intended the first Year 10 class be the pilot group. This sample consisted of thirteen students and the questionnaire was administered as planned. A discussion with the respondents and the class teacher took place upon completion to evaluate the questionnaire. All stated that the survey questions were comprehensible and simple to read, and that the verbal instructions were explicit and clear. No suggestions of changes to the survey came forth and a 100% response rate was achieved. The researcher concluded that both the structure of the questionnaire and the procedure of administering it were satisfactory. The questionnaires completed by the 'pilot group' were incorporated into the actual study, as all aspects of the questionnaire and its administration were consistent with what subsequent schools received.
Administering the survey questionnaire

Administration of the questionnaires occurred between February and April 1996. One researcher administered the survey to all schools to ensure consistency in the procedure. The researcher administered the questionnaires to whole classes except in three schools requiring parental permission that reduced the classes by approximately half. This was apparently due to students failing to return their permission notice on time rather than parental refusal.

Arrangement of seating ensured maximum privacy for respondents. The researcher gave a brief introduction to informed the students of the purpose and importance of the research. Students were informed that the study was a research project being conducted by the University of Melbourne and that the university was interested in finding out about the opinions and experiences of young people in gambling. The researcher emphasised that all information obtained was for research purposes only, and would be treated in the strictest of confidence. Further, no member of the school community would be viewing any of the completed questionnaires. The researcher invited the students to ask questions at any time during or after the introduction for clarification where necessary.

The researcher defined gambling as:

"To risk anything of value on a game of chance or the outcome of any event involving chance in the hope of profit" (Arnold, 1977).

The researcher read each survey question aloud before students commenced writing and emphasised the importance of honest answers and confidentiality. She instructed students not to discuss answers, look at other student's papers, nor to write their name or their school on the questionnaire. Students had the option of withdrawing from the study at
Research design and procedure

Adolescent Gambling

any stage or leaving any question blank if they felt uncomfortable answering it. The researcher instructed respondents to place completed questionnaires in the envelope at the front of the class with questionnaires from other schools. It generally took students between 15 and 20 minutes to complete the questionnaire. Upon completion of the questionnaire students continued with work preset by the classroom teacher. Further discussion of the questions and the research project occurred when all students had completed the questionnaire.

4.6 Analysis of data

The researcher coded each questionnaire survey with numbers from 1 to 200 for identification purposes. The ordinal scale, nominal scale and interval scale questions were pre-coded prior to the questionnaire being administered and stated on the questionnaire. Codes for the open-ended questions were framed after the completion of the first fifty questionnaires. Appendix D contains a copy of the additional codes.

The researcher coded results and entered them on a Microsoft Excel spreadsheet. Entries were double checked with the original questionnaire sheets to ensure correct transferral of results. A valid code range, filter check and logical check completed the coding process. Appendix E contains a copy of the coded results.

The researcher constructed pivot tables using Microsoft Excel to correlate respondents' sex with dependent variables (ie., behaviours or attitudes of the respondents). All other analyses were univariate descriptive using the coded data. It is acknowledged that detailed bivariate or multivariate analysis of the coded data would provide more in-depth results (eg., to determine the links between the frequency of gambling by the respondent and exposure to media promotions of gambling). However, such in depth
analysis was not required to answer the research questions proposed in this study. The research questions required only a basic descriptive analysis of the data that summarised patterns in the responses obtained from the questionnaire. The researcher intended that the data be interpreted as reflective of adolescents attending secondary schools in the Western and Northern suburbs of Melbourne, rather than an indication of the gambling behaviours and attitudes in the wider community.

The researcher used Microsoft Excel to compile the results in a series of frequency tables, located and discussed in Chapter Five.
Chapter Five

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the findings of the questionnaire by addressing each of the first three research questions on page 27. It examines the prevalence of gambling among Year 10 students attending coeducational state secondary schools in Melbourne's Western and Northern suburbs, their attitudes towards gambling and the extent of the respondent's exposure to environmental risk factors known to procure and sustain involvement in gambling activities. Each section concludes with a summary of significant findings for the three research questions.

5.1 Research Question One

What is the prevalence and nature of gambling among these students (ie: frequency of gambling, weekly expenditure on gambling, types of gambling activities, age when first gambled and personal motivation to gamble)?

5.1.1 Prevalence of gambling behaviour

Table 5.1: Respondents' gambling experience

<table>
<thead>
<tr>
<th>Response</th>
<th>Ever tried gambling</th>
<th>Gambled in the past 12 months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=200</td>
<td>Female</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>77</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Don't remember</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>* No answer/inappropriate answer</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>83</td>
</tr>
</tbody>
</table>

Table 5.1 shows that 170 (84.5%) respondents had gambled. Of these, 126 (74.1%) respondents had gambled in the twelve month period prior to
Research findings and discussion

Adolescent gambling

Table 5.2 indicates that of the 170 respondents who gamble, for most it is infrequent and expenditure on gambling is low.

Table 5.2: Frequency of respondents' gambling and weekly expenditure

<table>
<thead>
<tr>
<th>$ PER WEEK</th>
<th>Every day</th>
<th>Every week</th>
<th>Once a month</th>
<th>Once a month - once a year</th>
<th>Less than once a year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=170</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤$1</td>
<td>2</td>
<td>1</td>
<td>21</td>
<td>40</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>98</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(57.7%)</td>
</tr>
<tr>
<td>$1-$5</td>
<td>0</td>
<td>6</td>
<td>13</td>
<td>9</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(19.4%)</td>
</tr>
<tr>
<td>$5-$10</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(11.8%)</td>
</tr>
<tr>
<td>$10-$20</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(7.1%)</td>
</tr>
<tr>
<td>$20-$50</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(2.9%)</td>
</tr>
<tr>
<td>$50-$100</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(0.6%)</td>
</tr>
<tr>
<td>&gt;$100</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(0.6%)</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>14</td>
<td>45</td>
<td>61</td>
<td>41</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(3.5%)</td>
<td>(8.2%)</td>
<td>(26.5%)</td>
<td>(35.9%)</td>
<td>(24.1%)</td>
<td>(1.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>170</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(100%)</td>
</tr>
</tbody>
</table>

* No answer/inappropriate answer

Sixty per cent gamble less than once a month while another 24.1% gamble less than once a year. However, six (3.5%) claim to gamble every day while a further 14 (8.2%) gamble on a weekly basis.
Research findings and discussion

Adolescent gambling

On average, 57.7% of respondents who gamble spend less than one dollar per week on gambling with a total of 77.1% spending less than $5 per week. However, 10.6% of gamblers spend over $10 per week gambling including 3.5% spending over $20 per week.

One respondent claimed to be gambling between $50–100 per week and gambled every day. When the questionnaire asked this person ‘How does losing make you feel?’, he responded, “Don’t feel anything. Money is easy to get.”

Table 5.3 shows that of the respondents who had gambled, 79 (46.4%) had done so before the age of 12, most likely prior to attending secondary school. However, 20% of respondents did not remember the age that they began gambling.

Table: 5.3: Age when respondents first gambled

<table>
<thead>
<tr>
<th>Age when respondents first gambled</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five years or younger</td>
<td>9</td>
<td>5.2%</td>
</tr>
<tr>
<td>Six to 11 years</td>
<td>70</td>
<td>41.2%</td>
</tr>
<tr>
<td>12 to 17 years</td>
<td>57</td>
<td>33.5%</td>
</tr>
<tr>
<td>Don’t remember</td>
<td>34</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>99.9%</td>
</tr>
</tbody>
</table>

* No answer/inappropriate answer/answer not required

5.1.2 Nature of gambling behaviour

The questionnaire asked respondents to indicate the gambling activities that they had experienced. The researcher emphasised that the money they gambled either belonged to them or had been obtained by them and that they participated in the act of spending it. Table 5.4 shows that at least 125 respondents (62.5%) stated that they had participated in gambling activities.
recognised as being illegal for minors in Victoria. This figure could be higher as the questionnaire did not ask respondents how they placed bets on animal race and sporting outcomes. It is possible that some respondents did so through a TAB or a bookmaker, both illegal for minors. However, the figure does includes 36 respondents (21.2%) claiming to have tried EGMs and 11 (6.5%) who had gambled in a casino, although not necessarily the Crown Casino.

Table 5.4: Types of gambling activities respondents have tried

<table>
<thead>
<tr>
<th>Gambling activities</th>
<th>n=</th>
<th>%</th>
<th>Legality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scratch &amp; win</td>
<td>120</td>
<td>70.6%</td>
<td>Illegal for minors</td>
</tr>
<tr>
<td>Raffle</td>
<td>120</td>
<td>70.6%</td>
<td>Legal for minors</td>
</tr>
<tr>
<td>Cards</td>
<td>96</td>
<td>54.5%</td>
<td>Legal for minors</td>
</tr>
<tr>
<td>Animal races</td>
<td>91</td>
<td>53.5%</td>
<td>Possibly illegal</td>
</tr>
<tr>
<td>Event outcome with friends</td>
<td>85</td>
<td>50%</td>
<td>Legal for minors</td>
</tr>
<tr>
<td>Tattslotto</td>
<td>73</td>
<td>42.9%</td>
<td>Legal for minors</td>
</tr>
<tr>
<td>Pool/snooker</td>
<td>70</td>
<td>41.2%</td>
<td>Legal for minors</td>
</tr>
<tr>
<td>Sport outcomes</td>
<td>64</td>
<td>37.7%</td>
<td>Possibly illegal</td>
</tr>
<tr>
<td>EGM</td>
<td>36</td>
<td>21.2%</td>
<td>Illegal for minors</td>
</tr>
<tr>
<td>Dice games</td>
<td>29</td>
<td>17.1%</td>
<td>Legal for minors</td>
</tr>
<tr>
<td>Keno</td>
<td>24</td>
<td>14.1%</td>
<td>Legal for minors</td>
</tr>
<tr>
<td>Casino games (at casino)</td>
<td>11</td>
<td>6.5%</td>
<td>Illegal for minors</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>0.58%</td>
<td></td>
</tr>
</tbody>
</table>

The most popular gambling activities were Scratch and Wins (70.6%) and raffles (70.6%). More than half the respondents had played cards (54.5%), bet on animal races (53.5%) and outcome of events (50%). Four teachers at different schools mentioned that playing cards was popular among students at lunch and recess breaks. Each of these schools prohibited playing for money but admitted this was difficult to monitor. It is worth noting that only two respondents (1.2%) stated that they had participated in raffles but no other gambling activities.
5.1.3 Summary of significant findings

Of all 200 respondents:

- 85% of respondents stated they had previously gambled;
- 62.5% had gambled on activities illegal for minors in Victoria;
- More females had gambled in the past than males although there was little difference in the percentage of male and females that had gambled in the past 12 months.

Of the 170 respondents who gamble:

- 74.1% had gambled in the previous twelve months;
- for most respondents gambling is infrequent and expenditure is low;
- 60% gamble less that once month;
- 8.2% gamble on a weekly basis;
- 3.5% gamble every day;
- 57.7% of respondents spend less than one dollar per week on average on gambling;
- 77.1% spend less than $5 per week;
- 10.6% of gamblers spend over $10 per week;
- 3.5% spend over $20 per week;
- 46.4% gambled before the age of 12;
- 21.2% claimed to have tried EGMs;
- 6.5% had gambled in a casino

The most popular gambling activities among respondents who gambled were:

Scratch and Wins (70.6%), raffles (70.6%) and cards (54.5%).
5.2 Research Question Two
What are the attitudes of Year 10 students attending coeducational state schools in Melbourne’s Western and Northern suburbs in towards gambling?

5.2.1 Attitudes towards gambling
An ordinal scale rated respondent’s attitude towards gambling from ‘Strongly approve’ to ‘Strongly disapprove’, with ‘Don’t know’ an option.

As shown in Table 5.5, the majority of respondents (59.5%) indicated that they ‘don’t mind’ gambling. Forty-eight respondents (24%) either ‘disapprove’ or ‘strongly disapprove’ of gambling compared to 9% that ‘approve’ or ‘strongly approve’ of gambling.

Slightly more males (12.9%) approve of gambling than females (3.6%), although there is very little difference in the percentage that disapprove of gambling (males 24% and females 24.8%).

Table: 5.5: Respondent’s attitude towards gambling

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Total (N=200)</th>
<th>Females (N=83)</th>
<th>Males (N=117)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=</td>
<td>%</td>
<td>n=</td>
</tr>
<tr>
<td>Strongly disapprove</td>
<td>21</td>
<td>10.5%</td>
<td>6</td>
</tr>
<tr>
<td>Disapprove</td>
<td>27</td>
<td>13.5%</td>
<td>13</td>
</tr>
<tr>
<td>Total disapprove</td>
<td>48</td>
<td>24%</td>
<td>19</td>
</tr>
<tr>
<td>Don’t mind</td>
<td>119</td>
<td>59.5%</td>
<td>55</td>
</tr>
<tr>
<td>Approve</td>
<td>14</td>
<td>7%</td>
<td>2</td>
</tr>
<tr>
<td>Strongly approve</td>
<td>4</td>
<td>2%</td>
<td>1</td>
</tr>
<tr>
<td>Total approve</td>
<td>28</td>
<td>9%</td>
<td>3</td>
</tr>
<tr>
<td>Mixed response</td>
<td>1</td>
<td>.5%</td>
<td>1</td>
</tr>
<tr>
<td>Don't know</td>
<td>13</td>
<td>6.5%</td>
<td>5</td>
</tr>
<tr>
<td>*</td>
<td>1</td>
<td>.5%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100%</td>
<td>83</td>
</tr>
</tbody>
</table>

* No answer/inappropriate answer/answer not required
Respondents at five of the schools voiced the opinion that raffles are not a gambling activity as they are used for fund raising and charitable purposes. Many other respondents agreed with this opinion. The researcher explained that raffles do concur with the definition of gambling and that individuals could donate money rather than purchasing a raffle ticket if the opportunity to win a prize was not an issue and the individual preferred not to gamble. Although all respondents appeared to accept this explanation, it raised the issue of varying levels of approval for different gambling activities. Clearly a more accurate indication of respondents' attitudes would have been obtained if the question had required an approval rating for different gambling activities rather than requesting respondents to state an overall approval rating to gambling. This may account for the large proportion of respondents giving a neutral response (ie: 'don't mind' gambling).

Table 5.6 shows the reasons why the respondents who gamble do so. The most popular explanations were 'Fun and excitement' (72.4%) and 'To
make money' (57.1%). Forty-four respondents (25.9%) found gambling 'challenging and interesting'.

5.2.2 Response to gambling, losing and winning

The questionnaire required respondents who had gambled to state how gambling made them feel and, in particular, how winning and losing made them feel. The question permitted more than one answer.

Table 5.7 shows the respondents' reactions to gambling. A large proportion (30%) stated that they 'didn't feel anything' or that they 'didn't care' when they gambled, while a further 6.5% stated that they 'didn't know' how gambling made them feel. Another 8.2% stated how they felt depended on 'whether they were winning or losing'.

Table 5.7: Respondents' reactions to gambling

<table>
<thead>
<tr>
<th>Reaction</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't feel anything/don't care</td>
<td>51</td>
<td>30%</td>
</tr>
<tr>
<td>Good/Fun</td>
<td>35</td>
<td>20.6%</td>
</tr>
<tr>
<td>Excited</td>
<td>21</td>
<td>12.4%</td>
</tr>
<tr>
<td>Depends on winning/losing</td>
<td>14</td>
<td>8.2%</td>
</tr>
<tr>
<td>Don't know</td>
<td>11</td>
<td>6.5%</td>
</tr>
<tr>
<td>Nervous/Anxious</td>
<td>9</td>
<td>5.3%</td>
</tr>
<tr>
<td>Hopeful</td>
<td>6</td>
<td>3.5%</td>
</tr>
<tr>
<td>Challenged/Interested</td>
<td>5</td>
<td>2.9%</td>
</tr>
<tr>
<td>Sad/wasted time</td>
<td>3</td>
<td>1.8%</td>
</tr>
<tr>
<td>Addicted</td>
<td>3</td>
<td>1.8%</td>
</tr>
<tr>
<td>Don't like it</td>
<td>2</td>
<td>1.2%</td>
</tr>
<tr>
<td>Keep wanting to do it</td>
<td>1</td>
<td>0.58%</td>
</tr>
<tr>
<td>Helps to escape problems</td>
<td>1</td>
<td>0.58%</td>
</tr>
<tr>
<td>Something to look forward to</td>
<td>1</td>
<td>0.58%</td>
</tr>
<tr>
<td>Guilty</td>
<td>1</td>
<td>0.58%</td>
</tr>
<tr>
<td>Grown up</td>
<td>1</td>
<td>0.58%</td>
</tr>
</tbody>
</table>
Sixteen respondents (9.4%) stated that gambling produced negative feelings. Gambling made them feel 'anxious' (5.3%), 'addicted' (1.8%), 'sad' (1.8%), 'don’t like it' (1.2%) or 'guilty' (0.58%).

Sixty-six respondents (38.8%) stated that gambling had a positive affect, such as making them feel 'good/fun' (20.6%), 'excited' (12.4%), 'hopeful' (3.5%), 'challenged/interested' (2.9%), that they 'wanted to keep doing it' (0.58%), that they could 'escape problems' (0.58%) and that gambling gave them 'something to look forward to' (0.58%).

Table 5.8 shows how the respondents feel when they gamble and lose. Some respondents believed that losing had little affect on them stating they 'didn’t care/didn’t feel bad' (17.1%) while another 5.5% indicated that how they felt 'depended on how much they lost.' Eighteen respondents (10.6%) indicated that losing felt okay. This included that they 'accepted losing' (7.6%), 'were hopeful for the next time' (7.6%) or that they still 'had fun/were happy' (0.58%).

Table 5.8: Respondents’ reaction to losing

<table>
<thead>
<tr>
<th>Reaction</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry/upset</td>
<td>86</td>
<td>50.6%</td>
</tr>
<tr>
<td>Don’t care/not bad</td>
<td>39</td>
<td>17.1%</td>
</tr>
<tr>
<td>Accepting</td>
<td>13</td>
<td>7.6%</td>
</tr>
<tr>
<td>Depends on the amount</td>
<td>11</td>
<td>6.5%</td>
</tr>
<tr>
<td>Regret/guilty</td>
<td>7</td>
<td>4.1%</td>
</tr>
<tr>
<td>Have to get it back-chase loses</td>
<td>5</td>
<td>7.1%</td>
</tr>
<tr>
<td>Makes me want to stop</td>
<td>4</td>
<td>2.4%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3</td>
<td>1.8%</td>
</tr>
<tr>
<td>Hopeful for next time</td>
<td>2</td>
<td>1.2%</td>
</tr>
<tr>
<td>Still have fun/happy</td>
<td>1</td>
<td>0.58%</td>
</tr>
</tbody>
</table>
Research findings and discussion

In contrast, 54.1% of respondents experienced negative reactions when they gambled and lost. Over half (50.6%) described their feelings as ‘angry/pissed off/frustrated/upset’ while a further 4.1% felt ‘guilty’. Five respondents (7.1%) felt the urge to gamble more to ‘get it back’ (known as chasing loses).

Predicably the majority of respondents (68.2%) experienced positive feelings towards winning when they gambled as shown in Table 5.9. However, 10% said that it encouraged them to gamble more.

<table>
<thead>
<tr>
<th>Reaction</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy/good/great</td>
<td>116</td>
<td>68.2%</td>
</tr>
<tr>
<td>Makes me want more money</td>
<td>17</td>
<td>10%</td>
</tr>
<tr>
<td>Excited</td>
<td>14</td>
<td>8.2%</td>
</tr>
<tr>
<td>Don't feel anything/don't care</td>
<td>10</td>
<td>5.9%</td>
</tr>
<tr>
<td>Lucky/Made easy money</td>
<td>9</td>
<td>5.3%</td>
</tr>
<tr>
<td>Confident/proud</td>
<td>5</td>
<td>7.1%</td>
</tr>
<tr>
<td>Hopeful/encouraged</td>
<td>4</td>
<td>2.4%</td>
</tr>
<tr>
<td>Not good/Feel sorry for loser</td>
<td>3</td>
<td>1.8%</td>
</tr>
<tr>
<td>Want to stop</td>
<td>2</td>
<td>1.2%</td>
</tr>
<tr>
<td>Relaxed</td>
<td>1</td>
<td>0.58%</td>
</tr>
<tr>
<td>Depends on what I win</td>
<td>1</td>
<td>0.58%</td>
</tr>
</tbody>
</table>

Table 5.9: Respondents’ reactions to winning

5.2.3 Attitudes towards problematic gambling

The questionnaire asked respondents if a person’s gambling could get out of control and if this could happen to them. Out of control was defined as:

“Spending more than intended; not being able to stop gambling when wanting to; and gambling money meant for other things.”

The discussion of results combines answers ‘Yes,’ and ‘Maybe’ as they are both stating that it is possible for gambling to get out of control.
Table 5.10 shows a large majority of respondents (93%) believed that it was possible for a person's gambling to get out of control. In contrast, 18.5% believed that it was possible for this happen to them, while 13% did not know.

Table 5.10: **Respondent's opinion that it is possible for an individual's gambling to get out of control and that this could happen to them**

<table>
<thead>
<tr>
<th></th>
<th>Other people's gambling behaviour</th>
<th>Respondent's own gambling behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=</td>
<td>%</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td>168</td>
<td>84%</td>
</tr>
<tr>
<td><strong>Maybe</strong></td>
<td>18</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total-possible</strong></td>
<td>186</td>
<td>93%</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Don't Know</strong></td>
<td>7</td>
<td>3.5%</td>
</tr>
<tr>
<td>*<strong>Network</strong></td>
<td>1</td>
<td>.5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

* No answer/inappropriate answer/answer not required

The researcher believes that the launch of the Break Even publicity campaign to promote counselling support services for problem gamblers and their families may have affected the validity of this result. Numerous television commercials and billboards showed gamblers experiencing difficulties with their gambling. This promotion occurred March 1996 after the questionnaire had been administered to two schools (16.5% respondents). Discussions with the students at the following nine schools revealed that most had viewed the advertisements. The researcher assumes that respondents from the schools surveyed after the launch would be more aware of the occurrence of problematic gambling, but would associate 'out of control' with addictive gambling.
Table 5.11 depicts reasons why respondents stated their gambling could or could not get out of control. The question permitted more than one answer.

Table 5.11: Reasons why respondents believe that their gambling could or could not get out of control

<table>
<thead>
<tr>
<th>Reason</th>
<th>Yes or maybe my gambling could get out of control</th>
<th>No, my gambling could not get out of control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could get addicted/have little self control</td>
<td>37 (n=13) 35.1%</td>
<td>135 (n=10) 30.9%</td>
</tr>
<tr>
<td>Like making money</td>
<td>4 (n=2) 10.8%</td>
<td>34 (n=11) 29.6%</td>
</tr>
<tr>
<td>Like gambling a lot</td>
<td>2 (n=1) 5.4%</td>
<td>22 (n=10) 16.3%</td>
</tr>
<tr>
<td>I am addicted now</td>
<td>2 (n=2) 5.4%</td>
<td>1 (n=1)  1.5%</td>
</tr>
<tr>
<td>Feel lucky when I gamble/want to play more</td>
<td>2 (n=2) 5.4%</td>
<td>1 (n=1)  1.5%</td>
</tr>
<tr>
<td>Like taking risks</td>
<td>1 (n=1) 2.7%</td>
<td>10 (n=5)  6.0%</td>
</tr>
<tr>
<td>Easy to lose a lot of money</td>
<td>1 (n=1) 2.7%</td>
<td>2 (n=1)  1.5%</td>
</tr>
<tr>
<td>Don't know, can not predict the future</td>
<td>18 (n=18) 32.4%</td>
<td>16 (n=16) 11.9%</td>
</tr>
</tbody>
</table>

Of the 135 respondents who did not believe that it was possible for their gambling to get out of control, 30.9% believed this was because they 'gambled very little'. This indicates these respondents associate 'out of control' gambling with regular gamblers rather than possibly happening to inexperienced gamblers. Thirty-nine (28.9%) respondents who stated that their gambling could not 'get out of control' believed this because they were 'careful/set limits' (15.6%), 'have self control/too smart' (11.9%) and 'don't take risks' (1.5%).

5.2.4 Perceived reasons for gambling

The questionnaire asked respondents to indicate why people gambled. The question permitted more than one response. Table 5.12 shows that
most thought people gambled ‘To make money’ (87%) and for ‘Fun and excitement’ (80%).

Table 5.12: Reasons why respondents believe that people gamble

<table>
<thead>
<tr>
<th>Response</th>
<th>N=200</th>
</tr>
</thead>
<tbody>
<tr>
<td>To make money</td>
<td>174</td>
</tr>
<tr>
<td>Fun and excitement</td>
<td>160</td>
</tr>
<tr>
<td>To be with friends</td>
<td>77</td>
</tr>
<tr>
<td>Challenging</td>
<td>67</td>
</tr>
<tr>
<td>Boredom, nothing else to do</td>
<td>65</td>
</tr>
<tr>
<td>Friends do it</td>
<td>65</td>
</tr>
<tr>
<td>Plenty of places to go</td>
<td>60</td>
</tr>
<tr>
<td>Easy to do</td>
<td>57</td>
</tr>
<tr>
<td>Parents do it</td>
<td>33</td>
</tr>
<tr>
<td>&quot;In thing&quot; to do</td>
<td>17</td>
</tr>
<tr>
<td>Other reasons</td>
<td>10</td>
</tr>
</tbody>
</table>

5.2.5 Summary of significant findings

Of all 200 respondents:

- 59.5% indicated that they ‘don’t mind’ gambling
- 24% either ‘disapproved’ or ‘strongly disapproved’ of gambling;
- 9% ‘approved’ or ‘strongly approved’ of gambling

- 93% believed a person’s gambling could get out of control
- 17.5% believed that it was possible for this happen to them
- 135 (67.5%) did not believe that their gambling could get out of control
  - 30.9% believed this was because they ‘gambled very little’
  - 28.9% believed this because they were ‘careful/set limits’

The most popular belief was that people gambled:

- ‘to make money’ (87%);
- for ‘fun and excitement’ (80%)
Of the 170 respondents who gamble:

- 72.4% did so for 'fun and excitement'
- 57.1% did so 'to make money'
- 25.9% found gambling 'challenging and interesting'

- 38.8% stated that gambling had a positive affect
- 30% stated that they 'didn't feel anything' or that they 'didn't care' when they gambled
- 8.2% stated how they felt when they gambled depended on 'whether they were winning or losing'
- 9.4% stated that gambling produced negative feelings
- 17.1% believed that losing had little affect
- 10.6% indicated that losing felt okay
- 54.1% of the respondents experienced negative reactions when they gamble and lose
- 68.2% had experienced positive feelings towards winning
- 10% said that winning encouraged them to gamble more

5.3 Research Question Three

To what extent are students who gamble exposed to and aware of community and social risk factors known to procure and sustain gambling behaviour?

5.3.1 Community risk factors (the Government, the media, teachers, and community gambling venues)

Perceived attitudes of the Government, the media and teachers

Respondents stated their perception of community attitudes towards gambling, namely, their teachers, the Government and the media. The question permitted respondents more than one response, indicated as
`mixed response` and usually included one disapproval and one approval rating. Table 5.13 gives a comparison of the perceived attitudes for each of the categories.

Table 5.13: Respondents’ perception of the attitudes of their teachers, the Government and the media towards gambling.

<table>
<thead>
<tr>
<th>ATTITUDES</th>
<th>GOVERNMENT</th>
<th>MEDIA</th>
<th>TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disapprove</td>
<td>n=10</td>
<td>n=12</td>
<td>n=6</td>
</tr>
<tr>
<td></td>
<td>%5</td>
<td>%6</td>
<td>%3</td>
</tr>
<tr>
<td>Disapprove</td>
<td>n=16</td>
<td>n=38</td>
<td>n=18</td>
</tr>
<tr>
<td></td>
<td>%8</td>
<td>%19</td>
<td>%9</td>
</tr>
<tr>
<td><strong>Total Disapproval</strong></td>
<td>n=26</td>
<td>n=50</td>
<td>n=24</td>
</tr>
<tr>
<td></td>
<td>%13</td>
<td>%25</td>
<td>%12</td>
</tr>
<tr>
<td>Don’t Mind</td>
<td>n=29</td>
<td>n=43</td>
<td>n=40</td>
</tr>
<tr>
<td></td>
<td>%14.5</td>
<td>%21.5</td>
<td>%20.5</td>
</tr>
<tr>
<td>Approve</td>
<td>n=66</td>
<td>n=26</td>
<td>n=7</td>
</tr>
<tr>
<td></td>
<td>%33</td>
<td>%13</td>
<td>%3.5</td>
</tr>
<tr>
<td>Strongly Approve</td>
<td>n=33</td>
<td>n=14</td>
<td>n=5</td>
</tr>
<tr>
<td></td>
<td>%16.5</td>
<td>%7</td>
<td>%2.5</td>
</tr>
<tr>
<td><strong>Total Approval</strong></td>
<td>n=99</td>
<td>n=40</td>
<td>n=12</td>
</tr>
<tr>
<td></td>
<td>%49.5</td>
<td>%20</td>
<td>%6</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>n=34</td>
<td>n=53</td>
<td>n=121</td>
</tr>
<tr>
<td></td>
<td>%17</td>
<td>%26.5</td>
<td>%60.5</td>
</tr>
<tr>
<td>Mixed responses</td>
<td>n=12</td>
<td>n=13</td>
<td>n=3</td>
</tr>
<tr>
<td></td>
<td>%6</td>
<td>%6.5</td>
<td>%1</td>
</tr>
<tr>
<td>*</td>
<td>n=0</td>
<td>n=1</td>
<td>n=0</td>
</tr>
<tr>
<td></td>
<td>%0</td>
<td>%0.5</td>
<td>%0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>n=200</td>
<td>n=200</td>
<td>n=200</td>
</tr>
<tr>
<td></td>
<td>%100</td>
<td>%100</td>
<td>%100</td>
</tr>
</tbody>
</table>

Some respondents indicated that they ‘didn’t know’ the attitudes of the Government (17%), the media (26.5%) and, in particular, their teachers (60.5%) towards gambling. However, 49.5% of respondents stated that the Government approved of gambling, while 20% thought that the media approved of gambling.

**Media promotions of gambling**

Seventy-three per cent of respondents (146) stated that they were aware of media promotions for gambling activities. However, as Table 5.15 shows, 13.7% could not mention any by name or stated incorrect answers such as the *Break Even* promotions for problem gambling support services. Most respondents (71.2%) could name at least two media promotions.
Research findings and discussion

Adolescent gambling

Table 5.14: Number of media promotions of gambling that respondents could name

<table>
<thead>
<tr>
<th>Number</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>22</td>
<td>15.1%</td>
</tr>
<tr>
<td>Two</td>
<td>33</td>
<td>22.6%</td>
</tr>
<tr>
<td>Three</td>
<td>39</td>
<td>26.7%</td>
</tr>
<tr>
<td>Four</td>
<td>21</td>
<td>14.4%</td>
</tr>
<tr>
<td>Five</td>
<td>4</td>
<td>2.7%</td>
</tr>
<tr>
<td>Six</td>
<td>6</td>
<td>4.1%</td>
</tr>
<tr>
<td>Seven</td>
<td>1</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Total 146 99.9%

* No answer/inappropriate answer/answer not required

Awareness of local gambling venues

Most respondents (87.5%) could name at least one gambling venue in their home and school environment. As Table 5.14 indicates, 66.5% of respondents were able to name two or more venues.

Table 5.15: Number of gambling venues respondents could name in their immediate home and school environments

<table>
<thead>
<tr>
<th>Number</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>One</td>
<td>42</td>
<td>21%</td>
</tr>
<tr>
<td>Two</td>
<td>58</td>
<td>29%</td>
</tr>
<tr>
<td>Three</td>
<td>44</td>
<td>22%</td>
</tr>
<tr>
<td>Four</td>
<td>19</td>
<td>9.5%</td>
</tr>
<tr>
<td>Five</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Six</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Seven</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>Eight</td>
<td>1</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

* 9 4.5%

Total 200 100%

* No answer/inappropriate answer/answer not required
When asked if these media promotions ever tempted them to try the activity (Table 5.16), 44.9% stated 'often' or 'sometimes' and 9.5% did not know. Only 44.5% claimed that these promotions did not tempt them.

Table 5.16: *How often media gambling promotions tempt respondents to try activities*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>n= 146</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>3</td>
<td>2.1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>64</td>
<td>43.8%</td>
</tr>
<tr>
<td>Never</td>
<td>65</td>
<td>44.5%</td>
</tr>
<tr>
<td>Don't know</td>
<td>14</td>
<td>9.5%</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>99.9%</td>
</tr>
</tbody>
</table>

5.3.2 Social risk factors (family and friends)

Perceived attitudes of family and friends

Respondents stated their perception of their family and friends attitude towards gambling. The question permitted respondents more than one response indicated as 'mixed response' and usually included one disapproval and one approval rating to allow for respondents who were aware of different attitudes among the given groups. Table 5.17 gives a comparison of perceived attitudes for parents and friends. It reveals that respondents were more aware of the attitudes of their family members about gambling than any other community or social group, as only 10.5% stated they 'didn’t know' their parents' attitudes. The most common response for both family and friends was that they 'didn’t mind' gambling. Only 4.5% of respondents believed that their friends 'disapproved' of gambling compared to 25% believing that their parents felt the same way. Only 9.5% of respondents felt that their parents approved of gambling, although a further 12% of respondents stated mixed responses.
The questionnaire asked respondents if any of their close family members and friends gambled. Table 5.18 shows the results. Although 85% of respondents had gambled in the past, only 55% believe that their friends gamble. Sixty-eight per cent believed family members gamble.

Over half of the respondents (50.7%) were aware that members of their family gamble at least once a week with 70.6% stating that family members gamble at least once a month as shown in Table 5.19.
Table 5.19: Frequency of family members and friends gambling

<table>
<thead>
<tr>
<th>FREQUENCY OF GAMBLING</th>
<th>Family gambling (N=136)</th>
<th>Friends gambling (N=110)</th>
<th>Respondents own gambling (N=110)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=</td>
<td>%</td>
<td>n=</td>
</tr>
<tr>
<td>Every day</td>
<td>9</td>
<td>6.6%</td>
<td>7</td>
</tr>
<tr>
<td>Every week</td>
<td>60</td>
<td>44.1%</td>
<td>28</td>
</tr>
<tr>
<td>Once a month</td>
<td>27</td>
<td>19.9%</td>
<td>36</td>
</tr>
<tr>
<td>Once a month-once a year</td>
<td>28</td>
<td>20.6%</td>
<td>30</td>
</tr>
<tr>
<td>Less than once a year</td>
<td>4</td>
<td>2.9%</td>
<td>4</td>
</tr>
<tr>
<td>Don't know</td>
<td>7</td>
<td>5.2%</td>
<td>1</td>
</tr>
<tr>
<td>*</td>
<td>1</td>
<td>0.7%</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100%</td>
<td>110</td>
</tr>
</tbody>
</table>

* No answer/inappropriate answer

Table 5.20 shows the type of gambling activity that respondents believe their family members participate in. Respondents believed the most common gambling activities that their family participated in were Tattslootto (51.5%), EGMs (33.1%) and animal races (31.6%). Respondents believed that cards (40.9%) and animal races (32.7%) were the most popular gambling activities among their friends. Interestingly, comparatively few respondents believe that their friends and family bought Scratch and Win tickets and raffles tickets even though these are the most popular forms of gambling among the respondents themselves.
Table 5.20: Types of gambling activities experienced by respondents’ friends and family

<table>
<thead>
<tr>
<th>GAMBLING ACTIVITY</th>
<th>Family N=136</th>
<th></th>
<th>Friends N=110</th>
<th></th>
<th>Respondents N=170</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=</td>
<td>%</td>
<td>n=</td>
<td>%</td>
<td>n=</td>
<td>%</td>
</tr>
<tr>
<td>Tatts/lotto</td>
<td>70</td>
<td>51.5</td>
<td>10</td>
<td>11</td>
<td>73</td>
<td>42.9</td>
</tr>
<tr>
<td>EGMs</td>
<td>45</td>
<td>33.1</td>
<td>12</td>
<td>10.9</td>
<td>36</td>
<td>21.2</td>
</tr>
<tr>
<td>Bingo</td>
<td>5</td>
<td>3.7</td>
<td>3</td>
<td>2.7</td>
<td>Not asked</td>
<td>Not asked</td>
</tr>
<tr>
<td>Scratch &amp; win</td>
<td>15</td>
<td>11.0</td>
<td>11</td>
<td>10</td>
<td>120</td>
<td>70.6</td>
</tr>
<tr>
<td>Keno</td>
<td>4</td>
<td>2.9</td>
<td>1</td>
<td>0.9</td>
<td>24</td>
<td>14.1</td>
</tr>
<tr>
<td>Animal races</td>
<td>43</td>
<td>31.6</td>
<td>36</td>
<td>32.7</td>
<td>91</td>
<td>53.5</td>
</tr>
<tr>
<td>Cards</td>
<td>21</td>
<td>0.7</td>
<td>45</td>
<td>40.9</td>
<td>96</td>
<td>54.5</td>
</tr>
<tr>
<td>Raffle</td>
<td>10</td>
<td>13.6</td>
<td>7</td>
<td>6.4</td>
<td>120</td>
<td>70.6</td>
</tr>
<tr>
<td>Casino</td>
<td>19</td>
<td>14.0</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>6.5</td>
</tr>
<tr>
<td>Sport outcomes</td>
<td>25</td>
<td>3.7</td>
<td>30</td>
<td>27.3</td>
<td>64</td>
<td>37.7</td>
</tr>
<tr>
<td>Outcome of events</td>
<td>3</td>
<td>2.2</td>
<td>19</td>
<td>17.3</td>
<td>85</td>
<td>50</td>
</tr>
<tr>
<td>Pool</td>
<td>1</td>
<td>0.7</td>
<td>12</td>
<td>10.9</td>
<td>70</td>
<td>41.2</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>0.7</td>
<td>5</td>
<td>4.5</td>
<td>30</td>
<td>17.7</td>
</tr>
</tbody>
</table>

Table 5.21 shows who the respondents recall being with when they first gambled. The question permitted more than one response. However, the respondents were more likely to be with either their parents (35.9%) or their friends (29.4%).

Table 5.21: Who respondents were with when they first gambled

<table>
<thead>
<tr>
<th>Who respondents were with when they first gambled</th>
<th>n=170</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=</td>
<td>%</td>
</tr>
<tr>
<td>Don't remember</td>
<td>48</td>
</tr>
<tr>
<td>A parent</td>
<td>61</td>
</tr>
<tr>
<td>Sibling</td>
<td>21</td>
</tr>
<tr>
<td>Another family member</td>
<td>18</td>
</tr>
<tr>
<td>Friend/s</td>
<td>50</td>
</tr>
<tr>
<td>Alone</td>
<td>6</td>
</tr>
</tbody>
</table>
5.3.3 Summary of significant findings

- 60.5% did not know what the attitudes of their teachers were towards gambling
- 49.5% of respondents stated that the Government approved of gambling
- 25% thought that the media disapproved of gambling
- 87.5% of respondents could name at least one gambling venue in their home and school environment
- 73% were aware of at least one media promotion for gambling
- Media promotions of gambling often or sometimes tempted 44.9% of respondents to try the activity
- Respondents were more aware of the attitudes of their family members towards gambling than any other community or social group
- 68% of respondents believe that family members gamble
- 55% believe that their friends gamble
- 50.7% were aware that members of their family gambled at least once a week with 70.6% stating that members of their family gambled at least once a month
- Tattslotto, EGMs and animal races were perceived as the most popular gambling activities among the respondents' parents
- Respondents perceived cards and animal races as the most popular gambling activities among their friends
- Respondents were more likely to be with either their parents or their friends when they first gambled

5.4 Conclusion

In summary, the findings indicate that the prevalence of gambling is high among the school student sample. For most, the gambling is infrequent and the expenditure low.
Most respondents do not have strong opinions on whether they approve of gambling or not. However, most are certain that they will never experience difficulties with their gambling. An area for concern is that the majority of respondents gamble for the purpose of making money and experience negative emotions when they lose, rather than accepting it as part of gambling.

Probably the most relevant finding to this study is that most students are exposed to social and community factors known to procure and sustain gambling behaviour. As the Literature Review indicated, exposure is likely to increase in the future if the gambling industry continues to grow at its present rate.

Therefore, students are at risk of experiencing problems with their health if gambling is uninformed or irresponsible. These findings have implications for the debate justifying the introduction of gambling education in schools. This is discussed in the following chapter.
Chapter Six

JUSTIFICATION FOR GAMBLING EDUCATION IN SCHOOLS
IMPLEMENTING THE HARM MINIMISATION MODEL

Given that it is the role and responsibility of schools to assist young people to deal with social and community changes that have the potential to impact on their health, this chapter attempts to demonstrate the need for the introduction of gambling education in Victorian schools. This chapter asserts that harm minimisation is the most appropriate model for gambling education. There is the potential to integrate aspects of gambling education into all areas of the curriculum. However, the researcher contends that gambling education belongs primarily in the Health and Physical Education Key Learning Area at all levels of the 'Safety, challenge and risk' strand, with particular relevance for Levels 4–7 (upper primary and secondary levels).

6.1 Justification for gambling education in schools

Chapter Two ascertained that demonstration of the following criteria would justify the introduction of gambling education programs in Victorian schools:

- The gambling industry in Victoria has grown in recent years resulting in an environment that actively supports and promotes gambling thus exposing Victorian adolescents to social and community factors that are known to procure and sustain gambling involvement.
- Gambling is a risk taking activity with the potential for serious health ramifications for adolescents (and in their later years as adults) if gambling is uninformed, excessive or irresponsible.
- The prevalence of experimental or regular gambling among adolescents indicates that a significant percentage are at risk of experiencing problems directly and indirectly related to their gambling practices.
Chapter Two: Review of Literature established that gambling in Victoria is a rapidly growing industry, widely accepted and participated throughout Victoria despite opposition from some community groups. The review highlighted the serious health ramifications associated directly and indirectly with problematic gambling. Research has confirmed that problematic gambling experiences are not limited to 'compulsive gamblers' as inexperienced and regular gamblers also incur occasional difficulties. Further, problematic gambling is not an adult phenomenon as overseas research indicates that this is potentially a serious adolescent health issue.

The research component of this thesis established the following major findings concerning Year 10 students attending coeducational state schools in the Western and Northern suburbs of Melbourne.

1. The majority have gambled and most have done so in the past twelve months. For most adolescents gambling is infrequent and expenditure is low. However, a significant percentage is gambling on a daily and weekly basis.

2. The majority have participated in gambling activities recognised as being illegal for minors in Victoria. These are gambling activities deemed by law to be unsuitable for this age group due to the continuous nature of the activities in which the results are immediate. These adolescents risk financial loss and legal difficulties.

3. The majority gambled prior to attending secondary school. This indicates the need for gambling education and school policy throughout primary school and secondary school years.

4. The majority gambled to make money. This indicates the need for adolescents to be aware that probability of sustainable monetary gain through gambling is small.

5. The majority gambled for fun and excitement, although most had a negative emotional reaction when they gambled and lost.
6. The majority were exposed to social and community risk factors known to procure and sustain gambling behaviour, namely, parental modelling, peer influence, media promotion, government support of gambling, and high accessibility and visibility of adult gambling venues.

7. The majority had family and friends who gambled. Most reported that their families gambled at least once a week.

8. The majority were more aware of the attitudes of their parents towards gambling than any other community or social group.

9. A significant proportion believed that it is possible for their gambling to get out of control.

10. A significant proportion 'chased' their losses (attempting to win back money they have lost) when they gamble.

11. A significant proportion were tempted by media promotions to try gambling activities.

12. A significant proportion gambled in venues that restricted access to minors (EGM venues and casinos).

These findings are referred to as Major Findings 1-12 in Section 6.3 where they are linked to corresponding recommendations for school gambling policies and curriculum.

Therefore, the literature review combined with the research findings demonstrates that Victorian adolescents are at risk of experiencing gambling related problems. This justifies the introduction of gambling education in Victorian schools targeting attitudes towards gambling and gambling behaviours as both adolescents and adults.
6.2 Considerations for introducing gambling education in schools

There are many parallels between gambling and alcohol related issues affecting Victorian adolescents. The similarities are discussed in this section. The harm minimisation model used in recent Alcohol and Other Drugs (AOD) education programs, such as 'Rethinking Drinking' (University of Melbourne 1995) and 'Get Real' (DSE 1996), is suggested as the most appropriate model for gambling education. Further, it will be demonstrated that gambling education belongs primarily in the Health and Physical Education Key Learning Area of the Victorian CSF.

6.2.1 Gambling and alcohol

Issues surrounding gambling in our society have similarities to those of drug use—in particular alcohol.

- Both gambling and drinking alcohol are integral to the Australian culture with the majority of the Victorian adult population approving and using them.
- Both gambling and alcohol are legally available to adults and easily accessible to adolescents. It is unlikely these circumstances will change in the future. Adolescents will continue to be raised in an environment that actively supports alcohol consumption and gambling.
- The research discussed in this thesis demonstrates that the prevalence of gambling among adolescents is similar to the prevalence of drinking alcohol. Surveys conducted by Melbourne's Centre for Adolescent Health with Year 9 students revealed that 40% were drinkers and this increased to 70% by Year 11 (Hibbert, et al 1996). Although most were light or moderate drinkers, a significant proportion (nearly 3%) were heavy drinkers.
- Finally, the most significant factor is that gambling, as with alcohol consumption, is a risk taking activity with negative and positive consequences. There is a distinct difference between use and misuse. If
individuals gamble in an informed, controlled and responsible manner it can be a harmless and enjoyable leisure and/or social activity. The negative consequences of gambling are apparent only when gambling is excessive and uninformed.

6.2.2 Harm minimisation model
The approach to AOD education has changed considerably in the past thirty years. Previous AOD education models have included:

The information model
Emphasis was placed on imparting knowledge on the assumption that knowledge of drugs and their effects would eliminate or reduce drug taking. Strategies primarily involved scare tactics and moralising.

The individual deficiency model
This model was based on the assumption that people who used drugs were in some way personally deficient. Emphasis was on developing self esteem and communication skills.

The social pressure model
Educators recognised the influence of social and environmental factors on drug use and subsequent programs emphasised developing social skills, peer refusal, communication training and socially acceptable ways of 'just saying no'.

(Sheehan, Wyn & Holdsworth 1993)

Research has established that these strategies have not deterred experimentation with drugs among young people (National Drug Abuse Information Centre, 1987, as cited in Sheehan et al 1993). Drug use among adolescents has continued to increase over the past thirty years (Hibbert, et al 1996). Clearly, education solely based on knowledge of the facts, scare tactics or developing social skills have not been effective in deterring adolescents from using drugs or decreasing levels of use. The National Drug
Abuse Information Centre (1987) recognises that drug use is not an indication of personality deficiency and that people continue to use drugs despite awareness of the harms associated with the substance.

The concept of harm minimisation has been a core feature of health promotion campaigns since the 1980's. The advent of the HIV/AIDS virus led to the advocacy of low risk practices such as the use of clean needles for intra-venous drug users and campaigns to promote safe sexual behaviour. Such strategies have become paramount in reducing the AIDS epidemic in Australia.

School AOD education programs began incorporating the harm minimisation approach in the late 1980's to reduce the risk involved with drug use. This move was advocated by the World Health Organisation (WHO) and supported by the Victorian Ministry of Education (1989).

The fundamental differences between harm minimisation and previous drug education models are:

First, it acknowledges that certain substances and behaviours are common practices within our culture and accepts this without condemning or condoning them.

Second, it aims to reduce the adverse health, social and economic consequences by minimising the harm and the hazards associated with the practices for both the individual and the community, without necessarily eliminating the use (Rethinking Drinking, 1995).
The harm minimisation model has moved away from the unrealistic goal of eradicating of drug use among adolescents towards the successful management and self regulation of drug use. Self regulation involves developing the student's knowledge, skills and strategies to predict the consequences of risk taking behaviours and to make informed decisions that minimise the risk involved.

Harm minimisation has gained wide acceptance by school health educators, parents and students as an effective approach to reduce the harmful effects of alcohol (McLeod, 1995). This thesis suggests that harm minimisation is the most appropriate and readily adapted model for gambling education.

6.2.3 Gambling education in the Victorian Curriculum and Standards Frameworks (CSF)

The Victorian Curriculum and Standards Frameworks guides the curriculum content in Victorian schools. As the name suggests, the documents provide a framework for the major components of a school's curriculum from which individual schools determine their own approach and content to suit the needs of their student population.

The Victorian CSF consists of eight broad Key Learning Areas (KLA): Arts, English, Health and Physical Education, Languages Other Than English (LOTE), Mathematics, Science, Study Of Society and the Environment (SOSE) and Technology. The content within KLAs develops sequentially through the seven levels broadly corresponding to the Prep–10 years of schooling. Each KLA consists of a number of strands that state the main curriculum focus and the expected learning outcomes for students to attain. None of the Victorian KLAs directly address issues of gambling.
The Health and Physical Education KLA contains the strand 'Safety, challenge and risk.' This strand acknowledges the role of challenge and risk taking in personal growth. However, it recognises that some risk taking can place the welfare of both individuals and communities at risk. The aim of the strand is to reduce the harmful effects of risk taking behaviour by developing skills that enable an individual to balance risk taking with personal safety (CSF, 1995). The strand encourages students to examine the role of challenge and risk-taking in personal growth to develop skills that can help balance risk and safety in individual experiences. The learning outcomes specifically mention issues related to alcohol and other drugs, sexual behaviour, road safety and sun exposure. The author suggests that this is the most appropriate place for incorporating gambling education.

Gambling, by definition is a risk taking activity involving risking something of value on a game of chance or the outcome of any event involving chance in the hope of profit. However, as discussed in the literature review, the risk can also incorporate reducing mental and social health if gambling is excessive (e.g., anxiety, poverty, family and relationship problems, and theft). This has social and economic ramifications for both the individual and the community in terms of welfare expenditure, government counselling services, crime and bankruptcy.

The following are examples of appropriate 'Safety, challenge and risk' curriculum focus and learning outcomes that could easily accommodate gambling education. Bold italic type indicates additions or alterations by the author to the existing frameworks to accommodate gambling. Areas not relevant to gambling are omitted.
Justification for gambling education in schools implementing the harm minimisation model

Adolescent Gambling

Level: 4  (Upper primary & lower secondary)

Safety

Curriculum focus
Students learn about substances that go into the body and discuss why some, such as tobacco, can endanger health. They predict the possible consequences of misusing substances (for example, medication, alcohol or other drugs) or of taking risks during gambling, physical activity or while travelling. They identify and practise ways of responding to pressure to do something they feel puts them at inappropriate risk.

Learning outcomes
At the completion of level 4, students will be able to:
• assess options and consequences in responding to unsafe situations
• predict the possible consequences of misusing substances or of taking risks during gambling and physical activity
• identify and practice ways of responding to pressure to do something they feel puts them at inappropriate risk and role-play responses to these pressures
• plan how to take responsibility for his or her own safety and that of others

Level: 5  (Lower secondary)

Safety

Curriculum focus
Students discuss how risk-taking can have both positive and negative consequences. They contrast the positive and negative consequences of taking social, emotional and physical risks and identify ways to balance risk and safety in individual experience and social relationships. They investigate perceptions of risk and analyse how peers, the media, culture, experience and age can influence decisions about risk and safety. Students
learn about personal safety. Students examine the effects of alcohol and other substances on our senses and behaviour, debate the risks and benefits of their use, and propose strategies for minimising harm associated with their use. Students examine the effects of gambling, debate the risks and benefits of gambling, and propose strategies for minimising harm associated with gambling.

Learning outcomes
At the completion of level 5, students will be able to:
• discuss how risk-taking can have both positive and negative consequences
• contrast the positive and negative consequences of taking social, emotional and physical risks and identify ways to balance risk and safety in individual experience and social relationships
• investigate perceptions of risk and analyse how peers, the media, culture, experience and age can influence decisions about risk and safety
• examine the effects of gambling, debate the risks and benefits of gambling, and propose strategies for minimising harm associated with gambling

Level: 6 (Upper Secondary)

Safety

Curriculum focus
They investigate perceptions of challenge, risk and safety among different cultural groups and different age groups and discuss how peers and others can influence behaviour. They study the effects of gambling, and propose ways to minimise the harm associated with these both to individuals and to the community.
Learning outcomes

At the completion of level 6, students will be able to:

• discuss the concept of adventure and the perceived and real risks
• discuss perceptions of challenge, risk and safety among different cultural groups and age groups and discuss how peers and others can influence behaviours
• recognise the effects of gambling, and propose ways to minimise the harm associated with gambling to individuals and to the community

Level: 7 (Upper Secondary)

Safety

Curriculum focus

Students apply research skills, and propose innovative approaches to develop and evaluate their own and others' strategies to promote health and safety. They identify potential hazards at school, home and work and in the community. They examine attitudes to risk-taking, assess levels of risk and practise strategies to deal with inappropriate risk-taking. They examine why people gamble and the health consequences of excessive gambling on themselves, their family and the community. They assess the effectiveness of state and national laws and policies on gambling.

Learning outcomes

At the completion of level 7, students will be able to:

• examine attitudes to risk-taking, assess levels of risk and practise strategies to deal with inappropriate risk-taking
• examine why people gamble and use and misuse substances and the health consequences of such abuse on a personal, family and community level
• assess the effectiveness of state and national laws and policies on substance use and gambling
6.3 Recommendations for school gambling policies and gambling curriculum

The following policy and program recommendations are guidelines based on a combination of suggestions adapted from the 'Get Real' (DSE 1996) and 'Rethinking Thinking' (The University of Melbourne, 1995) programs and the research findings discussed in Chapter 5. Each recommendation will correspond with one or more major findings from the research component of this study as stated on pages 65 and 66 where applicable.

Aim

The aim of both the policy and program is to reduce the potential harmful effects of gambling for students as adolescents and as adults in later years.

6.3.1 Gambling policy

The Victorian DOE should assist primary and secondary schools to develop a comprehensive policy on gambling. Suggested guidelines are as follows.

- Develop strategies to deal with student gambling during school hours (Major findings 1, 12).
- Challenge the use of gambling as part of classroom activities and for fund raising purposes (eg., bingo, raffles). This does not necessarily suggest eliminating these activities but using them as part of the education process. For example, emphasising the fund raising purpose of school raffles, restricting the purchase of tickets to young children, monitoring the source of money for purchasing the tickets and informing students of the probability of winning (Major findings 1, 3, 4, 5, 6).
- Develop strategies to enable school authorities to understand the prevalence and nature of gambling activities among their students and the need to monitor existing factors within the school community that promote gambling (eg., questionnaires, forums)(All major findings).
• Develop strategies to determine program content and implementation relevant to student needs, experiences and cognitive development (All major findings).

• Inform parents of the influence of family gambling behaviour can have on children and potential ramifications of poor role modelling (Major findings 1, 6, 7, 8).

• Provide professional development to enable staff to recognise and deal with students presenting with gambling difficulties (Major findings 1, 9, 10, 12).

• Provide professional development to enable staff to impart accurate, meaningful information to that empowers students to make informed choices. Gambling education strategies should be consistent among staff (All major findings).

• Inform students and parents of support services within the community that assist problematic gamblers (Major finding 1, 9, 10, 12).

6.3.2 Gambling program

Principle guiding implementation

• Formal and informal gambling education should begin in Prep and extend sequentially through to at least Year 10 (Major finding 1, 3).

• The participation of parents and interested community members to in the education process should be encouraged through parent/community evenings and production of parent/community information material. This enables schools to gain community support that can result in students receiving consistent messages from teachers and parents (Major finding 6, 7, 8).

• Classroom teachers should implement lessons as opposed to outside facilitators. This enables integration of gambling programs with other risk taking education and allows for spontaneous teacher response to issues raised by students. Further, the teachers existing relationship with
the students makes them more equipped to deal with sensitive issues that may arise and they are better positioned to gain the confidence of students (All major findings).

- Contact with the Breakeven, VCOPG and Australian Drug Foundation (DSE) or similar agencies that can assist with policy and program development, resources and staff training (All major findings).

- Schools should recognise that not all gambling is harmful, but irresponsible or uninformed gambling can be detrimental to one's physiological and social well-being (All major findings).

- The objectives for gambling education can be linked to the overall goal of the harm minimisation model. Concepts and strategies should complement other risk education programs (eg., AOD, road safety, outdoor adventure and sexuality education). Schools need to determine which gambling focus suits the needs of their students.

- While gambling education could be integrated into all Victorian CSF KLA it is primarily suited to the Health and Physical Education KLA in the Safety, challenge and risk strand. Section 6.2. demonstrated where gambling can be included in the learning outcomes of this strand.

- Students using gambling to 'escape' problems may require counselling. The development of stress management, alternative recreational activity and problem solving skills may alleviate dependency on activities such as gambling.

**Content**  (Each point is based on all major findings)

- Students require knowledge of the history of gambling in Victoria and Australia to assist them to understand its role in Australian societies. An understanding of the benefits and consequences of the gambling industry in Victoria in the 1990's can help students make decisions regarding the well being of themselves and the community.
Justification for gambling education in schools implementing the harm minimisation model

- Programs should deal with gambling activities relevant to the students' needs and gambling experiences, cultural background and local environment. Adult gambling issues may be beyond the understanding and interests of young children. For example:
  Lower primary schools—playing marbles for keeps, raffles, classroom bingo games, school raffles and television game shows.
  Upper primary and lower secondary—lotteries, cards and sports bets.
  Upper secondary—more complex community issues, adult gambling activities venues.

- Encourage the view that gambling is unlikely to be an avenue to make money. Students require knowledge and understanding of the probability of losing and winning on various gambling activities (to assist in decision making). Gambling education would involve setting affordable limits on gambling expenditure with the expectation of probable loss.

- Students require knowledge of the potential psychological, financial, legal and social risks directly and indirectly associated with gambling to understand and empathise with the difficulties some gamblers encounter. Further, students need to be aware of the services available to problem gamblers and their families to assist them with their own gambling difficulties should they arise and recognise and cope more effectively with problematic gamblers within the family.

- Develop skills for critical analysis of marketing strategies employed by the gambling industry and be aware of tactics employed by gambling venues to maintain clients (e.g., the absence of clocks and windows in EGM venues).

- Financial management and budgeting skills to develop responsible use of personal finances.
• Programs should develop effective methods of resisting peer influences and promote social competency and decision making skills.

• Programs should recognise abstinence from gambling or postponing the onset of regular gambling as a viable choice to minimise harm.

• To implement harm minimisation program content should stress the development of attitudes and skills that will minimise the harmful consequences of gambling and increase awareness of high risk situations (e.g., gambling when consuming alcohol or other drugs, gambling when tired, gambling with unfamiliar people, gambling in venues restricted to adults) and have strategies to avoid these situations or to manage them effectively.

6.4 Conclusion

In 1995 Don Hayward (then State Minister of Education) stated publicly that he would oppose the introduction of gambling education in Victorian schools. He publicly condemned the kit developed by Watson (1995) as encouraging gambling among young people (The Age, 18 May 1995). However the draft program he condemned had the following four main limitations that this thesis has addressed.

First, no research was conducted prior to the development of the kit to determine if gambling education was necessary or what the needs may be. Introducing such a program without theoretical justification limits the defence of such a program.

Second, the program did not address the issue of adolescent gambling. All gambling activities mentioned were limited to those more frequently accessed by adults and outside the experience of most adolescents.
Third, the Health Education section of the kit only addressed the issue of compulsive gambling. Watson did not incorporate problems incurred by inexperienced and regular gamblers. Further, it portrayed problem gambling as an adult phenomena rather than acknowledging difficulties experienced by minors.

Finally, gambling was not presented as a risk taking behaviour. The program did not incorporate strategies for young people to minimise the risks associated with gambling should they begin gambling as either adolescents or as adults.

Hayward’s comments that he did not perceive gambling education as necessary, and that the kit developed by Watson would promote gambling behaviour, echo comments made by community members prior to the introduction of drug and sexuality education in the past. This thesis justifies the introduction of gambling education on the grounds that young people are gambling and are being exposed to factors know to promote and sustain gambling. Further, it ascertains that gambling is associated with adverse economic, psychological and social consequences for the individual and the community. However, it also has numerous benefits to both individual and the community and the harms can be prevented or decreased if gambling is informed, controlled and responsible. Therefore, gambling education, based on the harm minimisation model can help equip students with the skills, attitudes and knowledge necessary to reduce potential harms.
Recommendations for further research

This thesis contains grounded research in adolescent gambling in Victoria. It raises more questions than it answers. So much has yet to be established conclusively in this field in Australia. Theories as to the aetiology of gambling are vague, largely unsubstantiated and are based on overseas research. This section recommends perceived priorities for research in Victoria.

• Determining the level of problematic gambling among Victorian adolescents. Lesieur & Blume (1993) produced an adaptation of the South Oaks Diagnostic Test to incorporate adolescent issues.

• Determining the type and extent of social, environmental and personal factors that procure and sustain gambling among adolescents. The aetiology of gambling among young people needs to be established to develop relevant and effective education programs and laws. These studies should be extended to other age groups and changes in attitudes and behaviours and different ages investigated.

• Establish longitudinal studies that monitor changes in adolescent behaviours and attitudes in gambling as they enter adulthood. The use of lap top computers (as used by the Melbourne's Centre for Adolescent Health to collect sensitive data on adolescent drug use and sexual behaviours) is recommended to ensure confidentiality of respondents and obtain.

Such research needs to incorporate all regions throughout Victoria.
APPENDICES
Appendix A

Diagnostic tests for determining compulsive gamblers
The DSM IV: Diagnostic criteria for Pathological Gambling

A. Persistent and recurrent maladaptive gambling behaviour as indicated by five (or more) of the following:

1. Is preoccupied with gambling (e.g., preoccupied with reliving past gambling experiences, handicapping or planning the next venture, or thinking of ways to get money with which to gamble)

2. Needs to gamble with increasing amounts of money to achieve the desired excitement

3. Has repeated unsuccessful efforts to control, cut back, or stop gambling

4. Is restless or irritable when attempting to cut down or stop gambling

5. Gambles as a way of escaping from problems or relieving a dysphoric mood (e.g., feeling of helplessness, guilt, anxiety, depression)

6. After losing money on gambling, often returns another day to get even ('chasing' one's loses)

7. Lies to family members, therapist, or to others to conceal the extent of involvement with gambling

8. Has committed legal acts such as forgery, fraud, theft or embezzlement to finance gambling

9. Has jeopardised or lost a significant relationship, job, or educational or career opportunities because of gambling

10. Relies on others to provide money to relieve a desperate financial situation caused by gambling

B. The gambling behaviour is not better accounted for by a Manic Episode.
Appendix

Adolescent gambling

South Oaks Gambling Screen (Lesieur & Blume, 1987)

HOW OFTEN HAS THIS APPLIED TO YOU IN THE LAST 6 MONTHS

After losing at gambling I have gone back another day to win
When I have lost at gambling I have bragged about winning
I have felt that my gambling was a problem
When I have gambled I have gone on for longer than planned
My family or friends have criticised my gambling
When I have finished gambling I have felt guilty
I have felt like stopping gambling but didn't think that I could
I have hidden betting slips, lottery tickets, gambling money or other signs of gambling from my family or friends
My gambling has caused arguments about money with family or friends
I have borrowed money and not paid it back because of my gambling
I have lost time from my work or study to gamble

Have you borrowed money for gambling or to pay back gambling debts from the following sources:
  Housekeeping
  Spouse/partner
  Other relatives/friends
  Others
Appendix B

Survey questionnaire
ADOLESCENT ATTITUDES TOWARDS GAMBLING AND THEIR PARTICIPATION IN GAMBLING ACTIVITIES

This research is looking at the attitudes towards and gambling behaviours in adolescents

The definition of gambling we are using is:

"To risk anything of value on a game of chance or the outcome of any event involving chance in the hope of profit"

This survey is completely confidential. Your survey is one of many and your answers cannot be traced back to you. Do not write your name or school on any of the pages. No one from your school or family will be reading your answers.

Please answer the questions as honestly as you can. If there are any questions that you do not want to answer, please leave the space blank.

If you have any questions, please ask. Once you have finished the survey, place it in the envelope at the front of the room.

Thank you for your time in completing this survey.

1. Personal information

1.1 Date of Birth

1.2 Sex

1.3 Country of your birth

1.4 Country of your mother's birth

1.5 Country of your father's birth

1.6 Mother's occupation

1.7 Father's occupation
2. **Attitudes towards gambling**

2.1 *What is your attitude towards other people gambling?*

- Strongly disapprove of gambling [ ] 1
- Disapprove of gambling [ ] 2
- Don't mind gambling [ ] 3
- Approve of gambling [ ] 4
- Strongly approve of gambling [ ] 5
- Don't know [ ] 6

2.2 *What do you think is the Government's attitude towards gambling?*

- Strongly disapprove of gambling [ ] 1
- Disapprove of gambling [ ] 2
- Don't mind gambling [ ] 3
- Approve of gambling [ ] 4
- Strongly approve of gambling [ ] 5
- Don't know [ ] 6

2.3 *What do you think are the media's attitudes towards gambling?*

- Strongly disapprove of gambling [ ] 1
- Disapprove of gambling [ ] 2
- Don't mind gambling [ ] 3
- Approve of gambling [ ] 4
- Strongly approve of gambling [ ] 5
- Don't know [ ] 6
Appendix

Adolescent gambling

2.4 What are your parents' attitudes towards gambling?
- Strongly disapprove of gambling: [ ] 1
- Disapprove of gambling: [ ] 2
- Don't mind gambling: [ ] 3
- Approve of gambling: [ ] 4
- Strongly approve of gambling: [ ] 5
- Don't know: [ ] 6

2.5 What do you think are your teachers' (in general) attitudes towards gambling?
- Strongly disapprove of gambling: [ ] 1
- Disapprove of gambling: [ ] 2
- Don't mind gambling: [ ] 3
- Approve of gambling: [ ] 4
- Strongly approve of gambling: [ ] 5
- Don't know: [ ] 6

2.6 What do you think are your friends' (in general) attitudes towards gambling?
- Strongly disapprove of gambling: [ ] 1
- Disapprove of gambling: [ ] 2
- Don't mind gambling: [ ] 3
- Approve of gambling: [ ] 4
- Strongly approve of gambling: [ ] 5
- Don't know: [ ] 6

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Appendix

Adolescent gambling

2.7 Do you think that it is possible for a person's gambling behaviour to get out of control?
(eg. Spend much more than intended; not being able to stop gambling when wanting to; gambling money meant for other things)

Yes [ ] 1  Maybe [ ] 2  No [ ] 3  Don't Know [ ] 4

2.8.1 Do you think that your gambling could ever get out of control?
Yes [ ] 1  Maybe [ ] 2  No [ ] 3  Don't Know [ ] 4

2.8.2 Why do you say this?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2.9 Why do you think people gamble? (You can tick more than one box)

For fun and excitement ................................................ [ ] 1
To be with friends ........................................................ [ ] 2
To make money ............................................................ [ ] 3
It's the "in" thing to do ............................................... [ ] 4
Boredom, nothing else to do ........................................ [ ] 5
It is easy to do ............................................................ [ ] 6
It is challenging .......................................................... [ ] 7
Plenty of place to go to for gambling ................................ [ ] 8
Friends do it ............................................................... [ ] 9
Parents do it .............................................................. [ ] 10
Other reasons (please specify) ....................................... [ ] 11
Appendix

3. Environmental influences

3.1 What gambling facilities are near to where you live or go to school?

…………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………

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3.2 Do any of your family members gamble? Yes [] 1 No [] 2

If "no", go to question 3.3

3.2.1 What sort of gambling do members of your family participate in?

…………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………

3.2.2 How often do members of your family gamble?

Every day .......... [ ] 1
Every week .......... [ ] 2
Once a month ...... [ ] 3
Between once a month and once a year ...... [ ] 4
Less than once a year .... [ ] 5
Never ............... [ ] 6
Don't know ......... [ ] 7
Appendix

3.3 Do any of your friends gamble? Yes [ ] 1 No [ ] 2

If "no", go to question 3.4

3.3.1 What sort of gambling do your friends participate in?

3.3.2 In general, how often do you think your friends gamble?

Every day ......... [ ] 1
Every week ......... [ ] 2
Once a month ....... [ ] 3
Between once a month and once a year ...... [ ] 4
Less than once a year ...... [ ] 5
Never ............... [ ] 6
Don't know .......... [ ] 7

3.4 Are you aware of media (television, radio, newspapers, etc) promotion or advertisements for gambling?

Yes [ ] 1 No [ ] 2

If not, go to question 4

3.4.1 What media promotion or advertisements for gambling are you aware of?

3.4.2 Do these media promotion or advertisements for gambling activities ever tempt you to try them?

Often [ ] 1 Sometimes [ ] 2 Never [ ] 3 Don't know [ ] 4

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4. Gambling experiences

Remember that your answers are completely confidential.

4.1 Have you ever gambled?

Yes [ ] 1 No [ ] 2

If "no", go to question 5

4.1.1 Which of the following have you bet money on?

Cards .................................................................................... [ ] 1
Kino ..................................................................................... [ ] 2
Tattslotto ............................................................................. [ ] 3
Dice games ......................................................................... [ ] 4
Slot, poker or other gambling machines .................... [ ] 5
Pool or snooker ................................................................ [ ] 6
Scratch and win ............................................................... [ ] 7
Casino games(at the casino) .......................................... [ ] 8
Bought a raffle ticket....................................................... [ ] 9
Bet on horses, dogs or other animals......................... [ ] 10
Bet on the outcome of any sports............................... [ ] 11
Bet with friends on the outcome of events ................ [ ] 12
Any other gambling activities...................................... [ ] 13

4.1.2 Who were you with when you first gambled?

Don't remember............................................ [ ] 1
A parent......................................................... [ ] 2
A brother or sister........................................... [ ] 3
Another family member.................................. [ ] 4
A friend......................................................... [ ] 5
By yourself..................................................... [ ] 6
Other (specify)................................................ [ ] 7
### Adolescent gambling

#### 4.1.3 What was the reason for gambling?

- For fun and excitement................................. [ ] 1
- To be with friends........................................... [ ] 2
- To make money............................................... [ ] 3
- It is the "in" thing to do.................................... [ ] 4
- Boredom, nothing else to do............................. [ ] 5
- It is easy to do.............................................. [ ] 6
- It is challenging............................................ [ ] 7
- Plenty of places to go to for gambling.............. [ ] 8
- Friends do it................................................ [ ] 9
- Parents do it............................................... [ ] 10
- Other reasons (please specify).......................... [ ] 11

#### 4.1.4 How old were you when you first gambled? ............... years old

#### 4.1.5 Have you gambled in the past 12 months? Yes [ ] 1 No [ ] 2

#### 4.1.6 How often do you normally gamble?

- Every day................................................ [ ] 1
- Every week.............................................. [ ] 2
- Once a month........................................... [ ] 3
- Between once a month and once a year............. [ ] 4
- Less than once a year................................. [ ] 5
- Never.................................................... [ ] 6
Appendix

4.1.7 In an average week, how much money would you spend on gambling?

None........................................[ ] 1
Less than $1................................[ ] 2
Between $1 and $5..................[ ] 3
Between $5 and $10...............[ ] 4
Between $10 and $20...........[ ] 5
Between $20 and $50..........[ ] 6
Between $50 and $100...........[ ] 7
More than $100...................[ ] 8

4.1.8 How does gambling make you feel?
..................................................................................................................................
..................................................................................................................................

4.1.9 How does losing make you feel?
..................................................................................................................................
..................................................................................................................................

4.1.10 How does winning make you feel?
..................................................................................................................................
..................................................................................................................................

5. Please check through your answers to make sure you have given the answers you wanted to.

Have you answered all the questions honestly? Yes [ ] 1 No [ ] 2
Appendix C

Correspondence with schools
(Font size reduced)
To: The Principal  
(Name of School) 

Dear Sir/Madam,

I am a Master of Education student at the University of Melbourne seeking your permission to undertake part of a research project at your school. The participation of one Year 10 class would be required. I would like to commence in February 1996.

Permission to conduct the research has been given by the University of Melbourne Ethics Committee and the North Western Regional Office of the DSE.

The research involves a written questionnaire that will take approximately 30 minutes to complete. It will be conducted by myself at a time and place negotiated with yourself and teachers to minimise disruption. Participation by students would be on a voluntary basis. All answers will be completely confidential as the students will not write their names on the questionnaire. No one from the school will be permitted to read the answers. Completed questionnaires will be placed in a box by the participants along with surveys from other schools. The name of your school will not be mentioned in published research report - only overall generalised statements and averages.

Nature of the research
Australia's gambling industry is experiencing a rapid growth. Today's children are exposed to extensive gambling activities and promotion more so than any other generation. However, very little is known about the effect of this on the attitudes and gambling behaviour of adolescents. Studies recently conducted in the UK, USA and Canada have shown that up to 80% of adolescents are already active gamblers. Similar research has not been conducted in Australia.

This research is investigating adolescent attitudes towards gambling and what they perceive are community attitudes towards gambling. The study aims to identify which gambling activities students have tried in the past, determine possible environmental influences upon their choice of gambling activities and assess their level of awareness of the risks associated with excessive gambling.
Appendix

Adolescent gambling

The definition of gambling we are using is:

"To risk anything of value on a game of chance or the outcome of any event involving chance in the hope of profit"

Adolescent gambling does not necessarily involve participating in commercial activities such as casinos and poker machines. It incorporates activities played among students such as card games, coin throwing and dares.

The Australian Council for Problem Gamblers is currently finding that a significant proportion of problem gamblers in Australia begin their habit during adolescence. Mark Dickenson, the director of the Australian Institute of Gambling Research (Sydney) has endorsed this research. He agrees that research which describes the attitudes of Australian adolescents towards gambling is vital to determine if educational programs aimed at reducing the risk of gambling are necessary.

Researchers

I have had ten years of teaching experience in the Western suburbs of Melbourne as well as two years experience as a researcher at the University of Melbourne.

My supervisor for this thesis is Dr. Susanne Wright, a Senior Lecturer in Health Education. Susanne has had fifteen years teaching experience in secondary schools, seven years as a lecturer at the University of Melbourne and considerable experience in educational research.

If you have any queries, please do not hesitate to contact either myself or Susanne Wright

Heather Hebron (H) 9337 5872 (B) 9344 8513

Dr. Susanne Wright (B) 9344 8295

Enclosed is a letter to your school councillors which explains the research. Also enclosed is a proposed copy of a permission notice for parents, a copy of the research approval of from the University of Melbourne Ethics Committee and the DSE North Western Regional Office and a copy of the survey. I would like to emphasise that the names of students and the schools involved will remain completely confidential.

Yours sincerely

Heather Hebron
Dear Councillors,

I am a Master of Education student at the University of Melbourne seeking your permission to undertake part of a research project at your school. The assistance of one Year 10 class would be required. I would like to commence in February 1996 as my course concludes in June 1996.

Permission to conduct the research has been given by the University of Melbourne ethics committee and permission to conduct the survey in schools has been granted by North Western Regional Office of the DSE.

The research involves a written questionnaire that will take approximately 30 minutes to complete. It will be conducted by myself at a time and place negotiated with teachers to minimise disruption. Participation by students would be on a voluntary basis only. All answers will be completely confidential. Students will not write their names on the questionnaire. The name of your school will not be mentioned. The published research report will only be citing overall generalised statements and averages. No one from your school will be permitted to read the answers. Completed questionnaires will be placed in a box by the participants along with surveys from other schools.

Nature of the research

Australia's gambling industry is experiencing a rapid growth. Today's children are exposed to extensive gambling activities and promotion more so than any other generation. However, very little is known about the effect of this on the attitudes and gambling behaviour of adolescents. Studies recently conducted in the UK, USA and Canada have shown that up to 80% of adolescents are already active gamblers. Similar research has not been conducted in Australia.

This research is investigating adolescent attitudes towards gambling and what they perceive are the community attitudes towards gambling. The study aims to identify which gambling activities students have tried in the past, determine possible environmental influences upon their choice of gambling activities and their knowledge of the risks associated with excessive gambling.
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Adolescent gambling

The definition of gambling we are using is:

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Researchers
I have had ten years of teaching experience in the Western suburbs of Melbourne as well as two years experience as a researcher at the University of Melbourne.

My supervisor for this thesis is Dr. Susanne Wright - a Senior Lecturer in Health Education. Sue has had fifteen years teaching experience in secondary schools, seven years as a lecturer at the University of Melbourne and considerable experience in educational research.

If you have any queries, please do not hesitate to contact either myself or Susanne Wright
Heather Hebron (H) 9 337 5872 (B) 9 344 8513
Dr. Susanne Wright (B) 9 344 8295

I would like to emphasise that the names of children and the schools involved with in the research would remain completely confidential. Your co-operation in this project will be very much appreciated.

Yours sincerely

Heather Hebron

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Dear Parents/Guardians,

I am a Master of Education student at the University of Melbourne with ten years teaching experience and two years as an educational researcher. With the endorsement of your principal, teachers and school council, I am inviting your Year 10 student to participate in a research project.

The research involves a written questionnaire that will take approximately 30 minutes to complete. All answers will be completely confidential as the students will not write their names on the questionnaire. No one from the school will be permitted to read the answers. Completed questionnaires will be placed in a box by the students. The name of your school will not be mentioned in the published research report.

This research is concerned with adolescent gambling. Today's youth are exposed to extensive gambling activities and promotion more so than any other generation. Very little is known about the effect of this on the attitudes and gambling behaviour of adolescents. The study aims to investigate adolescent attitudes towards gambling, identify which gambling activities students have tried in the past, determine possible environmental influences upon their choice of gambling activities and assess their level of awareness of the risks associated with excessive gambling. This research has been approved by the Australian Institute of Gambling Research, the University of Melbourne ethics committee and the North Western Regional Office of the Directorate of School Education.

The questions have been designed so that they are not invasive. Your son/daughter will be informed that any questions he/she does not feel comfortable answering may be left blank. Please discuss the project with your son/daughter. If you both agree, please complete the form below and return it to the school as soon as possible. Your co-operation in this project will be very much appreciated.

Heather Hebron, University of Melbourne

I...........................................(parent/guardian) of ......................................... (students name) of Year 10 permit my child to take part in the research project into the attitudes towards and behaviours in gambling of adolescents. I understand what is involved in the project. I also understand that I can withdraw my child from this project at any stage.

Signed.................................................... (Parent/Guardian) Date ......................... .

Signed..................................................... (Student) Date ........................ ..
12.1.1996

Dear Principal

I wish to support Heather Hebron's application to conduct a student survey at your school. I believe that the research will be an important contribution to our knowledge about adolescents' attitude towards gambling and our understanding of educational approaches the community could take to avoid future problems.

Heather is an experienced teacher with an excellent understanding of schools and of young people. I am sure that her approach will be sensitive towards students and responsive to the needs of the school.

I thank you for your support

Yours faithfully

Dr Susanne Wright
Research Associate
Section 1: Project title: ATTITUDES AND BEHAVIOURS IN GAMBLING OF YOUNG ADOLESCENTS.

Principal Investigator: DR. SUSANNE WRIGHT

Other investigators: MS. HEATHER HEARD

Department/School/Faculty: DEPARTMENT OF SCIENCE AND MATHEMATICS FACULTY OF EDUCATION

Contact telephone number: Q-337-8872

Section 2: 

Recommended project classification: R (circle one) [ ] Yes [ ] No

DHESC Number: 12

Comments/Provisos:

Signature: [Signature] Date: 20/7/95

(DHERSC Chairperson)

Section 3: 

Date application received: 25 July 1995/29/30 April 1995 (attached)

Register Number: 485 013 MR 95 1717

Period of approval: From 6 September 1995 to 31 December 1995

Comments/Provisos: Approval is subject to your obtaining permission from participating schools. You will also be required to obtain the permission of the relevant State Education Department

Signature: [Signature] Date: 6 September 1995

(HREC Chairperson)

Date PI notified: 7.9.95

HREC Appin
Approved HREC 2/93. 28 June 1993
4 January, 1996

Ms Heather Hebron
C/- Department of Science & Mathematics Education
University of Melbourne
Parkville 3052

Dear Ms Hebron

I acknowledge your letter of 13 December 1995 requesting approval to conduct a research project with students at schools of the North West Metropolitan Region.

On the basis of the documents submitted with your letter, approval is granted with the single condition of each school principal reserving the right to deny or limit your access to students at that school. When you have determined the schools to be approached for this project, please forward the list to my office.

Please contact Mr Keith Sandford, on (03) 9488 9480, for any further assistance with your request.

Yours sincerely

Russell Collier
Deputy General Manager
Appendix D

Survey questionnaire codes
Appendix

ADOLESCENT ATTITUDES TOWARDS GAMBLING AND THEIR PARTICIPATION IN GAMBLING

1.1 Age
1m/.1 2m/.2 3m/.25 4m/.3 5m/.4 6m/.5 7m/.6 8m/.7 9m/.75 10m/.8 11m/.9
1.2 Female 1 Male 2
1.4-6 Country birth - Respondents and parents

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<thead>
<tr>
<th>1</th>
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<tbody>
<tr>
<td>Australia / New Zealand</td>
<td>Europe / United Kingdom / Ireland</td>
<td>Asia</td>
<td>Others</td>
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</table>

2.8 Do you think that your gambling could ever get out of control? Why do you say this?

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<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't gamble /never gambled</td>
<td>Don't like gambling / Parents gambling turned me off</td>
<td>Too careful Would only gamble carefully / Set limit</td>
<td>Don't like wasting money / Have other things to spend on</td>
<td>Don't gamble seriously / Only do it for fun / Only bet with the family</td>
<td>Don't take risks Don't like taking risks</td>
<td>Like gambling a lot</td>
<td>Like making money / chasing money / Only if I needed money badly / Like to chase money</td>
<td>Like risk Like taking the chance</td>
<td>Could get addicted / Could get used to doing it / Get addicted to things easily / little self control / over do it</td>
<td>I am addicted now</td>
<td>Don't know / Can't predict the future / Don't know what I'll be like</td>
<td>Gamble very little / Only gamble on one activity</td>
<td>Win's makes me feel lucky &amp; want to play more</td>
<td>Have self control / Too smart</td>
</tr>
</tbody>
</table>

3.1 What gambling facilities are near to where you live or go to school? (How many)

3.2.1 & 3.3.1 What sort of gambling do members of your family / friends participate in?

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<thead>
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<td>Sports / Footy tipping</td>
<td>Outcome of events</td>
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<td>Pool</td>
<td>Games / dice</td>
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3.4.1 What media promotion or advertisements for gambling are you aware of? (How many)
### 4.1.8 How does gambling make you feel?

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### 4.1.9 How does losing make you feel?

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<td>Makes me want to stop</td>
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### 4.1.10 How does winning make you feel?

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Appendix E

Survey results
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**Others**

**Australia / New Zealand / Europe / UK Asia**

**Others**
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<td>Activity</td>
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<td>Feelings</td>
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<td>Soil machines</td>
<td>Less than once a year</td>
<td>Nervous/Anxious</td>
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<td>Boredom, nothing else to do</td>
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<td>Majong</td>
<td>Pool</td>
<td>Games/dice</td>
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| Other   | 8 |

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<td>Grown up</td>
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