

STUDENTS' PERCEIVED FACTORS RESPONSIBLE FOR GAMBLING BEHAVIOUR IN TERTIARY INSTITUTIONS IN OYO STATE: IMPLICATIONS FOR SCHOOL COUNSELLING

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ABSTRACT

This study examined factors responsible for gambling behaviour amongst tertiary institution students in Oyo State, Nigeria. The study adopted a descriptive survey research design. *The population consisted of students in tertiary institutions in Oyo State. A sample of 400 students was randomly selected for the study.* The respondents were administered with a researcher-developed instrument namely: "Factors Responsible for Gambling Behaviour Questionnaire (FRGBQ)". Data were analysed using independent t-test and One-Way Analysis of Variance statistics. The findings revealed that lack of parental supervision, desire for quick financial gain, negative peer pressure, mental health problems, and easy access to gambling venue were among the factors responsible for gambling behaviour. Also, there was no significant difference due to age and institutional type in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State. However, there was a significant difference due to gender and religion in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State. The study concluded that *lack of parental supervision, the desire for rapid financial gain, negative peer influence, mental health challenges, readily available gambling venues, feelings of inadequacy, influence of social media among others were perceived as the major factors responsible for gambling behaviour in Oyo State.* It was recommended that the *government and school policy makers should make stringent regulatory policies to discourage easy accessibility to gambling activities in all tertiary institutions in the country.*

Keywords: Factors, Gambling behaviour, Students, Oyo state

INTRODUCTION

The prevalence of gambling among Nigerian youths is on the rise, driven by factors such as the country's large youth population, widespread access to digital technology, and

increased availability of internet-enabled devices like smartphones and tablets. This surge in gambling activity, particularly among tertiary institution students, has raised concerns about the potential for pathological

and compulsive gambling behaviours (Adedayo & Balogun, 2021).

Many young Nigerians turn to gambling as a means of coping with academic stress, loneliness, and other challenges they face. They perceive it as a way to alleviate tension, frustration, and boredom, and some even believe it enhances their mental alertness or helps them stay awake during late hours. Gambling establishments such as casinos, bars, clubs, and local game centers play a significant role in facilitating this behaviour, providing convenient and accessible venues for youths to engage in gambling activities (Adeyemo & Aluko, 2023).

According to Alimi, Aderoju and Falade (2020), gambling encompasses both games of chance that rely solely on luck and activities that involve skills that can improve one's chances of winning. It involves willingly taking on risk with the possibility of either gaining or losing. In the Nigerian university environment, various forms of gambling have emerged, including draft, Naira bet, Bet9ja lotto plus, Cash bet, 360 bet, MTN Quest 4Football, sports betting, lottery, poker, Baba Ijebu, online gaming, card games, among others.

Victor-Aigbodion (2022) revealed that a significant 78% of Nigerian university students were identified as problem gamblers, with gambling linked to drug abuse and involvement in illicit activities. The study highlighted how students sometimes misuse their school fees in attempts to multiply their money through betting. Adeyemo and Aluko (2023) argued that various factors such as monetary gain driven by greed, lack of moral discipline, unemployment, economic hardship, and poverty serve as strong motivators for gambling, potentially leading to criminal behaviour.

Several studies had been conducted within Nigeria to investigate the nature of gambling-related issues. For instance, Alimi, Aderoju and Falade (2020) carried out a study on appraisal of online gambling on undergraduate students' academic performance in University of Ilorin, Ilorin, Nigeria. Adeyemo and Aluko (2023) investigated psychosocial predictors of problem gambling among male college students in Nigeria. To the best of the researchers' knowledge, none of the previous studies have focused on the factors responsible for gambling behaviours as perceived by tertiary institution students in Oyo State, Nigeria. Addressing this gap in the literature, the present study sought to explore the factors responsible for gambling behaviours as perceived by tertiary institution students in Oyo State, Nigeria.

Objectives of the Study

The specific objectives of the study were to:

1. examine factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State.
2. examine whether gender, age, religion, and institutional type would influence factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State.

Research Questions

1. What are the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State?

Research Hypotheses

1. There is no significant difference due to gender in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State.
2. There is no significant difference due to age in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State.
3. There is no significant difference due to religion in the factors responsible for

gambling behaviour as perceived by tertiary institution students in Oyo State.

4. There is no significant difference due to institutional type in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State.

METHODOLOGY

Research Design

The researchers opted for a quantitative research design, specifically adopting a descriptive survey method to collect and analyse data pertaining to the identified problem. According to Kachigan (2022), the descriptive method serves as a preliminary step, providing a foundation for more rigorous and objective research approaches. Descriptive survey was considered most appropriate research design because the study examined students' perceived factors responsible for gambling behaviour in tertiary institutions in Oyo State.

Participants

For this study, the target population consisted of students enrolled in tertiary institutions located in Oyo State, Nigeria. To obtain a representative sample, the researchers employed a multi-stage sampling procedure. The population size of students at each

institution was as follows: 13,299 at the University of Ibadan, 7,000 at Oke-Ogun Polytechnic, Ibadan, and 7,250 at Federal College of Education (Special), Oyo. In total, the combined student population across the selected institutions amounted to 27,549 students. Following the recommendation outlined in Research Advisor (2006), which suggests a sample size of 381 respondents for a population of this magnitude, the researchers decided to increase the sample size to account for attrition rate. Therefore, an additional 10% of the sample size was added, resulting in a total sample of 419 respondents. In the initial stage of the sampling process, one institution was purposively chosen from each senatorial district. Specifically, the University of Ibadan in Ibadan was selected from the Oyo South Senatorial District, Oke-Ogun Polytechnic in Saki was chosen from the Oyo North Senatorial District, and Federal College of Education (Special) in Oyo was picked from the Oyo Central Senatorial District. In the second stage of sampling, a proportional sampling technique was employed to select students from each of the participating institutions for inclusion in the study.

Table 1: Proportional Sample of Students from Targeted Institutions in Oyo State

S/N	Institution	Targeted Population	Sample
1	University of Ibadan, Ibadan	13, 299	202
2	Oke-Ogun Polytechnic, Saki	7, 000	107
3	Federal College of Education (Special), Oyo	7, 250	110
Total		27, 549	419

In the third stage of sampling, a simple random sampling technique was employed to select 419 students for inclusion in the study. This method involved using a dip-hat method, where each sampling unit or individual in the population had an equal opportunity of being selected for the desired sample.

Instrumentation

The data collection instrument, titled "Factors Responsible for Gambling Behaviour Questionnaire (FRGBQ)," was developed by the researchers based on the literature review. It consisted of two sections: Section A focused on demographic data, while Section B addressed factors

responsible for gambling behaviour. Section B was patterned in line with 4 point Likert-type rating scale format of: Strongly Agree, Agree, Disagree, and Strongly Disagree. Mean scores equal to or above 2.5 were considered as factors responsible for gambling behaviour, while scores below 2.50 were not.

Validity and Reliability of Instrument

The face and content validity of the instrument was established by five lecturers in the Department of Educational Management at the University of Ilorin. The reliability of the instrument was carried out in the Department of Social work, University of Ilorin using test-retest reliability method. First test was administered on 20 students, while the second test was administered on the same set of students after two weeks. The reliability coefficient of 0.89 was obtained.

Procedure for Data Collection

The questionnaire forms were administered to the respondents by the researchers with the help of two research assistants who were

Research Question: What are the factors responsible for gambling behaviour as

trained on how to administer the instrument. The researchers established adequate rapport with the respondents and promise them of confidentiality in order to ensure maximum response to the questionnaire items. The respondents were encouraged to respond accurately and promptly to the questionnaire and the completed ones were retrieved from them.

Data Analysis

Four null hypotheses were tested using independent t-test and One-Way Analysis of Variance (ANOVA) at the 0.05 level of significance.

RESULTS

This section presents the study's findings based on the information collected. A total of 419 questionnaire forms were distributed to participants, with 400 properly completed questionnaires retrieved for data analysis. Hypotheses were tested using Independent t-test and One-Way Analysis of Variance (ANOVA) at 0.05 level of significance. perceived by tertiary institution students in Oyo State, Nigeria?

Table 2: Mean and Rank Order of Factors Responsible for Gambling Behaviour as Perceived by Tertiary Institution Students in Oyo State

N	Factors responsible for gambling behaviour include:	Mean	Rank Order
10	Lack of parental supervision	3.87	1 st
8	Desire for quick financial gain	3.86	2 nd
11	Negative peer pressure	3.84	3 rd
1	Mental health problems (substance abuse, anxiety, depression)	3.80	4 th
12	Easy access to gambling venues	3.79	5 th
7	Feelings of inadequacy	3.75	6 th
14	Social media influence	3.71	7 th
15	Family history of gambling problems	3.69	8 th
2	Lack of awareness about the risks of gambling	3.64	9 th
6	High sensation-seeking tendencies	3.59	10 th
4	Poor decision-making skills	3.55	11 th
13	Financial difficulties	3.52	12 th
9	Availability of online gambling platforms	3.47	13 th
5	Coping mechanism for academic failure	3.42	14 th
3	High level of social isolation	3.39	15 th

Grand Mean**3.66****Source:** Field Survey, 2024

Table 2 showed the responses on the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State. All items recorded the mean score ranging from 3.87 to 3.39. All the items were

found to be above the cut-off point of 2.50 on Four Point Likert Type scale. This indicated that all these factors were responsible for gambling behaviour among students.

Hypothesis One:

There is no significant difference due to gender in the factors responsible for

gambling behaviour as perceived by tertiary institution students in Oyo State.

Table 3: Difference in Factors Responsible for Gambling Behaviour as Perceived by Tertiary Institution Students in Oyo State Owing to Gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value
Female	201	59.55	4.11	398	2.01*	1.96
Male	199	53.90	5.53			

***Significant at 0.05**

Table 3 presented a calculated t-value of 2.01 and a critical t-value of 1.96. The comparison between these values revealed that the calculated t-value was greater than the critical t-value. The hypothesis was rejected,

therefore, there was a significant difference due to gender in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State.

Hypothesis Two:

There is no significant difference due to age in the factors responsible for gambling

behaviour as perceived by tertiary institution students in Oyo State

Table 4: One-Way Analysis of Variance (ANOVA) on Factors Responsible for Gambling Behaviour as Perceived by Tertiary Institution Students in Oyo State Owing to Age

Source	df	SS	MS	Cal. F-ratio	Crit. F-ratio
Between group	2	206.167	103.084	0.45 (ns)	3.00
Within group	397	89034.025	224.267		
Total	399	89240.192			

ns = not significant at 0.05

In Table 4, it showed a calculated F-ratio of 0.45 and a critical F-ratio of 3.00. The comparison between these values indicated that the calculated F-ratio was less than the critical F-ratio. The hypothesis was accepted,

therefore, there was no significant difference due to age in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State.

Hypothesis Three:

There is no significant difference due to religion in the factors responsible for

gambling behaviour as perceived by tertiary institution students in Oyo State

Table 5: Difference in Factors Responsible for Gambling Behaviour as Perceived by Tertiary Institution Students in Oyo State Owing to Religion

Religion	N	Mean	SD	df	Cal. t-value	Crit. t-value
Christian	212	34.27	5.11	398	1.99*	1.96
Muslim	188	31.03	7.51			

***Significant at 0.05**

In Table 5, it showed a calculated t-value of 1.99 and a critical t-value of 1.96. The analysis indicated that the calculated t-value was greater than the critical t-value. The hypothesis was rejected; thus, there was a

Hypothesis Four: There is no significant difference due to institutional type in the factors responsible for gambling behaviour as

significant difference due to religion in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State.

perceived by tertiary institution students in Oyo State

Table 6: One-Way Analysis of Variance (ANOVA) on Factors Responsible for Gambling Behaviour as Perceived by Tertiary institution students in Oyo State owing to Institutional Type

Source	df	SS	MS	Cal. F-ratio	Crit. F-ratio
Between group	2	42.268	21.134	0.35 (ns)	3.00
Within group	397	23731.674	59.777		
Total	399	23773.942			

ns = not significant at 0.05

In Table 6, it showed a calculated t-value of 0.35 and a critical t-value of 3.00. The analysis indicated that the calculated F-ratio was less than the critical F-ratio. The hypothesis was accepted; thus, there was no

Discussion

The study findings indicated that several factors were responsible for gambling behaviour among tertiary institution students in Oyo State. These factors include lack of parental supervision, desire for quick financial gain, negative peer pressure, mental health issues (such as substance abuse, anxiety, and depression), easy access to gambling venues, feelings of inadequacy, influence from social media, family history of gambling problems, lack of awareness about the risks of gambling, among others. These findings align with the research conducted by Adedayo and Balogun (2021), which identified peer group influence,

significant difference due to institutional type in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State.

loneliness, and lower family connectedness as risk factors associated with gambling activities. The reason for this finding might be attributed to the advertisement of gambling platforms on social media means. This makes it extremely appealing for tertiary institution students, who see gambling as financial opportunity, added to other possible factors such as seeking entertainment, socialising, or mitigating negative emotional states.

The finding revealed that there was a significant difference due to gender in the factors responsible for gambling behaviour as perceived by tertiary institution students in

Oyo State. This implied that both male and female tertiary institution students had different perception with regards to factors responsible for gambling behaviour in Oyo State. Differences in the perception of factors responsible for gambling behaviour between male and female students could be attributed to personal experiences, cultural influences, and psychological factors. Personal experiences, peer influences and socialization could differ between genders, impacting how they perceive and respond to factors such as peer pressure, academic stress, motivations, and social acceptability of gambling. Psychological factors such as risk perception, coping mechanisms, and motivations might vary between males and females', contributing to distinct views on what drives gambling behaviour. These diverse influences and experiences could lead to differing perceptions among male and female students regarding the factors behind gambling behaviours.

Another finding showed there was no significant difference due to age in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State. This implied that the perception of tertiary institution students were not different on factors responsible for gambling behaviour in Oyo State based on age. The reason for this finding might be due to social factors. Exposure to gambling advertisement, societal norms around gambling, or peer behaviours could influence their perceptions uniformly. Students might encounter similar situations, such as financial stress, peer pressure, or seeking excitement, which can collectively contribute to their understanding of the motivations behind gambling behaviour.

Findings revealed that there was a significant difference due to religion in the factors responsible for gambling behaviour as

perceived by tertiary institution students in Oyo State. This implied that the perception of tertiary institution students were different on factors responsible for gambling behaviour in Oyo State based on religion. Christian and Islamic teachings may have varying perspectives on gambling. Some denominations might have strict views against gambling, considering it as morally wrong, while Islam teachings also often condemn gambling as prohibited (Haram). Also, these differing religious stances could shape individuals perceptions towards factors responsible for gambling behaviour. These diverse influences, including teachings, cultural norms, community influences, personal beliefs, and interpretations of religious texts, could lead to different perceptions among Christians and Muslims regarding the factors contributing to gambling behaviour.

Findings also revealed that there was no significant difference due to institutional type in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State. This implied that the perception of tertiary institution students were not different on factors responsible for gambling behaviour in Oyo State based on institutional type. Despite differences in the educational institutions they attend, students often share similar social environments. They might interact with peers from different institutions, share common social media platforms, or be exposed to similar societal influences, which can contribute to a collective understanding of the factors responsible for gambling behaviour.

Implications for School Counselling

The findings of the study have significant implications for various stakeholders, with guidance counsellors playing a vital role in guiding students. The results highlight that tertiary institution students engage in

gambling due to a multitude of factors, including lack of parental supervision, desire for quick financial gain, negative peer pressure, among others. In light of these findings, counsellors should provide students with information regarding the risks associated with gambling behaviour, address misconceptions, and raise awareness about the negative impacts. Also, counsellors can help students set achievable goals and reinforce positive behaviours outside of gambling activities.

School counsellors should provide comprehensive counselling services to students regarding the factors contributing to gambling behaviour through information dissemination and orientation sessions within schools. They should assist students in developing coping skills to effectively manage stress, emotions, and triggers that may lead to gambling. This includes teaching problem-solving techniques, stress management strategies, and healthier approaches to addressing financial concerns.

In addition, counsellors should strive to establish partnerships with various stakeholders in education, including government agencies, community organizations, healthcare providers, and the gambling industry. This collaboration will facilitate the development of comprehensive strategies for preventing and addressing gambling-related problems among students. The findings of the study revealed that there were no significant differences due to age and institutional type in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State. This implied that counsellors should provide counselling to students and identify factors such as financial stress, psychological issues, or social influences that contribute to gambling behaviour across age groups and institutional types. Counsellors should implement prevention programmes that

target specific task factors prevalent in different age groups and institutional settings, fostering a proactive approach to gambling behaviour. However, the findings revealed that there were significant differences due to gender and religion in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State. This implied that there is need for moral and religious counselling for all students regardless of their differences in gender and religion so as to inform them about the risks associated with gambling activities.

CONCLUSION

The study highlighted numerous factors perceived as contributing to gambling behaviour among tertiary institution students in Oyo State. These factors encompassed lack of parental supervision, the desire for rapid financial gain, negative peer influence, mental health challenges such as substance abuse, anxiety, and depression, readily available gambling venues, feelings of inadequacy, influence of social media, among others. The findings further showed that there were no significant differences due to age and institutional type in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State. However, the findings revealed that there were significant differences due to gender and religion in the factors responsible for gambling behaviour as perceived by tertiary institution students in Oyo State.

RECOMMENDATIONS

Based on findings of the study, it was recommended that:

1. Parents should endeavour to check and provide proper supervision over their children's activities, both at school and at home. This will help to curb any act of engaging in gambling.

2. Students should develop realistic financial goals and plans. This will help to reduce the temptation to seek quick gains through gambling.
3. Government and school policy makers should make stringent regulatory policies to discourage easy accessibility to gambling activities in all tertiary institutions in the country.
4. Students in school should be provided with counselling and orientation programmes that address gender-specific risk factors for gambling, thereby empowering them with the knowledge and skills necessary to make informed decision and mitigate the associated risks.
5. Religious organisations in schools should educate Christian and Muslim

- students on the moral aspects of gambling through their sermons or messages, which will help reduce the risks associated with gambling.
6. Schools should provide comprehensive gambling programmes for all students, regardless of age or underlying factors, and promote responsible decision-making and healthy choices.
7. Tertiary institutions, such as universities, polytechnics, and colleges of education, should incorporate gambling education into their school curricula to raise awareness among students about the risks associated with gambling and equip them with the skills to make informed decisions.

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