

CONFERENCE PROCEEDING

A Review on Demographic Distribution of Online Game Players

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Abstract

The 21st generation of teenagers is more likely to play online games rather than spend their time on reading. One of the main reasons they play online games is to relieve stress. Unconsciously, online games have a detrimental effect on their daily life. Social scientists, educators and parents said that online games are sources of social problems. Therefore, this study was conducted to see the distribution of secondary school students in Malaysia who play online games. This study has been achieved by an online survey that has been distributed entire Malaysia. The result showed the percentage of the number of students that play online games over Malaysia. In conclusion, it is shown that the total number of a secondary school student that play online games is high in the urban area compared to the rural area.

Keywords: *online games, demographic, secondary school*

INTRODUCTION

In recent years, the concept of "online game addiction" has spread widely, and clinical evidence is increasing to support the validity of this emerging condition. However, experts do not yet agree about whether online game addiction is a genuine psychiatric illness in the same category as pathological gambling. Efforts to understand why and how individuals are emotionally interested in these games to have become major research challenges because of the increased knowledge that video game addiction is a legitimate issue (Kim et al., 2008; Mark, 2004).

Many players spend hours playing daily and engaging with other players online, revealing their strong motivation to play online games. Companies and various advertisers, such as Google, are interested in knowing who plays online games and for what reasons (Adam & Johnson, 2007). Previous studies have indicated that players experience varying motives, including exploration, role-playing, teamwork, development, or escapism, to participate in online gambling (Yee, 2006). The root of those motivations, however, is known to little. In different contexts, personality has emerged as influential (Barrick & Mount, 1991). The aim of this study was to survey the percentage of high school students who play online games according to age.

METHODOLOGY



Figure 1. Flowchart of Methodology

Based on Figure 1, there are three stages to achieve the objective of this paper. The first stage is the development of the question, which consists of a variety of domains relating to the impact of the online game on secondary school students. The second stage is an online survey, which will be answered by all secondary school students across Malaysia. The final stage is the analysis of the data collected from the survey.

RESULTS AND DISCUSSION

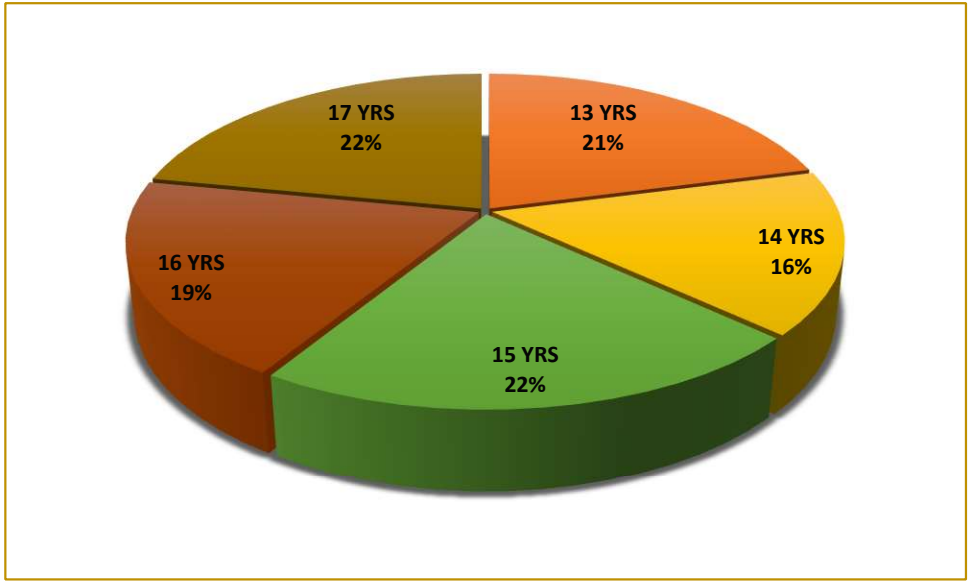


Figure 2. Percentage Student Play Online Game Based on The Age

Based on the survey collected data in Figure 2, it has been shown that students aged 13 contribute 21%, followed by 16% from the age of 14. The same number, which is 22 %, was reported by students aged 15 and 17 years. 19 % of the overall percentage is contributed by Form Four students who are 16 years old. This data indicates no significant gap between the ages of students playing online games in the percentage value.

CONCLUSION

In conclusion, the age of students responding to the survey was relatively evenly distributed across Malaysia. The total percentage of lower secondary students contributes to a higher percentage than the total percentage of upper secondary students. It revealed that most of the students are between 13 years and 15 years of age who play online games more than other ages.

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