



**ASSESMENT ON THE IMPACT OF SPORTS BETTING ON ACADEMIC
PERFORANCE AMONG SECONDARY SCHOOL MALE STUDENTS IN
HAWASSA CITY**

MSC THESIS

BY

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JUNE, 2024

**ASSESSMENT ON THE IMPACT OF SPORTS BETTING ON ACADEMIC
PERFORMANCE OF SECONDARY SCHOOL MALE STUDENTS IN
HAWASSA CITY ADMINISTRATION, SIDAMA REGION ETHIOPIA**

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DEDICATION

I dedicate this piece of work to my lovely brother Desalegn Kebede who gives maximum of what he has in all the journey of this study. I owe him one for his cherishing of courage, Commitment and being honest for what I am doing. He sacrifice himself for my success, I always commemorate the way he went through for the sake of making this study possible.

DECLARATION

I, Mekdes Getahoy the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged

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Abstract

The general objective of this particular study was to investigate assessment on the impact of sports betting on academic performance of secondary school male students in Hawassa city administration. A Cross sectional study design was conducted by taking students who came to the betting shops in Hawassa city. The sample players were taken by using snowball sampling technique. A sample of 138 students was selected among those students who come to play in the betting shops. Questionnaire, Key Informant's Interview and document analysis protocols were applied as data gathering tools. The data were analyzed using descriptive statistics and inferential statistics. Pearson's product-moment correlation coefficients and multiple regressions were used for data analysis using SPSS version 26. The result of descriptive analysis revealed that reasons to engage in sports betting among students and frequency of sports betting among students. The results of Pearson's product-moment correlation coefficient revealed that there is strong negative relationship between sports betting and students' academic performance. The results of multiple regressions revealed that frequency of sports betting among students is the most determinant one that influence academic performance when compared to student's attitude reward to sports betting and consequences of sports betting reasons, and sources of money for betting. The study recommended that strict policy and controlling mechanism should be set on how to implement sport betting for the academic performance of the secondary school students. Finally the study suggested that future studies should focus broadly on the impact of sports betting on academic Performance.

Key words: sports betting, sport bettors, academic performance

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Sport betting is the game of gambling whereby individuals make gains from sport by successfully predicting the outcome of various sport events in a competition, tournament or league (Tade, 2014).

“Sports betting” is, at its simplest, placing a financial wager on the outcome of a sporting match, as well as on events that occur within the larger match or fixture. The growth of sports betting and gambling promotion during sporting events is a relatively recent phenomenon (Bates & Bet, 2018).

Formerly, sports betting were confined to an individual physically placing a wager on the outcome of a horse (or greyhound) race, two important changes occurred in the mid-1990s. First, some bookmakers moved beyond horse and greyhound racing and started taking bets on the outcome of team sports. Second, in Victoria, some bookmakers began taking bets over the telephone and then the internet, and in 2008, telephone and Internet sports betting became possible in all Australian states and territories following a High Court ruling that found prohibitions imposed by some states were anticompetitive (State of Victoria, Department of Justice 2013).

Sports today in a globalized world are ways of life to different people and it's a basis of revenue to many states around the globe. Sports are seen today as an indication of a globalization whereby sports are managed by a free market (Şahin, 2018).

Since sports are development activities it has attracted many people around the globe to engage via sports betting. Sports betting is the fast growing wagering industry (Sakala et al., 2019).

Undertaking sports activities for a long time has been recognized as an instrument for development. For example in the year 2017 the United States of America the Nevada state accounted for nearly US dollar 220 million in game revenue which was greater than any betting revenue obtained in any state in the United States of America (Global Market

Advisors, 2017). Despite the increase of revenue to the state but also there are mixed impacts of sports betting to citizens in particular of developing countries.

In Kenya, a large percentage of university students gamble, and their motivations are mostly financial gain and enjoyment (Koross, 2016).

Another study by Okoti et al., (2019) on student's involvement in sports betting in Kenya revealed more male students do betting than females, and those who bet lose more than they win. Also, According to Okoti et al. (2019), the majority of pupils gambled using a mobile device, and their parents were unaware that their kids were betting. In a similar vein, a study conducted in Zambia on the prevalence of gambling addiction problem among medical university students found that the majority of them favoured online betting over traditional betting methods (Sakala et al., 2019).

In Ethiopia, there was a noticeable increase in licenses and the practice of sport lottery betting during the first quarter of 2019. But after a year and with licenses granted to 22 sports betting businesses through the end of March 2020, the betting industry faced increased public opposition. The government and betting companies have been obliged to schedule a news conference for the end of March 2020 due to mounting concerns and recent comments in the media. Among the issues raised include age limitations being broken, youngsters being seen in betting shops wearing school uniforms, and worries that betting is becoming into an addictive bad habit that could have a negative psychological impact (Dawit Tolesa, 2020).

Nevertheless, the National Lottery made six million birr from betting in just a year after licensing 22 betting organizations. Of that amount, 20% is reportedly donated to charitable causes, while 15% of winners' winnings are exempt from lottery income tax. The second-most populous nation in Africa is Ethiopia. Which is mostly known for its turbulent history before it became the federal democratic republic in 1991.

However, from a betting perspective, Ethiopia is an interesting place. Land-based and online sports' gambling occurs in the country and is completely legal. Despite no online law framework, Ethiopia is very welcoming to sports betting.

Based on Article 4(26) of Council of ministers Investment Investments in lotteries and sports betting are restricted to domestic investors per Regulation No. 474/2020. Ethiopian Investment

Proclamation No. 1180/2020 provides the following definition of "domestic investor": Ethiopian nationals; Ethiopian-owned businesses; government and public sector. The first online sport betting in Ethiopia is Dago sports in 2012 but later closed down. Still, the country has limited internet connectivity. Yet, they've been a move from the government recently when they said there are willing to privatize the telecom sector by selling the equity of 49 per cent stake. A high prevalence of gambling participation and problem betting have been found among different secondary School students populations (Etel, Tabchi, Bou Khalil, Hlais & Richa, 2013; McComb & Hanson, 2009; Mubaraka & Blanksbya, 2013; Tozzi, Akre, Fleury-Schubert & Suris, 2013).

Therefore, the origin of this study was to examine the impact of sports betting on academic performance of secondary school male students in Hawassa city.

1.2. Statement of the problem

It is evident from everyday life that young people want to "enter the world of adults" as soon as possible and in the easiest way possible. They strive for more independence and gaining rights, and they do not want to stop having fun. One of the ways they can have fun while making money on their own is sports betting. "Betting is a game in which participants guess the outcomes of various events proposed by the betting organizer," states Kozjak. "The circumstance that decides the win or loss must be of such a nature that the organizer or player cannot influence it. Nor can it be known to anyone in advance." based on how many stakes are involved in each combo and how each event plays out. (Kozjak, 2016) Betting activity can be described by definition of gambling because "to gamble means to invest money or material value, in the event of uncertain outcome, to increase the amount invested or goods." (Torre, 2017) Previously, it was thought that gambling in general and betting in particular were taboo activities or "socially deviant phenomena, reserved for people from the margins of society." (Torre, 2017) It is now a socially acceptable, easily accessible, and lawful pastime for all adults. Seniors in high school are of legal age, making them qualified to wager on sports. However, the money they use for sports betting is part of the pocket money they receive from their parents. No matter that most people interpret betting as entertainment, the harmful impact it has on a person's life, and the life of their environment must not be overlooked, from the

impression of false maturity that it creates in young people, school failure, absenteeism, various behavioral disorders, and addiction to mental illnesses.

Sports betting may seem like a quick and easy way to make money, but it cannot justify the fact that young people involved in this activity are essentially gamblers. These individuals often have limited financial means and may face challenges in life. Sports betting can also lead to provocation and sometimes even violence among fans when their desired outcomes are not met Okoti et al, (2019).

Many young people who engage in sports betting hold onto the belief that they will become millionaires one day, but this is merely a fantasy that often results in mental distress, insanity, and even suicide. Losing a bet can lead to depression, frustration, and anger, further exacerbating the negative effects. One of the youth groups that actively engage in gambling or betting is students. Students often start gambling as a fun, entertainment and leisure activity (Oyebisi, Alao, & Popoola, 2012). Koross (2016) indicates that the youth have resorted to betting and at times do so at the expense of their studies.

As the report of Ethiopian television (EBC), 3241 Packing action has been taken against the homes of sports betting. The Peace and Security Bureau of Addis Ababa has issued a statement regarding the sports betting houses.

The move was brought to light by understanding the serious problems that Betting's game is creating on the city government as well as on socioeconomic life day in and day out. Among those serious problems students leaving school and failing to learn in a proper manner while attending the venue and disrupting the learning process was the main issues.

As we seen in our society it's accustomed seeing students in betting shops within their uniforms. The impact of gambling on Hawassa youths nowadays has taken a worrisome dimension on their academic performance. The number of youths and probably students at betting centers is increasing at an alarming rate on daily basis. They spend a reasonable number of hours chatting and monitoring the matches. A great amount of energy is spent in discussing matches and other activities. Another aspect worthy of note is that, they use the little money meant for purchase of book to bet. This might have an impact on their academic

performances. This worrisome trend has prompted the researcher to study the impact of the new trend of sports betting on students' performance.

1.3. Research questions

1. What is the impact of sports betting on academic performances of male student bettors in Hawassa city secondary schools?
2. What is the relationship between sports betting and students' academic performance?
3. What are the possible reasons students engaged in sports betting in Hawassa city?
4. What are the levels of sports betting among male secondary school students in Hawassa city?

1.4.Objectives of the study

1.4.1. General objective

The general objective of this study is to assess the impact of sports betting on academic performance among Hawassa city secondary school students.

1.4.2. Specific objectives

- To sort out the impact of sports betting on academic performance of male students bettors in Hawassa city secondary schools.
- To examine the relationship between sports betting and students' academic performance.
- To indicate the possible reasons students engaged in sports betting in Hawassa city.
- To find out the frequency of sports betting among male secondary school students in Hawassa city.

1.5.Significance of the study

Due to the increasing rate of sports betting and the higher rate of betting among high school students there is need to examine the effect of betting on high school students academic performance. And the findings of this study are important to parents, students, school management and other stakeholders.

- ✓ The study can provide more information on sports betting among high school students that will enable the students to make informed judgment.

- ✓ The study also important for parents to pursue their children's practice in sports betting.
- ✓ The study can important for the government to regulate or establish rules to save students' academic performance.
- ✓ In addition, other concerned experts and researchers can be beneficiaries from the study because the findings of the study can serve as a source and give some insight for further researcher in the area of the study.

1.6.Scope of the study

This research was conducted from October 2023 to June 2024 and it is limited only to Hawassa city administration at secondary schools. This research was examining the effect of sports betting on academic performance of secondary school students in Hawassa city administration.

The study is to be restricted for the high school male students who engaged in sports betting among Hawassa city administration only, this study focuses primarily on the impact of sports betting on academic performance of high school male students in the city of Hawassa. It is being confined in Hawassa city. Its external validity could be weak and hence, generalizations from the findings of the study to other areas may not be feasible. And also, the study areas were covered by interview and questionnaire data tools on the subject. In addition, the populations are targeted by high school male students engaged in sports betting in Hawassa city.

1.7.Definition of terms

Gambling; taking a chance on something, especially money, with an uncertain outcome in the hopes of gaining larger items or cash (Dickerson & O'Connor, 2006).

Sports betting; a popular form of gambling where people made predictions about sporting results and place a bet (wager) on its outcome with the hope of winning a set price (Ayandele et al, 2020)

Sports bettors; a person who places a wager, such as on a game's result. (Okoti et al., 2019)

Academic performance; the measurement of student achievement across various academic subjects. (Barnard, 2004)

1.8.Organization of the study

This thesis has five chapters. The first chapter deals with background of the study, statement of the problem, basic questions of the study, objective of the study, significance of the study, delimitation of the study, limitation of the study, and definition of some key terms and concepts. Chapter two deals with review of related literature, which consists concepts of leadership style, leadership theories, sport specific approaches of leadership, the Leadership Studies by Using Leadership Scale for Sport, the coach athlete relationship, theoretical frame work regarding leadership style in sport and athlete satisfaction.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. The background to sports betting

Sport betting has been in existence for as long as sport has lasted. The first record of sports betting dates back more than two thousand years ago. The Greek's love for sports led them to launch the Olympics to the worlds as well as the maiden record of sports betting on athletic competition (Consil, 1993). This type of betting occurred when two or more players of a game pooled their resources to raise significant goods that would be awarded to the winner. From Greece, sports betting spread to Rome where it was ultimately received and legitimized (Matheson & Grote, 2008). Specifically, the Romans were staking on the gladiator games and even when this very accepted game came to halt, sports betting endured and continued to extend to other countries.

During medieval times, most religious leaders tried to enact legislation threatening sports betting (Eisenhauer, 2005). This pushing sports betting underground, where it continued to survive and even persisted as new sporting events were launched in the world. Later, sports betting became very acceptable in Britain in the variety of horse race betting (Gustavsson & Svanell, 2012). The British broadened the practice to the other practice to the other parts of the world including the U.S.A, where it rapidly became a favorite pursuit for many people.

In the mid-twentieth century, Nevada state in the U.S.A legitimized sports betting making it look genuine in the eyes of many (Ignatin, 1984). The constraint was that you had to walk into a casino to place your stake. If you did not live near Las Vegas, you were out of chance to place a stake. Other states within U.S.A, after observing how Las Vegas was making billions of dollars embraced the act and decentralized into their states so that the country could use sports betting as a means to generate revenue for development. Thus, online sports betting was introduced in New York in 1990 where one could engage in it from the comfort of his or her home or office and the returns would be transferred to him or she by the means the bet was placed (Humphreys & Perez, 2010). Over all, sports betting has continued to grow globally and is widely accepted today.

Sports betting has existed in different form of centuries. Previously, it was informal and nor refers to as sports betting; it was merely gambling up on a game (Gustavsson & Svanell, 2012). People watching a game in a stadium could place a wager on who would either win or lose the match. Friends watching a television game could also do same. However in recent times, sports betting has grown at a very fast pace. In china, for instance, sports betting for the past five years has been growing at annual rate of 14.7 percent (Mao, Zhang & Connaughton, 2015). It has become more formalized and is fast becoming the preferred gaming choice as it does not involve random draws and fortune like that of the traditional lottery games.

Sports betting require that one has knowledge or expertise on the style of play of the team or individuals in question and the betting odds associated with it as that would greatly influence the predictor's chances of winning. Humphreys and Perez (2010) view sports betting and sports spectatorship as complementary goods as customers of both goods tend to have similar characteristics. It is assumed that some engage in sport betting as a way of showing allegiance to their favorite sports teams. Least finance sporting activities such as horse racing, badminton, table tennis and the likes would have even gone defunct if there was nothing like sports betting as they could not elicit much spectator support (Mao et al., 2015).

The role of legislation in a betting industry cannot be understated. The regulation serves as a guide to operators in an industry so as to guard consumers, preserve sanity, fair competition and also act as a guide and assume a position in governance. Legislation has to keep up with all the vibrant sides of an industry so as to say significant and a point of reference.

In the 1950's, the European Union were faced with obstacles within the gaming industry for which they work closely with National governments to find a balance. As a way to address this obstacle, they enacted laws to regulate the activities of gaming. According to Litter (2007), the regulations regarding betting in Europe was ambiguous and difficult to interpret. He further stated that these ambiguous laws were interpreted depending on who the person or the institution is.

As a response to the ambiguous laws regulating sports betting, the United Kingdom government introduced the present system of sports betting regulation and legislation which was established in the 1960's which has subsequently been amended (Dewar, 2012). This

regulation was much better because it stressed on the social attitudes and the technology being used in the gaming industry. The laws further gave authority to the gaming commission to register these gaming companies and collect taxes on behalf of the government.

According to Brooks (2012), the gaming commission is able, if it so wishes, to set up principles in respect of supply, manufacture, adaptation of software and installation which is viewed as a crime if this principles are violated. A bookmaker must thus acquire personal software licenses before it is wholly accredited in the United Kingdom.

In conclusion, Britain's pursuance of a law that governs sports betting was in essence, contemplation of whether the standards projected by the government can meet the social obstacles posed by the betting industry released from restrictions and left to free-market economic forces (Littler, 2007).

According to Paton, Siegel and Williams (2016), betting in the U.S.A was a different challenge altogether with regard to the law. Notwithstanding the growing popularity of sports betting in the U.S.A, there is still strong religious antagonism to this phenomenon in many states and almost no prop up for legalizing betting on sporting events. For example, just Oregon permits sports betting on a limited basis. That is, people cannot bet more than once daily. Fundamentally, there is legislation as much as it is on a state by state level.

There are so many channels through which sports betting can be placed. It can be online where bettors stake from the comfort of their homes, offices and a host of others. It can also be at a betting outlet where a bettor makes selections of teams or individuals to win a match and ask the cashier to stake it for him or her.

When a bettor goes to a betting outlet to bet, he or she is first screened to ascertain whether he or she is qualified to do so. That is, the person must be 18 years or above. This is mostly done by the security where he examines the physical appearance of the person. After the screening, he or she goes to a computer screen to select an individual, a team or teams on which the wager will be placed. After the selection, the bettor saves the bet slip with a code and moves to the counter where he or she makes payment for the wager on the betting ticket. The bettor after ascertaining that he has won the bet presents his or her ticket to the cashier behind the counter

for payment to be done. The ticket is inspected by the cashier and the returns are paid to the bettor.

Based on the history of sports betting, various scholars like Ladouceur (2004) define sports betting as an event or activity of risking money on a race or event trying to predict the result. To add to the earlier definition, Gordon, Gurrieri and Chapman (2015) define sports betting as the activity of trying to win money by putting a wager on the result of a race or a game.

2.2. Sports betting in Africa

Sports betting has proven as an emerging market that offers opportunities since its introduction in Africa in the 15th Century (Thrasher, 2006). Many starts-ups are being introduced into the region and most are proving to be profitable.

The number of football fans in Africa has increased as a result of the dramatic improvement in the caliber of sports in the continent, particularly in football, where African players are able to compete on an equal footing with big-name players in Europe's top leagues. African greats like Victor Wanyama, Rhiyad Mahrez, Yaya Toure, and others have contributed to the growth of the sport and raised standards in their own nations. The aforementioned shift has presented a significant prospect for numerous global bookmakers to penetrate numerous African nations. The cake is undoubtedly there to be taken and shared, since the industry is evolving into a multibillion dollar currency sector. As a result of sponsorship agreements with neighborhood football associations and football teams, which provide simple branding opportunities, there has been an overall increase in support for local sports as businesses vie for public perception as championing neighborhoods and sports.

This has helped eased financial burden on many teams and sports organization in the region. Legislation of sports betting in Africa remains elusive, stagnant and non-adaptive. Sports betting regulations differs from one African country to another. There are some countries where betting is totally banned while there are some countries where betting is legalized and there are clear regulatory framework for the subscribers. In general, sports betting is accepted in major 1111parts in Africa. In countries like Kenya, Nigeria, South Africa, Mauritius, Ghana, Uganda and Zambia, one can enjoy betting.

Ahaibwe, Lakuma, Katunze and Mawejje (2016) echoed that in Uganda and other African countries, many aspects of the gaming regulation have turned out to be archaic and are not

suitable to the new principles of sports betting and the unparalleled development of the industry. Correspondingly, the regulatory body (National Gaming Board) has considerable capacity hitches and restricted legal powers and is not always able to meritoriously exercise its mandate which hinders its capability to holistically control the sports betting industry. Abdi et al., (2015) reemphasize that in Ethiopia and many other African countries, many aspects of the gaming regulations have turned out to be contradictory and as such measures need to be adopted to amend that aspect of the legislation. As a result, the National Gaming Board Chair has considerable capacity hitches and restricted legal powers and is not always able to exercise its mandate which hinders its capability to control the sports betting industry.

In Nigeria, Thomas (2012) corroborated what pertains elsewhere in Uganda and other African countries that gaming regulation has been obsolete especially does not focus on the insistence of the betting companies to pay the money due the subscribers when they win huge sums of money.

2.3.Sports betting in Ethiopia

Until very recently, Ethiopia lagged behind its counterparts, thanks to a politically charged history regarding the gambling issue. During the reign of Emperor Haile Selassie bettors could wager at a hotel-casino in Addis Ababa, the country's sprawling capital, but Derg, the Marxist-Leninist military party in the '80s shut the casino down.

Ethiopia is the Africa's second-most populated nation which is mostly known for its turbulent history before it became the federal democratic republic in 1991. However, from a betting perspective, Ethiopia is an interesting place. Land-based and online sports' gambling occurs in the country and is completely legal. Despite no online law framework, Ethiopia is very welcoming to sports betting.

The Council of Ministers Investment Regulation No. 474/2020, Article 4(26), states that investments in lotteries and sports betting are exclusive to domestic investors. Ethiopian Investment Proclamation No. 1180/2020 provides the following definition of "domestic investor": Ethiopian national; corporation completely owned by Ethiopian national; government and public enterprise. The first online sport betting in Ethiopia is Dago sports in 2012 but later closed down. Still, the country has limited internet connectivity. Yet, they've

been a move from the government recently when they said there are willing to privatize the telecom sector by selling the equity of 49 per cent stake.

A study carried out in Ethiopia found that 73% of high school students struggle with gambling, and that 37% of these students are at risk of developing a serious gambling addiction. In addition to state-run lotteries, play stations, pool halls, and table football, there are other ways to gamble for real money on the streets of Addis Ababa (Abdi et al., 2015). Sports betting is a relatively new activity in Ethiopia that has a lot of room to develop, having only started in 2019.

2.4.Types of sports betting

Sports betting involve not only a passion for sports, but also a high level of knowledge designed to tip the scales in favour of the gambler (Flesher et al., 2004). The world of sports betting does not focus exclusively on luck. If the bettor is knowledgeable about the sport he is betting on, one benefit of betting on matches and other sporting events is that the bettor has a voice. It will be simpler for you to place bets with higher odds of coming up with winnings if you are aware with the playing styles of the other players and the squad.

Online casinos offer wagers on a variety of sports, such as darts, cycling, hockey, horse racing, football, tennis, boxing, golf, basketball, and handball. When it comes to the betting options provided by online bookmakers, we can categorize the bets based on the proportion between the bet's placement time and the event's duration. Thus, "live betting" and "classic betting" are available.

2.4.1. Bets in real time

Are those wagers made in real time during the event. They are also known as "live betting," "in-play betting "or" in-running bets." These kinds of sports wagers are relatively new to the market, and they are available at a small number of bookies worldwide (about tens). Usually, a straightforward prediction is selected to wager on when placing a live bet. It is possible to translate the phrase "live" as "happening right now," although very few bookmakers really provide "live" bets (Binde, 2014). There is a "latency time" that occurs between 4 and 8 seconds from the time you ask for your wager to be validated until the time the bookmaker accepts it.

You have a possibility of having your wager accepted if, over this period of time, nothing significant occurs during the match and the odds do not change. Certain houses allow you to accept the wager (stake) and validate at the final odds, which could differ from the wager you selected, if the odds change. There are times when the bookmaker blocks the odds offer and no bets may be put during the development of various sports events (e.g. tennis, football, etc.).

2.4.2. Conventional wagers

Are those wagers that are limited to being made prior to the event's official commencement. These kinds of wagers on sports can be made at online bookmakers or at betting shops where you can pay with cash and get a ticket with your selected wager in return (Binde, 2014). The primary benefit of these bet kinds is the largest amount that may be made for a straightforward wager. While the largest bets permitted in live betting are typically limited to a few hundred dollars, with classic bets, these riskier maximum amounts can be at least ten times larger. Three types of bets are particularly noteworthy when discussing the types of bets that can be selected: direct bets, handicap bets, and total bets.

2.4.3. Direct bets

Are those wagers that determine who will win the match or the game at the conclusion of the scheduled playing period. According to its own regulations, every bookmaker determines its normal playing time for various sports. In general, the usual playing time for ice hockey, basketball, and football is different from various bookies.

2.4.4. Bets on handicap

Are those wagers that offer a team deemed by the bookmaker to be at a disadvantage a points advantage (or fractions of points) so that the odds are centered around 2.00 (Hing, 2013). This calculation of the disadvantage may be based on a number of variables, including the teams' most recent statistical performance, the injuries sustained by key players, and the significant disparity in the total amount wagered on the fighting teams.

Bookmakers provide both Asian and European handicap bet options in their offerings. Given that it is a complete handicap with three distinct variations, the European Handicap is a specific example of the Asian Handicap.

2.4.5. Total bets

Are wagers that select how many points will be scored overall during the athletic event's regular season. These bet kinds have two possible outcomes: "below total" or "over total," or they can have three possible outcomes: "below total," "over total," and "exactly total."

2.5.Motivation for sports betting

Several theories about the motivations for sports betting have been propounded. These motivations for sports betting include financial or monetary gains, satisfaction, amusement and social interaction. These motivations for sports betting are discussed below:

2.5.1. Financial monetary gains

Chantal and Vallerand (1996) carried out a study to ascertain the reasons for sports betting. They sampled 768 bettors from different betting outlets and concluded that sports bettors engage in sports betting because it is lucrative. This explains that most people engage in sports betting because they want to be rich. This assertion is consistent with the findings of Grant, Donhue, Odlaug, Suck and Miller (2009) in their study to assess the motivations for sports betting. They concluded that sports bettors are into betting with the aspiration of amassing wealth. Platz and Millar (2001) deviated from the earlier assertions that sports bettors engage in sports betting purposely for money. They are interested in the money they will be gained through betting. They however concluded their study which was conducted in Las Vegas that sports bettors are highly rich and as a result will not engage in sports betting because of money.

2.5.2. Social relation

Neighbors, Lostutter and Cronic (2002) stressed in their study on the reasons for sports betting in Europe that bettors engage in sports betting because they see that as an avenue to meet new friends. They further added that these new friends eventually help these bettors in life. This assertion was further corroborated by Stewart and Zack (2008) study on the motivations for sports betting. The study was also done in Europe using 1,243 respondents from different countries in Europe. The study concluded that majority of sports bettors bet because of the association they get from the betting. They get new friends from going to the sports betting center to bet. These new friends had gone to the betting outlet to bet and as a result meet other

people and later become friends. Collins and Barr (2000) however deviated from the earlier assertion that sports bettors are into sports betting because of the social relation associated with it. They concluded from their study that sports bettors are into sports betting with the aim to amass wealth.

2.5.3. Amusement

Rockloff and Dyer (2006) asserted in their study on the motivations for gaming sports betting in Europe that bettors engage in sports betting because that is a form of entertainment and amusement to them. This means they are simply happy and entertained so long as they bet. Svensson, Romild, Nordenmark and Månsdotter (2011) corroborated the assertion that bettors are motivated to bet because of amusement through their study on reasons for sports betting.

2.5.4. Satisfaction

Grant & Kim (2002) opined in their research on the rationale behind sports betting in Asia where they concluded that bettors are into sports betting because of a day's problems and boredom. They are simply satisfied so long as they are betting.

2.6. How sports bettors go into betting

Sports bettors are led into sports betting through various factors. These factors include sociological factors that are seen to be common among subscribers of sports betting. These sociological factors include peer pressure, curiosity, media adverts, socialization and proximity to the betting outlets.

2.6.1. Peer pressure

Humphreys and Perez (2010), by means of a probit model, assessed how sports bettors got into betting in Canada. The studies showed that majority of bettors in Canada are led into sports betting because of the pressure from their peers. Their peers advise and encourage them to bet for which they comply.

2.6.2. Proximity to the Betting Outlets

Gonzalez et al. (2019) assessed the initiation of sports betting in Spain. The study employed 945 respondents and concluded that the majority of the bettors in Spain are led into sports

betting as a result of living close to a betting outlet. They further asserted that sports bettors are motivated to bet because of the jubilations and celebration from the betting centers.

2.6.3. Curiosity

Berkert and Lutter (2013) opined through their study conducted on how people were initiated into sports betting using 1,508 sports betting players in Germany. The study employed sociological approaches where a series of nested regression, binomial regression models, generalized linear modeling and Ordinary Least Squares (OLS) were combined to come out with a conclusion that the youth got into sports betting out of curiosity. This is because they are adventurous and will like to try new things.

Contrary to Berkert and Lutter's assertions, Matheson and Grote (2011) in a comprehensive study on how sports bettors got into sports betting in United Kingdom. They concluded that the youth got into sports betting because they are unemployed and as a result, they have nothing to do and when offered work to do, they will stop betting. Zhou and Zhang (2015) corroborated Matheson and Grote (2011) in their study on market demand of sport gaming sales which they concluded that bettors bet to get money to earn a living. Once they see sports betting as work, they are likely to engage in the activity since they engage in sports betting to earn a living.

2.6.4. Media adverts

Hedenus (2011) deviated from the earlier assertion that bettors got into sports betting because of money and fun. He concluded his study on how sports bettors were initiated into sports betting among the British. He found that sports bettors are motivated to bet by the invention of the media (print, electronic and social). Sport betting companies package their products as lucrative and a better option for other gambling activities as within a few minutes one can be rich. People see sports betting adverts 'chacha professional' without any problems with the police' running on the media (print, social and electronic media) for which they are motivated to venture into the act.

2.7. Impact of sports betting on academic performance

The current generations are witnessing unprecedented growth in the opportunities to place bet (Volberg, 2010) making the means of placing bets through smart phones easier with less or no

discomfort (Griffiths MD, & Parke J, 2010) The extent of young people especially students' involvement in sports betting has therefore been of major concern to many nations. A study conducted in Turkey, for instance, reports of unprecedented participation of young individuals in online betting eliciting deep concerns for these folks (Aricak OT, 2018, Okoti D, Ogula PA, & Munyu JK., 2019) conducted a study on betting experiences among young people due to the fact that most people between young adolescents to young adulthood are much attracted to these practices. The results showed that the majority of bettors had their first experience through a social media platform, and that friends and family played a role in these early encounters. Therefore, it may be concluded that young people start betting when they engage with people in their social surroundings.

The extent to which teenagers bet online was investigated in a related study. The study was carried out in Canada because of concerns regarding the negative effects on teenagers' quality of life. According to research, about 6% of respondents wagered on sports activities online during the preceding three months (Elton-Marshall T, Leatherdale ST, & Turner NE., 2016). According to Koross (2016)'s survey, the bulk of the student respondents—50%—reported having a betting propensity at least once per week, while another 28% and 12% said they wager at least once per month and once every three months, respectively. The study's findings indicated that almost all students wager whenever and whenever they choose.

Ellenbogen, Jacobs, Derevensky, Gupta, and Paskus (2008) claim that sports betting causes college students to squander their tuition money. Additionally, they lose valuable time at betting establishments, which has an impact on their academic achievement. Additionally, Koross (2016) argues that some students drop out of school because they utilize their tuition money for gambling and end up losing it.

Gambling has some negative consequences, and it has a form of behavior that has been identified to have serious consequences on bettors' health, study habit, and academic performance, and has been reported to be related to some criminal behavior (Oyebisi, Alao, & Popoola, 2012). Also, gambling has been generally defined as betting or wagering money or something of value on an event that has an uncertain outcome with the possibility of winning money or materials (Korn & Shaffer, 1999; Potenz, Heninger, Rounsaville, & Mazure, 2002).

Gambling include activities such as animal racing, card games, video lottery, Internet cards and casino games (Potenza, 2002). Young people including secondary school students are high-risk group for betting problems (Moore, 2013). A high prevalence of gambling participation and problem betting have been found among different secondary School students populations (Etel, Tabchi, Bou Khalil, Hlais & Richa, 2013; McComb & Hanson, 2009; Mubaraka & Blanksbya, 2013; Tozzi, Akre, Fleury-Schubert & Suris, 2013). Consequences of gambling among Students have also resulted in economic and social costs to individuals and families, as well as to communities. These expenses include clogged roadways, higher demand for public services and infrastructure (such as schools, police, fire protection, and infrastructure), negative environmental effects, resident displacement, a rise in crime, and pathological or problem gambling. Pathological betting raises the cost of borrowing across the economy by causing bankruptcy and bad debts (Davies, 2013).

Now let's talk about the school environment, where teenagers spend a significant amount of their time. Academic achievement, education connectedness, and classmate support have been identified as inversely associated with involvement in gambling (Dickson et al., 2008; Elgar et al., 2018; Shead et al., 2010). Key risk factors include poor school performance and truancy (Dowling et al., 2017; Wahlstrom " et al., 2022). Furthermore, supportive and caring teacher-student relationships may protect against student gambling (Elgar et al., 2018; R" asanen " et al., 2016; Wahlstrom, " Låftman, & Olsson, 2022) and could positively impact other aspects of young peoples' lives as well (Låftman & Modin, 2012; Modin & Ostberg, " 2009; Quin, 2017; Rudasill et al., 2010). However, teachers encounter significant challenges in providing support to students. High levels of teacher stresses, which are reported both in Sweden (SGOR, 2014; SNAE, 2019; SWEA, 2016) and in other countries (Hakanen et al., 2006; OECD, 2020), can impede the development of caring teacher-student relationships and negatively impact student outcomes (Arens & Morin, 2016; Klusmann et al., 2016; Ramberg et al., 2020; Shen et al., 2015). One can hypothesize that by reducing teachers' workload to counteract work stress, students may experience increased teacher support, which can serve as a protective factor against gambling behavior. More teachers per student, or higher teacher density, have been associated with better student outcomes in Sweden in the past and are expected to reduce teacher stress (Andersson, 2007; Bjorklund " et al., 2005). Increased teacher-student

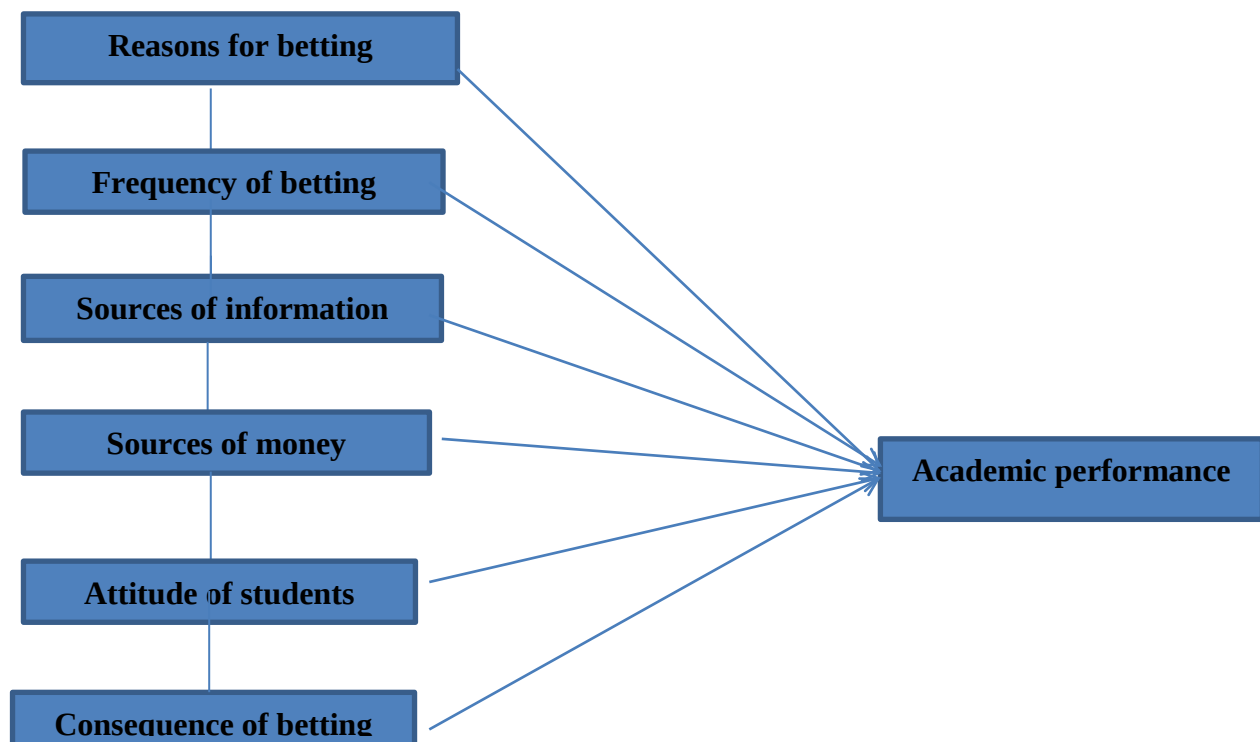
interactions are likely to result from a higher teacher density, and these interactions may help instructors and students form supportive relationships.

Protective variables not only directly affect the chance of teenage gambling, but they can also mitigate the harmful consequences of risk factors. Previous findings suggest that more study is required to examine the moderating impact of protective factors (Dowling et al., 2017). Given that schools have the ability to successfully intervene; conditions there may be especially pertinent to look at in this regard. According to related studies, individual and/or family characteristics may interact with school-level settings to mitigate the effects of risk factors. On other outcomes than gambling (Crosnoe, 2004; Eklund & Fritzell, 2014; Olsson & Fritzell, 2017; Olsson, Låftman, Wahlstrom, " & Modin, 2021a; Watson et al., 2021).

2.8. Conceptual framework

Based on the above discussion the following Conceptual Framework is developed by the researcher, in which the dependent variable is students' academic performance and independent variable is sports betting

Figure 2. 1 Conceptual Framework Showing the Impact of sports betting on academic performance.



Chapter three

3. RESEARCH METHODOLOGY

4.1. Research design

Data for this study was gathered using a cross-sectional survey research design at a single point in time. Since the design makes it possible to employ both qualitative and quantitative data, it is embraced. Additionally, the cross-sectional approach examines the beliefs and behaviors of two or more groups (Creswell, 2012). Since a cross-sectional design enables data collection using the survey method at a single point in time, it is chosen (Kothari, 2009). The study used a contemporaneous mixed strategy, combining quantitative and qualitative methodologies. In order to comprehend a study problem, it is critical to concurrently gather quantitative and qualitative data, synthesize the data, and apply the findings.

3.2. Study area

The study was conducted in Hawassa city, Hawassa is located in the Sidama region on the shores of Lake Hawassa in the Great Rift Valley; It is located at about 273 km south of Addis Ababa along Ethio-keniya high way. It served as the administrative center of the Sidama Region. This study will conduct particularly in Hawassa city secondary schools. The population of Hawassa, [Ethiopia](#) is 133097 according to the GeoNames geographical database. The city administration has eight sub-cities which are Tabor sub-city, Hawella Tula sub city, Menahria sub-city, Hayk Dar sub-city, Misirak Ketama sub-city, Mehal Ketema sub-city, Bahil Adarash sub-city and Addis Ketema sub-city (Hawassa).The researcher will conducts this study on the impact of sports betting on academic performance of secondary school ale students in Hawassa City Administration

3.3. Target population

The target population of the study was all secondary school male students in Hawassa city who are coming to the betting shop to play sport betting game in the betting shops Then, sample peoples from those who come to play sport betting game was selected by using snowball sampling technique to get the participants of the study.

3.4. Source of data

The collection of information was carried out through primary data (questionnaire and interview) and secondary data (document analysis) sources.

3.4.1. Questionnaire

To gather primary data from the sampled respondents (student bettors), the researcher employed a questioner. The purpose and goal of the study, as well as a brief description of how to complete the questioner paper for respondents, are stated on the questioner's cover page. The questioner paper is divided into sections with varying questions about the study variable, which is the effect of sports betting on male secondary school pupils' academic performance. The questioner paper will mostly be prepared in Amharic, which is a language that the respondents are familiar with, and English. The questioner paper's initial portion addresses the respondents' personal profiles. The effects of sports betting, its levels, and countermeasures are discussed in the second and third sections. Most of the questionnaire's questions will use a Likert scale to measure respondents' attitudes, with five points awarded for strongly agreeing and one for strongly disagreeing and the open-ended questions are also included in the questionnaire.

3.4.2. Interview

In order to find out the views, attitudes and perception of teachers, semi-structured interview was employed. The interview was designed to understand the awareness of teachers on the impact of sports betting on students' academic performance and to gate information about the student bettors' current practice in their class room. Different interview questions were prepared for teachers; all interview questions were prepared in Amharic language (i.e. Amharic and English language) for the ease response of respondents. Accordingly the interview was administered by the researcher in asking different attitudes, perception and perspective of impact of sports betting on academic performance of male secondary school students in Hawassa city.

3.4.3. Document analysis

The researcher was also used the secondary data to attain the objectives of the study. The document analysis investigates the important information from recorded sources that

supports the study. The important documents are reports; procedures, and recorded student academic results.

3.5. Sampling size determination

A total of 138 students who came to play sport betting game in the Hawassa city betting shops were selected. The total number of students who come to the betting shop is unknown. Thus, N (the total population size) or (sampling frame), is unknown. Thus, it is difficult to use the formula to calculate the exact number of bettors in the city who come to betting shop for betting. The number of students who come for betting in the betting shop in different and it is varied. That makes it difficult to know the total of bettors. So, the researcher went to the betting shop in each day (from Monday to Sunday) and interview sample of bettors who are betting and then added up together and a total of 138 bettors were taken at the end. Also 15 homeroom teachers were selected by purposive sampling method from different schools.

3.6. Sampling technique and procedure

The study was employed purposive sampling method for homeroom teachers of those student bettors and snowball sampling for student bettors. The reason why the researcher recruits purposive sampling method for teachers was because of the accessibility of data and time. Whereby a researcher recruits a single participant while the second nominee recruits the third participant and so on. The snowball procedure continues to up to the end of the sampling. The study started by visiting betting shops and places showing football matches especially bars located nearby high school learning institutions located in Hawassa city during weekend days when most of the sports matches are taking place around the world. In these betting shops, the researcher met with bettors and joined them in watching football matches and hold football jokes and discussions. The trust gained after meeting with bettors engaging in betting enabled a researcher to enter into their groups and know them. Then ask them to fill the questionnaires by telling it uses only for academic research purpose.

3.7. Data collection instrument

To collect data, researcher used three types of data collection tools. These are questionnaires, interview, and document analysis. These tools were helped to triangulate the responses received from respondents. Data was collected by using adopted questionnaires. Both open

and closed questions were developed, and also the document analysis was through take students marks from their school. All types of items were designed and prepared in English and then translated into Amharic language and local language to collect data from high school student bettors. Interview was conducted in teachers of student bettors from different schools.

3.8. Methods of data analysis

In order to analyze the collected data, the study used quantitative approach to analyze data collected through questionnaires. As quantitative approaches, this study used descriptive and inferential statistics. Descriptive method of data analysis used to assess the existing level of sports betting among male secondary school students in Hawassa city. Hence, the study utilized frequency and percentage uses as descriptive techniques. Moreover, the study applied inferential statistics to examine the relationship between sports betting and academic performance. To do so, the study used Pearson correlation moment and multiple regression analysis to determine the cause effect relationship between independent variable (sports betting) and dependent variables (academic performance). In addition, data gained from open-ended questionnaires and interviews were analyzed qualitatively by summarizing the words.

3.9. Pilot study

According to Lee, (2002) validity refers to the degree to which an instrument measures what it is supposed to measure. To be sure of the validity of instruments, initially the instrument was prepared and commented by experts in the field. Based on their comments, the instruments were improved before they were administered to the major participants of the study to reduce errors. To check the reliability, the questionnaires were pilot tested to check the truthfulness of the instruments with the objective of the study. The researcher go to the randomly selected betting shops around the city and then met bettors and try to know them, and the researcher try to gate 10 secondary school male student bettors, Then, the prepared questionnaires were spread for the sample students for the pilot study. On the bases of the feedback of the pilot study and advisor's comments some modification were made on the questionnaire.

Table 3.1: coefficients of reliability (Chronbach alpha values)

	Pilot study	Main study	No of item
Reason for betting	0.805	0.972	8
Frequency of betting	0.731	0.948	7
Source of information	0.805	0.961	7
Source of money	0.810	0.924	5
Attitude of students	0.680	0.979	6
consequence of betting	0.802	0.977	13

Cronbach alpha is a measure of internal consistency, which indicates how well the items in a scale or sub-scale are measuring the same construct. Generally, a Cronbach alpha value of 0.7 or higher is considered acceptable for research purposes. Looking at the table, we can see that the Cronbach alpha values for all sub-scales in both the pilot study and the main study are above the acceptable threshold of 0.7. This suggests that the items in each sub-scale are measuring the same construct consistently, indicating good internal consistency. However, we can see that the attitude of students has a lower Cronbach alpha value in the pilot study, which is (0.680).

3.10. Ethical consideration

In this study, the researcher considered the rights of respondents and organizations as well as the ethical principles that have to be followed in conducting research. It was carried out in line with research ethics that mainly include providing adequate information and explanation to all participants about the research, its objectives, methodologies, actively and potential benefit to various bodies; ensure their right and promised to all participants in order to keep their anonymity and confidentiality of the personal information they give interview secretly and the information they give was insured and kept secretly to refer to the data of specific participants, and not personal names and informing their right to withdraw whenever they want and finally the researches expected to aware that participants have the right to be informed of the research findings.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRITATION OF DATA

4.1. INTRODUCTION

This chapter deals with analysis of the data results and Discussion of Findings, data interpretation and analysis of the study. The data were collected through questionnaires and interviews from secondary school male student bettors and, teachers of those students. The researcher provides the result, discussion and analysis obtained from the SPSS (statistical package for social science) (vesrsion26) software output. The general objective of this study is to investigate the impact of sports betting on academic performance of secondary school male students in Hawassa city administration. The researcher took a snowball sampling method of 138 bettors from different betting shops. The researcher collects the data from January 13 to March 10.

To achieve the objectives of the study, the study used descriptive analysis using frequency, and percentage. To achieve the impact of sports betting on academic performance of secondary school male students in Hawassa city administration. The study used correlation and multiple linear regression analysis

4.2. Descriptive statistics

4.2.1. Socio and demographic characteristic of secondary school male student bettors

The questionnaire requested a limited number of information related to personal and professional characteristics of respondents. Accordingly, the following table presents information about the respondents were summarized and described in table 4.1. The information includes about: age, grade level, religion, family economic status, and residence.

Table 4.1. Socio demographic characteristics of the respondents

Variables	Characteristics	Frequency	Percentage %	
age of the student	14-16	44	31.9%	
	17-20	87	63.0%	
	above20	7	5.1%	
grade level of the student	9	59	42.8%	
	10	79	57.2%	
religion of the student	Orthodox	62	44.9%	
	Protestant	54	39.1%	
	Muslim	15	10.9%	
	Catholic	7	5.1%	
	Others	0	0.0%	
residence of the student	Urban	109	79.0%	
	Rural	29	21.0%	
family economic status	9000 ETB per month and above	4	2.9%	
	5000-8000ETB	107	77.5%	
	600-4000ETB	27	19.6%	

The descriptive result presented above contains the socio demographic characteristics of sample sport betting players in Hawassa city administration. This descriptive result contains the characteristics respondents in age, grade level, religion, residence and family economic status. All of the sampled bettors were male students. In case of statistics respondents who are 17-20 years take the highest proportion it's about 63.0%, the remaining 31.9% were 14-16 and 5.1% were above 20. About 57.2% of the total respondents were grade 10 students and the remaining 42.8% respondents were grade 9. As data presented in the table above, related to respondents religion 44.9% were orthodox, 39.1% were protestant, 10.9% were Muslim and the remaining 5.1% were catholic. In case of residence most of the respondents 79.0% were from the urban environment and the remaining 21.0% were from rural areas. In addition to

this, most of the betting player's family economic status (monthly income) is between 5000-8000 (77.5%).

4.3. Descriptive analysis of reasons students engage in sports betting activities

Table 4.2; Descriptive analysis of reasons students engage in sports betting activities

Item	Scale	Count	Percent N %
peer influence	strongly agree	70	50.7%
	Agree	55	39.9%
	Neutral	13	9.4%
	strongly disagree	0	0.0%
	Disagree	0	0.0%
to get money	strongly agree	119	86.2%
	Agree	13	9.4%
	Neutral	6	4.3%
	strongly disagree	0	0.0%
	Disagree	0	0.0%
interest in betting	strongly agree	5	3.6%
	Agree	78	56.5%
	Neutral	45	32.6%
	strongly disagree	6	4.3%
	Disagree	4	2.9%
for enjoyment	strongly agree	14	10.1%
	Agree	87	63.0%
	Neutral	30	21.7%
	strongly disagree	3	2.2%
	Disagree	4	2.9%
to spend my free time	strongly agree	9	6.5%
	Agree	88	63.8%
	Neutral	34	24.6%
	strongly disagree	6	4.3%
	Disagree	1	0.7%
Getting rid from boredom	strongly agree	10	7.2%
	Agree	83	60.1%
	Neutral	40	29.0%
	strongly disagree	2	1.4%
	Disagree	3	2.2%
Being fan in football	strongly agree	94	68.1%
	Agree	30	21.7%
	Neutral	7	5.1%
	strongly disagree	6	4.3%
	Disagree	1	0.7%
To engage myself	strongly agree	11	8.0%

with social activities	Agree	63	45.7%
	Neutral	55	39.9%
	strongly disagree	4	2.9%
	Disagree	5	3.6%

Based on the above table, the result revealed that reasons students engaged in sport betting the first option was peer influence 90.6% students approved that peer influence is one of the reason to students engage in sports betting. And the rest 9.4 students stood neutral. As the result shows that most of the students engage in sport betting because of their friends influence.

The second option in reasons students engage in sport betting is to get money, as the discussed result in the above table most of the students are engaged because of to gate money, 95.7 students engage in sports betting because of the desire to gate money and the rest 4.3% students are neutral.

The third reason to engage in sports betting was interest in betting. 60.2% students approved that interest in betting is one of the reason to engage in sports betting, 32.6% students are neutral, and 7.2% students disagree that interest in betting is not one of the reason to engage in sports betting.

The fourth reason to engage in sports betting is for enjoyment for this reason 73.2% students approve that the desire to enjoy is one of the reason to engage in sports betting. 21.7% students stood neutral, 5.1% students disagree that the desire to enjoy does not have influence to engage in sports betting.

The fifth reason for sports betting was to spend my free time 70.3% students agree that they engage in sport betting to spent their free time, 24.6% says neutral, and the rest 5.1% students disagree that they are not involve in sports betting because of to spent their free time.

The other reason students engage in sports betting is getting rid from boredom % 67.4 students approved that the reason getting rid from boredom is one of reason to engage in sports betting. 29.0% students neutral and 3.6% students said that disagree.

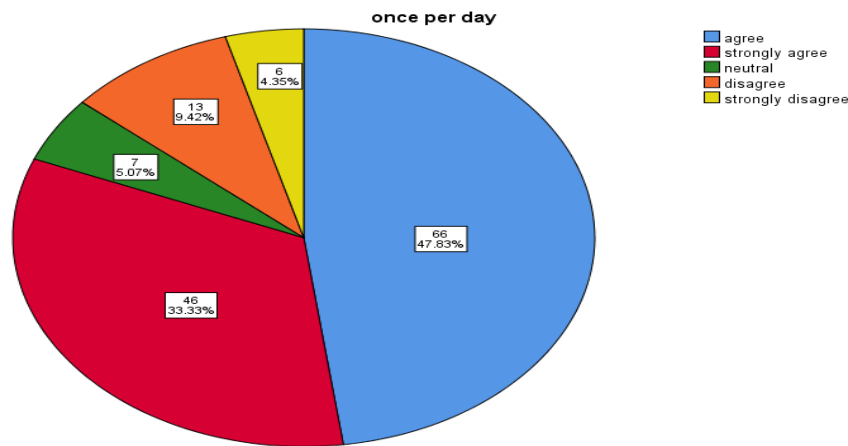
Students reasons to engage in sports betting as the table discussed Being fan in football, for this reason students 89.8% students are agreed that being fan in football is the most reason to

engage in sports betting, 5.1% students are neutral, and 5.1% students are disagree that being fan in football is not one of the reason to engage in sports betting.

The last reason discussed in the above table students engage in sports betting because of to engage them self with social activities. For this reason 53.6% students are agree that they are engage in sports betting to engage them self in social activities, 39.9% students are neutral, and the remain 6.5% students says disagree.

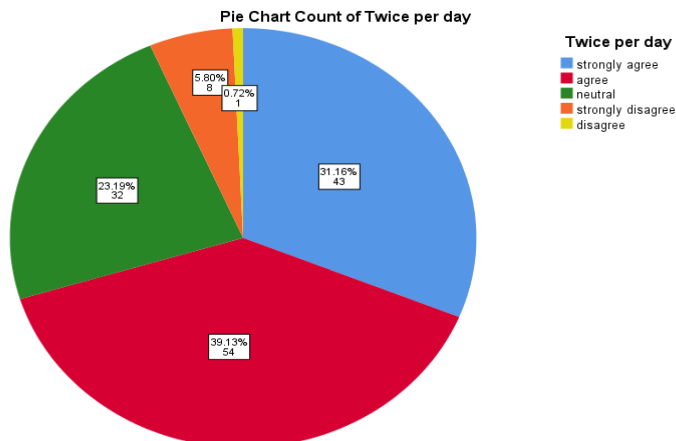
4.4. Descriptive statistics of frequency of sports betting among students

Figure 4.1 Frequency of sports betting among students once per day



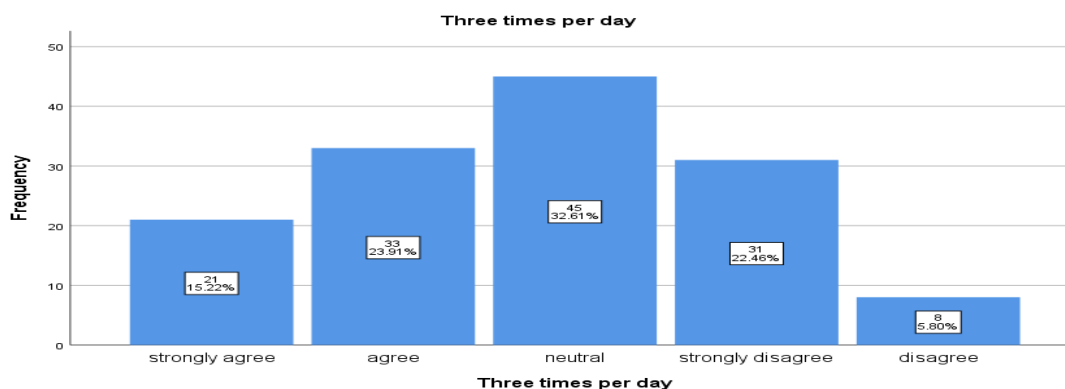
As the chart discussion below students engagement at once per day 81.1% students are agreed that they are involve in betting at once per day, 5.1% students said neutral, and 13.8% students said disagree that they are not involve in betting at once a day. As the data discussed below most of students engage in sports betting at once a day.

Figure 4.2 Frequency of sports betting among students twice per day



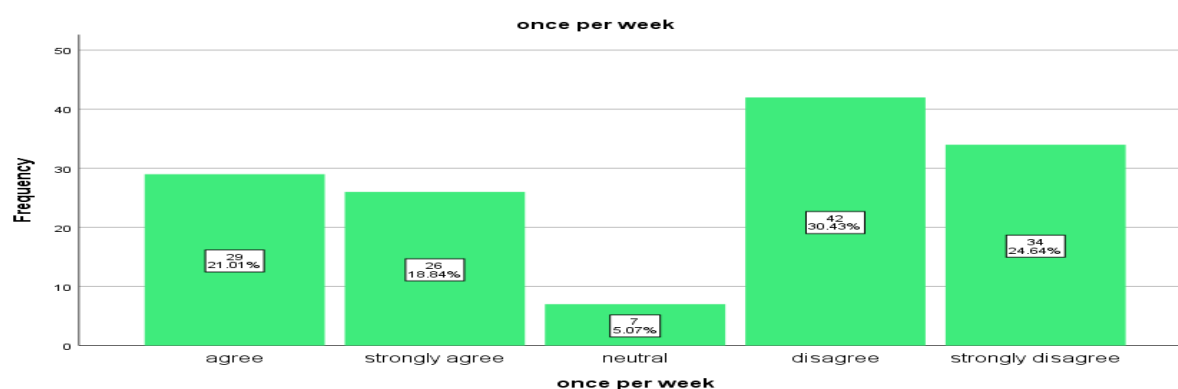
As the discussed result in the above graph students response regarding to frequency of sports betting among students most of students are engage twice per day. Thus, in this regard, it was found that 70.3% of the total selected players replied that agree that they are involve in sports betting at twice per day. 23.2% students replied that neutral, In addition to this 6.5% students replied disagree that they are not involved in sports betting twice per day.

Figure 4.3 Frequency of sports betting among students three times per day



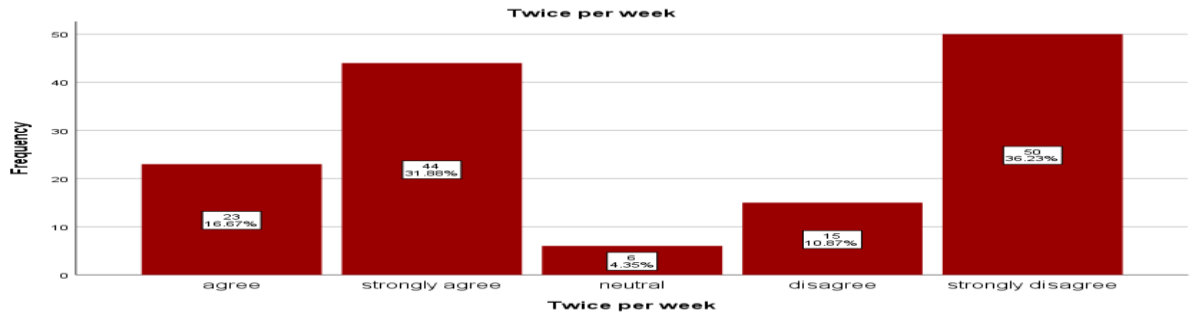
As the above graph discussed most of the respondents are agree for the engagement of sports betting three times per day. Thus, in this regard, it was found that 39.1% of the total selected players replied that agree in addition to this 32.6% of the students are replied neutral, and 28.3% students are replied disagree.

Figure 4.4. Frequency of sports betting among students once per week



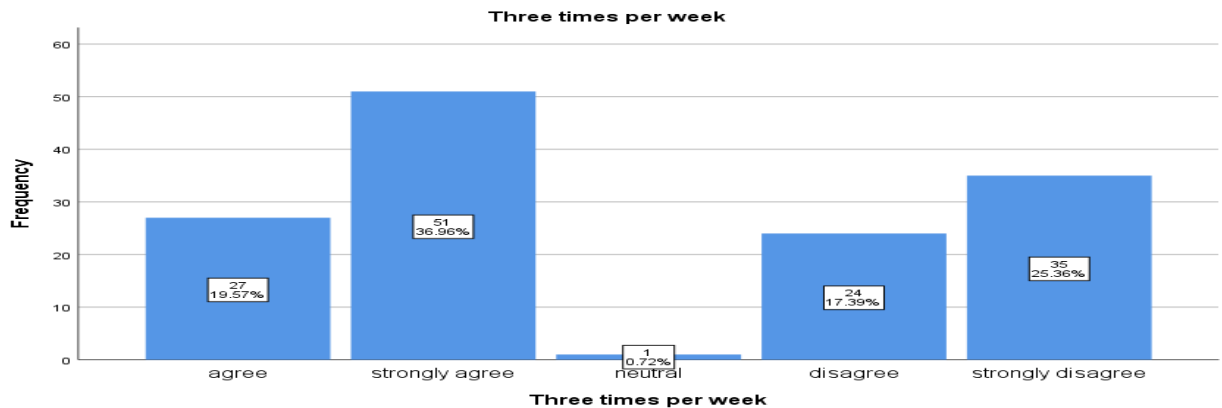
As the chart discussion below students engagement at once per week 39.8% students are agreed that they are involve in betting at once per week, 5.1% students said neutral, and 55.1% students said disagree that they are not involve in betting at once per week. As the data discussed below most of students are not engage in sports betting at once per week.

Figure 4.5 Frequency of sports betting among students twice per week



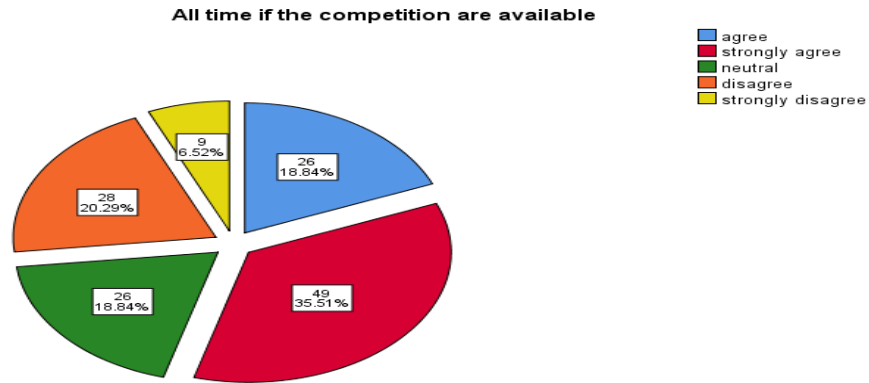
As the discussed result in the above graph students response regarding to frequency of sports betting among students most of students are engage twice per week. Thus, in this regard, it was found that 48.55% of the total selected players replied that agree that they are involve in sports betting at twice per week. 4.3% students replied that neutral, In addition to this 47.1% students replied disagree that they are not involved in sports betting twice per week.

Figure 4.6. Frequency of sports betting among students three times per week



As the discussed result in the above graph students response regarding to frequency of sports betting among students most of students are engage three times per week. Thus, in this regard, it was found that 56.52% of the total selected players replied that agree that they are involve in sports betting at twice per week. 0.72% students replied that neutral, In addition to this 42.76% students replied disagree that they are not involved in sports betting twice per week.

Figure 4.7 All time if the competition is available



As the discussed result in the above graph students response regarding to frequency of sports betting among students most of students are engage all time if the competitions are available. Thus, in this regard, it was found that 54.35% of the total selected players replied that agree that they are involve in sports betting all time if the competitions are available . 18.84% students replied that neutral, In addition to this 26.81% students replied disagree that they are not involved in sports betting all time if the competitions are available.

4.5. The relationship between sports betting and academic performance

Table 4.3. Pearson's Product-Moment Correlation Matrix for the Correlation between sports betting and academic performance.

Correlations			
		students total academic result	Betting
academic performance	Pearson Correlation	1	-.746**
	Sig. (2-tailed)	.000	
	N	138	138
Sports Betting	Pearson Correlation	-.746**	1
	Sig. (2-tailed)	.000	
	N	138	138
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4, indicates that the relationship between sports betting and academic performance was significant where $[r = -0.746]$ and $[p = 0.000]$ was found to be less than the critical value of 0.05. The finding of the study indicates that there is a strong negative correlation between sports betting and academic performance. In other words, the more participation in sports betting, the less academic performance students will record. This implies students who participate sports betting frequently turn to perform poor academic result.

4.6. Impact of sports betting on academic performance

Table 4.4. Goodness of fit through R Square

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8015.437	6	8015.437	277.047	.000 ^b
	Residual	3934.708	131	28.932		
	Total	11950.145	137			

a. a. Dependent Variable: before and after academic result

b. Predictors: (Constant), consequence of sports betting,, sources of money, students attitude towards betting, frequency of betting, sources of information, reason for betting

The information on the dependent variable variation explained by the current model utilized for this study is summarized in Table 4.2, along with the residual, which shows the dependent variable variation not covered by the model. The dependent variable is found to be significantly impacted by the independent variables, with an F-value of 277.047 and a p-value of less than 0.05 suggesting that, overall, the study's model is sufficient to explain the variation in the dependent variable in a statistically meaningful way. The goodness of fit of the model can also be assessed using the square of the correlation coefficient, or R^2 , to guarantee the statistical adequacy of the data.

Table 4.5. Summary of multiple linear regression analysis for the impact of sports betting on the academic performance of secondary school male students

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.819 ^a	.671	.668	5.379

a. Predictors: (Constant), consequence of sports betting,, sources of money, students attitude towards betting, frequency of betting, sources of information, reason for betting

Both R² and modified R², as seen in Table 6 above, quantify the fitness of the explanatory model, or the ratio of variance to variation in the dependent variable. However, as modified R² is an adjustment for R²'s constraint, the model's fitness is measured by the adjusted R² value. Therefore, as the table illustrates, the with an adjusted R² of 0.671, the model's independent variables can account for 67.1% of the variation in the dependent variables. As a result, it is clear that the study's model fits the data quite well. This result empirically suggests that the factors that determine academic success in this study are the independent variables.

Table 4.6. Regression analysis on the impacts of sports betting on academic performance of secondary school male students.

To find the predictors of JS as envisioned in the model, multiple regression analysis was carried out using the inferential statistical approach of multiple linear regression analysis (MLRA). Multiple linear regression analysis is a statistical technique that links one dependent variable to a linear combination of one or more independent variables, as noted by Kerlinger and Lee (2000). The degree to which each independent variable influences the dependent variable is determined by regression. Different data sets were regressed for every Satisfaction metric. Correlation coefficients, or R², are computed by multiple linear regression analysis. This indicates the percentage of variance in dependent variables that can be accounted for by

independent variables. The beta value, which is based on the p or t value, quantifies the contribution of independent factors to dependent variables.

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.949	.342		8.625	.000
	students attitude	-.420	.096	-.520	-4.380	.000
	reason for betting among students	-.194	.059	-.309	-3.291	.001
	frequency of betting among students	-.314	.113	-.274	-2.786	.006
	source of information about betting	-.205	.056	-.328	-3.653	.000
	source of money for betting	-.704	.213	-.276	-3.306	.001
	consequence of betting	-.352	.074	-.529	-4.724	.000

b. Dependent Variable: academic performance

The above coefficient table revealed that all sports betting practices individually have significant and negative effect on students' academic performance. This is indicated by p value less than the threshold value of 0.05. Therefore, it can be concluded that higher sport betting practice had negative effect on academic performance of secondary school male students in Hawassa city administration.

The result displays the coefficients, standard errors, standardized coefficients, t-values, and significance levels for each factor in each model. The results suggest that frequency of sports betting among students have the strongest impact on academic performance, as it appears in all models and has the highest standardized coefficient. Then source of money for betting, reason for betting among students, source of information about betting, Students attitude towards sports betting, and consequence of betting among students.

The multiple regression models

The model for study was:

$$Y = \beta_0 + \beta_1 + \beta_2 + \beta_3 + \beta_4 + \beta_5 + \beta_6$$

Where $\beta_0, \beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6$ are the regression co-efficient

Therefore, $\beta_0 = 2.949$ $\beta_1 = -.520$ $\beta_2 = -.309$ $\beta_3 = -.274$ $\beta_4 = -.328$ $\beta_5 = -.276$ $\beta_6 = -.529$

This multiple regression equation tells us following results. $Y = 2.949 + -.520 + -.309 + -.274 + -.328 + -.276 + -.529$

The most contributing factor to reduce students' academic result was frequency of betting among students (-27.4). Then source of money for betting (-27.6%), reason for betting among students (-30.9%), source of information about betting (-32.8%), Students attitude towards sports betting (-52.0%), and consequence of betting among students (-52.9%).

The researcher raised question related to the date which the students were their betting. Then the majority of students replied that they were stars sports betting last year.

The researcher also asks a question about their academic performance before they start sports betting. Thus, majority of students replied that their academic results were satisfactory (60-79). Those students' academic performance after they start sports betting becomes to fair (50-59) and less, thus this indicates that sports betting affect their academic performance greatly.

The other question that the researcher raise for students were about psychological and social factors associated with sports betting that may affect the motivation and engagement of secondary school student bettors in their academic studies. Then most of students replied that there are a number of psychological and sociological aspects of sports betting that may affect students' academic performance. For instance, students who wager significantly on sports betting may lose interest in their academic endeavors. Sports betting can result in the development of cognitive distortions like the gambler's fallacy and illusion of control as well as a lack of motivation, effort, and academic engagement due to the excitement and potential rewards associated with the game taking precedence over an interest in learning. These misconceptions may influence students' decision-making and cause them to think irrationally,

which may impair their capacity for concentration, attention, and making wise academic decisions; Sports betting has been linked to impulsive behavior, since students may wager without carefully weighing the possible outcomes. Sports betting can result in addictive or compulsive behaviors for some students. Impulsivity can also lead to poor time management, distraction from academic responsibilities, and a lack of self-control, all of which can negatively impact academic achievement. Students may develop a psychological dependence on betting, prioritizing it over their academic obligations due to the excitement of betting and the possibility of big wins. This may lead to a drop in academic performance, a lack of drive, and a disregard for study obligations. Additionally, sports betting has the potential to seriously divert attention from academic obligations. The thrill and suspense of betting can cause people to get obsessed with games and a result, which makes them spend too much time studying, evaluating, and talking about their wagers. This can take a lot of time, especially when paired with team research, statistical analysis, and game observation. It can also deflect attention from studying, finishing projects, and concentrating on academic goals. This can lead to ineffective time management, which can eventually impair academic performance by causing academic obligations to be neglected, deadlines to be missed, and study time to be cut short.

The last question that the researcher ask students were related to social or cultural factors that contribute to the normalization or acceptance of betting among students. Most of the students were replied that **Media Influence:** Students' exposure to media, such as television, movies, and internet sites, can help normalize sports betting., **Peer Influence:** Students may experience peer pressure to participate in sports betting if it is common and widely accepted among them in order to fit in or be accepted by others. **Advertising:** The widespread promotion of sports betting businesses, especially during competitions, may help normalize sports betting among students. Advertising that highlights the thrill of gambling, special deals, or betting odds might sway students' opinions and make it seem like a normal and acceptable activity., **Accessibility and Online Platforms:** Students' approval of online betting platforms may be influenced by their accessibility. Because online betting websites and applications are so easily accessible, it may appear like a convenient and socially acceptable pastime. **Distribution of betting shops:** *this also contribute to the normalization of sports betting among students*

4.6.1. Results from interview

Key informants for this study were homeroom teachers from different schools. The researcher was asked for the question” Have you seen change of behavior and change of academic performance among students?”

Accordingly, almost all of the participants have replied *yes Having trouble finishing their homework, not turning in homework on time, Not routinely attending lessons, skipping them, and not getting ready for tests and exams Being absent, being late, Leaving the lecture early, The use of cellphones inappropriately in class is one of the behaviors that lowers student achievement.*

The second question for key informants was “What are your attitudes and perceptions about the relationship of teachers and student bettors in the school environment?”

Teachers show sincere care for student gamblers, understanding that their participation in sports betting may have detrimental effects on their general wellbeing and academic achievement. Teachers say there should be a good rapport between them and student bettors in the classroom because the teachers should counsel those students to avoid developing a sports betting addiction and to maintain their academic performance. They also pursue the practice of those students in the class, guidance, and resources to help students navigate the challenges they may face as a result of their betting activities.

The third question was “What are the potential long-term consequences of sports betting on academic achievement?”

The key informants replied that *Sports betting can potentially have a number of long-term effects on academic performance, such as Academic Performance drop: An excessive amount of sports betting might cause academic performance to drop. The amount of time and effort invested in sports betting, odds research, and event tracking may take time away from studying, finishing homework, or getting ready for tests. Lower grades and less overall academic accomplishment may arise from this lack of concentration and commitment to academic endeavors, **Loss of Motivation and Goal Orientation:** A student's attention may be diverted from long-term academic objectives by sports betting. The thrill and instant reward of*

betting may make education and future employment opportunities seem less important. Because of this, students could become demotivated, forget to make academic goals, and show a lack of direction in their academic careers. **Academic Suspension or Disruption:** If students engage in sports betting in a way that contravenes local laws or school standards, they may be disciplined with academic suspension or expulsion. Such alterations to their educational path may have a lasting effect on their future prospects and academic performance.

The forth question that the researcher raised for those key informants was” What is the role of teachers to save the academic performance of student bettors?”

Teachers have a critical role to play in bolstering and rescuing student bettors' academic performance. The following are some significant ways that educators can help: **Early Identification and Intervention:** Instructors need to be on the lookout for any indications that a student's involvement or academic performance may be declining when it comes to betting. This entails keeping an eye on adjustments to conduct, grades, participation, or attendance. Teachers who are aware of the early warning signals can act quickly to intervene and offer the appropriate support. Teachers should also be aware of the resources and support services that are available within the school or community if required; they can connect student bettors with outside agencies that specialize in mental health or gambling addiction, school counselors, or psychologists. Working together with these experts can offer complete support to deal with obstacles in both the personal and academic spheres. Instructors can stress the value of prioritizing academic obligations by educating students about the possible hazards, repercussions, and techniques for maintaining a balanced approach to leisure activities. Teachers can track students' progress and offer ongoing assistance by keeping an eye on their emotional and academic development on a regular basis it is possible to encourage student bettors to stick to their academic objectives and reinforce positive behaviors by providing them with constructive criticism, praise for their accomplishments, and encouragement. Teachers should also keep lines of communication open and consistent with the parents/guardians of student bettors. In order to enhance a student's overall well-being, a collaborative approach can be fostered by exchanging concerns, progress updates, and plans for academic advancement. Academic interventions can be significantly aided by the support and involvement of parents.

The last question for teachers was” Suggestions on what should be done to reduce problems related to sports betting among secondary school students?”

Betting shops should be allowed in institution premises

Student should concentrate on academic issues not betting

Government should ban betting activities in the country

4.6.2. Results from document analysis

Based on the data that the researcher provided from the secondary school students’ grade result roster, it indicates that there is a difference in academic performance before and after students become involved in sports betting. Specifically it suggests that students’ academic performance was better before they stated participating in sports betting compared to after they started. This finding implies that there is a negative impact on academic performance associated with student’s involvement in sports betting.

4.7. Result and discussion

Neighbors and Lostutter's (2002) findings, which hypothesize that college students wager on sports in order to win money, corroborated the study's findings. According to Masaba et al. (2016), college students wager on sports in hopes of receiving financial rewards. According to Masaba et al. (2016), a number of these students turn to betting as their primary source of income because it seems more important to win money than just enjoy the game. In their study on sports betting among college students, Rodriguez et al. (2015) found that the majority of students bet on sports for financial gain.

According to Wojcik and Hodge (2019), financial incentives are another factor driving student betting; many wish to augment their income in response to rising living expenses. According to a study by Koross (2016), 70% of students who participated in the survey said that they bet primarily for financial gain. He went on to say that it seems like students rely on the money they win from betting to cover their expenses and enjoy the activity. In their investigation into the motivations behind sports betting, Flack and Morris (2016) also contend that individuals bet on sports to take advantage of the chance to improve their financial situation in addition to the thrill of watching sports.

The results of a study by Koross (2016), which found that most students view betting as a harmless recreational diversion with only little amounts of time or money wasted to the activity, are consistent with previous studies and corroborate the conclusions of this study.

The other objective of the study was to find out the frequency of students engagement in sports betting. The descriptive statistics shows that most of respondent students engaged in sports betting once per day. According to Griffiths (1990), betting is regarded as an addictive habit that affects a variety of people, including students. This is further supported by Koross (2016)'s survey, which finds that most student respondents 50% bet at least once a week, while 28% bet and 12%) said they bet at least once a fortnight and once a month, respectively. The results indicate that nearly every student places a wager, albeit at different intervals. This is consistent with Corina Ly's (2010) research, which found that over 60% of students regularly bet.

The study sought to examine the effect of sports betting on academic performance of secondary school students. The results of the correlation analysis revealed that the association between sports betting and academic performance. The correlation analysis shows that sports betting has negative relationship with academic performance which is ($r = -.746$) is existed. The Correlation between independents and dependent variable was significant at the 0.000 level.

The findings of the correlation analysis revealed that sports betting is negatively associated with academic performance. When two variables have An inverse correlation, also known as a negative correlation, occurs when two variables rise when the other declines and vice versa. This link may or may not suggest that the two variables are causally related, but it does reflect an observable pattern.

Positive correlation is the opposite of negative correlation, and it happens when two variables have a tendency to move together. Therefore sports betting and academic performance are inversely proportional to each other this indicates that if the involvements of students in sports betting is increased the academic performance of the student will be decreased.

The study also sought the effect of sports betting on academic performance. As the result sports betting has negative effect on student's academic performance. The result regression

analysis indicates that sports betting have significance negative effect on students' academic performance. Other studies also support this finding. A study carried out in Ethiopia found that 73% of high school students struggle with gambling, and that 37% of these students are at risk of developing a serious gambling addiction.

In the United States and Canada, gambling among high school children (ages 14 to 18) has been linked to truancy, subpar academic performance, and compulsive gambling in parents (Lesieur & Klein, 1987; Ladouceur & Mireault, 1988). Additionally, it's linked to other signs of psychosocial maladjustment, the use of addictive substances, and compulsive gambling in parents (Jacobs, 1987). Students frequently congregate in their common halls of residence on football match days to watch games ranging from the local league to the English Premier League, La Liga, German Bundesliga, Serie A, and UEFA Champions League, among other football leagues, not just because they are avid football fans, but also in order to use their mobile devices to make wagers via internet platforms. At the expense of their academic work, some of these students even engage in sports betting activities with firms like MyBet, SportiBet, EuroBet, and EaziBet for the entire day. It's concerning that pupils have an addiction to betting. It is concerning that students are turning to sports betting instead of using that valuable time to work on their assignments, projects, and get some rest so they can recover sufficiently for the next week. According to research on sports betting by Latvala, Castrén, Alho, and Salonen (2017) as well as Ofosu and Kotey (2020), students who bet on sports face disruptions in their studies and at work.

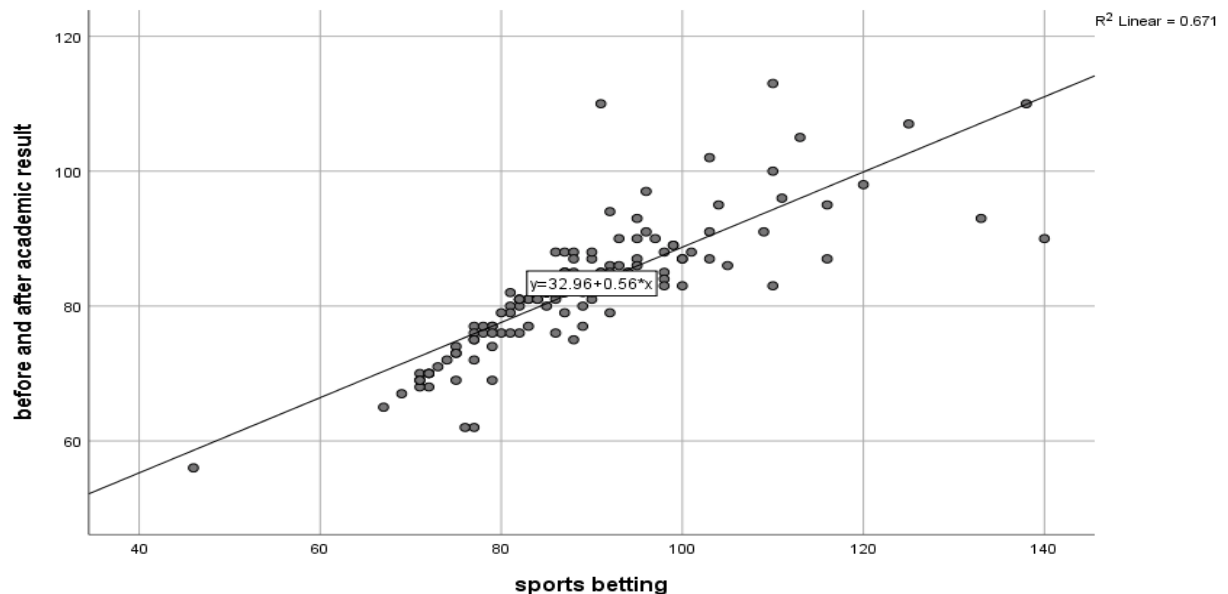
Students' poor participation in sports betting on campuses can be attributed to their realization that it will only cost them money. The results also support those of Ellenbogen et al. (2008), who found that sports betting by college students causes them to spend money on tuition and valuable time at betting establishments, which has an impact on their academic performance. In a study, Koross (2016) also notes that a number of university students who bet experience problems with their academic performance and typically drop out. According to Ligami (2018), college students who bet on sports wind up spending money out of their pockets.

4.8. Multiple linear Regression assumption tests

While computing regression, there are assumptions to be considered; from these requirements, some of them are explained below.

1. Linearity

A line that is straight is used in regression to summarize the relationship between variables. As a result, the relationship's estimate is only valid to the degree that one variable consistently rises or falls as the other does. The two variables could have a nonlinear relationship even a perfect one or the relationship could have some parts that are linear and some that are nonlinear (like a quadratic shape). The linear part of the relationship between the variables is the only one for which the correlation coefficient and slope can be reliable.



As indicated in the graph, the relationship between the variables shows linearity; so that this assumption of regression is satisfied.

2. Multicollinearity

Collinearity, which describes a relationship between two predictor variables, or multicollinearity, which describes a link between more than two predictors, is the existence of correlations between the predictors. Multicollinearity may result in the inability to calculate a unique least squares solution for a regression analysis under extreme circumstances (such as when there is perfect correlation between two or more predictors) (Belsley, Kuh, & Welsch, 1980; Slinker & Glantz, 1985). Less severe multicollinearity is more likely to cause estimates of the coefficients for individual predictors to become unstable: In other words, the coefficient estimates' standard errors and confidence intervals will be exaggerated (Belsley et al., 1980).

Using an alternate estimate technique, such as principal components regression (Chatterjee & Hadi, 2012) or ridge regression (Montgomery et al., 2001), is one appropriate approach to multicollinearity. Although it is usually not the best course of action, eliminating some of the highly associated predictors may also be taken into consideration (Chatterjee & Hadi, 2012).

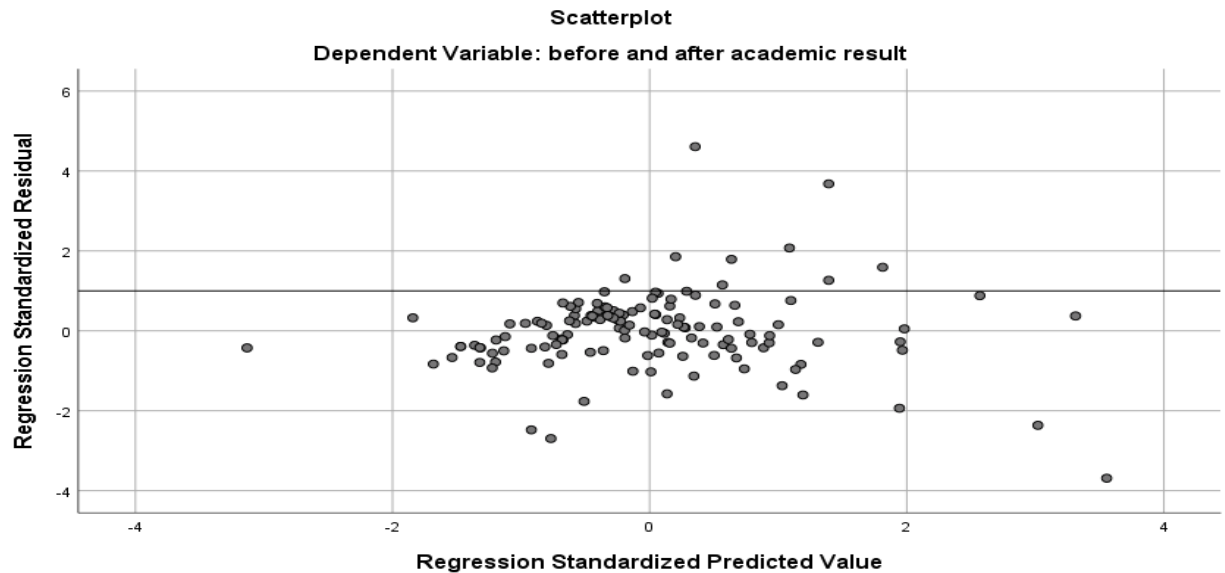
Coefficients^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.709	.089		41.557	.000		
	Betting	-.076	.006	-.746	-13.052	.000	1.000	1.000

a. Dependent Variable: mean value of students total academic result

As indicated in the table, the result of VIF (Variance Inflation Factors) shows that there is no high multicollinearity between the variables; and this can be taken as, this assumption is also satisfied.

3. Homoscedasticity

Generally speaking, it is assumed that the model errors have a finite, unknown variance that remains constant at all predictor variable levels. The homogeneity of variance assumption is another name for this presumption. Ordinary least squares estimates will be impartial and consistent as long as the errors are independent if the errors have a variance that is finite but not constant across different levels of the predictor or levels of the predictors (i.e., heteroscedasticity is present), but they will not be efficient (Weisberg, 2005). The researcher has a number of options when dealing with heteroscedasticity. These alternatives include bootstrap methods (Montgomery et al., 2001), estimation via Weighted Least Squares (Chatterjee & Hadi, 2012), robust estimation methods for standard errors (e.g., Huber-White standard errors; White, 1980), variance stabilizing transformations (Montgomery, Peck, & Vining, 2001; Weisberg, 2005), or the specification of a Generalized Linear Model (Cohen et al., 2003; Montgomery et al., 2001).



To consider that a particular homoscedasticity is accepted, these dots have to be spread and complicated; in this graph, the result indicates that homoscedasticity assumption is accepted.

4. Autocorrelation

According to Chatterjee & Hadi (2012), Fox (1997), and Weisberg (2005), the errors are taken to be independent. If this assumption is incorrect, estimates of significance and standard errors are skewed. Despite being inefficient, the regression coefficient estimates are nonetheless unbiased (Chatterjee & Hadi, 2012). It is not totally accurate to say that independence of observations is necessary for linear regression, as stated by Osborne and Waters (2002). We just need to assume that the mistakes are independent of the observations, not the observations themselves, in a manner similar to how we assume that the errors (but not necessarily the raw variables) are normally distributed.

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.826 ^a	.682	.667	5.387	2.016

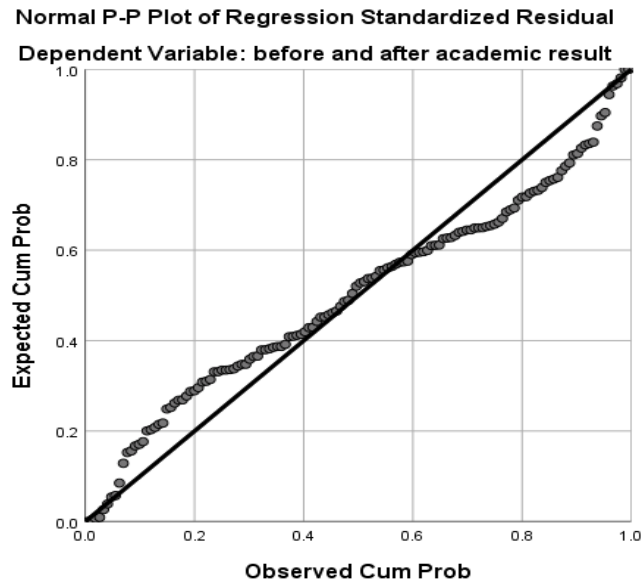
a. Predictors: (Constant), attitude of students, source of money, consequence of betting, frequencies, source of information, reasons

b. Dependent Variable: before and after academic result

As indicated in this table, Durbin Watson in which autocorrelation can be determined is above two; according to this the result that show less than two indicates positive autocorrelation and if the result is more than two there is negative autocorrelation. So, this result shows that there is negative autocorrelation; which means that autocorrelation assumption is not satisfied or violated.

5. Normality : the residual

According to Osborne and Waters (2002), regression makes the assumption that the variables have normal distributions. The implication seems to be that multiple regressions need that the predictor and/or responder variables be normally distributed, albeit they do not specify which variables specifically they are referring to. In actuality, multiple regressions merely require the assumption of normally distributed errors: In particular, we can presume that errors for every set of values on the predictor variables have a normal distribution.



The graph demonstrates that the variables have a normal distribution, which satisfies the prerequisite for doing regressions. In general, the majority of the regression assumptions examined here are met, making it possible to compute regressions.

Chapter five

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The primary objective of the current study was to know the relationship between sports betting and academic performance among secondary school male school students. To achieve this objective, the following specific questions were formulated for investigation.

1. What are the academic performances of male student bettors In Hawassa city secondary schools?
2. What are the possible reasons students engaged in sports betting in Hawassa city?
3. What are the levels of sports betting among male secondary school students in Hawassa city?

A total of 153 (male students = 138& homeroom teachers =15) participated in the study.

The subjects were selected by snowball sampling method and purposive sampling method from different betting shops and different schools in Hawassa city administration. Mixed method or research was used, and a number of questionnaires were employed to collect data. Before collecting data for the main study, all questionnaires were administered for a pilot study. Both descriptive and inferential statistics were used for the analysis of data gathered. Multiple linear regression and Pearson bivariate correlation were employed to analyze the data.

As the result indicated, the majority of the sport bettors engaged in sports betting because of to get money (95. %), peer influence (90.6), and being fan in football (89.8%).

As shown in the result, most of the betting players were engaged in sports betting once per week (95.7%), three times per week (94.2%), and twice per day (70.3%).

The correlation analysis shows that sports betting has negative relationship with academic performance which is ($r = -.746$) is existed.

The regression analysis discussed that the most contributing factor to reduce students' academic result was frequency of betting among students (-27.4). Then source of money for betting (-27.6%), reason for betting among students (-30.9%), source of information about betting (-32.8%), Students attitude towards sports betting (-52.0%), and consequence of betting among students (-52.9%).

5.2. Conclusion

Based on the result of the study, the researcher concludes the following points:

- Students engaged in sports betting because of many reasons from those reasons the most reason approved by students is to get money it's about 95%.
- Most of respondent students engaged in sports at once per day.
- There was a negative and significant relationship between sports betting and students' academic performance.
- Secondary school students who engaged frequently in sports betting in Hawassa city administration are reducing their academic performance.
- Frequency of sports betting among students have the great effect on students' academic performance.

5.3. Recommendations

- Secondary school students must reduce the degree of involvement in sports betting and the time they spent at betting shops, sites and discussing about sporting matches.
- Secondary school students Parents should understand the effect of sports betting on academic performance and pursue their children's practice in sports betting.
- Secondary schools should prepare awareness training programs about the effect of betting on academic performance for their students.
- Ministry of Education and other partners in education should collaborate to develop policy direction on sports betting in conjunction with the guidance and counseling departments at the school.
- Strict policy and controlling mechanism should be set on how to implement sport betting for the academic performance of the secondary school students.

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APPENDIX A
Hawassa University

College of Natural and computational Science

Department of Sport Science

Survey Questionnaire for secondary school male students

This questionnaire is designed to gather data about impact of sports betting on academic performance of secondary school male students in Hawassa city administration. The information will be used as primary data in my study I am conducting as a partial fulfillment of Master's Degree in Sport Management at Hawassa University. The data you provide are believed to have a great value for the success of this research. I confirm you that all data will be used for academic purpose and analyzed anonymously through the authorization of the university.

Dear Respondents,

I would like to express my deepest appreciation in advance for your generous time, honest and prompt responses.

General Instructions

- In all cases where answer options are available please tick (✓) in the provided space.

Section I: Demographic Information

1. Age ;

- ❖ 14-16_____
- ❖ 17-20_____
- ❖ Above 20_____

2. Grade level

- ❖ Grade nine(9)_____
- ❖ Grade ten(10)_____

3. Religion

- ❖ Christian_____
- ❖ Islam_____
- ❖ Others _____

4. Environment

- ❖ Urban _____
- ❖ Rural _____

5. Family economic status

- ❖ 9000 ETB and above _____
- ❖ 5000-8000 ETB _____
- ❖ 600-4000 ETB _____

1. Strongly agree 2. Agree 3. Neutral 4. Strongly disagree 5. Disagree

I. Possible reasons to engaged in sports betting

no	Why you 1bet?	Rating Scale				
		1	2	3	4	5
1	Peer influence					
2	To get money					
3	Interest in betting/ hoppy					
4	For enjoyment					
5	To spend my free time					
6	Getting rid from boredom					
7	Being fan in football					
8	To engage my selve with social activities					

I. Frequency and prevalence of sports betting among students

no	Frequency of sports betting among students	1	2	3	4	5
1	once per day					
2	Twice per day					
3	Three times per day					
4	once per weak					
5	Twice per weak					
6	Three times per weak					
7	All time if the competition are available					

Sources of information for sport betting

no	Sources of information	1	2	3	4	5
1	Social media					
2	Advertisement in radio					
3	Friends influence					
4	through sports television					
5	Betting shops					
6	Newspaper					
7	DSTV					

Source of money for sports betting

no	Sources	1	2	3	4	5
1	Family					
2	Par time working					
3	Spend school fees					
4	Pocket money					
5	Personal saving					

Consequences of sports betting

No	Consequences	1	2	3	4	5
1	Happiness					
2	Conflict with friends					
3	Anger					
4	hate subjects					
5	Losing interest to attend the class					
6	Losing interest to do assignment					
7	Losing interest for learning					

8	Losing punctuality					
9	Losing study					
10	Losing future goal of students					
11	Losing social interaction					
12	Commit criminal activity such as theft					
13	Exposed to narcotic drugs					

Attitude towards sports betting

No	Subjects	1	2	3	4	5
1	Do you think that there is a change on academic performance before and after engage in sports betting					
2	Do you engage in sports betting at school time?					
3	Does the frequency and intensity of sports betting related to academic performance?					
4	Does Personal financial circumstances and financial literacy influence students' engagement in betting activities?					
5	Is there any potential link between student engagement in betting and other risky behaviors, such as substance abuse or delinquency?					
6	Do you think that Timing of sport betting can affect academic performance?					

APPENDIX B

Open ended questions for students

1. When do you start sports betting?
2. What was your academic performance (score) before you start sports betting?
3. Are there any social or cultural factors that contribute to the normalization or acceptance of betting among students?
4. What are the psychological and social factors associated with sports betting that may impact academic performance?
5. How does the involvement in sports betting affect the motivation and engagement of secondary school student bettors in their academic studies?

APPENDIX C

Interview questions for homeroom teachers

1. Have you seen change of behavior and change of academic performance among students?
2. What are your attitudes and perceptions about the relationship of teachers and student bettors in the school environment?
3. What are the potential long-term consequences of sports betting on academic achievement?
4. What is the role of teachers to save the academic performance of student bettors?
5. Suggestions on what should be done to reduce problems related to sports betting among secondary school students

APPENDIX D

Amharic version of the questions

የጥናት ጥያቄ ለሁለተኛ ደረጃ ትምህርት ቤት ወንድ ተማሪዎች

ይህ ጥያቄ የተዘጋጀው የስፖርት ውርርድ በሀዋሳ ከተማ አስተዳደር የሁለተኛ ደረጃ ትምህርት ቤት ወንድ ተማሪዎች የትምህርት ውጤት ላይ ስለተፅዕኖ መረጃ ለመሰብሰብ ነው። መረጃው በሀዋሳ ዩኒቨርሲቲ በስፖርት ማኔጅመንት የማስተርስ ዲግሪ በከፊል መፈፀም እንዲሆን እያካሄድኩት ባለው ጥናቴ ዋነኛ መረጃ ሆኖ ይውላል። የምታቀርባቸው መረጃዎች ለዚህ ምርምር ስኬታማነት ከፍተኛ ጠቀሜታ እንዳላቸው ይታመናል ። ሁሉም መረጃዎች ለትምህርት ዓላማ እንደሚውሉ እና በዩኒቨርሲቲው ፈቃድ አማካኝነት በስማቸው እንደሚመረመሩ አረጋግጣችኋለሁ።

ውድ ምላሽ ሰጪ፤

በልግስና ላሳያችሁ ጊዜ፤ በሐቀኝነት እና ፈጣን ምላሽ በመስጠታችሁ የተሰማኝን ጥልቅ አድናቆት አስቀድሜ መግለጽ እፈልጋለሁ።

አጠቃላይ መመሪያዎች

በሁሉም ሁኔታዎች የመልስ አማራጮች በሚገኙበት ጊዜ እባክዎ በቀረበው ቦታ ላይ ያመልከቱ (✓)

ክፍል I የተማሪዎች ዐጠቃላይ መረጃ

1. ዕድሜ ፤

- 14-16 _____
- 17-20 _____
- በላይ 20 _____

2. የክፍል ደረጃ

- ክፍል ዘጠኝ(9) _____
- ክፍል አስር(10) _____

3. ሃይማኖት

- ክርስቲያን _____
- ሙስሊም _____
- ሌሎች _____

4. አካባቢ

- የከተማ _____
- የገጠር _____

5. የቤተሰብ የገቢ ሁኔታ

- 9000 የ ኢትዮጵያ ብር እና ከዛ በላይ _____
- 5000-8000የ ኢትዮጵያ ብር _____
- 600-4000የ ኢትዮጵያ ብር _____

1. በጥብቅ ይስማማሉ 2. ስምምነት 3. ገለልተኛ 4. በጥብቅ አይስማሙም 5. አልስማማም

1. በስፖርት ውርርድ ለመሳተፍ የሚችሉ ምክንያቶች

ለምን ትወራረዳለህ?	የደረጃ መለኪያ				
	1	2	3	4	5
የእኩዮች ተጽዕኖ					
ገንዘብ ለማግኘት					
የመወራረድ ፍላጎት/					
ለደስታ					
ነፃ ጊዜዬን ለማሳለፍ					
አሰልጅ ከመሆን ለመለቀቅ					
በእግር ኳስ አድናቂ መሆን					
በማህበራዊ እንቅስቃሴዎች ራሳቸውን ለመሳተፍ					

2. ተማሪዎች መካከል የስፖርት ውርርድ ድግግሞሽ እና ስርጭት

በሳምንት ስንት ጊዜ ትወራረዳለህ?	የደረጃ መለኪያ				
	1	2	3	4	5
በቀን አንድ ጊዜ					
በቀን ሁለት ጊዜ					
በቀን ሶስት ጊዜ					
በሳምንት አንድ ጊዜ					

በሳምንትሁለት ጊዜ					
በሳምንትሦስት ጊዜ					
ሁሉም ውድድር የሚገኝ ከሆነ					

3. የስፖርት ውርርድ መረጃ ምንጮች

የመረጃ ምንጮች	የደረጃ መለኪያ				
	1	2	3	4	5
ማህበራዊ ሚዲያ					
ማስታወቂያ በሬዲዮ					
ጓደኞች ተጽዕኖ ያሳድራሉ					
በስፖርት ቴሌቪዥን አማካኝነት					
የቁማር ሰቆች					
ጋዜጣ					
ዲኤስቲቪ					

4. የስፖርት ውርርድ ገንዘብ ምንጭ

ምንጮች	የደረጃ መለኪያ				
	1	2	3	4	5
ቤተሰብ					
የትርፍ ሰዓት ስራ					
በትምህርት ቤት ክፍያ					
የኪስ ገንዘብ					
የግል ቁጠባ					

5. የስፖርት ውርርድ የሚያስከትለው መዘዝ?

መዘዞች	የደረጃ መለኪያ				
	1	2	3	4	5
ደስታ					
ከጓደኞች ጋር መጋጨት					
ቁጣ					
የትምህርት አይነቶችን መጥላት					
በክፍል ውስጥ የመገኘት ፍላጎት ማጣት					
ጥናት የማድረግ ፍላጎት ማጣት					
የመማር ፍላጎት ማጣት					
የሥራ ምድብ ለመሥራት ፍላጎት ማጣት					
ሰዐት አለማክበር					
የወደፊት ግብ ይጠፋል					
ማኅበራዊ ግንኙነት ማጣት					
እንደ ስርቆት ያሉ የወንጀል ድርጊቶችን መፈጸም					
ሱስ ለሚያሲዙ መድኃኒቶች መጋለጥ					

