



Qualitative Study: The impacts of E-sports training developmental group on youth

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Abstract

Electronic sports (E-sports) is a growing form of team competition conducted through electronic systems and devices. With the development of technology and popularization of the Internet, electronic sports are regarded as one of the upcoming trends for youth in this generation. According to the research conducted in the recent years, there are more and more youth willing to be involved in this industry and having positive feedback. Also, e-sports became the demonstration project of Asian games in 2018. As a result, this give rise to the concern of the social work field and some youth service centers started to organize E-sports related activities.

However, not all the people in our society are holding a positive attitude towards E-sports and consider E-sports may bring negative impacts on youth participants while there is no consensus on whether E-sports group in youth service bring positive or negative impacts on youth service users. This research was conducted in the form of qualitative study while 4 youth and 2 social workers who are experienced in E-sport training group in the recent were invited to be interviewed. A positive result was conducted on answering the research question and different impacts was discovered in this report. In this study, researcher aim to find out the impacts brought by the E-sports training developmental group and conduct an in-depth analysis to explore the question of “How the group gives impacts' ' and “Why are there different impacts on youth”.

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Content Page

	Page
Chapter 1 Introduction	7
Chapter 2 Literature review	8
2.1 Definition of youth	
2.2 Virtual community	
2.3 E-sports	
2.4 E-sports in Hong Kong	
2.5 E-sports training	
2.6 Impacts of game and sports	
Chapter 3 Theoretical framework	12
3.1 Erik Erikson's Stages of Psychosocial Development	
3.2 Experiential Learning Theory	
3.3 Tuckman's stages of group development	
Chapter 4 Research methodology	15
4.1 Introduction: Research methods of this research	
4.2 Research objectives	
4.3 Research Background	
4.4 Research method	
4.5 Research Limitation	

Chapter 5 Data Analysis 18**5.1 Findings**

5.1.1 Impacts in social aspect

5.1.2 Impacts in personal aspect

5.2 Discussion

5.2.1 Explanation of impacts brought

5.2.2 Factors affect the impacts of eSports training groups on youth

5.2.3 The involvement of social workers and instructor

5.2.4 Combination of E-sports training and Social work elements

Chapter 6 Conclusion 36

6.1 Conclusion of the findings

6.2 Other thoughts and reflections of the researcher

Reference 38**Appendix 40**

Chapter 1 Introduction

Electronic sports(E-sports), is a growing form of team competition conducted through electronic systems and devices which include online games while some may call it as professional gaming (Carbonie, 2018). With the continuous improvement of technology in the past few years, the development of E-sports has rapidly become an emerging industry in many parts of the world. E-sports has gradually become an internationally recognized sport. (Hallmann, 2018) For example, E-sports is listed as a demonstration project of the Asian Games held in Jakarta and Palembang in Indonesia in 2018. It will become the official competition of Hangzhou Asian Games in 2022.

In Hong Kong, the government supports the development of e-sports and that will be included in the scope of innovation and technology policies at this stage. (Legislative Council, 2018) Therefore, some youth service centers have begun to organize e-sports related activities or group activities which aim to attract young people participating in the center and to facilitate their development through the training process. However, the public responds differently. Numbers of parents still hold a negative attitude toward E-sport due to the worry of Internet addiction. There is no consensus has yet been reached. People tend to question the impact and effectiveness of e-sports on the personal growth of teenagers. In this essay, we will interview youth and social workers to explore the impacts of E-sports training developmental groups on youth.

Chapter 2 Literature review

2.1 Definition of Youth

The United Nations sets the age range of young people at 15 to 24 years. Different countries or regions have slightly different definitions of young people's age, but according to the Census and Statistics Department, the Hong Kong government also treats people between the ages of 15 and 24 Defined as a youth. (Census and Statistics Department, 2013)) According to the schooling system in Hong Kong, it is at the age of three and four at the age of fifteen, at the age of eighteen to nineteen when graduating from secondary school, and at the age of twenty-four, it has mostly graduated from college or has worked for one to two years.

2.2 Virtual Community

With the development of electronic technology, those early text-based community virtual systems evolved into virtual communities (Jäkälä and Pekkola, 2007). As the Internet has become common in our society, the information systems provide people a shared space that enables them to communicate with others and engage in meaningful collaboration in different ways, such as playing games together, online chat, daily share or even meeting new people from different backgrounds (Franceschi, 2009).

Additionally, games have been considered by society to provide elaborate and well-decided challenges to help players achieve a sense of accomplishment, improve concentration and gain the feeling of engagement while sometimes people may not be able to gain in reality (McGonigal 2011).

Although online games are traditionally regarded as a form of entertainment while E-sports is an integrated form of gaming, online games have also become a means of encouraging attention and cognition, initiative, adaptability, positive well-being, learning new skills, correcting problematic behavior and improve problem-solving skills (Adachi and Willoughby 2012).

2.3 E-sports

More than a decade ago, e-sports was defined as the field of physical activity where people use information and communication technologies to develop and train their mental or physical abilities (Wagner 2006, p. 441). Now, E-sports is known by many synonyms while electronic sports, games, online sports, competitive cyber games and virtual sports can be defined as one kind of E-sports (Jenny et al., 2016). However, such a definition does not properly incorporate the competitive aspects of esports (Jenny et al., 2016). Recent definitions have described E-sports as a form of sport, which has rectified this problem by promoting the main aspects of sport through electronic systems. The input of players and teams and the output of e-sports systems are realized through human-machine interfaces (Hamari and Sjöblom 2015). All in all, they are regarded as competitive and organized computer gameplay (Witkowski 2012).

The origin of E-sports can be traced back to the late 1990s. With the rise of the game "StarCraft", broadband accessibility has increased, thereby establishing a strong gaming culture similar to major sports leagues (Wagner 2006). Today, common types of E-sports now include first-person shooters such as Counter-Strike (Wagner 2006),

real-time strategy games such as StarCraft (Seo 2013), and multiplayer online battle arenas such as League of Legends (Nuangjumnong 2015).

2.4 Esports in Hong Kong

According to the Cyberport report, Hong Kong's E-sports industry currently has more than 300,000 game players, and more than half (55%) are between 18 and 21 years old. (Cyberport, 2017) At the same time, according to an online survey conducted by a youth service agency, about 10% of young people aged 15 to 29 in Hong Kong expressed interest in engaging in E-sports because of the positive personal experience. (Hong Kong Federation of Youth Groups, 2018) Achieving goals, overcoming difficulties, releasing pressure, socializing, and enjoying purpose are the reasons for young people engaging in E-sports. (Carbonie 2018) With these positive experiences, it is believed that the e-sports training developmental group is giving great impacts to those youth involved. However, there are opinions on E-sports causing the issue of internet addiction.

2.5 Esports Training

As mentioned earlier, engaging in E-sports is different from traditional sports because it is almost entirely performed by digital media while more emphasis is placed on connections through social media platforms (Kaytoue et al., 2012). E-sports requires players to have continuous training and learning while routine training helps players develop competitive gaming skills, communication skills, ability to cooperate with others and calmness (Seo and Jung, 2014). Research on player learning emphasizes the different stages of continuous enjoyment, struggle, achievement, frustration, and recovery of players (Kim and Thomas 2015).

2.6 The impacts of Games and Sport

The importance of intrinsic motivation for participating in online games and E-sports makes people realize that players believe that they can gain benefits and realize personal value through personal development in E-sports games. Research in traditional sports has also determined the intrinsic motivation for athletes to participate. The similarity of these motivations also highlights how E-sports can be used to develop a positive personal experience, just as in sports. Active youth development is an overall framework designed to understand the power of youth (Johnston et al., 2013) and how youth have the inherent potential to await development (Holt 2007).

Sports is a popular context for exploring active youth development in literature, because it provides an opportunity for active youth development through an environment where participants can feel psychologically and physically safe to develop interpersonal relationships, sense of belonging, and build skills (Holt, 2007; Danish et al., 2004). In sports, youth have the opportunity to interact with mentors and peers so that they can learn important skills such as perseverance and teamwork (Holt 2007). The benefits identified in sports research mainly cover areas of psychological and social development while mainly include teamwork, initiative, social skills, and benefits related to self-perception such as development on self-esteem, identity and personality (Danish et al., 2004; Holt, 2007; Johnston et al., 2013). There are also long-term benefits, such as adult career achievements (Fraser-Thomas et al., 2005) and interpersonal networks (MacDonald et al., 2012).

From literature review, there is limited research to explore the influence of the E-sport for the youth. Therefore, there is a research gap. In this study, the impact of the E-sport training group on youth will be studied.

Chapter 3 Theoretical framework

Erik Erikson's Stages of Psychosocial Development

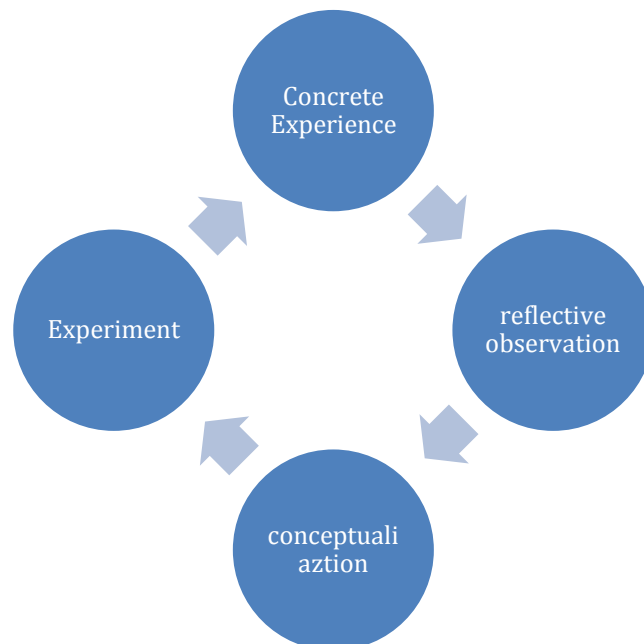
According to Erikson's psychosocial developmental theory, different stages of life will have different growth challenges. Adolescents (12-18 years old) are in the stage of self-integration (identification) and role confusion. Individuals in this stage face physical and mental changes and often feel confused on their own while if they cannot achieve self-identity, it will cause role confusion. (Cherry, 2018) At the same time, individuals in the stage of early adulthood seek for closer relationships. If an individual fails his developmental mission which is to build up an intimacy relationship with others, the issue of isolation and sense of loneliness or even depression will be resulted. (Cherry, 2018) In this study these two stages will be most considered based on the definition of youth.

Also, systematic and organized sports can bring positive physical, psychological, and even social development to children; on the contrary, sports without the guidance of the correct third party may also develop deviations for them including fraud and violence and rogue behavior because they fail to overcome their development mission in each stage (Thiborg, 2009)

Experiential Learning Theory

This theory emphasizes the orientation of learning. All learning starts with experience. In the process, through sharing and introspection, in-depth processing and transformation, in-depth processing and transformation of experience become personal information and verify its authenticity through practice. Continuing to enter another experience brings another learning cycle. (Gentry, 1990)

Through sharing and reflection, practice profoundly solves and transforms the experience. The formation of the experience learning cycle is divided into four stages: concrete experience; reflective observation; conceptualization; experiment. (Smith, 2016)



Tuckman's stages of group development

This theory assumes that the team cannot be expected to perform well when the group is established. Forming a team is like maintaining a relationship. It takes time, patience, support, and effort while members usually go through recognizable stages that change them from being a collection of strangers to a unified group with common goals. Based on these assumptions According to Bruce Tuckman, it proposed a five-stage model: Forming, Storming, Norming, and Performing to form and develop a group. (Zhen, 2017)

This research aims to study what impacts will be given to youth in a group work setting. It is believed that the development stage of the group may give us a clearer vision while group members in each group stages may receive different experiences or challenges while these may transform to the impacts brought by the group and we can discover if the group development stage in esports training group may bring different influences towards youth members. In the following, this study will use this model as one of the theoretical frameworks to analyze the data collected.

Chapter 4 Research methodology

This study is qualitative study with the use of semi-structured in-depth interviews, which helps to deeply understand the inner feelings of youth when participating in the E-sports training group and their learning during the entire training process, as well as to understand if the integration of E-sports social work element can bring more impacts on youth and how it works.

4.1 Research objectives

Aims

The aim of the study is to explore and to have a broader discussion on the impacts brought from the involvement of E-sports training groups in the youth work setting.

Objectives

1. To gender a complete review of relevant literature and to study what impacts were brought by the E-sports training developmental group
2. To strictly review the perspective and opinions of the interviewees and list out the findings found based on the transcripts recorded
3. To further analyze what factors are discovered which can change and manipulate the impacts of the E-sports training group on youth members

4.2 Research Background

In this study, it is assumed that the E-sports training developmental group brings both positive or negative impacts on youth members. At the same time, the group is developing and members are receiving experience during the process of participating

in the group which is the application of experiential learning cycle and development stages of the group.

4.3 Research method

4.3.1 Participants

Qualitative research methods used. Focus group approach applied in the study. Youth and social workers who actively participated in the E-sport training group were recruited in the study. A researcher has good social networks with these groups.

Four youth interviewees and two social worker's interviewees who have experience participating in the E-sports training group were invited to attend an interview session with the researcher. Their background information which will be useful in this study are shown in the following table

4.3.2 Online interview

The proposed interview was conducted face to face. However, because of the situation of COVID-19, the interview was conducted through the internet and recorded.

Youth interviewees

	age	Sex	Status	Experience in esports group	Way of participation
Youth interviewee 1	23	M	Working	2 years	Outreach
Youth interviewee 2	19	M	Studying	2 years	Friend introduction
Youth interviewee 3	17	M	Studying	4 to 5 years	Outreach
Youth interviewee 4	18	M	Studying	0.5 year	Friend introduction

(Table 4.4.2.1 Information of youth interviewees)

Social worker interviewees

	Experience in E-sports group	Service Field
Social worker interviewee 1	2	Youth
Social worker interviewee 2	3	Youth

(Table 4.4.2.2 Information of social worker's interviewees)

4.4 Research Limitation

There are several limitations to this study. First, face to face interviews have been failed to conduct due to the situation of COVID-19. Second, the study recruited four male interviewees because the invited female interviewee refused because of personal issues. Third, the research was limited in one district with the reason of limited resources and temporary closure of most of the youth related to the situation of COVID-19. Also, the research was limited to qualitative research methods and no quantitative data conducted.

Chapter 5 Data Analysis

5.1 Findings

This study aims to discover the impacts of E-sports training developmental groups on youth. After conducting interviews with several youths and social workers who had participated in the relevant groups, the researchers made different discoveries based on the content of the interview. In the following, those findings will be listed out as the impacts on social and personal aspect.

5.1.1 Impacts in social aspect

Expand social circle in real life

According to the interview, all interviewed youths who have participated in the E-sports training group said that the group effectively expanded their social circle, mainly because the group is composed of youth from different backgrounds with the same goals and passions. That make them easier to develop social relationships with each other. Moreover, they also mentioned that the experience of participating in different competitions and related activities help them to gain more social experience with others which enabled them to expand their social circle in real life.

Mentioned by youth interviewee 3, he was not interested in school life before he joined the E-sports training developmental group and he seldom goes to school. After joining the E-sports group, he built up a better relationship with his classmates because he shared the same interest in E-sports with his classmates. That motivated him to go back to school.

Also, both interviewed social workers shared that there were several cases that expanded their social circle in school after joining the group and they reported that it is mainly because of their promotion in communication ability.

Improved communication skill and teamwork

“As the members in the group come from different backgrounds and age groups, I learned different ways to communicate with others” answered the youth interviewee 4. The development of the virtual world helps people to have shared information and break the limit of text-based community. As a result, as one form of the virtual community, eSports can recruit people with different backgrounds and this generates a good opportunity for group members to get in touch with different people which help them to improve their communication skill.

Moreover, the E-sports game required teamwork while teamwork demanded communication to complete. Based on the content of the interview, youth interviewee 2 said that “Coach and social worker discovered that I am being passive and refuse to communicate with teammates at the start of the group and their positive guidance and interpretation during the group process enabled me to start the conversation with other teammates to win games” While he also said that the training group makes him learned how to communicate with others and become more daring to share feelings with others. It shows that the communication elements contained in E-sports encouraged youth to have more experience in communicating with others. Moreover, the reviewing session

in the training group also helps youth members to find out their communication issues and then find a solution to fix them. Similar to youth interviewee 2, youth interviewee 3 and 4 mentioned that they improved their communication skills and became more willing to communicate with others as well.

While all interviewees agreed on the e-sports training group to help them to improve communication, they also connected the communication skills to teamwork and claimed that the team style of the group encourages them to cooperate with teammates and discover their specific position in the team.

Better relationship with family

Also mentioned in the interview content, youth interviewees 1 & 3 indicated that their family relationship becomes better after participating in the training group. They explained that it is mainly because they show their family a serious attitude towards the eSports group and being more responsible during the process. They believed that their positive changes in the process are one of the reasons that their family relationship becomes better. Also, the researchers found that both interviewees made commitments to their families and began to communicate more with their family members. Researchers believe that the e-sports training team not only helps young people understand themselves and grow up through training, but also the involvement of social workers allows parents to know more about their children at the same time, which improves their relationship.

As mentioned by youth interviewee 1, his family began to greet his participation in the group and the results of the competition when his parents realized that eSports is not a wasteful behavior but something he is interested in and willing to do better. He claims that the group became a platform for him to share his feelings with his family to achieve mutual understanding at the end. Moreover, the youth interviewee also mentioned that he has more communication with his family while he participated in this group.

5.1.2 Impacts in personal aspect

Better emotions control

“Different from the old days, I started to be aware of emotional control, and after participating in E-sports training developmental group. Now I will make use of a different method to cope with my emotions to prevent people in my surrounding suffering.”, “learned how to transform and accept negative emotion”, “The reviewing session in the group helped me to discover my emotional issues' ". Those were answers from youth interviewees while asking them how E-sports training groups influence their personality and real life. The E-sports training developmental group has promoted youth's ability on controlling their emotions.

Based on the data collected, it is believed that the experience brought by the group enabled the group members to directly face up their emotions. Mentioned by youth interviewee 4 “The reminder given by the instructor and social workers in the debriefing session allowed me and my groupmates to review and share our feelings while helping me learn how to transform and accept those negative emotions.” Also, social worker interviewee 1 claims that the experience of winning and losing allows social workers to get in touch with the emotions triggered by the youth and to intervene immediately while this kind of intervention helps a lot in promoting service user's ability on emotion control.

Acceptance on failure or success

When asking about the learning of winning and losing experience in the group, youth interviewee 2 said that he learned that life is not just a game while everyone has their advantages and disadvantages in different work or study. The experience of winning and losing teaches him to understand victory or being good at something is not inevitable, but the most important part is the attitude towards failure. Learning from failure will make his life more fruitful and meaningful. Additionally, other youth interviewees also agree that the training group facilitates their acceptance of failure. Said by youth interviewee 1, “I learned how to accept failure and not giving up easily” and interviewee 4 answers that the experience enhances his confidence in not being afraid to face up flunk but focusing on how to put more effort into the process to avoid losing again.

According to these answers, there is doubt that the competitive elements and the process of seeking success in the group are helping them to have a positive view of both failure and success. Also, both of our social worker interviewees mentioned that those competitive experiences help them to provide feedback towards youth and positive debriefing sessions to make them understand that failure is necessary and indispensable during our lifetime to achieve goals.

Sense of accomplishment

Refer to the interview with youth interviewee 3, he emphasizes that the training group gave him a sense of accomplishment. He claims that the process of organizing and completing the competition with his team members will make him feel a sense of accomplishment while he can seldom gain in his school life.

Based on the theory of Erikson's Psychosocial Developmental Stages, this sense of accomplishment is necessary for a youth to build up their sense of self or personal identity, or otherwise youth in this stage may suffer in role confusion. As mentioned in the theory, good completion of each developmental stage may result in positive personality and behavior. In contrast, failing to overcome the crisis produces problematic behavior. However, youth interviewee 3 shared his experience of not having many opportunities in school or daily life to gain accomplishment in his surroundings or to explore his ability. It is believed that there are numbers of students with different talents but not in academics may also suffer from the same issues and not be able to explore their own identity in school because of the examination-based education system in Hong Kong. In this case, youth interviewee 3 shared his experience in gaining a sense of accomplishment in the training group by joining several E-sports competitions and being a team leader during the process.

Enhanced learning motivation and initiative

There are several times that the interviewees start to mention their changes in real life after participating in the E-sports training developmental group during the interview. Researchers discovered that one of their common changes is their promotion in learning initiative. Youth interviewees 1, 2, and 3 claims reported that the training group makes them motivated to learn new skills and knowledge in real life. At the same time, the two social workers interviewed stated that many service users did become more active in daily life and learning after participating in the group. Two of the social workers cited different case examples. For example, young people became more active in school after participating, or unemployed young people were determined to work hard after being motivated to join the group. However, the two social workers explained that they believed in the experience of being rewarded after working hard in the group so that they got the feeling of success and happiness that they usually do not have in daily life or study, so they can gain confidence in learning new things.

Additionally, when the topic came to a memorable scene in the group, youth interviewee 3 mentioned that the visiting, learning, and sharing experience in the group enables him to be the initiative to seek for advice to improve or learn new skills in real life. He underlined that the sharing experience after eSports competition or training make him realize that his surroundings welcome his question and the successful learning experience improves his self-confidence to being active to learn from others and stick to his interest. Also, other youth interviewees claimed that becoming more initiative than the past is one of their changes during the group process.

Ability on self-reflection

Social worker interviewee 1 mentioned in the interview that the main expectation and purpose of organizing the e-sports training group at the beginning was mainly to improve youth's ability to set life goals, self-awareness & reflection and improve their self-understanding to enable them to regain their interest in learning and put their effort in real life.

As mentioned above, one of the desired objectives has indeed been achieved, but it does not mean that other objectives will also be achieved at the same time. To prove that the influence brought by the group cannot be solely based on the purpose of the group, but more importantly, we need to know if the group members are affected or changed after they participate in the group. In the part of self-reflection ability, it is not difficult for researchers to revisit the content of the interview and discover that all youth interviewees emphasized they are trained in a team style during the training process. Compared with playing games alone, they claimed that team style forced them to avoid blaming teammates but think about how they can play a bigger role leader? in the team and progress together with teammates. Besides, all 4 young interviewees mentioned that the review and commentary part of the group allows them to understand their strengths and weakness in the sharing of team members, thus starting to change their thinking mode to self-reflection instead of blaming others as in the past.

Goal setting and career planning

Goal setting as one of the initial objectives mentioned by social worker interviewee 1 and eSports as a new industry also known as a new sport, it is believed that this training group may help youth who are interested in E-sports to have a better understanding of the industries to enhance their ability on career planning. Also, the competitive element involved in eSports may help them to set up a clear goal for them to achieve during the process.

Based on the content of the interview, it is believed that the training group has more impacts on promoting youth's ability to set a goal. Mentioned by youth interviewee 3 “The group changed me who used to only play games in the past. Now I am more willing to learn different things and I have a clear goal which motivated me to overcome different challenges in reality” Based on the interview’s feedback from the interviewees, the competitive elements and systematic training did help youth members to set up their specific goal and pay their effort to achieve it. It is believed the positive experience in goal setting and achieving during the group process helps the youth know how to clarify their identity and ability to set up a visible goal for themselves. However, youth interviewees did not mention the group helping him with goal settings but only claimed that the experience in the group process helped him to get more knowledge about E-sports.

Responsibility and Self-demanding

“There will be more sense of responsibility in life than before, and at the same time, I become more pursued at work, hoping that what I have learned can be done better and

faster.”, “I become more responsible to others in real life as I discover that my irresponsible behavior may affect others.” These are changes mentioned by the youth interviewees while both youth interviewee 1 & 3 emphasize on this while asking them if there are any changes after they joined the group. Additionally, youth interviewees 1 & 2 & 3 mentioned that they become more self-demanding after participating in this group. While asking them the reason behind, their answers are similar and related it to the process of seeking victory.

Leadership

In the interview, the improvement of leadership skills was also mentioned. Among the two interviewed teenagers who served as captains in the team, they said they learned how to lead the team and take care of other members. The youth interviewee 3 mentioned that the reason why he was promoted to leadership in the process of the group was mainly that the group allowed him to practice and learn that he did not usually have in school and daily life, and the group was just providing him Opportunity to try to be a leader. Also, youth interviewee 1 stated that as a team leader, he learned how to deal with the relationship between people and cooperate, and would have more contact with the leading social worker to communicate and report on the status of the team and members which allowed him to learn how to lead the team in the process. Although youth interviewee 2 is not the leader in the team, he also dedicated that he learned from his team captain on how to lead a team while he thinks that he is not good at leading a team.

Before jumping to discussion, the summary content of the interview can be referring to appendix (Appendix A & Appendix B & Appendix C & Appendix D)

5.2 Discussion

5.2.1 Explanation on impacts brought

After listing the above findings, it is not difficult to find that most of the group's impact on young people comes from the group experience. For example, the young people interviewed said that they have learned leadership skills and social skills in the group. These changes are their experience as a team leader to lead the team and the opportunity to socialize with others in the game so that they can learn in the group. However, this does not mean that young people can have the same learning as long as they have the same type of experience in other situations. The researchers found that the seriousness of the group will be a key factor that affects whether young people can be affected by the group.

When asked about what's the difference between an e-sports training group and normal gaming, whether they are young people or social workers interviewed, they can point out that the seriousness and systematic training in the group are very different from general gaming. At the same time, they also mentioned that the group is more targeted than daily games. It is believed that their serious attitude towards the eSports training group enables them to learn and reflect on their group experience.

Moreover, according to the experience learning circle, 4 steps are required to complete the entire learning process: Concrete experience, Reflective observation, Abstract conceptualization, and Active experimentation while researchers found out that the entire content of the e-sports training team contained the important elements of the above steps.

Based on the data collected, it is believed that normal eSports training groups included e-sports training, reviewing sessions, sharing sessions, competition, and visiting activities. With these fruitful contents, it is believed that each group member may have their specific concrete experience. After providing youth a concrete experience, the reviewing and sharing session with the guidance of social workers may enable youth to reflect their observation during the process and discover their new concept after thinking. Lastly, the practice opportunity in competition may allow youth to have their active experimentation which results in their learning.

5.2.2 Factors affect the impacts of eSports training groups on youth

In the process, it is expected that teenagers will be affected differently due to differences in inexperience. However, when collecting data and interviewing, the researchers found a question worth discussing, that is, what factors will change the impact of the E-sports training group on young people, and the researchers analyzed the length of time that the young people participated in the group, the role and the intention will make the team have different effects on them.

Take the 4 interviewed youths as an example. Among them, interviewee 4 has only half a year's experience in participating in the e-sports training group and several others have around 2 to 5 years. Revisit the content of the interview, the youth who received the e-sports group training for a shorter period. The group's influence on him is mainly emotional management, social skills, and initiative while other youth who participated in the group for a longer period mentioned more impacts brought by the group such as family relationship, sense of responsibility, personal awareness, and reflection, and sense of accomplishment. Additionally, it is also obvious that the group requests both times and conflicts to develop from forming to other stages. In this case, as mentioned by youth interviewee 4, he only participated in a total around 8 group training sessions and it is obvious that the group stuck in the forming stage. In contrast, other interviewees with a longer period of participating in e-sports training groups may experience their group development and gain experience in different group development stages including Storming, Norming, Performing, or even Adjourning mentioned by youth interviewee 1. As a result, it is believed that the longer period of participating in the e-sports training group, there will be more impacts brought by the group as there will be more new experience appear.

Not only how long the youth participated in the training group may affect the impacts of the group, the youth's role in the group matter as well. Referring to the findings mentioned, both youth interviewees 1 and 3 are the captains of their team and they claimed that this role in e-sports training enhanced their ability in leadership and cooperation with other people. Additionally, the youth interviewee emphasized that being a captain in his team enables him to have more chances to get in touch with the

social worker to report the group learning process and their daily life. He believed that this factor also makes him more responsible for others in real life. While others two interviewees are not the captain of their team, they mentioned that their role as a learner and supporter helps them to become more initiative to speak their feelings and thoughts which help their team to improve in the reviewing session.

Refer to the content conducted, both youth interviewee 3 & 4 see eSports as an industry that they want to be involved in the future while they join the E-sports to gain more understanding about the industry. At the same time, interviewees 1 & 2 dedicated that they are interested in e-sports and enjoy playing with teammates who had the same objective in winning while they did not expect themselves to be involved in the industry. In this case, researchers discovered that both youth interviewees 3 & 4 with the same intention mentioned that they learned to be initiative to ask questions and share experience with others while the other two interviewees focused on being initiative to express their feelings and thought. So, it is suggested that the intention of the youth may make them receive different learning as their initial objectives are not the same.

Last but not least, the researcher also discovered that the age of the participant may affect his learning in the group. Based on the stages of psychosocial development, youth aged from 12 to 18 are searching for a sense of self-identity while youth aged from 19 to 30 may seek an intimate relationship with others. Put youth interviewees 2 & 3 as our example, when researchers review on the interview content, youth interviewee 3 emphasize on the sense of accomplishment gained while youth interviewee focused on

he built up a strong sense of belonging and the group helps him to avoid the feelings of loneliness. As a result, it is believed that the age of the youth may affect the group's impacts on them as well.

5.2.3 The involvement of social workers and instructor

To explore this issue, the theoretical background of this research plays an important role. First of all, in the experiential learning cycle, young people not only need concrete experience to complete the entire learning process. In the process, whether youth can reflect on the experience from different angles and turn the experience into concrete concepts is also very important. The participation of social workers and instructors in the group helps them to gain specific experience and can be guided in the review section and sharing time which enables them to receive impacts. On the contrary, if there is no guidance from a third party during the game, the youth may not be able to connect the learning from the game with reality and gain specific impacts in their real life. Just as various interviewees said during the interview, daily gaming is different from the eSports training group while the atmosphere is much more serious and the involvement of social workers enabled them to learn. Also mentioned in the content, several youth interviewees mentioned the involvement of social workers and see them as an important supporter in the group to help them learn from their experience and negative emotions.

Also, as mentioned above, different stages of group development can give youth participants different influences. However, in each stage, the team will face different challenges and targeted activities are needed for the group to evolve from one stage to another stages. Therefore, a leader and clear guidance are needed in the group. In the early stage of the group, the social worker can effectively arrange appropriate activities and lead discussions as the leader to let the group enter the various stages after the

formation period. Later in the group members being able to drive the development of the group, social workers can guide the group members to grow and learn in the process of group development.

In addition to the above, youth in adolescence and early adulthood may require support from surrounding to finish their developmental mission. As a result, the involvement of social workers and instructors can be seen as an authority in the group who will be able to provide support or affirmation towards those youths. Moreover, their appearance in the group may also help youth members to gain accomplishment while giving them positive guidance to explore their sense of self and further build-up trustful relationships with youth to provide youth a relationship with commitment and care.

5.2.4 Combination of E-sports training and Social work elements

During the process of collecting data and conducting interviews with those interviewees, researchers gradually gained a deeper understanding of the e-sports training group and also analyzed different effects of the group on teenagers. However, the question of why should we combine eSports and social work always appears in the researcher's mind. Finally, the process of collecting data and communicating with those experienced youth participants and social workers in this study allow me to answer this difficult question. Of course, young people's feedback gives the researchers a clearer direction. At the same time, revisiting the feedback from the visiting social workers provides the researcher with an initial answer.

Mentioned by social worker interviewee 1 “E-sports are likely to trigger emotions among them. In the process of review and intervention, youth learn more in reflection and finally try to change themselves or improve problematic behaviors. I believe that it is because the experience in the group is specific for them and easy to delink with a realistic example.” Also, both social worker interviewee dedicated that not every youth receive a positive experience in school. There is always a reason causing them to hide in the virtual community and eSports training group is no doubt a suitable group work to reconnect them to reality and real life. Analyzing through these feedbacks, the researcher believed that numbers of intervention opportunities provided by e-sports training developmental are the reason why we should link social work with e-sports. Additionally, the researcher discovered that both interviewees emphasized that social workers should be innovative and held activities that are suitable for service users but not only repeatedly held the same group work expecting the same result will be conducted. At the same time, the researcher found that compared with traditional activities, youth believed that e-sports training groups are more attractive and bring more impacts on themselves.

Chapter 6 Conclusion

6.1 Conclusion of the findings

To conclude this study, the overall impacts of the e-sports training developmental group are positive based on the data collected. All of the interviewees dedicated that the eSports training developmental group bring positive influences towards themselves or their youth service users while they gave positive feedback of the group work and those negative feedbacks caused by the limitation of resources or result of positive changes they mentioned.

Additionally, after a long process of analyzing the data collected from interviewees and theories, it is believed that the impacts of eSports training developmental groups on youth can be affected by several factors including, participant's intention of joining the group, duration of participation, roles in the group and their age group. At the same time, the participant's attitude towards eSports training would directly decide if they can gain positive learning from the fruitful experience provided by the group and the impacts of the group are mainly a result of the concrete experience during the group process.

Last but not least, the data collected also tells us that both social workers and instructors are playing an important role to bring those impacts and learning to youth members and their involvement may activate youth's reflection and learning. Moreover, this study not only certifies that the eSports training group brings positive impacts to youth but also its attractiveness and innovativeness in this generation while this group contains

numbers of concrete and understandable experiences for youth which help youth to reconnect from virtual community to reality and having actual changes.

6.2 Other thoughts and reflections of the researcher

This research is no doubt a valuable experience for researchers to discover the impacts of the eSports training group on youth and seek a deeper understanding of the e-sports group through the process of analyzing why and how the eSports training group can bring impacts to those youths. However, there are still many myths about eSports training in youth service awaiting further investigation and study as it is a new and innovative project just started in Hong Kong's social work field and there is little local research conducted. For instance, it is suggested by researchers that specific studies such as "how eSports can promote youth's resilience or mental capacity" can be conducted while these studies can help the community gain a better deeper understanding of eSports and its effectiveness on the social work field.

Moreover, there are several factors that researchers think that are important and interesting but not able to conduct in this study due to the limitation of available interviewees and resources. First of all, gender factors. In this case, the researcher is curious if the gender of the youth may also affect the impact brought by the group while it is known that there are more and more female youth involved in the eSports training group. However, because of the limitation of available interviewees while two female youth invited interviewees are not free because of the exam period and refuse the interview invitation. As a result, the researcher in this study is not able to conduct an answer to gender factors. Second, the researcher is initially willing to study if the

district of the youth center may affect the impacts brought by the group work. Unluckily, the researcher discovers that to finish the study in this factor, many resources are required including time, money, and contacts with centers in the different districts while it is impossible for researchers to finish all interviews in 18 different districts in Hong Kong within the time limit of this study. Last but not least, also due to the limitation of resources, there is no quantitative data collected in this research while the researcher initially prepared self-esteem scale and mental capacity scale to discover both how many changes and how much was changed during the group process. Unfortunately, these scales are not being used in this study with consideration of the time cost and content limitation of this study.

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Appendix A: Question prepared for interview (Youth)

訪問前準備問題

青少年部分

Age:

Education level:

Economic status:

你是如何參與和認識到電子競技小組?

為什麼一開始會有興趣參與電子競技小組?

你參加小組時家人知悉嗎?

當家人知悉後，他們有什麼反應?

你認為參與電子競技訓練小組與平常自己 and 一班朋友玩遊戲有什麼分別?

你認為你自己一個在家玩遊戲會有像電競小組中的學習嗎?

可以分享一下電競小組除了玩電子遊戲之外有什麼特色?

參與小組時，你通常會扮演小組中的什麼角色?

你認為你的角色有令你在小組中有什麼不一樣的學習或者體會嗎?

競技遊戲當中強調勝敗，當中面對的失敗有否曾令你在過程中想放棄?

如有，最後你又為什麼會堅持?

當中勝負既經歷有冇令你學習到除了遊戲智識以外的東西?

你自己認為參與小組的過程中你在現實中也有所成長嗎? 最大得著又是什麼?

你覺得小組既經歷有沒有令你的生活或性格受影響或者改變? 你認為是正面還是負面呢?

最後你認為電子競技訓練小組與傳統的小組活動有什麼不同之處?

Appendix B: Question prepared for interview (Social worker)

訪問前預備問題

社工部分

服務單位:

服務類別:

為什麼會有想法去推行電子競技小組?

你有多少年帶領這類小組的經驗?

曾經帶領過多少次電子競技小組?

電子競技訓練小組主要是哪一類服務對象?

設計小組的主要的期望目的是什麼?

小組的內容主要包括什麼?

當中有什麼最深刻的經歷?

青少年在小組的角色有什麼的特別影響?

競技遊戲中強調勝敗得失，你認為勝敗的經驗對服務使用者有著什麼的影響?

你認為參與電子競技訓練小組的服務對象最大得著是什麼

你認為參與電子競技小組有否對他們的生活有什麼改變或影響整體而言是正面

還是負面?

小組當中會有什麼限制存在嗎?

Appendix C: Interview Summary (Youth) Impacts mentioned**Impacts summary in the interview**

Impacts\Interviewee	1	2	3	4
Family relationship	✓		✓	
Social skill	✓	✓	✓	✓
Emotion control	✓	✓	✓	✓
Acceptance on failure	✓	✓	✓	✓
Sense of accomplishment		✓		
Ability on self-reflect	✓	✓	✓	
Communication skills & Team work	✓	✓	✓	✓
Setting goal and career planning		✓	✓	
Responsibility and Self-demanding	✓	✓	✓	
Leadership	✓		✓	

Summary table

<u>受訪者</u>	<u>Summary Content</u>
<u>Interviewee 1</u>	● 正面 工作上更有追求 希望自己學習到的事情可以做得更好更快 性格方面，責任感, 情緒管理變得好 不同於過往經常發脾氣 現在他會懂得利用不同方法處理自己的情緒 認識到自己像過往一樣過分執著時會令身邊的人感受到很大壓力而去改變自己 ● 責任感和做任何事情時都會更加積極 而個人更大的得著是做任何事都要有自我追求 ● 學懂接受失敗和不要輕言放棄 檢討過程中也會令隊友們可以一起反省自己個隊伍整體 ● 與帶隊社工有更多接觸的時間交流和報告隊伍和成員們的近況→學習到如何處理人與人之間的關係和配合隊友 ● 與父親的關係轉好 例子:由少溝通去到主動了解他比賽的情況和鼓勵他 期間會與家人作出承諾會找到自己的人生目標 (返工) 家長會看到他的堅持與努力 並不是一種荒廢的表現而是希望盡力做好自己喜歡的一件事 ● 自己在小組中是作為隊長的存在

<u>Interviewee 2</u>	● 正面 學習到如何與其他人溝通變得更加敢言願意與其他人分享感受, 訓練到自己的耐性和接受成敗的能力 變得更加樂觀去面對不同挑戰和抗壓能力更好 ● 認識到一班隊友與教練 日常訓練, 一起舉辦活動令自己感到開心 → 學習到團隊中每個成員都有自己的職責 ● 學習到溝通是有需要的 往往成功的關鍵都在於溝通 同時會對自己更加有自信在面對不同挑戰時都會同自己講自己一定做到更願意去堅持 ● 學習到人生並不單是遊戲一樣東西, 其實在工作和學習方面都會各有優劣, 勝負的經歷正正教會我明白勝利不是必定的, 重要的反而是面對時的態度 在失敗中學習會令人生更 fruitful ● 看見隊長在小組中學習到如何領導其他人 而自己的學習在於教練看見自己比較被動而且抗拒與別人溝通時 教練的指導慢慢令自己開始與身邊的人溝通去完成不同比賽 同時覺得是在訓練自己的耐性和學習如何接受勝敗並加以反思進步增強自己 社工在團隊中是重要的輔助角色他提供的心理支
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	持會令他們有更多的學習 ● 小組中他是普通的隊員
<u>Interviewee 3</u>	● 正面 改變了過去只懂玩遊戲的自己 反而更願意在小組中去學習更多不同事物 變得有明確目標和動機去嘗試不同的挑戰 自己在現實中會對身邊的人任責任 變得更願意去與別人分享自己的想法而溝通亦會更正面 更主動向別人討教 一些自己做不好的東西 亦會有學習動力上的提升相比以前學懂了堅持 ● 更主動去向別人討教 學習動機提升 社交關係更好 學習到應該如何面對勝負 ● 小組成員一起去舉辦一個電競活動十分開心和有成功感，過程中向別人討教 ● 提升了自信心更有動機去堅持一樣 ● 自己在小組中是作為隊長的存在 ● 學到如何幫助隊友們處理情緒 給他一個平常現實沒有的機會去學習到如何帶領團隊和活動 會對隊伍負責任更有責任感但亦會有壓力 亦有提高自己的社交能力 → 例子在日常帶動被動同學去一起進行活動 ● 學校中相對沒有在小組中一樣可

	以得到不同成功或者嘗試的經驗
<u>Interviewee 4</u>	● 正面 教練與社工都會在檢討過程中提予提醒 在情緒和處理溝通問題時亦會帶領各位組員一起反思 令大家都有所學習 學到轉化和接受負面情緒 更願意去與別人交流和分享在社交能力上有所提升 ● 學到如何面對負面情緒 學到未來需要把握機會 成功在陌生環境中認識到其他人令自己更加自信在未來認識其他人 接受成敗的能力 ● 加強了對情緒管理的重視 ● 小組有教練有社工和一班熱忱電競的組員, 可以認識到不同的人更加了解到不同人的想法 ● 小組中他是學習者的角色

Appendix D: Interview summary (Social worker)**Summary Table**

受訪者	Summary Content
Interviewee 1	● 發現好多青少年係網吧流連，希望用創新既手法作介入去提升其動機或能力去面對日常生活 ● 唔返學的青少年, 活躍夜間的青少年 16-19 歲, 低學習動機的學生，這三類都是主要的目標對象 ● 提高青少年自我管理與定立目標的能力 ● 前中後期的目標各有不同比賽令他們有機會離開 comfort zone 去面對新的事物並認真地看待 ● 角色分明時青少年更懂得嘗試找尋並與社工一起組織後將自己的能力應用在團隊的成長當中 ● 小組有明確的目標 但當中需要處理對勝敗時的情緒並讓他們了解自己的長短之處和情緒並加以利用在檢討和 debriefing 去促進他們的成長 過程中加入社工元素時可以令青少年更深入去反思整個過程 ● 正面 → 實際生活上的改變 有時他們並不是沉迷而是嘗試去逃避現實中的並些事 而當中社工能夠令他們明白電競小組當中不只是遊戲 當中更會有必要學習 並且了解這些學習有什麼期望的改變 可以達到 場地選擇了網吧反而令在場的並他人發現其實遊戲是可以認真對待 ● 經驗中容易引發他們當中的情緒 → 過程中的檢討與社工介入的部

	分→反思學習→嘗試改變或改善 →情緒控制上的提升→扣連現實 時再加以改變自身 ● 很多青少年例子都是由不願返學 →返學→認識到更多朋友→在學 校中找到新的目標
Interviewee 2	● 相對現實, 遊戲的成敗對青少年 而言更加具體而且容易明白與明 白當中概念 再帶過現實中他們便 會有更大的得著 ● 重建自我令他們重返現實 自我覺 察力 ● 責任感的提升 ● 社交能力 ● 團隊合作 ● Engagement→定立目標並加以完 成去得到成功感再利用這些動力 去令他們在現實中得到影響, 提 高社交或溝通能力, 學習團隊合 作 ● 當中青少年的改變是最深刻的, 因為大多接觸的是 youth at risk 所以 drug problem 其實好嚴 重, 而係過程中有唔少例子係由 上癮到開始反思自己而出現行為 改變和不再接再觸毒品 ● 正面 → 實際改變 當社工將他視 作生活的電子遊戲慢慢扣連現實 加上當中社工的引導 團隊角色和 動力的影響 當中便會學習有什麼 期望的改變可以達到 ● 同時不少青少年是因為現實中面 對太多失敗而嘗試去逃避現實, 而電子競技將他們的認真努力變 成正面的經驗和成果他們便會重 拾自信

Appendix E: Consent Form

參加研究同意書

本人經由研究者的說明，瞭解此研究的目的與意義，願意參與此研究，並同意以下事項：

- 一、我願意在此研究中擔任受訪人。
- 二、在訪談中我有權利決定是否回答研究者所提出的問題及回答的深度。
- 三、我明白研究者將對於我的個人身分予以保密，並在文字敘述中刪除足以辨識個人背景資料的內容。
- 四、我同意訪談過程時全程錄音，並同意錄音內容轉為逐字稿。在確認逐字稿內容無誤後，同意研究者進行資料分析。
- 五、研究進行中，研究者會對訪談錄音帶作妥善保管，避免外流，並在論文完成後予以銷毀。
- 六、我同意在保護個人隱私、並經過我事先確認的條件下，允許研究者於論文中摘錄文稿並在論文中提及。

如有任何疑問，您可隨時撥電話號碼_____5133 8600_____與陳栩銘聯絡。

參與者簽名:

簽名日期:

研究簽名:

簽名日期: