

IMPACT OF FOOTBALL BETTING ON STUDY HABIT OF SENIOR SECONDARY SCHOOL STUDENTS IN ENUGU STATE, NIGERIA.

ABSTRACT

The study aims at examining the impact of football betting on study habit among senior secondary school students in Enugu state. The essence for the study came as a result of decline in education sector due to poor study habit among secondary school students in Enugu State. The study was guided by three research questions. The study adopted qualitative and quantitative methods of data collection. From the population of 6,565 senior secondary school students in the 10 senior secondary schools in Enugu East Senatorial Zone of Enugu State, the sample of 180 students were selected through simple random sampling technique. The instrument used for data collection was a close-ended questionnaire with 20 items developed from four research questions. Data collected were analyzed using mean and standard deviation on SPSS version 26. Five recommendations were made among which is that Nigeria Lottery Commission should enforce and regulate strict monitoring towards the establishment of betting centers in correspondence to the laws stipulated.

Key words: Football, Betting, Gambling and Study habit.

INTRODUCTION

Football betting has pushed the future of education in Nigeria to a bleak. The increase in betting houses reduces nearby high schools educational performance (Espadafor & Martinex, 2021). The growing of football betting industry has turned into a source of pain for some families, with adolescents engaging in maladaptive behaviour such as suicidal acts, truancy, mental health struggles and family's separation (Nwadiwe, 2017). Students, through football betting, develop habits of persistently borrowing money from friends and relatives and when financially incapacitated, they can miss their exams or dropping out from school (Koross, 2016).

Football betting has recently gained popularity and become the most promising gambling business among the youth, especially when it comes to betting on international football such as the English Premier League, Spanish Laliga, German Bundesliga and Italian Seria A (Koross, 2016). Undoubtedly, online betting companies have targeted football in an industrialized way, making way for sponsorship of advertisement and revenue creation, yet online betting reduces the productivity and health of people through financial precarity.

Comment [M1]: This is your first sentence in your introduction and I am wondering why this is your first statement of conclusion.

In Enugu State, football betting is gradually becoming an obvious menace culminating into the disruption of education system in all ramifications and affecting mostly students. Senior secondary students have been identified as a group that is predisposed to online football betting (Wood, Griffiths & Parle, 2007). Incontrovertly, this has affected the education sector to the extent that some students bet on a daily basis and engage in betting discussions in the classroom. Thus, this may disrupt and hinder the smooth sail of their academic performances through mental distortion and fantasies.

However, many students have increased freedom between 18 and 24 years when problems and interests in football betting are at its peak. The height of the predicament is the rapid increase in the number of sporting betting sites in Nigeria such as Perimatch, 1XBet, Betway, Konfambet, Bet 365, Betwinner, Bet9ja, NairaBet, Melbet, 888sport, Betbonanza, and Betfair, among others. In the words of John (2018), football betting has become a trending issue among students all over the major cities of Nigeria, with each corner of the street having a betting centre. These centres are usually filled up with students that preoccupy their minds with illusions, anticipating the winner through arguments, noise and bet. Mostly, they engage in these activities because they think they can avert poverty through betting. These days, football betting is very popular among secondary school students in Enugu State, Nigeria to the extent that they discuss and monitor matches via mobile phones when classes are going on. In Nigeria, incidence of unregulated gambling among adolescent has considerably risen between 1977 and 1993 (Lungu, 2020).

Marverick (2015) show that 70% of Nigerian students are football betters and fanatics, in that every corner of most cities is crowded with students trying to engage in football betting. Could sex play a role in students' football betting activities? Whether yes or no, the detrimental effect is worrisome and problematic. The effect of the above behaviour is detrimental as it incubates poverty, frustration, laziness, waste of resources, illusions, fantasy, wrong ideas about wealth, lack of vision and creativity. Emmanuel and Terdoo, (2011) conclude in their findings that the prevalence of betting is on a high side because the motivation is mainly on financial empowerment. Opoku and Yeboah (2021) also indicated that students engage in sport betting because of cash winning and entertainment. The society expects Secondary School students at every level to record outstanding academic performance, so as to be productive and useful to themselves and society at large.

Secondary school students are adolescents who are enrolled into secondary education mostly between 11 and 20years. Secondary school students need to equip themselves with good and healthy study habits for academic empowerment and efficient productivity. Okesina (2009) opines that study habit are very crucial among students in developing a learning community with positive attitude, learners' perception, emotions and behaviour towards learning will be incomplete.

Study habit is the state of preparedness organized through zeal for academic pursuit and conceptualization. Study habits are constant endeavours for learning strategies geared towards planned learning and consistency on the part of the students, especially in terms of comprehension and evaluation. Therefore, successful academic achievement is rooted in study habit, comprehension and application. Clearly, good study habit increases one's skills of confidence, competence and self-esteem. All these will eventually boost one's academic performance for excellent productivity. Good study habit is a good criterion for achieving academic success as it will deter students' interests in frivolities (football betting). It is germane

that secondary school students are able to cope with the stress of academic work in a society that is filled with distractions, especially among peer groups. According to Jafari, Aghaei & Khatony (2019), there is a direct and significant relationship between study habits and academic achievement. Study habits are the most important predictor of academic performance, and global research has revealed that study habits affect academic performance (Keyauta, Sharift & Garba, 2017). Potenza et.al, in Lungu (2020) found an association between poor academic performance and sport betting in young adults (ages 14 and 18). Mfinanga, Mroso & Bushibura (2020) also posit that the main problem facing students betting is poor academic performance.

Goals and objectives of good study habits may not be achieved if students are engaged in a vulnerable disposition of sports betting, procrastination, and regular evasion of classes, sidelining note taking, poor resting, and bad environmental influence (parenting). It is obvious that, strengths and habits differ. Anchoring that, some are considered more efficient than others; therefore there is the dire need for students to develop a high rate of resistance towards football betting and related events of distraction, so as to achieve academic uplift and excellence performance.

Nevertheless, good study habits cannot be exhibited among secondary school students in Enugu State when there is high accessibility of internet facilities and betting houses. Onyebisi, Alao & Popoola in Lungu (2020) link the reason for the prevalence of online betting to technological advancement, and comfort zone application. Football betting has been growing in geometric progression as a result of quick hunger for financial breakthrough, laziness, depression and frustration. Thus, as a result of the notion towards wealth creation, students divert their school fees and money for their up keep on betting with high hopes of becoming millionaires. This may greatly declines the chances of achieving good academic performance thereby reducing the productivity and efficiency of the economy. Students place bet consistently not minding how many times they lose their bets (Okoti, Ogula & Munyua, 2019). Undoubtedly, all these activities consume their time meant for studying and create personal harm through psychological defect and illusion. It is for this point that the study seeks to examine the impact of football betting on the study habits of senior secondary school students in Enugu State, Nigeria.

This study aims at examining the impact of football betting on the study habits of secondary school students in Enugu East Senatorial Zone.

Specifically, the study seeks to;

1. Find out the reasons why senior secondary school students in Enugu East Senatorial Zone engage in football betting;
2. Investigate how often senior secondary school students in Enugu East Senatorial Zone visit football betting centers;
3. Determine the extent to which football betting negatively impacts on the study habits of senior secondary school students in Enugu East Senatorial Zone;

Research Questions

The following research questions have been posed to guide the study;

1. What are the reasons why senior secondary school students in Enugu East Senatorial Zone engage in football betting?

Comment [M2]: Please include discussion on the present scenario in your schools dealing with students learning practices (study habits), students' attitudes toward learning your courses/subjects, academic standing of your students, and also monitoring (admin and faculty). This will leads you to raised your researched problems.

Comment [M3]:

Comment [M4]: This research sought to answer the following questions

2. How often do senior secondary school students in Enugu East Senatorial Zone get involved in football betting?
3. To what extent does football betting negatively impact the study habit of senior secondary school students in Enugu East Senatorial Zone?

Methodology

The study made use of survey design and adopted quantitative and qualitative approaches to obtain data from respondents. It focused on all senior secondary schools in Enugu East Senatorial Zone which includes National Grammar School Nike, St. Patrick Secondary School Emene, G.S.S. Abakpa Nike, T.E.G.S.S. Enugu, New H.B.S. Enugu, Community Secondary School Ugwuogo Nike, G.S.S. Emene, Annunciation S.S. Nike, C.H.S. Emene, Umuchigbo H.S. Iji-Nike. From these schools, a population of 6,565 was got, out of which the sample size of 18 students from each school was selected bringing the sample size to 180 respondents using simple random sampling technique. The instrument used for data collection was a closed-ended questionnaire which comprised 20 items relating to participants' opinion on impact of football betting on students' study habits among senior secondary school students in Enugu East Senatorial Zone. The instrument was validated by three experts from Faculty of Education Nnamdi Azikiwe University, Awka. To determine the reliability of the instrument, a pilot study was conducted on 105 senior secondary school students in Ebonyi State. The internal consistency reliability estimate value of 0.99 was obtained which is reliable.

Ethical Considerations

Data Analysis

Data collected from 180 respondents were analyzed using Statistical Package for Social Science (SPSS-26) computer software. The statistical procedure was done by descriptive statistics to answer the research questions, using Standard Deviation. The responses to the items of the questionnaire were weighed Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1), and Undecided (0). The boundaries of each response in the 5-point Likert scale from 0-4 were calculated by dividing the serial with (4) by the number of responses (5) and were found to be 0.8. This value was used to intercept the mean value. This calculation indicated the accepted boundaries for each response as presented below.

0.00-0.80	Undecided
0.80-1.60	Strongly Disagree
1.61-2.40	Disagree
2.41-3.20	Agree
3.31-4.0	Strongly Agree.

Decision Rule

The value 2.4 was the decision rule. Mean score below 2.4 was rejected while those from 2.4 and above were accepted because they indicated agreement.

Comment [M5]: I haven't seen your qualitative data in your study, based on your findings, you have presented only quantitative data which were taken thru your Likert scale. I would like to suggest to improve your discussion on your methodology of which you need to point out and discuss only the things you've done and you've used during your data gathering procedure.

Comment [M6]: Another issue that I found in your methodology is your process of having 18 students per school for you to have 180 as your sample size. You should include the process of computing your sample size. What did you do to have 180 samples out of 6565? Did you use the Slovin's formula? Or the Lynch's Formula? Or just set it based on your convenience?

Comment [M7]: You indicated here that your assessment instrument is composed of 20 items, however in your presentation of findings, there are only 15 items presented.

Comment [M8]: This is a very big issue to me, I don't know where did you get this 0.99 as it reliability estimate. It even exceeded the reliability estimates of standardized assessment tools which only ranges from .80 to .92. I think you need to present some additional documents/pieces of evidence how this 0.99 occur or you may discuss in your research instrument the complete details of conducting this reliability estimates.

Comment [M9]: There should also be a detailed discussion of the ethical considerations you've considered in this study. As researcher, we need to follow some ethics, especially how we treat our respondents, and the proce

Comment [M10]: Likert

Comment [M11]: For this particular part of your methodology, you only present the specific statistical tools you've used to analyzed and interpret your data gathered.

Comment [M12]: Please consider this format in presenting your norms:

Ranges	Descriptive Rating (DR)
3.21-4.00	Strongly Agree
2.41-3.20	Agree
1.61-2.40	Disagree
0.81-1.60	Strongly Disagree
0.00-0.80	Undecided

RRL/Theoretical framework

Conceptual framework

Results

Research question 1

What are the reasons why senior secondary school students in Enugu East Senatorial Zone engage in football betting?

Table 1: Mean Rating and Standard Deviation of Students on Reason why students go into football Betting.

S/N	Items	N	Mean	Std.	Decision
1.	Students who bet are from poor parental Background.	180	1.48	0.75	Reject
2.	Students engage in betting activities due to increase of illegal betting houses and unregulated betting activities.	180	3.38	0.93	Accept
3.	Students bet to satisfy their basic needs.	180	1.99	0.80	Reject
4.	Students engage in football betting to win cash.	180	3.01	1.01	Accept
5.	Accessibility of internet increase students betting.	180	3.38	0.72	Accept
Grand Mean			2.64		

Source: Field survey, 2021.

Table 1 above showed the mean rating and standard deviation of students on the reason of participating in sport betting. The items have a grand mean of 2.64 which is above the cut-off point of 2.40 indicating that people students go into sport betting because of the following reasons that includes, to satisfy their basic needs because of poverty, easy accessibility of internet, to win cash and unregulated betting activities

Research question 2

How often do senior secondary school students in Enugu East Senatorial Zone get involved in football betting?

Table 2: Mean Rating and Standard Deviation of Students on how frequent students bet.

Comment [M13]: When you conduct a research study, you always need to present this portion (Theoretical framework) to present some relevant literatures about your research topic. This will let you create and have additional information about the topic, and the variables involved in your research.

Comment [M14]: More so, there should also be a presentation of your conceptual paradigm which help your reader to at least foresee the complete picture of your research study. This should be presented based on your research topic, and selected variables.

Comment [M15]: When you present major parts of your manuscript, always present some introductory discussions about that particular portion. Don't go immediately presenting the problems and their corresponding data.

Comment [M16]: You may disregard this part of your table title.

Comment [M17]: You may disregard this column since it was already presented in your sample of study (methodology)

Comment [M18]: You need to describe also the Grand means which are presented on your tables.

Comment [M19]: Based on the presentation of your table, you've shown values of standard deviations (Column 5). I think there's a need to discuss also these values and tell some possible implications.

Comment [M20]: Please make necessary revision for this title

Comment [M21]: I haven't seen what is really the content of you assessment tools, however I believe that what you are presenting from your tables tells me the content. Technically, some of your items do not match with how you present the other indicators. Say it for example, your item 6 is in third person, however if your refer to the other items, they are presented in the 1st person. Since you've consider all your samples to answer this Likert scale, then your indicators should all be in the first person format.

S/N	Items	N	Mean	Std.	Decision
6.	Most students bet on daily basis.	180	2.23	1.15	Reject
7.	I bet on weekly basis.	180	2.93	0.85	Accept
8.	I don't engage into betting if I lose once.	180	1.95	1.04	Reject
9.	Students bet when match is fixed.	180	3.76	0.66	Accept
10.	Students who are addict in betting will always bet even after losing.	180	3.11	2.11	Accept

Grand Mean

2.79

Source: Field survey, 2021.

Table 2 presented the mean and standard deviation of students on how often they engage in football betting. The table has a grand mean of 2.79 which is above the cut-off point 2.40, indicating that most students bet weekly, place bet when there is match to play, students continuously place bet even after losing .

Research Question 3

To what extent does football betting negatively impact the study habit of senior secondary school students in Enugu East Senatorial Zone?

Table 3: Mean Rating and Standard Deviation of Students on how frequent students bet.

S/N	Items	N	Mean	Std.	Decision
11.	Football betting interest male counterpart than female.	180	3.44	1.12	Accept
12.	I lose concentration in class as a result of poor result of matches.	180	3.87	0.79	Accept
13.	My study time is not affected by betting.	180	1.27	0.38	Reject
14.	I can use my school fees to place a bet.	180	3.28	0.99	Accept
15.	I feel sad engaging in school activities when I lose a bet.	180	3.15	1.11	Accept
Grand Mean			3.002		

Comment [M22]: I don't know why this title is again repeated. It was already presented in Table 2.

Comment [M23]: I believe that this problem should have additional details of which the researcher need to find out the level of study habits of students, then correlate it with this result.

Source: Field survey, 2021.

Table 3 showed respondents mean rating and standard deviation on how football betting negatively affects study habit among senior secondary school students. The table had a grand mean of 3.002 which is above the cutoff point of 2.40. This shows that football betting affects study habit among students in Enugu east Senatorial zone.

Discussion of Findings

The result shows that majority of students engage in betting regardless of their economic strength. The study further indicated that easy accessibility of internet, popularity of football

betting and increase of illegal betting houses and unregulated betting activities are reasons for students engaging into betting activities. The findings of this study is in support of Opoku and Yeboah (2021) who found out that students engage in sport betting because to win cash and for entertainment.

The finding also shows that most students bet on weekly basis especially during football period and students continuously place bet even after losing. The finding is in line with the assertion of Okoti, Ogula & Munyua (2019) who lucidly claimed that those who bet lose their bets more times than they win, implying that student's place bet consistently even after losing previously.

The results of the findings also revealed that football betting affects study habit among students. The finding agrees with Mfinanga, Mroso & Bushibura (2020) that the main problem facing students betting is poor academic performance.

Conclusion

Football betting has pushed the future of education in Nigeria to a bleak. As a result of this the academic performance of the students is nothing to write home about. The above negative effect is feasible because of the easy accessibility of internet and interest in winning cash. Thus, all hands must be on deck to control the increase of the illegal betting centers and enforcement of policy to regulate betting activities.

Recommendations

This study made the following recommendations:

- i. There should be sensitization on the awareness of danger of football betting among students.
- ii. Policy should be made to address the incessant participation of betting activities by under-age students, this will go a long way to ameliorate the negative impact of football betting.
- iii. There should strict monitoring of registered betting centers and illegal betting houses and casinos should be closed down by the appropriate agency. This will serve as a warning to the society at large for those who still have in mind of violating the rules and regulation guiding betting activities I the country.
- iv. Above all, government should put a hitch in the rules and regulations to put a clause that limits football betting.
- v. Government should also find a way blocking the accessibility of betting activities through phone especially on adolescents who loses interest in their academic studies as a result of betting. This cannot be achieved without the consent of the internet provider.

COMPETING INTERESTS DISCLAIMER:

Authors have declared that no competing interests exist. The products used for this research are commonly and predominantly use products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any

Comment [M24]: Make some revisions for this portion of your manuscript, there should be an in debt and comprehensive presentation and interpretation of your findings. It is good that you've cited several literatures to support your claims.

Comment [M25]: You need to conclude based on your findings, you have raised three problems in your research, there should also be three derived conclusions to be presented.

litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

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