Perceived Social Norms in Relation to Internet Gaming and Problems among College Students

Qian Li

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PERCEIVED SOCIAL NORMS IN RELATION TO INTERNET GAMING AND PROBLEMS AMONG COLLEGE STUDENTS

by

Qian Li

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science

Major: Psychology

The University of Memphis

August 2020
Abstract

To better understand college student’s gaming behavior, the present study used an online survey to investigate how college students’ Internet gaming and problems relate to the perceived descriptive and perceived injunctive social norms they hold. It was hypothesized that college students would report higher perceived descriptive norms for Internet gaming frequency and expenditure than their own self-reported behaviors. It was also hypothesized that both perceived descriptive norms and perceived injunctive norms would have a positive relation with Internet gaming frequency and problems. These hypotheses were partially supported. College students reported higher perceived descriptive norms for Internet gaming frequency and expenditure than their own reported behaviors. Additionally, it was found that gaming frequency was positively associated with perceived injunctive norms and Internet gaming problems. Gender differences were found. These findings provide recommendations for Internet gaming problem intervention
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Introduction

High levels of engagement in addiction-related behaviors such as gambling and Internet gaming are associated with increased likelihood of experiencing negative consequences. Consistent with the theory of planned behavior (Ajzen, 1991), perceived social norms have been found to predict the experience of addiction-related problems and levels of engagement in behaviors, such as substance use and gambling among college students (Perkins & Berkowitz, 1986; Cooper, et al., 2016; Larimer & Neighbors, 2003; Sherry, Lucas, Greenberg & Lachlan, 2006). An evaluation of perceived social norms should help us to better understand both the involvement and risk taking of Internet gamers. The purpose of this study was to examine perceived social norms in relation to Internet gaming participation and gaming problems among college students.

Internet gaming

High levels of Internet gaming involvement are associated with various problems for young adults including reduced sleep, attention problems and poorer school performance (Anand, 2007; Gentile, 2009; Rehbein, Psych, Kleimann, Mediasci, & Mößle, 2010; Wang, et al., 2014). The range of Internet gaming disorder prevalence rates for adolescents varies from 1.7% in Germany (Rehbein, Psych, Kleimann, Mediasci, & Mößle, 2010), 8.5% in the US (Gentile, 2009) to 15.6% in Hong Kong (Wang et al., 2014). Kuss (2013) suggested that the wide range of the prevalence rates might be due to several factors, such as diverse conceptualizations of Internet gaming disorder and different measurements to assess gaming problems.

Evidence about problems related to Internet gaming involvements has received consideration as a psychiatric disorder. The fifth edition of the Diagnostic and Statistical Manual had included Internet gaming disorder as a condition for further study (APA, 2013). While in the
11th edition of the International Classification of Diseases (ICD-11), the World Health Organization included gaming disorder as a clinically recognizable mental health problem (World Health Organization, 2018). In the present study, DSM-5 diagnostic criteria of Internet gaming disorder were employed to assess Internet gaming problems.

Internet gaming has become the norm among college students (Greenberg, Sherry, Lachlan, Lucas, & Holmstrom, 2010). Seventy percent of college students reported playing Internet games (Jones, 2003) and 54% of US gamers are men (ESA, 2019). On average, male college students reported spending 16 hours per week playing video games, almost twice the weekly average of 9 hours for female students (Greenberg, Sherry, Lachlan, Lucas, & Holmstrom, 2010). Social motives were often reported reasons for Internet gaming, along with motives of challenge, competition, diversion, arousal and fantasy (Sherry, Lucas, Greenberg & Lachlan, 2006). Therefore, it is important to understand how gamers perceive others’ gaming involvement and how these perceived social norms relate to their own gaming involvement and gaming problems.

**Perceived Social Norms and Health Behaviors**

Perceived social norms have been studied as a way to understand what might lead to engagement in addiction-related behaviors over time, such as substance use and gambling (Perkins & Berkowitz, 1986; Cooper, et al., 2016; Larimer & Neighbors, 2003; Sherry, Lucas, Greenberg & Lachlan, 2006). There are two types of perceived social norms, perceived descriptive norms and perceived injunctive norms. Perceived descriptive norms can be understood as how often or with what intensity individuals perceive their peers engage in a given behavior (Cialdini, Kallgren & Reno, 1991). For example, an individual may perceive that an
average college student plays video games at a certain frequency or spends a certain amount of money on video gaming behavior.

There are several consistent findings regarding the relationship between perceived norms and individuals’ own behavior. First, individuals often overestimate the behavior of their peers. For example, college students tend to believe that their peers consume alcohol at a higher rate than is the actual normative behavior of this group (Perkins, Haines, & Rice, 2005). This overestimation has been found to predict an individual’s own intensity of alcohol consumption (Perkins, 2007) and is thus an important variable to consider when studying the development of an addiction-related disorder over time. If perceived norms surrounding video gaming behavior mirror relationships for other addiction-related behaviors, then we would expect that individuals will likely overestimate how often their peers play video games, and there will be a relationship between how often one perceives that others game and how often they themselves play video games.

The second type of perceived social norms is perceived injunctive norms (Cialdini, Kallgren & Reno, 1991). Perceived injunctive norms are sometimes referred to as “subjective norms,” though in this paper, only the term “perceived injunctive norms” will be used. Perceived injunctive norms can be understood as the degree to which individuals perceive others’ approval or disapproval of a given behavior. For example, an individual may perceive that their close friends and family strongly approve or disapprove of their video gaming behavior.

Perceived injunctive norms typically correlate with how often an individual engages in a behavior. In other words, the more that individuals perceive that their peers (e.g., friends and family) approve of a given behavior, the more likely they are to engage in that behavior. For example, college students who perceive that their family and friends approve of gambling
behavior are likely to gamble with greater intensity (Neighbors et al., 2007). If perceived injunctive norms surrounding video gaming behavior mirror relationships with other addictive behaviors, then individuals who perceive that their family and friends approve of video gaming behavior will play video games at a greater intensity than their peers who do not perceive this approval.

To date, the relation between perceived social norms and individuals’ own video gaming behavior has not been widely investigated. One longitudinal study found that Dutch adolescents who perceived greater approval of video gaming behavior were more likely to report an intention to game than those who reported a lower perceived approval to game (Haagsma, King, Pieterse & Peters, 2013).

**Present Study**

The present study tested whether the relation between perceived social norms and individuals’ own video gaming behavior is similar to the way these variables correlate with other addiction-related behaviors such as substance use and gambling. There are four hypotheses being tested. First, it was hypothesized that individuals would perceive that the average college student plays video games at a higher rate than they themselves do, operationalized by frequency of play and amount of money spent on video games. Second, it was hypothesized that there would be a positive relationship between perceived descriptive norms, individuals’ level of video game involvement and Internet gaming problem severity. Third, it was hypothesized that there would be a positive relation between perceived injunctive norms, Internet gaming problem severity and their level of video gaming involvement. Finally, gender differences were explored, and it was hypothesized that male participants would perceive
a higher level of descriptive norms, injunctive norms, and that they themselves would play video games at a higher rate than their female counterparts.

Method

Participants

Participants were 447 college students who consented to participate in this online research study via the psychology subject pool at a U.S. public university. They received research participation credit for volunteering. Participants had to be at least 18 years old and proficient in English. The mean age was 20.30 (SD = 4.42), and 70% were female. Table 1 displays participants’ demographic characteristics.

Materials

Demographic questionnaire. This questionnaire assessed age, sex, ethnicity, marital status, level of education, and household income.

Video Game Dependency Scale (VGDS; Rehbein, Kliem, Baier, Mößle, & Petry, 2015). The VGDS is an 18-item measure with two items devoted to each of the nine DSM-5 criteria. Each item is scored on a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). For each of the nine criteria, one of the two items devoted to assessing it must have been rated as “strongly agree.” Scores ranged from 0-9, with a score of 5 indicative of an Internet gaming disorder (Rehbein, Kliem, Baier, Mößle, & Petry, 2015). In this study, the continuous total score will be used. Internal consistency in this sample (α = 0.94) was similar to previous study (α = 0.94).

Perceived Descriptive Norms. Two items assessed participants’ perception of average college students’ Internet gaming behavior. Participants were told that “An average college student refers to a college student at your university.” The first item assessed for perceived
frequency of play and asked “How often do you think an average college student plays video games?” with response options being: never (1), a few times a year (2), about once a month (3), about once a week (4), a few times a week (5), or daily or almost daily (6). The second item assessed for perceived financial expenditure on gaming. This was an open-ended question that asked “How much money does an average college student spend on video games PER MONTH on average? (e.g. buying or renting games; buying in-game items; etc).” Each item was used as a continuous scale variable in all analyses.

**Individual Gaming Engagement.** Participants were asked to report their own frequency of gaming and expenditure on gaming. Participants responded to the same questions used to assess for their perceived descriptive norms of average college students’ Internet gaming behavior, except that they were reporting on their own behavior (e.g., “How often do you play video games” and, “How much money do you spend on video games PER MONTH on average?”). The averages of all participants’ responses were used.

**Perceived Injunctive Norms.** This 10-item measure was used to assess perceived injunctive norms to understand participants’ perceptions of family and friends’ approval or disapproval of online and/or offline games. Participants responded using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicated higher perceived approval of Internet gaming. Total scores could range from 10-50. Internal consistency was 0.68 (95% CI: 0.63 - 0.72) in the current sample, which is lower than estimates from a previous modification of this scale for gambling (α = 0.78; Larimer & Neighbors, 2003). Total scores were used as a continuous variable in all analyses.

This measure was adopted from a measure developed by Moore and Ohtsuka (1999) that originally contained 12 statements to assess gambling related perceived injunctive norms. In the
current study, the original measure was modified by replacing the gambling-related behavior with the phrase “playing video games.” Additionally, two items were dropped because this modification process resulted in what appeared to be redundancy in the item pool. For example, two items “My friends would disapprove of me playing pokies” and “My friends would disapprove of me buying a lottery ticket” would have been modified to the same items, “My friends would disapprove of me playing video games.” The other two items, “My family would disapprove of me playing pokies” and “My family would disapprove of me buying a lottery ticket” would have been modified to the item “My family would disapprove of me playing video games.”

**Procedure**

The University’s Institutional Review Board approved of all study procedures. We posted the study’s description via the University’s psychology subject pool. There were 475 participants enrolled in the study. After consenting to participate, eligible participants were asked to complete a questionnaire online including the questions described above and additional questions not relevant to the current study. One reading check item was included (e.g., “For this item, please choose item ‘2’ on a 1 to 4 Likert scale) in the Video Game Dependency Scale, Perceived Descriptive Norms questionnaires and Individual Gaming Engagement to ensure data quality. Twenty-eight participants failed at least one of these reading checks and were excluded from the final database.

**Data Analysis Approach**

Statistical Package for the Social Sciences version 26 was used to test: 1) the differences between perceived descriptive norms and their own reported Internet gaming engagements; 2) gender differences regarding perceived descriptive norms perceived injunctive norms as well as
their own gaming behavior. Data cleaning procedures followed recommendations by Tabachnick and Fidell (2007). Univariate outliers were identified as those cases with standardized scores exceeding $z = +/- 3.29$ on any continuous study variable, which resulted in 27 cases being excluded from analyses. Multivariate outliers were checked using Mahalanobis distance (Tabachnick & Fidell, 2007), and 6 cases that include multivariate outliers were removed from analyses. Little's missing completely at random test (Little, 1988) was performed, all missing data was missing completely at random and less than 5% of data was missing. Visual inspection including frequency histogram, probability-probability plot, and quantile-quantile plot were used to check normality visually (Tabachnick & Fidell, 2007). All variables were normally distributed except perceived descriptive norms for gaming expenditure and participants’ self-reported gaming expenditure. Logarithmic transformations were performed on these two, but the variables, remained non-normal. Consequently, nonparametric tests were used for analyses that involved these two variables, and parametric tests were used for the normally distributed study variables.

Path analysis was performed using Mplus 8 to test the relation between perceived descriptive norms, perceived injunctive norms, individuals’ level of video game involvement and Internet gaming problems. Full information maximum likelihood robust estimator was used in order to handle non-normal data. Standard model fit indices were used to evaluate the goodness of fit of the models (Kline, 2012): Model chi-square and degrees of freedom; Steiger-Lind root mean square error of approximation (RMSEA; Steiger, 1990) with its 90% confidence interval; Bentler comparative fit index (CFI; Bentler, 1990); Standardized root mean square residual (SRMR; Bentler, 1995). Chi-square evaluates statistical significance, and when significant, rejects the null hypothesis that the model fits the data. RMSEA with 90% confidence interval
measure the discrepancy per degree of freedom in a model. As suggested by Browne and Cudeck (1993), RMSEA values below .08 indicate adequate fit and below .05 indicate good fit, with values above .1 indicating lack of fit. Considering recommendation from Hu and Bentler (1999), CFI should be above .95 for excellent model fit, but values between .90 and .95 are often considered acceptable model fit. Hu and Bentler (1999) recommended SRMR values of .08 or below as a good model fit. In addition to these four indices, Bayesian Information Criteria (BIC; Schwarz, 1978) was used to compare between models. BIC differences equal or greater than 10 gives evidence to retain or select the model with the smaller value (Kass & Raftery; 1995).

Results

Internet Gaming Behavior

The average amount of time the sample spent playing video games was about once a month ($M = 3.14$, $SD = 1.77$; Table 1). The average expenditure was $8.76. The majority of the sample (67%) did not report spending any money on gaming behavior. Almost the entire sample (99%) scored below the clinical threshold for Internet Gaming Disorder, with the modal number of symptoms endorsed being 0 (89%) followed by 1 (7%). Table 2 presents the bivariate correlations between the primary predictor variables that were normally distributed: perceived descriptive norms for gaming frequency, individuals’ self-reported gaming frequency and perceived injunctive norms. The correlation between the perceived injunctive norms variable and individual’s gaming frequency was $r = .31$, $p < .001$. The correlation between perceived descriptive norms and individual gaming frequency was $r = .06$, $p > .05$.

Accuracy of Perceived Descriptive Norms

A paired samples T-test and Wilcoxon rank sum test were used to examine the differences between participants’ perceived descriptive norms and their self-reported gaming
engagement. Consistent with our hypothesis, participants reported that “the average college student” \((M = 5.09, SD = .77)\) played video games significantly more often than participants’ own reported frequency \((M = 3.14, SD = 1.77)\), \(t(413) = 21.04, p < .001\). In addition, participants believed that “the average college student” spent more money \((Md = $ 40)\) than participants’ own reported expenditure on video games \((Md = $ 0)\), \(z = -15.31, p < .001\).

**Norms and Internet gaming problem**

Path analysis was used to examine the relation between perceived descriptive norms, perceived injunctive norms, individuals’ gaming engagement and Internet gaming problems. The hypothesized path model (Figure 1) was examined, and it turned out to be a poor fit (Table 3). Considering the severity of the skewness for the individuals’ self-reported gaming expenditure variable, it was determined that the expenditure-related variables may not be appropriate indicators of Internet gaming engagement compared to individuals’ frequency of play. Therefore, the expenditure-related variables were removed from the path analysis (Figure 2). This final model’s fit was good (Table 3). Unstandardized data were reported (Figure 2). We found that individuals’ self-reported gaming frequency was positively associated with perceived injunctive norms \((\beta = .101)\) and Internet gaming problems \((\beta = .100)\). Although the direct effect between perceived injunctive norms and Internet gaming problems was not significant, the indirect effect between perceived injunctive norms and Internet gaming problems through their self-reported gaming frequency was significant \((\beta = .010)\). The rest of the paths were not significant, all \(ps > .05\).

**Gender differences**

Independent T-tests and Mann-Whitney U test were used to examine gender differences regarding perceived injunctive norms, perceived descriptive norms, and participants’ self-
reported Internet game engagement. Results were only partially consistent with the hypotheses. Males ($M = 33.64, SD = 4.24$) perceived important others (i.e. family and friend) as more approving of Internet gaming than females ($M = 31.24, SD = 5.71$), $t(306) = 4.72, p < .001$. In terms of their own gaming engagement, males’ ($M = 4.54, SD = 1.48$) gaming frequency was between once a week and a few times a week. This was significantly higher than females who played between a few times a year and about once a month ($M = 2.54, SD = 1.53$), $t(412) = 12.23, p < .001$. Also, males ($Md = $10, $n = 120$) reported higher gaming expenditure than females ($Md = $0, $n = 287$, $U = 8496$, $Z = − 9.65$, $p < 0.01$, $r = .48$). However, there was no difference in perceived descriptive norms between genders, all $ps > .05$.

**Discussion**

The current study was designed to understand how college students’ Internet gaming and problems related to the perceived descriptive and injunctive social norms they hold. Specifically, this study sought to evaluate whether college students misperceive the descriptive norms for Internet gaming. Additionally, we assessed how perceived norms relate to Internet gaming participation and problems. Lastly, gender differences for perceived norms and their self-reported gaming engagement were explored. Based on the addiction-related behaviors literature relevant to these variables, it was hypothesized that college students would overestimate descriptive norms for Internet gaming compared with their own self-report behaviors. It was also hypothesized that both perceived descriptive norms and perceived injunctive norms would be associated with their self-reported Internet gaming engagement and problems. Finally, males were expected to report higher perceived injunctive norms, perceived descriptive norms, and a higher rate of gaming engagement than their female counterparts.
Consistent with past research on addiction-related behaviors, this study found that participants overestimated descriptive norms for Internet gaming engagement within their community. Specifically, participants believed that average college students at their University tend to play video games more often and spend more money on games than the respondents do. One caveat to this finding is that participants in the present study played video games at a remarkably lower rate than most other college students (Greenberg et al., 2010). Therefore, it is important to examine whether this finding would be replicated in a population of college students who play video games at more typical rates.

As expected, there was a significant relation between gaming participation and gaming problems. However, contrary to our hypotheses, the misperception of gaming norms was not associated with greater gaming participation and Internet gaming problems. Treatments for college students’ substance use and gambling often recommend the use of personalized feedback approaches to correct students’ misperceptions about these behaviors to reduce their substance use and gambling involvements (Larimer & Neighbors, 2003; Perkins & Berkowitz, 1986). However, our findings raised questions about the need to incorporate personalized feedback on descriptive norms in intervention approaches for problem gaming given the non-significant association in the present study. The present study also found that perceived injunctive norms were positively associated with gaming frequency and indirectly associated with Internet gaming problems when mediated by gaming engagement. These findings suggested that peer and family members’ approval of Internet gaming were important to the participants and would affect their gaming participation. Future studies should examine if there is misperception of injunctive norms for Internet gaming.
Gender differences regarding participants’ own gamine engagement and perceived injunctive norms were found, but there were no gender differences for perceived descriptive norms. Males were more likely to report their peers or family members as approving of gaming participation compared to female college students. Additionally, male students tended to play video games more often and spend more money on games than female students.

**Limitations**

Although this study provided evidence to support a model of Internet gaming that incorporates the role of social influence, including descriptive and injunctive norms, it is necessary to address the limitations of this research. The sample used in this study was atypical in multiple ways. All participants were voluntarily recruited via psychological subjective pool and not randomly selected. The sample used in this study also had a below average rate of video gaming behavior and gaming related problems. Thus, this study may have benefitted from the inclusion of individuals who played video games at a greater frequency and more individuals who were experiencing symptoms of Internet Gaming Disorder.

**Conclusions**

Despite these limitations, the present study has several implications for treatment with college student problem gamers. For example, interventions targeting college student Internet gaming behavior should consider including injunctive norms in personalized feedback reports. However, further research is needed to understand whether there is value in including information on descriptive norms of peers. Given the widespread dissemination of social norms-based interventions for other addictive behaviors, this study provided new insights into the role of social norms for Internet gaming interventions to consider normative influences.
References


Kuss, D. J. (2013). Internet gaming addiction: Current perspectives. *Psychology Research and Behavior Management, 6*


doi:https://doi.org/10.1155/2014/874648

Appendix

Tables and Figures

Table 1

*Sample Characteristics*

<table>
<thead>
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<th>Characteristic</th>
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<tbody>
<tr>
<td>Age: M (SD)</td>
<td>20.30 (4.42)</td>
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<tr>
<td>Sex (%)</td>
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<tr>
<td>Male</td>
<td>30</td>
</tr>
<tr>
<td>Female</td>
<td>70</td>
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<tr>
<td>Ethnicity (%)</td>
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<tr>
<td>Asian or Pacific Islander</td>
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<td>Black or African American</td>
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<tr>
<td>Hispanic or Latino</td>
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</tr>
<tr>
<td>Native American or American Indian</td>
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</tr>
<tr>
<td>White or Caucasian</td>
<td>48</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td>Marital Status (%)</td>
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<td>Single</td>
<td>94</td>
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<tr>
<td>Married</td>
<td>5</td>
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<tr>
<td>Widowed</td>
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<tr>
<td>Divorced</td>
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<tr>
<td>Separated</td>
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</tr>
<tr>
<td>Education (%)</td>
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</tr>
<tr>
<td>Freshman</td>
<td>54</td>
</tr>
<tr>
<td>Sophomore</td>
<td>18</td>
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<tr>
<td>Junior</td>
<td>17</td>
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<tr>
<td>Senior</td>
<td>11</td>
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<tr>
<td>Household Income (%)</td>
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<td>Less than $20,000</td>
<td>31</td>
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<td>$20,000 to $39,999</td>
<td>20</td>
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<tr>
<td>$40,000 to $59,000</td>
<td>13</td>
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<tr>
<td>$60,000 to $79,000</td>
<td>12</td>
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<td>$80,000 to $99,000</td>
<td>10</td>
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<tr>
<td>$100,000 or greater</td>
<td>14</td>
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<td>Play video games in the Past 12 months (%)</td>
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<tr>
<td>Yes</td>
<td>79</td>
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<tr>
<td>No</td>
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<td>Play video games in the Past 30 days (%)</td>
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<td>Yes</td>
<td>56</td>
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<td>No</td>
<td>44</td>
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<tr>
<td>Watch video games livestreamings (%)</td>
<td></td>
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<tr>
<td>Yes</td>
<td>50</td>
</tr>
</tbody>
</table>
Play video games with friends in person (%)  
Yes 55  
No 45  

Play video games with friends online (%)  
Yes 45  
No 55  

Play video games with parents (%)  
Yes 13  
No 87  

Play video games with family members other than parents (%)  
Yes 43  
No 57  

Platforms that play on the most (n)$^1$  
- PC/Computer game 106  
- Console game 253  
- Handheld gaming console 57  
- Arcade 11  
- Web browser 39  
- Smartphone/Tablet 220  
- Virtual reality Headset 8  
- Other 36  

Numbers of IGD criteria endorsed based on VGDS (%)  
0 88.5  
1 6.7  
2 2.8  
3 .9  
4 .7  
5 0  
6 .2  
7 .2  
8 0  
9 0  

Participants’ reported own gaming frequency: $M (SD)^2$  
3.14 (1.77)  

Participants’ reported own gaming expenditure: $M (SD)$  
8.76 (17.21)

*Note. 1: Platforms that play on the most: participants could pick more than one option; 2: anchors were never (1), a few times a year (2), about once a month (3), about once a week (4), a few times a week (5), daily or almost daily (6).
Table 2
Intercorrelations between the primary predictor variables that were normally distributed

<table>
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<th></th>
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<td>1. Perceived Descriptive Norms for Gaming Frequency</td>
<td>-</td>
<td></td>
<td></td>
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<tr>
<td>2. Participants’ self-reported Gaming Frequency</td>
<td>.06</td>
<td>-</td>
<td></td>
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<tr>
<td>3. Perceived Injunctive Norms</td>
<td>.12*</td>
<td>.31*</td>
<td>-</td>
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*Note. *p* < .05
Table 3 *Fit Indices*

<table>
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<tr>
<th>Model</th>
<th>Chi-square</th>
<th>RMSEA (90% CI)</th>
<th>CFI</th>
<th>SRMR</th>
<th>BIC</th>
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<td>Hypothesized</td>
<td>70.68, $p &lt; .05$</td>
<td>.418 (.339 -.503)</td>
<td>.567</td>
<td>.082</td>
<td>5761.396</td>
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<tr>
<td>Final model</td>
<td>0, $p &lt; .05$</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2454.144</td>
</tr>
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</table>

*Note. $\chi^2$ = chi square goodness of fit statistic; RMSEA = Root-Mean-Square Error of Approximation; CFI= Comparative Fit Index; SRMR= Standardized Square Root Mean Residual; BIC = Bayesian Information Criteria.*
Figure 1. Hypothesized Path Model.
Figure 2. Final Path Model.

Note. The unstandardized coefficients are presented. Significant relations are presented as bold lines. ***p < 0.001