

**RELATIONSHIP BETWEEN PSYCHOSOCIAL FACTORS AND SPORTS BETTING  
AMONG UNIVERSITY STUDENTS IN NAIROBI COUNTY, KENYA**

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C50/CE/26386/13**

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF HUMANITIES AND  
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OF KENYATTA UNIVERSITY**

**MARCH 2022**

**DECLARATION**

This project is my original work and has not been presented for a degree in any other university or any other award.

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This research project has been submitted for review with my approval as a University Supervisor.

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## **DEDICATION**

To the best mother there has ever been, Joyce, through whom my Heavenly Father found it worthy to give me the most treasured gift of life, I do dedicate this work to her.

I also dedicate this work to my dear husband George Kamami, and my ever loving daughters Njambi and Wanjiku.

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## OPERATIONAL DEFINITION OF TERMS

**Psychosocial factors:** These are aspects that influence people emotionally and their ability to relate with others.

**Sports betting:** It is the act of foretelling a match result and putting a bet on the game outcome, wagering can be done on several tournaments such as different types of ball games, biking, sprinting, mixed martial arts, and boxing, among other sports competitions

**Perceived self-efficacy:** Individual's views on their competencies to yield desired intensities of success that have impact on circumstances that influence their lives.

**Peer pressure:** It is the inspiration enforced by a peer sect or a person inspiring other individuals to alter their point of view, principles, or actions to adapt to group standards.

**Gambling:** It is the act of staking finances or other worthy items on a game or event with an undefined result, with the main expectation of gaining finances or other items.

## **ABBREVIATIONS AND ACRONYMS**

<b>ATGS:</b>	Attitudes Towards Gambling Scale
<b>BCLB:</b>	Betting Control and Licensing Board
<b>CAGR:</b>	Compound annual growth rate
<b>KNBS:</b>	Kenya National Bureau of Statistics
<b>NACOSTI:</b>	National Commission for Science Technology and Innovation
<b>PGSI:</b>	Problem Gambling Severity Index
<b>SCT:</b>	Social Cognitive Theory
<b>SLT:</b>	Social Learning Theory
<b>SPSS:</b>	Statistical Package for Social Science
<b>SSA:</b>	Sub-Sahara Africa
<b>USIU:</b>	United States International University

## ABSTRACT

The global wagering financial magnitude was around \$449.3 billion in 2018, which was an increase from 2014 with a compound annual growth rate (CAGR) of 4.1%, and is predicted to increase at a CAGR of 5.9% to about \$565.4 billion by 2022. Kenya has the maximum number of gambling youngsters in Sub-Saharan Africa, a significant number being University students. Although there are various studies done in Kenya on gambling as a concept, there is a shortage of studies on the connection between psychosocial aspects and sports wagering among Kenyan youths and campus students. Therefore, this research intended to find out the link between psychosocial aspects and sports gambling among campus learners in Nairobi County, Kenya. The social cognitive theory by Albert Bandura (1986) guided the investigation. A correlational research approach was employed to conduct the investigation. The target population of the study was 196,718 public and private University learners in Nairobi County. A sample size of 385 subjects was sampled to partake in the research. Purposive, stratified, and random sampling ensured representative data was gathered from the sampled campuses and scholars. The pilot study was conducted among 38 students from one public and one private institution that was not part of the sampled institutions. Primary data was gathered through a well-designed questionnaire to gather information on psychosocial factors and sports betting. Descriptive statistics were used to analyze demographic characteristics and present descriptive findings, while Pearson correlation was employed to analyze the study objectives and answer the research objectives with the aid of SPSS version 23. The study outcome established that the students had an average prevalence of sports betting. The findings further established a significant positive correlation between perceived self-efficacy, peer pressure and sports betting among University students respectively,  $p < 0.05$ . The study recommends that policymakers ensure that betting regulations are implemented especially on the legal age of betting to prevent the early onset of sports betting school minors which continues to university levels.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Wagering/sports gambling began from the 15<sup>th</sup> century in ancient Rome with individuals placing bets on chariot battles, bull competitions, and tournaments amidst warriors. Betting then moved from Rome to Britain, where it has since developed over the years (Matz, 2019). Presently, sports gambling is one of the most common undertaken activity in the world. Sports betting is foretelling a match result and staking on the game outcome, wagers can be placed on several tournaments such as different types of ball games, biking, sprinting, and boxing, among various sports competitions (Pradier, 2019).

Gambling can be lawful or unlawful, dependent on the Nation for different countries have different and also depending on the kind of the game. Various Countries have legitimized wagering and established several guidelines to control the gamblers. One of the rules that universally guides betting is the age limit where only adults are allowed to gamble. Other states have prohibited wagering or partly endorsed gambling on some sports and not others (Killick & Griffiths, 2019).

The world betting market magnitude was valued at about \$449.3 billion in 2018, the increment of CAGR of 4.1% from 2014, and it is predicted to rise at a CAGR of 5.9% to around \$565.4 billion by 2022 (Trent, 2019). In the United States and the United Kingdom, the administration has updated policies concerning gambling.

As per Minton (2018), as of 2018, there were discussions in the United States on whether to make gambling lawful in the nation. Statistics on how Americans spent about 150 billion dollars wagering on abroad gaming was unconceivable. Those who were supporting the legalization of gambling in the US provided statistics that indicated the economic gain of legitimizing betting

(Miller, 2018). As per a survey done by Oxford Economist on behalf of the American Gaming Association, legalizing sports betting would have contributed to at least \$22.4 billion to US gross domestic product. Local administrations would additionally benefit, with states anticipated to pocket nearly 7% to 15% of the taxes (Miller, 2018). In amount, the above percentage converts to around 3.4 billion dollars yearly. The US government then legalized sports betting in May 2018. The Gambling Act 2005 in the United Kingdom began licensing gambling operators that gamblers are safe. The gambling industry in the UK channels around 5 billion dollars into the economy (Lange, 2020).

Technology has popularized gambling and sports betting since one can bet at the comfort of their homes. Sports betting has also become an immediate boost to many world economies, including Kenya (Schwartz, 2019). Betting is legal in Kenya; the multi-billion business is managed by the Betting Control and Licensing Board (BCLB) (Mwadime, 2017). The boom of sports betting in Kenya began around 2012 with the significant betting firm Sportpesa. The betting industry then gained momentum in 2015 due to the rise in Smartphone acquisition since many people use their phones to access gambling sites. Kenya is ranked as the third-biggest wagering marketplace in Africa (Wangari, 2018).

Additionally, Kenyan youth is ranked number one in sports betting in the Sub-Saharan African region. Data from the BCLB, revealed that betting profits for 2016/2017 amounted to around Ksh 20 billion (\$198m) and approximately get to \$50 million in 2020 as many people join the industry (Wangari, 2018). However, in 2018 the government realized that sports betting was getting out of control, especially among the youth, with many young people on debts having borrowed with hopes of winning, only to lose without recovery. Therefore, the government came up with a bill that added tax on the betting companies and even started charging the gamblers twenty percent on

the amount won (Abuya, 2019). The new regulations changed Kenya's gambling industry, with significant betting companies like Sportpesa and Betin withdrawing their operations in Kenya. Nevertheless, several sport-betting firms are still licensed in Kenya currently (Shilvan, 2020). The youth, who include university students, take the most significant percentage (78%) of individuals betting in Kenya.

Petry and Gonzalez-Ibanez (2015) documented that wagering is a highly accepted activity among young adults and university scholars in the United States. The duo found out that at least 23% of campus learners bet at least once a week and between 3% and 14% have a gambling disorder. Kam, Wong, and So (2017) evaluated wagering activities in Chinese students in Macau institutions of higher learning. The study involved 999 students, both males and females. The outcome revealed that 32.3% of the subjects bet on mahjong (61.8%), football games (40.2%), Mark Six lottery (37.2%), playing cards (28.1%), casinos (13.1%), slot equipment (7.5%) and online casino gaming (2.0%). Sakala, Paul, Dalal, and Sheikh (2019) evaluated the frequency of wagering amidst university scholars at the University of Zambia. The research involved 100 undergraduate medical students. The outcome revealed that 71% of the participants reporting that they were involved in sports betting. 56% chose to gamble online, 2% used physically placing a bet, and 13% combined virtual and physical wagering, whereas 29% did not engage in betting. Ogachi, Karega, and Mvungu (2020) investigated the prevalence and aspects linked to betting disorders among Kenyan university students. The investigation involved 228 respondents from one sizeable private university in Kenya. The outcome indicated that 69.3% of the respondents had a gambling disorder, 68.9% placed bets weekly, whereas 56.6% wagered between 50 to 100 Kenyan shillings. Diverse factors contribute to the high occurrence of sports betting among campus and college students. The research examines whether psychosocial factors are part of the aspects that influence



gambling among university students, and in this case, peer pressure and perceived self-efficacy will be reviewed.

Peer pressure is the impact enforced by a person of the same age group or individuals, inspiring others to alter their attitudes, principles, or action to fit into a group. Peer pressure is not a wrong thing because peers also positively influence an individual's behavior. Peer pressure only becomes dangerous when one or more people are lured to risky, abnormal, and unhealthy behaviors (Maina, 2015). Peer pressure and sports betting among university students is the act of students influencing others to engage in gambling activities. Sanscartier, Edgerton, and Keough (2020) discovered that peer pressure was among the top influencing factors of betting among Canadian university students. Kam et al. (2017) found peer pressure to be among the top three reasons for gambling among university students in Macau. Oyetunji-Alemode, Ogunbiyi, and Omole (2019) revealed a significant relationship between peer pressure and addictive gambling among university students in Nigeria. In Kenyan universities, Macharia (2018) found out that peers introduced the students who began betting in the university.

Perceived self-efficacy is a people's belief in their abilities to generate desired intensities of success in the circumstances that influence their lives. Self-efficacy belief determines how one feels, thinks, inspire themselves, and acts (Wuepper & Lybbert, 2017). As per Bandura, self-efficacy expectancies are essential in motivating people to push through with an action. (Gangloff & Mazilescu, 2017). Research has revealed that persons with elevated level of confidence in their capabilities are more apt to act on an idea and succeed than individuals overwhelmed by doubts about their capabilities (Jerkku, Taajamaa & Kirjavainen, 2016). In sports betting, perceived self-efficacy is has a high probability of influencing how individuals believe in teams they wager on and their abilities to select teams that are more likely to win. Hawker, Merkouris, and Youssef

(2020) found that perceived self-efficacy determined gambling cravings and episodes. Takamatsu, Martens, and Arterberry (2016) discovered that self-efficacy impacted gambling problems and days gambled among undergraduates. Quinn, Archibald, and Nykiel (2019) revealed that self-efficacy could be used as a control method for problematic gambling brought by gambling advertisements. This research intends to investigate whether the discussed psychosocial features influence sports gambling among university students in any way.

Due to rampant and irresponsible sports betting among the youth, various governments have taken different regulation measures to control adverse effects. The United States legalized sports betting on 14<sup>th</sup> May 2018 and gave each state permission to regulate betting as per each state's needs. For instance, in New York City, Sports betting is legal, but presently the activities are only allowed at the state's tribal and commercial casinos where only adults are allowed (Roberts & Gemignani, 2019). In the UK, institutions that provide wagering online are needed to be licensed by the Gambling Commission. The commission offers different permits according to the kind of betting activity one wants to operate. A firm must meet all objectives aligned by the commission (Woodhouse, 2020). In Nigeria sports betting is legal and controlled by the National Lottery Regulatory Commission and it is only allowed for adults over 18 years of age (Aguocha & George, 2020). Betting is legal in Kenya; the BCLB regulates the multi-billion industry. Recently there was a revision on the sporting betting bill that increased taxes on the licensing companies and began to charge 20% on the gambles (Mwadime, 2017). This decision by the lawmakers was made to reduce the number of young people engaging in sports betting. This paper intends to examine regulative policies that can be enacted to control sports gambling among university students in Nairobi.

## **1.2 Statement of the problem**

Legalizing sports betting in Kenya and the availability of technology, especially the internet and smartphones, have fueled sports gambling among Kenyans. Kenyan youths, university students included, take up to 78% of the country's wagering population (Shilvan, 2020). Studies have revealed a high frequency of sports wagering among university students worldwide. Scholars have shown that sports betting among university students are a common denominator globally (Petry and Gonzalez-Ibanez (2015); Kam et al. (2017); Sakala et al. (2019); Ogachi et al. (2020)). Psychosocial aspects are amongst the many determinants of gambling behaviors and tendencies among gamblers. Peer pressure and perceived self-efficacy are among the psychosocial elements impacting sports betting among university students. Oyetunji-Alemmede et al. (2019) are some of the many researchers who have associated peer pressure with sports betting among university students. Various researches have linked Perceived self-efficacy to gambling (Hawker et al. (2020); Takamatsu et al. (2016); Quinn; (2019)). However, though there are various studies done in Kenya on gambling as a concept, there is a dearth of studies on the connection between psychosocial features and sports wagering among Kenyan youths. Therefore, this necessitates the current research, which explores the association between psychosocial aspects and sports gambling among university students in Nairobi County.

## **1.3 Purpose of the study**

The aim of this research was to examine the relationship between psychosocial factors and sports betting among undergraduate university students in Nairobi County, Kenya, and to pinpoint possible measures that can be adopted to regulate sports betting among University Students.

#### **1.4 Objectives of the study**

The study was guided by the following objectives

1. To find out the prevalence of sports gambling among university students in Nairobi County, Kenya.
2. To establish the relationship between perceived self-efficacy and sports betting among university students in Nairobi County, Kenya.
3. To determine the relationship between peer pressure and sports betting among university students in Nairobi County, Kenya.
4. To identify possible measures that can be enacted to regulate sports betting among university students in Nairobi County, Kenya.

#### **1.5 Research Hypotheses**

The study was guided by the following hypotheses

1. H<sub>01</sub>: There is no statistically significant relationship between perceived self-efficacy and sports betting among university students in Nairobi County, Kenya
2. H<sub>02</sub>: There is no statistically significant relationship between peer pressure and sports betting among university students in Nairobi County, Kenya

#### **1.6 Research questions**

The following research questions guided the study

1. What is the prevalence of sports gambling among university students in Nairobi County, Kenya?
2. What are the possible measures that can be put in place to regulate sports betting among university students in Nairobi County, Kenya?

### **1.7 Justification and significance of the study**

Researchers have established that sports betting is rampant among the youth globally. Literature has also indicated that gambling is not always healthy, especially among young people, for many are in debt, they cannot pay as a gambling consequence. Therefore, it is vital to understand the aspects of gambling among the youth if regulative measures are to be put in place. This research is necessary to establish the connection between psychosocial components on sports gambling among undergraduate campus students in Nairobi.

This study's findings may be relevant to university students because understanding some of the psychological factors that lead them to gamble will go a long way in individual control measures. Secondly, the outcome may be essential to the Betting Control and Licensing Board because regulating betting needs to understand all factors fueling the same. Lastly, the findings may also be vital to university management, mainly when dealing with students who deferred semesters to gamble with their fees and similar matters.

### **1.8 Scope and limitations of the study**

This investigation was undertaken among universities in Nairobi County. Four campuses, two private and two public, represent universities in Nairobi. The sampled universities provided a good representation in hosting students from all backgrounds and statuses across the country and situated in environs where students can access sports betting sites and the internet at ease. The study's results were limited to psychosocial factors and were not generalized for other aspects. The current research further employed a correlational design and thus did not establish a causal effect between the variables, but may provide a basis for future cause and effect studies. Additionally, the findings will only be generalized to universities in Nairobi County and not other Universities in Kenya. The outcomes also be limited to university students and not any other populations.

## **1.9 Assumptions of the study**

The following assumptions formed the basis for this investigation

1. The participants engaged in some form of sports betting
2. There existed some level of relationship between psychosocial factors and sports gambling
3. Participants had an idea about possible approaches that can be established to regulate sports betting

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section presents a review of literature on the association between psychosocial features and sports gambling among undergraduate campus scholars in Nairobi County, Kenya. The theoretical framework will be presented first, followed by a literature review as per the research objectives. A summary of the reviewed literature will then be presented, and the conceptual framework.

#### **2.2. Theoretical Framework**

This part presents the social cognitive theory by Albert Bandura (1986) as the theoretical framework on the association between psychosocial aspects and sports gambling among undergraduate campus scholars in Nairobi County, Kenya.

##### **2.2.1 Social Cognitive Theory**

Social Cognitive Theory (SCT) started as the Social Learning Theory (SLT) in the 1960s by Albert Bandura (Bandura, 2004). It later became SCT in 1977; the model argues that acquiring knowledge happens in a social setting with an active and mutual relation between an individual and nature, resulting in an action (Schunk, 2012). SCT emphasizes social impact, outside and inside reinforcement. SCT looks at the outstanding way people obtain and sustain behaviors while bearing in mind the social surroundings where people act the behavior. The model operates under five primary constructs that can explain gambling behaviors.

There are four SCT constructs that better describe the psychosocial factors that lead individuals to engage in gambling. Observational Learning - This states that an individual can spectate and see other people and then replicate the acts. The above-stated is frequently revealed through the modelling of actions. If people watch a successful exhibition of action, they can also complete the

behavior (Vinney, 2015). When people place a bet and win, their friends and other people close to them who were not interested in sports betting before are more likely to start wagering with hopes of winning like their friend.

Reinforcements are internal or external reactions and outcomes to one's actions that influence the probability of retaining or quitting a habit. Reinforcements can be personally or naturally and can additionally be beneficial or non-beneficial. Reinforcement is the concept of SCT that explains why people continue or quit gambling (Vinney, 2015). When one wins, they are likely to continue sports wagering; one loses big time and either leave gambling or continues. One can quit betting when they fail to stop spending more than they are earning for the act.

Expectations – This is the likely effect or the outcome of one's deeds. The expected results can be wellness-related or not wellness-related. Individual predict the results of their deeds before involving in the action, and these projected results can impact an effective execution of the action. Although expectancies might come past understanding, mostly expectancies emphasize on the worth placed on the results (Schunk, 2012). The expectations of winning more money draw and sustain people in gambling. The expectations to regain lost money also keep losers in the game.

Self-efficacy - means the level of a one's in the ability to execute a duty effectively. One's particular abilities and other personal elements, together with natural aspects, impacts self-efficacy. Self-efficacy influences an individual's actions because they believe they can correctly execute any task and achieve positive and highest results. Self-efficacy gives people the confidence to wager on matches they think they will win (Harinie, Sudiro, and Rahayu 2017). Self-efficacy keeps gamblers in sports betting because they believe in their skills and knowledge; even when they lose, they think it was bad luck and that the next stake will be their lucky one. SCT theory is relevant in this study because observational learning has explained how peer pressure



keeps people in gambling habits. Additionally, reinforcement and expectations raise one's self-efficacy and confidence, and their belief in winning maintains university students.

## **2.3 Review of Related Literature**

This segment describes a review of related literature on the relationship between psychosocial factors and sports betting in accordance with the objectives.

### **2.3.1 Prevalence of Sports Gambling among University Students**

The world betting market magnitude was valued at about \$449.3 billion in 2018, the increment of CAGR of 4.1% from 2014, and it is predicted to rise at a CAGR of 5.9% to around \$565.4 billion by 2022 (Trent, 2019). Part of this revenue comes from students in the institutions of higher learning who practice sports betting across the world.

Labrador and Vallejo-Achón (2020) studied the circumstances under which Madrid students participated in sports wagering. The study engaged 735 Madrid college students aged 18–25 years both live one on one and online. 42.6% of the students revealed they had wagered at least once; 81% of those who placed a bet were male and 78% staked on an ongoing game, 18% had done so online, and 5% used a combination of the two. The findings indicated that men gambled regularly, invested highly in the games, and spent quality time betting. The results showed that football was the most preferred game for betting.

A survey by Kam et al. (2017) explored betting actions among Chinese Macau campus and college students. The study involved 999 students, both males and females. The outcome revealed that 32.3% of the subjects bet on mahjong (61.8%), football games (40.2%), playing cards (28.1%), casinos (13.1%), slot equipment (7.5%) and virtual nightclub gaming (2.0%). Most of the participants (76%) were problematic gamblers who reported having made their first bet before 14 years.

Eboh and Babatunde (2015) examined the occurrences and influencers of betting behaviors among campus students in the federal university Oye Ekiti, Nigeria. The examination utilized a sample of 120 undergraduate, and the results showed that 67.5% of the respondents engaged in gambling activities. The results suggest that a good number of students who gamble, 82.7% are males, while only a small number of females, 14.3%, engaged in sports betting.

Anyanwu, Bajunirwe, and Tamwesigire (2020) assessed wagering disease incidence among high school learners in Uganda. The investigation utilized a cross-sectional design, and 921 students from 12 schools were involved in the investigation. The outcome showed that 40% of the subject had engaged in gambling, and 17.7% were revealed to have a gambling disorder. The results also told that the popular wagering activity practiced by the learners in higher institution of learning was sports betting.

Ogachi et al. (2020) evaluated the commonness of problematic betting among undergraduates engaged in sports wagering and described the aspects linked with betting disease. The scholars employed a cross-sectional research model and engaged a sample of 228 undergraduates from a private university in Kenya. The results revealed that 69.3% of the students had the gambling disease, 68.9% wagered at least once weekly, while 56.6% basically staked 50 to 100 Kenyan shillings. The outcome also showed that the incidence of betting envisaged gambling disease, whereas the typical amount wagered did not. This investigation seeks to establish the commonness of sports wagering among undergraduate campus students in Nairobi County.

The above findings show the commonness of sports wagering among students in several universities across the world. The studies have indicated an increased incidence of sports wagering amidst scholars in higher institutions of learning. This research purposed to investigate the frequency of sports betting among undergraduate campus scholars in Nairobi County.

### **2.3.2 Relationship between Perceived Self-efficacy and Sports Betting among University Students**

Perceived self-efficacy is people's belief in their abilities to generate desired levels of success in the circumstances that influence their lives. Self-efficacy belief determines how one feels, thinks, inspire themselves, and acts (Wuepper & Lybbert, 2017). As per Bandura, self-efficacy expectancies are essential in motivating people to push through with an action (Gangloff & Mazilescu, 2017).

Hawker et al. (2020) explored reciprocal connections between real-time betting desires, self-efficacy with betting behavior, and the regulating role of betting, psychological wellbeing, and addictive aspects among adult gamblers in Tasmania, Australia. The researchers collected data via telephone and smartphone interviews. The findings indicated that self-efficacy determined gambling cravings and episodes.

Takamatsu et al. (2016) assessed if coping motivation and refusal self-efficacy moderated the connection between depressive signs, wagering-related challenges, and the days spent gambling. The scholars sampled 333 campus scholars at a big governmental Midwest campus. The results discovered that self-efficacy impacted betting challenges and days spent wagering among undergraduates.

Quinn et al. (2019) investigated if self-efficacy to manage betting mediated the connection amongst the perceived influence of betting promotion and problematic betting among persons searching for drug abuse treatment. The study involved a sample of 198 females seeking drug abuse rehabilitation in local zones of Queensland, and New South Wales, Australia, who filled an unnamed virtual questionnaire. The findings indicated that self-efficacy could be used as a control method for problematic gambling brought by gambling advertisements. The results showed that

with low self-efficacy to manage betting, increased expected influence of promotion on betting engagement and understanding was linked with increased rates of problematic gambling behaviors. On the other hand, at an increased self-efficacy rate to manage betting, the link between problematic betting and the impact of wagering promotion was weaker for engagement and not significant for knowledge.

In Uganda, Wagubi (2019) evaluated self-efficacy, subjective norm, attitude, and socio-economic factors as corresponds to game wagering among secondary students in Uganda. One of the aims was to find out the connection between student self-efficacy and game wagering. The research utilized correlational and cross-sectional approaches and engaged 400 A-level students. The outcome indicated an average link between self-efficacy and Sports gambling.

In Kenya, Maloba (2018) examined factors that influence online betting behavior in Nairobi. The descriptive research that engaged 384 individuals found a positive relationship between psychological factors and online betting behaviors. However, the study did not identify specific psychological characteristics. Therefore, this study is essential in determining whether there is a association between perceived self-efficacy as a psychosocial factor and gambling among university students in Nairobi.

### **2.3.3 Relationship between Peer Pressure and Sports Betting among University Students**

Peer pressure is the inspiration applied by people in the same age group or a person inspiring other persons to alter their assertiveness, principles, or actions to adapt to cluster standards. Peer pressure is not at all times a bad thing because peer groups can positively influence an individual's behavior. Peer pressure only becomes dangerous when one or more people are lured to risky, abnormal, and unhealthy behaviors (Maina, 2015).

Sanscartier et al. (2020) evaluated wagering attitudes by using the Attitudes towards Gambling Scale (ATGS) in 1,254 youth from the University of Manitoba, Canada. The findings discovered that peer pressure was among the top influencing factors of betting among Canadian university students. The outcome showed that family/peer support of betting and injunctive alcoholic customs of the relatives and peers were the most significant determiners of favorable attitudes towards betting.

Kam et al. (2017) did a survey and explored betting habits among campus and college students in Macau, China. The study additionally examined the link between problematic betting, affect states, and sensation seeking propensity. The study engaged a sample of 999 students. The research findings indicated that peer pressure was among the top three reasons for gambling among university students in Macau.

Oyetunji et al. (2019) explored the impacts of peer pressure on addictive gambling habits; and gender differences in gambling behavior among university learners at Obafemi Awolowo University Ile-Ife. The investigation utilized the descriptive survey model, and a convenience sample of 200 students was selected to participate in the survey. The findings indicated a considerable connection between peer pressure and addictive gambling among university students in Nigeria.

In Kenyan universities, Macharia (2018) explored university how students' utilized their extra for non-academic things, and it influenced their desires to engage in gambling. The research used a survey and *ex post facto* research approaches. One of the study outcomes indicated that the students who began betting in the university were introduced to gambling by their peers based on an impractical desire to make money quickly. They ended up gambling away their school fees.

The above articles have indicated that peer pressure and friendships have, to a greater extent, influenced sports betting behavior among individuals. The studies suggest that peer pressure as a psychosocial factor has influences betting significantly. This research sought to evaluate whether peer pressure is related to betting among university students in Nairobi.

#### **2.3.4 Possible measures that can be put in place to regulate sports betting among university students.**

Due to rampant and irresponsible sports betting among the youth, various governments are trying to put measures and interventions to control gambling problems among the young. Williams, Wood, and Currie (2010) in Canada examined whether School-based prevention programs managed problematic gambling among students. The research involved a control group in testing whether the program was worked. The examination group consisted of 949 grades 9–12 pupils from ten learning institutions across southern Alberta. The control group had 291 students from 4 schools. The findings indicated that subsequent to fulfilling the procedure for four months, the intervention group had considerably higher negative attitudes toward betting, increased betting information, advanced opposition to betting erroneous beliefs, informed choices and problem-solving, reduced wagering rate, and reduced rates of problematic betting. The results showed no variation in participation in high-risk behaviors or finances lost through betting.

Fisher (2015) in the USA argued that public education strategies of harm minimization involve promotion of responsible behavior, sensitization of harmful effects of excessive gambling, changing mental processes that promote pathological gambling, and building skills amongst the youth that would enhance self-control in gambling. Additionally, in the USA, Gilovich (2013) added that media campaigns and programs to assist parents in handling gambling-related problems are some of the measures that have been put in place to control betting among young people.

Ssewanyana and Bitanirwe (2018) recommended that in Sub-Saharan Africa, accountable betting initiatives and educational initiatives should be put in place. The accountable wagering initiatives should offer info and education about the dangers of betting. There also should be psychological support to bettors who are experiencing issues as a result of betting. The researchers also recommended enforcing laws prohibiting underage gambling and formal regulations that govern the gambling market's expansion. Moreover, the research suggested using capital and funding to assist raise the presently poor psychological wellbeing and establish rehabilitative initiatives to handle problematic SSA betting.

Koross (2016), in her study on University students in Kenya, opines that the higher institutions of learning ought to integrate gambling education in school curriculum. She also recommended that the society, guardians, and other interested parties ought to be sensitized to the impacts of sports betting among campus scholars. At the same time, the government should establish clear regulations to guide sports betting.

Most of the researchers' intervention measures mostly recommendations on how states should control gambling among the youth. The interventions and recommendations are for general population non-touches on the measure and interventions among universities. Therefore, this study purposed to determine measures that can be established control or curb sports betting among university students.

#### **2.4 Summary of Literature Review**

This investigation reviewed past investigations on the prevalence of sports gambling among university students. Several researchers across the globe found a high prevalence of sports betting among university and college students (Labrador and Vallejo-Achón2020; Kam et al. 2017;

Anyanwuet al. 2020 & Ogachiet al. 2020). This study will investigate the incidence of sports wagering among university scholar in Nairobi County.

The literature explored the relationship between perceived self-efficacy and sports betting among university students. Hawker et al. (2020) established that self-efficacy determined sport betting cravings and episodes among university students. The findings also showed that self-efficacy impacted gambling problems and days gambled among undergraduates (Takamatsu et al., 2016). Wagubi (2019) found out a moderate relationship between self-efficacy and sports betting among university students. The outcomes showed that self-efficacy influenced sports betting among university students in one way or another. This research purposes to examine whether the same is the case among university students in Nairobi County.

The research also investigated the link between peer pressure and sports betting among university students. Sanscartier et al. (2020) revealed that gambling's family/peer approval was a strong predictor of favorable attitudes towards gambling. Kam et al. (2017) indicated that peer pressure was among the significant reasons university students engaged in sports betting. Oyetunji-Alemede et al. (2019) established a meaningful relationship between peer pressure and addictive gambling. Macharia (2018) revealed that students who started betting on campus were introduced to their peers' gambling. These researchers have shown that peer pressure influences sport betting among university students in various ways. Therefore, this research intends to determine whether there is a connection between peer pressure and gambling among undergraduate campus students in Nairobi.

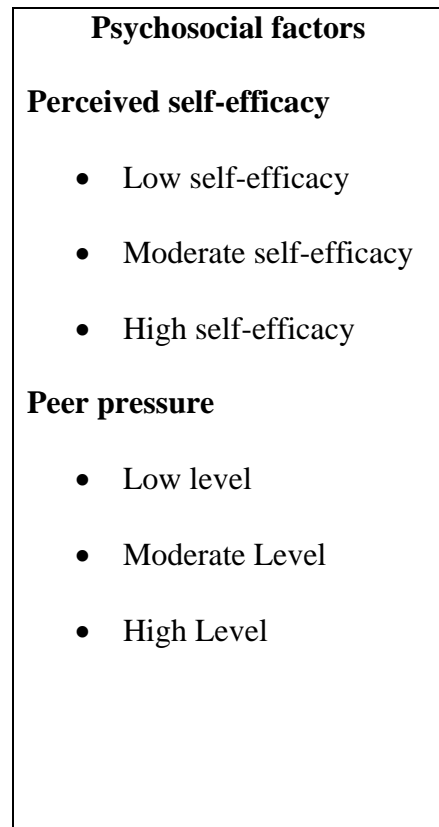
The study reviewed measures that can be put in place to curb sports betting in universities. Many researchers have only made recommendations for gambling education in schools and universities. Williams et al. (2010), Fisher (2015), and Gilovich (2013) found that educational programs that



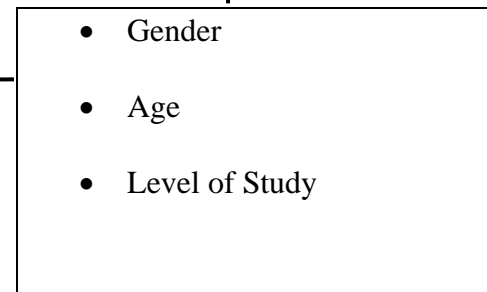
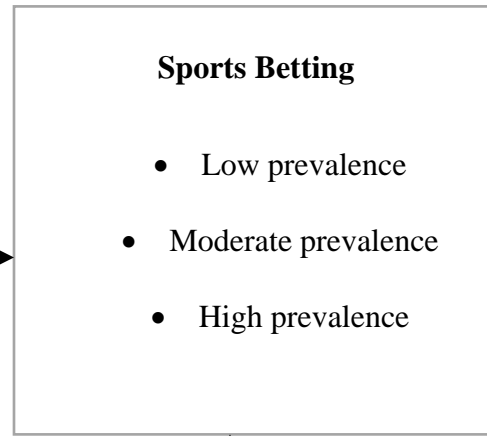
taught students the consequences of sports betting worked in reducing gambling among students in the USA. Ssewanyana and Bitanihirwe (2018) and Koross (2016) recommended education among university students on gambling consequences and sensitization of parents and teachers on handling students involved in sports betting. This research sought to determine whether measures found out and recommended above can be put in place to curb gambling among undergraduate campus students in Nairobi County.

## 2.5 Conceptual Framework

### Independent Variables



### Dependent variable



### Intervening Variables

**Figure 2.1 Conceptual Framework on the Relationship between Psychosocial Factors and Sports Gambling**

The conceptual framework in figure 2.1 presents psychosocial factors as the independent variable and sports betting (Low prevalence, moderate prevalence, and high prevalence) as the dependent variable. Psychosocial factors have been conceptualized in terms of perceived self-efficacy (low, moderate, high), Peer pressure (Low level, average level, high level). It is hypothesized that the independent variable (psychosocial factors) has a linear relationship with the dependent variable

(sports betting). Further, it is hypothesized that some variables, including; gender, age, and level of study, could intervene in the relationship between psychosocial factors and sports gambling

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section outlines the contents of the study methodology employed in the study. The section outlines the study model, target population, sample size, sampling procedure, reliability, and validity. The chapter also discusses the data gathering methods, data analysis techniques, and ethical considerations used in the investigations.

#### **3.2 Research design**

This study adopted a correlational research design. This approach was suitable for this investigation as it allowed the researcher to understand the relationships naturally occurring within the variables. Correlational research simply aims at establishing if two or more variables are connected and, if they are, in what manner (Curtis, Comiskey, & Dempsey, 2016). This research investigated the connection amongst psychosocial features and game gambling in the midst of undergraduate campus scholars in Nairobi County.

#### **3.3 Variables of the study**

The study variables were psychosocial factors as the independent variable and sports betting as the dependent variable. Psychosocial elements were conceptualized as perceived self-efficacy (low, moderate, high) and peer pressure (Low level, average level, high level). The intervening variables for the study included; gender, age, and level of study.

#### **3.4 Location of the research**

This investigation was done in Nairobi County in Kenya. The county was suitable for this investigation due to the fact that it has some of the most equipped and populous universities in

Kenya (Kenya National Bureau of Statistics (KNBS) (2019). The universities in this location also host students from all over the country, and most, if not all, sports betting firms, shops are available and easily accessible within Nairobi. The county was also suitable for the accessibility of the internet and mobile networks for those using online betting via mobile phones (Current Population Survey (CPS) Research, (2012).

### 3.5 Target Population

This study targeted all undergraduate scholars studying in universities within Nairobi County in Kenya. As per the Kenya National Bureau of Statistics (KNBS), there are approximately 196,718 students in both public and private institutions in Nairobi County, Kenya. (KNBS, 2019).

The summation of the target population is presented in Table 3.1

**Table 3.1 Summary of Target Population by Institution**

<b>Institution</b>	<b>Student Population</b>
Nairobi University	70,515
Kenyatta University	64,599
Multimedia University of Kenya	5292
Strathmore University	4829
Cooperative University	2868
Technical University of Kenya	12115
Catholic University of Eastern Africa	8000
United States International University	8500
KCA University	15000
Pioneer International University	5000
<b>Total</b>	<b>196, 718</b>

Source (KNBS, 2019)

### 3.6 Sample size and sampling techniques

The sample size was established through the Krejcie & Morgan (1970) formula of sample size determination.

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

S = required sample size

$X^2$  = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = the population size (147, 614)

P = the population proportion (assumed to be 0.50 since this would offer the maximum sample size)

d = the degree of accuracy expressed as a proportion (0.05)

According to the formula, the required sample size was equal to 385 students. The summation of the sample size is illustrated in table 3.2.

**Table 3.2 Sample Size by Institution**

<b>Institution</b>	<b>Population</b>	<b>Sample Size</b>
Nairobi University	70,515	184
Kenyatta University	64,599	168
United States International University	8500	22
Strathmore University	4000	10
<b>Total</b>	<b>147, 614</b>	<b>383</b>

The first step in sampling involved a purposive selection of four universities, two public and two private. The selected universities were Kenyatta University, the University of Nairobi (public), Strathmore University, and the United States International University-Africa (USIU-Africa) (private). The four universities were sampled based on their ICT infrastructure and diverse student population (CPS Research, 2012). Stratified sampling was then utilized to pick a sample for individual universities. After getting the number of participants from the selected universities, random sampling was then employed to pick individual students to fill the questionnaires.

### **3.7 Research Instruments**

A researcher generated questionnaire was the primary data collecting tool in this study. A questionnaire is a study tool that contains a set of questions that aims at collecting data from the

research participants. In the current research, the questionnaire was employed to gather both qualitative and quantitative primary data. The investigator carefully structured the questionnaire to address and cover entire research objectives. The questionnaire was then split into four sections. Section A of the questionnaire contained data on the demographic characteristic of the participants, like; gender, age, and year of study. Section B captured data on the frequency of sports staking in University scholars. Section C collected data on University students' perceived efficacy in sports betting. Section D captured information on the link amidst peer pressure and sports betting amongst university scholars. Section E captured respondents' views on approaches that can be established to regulate sports betting among University students.

### **3.8 Validity and Reliability of the study tools**

#### **3.8.1 Validity**

An investigation tool is believed to be valid when it examines exactly what it is meant to examine. Validity is described as the meaningfulness, usefulness, and suitability of any inferences a research attains at based on the data gathering tool that will be utilized (Astalin, 2013). In the current research, the investigator ensured the content validity of the tool by thoroughly reviewing the items ensure they addressed all the research objectives. The researcher also sought the views of an expert and other topic experts on the contents of the questionnaire to guarantee that content validity was acquired. Tool validity was also accomplished through gathering information from the correct participants. The investigator used understandable language that was easy to while formulating the questions for the tool to avoid vagueness and misinterpretation.

### 3.8.2 Reliability

Reliability is the extent to which the measure of a concept is constant and reliable. A research tool is said to be reliable when it can give consistent results whenever it is put into use. While doing a quantitative research study, the consistency of an instrument becomes essential. This is so because instruments that lack reliability affects the accuracy of the results (Bhattacharjee, 2012). To improve the instrument reliability in this investigation, the investigator first did a pilot examination in one of the campuses in Nairobi that was not involved in the main investigation. The internal consistency method was then be utilized to establish the reliability of the data collecting tools. The internal consistency technique of reliability is suitable for a Likert scale questionnaire (Cronbach & Shavelson, 2004). The reliability of the tools was then verified statistically through Cronbach alpha to determine how items measuring the same concept correlate with each other. A correlation coefficient of 0.7 and above was established for all the items in sections B, C and D of the questionnaire.

**Table 3.3 Cronbach Alpha Reliability Results**

<b>THEMES</b>	<b>CRONBACH ALPHA</b>	<b>NO OF ITEMS</b>
Prevalence of Sports Betting	.835	10
Perceived self-efficacy	.767	10
Peer pressure	.942	10

The reliability findings on table 3.3 imply that the questionnaire was internally consistent and therefore reliable.

### 3.9 Pilot Study

A pilot investigation was performed in two of the institutions that were not sampled in the main study, one public and one private. The survey was conducted with 10% of the targeted sample, which was equal to 38 students. The pilot investigation allowed the investigator to recognize and



change ambiguous or difficult statements to enhance the validity of the study. It also provided an opportunity for the researcher to carry out descriptive and inferential statistics that were to be used in the main investigation.

### **3.10 Data Collection Methods**

The scholar requested approval from the Kenyatta University graduate school committee before commencing the investigation. Authority to gather primary data was requested from the Kenya National Commission for Science, Technology, and Innovation (NACOSTI). The scholar administered the tools with the help of a trained research assistant and allowed the participants 10 to 15 minutes to fill the questionnaire. The researcher provided the respondents with informed consent forms detailing the nature of the study and guaranteeing them their anonymity, and responded to their questions about the study before commencing on filling the questionnaires.

### **3.11 Data Analysis and Presentation**

Data analysis is the inspection of the information collected that entails scrutinizing, cleansing, converting, and modeling data to determine valuable information and make deductions and references (Bhattacharjee, 2012). The gathered data in this study was screened to ensure that only relevant and needed information was kept for the analysis. The research utilized Pearson correlation and regression to determine the relationship between psychosocial factors and sports betting. Descriptive data was analyzed in the form of frequencies, means, and standard deviation. Statistical Packages for Social Scientist (SPSS) version 23 was employed in analyzing the data. Qualitative data was analyzed by making inferences from the perceptions and sentiments of participants. The statistics was then summarized and structured as per the study objectives. Data was then illustrated using frequency, tables, charts, and figures.

### **3.12 Data Management and Ethical Considerations**

First, the investigator acquired a starting and permission letter from the university to carry out the investigation. The investigator additionally requested a permit from the universities the where the investigation was to be carried out. The researcher also acquired the informed consent of the respondents through the consent form that the respondents signed after reading and understanding. The researcher then explained the procedures to be used in researching the participants. The researcher respected and handled with highest discretion the opinions and views of the participants in the entire exercise. The collected data was only utilized for research purposes.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 Introduction**

This section outlines the outcome of the investigation on the link between psychosocial features and sports wagering amongst undergraduate campus scholars in Nairobi County, Kenya Presented first are the demographic findings followed by descriptive and inferential analysis of the research outcome in accordance to the subsequent research objectives:

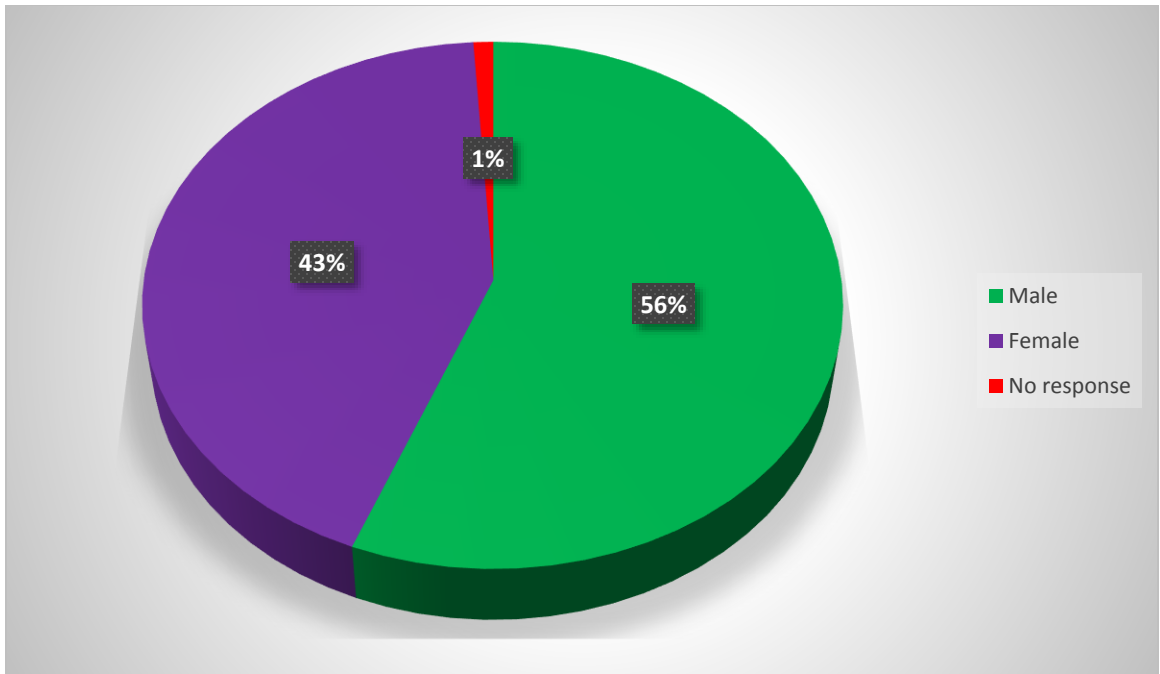
1. To find out the prevalence of sports gambling among university students in Nairobi County, Kenya.
2. To establish the relationship between perceived self-efficacy and sports betting among university students in Nairobi County, Kenya.
3. To determine the relationship between peer pressure and sports betting among university students in Nairobi County, Kenya.
4. To identify possible measures that can be enacted to regulate sports betting among university students in Nairobi County, Kenya.

#### **4.2 Demographic Characteristics**

A total of 316 respondents were issued with the questionnaire out of the sampled 383 respondents, indicating an 83% response rate. Demographic characteristics included; gender, age and year of study. The outcome are outlined in the subdivisions below.

##### **4.2.1 Distribution of Students by Gender**

Students' findings by gender are presented in figure 4.1.

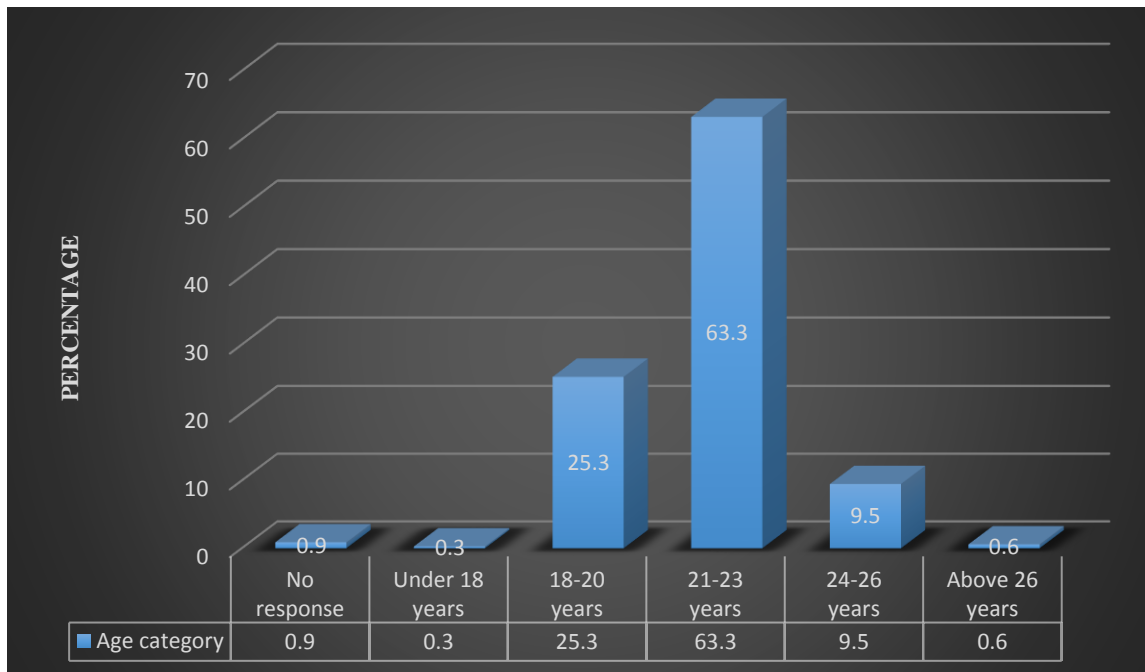


**Figure 4.1 Student's Gender**

From figure 4.1, 56% of the students were males, while 43% were females. 1% of the students did not respond regarding their gender.

#### **4.2.2 Distribution of Respondents by Age Category**

Students' age category is illustrated in figure 4.2.



**Figure 4.2 Students Age Category**

As illustrated in figure 4.2, 63.3% of the students were aged between 21 to 23 years, 25.3% were aged between 18 to 20 years, while 9.5% were aged between 24 to 26 years.

#### 4.2.3 Students academic Year of Study

Distribution of students by year of study is portrayed in table 4.1

**Table 4.1 Students' Year of Study**

Year of Study	Frequency	Percent
No response	4	1.3
First year	46	14.6
Second year	61	19.3
Third year	93	29.4
Fourth year	96	30.4
Fifth year	16	5.1
<b>Total</b>	<b>316</b>	<b>100.0</b>

From table 4.1, 30.4% of the students were in fourth year, 29.4% were in third year, 19.3% were in their second year, while 14.6% of the students were in their first year.

### 4.3 Findings on the Study Objectives

The outcome on the research objectives are outlined in the subcategories 4.3.1 to 4.3.4 below.

#### 4.3.1 Prevalence of sports wagering among university scholars

Objective one evaluated out the frequency of sports staking amongst university scholars. To determine the prevalence of sports gambling, participants were provided with a list of 10 items assessing their engagement in sports betting. The students were required to rate the statements on a 5 point Likert scale (1- Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree). The scale was further transformed into levels to determine the prevalence of sports gambling. Because there were 10 statements, the maximum probable score was 502 (10x5) and the minimum probable score was 10 (10x1). An entity's overall mark was attained from the adding of the all scores for all the statements. The marks were then classified into 3 levels, where marks ranging between 10 to 24 indicated low prevalence of sports betting, scores between 25 to 35 indicated moderate prevalence of sports betting and scores between 36 to 50 indicated high prevalence of sports betting. The summation of the outcome are illustrated in the following tables.

**Table 4.2 Prevalence of Sports Betting**

<b>Prevalence of Sports betting</b>	<b>Frequency</b>	<b>Percent</b>
Low Prevalence	101	32.0
Moderate Prevalence	181	57.3
High Prevalence	34	10.8
<b>Total</b>	<b>316</b>	<b>100.0</b>

From table 4.2, 57.3% of the students had a moderate prevalence of sports betting, 32% had a low prevalence, while 10.8% had a high prevalence of sports betting.

Outcome on the prevalence of sports betting was further analyzed using mean and standard deviation. The outcome are outlined on table 4.3.

**Table 4.3 Prevalence of Sports betting by Means and Standard Deviation**

	N	Minimum	Maximum	Mean	Std. Deviation
Sports betting	316	13	50	27.28	6.592
Valid N (listwise)	316				

As illustrated in table 4.3, the lowermost score acquired was 13, whereas the uppermost score achieved was 50. The prevalence of sports betting mean score was 27.28 (SD = 6.592), demonstrating that on averagely, the students had a moderate prevalence of sports betting.

### **4.3.2 Relationship between perceived self-efficacy and sports betting among university students**

Objective two strived to assess the association amid perceived self-efficacy and sports gambling among university students. The summary of findings is presented in the sub-sequent sections.

#### **4.3.2.1 Descriptive Analysis on Students Perceived Self-Efficacy**

To assess the rates of perceived self-efficacy on sports betting, participants were provided with a list of 10 statements assessing their level of perceived self-efficacy on sports betting. The students were required to rate the items on a 5 point Likert scale (1- Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree). The scale was further transformed to determine the levels of perceived self-efficacy. Because there were 10 statements, the maximum potential mark was 50 (10x5) and the lowermost potential mark was 10 (10x1). An entity's overall mark was arrived at by adding all scores from all the statements. The negative worded item was reverse coded. The marks were then grouped into three categories, where scores ranging between 10 to 24 indicated low level of perceived self-efficacy, scores between 25 to 35 indicated average level of perceived

self-efficacy and scores between 36 to 50 indicated high level of perceived self-efficacy. The summation of outcomes are outlined in the subsequent tables.

**Table 4.4 Level of Perceived Self-Efficacy**

<b>Level of Perceived Self-Efficacy</b>	<b>Frequency</b>	<b>Percent</b>
Low level	25	7.9
Moderate level	219	69.3
High level	72	22.8
<b>Total</b>	<b>316</b>	<b>100.0</b>

From table 4.4, 69.3% of the students had an average degree of perceived self-efficacy on sports betting, 22.8% had a high degree of perceived self-efficacy, while 7.9% had a high degree of perceived self-efficacy.

Findings on the level of perceived self-efficacy was further analyzed using mean and standard deviation. The results are outlined on table 4.5.

**Table 4.5 Level of Perceived Self-Efficacy by Means and Standard Deviation**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Perceived Self-efficacy	316	11	46	31.95	5.348
Valid N (listwise)	316				

From table 4.5, the lowest mark achieved was 11, whereas the highest score achieved was 46. The level of perceived self-efficacy mean score was 31.95 (SD = 5.348), showing that on average, the students had an average level of self-efficacy.

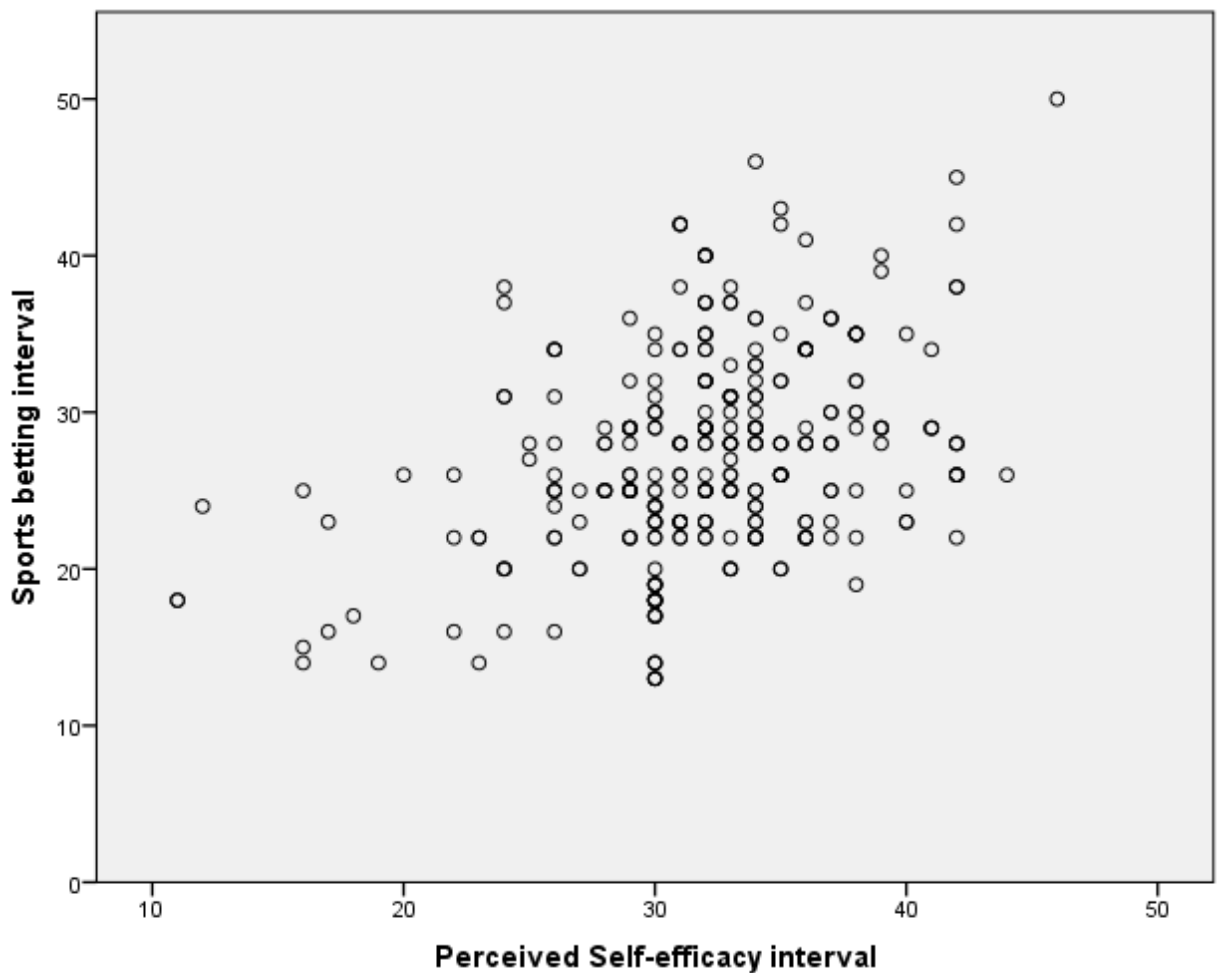
#### **4.3.2.2 Hypothesis Testing**

The following null hypothesis was tested to assess the association amid perceived self-efficacy and gambling.



H<sub>01</sub>: There is no statistically significant relationship between perceived self-efficacy and sports wagering amongst undergraduate campus students in Nairobi County, Kenya

To evaluate the hypothesis, a bivariate correlation analysis was done through Pearson Product Moment Correlation Coefficient (r). Pearson Correlation was picked since the independent and dependent variables were measured in the interval scales based on the cumulative scores and there was a presence of a linear relationship between the variables. In evaluating a linear relationship between the two variables, a scatter plot between perceived self-efficacy and sports betting was plotted. This was followed up by the Pearson Product Moment Correlation Coefficient (r) analysis. The findings of the scatter plot is presented on figure 4.3.



### **Figure 4.3 Scatter Plot on the Relationship between Perceived Self-Efficacy and Sports Betting**

As illustrated on figure 4.3, there was substantiation of a positive linear connection between perceived self-efficacy and sports betting. It was consequently resolved that a Pearson product Moment Coefficient Correlation ( $r$ ) could be run and its significance evaluated. The outcome are outlined on table 4.6.

**Table 4.6 Relationship between Perceived Self-efficacy and Sports betting**

		Sports betting
Perceived self-efficacy	Pearson Correlation	.395**
	Sig. (2-tailed)	.000
	N	316

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From table 4.6, there was a substantial positive association amongst perceived self-efficacy and sports betting among University students,  $r(316) = .395, p < 0.05$ . As per the outcome, the null hypothesis indicating there is no statistically substantial link among perceived self-efficacy and sports betting was thus rejected in favour of the alternative hypothesis that there is a substantial association amongst perceived self-efficacy and sports betting, this implies that higher scores on perceived self-efficacy were correlated with higher scores on sports betting.

#### **4.3.3 Relationship between peer pressure and sports betting among university students**

Objective three aimed at establishing the association amongst peer pressure and sports betting among university scholars. The summary of findings is presented in the sub-sequent sections.

#### 4.3.3.1 Descriptive Analysis on Students Peer Pressure

To determine the prevalence of peer pressure on sports betting, participants were provided with a list of 10 statements assessing their susceptibility to peer pressure in relation to sports betting. The students were required to rate the items on a 5 point Likert scale (1- Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree). The scale was further transformed to determine the prevalence of peer pressure. Because there were 10 statements, the uppermost probable mark was 50 (10x5) and the lowermost probable mark was 10 (10x1). An entity's overall mark was attained by adding all scores for all the statements. The marks were then characterized into three categories, where scores ranging between 10 to 24 indicated low prevalence of peer pressure, scores between 25 to 35 indicated average prevalence of peer pressure and scores between 36 to 50 indicated high prevalence of peer pressure. The summation of the outcome are illustrated in the following tables.

**Table 4.7 Prevalence of Peer Pressure**

<b>Prevalence of peer pressure</b>	<b>Frequency</b>	<b>Percent</b>
Low Prevalence	44	13.9
Moderate Prevalence	180	57.0
High Prevalence	92	29.1
<b>Total</b>	<b>316</b>	<b>100.0</b>

From table 4.7, 57% of the students had a moderate prevalence of peer pressure, 29.1% had a high prevalence, while 13.9% had a low prevalence of peer pressure.

Findings on the prevalence of peer pressure was further analyzed using mean and standard deviation. The outcome are outlined on table 4.8.

**Table 4.8 Prevalence of Peer Pressure by Mean and Standard deviation**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Peer pressure	316	10	50	31.54	7.531
Valid N (listwise)	316				

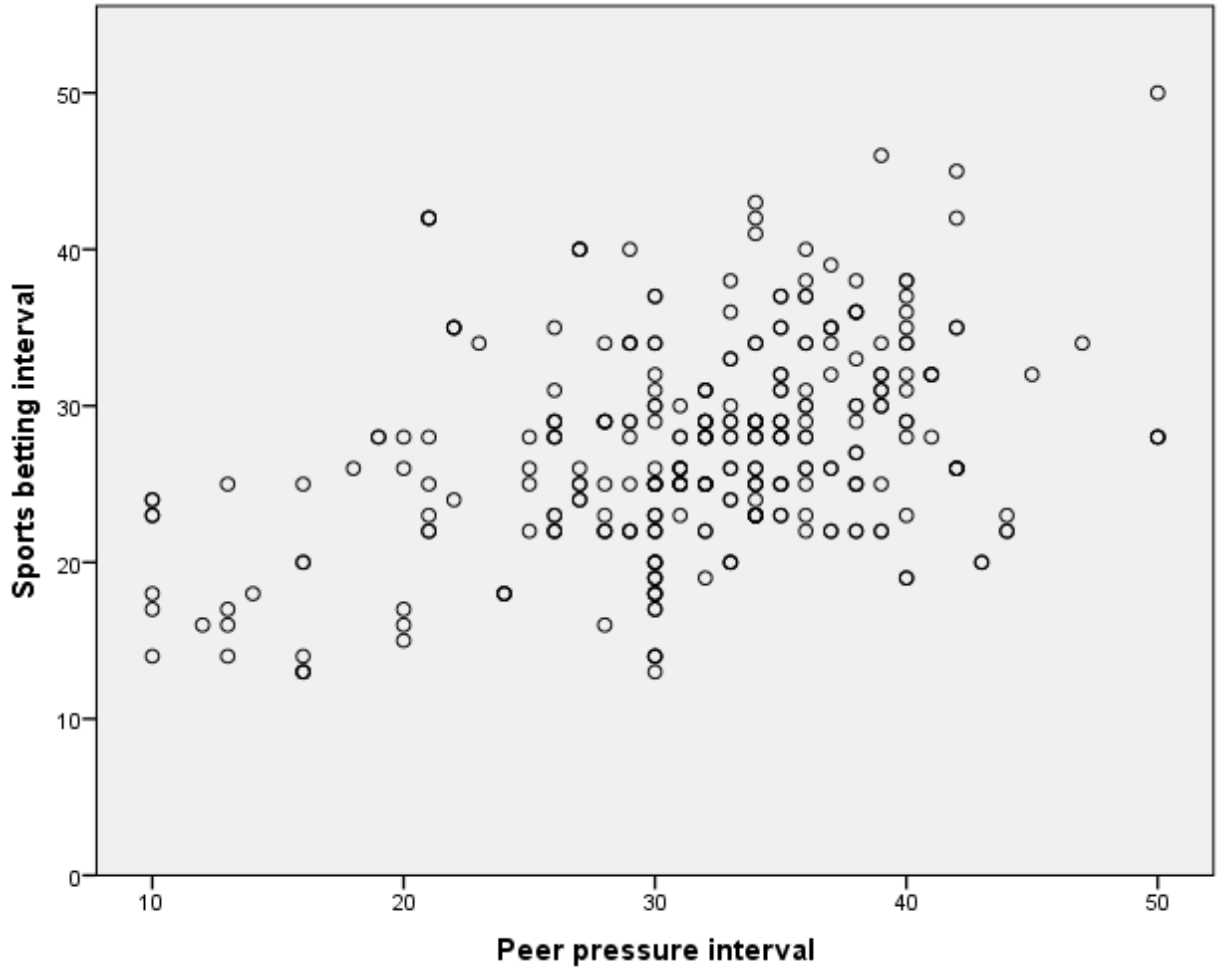
As illustrated in table 4.8, the lowest score reached was 10, whereas the highest score gained was 50. The prevalence of peer pressure mean score was 31.54 (SD = 7.531), illustrating that on averagely, the students had a moderate prevalence of peer pressure.

#### **4.3.3.2 Hypothesis Testing**

The following null hypothesis was tested to establish the link between prevalence of peer pressure and sports betting.

H<sub>0</sub>2: There is no statistically substantial association amongst peer pressure and sports wagering among undergraduate campus students in Nairobi County, Kenya

To test the hypothesis, a bivariate correlation analysis was done through Pearson Product Moment Correlation Coefficient (r). Pearson Correlation was selected since the independent and dependent variables were measured in the interval scales based on the cumulative scores and there was a presence of a linear connection among the variables. In assessing a linear association between the two variables, a scatter plot between peer pressure and sports betting was plotted. This was followed up by the Pearson Product Moment Correlation Coefficient (r) analysis. The findings of the scatter plot are presented on figure 4.4.



**Figure 4.4 Scatter Plot on the Connection between Peer pressure and Sports Betting**

From figure 4.4, there was substantiation of a positive linear link between peer pressure and sports betting. It was hence resolved that a Pearson product Moment Coefficient Correlation ( $r$ ) could be run and its significance evaluated. The outcome are outlined on table 4.9.

**Table 4.9 Link between Peer pressure and Sports betting**

		Sports betting
Peer pressure	Pearson Correlation	.386**
	Sig. (2-tailed)	.000
	N	316

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As shown in table 4.9, there was a substantial positive correlation amongst peer pressure and sports betting among University students,  $r(316) = .386, p < 0.05$ . As per the results, the null hypothesis indicating there is no numerically substantial link between peer pressure and sports betting was hence overruled in favour of the alternative hypothesis indicating a substantial connection between peer pressure and sports betting, this implies that higher scores on peer pressure were correlated with higher scores on sports betting.

#### **4.3.4 Possible measures that can be enacted to regulate sports betting among university students**

Objective four intended to identify probable measures that can be adopted to regulate sports betting among university students. To identify the possible measures that could be put in place, the students were needed to specify the degree to which they agreed with a list of possible measures on curbing sports betting. The students were required to rate the statements on a 5 point Likert scale (1- Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree). The summary of findings are outlined on table 4.10.

**Table 4.10 Possible Measures that can be put in place to curb sports betting among University Students**

Possible measure	SD		D		Neutral		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I began sports betting when I was over 18 years	17	5.4	5	1.6	22	7.0	100	31.6	166	52.5
Am aware of university regulations on sports betting	268	84.8	21	6.6	18	5.7	4	1.3	2	0.6
I understand the regulations put in place by betting control and licensing board	24	7.6	8	2.5	23	7.3	107	33.9	151	47.8
I have been punished or am aware of someone punished by the University over sports betting	274	86.7	13	4.1	11	3.5	1	0.3	13	4.1
I would like there to be rules that govern betting among university students	66	20.9	24	7.6	31	9.8	93	29.4	100	31.6
Education on gambling should be provided to university students	50	15.8	22	7.0	27	8.5	109	34.5	106	33.5

From table 4.10, majority of the students (84.8%) strongly disagreed that they are aware of university regulations on sports betting, with 31.6% of students strongly agreeing that rules should exist to govern betting among university students. This implies that regulations should be instituted to govern sports betting among University students and awareness on the same created among the students. 52.5% and 31.6% of the students strongly agreed and agreed correspondingly that they started betting when they were over 18 years, underscoring the importance of age limitation as a

regulation measure. 47.8% of the students strongly agreed knowing of the regulations laid down by the betting control and licensing board. This finding imply that more effort should be put in place to create awareness on betting regulations.



## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.1 Introduction

This section outlines the discussion of the results, conclusions, and recommendations of the investigation on the link amongst psychosocial features and sports wagering among undergraduate campus students in Nairobi County, Kenya.

#### 5.2 Discussion of the Outcome

Under this segment, the investigator discusses the outcome of the investigation as per the four study objectives.

##### 5.2.1 The prevalence of sports gambling among campus undergraduates in Nairobi County, Kenya

This objective purposed to establish the prevalence of sports gambling among campus undergraduates in Nairobi County. The findings of the investigation showed that 57.3% of the students had a moderate prevalence of sports betting, 32% had a low prevalence, while 10.8% had a high prevalence of sports betting. Overall, the prevalence of sports betting means score was 27.28 (SD = 6.592), demonstrating that averagely, the students had a moderate prevalence of sports betting. These finding first establishes the existence of sports betting among students in Nairobi County and secondly, the findings show there exist average betting rates among university students in Nairobi County.

The above outcome of this investigation agree with past researchers who have already established the existence of sports betting among university students across the world. Labrador and Vallejo-Achón (2020) in Madrid established that 42.6% of students in a college engaged in sports betting.

Kam, Wong, and So (2017) established that about 76% of university and college students in Macau China were problematic gamblers who reported having made their first bet before 14 years. Eboh and Babatunde (2015) in the federal university Oye Ekiti, Nigeria established that 67.5% of the students engaged in gambling activities. Ogachi, Karega, and Mvungu (2020) in Kenyan universities established that 69.3% of the university students were disordered bettors, whereas 68.9% placed bets weekly. The above researchers concur with the current study findings by establishing the existence of gambling among university undergraduates through the rates and the percentages vary from one place to another and from one university to another.

### **5.2.2 The relationship between perceived self-efficacy and sports gambling among campus undergraduates in Nairobi County, Kenya**

Under this objective, the study aimed at determining the perceived self-efficacy on sports betting among students and secondly establishing the relationship between the perceived self-efficacy and sports wagering among campus undergraduates in Nairobi County. The result revealed that 69.3% of the participants had an average degree of perceived self-efficacy on sports betting, 22.8% experienced a high degree of perceived self-efficacy, while 7.9% experienced reduced rates of perceived self-efficacy. The level of perceived self-efficacy mean score was 31.95 (SD = 5.348), signifying that averagely, the students experienced a moderate degree of self-efficacy

Secondly, the investigation revealed that there was a substantial positive association amongst perceived self-efficacy and sports betting among campus undergraduates,  $r(316) = .395, p < 0.05$ . Considering the study outcome, the study rejected the null hypothesis that indicated no numerically substantial connection between perceived self-efficacy and sports betting and hence accepted the alternative hypothesis that stated there was a considerable link between perceived self-efficacy and

sports betting, this implies that increased rates of perceived self-efficacy were correlated with higher scores on sports betting.

The finding of this objective concurs with past researchers who have already established a major link between perceived self-efficacy and sports betting globally. Hawker, Merkouris, and Youssef (2020) in Tasmania, Australia found out that self-efficacy determined gambling cravings and episodes. Takamatsu, Martens, and Arterberry (2016) in Midwest University discovered that self-efficacy impacted betting challenges and days spent wagering among undergraduates. In Uganda, Wagubi (2019) indicated an average link between self-efficacy and Sports gambling.

These results align with the SCT which states that Self-efficacy influences an individual's actions because they believe they can correctly execute any task and achieve positive and highest results. In line with sports betting Self-efficacy gives people the confidence to wager on matches they think they will win. Self-efficacy keeps gamblers in sports betting because they believe in their skills and knowledge; even when they lose, they think it was bad luck and that the next stake will be their lucky one.

### **5.2.3 The relationship between peer pressure and sports gambling among campus undergraduates in Nairobi County, Kenya**

Under this objective, the study first established the existence of peer pressure among the research population. The outcome indicated that 57% of the respondents had a moderate prevalence of peer pressure, 29.1% had a high prevalence, while 13.9% had a low prevalence of peer pressure. The prevalence of peer pressure mean score was 31.54 (SD = 7.531), demonstrating that averagely, the respondents had a moderate prevalence of peer pressure.

Secondly, the objective intended to determine link between peer pressure and sports betting. The results revealed a substantial positive correlation between peer pressure and sports betting among

University students,  $r(316) = .386, p < 0.05$ . In accordance with the results, the current research rejected the null hypothesis that suggested there was no numerically considerable link between peer pressure and sports betting and consequently accredited the alternative hypothesis that implied a substantial connection between peer pressure and sports betting, this implies that higher scores on peer pressure were correlated with higher scores on sports betting.

The above current study findings correspond with past research outcomes globally that have found a significant relationship between peer pressure and sports betting. Sanscartier, Edgerton, & Keough (2020) at the University of Manitoba, Canada found out that peer pressure was among the top influencing factors of betting among Canadian university students. Kam, Wong, So, Un, & Chan (2017) in Macau, China revealed that peer pressure was among the top three reasons for gambling among university students in Macau. Oyetunji-Alemede, Ogunbiyi & Omole (2019) on their examination among university students in Nigeria found out that a considerable connection between peer pressure and addictive gambling among university students in Nigeria. Kenyan universities, Macharia (2018) indicated that the students who began betting in the university were introduced to gambling by their peers based on an impractical desire to make money quickly.

These findings align with the social cognitive theory which states that observational learning can pressure people to engage in activities their peers are active on to belong. The findings show that most of the university students were introduced to betting by their friends and many maintained the behavior to keep social ties with friends.

#### **5.2.4 Possible measures that can be enacted to regulate sports betting among campus undergraduates in Nairobi County, Kenya**

This objective sought to establish measures students think can regulate game wagering among campus undergraduates in Nairobi County. The findings indicated that the majority of the students (84.8%) strongly disagreed that they are aware of university regulations on sports betting, with 31.6% of students strongly agreeing that rules should exist to govern betting among university students. This implies that regulations should be instituted to govern sports betting among University students and awareness on the same created among the students. 52.5% and 31.6% of the students strongly agreed and agreed correspondingly that they started betting when they were over 18 years, underscoring the importance of age limitation as a regulation measure. 47.8% of the students strongly agreed that they knew the regulations laid down by the BCLB.

From the findings under this objective, three themes came out as measures that could curb sports betting among university students. Having university-specific regulations for sports betting, implementing the age of sports betting to allow betting only for adults, and educating the students on the dangers of sports betting.

Researchers across the world have recommended similar measures in efforts to reduce gambling in universities globally. For instance, Williams, Wood & Currie (2010). Fisher (2015), and Gilovich (2013) found that educational programs that taught students the consequences of sports betting worked in reducing gambling among students in the USA. Ssewanyana and Bitanihirwe (2018); Koross (2016) recommended education among university students on gambling consequences and sensitization of parents and teachers on handling students involved in sports betting. These findings show that universal measures like gambling education and university-

specific gambling rules can be used to curb sports betting among university students globally including university students in Nairobi.

### **5.3 CONCLUSION**

This investigation was done to examine the connection between psychosocial features and sports gambling among undergraduate campus learners in Nairobi County, Kenya. Two psychological factors self-efficacy and peer pressure were measure against sports betting among campus learners in Nairobi County. First, the investigation found out a moderate frequency of sports gambling amongst the study population, moderate self-efficacy, and moderate prevalence of peer pressure among the respondents.

The findings illustrated a considerable connection between supposed self-efficacy and sports betting, this means that advanced rates of supposed self-efficacy were correlated with higher scores on sports betting. This finding means that students with elevated self-efficacy had a high probability of participating in betting and maintain their betting behaviors with the confidence of winning as compared to their counterparts with low self-efficacy who have a low probability of engaging in sports betting because they do not believe in winning.

The investigation found a substantial link amid peer pressure and sports betting, this implies that higher scores on peer pressure were correlated with higher scores on sports betting. This finding means that students who readily succumbed to peer pressure were likely to follow their friends in betting activities than their counterparts who had low peer pressure and would make their own decisions whether to engage in sports betting or not.

These findings concluded there are universal measures like gambling education and university-specific gambling rules that can be used to curb sports betting among university students globally including university students in Nairobi County.

The main study conclusion was that there is a significant link between psychological characteristics and gambling among undergraduate scholars in Nairobi County.

## **5.4 RECOMMENDATION**

### **5.4.1 For University**

1. Though there are sports betting regulations in Kenya that apply to all citizens, this investigation recommends that the universities should establish specific sports betting rules that align with the university culture and goals. This will eliminate confusion that may arise in case the university decides to handle a sports betting case.
2. The study secondly recommends that university administrations engage in sports betting education among students to ensure that students make informed decisions when they decide to engage in sports betting.

### **5.4.2 For Policymakers**

1. This study recommends that policymakers ensure that betting regulations are implemented especially on the legal age of betting to prevent the early onset of sports betting school minors which continues to university levels. This policy will reduce the number of students coming to university already with betting skills.
2. The study recommends the policymakers increase tax on betting products. High taxing on sports betting can also reduce the number of students betting because most will not afford the finances to maintain the habit.

### **5.4.3 For future research**

1. This study recommends future researchers investigate the relationship between students' personalities and sports betting.
2. Secondly, the study also recommends future researches to investigate how sports betting impacts the overall psychological wellbeing of the students.



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## APPENDIX A1: INFORMED CONSENT

Dear respondent,

I am Postgraduate student pursuing a Master's degree in counseling psychology at Kenyatta University. I am carrying out an investigation on the **Relationship between Psychosocial Factors and Sports Betting amongst University Students in Nairobi County, Kenya**. Kindly take the time to go read the guidelines cautiously and to respond to every item as **honestly** as possible. If you encounter any challenge in understanding any item kindly feel free to ask for assistance. There is no **correct** or **incorrect** response. All replies are accepted. Your answers will be handled **confidentially** and will only be utilized for the research. Kindly tick [√] or **write down** the answers that show you opinion. **Respond to All Questions**.

Taking part in this investigation is optional. Kindly confirm that you have gone through the above information and agreed to partake in the investigation willingly by signing on the consent form below.

Thank you for your collaboration.

Sincerely

Grace Ng'endoMukabi

### **Consent**

I have gone through the above document and understood that this investigation is optional and that discretion and anonymity are assured. I do agree to contribute in this research.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX A2: STUDY QUESTIONNAIRE

Kindly tick (✓) appropriately to indicate your honest opinion.

### SECTION A: BACKGROUND DATA

#### 1. Gender

- a) Male ( )
- b) Female ( )

#### 2. Age

- Under 18 years ( )
- 18– 20 years ( )
- 21 – 23 years ( )
- 23 – 25 years ( )
- Above 25 years ( )

#### Year of study

- First year ( )
- Second year ( )
- Third year ( )
- Fourth year ( )
- Fifth year ( )
- Other, specify.....



**SECTION B: PREVALENCE OF SPORTS BETTING AMONG UNIVERSITY STUDENTS**

To what magnitude do you agree with the statements below on the prevalence of sports betting among university students?

Kindly utilize a rate of 1 to 5; where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = Agree and 5 = strongly agree.

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I understand the concept of sports betting					
I have frequently engaged in various forms of sports betting					
I know someone who frequently engages in various forms of sports betting					
I use more than fifty shillings to bet daily					
I use more than a hundred shillings to bet weekly					
I take over one hour on wagering site each day					
I spent all my free time on sports betting sites					
I frequently visit sports betting shops					
My phone has several sports betting apps					
I spent more than 100mbs daily in accessing sports betting apps					

**SECTION C: RELATIONSHIP BETWEEN PERCEIVED SELF-EFFICACY, AND SPORTS BETTING AMONG UNIVERSITY STUDENTS.**

To what degree do you agree with the statements below on the link between perceived self-efficacy and sports betting among university students?

Kindly utilize a rate of 1 to 5; where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = Agree and 5 = strongly agree.

Statement	5	4	3	2	1
Students who bet are confident of their skills when placing a bet					
I hesitate to bet due to the risks involved					
I am confident of winning if I placed a bet					
I believe in several teams and I always stake when they are playing					
I always trust my gambling skills whenever I place a bet					
My favorite teams cannot fail my bet					
Even if I lose a bet I cannot quit betting because losing is just a bad luck					
I am ever confidence that I will make a profit from betting					
I have ever used my fees to bet and expected to win it back					
I can bet with all the pocket money left in my pocket at because am confident to gain more					

**SECTION D: RELATIONSHIP BETWEEN PEER PRESSURE AND SPORTS BETTING AMONG UNIVERSITY STUDENTS.**

To what degree do you agree with the statements below on the association amongst Peer pressure and sports betting among university students?

Kindly utilize a rate of 1 to 5; where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = Agree and 5 = strongly agree.

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
My friends in school regularly engage in sports betting					
A friend introduced me to sports betting and the rules of the game					
Am a member of a social media group that regularly share odds on a bet					
I always engage in sports betting when among my friends					
I cannot quit sports betting because most of my friends enjoy sports betting					
When with friends we are always talking about sports and the likelihood of certain teams winning or losing					
I compete with most of my friends on who will win more money on sports betting					
Sports betting is more enjoyable with friends					
I trust my friends to receive odds on various bets that I place					
My friends lend me money to place a stake when I am broke					

**SECTION E: MEASURES IN PLACE TO CURB SPORTS BETTING AMONG UNIVERSITY STUDENTS**

To what degree do you agree with the statements below on the measure to adopt to curb sports betting among university students?

Kindly utilize a rate of 1 to 5; where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = Agree and 5 = strongly agree.

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I only began sports betting when I was above eighteen years					
I know the regulations laid down by the university on sports betting among students					
I understand the regulations laid down by the Betting Control and Licensing Board					

I have been punished or know someone who has been punished by the university over sports betting issues					
I would like there to be rules that govern betting among university students					
Education on gambling should be provided to university students					

**Please indicate any other measure that should be put in place to regulate sports betting among University Students**

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**THANK YOU FOR YOUR PARTICIPATION**