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REVIEW ARTICLE

THE EFFECT OF GOVERNMENT SUPPORT, SATISFACTION AND SOCIAL ON MOTIVATION IN E-SPORTS ENGAGEMENT AMONG ATHLETES IN KUALA LUMPUR SECONDARY SCHOOLS

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ABSTRACT

This study aims to investigate if there is an influence between government support, satisfaction and social on the level of motivation. This is a quantitative study using a cross-sectional study method involving 108 e-sports athletes (L=60, P=48) conducted in Secondary Schools around Kuala Lumpur. Research was conducted using a questionnaire as a research instrument using a likert scale format. Findings of the study for government support mean score which is (M=2.70, SP=1.22), while for satisfaction the mean score (M=4.01, SP=0.94) social influence mean score (M=3.73, SP=0.74) and motivation mean score (M=4.08, SP=0.93). Independent sample t-test was used to see the gender difference between each variable and results of the analysis showed satisfaction, social influence and motivation ($p > 0.05$) explaining that there was no significant difference between men and women. To see the relationship between government support, satisfaction and social influence on the level of motivation, correlation analysis was used and the results showed that satisfaction has a high positive relationship with value ($r=0.877^{**}$, $p=0.000$). So the regression test is used to see the factors that influence government support, satisfaction and social influence on the level of motivation and results show the highest percentage of influence which is 77.6%. Therefore, overall, the level of motivation is not only influenced by government support because the R Square value shows only 6.4%.

KEYWORDS

E-Sports, Satisfaction, Social, Motivation, Government Support

1. INTRODUCTION

In recent years, the world has witnessed a process of rapid growth and development of technology around the world, indirectly affecting sports institutions. Once upon a time, sports were games that had to be played in arenas or courts involving face-to-face matches and requiring physical contact (Nur Hafizah Yusof et al., 2020) but now, technological progress and the Industrial Revolution 4.0 process have further expanded the existing concept of sports. E-sports is an electronic sport that is increasingly thriving in this country. However, there is still no generally accepted definition for this term at present. Defining e-sports is difficult because the industry is still new and e-sports is a combination of computing, games, media and sports (Jin, 2010). E-sports participants are recognized as professional players involved in competitions (Ma, Wu and Wu, 2013). Therefore, they define e-sports as their job while casual gamers play games for satisfaction (Ma, Wu and Wu, 2013).

Past studies have shown that e-sports can contribute to the cultivation of various 21st century skills, such as teamwork (Bennerstedt et al., 2012), leadership (Falkenthal & Byrne, 2021), critical thinking (Pishchik et al., 2019), problem solving (Adachi & Willoughby, 2013) and communication (Marta et al., 2021), which are important for students to prepare for future challenges and are increasingly sought after by employers (Bellanca & Brandt, 2010). In most parts of the world, governments at the national and international levels have supported e-sports by providing financial incentives and increased investment in the industry such as the United States, Korea, China and Japan (Yang et al., 2011). South Korea with

strong government support, has made e-sports one of the three main competitive sports projects (football, chess and e-sports) (Yang et al., 2011). Government financial incentives allow e-sports to expand their operational activities which can improve their performance and in return can contribute to the national economy (Songling et al., 2018). Financial support provided by the government includes loans, financial rewards for winners, research funds and paying salaries to players and coaches (Parshakov and Zaveriaeva, 2018).

In this study, three independent variables namely government support, satisfaction and social influence were selected. As stated in the problem statement, these independent variables are important in identifying the motivation to participate in e-sports. Target group of this study consists of students who participate in e-sports in Kuala Lumpur only. Population of this study is only 110 students and the area to conduct was only in secondary schools around Kuala Lumpur. This research has answered several research questions (RQ) such as, what is the level of government support, satisfaction, social and motivation in the involvement of e-sports athletes in secondary schools (1), are there differences in the level of government support, satisfaction, social and motivation levels based on gender in the involvement of e-sports athletes in secondary schools (2), Is there a relationship between government support, satisfaction and social with the level of motivation in the involvement of e-sports athletes in high school (3) and, what factors affect the level of motivation based on satisfaction and social government support in the involvement of e-sports athletes in secondary schools (4). Based on current situation and level of development where is still sluggish, this study can be used as a reference

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for stakeholders to see if the influence of government support, satisfaction, social influence on motivation in e-sports involvement in secondary schools is able to increase community awareness, knowledge and encourage e-sports involvement sports. Investment by the government in different research and development projects can improve the innovative performance of the industry which is useful for higher performance (Songling et al., 2018). Therefore, for the development of e-sports, Malaysian government needs to be taken into account.

2. LITERATURE REVIEW

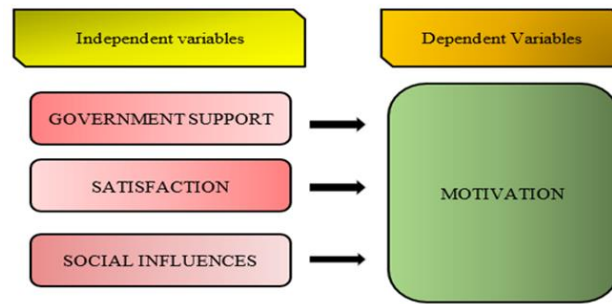
Satisfaction is defined as the user's reaction to the experience of using media (Wang and Tsai, 2010) and is adopted in identifying individual Internet use (Huang and Zhou, 2018) especially in the context of e-sports which can affect their motivation in it. Satisfaction can also be linked to players' motivation to participate in e-sports and it is proven that there is mutual interaction (Wu et al., 2010). Many studies have used this approach in applying a satisfaction perspective to e-sports (Vogelgesang and Quandt, 2015). In this research, satisfaction is defined as the need obtained from participating in e-sports, individuals tend to achieve and therefore contribute to further motivation. Therefore, the measurement that effectively measures satisfaction in this study is enjoyment, social interaction, social presence and spatial presence. Fun refers to the need for fun, excitement and challenge to participate in e-sports (Tseng, 2011). E-sports allow players to have social interactions in a multiplayer environment and therefore differ from offline games (Sundberg, 2018).

Social refers to changes in the feelings, thoughts, attitudes and behaviors of an individual and that change is influenced by other individuals either intentionally or unintentionally (Safin et al., 2016). The three processes identified by Kelman (1958) are compliance, identification and internalization. Subjective norms, social identity and group norms are often used to represent the three processes (Zhou, 2011). Social identity reflects a person's self-concept in terms of relationships with other people or groups (Bagozzi and Lee, 2002). When an individual wants to maintain a positive and self-defining relationship with their social group, they can participate in e-sports. Therefore, individuals who participate in e-sports often have identified social group norms and are expected to have good motivation regarding e-sports. Subjective norms reflect the impact of the opinions of significant others on consumer behavior. Individual motivation to play online games will be influenced by subjective norms (Hsu and Lu, 2004). Many individuals participate in e-sports if their peers are players or are participants in e-sports and motivate them to participate in e-sports (Lee, 2009).

The term motivation to participate has been studied by research in various fields such as audience sourcing (Zhao and Zhu, 2013), software development (Ke and Zhang, 2010) and hacking (Lakhani and Wolf, 2005). There are two types of motivation in sports, namely intrinsic motivation and extrinsic motivation. Extrinsic motivation is when humans perform behaviors or engage in activities because they want to obtain rewards or avoid punishment such as getting something in return or avoiding something unpleasant, while intrinsic motivation is human behavior to find self-satisfaction. Activities are carried out for their own sake and not from the desire to obtain external rewards. The behavior itself is its own reward. Several existing literature studies examine how motivation plays an important role in facilitating participation (Brabham, 2010). Motivation can refer to the motives that underlie certain behaviors and include beliefs, perceptions, values, interests and actions, as well as varying with individuals and across subjects (Vukelic and Jorgensen, 2018). E-sports are designed to create a psychological sense of "being there" in the game world and therefore satisfy the social presence of individuals who physically interact and connect with other players (Gan and Li, 2018; Teng, 2010).

3. CONCEPTUAL FRAME

This study is an effort to see an influence of government support, satisfaction and social on the level of motivation. The conceptual framework of this study adapted from Kelman's Social Influence Theory framework (1958) where compliance-based social influence refers to people who tend to agree with or comply with the expectations of others, but actually keep their different opinions secret such as social acceptance. With the assumption that there is a relationship between the dependent variable and the independent variable, its described that government support dimension, social influences dimension and satisfaction dimension as independent variables significantly related with motivation as dependent variables.



4. METHOD

4.1 Research Design

The design of descriptive research is carried out cross-sectionally by using quantitative data analysis methods. To carry out this study, quantitative methodology was used. This is because it involves questionnaire instruments in obtaining data. According to Chua Yan Piaw (2006), descriptive research is most suitable to be done by using the survey research method because the concepts can be expressed and explained by using questionnaires or interviews. According to Creswell (2008), a descriptive study conducted cross-sectionally (cross-sectional study) is suitable for testing the attitudes, beliefs, opinions and behavior of individuals. In this study. Population of this study was 108 high school e-sports athletes in the Pudu Zone of Kuala Lumpur where selected sample consisting of male and female e-sports athletes in Kuala Lumpur's Pudu Zone are between the ages of 13-18 years. Total of 60 male athletes and 48 female athletes were selected as respondents. Therefore, this type of sampling is known as purposive sampling. According to Mohd. Najib (1999), purposive sampling is a situation in which the researcher deliberately selects a sample with the aim of obtaining a representative sample of the population.

4.2 Research Instrument

The research instrument used is a questionnaire because it is able to collect data more widely where is adapted and taken from previous studies to be used in this study. This questionnaire has been developed by (Ching Ying Tian, et al. 2019), which is a questionnaire on the motivational factors of e-sports involvement. The questionnaire contains two (2) parts, namely Part A and Part B. Part A consists of questions related to the general information of the respondents, which is background related to demographic characteristics, gender, income and devices used. Part B of this questionnaire consists of government support with 6 question items, satisfaction 12 question items, social influence 9 question items and motivation 12 question items. Part A and part B of the research questionnaire were self-administered by the researcher. Respondents were given time to answer the question within 40 minutes. This questionnaire uses a 5-point likert scale which is (1) Strongly Disagree, (2) Disagree, (3) Less Agree and (4) Agree (5) Strongly Agree. A pilot study was conducted using 30 e-sports athletes in Kuala Lumpur. It was found that the reliability of the variables between 0.883-0.977. Researcher has conducted a reliability analysis for the actual research that was participated by a total of 108 respondents. Cronbach's Alpha value for the variables in the actual research ranged from 0.881 to 0.966 which is considered an acceptable range.

Pilot Test (n =30); Actual Study (n = 108)

Table 1: Data obtained as a result will be analyzed using the software "IBM Statistical Packages for The Social Science" (SPSS) version 26. In this study, data analysis is done in three phases, namely data exploratory analysis, descriptive analysis and inferential statistical analysis.

Variables	Cronbach's Alpha (pilot test)	Cronbach's Alpha (actual study)	Item
Government support	0.966	0.956	6
Satisfaction	0.967	0.958	12
Social Influence	0.883	0.881	9
Motivation	0.977	0.966	12
Overall result	0.967	0.968	39

5. RESULT

Bil	Profile	Frequency (n=108)	Percentage %
1.	Gender		
	Male	60	55.6
	Female	48	44.4
2.	Age		
	13-15	58	53.7
	16-18	50	46.3
3.	Income		
	RM1000-RM2000	5	4.6
	RM2001-RM3000	12	11.1
	RM3001-RM4000	10	9.3
	RM4001-RM5000	29	26.9
	Melebihi RM5000	52	48.1
4.	Devices		
	Smart phone	73	67.6
	Laptop/Pc	34	31.5
	Tablet	1	0.9

Table 2. shows there were 108 respondents consisting of 60 male athletes (55.6%) and 48 (44.4%) female athletes. The number of male athletes is more than female athletes because e-sports is more interested in male students than female students. In terms of age, 53.7% (58 people) are between 13 and 15 years old and 46.3% (50 people) are between 16 and 18 years old. Monthly income plays a role in the involvement of athletes participating on e-sports at High School. Based on the table above, as many (n=52) as 47.3% of the respondents engage in e-sports due to the factor of good monthly income (n=29) which is 26.4% of income which is at a high level (n=10) which is 9.3% are at a moderate level. As many as (n=11) i.e. 11.1% which is at a satisfactory level and (n=5) i.e. 4.6% at a relatively low level, not many engage in this e-sports game. Respondents also show frequency distribution and percentage according to the device used. The highest percentage of respondents who use smartphones to play e-sports games is 73 people (67.6%). Next followed by laptops and computers, which is a total of 34 people (31.5%) and only one (9.0%) uses a tablet while playing e-sports games.

Item	Mean	Std.Dev.	Interpretation
Government support	2.70	1.22	moderate
Satisfaction	4.01	0.943	high
Social Influence	3.73	0.741	high
Motivation	4.08	0.933	high

Table 3. shows the mean and standard deviation for each dimension in the factor of e-sports athlete involvement in high school. The findings of the study show that government support is at a low level, which is (M=2.70, SP=1.22). For satisfaction (M=4.01, SP=0.943), social influence (M=3.73, SP=0.741) and motivation (M=4.08, SP=0.933) are at a high level. This means that respondents are more likely to participate in e-sports due to factors such as satisfaction, social influence and motivation.

Based on table 4, an independent sample t-test conducted to compare the government support variable between males and females found there's no significant difference in scores for males (M =2.72, SP = 1.32) and females (M = 2.62, SP = 1.09) with a p value >0.05 (p value=0.54). In the context of the satisfaction variable between men and women there is a significant difference in scores for men (M = 2.72, SP = 1.32) and women (M = 2.62, SP = 1.09) with a p value >0.05 (p value = 0.02). To compare the social influence variable between men and women, there is a significant difference in scores for men (M = 2.72, SP = 1.32) and women (M = 2.62, SP = 1.09) with a p value >0.05 (p value = 0.03). In the context of the motivational variable between men and women, there is a significant difference in scores for men (M = 2.72, SP = 1.32) and women (M = 2.62, SP = 1.09) with a p value >0.05 (p value = 0.02). it can be concluded that male and female athletes are different in terms of

satisfaction, social influence and motivation.

	N	Mean	SP	P	t
Government support					
Gender				0.54	0.610
Male	60	2.76	1.32		
Female	48	2.62	1.09		
Satisfaction					
Gender				0.02	2.320
Male	60	4.20	0.80		
Female	48	3.78	1.05		
Social Influence					
Gender				0.03	2.094
Male	60	3.86	0.66		
Female	48	3.56	0.80		
Motivation					
Gender				0.02	2.258
Male	40	4.25	0.78		
Female	40	3.85	1.05		

Relationship	r	p	Interpretation
Motivation			
Government support	0.254**	0.008	Low positive correlation
Satisfaction	0.877**	0.000	High positive correlation
Social Influence	0.698**	0.000	Moderate positive relationship

Based on table 5 , it shows that there is a significant relationship between motivation and government support (r=0.254**, p=0.008). Of the three elements, the highest element that has a relationship with motivation is satisfaction with a value of r=0.877** and a significant value of p=0.000 which shows that it is very significant. The lowest element value is government support which is r=0.254** and the significant value is p=0.008 which is quite high. For the second highest motivational element is the element of social influence which is the value of r=0.698** and the significant value of p=0.000. Overall, it clearly shows that all elements of motivation have a positive relationship between government support, satisfaction and social influence.

Model	R square change	Sig. F change	Durbin Watson
1	0.776	0.000	1.619

Item	Std. Coefficients Beta	t	P
Government support	0.057	1.193	0.236
Satisfaction	0.786	11.162	0.000
Social Influence	0.104	1.494	0.138

Based on table 6 and table 7, the regression analysis method was used to assess what factors influence the level of motivation based on government support, satisfaction and social influence. Results shown 77.6% of government support, satisfaction and social influence the motivation level of e-sports athlete involvement. However, in these 3 motivation level factors there is one factor that has the greatest influence in the involvement of e-sports athletes which is (p=0.000) with 76.8% is satisfaction followed by social influence (p=0.138) by 48.7%, and support government (p=0.236) which is only 6.4%. This shows that the variables of satisfaction greatly influence motivation.

6. DISCUSSION

The level of government support, satisfaction and social influence and motivation in the involvement of e-sports athletes in secondary schools.

Government support is at a moderate level compared to satisfaction and social influence on the level of motivation is at a high level. In this study, the relationship between government support and the level of motivation is at a moderate level. It was different from the previous study from Aryanto and Fransiska (2012). This is because e-sports in Malaysia is still in its infancy and the Malaysian government has organized limited activities in promoting e-sports. Satisfaction and motivation levels are at a high level because respondents tend to enjoy the competitive environment of e-sports which brings them fun and helps them to make friends. Supported by the research of Ha Yoon, and Choi (2007), satisfaction is a dominant and strong motivational determinant to participate in e-sports. Analysis also shows that relationship between social influence and motivation in e-sports is at a high level because family members, friends and people around play an important role in their social life which can affect their perception of e-sports. It is also a factor influencing them to participate in e-sports. This result was supported by the study of Yang, Chiu, and Chen (2011), that social influence has a significant effect on the attitude and behavior of students involved in e-sports.

Differences in the level of government support, satisfaction and social influence with motivation based on gender in the involvement of e-sports athletes in secondary schools.

The mean results of study have shown that there is a significant difference between government support based on gender because athletes participating in e-sports are influenced by gender. The abilities and achievements of female athletes are often compared to male athletes (Shen et al., 2016). Government Support refers to financial and non-financial assistance provided by the government. Every athlete whether male or female participates in e-sports tournaments to earn rewards. In addition, government support is also one of the important factors that will encourage an individual to participate in e-sports because the incentives and facilities provided by the government are attractive. Mean score for satisfaction, social influence and motivation for gender shows that there is no significant difference ($p > 0.05$). This shows that gender differences do not affect e-sports involvement in these three variables. The satisfaction of engaging in e-sports allows players to have social interactions in a multiplayer environment and therefore differs from offline games (Sundberg, 2018). Social influence also refers to changes in the feelings, thoughts, attitudes and behaviors of an individual and that change is influenced by other individuals either intentionally or unintentionally (Safin et al., 2016). It can be concluded that gender does not influence a person to engage in e-sports. Another factor that affects the involvement of male and female athletes is the social factor. Elements found in this social theme include getting to know more friends, sportsmanship and team spirit, and collaboration with government and corporate bodies. Through sports, an individual will come face to face with many new acquaintances who venture into various sports regardless of age. The socialization process will take place between athletes and coaches, parents, government agencies, sports bodies and so on. According to Woods (1998), socialization is a process where a person will learn the cultural norms and values of society. Sports is the only way to instill good values among the individuals involved. High self-discipline, confidence, cooperation, team spirit, etc. are important values in the formation of an individual's self and can also influence the level of motivation.

Relationship between government support, satisfaction and social influence with the level of motivation in the involvement of e-sports athletes in high school

Results of the correlation analysis found that there is a positive relationship between the independent variables that are government support, satisfaction and social influence with motivation as the dependent variable involved. This means that government support, satisfaction and social influence are able to provide a positive influence in increasing the level of motivation among high school e-sports athletes. Results of the study show a low positive relationship between government support and motivation. Next, findings of this study also show a high positive relationship between satisfaction and the level of motivation of e-sports athletes. Satisfaction is a dominant and strong determinant of motivation to participate in e-sports. The relationship between social influence and motivation also shows a high positive relationship. This result supports that social influence is based on changes in behavior or thinking that occur due to some mental processes obtained

from communication with other beings or media Morales, J.F. and Huici, C. (2000). Social influence affects changes in behavior or attitudes, as a result of interaction with other people. Social influence also has an effect on communication behavior, both individually and group communication, this is in accordance with the e-sports game itself.

Factors that affect the level of motivation based on government support, satisfaction and social influence in the involvement of e-sports athletes in secondary schools

Based on the multiple regression analysis performed, a significant factor that contributes to the level of motivation in e-sports involvement is satisfaction. Of these three factors, it was found that the satisfaction factor is the biggest contributor and influence to the level of motivation which is 76.8%. Satisfaction has been widely proven to be a dominant and strong determinant of playing online games (Heikkilä, and Heijden, 2015). It has been empirically confirmed in past research that individuals are more likely to continue playing and engage in e-sports if there is more fun and excitement in playing online games (Boyle et al., 2012). According to Li Liu et al. (2015), e-sports should be seen as a social place because players can use it to develop social relationships and receive feedback from others and provide satisfaction to players. In addition, among the variables that have the biggest impact on the level of motivation is social influence which is 48.7%. Indeed, this is proven by the fact that most individuals participate in e-sports if their peers are players or are participants in e-sports and motivate them to participate in e-sports (Lee, 2009). Social influence is the effort of a person or group to change the attitude, belief, perception or behavior of a person or group. As is known, this e-sports game is played in group form. This can be concluded that social influence is a factor that affects motivation because of the support from friends during the competition.

7. CONCLUSION

Referring to the findings of the study, it can be concluded that the government's support for motivation was at a low level because there is still not much promotion done by the Ministry in organizing e-sports competitions. Satisfaction with the level of motivation is at a high level due to the encouragement from various parties to get involved in e-sports competitions. As for the social influence on motivation, it is at a moderate level. Each of these factors has various impacts on all institutions involved in the organization of this e-sports competition as well as influencing the motivation of athletes to get involved, especially from the satisfaction factor. This fact was supported by Gafor Ahmad (2007) who argues that a person's involvement in sports is driven by a combination of internal satisfaction and linked to external rewards obtained through sports. Psychological researchers also stated that factors such as interpersonal relationships with coaches, family, friends and so on are the motivation of athletes' involvement in sports (Ryan, 2006). From the correlation analysis, it can be concluded that there is a positive relationship between the independent variables between government support, satisfaction and social influence with motivation. Its shows that all three variables have a relationship to the involvement of e-sports athletes. The next findings show that all the variables that are government support, satisfaction and social influence in this study are predictors to the level of motivation which means that these factors can help increase the level of motivation in the involvement of e-sports athletes in secondary schools.

SUGGESTION FOR FUTURE RESEARCH

Suggestions for future research in order to expand the scope of the study is to find other factors that influence involvement in e-sports. Other factors that can be suggested is the parental support factor and other factors are due to the respondents' deep interest, especially in the field of graphics and others. Equal opportunities for female and male e-sports players should not be compromised. Maybe one day the number of female participation in e-sports will decrease because this group cannot deal with the stereotypes thrown against them. The involvement of men and women in e-sports in the 21st century shows that there is an increasing trend in the organization of prestigious sports.

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