

## CHAPTER TWO

### REVIEW OF LITERATURE

#### 2.1 THEORY OF OBSERVATIONAL LEARNING OR MODELING

Surang (สุรางค์ โค้วตระกูล, 2548) mentions that there are four processes of observational learning or modeling: Attention, Retention, Reproduction, and Motivation.

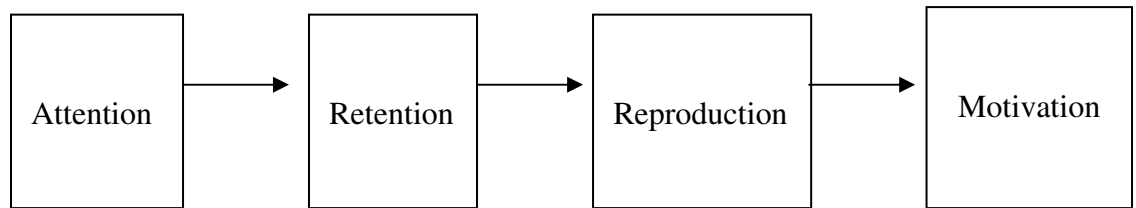
2.1.1 **Attention:** Attention is very important. If people do not pay attention to something, observational learning or modeling will not happen. The Characteristics of a model also have an influence on learners' attention; for example, a beautiful woman or a good-looking man will receive more attention. Moreover, the characteristics of learners are also important. A teacher wants kindergarten pupils to write difficult Thai letters; however, some of them cannot write because they move their hands inefficiently. So even though they pay attention, they cannot do it.

2.2.2 **Retention:** This is the process whereby learners store what they observe in long-term memory. Things that remind observers are called 'Visual Imagery' and statements that they can remember are called 'Verbal Coding.' Learners who observe and memorize all the things they see will be better able to remember. On the other hand, learners will have a difficult time memorizing if they only see and do not remember or do other activities while observing.

2.2.3 **Reproduction:** This is the process where visual Imagery and Verbal Coding are transferred to behaviors. Using the abilities of physical body and cognitive processes are necessary as these allow learners to learn more effectively.

2.2.4 **Motivation:** The reason for imitation influences learners' ability to behave in the same way that models do. In addition, reinforcement will also motivate learners to behave as models do. For instance, a student does homework well, so the teacher gives him a reward. As a result, other students will do homework well because they expect to get a reward too. The Theory of Observational Learning or Modeling is illustrated in Figure 2.

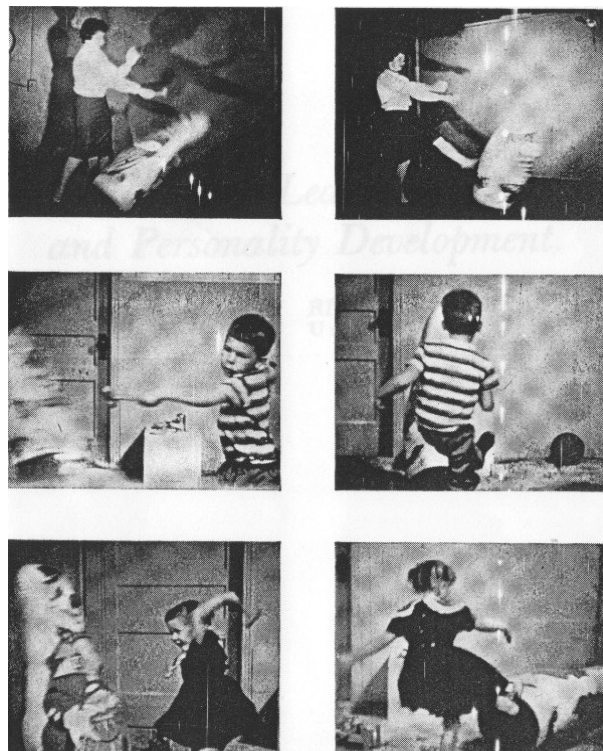
**Figure 2: Theory of Observational Learning or Modeling**



## 2.2 TRANSMISSION OF NOVEL RESPONSES

According to Bandura and Walters' investigations (1963, p.61-63), the effects of real-life models, human film-aggression, and cartoon film aggression have an influence on aggressive behavior. Those models in real-life and on film were men or women acting aggressively toward an inflated doll. Similarly, a cartoon character also acted aggressively toward the two models. After the children observed these models, they acted aggressively just as they had seen in the three different depictions (Figure3). On the other hand, children did not show aggressive behavior if they did not observe such models.

**Figure 3: Photographs of children reproducing the aggressive behavior of female models they had observed on film (from Bandura, Ross and Ross, 1963)**



### **2.3 DESENSITIZATION**

Eller (2006) states that desensitization means the first act of violence is the most difficult, and every subsequent act becomes easier. If children see violence in the media or violent games either on the computer or with toy weapons, they gradually learn to accept the violence. As a result, violence becomes familiar, less disturbing, and more tolerable. Then, they may be able to inflict violence on others due to their indifference to the feelings of others.

### **2.4 HOW CHILDREN LEARN RIGHT FROM WRONG: PIAGET'S THEORY OF MORAL DEVELOPMENT**

According to Piaget's study (as cited in Turner & Helms, 1983), the development of morality depends on children in the stories. He constructed pairs of stories and asked students to describe which of the two were naughtier. In the first story in the first set, a child cuts a pattern of material of her own dress to help and surprise her mother. Then, she cuts out a big hole in it. Next, while a mother is away, the second child plays with the scissors. Although, she doesn't know how to use them, she cuts a small hole in her dress.

The second set of stories concerns cups. John is called to dinner. When he enters the room, he doesn't see fifteen cups due to the obstructers. As a result, the door slams into a tray holding fifteen cups and all of them are broken. Next, while Henry's mother is away, he climbs on the chair and reaches some jam from the cupboard. Unfortunately, he knocks over a cup and breaks it.

Piaget found that young children think that the first story of each set is naughtier. They explain that the larger hole that is made in the dress and the number of cups that are broken are the important factors. In contrast, the older children think that the second of each set is naughtier. They think that the child's intention of pleasing her mother or the child unintentionally knocking over the cup without noticing is the important factor.

### **2.5 COGNITIVE-DEVELOPMENTAL THEORY**

Regarding Kohlberg's theory (as cited in James, 1993), the development of morality is the process where individuals learn to adopt standards of right or wrong. The morality is developed in 6 stages. Since the population of this study was elementary pupils and high-school students, the moral development of each

population was different. The elementary pupils were in stage 3 and 4, while high-school students were in stage 5 and 6. In stage 3 and 4, there is a considerable degree of conformity, because children realize that they must follow rules to win praise or approval from others. In addition, conforming behavior leads to an internal awareness of rules and behavior. For these reasons, it leads to a sense of respect.

In stage 5 and 6, the individual's morality reaches a mature state. Children personally select moral principles to guide their behaviors. Furthermore, they are careful not to violate the rights and will of others. Stages of Moral Development are illustrated in Figure 4.

**Figure 4: Stages of Moral Development**

<p>Level 3: Post conventional moral principles</p> <p><i>Stage 5: Contractual legalistic orientation</i></p> <p><i>Stage 6: Conscience or principle orientation</i></p>
<p>Level 2: Conventional</p> <p><i>Stage 3: Good boy-nice girl orientation</i></p> <p><i>Stage 4: Respect for authority and social order</i></p>
<p>Level 1: Pre conventional</p> <p><i>Stage 1: Obedience and punishment orientation</i></p> <p><i>Stage 2: Naively egoistic orientation</i></p>

## 2.5 RELATED RESEARCH

Nowadays, the popularity of online games has increased significantly, and there has been a lot of research conducted about online game playing behavior. For example, Tanapot Wisetphan (ธนพจน์ วิเศษพันธุ์, 2550) studied exposure and opinions

of high-school students in Bangkok regarding violence in online game. He found that Mattayom 1-6 students (ages of 12-18) thought that the most violent online games were full of bloody bodies and violent weapons.

An interesting other research study was conducted by Farrar (2006). She investigated whether internal game manipulations affected the perceptions of the players. She also tested the effects of the blood-on/-off manipulation on the perceptions about gore. Farrar found that when the blood manipulation was on, participants perceived greater gore.