



Impacts of Gambling on Students' Life, the Case of Eastern Mediterranean University: A Grounded Theory Research

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Abstract

The aim of the research is to investigate the effects on gambling on the users of such activities that are namely students. The research was done with the aid of 10 interviewers that are all students of Eastern Mediterranean University. Grounded Theory approach which is a qualitative research model and was applied into the research true the use of statements collected from 10 semi-structured interviews. Purposive sampling was used to gather candidates and their content were taken in the consideration. By result; only those approved the interviews were involved to the research. The commonly shared values of students shown that in the categories of “Academic Life”, “Negative Social Life”, “Family Life”, “Economic Life” and “Health Life”, negative effects were mentioned majorly. On the other hand, “Negatively Effect on Social Life” and “Free Time” have shown somewhat neutral or positives statements regarding to topic.

Keywords: Educational Tourism, University Student Gambling, Grounded Theory

INTRODUCTION

Gambling is one of the entertaining games which was considered to be popular in Northern Cyprus which is because of being touristic island, it has become much popular

by attracting most of gamblers to play various types of games, in fact gambling in world has created an atmosphere to bring profit to government revenue respectively.

Upon to this fact it could be said that all facilities for gambling are only for the purpose of entertainment which countries or hotels use in order to entertain their active tourist by offering different promotion in order to attract them. In fact, it has become legal in governing system for over 30 years.

As a touristic destination and having educational environment (northern Cyprus) many of casinos have taken permission from government in order to start their activity regarding gaining advantage compared to other rivals, but what is important is the negative effect it could have for the educational environment, by all means for such environment having different student from various parts of the majority of gamblers that are foreigners are for near to Cyprus countries like Turkey or first world countries like UK so on., it could show different impacts such as provoking to gamble to win. What is important in this area is to increase the awareness of the public especially young aged students which had no experience on it. when we make discussion about provoking means the extensive advertising by hotels to give promotion that are available in limited time which make people and also young aged people preferably students that used to gamble underground (illegal) now that they could see the availability in their hand to access freely at any time to gamble (Shaffer, Hall & VanderBilt, 1997). In fact, the government imposes restrictions and limitations to stop students.

Not only it affects student life, but also public residents that get to know gambling in young ages, negative impacts could show in some serious situations such as when you need money. For example what comes to mind easily is gambling to win to cover the problem, in fact it is even common to see negative impact on friendships, for example in an study was conducted on foreign students life in northern Cyprus, one of students confessed that he/she was lost more than 30,000 \$ on gambling which their parents have sent the money to buy a car, in fact he/she stated that they were provoked by their classmates to bet and win, in fact it shows the availability that gambling could show and the negative impact in results.

LITERATURE REVIEW

Educational Tourism

Tourism acquires around significant financial profits of the host groups. It need changing numbers for sorts for example, *ecotourism*, *sports tourism*, *medical tourism*, *winter tourism* etc. A standout amongst those the greater part critical niches of tourism showcase which need picked up parts from claiming consideration as of late is called educational tourism.

Educational tourism incorporates at whatever sort of system which its participators head out to an area concerning illustration a party for those activity point of going to a taking in background which truly subsidiary to that area (Bodger, 1998).

Educational tourism may be not another particular idea (Donaldson & Gatsinzi, 2005). Educational tourism need existed since those 17th, 18th, and significantly of the nineteenth a long time. Those 'Grand Tour' (where the children from claiming rich groups were sent of the landmass in place on obtain the characteristics and aptitudes that were seen as essential for a gentleman) might have been seen concerning illustration the starting of educational tourism (Ritchie & Lewis, 2003). University education enhances social orders as far as more stupendous social openness, social mobility, also gives a foundation to a movement from particularistic should universalistic bases about accomplishment (Hannum & Buchman, 2003).

Previously, a straightforward definition, instructive tourism happens when an unique goes on some place also throughout those trek eagerness alternately unintentionally includes in the procedure of taking in. Diverse sorts from claiming examination trips, conferences, courses, regulate programs, dialect taking in terms etc. camwood a chance to be also incorporated in this sort of tourism.

Defining Gambling Terms

Today, gambling need arrive at imply wagering cash alternately possessions for exercises or occasions for obscure conclusions (Fisher, 2000). It may be likewise paramount will note that the arbitrariness of such opportunity exercises might a chance

to be lessened to exercises that consider ability advancement such as, information for playing methodologies for certain card games, alternately information for horses furthermore jockeys that might enhance possibilities of foreseeing possible conclusions clinched alongside a horse race (Rosenthal, 1992).

In the same way that gambling needs an extensive variety about interpretation, there need also been a number about terms utilized within those expositive expression on propose negative betting practices including, "*compulsive gambling*" (Das, 1990; Miliora, 1997), "*problem gambling*" (Ferris & Wynne, 2001; Fisher, 2000) and "*pathological gambling*" (Ladouceur, Arsenault, Dube, Freeston, & Jacques, 1997). More recently, terms such as "*at-risk gamblers*" (e.g. Poulin, 2000) "*disordered gambling*" (Shaffer, et al., 1997) or "*probable pathological gambling*" (Langhinrichsen-Rohling, Rohde, Seeley, & Rohling, 2004) have also made their way into gambling research. It is paramount will recognize the utilization about these terms since they tend will a chance to be utilized interchangeably the point when over reality they bring dissimilar implications.

According to Smith, Volberg and Wynne (1994), "*compulsive gambling*" is the greater part frequently all the utilized toward those normal layperson Aaong these lines it is not concerning illustration obvious clinched alongside experimental expositive expression. In fact, according to a study by, Avis, Drysdale, Gregg, Neufeldt and Scargill (1983) defined to the world compulsive "having to do with, or caused by obsession or compulsion".

Same time the haul can describe out-of-control betting that negatively effects different viewpoints of the gambler's life, this haul dditionally intimates that those action is not charming. For numerous individuals, betting is probable on make charming toward those beginning furthermore might keep on going to be pleasurable much at issues consequence. This recommends that those term "compulsive" doesn't faultlessly catch those negative outcomes connected with such betting self-destructive considerations and conduct.

According to Rosenthal (1992), mental wellbeing professionals furthermore specialists tend should like the term "*pathological gambling*" when alluding with

amazing betting practices that bring about a group for tests for the distinct and in addition whatever remains of the public eye. Pathological gambling will be seen as an constant what's more progressive jumble including a distraction for gambling, nonsensical thinking, also an continuation from claiming self-destructive considerations and conduct aregardless of unfriendly outcomes.

The expression "*problem gambling*" will be also normal "around laypersons also wellbeing experts. This term captures an extensive variety of betting practices that upset a singular's term. "*Problem*" might a chance to be characterized concerning illustration "something that makes difficulty" (Avis et al., 1983). According to Lesieur & Rosenthal (1991), this expression encapsulates an extensive part of the betting continuum including obsessive betting.

Walker & Dickerson (1996) noted that "problem" may be presently those favored term. The expression "problem" betting abstains from those therapeutic what's more pejorative undertones from claiming "pathological". Walker & Dickerson (1996), also infers those consideration of a wide range from claiming challenges for gambling, not just the practically extreme. It will be likewise imperative on note that there are two routes for review these issues. This term could fuse issues stemming starting with betting behaviours, or issues that hence prompt over the top betting.

University Student Gambling

The current literature represents the generality and notion of gambling among college students. Hira and Monson (2000) stated that 56% of undergraduate students were gambling with lottery, non-casino card games were reported as two common types of gambling. Wickwire et al. (2007) shows that how college students take risks and benefits of gambling. They also revealed that college students interested in gambling as more available than alcohol or other drugs and also less risky than cigarettes. Students also considered gambling more socializing, financial earn, and positive mood as benefits of gambling. college students have focused on exploring variables that influence non-pathological gambling. LaBrie et al. (2003) showed different factors related to college student gambling reasons. Among demographic factors, being male, older than 20 and parents with no college degree, also living in

countries or cities which gambling is more popular were strong factors of an individual's gambling reasons. Students who have lower Grade Point Average (GPA), seems to spend more time watching TV and less on studying, and spend time in internet without academic manner were much likely to gamble. Drug usage was also found to be related to gambling, showing that consumption of illegal drugs and alcohol were also associated with higher percentage of gambling. Moreover, regular gambling was predicted by availability, perceived risk, and perceived positive benefits of gambling among college students (Wickwire et al. 2007). In addition to demographic factors, Moore and Ohtsuka (1997) tried to combine personality and cognitive bias factors with their TRA model to discuss gambling behavior with a sample of 1071 Australian adolescents and college students. Gambling intention is said to be the strongest predictor of problem gambling. They found that personal traits toward gambling is a significant predictor of notion to gamble and its frequency but not problem gambling, while intellectual norms and ideas predicted both the intention to gamble and problem gambling but not gambling frequency. Adding personality factors, traits and cognitive bias variables into the TRA models notably enhanced the model's strength to explain intention to gamble, gambling frequency, and problem gambling. however past studies have mentioned important factors of college students' non-pathological gambling, importance of financial behavior and the role of family members, relatives and also friends' financial behavior on gambling of college students have been ignored. This study aims to accompany the financial behavior of college students into the model to analyze their gambling behavior traits.

About Eastern Mediterranean University (EMU)

Eastern Mediterranean University is biggest and only state university of Turkish Republic of Northern Cyprus that established in 1979. (Wikipedia, 2017) According to World University ranking (2017), around 34 percent of 17 thousand of students of EMU are coming from abroad, that's how it is adding critical value to government economy. The campus is in the heart of Famagusta city. Accordingly, Famagusta's economy is mainly base on students. EMU has the highest international rank in universities in Northern Cyprus that has lots of political boundaries. Consequently, it is another reason that this paper is critical to show impact of casinos on students' life.

The significant role of higher education in economic development is a supported fact. Especially in Northern Cyprus, higher education competition is speedily increased in past few years. According to state planning organization's undersecretary Odul Muhtaroglu (2017), half of the Cyprus' gross national products budget gathered from higher educations in 2016. Students are not only paying their tuition, once they arrive to county they are starting to live as citizen so they are consuming and paying as citizens. Therefore, not only marketplace of education but government, car rental agencies, flat owners, dormitories, stores, restaurants, hospitals, hotels etc. is also gaining by increasing demand through growing population. According to Muhtaroglu, current affairs turned to positive value by 2015 because of revenue increasing of higher educations. 15 current higher education institutions in Turkish Republic of Northern Cyprus increased the number of foreign students to 93 thousand that is the representing one fourth of the total population. Therefore, according to state planning organization, North Cyprus economy is not having any serious trouble, since many other country facing crises because of global crises, as a result of increasing higher education institutions. Consequently, it is critical to protect students from negative effects of the island which is gambling.

North Cyprus and Famagusta

Northern Cyprus authoritatively those Turkish Republic about Northern Cyprus is an incompletely distinguished state that comprises the northeastern parcel of the island for Cyprus. Distinguished main eventually to perusing Turkey, Northern Cyprus is recognized by the universal group with a chance to be and only those republics of Cyprus. Turkish area of the island made following the division to 1974 and blankets almost 1/3 of the island. Famagusta on the eastern side attracts students and tourists because of its wide range of schools, beaches and activities.

METHODOLOGY

Setting

In this study, we analyzed the impact of gambling on students by using qualitative research by grounded theory through interviewing students of Eastern Mediterranean

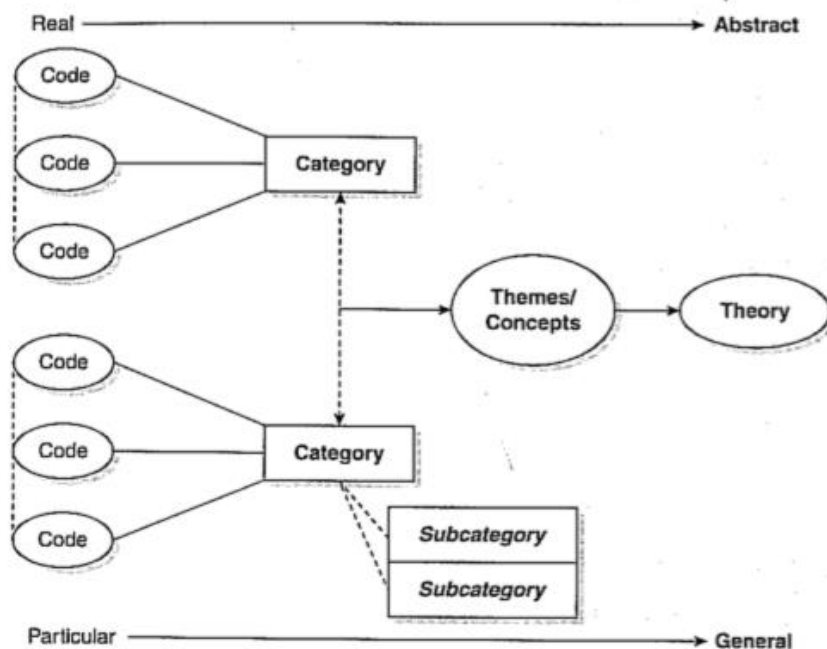
University. Grounded theory developed by two sociologist named as Anselm Strauss and Barney G. Glaser in 1960. In 1967, the literacy-based method of "Discovery of Grounded Theory" was described by Strauss and Glaser as "The discovery of the divergent theory systematically obtained in social research" (Strauss, 2003; Glaser & Strauss, 2012).

The reason of preferring grounded theory is to investigate how gambling effects EMU's students' life and to present a model to explain this process. In accordance with this purpose of this study searching the answer of question above:

- A) How gambling impact your life?
- B) How gambling positively effect on your life?
- C) How gambling negatively effect on your life?

Research questions oriented to participant as semi-structured interview questions, gathered data transferred to Word document to use textual analyse by coding the data. Analysing process showed in Figure 1.

Figure 1. A Streamlined Codes-to-Theory Model for Qualitative Inquiry



Ref: Saldana (2009: 12)

As Figure 1 shows, transferred deciphered data to word document coded by method of Corbin and Strauss (1990) by following guidance of Saldana (2009). Different participants' answers categorized by their mutual viewpoints of to questions. Their mutual viewpoints expanded to find the relative link between the theory. In this step, we turn back to interview word document to review the parts that we are not fulfilled enough. After solving contradictions of data, model has been conducted to indicate the links (Auerbach and Silverstein, 2003).

Method

This study used semi-structured interviews as qualitative research. Aim of using qualitative research is to observe the subject from the participant perspective and to understand how they gather their viewpoint. Preparing the open ended questions from earlier is the characteristic of semi-structured interviews (King, 2004).

Interviews has been conducted by 10 students who are studying in Eastern Mediterranean University and gambling. Before they answered the interview questions, participant informed about the aim and the method of the research. Voices of participant has been recorded by their permission to avoid data loss. After completing the interviews, records have been transferred to word document to analyze the data.

The 10 deciphered texts in the Word file were analyzed using the text encoding method. In qualitative research, "code" is defined as a word or short phrase that symbolically represents a reminder characteristic, some verbal or visual sequence summarizer, a brace factor, an essence catcher (Saldana, 2009). Codes; a phrase, a group of words, a sentence, or an entire paragraph, as well as a more complex expression such as a simple category name or metaphor (Miles and Huberman, 1994). The purpose of coding analysis is to question the data carefully. In this process, the researcher said; "What is the code about? Which category can best represent her? What content should be encoded?" (Richards, 2010). Corbin & Strauss (1990) presented a three-stage coding method that researchers can use in grounded theory applications, such as "*Open Coding*", "*Axial Coding*" and "*Selective Coding*" (Kawulich, 2004). In the course of the theoretical modeling in the research, these coding steps were followed.

In the “*Open Coding*” process, the data are examined in depth and the concepts and dimensions are tried to be formed. Codes and interpretations made at this stage are transitory, a trial phase, and lead to concepts and relationships to be created in the future (Strauss, 2003). “*Axial Coding*” is the process by which the main themes to which the data are re-examined and the categories associated with the themes are tried to be determined (Kawulich, 2004). The “*Selective Coding*” phase is the process by which the theory is integrated. When the theoretical model is established, points that are thought to be missing are searched by returning to the database considering the main themes. Remembrance notes (memo) also play an important role in the integration of the theory in this phase (Strauss, 2003).

RESULTS AND FINDINGS

The faculties in which the 5 female and 5 male students involved in the research continue their education life at Eastern Mediterranean University are shown in Table 1.

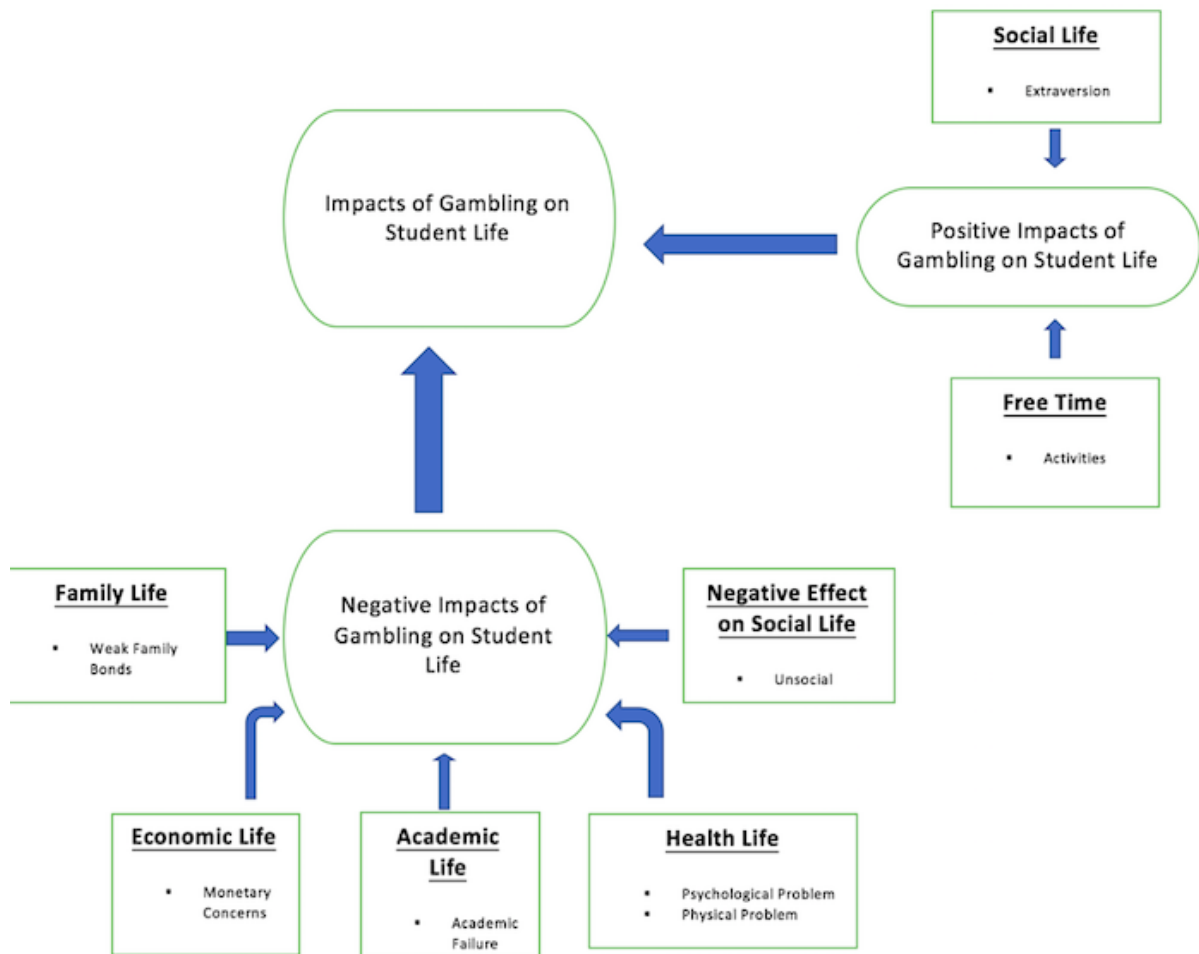
Table 1. The Faculties Where Participants Continue Their Education Life

Faculty	Number of Participants
Faculty of Business and Economics	1
Faculty of Tourism	2
Faculty of Engineering	4
Faculty of Communication and Media Studies	3

Theoretical Model

Theoretical model has been formed strategically by coding data according to suggestions of Corbin and Strauss (1990). Figure 2 is showing the relationship between themes.

Figure 2. Theoretical Model



Theoretical model has been explained according to Auerbach and Silverstein (2003)'s steps:

Begin to explain model by specifying the purpose of the model. Expressing what the research concerned with and what do researchers want to discover.

Continue to explanation with explanation of first theoretical structure (theme). Identification of repeated viewpoints and applying expression of participants.

This process is applied to every theoretical structure created. Thus, the story of the participants is explained both by their own expressions and theoretical structures.

The main purpose of this research is to determine how gambling influences students' lives. As a result of the coding analysis, 2 themes/concepts were obtained.

1-) Positive Impacts of Gambling on Student's Life

2-) Negative Impacts of Gambling on Student's Life

Positively Impacts of Gambling on Students' Life

The positive effects of gambling on categories like - Theme; *Free Time*, and *Social Life*.

Free Time

It is a category that expresses that gambling has contributed positively to student life and consists of a single code: Activities.

Activities

A code that indicates that gambling students participate in activities to assess their free time. The students went to the casino and participated in the activities and they said that they spent their free time amused:

"... Most of my free time I prefer to gamble so I tend to not to have any free time but when I have free time I bet with my friends so it is another kind of gamble as well..."

"... Since I enjoy gambling, I can say it made my free time more fun ..."

"...I actually for myself doesn't have any bad effect on my free time because I managed everything, I spend free time very well with gambling friends..."

Social Life

It is a category which defines code of Extraversion from the perspective of social beings.

Extraversion

Interviewees showcased variety of differences when it comes to positive or negative way of answering the question:

“... My social life is good because I have friends with me who goes to gambling with me so gambling doesn't have any negative effects on my social life...”

“... Gambling has good effect on my social life. because of gambling I can spend more time with friends...”

“...It makes new kind of social life for me. I met many people like myself which they do gambling and it feels good to be there with them, they don't judge me likes the not gambling ones. I think the social life of me is totally different from before but I like it...”

“... If you are addicted to play it can affect on your all aspects of your life I am not professionalism gambler but for this aspect of gambling it doesn't have any bad effect on my social life and it cause of finding more friends...”

Negatively Impacts of Gambling on Students' Life

The negative effects of gambling on categories like - Theme; *Academic Life, Negative Effect on Social Life, Health Life, Economic Life, Family Life*

Academic Life

It is a category which defines the interrelationship between the interaction with gambling activities while education focused duration persists.

Academic Failure

A code which refers to academic incapability and differation to the requirements of the EMU:

“... The most important effect on me is in academic life, I mean, since I start gambling, the average of my CGPA goes down because I don't have enough concentrate on my courses...”

“... Of course it has negative effect and it is opposite side of academic life ...”

“... It has psychological effect as it makes anxiety regarding how much I am going to lose or earn in gambling...”

Economic Life

Economic life is a category which includes fiscal knowledge like buying power distribution of income retention of salary or budget or simply any statement regarding affordability of life from monetary perspective.

Monetary Concerns

The given code covers the statements which regards to the individuals own perspective about their daily, monthly or annual challenges they face with forms of income.

“... Sometimes its good because sometimes I win, so sometimes is good but most of the time I am quiet worried with my economic when it comes to my economic situation because I get my money and I spend it on gambling. it is good because I win as I said ...”

“...It depends on your chance but totally I think I have a chance to be a winner and earn money but the truth is I don't have 2 condition I mean win or lose there is another condition and its equal so its affect most negatively on my economic...”

“...Gambling has direct effect on my economic situation so that I have constant amount of money for each month to spend for life expenses then by spending this money in casino I will face difficulty to handle those expenses...”

Family Life

Family life category includes parent to student or student to parent or likewise family to individual to family relationship and status (positive and negative) when it combined with the activities of gambling as the changing component among the members that are interacting the each other.

Weak Family Bonds

It is the code which refers gambling as an effect to have been against the values or the support of family life values.

“... Last week I losed money and my parents understood I did gambling and till now they are angry with me and I really try to leave it ...”

“... My family doesn't like the way I am gambling. We have many argue about it so most of the time I dry to get away from discussion and instead of it go to gamble...”

“...Of course same as other students, gambling is less acceptable in families so it decreased the sense of satisfaction of my family about me.”

Health Life

It is the category which includes the statements of EMU and their concerns or overall statements about their psychological and physical issues.

Psychological Problem

It is the code which includes students' statements and expressions about their mental health.

“... I think its effect on my mind I can't deal with being a loser or I am over trusted to myself and I want to repeat the game again and again until I win to prove myself so it has most negative psychological effect on my health...”

“... I think there is a link between gambling and mental health. As well as connection between gambler smoking or drinking...”

“... More than everything it is effect on my emotional health. I don't know it is true or no but sometimes I feel depression. Sometimes I think gambling control my happiness...”

“... It has psychological effect as it makes anxiety regarding how much I am going to lose or earn in gambling...”

Physical Problem

It is the code which includes students' statements and expressions about their physical fatigue, tolls on body etc...

“... I usually play during the night. So, I cannot sleep well. Therefore I always feel sleepy during a day and I think it has bad effect on my brains performance...”

“... It pushing stress on my body and adrenaline release in major quantities...”

“... It effect physical and mental on me whenever I play gambling I miss more time and unfortunately I don't have enough time to continue my exercise in gym..”

Negatively Effect on Social Life

Negative effect on social life category refers to the relationship between the student who those gambling and his or her social standing in the community that he or she is currently study in and the result – the negative output due to gambling.

Unsocial

Refers to negative effects on socialization individual due to gambling activities which results in misconnection with friends or acquaintances on a daily basis.

“... It has changed my social life because I don't want to share this detail with my friends. therefore, I don't spend time with them...”

“... Some of my friends leave me because I addict to gambling...”

“... I became alone nowadays, because I am doing gambling in my free time and I missed friends because usually I prefer gambling to them...”

Discussion

In this study, where gambling is aimed at determining how it affects students who live in the Turkish Republic of Northern Cyprus, the approach of Grounded Theory from qualitative analysis patterns is observed. Interviews were conducted with 10 students from Eastern Mediterranean University. The data collected is subject to coding analysis, and as a result, a theoretical model consisting of 2 themes, "*The positive impact of gambling on student life*" and "*Negative impact of gambling on student life*" is presented.

According to the theoretical model presented, students think that gambling has contributed to them as *Free Time* and *Social Life*. Due to; *Activities* and *Extraversion*, they think they are socialized and are evaluating their leisure time. They're talking about making new friends in *Extraversion*. However, in the *Activities* they spend time and feel happy because of the past time.

Gambling according to the theoretical model offered to students; it is damaging to *Academic life*, *Economic Life*, *Negative Effect on Social life*, *Family life* and *Health Life*. They have stated that they failed to attend classes in *Academic Life* because of the time they were unsuccessful and spent gambling. In *Economic Life*, gambling is negatively impacted by the student in financial ways. Some students spend their families' money in a few days to gamble, while some students are constantly borrowing their friends for gambling. In this case, a financial crisis is occurring for the student. Besides; in *Health Life*, gambling is seen to have psychological and physical damages to students. The gambling student is in constant stress while playing because of the fear of losing money and this causes psychological disorders. In addition, the casinos are free of charge and smoking is available for drinks and cigarettes. Continuous drinking and smoking is physically damaging to the students. Even a non-smoker is physically negatively affected by smoking smoke. In the *Negative Effect on Social Life*, some students play gambling online. Because they play on the internet, they're closing in all day, not going out. Thus, the students' social lives are negatively affected.

In the initial phase of this research, it is aimed to determine the factors affecting the intention of gambling students, but towards a theoretical model that explains how the findings of gambling affect students in the advancing process. The aim of the research has been expanded and changes have been made to research questions. A change in the direction of the research problem and the data obtained from the research questions is a state of Grounded Theory research. Another important feature contributing to the literature of the theoretical model created as a result of this monitored approach is the grouping of "*Gambling Effect on Student Life*" under "*positive*" and "*negative*" themes. The findings obtained in this direction will shed light on the effects of gambling on students who continue their educational lives at universities in the Turkish Republic of Northern Cyprus. As a result, it is thought that this research will contribute significantly to the literature in terms of presenting a comprehensive theoretical mode that describes the gambling adventures of students in the Turkish Republic of Northern Cyprus.

Limitations and Future Research Directions

For limitation part, we can mention some of them firstly This research sample is composed of 10 undergraduate Eastern Mediterranean University's students. Therefore, the obtained data cannot be generalized to all the universities in the TRNC, other research can focus on other area with bigger sample size and consider effect of gambling from other perspective, And also, they can focus on other universities' students to contribute the validity of the present model and it will allow to extent the factors of the present model. The second one, males have more contribution in interview than females because they engaged in more gambling activities than females. Third the high number of student do gambling and they accept to have interview but in the begging of interview when they saw recorder they reject it and didn't accept some of them said, they scare from university and public her/his voice they find problem. Fourth, although the participants were encouraged to answer honestly to the questions but, in interview they gave false information and sometimes they told something that interviewer like.

Fifth, theme, category and codes that constitute the theoretic model will contribute to test the data with qualitative analysis methods. The created model sheds light on the problem of how the gambling life affects the students who are continuing their educational life in the universities in TRNC. The identification of these problems will be taken into

consideration by the university administrations, academicians and the government and will contribute to helping the students. In addition, for future study other researcher can focus on other side of gambling that, these days developed. Such as football predictions.

Implication

Adding gambling into the university curriculum in order to address, assess and educate the students especially undergraduate students, can be useful in addition to the existing gambling policies and programs of the university. According to this study the general gaming education does not have any significant effect on students' behavior however, further research is needed in order to see how the educational interventions can be improved to develop in the university environment.

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