

Vices Engaged by Criminology Students of Davao Oriental State College of Science and Technology

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ABSTRACT

The purpose of this study was to determine the vices engaged by criminology students in Davao Oriental State College of Science and Technology. Using a quantitative research design, the study employed survey answers of the respondents, which serve as findings of the study. The findings revealed that the vices engaged by the criminology students were computer games, smoking, alcoholism, drug addiction, and gambling. Regarding the results, the respondent were in the early stage of adolescence, ranging from 17 to 24 years old, with 186 males and 114 females. More than half of the respondents were influenced by peers, causing them to engage in vices. The findings of this study could be useful in enhancing knowledge of about the vices engaged in by criminology students at Davao Oriental State College of Science and Technology.

Keywords: Smoking, alcoholism, drug addiction, gambling, drinkers

INTRODUCTION

The rates of college students smoking in the United States have fluctuated for the past twenty years. The majority of lifelong smokers begin smoking habits before the age of twenty-four, which makes the college years a crucial time in the study of cigarette consumption (Johnston et al., 2011). Cigarette smoking on college campuses has become an important public health issue, and there has been an increase in campus-wide smoking and other prevention programs to reduce the rates of student smoking. (Gary et al., 2015). In the Philippines, heavy alcohol use by college students can lead to a cascade of alcohol-related problems, such as increased chances of risky behavior, lowered GPAs, and reduce income potential. In a 2005 nation wide survey of college students, 45% of students were classified as binge drinkers, consuming five or more drinks on at least one occasion in the past 30 days. Binge drinking peaks among individuals aged 21 to 23. About 20% of full-time college students aged 18-22 were considered heavy drinkers compared to 13% of people in the same group who were not enrolled full-time in college. College students who drank at least once a month during their senior year of high school had more than three times the likelihood to begin binge drinking in college than students who drank less frequently in high school. At the same time, 13% of students begin drinking beer during their first year of college. First-year students drink less frequently but more heavily than upper-class students. College males have a higher prevalence of heavy drinking occasions compared to college females (Princeton, 2009).

In Davao Oriental State College of Science and Technology, the researchers had observed that some students, particularly criminology students, are engaged in vices such as computer games, alcoholism, smoking, drug addiction, and gambling. Students' lives can seem to revolve around their peers, and those local pubs are often the centre of the college social scene. Engaging in vices is an enjoyable and usually harmless aspect of a student's life that can help them forget their problems for a while, but sometimes it can lead to failing grades and an unhealthy lifestyle. It is in this regard that the researchers are heartened and inspired to conduct this study on vices engaged by criminology students of Davao Oriental State College of Science and Technology.

MATERIALS AND METHODS

Research design

This study employs a descriptive research methodology. Descriptive research is conclusive in nature, as opposed to exploratory research. This means that descriptive research gathers quantifiable information that can be used for statistical inference on your target audience through data analysis. As a consequence, this type of research takes the form of closed-ended questions, which limits its ability to provide unique insights. When utilized correctly, it can help an organization identify and evaluate the importance of specific aspects concerning a group of respondents and the wider population they represent (Fluid Survey, 2014).

Research subject

The respondents in this study were first-year and fourth-year students of criminology at Davao Oriental State College of Science and Technology, with a total of respondents. Researchers categorized respondents into different year levels: first-year students, second year students, third-year students, and fourth-year students, with 75 respondents in each year level.

Table 1. Distribution of respondents.

Level	Respondents (N)	Percentage (%)
First Year	75	25
Second Year	75	25
Third Year	75	25
Fourth Year	75	25
Total	300	100

Research instrument

The instrument used in this study was a self-constructed questionnaire. The questionnaire was developed through the following steps. The first draft was presented first to the adviser for more information, comments, and suggestions.

Data gathering procedure

The data collection procedures unfolded through a structured, four-step process. First, the researchers sought and obtained formal permission from the Department of Criminology and Related Sciences, ensuring compliance with ethical standards. Next, they administered the questionnaire personally by visiting criminology classrooms, guiding participants, and maximizing response rates. Following collection, the completed questionnaires were retrieved, then scored, recorded, and systematically classified under the supervision of a statistician to ensure data accuracy. Finally, the research team analyzed and interpreted the results in alignment with the study's objectives, following standard survey methodology practices.

Statistical treatment of the data

Stratified random sampling was employed, with equal allocation used to determine the number of respondents. Frequency counts were calculated to establish how often criminology students at DOSCST engaged in various vices, while percentages were computed to express the proportion of respondents involved in each vice. Together, these methods provided a clear statistical picture of the prevalence and distribution of vices among the student population.

RESULTS AND DISCUSSION

In this chapter, the researcher presents the interpretation and analysis of data. Discussion of topics is arranged in the following subheadings: Profile of criminology students as to gender, year level, and age, computer games, Smoking, Alcoholism, Dangerous drugs, and Gambling were factors contributing to vices. Samples were taken using stratified random sampling through equal allocation. This allocates 75 respondents per year level to be surveyed, totaling 300 respondents in tall.

Socio-demographic profile

Data showed that most 18-year-olds had the highest rate of criminology students engaged in vices. This is a stage where they are more likely to be called young adults, and this young adult is mostly committed to ice as their way of enjoying life, and trying to socialize with others as they grow. At the same time, 24-year-olds have the lowest rate of engagement in vices; these usually occur in this stage. They already know what is right and what is wrong, how to deal with temptations, and how to manage themselves in terms of engaging in vices.

with the belief that males find satisfaction in their lives when engaged in vices. Moreover, Wechsler (2001) added that college males have a higher prevalence of engaging vices like smoking, drinking alcohol, gambling, and drug dependence compared to college females. They preferred to experience some happiness by engaging in vices rather than participating in recreational activities related to school matters.

Table 2. Socio demographic profile of the respondents.

Socio-demographic	Respondents (N)	Percentage (%)
Age		
17	17	0.06
18	96	0.32
19	59	0.19
20	60	0.20
21	57	0.19
22	7	0.02
23	3	0.01
24	1	0.01
Total	300	100
Sex		
Female	186	0.62
Male	114	0.38
Level		
First year	75	0.25
Second year	75	0.25
Third year	75	0.25
Fourth year	75	0.25
Total	300	100

Vices of computer games

Data show that the majority of criminology students who engage in computer games are in their third year, with the highest rate at 30 percent. Most of them are in the so-called young adult stage, and in this stage, they are free to do as they please, especially when they are away from home. The influence of peers may play a significant role in young adults, as they are easily tempted, and socializing with peers is most likely during this stage.

Computer games are the most popular form of entertainment in modern societies, targeting a variety of people across different age groups. The obsession with programs among today's teenagers leads them to go to great lengths to achieve higher levels in games, often causing them to disconnect from their environment. Facing the challenge of attaining a higher level in the game keeps players thrilled, while experiencing a loss in the game leads to feelings of anxiety (Wood & Griffiths, 2007).

In addition, Payne et al. (2000) studied the role of computer games about social isolation, low self-esteem, and violence. The results showed no relationship between playing

computer games and self-esteem in girls; however, a negative relationship was observed between the two in boys. Also, the scores of violence had a positive correlation with the amount of exposure to computer games.

Table 3. Vices engaged by criminology students in terms of computer games.

Level	Yes (N)	Percentage (%)	No (N)	Percentage (%)
First Year	36	0.21	39	0.29
Second Year	35	0.20	40	0.30
Third Year	50	0.31	25	0.20
Fourth Year	48	0.28	27	0.21
Total	169	100	131	100

Vices of cigarette smoking

Data show that those in the fourth year are mostly engaged in cigarette smoking, with 28 (40.6%), followed by the third year with 23 (33.3%), the first year with 11 (15.9%), and the second year with 7 (10.1%).

Engaging in smoking was not that hard to resist when influenced by peers, some smoke because they inherit it from their ancestors (Golding et al., 2015), and some smoke because they find pleasure or relief when they smoke. College students are more likely to smoke when they are free to do so and when cigarettes can be bought easily. The increasing rate of smoking is not a problem nowadays; however, it has to be solved. According to Roberts (1999), smoking cultures nowadays include a subpopulation of smokers called social smokers. Although there may be different explanations of what a social smoker is, many college students define social smokers as those who use tobacco in more social activities and find it essential for socializing, rather than using tobacco regularly, dictated by nicotine dependence. Social smokers are not addicted to smoking or worried about the social acceptability of their smoking habits. In addition, Rigotti (2004) added that characteristics of social smokers have been found to include more females and non-Hispanic whites than other demographic characteristics, and they spent more time socializing with friends, where binge drinking had a high importance for the arts. Lastly, social smokers do not perceive themselves at risk of tobacco-related illnesses, nor believe they will ever become nicotine dependent. Since social smokers do not think they will become dependent on nicotine, they do not plan on quitting during college, but have intentions to quit once they graduate.

Table 4. Vices engaged by criminology students in terms of cigarette smoking.

Level	Yes (N)	Percentage (%)	No (N)	Percentage (%)
First Year	11	0.16	64	0.28
Second Year	7	0.11	68	0.29
Third Year	23	0.33	52	0.23
Fourth Year	28	0.40	47	0.20
Total	69	100	231	100

Vices of alcoholism

Data shows that the 3rd year level was mostly engaged in alcoholism, followed by the

4th year level, the 1st year level, and the 2nd year level. The data also shows that in general, there are more alcohol drinkers among criminology students compared to those who are not drinkers.

Drinking liquor in college life is not a new thing for other college students. Some can easily invite their friends to have a good time, discuss their problems, or celebrate after or before class. To others, drinking liquor is just a way of having fun with their band.

Alcohol use on college campuses is not a new problem. It has been documented in the United States for at least 50 years. (Jung, 2002). Unfortunately, the consequences of this association can be deadly. Every year, approximately 1,400 students die because of the effects of alcohol consumption (National Institute on Alcohol Abuse and Alcoholism, 2004).

Moreover, Burawoy (2009) added that students' drinking is a social norm and an integral part of higher education. Understanding college drinking requires an examination of the "experimental core of college life"- the time between college entry and exit, and a consideration of alcohol's role as part of the structure of the university.

Table 5. Vices engaged by criminology students in terms of alcoholism.

Level	Yes (N)	Percentage (%)	No (N)	Percentage (%)
First Year	29	0.19	46	0.31
Second Year	25	0.16	50	0.34
Third Year	53	0.35	22	0.15
Fourth Year	45	0.30	30	0.20
Total	152	100	148	100

Vices of drug addiction

Data showed that those criminology students at the 3rd year level were mostly engaged in drug addiction, followed by the 4th year level. In general, data shows that there were more drug users in the 3rd year compared to the 4th year. Using prohibited drugs is not common among college students in DOSCST because of the fear of being caught and being punished by the school, especially with the law. While the law imposes penalties for the use of illegal drugs, we cannot overlook the reality that some students continue to use them and become addicted, often disregarding the harm they cause to their health and the impact it has on their education. Some individuals argue that using illegal drugs can enhance focus on studies and boost self-confidence, but these justifications are insufficient to warrant the use of such hazardous substances. Many have been caught and faced consequences from both the school and the legal system. Drug addiction is a preventable disease. Results from NIDA-funded research have shown that prevention programs involving families, schools, communities, and the media are effective in reducing drug abuse trends. When youths perceive drug abuse as harmful, they reduce their drug taking. Thus, education and outreach are key in helping youth and the general public understand the risks of drug abuse. Teachers, parents, and medical and public health professionals must keep sending the message that drug addiction can be prevented if one never abuses drugs (Drug Facts, 2012).

In addition, Mayo Clinic (2008) added that alcohol and nicotine are legal substances, but are considered drugs. When you are addicted, you are not able to control your drug use, and you may continue using the drug despite the harm it causes. Drug addiction can cause an intense craving for the drug. You may want to quit, but most people find they can not do it on their own.

Table 6. Vices engaged by criminology students in terms of drug addiction.

Level	Yes (N)	Percentage (%)	No (N)	Percentage (%)
First Year	0	0	75	0.26
Second Year	0	0	75	0.26
Third Year	6	0.75	69	0.23
Fourth Year	2	0.25	73	0.25
Total	8	100	292	100

Vices of gambling

Data showed that the majority of criminology students engaged in gambling were in the 3rd year and 4th year, followed by the 2nd year, and lastly the 1st year. The data also shows that there were gamblers in the 3rd and 4th year levels compared to the lower level. Gambling may not be learned from our homes or by peers; the older we get, the more we like to bet, such as playing Lotto cards, just for fun. The data shows that the lower level had less engagement with gambling because at this stage, they are still in the young mind. This is an activity that many college students participate in. Most individuals gamble legally, occasionally, and in a generally responsible manner. However, for a small but identifiable subset of youth, gambling can quickly escalate out of control and affect both psychological and physical well-being. Excessive, problematic, or pathological gambling has been repeatedly shown to result in consequences that can include deviant anti-social behaviors, decreased academic performance, impaired athletic performance, and criminal and legal problems (Derevensky & Paskus, 2001). Furthermore, Derevensky (2001) found that most adult problem gamblers begin to gamble during their teenage years. This steady expansion of gambling has coincided with ongoing debates regarding the public health significance of youthful gamblers, who meet criteria for “problem” or “pathological” gambling, as well as how old a young person should be before he or she is allowed to gamble.

Table 7. Vices engaged by criminology students in terms of gambling.

Level	Yes (N)	Percentage (%)	No (N)	Percentage (%)
First Year	1	0.04	74	0.27
Second Year	4	0.16	71	0.25
Third Year	10	0.4	65	0.24
Fourth Year	10	0.4	65	0.24
Total	25	100	275	100

Summary of the vices engaged by criminology students

Data shows that among the five vices, Criminology students were mostly engaged in computer games, followed by alcoholism, cigarette smoking, and lastly drug addiction.

Results show that computer games have the highest rate of five vices because playing computer games can be easily done at any place, such as a computer shop. Some students cut classes just to play computer games, and the worst part is that they often invite some of their classmates to join them. Some would say yes, and others would not. The table also shows that drug addiction has the highest rate among the five vices because students are afraid to be caught and punished, and maybe others are afraid to lose their concentration on studies.

Table 8. Summary on the vices engaged by criminology students.

Vices	Yes (N)	No (N)	Total (N)
Computer Games	169	131	300
Cigarette Smoking	69	231	300
Alcoholism	152	148	300
Drug Addiction	8	292	300
Gambling	25	275	300

Factors leading to the engagement in vices

Data show that the majority of factors leading to students engaging in vices were peer/friends, followed by the community. Peers/friends are the most common reason why students engage in vices, as they want to socialize with others, explore new things, and have fun. Friends play a big role in a student's life once they leave their homes and go to school or some where, where peers are their company at that moment. When a student got a bad group, the outcome would also be negative; however, when a student got a good group, the outcome would also be positive. Peer pressure, cheap student bars, and the freedom of living away from home all contribute to the choices that students make. This is based on social exchange theory (Kelley and Thibaut, 1985), which posits that friendships and group membership necessitate fair exchanges (reciprocity), resulting in conformity of behavior among friends and group members. Of course, the nature of the relationships of group members greatly influences the nature of this reciprocity (Plickert et al., 2007).

Scott and Valente (1995) stated that norms can also play a prominent role in the literature on persuasion and social marketing (Hastings and Saren, 2003). Indeed, social influence is the basis for two-stage communication strategies in which persuasive communications are directed not at the ultimate target, but at opinion leaders whose attitudes and behavior influence others in their social groups (Rogers, 2003).

Furthermore, Bowen (1993) noted that family systems theory is a framework for understanding human behavior, viewing the family as an emotional unit and employing systems thinking to describe the complex interactions within it. It is the nature of a family that its members are deeply emotionally connected. Often, people feel distant or disconnected from their families, but this is more of a feeling than a fact. Families so profoundly affect their members' thoughts, feelings, and actions that it often seems as if people are living under the same "emotional skin." People solicit each other's attention, approval, support, and react to each other's needs, expectations, and upsets. The connectedness and interdependence of family members make their functioning mutually reactive. Reciprocal changes predictably follow a change in one person's functioning, leading to changes in the functioning of others. Families differ somewhat in the degree of interdependence, but it is always present to some degree.

Table 9. Factors leading to engage in vices.

Factors	Respondents (N)	Percentage (%)
Peers/ Friends	203	0.68
Family	0	0
School	0	0
Community	97	0.32
Total	300	100

Intervention programs

The following intervention programs can be used to guide students to prevent them from engaging in vices:

1. Guided self-change (Sobell and Sobell, 2005) is a brief, structured counseling method either individual or group-based—grounded in cognitive-behavioral and motivational principles. It empowers people who are motivated to change by offering brief guidance and support in their environment. Typically delivered over about four sessions (though flexible), the approach adapts to individual or community needs. Moreover, Hoeltzel (2002) explains that self-help programs are not professional treatments, but rather structured ways for individuals to change their behavior with minimal expert involvement. These programs can be purely member-led or guided by someone familiar with certain techniques. Individual self-help involves solo efforts, such as reading and structured exercises, while others may prefer group support. Some individuals work independently in private, whereas others find group interaction beneficial.
2. School-based drug and alcohol prevention programs are conducted during or after school hours on campus and are designed to reach all students, not just those already using substances (Winters, 2007). These programs may be mandatory or voluntary, and they are typically delivered by school staff or community facilitators. Effective strategies include teaching resistance to peer pressure, building life skills, involving families, and promoting positive engagement (NIDA, 2003). Ineffective approaches are those that group users together or focus only on information. For lasting impact, programs should be long-term, include booster sessions, and be delivered for at least 11 hours (NIDA, 2003; Botvin and Griffin, 2003; Tobler et al., 2000). In high-risk areas, school programs should be paired with community efforts to reduce substance availability and change social norms (Winters, 2007).
3. Gaming addicts often struggle to recognize their addiction, and society may not view it as a serious issue (Kuss and Griffiths, 2012). However, research shows that gaming addiction can significantly harm both the individual and those around them. Like substance abuse, it requires professional treatment focused on behavioral change rather than detox. Since most addicts are unwilling to seek help, interventions—ideally led by trained professionals—can encourage acknowledgment and acceptance of treatment. Professional interventionists enhance the chances of success and mitigate the risk of harm to relationships (Intervention Support, 2012).
4. Similar to interventions for substance abuse, gambling interventions involve a professional and a support team of family, friends, or colleagues to confront the individual and urge them to seek immediate treatment (Bond et al., 2016). These interventions are conducted in a controlled and logical manner to focus on changing behavior. Since emotions can run high, professional interventionists are essential in managing intense reactions and keeping the process on track (Elements Behavioral Health, 2010). Intervention programs like these can help students avoid engaging in vices, but are most effective when supported by schools and related agencies. With proper guidance, students can better understand the dangers of such behaviors (Stewart-Brown et al., 2014).

CONCLUSION

Based on the study's findings, several conclusions were drawn. The majority of respondents fall within the 17- to 24-year-old age bracket. Among criminology students, the most common vice is engagement in computer games, followed by alcoholism, smoking, and gambling, with comparatively lower involvement in drug addiction. The study also revealed that friends or peers are the most influential factor contributing to students' involvement in these vices. As a result, various intervention programs can be implemented to help students avoid these behaviors. These include Guided Self-Change programs, schoolbased drug and alcohol prevention initiatives, Behavioral Change Programs to address gaming addiction, and a Controlled and Logical Way Program specifically designed for gambling.

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