



# An Expository Analysis of Gambling and Human Resources Wastage at Tertiary Institutions in Lagos State Nigeria.

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## ABSTRACT

Gambling has been in the recent time a social problem, especially among the expected generation to revitalize every area of human endeavours (The Youths). The aim of this study is to expose some of the intricacies and inherent effects of gambling activities, as well as various modes employed by its perpetrators and their philosophies behind the practices. The study employed an expository mode, making it broader in explanation and bridging the relationship between gambling and other areas of human life. A descriptive design was used, alongside quantitative statistical methods to gather and analyse responses from undergraduate students of two institutions in Lagos State, which are the Lagos State University and Lagos State University of Education (formerly, Adeniran Ogunsanya College of Education), using a sample population 100 students, 50 students were evenly selected from each institution. The random sampling technique was used. A well-structured questionnaire was used as an instrument to gather data from the participants, which was subjected to face and construct validity. The results of the findings revealed levels of significance at 0.089 for Gambling Habit on Academic Profile, which indicates a high level of effects of gambling on student academic achievement. While, 0.00 level of significance was obtained for relationship between Gambling and Economic Status, this indicates no positive effect of gambling on economic achievement of students at tertiary institutions. The study hereby drew a conclusion that gambling is a source of human resource wastage at tertiary institutions before they are even transferred to the labour market to consume them for economic transformation. The study recommended that high level of participation is required of stakeholders of education in addressing the menace of gambling from the level of tertiary institutions across the state

## KEYWORDS:

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## Introduction

Gambling can be described as betting money or properties on the outcome of a game or event that is ultimately based on chance. Tertiary students have been identified as a risk group, many students have increased freedom at this age and are frequent internet users and fall into the age group (18-24 years) where problem gambling peaks. Sammut (2010), indicates that many communities, often those suffering economic hardship and social problems, consider gambling as a panacea to those ills. Indeed, a number of communities plagued by high unemployment have found a form of economic renewal through gambling, particularly through the development of casinos and betting centers.

The study is aimed at ameliorating the effects of gambling with respect to wastage of human endeavors from the ground of their production (Tertiary institutions). Every society requires adequate and quality human resources to transform other resources to the utility stage. It is to this end the study seeks to address the issues surrounding human capacity building, while viewing it from the lens of other factors that could deter complete achievement of that, which is gambling activity at tertiary institutions of learning in Lagos State as a sample scope of the study.

In Nigeria it can be argued that the past ten years, the nation has become a nation of gamblers. This is due to the evident promotional offers and lotteries of all kinds run by all sorts of corporate and dominate the media space from radio to television, internet, the dailies and outdoor advertising. Nigeria's gambling is highly reflected in sports betting which entails the activity of predicting sports results and placing a wager on the outcome. The use of the mobile platform has increased access and prevalence of betting especially among university students.

In the United Kingdom, a couple of exploratory studies on online gambling amongst students have been done. For example, in 2007, Wood et al. examined online poker amongst 422 self-selected participants and established that online poker was

played at least twice weekly by a third of participants, 18% were found to be problem gamblers, and 30% had sub-problem gambling problems. Similarly, Griffiths and Barnes (2008) surveyed a sample of 473 students that included non-gamblers, venue gamblers as well as internet gamblers. Amongst 105 internet gamblers, 20 were classified as problem gamblers (according to SOGS scores), 89 were male and 16 were female. Chi-square analyses showed that males were significantly more likely to be both internet gamblers and problem gamblers, and that internet gamblers were more likely to be problem gamblers than non-internet gamblers. In a more recent study, Matthews, Farnsworth and Griffiths (2009) using a similar methodology with 127 online gamblers, reported that 19% were found to be problem gamblers and a further 18% defined as potential problem gamblers, according to SOGS scores. Tertiary students have been identified as a risk group in relation to online gambling (Wood, Griffiths, & Parke, 2007). Many students have increased freedom at this age and are frequent internet users and fall into the age group (18-24 years) where problem gambling peaks (Gernstein et al; 1999; PC, 2010). A large Canadian prevalence survey of online gambling in Canada and various other countries, reported that student status and education level were significant predictors of online gambling (Wood & Williams, 2009), although prevalence studies of online gambling amongst students are limited. Another study that was done by Petry and Weinstock (2007), in an American university revealed that out of 1356 student participants, 23% reported ever gambling on the internet, 6.3% gambled online weekly and about a third of these online gamblers (who had ever gambled online) were classified as probable pathological gamblers.

## Different types of Gamblers

According to Robert L, edited by Harry Croft, M.D, (cited 2016), identifies six types of gamblers and their traits:

**Casual Social Gamblers:** These are sets of people who gamble who only gamble for recreation



purpose, sociability, and entertainment. For them gambling may be a distraction or a form of relaxation. Gambling doesn't interfere with family, social or vocational obligations. Examples of such betting are occasional poker games, super bowl bets, a yearly trip to Las Vegas and casual involvement in the lottery.

**Serious Social Gamblers:** They invest more of their time in gambling. Gambling is a major source of relaxation and entertainment, yet these individuals place gambling in second importance to family and vocation. This gambling could be that of "golf nut" whose source of relaxation comes from playing golf. Serious social gamblers are still able to maintain their personal control on their gambling activities.

**Compulsive Gamblers:** They extremely lost personal control of their gambling activities, they believe it's the most important thing in their lives. Compulsive gambling is a serious addiction and progressive addiction to gambling, that harms every aspect of the gambler's life. As they continue to gamble, their families, friends, and even employers are negatively affected. In addition, compulsive gambling also results in stealing, lying or embezzling which goes against their moral standards. Compulsive gamblers can't stop no matter how much they want to or how hard it will require them to carry out the activities.

**Relief and Escape Gamblers:** These sets of gamblers gamble for the purpose of gaining relief from anxiety, depressions, anger, boredom or loneliness. They use gambling to escape from crises or difficulties. Gambling provides analgesic effects rather than a euphoric response. Relief and escape gamblers are not compulsive gamblers. They are sort of identical to relief and escape drinkers.

**Professional Gamblers:** They make their living from gambling and thus consider themselves professional gamblers. They are skilled in the games and have personal control over the level involvement in the activities, they are able to control the level of financial resources imputed in

the game i.e amount of money, time allocation, Thus, professional gamblers are skilled they wait for the best time to win as much as the can.

### **Antisocial Gamblers or Personality Gamblers:**

They are in contrast to professional gamblers, they gamble in such a way that the gambling is used to get money illegally.

They are likely to be involved in fixing horse or dog races, or playing with loaded dice or marked cards. They may attempt to use a compulsive gambling diagnosis as a legal defense.

Nigerian students and non-students fall in one of the above gamblers identified by Robert, some have two or more traits of the gamblers identified above. Each of them contributes to "human resources wastage and affects the level of academic performance" of Nigerian students in tertiary institutions.

### **Effects of Gambling on Social Life**

Researchers have indicated that gambling has various effects on the gambler's behavior. While the majority of gamblers will indulge without getting hooked, a small number will suffer from the worst of gambling addiction. Problem gamblers become so engulfed in gambling that they basically cease to exist as socially functional human beings, cases of debt, financial ruin, theft, job losses, ruined relationships and even suicide have been reported among compulsive gamblers who must indulge regardless of harm done to self or loved ones. Researchers indicate that these effects of gambling are highly determined by the type of gambler the person is. For example, the National Research Council (1999) established that social or recreational gamblers gamble for entertainment, they typically do not risk more than they are able to afford and have little preoccupation with gambling. According to the National Council on Problem Gambling (NCPG), key features of problem and pathological gambling include increasing preoccupation with gambling, the need to bet more money more frequently, „chasing“ losses, and loss



of control by continuation of the gambling behavior in spite of mounting, serious, negative consequences. The gamblers' preoccupation with gambling increases as they reminisce about past wins and begin to chase their losses. Their relationships at home and at work begin to suffer as gambling debts and lies about the extent of their gambling cause pressure; they may rely on others to be bailed out of their desperate situation at this point. These negative consequences can include crime, financial debt and bankruptcies, loss of career, homelessness, damaged family and personal relationships, and even suicide (National Council on Problem Gambling). Studies of gamblers seeking help suggest that as many as 20% will attempt suicide (National Research Council, 1999) and that two thirds of those seeking help have participated in criminal activity to support their gambling (National Research Council, 1999).

### **Effects of Gambling on Students' Academic Life**

Students at tertiary institutions of learning who are involved in gambling have been identified with one form of academic deformity or the other. According to Jeffrey Derevensky (2007), from the Youth Gambling Institute at Mc Gill University, Montreal, Canada, college students are the riskiest demographic and the highest-risk age group because "they think they are smarter than everyone else and invulnerable".

### **Economic Related Effects of Gambling**

Despite the positive economic derivation being mentioned by people or organizations, who have taken the gambling as a source of economic benefit for their chosen profession. One the great effects of gambling is loss of economic potentials discovery on the part of student and non-students, which occur as a result of mere immediate achievement of needs with very small and barely insignificant investments, that is gambling with little amount and earning more than invested, this has led youth non-involvement in economic activities like; giving much academic life attention, engaging in

vocational / craftsmanship training, trading et cetera. Unfortunately, as much as the government believes the gambling is a source of internal revenue for the growth of the country, it's also associated with some economic problems that form the basis for economic setbacks. For instance, gambling participation may negatively affect gamblers themselves through financial and family distress caused by problem gambling ("having difficulties [controlling the amount of money] and /or time spent on gambling which leads to adverse consequences for the gambler, his household, or the community" (Williams et al. 2012).<sup>1</sup>

### **Problem Statement**

It has also been noticed from societal interactions over a decade now, that youths in Nigerian universities suffer poor academic performance as a result of their involvement in gambling, and other illicit related acts like; drug abuse and other related problems as a result of their preoccupation with the gambling activities, this could be correlated to a study undertaken by Petry and Weinstock (2007), in an American university revealed that out of 1356 student participants, 23% reported ever gambling on the internet, 6.3% gambled online weekly and about a third of these online gamblers (who had ever gambled online) were classified as probable pathological gamblers. This study therefore seeks to assess the level of negative impact of the gambling activities on both the academic performance of students in the tertiary institutions in Lagos State and its relative effects on human capital wastage. Gambling also has an effect on human resources wastage, as most able youth spend their financial and time resources that are supposed to have been invested in production to gambling activities. For instance, gambling participation may negatively affect gamblers themselves through financial and family distress caused by problem gambling ("having difficulties [controlling the amount of money] and /or time spent on gambling which leads to adverse

consequences for the gambler, his household, or the community” (Williams et al. 2012).

### Research Questions

Is there any significant relationship between gambling and students’ academic performance.

Is there any significant relationship between gambling and human resources wastage at tertiary institutions.

### Research Hypotheses

**Ho1:** There is no significant relationship between gambling and students’ academic performance.

**Ho2:** There is no significant relationship between gambling and human resources wastage at tertiary institutions.

### Conceptual Clarifications

Human Resources Wastage from Educational Perspectives

Human resources wastage has its genesis traced to educational deficiencies. This can never be overemphasized and overlooked, without considering the educational wastage. The shortages and shortcomings in planning, implementation methods and guidelines, lack of competence of educational staff, shortage of facilities and lack of co-operation among educational staff, i.e. society,

and family, are the important basis of educational wastage (Kayode, Adeniran, & Semako, 2014).

### The Concept of Gambling

Gambling is seen as a game of chance in the quest of achieving financial uplift and/or financial way out. It also involved social fulfillment related with a sense of belonging to a specific class of individuals in the society.

### Data and Results Presentation

#### Research Questions

Is there any effect of gambling on the academic performance of tertiary institution students with respect to human resources wastage in Lagos State

Is there any significant relationship between gambling and human resources wastage at tertiary institutions.

#### Research Hypotheses

**Ho1:** There is no significant relationship between gambling and students’ academic performance.

**Ho2:** There is no significant relationship between gambling and human resources wastage at tertiary institutions.

**Ho1:** There is no significant relationship between gambling and students’ academic performance.

**Table 1.** Pearson Correlation table showing the relationship between Gambling and Students’ Academic Profile

		Student's Gambling Habit	Academic Profile
Student's Gambling Habit	Pearson Correlation	1	-.171
	Sig. (2-tailed)		.089
	N	100	100
Academic Profile	Pearson Correlation	-.171	1
	Sig. (2-tailed)	.089	
	N	100	100

The table 1 above shows the relationship between students’ gambling habit and academic achievement, answering hypothesis Ho1 above. A significant level of 0.089 was obtained, which is

slightly above the 0.05 level of significance generally acceptable for justification of level of effect of one variable on the other. This means that gambling has a high level of negative effects on the



academic achievement of students in the sampled tertiary institutions, that is the Lagos State University and Lagos State University of Education, with a sampled population of 100 students evenly distributed.

**Ho2:** There is no significant relationship between gambling and human resources wastage at tertiary institutions.

**Table 2.** Pearson Correlation table showing the relationship between Gambling and Students' Economic Status

		Student's Gambling Habit	Economic Status
Student's Gambling Habit	Pearson Correlation	1	.729
	Sig. (2-tailed)		.000
	N	100	100
Economic Status	Pearson Correlation	.729	1
	Sig. (2-tailed)	.000	
	N	100	100

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

The table 2 above shows the relationship between students' gambling habit and economic status., answering hypothesis Ho2 above A significant level of 0.000 was obtained, which is below the 0.05 level of significance generally acceptable for justification of level of effect of one variable on the other. This means that gambling has not contributed to the students' economic life, thereby making them perceived as individuals who are not economically-able. They are a sample population of 100 students evenly distributed between Lagos State University and Lagos State University of Education. This subjecting the study to further research.

### Discussion of findings

The first research question investigated the relationship between gambling and students' academic performance. It was revealed that there was a significant but negative significant relationship between gambling and students' academic performance, The result obtained from the test conducted was a significant level of 0.89, which is higher, than 0.05, this indicates negative effect of gambling on the academic achievement of the students, indicating wastage of human

resources at the production stage (undergraduate). this was in consonance with the findings of Derevensky (2007), from the Youth Gambling Institute at McGill University, Montreal, Canada, college students are the riskiest demographic and the highest-risk age group because "they think they are smarter than everyone else and invulnerable". Also, second research question investigated the relationship between gambling and human resources wastage the It was revealed that there was a significant but negative significant relationship between gambling and students' academic performance, The result obtained from the test conducted was a significant level of 0.00, which is less, than 0.05, this indicates no negative effect of gambling on gambling and human resources wastage. This leaves this area of the study to further research.

The study hereby has a high level of significance, especially in the areas of exposing some of the types of gamblers, their philosophies and relative effects of the gambling practices both on their academic life, financial practices and social life.

### Conclusion and Recommendation

It is of no doubt that the level of gambling effect on



the aforementioned areas can't be over-emphasized. Therefore, the effect of gambling on the academic performance of students in tertiary institutions is negative, with an associated social effect and economic negative influence. Williams et al. 2006, opined that "participation may negatively affect gamblers themselves through financial and family distress caused by problem gambling "having difficulties controlling the amount of money and /or time spent on gambling which leads to adverse consequences for the gambler, his household, or the community".

Therefore, stakeholders of education including the government, should look for ways of controlling and managing gambling activities to make sure it has no place in education and the society at large giving consideration to all the success militating factors stated and analyzed above.

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