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Financial People with the Gambling Behavior of Youth in Hanoi

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ABSTRACT

The research aims to survey and find the factors that affect the financial literacy of young people in Hanoi with online gambling behavior, thereby offering a number of solutions and recommendations to develop their ability to gamble. Financial thinking skills for online gambling behavior for young people within Hanoi city as well as throughout the country.

To achieve the goals set out in this research, we need to answer the following questions: What is the financial literacy of young people? What is online gambling behavior? What is the current situation of young people's gambling behavior in Hanoi?; Financial factors impact the level of awareness of young people's online gambling behavior; To what extent does each financial education factor influence young people's online gambling behavior? Recommendations to help improve financial literacy to reduce young people's gambling behavior?

Keywords: Gambling, youth, intellectuals, finance

1. Introduction

In Vietnam, the financial literacy level of students at universities has been measured by a number of studies by the World Bank (WB), Dr. Nguyen Thi Hai Yen (2015). On three aspects: financial knowledge, financial skills and financial behavior, a study by the World Bank (WB) has also shown the level of personal financial literacy among students in Hanoi. Noi is at a poor average level. Accordingly, the application of the survey method of 435 students from different majors at colleges and universities in Vietnam (Dr. Nguyen Thi Hai Yen, 2015) also shows low financial literacy levels. , even at a basic student level. In Vietnam, 53% of respondents said they are interested in finance, but only 1 in 10 regularly improve their financial knowledge. Most importantly, 90% admitted that inaccurate personal budget planning because of insufficient financial literacy is the main reason for it. One in five (23%) of people surveyed in Vietnam face regular gaps in their personal budget (Dean Dough, 2019).

Meanwhile, there are studies showing the relationship between financial literacy and certain demographic characteristics such as Ghana (2012), Le Trong Hau and colleagues (2019), Floyd (2015). By measuring according to survey methods and studying the correlation of factors combined with one-way analysis of variance (anova), the results have shown that the two factors age and work experience are related in the same direction. With a specific level of financial intelligence, working male students have better financial intelligence than female students or the difference between business students and non-business students.... The research has clarified and provided objective results, but there are still certain limitations such as measuring using a survey to collect data in a university environment. This will affect the generalizability of the research process and exaggerate relationships related to financial literacy (Ghana, 2012). The article by Le Trong Hau and colleagues (2019) also pointed out factors including gender, course of study, having a part-time job, receiving financial guidance from relatives and financial knowledge will has a positive impact on both spending management and savings for students. However, the study only presented management skills and did not mention in-depth knowledge related to students' financial literacy and did not determine a definition for this issue. The close relationship between financial literacy and academic ability is also mentioned in the study of Chen & Volpe (1998). Students with high GPAs have a better level of financial literacy and tend to have better financial knowledge than students with low GPAs. In the same vein, Floyd (2015) also pointed out that final-year university students will have a more positive influence than new students.

Besides demographic factors, researchers point out the importance of financial literacy by introducing the concept "financial literacy is a combination of awareness, knowledge, and skills". , the attitudes and behaviors needed to make reliable and meaningful financial decisions with the ultimate goal of achieving personal financial satisfaction" (OECD/INFE, 2016). At the same time, based on the OECD (2018) questionnaire, which is a combination of Financial Knowledge, Financial Attitude, and Financial Behavior, it shows that "Saving tendency is positively correlated with students who have financial knowledge and help them cope with future financial events. The authors have explained the importance of financial literacy, but the research still has many limitations. First, the research has not built a regression model that reflects the correlation between knowledge - attitude - financial behavior. Second, the research scale lacks data along with the fact that legal frameworks for Fintech and electronic financial transactions have not been issued, causing difficulties for the financial literacy of current students (Dr. Tran Thanh). Thu et al., 2021). Using the survey method based on the OECD questionnaire (with adjustments and supplements appropriate to the research content) to explore the factors affecting students' financial literacy to provide a newer perspective. about the current student situation. MSc. Le Hoang Anh and colleagues (2019) pointed out that students lack knowledge about

financial literacy. Students who have never worked part-time have a higher level of financial literacy than those who have worked part-time and students. Female students have higher financial intelligence scores than male students. However, the limitation of this report is that the questioning only stops at a basic level and does not specialize in the problem and is limited in collecting surveys, the research is only based on the answers of the respondents. 47 Hanoi students, so the results are not generalizable to student characteristics nationwide.

The concept of financial intelligence is also mentioned in some of the studies below. According to the simplest concept, financial literacy is called knowledge related to finance (Hilgert, Hogarth & Beverley 2003). In some practical perspectives, financial intelligence is also understood as the practical experience and integration of knowledge of individuals related to finance (Moore, 2003). apply knowledge and skills to effectively manage financial resources for the full financial life cycle (concept adopted by three financial literacy organizations Jump$tart Coalition, PACFL, and FLEC)

On the other hand, effective and sustainable changes in behavior are believed to come from a combination of successful cultural change, regulation, good advertising and changing social norms. All combined leaves quite a significant behavioral change over several years. Dolan (2012) asserts the need to better integrate changing perceptions and financial literacy with changing contexts that can directly lead to improved financial capabilities. However, the comprehensive analysis of the relationship of financial literacy and financial education with financial behaviors in 168 reports includes 201 studies. Daniel Fernandes (2014) has shown that measures aimed at improving financial literacy explain only 0.1% of the variance in financial behaviors, with weaker effects in the sample. As with other education, even large interventions with many hours of instruction have negligible effects on behavior 20 months or more from the time of intervention.

2. Content

2.1. Study overview

The definition of gambling is the act of betting something of value (perhaps money or other valuable objects) on an activity of chance with the intention of winning something of value. other (Dan Glimne, 2023).

Sharing the same opinion, (Rose, I. Nelson; Loeb, Robert A, 1998) points out that gambling behavior is led by three constituent characteristics:

[1] Bet: here can be money and cash equivalents, valuable objects.

[2] Risk: The act of gambling is a game of chance, with the possibility of undesirable results occurring but with the opportunity to bring players great prize value.

[3] Prizes: The goal of players in gambling games is prizes. Gambling prizes are usually immediate, bringing huge profits that make players ignore risks.

The constitutive characteristics of gambling are important aspects that influence the development of this behavior (Michael Auer & Mark D. Griffiths, 2023). Structural characteristics such as speed and frequency (specifically, frequency of betting participation, event time or payment period, etc.) and nuanced human psychological factors combined to create different results of gambling behavior. The connection between gambling behavior and structural characteristics has been shown through a study by scientists in a number of developed countries such as Australia, England, Germany, Austria and Slovenia. The results show that the most important structural feature influencing participants' decisions is the frequency of the game's prize at 7.7%, followed by the maximum reward of each play (Lenio et al, 2015).

In fact, there is no widely accepted academic definition of gambling. However, there is a consistency among academic definitions in stating three core elements of gambling behavior:

(1) Betting with money or material equivalent to money on an event.

(2) The purpose of betting is to win additional money or material goods by correctly predicting the outcome of an event.

(3) The prize for winning the game will include additional money or material.

(4) Lost bets or winnings will depend on the outcome of the event that will occur.

(5) “Uncertain” outcome. “Uncertainty” when combined with the semantic field related to gambling behavior is a general term for many outcomes including random outcomes based on the chance of In many traditional gambling games, complex outcomes are influenced by proficiency in “enjoyment” of skill-based games and the combination of chance and ability to determine outcomes of various types. other gambling.

Gambling has gradually become a popular entertainment activity with a long history and is now present in almost every country in the world whether allowed by law or not. Gambling participation rates vary between countries depending on judicial jurisdiction. Ontario, Canada (2013) noted that of all survey participants, 82.9% reported participating in gambling (William&Volberg, 2013), compared to 66.6% in neighboring Quebec. (Kairouz, Nadeau & Robinard, 2014) and in Australia a similar rate was recorded, 63.9% (Dowling et al., 2016).

The main reasons for the increase in online gambling participation are players being able to bet anonymously, low cost, ease of access, game speed, ability to play multiple games at the same time and some additional benefits (Barrault & Varescon, 2016; Choir, 2016; Gainsbury et al., 2012; Hing et al., 2016; McCormack et al., 2013). In the same vein, online gambling is expanding its conceptual framework with the term “Simulated Gambling”,

which is defined as digitally simulated gambling activities that are not directly related to the act of making money but has a structure identical to the standard format of gambling since betting features and play outcomes are determined by chance (King et al., 2014).

Although there is no legal consensus on whether simulated gambling constitutes a form of gambling (Korn, Norman & Reynolds, 2010), some activities are known to be “semi-financial” in nature. " (quasi-financial) by allowing players to use virtual currency in the betting process, thus causing concerns in terms of external regulation of some regions (Rose, 2004). However, there are some have suggested that simulated gambling could be considered part of Internet video games (Owens, 2013), although this view has not been substantiated by the gambling research community.

Reality proves that since its appearance, online gambling has tended to increase, some countries recorded impressive figures of 37% in Norway (Pallensen S, Mentzoni RA, Torshiem T, 2022), 36% in Finland (Salonen A, Hagfors H Lind K, Kontto J, 2020) and UK 21% (Gambling Commission UK, 2019). Several studies have identified the increasing trend of online gambling intensification accessibility to players, the betting market is expanded, products are diverse and marketing and promotional activities become richer (Lopez-Gonzalez H, Griffiths MD, 2018). At the same time, the development of online gambling also leads to the inevitable need for the creation of tools to regulate players' gambling behavior, minimizing negative impacts on them (Lawn S, Oster C, Riley B, Smith D, 2020).

When facing the Covid - 19 epidemic, the trend of participants' gambling behavior has changed in methods and ways of operating. Many physical gambling venues such as casinos, racetracks, lotteries, and gambling clubs have been forced to close by social distancing orders. The evolution of the pandemic makes live gambling activities become more irregular and more difficult. From this situation, the online gambling business is becoming more and more popular, satisfying the needs of gamblers (Blaschke B, 2021). Online gambling sites have all the game services that customers want: blackjack, sports betting,... These activities are managed by website operators and are almost unregulated. strict control. In some areas there have been legal measures aimed at minimizing the potential harms of online gambling during the pandemic (The Guardian, 2020).

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2.2. RESEARCH METHODS AND DATA

The research uses qualitative combined with quantitative research methods, collecting/researching information mainly as follows:

 Investigate, analyze and evaluate the overview of available documents and information on financial literacy, financial behavior, gambling and online gambling behavior, youth law and youth law for young people. Young people are currently living, studying and working in Hanoi city.

 Research and collect secondary data information.

• The group collects statistical data on financial qualifications or thinking ability.

• Factors affecting this level and ability of young people.

 Collect primary data through observation, analysis, investigation, field survey, research on students and young people in high schools and universities in Hanoi city with a sample number of surveys. and allocate the expected survey sample to 251 votes.

 Get expert opinions. The group plans to conduct consultations and get opinions from experts to confirm the results of the research.

Based on the analytical framework of Muhammad I. A. and Behrooz G. (2015), this study used many questions to include as many variables as possible in the model to test the factors affecting gambling behavior in people. youth. These independent variables measure variables about "financial intelligence" based on questions in the questionnaires of Tran Thanh Tung and colleagues (2022), Lusardi (2008). "Financial intelligence" is measured through questions about research subjects' finances at two levels: Basic and Advanced.

2.3. Research results and discussion

Statistical examination of financial literacy and gambling behavior of young people in Hanoi

Research description

To test the gambling behavior of young people, the authors conducted tests through the behavior of participating in forms of games of chance classified into 5 forms, equivalent to 5 specific regression models as follows: after:

Table 1: Description of dependent variables of gambling behavior

Dependent variable	Act of participating in games of chance	Measure
G1	Buy lottery	According to the scale of 1-5 in the questionnaire
G2	Play Loto/Lottery numbers	According to the scale of 1-5 in the questionnaire
G3	Play cards with bonuses	According to the scale of 1-5 in the questionnaire
G4	The game has online bonuses	According to the scale of 1-5 in the questionnaire
G5	Other games of chance with prizes	According to the scale of 1-5 in the questionnaire

Based on the analytical framework of Muhammad I. A. and Behrooz G. (2015) in the Figure below, this study used many questions to include as many variables as possible in the model to test the factors affecting behavior. Gambling in young people. These independent variables measure variables about "financial intelligence" based on questions in the questionnaires of Tran Thanh Tung and colleagues (2022), Lusardi (2008). “Financial intelligence” is measured through questions about research subjects' finances at 02 levels:

- Basic (Basic_Literacy): This group includes basic understanding questions about financial knowledge such as interest rates, inflation, risk dispersion

- Advanced (Adv_Literacy): This group includes questions about financial knowledge such as at a higher level, the level of personal decision making

According to the above questions, the answer is counted as 1 point and incorrect answers will not be counted and there are a total of 13 questions for this set of questions. The total score that survey subjects receive will range from 0-13 points. Thus, it can be understood that people with scores closer to 13 points are financially literate and vice versa.

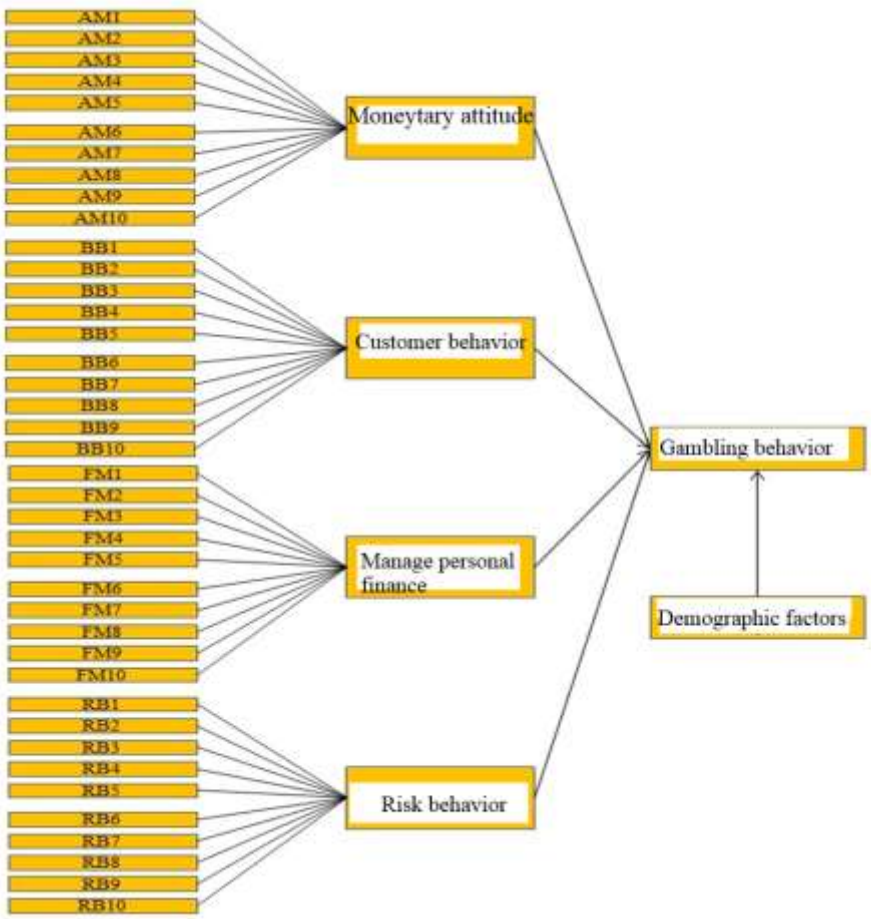

Figure 1: Factors affecting gambling behavior

Table 2: Description of independent variable measurement

Variable	**Symbol**	**Explain/Measure**	**Expectation of dependent variable impact**
Sex	**Gend**	Male = 1, female = 0	+
Year old	**Age**	Number of years	+
Financial independence	**F_De**	Live with parents or live alone	+
University education major	**Major**	Economics, finance and other sectors	+
Income	**Income**	Income measured in money	+
Monetary attitude	**AM_sc**	Scoring based on questionnaire (from AM1-AM10)	+
Consumer behavior	**BB_sc**	Scoring based on questionnaire (from BB1-BB10)	+
Risky behavior	**RB_sc**	Calculate scores according to the questionnaire (from RB1-RB10)	+
Save for the future	**Wt**	How often do you set aside money for the future?	+
General financial education level	**FL**	Evaluate your score through financial knowledge questions	+
Basic financial education level	**FL2**	Evaluate your score through financial knowledge questions	+
Advanced financial literacy	**FL3**	Evaluate your score through financial knowledge questions	+

Gambling behavior Gi was measured in two states (below threshold sometimes and above normal or more). Thus, the measurement of the dependent variables included in the research model will receive two values: 0 (corresponding to cases occasionally below the threshold) and 1 (corresponding to cases above the normal level). ; can be considered as starting to have a tendency to like gambling). The values of the remaining variables are described specifically in the questionnaire and image above. Based on previous studies, when we consider the value of the dependent variable, we estimate the gambling behavior of young people Gi to be 0 and 1. Thereby, it can be concluded that the dependent variable is a variable. discrete and not a continuous variable, consistent with the Binary Logistic Regression model as pointed out by scientists Cox & Snell (1989).

On the basis of inheriting previous research and combining factors that affect the "Gi gambling behavior" of young people, and in accordance with the reality of young people, the authors built a research model. Factors affecting students' gambling behavior have the form of an equation as follows:

$$\boldsymbol{Log}\left[\frac{\boldsymbol{p_i}}{\boldsymbol{1-p_i}}\right] = \boldsymbol{\beta_0} + \boldsymbol{\beta_1 x_1} + \boldsymbol{\beta_2 x_2} + \boldsymbol{\beta_3 x_3} + \cdots + \boldsymbol{\beta_n x_n} \textbf{ (1)}$$

Vì $\left[\frac{p_i}{1-p_i}\right] = odds$, Therefore, equation (1) can be written as equation (2) below:

$$\boldsymbol{Log(odds)} = \boldsymbol{\beta_0} + \boldsymbol{\beta_1 x_1} + \boldsymbol{\beta_2 x_2} + \boldsymbol{\beta_3 x_3} + \cdots + \boldsymbol{\beta_n x_n} \textbf{ (2)}$$

In which: p_i is the probability that individual i accepts gambling (score from average or higher according to the survey and in the econometric model receives the value "1"); Thus, 1-p_i is the probability that student i has a score on gambling acceptance behavior below average and the value in the model receives the value "0"). The values β_0, β_1 〖,β〗_3…β_n are regression coefficients; x_i are independent variables included in the model representing factors expected to influence young people's gambling behavior.

Model testing results

To test the statistical significance of the model, we use the Omnibus test. The results are specifically described in the table below:

Table 3: Omnibus Testing

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	43.909	12	.000
	Block	43.909	12	.000
	Model	43.909	12	.000

Based on the Omnibus test results, it is found that the P-Value has a value of 0.000 < 0.05, so the regression model is statistically significant, the selected model is the appropriate model.

The Model Summary table shows the summary results of the model fit:

Table 4: Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	213.587[a]	.159	.249

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

To test the model's prediction level, the author bases on the Classification Table as below:

Table 5: Model prediction level

		Predicted Gambler		
Observed		0	1	Percentage Correct
Gambler	0	10	42	19.2
	1	7	195	96.5
Overall Percentage				80.7

For 17 individuals who rarely gamble (see columns), the model correctly predicted 10 cases and produced a correct rate of 19.2%, while for 237 people with gambling behavior, the model predicted correctly. 195 people, equivalent to 96.5%. Therefore, the model's correct prediction rate is 80.7%.

Regression results

- Regression with dependent variable: G1

Table 6: Model regression results with dependent variable being lottery buying behavior

Variables in the Equation							
		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	**Gend**	.509	.389	1.715	1	.190	1.664
	Age	.024	.073	.106	1	.745	1.024
	F_De	-.570	.387	2.165	1	.141	.566
	Major	-.351	.364	.931	1	.335	.704
	Income	.692	.426	2.641	1	.104	1.997
	AM_sc	-.448	.547	.672	1	.412	.639
	BB_sc	1.050	.597	3.089	1	.079	2.857
	RB_sc	.381	.525	.525	1	.469	1.463
	Wt	.083	.391	.046	1	.831	1.087
	FL	.054	.592	.008	1	.927	1.056
	FL2	-.213	.547	.152	1	.696	.808
	FL3	-.749	.445	2.833	1	.092	.473
	Constant	-2.952	1.812	2.656	1	.103	.052
a. Variable(s) entered on step 1: Gend, Age, F_De, Major, Income, AM_sc, BB_sc, RB_sc, Wt, Fl, FL2, Fl3.							

It can be seen that the variables included in the regression model all have Sig > 0.05, meaning the independent variables included in the regression model are not statistically significant. Therefore, there is not enough basis to conclude that the independent variables included in the model have an impact on the lottery playing behavior of young people in Hanoi.

- Regression with dependent variable: G2

Table 7: Model regression results with dependent variable being lottery/lotto playing behavior

Variables in the Equation							
		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	Gend	1.336	.453	8.694	1	.003	3.802
	Age	.004	.078	.002	1	.964	1.004
	F_De	-.426	.417	1.044	1	.307	.653
	Major	-.598	.392	2.323	1	.127	.550
	Income	.763	.447	2.922	1	.087	2.145
	AM_sc	.410	.589	.484	1	.487	1.506
	BB_sc	.126	.538	.055	1	.815	1.134
	RB_sc	.154	.568	.073	1	.787	1.166
	Wt	.168	.415	.165	1	.685	1.183
	FL	-.895	.618	2.094	1	.148	.409
	FL2	-.694	.619	1.257	1	.262	.500
	FL3	-.523	.467	1.254	1	.263	.593
	Constant	-2.143	1.874	1.308	1	.253	.117
a. Variable(s) entered on step 1: Gend, Age, F_De, Major, Income, AM_sc, BB_sc, RB_sc, Wt, Fl, FL2, Fl3.							

Based on the regression results in the table above, it is found that the variable Gend has coefficient Sig = 0.003 < 0.05. Thus, the Gend variable is meaningful to the research model. Specifically, men tend to play Lotto/lottery more than women (probability 3,802 times). This is consistent with reality, as young men tend to be more active and want to explore more than young women. This leads to a higher number of young men playing lotto than women.

- Regression with dependent variable: G3

Table 8: Model regression results with the dependent variable being gambling behavior with bonuses

Variables in the Equation							
		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	Gend	.715	.341	4.399	1	.036	2.044
	Age	.090	.071	1.599	1	.206	1.094
	F_De	-.667	.347	3.703	1	.054	.513
	Major	-1.367	.321	18.183	1	.000	.255
	Income	1.476	.360	16.765	1	.000	4.374
	AM_sc	.418	.512	.667	1	.414	1.519
	BB_sc	-.112	.414	.073	1	.788	.894
	RB_sc	.201	.413	.236	1	.627	1.223
	Wt	-.442	.349	1.606	1	.205	.643
	FL	.375	.508	.546	1	.460	1.456
	FL2	.663	.474	1.956	1	.162	1.941
	FL3	.272	.342	.631	1	.427	1.312
	Constant	-2.634	1.691	2.428	1	.119	.072
a. Variable(s) entered on step 1: Gend, Age, F_De, Major, Income, AM_sc, BB_sc, RB_sc, Wt, Fl, FL2, Fl3.							

Based on the regression results in the table above, it is found that the variable Gend has coefficient Sig = 0.036 < 0.05. Thus, the Gend variable is meaningful to the research model. Specifically, men are more likely to play cards with bonuses than women (probability 2.044 times). This is consistent with reality, as young men tend to be more active and want to explore more than young women. Young men who are men tend to like to express themselves more and take more risks, so playing cards for money also appears more among young men than women.

The variable Major has coefficient Sig = 0.000 < 0.05, meaning the variable Major is meaningful to the regression model. Specifically, young people and students from other economic sectors tend to gamble more (probability 0.255 times) than young people and economic students. This can be explained because economics students will be exposed to more financial knowledge than other economics students, so they have high knowledge of risk management and awareness of gambling. than young people and students of other economic sectors.

Besides, the income variable Income also has the coefficient Sig = 0.000 < 0.05, so the Income variable also affects the gambling behavior of young people. Increased financial support from family also leads to an increase in acceptance of gambling for money by young people and students (probability 4.374 times). This can be understood, when young people and students receive a source of support from their family, that support may be considered a

low-risk amount (because additional support can be provided), so they will tend to use card games for fun with rewards, so if they win in the game, they will feel more satisfied and when they lose, they will not feel more regretful.

- Regression with dependent variable: G4

Table 9: Model regression results with the dependent variable being the behavior of playing games with bonuses online

Variables in the Equation							
		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	Gend	-.311	.327	.906	1	.341	.733
	Age	-.020	.064	.096	1	.757	.980
	F_De	-.364	.329	1.225	1	.268	.695
	Major	-.842	.312	7.284	1	.007	.431
	Income	1.137	.355	10.275	1	.001	3.118
	AM_sc	-.603	.495	1.483	1	.223	.547
	BB_sc	-.158	.398	.157	1	.692	.854
	RB_sc	.910	.428	4.533	1	.033	2.485
	Wt	-.074	.333	.049	1	.824	.929
	FL	-.189	.522	.132	1	.717	.828
	FL2	.418	.476	.772	1	.379	1.519
	FL3	-.721	.351	4.217	1	.040	.486
	Constant	-.237	1.532	.024	1	.877	.789
a. Variable(s) entered on step 1: Gend, Age, F_De, Major, Income, AM_sc, BB_sc, RB_sc, Wt, Fl, FL2, Fl3.							

Based on the regression results in the table above, it is found that the variable Major has coefficient Sig = 0.007 < 0.05. Specifically, young people and students from other economic sectors tend to gamble more (probability 0.431 times) than young people and economic students. This can be explained because economics students will be exposed to more financial knowledge than other economics students, so they have high knowledge of risk management and awareness of gambling. than young people and students of other economic sectors.

Besides, the income variable Income also has the coefficient Sig = 0.001 < 0.05, so the Income variable also affects the gambling behavior of young people. Increased financial support from family also leads to an increase in acceptance of gambling for money by young people and students (probability 3.118 times). This can be understood, when young people and students receive a source of support from their family, that support may be considered a low-risk amount (because additional support can be provided), so they will tend to use card games for fun with rewards, so if they win in the game, they will feel more satisfied and when they lose, they will not feel more regretful.

The RB variable (risky behavior) has a Sig coefficient of 0.033 <0.05, proving that the RB variable is positively related to gambling behavior. That is, the group of young people and students who like to take risks will have a greater tendency to play online gambling (probability 2.485 times) than the group of young people and students who tend not to like taking risks. This is consistent with reality because playing online prize games will be the choice of young people and students who have a love for risk, they accept high risks with the expectation of receiving rewards in return. Reward acceptance appropriately.

Variable FL3 has coefficient Sig = 0.04 < 0.05, so variable FL3 is also meaningful to the research model. More specifically, young people with a high level of financial education tend to be less likely to accept gambling (online prize game behavior) than young people with other levels of financial education. (probability 0.486 times). Thus, it can be understood that young people with a high level of financial education will often choose investment tools other than gambling due to the risks that gambling brings.

- Regression with dependent variable: G5

Table 10: Model regression results with dependent variable other gambling behavior

Variables in the Equation							
		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	Gend	.607	.335	3.293	1	.070	1.836
	Age	-.088	.068	1.705	1	.192	.916
	F_De	-.685	.334	4.222	1	.040	.504
	Major	-.336	.310	1.178	1	.278	.714
	Income	.765	.358	4.557	1	.033	2.149
	AM_sc	-.656	.492	1.777	1	.182	.519
	BB_sc	.603	.449	1.802	1	.180	1.827
	RB_sc	1.215	.481	6.383	1	.012	3.369

	Wt	.302	.328	.849	1	.357	1.353
	FL	-.227	.530	.184	1	.668	.797
	FL2	.323	.493	.430	1	.512	1.382
	FL3	-.573	.353	2.627	1	.105	.564
	Constant	-.051	1.611	.001	1	.975	.950
a. Variable(s) entered on step 1: Gend, Age, F_De, Major, Income, AM_sc, BB_sc, RB_sc, Wt, Fl, FL2, Fl3.							

Variable F.De has coefficient Sig = 0.04 < 0.05, showing that the variable is statistically significant for the regression model. That is, the more independent young people and students are from their families, the more likely they are to reduce gambling than the group of young people and students living with their families (probability 0.504 times smaller). It can be understood that young people living far away from family will tend to be busier with all their work and have to control almost everything in life, so they will not have much time for gambling games.

Besides, the income variable Income also has the coefficient Sig = 0.033 < 0.05, so the Income variable also affects the gambling behavior of young people. Increased financial support from family also leads to an increase in acceptance of gambling for money by young people and students (probability 2.149 times). This can be understood, when young people and students receive a source of support from their family, that support may be considered a low-risk amount (because additional support can be provided), so they will tend to use gambling games for fun, so if they win in the game, they will feel more satisfied and when they lose, they will not feel more regretful.

The RB variable (risky behavior) has a Sig coefficient of 0.012 <0.05, proving that the RB variable is positively related to gambling behavior. That means the group of young students who like to take risks will have a greater tendency to gamble (probability 3.369 times) than the group of young students who tend not to like taking risks. This is consistent with reality because gambling is the choice of young students with a preference for risk, they accept high risks with the expectation of receiving rewards for their acceptance. worthy.

After averaging the Gis, we get the following regression table:

Table 11: Multivariate regression

Variables in the Equation							
		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	Gend	.983	.395	6.208	1	.013	2.673
	Age	.143	.093	2.368	1	.124	1.153
	F_De	-.560	.394	2.025	1	.155	.571
	Major	-.174	.369	.223	1	.637	.840
	Income	1.539	.466	10.887	1	.001	4.660
	AM_sc	.226	.648	.122	1	.727	1.254
	BB_sc	-.610	.504	1.470	1	.225	.543
	RB_sc	.950	.453	4.405	1	.036	2.586
	Wt	-.230	.384	.358	1	.549	.795
	FL	-.345	.587	.346	1	.557	.708
	FL2	.269	.548	.241	1	.623	1.309
	FL3	.322	.387	.692	1	.405	1.380
	Constant	-2.839	2.149	1.744	1	.187	.059
a. Variable(s) entered on step 1: Gend, Age, F_De, Major, Income, AM_sc, BB_sc, RB_sc, Wt, Fl, FL2, Fl3.							

Thus, gambling behavior has many influencing factors specific to each type, but in general the variables Gend, Income and RB_sc have the most impact.

3. CONCLUSION

The author based on the research results presented in chapter 2 and makes recommendations with the goal of improving the financial literacy of young people in Hanoi in order to reduce online gambling behavior in this target group. subject of this research. The study has synthesized Vietnam's orientations related to financial education and online gambling behavior that have been publicized and applied, but in reality, regulations and policies related to the orientation Online gambling behavior in Vietnam is still lacking and very limited. Therefore, the research team proactively made recommendations for each different subject related to the research topic such as: the government, educational agencies and youth to improve the financial literacy level of students. Young people have thereby limited the current situation of online gambling.

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