

## Chapter 5.10

# Building Social Relationships in a Virtual Community of Gamers

**Shafiz Affendi Mohd Yusof**  
*Universiti Utara Malaysia, Malaysia*

### INTRODUCTION

The explosive growth of the Internet has enabled virtual communities to engage in social activities such as meeting people, developing friendships and relationships, sharing experiences, telling personal stories, or just listening to jokes. Such online activities are developed across time and space with people from different walks of life, age groups, and cultural backgrounds. A few scholars have clearly defined virtual community as a social entity where people relate to one another by the use of a specific technology (Jones, 1995; Rheingold, 1993; Schuler, 1996) like computer-mediated communication (CMC) technologies to foster social relationships (Wood & Smith, 2001). It is further supported by Stolterman, Agren, and Croon (1999) who refers to virtual community as a new social “life form” surfacing from the Internet and CMC. There are several types of virtual community such as the virtual community of relationship, the virtual community of place, the virtual community of memory, the virtual community of fantasy, the virtual com-

munity of mind/interest, and the virtual community of transaction (Bellah, 1985; Hagel & Armstrong, 1997; Kowch & Schwier, 1997). These types of virtual community all share a common concept, which is the existence of a group of people who are facilitated with various forms of CMCs. With the heightened use of CMCs, people begin to transit and replicate the same sense of belonging through meaningful relationships by creating a new form of social identity and social presence. As emphasized by Hiltz and Wellman (1997), people can come from many parts of the world to form “close-knit” relationships in a virtual community.

The purpose of this article is to understand how online gamers as a virtual community build social relationships through their participation in online games. Empirically, several aspects in the context of virtual community are still not fully understood, such as: (1) What types of rules, norms, and values are grounded in virtual community? (2) How do people institutionalize their members in a virtual community? and (3) Why do they create social relationships in virtual environment? The identified gap thus explains why studies have produced inconsistent findings on the impacts of online game

DOI: 10.4018/978-1-60566-014-1.ch024

play (Williams, 2003), in which many studies in the past have only looked at aggression and addiction. A more detailed understanding of the social context of in-game interactions would help to improve our understanding of the impact of online games on players and vice versa. Therefore, this article will present a case study of a renowned online game, Ever Quest (EQ), with the aim of understanding how players establish and develop social relationships. In specific, the Institutional Theory was applied to examine the social relationships among the players, and a hermeneutic-interpretive method was used to analyze the data in order to address the following general research question, "How is the social world of EQ constituted in terms of building social relationships?"

## **BACKGROUND OF EVERQUEST**

The virtual community of gamers' environment investigated in this study is Ever Quest (EQ). EQ is the world's largest premier three-dimensional (3D) "massively-multiplayer online role-playing game" more commonly referred to as MMORPG. People are becoming more attracted to this new type of online game, which is a subset of a massively-multiplayer online game (MMOG) that enables hundreds or thousands of players to simultaneously interact in a game world where they are connected via the Internet. Players interact with each other through avatars, that is, graphical representations of the characters that they play. The popularity of MMORPGs have become evident with the introduction of the broadband Internet. MMORPGs "trace their roots to non-graphical online multiuser dungeon (MUD) games, to text-based computer games such as *Adventure* and *Zork*, and to pen and paper role-playing games like *Dungeons & Dragons*" (Wikipedia, 2004, para. 2). It is expected that online gaming will grow from a \$127 million industry in 2003 to a \$6 billion industry by the year 2006 (ScreenDigest, 2002).

EQ is a game that attracts an estimated 400,000 players online each day from around the globe and, at peak times, more than 100,000 players will be playing EQ simultaneously (Micheals, 2004). The game's players interact with each other inside and outside the game for game playing, game-related and non-game-related interactions, and for buying and selling game-related goods. EQ, as a game, is characterized by well-defined social structures, roles, interaction rules, and power relations. EQ, as a virtual community, encompasses all of the different kinds of virtual community. EQ is a virtual community of relationship, a virtual community of place, a virtual community of memory, a virtual community of fantasy, a virtual community of mind/interest, and a virtual community of transaction.

After its launch in 1999, EQ became a worldwide leader in massively-multiplayer online games, and it is North America's biggest massively-multiplayer online game (Micheals, 2004). Since then, EQ and its expansions<sup>1</sup> have sold over 2.5 million copies worldwide, and it has been translated into seven languages. EQ is one of the largest and most dynamic online fantasy world ever created (Stratics, 2004). The reason for choosing to study EQ is because of the incredible popularity of online gaming, which has numerous economic and societal implications.

## **CASE STUDY OF EVERQUEST ONLINE GAMING**

The method used was a single case study to examine the unique social world of EQ. There were, altogether, 157 respondents chosen from the game, discussion forums, and Web sites. They were invited through emails to participate in the study. The case study took six months to complete. Within this approach, multiple modes of data collection were utilized, including online questionnaires, semi-structured interviews, interactions through discussion forums, analysis of documentation

7 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/building-social-relationships-virtual-community/39798](http://www.igi-global.com/chapter/building-social-relationships-virtual-community/39798)

## Related Content

---

### Circular Economy and Sustainable Tourism Management: Uncertainties and Challenges Ahead

Josep Boyra, Jordi Garcia, Joan Sorribes, Anna Alvado, Jucinara Schenaand Joaquin Garcia-Lavernia (2024). *Social Media Strategies for Tourism Interactivity* (pp. 190-218).

[www.irma-international.org/chapter/circular-economy-and-sustainable-tourism-management/344473](http://www.irma-international.org/chapter/circular-economy-and-sustainable-tourism-management/344473)

### Mobile Extension in Enhancing the Livelihood of Farmers in India

G. Sakthivel Murugan, I. Arul Aram, S. Amal Raj, A. Arivudai Nambiand Nancy J. Anabel (2018). *International Journal of E-Politics* (pp. 48-58).

[www.irma-international.org/article/mobile-extension-in-enhancing-the-livelihood-of-farmers-in-india/199069](http://www.irma-international.org/article/mobile-extension-in-enhancing-the-livelihood-of-farmers-in-india/199069)

### Theorizing the Journalism Model of Disinformation and Hate Speech Propagation in a Nigerian Democratic Context

Adamkolo Mohammed Ibrahim (2019). *International Journal of E-Politics* (pp. 60-73).

[www.irma-international.org/article/theorizing-the-journalism-model-of-disinformation-and-hate-speech-propagation-in-a-nigerian-democratic-context/251893](http://www.irma-international.org/article/theorizing-the-journalism-model-of-disinformation-and-hate-speech-propagation-in-a-nigerian-democratic-context/251893)

### Facebook and Moodle as Classroom Extensions: Integrating Digital Technologies in the Curriculum

Nuria Pons Vilardell Camas, Neli Maria Mengalli, Maysa Brum Bueno, Renata Aquino Ribeiroand Monica Mandaji (2015). *Implications of Social Media Use in Personal and Professional Settings* (pp. 155-173).

[www.irma-international.org/chapter/facebook-and-moodle-as-classroom-extensions/123287](http://www.irma-international.org/chapter/facebook-and-moodle-as-classroom-extensions/123287)

### An Engagement Strategy for Community Network Research and Design

Peter Day (2009). *Handbook of Research on Socio-Technical Design and Social Networking Systems* (pp. 78-93).

[www.irma-international.org/chapter/engagement-strategy-community-network-research/21398](http://www.irma-international.org/chapter/engagement-strategy-community-network-research/21398)