

Research on Chinese college students' online game motivation and behavior

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Abstract: in order to explore the current situation of online game motivation and behavior of contemporary Chinese college students, this study conducted a questionnaire survey on 51 universities in China, and found that competition, attention diversion and social networking are the most important online game motivation of Chinese college students, At the same time, it is believed that the intensity of willingness to socialize through online games is directly proportional to the time of online games, but the intensity of social motivation is negatively correlated with the stickiness of online games.

Key words: online games; Use and satisfaction; Game motivation; Game behavior; Chinese College Students

As the development of traditional games, online games allow players to interact in the virtual world through the Internet. With the development of computer hardware and Internet technology, personal computers, mobile phones and public Internet cafes have become popular. Nowadays, most popular online games are played in the same way on the computer and mobile terminals, such as "Jedi survival" and "peace elite". The researchers interviewed 12 Chinese college students who participated in online games through various media. None of them felt the difference in motivation between playing online games on computers and on mobile phones. Therefore, the object of this study is all online games, without distinguishing between game media.

Although some scholars have studied the motivation of online games, most of them are specific to specific games, and there are few comprehensive studies. Most of the researches on the motivation and behavior of Chinese online game players have been published in the first decade of the 21st century. According to the survey of gameboom website, the number of computer game players in 2019 is about 260% of that in 2010. Therefore, the significant increase in the number of players shows that it is necessary to conduct the latest research on the motivation and behavior of Chinese online game players.

1. Research on early game motivation

In foreign countries, Bartle divides game players into four different types, namely achievers, socialists, explorers and killers. However, the categories of game players summarized in his research are not supported by empirical research. Yee went deep into the study of game motivation. He divided game motivation into three aspects, namely achievement motivation, social motivation and immersion motivation. It includes players' desire for in-game geographical exploration, role-playing, role customization and escaping from the pressure of real life. The motives of game players do not inhibit each other. Sherry et al. Jumped out of the previous closed perspective and summarized six different game motivations according to the response of the focus group, namely competition, challenge, social interaction, distraction, fantasy and excitement.

According to Bartle's results and the current situation of Chinese society at that time, a study divided the motivations of Chinese online game players into seven categories: achievement; Affinity; Leadership; Attack; Exploration; Sexual fantasy and making money. The dependence of Chinese players on online games is directly proportional to their satisfaction with real interpersonal communication. The anonymity of online games has become an important way for players who are afraid of social interaction to obtain a sense of team belonging and friendship. Stress events in real life make escape one of the most important factors for the increase of Chinese college students' game time. Achievement motivation is the most important motivation that affects Chinese college students' game time. Such players are eager to succeed in the virtual world because it is difficult for them to succeed in the real world.

In addition, many researchers have noticed that there is game stickiness in the motivation of users' continuous participation in the game. Players' strong willingness to meet social satisfaction, enjoyment satisfaction and achievement satisfaction will further enhance their positive experience of the game, resulting in dependence on the game.

The theory of use and satisfaction is one of the few theories in the field of communication that can truly be called its own. It is the most commonly used theory in communication research, and its principles apply to a wide range of media communication environment. The use and satisfaction theory studies media behavior from the perspective of the audience, and acknowledges that media users can consciously make decisions. It focuses on what the audience has done to the media, not what the media has done to the audience. It believes that a person's use of media and its effect largely depend on the purpose of using these media. The use and satisfaction theory is applicable to the research of Internet use. For example, e-mail, social games and virtual communities have successfully applied this theory. At the same time, it is used to study the continuous use of various mass media by users.

2. Questionnaire design, sampling and theoretical preparation for analysis

In the design of the questionnaire, this study adopted the online game motivation scale compiled by Sherry et al. And made appropriate modifications to some specific issues in combination with online games and Chinese culture. Modify variables that do not affect the problem. The Likert scale was used to measure these variables.

Based on the cross-sectional survey research, the typical survey by region, type and age, and non random sampling (due to the difficulty of the survey, random sampling was not achieved). The main operations are as follows: from March 15, 2021 to March 21, 2021, undergraduate and junior colleges will be selected in East, West, north, South and central China respectively. Through university teachers and counselors, online questionnaires will be issued to their students in the wechat group. After the questionnaires are completed, no rewards will be set, and all respondents will voluntarily participate. There is no time limit for answering.

Finally, a total of 2829 questionnaires from 51 universities were received, and 2305 valid questionnaires were eliminated. After completing the data collection, the researchers coded the options, and used SPSS software for correlation analysis and linear regression analysis. Then the framework analysis is carried out with the help of use and satisfaction theory.

3. Data analysis and conclusion

3.1 use of online game media

The results showed that 77.8% of the respondents said they mainly used mobile phones to participate in online games, and 20.95% of the respondents said they mainly played games through personal computers. Only 1.82% of the respondents participated in the game mainly through the console and other media. According to the demographic statistics, 79.5% of the respondents mainly use personal computers to play online games are male college students. However, only 7.1% of female college students will choose personal computers as their main online game media. Therefore, there are significant gender differences in the choice of online game media. It can be concluded that in the contemporary society and network environment, male college students are more inclined to choose personal computers as the media of online games than female college students. From the perspective of education level and age, there is no significant difference in the relationship between these two factors and game media.

Table 1: online game Motivation Scale for Chinese College Students

| motivation | coding | Median | standard deviation | Cr | average value |
|-------------|--------|--------|--------------------|------|---------------|
| compete | C1 | 3.93 | 1.25 | 0.95 | 0.84 |
| | C2 | 3.97 | 1.41 | | |
| challenge | G1 | 3.50 | 1.60 | 0.88 | 0.82 |
| | G2 | 3.66 | 1.29 | | |
| Socializing | S1 | 3.81 | 1.27 | 0.91 | 0.82 |
| | S2 | 3.68 | 1.39 | | |
| Distraction | D1 | 3.84 | 1.43 | 0.90 | 0.78 |
| | D2 | 3.73 | 1.25 | | |
| fantasy | F1 | 3.36 | 1.38 | 0.86 | 0.71 |
| | F2 | 3.59 | 1.567 | | |
| awaken | A1 | 2.98 | 1.386 | 0.82 | 0.67 |
| | A2 | 3.59 | 1.269 | | |

3.2 online game motivation of Chinese College Students

Table 1 shows the results of respondents' attitudes towards different online game motivations based on the game motivation scale produced by Sherry et al. The results show that competition, distraction and social interaction are the three most important game motivations. In the competitive motivation, the sub component with the highest score is C2, which shows that when the respondents lose to their friends in online games, they will have a strong sense of disappointment. The main reason may be that the immediate study and life pressure is less. After the college entrance examination, many Chinese college students believe that university is a place to relax and repay their previous efforts. According to the theory of use and satisfaction, they will transfer this missing goal to online games. In the virtual world, success seems easier.

Distraction is the second largest online game motivation of Chinese college students. Interviewees believe that online games are a

place to relieve trouble and pressure, which may be due to the fear and anxiety of a large number of Chinese college students caused by the uncertainty of their studies and future life. They hope to resolve this emotion through online games. Social interaction is the third motivation of Chinese college students online game motivation. This finding is different from previous studies. There may be two explanations. The first is that online games are more conducive to online social interaction than stand-alone games studied by Sherry et al. The second is that college students' social interaction is path dependent on the Internet.

The fourth and fifth important motivation of online games is challenge and fantasy. Among them, the sub component with the highest score of fantasy is F2, which means that some Chinese college students' main purpose of participating in online games is to achieve goals that they cannot achieve in real life. The weakest motive is awakening. Among the subcomponents of this variable, the item with the lowest score is A1, which is also the only subcomponent with a mean value lower than 3 in the whole table. This reflects that the respondents did not feel too much excitement in the process of online games. They are more inclined to believe that online games can become a mapping of their emotions in real life.

3.3 social motivation and online game stickiness

In order to measure the correlation between respondents' social motivation and their online game stickiness, the questionnaire designed a separate question, "how long will you keep playing the same online game?" The part of social motivation is measured by the result of sub component S1 of online game motivation scale, that is, "my friends and I often play online games together". The results of linear regression analysis on these two groups of data are shown in Table 2 (reflecting the relationship between online game stickiness and social motivation). The model passed the F test ($p < 0.01$), which means that social interaction motivation will have an impact on game stickiness. R^2 The value is 0.541, which means that social interaction motivation can explain 54.1% of the change in game stickiness. The formula of the model is: the intensity of social interaction motivation = $3.784 - 0.537 \times$ the time of persisting in participating in the game, and the time unit is "year". The regression coefficient of game duration was -0.537, with a significant level of 0.01 ($p < 0.01$), indicating that social interaction has a significant negative impact on game stickiness. It can be concluded that online game stickiness will have a significant negative impact on the strength of social interaction motivation. In other words, among Chinese college students, when their social interaction motivation is strong, their online game stickiness will weaken. On the contrary, when their social interaction motivation is weak, their online game stickiness will increase.

Table 2: linear regression analysis of social motivation interaction and game stickiness

| | Denormalization coefficient | | Standardization coefficient | P | Vif | R ² | Correction R ² | F |
|-----------|-----------------------------|-------|-----------------------------|---------|-------|----------------|---------------------------|-----------|
| | B | SD | Beta | | | | | |
| constant | 3.784 | 0.217 | - | 0.000** | - | | | |
| | | | | | | 0.541 | 0.541 | 125.606** |
| viscosity | -0.537 | 0.359 | -0.518 | 0.000** | 2.179 | | | |

* $P < 0.05$, ** $p < 0.01$, D-W value: 2.029

This result is contrary to the result of a previous study that the strength of social motivation is positively correlated with game stickiness. The difference between the two results may be due to the increase in the number of online games. Contemporary Chinese college students now have more choices for online games. Due to the accelerated iteration speed of game updates, it is difficult for a game to stand at the center of the online game stage for a long time. The development of Internet technology extends the friendship started from games to another medium. Therefore, they can re-enter another popular game, instead of being trapped in the game they first met. According to the use and satisfaction theory, different college students will choose different online games according to their different situations to meet their needs. This also leads to the fact that Chinese college students and their friends may play different online games in real life. According to their social willingness, they may play different online games because of different friends. The loyalty and stickiness of college students with strong social motivation will be weakened.

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