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Effects of Football Betting on Academic Performance: A Study of Junior High School Students

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Abstract

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modification*

Introduction: Football betting among adolescents has emerged as a global concern affecting academic performance.

Objective: This study investigated the relationship between football betting activities and academic outcomes among junior high school students.

Method: A mixed-method experimental design was employed over six months with 300 students (150 bettors, 150 non-bettors) aged 11-15 years from La-Nkwantanang Madina Cluster of Schools, Ghana. Data collection utilized structured questionnaires, academic records, and behavioural observations. Analysis employed SPSS version 26 for quantitative data and NVIVO for qualitative analysis.

Results: Students engaging in regular betting demonstrated significantly lower academic performance: 25% reduction in GPA (2.4 vs. 3.2), 16% decrease in attendance rates (76% vs. 92%), 46% reduction in study hours (8.3 vs. 15.5 hours/week), and 27% decline in homework completion (62% vs. 85%). Behavioural modifications included increased restlessness, irregular study patterns, and reduced extracurricular participation.

Conclusions: The findings confirm a significant negative correlation between betting involvement and academic performance, necessitating immediate intervention strategies including counselling support, academic monitoring systems, and policy development for students under 16 years.

1. Introduction

The proliferation of gambling activities among adolescents represents a growing global public health concern with significant implications for educational outcomes. International research indicates that between 0.2% and 12.3% of adolescents engage in gambling activities, with football betting emerging as a particularly prevalent form among young people worldwide (Calado et al., 2017). This phenomenon has been documented across diverse cultural contexts, from European nations where online betting platforms are readily accessible to developing countries where physical betting centres proliferate in urban areas.

The academic implications of adolescent gambling have garnered increasing attention from educational researchers and policymakers internationally. Studies from the United Kingdom, Australia, and North America consistently demonstrate negative correlations between gambling involvement and educational achievement (Wardle et al., 2019; Delfabbro et al., 2019). The European School Survey Project on Alcohol and Other Drugs (ESPAD) has documented concerning trends in youth gambling across 35 European countries, with particular emphasis on the educational disruption caused by betting activities.

In the African context, Ghana presents a unique case study due to the rapid expansion of betting facilities in urban areas and the increasing accessibility of mobile betting platforms. The Ghana Gaming Commission reports a 45% increase in licensed betting operators over the past five years, with concentration in educational districts. This expansion coincides with concerning observations from educational stakeholders regarding declining academic performance among students frequenting betting establishments.

Contemporary neuro-scientific research reveals that adolescent brains are particularly vulnerable to gambling-related dopamine stimulation, which can alter reward pathways essential for academic



motivation (Morrison & Campbell, 2023). These neurological changes manifest as decreased capacity for delayed gratification, compromised executive functioning, and reduced academic engagement. The timing of this exposure during critical developmental periods compounds the potential for long-term educational disruption.

The digital transformation of betting platforms has further complicated this landscape. Mobile applications and social media integration have made betting more accessible to adolescents, with 67% of young bettors accessing gambling platforms through mobile devices (Gainsbury, 2022). This technological evolution has blurred traditional boundaries between entertainment and gambling, making detection and intervention more challenging for educational institutions.

Previous research has established clear patterns of academic decline among betting students, including reduced study time, irregular attendance, and compromised cognitive performance during learning activities (Thompson & Martinez, 2023; Wilson & Smith, 2024). However, limited research has examined these phenomena within the Ghanaian educational context, particularly at the junior high school level where foundational academic skills are developed.

Research Question

What is the relationship between football betting activities and academic performance among junior high school students in La-Nkwantanang Madina Municipality, Ghana?

Research Objectives:

1. To assess the prevalence of football betting among junior high school students
2. To evaluate the impact of betting activities on academic performance indicators
3. To identify behavioural modifications associated with betting involvement
4. To examine the relationship between betting frequency and academic outcomes
5. To propose evidence-based intervention strategies for affected students

Study Questions:

1. What is the extent of football betting participation among junior high school students?
2. How does betting involvement correlate with GPA, attendance, and study habits?
3. What behavioural changes are observed in students who engage in betting activities?
4. What are the time management implications of betting on academic activities?
5. What intervention strategies can effectively address betting-related academic decline?

2. Literature Review

2.1 Global Perspectives on Adolescent Gambling

International research demonstrates consistent patterns of concern regarding adolescent gambling across developed and developing nations. The prevalence of problem gambling among youth varies significantly by region, with rates ranging from 0.2% in Scandinavian countries to 12.3% in certain North American populations (Calado et al., 2017). This variation reflects differences in regulatory frameworks, cultural attitudes toward gambling, and accessibility of betting platforms.

European studies have documented the "normalization" of betting behaviour among young people, particularly in relation to sports gambling. McGee (2020) identified this normalization as a critical factor in the proliferation of betting activities among adolescents, facilitated by aggressive marketing strategies and the integration of gambling advertisements in sports broadcasting. The convergence of gaming and gambling technologies has further complicated this landscape, with 72% of adolescent bettors demonstrating concurrent technology addiction patterns (King & Delfabbro, 2020).

2.2 Academic Performance Implications

Research consistently demonstrates significant negative correlations between gambling involvement and academic achievement. Ledgerwood and Petry (2021) identified neurological mechanisms



underlying these correlations, including altered reward-seeking behaviours, impaired decision-making processes, and compromised memory retention. These cognitive modifications directly impact academic performance through reduced executive functioning and attention deficits.

Williams and Chen (2024) conducted a comprehensive analysis of academic performance metrics among betting students, revealing substantial declines across multiple indicators: 31% decline in core subject performance, 45% reduction in assignment quality, 28% decrease in test scores, and 39% drop in project completion rates. These findings align with Thompson and Martinez's (2023) longitudinal study, which documented a 25% reduction in overall academic performance among regular bettors compared to non-betting peers.

2.3 Behavioural and Psychological Impacts

The psychological implications of adolescent betting extend beyond academic performance to encompass broader behavioural modifications. Mishra et al. (2023) documented significant psychological effects including increased anxiety levels (56%), depression symptoms (38%), social withdrawal (42%), and academic stress (61%). These psychological changes create cascading effects on academic engagement and peer relationships.

Morrison and Campbell (2023) examined the neurological effects of betting behaviour on adolescent learning capacity, identifying alterations in reward pathways that affect motivation for academic achievement. Their findings revealed 42% decrease in homework completion rates, 35% reduction in classroom participation, and 28% decline in test preparation time among regular betting participants.

2.4 Financial and Social Consequences

The financial implications of adolescent betting create additional stress factors that compound academic difficulties. Abdullah and Roberts (2023) found that 72% of student bettors used lunch money for betting activities, 45% borrowed money from classmates, and 33% experienced decreased concentration due to financial worry. These financial pressures create cycles of stress that further compromise academic focus and performance.

Social consequences documented by Sharman et al. (2019) include peer group changes (63%), family tension (57%), teacher conflicts (41%), and social isolation (34%). These social disruptions create additional barriers to academic success by undermining support systems essential for educational achievement.

2.5 Intervention Strategies

Current intervention approaches vary in scope and effectiveness. Wardle et al. (2019) recommended comprehensive strategies including early intervention programs, school-based awareness initiatives, parent-teacher collaboration, and monitoring systems. Pitt et al. (2021) emphasized the importance of counselling support services, academic support programs, time management training, and financial literacy education.

Derevensky and Gilbeau (2019) proposed prevention strategies focusing on school-based education programs, parent awareness initiatives, student support services, and community engagement programs. The effectiveness of these interventions depends significantly on early identification and sustained implementation across multiple stakeholder groups.

3. Methodology

3.1 Research Design

This study employed a mixed-method experimental design conducted over six months to investigate the relationship between football betting and academic performance. The design incorporated both quantitative and qualitative elements to provide comprehensive understanding of the phenomenon. The experimental framework included a control group (non-betting students) and an experimental group (regular betting participants) to examine causal relationships between betting behaviours and academic outcomes.

3.2 Population and Sampling



Target Population: The study targeted 1,500 adolescent students enrolled in the La-Nkwantanang Madina Cluster of Schools, representing a diverse urban educational environment with varying socioeconomic backgrounds.

Sample Size Calculation: The sample size of 300 students was determined using Yamane's formula with a 95% confidence level and 5% margin of error. This calculation considered the population size ($N=1,500$), desired confidence level, and expected effect size based on previous research findings.

Sampling Procedure:

1. Stage 1: Purposive sampling to identify schools with reported betting-related concerns
2. Stage 2: Stratified random sampling to ensure representation across grade levels (Forms 1-3)
3. Stage 3: Simple random sampling within strata to select individual participants

3.3 Participant Characteristics

The final sample comprised 300 students aged 11-15 years, equally divided between betting participants ($n=150$) and non-betting controls ($n=150$). Gender distribution reflected the general school population (65% male, 35% female), with equal representation across grade levels. Inclusion criteria required continuous enrolment for at least one academic term and regular school attendance prior to the study period.

3.4 Data Collection Instruments

Primary Instruments:

4. **Structured Questionnaire:** A validated 47-item instrument adapted from the Problem Gambling Severity Index (PGSI) and Academic Engagement Scale, with sections covering demographic information, betting behaviour assessment, academic engagement metrics, and psychological impact assessment.
5. **Academic Performance Records:** Official transcripts, attendance records, and behavioural observation sheets collected over the six-month study period.
6. **Semi-structured Interview Protocol:** Developed for qualitative data collection with students, teachers, and administrators to explore experiences and perceptions related to betting and academic performance.

Instrument Validation: Content validity was established through expert panel review involving three educational psychologists and two gambling researchers. Pilot testing with 30 students (excluded from the main study) yielded Cronbach's alpha coefficients of 0.87 for the betting behaviour scale and 0.92 for the academic engagement scale.

3.5 Data Collection Procedure

Phase 1 - Initial screening (2 weeks): Identification and recruitment of participants through school counsellors and teachers, with informed consent obtained from both students and parents/guardians.

Phase 2 - Baseline Data Collection (1 month): Administration of questionnaires and collection of baseline academic performance data for both control and experimental groups.

Phase 3 - Observation Period (3 months): Continuous monitoring of academic performance, attendance patterns, and behavioural indicators through structured observation protocols.

Phase 4 - Post-Assessment (1 month): Final data collection including follow-up questionnaires, academic performance evaluation, and qualitative interviews with selected participants.

3.6 Data Analysis

Quantitative Analysis: SPSS version 26 was utilized for comprehensive statistical analysis including:

- Descriptive statistics for demographic and behavioural variables
- Independent samples t-tests for group comparisons



- Pearson correlation analysis to examine relationships between variables
- Multiple regression analysis to identify predictive factors
- Chi-square tests for categorical variable associations

Qualitative Analysis: NVIVO software facilitated thematic analysis of interview transcripts through:

- Inductive coding of interview responses
- Thematic pattern identification
- Cross-case analysis for pattern verification
- Member checking for response validation

3.7 Validity and Reliability

Internal Validity: Achieved through random assignment, standardized data collection procedures, and control of extraneous variables. The experimental design minimized selection bias and confounding variables.

External Validity: Enhanced through diverse participant recruitment and standardized instruments, though generalizability is limited to similar urban educational contexts.

Reliability: Test-retest reliability ($r=0.89$) and internal consistency (Cronbach's $\alpha=0.91$) were established during pilot testing. Inter-rater reliability for behavioural observations exceeded 0.85.

3.8 Ethical Considerations

The study received approval from the Institutional Review Board of Accra College of Education. All participants provided informed consent, with parental consent required for students under 16 years. Confidentiality was maintained through coded identifiers, and participants retained the right to withdraw without penalty. Counselling support was provided for students experiencing gambling-related difficulties identified during the study.

4. Results

4.1 Demographics

Table 1: Demographic Characteristics of Study Participants (N=300)

Characteristic	Category	n	%
Gender	Male	195	65.0
	Female	105	35.0
Age Range	11-12 years	98	32.7
	13-14 years	142	47.3
	15 years	60	20.0
Grade Level	Form 1	100	33.3
	Form 2	100	33.3
	Form 3	100	33.3
Group Assignment	Non-bettors (Control)	150	50.0
	Bettors (Experimental)	150	50.0



4.2 Betting Behaviour Patterns

Table 2: Betting Frequency and Time Investment among Participants (n=150)

Behaviour Pattern	Category	n	%
Betting Frequency	Daily	38	25.3
	Weekly	67	44.7
	Monthly	45	30.0
Daily Time Investment	1-2 hours	60	40.0
	2-3 hours	52	34.7
	>3 hours	38	25.3
Weekly Expenditure	<GH¢10	45	30.0
	GH¢10-20	63	42.0
	GH¢21-50	32	21.3
	>GH¢50	10	6.7

4.3 Academic Performance Comparisons

Table 3: Academic Performance Indicators by Group

Performance Metric	Non-bettors (n=150)	Bettors (n=150)	Difference	p-value
GPA (4.0 scale)	3.2 ± 0.6	2.4 ± 0.7	-25.0%	<0.001
Attendance Rate	92.3 ± 4.2%	76.1 ± 8.9%	-16.2%	<0.001
Study Hours/Week	15.5 ± 3.8	8.3 ± 4.2	-46.5%	<0.001
Homework Completion	85.2 ± 12.1%	62.4 ± 15.8%	-26.8%	<0.001
Class Participation Score	4.1 ± 0.8	2.8 ± 1.2	-31.7%	<0.001

4.4 Behavioural Impact Analysis

Table 4: Observed Behavioural Changes among Betting Students

Behavioural Domain	Specific Changes	Percentage Affected	Severity Rating
Classroom Behaviour	Reduced attention span	73.3%	3.8 ± 1.2
	Increased restlessness	68.7%	3.6 ± 1.4
	Disrupted participation	62.0%	3.4 ± 1.3
Study Patterns	Irregular study schedule	81.3%	4.1 ± 1.1



Behavioural Domain	Specific Changes	Percentage Affected	Severity Rating
Sleep and Health	Procrastination increase	76.7%	3.9 ± 1.2
	Poor time management	84.0%	4.2 ± 1.0
	Sleep deprivation	69.3%	3.7 ± 1.3
	Fatigue during classes	72.0%	3.8 ± 1.2
	Stress-related symptoms	58.7%	3.3 ± 1.4
Social Engagement	Reduced extracurricular participation	45.3%	2.9 ± 1.5
	Peer relationship changes	52.0%	3.1 ± 1.4

Severity rating on 5-point scale (1=minimal, 5=severe)

4.5 Correlation Analysis

Table 5: Correlation Coefficients between Betting Frequency and Academic Variables

Academic Variable	Betting Frequency	Time Spent Betting	Money Spent
GPA	-0.68	-0.72	-0.45
Attendance Rate	-0.58	-0.61	-0.38
Study Hours	-0.74	-0.79	-0.52
Homework Completion	-0.66	-0.69	-0.41
Class Participation	-0.59	-0.63	-0.44

$p < 0.01$ (two-tailed)

4.6 Regression Analysis

Multiple regression analysis revealed that betting frequency and time investment significantly predicted academic performance decline ($R^2 = 0.64$, $F(2,147) = 129.84$, $p < 0.001$). Betting frequency emerged as the strongest predictor ($\beta = -0.48$, $p < 0.001$), followed by daily time investment ($\beta = -0.31$, $p < 0.001$).

4.7 Gender and Age Differences

Analysis revealed significant gender differences in betting patterns, with males demonstrating higher betting frequency ($\chi^2 = 18.47$, $p < 0.001$) and greater time investment ($t = 4.32$, $p < 0.001$). Age analysis indicated that older students (15 years) showed more severe academic decline associated with betting ($F(2,147) = 8.91$, $p < 0.001$).

5. Discussion

5.1 Principal Findings and Academic Implications

The findings confirm a robust negative relationship between football betting involvement and academic performance among junior high school students. The 25% reduction in GPA among betting students represents a statistically and educationally significant decline that aligns with international research findings. Thompson and Martinez (2023) reported comparable academic deterioration rates, suggesting universal patterns in betting-related academic decline regardless of cultural context.



The 46% reduction in study hours among betting students represents perhaps the most concerning finding, as it indicates fundamental disruption of learning behaviours essential for academic success. This dramatic decrease in study time reflects altered priority hierarchies where immediate betting gratification supersedes long-term educational goals. Wilson and Smith (2024) documented similar patterns, emphasizing the addictive nature of betting activities that compete directly with academic engagement for student attention and time.

The attendance rate disparity (92% vs. 76%) demonstrates significant educational access implications. Students missing approximately one day per week face cumulative learning deficits that compound over time. Zhang and Wang (2023) identified similar attendance patterns, linking chronic absenteeism to both direct betting activities and secondary effects including fatigue and stress-related avoidance behaviours.

5.2 Behavioural Modifications and Cognitive Impact

The observed behavioural changes reflect neurological alterations documented in gambling research literature. Morrison and Campbell (2023) identified reward pathway modifications that directly impact academic motivation and cognitive functioning. The present study's findings of increased restlessness (68.7%) and reduced attention span (73.3%) support these neurological explanations for academic decline.

Sleep deprivation affecting 69.3% of betting students creates cascading effects on cognitive performance, memory consolidation, and emotional regulation. These physiological disruptions compound the direct effects of betting on academic engagement, creating multifaceted barriers to educational success. The irregular study patterns observed in 81.3% of betting students reflect disrupted executive functioning essential for academic planning and task completion.

5.3 Social and Financial Consequences

The financial implications revealed by this study create additional stress factors that compound academic difficulties. The finding that 42% of students spend GHC10-20 weekly on betting represents significant financial pressure for adolescents, often leading to misuse of school fees or lunch money. Abdullah and Roberts (2023) documented similar financial stress patterns that create cycles of anxiety and concentration difficulties.

Peer relationship changes affecting 52% of betting students suggest social network disruptions that may further isolate students from positive academic influences. The reduced extracurricular participation (45.3%) removes additional protective factors and mentorship opportunities that support academic success.

5.4 Gender and Developmental Considerations

The pronounced gender disparity in betting participation (65% male) reflects broader patterns in gambling research while highlighting specific vulnerabilities within male adolescent populations. This finding necessitates gender-sensitive intervention approaches that address masculine cultural norms potentially supporting betting behaviours.

Age-related differences indicating more severe academic impacts among older students suggest developmental vulnerability periods where intervention effectiveness may vary. The 15-year-old cohort's greater susceptibility to academic decline may reflect increased autonomy combined with limited decision-making maturity.

5.5 Comparison with International Research

The study's correlation coefficients ($r = -0.68$ to -0.79) align closely with international findings, suggesting universal mechanisms underlying betting-related academic decline. However, the specific cultural context of Ghana may intensify certain effects through economic pressures and limited regulatory oversight of betting establishments near educational institutions.

The behavioural impact patterns mirror findings from Henderson and Lee's (2024) digital gambling study, despite differences in betting modalities. This consistency suggests that negative academic effects stem from fundamental attention and reward system alterations rather than specific gambling technologies.



5.6 Theoretical Implications

The findings support integrated theoretical models combining social learning theory, cognitive development theory, and behavioural addiction frameworks. The strong correlations between peer influence and betting initiation validate social learning components, while the attention and executive function deficits support cognitive development theory predictions.

The addictive behaviour patterns observed align with behavioural addiction models, particularly regarding reward pathway alterations and compulsive behaviour development. These theoretical confirmations provide foundation for evidence-based intervention development.

5.7 Educational Policy Implications

The study's findings necessitate immediate policy responses at institutional and governmental levels. The documented academic impacts justify implementation of betting-related educational policies including age verification at betting establishments, restriction of betting facilities near schools, and mandatory gambling awareness programs in curricula.

Educational institutions require systematic approaches to identify and support affected students through counselling services, academic support programs, and family engagement initiatives. The correlation between betting frequency and academic decline suggests that early intervention during initial betting engagement may prevent severe academic deterioration.

5.8 Limitations and Future Research Directions

The study's geographic limitation to urban educational settings may limit generalizability to rural contexts where betting accessibility and cultural attitudes differ. Future research should examine betting impacts across diverse geographic and socioeconomic contexts to validate universal intervention approaches.

The six-month observation period, while sufficient for documenting immediate effects, cannot capture long-term academic trajectory impacts. Longitudinal studies following students through secondary and tertiary education would provide crucial information about persistent effects and recovery patterns.

Self-reporting bias in betting behaviour assessment may have influenced findings, though triangulation with academic records and behavioural observations provided validation. Future studies might incorporate objective measures of betting engagement through partnerships with betting establishments.

6. Conclusions

This study provides compelling evidence that football betting significantly impairs academic performance among junior high school students through multiple interconnected mechanisms. The documented effects—including 25% GPA reduction, 46% decrease in study hours, and widespread behavioural modifications—demonstrate the urgent need for comprehensive intervention strategies.

6.1 Key Findings Summary

1. Academic Impact: Consistent decline across all measured academic indicators, with effect sizes indicating educationally significant deterioration in learning outcomes.
2. Behavioural Consequences: Systematic disruption of study behaviours, sleep patterns, and social engagement that create cascading negative effects on educational success.
3. Vulnerable Populations: Male students and older adolescents demonstrate particular vulnerability, necessitating targeted intervention approaches.
4. Dose-Response Relationship: Clear correlation between betting frequency/intensity and academic decline severity, suggesting that early intervention may prevent severe educational damage.

6.2 Implications for Educational Practice

Educational institutions must develop systematic approaches to address betting-related academic decline through integrated support services. This includes counselling programs, academic monitoring



systems, and family engagement initiatives that address both immediate symptoms and underlying behavioural patterns.

Teacher training programs should incorporate awareness of betting-related behavioural indicators to facilitate early identification and referral. Professional development focusing on addiction recognition and response can enhance educator capacity to support affected students.

6.3 Policy Recommendations

Immediate Actions:

- Implementation of counselling support services in schools with high betting activity
- Development of academic monitoring systems to track at-risk students
- Parent-teacher conference programs focusing on betting awareness and intervention
- Time management and study skills workshops for affected students

Long-term Strategies:

- Policy development regulating betting establishment proximity to educational institutions
- Curriculum modifications incorporating gambling awareness and financial literacy
- Prevention programs targeting students before betting initiation
- Community engagement initiatives involving families, schools, and local authorities

6.4 Future Research Priorities

Longitudinal studies examining long-term educational and career impacts of adolescent betting are essential for understanding persistent effects and recovery patterns. Cross-cultural research can validate intervention approaches across diverse contexts and identify culture-specific risk and protective factors.

Investigation of effective intervention models, including timing, intensity, and components, will inform evidence-based practice development. Research examining the role of family and community factors in both risk and protection can guide comprehensive prevention strategies.

The intersection of digital technology and betting requires continued investigation as platforms evolve and accessibility increases. Understanding how technological changes affect adolescent vulnerability will inform adaptive prevention and intervention approaches.

This study contributes crucial evidence to the growing body of research documenting the educational risks associated with adolescent gambling while providing foundation for evidence-based intervention development. The significant academic impacts documented necessitate immediate action from educational institutions, policymakers, and communities to protect student educational outcomes and future opportunities.

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Appendix A

A [Football Betting Behaviour] --> B [Academic Impact]

A --> C [Behavioural Modifications]

A --> D [Social Influence]

A --> E [Time Management]

B --> B1 [Grade Performance]

B --> B2 [Class Engagement]

B --> B3 [Study Patterns]

C --> C1 [Risk-Taking]

C --> C2 [Decision Making]

C --> C3 [Attention Span]

D --> D1 [Peer Pressure]

D --> D2 [Family Relations]

D --> D3 [School Relations]

E --> E1 [Study Hours]

E --> E2 [Homework Completion]

E --> E3 [Class Attendance]

B1 --> F [Academic Performance Outcomes]

B2 --> F

B3 --> F

C1 --> F

C2 --> F

C3 --> F

D1 --> F

D2 --> F

D3 --> F

E1 --> F

E2 --> F

E3 --> F

Appendix B

Guidelines for Participants

Dear Participant,

This questionnaire is designed to gather information about football betting and academic performance. Please:

Read each question carefully

Answer honestly and accurately

Mark only one answer per question unless specified

Complete all sections



Ask for clarification if needed

Note that your responses are confidential

You can withdraw at any time

Section A: Demographic Information

1. Age: ☐ 11-12 ☐ 13-14 ☐ 15
2. Gender: ☐ Male ☐ Female
3. Grade Level: ☐ Form 1 ☐ Form 2 ☐ Form 3

Section B: Betting Behaviour

Please, select the most appropriate response.

1. How often do you engage in football betting?
☐ Never
☐ Once a month
☐ Weekly
☐ Several times a week
☐ Daily
2. How much time do you spend on betting activities daily?
☐ None
☐ Less than 1 hour
☐ 1-2 hours
☐ 2-3 hours
☐ More than 3 hours
3. What time of day do you usually bet?
☐ Before school
☐ During school hours
☐ After school
☐ Weekends only
☐ Not applicable
4. How much money do you spend on betting weekly?
☐ None
☐ Less than GHC10
☐ GHC10-20
☐ GHC21-50
☐ More than GHC50

Section C: Academic Engagement

1. How many hours do you study per day?
☐ None
☐ Less than 1 hour
☐ 1-2 hours
☐ 2-3 hours
☐ More than 3 hours
2. How often do you complete homework on time?
☐ Always
☐ Usually
☐ Sometimes



- ☐ Rarely
 - ☐ Never
3. How often do you attend school?
- ☐ Every day
 - ☐ 4 days per week
 - ☐ 3 days per week
 - ☐ 2 days or less
 - ☐ Irregularly
4. What is your typical class participation level?
- ☐ Very active
 - ☐ Active
 - ☐ Moderate
 - ☐ Low
 - ☐ Very low

Section D: Impact Assessment

Rate your agreement with the following statements:

(1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

- 1. Betting affects my concentration in class
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 2. I think about betting during lessons
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 3. My grades have changed since I started betting
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 4. I miss school to engage in betting activities
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 5. I use my school fees/lunch money for betting
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Section E: Academic Performance

- 1. What is your current academic performance level?
 - ☐ Excellent (80-100%)
 - ☐ Very Good (70-79%)
 - ☐ Good (60-69%)
 - ☐ Fair (50-59%)
 - ☐ Poor (Below 50%)
- 2. How has your academic performance changed in the last term?
 - ☐ Improved significantly
 - ☐ Slightly improved
 - ☐ No change
 - ☐ Slightly declined
 - ☐ Declined significantly
- 3. How often do you feel tired in class?
 - ☐ Never
 - ☐ Rarely



- ☐ Sometimes
- ☐ Often
- ☐ Always

Section F: Support Systems

1. Are your parents aware of your betting activities?
 - ☐ Yes
 - ☐ No
 - ☐ Not applicable
2. Have teachers discussed betting impacts with you?
 - ☐ Yes
 - ☐ No
 - ☐ Not sure
3. Do you receive counselling support?
 - ☐ Yes, regularly
 - ☐ Sometimes
 - ☐ Never
 - ☐ Not available

Section G: Personal Assessment

1. How does betting affect your study time?
 - ☐ No effect
 - ☐ Slight reduction
 - ☐ Moderate reduction
 - ☐ Significant reduction
 - ☐ Complete disruption
2. How often do you feel stressed about betting outcomes?
 - ☐ Never
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Often
 - ☐ Always
3. What motivates your betting behaviour? (Select all that apply)
 - ☐ Financial gain
 - ☐ Peer pressure
 - ☐ Entertainment
 - ☐ Addiction
 - ☐ Not applicable
4. Would you like to receive help to manage betting activities?
 - ☐ Yes
 - ☐ No
 - ☐ Maybe
 - ☐ Not applicable

Thank you for your participation

