

1XBET addiction at general Lansana conte university of Sonfonia-Conakry: Scope of analysis of university results

HOUSSOU Frédéric ^{1, 2, *}, DIOUBATE Mohamed Lamine ¹, GOUTHON Gilchrist Fabrice ^{1, 3}, LOKOSSOU Bidossessi Kévin ² and GOUDA LOMPO Souaïbou ²

¹ *Laboratory of Socio-Anthropological Analysis of Guinea (LASAG). General Lansana Conté University of Sonfonia – Conakry (UGLC-SC), Republic of Guinea*

² *Research Unit in the Sociology of Organizations, Management and Engineering of Sport. National Institute of Youth, Physical Education and Sport. University of Abomey-Calavi, Porto-Novo, Republic of Benin.*

³ *Center for Studies and Research in Education and Social Interventions for Development (CEREID). National Institute of Youth, Physical Education and Sport. University of Abomey-Calavi, Porto-Novo, Republic of Benin.*

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Abstract

This study aims to identify the factors explaining 1xbet addiction among students at the General Lansana Conté University of Sonfonia, Conakry, and to analyze the effects of 1xbet addiction on their academic performance. To this end, a quantitative survey was conducted with 325 student gamblers at the General Lansana Conté University of Sonfonia, Conakry. To better define the scope of this study, we used the Sharpe and Tarrier model (1993). We were thus able to show that the hope of quick profits, the pursuit of easy money, social influence, aggressive advertising from betting platforms, bonus offers, and financial incentives are the factors that explain 1xbet addiction among students at the General Lansana Conté University of Sonfonia, Conakry. Furthermore, this game has enormous consequences for these students on a social level (social isolation, sleep disorders, delinquency, theft, etc.); a financial level (financial ruin, debt, even over-indebtedness, etc.); and an academic level, as they devote most of their time to placing bets at the expense of their studies; this is the root cause of the failures observed in university settings. To better guide them regarding the risks associated with online sports betting addiction, several suggestions have been made, the most essential of which are: organizing awareness sessions on the risks associated with sports betting; integrating financial education programs into students' curricula; encouraging the practice of sports, cultural, or artistic activities to entertain students and offer them healthy alternatives to sports betting; and controlling access to online betting platforms.

Keywords: Sports Betting; Addiction; Guinean Students; Financial level; Aggressive advertising

1. Introduction

The evolution of information and communication technologies is opening up new opportunities in the entertainment sector, particularly with regard to online sports betting. Online betting platforms, such as 1xbet, offer users the chance to bet on a wide range of sporting events, with attractive odds and easy access. However, this accessibility can be overwhelming, and the temptation to win money can easily present significant risks, especially among students.

The General Lansana Conté University of Sonfonia Conakry is renowned for training future professionals in the Humanities and Social Sciences, Political Science, and Economic Management. However, behind the pursuit of academic excellence championed by the Guinean government lies a worrying reality: sports betting addiction among students.

* Corresponding author: HOUSSOU Frédéric: E-mail: houessou229@yahoo.fr

Among the many online betting platforms available, 1xbet has become one of the most popular among students at the General Lansana Conté University of Sonfonia Conakry. This phenomenon raises questions about the impact of this practice on students' well-being, academic performance, and future prospects.

The objective of this study is to explore in depth the specific case of 1xbet and to analyze the extent of sports betting addiction among students at the General Lansana Conté University of Sonfonia, Conakry. By examining the underlying factors that contribute to this addiction, we seek to understand the motivations, behaviors, and consequences associated with this practice among students at the General Lansana Conté University of Sonfonia, Conakry.

This study is structured around four points: the first will address the research problem, the second the methodological approach, the third the presentation of the results, and finally, the discussion, perspectives, and conclusion.

1.1. State of the problem

The gambling sector, particularly sports betting, is booming. Fueled by the advent of technology, the proliferation of websites, and the excessive use of mobile phones and computers by young people, sports betting is experiencing unprecedented growth in our high schools, middle schools, and universities: this is the case with 1xbet. Furthermore, research by Ange Mondo (2021) has shown that despite the risks associated with excessive gambling, sports betting continues to intensify recently. Since the advent of the internet, sports betting has entered the digital age, allowing bettors to place their predictions online without leaving home. Nowadays, there are numerous ways to participate in betting on sporting events in disciplines such as football, basketball, tennis, volleyball, etc., regardless of one's geographical location. Some students, passionate about sports and seeking easy money, are drawn to sports betting and risk their tuition fees and breakfast on it.

In Guinean universities, and particularly at the General Lansana Conté University of Sonfonia Conakry, this phenomenon is becoming increasingly widespread. As stakeholders in the higher education system, this has led us to undertake this study, which will allow us to analyze this social phenomenon that risks becoming a hindrance to the education system.

Based on these observations, this issue leads us to formulate the following research questions:

- what are the explanatory factors of 1xbet addiction among students at the General Lansana Conté University of Sonfonia Conakry?
- what is the profile of the students who engage in this activity, and what are the consequences of this gambling?

1.2. Hypotheses

- Socioeconomic factors are at the root of student addiction to 1xbet.
- Addiction to 1xbet is a source of academic failure in universities.

Objectives

The objective of our study is:

- to identify the factors explaining addiction to 1xbet among students at the General Lansana Conté University of Sonfonia, Conakry.
- to analyze the effects of 1xbet addiction on academic performance.

2. Methodological approach

All scientific research follows a specific approach called a methodological approach, which allows the researcher to collect quantitative data on their research topic. It is the set of steps to follow to collect data. In other words, it is the combination of techniques and tools used to collect data in order to achieve the previously established objectives (René, 2016). In this study, it is presented as follows:

2.1. Nature of the study

Social science research requires the selection of a method adapted to the research and its requirements. Thus, this study is cross-sectional and mixed (qualitative and quantitative) and aims to identify the factors explaining 1xbet addiction among students at the General Lansana Conté University of Sonfonia Conakry and then to analyze its effects on their

academic performance. The chosen sampling method is non-probability, and the technique used is purposive sampling. The selected targets were chosen for reasons of reliability and accuracy in the data to be collected.

2.2. Survey Population (Target)

The target population is defined as the set of subjects on which a study should focus, based on the information to be gathered. In order to obtain as much information as possible, our data focused on students at the General Lansana Conté University of Sonfonia, Conakry, who participate in 1xbet activities.

2.3. Sampling and Sample

The first step in our data collection process consisted of determining the sample size necessary to ensure acceptable data reliability. The concepts of sampling distribution and margin of error are essential for determining this size.

2.4. Sample Size

In this particular case, we used a non-random method that included students of both sexes at the General Lansana Conté University of Sonfonia, Conakry. The formula for the margin of error for an infinite population is used to determine the sample size needed to obtain the desired precision, at the determined confidence level, for a maximum proportion. Thus, the determination of our sample size is done using the following formula:

$$n = Z^2 \alpha P(1-P)/e^2$$

Where $Z\alpha$ is the area where we find ourselves at $1-\alpha$ of the normal curve ($Z\alpha$), and therefore 1.96 when the accepted confidence level is 95%, P is the proportion of people exhibiting the behavior whose precision we are estimating. Here, $p = 0.2402$, and n is the sample size.

Since it was impossible to reach all the students who play 1xbet at the General Lansana Conté University of Sonfonia Conakry, we sent a questionnaire to the undergraduate and first-year master's students, taking into account their number in each year group. The total sample size is $n=325$. The table below provides more details:

Table 1 Sample distribution by graduating class

Promotion	Number of subjects
L1	105
L2	70
L3	85
M1	65
Total	325

2.5. Data Collection Techniques and Tools

All scientific research requires a methodological approach and the use of appropriate tools to collect reliable data and obtain convincing results. This will allow this study to have a strategy consistent with the results collected, to analyze and process the data necessary for analysis.

Thus, our investigations are conducted according to several phases and methods, namely:

Observation: This allowed us to observe the behavior of students who use 1xbet during theoretical classes and to see how they react.

Documentary Research: This research was conducted in local libraries and documentation centers. The documentary research focused on the use of books, dissertations, reports, articles, and other documents related to sports betting and its consequences. Furthermore, this information facilitated the understanding of the importance of taking stock of the current state of sports betting. To apply this quantitative technique, a specific tool is needed, such as a reading grid, which allows for the creation of a reading sheet to gather key and structured information on the subject of study.

The questionnaire survey: Due to the duration of this study, the questionnaire is the most suitable tool for maintaining a consistent timeframe. It involves asking questions of students at the General Lansana Conté University of Sonfonia Conakry who participate in 1xbet activities. Given the sensitivity of this subject, this technique will allow for the control and cross-referencing of collected data, and will provide a large number of respondents to validate the generalizability of the results. The questionnaire includes open-ended questions, closed-ended questions, and multiple-choice questions. Open-ended questions allow for the collection of students' opinions on a specific topic and provide a diversity of responses. Closed-ended questions aim to limit the range of responses. Multiple-choice questions allow respondents to select several answers. The questionnaire was developed based on the objectives and the information to be collected.

2.6. Technical and Data Processing

After data collection, the information gathered underwent computerized processing. This phase included compiling the questionnaires to create a database, data entry, and analysis of the results.

Regarding the questionnaire analysis, we recorded the number of times a response was selected as the most important for each question, and these results are presented in tables (see results).

Following data collection, the results are as follows:

3. Results

3.1. Profile of respondents

Table 2 Gender distribution of respondents

Sex	Staff	Percentage
Female	45	13,85
Male	280	86,15
Total	325	100,0

Table 2 shows that of the 325 subjects surveyed, 45 (13.85%) were female and 280 (86.15%) were male.

Table 3 Educational level of the surveyed population

Level of education	Staffs	Percentage
Bachelor 1	105	32,31
Bachelor 2	70	21,54
Bachelor 3	85	26,15
Master 1	65	20
Total	325	100,0

Table 3 shows that the research sample included 105 first-year undergraduate students; 70 second-year undergraduate students; 85 third-year undergraduate students; and 65 first-year master's students.

Table 4 Revenue-generating activities

Do you run a revenue-generating activity?	Staffs	Percentage
No	225	69,23
Yes	100	30,77
Total	325	100,0

Table 4 shows that of the 325 respondents, 225 do not have any income-generating activity, while 100 (30.77%) state the opposite.

3.2. Time spent placing bets

Table 5 How did you find out about 1xbet?

How did you find out about 1xbet?	Staffs	Percentage
Friends	165	50,77
Television advertising	70	21,54
Notification on the phone	90	27,69
Total	325	100,0

Table 5 shows that, on average, 50.77% of respondents said they learned about 1xbet through friends, compared to 49.23% who learned about it through television advertising and phone notifications.

Table 6 How long have you been playing 1xbet?

How long have you been playing at 1xbet?	Staffs	Percentage
Less than 1 year	35	10,77
1 year – 4 years	185	72,31
5 years and older	55	16,92
Total	325	100,0

Analysis of table 6 shows that 10.77% of the 325 respondents started gambling less than a year ago, compared to 89.23% who have been gambling for more than two years.

Table 7 Time spent placing bets

How much time do you spend placing your bets?	Staffs	Percentage
Less than 30 minutes	50	15,38
30 min – 1 hour	170	52,31
1h – 2h	45	13,85
More than 2 hours	60	18,46
Total	325	100,0

Analysis of table 7 shows that of the 325 subjects surveyed, 50 (15.38%) spent less than 30 minutes placing their bets, while 275 (84.61%) spent more than 2 hours placing them.

Table 8 Time of participation in games

At what point do you participate in the games?	Staffs	Percentage
7h – 12h	50	15,38
12h – 17h	50	15,38
17h – 22h	35	10,77
22h – 03h	185	56,92
No response	5	1,54
Total	325	100,0

Analysis of Table 8 shows that the majority (56.92%) of respondents participate in games between 10 PM and 3 AM.

Table 9 Time to Study Courses

What time do you study for your classes?	Staffs	Percentage
03h – 07h	125	38,46
12h – 22h	10	3,07
22h – 03h	145	44,61
No response	45	13,84
Total	325	100

The table shows that most respondents study between 3 a.m. and 7 a.m. (125, or 38.46%), while 44.61 (145) say they study while playing.

Table 10 Sports on which you bet on

What sports do you bet on?	Staffs	Percentage
Football	230	70,77
Basketball	65	20
Handball	20	6,15
Tennis	50	3,08
Total	325	100

Analysis of Table 10 shows that the majority (230, or 70.77%) bet on football.

Table 11 Number of bets per week

How many times a week do you participate in betting?	Staffs	Percentage
1 time - 3 times	140	43,08
4 times - 5 times	95	29,23
More than 5 times	90	27,69
Total	325	100,0

Analysis of table 11 shows that out of 325 subjects surveyed, 140 (43.08%) participate in betting at least once a week, while 185 (56.92%) participate more than five times a week.

Table 12 Preferred Type of Bet

What type of bets do you prefer?	Staffs	Percentage
Simple	110	33,84
Combined	205	63,08
System	10	3,07
Total	325	100,0

Analysis of table 12 shows that the majority (205, or 63.08%) of respondents prefer combination bets, while 110 (33.84%) play single bets.

3.3. Socioeconomic expenditure

Table 13 Weekly spending on betting

Could we get an idea of the weekly amount wagered?	Staffs	Percentage
7725gnf – 30900gnf	155	47,69
30900gnf – 80000gnf	75	23,08
80000gnf – 180000gnf	30	9,23
180000gnf and more	30	9,23
No response	35	10,77
Total	325	100,0

Analysis of table 13 shows that out of 325 respondents, the majority (75) wager an average of at least 20,000 GNF per week, while 135 (41.53%) wager an average of 130,000 GNF per week.

Table 14 Monthly Spending on Betting

Could we get an idea of the monthly amount wagered on bets?	Staffs	Percentage
115457gnf – 231866gnf	115	35,38
More than 231866gnf	40	12,31
They did not respond	50	15,38
Total	325	100,0

Analysis of this table shows that out of 325 respondents, the majority (115) wager an average of 130,000 GNF per month, while 40 (12.31%) wager more than 231,866 GNF per month.

Table 15 Number of times bets were won

How many times do you win your bets?	Staffs	Percentage
] 1,10] per week	325	100
Total	325	100

Analysis of table 15 shows that 325, or 100%, of the subjects questioned win at least once a week.

Table 16 Profits on your investments

Do you often make a profit on your investments?	Staffs	Percentage
Yes	85	26,15
No	240	73,85
Total	325	100,0

Table 16 shows that more subjects answered "No" (73.85%) than those who answered "Yes" (26.15%).

Table 17 Sources of motivation for gambling

What motivates you to gamble?	Staffs	Percentage
Entertainment	45	13,85
Seeking financial gain	230	70,77
Socio-economic problem resolution	50	15,38
Total	325	100,0

Analysis of table 17 reveals that 230 of the respondents (70.77%) cited financial gain as their motivation, while 95 stated the opposite.

4. Discussion

Table 2 shows that of the 325 respondents, 45 (13.85%) were female and 280 (86.15%) were male. Table 3 shows that the research sample included 105 first-year undergraduate students, 70 second-year undergraduate students, 85 third-year undergraduate students, and 65 first-year master's students. Table 4 shows that of the 325 respondents, 225 did not have an income-generating activity, while 100 (30.77%) stated the opposite. We can deduce from the results in Tables 2, 3, and 4 that students of both sexes engage in betting because the majority do not have a source of income.

Furthermore, Table 5 shows that, on average, 50.77% of the subjects surveyed stated that they learned about 1xbet through friends, television advertisements, and phone notifications (49.23%). Thus, the results confirm those of Lahaie's work (2022), which explained that sports betting sites employ increasingly diverse and targeted marketing techniques. They attract users by initially offering free money for betting and then solicit players by sending messages or notifications directly to their mobile phones, with messages highlighting specific topics in campaigns, such as "You haven't played for 3 days." Analysis of Table 6 reveals that 10.77% of respondents started betting at least one year ago, compared to 89.23% who have been betting for more than two years. Table 7 confirms that 50 respondents (15.38%) spend less than 30 minutes placing their bets, while 275 respondents (84.61%) spend more than two hours placing their bets. Furthermore, most students spend their time betting between 10 PM and 3 AM (Table 9), then study between 3 AM and 7 AM (70.77%, Table 10), and primarily bet on football (43.08%, Table 11). They participate in betting one to three times per week, and 63.08% (Table 12) of respondents prefer combination bets. It can be deduced that the majority of respondents spend considerable time on sports betting sites and deliberate a great deal of time, as they opt for combination bets and place significantly more wagers on football. They dedicate their study time to participating in online sports betting, which inevitably has negative consequences on their academic performance. This is explained by the various cases of cheating identified among students during end-of-semester exams. These results corroborate those of Stinchfield and Winter (1998), who demonstrated in their studies that several vulnerability factors converge between excessive gambling and substance abuse: family history, low self-esteem, depression, family norms that encourage the behavior, physical or sexual abuse, poor academic performance, delinquency, social advancement and accessibility, as well as precocious behavior. This also confirms the work of Barnes, Welters, Hoffman, Dintcheff (1999) and Jessor (1977) who demonstrated in their studies that gambling also seems to share some risk factors with young people: academic difficulties and moral disengagement.

This enthusiasm for betting is not insignificant but rather a search for the loss recorded in the week or in the month and this is confirmed by the results of tables 13 and 14 which show that out of 325 respondents, the majority, 75, bet on average an amount of at least 20000gnf per week compared to 135, or 41.53, who bet an amount of 130000gnf on average per week; and it also appears that out of 325 respondents, the majority, 115, bet on average 130000gnf per month compared to 40, or 12.31, who bet more than 231866gnf per month. This practically means that the majority do not make a profit; 73.85% (Table 15) do not see a return on their investment, while 70.77% (Table 16) are primarily motivated by the pursuit of financial gain. These results confirm those of Tryggvesson (2009), who demonstrated in his research that online gambling is perceived as a new potential source of financial profit, but the internet is a specific environment that can increase the risk of gambling addiction. Similarly, despite multiple losses, 80% of respondents attempted to reduce or stop their participation with 1xbet without success, which confirms the consequences of gambling identified by Lahaie (2022), who demonstrated through his research that sports betting has clear collateral consequences on those around them: family, spouses, and friends. This same author explains that marketing, through promotional offers highlighting the possibility of "making up for lost losses" or winning more after a loss, contributes to this shift towards addiction. These various findings from this study confirm those of Williams et al. (2012), who concluded in their work that sports betting constitutes the second most frequently associated form of gambling, after

Video Lottery Machines (VLs), linked to pathological factors. This gambling structure allows bettors to spend considerable sums, play several times a week, and, above all, place multiple bets per session. These types of behaviors, as highlighted by Currie et al. (2006), demonstrate habits that far exceed the recommendations for low-risk gambling and contribute to gambling problems. This also justifies the findings of Laurent Karila (2022), who showed that gambling involves four main phases: winning, losing, the hope of recouping losses, and despair, with a risk of depression and suicide in some individuals. According to Karila, sports betting can, for the most vulnerable, progress from a fun activity to excessive gambling and then to addiction, leading to social isolation, problems in the professional sphere, sleep disorders, and financial consequences such as debt or even over-indebtedness. In the most serious cases, it can lead to suicide. This also confirms the findings of Valleur and Bucher (2006). Suissa (2005) demonstrated that a player's trajectory can be broken down into three main phases: the winning phase, where gambling is enjoyable and the player is winning; the losing phase, where the player tries to recoup their losses; and the despair phase, where the player is exhausted and suffering. Reith et al. (2006) confirm this in their work, showing that the social impacts of gambling are diverse and serious. The most widespread are financial problems (debt, bankruptcy, crime), relationship problems (separation, divorce, domestic violence), family problems (stress for children), and mental health issues.

5. Conclusion

At the end of this study, we can conclude that addiction to the game known as 1xbet is triggered by several factors among students. These include advertising and financial incentives. Students are often exposed to aggressive advertising from online gambling platforms, including 1xBet. Furthermore, attractive promotional offers, deposit bonuses, and financial incentives are fundamental reasons why most students become more involved in gambling, even though they cannot expect quick wins or to recover after losing a significant amount of money. The pursuit of easy money, camaraderie, social influence, discussions about potential winnings, success stories, and the lack of positive experiences associated with gambling also encourage them to engage in it. This practice, fueled by social media, inevitably has negative consequences on their academic performance. This is confirmed by the results of this study, which showed that students spend a considerable amount of time betting on 1xbet. They struggle to concentrate on their university work when they are constantly tempted to gamble. They neglect their academic responsibilities by missing classes and failing to submit practical assignments, as gambling becomes an excessive priority. All these factors contribute to the decline in academic performance observed among students at the General Lansana Conté University of Sonfonia-Conakry.

Based on these findings, we ask what measures have been taken by academics, the Guinean state, and the legal system to contribute to improving educational success in the Republic of Guinea?

Compliance with ethical standards

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Statement of informed consent

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