

**PREVALENCE AND DETERMINANTS OF GAMBLING BEHAVIOURS
AMONG UNDERGRADUATE STUDENTS**

(A CASE STUDY OF FEDERAL UNIVERSITY OYE EKITI)

BY

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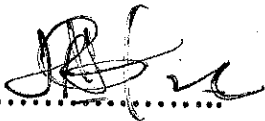
**BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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BACHELOR OF SCIENCE (B.SC) HONOURS DEGREE IN SOCIOLOGY**

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CERTIFICATION

I certify that this project was written by Eboh Vivian Chimezie, with Matric No: SOC/11/0228 and approved by the Department of Sociology, Faculty of the Social Science and Humanities, Federal University Oye-Ekiti, Ekiti State, Nigeria.

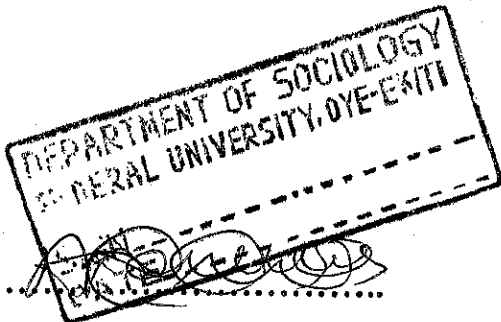
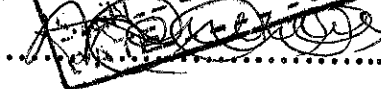
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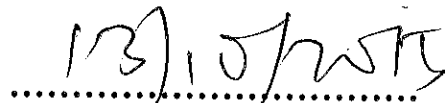
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DEDICATION

This research work is dedicated to God Almighty for his mercy over me throughout my stay in school. I also want to dedicate this research to my dearest parent Mr. and Mrs. Eboh who supported me morally and financially, may God bless you. (Amen).

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First my greatest appreciation goes to almighty God for his infinite mercy and guidance over me.

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ABSTRACT

Gambling is a form of behaviour that has been identify to have serious consequences on gamblers health, study-habit, academic performance, and has been reported to be related to some criminal related behaviour.

This project examines the prevalence and determinant of gambling behaviour among undergraduate students of Federal University Oye Ekiti. In executing this research, social learning theory of gambling was adopted, which postulate that gambling as a form of behaviour is highly subjected to reinforcement and reward. The method of analysis adopted for this study is the frequency and percentages under the univariate level of analysis, and chi- square analysis under the bivariate level of analysis to analyzing the quantitative data that were obtain from the field. The sample for the study consists of one-hundred and twenty undergraduate of FUOYE Students. One hundred and twenty (120) respondents were selected in order to have a quantifiable representation of the students i.e. 5% of the total population.

The study found out that 67.5% of Federal University Oye Ekiti student engage in gambling activities, in which 82.7% of them are male and 14.3% are female. Majority of the respondents who ever gambled reported that the engage in such activities because they needed money. Despite the fact that some of these students come from a rich home and well educated parents, they still needed more money than their regular allowances. The studies thereby suggests that the university, through its entrepreneurial center should empower student, vocational training with the aim of profit making and then organize an orientation on peer influence.

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CHAPTER ONE

INTRODUCTION

This chapter presents the Background of the study, Statement of the problem, Research questions, Objectives of the study, significant of the study and the limitation of the study.

1.1 Background to the Study

Gambling is a form of behaviour that has been identify to have serious consequences on gamblers health, study-habit, academic performance, and has been reported to be related to some criminal related behaviour (Oyebisi, Alao, and Popoola, 2012). Also, Gambling has been generally defined as betting or wagering money or something of value on an event that has an uncertain outcome with the possibility of winning money or materials (Korn and Shaffer, 1999; Potenza, Fiellin, Heninger, Rounsaville, and Mazure, 2002). Gambling traditionally includes activities such as wagering at casinos, on lotteries, animal racing, card games, sporting events, video lottery, and Internet card and casino games (Potenza et al., 2002). Young people including university students are a high risk group for gambling problems (Moore et al., 2013). A high prevalence of gambling participation and problem gambling has been found in different university student populations, mainly in studies in high income countries (Etel, Tabchi, Bou Khalil, Hlais and Richa, 2013; McComb and Hanson, 2009; Mubaraka and Blanksbya, 2013; Tozzi, Akre, Fleury-Schubert and Suris, 2013).University students engage in a wide range of gambling behaviours, including playing the lottery, poker/cards for money, casino games (i.e., slots/poker machines), horse racing, betting on sports and internet gambling (Burger, Dahlgren, and MacDonald, 2006; Engwall et al., 2004; McComb and Hanson, 2009; Moore et al., 2013). Also, the prevalence of adult gambling in the United States has been estimated at 86% (Potenza

et al., 2002). In the US, the prevalence of adult “lifetime” problem gamblers has been estimated at 3.8%, and “past year” problem gamblers estimated at 2.8% (Potenza et al., 2002). However, gambling may include everyday activities that might not normally be associated with connotations of the word gambling such as raffles sponsored by communities or organizations, bingo, or childhood board games. Gambling can also be understood as the established practice of staking money or other valuables on games or events of an uncertain outcome (Binde, 2005, p.3).

Public perceptions of gambling are often misleading. On the one hand, people are usually aware that gambling poses serious risks to those who are predisposed to gamble excessively. However, on the other hand, it is also acknowledged that gambling can have positive consequences for communities (e.g. via providing a source of revenue for sporting clubs or humanitarian causes) and can be an enjoyable pastime for individuals (Abbott and Cramer, 1993; Vong, 2009). There is ample evidence showing that people’s attitudes toward gambling are good predictors of how much people gamble and how likely they are to experience gambling related problems. A common finding is that those who hold more positive attitudes toward gambling are more likely to gamble and to experience gambling-related problems (Chiu and Storm, 2010; Delfabbro, Lambos, King, and Pugliese, 2009; Delfabbro and Thrupp, 2003; Orford, Griffiths, Wardle, Sproston, and Erens, 2009; Wardle et al., 2011; Williams, Connolly, Wood, and Nowatzki, 2006; Wood and Griffiths, 2004). Nigeria youth especially undergraduates are engaging themselves in gambling as a means of surviving; this is an intricate issue of special concern as this behaviour may predispose them to pathological/compulsive gambling (Oyebisi, Alao, and Popoola, 2012). The impact of the extensive availability, advertising, and sanctioning of legalized gambling is of concern in the fields of public health and addictions. Among adults,

the prevalence of disordered gambling has increased significantly from 1977 to 1993 (Shaffer, Hall, and VanderBilt, 1997).

1.2 Statement of Problems

Gambling and problem gambling have been associated with risky personality, risky decision-making, and pro-risk attitudes. Such personality traits as sensation-seeking, impulsivity, and low self-control have been associated with risky behavior in various domains (reviewed in Zuckerman, 2007). Sensation-seeking describes a preference for varied, stimulating experiences and a willingness to engage in risk-taking in order to obtain such experiences (Zuckerman, 1994). Impulsivity refers to a tendency to prefer short-term rewards, without planning or forethought, with the potential for in mediate or future costs (Eysenck, Pearson, Easting, and Allsop, 1985). Low self-control, like impulsivity, is associated with a tendency to focus on temptations of the moment, ignoring long-term consequences (Marcus, 2003).

While gambling has, at times, been considered a socially deviant or immoral behaviour in some cultures and throughout history, the American Psychiatric Association only first defined it to be a medically diagnosable health problem in 1980 in the 3rd version of the Diagnostic and Statistical Manual (3rd ed.; *DSM-III*; American Psychiatric Association, 1980; Korn and Shaffer, 1999). When gambling behaviour results in behavioural, emotional, relationship, or financial problems, it may develop into a diagnosable condition known as problem or pathological gambling. The Diagnostic and Statistical Manual for Mental Disorders (4th ed., text rev.; *DSM-IV-TR*) classifies problem and pathological gambling as an impulse control disorder (4th ed., text rev.; *DSM-IV-TR*; American Psychiatric Association, 2000). Pathological gambling is defined as the most serious stage of problem gambling. However, with the May 2013 release of new diagnostic criteria in the fifth version of the DSM (*DSM-V*), pathological

gambling has been identified as a behavior that can lead to addiction. The impetus for classifying gambling as an addiction came from health providers and researchers who identified similarities between problem gambling and substance abuse (O'Brien, 2010). Various forms of risky behavior, including substance use, dangerous driving, promiscuous sex, and antisocial behavior co-occur within individuals (reviewed in Mishra and Lalumière, 2008, 2009, 2011; Mishra, Lalumière, Morgan, & Williams, 2011). Gambling may be part of this general pattern of risk-acceptance. Gambling has been associated with various forms of risky behavior (e.g., Martins, Tavares, daSilva Lobo, Galetti, and Gentil, 2004; Powell, Hardoon, Derevensky, and Gupta, 1999; reviewed in VanBrunschoot, 2009), and shares correlates associated with general risky behavior (reviewed in Stinchfield, 2004).

Few researchers such as Oyebisi, Alao and Popoola (2012), Gupta and Derevensky (2000) and Wiber and Potenza, (2006) have all carried out empirical research on the concept of gambling. However findings of some of this work lack generalisation to the population other than which sampling was selected. For instance, the study of Wiber and Potenza, (2006) was able to established significant effect of gender and peer group on gambling behaviour, they further claim that the findings of their study should be interpreted with caution as they suggest more research should be carried out to established the reliability of their findings. Therefore, this study will examine the prevalence and determinants of gambling behaviour among undergraduate students of Federal University Oye Ekiti, Nigeria.

1.3 Research Questions

Thus, the study will answer the following research questions

- i. What is the pattern of gambling behaviour among undergraduate students of FUOYE?
- ii. What are the risks factors predisposing the undergraduate students of FUOYE into gambling behaviour?
- iii. What are the consequences of gambling behaviour among undergraduates of FUOYE?
- iv. What are possible solution to prevent gambling practice among the FUOYE's undergraduate students?

1.4 Objectives of the Study

The broad objective of this study is to examine the prevalence and determinants of gambling behaviour among undergraduate students of Federal University of Oye, Nigeria. The specific objectives of the study are to

- i. Examine the patterns of gambling behaviour among undergraduate students of FUOYE.
- ii. Determine the risks factors predisposing the undergraduate students of FUOYE into gambling behaviour.
- iii. Examine the consequences of gambling behaviour among undergraduates of FUOYE.
- iv. Explore possible solutions to prevent gambling practice among the FUOYE's undergraduate students.

1.5 Significance of the Study

The findings of this present study will provide people with empirical data which can be used in decision making process concerning the prevalence and pattern of gambling behaviour among undergraduates. The findings of the study will benefit government, sociologist, students, and stakeholders by providing them with empirical data which can be useful in formulation of appropriate policy which can be used to curb the menace of gambling behaviour among Nigerian Undergraduates. The study will also add to body of knowledge on the concept of gambling behaviour.

1.6 Limitation of the Study

This study had several limitations. The study was cross-sectional, so, causal conclusions cannot be drawn. The investigation was carried out with undergraduate students of the Federal University of Oye-Ekiti and the inclusion of other undergraduate students who practice gambling could have resulted in different results. University students are not representative of young adults in general, and gambling behaviours and its risk factors may be different in other sectors of the population. The assessment of gambling behaviours could have included the degree of problem or pathological gambling and other categories of gambling such as internet gambling, which have been found relevant in previous studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

In this section, there were clarifications of the major concepts under study: gambling behaviour. Review of relevant theories and empirical studies was examined in the chapter. However in understanding a review of the literature in sociological research, the objectives are to draw out the necessary connections between the study and earlier works in the same discipline. Knowledge of these earlier works not only acts as a guide but also broadens the knowledge of the discipline.

2.1 The Concept of Gambling

Gambling has emerged as a significant problem among college students. The prevalence of problem gambling among college students may be nearly three times higher than among adults (Shaffer and Korn, 2002). It is estimated that 2.6 million college students may be classified as problem gamblers, often experiencing negative consequences of their gambling habit (Lostutter, Lewis, Cronce, Neighbors, and Larimer, 2012).

Gambling is a common behavior among college students; most frequently gambling at casinos or online. There are multiple risk factors and commodities for college students that increase their likelihood of problem gambling such as: male gender; tobacco, drug and alcohol use; certain behavioral disorders; lower socioeconomic status; membership in the college Greek system; and participation in athletics (Atkinson, Sharp, Schmitz, and Yaroslavsky, 2012; Barnes, Welte, Hoffman, & Tidwell, 2010; Goudriaan, Slutske, Krull, and Sher, 2009; Huang, Jacobs, and Derevensky, 2011; Petry and Weinstock, 2007; Quilty, Watson, Robinson, Toneatto, and

Bagby, 2011; Rockey, Beason, and Gilbert, 2002; Shead, Derevensky, Fong, and Gupta, 2012; Slutske, Moffit, Poulton, and Caspi, 2012; Winters, Bengston, Dorr, and Stinchfield, 1998).

Gambling is an important activity that is very common among the youth and serves as leisure activities which are common throughout the world. The gambling process involves putting some of small value in an exchange from the greater one in future time. The outcome of gambling is usually by chance and is not certain (Dikersonet,al, 1996). Gambling is a risky business which is very common among the world of young adult and the rate at which people are engaging in the activities every day is increasing. Gambling activities include and not limited to 1960 bets, online gaming, lotteries, and speculation. Generally, gambling behaviour is not illegal activities, this has increased the prevalence of the activities in the societies and almost all part of the world allows one form of gambling or the other. Lack of sanction the part of gamblers has pave the way for the introduction of new forms of gambling activities such as the emergency of 1960 bet in Nigeria.

Today among Nigerian youth 1960 bet is a very popular gambling activity where people have to predict the out of matches. The higher the number of matches individual predict the higher the expected outcome if the prediction is right at the end of the match. Due to technological development, the emergency of new forms of gambling such as online gambling like 1960 bet, this increase the prevalent of this behaviour in the society as people just need to sit in their room and apply online for match prediction, this in turn has increases various implication of gambling among this population (Oyebisi, Alao, and Popoola, 2012). Gambling behaviour is a big problems among Nigerian youth today, high level of involvement in gambling may result into problem gambling which is other refers to gambling addiction, this problems has been

reported to predispose youth to various health related problem such as depression and even to the abuse of psychoactive substances.

2.2 Attitudes toward gambling among Youth

Public perceptions of gambling are often equivocal. On the one hand, people are usually aware that gambling poses serious risks to those who are predisposed to gamble excessively. However, on the other hand, it is also acknowledged that gambling can have positive consequences for communities (e.g. via providing a source of revenue for sporting clubs or humanitarian causes) and can be an enjoyable pastime for individuals (Abbott and Cramer, 1993; Vong, 2009). The balance of such negative and positive views very likely affects the attitudes that individuals hold toward gambling and ultimately influences their decisions to engage in gambling (Gainsbury, Wood, Russell, Hing, and Blaszczynski, 2012).

There is ample evidence showing that people's attitudes toward gambling are good predictors of how much people gamble and how likely they are to experience gambling related problems. A common finding is that those who hold more positive attitudes toward gambling are more likely to gamble and to experience gambling-related problems (Chiu and Storm, 2010; Delfabbro, Lambos, King, and Puglies, 2009; Delfabbro and Thrupp, 2003; Orford, Griffiths, Wardle, Sproston, and Erens, 2009; Wardle et al., 2011; Williams, Connolly, Wood, and Nowatzki, 2006; Wood & Griffiths, 2004). These findings provide support for theories of behaviour and decision-making that assign attitudes an important role in determining people's intentions to act and, indirectly, their actual behaviour; an example is the theory of planned behaviour (Ajzen, 1991; Fishbein, 2000). Authors who have applied this theoretical framework to gambling behaviour (Cummings and Corney, 1987) as well as more general, health risk-taking behaviours (Fishbein and Cappella, 2006) suggest that attitudes are affected by broader

demographic, personality and other individual-level factors. However, in connection with attitudes toward gambling, little is known about the relative importance of the different background influences. As the prevalence rates for problem gambling are higher for adolescents than for adults (Gupta et al., 2013; Nowak and Aloe, 2013), focusing on factors related to attitudes toward gambling for the former group is particularly important, both in terms of prevention and treatment.

The prevalence of problem gambling among adolescents in Norway appears to be lower compared to international studies (Brunborg, Hansen, and Frøyland, 2013; Hansset al., 2014). However, when one also considers the proportion that could be classified as at-risk gamblers, the overall percentage of adolescents reporting some problems with gambling becomes more considerable. In general, the results of previous studies of adolescent gambling share many similarities with those involving adults. Attitudes toward gambling tend to be mixed (Moore and Ohtsuka, 1997; Wood and Griffiths, 1998), but are generally reliable predictors of whether individuals engage in gambling (Wood and Griffiths, 2004) and experience gambling-related problems (Hansset al., 2014). For example, as in adult studies (Chiu and Storm, 2010; Smith et al., 2011; Taormina, 2009), young males are typically found to hold more positive attitudes than women about gambling (e.g. that gambling is morally unproblematic; that it is acceptable to legalize gambling) (Jackson, Dowling, Thomas, Bond, and Patton, 2008; Moore and Ohtsuka, 1997; Wood and Griffiths, 1998).

People with more positive attitudes also tend to share certain beliefs about gambling. Those, for example, who are convinced that the development of the gambling industry has positive consequences for the economy, tend to hold more positive attitudes (Vong, 2009). There is also evidence that feeling in control over the outcomes of gambling is positively

associated with gambling attitudes (Taormina, 2009). Evidence in support of the view that gambling-related knowledge and beliefs are related to gambling attitudes was observed in an intervention study among prison inmates: Those who took part in a programme that informed about problem gambling, possible negative consequences and common misperceptions showed afterwards improved recognition of cognitive errors related to gambling and held less positive attitudes toward gambling (Nixon, Leigh, and Nowatzki, 2006). A similar intervention was effective in producing less positive attitudes toward the economic profitability of gambling in a sample of high school students (Donati, Primi, and Chiesi, 2013).

Another important individual-level factor is personality. Research has shown that Neuroticism and Gregariousness (a sub-dimension of Extraversion) predicted gambling attitudes (positive relation) in a multiple regression analysis together with other variables, such as demographics and values. When bivariate correlations were analyzed, attitudes were significantly associated with Gregariousness but not with Neuroticism (Taormina, 2009). Other studies investigated Impulsivity and Sensation Seeking (Zuckerman, Kuhlman, Joireman, Teta, and Kraft, 1993) and found that those with higher scores on those traits had more positive attitudes toward gambling compared to those with lower scores on the corresponding traits (Breen and Zuckerman, 1999; Lee, 2013; McDaniel and Zuckerman, 2003).

Several studies using adult and adolescent samples provide empirical support for the view that social influences are important for understanding an individual's gambling behaviour. For example, believing that one's family and friends approve of gambling and participate in gambling activities (i.e. perceived positive social norms regarding gambling) has been found to be predictive of gambling frequency (Larimer and Neighbors, 2003; Moore and Ohtsuka, 1999). Moreover, increased parental monitoring was associated with lower levels of adolescent

gambling (Magoon and Ingersoll, 2006). Gambling attitudes also appear to be influenced by social factors, including family gambling history and peer relationships. In relation to family gambling history, it appears that the relationship with gambling attitudes may depend on whether or not relevant others experience problems in connection with their gambling. One study reported that adolescents whose parents gambled regularly held less negative attitudes toward gambling compared to those whose parents gambled less frequently. However, those with parents or relatives who had experienced gambling-related problems held more negative attitudes (Orford et al., 2009).

2.3 Gambling Addiction

Gambling addiction otherwise regarded as problem gambling can be defined as a compulsive behaviour in which people involve themselves in gambling despite the fact that such behaviour is detrimental to their life. The people who experience problem gambling are addicted to gambling to the extent that gambling has negative effect on their life but still continue involving themselves in gambling. Gambling addiction is the urge to engage in gambling behaviour despite the harmful effect of this behaviour in their life. An individual that experience this addiction may use the whole money left in their pocket which supposed to be used for other better things in their life to bet. From perspective of Ministerial council in Gambling (MCG), "Problem gambling is characterized by many difficulties in limiting money and/or time spent on gambling which leads to adverse consequences for the gambler, others or for the community."The University of Maryland Medical Center defines pathological gambling as "being unable to resist impulses to gamble, which can lead to severe personal or social consequences"

2.4 Prevalence of Gambling

Gambling has been in existence over the century especially in the western world, in Europe; according to Heather *et al* (2007) gambling is between 0.5 to 3% of total population. It is also reported that about 6% of young adult population in Europe experience gambling addiction which predispose to various health related problems such as suicide. Furthermore, gambling addiction is highly depend on the type of gambling in which an individual engage, for instance, Heather et,al (2007) reported that among European youth gambling addiction were found more among people who engage in spread betting follow by fixed odds betting and betting exchange experience least gambling addiction. In United State of America, people who experience gambling addiction are 2.3% as at 2008.

In Nigeria today, as a result of technological development and availability of internet facilities, the level of youth engagement in gambling behaviour such as 1960 bet is increasing. This is a big problem among this population. Present indication shows that more and more people are involve themselves in this activity; some have even perceived it as a source of income and abandon other activities that can provide themselves with better future. Recent data shows that Nigerians spend about 1.8 billion naira daily on online sport betting. While some people benefit from this activity, majority tends to lose their money in this activity.

2.4.1 Consequences of Gambling

For the occasional gambler, these behaviors may provide an innocuous opportunity for excitement, socialization, or boredom relief. When these behaviors increase, however, problem and pathological gambling create negative consequences in an individual's financial, social, and overall health. Gambling explored through the public health perspective looks at the effect of

gambling on individual wellbeing and health, familial health, community health, health care system and public policy. Korn and Shaffer (1999) identified eight negative health and social consequences of gambling: gambling disorders, family dysfunction and domestic violence, youth and underage gambling, alcohol and other drug problems, psychiatric conditions, suicide and suicide ideation, significant financial problems, and criminal behavior.

Negative financial outcomes are among the most tangible consequences of gambling and problem gambling. College students are at a higher risk for financial problems than older adults due to other financial obligations from college expenses and tuition, as well as potential debt from the increased credit card availability to young adults (Norvilitis and Maria, 2002; Robb, 2011). A study conducted at two Mississippi universities found that older college students are more likely to have problematic financial behaviors (Worthy, Jonkman, and Blinn-Pike, 2010). According to Worthy and colleagues (2010) these problematic financial behaviors were associated with sensation-seeking and risk-taking activities like gambling. College students often use resources such as credit cards, debit cards, or borrowed money to gamble; this is common for adult gamblers as well, but these habits may have greater negative financial consequences in a younger population. Atkinson and colleagues (2012) found that the mean amount of money spent on gambling a month was just under \$200 by college students. Further, the authors found that 48% of college aged gamblers said they had spent more money on gambling than they wanted to and 32% said they lost more than they could afford.

Another negative consequence of heavy gambling is poorer academic standing. Potenza and colleagues (2011) found an association between poor academic performance and pathological gambling in young adults (ages 14-18). Heavy Internet gambling was associated with grade averages of D or lower (Potenza et al., 2011).

2.4.2 INTRAPERSONAL FACTORS

Not surprisingly, intrapersonal factors are the most frequently studied in gambling research. These include demographic characteristics, arousal, impulsivity, personality, gambling beliefs and cognitions, and attitudes.

DEMOGRAPHIC CHARACTERISTICS

2.4.1 Gender

One consistent finding in the literature is that males are more likely to gamble than females (e.g., Bakken, Göttestam, Gråwe, and Wenzel, 2009; Derevensky et al., 2010; Fried, Teichman, and Rahav, 2010; Goldstein, Walton, Cunningham, Resko, and Duan, 2009; Jackson, Dowling, Thomas, Bond, and Patton, 2008; Molde, Pallesen, Bartone, Hystad, and Johnsen, 2009; Moodie and Finnigan, 2006; Moore and Ohtsuka, 1997, 1999a; Welte, Barnes, Tidwell, and Hoffman, 2008; Welte, Barnes, Wieczorek, Tidwell, and Parker, 2002). This sex difference is also evident in youth gambling. For example, Olason et al. (2010) found that of their 1,537 adolescent primary and secondary school students, boys gambled more frequently and more regularly than girls.

Males have more gambling problems than females and spend more time on gambling (Chiu and Storm, 2010; Clark and Walker, 2009; Derevensky et al., 2010; Dickson, Derevensky, and Gupta, 2008; Fried et al., 2010; King, Abrams, and Wilkinson, 2010; Molde et al., 2009; Parker, Taylor, Eastabrook, Schell, and Wood, 2008; Turner, Macdonald, Bartoshuk, and Zangeneh, 2008). They also appear to be more preoccupied with thoughts about gambling (Splevins et al., 2010). Similarly, Ellenbogen, Derevensky, and Gupta (2007) not only found that male adolescent problem gamblers were more likely to report being preoccupied with gambling,

they needed to engage in more frequent gambling to achieve the same level of excitement and chased losses.

Females are not immune to gambling. Hing and Breen (2001) found that Sydney female club members experienced problem gambling at levels comparable to males. However, their participation in various types of gambling activities was different to males. They preferred bingo, lotto, lotteries, pools, and gaming machines and gambled less frequently on off- and on-course betting and casino table games. Delfabbro, King, Lambos, and Puglies (2009a) found that of 2,669 Grade 8 to 12 South Australian school students, boys were more likely to gamble on card games, on racing, on sporting events, on lotteries, on Keno, on the Internet; whereas girls were more likely to have played bingo. Similarly, Derevensky, Sklar, Gupta, and Messerlian (2010) found that of 1,417 Canadian secondary school adolescents, males preferred sports or game-related wagering, whereas females tended to report purchasing lottery scratch tickets, wagering on cards, and playing bingo. Finally, Olason et al. (2010) found that of 1,537 adolescent school students, boys were more likely than girls to gamble on the Internet.

2.4.2 Age

Not surprisingly given the legal restrictions to gambling by those under particular ages, compared to adults, youth have a higher past-year prevalence of low-risk gambling and moderate-risk/problem gambling (Huang & Boyer, 2007). However, age is related to gambling among young people. For example, the number of Australian adolescents who report gambling increases with age as does the percentage classified as problem gamblers (Delfabbro, Lahn, and Grabosky, 2005; Delfabbro et al., 2009a). This relationship is also found in other countries (Derevensky, Dickson, and Gupta, 2008; Huang, Jacobs, Derevensky, Gupta, and Paskus, 2007; Molde et al., 2009; Moodie and Finnigan, 2006). Wickwire, Whelan, Meyers, McCausland,

Luellen, and Studaway(2008) found that students over 21 years of age were more likely to gamble than younger students and Barnes, Welte, Hoffman, and Tidwell (2009) found that the percentage of their large sample who had gambled increased with age as did gambling frequency. Consistent with these results, Turner, Macdonald, Bartoshuk, and Zangeneh(2008) found that enjoyment from gambling increased with age as did gambling participation and problematic gambling. However, Olason et al., (2010) reported that gambling increased considerably between the ages of 15 and 16 years and then remains relatively stable.

2.5 Review of empirical Studies

Various studies have been conducted on the determinant of gambling among youth in the past, this section reviews various past and recent studies on factors affecting gambling behaviour. The relationship between the following will be examined.

2.5.1 Gender and Gambling behaviour

2.5.2 Socioeconomic status and gambling behaviour

2.5.3 Peer group and Gambling behaviour

2.5.1 Gender and Gambling behaviour

Looking at the reviews of empirical studies, it has been reported that gender is an important determinant of gambling behaviour as gender difference really exist on gambling related behaviour as well as gambling addiction. Women generally have been reported to participate less in gambling related activities when compare to their male counterparts. The findings of Dickerson et,al(1996) claim that traditionally female tends to be less players when it comes to predictive behaviour such as gambling Their findings suggest that on average, male tends to experience higher level of gambling behaviour than their female relative. Furthermore, when it

also comes to problem associated with gambling behaviour, Dickerson et,al also suggest that male exhibit significant higher level of gambling addiction than their counterparts that are female. Their findings suggest that male is more vulnerable to gambling addiction than their female counterparts.

The findings of Heater and Patton(2006) justifies the claim of Dickerson et,al (1996) when they reported that male and female are differed when it comes to engagement in gambling behaviour and vulnerable to gambling addiction. Their study was carried out among Canadian youth in which the total participants are 97(59 male and 38 female). The findings suggest that male respondent display significant higher level of gambling behaviour than their female counterpart. The study indicates that almost 71% of total respondent are experiencing gambling addiction which has destroy their work and family life. The result of their findings shows that significant higher numbers of male are engaging in gambling in bars, hotels and restaurant than their female respondent. Their findings are able to prove the validity and reliability of past studies such as the work of Dickerson et,al (1996).

Meanwhile, when it comes to problem gambling treatment, female has been reported to show fewer interests in solving the problem related to gambling addiction. However, this gap in treatment of addiction has been reported to be diminishing as more female are now requesting for rehabilitation programme to cure their addiction to gambling. Furthermore, more empirical explanation for problem gambling has indicated that there is only weak correlation on the relationship between gender and gambling behaviour. The findings of Loughan et, al(1996) reported that women engage in problem gambling to fight off stress and while men engage in gambling to make extra money, in other words, men are more vulnerable to problem gambling than female but the difference is very weak. Gambling for many people are perceived as a

source of fun which people engage in to boost their morale and to catch fun, in other word, both men and women tend to engage in this form of recreational activity.

2.5.2 Socio economic Status and gambling behaviour

Based on the review of empirical literature, socioeconomic status has been reported to be related to gambling behaviour. People from low socioeconomic status have been reported to be vulnerable to gambling than their counterparts from high socioeconomic status. The reason for this being that, gambling is perceived as a source of income to people that belong to low socioeconomic background than those from high socioeconomic background. Therefore, gamblers from poor family background are also more vulnerable to gambling addiction than their counterpart from High socioeconomic status. Furthermore, Those people from low socioeconomic backgrounds who can afford to gamble risk the problem of getting addicted to gambling which may have detrimental effect to their work and family life,

2.5.3 Peer Group and gambling behaviour

Peer group has been also suggested to be a significant determinant of gambling behaviour among youth. An individual that is associated with friend that participate in gambling are also vulnerable to gambling related activities. This can be justifying based on the fact that an individual who fail to conform to group norms may face social rejected and finally evicted from the group. Peer pressure exert big influence on an individual, because of fair of social rejection, individual is expected to follow the group rules including behaviour which may be detrimental to their work-life and family relations such as gambling.

2.6 Review of relevant Theories

2.6.1 The social Learning Theory of Gambling

The social learning model of gambling proposes that gambling as a form of behaviour that is highly subjected to reinforcement and reward. the theory propose that as individual engage in gambling and such gambling brings high return in term of money, such individual is motivated and reinforce to participate more in these behaviour. This reinforcement tends to strengthen the relationship between gambling and outcome of such gambling (reward). The theory posits that this reinforcement create a sense of physiological arousal which serves as motivation or enforcement for an individual to engage in gambling in other to gain more profit. In other words, as level for return from gambling is encouraging, such individual are engage more in gambling and may eventually experience gambling addiction at the end. The theory suggests a strong association between reward and gambling predisposes individual in more gambling related activities.

Meanwhile Skinner (1953) justifies the claim above when he claimed that the level of individual participation in gambling related activities is a function of reinforcement history. The reinforcement history can be explained base on the fact that whether such individual has been making profit from gambling or not. In other word the level of success in the previous gambling go along way on predicting whether such individual will engage more in gambling at future time. Further, Custer (1982) also explained that early big reward or win from gambling predisposes individual to gambling in future time. Win serves as motivation which improve individual attitude toward gambling. However, in the case of problem gambling where people still engage in gambling without despite the fact that they are losing, the explanation for this is based on the

fact that the first reward from gambling create a great and very strong reinforcement which last long till the person get addicted to gambling.

From the social learning theory explanation, Brown (1987) suggest that there are six major mechanism which predisposes people to gambling addiction; they are

- i- Felling of anxiety or depression
- ii- cognitive distortion concerning gambling behaviour
- iii- reinforcement schedule
- iv- Opportunity and availability of gambling spot
- v- attitude of socio-cultural context toward gambling
- vi- internal relationship

Furthermore, Brown (1987) reiterated that an individual is predisposes to gambling if he/she is residing in a culture which permit gambling and the attitude of the people toward gambling is positive. In other word, an individual living in an environment where people are engaging in gambling, such individual is also expected to join the group and participate in such act. Brown (1987) also suggests that physiological arousal also motivate an individual to engage in gambling, Brown claim that internal reinforcement improve the vulnerability of individual to gambling. The internal urge to gamble according to Brown predisposes individual to engage in gambling. Gambling availability in Nigeria according to this theory is one of the reasons while some people may experience gambling and eventually develop a gambling addiction.

2.6.2 The Theory of Reasoned Action (TRA)

Fishbein(1967) suggests that behavior is influenced by one's intention to perform that behavior and that one's intention is influenced by attitudes and perceived subjective norms

regarding that behavior. More recently, an adaptation of the TRA, the theory of planned behavior (TPB; Ajzen&Fishbein, 1980) added the construct of perceived behavioral control to account for an individual's perception of control over behaviors that they might be able to control completely (Ajzen, 1991).The central factor in the TPB is the individual's intention to perform a given behavior, which indicates how hard people are willing to try and how much effort they will exert to perform a behavior that is under their volitional control (Ajzen, 1991). The theory postulates three independent determinants of intention: attitude toward the behavior, subjective norm, and perceived behavioral control. According to the theory, as the attitude, subjective norm, and perceived behavioral control regarding a behavior become more favorable, so does the individual's intention to perform that behavior. Further, according to the TPB, behavioral intentions positively correlate with participation in the behavior of interest (Ajzen, 1991).

Researchers have examined some components of this process among college student gamblers (e.g., Larimer and Neighbors, 2003; Moore and Ohtsuka, 1997, 1999; Neighbors et al., 2007). For example, Moore and Ohtsuka (1997) found that intention to gamble correlated strongly and positively with both gambling frequency and problem gambling. Furthermore, this study also showed that intention to gamble was significantly associated with both attitudes and subjective norms. In addition, Neighbors et al. (2007) found that favorable attitudes toward gambling correlated with problematic gambling (i.e., gambling frequency, expenditure, and negative consequences).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains the methods used in gathering relevant data for the study. Issues such as the description of the study area, target population, sample design and sample size, measurement of variables, methods of data collection, methods of data analysis, and ethical considerations are explained in this section.

3.1 Description of the Study Area

Federal University Oye-Ekiti (FUOYE) was one of the nine Federal Universities established by the Federal Government of Nigeria, pursuant to an executive order made by the President of the Federal Republic of Nigeria, His Excellency, Dr. Goodluck Ebele Jonathan, GCFR. The Motto of the University is Innovation and Character for National Transformation. Federal University Oye-Ekiti, whose pioneer Vice Chancellor, is Professor Chinedu Ostadinma Nebo, OON, and the present Professor Isaac Asuzu.

The institution is a newly operated Nigerian University. The University is in the ancient city of Oye-Ekiti, Ekiti State, Nigeria. The university was founded in 2011 as the Federal University of Oye Ekiti by the federal government of Nigeria, led by President Goodluck Jonathan. The University has 5 faculties which includes; Faculty of humanities, Arts, Social Sciences, Engineering and Faculty of Technology respectively. The Motto of the University is Innovation and Character for National Transformation. The strategic vision of the University is to become an academic giant, the pace-setter among universities in the Third World, in the

quality of its scientific research, the level of its innovative teaching, and the robustness of its community service. Currently, the University has about 2600 students (Wikipedia).

3.2 Target Population

The category of people considered as eligible participants in the study were Undergraduate students of the University. The study participants (Undergraduate Students) were chosen due to the proximity to the researcher in order to examine the prevalence and determinant of gambling behavior exhibited by the students.

3.3 Sample Design and Sample Size

The sample of the study is expected to consist of one-hundred and thirty undergraduate of FUOYE Students. One hundred and thirty (130) respondents were selected in order to have a quantifiable representation of the students i.e. 5% of the total population. In this study, non-random convenient sampling will be used to select respondents in this study. The sample will consist both male and female. Therefore, the degree of representativeness of it is not known and caution should be used before generalizing the results to all student populations.

3.4 Method of Data Collection

The data collection technique to be used in gathering information on the prevalence and determinant of gambling behaviour among undergraduate students is the Questionnaire. Questionnaire is a primary source of data. It's important to note that questionnaires translate the research objectives into specific questions, and in most cases, it gives a level of accuracy in the collection of information.

3.5 Measurement of Variables (Predicted and Outcome)

Sex: Respondents were asked to indicate whether they were male or female. Being male was coded as a 0 and being female was coded as a 1. 0 and 1 were used because the researcher is interested in determining maybe gambling is more prevalent in one sexes than the other using the Binary Logistics Regression.

Student Status: Respondents were asked to indicate their year in the University. Freshmen were coded as 1, sophomores (200 level) as 2, three hundred level as 3, and finalist as 4.

Student Gambling Status: Respondents were coded with a 0 if they reported no gambling activity in the past twelve months (non-gamblers). They were coded with a 1 if they reported participating in gambling in the past twelve months (gamblers).

Student Gambling Frequency: Subjects were presented with six types of gambling activities. They were asked to indicate how many times per month they had participated in each activity in the past year. An overall frequency of gambling variable was created by summing these numbers. For example, if a respondent bought lottery tickets (Baba Ijebu) three times a month, visited a game center twice a month, and bet on sports events five times a month, his frequency of gambling score would be five.

Student Gambling Expenditure: Respondents were asked to indicate how much money they spent on each gambling occasion for each type of activity. An overall gambling expenditure variable was created by multiplying the money spent per occasion of gambling by the frequency of gambling for each type of activity. These amounts were then summed to arrive at the total gambling expenditure.

Student Scope of Gambling: This variable was operationalized as the number of gambling activities out of six choices of categories in which the respondent participated in the last twelve

months. This definition of scope is similar to that of Hraba and Lee (1996). These six choices included: (1) played a lottery ticket, (2) bet on a sporting event or sport pool, (3) played cards, (4) played video games, (5) visited a casino, and (6) betting on some events.

3.6 Method of Data Analysis

The method of analysis adopted for this study is the frequency and percentages under the univariate level of analysis, and chi-square analysis under the bivariate level of analysis to analyzing the quantitative data that were obtain from the field. The Statistical Package for Social Scientist (SPSS) was used in the running and analyzing of data.

3.7 Ethical Consideration

The ethical issues in this study were the issues of confidentiality and anonymity in order to withhold the respondents' real identity. That is why there name and faculties were not included in the survey questionnaire.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 SOCIO-DEMOGRAPHIC AND ECONOMIC VARIABLES OF RESPONDENTS

This chapter aims at examining the Prevalence and determinants of gambling among students of Federal University Oye Ekiti. The result of the analysis, at univariate level and bivariate level are shown.

The Socio-demographic characteristics include; Age, Parent's level of Education, Wealth Status, Religion, Department, etc.

4.1 Demographic and Socio-Economic Characteristics of Respondents

Table 4.1.1 Percentage Distribution of Respondents by Age

Age Groups	Frequency	Percent
15-19	30	25
20-24	75	62.5
25+	15	12.5
Total	120	100

Source: Author's field work

The table 4.1.1 above shows the percentage distribution of respondents by age. The result indicates that the greater proportion of respondents falls within the age group of 20-24 with (62.5%) followed by 15-19 age group with (25%).

Table 4.1.2 Percentage Distribution of Respondents by Sex

Sex	Frequency	Percent
Male	87	72.5

Female	33	27.5
Total	120	100

Source: Author's field work

The table 4.1.2 above shows the percentage distribution of respondent sex. The result indicates that the greater proportion of respondents is male with (72.5%) while 27.5% are female.

Table 4.1.3 Percentage Distribution of Respondents by Department

Departments	Frequency	Percent
Demography	8	6.7
Economics	5	4.2
English	15	12.5
Sociology	8	6.7
Psychology	28	23.3
Theatre Arts	5	4.2
Computer Science	4	3.3
Microbiology	6	5.0
Mathematics	17	14.2
Chemistry	11	9.2
Physics	4	3.3
Plant Science	9	7.5
Total	120	100

Source: Author's field work

The table 4.1.3 above shows the percentage distribution of respondents department. The result indicates that the greater proportion of respondents are psychology student with (23.3%) followed by the mathematics students with (14.2%) while the least departments are computer science department and physics department with (3.3%).

Table 4.1.4 Percentage Distribution of Respondents by Level

Level	Frequency	Percent
100	20	16.7
200	38	31.7
300	49	40.8
400	13	10.8
Total	120	100

Source: Author's field work

The table 4.1.4 above shows the percentage distribution of respondents by level. The result indicates that the greater proportion of respondents are 300 level student with (40.8%) followed by the 200 level student with 31.7% while the least is 400 level with 10.8%.

Table 4.1.5 Percentage Distribution of Respondents by Religion

Religion	Frequency	Percent
Christianity	72	60.0
Islam	36	30.0
Traditionalist	6	5.0

Others	6	5.0
Total	120	100

Source: Author's field work

The table 4.1.5 above shows the percentage distribution of respondents by religion. The result indicates that the greater proportion of respondents are Christian with (60.0%) followed by the Muslims with 30.0% while the least are traditionalist and others with 5.0%..

Table 4.1.6 Percentage Distribution of Respondents by Parent's Wealth Status

Wealth Status	Frequency	Percent
Poor	14	11.7
Below average	25	20.8
Above average	68	56.7
Rich	13	10.8
Total	120	100

Source: Author's field work

The table 4.1.6 above shows the percentage distribution of respondents by parent's wealth status. The result indicates that the greater proportion of respondents parents are above average with (56.7%), followed by below average parents with (20.8%) and the least is rich parent with (10.8%).

Table 4.1.7 Percentage Distribution of Respondents by Parent's Education

Level of Education	Frequency	Percent
No formal Education	12	10.0
Primary Education	18	15.0

Secondary Education	30	25.0
Higher Education	60	50.0
Total	120	100

Source: Author's field work

The table 4.1.7 above shows the percentage distribution of respondents by parent's education. The result indicates that the greater proportion of respondents parents obtain higher education with (50.0%) followed by secondary education with (25.0%) while the least is no formal education with (10.0%).

4.2 Patterns of Gambling behaviour among Undergraduate students

Table 4.2.1 Percentage Distribution of Respondents who gamble

Have you ever Gambled?	Frequency	Percent
Yes	81	67.5
No	39	32.5
Total	120	100

Source: Author's field work

The table 4.2.1 above shows the percentage distribution of respondents who gamble. The result indicates that the greater proportion of respondents said yes with 67.5% while no with 32.5%

Table 4.2.2 Percentage Distribution of Respondents by mode of gambling

Mode of gambling	Frequency	Percent
None	39	32.5
Played lottery	25	20.8
Bet on a sporting event	45	37.5
Played cards	5	4.2
Played video games	2	1.7
Betting on some events	4	3.3
Total	120	100

Source: Author's field work

The table 4.2.2 above shows the percentage distribution of respondents by mode of gambling. The result indicates that the greater proportion of respondent's bet on sport event with 37.5% followed by none with 32.5 while the least is those that bet with video games with 1.7%.

Table 4.2.3 Percentage Distribution of Respondents by Spending on gambling

How much do you spend on gambling	Frequency	Percent
0	40	34.8
<5000	71	61.7
5000-9,999	2	1.7
10,000-14,999	1	0.9
15,000-20,000	1	0.9
Total	120	100

Source: Author's field work

The table 4.2.3 above shows the percentage distribution of respondents by Spending on gambling. The result indicates that the greater proportion of respondent's spend less than 5000 naira on gambling with 61.7% while the least spend above 10000naira with 0.9%

Table 4.2.4 Percentage Distribution of Respondents by how often they gamble

How often do you gamble	Frequency	Percent
Not at all	40	33.3
Sometimes	29	24.2
Once to three times monthly	6	5.0
Once a week	19	15.8
Everyday	21	17.5
Others	5	4.2
Total	120	100

Source: Author's field work

The table 4.2.4 above shows the percentage distribution of respondents by how often they gamble. The result indicates that the greater proportion of respondent's do not gamble while 24.2 % of the respondent gamble sometimes and 17.5% gamble every day.

4.3 Perception towards gambling

Table 4.3.1 Percentage Distribution of Respondents by prohibiting gambling in Nigeria

gambling should be prohibited in Nigeria	Frequency	Percent

Yes	30	25.0
No	90	75.0
Total	120	100.0

Source: Author's field work

The table 4.3.1 above shows the percentage distribution of respondents by prohibiting gambling in Nigeria. The result indicates that the greater proportion of respondents said NO with 75.0% while YES with 25.0%

4.4 Risks factors predisposing among undergraduate students.

Table 4.4.1 Percentage Distribution of Respondents by gamblers engage in physical fight

gamblers engage in physical fight	Frequency	Percent
Strongly disagree	6	5.0
Disagree	30	25.0
Undecided	18	15.0
Agree	36	30.0
Strongly agree	30	25.0
Total	120	100

Source: Author's field work

The table 4.4.1 above shows the percentage distribution of respondents by gamblers engage in physical fight. The result indicates that the greater proportion of respondents agreed that gamblers engage in physical fight with 30.0% while 6 of the respondent strongly disagree that gamblers engage in physical fight with 5.0%

4.5. Consequences of gambling among undergraduate students

Table 4.5.1 Percentage Distribution of Respondents by borrowing or ask for money to bet

I borrow or ask for money to bet	Frequency	Percent
Yes	24	20.0
No	84	70.0
Don't know	12	10.0
Total	120	100.0

Source: Author's field work

The table 4.5.1 above shows the percentage distribution of respondents by borrowing or ask for money to bet. The result indicates that the greater proportion of respondents said NO with 70.0% while YES with 20.0% and don't know with 10.0%

Table 4.5.2 Percentage Distribution of Respondents feeling happy when gambling

I feel happy when I gamble	Frequency	Percent
Yes	48	40.0
No	36	30.0
Don't know	36	30.0
Total	120	100.0

Source: Author's field work

The table 4.5.1 above shows the percentage distribution of respondents by feeling happy when I gamble. The result indicates that the greater proportion of respondents said NO with 40.0% while YES with 30.0% and don't know with 30.0%

4.6 Possible solution to prevent gambling practice among students

Table 4.6.1 Percentage Distribution of Respondents by government should sensitize the populace about the consequences in order to prevent gambling among student

Government should sensitize the populace	Frequency	Percent
Yes	48	42.1
No	66	57.9
Total	114	100.0

Source: Author's field work

The table 4.6.1 above shows the percentage distribution of respondents by Government should sensitize the populace. The result indicates that the greater proportion of respondents said NO with 57.9% while YES with 42.1%

4.7 BIVARITE ANALYSIS

4.7.1 Percentage distribution of respondents by ever gambled and sex.

Ever gambled			
Variables	Yes	No	Chi square
Sex			p-value=0.000*

Male	67(82.7%)	20(51.3%)	$\chi^2=13.048$
Female	14(14.3%)	19(48.7%)	
Total	81(100.0%)	39(100.0%)	

Source: Author's field work

From the above table, 67 (82.7%) of students who engage in gambling activities are male, while 14(14.3%) of those who engage in gambling are female. 20(51.3%) of students who do not engage in gambling activities are male, while 19(48.7%) of students who do not engage in gambling activities are female.

4.7.2 Percentage distribution of respondents by ever gambled and age.

Variable	Yes	No	Chi-square
Age Group			p-value=0.015*
15-19	16(19.2%)	14(35.9%)	$\chi^2=23.588$
20-24	53(65.4%)	22(65.4%)	
25+	12(14.1%)	3(7.7%)	
Total	81(100.0%)	39(100.0%)	

Source: Author's field work

The table above, shows that 16(19.2%) of students who ever gambled belong to the age group 15-19, 53(65.4%) of students who ever gambled belong to the age group 20-24, and 12(14.1%) of students who ever gambled belong to the age group of 25 and above.

4.7.3 Percentage distribution of respondents by ever gambled and age

Department	Yes	No	
Demography	7(8.6%)	1(2.6%)	<p>p-value=0.240</p> <p>$\chi^2=13.869$</p>
Economics	2(2.5%)	3(7.7%)	
English	14(17.7%)	1(2.6%)	
Sociology	4(4.9%)	4(10.3%)	
Psychology	17(21.0%)	11(28.2%)	
Theatre art	3(3.7%)	2(5.1%)	
Computer science	2(2.5%)	2(5.1%)	
Microbiology	5(6.2%)	1(2.6%)	
Mathematics	12(14.8%)	5(12.8%)	
Chemistry	5(6.2%)	6(15.4%)	
Physics	3(3.7%)	1(2.6%)	
Plant science	7(8.6%)	2(5.1%)	
Total	81(100.0%)	39(100.0%)	

Source: Author's field work

The table above shows that 7(8.6%) of students who ever gambled are in the Department of Demography, 2(2.5%) of the students who ever gambled are in Economics department, 14(17.7%) are in English department, 4(4.9%) in Sociology department, 17(21.0%) in Psychology department, 3(3.7%) in Theatre Arts, 2(2.5%) in Computer Science, 5(6.2%) in Microbiology, 12(14.8%) in Mathematics, 5(6.2%) in Chemistry, 3(3.7%) in Physics, and 7(8.6%) in Plant Science. The department of Psychology have the highest percentage of student Gamblers.

4.7.4 Percentage distribution of respondents by ever gambled and Level

Level	Yes	No	Chi-square
100	15(18.6%)	5(12.8%)	p-value=0.826
200	24(29.6%)	14(35.9%)	$\chi^2=0.858$
300	33(40.7%)	16(41.0%)	
400	9(11.1%)	4(10.3%)	
Total	81(100.0%)	39(100.0%)	

Source: Author's field work

The table above shows that 15(18.6%) of students who ever gambled are 100 level students, 24(29.6%) of them are in 200 level, 33(40.7%) of students who ever gambled are 300 level students and 9(11.1%) of students who ever gambled are in 400 level.

4.7.5 Percentage distribution of respondents by ever gambled and Religion

Religion	Yes	No	Chi-square
Christianity	46(58.8%)	26(66.7%)	p-value= 0.260
Islam	24(29.6%)	12(30.8%)	$\chi^2=4.014$
Traditionalist	5(6.2%)	1(2.6%)	
Others	6(7.4%)	0(0.0%)	
Total	81(100.0%)	39(100.0%)	

Source: Author's field work

The table above shows that 46(58.8%) of students who ever gambled practice Christianity, 24(29.6%) of students who ever gambled are practising Islam, while 5(6.2%) of the students who ever gambled practice traditional religion and 6(7.4%) practice other religion.

4.7.6 Percentage distribution of respondents by ever gambled and Religion

Wealth status	Yes	No	Chi-square
Poor	12(14.8%)	2(5.1%)	p-value= 0.001*
Below average	22(27.2%)	3(7.7%)	$\chi^2=13.869$
Above average	43(53.1%)	25(64.1%)	
Rich	4(4.9%)	9(23.1%)	
Total	81(100.0%)	39(100.0%)	

Source: Author's field work

The table above shows that 12(14.8%) of students who ever gambled come from a poor family, 22(27.2%) of the students are from family who are below average, 43(53.1%) of the students who ever gambled come from family who live above average and 4(4.9%) of students who gambled are from rich family

4.7.7 Percentage distribution of respondents by ever gambled and Parent's education

Parent level of education	Yes	No	Chi-square
No Education	10(12.3%)	2(5.1%)	p-value= 0.019*
Primary	11(13.6%)	7(17.9%)	$\chi^2=15.465$
Secondary	26(32.1%)	4(10.3%)	
Higher	32(42.0)	26(66.7%)	
Total	81(100.0)	39(100.0%)	

Source: Author's field work

From the above table, 10(12.3%) of students who ever gambled are from family where the parent have no education, 11(13.6%) are from family where the parents have primary education, 26(32.1%) are from family where the parent have secondary education and 32(42.0) are from family where the parents have higher education, such as polytechnic and university education.

4.8 Conclusion

Since the calculated p-value from the Statistical Software with chi-square value for each of the independents variables; sex ($\chi^2=13.048$, $p<0.05$), age ($\chi^2=23.588$, $p<0.05$), department ($\chi^2=13.869$, $p>0.05$), level ($\chi^2=0.858$, $p<0.05$), religion ($\chi^2=4.014$, $p>0.05$), Wealth ($\chi^2=13.869$, $p<0.05$) and parent level of education ($\chi^2=15.465$, $p<0.05$), are respectively related to ever gamble. Therefore the results indicate that socio-demographic variable such sex, age, level, wealth and parent level of education, are significant predictor to ever gamble.

4.9 Discussion of the findings

Several studies conducted on gambling behaviour among students have found out that age, family wealth status, peer influence, religion, educational status are significant predictor to gambling. People who come from poor homes are reputed to gamble more than those from rich family, Furthermore, when it also comes to problem associated with gambling behaviour, Dickerson et,al also suggest that male exhibit significant higher level of gambling addition than their counterparts that are female.

The findings from this study shows that 67.5% of the students of Federal University Oye engage in gambling, out of which 82.7% are male and 14.3% are female. This indicates that male was more involved in gambling than females in the study. Importantly, the research revealed that

there were larger percentage of students of Federal University Oye-Ekiti who engage in gambling, either the legalized form of gambling like the casino and the online sport bet, or the illegal forms of gambling which includes playing of cards. The study also revealed that a large percentage of the students who gambles are Christians (58.8%). Also, 21.0% of the students who ever gambled are in Psychology department, and they constitute the majority of students who engage in gambling. The study also confirmed that the age groups 20-24 have the majority of students who gamble (65.4%). Also, 40.7% of the students who gamble are in 300 level, making them have the majority of gambling students.

More importantly, 53.1% of the students who engage in gambling come from household where their wealth status is above average, judging from this stance, we could conclude that peer influence is a major factor influencing gambling among students of Federal University Oye Ekiti. Moreover, students whose parents have higher education engage more in gambling (42.0%), this confirms peer influence as a predictor for gambling.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

INTRODUCTION

This chapter presents the summary, conclusion and recommendation.

5.1 SUMMARY

Gambling is a form of behaviour that has been identify to have serious consequences on gamblers health, study-habit, academic performance, and has been reported to be related to some criminal related behaviour (Oyebisi, Alao, and Popoola, 2012). Also, Gambling has been generally defined as betting or wagering money or something of value on an event that has an uncertain outcome with the possibility of winning money or materials (Korn and Shaffer, 1999; Potenza, Fiellin, Heninger, Rounsaville and Mazure, 2002). Public perceptions of gambling are often misleading. On the one hand, people are usually aware that gambling poses serious risks to those who are predisposed to gamble excessively. However, on the other hand, it is also acknowledged that gambling can have positive consequences for communities (e.g. via providing a source of revenue for sporting clubs or humanitarian causes) and can be an enjoyable pastime for individuals (Abbott and Cramer, 1993; Vong, 2009).

For the occasional gambler, these behaviors may provide an innocuous opportunity for excitement, socialization, or boredom relief. When these behaviors increase, however, problem and pathological gambling create negative consequences in an individual's financial, social, and overall health. Gambling explored through the public health perspective looks at the effect of gambling on individual wellbeing and health, familial health, community health, health care system and public policy. Korn and Shaffer (1999) identified eight negative health and social

consequences of gambling: gambling disorders, family dysfunction and domestic violence, youth and underage gambling, alcohol and other drug problems, psychiatric conditions, suicide and suicide ideation, significant financial problems, and criminal behavior.

The method of analysis adopted for this study is the frequency and percentages under the univariate level of analysis, and chi-square analysis under the bivariate level of analysis to analyzing the quantitative data that were obtained from the field. The sample of the study consists of one-hundred and twenty undergraduate of FUYOYE Students. One hundred and twenty (120) respondents were selected in order to have a quantifiable representation of the students i.e. 5% of the total population.

The result indicated that 67.5% of the students of Federal University Oye engage in gambling, out of which 82.7% are male and 14.3% are female. This indicates that male was more involved in gambling than females in the study. Importantly, the research revealed that there were more single a larger percentage of students of Federal University Oye-Ekiti engage in gambling, either the legalized form of gambling like the casino and the online sport bet, or the illegal playing of cards. The study also revealed that there is a large percentage of the students who gambles are Christians (58.8%). 21.0 percent of the students who ever gambled are in Psychology department, and they constitute the majority of students who engage in gambling. The study also confirmed that the age groups 20-24 have the majority of students who gamble (65.4%). Also, 40.7% of the students who gamble are in 300 level, making them have the majority of gambling students.

More importantly, 53.1% of the students who engage in gambling come from household where their wealth status is above average, judging from this stance, we could conclude that peer

influence is a major factor influencing gambling among students of Federal University Oye Ekiti.

Moreover, students whose parents have higher education engage more in gambling (42.0%), this confirms peer influence as a predictor for gambling

5.2 Conclusion

Majority of the respondents who ever gambled reported that they engage in such activities because they needed money. Despite the fact that some of these students come from a rich home and well educated parents, they still needed more money than their regular allowances. Most of the time, peer influence account for the reason why most people engage in gambling, these particular set of people will want to live a larger life like their friends and would decide to take on activities that would double or increase their regular income.

5.3 Recommendation

Judging from the findings of the study, the followings are recommended:

- The University, through its entrepreneurial center should empower students on vocational training, with the aim of profit making.
- The University should also organize an orientation program to educate the students on the effect of peer influence on their academics and social behaviour
- Gambling should be declared illegal, and gamblers should be arrested and punished
- There should be proper security prohibiting any form of gambling
- There should be skill empowerment of the student
- Jobs should also be created to discourage the rate at which people gamble

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APPENDIX

Federal University, Oye-Ekiti

Faculty of Social Sciences and Humanities,

Department of Sociology.

Dear Respondent,

This questionnaire is intended to collect data for my B.sc honours project; I am therefore appealing to you as a colleague to help in filling the questionnaire. Honest response to each of the question would be greatly appreciated, and whatever response or information given will be treated with utmost confidentiality.

Thank you

Section A: Socio-Demographic Characteristics

Please tick appropriately.

1. Sex (a) Male (b) Female
2. Age as at last birthday.....(yr)
3. Department.....
4. Level:
5. Religion Affiliation (a) Christianity (b)Islam (c) Traditional (d) Others
6. How would you describe your parent/sponsor financially
(a) Poor(b) Below Average(c) Above average (d) Rich (e) Very Rich
7. Parent highest educational qualification (a) No formal Education (b) Primary Education (c) Secondary Education (d) Higher Education.

8. Have you ever involved yourself in gambling? Yes or No if yes, what mode of Gambling did you involve in (a) played a lottery ticket (b) bet on a sporting event or sport pool (c) played cards (d) played video games (e) visited a casino (f) betting on some events

Section B: Patterns of Gambling Behaviour among Undergraduate Students

1. How much money do you spend in a week on gambling? _____
2. How often do you gamble, even if just a little? (a) not at all (b) Sometimes (c) Once to three times a month (d) Once a week (e) Everyday (f) Others, please specify _____

Section C: Perception toward Gambling

This section seek to know your perception of undergraduate towards gambling, please, you are therefore required to provide answers indicating your view on statement provided below .

1. Do you agree that People who practice gambling like 1960 bet should be severely punished (a) Yes (b) No
2. If yes, why? Please give your reason _____
3. It is not a crime to gamble as far as it brings money (a) Yes (b) No
4. Online gambling such as 1960 bet should be prohibited in the Nigeria (a) Yes (b) No
5. The high prevalence of gambling behavior among youth is a welcome development (a) Yes (b) No
6. If No, why _____
7. Youth that engaged in gambling are at risk to becoming addicted (a) Yes (b) No
8. What are the benefits in gambling?

Section C: Risks factors predisposing gambling among Undergraduate Students

1=strongly disagree (SD), 2=Disagree (D), 3=Undecided (UD),4=Agree (A), 5=Strongly Agree(SA)

Please tick only one of the opinions and rate your response to the scale of 1-5 as provided below.

S/N		SD	D	UD	A	SA
-----	--	----	---	----	---	----

1	Gamblers do engage in physical fight					
2	Gamblers are associated with tobacco use					
3	Gamblers do engage in Binge drinking (at least once/month)					
4	Gamblers are Illicit drug users (past year)					
5	Gamblers engage in Reckless driving					
6	Sexual risk behaviour (two or more sexual partners in past year)are often associated with those that engage in gambling.					

Section D: Consequences of gambling behaviour among Undergraduates Students

S/N		Yes	No	I don't know
1	I borrowed or asked for money that I used for betting			
2	My betting causes some argument with someone important to me			
3	My betting interfered with my daily activities			
4	I spent more time betting than often			
5	I spent more money (valuables) than I meant to do			
6	I lie to someone important to me about how much I bet			
7	I tried to win back losses after betting and losing			
8	I bet regularly more than once in a week			
	Benefits of gambling			
9	gambling brings more money			
10	gamble makes me pay more attention to details			
11	I feel very happy when I gambled			