



Islamic Studies Teacher's Perspectives on the Impact of Gambling Among Secondary School Students in Kwara State, Nigeria

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Abstract

This study examined Islamic studies teachers' perspective on the impact of gambling among secondary school student in kwara state, Nigeria. The study was motivated by the increasing rate of gambling among Nigerian youth and the moral concern it specifically. The research investigated how Islamic studies contribute to shaping students moral consciousness, discouraging gambling, and promoting ethical value in line with Islamic teachings. A descriptive survey research design was adopted. The population comprised all Islamic studies teachers from Kwara Central Senetorial District. Data were collected through a structured questionnaire titled: "Islamic Studies teachers' perspectives on impact of gambling on secondary school students Questionnaire (ISSPIGSSSQ)." The data were analyzed using both descriptive tools such as frequency count, and percentage, Findings of the study revealed that Islamic study education play a significant role in discouraging, gambling in instilling moral discipline, fostering fear of Allah, and emphasizing the consequences of unlawful earning. Teacher also noted that continuous teaching Islamic moral value, couple with practical religious guidance, can effectively reduce gambling tendencies among students. The study concluded that Islamic studies serve as a vital instrument for moral reformation and behavioral control in the school system. It was therefore recommended that Islamic studies should be given more attention in the curriculum and that teachers should integrate real-life moral issues such as gambling into classroom instruction to enhance students' moral development and social responsibility.

Keywords: *Islamic Studies teachers, gambling, perspective, sports betting.*

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Introduction

Gambling is a syndrome that affects all people irrespective of age, educational level and marital status in Nigeria. This problem is very common among the adolescents and youths in the recent years. Eventually, the effect have affected academic, religious, social, moral and financial lives of gamblers. National surveys report that most Nigerians perceive betting to be widespread for example, a 2017 poll found 77% of

respondents in Nigeria observed high local gambling prevalence, especially in the South-West (92%). Empirical studies confirm this trend: one survey of secondary students in Southeast Nigeria found 38.3% with problem gambling and significant negative consequences, while research in Southwestern states (Oyo and Ekiti) found about 64% of adolescents are sport betting gamblers. Even the report showed that there are significant percentage of university students whom gambling is their hobby. It is reported that 36.7%

of 406 undergraduates in one study admitted to sports betting, and 14.3% met criteria for problem gambling. These behaviors often replace belief in hard work with a quick-money mindset: in Ogun State, researchers observed that youths who gamble tend not to believe in academic hard work, viewing gambling as an alternative “way to make money”.

Islam is a religion that condemns gambling and attributes it to infidelity. This widespread gambling occurs despite Islamic religious prohibitions. In Islam, gambling (al-maysir) is explicitly forbidden and considered a moral sin it “turns people away from the values required of followers of Allah,” destroys families, and leads to financial loss. Yet many Nigerian Muslim youths still gamble, often attributing it to ignorance of religious teaching. For instance, a recent study in Nasarawa State reported that many Muslim gamblers lack knowledge of Islamic rulings on gambling, suggesting that weak religious awareness contributes to the problem. In Ilorin the Kwara State capital with a predominantly Muslim population Islamic values are central to education, and Islamic Studies is a core subject in secondary schools. Islamic Studies courses cover Quranic teachings and ethics designed to foster moral character. Teachers of Islamic Studies believe that engaging students with the Qur'an and Hadith (“Prophetic traditions”) can instill strong ethical values and resilience against vice.

However, even Islamic educators in Ilorin have voiced concerns about the sufficiency of their curriculum. In one recent study, Ilorin Islamic Studies teachers reported that the current curriculum content and textbooks are inadequate for fully teaching Islamic values and character. Meanwhile, local surveys of Ilorin youths find that sports betting is prevalent and influenced by peers and media. This suggests a gap between religious-moral instruction and actual student behavior. In short, the available evidence indicates a pressing issue in Ilorin: despite the moral teachings of

Islam, many secondary students engage in gambling (often influenced by social factors), and the effectiveness of Islamic Studies in changing this behavior is unclear. This background underscores the need to explore how Islamic Studies education influences students' gambling tendencies, especially from the viewpoint of the teachers responsible for that instruction.

Statement of the Problem

The effects of gambling on academic, moral, social and financial development of secondary school students have become apparently glaring to the extent that many lives had lost and many students have been expelled from schools. Researches from different field in education had confirmed the numbers of damages that gambling had caused to the life of future leaders in this country especially sport gambling and online gambling which the effects are very detrimental on their lives. Literatures reviewed in this study majorly discussed the effects of gambling but only very few discussed the perception of teachers on the influence of gambling on moral, academic and financial developments of students. For that reason, the present study however examined the Islamic Studies teachers' perspectives on the Impact of gambling among Secondary School Students in Kwara State, Nigeria. The study explained in detail the causes and consequences of gambling to academic, social, moral and financial lives of secondary school students and proffered adequate solutions in relation to Islamic perspectives.

Objectives of the Study

The general objective of this study is to examine Islamic Studies teachers' perspectives on the Impact of gambling among Secondary School Students in Kwara State, Nigeria. Specifically the study:

1. Assessed Islamic Studies scholars' perceptions of causes of gambling among secondary school students in Kwara State, Nigeria.

2. Examined the influence of gambling on academic developments of secondary school students in Kwara State, Nigeria
3. Investigated the influence of gambling on financial developments of secondary school students in Kwara State, Nigeria.
4. Assessed the influence of gambling on moral developments of secondary school students in Kwara State, Nigeria

Research Questions

1. What are the Islamic Studies teachers' perceptions on the causes of gambling among secondary school students in Kwara State, Nigeria?
2. Is there any influence of gambling existing on academic developments of secondary school students in Kwara State, Nigeria?
3. Does gambling influence financial developments of secondary school students in Kwara State, Nigeria?
4. What is the influence of gambling on moral developments of secondary school students in Kwara State, Nigeria?

Empirical Review

The proliferation of gambling among secondary school students in Nigeria is becoming a threat that may later destroy their future if effective steps are not taken by the parents, traditional rulers, government and school management. According to Sanga (2017), gambling addiction have devastating effects on academic performance, including decreased focus, absenteeism, and poor time management, ultimately leading to lower grades and academic underachievement. Furthermore, Ayegba (2021), found that academic performance was significantly affected by students' engagement in sport betting, driven factors such as peer influence, loss of dignity, and unnecessary addictions. Apparently Binde (2013), observed that excessive involvement in gambling can lead to neglect of school work decreased

concentration, and eventually poor academic results. Okafor and Anene (2020), observed that gambling particularly spot betting, has negatively affected students' academic concentration, class attendance, and general performance.

Chamber (2011), observed that gambling can also result in significant financial debt, including credit card debt, loans, and unpaid bills, leading to financial instability and difficult for paying tuition, room, and board. Meanwhile William et al. (2020), stated that problem associated with gambling is severe financial consequences, including debt accumulation, bankruptcy, and the erosion of personal savings, which undermine individual and community financial stability. However, Odutobobo (2023), found that students who engage in gambling and sports betting often experience poor financial management, as their limited resources are diverted from essential needs to betting activities.

Onebunne and Nnaemeka (2023), reported that persistent gambling among secondary school students encourages delinquent tendencies, explaining that some students even resorts to engaging in criminal activities like selling drugs, tasting drug and stealing. Esara (2024), studied that gambling was wrongly associated with deviant behavior such as theft and suicide attempts and labelled it as part of coping mechanism to get rich quickly which undermines moral values. Mustapha and Emilolobo (2019), emphasized that the negative impact of gambling on welfare through displacement and loss time from work and school remains perilous, illustrating how moral disorientation and irresponsibility accompany gambling addiction.

Methodology

The study adopted a descriptive survey research design. The population of this study consisted all teachers in public secondary schools Kwara State, Nigeria. The target population was all Islamic Studies teachers in secondary schools in Kwara State, Nigeria. A

sample of 120 Islamic Studies teachers was selected from both public and private secondary schools across the four local government areas representing Kwara Central Senatorial District. The selection was done using a purposive sampling technique. The instrument used for data collection was a structured questionnaire titled: “Islamic Studies teachers’ perspectives on impact of gambling on secondary school students Questionnaire (ISSPIGSSSQ).” The questionnaire was divided into two sections: Section A: Sought demographic information of respondents such as gender, rank and school type. Section B: Contained items related to the research objectives, focusing on the objectives of the study. The questionnaire items were designed on a four-point Likert scale, ranging from: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. Data collected from the respondents were analyzed using descriptive statistics such as frequency counts, percentages, was used to answer the research questions

Data Analysis and Report

Table 1: Demographic Information of Respondents

S/N	Variable	Frequency(f)	Percentage (%)
1	Rank		
	Class teacher	74	67.3
	Senior education officer	19	17.3
	Principal education officer	17	15.4
	Total	110	100
2	Gender		
	Male	73	66.4
	Female	37	33.6
			100
	Total	110	
3	School type		54.5
	Public school teachers	60	45.5
	Private school teachers	50	
			100
	Total	110	

Interpretation:

The table shows that out of 120 Islamic studies teachers proposed for this study only 110 questionnaire were retrieved which means that only 91.7% were used in the study. Therefore, out of 110 Islamic Studies teachers used as respondents in this study, 74 (67.3%) were class teachers, 19 (17.3%) were senior education officers while 17 (15.4%) were principal education officers. It shows from the analysis that the percentage of Islamic Studies teachers that are managing the rank of class teachers was higher than other ranks such as senior education and principal education officers. Similarly, the table showed that 60 (54 .5%) are teachers of Islamic Studies from public schools in the state while 50 (45.5%) are teaching Islamic Studies in private schools. The percentage of Islamic Studies teachers from public schools was higher than the percentage of teachers from private schools. Lastly, 73 (66.4%) represented the male participants while 37 (33.6%) were the female participated in the study. This shows that the percentage of male Islamic Studies teachers participated was higher than the percentage of female teachers in the state.

Answering Research Questions

Research Question 1:

What are the Islamic Studies teachers’ perceptions on causes of gambling among secondary school students in Kwara State, Nigeria?

Table 2: Islamic Studies teachers’ perceptions on causes of gambling among secondary school students in Kwara State, Nigeria

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)
1	Peer group influence leads to participation in gambling among secondary school students	53 (48)	34 (31)	23 (21)	0 (0)
2	Poor parenting styles may cause	65(59.09)	20 (18.18)	15 (13.64)	0 (0)

	students' engagement in the act of gambling				
3	Online exposure to sport betting advertisement promotes gambling among the students	96(87.27)	4 (3.64)	0 (0)	0 (0)
4	Poor religious and moral upbringing encourages gambling among the students	96 (87.27)	4 (3.64)	0 (0)	0 (0)
5	Poor students' perception of getting quick money through betting encourages high level of involvement	98 (89.09)	2 (1.82)	0 (0)	0 (0)

From table 1 it is understood that majority of the respondents believed that engaging in gambling can be influenced through peer group. This means that majority of students who engage in gambling are influenced by the type of friends they move within the school premises.

Research Question 2

Is there any influence of gambling existing on academic developments of secondary school students in Kwara State, Nigeria?

Table 3: *Influence of gambling on academic development of secondary school students in Kwara State, Nigeria*

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)
1	Gambling leads to poor academic performance	85(77.27)	15 (13.64)	0 (0)	0 (0)

2	Student who gamble pay little attention to the studies	96 (87.27)	4 (3.64)	0 (0)	0 (0)
3	Students who gamble are always absent in the school	65(59.09)	20 (18.18)	15(13.64)	0 (0)
4	Gamble affects students from building self confidence	65(59.09)	25 (22.73)	10 (9.09)	0 (0)
5	Gambling causes students to make wrong academic decisions	70 (63.64)	28 (25.25)	2 (1.82)	0 (0)

Table showed that gambling can lead to academic destruction as it shows in item no 1 with 100%. Similarly, the table also shows that students' attention and retention in the school academic activities will be affected because gamblers always late to school and even practice absenteeism and truancy. In the same vein, the result from the table indicated that gambling can lead to total life failure because decision making will be difficult for any student that engages in the act of gambling.

Research Question 3:

Does gambling influence financial developments of secondary school students in Kwara State, Nigeria?

Table 4: *Influence of gambling on financial developments of secondary school students in Kwara State, Nigeria*

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)
1	I often borrow money from others to gamble	80 ()	20 ()	0 (0)	0 (0)
2	Gambling reduces the money I save for personal needs	95 (86.36)	5 (4.55)	0 (0)	0 (0)
3	Gambling makes me spend money	98(89.09)	2(1.82)	0(0)	0 (0)

	carelessly				
4	I sometimes sell personal items to get money for betting	90(81.82)	10(9.09)	0 (0)	0 (0)
5	My participation in gambling affects how I manage my allowance	95(86.36)	5 (4.55)	0 (0)	0 (0)

Table 4 indicated that gambling has detrimental effect on students’ financial development. The table shows that taking unnecessary loans, stealing, cheating and committing frauds in order to live a perfect life will be a common practice among gamblers.

Research Question 4:

What is the influence of gambling on moral developments of secondary school students in Kwara State, Nigeria?

Table 6: Influence of gambling on moral developments of secondary school students in Kwara State, Nigeria

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)
1	Gambling negatively affects students ability to control their grievances	50(45.5)	25(22.72)	15(13.63)	10(9.09)
2	Gambling makes students lack good characters	65(59.09)	35(31.82)	10(9.09)	0 (0)
3	Gambling encourages s	85(77.27)	15(13.7)	0 (0)	0(0)

	developm				
	ent of immoralit				
	y among the students				
4	Gambling affects students social and moral relationshi	70(63.7)	30 (27.3)	0(0)	0 (0)
5	Gambling puts students in shame and fake- life	90(81.9)	10 (9.09)	0 (0)	0 (0)

Table 6 shows that leads gambling affects moral development of students who engage in it. Gambling will promote bad attitude like disobedience, disrespect, grievance, among others in students who participated in it.

Discussion of the Findings

The findings of this study revealed that gambling among students in kwara state, Nigeria is affecting their academic developments. This finding aligns with the finding of Sanga (2017) that students’ engagement in gambling leads to poor academic performance. This is real and practicable while comparing academic achievement of those who engage in gambling with those who do not. It showed from the study that gamblers use their school fees for gambling and other uncertainty game.

Similarly, the finding of this study revealed that gambling among students in kwara state, Nigeria is

affecting their moral developments. This study aligns with the submission of Esara (2024) that problematic gambling, especially when accompanied by financial losses and debt, can increase the likelihood of deviant acts among a small segment of gamblers. In the same vein, the result of this study revealed that gambling among students in kwara state, Nigeria is affecting their financial developments. This findings corroborate with the finding of William et al (2020) that frequent gamblers often experience uncontrollable financial losses, which also lead to debt accumulation as they attempt to recover lost money through further betting.

Conclusion

Based on the findings of the study, it is concluded that gambling among the students is caused by many factors including peer group influence, poverty, lack of good parenting, and quest for quick money. It is also

concluded that gambling can lead to poor academic performance, bad moral development and unfair financial buoyance.

Recommendation

The study recommended that:

1. Parents should be advised to watch their children closely and monitor their ways of life in order to prevent all causes of gambling among the students
2. Students should be encouraged to develop good attitude in order to succeed in their academic journey
3. School management should design a severe punishment for practicing gambling in the school premises
4. Islamic virtues should be taught among the secondary school students to ameliorate the spread of gambling.

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