

PERCEIVED INFLUENCE OF GAMBLING-RELATED MEDIA PROMOTIONS  
ON STUDENTS 'BEHAVIORAL INTENTIONS TO INDULGE IN GAMBLING: A  
SURVEY OF UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

PRISCAR SUE BARASA

UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

Summer, 2018

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ON STUDENTS 'BEHAVIORAL INTENTIONS TO INDULGE IN GAMBLING: A  
SURVEY OF UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

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A Thesis Submitted to the School of Communication, Cinematic and Creative Arts in  
Partial Fulfillment of the Requirement for the Degree of  
Master of Arts in Communication Studies

UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

Summer, 2018

### **Student's Declaration**

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

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**Approval Page**

In accordance with United States International University – Africa policies, this thesis is accepted as partial fulfilment of the requirements for the Master of Arts in Communication Studies

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## **Dedication**

I would like to dedicate this work to the almighty God, my family; my father Mr. Absalom Sitialo Barasa and my mother Mrs. Sarah Makhulo Barasa; my supervisor; my siblings, friends and colleagues for unwavering moral, spiritual and material support in the course of my studies.

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## **ABSTRACT**

The purpose of this study was to describe the perceived influence of gambling-related media promotions on students' behavioral intentions to indulge in gambling using United States International University-Africa as a case. The objectives of the study were; to determine how attitudes towards gambling related media promotions influence students' behavioral intention to indulge in gambling; to determine how social norms towards gambling related media influence student's behavioral intentions to indulge in gambling and to establish relationship between perceived behavioral control towards gambling media promotions and students' behavioral intentions to indulge in gambling.

To achieve these objectives, the study used a descriptive research design, exploiting a quantitative approach. The population of the study was drawn from USIU- Africa students. Using stratified sampling technique, 215 respondents were sampled for the study. Questionnaires were used to collect data for this study. A total of 248 questionnaires was distributed physically and only 224 were collected giving a response rate of 90.3%.

The study found that the dependent variables: 'behavioral intention' was positively correlated with attitudes towards gambling related media promotions, social norms towards gambling related media and perceived behavioral control towards gambling media promotions. The regression analysis showed students gambling attitude statistically predicted behavioral intention, students' social norms statistically predicted behavioral intention and students' behavioral control statistically predicted behavioral intention. This study concluded that attitudes towards gambling related media promotions, social norms towards gambling related media and perceived behavioral control towards gambling media promotions and students' behavioral intentions to indulge in gambling influences students' behavioral intention to indulge in gambling.

This study recommended further research that addresses students' reference groups like family, friends and those in authority related to gambling behavior.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND**

#### **1.0. Introduction**

Gambling, an act of playing game of chances for money has experienced tremendous growth, in Kenya, from the early forms of gambling like casino gambling and national lotteries to new modes like sports betting and online betting among other forms. However, scholars argue that gambling has hardly been presented in a realistic way (Valentine, 2008). Often, gambling has been presented either very positively and often as socially rewarding. Indeed, there are several severe negative consequences of gambling, including individuals losing their homes and families, which have been reported globally. In addition, research around the globe has indicated that exposure of individual to gambling at young age increase their risks of being addicted to gambling (Derevensky, Gupta, & Winters, 2010).

The explosive growth of gambling around the world has mainly been attributed to extensive marketing and advertising of the gambling related products through the media. In the last three years' sport betting companies' have increased their budget for gambling products significantly. For instance, between 2012 and 2015, Victoria betting companies marketing budget grew by 326% that is from \$45 million in 2012 to \$147 million in the year 2015. The influence of such promotions remains unnoticed to affected groups, therefore understanding their influence caused by gambling related media promotions is important in enacting regulation to control its influence among the youths.

### **1.1. Background of the Study**

There are different types of gambling in Kenya. They include: lottery and its spin off products (Felsher, Deverensky & Gupta, 2004), playing cards (Schwartz, 2006; The Annenberg Public Policy Center, 2005), and sport betting. The proposed study focused on sport betting which seems to be the favorite of many youths in Kenya ([www.hapakenya.com](http://www.hapakenya.com)).

The Standard Newspaper dated Sunday 30<sup>th</sup> October, 2016, noted that betting trend over the last 10 years paints a picture of Kenya as a betting nation. The effects of advertising has placed betting companies revenue turnover at \$20 million as of 2015 and is expected to rise to \$50 million by 2018 (PWC, 2016) due to high spending on promotion. In the past two years, sports-betting has swept the country like a storm, giving a large portion of the youth population hopes of joining the exclusive millionaires' club by hitting lucrative jackpots offered by sport betting firms ([citizentv.co.ke](http://citizentv.co.ke)). Indeed, sport betting is the fastest growing form of gambling, and has almost doubled in popularity over the last decade globally (Gainsbury, Russell, Hing, Wood & Blaszczynski, 2013). This growth can be attributed to extensive promotion activities carried by the company across various media platforms. While the growth remain high the role played by media on the behavioral intention to indulgence in sport betting remains unclear.

Kenya has been quite liberal with gambling since the independence of the country which has largely contributed to the remarkable growth of gambling industry. The following leading sports betting companies had been registered by 2017:1xbet, Betpawa Lucky2u, Betika, Dafabet, Supabet247, Chezacash, Betyetu, Eazibet,



Betway, Justbet, Kwikbet, Betin, Kenyasportsbet, Sportpesa, and Elitebet Kenya and Mcheza which was recently acquired by sportpesa.

Introduction of sport betting in Kenya has transformed the traditions of betting. In its first three years after launching, sport betting website (sportpesa.com), became the fourth most visited website in Kenya. Sport betting is a phenomenon that quickly fascinating to many Kenyans. A university student, Matatu tout, young professional, *Bodaboda* rider, retiree and watchman are all united in anxiety and joy or sorrow depending on the outcome of a sporting event for which they placed a bet on.

Apart from increased promotional activities by betting companies, sport betting is easily accessible by most people due to increased internet and mobile use and Mpesa service in Kenya. BtoBet, a new technologies for iGaming operators, notes that Africa contributes to approximately 10% of world internet users. The number of internet users rose from 31 million in 2013 to 50 million in 2015 and expected to rise to 70 million by 2018. Kenya, to be precise has a proportion of 58% internet penetration and 83% access to mobile phone, a proportion that is higher than that of Africa and the world population. According to Communication Authority of Kenya (2017), 45,485,414 peoples in Kenya have an access to the internet representing 89.4% of Kenyan population. This makes internet growth in Kenya high than any other country in Africa.

The growth of sport betting has been attributed to the extensive use of the media to advertise gambling activities (Clotfelter & Cook, 1989). Different types of media are used to keep the customer hopes glued to winning the lucrative jackpots. For instance, the Georgia Lottery uses media such as TV, billboards, and in print ads, as while as

making placement at point-of-sale advertisement at retail locations. This has earned Georgia Lottery award for marketing excellence (Georgia Lottery, 2006). For the Kenyan gambling industry, the marketing spending has not been documented. The current trend shows high dependence on media by gambling industry.

Most of marketing media used in promotion of gambling activities have been characterized with deception aimed at luring and potentially misleading the youth into believing that betting in sweepstakes and lotteries is the fastest way to acquiring instant wealth (The Kenya Film Classification Board, 2016). The ease of enrolment to sport betting as opposed to other gambling methods leaves most young people vulnerable to media influence to indulge in betting. This is influenced by use of mobile phone money transfer service popularly regarded as Mpesa from which one can enroll and participating in gambling activities.

Media provides companies with opportunities to engage directly with existing and potential customers, using a range of strategies beyond the 'one-way' promotion of a message which characterizes traditional marketing. These messages are aimed at creating awareness of product/services of respective companies as while creating brand loyalty. Building of loyalty through advertising may affect the subscribers of services sensitivity of prices. Research on brand engagement via social media, for instance, has found that relationships between consumers and the brand, product and company all positively influenced trust and brand loyalty Laroche et al., (2012).

Building of trust and loyalty may lead to increased gambling behavior. According to every-marix blog, companies strives to keep and maintain the customers betting even after serious of losses; to achieve this, companies uses strategies such as giving away

of bonus and free pays, cashback promotions, frequent paly point to retain frequent betting customers, use of push notifications, affiliated marketing, email and mobile marketing, content marketing and organizing of tournaments.

According to Wu, and Tang, (2012) the results of the path analysis indicate gambling intention and perceived control over gambling as the most proximal predictors of problem gambling, whereas attitudes, social norms, and perceived control, which are Theory of planned behavior(TPB) components that influence gambling intention. This study draws from the assumption of Theory of planned behavior that postulates that social norms, attitudes and expectations created by gambling media. While gambling related media promotions may have contributed extensively to gambling behavior and indulgence among the students, this still remains unclear. Therefore, this study attempted to examine how gambling related media had influenced individual behavior intentions to indulge in gambling.

## **1.2. Problem Statement**

Gambling is commonly attractive to youth who mostly indulge into gambling activities without careful consideration of possible problems associated with gambling behavior. For instance, youthful populations aged between 18-24 years are more vulnerable to gambling problem in the United States and Canada with higher rates than the adult population (The Annenberg Public Policy Center, 2005; Welte, Barnes, Wieczorek, Tidwell, & Parker, 2015).

Apart from economic benefits drawn from sport betting through taxation, betting has adverse financial and health challenges among the youth. Studies conducted by Horn (2011) and study conducted by Thomas, Lewis, Duong, and McLeod (2012), noted

that a clinic problems associated with betting increased among Australian youth by 70% from 2006 to 2012. According to Professor Catherine Palmer, from University of Tasmania, gambling participation may negatively affect gamblers financially and cause family distress as a result of addiction to gambling (Williams, Volberg, & Stevens, 2012) also notes that gambling may lead to increased negative externalities on the community, such as increased crime.

Gambling and effects of gambling behavior subject has attracted interest of many scholars across the globe. For instance, Dowling, Smith, and Thomas, (2005), have noted that in the context of a competitive culture where room for personal achievement is restricted, gambling creates the illusion of manipulation over destiny and circumstances thus with deviating social environment, the desire to engage in gambling activities among adolescents may be increased. Scholars seem have mainly concentrated on entirely gambling, psychological as well as social effects of gambling particularly in the developed nations.

For instance, a study conducted by Amey (2001) on the prevalence of gaming in New Zealand noted that most people remembered advertising for the state-sponsored lottery while younger participants were more likely to remember gaming advertising than older participants. In addition, other studies have associated gambling with adverse social and psychological problems especially among youth including suicide (Bailey, Burroughs, Dabit, Hambrick & Theriot, 1997; Stitt, Giaocapassi, & Vandiver, 2006).

Several scholars have also demonstrated that youth's exposure to gambling related media has the potential of increasing their urges to participate in gambling. Indeed,

the explosive growth of gambling around the world has been attributed mainly to extensive marketing and advertising of the gambling related products through the media. In Kenya, sport betting companies' have increased their budget for gambling products significantly in the last three years. For instance, upon introduction of sport betting and licensing of sportpesa betting in Kenya, in the year 2012, sportpesa website rated the fourth most visited website in Kenya. Sportpesa betting in Kenya has been using robust marketing communication strategies exploiting both traditional and contemporary digital media, to reach out to its potential customers. According to sportpesa official blog, majority of participants constitutes of young students in college, matatu touts, young professionals, bodaboda operators, retirees and watchmen.

The influence of such promotions to affected groups, however, remains largely unexplored despite the fact that many scholars have raised a concern that the effects of gambling related media promotion may influence the attitudes and result to adverse influences among the youth in our society (Binde, 2014). According to Moore, and Ohtsuka, (1997), attitudes, social norms, and perceived control, have been known to influence gambling intention.

While these factors have been extensively studied in application of TPB and Bandura's Social Learning Theory, such studies have been done predominantly in the developed nation like USA. However, the influence of gambling related media on attitudes, social norms, and perceived control on intention to indulge in gambling still remain unclear in Kenya and many other parts of Africa.

Therefore, this study hopes to fill this gap by evaluating how gambling related-media influences individual's behavioral intention to indulge in gambling among the youths in Kenya.

### **1.3. Purpose**

The purpose of this study was to describe the perceived influence of gambling-related media promotions on students' behavioral intentions to indulge in gambling using United States International University-Africa as a case.

### **1.4. Objectives**

This study's objectives were;

1. To determine how attitudes towards gambling related media promotions influence students' behavioral intention to indulge in gambling.
2. To determine how social norms towards gambling related media influence student's behavioral intentions to indulge in gambling.
3. To establish relationship between perceived behavioral control towards gambling media promotions and students' behavioral intentions to indulge in gambling.

### **1.5. Research Questions**

1. How does attitude towards gambling related media promotions influence students' behavioral intention to indulge in gambling?

2. How does social norms towards gambling related media influence student's behavioral intentions to indulge in gambling?
3. What is the established relationship between perceived behavioral control towards gambling media promotions and students' behavioral intentions to indulge in gambling?

### **1.6. Significance of the Study**

The findings of the study may be used by gamblers to offer an insight influence of gambling related media on their behavioral intention to indulge into gambling. They can draw insight regarding the force of exposure to gambling related media and its effects on intention to indulge in gambling. This could help those that are willing to withdraw from sport betting habit to viable moves.

The findings of the study also provides vital information which may be used by policy makers to develop policies that would ensure underage are not exposure to gambling related media.

The findings of the study may be used by sport betting companies and spot betting marketing personnel to select the most appropriate communications attributes employed by various sport betting companies in achieving their marketing objectives. The results of the study also add to the existing body of knowledge on the issue gambling effects and the operational management of sport betting companies.

Finally, the findings of the study contributes to existing knowledge on influence of communication on behavioral intention to indulge on harmful habits such as

gambling. Consequently, the study findings also make valuable additions to the literature in the field of communication.

### **1.7. Rationale of the Study**

The effect of mass media on our lives has been worrying. The effects of movies, radio, television and now the Internet on our daily lives has been on rise. McIlwraith (1998) study on television addiction found that television addicts use television to “distract themselves from unpleasant thoughts, control moods, and fill time”. Following the uses and gratification model, routine can be formed around the motivations for using Internet Web sites such as surveillance and escapism (Diddi & Larose, 2006). While the habits forms, the viewer is subjected to promotional materials which are likely to influence their behavior intention to indulge into a behavior such as gambling. Understanding of the effects caused by gambling related media could help into developing media regulatory policies to prevent promotions that could be harmful to the society or a venerable group.

### **1.8. The scope of the Study**

The purpose of this study is to describe the perceived influences of gambling-related media on students' behavioral intentions to indulge in gambling among university students in Kenya focusing on United States International University-Africa. The study is delimited to exploring gambling media communication attributes, and students' attitude towards gambling-related promotions and their influence on students' behavioral intention to indulge in sport betting.

Due to time and financial constraints, the number of respondents who participated in the survey was restricted USIU Africa students. Therefore excluded other universities,



individuals outside the age bracket and general youth outside college. The findings of this study may however be generalized to other private universities in Kenya such as Daystar, Strathmore and Catholic University which exhibits similar characteristics with USIU.

### **1.9. Limitations of the Study**

This study relied on structured questionnaire targeting students studying in colleges Kenya. Since the participation is voluntary, the respondents may decline to participate in the study limiting the accessibility of the data. To overcome this challenge, the respondents were not required to indicated name or any personal details. The respondents were explained that the information acquired will be held confidential. The other limitation of the study was that some concepts used may have been complex and technical for none media students, for instances print publication and signage. To address this gap, an introductory discussion was held with the participants to clarify key terms.

### **1.10. Chapter Summary**

This section has provided background of the study that sought to find perceived influences of gambling, related media promotions on student's behavioral intention to indulge in gambling. The chapter also presented the background of the study, the problem statement, the purpose of the study, objectives of the study and research questions. The chapter has also discussed the scope and significance of the study, rationale of the study and limitation of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.0. Introduction**

This section provides a review of the gambling related-media influence on individual's behavioral intention to indulge into gambling among the youths. First, the chapter presents the theoretical background for the study followed by empirical review on gambling and promotional strategies employed by gambling-related media. The chapter also aims at comparing and contrasting the different authors' views on media related gambling effects and their prevalence relating this research study to conclusions drawn, highlighting any gaps and summarizing on the specific gap that this research hopes to contribute address. The theories supporting the topic of the study shall also be reviewed.

#### **2.1. Theoretical Framework**

The purpose of this study was to examine perceived influence of gambling related media promotions on students 'behavioral intentions to indulge in gambling. This study is based on theory of planned behavior (TPB)

##### **2.1.1. Theory of Planned Behavior (TPB)**

The Theory of Planned Behavior (TPB) started as the Theory of Reasoned Action in 1980 to predict an individual's intention to engage in a behavior at a specific time and

place. The theory was intended to explain all behaviors over which people have the ability to exert self-control. The key component to this model is behavioral intent; behavioral intentions are influenced by the attitude about the likelihood that the behavior will have the expected outcome and the social evaluation of the risks and benefits of that outcome.

The TPB has been used successfully to predict and explain a wide range of gambling behaviors and intentions intention to indulge in gambling (Moore & Ohtsuka, 1999). The TPB states that behavioral achievement depends on both motivation (intention) and ability (behavioral control). Theory of planned behavior comprise of six constructs that collectively represents persons actual control over the behavior; attitude, behavior intention, subjective norms, social norms, perceived power, and perceived behavior control. These six construct are discuss below.

Attitudes - This refers to the degree to which a person has a favorable or unfavorable evaluation of the behavior of interest. It entails a consideration of the outcomes of performing the behavior.

Behavioral intention - This refers to the motivational factors that influence a given behavior where the stronger the intention to perform the behavior, the more likely the behavior will be performed. In other words behavioral intention is a proxy measure for behavior. It represents a person's motivation in the sense of her or his conscious plan or decision to perform certain behavior (Conner & Armitage, 1998). Generally, the strong the intention is, the more likely the behavior will be performed

Subjective norms - This refers to the belief about whether most people approve or disapprove of the behavior. It relates to a person's beliefs about whether peers and

people of importance to the person think he or she should engage in the behavior. The TPB distinguishes subjective norm as a critical antecedent that control personal behavioral intention. Many researchers have suggested that subjective norm is shaped by both interpersonal and external sources' influences (Hsu & Chiu, 2004). Interpersonal influence refers to the influence by friends, family, and relevant others in a social network, while external sources' influence refers to influences by mass media, such as television, newspapers, and the internet (Brown & Venkatesh, 2005). Many organizations companies traditionally use mass media as the means of transmitting messages and conducting promotions. Users are also influenced via word of-mouth by friends, colleagues and relevant others in their social network (Kim et al, 2012a).

Social norms - This refers to the customary codes of behavior in a group or people or larger cultural context. Social norms are considered normative, or standard, in a group of people. Social norms relate to a person's perception of the social environment surrounding the behavior. Several studies of communication field have confirmed the saliency of social norm in user decision-making processes in a behavioral adoption (Kim et al, 2012a).

Perceived power - This refers to the perceived presence of factors that may facilitate or impede performance of a behavior. Perceived power contributes to a person's perceived behavioral control over each of those factors. Perceived behavioral control - This refers to a person's perception of the ease or difficulty of performing the behavior of interest. Perceived behavioral control varies across situations and actions, which results in a person having varying perceptions of behavioral control depending on the

situation. It increases when individuals perceive they have more resources and confidence (Ajzen, 1985; Hartwick & Barki, 1994; Lee & Kozar, 2005). This construct of the theory was added later, and created the shift from the Theory of Reasoned Action to the Theory of Planned Behavior.

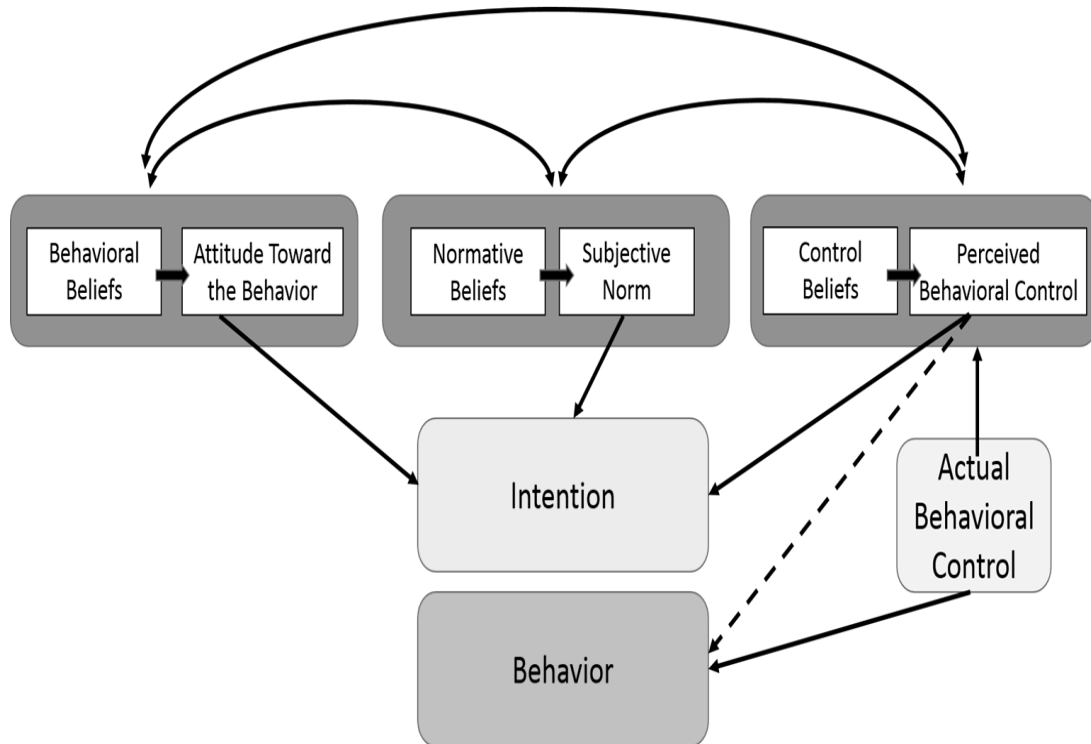


Figure 2. 1: Theory of Planned Behavior Model: (Ajzen, 1991)

The theory of planned behavior (TPB) (Ajzen, 1991) is a well-established model that predicts and explains user behavior across the field of communication.

TPB assumes a person will acquire resources and opportunities to successfully perform the behavior regardless of the intention. It does not take account of environmental factors such as economic that may influence the behavior. The study draws from the assumption that when a student is exposed to gambling related media the attitude will determine the behavior intention and this may trigger the person to

organize the resources to perform the intended behavior. This may include going an extent of selling person items and burrowing to finance gambling.

## **2.2 Empirical Literature Review**

Review of scholarly work related to this research was a vital stride in undertaking this research. It helps in translating the outcomes in the light of the examination work as of now embraced. In this part, a try has been made to give an outline of different parts of this study through the survey of existing writing. Previous studies have shown that people are motivated to gamble recreationally by the desire for excitement and arousal, and relief from stress and negative mood but the knowledge of the factors that affect gambling participation with regards to the vulnerable groups across the lifespan is quite limited. The literature is reviewed based on the objectives of the study. The section presents a substantial body of literature evaluating the effects of gambling related media effects on individuals behavior and expectations is the core exploration of the researcher in subsequent paragraphs taking into account the promotional strategies used by gambling related media, prevalence of the exposure to gambling, impacts of media related gambling and how the exposure to gambling media influence self-efficacy to indulge in sport betting.

### **2.3.1. Attitudes and gambling related media promotions**

Studies on attitudes towards gambling advertising have been instrumental in providing valuable insights into the manner in which various kinds of advertising messages are perceived and understood by different persons.

Hood and Parke (2015) conducted a study to investigate parental attitudes toward child exposure to alcohol, nicotine (smoking tobacco) and gambling, via a questionnaire that examined parental tolerance with regard to hypothetical scenarios of exposure and participation, alongside perceptions of the importance of associated health promotion for each activity. It was hypothesized that parents would indicate significantly less tolerance of, and rate health promotion activity of greater importance for, nicotine and alcohol in comparison to gambling. Results from a sample of 500 UK based parents, showed significantly less tolerance for nicotine versus alcohol and gambling in all hypothetical scenarios of exposure and direct participation. Parents also reported significantly less tolerance surrounding child consumption of alcohol than gambling. Health promotion activity surrounding nicotine was rated significantly more important than that of alcohol and gambling. It is argued that greater parental concern surrounding nicotine was attributable to increased availability of knowledge surrounding associated risks of smoking behavior within existing regulation and health promotion activity. Arguments are made for increased public awareness of the potential harms that may be associated with gambling behavior, which may assist parents in making informed decisions regarding their children's exposure to and participation in gambling-related activities.

Korn, Hurson and Reynolds (2005) conducted a study in Ontario to examine the possible impact of commercial gambling advertising on youth. The primary purpose of the study was to explore the ways that commercial gambling advertising might affect the attitudes, knowledge, beliefs and behavioral intentions of youth. Although this research is an exploratory study, the findings have implications for future research, preventive programming, and healthy public policy. This exploratory study

was carried out in two phases. First, a content analysis was performed on over 450 commercial gambling advertisements (including print, radio, television and outdoor signage). These advertisements were compiled, deconstructed, analysed and categorized according to common themes. These themes guided the selection of 29 ads used in Phase Two: focus group discussions held with youth from across the Greater Toronto Area. In total, 63 participants, aged 13-17, attended eight focus groups (four groups aged 13-14, and four groups aged 15-17). Each group was approximately 90 minutes in duration and was held in a formal focus group research facility”

### **2.3.2. Subjective norms and behavior intention**

Subjective norms are a person's perception of the social weight to indulge or not to indulge into a certain behavior (Francis et al., 2004). It can also be defined as the individual's perception of other people's opinions and beliefs on the advocated behavior. These perceptions can play a persuasive role and insertion of pressure on an individual to execute a specific behavior. This implies that subjective norms of a person depend on his or her attitude about the views of significant others on their executed behavior (Vermeulen et al., 2011). People tends to act and perform the suggested behavior as expected by their friends, family and close manager. For example, a person may engage in gambling because his/her family desires winning in gambling. On contrary, this person, may have the intention to work and make money through other methods. However, there is insufficient literature linking the subjective norms of students with intention to indulge in gambling related behavior. This study assumes that one's intention to indulge in gambling related behavior could be influenced by peers and family behavior and the attitude towards gambling.



### **2.3.3. Perceived behavioral control towards gambling media promotions and students' behavioral intentions to indulge in gambling**

In the light of above literature scrutiny, it is vital to assess how gambling related media promotions effects individuals behavioral intention to indulge into gambling among the youth in Kenya amidst the current upsurge of the sport betting sites in the country.

Despite lack of substantial evidence for the causal relationship between positive gambling attitudes and behavioral intention, there is apprehension that content of the advertisements may create a distorted perception of the realities of gambling (Friend & Ladd, 2009). Current studies show that gambling advertisements explicitly present the activity as a fun and entertaining leisure pursuit (McMullan & Miller, 2008; 2010) and is routinely presented as a harmless activity (Monaghan, Derevensky, & Sklar, 2008). Lee et al. (2008) proposed that gambling exposure via media, including advertisements, results in positive attitudes leading to behavioral intent. There were, however, significant limitations within lee at al study, such as misleading sample of female college students from one location, restraining the external validity of the results thus emphasizing the need for further empirical study in assessing the relationship between framing of gambling advertising, perceptions of gambling, and behavioral intent to indulge in gambling.

Blaszczynski and Nower (2002) have maintained that there exist three categories of problem gamblers viz; emotionally vulnerable, impulsive, and behavioral behaviorally conditioned groups. Previous studies submits that many people gamble as a way to address their emotions (Korman et al. 2008; Ricketts & Macaskill, 2004). Some degree of emotional vulnerability in these individuals appears implicit, in that these individuals have difficulty controlling their emotions internally. The actual form of this vulnerability may result from a lack of self-awareness on owns emotional processes. Research further indicates that people with problematic gambling behavior have less inhibitory control when involved in contingency-based tasks (Roca *et al.* 2008), explaining existence of the impulsive groups. Nevertheless, it is not easy to know if this lack of inhibition is exclusive to contingency motivated behavior or is part of a more general absence of cognitive flexibility.

Limiting the negative impact of gambling advertising on vulnerable groups (children and adolescents) has been a primary concern of many scholars (Planzer & Wardle, 2011). Nevertheless, assessment of the effect on non-problem gamblers and adults is required, as a central concern mass provision of gambling advertisement is the possible growth in participation and the expected increase in gambling-related harm that may increase as a result.

Binde (2007) point out that the impact of mass gambling promotion in a mature gambling group is more likely produce a gambling product or strengthen brand as opposed to an overall rise in participation; an effect that may be different from that on an undeveloped market where there are fewer opportunities to gamble. However, these studies have not drawn clear relationship on how perceived behavioral control

towards gambling media promotions and students' behavioral intentions to indulge in gambling which this study intend to address.

### **2.3 Conceptual Framework**

According to Orodho (2004) a conceptual framework describes the relationship between the research variables. Jabareen (2008) contends that a variable is a measurable characteristic that accepts diverse values among subjects. An independent variable is that variable which is supposed to affect or determine a dependent variable (Jabareen, 2008). A dependent variable is a variable dependent on another variable like the independent variable. In this case, attitudes towards gambling promotions, media influence and capability are independent variable while interest to indulge in gambling is dependent variable

Advertisement play a major role in determining ones behavioral choice and practice. A study by Griffiths (2005) found advertisements placed by state lotteries contained humor, and no statements about the odds of winning or actual pay-out rates for lottery games in 80% of the advertisements that they analysed. In addition, over 70% of the advertisements that they analysed portrayed at least one winner. Consequently, advertising was either designed to make people think they have a greater chance of winning than the actual odds would indicate or played on the altruistic desires of those watching.

Gambling involves spending money in the hope of making more money. Gambling is notoriously addictive. Once you have lost money, there is a tendency to keep paying out more in order to try to win the original amount back, leaving you further and

further in debt. Thus the financial capability determines the gambling tendencies and behavior.

Studies of perception of and attitudes towards gambling advertising have the potential to provide valuable insights into how advertising messages of various kinds are perceived and stood by different groups of people. The positive attitude about gambling may portray gambling as an acceptable leisure activity associated with positive qualities such as success, economic affluence, excitement and fun (Binde, 2014).

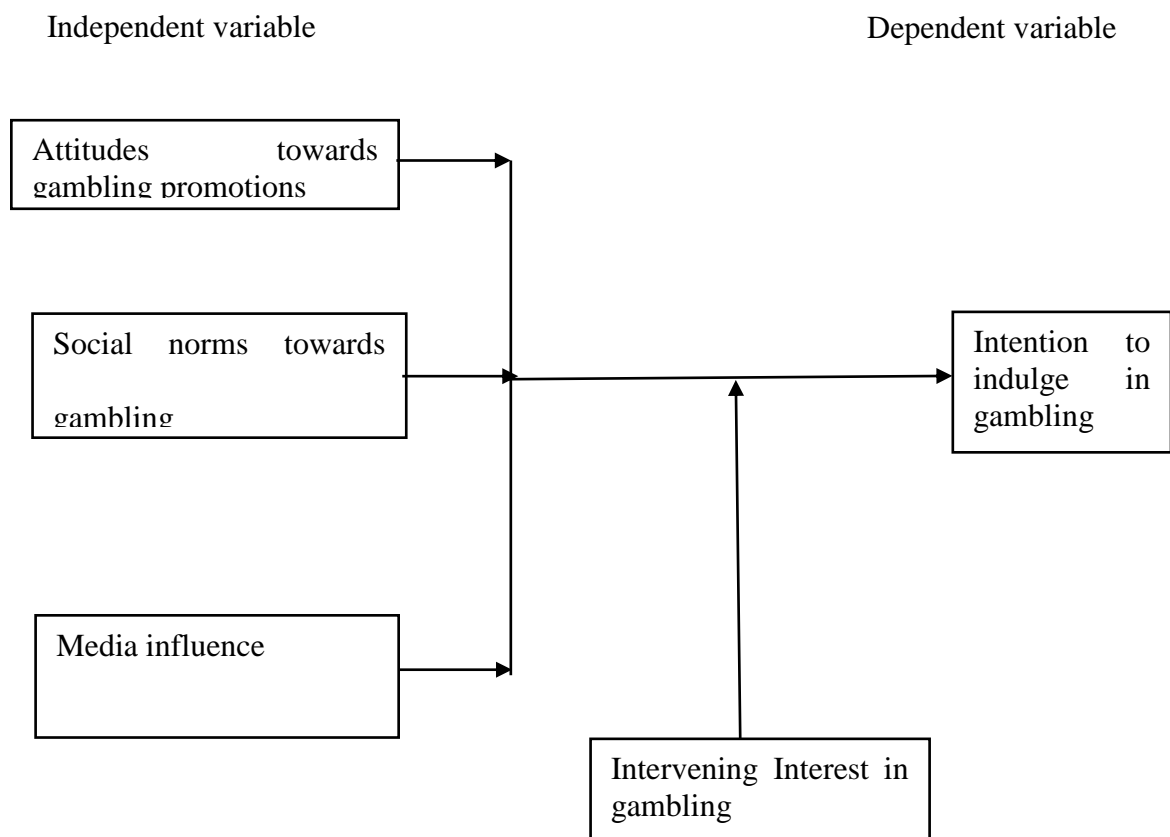


Figure 2. 2: Conceptual Framework

## **2.4 Chapter Summary**

This chapter has reviewed the existing literature on the research questions of the study. Furthermore, the chapter has illustrated the theoretical framework and theories inherent in the study. Chapter three addresses the methodology of the research which comprises the research design, research population, sample and sampling technique. It also considered the sources of data and data collection instruments, methods of data collection and analysis.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter describes a summary of the research methodology that was used to carry out this study in order to achieve the set objectives. It describes the research design, sampling design, data collection, data analysis procedures, as well as and the ethical considerations for the proposed research.

#### **3.1. Research Design**

A descriptive research design, exploiting a quantitative approach was adopted for the study. A descriptive research design determines and reports the way things using a pre-planned design for analysis (Mugenda & Mugenda, 2003). Orodho (2004) observes that a descriptive research design is used when data is collected to describe persons, organizations, settings, or phenomena.

A quantitative research approach was used in this study because the study sought to collect sufficient data used for statistical analysis to establish the relationships between the variables in the study. Hulme (2007) argues that quantitative approaches are used in studies that "apply mainly statistical analysis to data collected and that has been numerically transformed (and simplified) and that is from a sampling frame that indicates it is representative of a broader population" (p. 6). A quantitative approach was also helpful in "describing and explaining relationships between variables in order to predict likely outcomes based on inquiry that uses specific questions or hypotheses to provide a descriptive and inferential analysis of statistics" (Dudovskiy, 2016).

The descriptive analysis was conducted to show the distribution of the variables of study as per the objectives and dependent variable. The questions were measured by five likert scale; strongly disagreed was measured by 1 and strongly agreed was measured by 5. The descriptive statistical tests covered were mean, standard deviation and skewness.

Inferential statistical tests carried out were factorial analysis, normality test, multi-collinearity tests, chi-square test, correlations, and regression analysis. The first three tests; factorial analysis, normality tests and multi-collinearity tests were conducted to test the statistical assumptions and for deeper understanding of the data while the last three tests; chi-square, correlation and regression were conducted to answer the objectives and purpose of this study.

### **3.2. Target Population**

According to Kothari, (2004), population is the total of items about which information is required. According to Mbwesa (2008), target population is defined as an entire group of people, events or things that the researcher wishes to investigate. In this study, the target population constitutes of 5,028 USIU students (USIU Registrar, 2017). According to Kenya national Household census for the year 2009, majority of family with middle level income had access to television as while as other media such as newspaper and radio. Hakim and Akhtair (2014), posit that media occupies large proportion of leisure time with an average of 25hours per weeks being spent on watching TV. USIU is preferable for this study is based on assumption that majority of students have exposure to media due to financial capability to assess Internet, TV, Newspaper and other media as most of them comes from middle class group.

*Table 3: sample population*

<b>Schools</b>	<b>Population</b>
Chandaria School of Business	2,153
School of Science and Technology	1,107
School of Humanities and Social Science	1,591
School of Pharmacy and Health Sciences	177
<b>Total</b>	<b>5,028</b>

Source: USIU Registrar's office Spring, 2017

### **3.3. Sampling Technique**

To accord the elements in the population equal chances of being included in the study, the study employed probability sampling method. The researcher used stratified sampling technique to sample from Chandaria School of business, school of science and technology, School of humanities and Social Science, and School of Pharmacy and Social-science. Systematic sampling method was used to select respondents from each school to be enrolled in this study. Systematic sampling is a type of probability sampling method in which sample members from a larger population are selected according to a random starting point and a fixed periodic interval (k).

USIU, just like other private universities draw its students from middle class and upper class (Chowdry, 2013). The study assumes that all students at USIU are exposed to gambling-media promotions in one way or another due to access various media.



### 3.4. Sample Size Determination

A sample is "a smaller collection of units from a population used to determine facts about that population" (Field, 2005). The population for USIU which is 5028 (USIU registrar's office, spring 2017) was used as the target population.

Yamane (1967) was used to obtain sample sizes for population estimate. An 87% confidence level and a margin of error = .13 are assumed

$$n = N / (1 + Ne^2)$$

Where

n= corrected sample size, N = population size, and e = Margin of error (MoE),

$$e = 0.2$$

*Table 4: sample size determination*

Stratum	Stratum Population	Stratum
	$N_i$	$n = N / (1 + Ne^2)$ (the desired sample size(n))
Chandaria School of Business( $n_1$ )	2,153	58
School of Science and Technology ( $n_2$ )	1,107	56
School of Humanities and Social Sciences ( $n_3$ )	1,591	57
School of Pharmacy and Health Sciences ( $n_4$ )	177	44
Desired sample size		215

Source: USIU Registrar's office

The population was divided into four strata based on school. The study applied systematic sampling technique to select respondents for each stratum sample ( $n_i$ ) in each stratum ( $N_i$ ) population using simple systematic sampling technique. The stratum samples were combined by summing all the stratum samples to form the required sample size of the target population as shown below;

$$\begin{aligned}\text{Sample (n)} &= n_1 + n_2 + n_3 + n_4 \\ &= 58 + 56 + 57 + 44 \\ &= 215\end{aligned}$$

### **3.5. Data Collection Instruments**

Questionnaires were used to collect data for this study. The researcher carried out an in-depth literature review to design the questionnaire for the survey. The constructs generated from literature review were used to design structured questionnaire. These constructs include; attitude towards gambling promotions, social norms towards gambling, and perceived behavior to indulge in gambling. The questionnaire contained various sections addressing each specific objective. The questionnaire was chosen because they are cost efficient, more practical, speed up the data collection process and easy to use by respondents.

The questionnaire was arranged in four sections; the first section assessed the demographic characteristics of the students; second section examined students' attitude on the gambling related media promotions. The study used 5-likert-scales to measure students' attitude. In third section, the questionnaire also used 5-ikert-scales to examine students' social norms towards gambling using various indicators. Finally, the study examined the behavioral intention of students to indulge in betting.

### **3.6. Pilot Survey**

A pilot survey was conducted to test the questionnaire ability to capture the required information efficiently (Saunders *et al*, 2003). Pilot survey helped to detect problems in the questionnaire that would have led to biased answers or questions that would not have made sense to respondents; it helps to improve internal validity of research instrument. Pilot survey also help in planning for the actual study. In this study, the researcher conducted a pilot survey using approximately 9 research instruments (10% of the required sample size) targeting Strathmore University to ascertain the precision of the instruments in capturing the required data. According to Hertzog (2008), 10% of the required sample size is adequate to pilot a study. Strathmore University was preferred as it is a private university whose demographic characteristics of the students are similar to USIU. Filled questionnaires will be analysed to assess the relevance of the questions and possibility of biasness.

Reliability of gambling related media promotion and intention to indulge in gambling related media was measured with internal consistency coefficient alpha and found to be 0.778 and 0.919 consecutively which indicate a quite high internal consistency (Hair, Anderson, Tahtam, & Black, 1998). Alpha value for the perceived behavior control scale was 0.849.

The content validity of the question was determined by examining the average CVR across all questions in the questionnaire subjects to experts in the field of the study.

Five experts from Nation media group were presented with questionnaire to rank the questions.

### **3.7. Data Collection Procedure**

Due to number of questionnaires to be administered, the researcher recruited and trained research assistants to help in data collection. The research assistants were interviewed by the principal investigator before absorption. The researcher assistant with prior experience were given first priority during recruitment process. Research assistants were recruited from the undergraduate students on full time course as they can identify the respondents and administer the questionnaires from each school. The purpose of training research assistants was to help them understand the purpose of the study, target and how to use of the research instruments. This meant taking them through each item in the instruments and explaining all the instructions. The training also focused on methods of data collection, with emphasis on ethical principles, how to create rapport with respondents and how to manage complete questionnaires.

The questionnaires were self-administered; students were requested to participate in the study. On agreeing to participate, the researcher assistant presented the questionnaire to the respondent to fill. Every 3<sup>rd</sup> student was chosen to avoid biasness. Filled questionnaire were collected and checked for completeness.

### **3.8. Ethical consideration**

Resnik (2011) describes legal and ethical considerations as a measure for conduct that recognizes and distinguishes acceptable and unacceptable behavior. Prior to embarking on a research process, the researcher and the participant are required to enter into an agreement that clarifies obligation and responsibilities through informed consent (Kerlinger & Lee, 2000). The researcher should ensure the respondents' basic rights were protected during the study. As a critical part of honoring the ethical requirement, permission to conduct study was obtained from the National Council of science, technology and innovation. The intention to carry out the research was also communicated to all involved parties. There was also need to explain the nature of the study to all respondents. The researcher made respondents aware of any positive and negative aspects or consequences of their participation in the study (Nachmias & Nachmias, 1996). After the research had been explained the nature of the study, participants were asked to provide consent of their willingness to participate to the study. Consent in this study was mainly verbal in nature. In carrying out the study, the researchers sought the informed consent of respondents, and were not in any way compelled participants to give information.

### **3.8 Chapter Summary**

This chapter has described and justified the research methodology to be used. The chapter has also explained the research design, the sampling design, data analysis and

the research procedures. Once the data is collected, the proceeding chapter presents the analysis of the findings.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND FINDINGS**

#### **4.0 Introduction**

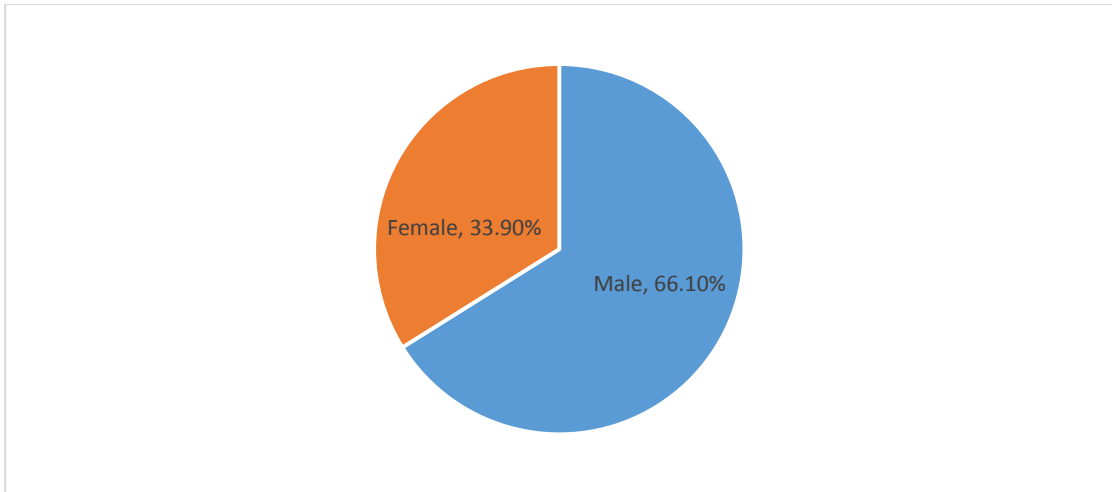
This chapter presents the result of the findings thematically based on the demographic information and objectives of study. A total of 248 questionnaires was distributed physically and only 224 were collected giving a response rate of 90.3%. This response rate was adequate for analysis. On the analysis, descriptive and inferential statistics analysis was done using SPSS version 22. The results are presented in tables and figures together with the interpretations as follows.

#### **4.1 Demographic Information.**

The demographic information covers the respondents' gender, age, and academic qualifications, School of study and media promotions. Descriptive analysis was used to analyze the demographic information and presentation is done on percentage and frequency.

##### **4.1.1. Gender**

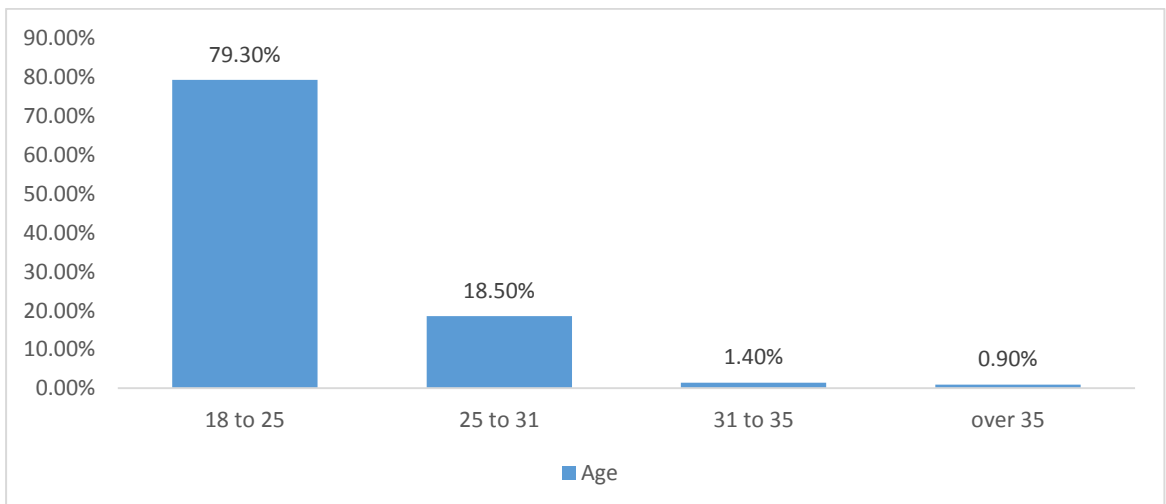
Of the 224 respondents, 66.1% were male and 33.9% were female. This shows more male than female were involved in the study. Figure 4.1. Shows the output.



*Figure 4.1. Gender of Respondents*

#### **4.1.2. Age of Respondents**

On the age of respondents, 79.3% were aged 18 to 25 years. This was followed by those who aged 25 to 31 years at 18.5%, those aged 31 to 35 years were 1.4% and only 0.9% were over 35 years. This shows more than three quota of the respondents were below 25 years of age, figure 4.2 shows the output.

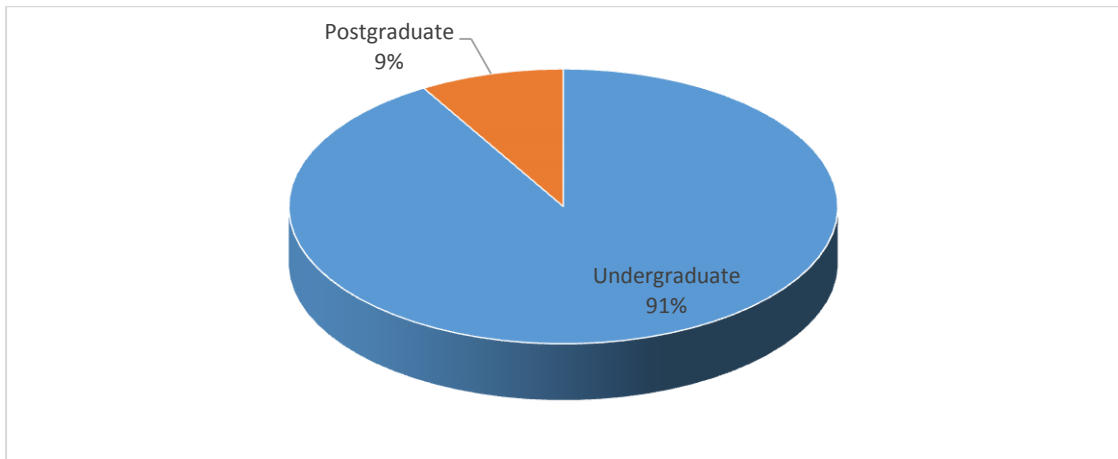


*Figure 4.2. Age of Respondents*



### 4.1.3. Level of Education

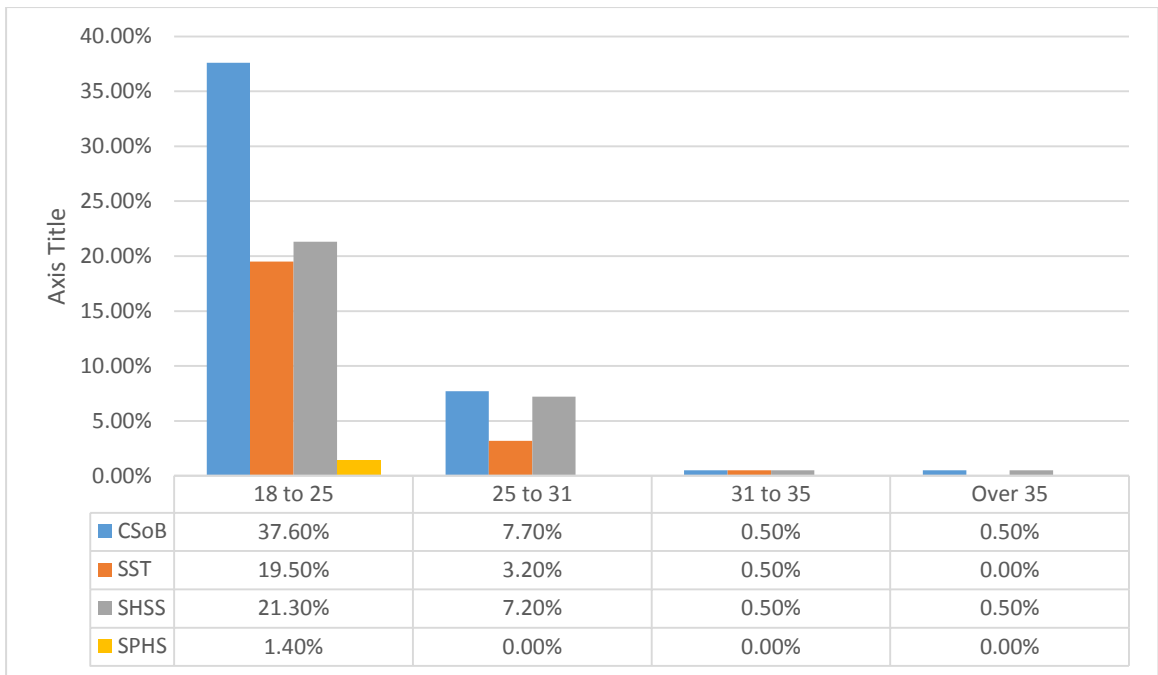
Figure 4.3 presents the education level of the respondents. Majority (91.5%) were undergraduates and only 8.5% were postgraduate students.



*Figure 4.3. Education Level*

### 4.1.4. School/Subject of Study

Respondents were asked to indicate the school or subject of study at the university. This was categorized into four as presented in figure 4.4. The Chandaria School of Business (CSoB) had the highest number of respondents at 46.4% followed by respondents in the School of Humanities and Social Science (SHSS) at 29.3%. The third was School of Science and Technology (SST) at 23.0% and lastly, School of Pharmacy and Health Science (SPHS) at 1.4%. This was combined with the age as follow.



*Figure 4.4. School of Study*

#### **4.1.5. Media Promotions**

Respondents were asked to select media promotions that they had come across. This was a multi-response questions and respondents were allowed to select all the media promotions known to them. Of the responses, ‘Online advertisement’ was the highest at 29.1% followed by ‘Social media campaign’ at 20.7%. Others were ‘Newspaper advertisement’ at 19.4%, ‘Billboards advertisement’ at 18.3%, ‘Email and mobile marketing’ at 8.5% and lastly, other media channels was rated at 3.9%. This shows digital media as the most common media promotions. Figure 4.5 shows the output.

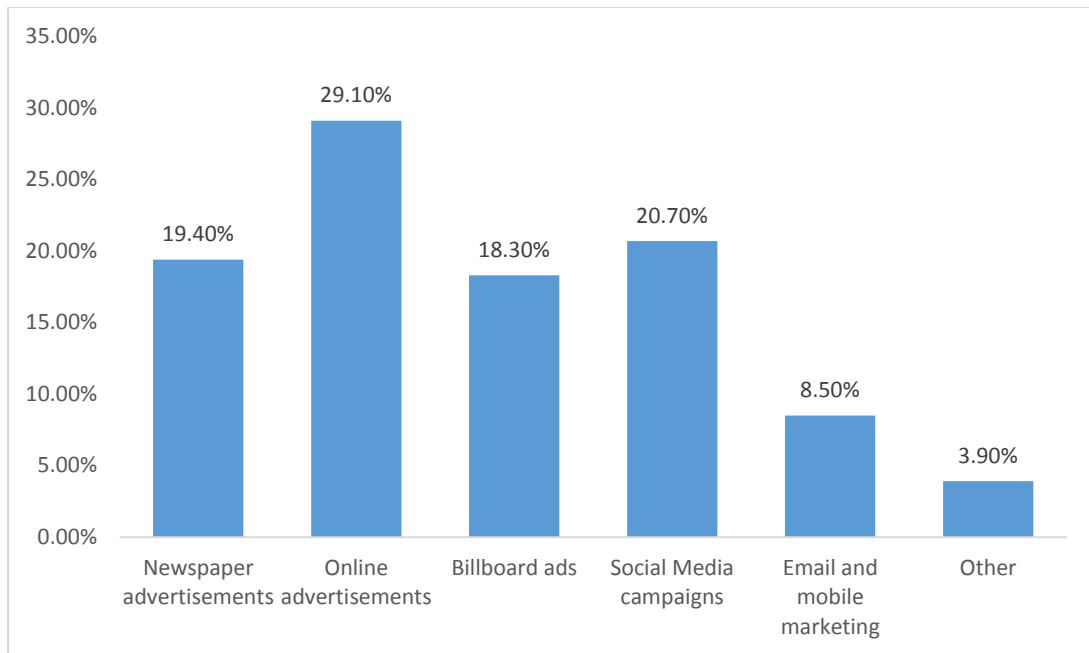


Figure 4.5. Common Media Promotions.

#### 4.2 Descriptive Analysis of the Study Information.

The descriptive analysis was conducted to show the distribution of the variables of study as per the objectives and dependent variable. The questions were measured by five likert scale; strongly disagreed was measured by 1 and strongly agreed was measured by 5. The descriptive statistical tests covered were mean, standard deviation and skewness. The presentation of findings are as follow.

##### 4.2.1. Students Attitude towards Gambling Related Media Promotions.

The study sort to determine how attitudes towards gambling related media promotions influence students' behavioral intention to indulge in gambling. Using mean and standard deviation, the findings on the attitude towards gambling related media shows the highly ranked attitude as agreed by respondents was 'Gambling promotions in the media are very tempting' ( $M= 3.72, SD = 1.17$ ). Variables describing attitude that were ranked as neutral are 'Every time media highlights the winner, I feel more

tempted to take my chance' ( $M= 3.32, SD = 1.32$ ), 'Watching others win a gambling game through media promotions reinforces my desire to play' ( $M= 2.97, SD = 1.34$ ), 'Gambling media promotions make me feel like gambling is another way of earning income' ( $M= 2.86, SD = 1.40$ ), 'My desire to gamble or not are often influenced by gambling media promotions' ( $M= 2.62, SD = 1.40$ ), and 'I have indulged in gambling after watching someone receive millions of shillings in the media' ( $M= 2.53, SD = 1.39$ ).

Other items where respondents disagreed were as follow 'I tend to engage in gambling when I see a winner winning even small amount of money' ( $M= 2.40, SD = 1.39$ ) and lastly, 'Watching others win a gambling game through the media makes me feel better even when I lose' ( $M= 1.19, SD = 1.21$ ). This shows clear discrepancy on items selected as agreed and disagreed; the items selected as agreed are negatively skewed while items ranked as disagreed are positively skewed. Table 4.1 shows this.

*Table 4.1. Students' Attitudes towards Gambling Related Media Promotions.*

	Mean	Std. Deviation	Skewness	Std. Error of Skewness
Gambling promotions in the media are very tempting	3.7232	1.16534	-.903	.163
Every time media highlights the winner, I feel more tempted to take my chance	3.3214	1.32051	-.351	.163
Watching others win a gambling game through media promotions reinforces my desire to play	2.9688	1.34061	-.067	.163
Gambling media promotions make me feel like gambling is another way of earning income	2.8649	1.40449	-.054	.163
My desire to gamble or not are often influenced by gambling media promotions	2.6216	1.39847	.288	.163
I have indulged in gambling after watching someone receive millions of shillings in the media	2.5313	1.38503	.435	.163
I tend to engage in gambling when I see a winner winning even small amount of money	2.3982	1.38656	.528	.164
Watching others win a gambling game through the media makes me feel better	2.1883	1.20825	.761	.163

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even when I lose

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#### 4.2.2. Social Norms towards Gambling Related Media.

The second objective sort to determine how social norms towards gambling related media influence student's behavioral intentions to indulge in gambling. The variables ranked based on mean shows the highly ranked as agreed was 'Gambling is risk like any other business' ( $M= 3.72$ ,  $SD = 1.39$ ) with negative skewness of  $-.839$ . Other variables ranked as neutral were, 'Gambling is actually changing people's lives' ( $M= 2.97$ ,  $SD = 1.31$ ), 'I believe that one should not give up even after losing a game' ( $M= 2.66$ ,  $SD = 1.32$ ), 'What I can spend in gambling is negligible compared money I can get' ( $M= 2.64$ ,  $SD = 1.32$ ), 'Gambling is the fastest way of making money' ( $M= 2.56$ ,  $SD = 1.35$ ). Lastly, variables ranked as disagreed were 'What is advertised about gambling is true' ( $M= 2.43$ ,  $SD = 1.11$ ), and 'I will continue playing until I win big cash' ( $M= 2.19$ ,  $SD = 1.28$ ). Based on the higher standard deviation ( $>1$ ), it shows the response were varied. Items ranked as neutral and disagreed had positive skewness.

Table 4.2 shows these results.

*Table 4.2. Students' Social Norms towards Gambling Related Media Promotions.*

	Mean	Std. Deviation	Skewness	Std. Error of Skewness
Gambling is risk like any other business	3.7252	1.39202	-.839	.163
Gambling is actually changing people's lives	2.9676	1.31321	-.151	.166
I believe that one should not give up even after losing a game	2.6637	1.32164	.108	.163
What I can spend in gambling is negligible compared money I can get	2.6422	1.32347	.201	.165
Gambling is the fastest way of making money	2.5586	1.35329	.334	.163

What is advertised about gambling is true	2.4273	1.10589	.339	.164
I will continue playing until I win big cash	2.1946	1.28033	.758	.164

#### 4.2.3. Perceived Behavioral Control towards Gambling Media Promotions.

The last objective was to establish the relationship between perceived behavioral control towards gambling media promotions and students' behavioral intentions to indulge in gambling. All the items on perceived behavior control were ranked as disagreed as indicated in table 4.3. The descending rank based on mean were 'I engage in gambling when with my friends' ( $M= 2.20, SD = 1.27$ ), 'I have used money intended for other activities to gambling' ( $M= 2.05, SD = 1.35$ ), 'I rarely miss the media promotion to see a gambling winner' ( $M= 2.02, SD = 1.09$ ), 'I have a habit on teaching others to gamble' ( $M= 1.93, SD = 1.21$ ), 'When I win, I used all the money back to gamble' ( $M= 1.90, SD = 1.23$ ), 'Gambling page is always active on my phone' ( $M= 1.81, SD = 1.13$ ), 'I purchase media related materials to understand gambling' ( $M= 1.79, SD = 1.22$ ), 'when I wake up, gambling is an important task I find myself doing' ( $M= 1.65, SD = .98$ ), 'I cannot sleep before gambling' ( $M= 1.48, SD = .78$ ).

The behavior with the highest level of agreement was 'I engage in gambling when with my friends' with skewness of .735 while the one with highest level of variance responses was 'I purchase media related materials to understand gambling' with skewness of 2.55.

*Table 4.3. Students' Perceived Behavioral Control towards Gambling Media Promotions.*

	Mean	Std. Deviation	Skewness	Std. Error of Skewness
I engage in gambling when with my friends	2.2036	1.27179	.735	.164
I have used money intended for other activities to gambling	2.0543	1.34730	1.037	.164
I rarely miss the media promotion to see a gambling winner	2.0181	1.09114	1.002	.164
I have a habit on teaching others to gamble	1.9324	1.21452	1.094	.163
When I win, I used all the money back to gamble	1.8991	1.12324	1.126	.165
Gambling page is always active on my phone	1.8145	1.12693	1.295	.164
I purchase media related materials to understand gambling	1.7928	1.22284	2.755	.163
when I wake up, gambling is an important task I find myself doing	1.6455	.98004	1.643	.164
I cannot sleep before gambling	1.4839	.77637	1.852	.165

#### **4.2.4. Students' Behavioral Intention to Indulge in Gambling.**

The dependent variable in this study was students' behavioral intention to indulge in gambling. On a rate of 'never', 'rarely', 'sometimes' and 'always', the mean ranking were as indicated in table 4.4. The items ranked as rarely were 'Have you ever engaged in betting of any kind?' ( $M= 2.08$ ,  $SD = 1.09$ ), 'Have you ever placed a bet and won?' ( $M= 2.04$ ,  $SD = 1.10$ ), 'How often you have engage in gambling' ( $M= 1.90$ ,  $SD = 1.0$ ) and 'Rate of engagement in gambling' ( $M= 1.76$ ,  $SD = .96$ ).

*Table 4.4. Students' Behavioral Intention to Indulge in Gambling*

	Mean	Std. Deviation	Skewness	Std. Error of Skewness
Have you ever engaged in betting of any kind?	2.0762	1.09401	.473	.163
Have you ever placed a bet and won?	2.0446	1.10351	.376	.163
How often you have engage in gambling	1.8964	1.00365	.752	.163
Rate of engagement in gambling	1.7623	.95955	.863	.163

### **4.3. Inferential Statistics**

Inferential statistical tests carried out were factorial analysis, normality test, multi-collinearity tests, chi-square test, correlations, and regression analysis. The first three tests; factorial analysis, normality tests and multi-collinearity tests were conducted to test the statistical assumptions and for deeper understanding of the data while the last three tests; chi-square, correlation and regression were conducted to answer the objectives and purpose of this study.

#### **4.3.1. Factor Analysis**



Factor analysis was conducted to ensure the questions related to construct of measure and were not redundant. Questions that did not relate to construct were extracted from the analysis. This test was conducted on all the independent and dependent variables. As indicated in table 4.5, the factor derived had a strong Kaiser-Meyer result of 0.924. The Bartlett's test of Sphericity was significant at  $X^2(378, N=224) = 3440.263, p < .05$ . The factor was adequate for extraction of the component since Kaiser-Meyer-Olkin Measure was greater than 0.6 and the Bartlett's test was significant ( $p < .05$ ).

*Table 4.5. KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.924
Bartlett's Test of Sphericity	Approx. Chi-Square	3440.263
	df	378
	Sig.	.000

On the total variance explained, four factors were extracted using the Principle Factor Analysis (PFA). These factors accounts for rotated sum square loading of 60.1% of the data. The factors derived were independent variables; Students attitude, Social norms, perceived behavioral, and Behavioral intention. Further, the average value principle (AVP) was used to obtain the measure of the extracted independent variables. Appendix II shows the total variance explained.

From the rotated factor matrix in table 4.6, the four factors extracted are indicated; Students attitude, Social norms, perceived behavioral, and behavioral intention. This shows the variables and component measure under the factor loading were greater than .32. Further, using the average of the components, the transformed data had a stronger component than .32. The proceeding analysis were based on the factors

extracted. Table 4.6 shows the component matrix of idealized influence on job satisfaction.

Table 4.6. Rotated Factor Matrix<sup>a</sup>

	Component			
	1	2	3	4
Have you ever engaged in betting of any kind?	.868			
Have you ever placed a bet and won?	.833			
How often you have engage in gambling	.872			
rate of engagement in gambling	.809			
Gambling promotions in the media are very tempting			.773	
Every time media highlights the winner, I feel more tempted to take my chance			.759	
I have indulged in gambling after watching someone receive millions of shillings in the media	.459		.585	.351
Watching others win a gambling game through media promotions reinforces my desire to play			.602	.431
Watching others win a gambling game through the media makes me feel better even when I lose				.740
Gambling media promotions make me feel like gambling is another way of earning income			.482	.471
My desire to gamble or not are often influenced by gambling media promotions			.386	.397
I tend to engage in gambling when I see a winner winning even small amount of money	.333			.560
Gambling is the fastest way of making money		.656		
Gambling is risk like any other business		.472		
What I can spend in gambling is negligible compared money I can get		.588		
What is advertised about gambling is true		.623		
Gambling is actually changing people's lives		.700		
I will continue playing untill I win big cash	.560	.517		
I believe that one should not give up even after losing a game	.433	.612		
I rarely miss the media promotion to see a gambling winner				.604
I engage in gambling when with my friends	.636			.350
I cannot sleep before gambling	.441	.358		.418
I purchase media related materials to understand gambling	.497			.362

I have used money intended for other activities to gambling	.679	
When I win, I used all the money back to gamble	.572	.392
when I wake up, gambling is an important task I find myself doing	.641	.352
Gambling page is always active on my phone	.700	.359
I have a habit on teaching others to gamble	.723	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

#### 4.4.1. Normality Test

Using one sample Kolmogorov-Smirnov Test, the test of normality was conducted to determine the distribution of data depicting either a normal or skewed curve of each of the four factors extracted. This was determined by statistical significance of the dependent and the independent variable ( $p > .05$ ). However, the normal parameters indicate the standard deviations were less than 1 with the mean distribution as; Social norms ( $M = 2.57, SD = .94$ ), Gambling attitude ( $M = 2.51, SD = .93$ ), Behavioral intention ( $M = 1.95, SD = .97$ ), and Behavioral control ( $M = 1.86, SD = .87$ ). The normality test shows social norm and gambling attitude were normally distributed ( $p > .05$ ) but behavioral controls and behavioral intention were skewed ( $p < .000$ ). Table 4.7 indicates this.

Table 4.7: One-Sample Kolmogorov-Smirnov Test

		Behavioral intention	Behavioral control	Gambling attitudes	Social norms
N		224	222	224	223
Normal Parameters <sup>a,b</sup>	Mean	1.9475	1.8579	2.5162	2.5739
	Std. Deviation	.97503	.87161	.93072	.93932
Most Extreme	Absolute	.241	.163	.055	.066

Differences	Positive	.241	.163	.055	.066
	Negative	-.166	-.162	-.052	-.047
Kolmogorov-Smirnov Z		3.602	2.423	.828	.981
Asymp. Sig. (2-tailed)		.000	.000	.499	.290
a. Test distribution is Normal.					
b. Calculated from data.					

#### 4.4.2. Test for Multicollinearity

Multicollinearity test was tested by the Variance Inflation Factor (VIF). This was performed to determine if the values of independent variables and dependent variables had higher similarity that will affect their regression analysis. From table 4.8, the VIF values were more than 1 and less than 10 hence the factors were not multi-collimated

*Table 4.8. Variance Inflation Factor*

Model		Collinearity Statistics	
		Tolerance	VIF
1	Behavioral control	.089	1.275
	Gambling attitudes	.076	3.228
	Social norms	.080	2.446

a. Dependent Variable: Behavioral intention

b. Linear Regression through the Origin

#### 4.4.3. Chi-square Analysis

The chi-square test was used to determine whether the four factors had a significant association with the demographic information of the respondents. As indicated in table 4.10, only gender had a significant association with all the four factors: gender

and perceived behavioral control towards gambling media promotions  $X^2$  (30, N = 223) = 70.001,  $p < .05$ ), gender and attitudes towards gambling related media promotions  $X^2$  (34, N = 223) = 49.233,  $p < .05$ ), gender and social norms towards gambling related media  $X^2$  (33, N = 220) = 50.395,  $p < .05$ ), gender and students' behavioral intention to indulge in gambling  $X^2$  (14, N = 201) = 70.345,  $p < .05$ ). As further indicated on table 4.9, age and level of education had no significant association with all the four factors; Students attitude, Social norms, perceived behavioral, and behavioral intention.

*Table 4.9: Chi-square Analysis.*

		Gender	Age	Level of education
Perceived behavioral control towards gambling media promotions	Value	70.001	94.813 <sup>a</sup>	43.020 <sup>a</sup>
	Df	30	90	60
	Sig. (2-sided)	.000	.344	.952
Attitudes towards gambling related media promotions	Value	49.233	106.311 <sup>a</sup>	43.823 <sup>a</sup>
	Df	34	102	68
	Sig. (2-sided)	.044	.365	.990
Social norms towards gambling related media	Value	50.395	71.487 <sup>a</sup>	27.681 <sup>a</sup>
	Df	33	99	66
	Sig. (2-sided)	.027	.983	1.000
Students' behavioral intention to indulge in gambling	Value	70.345	34.665 <sup>a</sup>	33.623 <sup>a</sup>
	Df	14	42	28
	Sig. (2-sided)	.000	.782	.214

Significant at the .05 level

#### **4.4.4. Correlation Analysis**

Correlation analysis was conducted to test the significant association between dependent and independent variables. As shown in table 4.10, all the variables were highly correlated. The dependent variable 'behavioral intention' was positively correlated with 'Perceived behavioral control towards gambling media promotions'  $r$

(222) =.719,  $p < .05$ ; ‘Attitudes towards gambling related media promotions’  $r$  (224) =.538,  $p < .05$ ; ‘Social norms towards gambling related media’  $r$  (223) =.586,  $p < .05$ .

Table 4.10 shows the correlation output.

Table 4.10. Correlation Analysis.

		Behavioral Control	Gambling attitudes	Social norms	Behavioral intention
Behavioral control	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	222			
Gambling attitudes	Pearson Correlation	.639**	1		
	Sig. (2-tailed)	.000			
	N	222	224		
Social norms	Pearson Correlation	.618**	.576**	1	
	Sig. (2-tailed)	.000	.000		
	N	221	223	223	
Behavioral intention	Pearson Correlation	.719**	.538**	.586**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	222	224	223	224

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

#### 4.4.5. Regression Analysis

This study was guided by three research questions that were answered by the output of the regression analysis. Regression analysis was used to determine the relationship, magnitude of the influence and projection of the influence of behavioral controls, gambling attitudes, and social norms the behavioral intention. Linear regression was used since the statistical assumptions test were positive: linearity, normality and multicollinearity tests. The research questions were:

- i) How does attitude towards gambling related media promotions influence students' behavioral intention to indulge in gambling?
- ii) How does social norms towards gambling related media influence student's behavioral intentions to indulge in gambling?
- iii) What is the established relationship between perceived behavioral control towards gambling media promotions and students' behavioral intentions to indulge in gambling?

**4.4.5.1. Students Attitude towards Gambling Related Media Promotions.**

The model summary shows how students' attitude towards gambling influenced students' behavioral intention to indulge in gambling. The predictor variable was students' attitude towards gambling and dependent variable was behavioral intention. As presented in table 4.11a, students attitude on gambling explained 28.6% of behavioral intention towards gambling given coefficient of determination ( $R^2$ ) = .286. While the remaining 71.4% of students behavioral intention towards gambling were attributed to other factors other than students' attitude towards gambling.

*Table 4.11a. Model Summary*

Model	R	Adjusted Square	Std. Error of Estimate	Change Statistics						
				R Square	F	df1	df2	Sig.	F	
1	.538 <sup>a</sup>	.289	.286	.82387	.289	90.337	1	222	.000	

a. Predictors: (Constant), gambling attitudes

The ANOVA shows whether the regression model was fit to determine the predictor than using the mean comparison. From the ANOVA table 4.11b, the regression model

was suitable for predicting the outcome variable other than the mean outcome:  $F(1, 61.317) = 90.337, p < .05$ ). Further, the residual outcome of mean square was smaller than the regression. This means the regression model constructed was suitable in this research to predict the outcome variable.

*Table 4.11b. ANOVA Table*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	61.317	1	61.317	90.337	.000 <sup>b</sup>
	Residual	150.685	222	.679		
	Total	212.002	223			

a. Dependent Variable: behavioral intention

b. Predictors: (Constant), gambling attitudes

Table 4.11c shows the regression coefficients model. The analysis showed students gambling attitude statistically predicted behavioral intention ( $\beta = .538, (.530) t = 9.505, p < .05$ ). This means, one unit of increase in students gambling attitude increased the behavioral intention unit by .538 while the constant of behavioral intention at .530. Table 4.11c shows the result of the regression coefficient.

*Table 4. 11c. Coefficient Table*

Model		Unstandardized		Standardized	T	Sig.
		Coefficients				
		B	Std. Error	Beta		
1	(Constant)	.530	.159		3.333	.001
	Gambling attitudes	.563	.059	.538	9.505	.000

a. Dependent Variable: behavioral intention

From the coefficient table, the values of the regression model were derived:



$$Y = \beta_0 + \beta_i x_i + \varepsilon$$

$\beta_0$  = Constant;  $\beta_i$  = students gambling attitude and  $\varepsilon$  = Error term.

$$Y = 0.530 + .538X + .059$$

Thus, attitudes towards gambling related media promotions influence students' behavioral intention to indulge in gambling.

#### 4.4.5.2. Social Norms towards Gambling Related Media.

The model summary shows how social norms towards gambling influenced students' behavioral intention to indulge in gambling. The predictor variable was social norms towards gambling and dependent variable was behavioral intention. As presented in table 4.13a, social norms on gambling explained 34% of behavioral intention towards gambling given coefficient of determination ( $R^2$ ) = .340. While the remaining 66.0% of students behavioral intention towards gambling were attributed to other factors other than students social norms towards gambling.

Table 4.12a. Model Summary

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
	Square			R Square Change	F	df1	df2	Sig.	F
1	.586 <sup>a</sup>	.343	.79329	.343	115.389	1	221	.000	

a. Predictors: (Constant), social norms

The ANOVA shows whether the regression model was fit to determine the predictor than using the mean comparison. From the ANOVA table 4.12b, the regression model was suitable for predicting the outcome variable other than the mean outcome:  $F(1, 72.616) = 115.389, p < .05$ . Further, the residual outcome of mean square was smaller

than the regression. This means the regression model constructed was suitable in this research to predict the outcome variable.

*Table 4.12b. ANOVA Table*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	72.616	1	72.616	115.389	.000 <sup>b</sup>
	Residual	139.079	221	.629		
	Total	211.695	222			

a. Dependent Variable: behavioral intention

b. Predictors: (Constant), social norms

Table 4.12c shows the regression coefficients model. The analysis showed students social norms statistically predicted behavioral intention ( $\beta = .586, (.378) t = 10.742, p < .05$ ). This means, one unit of increase in students' social norms increased the behavioral intention unit by .586 while the constant of behavioral intention at .378.

Table 4.13c shows the result of the regression coefficient.

*Table 4.12c. Coefficient Table.*

Model		Unstandardized		Standardized	t	Sig.
		Coefficients				
		B	Std. Error	Beta		
1	(Constant)	.378	.155		2.434	.016
	Social norms	.609	.057	.586	10.742	.000

a. Dependent Variable: behavioral intention

From the coefficient table, the values of the regression model were derived:

$$Y = \beta_0 + \beta_1 x_i + \varepsilon$$

$\beta_0$  = Constant;  $\beta_1$  = students social norms and  $\varepsilon$ = Error term.

$$Y = 0.378 + .586X + .057$$

Thus, social norms towards gambling related media influence student's behavioral intentions to indulge in gambling

#### 4.4.5.3. Perceived Behavioral Control towards Gambling Media Promotions.

The model summary shows how students' behavioral control towards gambling influenced students' behavioral intention to indulge in gambling. The predictor variable was students' behavioral control towards gambling and dependent variable was behavioral intention. As presented in table 4.14a, students behavioral control on gambling explained 51.4% of behavioral intention towards gambling given coefficient of determination ( $R^2$ ) = .514. While the remaining 48.6% of students behavioral intention towards gambling were attributed to other factors other than students' behavioral control.

Table 4.13a. Model Summary

Model	R	Adjusted R Square	Std. Error of Estimate	Change in R Square	F	df1	df2	Sig.	F Change
1	.719 <sup>a</sup>	.516	.68015	.516	234.9521		220	.000	

a. Predictors: (Constant), Behavioral control

The ANOVA shows whether the regression model was fit to determine the predictor than using the mean comparison. From the ANOVA table 4.13b, the regression model was suitable for predicting the outcome variable other than the mean outcome:  $F(1,$

108.688) = 234.952,  $p < .05$ ). Further, the residual outcome of mean square was smaller than the regression. This means the regression model constructed was suitable in this research to predict the outcome variable.

*Table 4.13b. ANOVA Table*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	108.688	1	108.688	234.952	.000 <sup>b</sup>
	Residual	101.771	220	.463		
	Total	210.460	221			

a. Dependent Variable: behavioral intention

b. Predictors: (Constant), Behavioral control

Table 4.13c shows the regression coefficients model. The analysis showed students behavioral control statistically predicted behavioral intention ( $\beta = .719$ , (.453)  $t = 15.328$ ,  $p < .05$ ). This means, one unit of increase in students behavioral control increased the behavioral intention unit by .719 while the constant of behavioral intention at .453. Table 4.14c shows the result of the regression coefficient.

*Table 4.13 c. Coefficient*

Model		Unstandardized		Standardized	t	Sig.
		Coefficients				
		B	Std. Error	Beta		
1	(Constant)	.453	.108		4.210	.000
	Behavioral control	.805	.052	.719	15.328	.000

a. Dependent Variable: behavioral intention

From the coefficient table, the values of the regression model were derived:

$$Y = \beta_0 + \beta_i x_i + \varepsilon$$

$\beta_0$  = Constant;  $\beta_i$  = students behavioral control and  $\varepsilon$ = Error term.

$$Y = 0.453 + .719X + .052$$

Thus, perceived behavioral control towards gambling influences students' behavioral intentions to indulge in gambling.

#### **4.4.6. Chapter summary**

This chapter presents the findings of the study. The demographic presentation covered age, gender, education level and school of study. The first objectives finding indicated attitudes towards gambling related media promotions influence students' behavioral intention to indulge in gambling with the equation;  $Y = 0.530 + .538X + .059$ . The second objective found the social norms towards gambling related media influence student's behavioral intentions to indulge in gambling with the equation;  $Y = 0.378 + .586X + .057$ . The last objective found out perceived behavioral control towards gambling influences students' behavioral intentions to indulge in gambling with the equation  $Y = 0.453 + .719X + .052$ .

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter summarizes, discusses and makes conclusions on the findings of this study in relation to the objectives put forward in chapter one. It also discusses the recommendations for further research as well as recommendations for policy and practice.

#### **5.1. Summary**

A descriptive research design, exploiting a quantitative approach was adopted for the study. A quantitative research approach was used in this study because the study sought to collect sufficient data used for statistical analysis to establish the relationships between the variables in the study. The researcher used stratified sampling technique to sample from Chandaria School of Business, School of Science and Technology, School of Humanities and Social Science, and School of Pharmacy and Social-Science. Systematic sampling method was used to select respondents from each school to be enrolled in this study. A sample size of 215 students was targeted using Yamane formulae. A total of 248 questionnaires was distributed physically and

only 224 were collected giving a response rate of 90.3%. This response rate was adequate for analysis.

The demographic information covers the respondents' gender, age, and academic qualifications, School of study and media promotions. Descriptive analysis was used to analyze the demographic information and presentation is done on percentage and frequency.

Correlation analysis was conducted to test the significant association between dependent and independent variables. All the variables were highly correlated. The dependent variable 'behavioral intention' was positively correlated with 'Perceived behavioral control towards gambling media promotions'  $r(222) = .719, p < .05$ ; 'Attitudes towards gambling related media promotions'  $r(224) = .538, p < .05$ ; 'Social norms towards gambling related media'  $r(223) = .586, p < .05$ . This study was guided by three research questions that were answered by the output of the regression analysis. Regression analysis was used to determine the relationship, magnitude of the influence and projection of the influence of behavioral controls, gambling attitudes, and social norms the behavioral intention. Linear regression was used since the statistical assumptions test were positive: linearity, normality and multicollinearity tests.

Regression analysis was used to determine the relationship, magnitude of the influence and projection of the influence of behavioral controls, gambling attitudes, and social norms the behavioral intention. Linear regression was used since the statistical assumptions test were positive: linearity, normality and multicollinearity tests. The research questions were:

How does attitude towards gambling related media promotions influence students' behavioral intention to indulge in gambling?

How does social norms towards gambling related media influence student's behavioral intentions to indulge in gambling?

What is the established relationship between perceived behavioral control towards gambling media promotions and students' behavioral intentions to indulge in gambling?

## **5.2. Discussion**

### **5.2.1. Student attitude towards gambling and intention to indulge into gambling**

Correlation between independent variable and dependent variable: student attitude towards gambling and intention to indulge into gambling. The dependent variable 'behavioral intention' was positively correlated with attitudes towards gambling related media promotions'  $r(224) = .538, p < .05$ . The regression analysis showed students gambling attitude statistically predicted behavioral intention ( $\beta = .538, (.530)$   $t = 9.505, p < .05$ . This means, one unit of increase in students gambling attitude increased the behavioral intention unit by .538 while the constant of behavioral intention at .530. The values of the regression model were derived:

$$Y = \beta_0 + \beta_i X_i + \varepsilon$$

$\beta_0$  = Constant;  $\beta_i$  = students gambling attitude and  $\varepsilon$  = Error term.

$$Y = 0.530 + .538X + .059$$

Thus, attitudes towards gambling related media promotions influence students' behavioral intention to indulge in gambling.



These findings to an extent disagrees with Korn, Hurson and Reynolds (2005) study conducted in Ontario to examine the possible impact of commercial gambling advertising on youth. Although Korn, Hurson and Reynolds research is an exploratory study, results indicate that it did not reveal any significant changes pre exposure to media related gambling and post exposure.

The findings of this study which indicated that attitudes towards gambling related media promotions influence students' behavioral intention to indulge in gambling however agrees with Hood and Parke (2015) study which investigated parental attitudes toward children exposure to alcohol, nicotine (smoking tobacco) and gambling using a questionnaire to collect data, Hood and Parke examined parental tolerance with regard to hypothetical scenarios of exposure and participation, alongside perceptions of the importance of associated health promotion for each activity. Results from the samples showed significantly less tolerance for nicotine versus alcohol and gambling in all hypothetical scenarios of exposure and direct participation. Parents also reported significantly less tolerance surrounding child consumption of alcohol than gambling. Health promotion activity surrounding nicotine was rated significantly more important than that of alcohol and gambling.

### **5.2.2. Social norms towards gambling related media and intention to indulge into gambling**

Correlation between independent variable and dependent variable: social norms towards gambling and intention to indulge into gambling. The dependent variable 'behavioral intention' was positively correlated with 'social norms towards gambling related media'  $r(223) = .586, p < .05$ .

The regression analysis showed students social norms statistically predicted behavioral intention ( $\beta = .586, (.378) t = 10.742, p < .05$ ). This means, one unit of increase in students social norms increased the behavioral intention unit by .586 while the constant of behavioral intention at .378. The values of the regression model were derived:

$$Y = \beta_0 + \beta_1 x_i + \varepsilon$$

$\beta_0$  = Constant;  $\beta_1$  = students social norms and  $\varepsilon$  = Error term.

$$Y = 0.378 + .586X + .057$$

Thus, social norms towards gambling related media influence student's behavioral intentions to indulge in gambling

This study findings agrees with previous study (Larimer & Neighbors, 2003; Martin et al., 2010), which found out that perceptions of consent from family and friends are linked to more frequent gambling, and this effect is especially evident in environments in which family and friends are perceived to gamble frequently.

A study finding in other research (i.e., Neighbors et al., 2007) was that peer norms was associated with gambling intention, previous gambling experiences and frequency of gambling; a relationship that is opposite to that hypothesized by the Theory of Planned Behavior. Results indicated that social norms promotions about the gambling of peers and the perceptions of gambling may not be an advisable strategy to decreasing gambling behavior on college students.

### **5.2.3. Perceived behavioral control towards gambling media and intention to indulge into gambling**

The Theory of Planned Behavior has been used successfully to predict and explain a wide range of gambling behaviors and intentions intention to indulge in gambling (Moore & Ohtsuka, 1999). The TPB states that behavioral achievement depends on both motivation (intention) and ability (behavioral control). Theory of planned behavior comprise of six constructs that collectively represents persons actual control over the behavior; attitude, behavior intention, subjective norms, social norms, perceived power, and perceived behavior control.

TPB assumes a person will acquire resources and opportunities to successfully perform the behavior regardless of the intention. It does not take account of environmental factors such as economic that may influence the behavior. The study draws from the assumption that when a student is exposed to gambling related media the attitude will determine the behavior intention and this may trigger the person to organize the resources to perform the intended behavior. The findings of this study agrees to this assumption as results shows that the dependent variable ‘behavioral intention’ was positively correlated with Perceived behavioral control towards gambling media promotions’  $r(222) = .719, p < .05$

The regression analysis showed students behavioral control statistically predicted behavioral intention ( $\beta = .719, (.453) t = 15.328, p < .05$ ). This means, one unit of increase in students behavioral control increased the behavioral intention unit by .719 while the constant of behavioral intention at .453. The values of the regression model were derived:

$$Y = \beta_0 + \beta_i x_i + \varepsilon$$

$\beta_0$  = Constant;  $\beta_i$  = students behavioral control and  $\varepsilon$ = Error term.

$$Y = 0.453 + .719X + .052$$

Thus, perceived behavioral control towards gambling influences students' behavioral intentions to indulge in gambling.

This study to some extent agrees with Lee et al. (2008) study which proposed that gambling exposure via media, including advertisements, results in positive attitudes leading to behavioral intent.

Binde (2007) point out that the impact of mass gambling promotion in a mature gambling group is more likely produce a gambling product or strengthen brand as opposed to an overall rise in participation; an effect that may be different from that on an undeveloped market where there are fewer opportunities to gamble. However, these studies have not drawn clear relationship on how perceived behavioral control towards gambling media promotions and students' behavioral intentions to indulge in gambling which this study addressed. Results from this study indicated that perceived behavioral control towards gambling influences students' behavioral intentions to indulge in gambling.

### **5.3. Conclusion**

The first objective of this study was to determine how attitudes towards gambling related media promotions influence students' behavioral intention to indulge in gambling. The study found that student attitude towards gambling promotion had significant influence on their behavioral intention to indulge into gambling. Thus,

attitudes towards gambling related media promotions influence students' behavioral intention to indulge in gambling.

The second objective of this study was to determine how social norms towards gambling related media influence student's behavioral intentions to indulge in gambling. This study therefore concludes that social norms towards gambling related media influence student's behavioral intentions to indulge in gambling. This may explain why males are more likely to gamble as opposed the female gender.

The third objective was to establish relationship between perceived behavioral control towards gambling media promotions and students' behavioral intentions to indulge in gambling. This study finding also concludes that perceived behavioral control towards gambling influences students' behavioral intentions to indulge in gambling. Those who had strong behavior can resist urge to indulge into gambling irrespective of gambling promotion.

## **5.4. Recommendation**

### **5.4.1. Recommendations for Improvement**

#### **5.4.1.1. Student attitude towards gambling related promotion on behavioral intention to gamble**

Students attitude on gambling explained 28.6% of behavioral intention towards gambling given coefficient of determination ( $R^2$ ) = .286. While the remaining 71.4%% of students behavioral intention towards gambling were attributed to other factors other than students' attitude towards gambling. Gambling industries can therefore leverage less on student attitude as it commands less influence towards gambling.

#### **5.4.1.2. Social norms towards gambling related media on behavioral intention to gamble**

Social norms on gambling explained 34% of behavioral intention towards gambling given coefficient of determination ( $R^2$ ) = .340. While the remaining 66.0%% of students behavioral intention towards gambling were attributed to other factors other than students' social norms towards gambling. The fact that social norms generate 34% of intention to gamble means the gamble industries can leverage on it to boost more people into gambling.

#### **5.4.1.3. Perceived behavior control towards gambling media promotion on behavioral intention to gamble**

The study found out that students behavioral control on gambling explained 51.4% of behavioral intention towards gambling given coefficient of determination ( $R^2$ ) = .514. While the remaining 48.6% of students behavioral intention towards gambling were attributed to other factors other than students' behavioral control. Media should therefore find ways of using behavioral control as a means of advertisement to boost numbers of people who gamble.

#### **5.4.2. Recommendations for Further Studies**

Another study can be conducted focusing gambling among the secondary school students in Kenya. This study was limited to gambling promotion effect on behavior promotion among students in private universities in Kenya. Thus a student forecasting other spheres such as secondary schools may explain gambling behavior among teenagers in Kenyan secondary schools.

Social norms have a fundamental impact on behavior, although review of literature indicates that there is still limited research on social norms regarding gambling and possible interaction effects. This study examined the effect of social norms towards gambling related media on several aspects of social norms such as ability of gambling to actually changing people's life, belief that one could not give up even after losing game, expenses on gambling was negligible as compared to possible winning, and gambling was a fast way of making money which the study found to be neutral. This study therefore recommends on a study that addresses students' reference groups like family, friends and those in authority related to gambling behavior.

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## Appendix I: Study Questionnaire

My name is Sue Barasa and I am student at USIU-Africa taking Master of Art in Communication. I am conducting research on "perceived influences of gambling-related media promotions on students' behavioral intentions to indulge in gambling Kenya: a case of United States International University" as a part of a Master of Communication program. I am collecting data using this questionnaire. The information gathered will be used purely for academic purposes and will be treated with utmost confidentiality. Please answer the questions in the questionnaire by ticking the most relevant answer or writing in the space provided.

### PART A: GENERAL INFORMATION

*Kindly answer all questions as indicated by ticking.*

1. Gender ( <i>tick</i> )	<input type="checkbox"/> Male <input type="checkbox"/> Female
2. Age ( <i>tick</i> )	<input type="checkbox"/> 18 to 25 <input type="checkbox"/> 25 to 31 <input type="checkbox"/> 31 to 35 <input type="checkbox"/> > 35
3. Level of academic qualification ( <i>Tick</i> )	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate
4. School	<input type="checkbox"/> Chandaria School of Business <input type="checkbox"/> School of Science and Technology <input type="checkbox"/> School of Humanities and Social Science <input type="checkbox"/> School of Pharmacy and Health Sciences

For the following questions, please TICK the one that best represents your views

	Always	Sometimes	Rarely	Never
5. Have you ever engaged in betting of any kind?				
6. Have you ever placed a bet and won				
7. How often you engage in gambling				

	Daily	Weekly	Monthly	Never
8. Kindly rate the rate of your involvement in gambling				

9. Which media promotions have you come across?	<input type="checkbox"/> Newspaper advertisements <input type="checkbox"/> Online advertisements <input type="checkbox"/> Billboard ads <input type="checkbox"/> Social Media campaigns <input type="checkbox"/> Email and mobile Marketing <input type="checkbox"/> Other
-------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



PART 1: Students' attitudes towards gambling related media promotions

For the following questions, please TICK the one that best corresponds to your views					
Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1. Gambling promotions in the media are very tempting					
2. Every time media highlights the winners, I feel more tempted to take my chance					
3. I have actually indulged in gambling after watching someone receive millions of shillings in the media					
4. Watching others win a gambling game through media promotions reinforces my desire to play					
5. Watching others win a gambling game through the media makes me feel better even when I lose					
6. Gambling media promotions makes me feel like gambling is another way of earning income					
7. My decisions to gamble or not are often influenced by gambling media promotions					
8. I tend to engage in gambling when I see a winner winning even small amount of money					

PART 2: To determine how social norms towards gambling related media influence student's behavioral intentions to indulge in gambling.

For the following questions, please TICK the one that best corresponds to your views					
Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Gambling is the fastest way of making money					
Gambling is risk like any other business					
What I can spend in gambling is negligible compared money I can get					
What is advertised about gambling is true					
Gambling is actually changing people's lives					
I will continue playing until I win big cash					
I believe that one should not give up even after losing a game					

PART 3: Perceived behavioral control towards gambling media promotions and students' behavioral intentions to indulge in gambling

For the following questions, please TICK the one that best corresponds to your views					
Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.I rarely miss the media promotion to see a gambling winner					
2.I engage in gambling when with my friends					
3.I cannot sleep before gambling					
4. I purchase media related materials to understand gambling					
5. I have used money intended for other activities to gamble.					
6. Whenever I win, I use all the money back to gambling.					
7. When I wake up. Gambling is an important task I find myself doing					
8.Gambling page is always active on my phone					

9.I have a habit on teaching others to gamble					
-----------------------------------------------	--	--	--	--	--

**Appendix II: Factor Analysis**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	%	ofCumulative	Total	%	ofCumulative	Total	%	ofCumulative
	Variance%		Variance%	Variance%		Variance%	Variance%		Variance%
1	11.426	40.805	40.805	11.426	40.805	40.805	7.105	25.376	25.376
2	2.225	7.947	48.752	2.225	7.947	48.752	3.536	12.628	38.004
3	1.681	6.003	54.756	1.681	6.003	54.756	3.116	11.130	49.133
4	1.513	5.405	60.160	1.513	5.405	60.160	3.088	11.027	60.160
5	1.225	4.374	64.535						
6	.987	3.525	68.059						
7	.905	3.233	71.292						
8	.817	2.919	74.211						
9	.730	2.606	76.818						
10	.612	2.185	79.002						
11	.595	2.127	81.129						
12	.578	2.063	83.192						
13	.518	1.852	85.044						
14	.504	1.800	86.843						
15	.454	1.622	88.465						
16	.408	1.457	89.922						
17	.381	1.361	91.284						
18	.362	1.291	92.575						
19	.315	1.125	93.700						
20	.282	1.007	94.707						
21	.271	.970	95.677						
22	.233	.832	96.508						
23	.230	.821	97.330						
24	.209	.746	98.076						
25	.184	.656	98.732						
26	.165	.589	99.321						
27	.124	.444	99.765						
28	.066	.235	100.000						

*Extraction Method: Principal Component Analysis.*

### Appendix III: NACOSTI authorization document

**THIS IS TO CERTIFY THAT:**  
**MISS. PRISCAR SUE BARASA**  
**of UNITED STATES INTERNATIONAL**  
**UNIVERSITY-AFRICA, 27630-506**  
**NAIROBI, has been permitted to conduct**  
**research in Nairobi County**

**on the topic: PERCEIVED INFLUENCE OF**  
**GAMBLING-RELATED MEDIA**  
**PROMOTIONS ON STUDENTS**  
**BEHAVIOURAL INTENTIONS TO INDULGE**  
**IN GAMBLING: A SURVEY OF UNITED**  
**STATES INTERNATIONAL**  
**UNIVERSITY-AFRICA**

**for the period ending:**  
**3rd July, 2018**

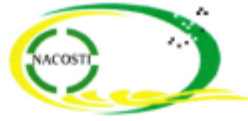
.....  
**Applicant's**  
**Signature**

**Permit No : NACOSTI/P/17/98495/17460**  
**Date Of Issue : 4th July, 2017**  
**Fee Received :Ksh 1000**



*Priscar Sue Barasa*  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**Appendix IV: NACOSTI authorization document**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

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NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/98495/17460**

Date: **4<sup>th</sup> July, 2017**

Priscar Sue Barasa  
United States International University  
P.O. Box 14634- 00800  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Perceived influence of gambling-related media promotions on students behavioural intentions to indulge in gambling: A survey of United States International University-Africa,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **3<sup>rd</sup> July, 2018.**

You are advised to report to the **Vice Chancellor, United States International University-Africa, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**GODFREY P. KALERWA MSc., MBA, MKIM**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The Vice Chancellor  
United States International University-Africa.

The County Commissioner  
Nairobi County.

**Appendix V: IRB authorization document**

29<sup>th</sup> March, 2017

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**RE: RESEARCH INTRODUCTION LETTER – PRISCAR SUE BARASA**

This is to confirm that Priscar Sue Barasa Student ID No. 629868 is a Student at United States International University (USIU) – Africa, pursuing a Graduate Degree program in Communications.

Ms Barasa is currently conducting a Research Dissertation titled: '**Perceived Influence of Gambling-Related Media Promotions on Students' behavioural intentions to indulge in gambling: A Survey of United States International University-Africa**' which is in partial fulfilment of the requirement to qualify for graduation.

Kindly, accord her the desired assistance and please, note that any information provided will be treated with confidentiality and at no instance will it be used for any other purpose, other than for this Research Dissertation.

For further information, please contact the undersigned.

Sincerely,



Francis W. Wambalaba, Ph.D., AICP  
Associate Deputy Vice Chancellor Academics-Research  
United States International University  
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