Impact of Socioeconomic and Demographic Variables on Student Engagement in Gambling Activities: Insights from Mkuranga District, Tanzania

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ABSTRACT

This study investigated the socioeconomic and demographic factors influencing students' gambling participation. The research design was a cross-sectional survey to collect primary and secondary data. The study used quantitative and qualitative approaches and involved eighty-seven (87) participants, including gamblers and non-gamblers from Tambani Secondary School. The logistic regression model was used as a technique for data analysis. The results indicate that 37 (42.5%) of the gambling students preferred slot gambling over other forms. The quantitative analysis revealed that four out of six socioeconomic and demographic factors were significantly associated with the probability of students participating in gambling activities. School students' gambling participation is influenced by several factors, including the number of gambling facilities, distance from home to school, monthly income, and parents' or carers' carelessness about the school. The significance of these factors was checked based on a coefficient of P-value of less than 5% ($p<0.05$). The study concludes that the number of gambling facilities, parents' carelessness, class of the study, gender, place of residence, monthly income, and distance from home to school all influence students' gambling participation. The study suggests that the Ward Executive Officer (WEO) should encourage community members to construct school hostels and ensure strict enforcement of laws and policies for bet owners. Additionally, Community Development Officers (CDOs) could implement educational programmes to inform the community about the impact of gambling on secondary school students who have completed primary education.

Keywords: Income, Gambling Participation, Logistic Regression, School Attendance, Secondary School Students

I. INTRODUCTION

Gambling risks something valuable to gain more excellent value (Lewis, 2017). It has been practised for a long time. However, its growth and evolution due to advancements in science and technology have led to increased engagement in gambling activities among secondary school students. Li et al. (2014) said students spent more time gambling than attending school. Adults preferred lotteries and poker, while secondary school students preferred slot and sports betting due to the accessibility of gambling centres. This behaviour resulted in a significant amount of money and time spent watching television matches, leading to a lack of focus on their studies. Additionally, some students who skipped school turned to gambling as a substitute. Others go to gambling centres to kill time, which in turn exacerbates their gambling addiction (Håkansson, 2020).

This behaviour is evidenced by Tambani secondary school students spending more time gambling than attending school. The internet's accessibility leads students, especially boys, to own the phones they use to start betting. Research has shown that young people, including secondary school students, engage in gambling activities due to various factors such as poverty, peer pressure, cultural practices, and distance from school. Some students gamble as a means of survival due to their home environment not being conducive to fulfilling their basic needs. It is important to note that gambling among minors is illegal. Laws and regulations prohibit individuals under the age of 18, as well as students, from participating in gambling activities. However, research has shown that young people are more likely to engage in gambling activities than adults, which can negatively impact Scholars have found that gambling behaviour among young people is linked to a decline in their academic progress. Studies have found a significant difference in performance between students who attend school regularly and those who are truant due to gambling behaviour (Williams et al., 2022).

Gambling is one of the problems influencing poor school students' attendance worldwide, especially in European countries such as New Zealand (McMahon et al., 2019). Gambling in New Zealand has been conducted for an extended period. Adults were more engaged in gambling behaviour than young people. This behaviour spreads to different ages, especially secondary school students, influencing poor attendance as days pass. In New Zealand, truancy for secondary students was 25%, and students did not attend school because of gambling. Some of the students became thieves, faced with social isolation and financial problems (Cosenza & Nigro, 2015). Not only did New Zealand have a problem with gambling, but also in Africa, the gambling activity rate is very high.

Currently, Tanzania is very popular for gambling activities. This behaviour was evidenced by conducting surveys in different regions of Tanzania. Young people, especially secondary school students, engage in gambling. The regions where students are more likely to gamble than adults were Dar es Salaam, Morogoro, Arusha, Lindi, and Mtwara. The government and community tried to make laws that guided students to participate in gambling. However, it was difficult due to the advancement of science and technology, which led students to bet through online betting, which significantly influenced poor secondary school students' attendance. Students engaged in gambling behaviour to get money. The community tried to make laws that guide students' involvement in gambling, but they were not implemented because, through gambling, the government collected revenues even if they were negative.

Gambling is conducted in different areas of Tanzania where secondary school students play a greater role in gambling than going to school, which influences poor school students' attendance (Mwadime, 2017). Some reasons led students to be involved in gambling activities in Tanzania, like parents' carelessness, poverty, culture, and peer group pressure (Ajomale, 2017). Some students' engagement was due to entertainment, and others for profit-making; all these factors influenced secondary students to engage in gambling activities. According to the Basic Education Statistics report for 2009–2010 in Tanzania, the Ministry of Education and Vocational Training found that two secondary school students were among the highest number of students dropping out, equaling 9,627. The report also indicated that truancy (36.2%) and poverty (3.8%) were the main reasons students dropped out (United Republic of Tanzania [URT], 2009–2010). Poverty influenced students' and communities' involvement in gambling activities. Some students gambled for money for their families, and others only for entertainment or enjoyment (Hira & Monson, 2000).

Mipeko was one of 25 wards in Tanzania's Mkuranga District of the Coast Region. Communities in Mipeko participate in agriculture as a significant economic activity. They cultivate crops like coconuts, cashew nuts, pineapple, and cassava. They practised small-scale agriculture, which led to low production for subsistence, not for individual and community prosperity. This status leads other parents not to be able to afford to offer some needs to their families simply because they do not have enough income to fulfil all needs. Under these circumstances, it is much easier for students to be involved in immoral conduct, especially gambling, to survive, according to the Mkuranga Economics and Development Organization (2018). The problem of secondary school students engaging in gambling activities has existed for an extended period, but currently, the situation of the problem is worse compared to the previous one. The arrival of Chinese at Mipeko Ward was in direct proportion to gambling business investment, which had significant impacts on secondary school students' engagement in gambling activities, which had a significant effect on students' attendance. Students took time to gamble rather than go to school. Precautions were taken on secondary school students' attendance because it affected communities, students, and the government in general (Cunningham et al., 2014). It brought aggressive behaviour to students, like drinking alcohol, smoking marijuana, and others becoming thieves (Ajomale, 2017).

II. METHODOLOGY

3.1 Data

This study employed both quantitative and qualitative data types, where both primary and secondary data were collected using structured interviews, documentary reviews, and key informant interview methods. Primary data were collected from 87 students from Tambani Secondary School, Mkuranga District.

Secondary data were collected from various published and unpublished reports on students' participation in gambling activities. The key informants included the head of the secondary school, ward education officers, and other stakeholders within the education sector.

2.2 Data analysiss and Techniques

2.2.1 Descriptive statistics

Descriptive statistics were used to analyse the frequency, mean, and percentage of types of gambling used by secondary students in the study area.

2.2.2 Logit Regression Model

Logistic regression was used to analyse the socioeconomic and demographic factors influencing students to participate in gambling activities. The logistic was used because the dependent variable is binary, which means that the variable aims to evaluate the probability of students participating in gambling activities, where one stands for the student who has access to participate and 0 for otherwise.

According to Ahmed et al. (2016), the general form of the logistic equation is written as

$$Logit\ (Y_i) = \beta_0 + \beta_1 X_1 + \varepsilon_i$$

From this scenario, the model specified for logistic regression analysis is expressed as follows

$$Logit\ (Y_i) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_{6+} \varepsilon_i$$

Where by:

Y_i is the probability of the students participating in gambling activities

β_0 is the constant term

$\beta_{i\ (1-6)}$ is the coefficient of independent variable

Yi= Student's participation in gambling activities defined as dependent variable (Participate or not)

X1 = Number of gambling facilities

X2 = Parents/Caregivers care about school

X3 = Monthly income in

X4= Gender (sex)

X5= = Age of respondents

X6= Distance from home to school in Kilometer (Km)

ε is the error term

Table 1

Variables and Measurements

Variable	Variable Name	Variable Type	Variable Measurement	Expected Sign
Dependent Variables				
SPGA	Students' participation in Gambling activities	Categorical	1 for students to participate in gambling activities	NA
Explanatory Variables				
No of facilities	Number of gambling facilities	Continuous	Number of gambling facilities	-
Access	Freedom to Access gambling facilities	Categorical	1 for access to gambling facilities 0 otherwise	+
Income	Monthly income	Continuous	Amount of received by family per monthly	+
Sex	Sex of respondent	Categorical	1 for Male, 0 female	+
Parents	Caregivers care about school.	Continuous	Quantity of agricultural) Price per kg in Tshs	+ +
Age	Age of respondents	Continuous	Number of years engage in gambling activities	+
Distance	Distance from home to school	Continuous	Distance in Kilometer (Km)	+

Source: Research Data, (2023)

III. FINDINGS & DISCUSSIONS

3.1 Distribution of Respondents by Age

The results from Table 2 revealed that those aged between 12 and 16 years were more involved in gambling than those aged 17 to 21 years. During the interview, students said that the ages of 12 to 16 were a foolish age period, which influenced them to be involved in evil things like gambling, which tends to lead to poor school students' attendance. The results in Table 1 show that the age between 12 and 16 years was 50 (59.8%), while the age between 17 and 21 years was 37 (40.2%) out of 87 (100%) respondents. These results are similar to a study conducted in nine European countries to examine secondary school students' engagement in gambling activities (Filipa et al., 2019). The sample size taken in Cyprus was 4243, aged 16 years old, whereby 4.4% of students used to gamble. The study detected that the main reason that influenced students to gamble was poverty. Also, a survey was conducted on online betting, where the sample size was 2,684 adolescent students aged between 12 and 16 years; it was reported that 19.1% of the students were gambling. They used the internet to gamble during the past three months, and 2.5% out of 13.8% of the sample were affected by gambling problems. The study observed that the students were involved in gambling because they failed to get their parents' care (Hing et al., 2015). The findings were similar to a study conducted by Ipsos MORI (the market research in Landon 2005) with 2796 students aged between 11 and 16 years from England and Wales; the report considered students aged 11–15 years in order to understand underage gambling activities. The results indicate that 16% of students aged 11–15 reported having gambled in the seven days before the survey. The most common forms of gambling were fruit machines (6%), placing a private bet (5%), playing cards for money with friends (4%), and scratch cards (4%).

3.1.2 Distribution of Respondents by Villages

Table 2 indicates the number of students involved in gambling activities across the village.The results show that Mwanambaya Village is the leading village compared to others in gambling involvement. This comes due to population growth and industrial investment that led the community to engage in gambling activities, especially secondary school students. A shortage of money for gambling students led to involvement in social evils such as robbery. Results show that a large number of respondents observed at Mwanambaya Village was 39 (44.8%), followed by Mipeko Village, which was 28 (32.2%), and lastly, Mwanadilatu Village had 20 (23.0%) of all 87 respondents.

> *"According to the Ward Executive Officer, Mwanambaya Village is one of four villages in Mipeko Ward, which has a considerable number of people compared to other villages due to the availability of business activities and the provision of social services. The population growth came from the Chinese industrial investment, which led many visitors to conduct business and establish permanent habitats."*

3.1.3 Distribution of Respondents by Sex

The findings in Table 2 revealed that male students engage in more gambling activities as compared to female students, with males being 65 (74.7%) and girls being 22 (25.3%) of all 87 respondents. And this implies that boys' students were most involved in child labour and small businesses in the school compound in order to get gambling money. The main reason that led boys to become more involved in gambling was the freedom to access gambling facilities. Boys were free to go anywhere without parentsor carers' restrictions. As a result, they spent the whole day in gambling centres. The findings were similar to the study conducted by Snodgrass et al. (2014), which shows that men and women have different participation in gambling activities; men are more involved in gambling than women. The United States of America conducted a national telephone survey to understand demographic patterns of involvement in gambling between males and females. The results indicated that men were more likely to be involved in gambling than women and also had a high chance of winning and losing the game. Findings expressed that 2.9% of females were involved in gambling, while males were 4.2%. The main reason that influenced boys' students's involvement in gambling activities is that they were free to access gambling facilities and were quickly able to do different work in order to obtain money than the female gender.

College men's engagement in gambling was 91%, while females played at least once during twelve months, while adults' involvement in gambling was 14%, and females played at least once during twelve months. The survey also investigated gambling behaviour among Chinese students studying in Macau colleges and universities and aimed to examine the relationship between the effects of gambling on states and sensation-seeking propensity. A convenience sample of 999 students (370 men and 629 women) filled out a self-administered questionnaire of the Problem Gambling Severity Index (PGSI). Men were significantly more vulnerable to gambling problems than women (Kam et al., 2017).

3.1.4 Distribution of Respondents by School Class

The findings in Table 2 also present participation in gambling activities across class levels. The results showed that Form Three had a large number of respondents involved in gambling, as they were 32 (36.7%), Form Two students had 22 (25.3%), Form Four had 19 (21.8%), and lastly, 144 Form One respondents were equal (16.1%) of all 87 respondents. This was because Form 3 students were affected by adolescence, age, and school environments. They wanted to show other students from different classes, like Form One and Form Two, that they were mature enough. Another reason was sexual relationships; male students found money to spend with their partners. As a result, they were involved in gambling activities. According to the Ward Executive Officer report in 2023, form three students were more involved in gambling than other students in different classes because they were faced with adolescent age problems. Most of them come from low-income families. The day-to-day numbers of Form Three students were corrupted because they dropped out of school due to gambling activities.

Table 2

Demographic Characteristics of Respondents (N= 87)

Category	Frequency	Percentage
Village names		
Mwanambaya	39	44.8
Mipeko	28	32.2
Mwanadilatu	20	23.0
Ages		
12-16 years	50	59.8
17-21years	37	40.2
Sex		
Boys	65	74.7
Girls	22	25.3
Class of students		
Form one	14	16.1
Form two	22	25.3
Form three	32	36.8
Form four	19	21.8

3.2 Types of Gambling Students Engaged

This part exposes the types of gambling activities in which students at Tambani Secondary School engage in gambling activities. Students' gambling activities differ from one place to another; in areas with no electricity accessibility, the students were primarily engaged in card and sports betting. In card gambling, students play in the scarabs where no one can see them. This was a terrible gambling activity that led students to engage in social evils like robbery and marijuana smoking. In contrast, secondary school students engaged in slot gambling more than sports betting in villages with access to electricity. The results in Figure 2 indicate that students were familiar with types of gambling, such as slots, sports betting, cards, casinos, and pokies. Students who liked slot gambling machines were 37 (42.5%), followed by sports betting at 29 (33.3%), cards at 10 (11.5%), casinos at 6 (6.9%), and pokies gambling at 5 (5.7%) of all 87 respondents.

The reasons that influence students to get involved in gambling are entertainment and a source of money. Non-gambler students said that they were not involved in any gambling due to difficulty accessing gambling instruments, lack of money, failure to balance gambling activities and the learning process, parents' restrictions, and their dislike of the games.

These results are also supported by Kam et al. (2017), who observed that secondary school students engaged in different types of gambling and faced poor school attendance and performance. Students spent much more time gambling than going to school. Their concentration was on gambling activities rather than learning. Through the study, students engaged more in mahjong, soccer betting, the lottery, card games, and casino gambling. Mahjong was (38.1%), soccer betting (25.4%), Mark Six lottery (22.9%), card games (17.3%), stocks (9.0%), land-based casino gambling (8.0%), slots (5.0%), and online casino games (1.2%). Except for mahjong, men outnumbered women in all these gambling activities. Figure 1: The Y-axis expresses the number of gamblers students while the X-axis expresses types of gambling.

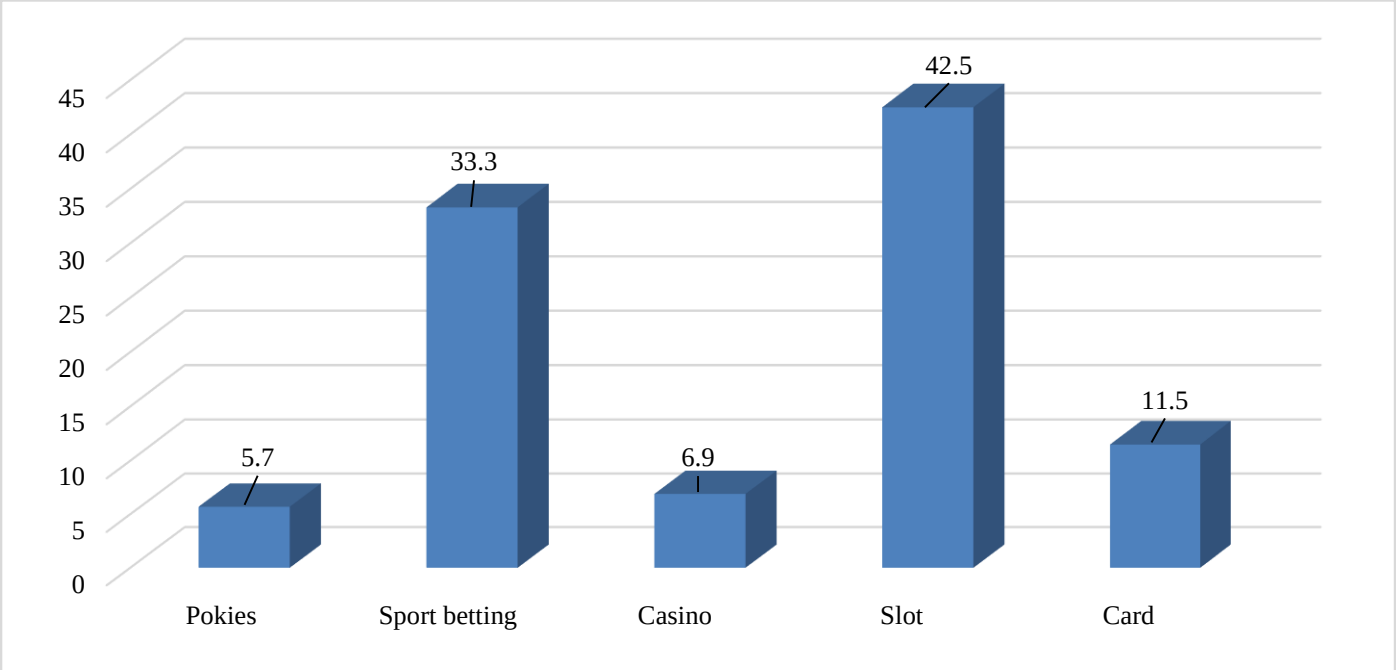

Figure 1
Types of gambling students engaged in

3.2.1 Gambling Centres in Mipeko Ward

Several gambling centres operate in Mipeko Ward. Gambling centres in Mipeko Ward are rapidly increasing because of population growth. The villages that have large numbers of gambling centres depend on the population. Mwanambaya Village has more gambling centres than Mipeko and Mwanadilatu Villages due to its larger population than other villages. Furthermore, the presence of many gambling centres led secondary school students to be involved in gambling activities, hence causing poor school students' attendance and performance.

According to Acting Director General of the Gambling Board, James Mbalwe told the Guardian in 2017 that the "presence of gambling centres was directly proportional to the increased number of people involved in gambling activities." In Tanzania, there were 231 betting shops, and 178 were found in the Dar es Salaam region. The government accumulated a tax of 1.6 billion each month. This income is accumulated from sports betting, casino gambling, and slot machines. However, James Mbalwe continued to say that the presence of 178 gambling centres in Dar es Salaam was not good because many students do not go to school due to gambling activities.

Table 3
Recognized Gambling Centres in the Mipeko Ward

Name of Village	Centre name	Total Number of Centres
Mipeko A	Uwanja wa serikali Mipeko A Mipeko B	3
Mwanambaya	Bingwe Mangi Masatu Njiapanda ya kibamba	4
Mwanadilatu	Yombo Mwanadilatu magengeni Langweni Mfenesini	4
Total		**11**

Source: WEO's Office (2023)

3.2.2 Frequency of Students' Involvement in Gambling

The frequency of secondary school students' involvement in gambling activities and time spent gambling compared to school days. The study revealed that students gambled at different times of the day, leading to poor secondary school attendance. The students' averages of gambling differ from one student to another. Through interviews, some students said they gambled once a day, others gambled twice a week, and some gambled once a month. The results in Table 3 revealed that large numbers of students often gamble at least four days in a week (17 (19.5%), followed by respondents who gamble in one day 13 (14.9%), students often gamble three days in the week (6.9%), students often gamble two days in the week (5.7%), and lastly respondents who said students gambled once in a week (2.3%), while missed 44 (50.6%) were non-gambler students—the results supported by Plate 1 that express students's frequency involvement in gambling. Not only Mipeko Ward but also Kam *et al. (2017)*, who conducted a study on gambling behaviour among Macau College and University students in China, also revealed that among 96 gamblers who answered the questions on gambling frequency, 42.7% (n = 41) gambled once in a month, 20.8% (n = 20) played 2–3 times a month, 18.8% (n = 18) played 1–2 times a week, 12.5% (n = 12) played once a day, 4.2% (n = 4) played 3–4 times a week, and one gambler (1.0%) played 5–6 times a week. Frisone (2020), who conducted a study on the prevalence and factors associated with gambling disorder among Kenyan university students involved in sports betting, found out how often the participants gambled in a week. The results revealed that most (68.9%) participants gambled more than once a week. A majority (36.4%) gambled 2-3 times, while 14.9% gambled more than five times weekly.

Table 4

Frequency of Students in Gambling Activities (n=43)

Days Spend	**Frequency**	**Per cent**
One day	13	14.9
Two days in the week	5	5.8
Three days a week	6	6.9
At least four days in the week	17	19.5
A week	2	2.3
Non-gambler	44	50.6
Total	**87**	**100.0**

3.3 Reasons for Secondary School Students to Gamble at Mpeko Ward a Case of Tambani Secondary

There are reasons for students at Tambani Secondary School's involvement in gambling, and there are measures taken to prohibit them from doing so. The data in Figure 4 shows that the students involved in gambling activities due to the influence of media were 30 (34.5%), followed by students influenced by peer groups 6 (6.6%) and relatives 4 (4.6%). Lastly, students influenced by their parents were 3 (3.3%) out of 43 (49.4%) gambler students, while those who missed were 44 (50.6%) non-gambler students.

The reasons that influence secondary school students to gamble are the media, peer groups, parents, and their relatives. In peer groups, children of the same age, economic status, and other factors influence secondary school students to be involved in gambling activities. Children of the same age spend money buying different things, which leads their friends to engage in gambling to get money, which leads to school students' poor attendance and poor performance. Some students said that the reason for their being involved in gambling was that one of their family members was involved in gambling activities. Other students are involved in gambling because of their parents. They were forced to engage in evil things like child labour and gambling activities to get money to support their families, as a large number of them came from low-income families or parents' families.

Lee (2013) revealed that gambling advertisements through media like television and radio led to students' developing attitudes towards gambling. Media makes people aware of negative or positive perceptions of gambling, and its adaptation depends on the viewers' expectations. Also, Oh (2017) shows that televised poker programmes and internet gambling advertising tend to lead to consumers' positive attitudes towards gambling shows and advertising, which increases gambling intentions. Like tobacco and alcohol-related advertising activities, the potential health hazards of gambling and its promotion have stirred ensuing debates among interest groups, policymakers, and scholars. Figure 2: The Y-axis expresses gambling frequency while the X-axis expresses Reasons why students amble.

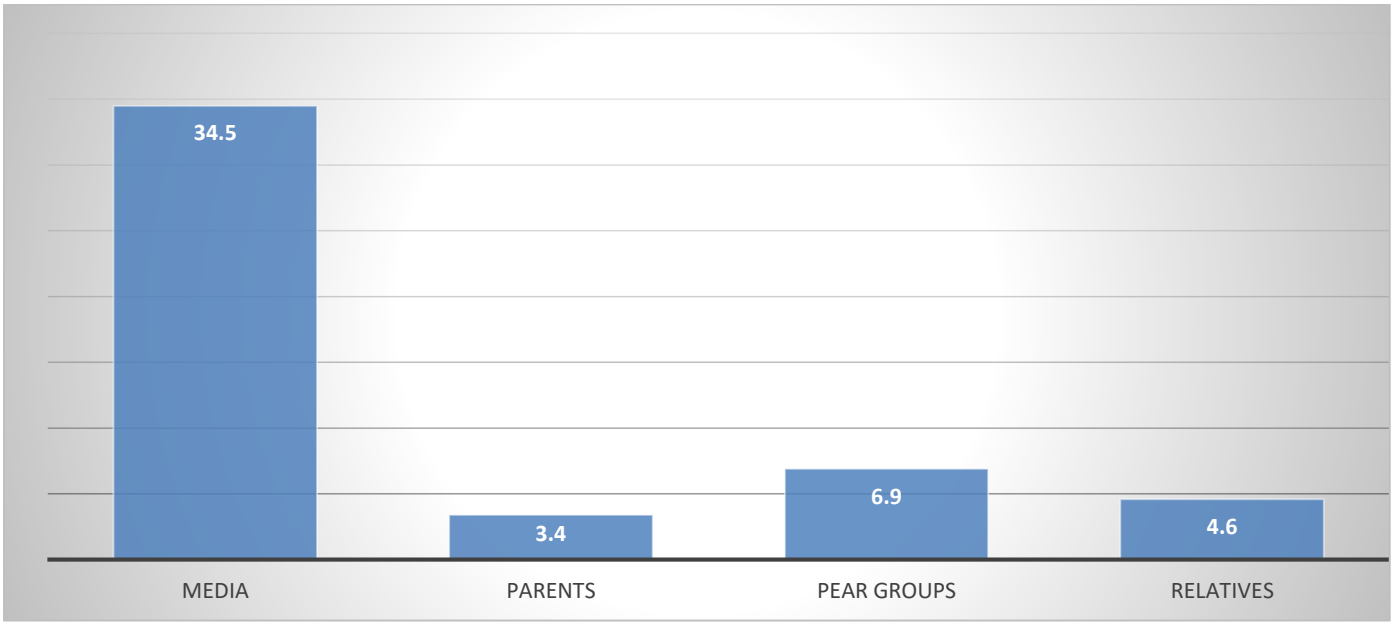

Figure 2
Reasons for Tambani Secondary School Students to Gamble

3.4 Factors Influencing Students' Participation in Gambling Activities

Table 4
Logistic Regressions Analysis Results: Student Participation in Gambling Activities as a Dependent Variable

Variable Name	Coefficient	Std. Err	Z	P > |z|	[95% Conf. Interval]	
Gambling Facilities	1.711467	.5933781	2.88	0.004 ***	.5484673	2.874467
Distance	2.583964	.5540203	4.66	0.000***	1.498104	3.669824
Age of respondent	.6382577	.5063095	1.26	0.207	-.3540908	1.630606
Sex(Gender)	.2595683	.7215642	0.36	0.719	-1.154671	1.673808
Parents/Caregivers	1.563032	.5722454	2.73	0.006 ***	.4414518	2.684612
Parent Monthly income	2.218685	.4763647	4.66	0.000 ***	1.285027	3.152342
Constant term	-5.350424	1.226	-4.36	0.000***	-7.753339	-2.947508
Logistic regression					Number of obs	87
					LR chi2(7)	74.55
					Prob > chi2	0.0000
Log-likelihood						-68.993464

Significance. Codes. *** = 1% significance level, ** = 5%, and * = 10% significance level

3.4.1 Logistic Results and Discussion

Out of six (6) determinants of student participation in gambling activities, only four turned out to be statistically significant, which means the computed p-values of the four variables are less than 0.01 or 1%; this indicates that the variables are statistically significant at the level of significant (Table 4).

The empirical results revealed a positive correlation between the number of gambling facilities, distance from home to school, parents or carers caring about school, and monthly income. This implies that with the increase in the number of units of all significant variables, students are more likely to participate in gambling activities.

3.4.1.1 Number of Gambling Facilities

The findings in Table 4 show that the variable number of gambling facilities is statistically significant at a 1% level since the p-value is less than 1% (0.004<0.01). It has a positive relationship with the participation of students in gambling activities, which means that as gambling facilities increase in number, students are more likely to participate in gambling activities.

Increased Free Time:

Students who travel long distances to school may have more free time, especially if they need to wait for transportation or have lengthy commutes. This surplus of free time can lead to boredom, and some students may turn to gambling activities to pass the time and seek excitement.

Socialisation Opportunities:

During long commutes, students often interact with peers who may introduce them to gambling activities or discuss them. Social pressures and peer influence can play a significant role in encouraging students to participate in gambling, especially if it is perceived as a popular or socially acceptable behaviour among their peers.

***Access to Online Gambling Platforms**:*

Long commutes may involve using smartphones or other electronic devices, providing students easy access to online gambling platforms. With the proliferation of mobile gambling apps and internet connectivity, students can engage in gambling activities discreetly during their travels.

3.4.1.2 Distance from Home to Schools

Table 5 results indicate that distance from home to school has a positive relationship to student participation in gambling activities and significance at a 1% level since the probability of it is less than 1%. Therefore, students' participation in gambling activities increases as the distance from home to school increases because distance tends to increase the chance for students to engage in non-academic activities, including gambling. Moreover, this difference is due to single students who do not have a considerable distance from home to school responsibility.

3.4.1.3 Parents or Caregivers' Carelessness About School

Table 5 shows that the youth raised by all parents has a p-value of 0.006, meaning that it is statistically significant (p<0.01) and is positively related to students' participation in gambling activities. This implies that as parents' carelessness increases, students are more likely to participate in gambling activities. The study continued to identify a significant relationship between parents' carelessness and students' willingness to engage in gambling.

3.4.1.4 Monthly Income

The coefficient of the parent's income level was positive and statistically significant at 1%. The findings imply that students with low-income parents have a higher influence on student participation in gambling activities. This suggests that as the number of low-income families increases, students from these families are more likely to participate in economic activities supported by the Youth Development Fund. The findings were similar to the study conducted by Cortil et al. (2016) on the social and economic effects of gambling:" The evidence from Kampala City, Uganda. They revealed that the propensity to gamble is strongly influenced by personal income level.

"The results supported by Jipeni Moyo Women and Community Organisation (2020) said that poverty in households forced parents to allow their children to be involved in gambling activities and child labour in order to get money for the family's needs, which resulted in a high illiteracy rate in the communities."

IV. CONCLUSIONS & RECOMMENDATIONS

3.1 Conclusions

Firstly, slot gambling machines, pokies, sports betting, cards, and casinos are types of gambling used by Tambani Secondary School students at Mipeko Ward. Many students preferred slot and sports betting compared to other types of gambling. Secondly, there is a high frequency of gambling activities among students, which results in poor school students' attendance. The study concluded that the number of gambling facilities and monthly income were close factors that influenced poor school students' attendance compared to other factors like age of respondents,

area of residence, and class of respondents, which would have led to secondary school students participating in gambling activities.

3.2 Recommendation

The study recommends that the Ward Executive Officer (WEO) mobilise community members to build school hostels and also make sure that laws and policies for bet owners are strictly enforced. Lastly, Community Development Officers (CDOs) may establish education programmes for the community to educate secondary school students on the effects of gambling. Also Parents and guardians may make sure that there is good communication between them and teachers to understand their children's school performance and attendance for further action.

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