

CHAPTER FIVE

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents the summary of the overall study. It consists of a summary of the study, a summary of the findings, the discussion of the results, the conclusion, and recommendations for further research.

5.1 SUMMARY OF THE STUDY

5.1.1 Objectives of the Study

The main objective was to find out the levels of ratings on opinions about violent online games for both elementary pupils and high-school students in Bangkok. The sub objectives were to explore the online game playing behavior of elementary pupils high-school students in Bangkok.

5.1.2 Subjects, Materials, and Procedures

The questionnaire was distributed to 90 elementary pupils and 90 high-school students in the Bangsue district. A questionnaire was the instrument used to collect data. It included both closed-ended questions and opened-end questions divided into four parts: demographic information, online game playing behavior, opinions about violent online games in terms of pictures, and opinions about violent online games in terms of pictures and content. To measure the levels of opinions, the Likert scale was used. The data collected was analyzed by using the SPSS, version 15. The respondents' answers were compared using descriptive statistics: frequency and percentage.

5.2 SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

5.2.1 Demographic Information of the Respondents

Most respondents were male (146) and were female (34). 10-year old elementary pupils and 16-year old high-school students were the majority of respondents. Half of the elementary pupils were from Phadungsitwittaya and

Songsermwittaya schools, while 50 high-school students are from Ratchanantacharn Samsenwittayalai 2 schools, with 40 of them from Phadungsitwittaya school.

5.2.2 Online Game Playing Behaviors

The elementary pupils and high-school students had the same online game playing behavior. Most of them played online games 1-2 day/days a week and 1-2 hour/hours a week. 103 of them played online games at their homes and the others played at an internet shop. The average money that they spent at the internet shop was 10-20 baht per week.

5.2.3 Opinions about Violent Online Games in terms of Pictures

The study results reveal that 37 elementary pupils and 44 high-school students had the same opinions. They thought that the fighting between the warrior and the cruel monster was slightly violent. Moreover, 42 elementary pupils and 41 high-school students thought that the fighting featuring kicking or hitting was also slightly violent. However, the opinions about picture 3 and 4 varied between elementary pupils and high-school students (picture 4 featuring fighting with guns and bloody bodies, while picture 5 depicted fighting with a sharp knife and bodies without blood). The majority of elementary pupils thought that pictures 4 and 5 were extremely violent; on the other hand, the high-school students thought that those pictures were very violent.

5.2.4 Opinions about Violent Online Games in terms of Pictures and Contents

Regarding the fourth part of questionnaire, the majority of elementary pupils and high-school students agreed on all items except for item 3. 84 elementary pupils and high-school students strongly agreed that online games with violent content and pictures were dangerous for people and society. Furthermore, most of them agreed that an online game player might imitate the behavior of online game characters. Both groups agreed that the age of an online game player, as well as content and pictures in online games, should be considered when rating online games. In addition, 87 of them strongly agreed that online games with violent content and pictures were an issue that the government should be concerned about. In contrast, 42 elementary pupils agreed that an online game player who played violent online game would become aggressive but 40 high-school students disagreed.

5.3 DISCUSSION

The findings of the study are discussed in this part to answer the research problems mentioned in Chapter 1.

5.3.1 With regard to the opinions about violent online games in terms of pictures, the results of the study reveal that the majority of elementary pupils and high-school students had the same opinions, except for two pictures. The first picture featured fighting with guns and bloody bodies, while the second picture depicted fighting with a sharp knife and bodies without blood. According to ESRB Content Descriptors, violent online games are divided into two types: violent and intense violent. Violent game consisted of scenes involving aggressive conflict. They may contain bloodless dismemberment. Intense violent games contain graphic and realistic-looking depictions of physical conflict. They may feature extreme and/or realistic blood, gore, weapons and depictions of human injury and death. By these definitions, the first picture was intense violent while the second picture was violent. Whereas the elementary pupils thought that both pictures were extremely violent, the high-school students thought that those pictures were very violent. The results are relevant to Piaget's study (cited in Turner and Helms, 1983) showing that development of morality depends on age. The judgment of younger children about whether situations are right or wrong, good or bad depends on the situations that they face. For example, they judged that a second girl who made a big hole in a dress was worse than the first girl who made a little hole. On the other hand, the older children's judgment was more rationale. For these reasons, when elementary pupils saw bloody bodies and violent weapons, they rated those pictures as extremely violent. In contrast, the high-school students rated those pictures as very violent.

5.3.2 When rating the level of their opinions about violent online games in terms of pictures and content, elementary pupils and high-school students had the same opinions about every item except for one. Elementary pupils agreed that an online game player who played violent online games would become aggressive, while high-school students disagreed. The results are related to Turner and Helms' theory (1979) that the development of morality is a process where individuals learned to adopt standards of right or wrong. From the research of Kohlberg, morality develops in 6 stages. Elementary pupils were in stage 3 and 4, and 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 live up to rules to win praise or approval from others. In stage 5 and 6, the individual's morality reaches a mature state. Children personally select moral principles to guide their behaviors. When comparing the theory to the findings, society and the family seemed to have influenced the pupils. As a result, they followed the rules of society. Moreover, the media often reports that an online game player who plays violent online games will become aggressive. Therefore, they agreed with those opinions without question, whereas, high-school students disagreed. Due to their maturity, they thought that online games were just games. Every player had his/her own ideas or characteristics. While online games may influence behavior to some extent, they could not absolutely change the behavior of players. On the other hand, according to Eller's desensitization theory (2006), there might be some players who accept violence unconsciously. Eller said that if children saw violence on the computer, they would accept it, and then, violence would become familiar. The findings are also relevant to the two theories of Bandura: stage 3 of observational learning or modeling and transmission of novel responses. He stated that children who observed violent models would gradually accept violence. Subsequently, they might unconsciously imitate violence. Therefore, it might be possible that some high-school students who disagreed would accept violence gradually and become aggressive unconsciously.

5.3.3 According to the related studies, the findings are also relevant to Tanapot's study. He explored opinions of high-school students in Bangkok regarding violence in online games. Mattayom 1-6 students (ages of 12-18) thought that the most violent online game were full of bloody bodies and violent weapons. These were the same as the findings in this study. Furthermore, Farrar found that internal game manipulations affected the perceptions of the players. She tested the effects of the blood-on/-off manipulation on perceptions of gore, and found that when the blood manipulation was on, participants perceived greater gore. This was as the same as the results of the findings in this study that blood represented violence.

5.4 CONCLUSION

The following conclusions can be drawn from the discussion above.

5.4.1 The results indicate that the elementary pupils and high-school students had the same online game playing behavior. Most of them played online games 1-2 day/days a week and 1-2 hour/hours a week. Moreover, they mostly played online games at their homes.

5.4.2 The outcomes of the study show that elementary pupils and high-school students had the same opinions about online games regarding the pictures, except for two pictures. The two pictures featured the fighting with guns and bloody bodies and fighting with a sharp knife and bodies without blood. The majority of elementary pupils thought that both pictures were extremely violent; on the other hand, high-school students thought that those pictures were very violent.

5.4.3 Referring to this study, it can be inferred that most of the elementary pupils and high-school students had the same opinions about online games regarding the pictures and contents. However, there was one item about which they felt differently: Elementary pupils agreed that an online game player who played violent online game would become aggressive but high-school students disagreed.

In conclusion, according to the objectives of this research, this can be concluded that the majority of elementary pupils and high-school students had both similar opinions about online games regarding the pictures and contents. However, the high-school students perceived them as being less violent than the elementary pupils did. On the contrary, both groups had the same online game behavior in terms of the frequency of online game playing per week, the number of online game playing hours per week and the amount of money spent per week on online game playing.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings, discussion, and the conclusion of the study, the recommendations for future research are as follows:

5.5.1 Since online games are quite popular today, further research should be done in other districts in Bangkok.

5.5.2 The questionnaire in this research covered only the rating of the levels of opinions about the violent online games in terms of pictures; therefore, the questionnaire in further research should include more varied opinions.

5.5.3 The idea that playing violent online games can make a player become aggressive is rationalized. Further study should be conducted to explore the feelings and emotions of players who play online games.

5.5.4 To obtain more authentic opinions about online games in further research, conducted interviews with online game players who break the law.