

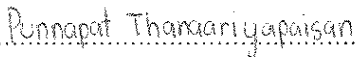
**THE EFFECTIVENESS OF INTERVENTION PROGRAM  
TO ENHANCE PROTECTIVE SKILLS AGAINST GAME  
ADDICTION AMONG 4<sup>th</sup>-6<sup>th</sup> GRADE STUDENTS**

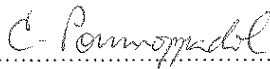
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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
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THE DEGREE OF MASTER OF SCIENCE  
(CHILD, ADOLESCENT AND FAMILY PSYCHOLOGY)  
FACULTY OF GRADUATE STUDIES  
MAHIDOL UNIVERSITY  
2015**

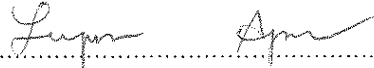
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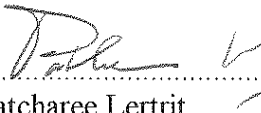
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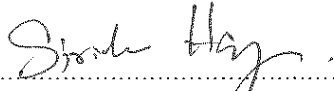
  
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THE EFFECTIVENESS OF INTERVENTION PROGRAM TO ENHANCE PROTECTIVE SKILLS AGAINST GAME ADDICTION AMONG 4<sup>th</sup>-6<sup>th</sup> GRADE STUDENTS

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ABSTRACT

This research used a quasi-experimental research design to study the effectiveness of an intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students in Wat Ratsattatam school, elementary school, Bangkok. A total of 15 students participated in this study. The program was provided for one hour per day; a total of 12 sessions were completed. Game Addiction Protection Scale: Game-P child version was used before and immediately after the end of program. Data were analyzed by using frequency distribution, percentage, mean, median, quartile deviation and The Wilcoxon Matched-Pairs signed-Ranks Test.

The result revealed that before the program, the students had a low level of protection against game addiction immediately after ending the program, the students had a higher level of protection against game addiction. In a perspective, protection against game addiction scores were significantly higher than before the program ( $p$ -value < .05) especially child factors, family and parenting factors.

The effectiveness of the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students increased protection against game addiction. Accordingly teachers or staff in schools could use this program to help the students at risk of game addiction

KEY WORDS: GAME ADDICTION PROTECTION/ PROGRAM/  
SELF ESTEEM/ SOCIAL SKILL/ SELF DISCIPLINE

130 pages

การศึกษาประสิทธิผลของโปรแกรมสร้างเสริมภูมิคุ้มกันการติดเกมของนักเรียนระดับชั้นประถมศึกษาปีที่ 4-6  
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#### บทคัดย่อ

การวิจัยครั้งนี้เป็นการวิจัยกึ่งทดลอง เพื่อศึกษาประสิทธิผลของโปรแกรมสร้างเสริมภูมิคุ้มกันการติดเกมของนักเรียนระดับชั้นประถมศึกษาปีที่ 4-6 โรงเรียนวัดราษฎร์ศรัทธาธรรม มีกลุ่มตัวอย่างจำนวน 15 คน เข้าร่วมโปรแกรมสร้างเสริมภูมิคุ้มกันการติดเกม 12 ครั้ง ครั้งละ 1 ชั่วโมง โดยการทำแบบวัดภูมิคุ้มกันการติดเกม ฉบับเด็ก (Game Addiction Protection Scale: Game-P) ก่อนและหลังการทดลอง วิเคราะห์ข้อมูลโดยใช้การแจกแจงความถี่ ร้อยละ ค่าเฉลี่ย ค่ามัธยฐาน ส่วนเบี่ยงเบนควอไทล์ และ The Wilcoxon Matched-Pairs signed-Ranks Test

ผลการวิจัยพบว่า ก่อนการทดลองนักเรียนมีภูมิคุ้มกันการติดเกมในระดับต่ำ หลังจากสิ้นสุดการทดลอง นักเรียนมีภูมิคุ้มกันการติดเกมเพิ่มขึ้นเป็นระดับปานกลาง มีคะแนนภูมิคุ้มกันการติดเกมโดยภาพรวมสูงกว่าก่อนทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 เมื่อพิจารณารายด้านพบว่าคะแนนภูมิคุ้มกันการติดเกมปัจจัยเกี่ยวกับตัวเด็ก ปัจจัยครอบครัวและการเลี้ยงดูสูงกว่าก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

จากผลการวิจัยแสดงว่า โปรแกรมสร้างเสริมภูมิคุ้มกันการติดเกมของนักเรียนระดับชั้นประถมศึกษาปีที่ 4-6 สามารถช่วยเพิ่มภูมิคุ้มกันการติดเกมให้กับนักเรียนได้ ดังนั้นครูหรือบุคลากรที่มีส่วนเกี่ยวข้องในการดูแลนักเรียนที่มีความเสี่ยงในการติดเกมจึงสามารถนำผลการวิจัยนี้ไปจัดกิจกรรมเพื่อสร้างเสริมภูมิคุ้มกันการติดเกมให้กับนักเรียนต่อไปได้

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## **CHAPTER I**

### **INTRODUCTION**

#### **Background**

At present, computer has taken more roles in the area of education in Thailand. Computer is first used in the primary school. Each primary school provides the teaching and studying of computer at least 1 hour a week. In addition, there may be other computer clubs or activities. Some schools open the computer service room for students during the lunch hour or after class for students' searching or working for their homework. Apart from computer provided in school, these children are able to access to the computer from many internet service shops or game shops near their school or house, or they may use their computer at home. According to the survey of the use of information technology and communications in households in 2014<sup>1</sup> by the National Statistical Office, from 2010 – 2014, the use of computer, internet, and mobile phone has been gradually higher. Most respondents used them at home or residence (63.9%), at other places (53.4%), and at educational institutes (39.6%). It was found that people younger than 14 years were the group using the computer and internet most. About 75.6% of children aged 6-10 years used the computer while 37.6% used the internet. About 95.8% of children aged 11-14 years used the computer while 82.1% of children used the internet. Regarding the frequency of using the internet, 59.6% used the internet regularly (5-7 days a week) while 37.4% used the internet frequently (1-4 days a week). When considering the internet activities, the users mostly used the internet for downloading, seeing movies, listening songs, and listening the radio for 79.1% while 75.0% used the internet for playing or downloading games, and 73.9% used the internet for on-line society. This survey was consistent with the behavior survey for internet users in Thailand in 2013 by The Electronic Transaction Development Agency (Public Organization) or ETDA<sup>2</sup>, it was found that the activities in using the internet most favored among children younger than 15 years were the on-line game

playing (53.6%) and downloading (35.6%). Only 31.4% of these children used the internet for searching the information. Regarding the situation of game addiction in Thailand studied by Chanvit Pornnoppadol<sup>3</sup> according to his survey in 2007, only 13.3% of children were addicted to games. But, in 2009, the rate of game-addicted children increased to 14.4%. Moreover, the Provincial Cultural Office in collaboration with Child and Adolescent Mental Health Rajanagarindra Institute (CAMRI), Department of Mental Health collected the data from 20,000 children and adolescents nationwide from March to June 2013 by using Game Addiction Screening Test (Game-S) designed by Chanvit Pornnoppadol<sup>3</sup>, it was found that 13.1% of them were addicted to games. Among the game-addicted children, 15.2% played game extremely while 71.1% had no problem. Although the rate of game-addicted children seems lower, this data was collected in children and adolescents only; it excluded the parents. However, if compared with Thai children and adolescents totaling 18 million, we learnt that 2.3 million of Thai children were game-addicted. According the statistic from 9,031 respondents to the game addiction test in healthygamer.net from January to September 2013, about 22.34% were the game addicts.

From such game addiction situation, more than 10% of Thai children played the computer game until they become game-addicted. Chanvit Pornnoppadol and Asara Vasupanrajit<sup>5</sup> talked about the game addiction in Siriraj Psychiatry DSM-5 that the persons addicted to the internet, social media and game had the symptoms like substances dependence persons and pathological gambling persons, that is, when they played games, social media or internet, they felt so satisfied and pleasant that they lost self-control and spent time for playing longer than the time they intended. The addicts would play longer and longer until they could not control themselves to stop playing. When they were interrupted or stopped, they felt angry and frustrated, and wanted to play all the time until they got many effects, e.g. health problems of eyes for 78.3%, weak health due to insufficient relax or no exercises for 51.1%<sup>6</sup>, and back pain or neck pain, and stomach ache resulted by unpunctual meals, etc. These children also had the studying problems; for example, bad academic results<sup>7</sup> because they did not pay attention to studying, were absent-minded, slept in class, did not do homework, or skip classes, etc. Regarding emotional and behavioral problems, the children and adolescents who were risky and game-addicted were likely to have the bad health<sup>8</sup>,

e.g. depression, anxiety, social phobia<sup>9</sup>, etc. They were likely to have the narcissistic personality, aggression, self-control problem, and worse interrelation and work<sup>10</sup>. Besides, the computer addiction took effect to the family. According to The study of Population and Family Changes: Impacts on Thai Society and Policy Implications, 2011<sup>4</sup>, it was found that the game addiction partly caused the family failure for 25% because the family members had no joint activities so the interaction between them decreased, and they had no good understanding or conflicts leading to the family violence. The game addiction also affected the society because many game-addicted children had to leave the educational system, and they were likely to be criminals or they were risky to death due to the game addiction. It was found that 37.8% of children playing on-line games accepted that it led to the gambling easily<sup>6</sup>. Children and youth are the hope of the prosperous national development. When they become game-addicted, the country must lose some resources to solve this problem instead of focusing on other development fully.

Game addiction takes effect to the game addicts, family, society, and country. It is evident that the prevention of game addiction deems necessary and easier than solving it. According to a study of the National Research Council of Thailand, 2009 seeking for factors preventing the game addiction in children and adolescents as conducted by Chanvit Pornnoppadol et al.<sup>11</sup>, the family and parenting practice factor as well as child factor greatly put influence on the prevention of game addiction. Children having good discipline, doing activities with others, and having self-esteem could prevent the game addiction for 3.27, 2.17, and 1.95 times respectively. According to Kweon and Kim<sup>12</sup> in 2014, some internal factors in children such as responsibility, confidence in their capabilities, ability in planning, social skills, self-esteem, and self-efficacy put influence on the prevention of game addiction for 95.2%, which was higher than the family factor and school factor that put influence on the prevention of game addiction for 71.4% and 63.3% respectively. This result was consistent with the study conducted by Koo and Kwon<sup>13</sup> in the same year that the internal factors in children could prevent the game addiction higher than the external factor at a significance level of .01.

Regarding the situation of game addiction for children and adolescents in Thailand, the game addiction rate has gradually been higher. This takes wide effects

to children, family, society, and country. If this problem arises out, it can be solved difficultly. This problem will become tougher if it is prolonged. Therefore, the immunization to the game addiction when children are young is essential in order to prevent the consequent problems or effects. From the studies mentioned above, the researcher emphasized, in this research, on the child factors by focusing on the development of self-esteem, social skills, and self-discipline to immunize them from the game addiction. Self-esteem deems one of mental food for everyone including children<sup>14</sup>. The school-aged children will be aware of self-esteem from their abilities in skills, e.g. studying, sports, etc. Acceptance from peer, teacher, and other people in the society these children lay on also put influence on their pride<sup>15</sup>. One important reason of game addiction in children is the low self-esteem in children<sup>11-13, 16</sup>. They may feel unsatisfied with their personal appearance, avoid participating in new or unfamiliar activities, think that they have no ability or have the negative thinking, give up easily, are sensitive to criticism, blame other people when having any mistake, may be induced easily, and feel frustrated and constraint easily, etc. These take effect to children's relationship, ability in decision-making or confronting problem-solving, response to pressure from peers, and ability in attaining their goals<sup>17</sup>. Therefore, developing children to have self-esteem is essential to prevent their game addiction. Mostly, the school-aged children have peers in the same gender, that is, a boy likes to play with boys, and a girl likes to play with girls. When grouping, a child may face some satisfactory events, e.g. playing or chatting, etc. On the contrary, they may face some oppressive or unpleasant situations such as conflicts in the group due to any internal or external problems, ignorance by group, or embarrassing agreeing with the group, etc. Thus, the practice of social skills for children at this age is important because they must learn how to adjust themselves to peers and stay in the group happily, and how to solve the problems properly. In contrast, children with low social skills may be unable to solve the problems or solve them improperly. They may not be accepted by friends until they feel unhappy when staying with their friends. Besides, Seo M, Kang HS and Yom YH<sup>18</sup> found that the lack of interpersonal skills was correlated with the internet addiction. The lack of social skills caused the high game addiction in children. Self-discipline is to control actions of oneself from inside;

it helps nurture the patience, stirs the effort to learn new things or skills, reduces the procrastination and laziness, and prevent various addictions<sup>19,20</sup>. From the above reasons, the researcher designed the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students. The Program consisted of 3 activity plans. Plan 1 consisted of the activities promoting and improving self-esteem with an aim at encouraging students' self-acceptance, self-worth, self-confidence, and self-respect. Plan 2 consisted of the activities promoting and improving social skills with an aim at encouraging students' interpersonal skill, problem-solving skill, conflict resolution skill, refusal skill, and leisure education skill. Plan 3 consisted of the activities promoting and improving self-discipline with an aim at students' patience, determination, and responsibility through various individual and group activities. The students shared ideas, experience, and emotions, created their own works, were responsible for their duties, and presented their works, etc. This program was provided to prevent among 4<sup>th</sup>-6<sup>th</sup> grade students from the game addiction.

### **Rationale of the Research**

This study will be the guideline for teachers or personnel dealing with the childcare risky to the game addiction to provide certain activities to immunize the game addiction in children.

### **Objectives of the Research**

To study the effectiveness of intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students.

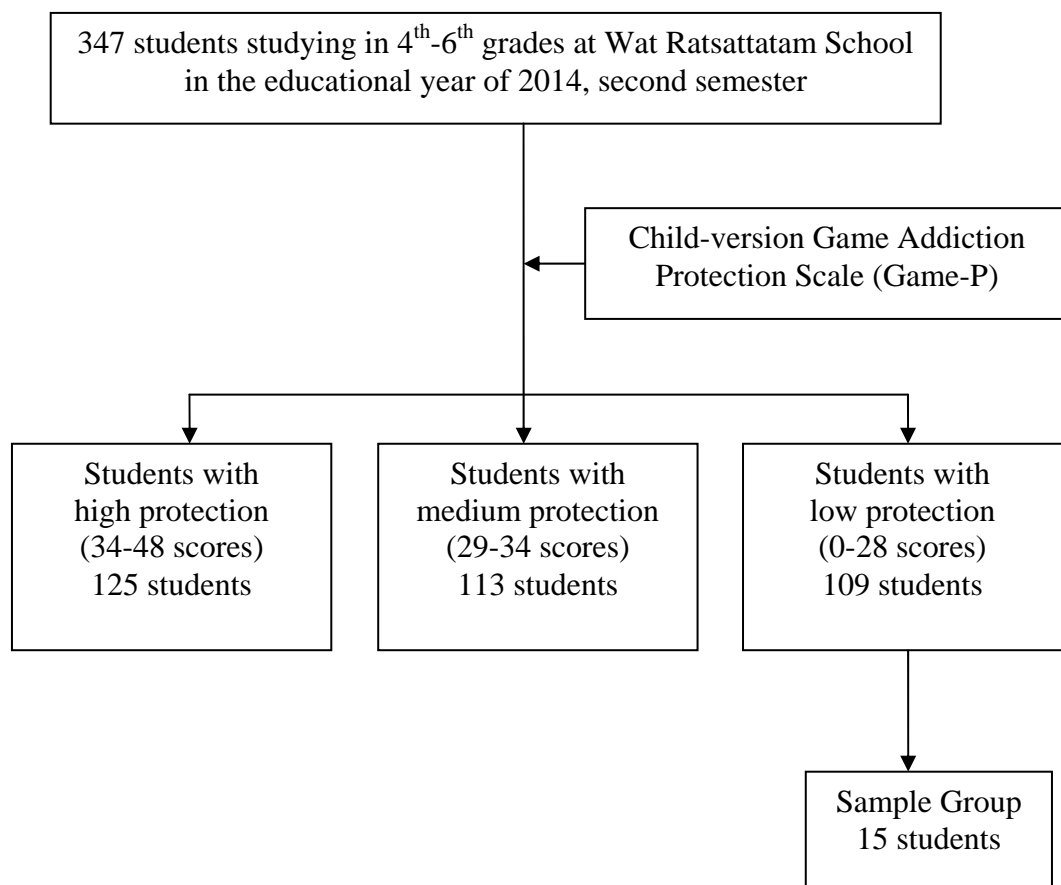
## Scope of the Research

### Population and Sample

The population involved 347 students studying in 4<sup>th</sup>-6<sup>th</sup> grades at Wat Ratsattatam School in the educational year of 2014, second semester.

The sample group involved 15 students studying in 4<sup>th</sup>-6<sup>th</sup> grades at Wat Ratsattatam School in the educational year of 2014, second semester. They were selected by the systematic sampling under the following sampling procedure:

1. The students were measured by the Game Addiction Protection Scale (Game-P).
2. The first 15 students who got low scores from the Game Addiction Protection Scale (Game-P) (scores from 0 to 28) were selected for the Game Addiction Protection Program.



**Figure 1.1 Game Addiction Protection Scale (Game-P).**

### **Variables of the Research**

1. Independent variable or the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students
2. Dependent variable or game addiction protection.

### **Definitions of Terms**

The Game Addiction Protection Program for child factors only means the plans of arranging the activities promoting and improving self-esteem, social skills, and self-discipline. The meaning of this variable is as follows:

1. Activities promoting and improving self-esteem, which consisted of the activity plan encouraging self-acceptance, self-worth, self-respect, and self-confidence. The meaning of this variable is as follows:

1.1 Self-acceptance means the praise and positive thinking of self and other people, acceptance in interpersonal difference, and feeling of self-esteem.

1.2 Self-worth means one's thought that he is important, useful, and valuable for oneself and other people.

1.3 Self-respect means that one feels confident in and proud of his abilities, dare to express his demands to other people, and dare to express his opinions and to listen to other people.

1.4 Self-confidence means that one perceives his abilities, and dares to share his opinions.

2. Activities promoting and improving social skills, which consisted of the activity plan encouraging the interpersonal skill, problem-solving skill, conflict resolution skill, refusal skill, and leisure education skill. The meaning of this variable is as follows:

2.1 Interpersonal skill means that one performs the activities with other people by being aware of sharing, asking permission, and waiting.

2.2 Problem-solving skill means that one has the ability in solving problems by planning, choosing, and deciding under appropriate reasons,

in asking for help, in apologizing when doing mistakes, and in accepting his action outcome.

2.3 Conflict resolution skill means that one has the ability in handling when he is mimicked, slandered, neglected, or pressed by friends.

2.4 Refusal skill means that one has the ability in refusal through verbal and non-verbal languages.

2.5 Leisure education skill means that one has the ability in selecting and doing the activities he feels interested in during his leisure, either individual or group activities.

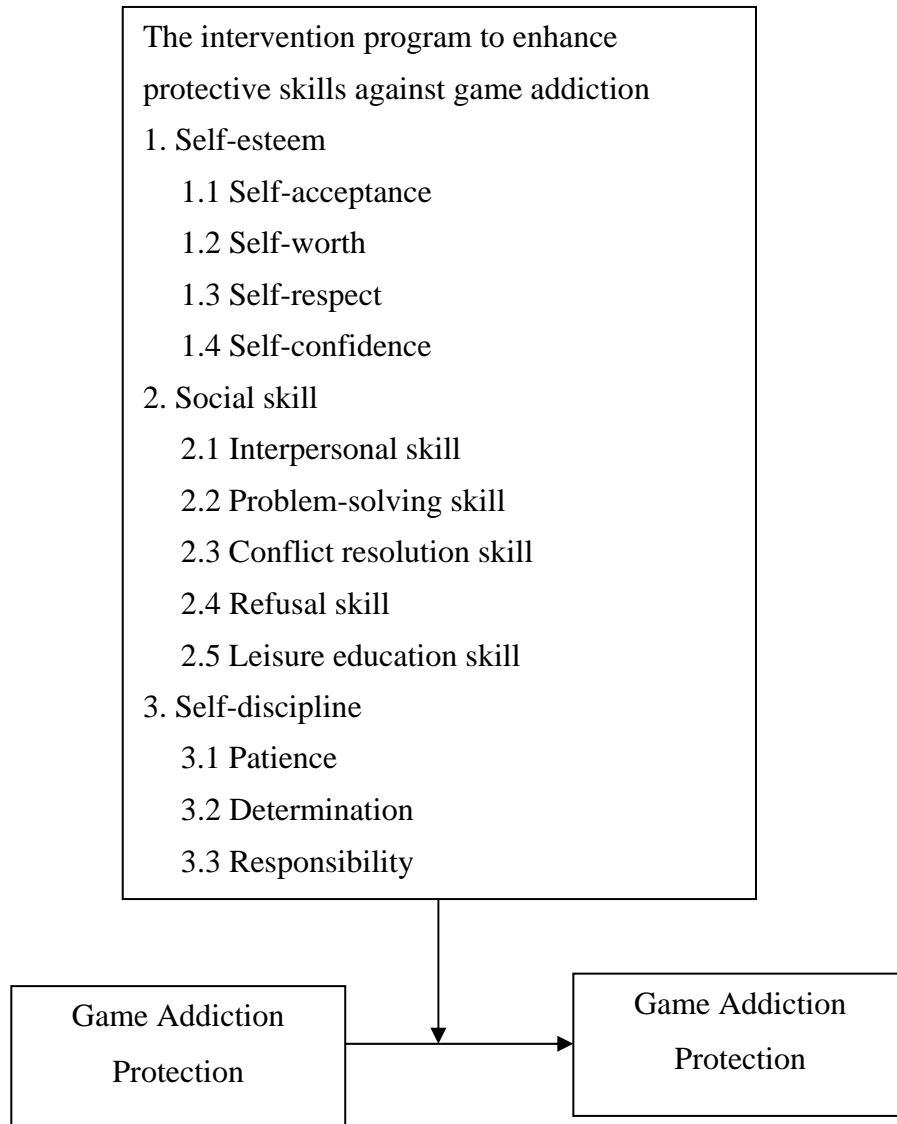
3. Activities promoting and improving self-discipline, which consisted of the activity plan encouraging the patience, determination, and responsibility. The meaning of this variable is as follows:

3.1 Patience means that one has the ability in controlling his mind and actions based on the determined regulations.

3.2 Determination means that one has the determination and intention to complete his work.

3.3 Responsibility means that one knows and is able to perform his duties appropriately.

## Conceptual Framework



**Figure 1.2 Conceptual Framework**

## Research Hypothesis

1. Students at 4<sup>th</sup>-6<sup>th</sup> grades had higher game addiction protection after the intervention program to enhance protective skills against game addiction
2. Students at 4<sup>th</sup>-6<sup>th</sup> grades had higher game addiction protection.

## **CHAPTER II**

### **LITERATURE REVIEW**

For the study on the effectiveness of intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students, the related documents and research papers were studied and categorized by the following topics:

1. Documents and research papers relating to game addiction
  - 1.1 Meanings of game addiction
  - 1.2 Types of game
  - 1.3 Causes of game addiction
  - 1.4 Characteristics of game-addicted children
  - 1.5 Impact of game addiction
  - 1.6 Preventive measures and solutions against game addiction
  - 1.7 Studies relating to game addiction
2. Documents and research papers relating to group activity
  - 2.1 Meanings of group activity
  - 2.2 Significance of group activity
  - 2.3 Purposes of group activity
  - 2.4 Activities used in group activity
  - 2.5 Steps of group activity
  - 2.6 Group size used in group activity
  - 2.7 Time and frequency of group activity
  - 2.8 Studies relating to group activity
3. Documents and research papers relating to self-esteem
  - 3.1 Meanings of self-esteem
  - 3.2 Significance of self-esteem
  - 3.3 Concepts and theories relating to self-esteem
  - 3.4 Components of self-esteem
  - 3.5 Characteristics of persons with low and high self-esteem

- 3.6 Methods of improving self-esteem
- 3.7 Studies relating to self-esteem
- 4. Documents and research papers relating to the social skill
  - 4.1 Meanings of the social skill
  - 4.2 Significance of the social skill
  - 4.3 Concepts and theories relating to the social skill
  - 4.4 Components of the social skill
  - 4.5 Methods of improving the social skill
  - 4.6 Studies relating to the social skill
- 5. Documents and research papers regarding self-discipline
  - 5.1 Meanings of self-discipline
  - 5.2 Significance of self-discipline
  - 5.3 Concepts and theories of self-discipline
  - 5.4 Characteristics of persons with self-discipline
  - 5.5 Methods of improving self-discipline
  - 5.6 Studies relating to self-discipline

## **2.1 Documents and research papers relating to game addiction**

### **2.1.1 Meanings of game addiction**

Sirichai Hongsanguansri and Panom Katuman<sup>16</sup> stated that the game addiction behavior was similar to the substances dependence persons and pathological gambling persons, that is, they felt satisfied if winning the game. They wanted more wins to get the same degree of satisfaction. They spent a long time for game playing to reach the target expected. They greatly immersed themselves in games, and wanted to play all the time until they got several effects, e.g. studying, working, family and social relationship, and behavior problems such as lying, stealing, being aggressive, skipping classes, and running away from home. These affected both physical body and mind.

Chanvit Pornnoppadol and Asara Vasupanrajit<sup>5</sup> stated that the persons addicted to the internet, social media and game had the symptoms like substances

dependence persons and pathological gambling persons, that is, when they played games, social media or internet, they felt so satisfied and pleasant that they lost self-control and spent time for playing longer than the time they intended. The addicts would play longer and longer until they could not control themselves to stop playing although they have tried to reduce or give up. When they were interrupted or stopped, they felt angry and frustrated. Frequently, the addicts used the game playing, social media playing or internet surfing when they felt strained in order to evade some problems. They immersed themselves in or recalled their past playing, and wanted to play all the time until they got many effects, e.g. studying, working, health, family and social relationship, etc.

From the meanings described above, it could be concluded that the game addiction referred to the excessive game playing until the addict had the behavior like substances dependence persons, which took effect to himself, his family, and the society.

### **2.1.2 Types of game**

The Drug Demand Reduction Bureau<sup>21</sup> categorized the games subject to playing features into 6 types as follows:

1. Simulation Game – This type of game is designed for young children by simulating some basic daily activities, e.g. dressing, cooking, going marketing, etc. Some games may comprise the complicated activities, and can force the behavior as commanded such as The Sims, etc.

2. Sport Game – This type of game simulates the sport plays for the game such as football, tennis, golf, basketball, race, car racing, etc.

3. Puzzle Game – This type of game is to practice the basic ingenuity from simple to difficult level, e.g. jigsaw game, math game, etc.

4. Action Game – In this game, the players must battle and overcome others, e.g. fighting game, shooting game, police raid game, etc. up to the war game.

5. MMOPG or mixed game, e.g. adventure game in which a player must take a role of any character (Role Playing Game or RPG), and he must meet the game target. This game requires that the player find out the solution or solve

the riddle. Massive Multiplayer Online Role-Playing Game is the game in which several players play that game simultaneously, and it seems that these players stay in the same world through a large network.

6. Casual Game – This type of game is joyful, simply accessible and simply played, which may be played via internet, PC, Mac, Xbox, PlayStation, Nintendo, DS, Wii or even mobile phone, and PDA. This type of game is free of violence, e.g. puzzle game, word game. The favorite games include Mahjong, Tetris, Solitaire, Bejeweled, Cake Mania, Mystery Case File, and Luxor, etc.

### **2.1.3 Causes of game addiction**

Chanvit Pornnoppadol et al.<sup>11</sup> explained that the causes of game addiction were resulted by several factors combined together and related to each other. The main causes included:

1. Family and parenting practice – The game-addicted children are usually found in families where the children have not been practiced to have self-discipline, no family rules are placed, and please the children or the children are not punished when they do wrong because the parents are soft-hearted. In some families, the family members live separately, and no joyful activities are arranged for children, or there are no activities mutually done in the family. Thus, when the children get lonely and bored, they must seek for other activities to make them enjoy, so game playing is the inevitable activity. As the parents have no time to control their children, or they are not concerned about limiting the time of game playing at the first stage while they feel pleased that the children play the game silently and do not interrupt them so that the parents have more private time. This may be said that the parents use the game to care of the children for them.

2. Changing society – The hi-tech society contains a large number of powerful tools to arouse the excitement in children. The materialism society is usually short of activities or places allowing the children for learning and feeling pleasant at the same time. This pushes the children to play games as a solution.

3. Child factor – Some groups of children were more risky to the game addiction than other people; for example, ADHD children, children with

emotional problems, depression or anxiety, children with no social skill to get along with friends, LD children, or low self-esteem children, etc.

Conrad <sup>22</sup>, Clinic Psychologist, explained the causes of game addiction as follows:

1. Several games are intentionally designed to blind the player from the game ending, so the player feels that he is challenged to find new things all the time, which urges them to play endlessly.

2. At present, the games not only gives joy, but also serves the social need for the player. Games seem to link the relationship with other people.

3. Rewards are given based on the player's ability. Game makes the player feel that he is smart, have strength, bravery and power, etc. Passing each game level may take a short time and the player will get the reward. This reinforces the player to continue playing. Although the player may not be able to pass that level, he may play it endlessly without any punishment, so the player puts more effort to win that game until he gets addicted to the game finally.

4. Those games can connect or play with other players around the world. They make the players living in other regions of the world to chat together.

5. General people usually understand that game playing is the least violent activity, but, in fact, the game addiction is not less dangerous than the narcotic taking or on-line gambling.

6. Another cause of game addiction is the art of rewarding, which may be divided into 2 types: rewarding after the player's number of playing is equal to the average number of playing by most players; or rewarding by determining the rewarding round to attract the player. The game may determine that the player will get the reward after 5 playing rounds. Sometimes, the player may get the reward after playing only one round while other players must play 15 rounds. The player will not know when he will get the reward; he just knows that much playing helps him get the reward.

7. Passing the beginning level of a game may depend on the player's ability. But, at higher levels, the players will be proposed to join with other players to reach the target together. If the player disagrees with this, he may be

unable to continue the next levels. Finally, the player will be forced to have friends or group. If not, the player cannot continue playing that game.

8. The game producer companies allow the players to improve and develop the games by upgrading the games in order to boost the existing capabilities, and to choose new skills, etc. These are always favored by the players.

9. The games have the motivation rewards. The player who gets the highest scores will receive many rewards, e.g. air ticket, etc.

#### **2.1.4 Characteristics of game-addicted children**

Chanvit Pornnoppadol<sup>23</sup> explained the characteristics of game-addicted children as follows:

1. Children lost self-control to play games within the determined time. They spent time to play games for hours or they spent time to play longer and longer from few hours a day to many hours a day. Some players may play games over day over night.

2. If these children are forced to stop playing, they will become resistant, frustrated and strongly unsatisfied. Some children may become aggressive and act wildly if they cannot play games.

3. Children ignored their responsibility and daily activities, e.g. having a wink of sleep, having unhealthy food, ignoring their study, not doing homework, skipping classes, sneaking out from home to play games, having so bad academic results, and losing the relationship with intimate people.

4. Children might have other behavior problems, e.g. lying, stealing (to take some money to play games), stubbornness, resistance, separating, and isolating, etc.

#### **2.1.5 Impact of game addiction**

Child and Adolescent Psychiatric Society of Thailand<sup>24</sup> indicated the effects of game addiction in 3 main issues:

1. Effect to brain and intelligence – Although some games may help practice the analytical thinking, a long playing may cause the player to have no chance to practice other necessary life skills, and to waste time to receive other

knowledge. It has been found that most children and adolescents playing games for a long time apparently had worse academic results.

2. Effects to the association and family – At present, the online society may enable the children and adolescents to play together, but such relationship is so different from the real association. It has been found that the children spending time to play games for long would have less association and worse family relationship.

3. Effects to the physical health – The long-time game playing blocked the children to do exercises or movements until some children had the obesity or malnutrition because they immersed themselves in playing games until they ignored meals. Some children had unknown pain, e.g. headache, neck pain, stomachache, joint pain resulted by inflammation, and trigger finger. Still and long sitting causes the blood clot to clog the blood vessels. The symptom frequently found is that the blood clot clogs veins at legs, which results to the abnormal blood circulation at those organs and to the failure of respiratory system and blood circulation system. These are some causes of death in game players spending time in playing so long.

### **2.1.6 Preventive measures and solutions for game addiction**

Sirichai Hongsanguansri and Panom Katuman<sup>16</sup> gave advice on the game addiction prevention as follows:

1. The parents should have information about games, categorize games, and choose games useful for their children. The parents should have talks to their children, and educate the children until they understand and accept that the good game playing is to choose certain good games. The parents should also explain why any games should not be played.

2. The game playing system should be set at the first stage. The children should be permitted to play games on the time agreed in the family before starting the game playing at home. This time setting should not be fixed after the problem occurs because it is hard to change the children's game playing behavior subsequently. The playing time should be set clearly such as 18.30 hr.-19.30 hr. The parents should not say nonspecifically to their child not to play much, but they should set the game playing time for children to be consistent with other activity schedule.

3. The game playing should be under the parents' sight, within the determined time, and not impairing the children's duties, e.g. doing homework and other existing responsibilities. The parents should set up the game playing time when the children complete their work. The parents should block the children to access to any dangerous games. When the parents control the children's game playing subject to the agreed rule, the success will occur when the children adjust themselves to be under such rule. At the beginning, the children may omit or be incautious, but the parents should not permit the children to violate the rule or to play alone.

4. If the child violates the rule, the parents must review seriously about the problems causing such violation. The parents may set up more controlling measures. For example, the parents may let the child remind himself. If unpractical, the parents may give one warning for 5-10 minutes in advance. If the child does not stop playing, the father must close the computer without any negotiation, explanation or muttering that he had several warnings. The parents must not be concerned with the children's reactions if they mutter or outcry. If this measure fails, more serious measures must be set; for example, not permitting to open the game for 1-3 days or longer.

5. The prevention to be done beforehand is to practice the children to have self-control, not to please children, and set up the schedule when they are young. This practice should start when the child is 2 years old. The child will be familiar with conforming to the rule, then he will follow the game playing rule. The good relationship between parents and children will help the children obey the parents easily.

Child and Adolescent Psychiatric Society of Thailand<sup>24</sup> gave some advice to the parents on the game addiction prevention in 3 main issues as follows:

**Advice 1** – General advice for the parents before allowing the children to play computer games.

For young children (6-10 years), the parents should select non-violent games or slightly violent games, e.g. sport games that are not the fighting games, cartoon games with the polite language. For old children (10-13 years), they may play games with little fighting and more complicated language, but they should not have any violent scenes. For adolescents, they may be interested in games with more

fighting and violence, but there should be too many violent scenes, e.g. bloody scene. The parents should be careful for games with improper contents, e.g. sex, narcotics, vulgar language or contents inciting the misconduct. The children should not play the computer games longer than 1 hour per time, and the total playing time should not be longer than 1 hour per weekday and 2 hours per weekend. The children should not play the computer games for 1 hour before going to bed because the game playing can affect the children's sleep. The children and adolescents should be encouraged to have some hobbies or activities that are creative and good for health, e.g. exercise, sport, music, and other volunteer spirit activities. The children may play the computer games if their playing does not interrupt their important duties such as doing homework, doing housework, and doing exercises. Importantly, the parents should not permit the children to play the computer games when they are doing other activities, especially when walking on any public path. At home, there should be the least tools used for playing games. The tools used for the computer game playing should be placed at the common area. The computer must be logged in by putting the password, which should be changed frequently. The parents should give the password when the children complete their homework or other assignments. The program monitoring the use of internet or game playing by children should be installed to control their playing time.

**Advice 2** – Practice guideline for parents to prevent their children to be addicted to games in case that the parents permit the children to play games.

What the parents must practice is to offer love, warmth and quality time to their children. The parents must know their children's friends and families in order to create the parent network to take all children to do various activities at leisure. The parents must set up the game playing time as a joint rule. The parents must set up some punishment measures in case that the children cannot conform to such rule. The tools used for playing computer games must be limited. The parents must have the same childcare method. The parents must train the children to know how to allocate their time, have self-control, and be responsible for themselves. The parents must encourage the children to have self-esteem by praising their abilities, not only in their study, e.g. music, sport, and art, etc. The parents must coach the children to cope with stress appropriately and efficiently.

**Advice 3** – Practice guideline for parents when their children become addicted to games.

The first thing the parents must do is to be calm, and not so peevisish. The parents should be blame or scold the children severely as if the children had the serious fault. The parents should have the positive conversation to express their worrisome to their children. For example, “Dad understands that you like playing the game so much, and I believe that it gives many good things to you. But, I feel worried that you’ve spent too much time for it until you may have some problems” The parents should root the attitude about playing games that “Balance games, balance life” instead of using the harsh method. However, the parents must give more time to the family, and create some family activities to replace the game playing. The parents should not shirk this duty to any specific person, and they must be the model of self-discipline. In addition, the parent network in school or community should be set up with an aim at taking all children to do the joyful and challenging activities after classes or on weekends. The children should be involved in setting up the game playing rules. The parents may consider the limited access to the internet in order to limit the online playing. For example, the parents may use the air card instead of the hi-speed internet. In case of the severe game addiction, the parents may ask for some advice from the physician because the children may have other psychological problems, e.g. depression, anxiety, ADHD, etc. so that the children will be diagnosed and cured.

### **2.1.7 Studies relating to game addiction**

#### **2.1.7.1 Local studies**

Donruedee Petchsuwan and Sirichai Hongsanguansri<sup>25</sup>, in 2008, conducted a study on “A Pattern of Computer Game Playing and Addiction among Child and Adolescent Psychiatric Outpatients at Ramathibodi Hospital”. The sample group included the children and adolescents aged 6-18 years who have received the medical treatment at the Outpatient Psychiatric Department of Ramathibodi Hospital. The result showed that the sample group spent the time for playing computer games during the semester session for  $9.2 \pm 13.6$  hours a week, and during summer for  $10.2 \pm 16.4$  hours a week. The ADHD children and adolescents

were addicted to the computer games like other patients diagnosed that they had other psychiatric disorders. The samples who were the child and adolescent psychiatric patients had the similar game addiction behavior and aggression to the samples that were not addicted to games.

Chanvit Pornnoppadol et al.<sup>11</sup>, in 2009, conducted a study on “Factors Preventing the Game Addiction in Children and Adolescents”. The sample group included 2,452 parents and students at 4<sup>th</sup>-9<sup>th</sup> grades of 7 schools in Bangkok and other provinces. The result showed that the family and parenting practice factors and child factors put the great influence on preventing the game addiction, and reducing the children’s chance of accessing to games. The children should be trained to be responsible for the housework, have self-discipline, and know how to have self-control. The game playing duration had to be controlled as well. The parents had to give the quality time to their children by spending time to do some family activities together and to encourage the children to do some creative activities. These were the important factors to prevent the game addiction. However, the peer and environment factors were the reinforcing factors, which could be either preventive factor or enabling factor for the game addiction.

Prakaipetch Supaket et al.<sup>26</sup>, in 2012, conducted a study on “Factors Related to Computer Game Addiction among Elementary School Students”. The sample group included 256 students at Grade 4 to Grade 6. The result showed that the peer conformity, family cohesion, and self-esteem were the factors related to the computer game addiction at a significance level of .05. The result also showed that the low self-esteem increased the possibility of computer game addiction to 2.44, 0.56, and 0.35 times respectively.

#### **2.1.7.2 Foreign studies**

Kweon and Kim<sup>12</sup>, in 2014, conducted a study on “Predictors of Protective Factors for Internet Game Addiction in Middle School Students Using Data Mining Decision Tree Analysis”. The result showed that the child factors, e.g. responsibility, belief in the ability in planning, social skill, self-esteem, and self-efficacy put influence on the prevention of game addiction for 95.2%, which was higher than the family factors or school factors that put influence for 71.4% and 63.3% respectively.

Chen et al.<sup>27</sup>, in 2015, conducted a study on “ADHD and Autistic Traits, Family Function, Parenting Style, and Social Adjustment for Internet Addiction among Children and Adolescents in Taiwan: A Longitudinal Study”. The sample group included 1,153 students at Grade 3, 5, and 8 from 6 primary schools and 1 secondary school. The students were tested by Chen Internet Addiction Scale (CIAS), Autism Spectrum Quotient (AQ), Parental Bonding Instrument (PBI), Family APGAR, and SNAP-IV. The result showed that the children and early adolescents had lower rate of internet addiction from 11.4% to 10.6%. It was also found that the male students, who have not been cared by the family, and had low social skill and ADHD, were correlated with the internet addiction. However, the correlation between Autism and internet addiction was not found.

## **2.2 Documents and research papers relating to group activity**

### **2.2.1 Meanings of group activity**

Jareewan Wattanajitpong<sup>28</sup> stated that the group activity meant the learning experience received when the group members had interactions and cooperation in solving problems or doing anything together. Each member would learn many things by himself by analyzing the behavior of group members and other participants at that time, which enabled him to learn about the social skill, appropriate self-acceptance, listening ability, controls of emotional expression, feeling and opinion, and self-disclosure.

Nattha Thubthong<sup>29</sup> stated that the group activity meant the process allowing the group members to be involved in doing various activities together. The interactions in the group helped an individual learn everything by himself, and he would be able to use the experience, attitude and opinion from the group for his self-development.

Budsaraporn Sukkum<sup>30</sup> stated that the group activity meant the joint planning and experience sharing between group members under the group leader who has been well trained, and used many methods to support and promote the group

members to work efficiently, and to have learning or change their attitude and behavior.

Jutanoot Busapavanich<sup>31</sup> stated that the group activity meant the process provoked by two persons or more, who had the mutual objectives to plan in doing an activity together, and to have the interaction to attain the determined objectives. The behavior of group members and activity participants were also analyzed to be implemented in self-development. The members also acted as the good leaders and followers.

From the meanings mentioned above, it could be concluded that the group activity meant the joint learning process between 2 group members or more from their working interaction, which enabled them to share experience, opinion, attitude, and ability in expression emotions appropriately, as well as ability in accepting oneself and others.

### **2.2.2 Significance of group activity**

Leigh<sup>32</sup> indicated the significance of group activity that it enabled to learn the following matters:

1. Group power, which was provoked from creating the linkage between team members. This was an important lesson to build the loyalty and responsibility.
2. Win-loss learning – One had to respect in abilities, and accept in the effort of each person that he did his best to get the triumph. One had to praise for abilities of other people.
3. Respect other people as important persons of the group because an individual had the different skills and expertise.
4. Inspiration was important for the group activity. One had the different inspiration and motivation. While one had no motivation, another may have it. Inspiration would be gradually increasing when doing the group activity.
5. Group cooperation had to be handled by the group leader who would set up the guideline, planning and rehearsal. Structure setting and management were important for the group activity.

### **2.2.3 Purposes of group activity**

Jiroot Phucharean<sup>33</sup> stated that the group activities were done under the following objectives:

1. To understand oneself rightly because a man might know and understand himself in some aspects, but he might misunderstand himself in other aspects.
2. To understand other people. Understanding needs some learning, which led to the acceptance in other people's behavior.
3. To build ability in working with other people because the group working required the communication skill, leadership, and interaction with others, etc.

Students Learning Development<sup>34</sup> explained that the group activity consisted of the following objectives:

1. To boost the work efficiency. Group working enhanced more efficiency than working alone because an individual could apply his skills to create the work, share the experience, and discuss opinions.
2. To improve skills. Group working helped us improve the interaction skills, e.g. speaking and listening. The co-working skills included the practice of leadership, practice of working with others, etc.
3. To know oneself better. Working with other people helped us see our strength and weakness. For example, we might be better in speaking than listening, or we might have an excellent creativity, but not be good in implementation.

### **2.2.4 Activities used in group activity**

Sarinna Kedngam<sup>35</sup> summarized the activities done in the group activity as listed below.

1. Game – Game was an arrangement of a scenario to enable a player to play by himself under certain determined conditions or rules. The player must decide and do something to win or lose. This method helped the learner analyze his thought and behavior affecting his decision, and have fun.
2. Role playing – It was a supposed situation like game, but the player's role is determined in a situation. The player had to act and express

naturally based on his personality, experience, and thought. This method helped the learner analyze his emotions and behavior comprehensively.

3. Simulation – It was the situation simulation to be similar to the real event. The learner had chance to test his behaviors that he might not dare to express in the real situation because he might be afraid of the outcome.

4. Case study – It was the teaching by applying some stories that were real and close to the learner's real life to be the examples so that the learner could have the analysis and discussion in order to understand and solve those problems. This method helped the learner have chance to share his opinion, and it was more meaningful for the learner.

5. Acting or dramatization – This method allowed the learner to act according to the determined role. His personal characteristics would not be put in his act. This method helped the learner get some experience, understand emotions, reasons and behavior of other people, and sympathize with each other.

6. Small group – The group was divided to be smaller so that everyone could participate in expressing. The favorite method in the small group was the brainstorming, and buzz group, etc.

### **2.2.5 Steps of group activity**

Students Learning Development<sup>34</sup> explained that the successful group activity had to involve the following steps:

1. Building the familiarity
2. Planning and preparation
3. Preparation of tools
4. Success

Siriwan Chantanasanon<sup>36</sup> summarized the process of group activity as follows:

1. Participation step – In this step, every student participated in doing physical, mental, intellectual or train, and social activities. For example, when a student did the self-learning activity, he had to show his physical and verbal expression to communicate with other people in order to enhance the learning, feeling and emotions relating to his activity. When the student saw the real matter, discovered

what he wanted to learn, and had the relationship with other people, he would interact and change his thought, social value and belief. This helped his learning wider and become fruitful.

2. Analysis step – In this step, a student shared his opinion from the participation step, analyzed what he has done, and was able to assess the relationship between his group members.

3. Principle implementation step – In this step, a student compiled various concepts proposed by other students to be his principle, and connected his learning with other people.

4. Evaluation step – In this step, the students mutually evaluated his learning and his group's learning, and gave some advice together.

### **2.2.6 Group size used in group activity**

Oxford Brookes University<sup>37</sup> stated that the group size used in the group activity may be divided into 2 types:

1. Large group – The strength was that the group would be capable of solving problems, or sharing opinions. However, many members might not permit everyone to share his opinion, except outstanding members, so the other members might feel bad.

2. Small group – The strength was that the members felt intimate and participated in the group fully, so it was easy to make everyone have the same objectives. The power might be allocated to other members or the power was rotated.

Shaw<sup>38</sup> stated that the size of group activity comprising more than 30 members did not cause any problem for forming the group because the group might be separated into small groups. However, other components, e.g. members' relationship and members' work cooperation were more important for the group working.

### **2.2.7 Time and frequency of group activity**

Patternson<sup>39</sup> stated that the group activities should be held twice a week. If the members had no much time for the group participation, three activities might be help per week. An activity held for the primary school children should not be longer than 1 hour because they would feel bored.

Jiroot Phucharean<sup>33</sup> It could be said that the duration and frequency of group activity should be provided sufficiently by considering the appropriateness with the type of group, members' age, and group objectives, which were under the group leader's discretion. For example, an activity for young children should not be longer than 30 minutes or 1 hour for adolescents. A member should fo the group activities twice a week.

### **2.2.8 Studies relating to group activity**

#### **2.2.8.1 Local studies**

Suntaree Thamrongsothisakul<sup>40</sup>, in 2007, conducted a study on "Developing Self- Awareness of Emotional Quotient of the Gifted in Prathom Suka IV by Using Group Activities". The sample group included 20 students who were the gifted and talented students at Grade 4 of Ta It Municipal School in the second semester in the educational year of 2006. These students were selected to participate in the experimental group for 16 times. After the experiment, it was found that the emotional quotient in relation to self-awareness of the gifted and talented students at Grade 4 was higher than their emotional quotient before the experiment at a significance level of 0.01.

Prapatson Srivorakun<sup>41</sup>, in 2009, conducted a study on "The Effects of Group Activities in Developing Self-esteem of Young Thai Hill Tribe Women at Ban Angela". The sample group included 15 youths in the Thai Hill Tribe Women at Ban Angela, Amphoe Chiang Kham, Phayao Province, and aged 13-18 years. They have done the activities to improve their self-esteem for 6 weeks, twice a week on weekends or 12 activities in total for 90 minutes per activity. After participating in all 12 activities, their self-esteem was higher at a significance level of .01.

### **2.2.8.2 Foreign studies**

Looyeh et al.<sup>42</sup>, in 2014, conducted a study on “Treating Social Phobia in Children through Group Narrative Therapy”. The sample group included 24 boys, aged 10-11 years; 12 of them were in the experimental group and another 12 were in the control group who were diagnosed that they had the social phobia. The boys in the experimental group received 14 medical treatments, twice a week and 90 minutes per treatment. The result showed that the scores between the experimental group and the control group were different at a significance level of .05. According to the parents’ assessment after the experiment, the children had less social phobia, both at home and school, at a significance level of .05.

Cortina and Fazel<sup>43</sup>, in 2015, conducted a study on “The Art Room: An Evaluation of Targeted School-based Group Intervention for Students with Emotional and Behavioral Difficulties”. The sample group included 169 students with emotional and behavioral problems based on the listed submitted by the class teachers. These students have participated in 6 group activities. They also completed the short Moods and Feelings Questionnaire (sMFQ) while the teachers completed the Strengths and Difficulties Questionnaire (SDQ) before and after the experiment after finishing the group activity. The result showed that the overall behavioral problems have decreased. Each behavioral problem, e.g. emotion, hyperactive behavior, and relationship with peers, has been decreasing at a significance level of .001, except the aggressive behavior. In addition, their pro-social behavior was higher at a significance level of .001.

## **2.3 Documents and research papers relating to self-esteem**

### **2.3.1 Meanings of self-esteem**

Jaruwadee Boonyarom<sup>44</sup> stated that self-esteem was a feeling to oneself when he perceived that he had some value, ability, confidence and importance.

Boorana Trairat<sup>45</sup> stated that self-esteem meant an individual’s feeling in self-acceptance, self-respect, confidence in his value and importance, and confidence

in his ability in completing any targeted matters successfully. These emotions were resulted by assessing the experience in success and the acceptance by other people.

Pafan Areema<sup>46</sup> stated that self-esteem was a feeling and attitude toward oneself in respect with his success, ability, and body, and a feeling that one was valuable and important for other people, especially for some intimate persons in the family and society. For self-assessment, one might assess as an individual or thing. However, the assessment would be positive or negative depending on his interpretation of success or failure in life.

Prapat Na Pikul<sup>47</sup> stated that self-esteem meant one considered and decided on his value based on his feeling and attitude toward himself, either good or bad aspects, e.g. success, failure, self-abnegation, and self-reliance. One thought that he was valuable in the society, and was accepted by other people and the society.

Yolsirirat Matpol<sup>48</sup> stated that self-esteem meant one's belief or feeling to oneself. He understood and accepted that he was important, had abilities, and used his abilities to complete many things successfully as targeted, and he was also accepted by other people in the society.

Heatherton and Wyland<sup>49</sup> stated that self-esteem meant one's decision on his value based on the attitude given by each person toward his ability, importance, success, and value.

Branden<sup>50</sup> stated that self-esteem meant one's experience in handling challenges in his life. He felt that he was valuable in living happily.

Rosenberg<sup>51</sup> stated that self-esteem meant one's attitude toward satisfaction and dissatisfaction to oneself.

From the above meanings, it could be concluded that self-esteem meant one's feeling in understanding and accepting oneself, and being accepted by other people; one's feeling that he was valuable, respected to oneself, and had confidence that he was able to complete many things successfully as targeted.

### **2.3.2 Significance of self-esteem**

Field<sup>52</sup> stated that self-esteem was a combination of success and happiness in life. Whenever one had self-esteem, he would feel well about himself, touch calmness, and had confidence in handling everything. However, whenever one lost

self-esteem, he would know immediately how he felt bad, and it seemed that everything became wrong.

Steinberg<sup>53</sup> stated that high self-esteem related to the upbringing, support by friends, and success in school. Although it was difficult to indicate the causes and effect, a high self-esteem person would have the good mental health while a low self-esteem person would face many emotional problems.

Department of Ventura County Behavioral Health Care Agency<sup>54</sup>, an agency of The Ventura County Behavioral Health Department, provided a service website to initially prevent and solve the mental health problems. It stated that self-esteem took effect to mind, body and relationship. Although we may not be aware of it, self-esteem put influence on our daily life; for example, choosing to feel when staying in an unfamiliar situation and expression methods. If you felt good about yourself, your expression would be positive and you would be open to communicating with others, and empowered to take on challenges. If you had low self-esteem, you were likely to blame or criticize other people for your mistakes. Generally speaking, a high self-esteem person will be most comfortable and secure in forming honest relationships. You would be able to deal competently with stressful situations. You would tend to make healthy choices, and to appreciate the things that are good about your life.

### **2.3.3 Concepts and theories relating to self-esteem**

**2.3.3.1 Maslow's Hierarchy of Needs<sup>55</sup>.** Need for self-esteem deems the most important need in humans in the present society. Every human struggles to receive self-esteem, including reputation, social acceptance, title, etc. Maslow stated that if an individual is unable to accomplish each step of need, he will be unable to process on higher needs. If one finds certain problems in each stage of need, either poverty, mental instability, or love in the society, it is likely that he is unable to reach the stage of self-esteem. However, Maslow's actual or ultimate goal is to make people meet their actual needs, that is, they feel happy with life, do not struggle or seek for the external happiness, know their actual needs, and give to others without selfishness. However, moving from the stage of self-esteem to self-actualization, one must pass the level of autonomy or one must be free from

various social bonds. Psychologically, self-esteem is good because it prepares our psychological condition to be consistent with an expectation in success, receipt of acceptance and mental strength, so one is able to adapt to the environment better. According to Maslow's theory, it could be concluded that the parents or guardians as well as teachers should fulfill each level of needs for students, either food, sufficient relax, security in life, love, peers at school, parents and teachers' unconditional acceptance in themselves so that the students did not feel that they had no value or were isolated from the society. This would help the students pass to the level of self-esteem, which finally led to self-actualization.

**2.3.3.2 Carl Rogers<sup>56</sup>.** Carl Rogers is a renowned psychotherapist, who used the client-centered method to treat the psychiatric patients. Rogers believed that an important energy in human life was that a human could accept facts about humans. Rogers focused on the importance of personality that it was derived from an individual's perception since childhood. When one grew up, he would be able to separate himself from his environment and surrounding events. "Self" in a child could be developed pursuant to the following steps:

1. A child accepts the experience to himself as reality, and no one knows that "reality" as much as himself.
2. The existential thing since the child's birth is the tendency to accept the reality.
3. A child usually interacts with "reality" by trying to accept the reality surrounding him first.
4. A child will show his overall behavior in accepting such reality.
5. A child admires the experience making him pleasant. Such experience will be a valuable one for him. The unpleasant experience will lose value for him.
6. A child struggles so that his pleasant behavior occurs continuously or re-occurs. He will avoid the behavior giving the negative effect.

When a child grows up, his "self" image will be wider. The importance of the parents and surrounding people will be increasing. At this stage,

Rogers believes that the child will start developing his need for acceptance. He wants to be loved and accepted by people around him. Except the good feeling to him, the child also wants to have the good feeling to himself. When the child becomes the toddler, the adults around the child have more expectation to him. The child feels that to receive love and warmth from adults, he must obey or have acts accepted by the parents. The child becomes aware that he will receive love and care from the surrounding people when he does good things. The child will form his self-esteem from those conditions. If the child is successful after doing anything, he will be accepted by people around him.

Rogers indicated that one's behavior was the relation outcome of 3 personality systems:

1. Human's organism, e.g. common sense in human's living.
2. Phenomenal field, e.g. all experience perceived and accumulated by human. The phenomenal field may be the center of human's all kinds of experience.

3. Self. Rogers divided self into 3 types:

3.1 Self-concept is the organized set of characteristics that an individual perceives to himself.

3.2 Real self is the set of characteristics in reality. In some cases, an individual may not see himself based on the reality.

3.3 Ideal self is the self-concept that an individual would most like to possess.

Rogers has a concept that an individual with personality problems, e.g. inferiority, high anxiety because his self-concept is inconsistent with his real self or incongruence, which may be caused by 2 ways. The individual perceives the experience not consistent with what he sees or it may be called "threat". The individual with good or perfect personality will improve his self he has seen to be consistent with reality or situation. Someone may reduce the threat or remove the incongruence between the experience he sees by denying or distorting the reality or situation. The later approach may cause the personality problems.

It has been psychiatrically accepted that it is difficult that one accepts his real self in reality because he may feel disappointed. Rogers stated that

the more one adheres to his self he has seen, the less he accepts the experience incongruent with him. It is likely that he will have the maladjustment because the good-personality individual must have the congruence between self-concept and real self (as well as ideal self).

The good-personality individual is able to encounter various feelings, and to do every activity related to him. Then, he conveys such experience to his consciousness, which enables him to consider his acts and behavior whether they are good or not, reasonable or not, or should be done or not, which is called the fully functioning person who has the following characteristics:

1. Open to the past experience and accept it.
2. Existential living and necessity in living.
3. Trust feelings
4. Creativity

Rogers believed that one important point in human life is to be a perfect person. An individual has tried to conduct appropriate behaviors based on his own understanding, acceptance, and experience. For acceptance, the individual must not concern that it may provoke pain or frustration. An important goal in human life under Rogers' concept is similar to Maslow.

Under Rogers' concept, self-actualization consists of:

1. Open to experience dealing with the individual's satisfaction with the experience he receives, either positive or negative experience.
2. Existential living. The individual does not object to or block any experience occurring in life, but he is able to accept anything occurring in life and to live happily. This level of acceptance enables the individual to encounter new and more important things to be occurred in the future.
3. Self-confidence. The individual feels confident in his ability to do various things by himself without relying on others. He accepts the reality that he is ready and open-minded to listen to other people's opinion, and does not allow any other people to shape his path.
4. Autonomy. The individual has autonomy to make decision by himself. His decision does not depend on others, or he does not expect some help from others or the society. He is always honest to himself.

5. Creativity. The individual always initiates the good things, and know to avoid or confront anything.

Rogers' concept may be concluded that, in developing to be the real human, the individual must be developed to accept the reality and his self, and to be himself. When a child perceives that he gets the importance from the persons he interacts, he will build up his self-esteem. This concept is relevant to the development of self-esteem presented by Coopersmith that the child's self-esteem must be developed by allowing him to receive the acceptance from other people, and from himself, and the child must be allowed to do what he wants or targets, and to be successful as he wishes.

**2.3.3.3 Individual Psychology Theory<sup>55</sup>** – This theory has been developed by Alfred Adler. Adler's concept focuses on superiority and inferiority because human was born with inferiority, that is, he has helplessness. Adler also has the concept of self-esteem. For example, an individual's personality is influenced by the relationship between peers, humans, and social behaviors, e.g. striving for superiority, inferiority feeling. Adler focuses on social interactions because human is the social animal.

Inferiority and wish for superiority are the important motives driving the individual to have behaviors or to set his life meaningfully. Adler also believed that human seeks for self-fulfillment rather than comfort, and human seeks for the best. For example, Hawking, theoretical physicist and cosmologist who discovered the black hole radiation, said that "physical limitations, which severely prevent human's ability development, sometimes build the great psychological power leading to the greatest success". Nick Vujicic with birth defect has struggled until he completed the bachelor degree. He is the motivational speaker to inspire people around the world.

**2.3.3.4 Johari Window<sup>55</sup>** – This concept has been developed by Joseph Luft and Harrington Ingram. The Johari Window is shown in 4 quadrant grids with 4 words: open area, blind area, hidden area, and unknown area. Each room could be explained into each window as follows:

	Known by self	Unknown by self
Known by others	Open Area	Blind Area
Unknown by others	Hidden Area	Unknown Area

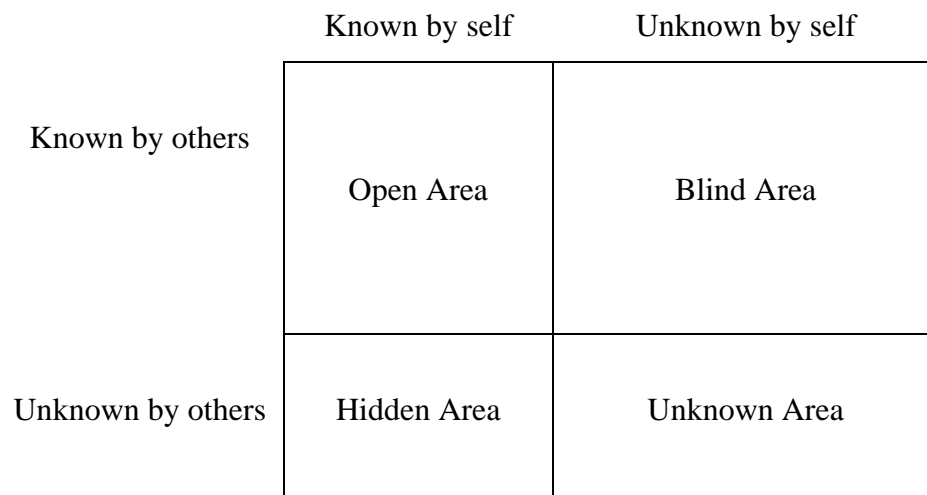
**Figure 2.1 Johari Window**

1) Public or open area represents the behaviors or things that you know about yourself, and the things that others know about you. For example, you know that you are kind, and your friends know that you are kind, etc. This area is narrow when people newly meet, but when they know and are more familiar, this area will be wider because the individuals have trust and self-disclosure. The adults should motivate the children to disclose their self to widen this area because the children will have better human relations.

	Known by self	Unknown by self
Known by others	Open Area	Blind Area
Unknown by others	Hidden Area	Unknown Area

**Figure 2.2 Johari Window – Large public or Open Area**

2) Blind area represents the behaviors or personality about you that you aren't aware of, but that are known by others. This can include simple information up to human relation problems; for example, you do not know that you are hot-tempered, have bad-breath, talk rudely, and these personalities are all known by your friends. The individual's large blind area affects his interpersonal relationship, and he will have no friends. Therefore, the individual must accept and improve his defects to minimize the space of blind area. The individual's large blind area takes effect to his adaptation and human relations.



**Figure 2.3 Johari Window – Large blind Area**

3) Secret or hidden area represents the things you know but hide them and dare not to reveal to others. Most hidden things relate to yourself, and if they are known by others, you will feel ashamed, lose your reputation, and not be accepted. Sometimes, it may deal with your inferiority and with something making you feel that you are not valuable or lose your self-esteem. The individual's too large blind area may affect his mind and feeling, which will become his permanent inferiority for the whole life or tends to have the neurosis. The adults must minimize this area in children as much as possible by allowing the children to disclose themselves, and to change their thought and feelings causing their inferiority.

	Known by self	Unknown by self
Known by others	Open Area	Blind Area
Unknown by others	Hidden Area	Unknown Area

**Figure 2.4 Johari Window – Large hidden Area**

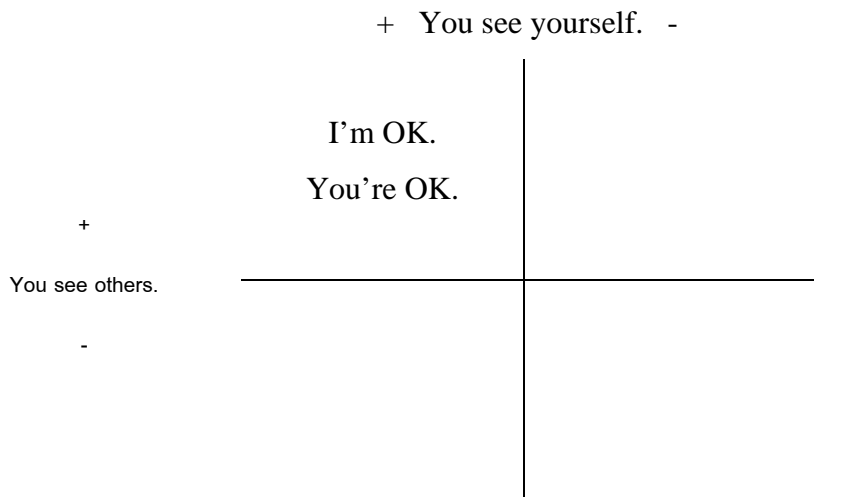
4) Unknown area represents the area that is not known to himself and unknown to others. It depends on time and opportunity, and it may occur unexpectedly. For example, a kind man in the uncontrollable situation may hurt anyone to death. This area is the source of energy, e.g. motivation, needs, unconsciousness, anxiety, or undiscovered potential, etc. Therefore, the adults should coach the children to their potential to be developed to be the public area.

	Known by self	Unknown by self
Known by others	Open Area	Blind Area
Unknown by others	Hidden Area	Unknown Area

**Figure 2.5 Johari Window – Large unknown Area**

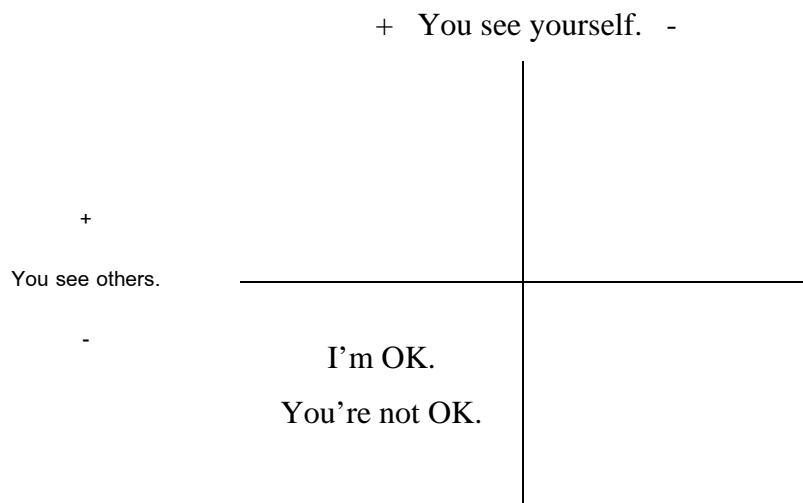
**2.3.3.5 Life Positions of Eric Berne<sup>55</sup>** – Life positions mean the individual’s attitude toward himself and others, which reflect his life positions. Life positions are resulted by the individual’s childhood experience accumulated by his learning and interactions with family members. Life positions comprise 4 characters:

1) I’m OK. – You’re OK. – This is an ideal character. The individual in this position is comfortable with himself and other people. He feels confident, happy, and gets on with other people even when he is points of disagreement.



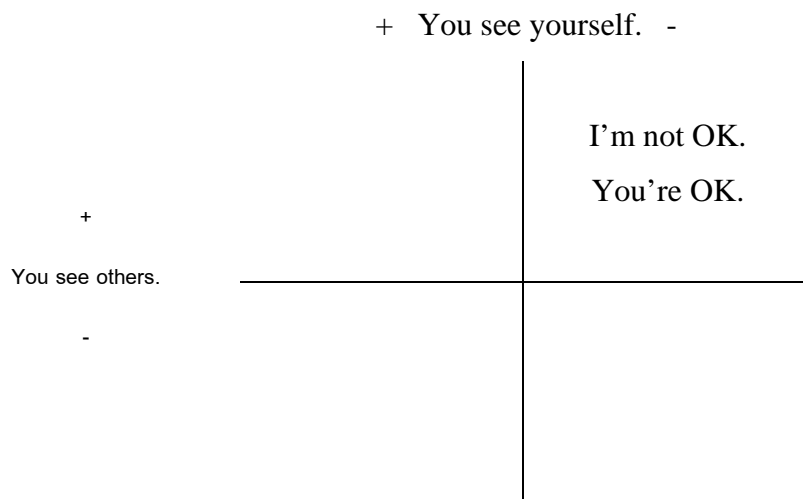
**Figure 2.6 Life Positions – I’m OK. – You’re OK.**

2) I’m OK.-You’re not OK. People in this position feel themselves superior in some ways to others, who are seen as inferior. As a result, they may be contemptuous and quick to anger. People in this position make themselves perfect, and their personal strivings makes others seem less perfect.



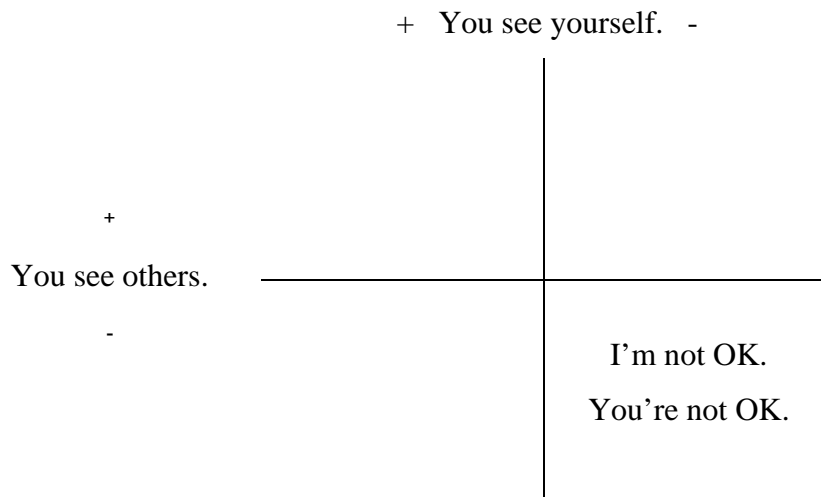
**Figure 2.7 Life Positions – I’m OK. – You’re not OK.**

3) I’m not OK.-You’re OK. The people in this position may come from being belittled as a child, perhaps from dominant parents or may be careless teachers or bullying peers. People in this position have a particularly low self-esteem, depression, put others before them, and compromise with others.



**Figure 2.8 Life Positions – I’m not OK. – You’re OK.**

4) I'm not OK.-You're not OK. People in this position are not successful, and try to blame others while they feel bad as well.



**Figure 2.9 Life Positions – I'm not OK. – You're not OK.**

### 2.3.4 Components of self-esteem

Branden<sup>50</sup> stated that self-esteem comprised 2 elements:

1. Self-efficacy
2. Self-respect

Both elements make self-esteem stay at an appropriate degree. Lack of any element makes self-esteem defective.

Branden<sup>50</sup> stated that building of self-esteem depends on practice in 6 following areas:

1. Self-acceptance
2. Self-responsibility
3. Self-assertive
4. Living purposefully
5. Personal integrity

Palladino<sup>58</sup> stated that self-esteem consisted of:

1. Self-confidence
2. Self-worth
3. Self-respect

Tafarodi and Swann<sup>56</sup> stated that self-esteem consisted of:

1. Self-competence
2. Self-worth
3. Self-confidence
4. Self-respect

### **2.3.5 Characteristics of persons with low and high self-esteem**

Department of Ventura County Behavioral Health Care Agency<sup>54</sup> stated that people with high self-esteem are able to make decision confidently, dare to express opinions, return to normal quickly after mistakes, and realize the life happiness. People with high self-esteem will accept and learn from mistakes. Their confidence is at an appropriate level. They are able to respond to questions openly, to accept other people's criticism, to cope with the decline with no feeling of loss, dare to resist in their rights, and are able to laugh to themselves.

However, people with excessive self-esteem will feel that they are smarter, more capable and more important than others. They will be proud, self-centered, and think that they are so skillful and capable, which are, in fact, less than their actual skills and capability; therefore, it is difficult to work with others.

People with low self-esteem will doubt in their capabilities, greatly immersed themselves in failure, and feel sad so long. They had the bad relationship with others or used narcotic substances. They talk about themselves negatively; for example, "I fail" or "I've never learnt" or "I'm not an interesting person". These people feel insecure, so they must be cared by someone. They fear the failure, and cope with the tension difficultly. These make the low self-esteem people have some psychological problems, e.g. depression or anxiety, which take effect to their working or learning.

### **2.3.6 Methods of improving self-esteem**

Department of Ventura County Behavioral Health Care Agency<sup>54</sup> stated that everyone, sometimes, feels unconfident in his capability, appearance, and creation of relationship, which is a normal event.

Whenever we learn to select the behavior to be expressed, we are able to replace our negative thought or belief by positive ones on the basis of facts. Several experts suggest the Cognitive Behavioral Therapy (CBT), a technique helping us aware of inaccurate or negative thinking.

Negative thinking affects the physical, emotional, and behavioral responses such as stomachache, deviated sleeping cycle, loss of concentration, or eating with no hunger, etc.

Whenever the following sentences rise up in your brain, “I cannot do it”, “I’m idiot in Math” or “I know that I’m presenting a so bad work”, you must change these sentences that “I can handle it. I may make mistakes, but if I do not try it, I’ll never learn from it” or “what can I do in this situation?” This change of wording may be difficult, but if you try it frequently, you will become familiar. Or every time you have any negative sentence in your brain, you must ask the questions to yourself. For example, “I cannot pass the exam. Do I have no ability to pass it?” “What have I learnt before the next exam?”

Apart from talking to yourself as mentioned above, praising yourself for each achievement instead of being anxious about the beginning, and recording the words relating to yourself positively such as “Every mistake enables me to learn”, etc., is another method of improving self-esteem.

Tartakovsky<sup>60</sup> proposed the guideline of self-esteem development, which included the practice of healthy habits such as feeding your body nutritious foods, getting enough sleep, etc., awareness of the ways you harm yourself such as talking with people making you feel bad, etc., awareness and challenge of negative thinking, discovering who you are, learning to make your life better, praising your body, and accepting imperfect things.

#### Advice for the parents on improving self-esteem<sup>61</sup>

1. When the child has peers, he feels so sensitive to his peers’ assessment. The parents can help him learn how to build the good relationship with his peers.
2. When the child is very familiar with his school peers or neighbors, he will assess himself differently from what he is taught at home.

The parents should explain clearly what the parents focus on, and allow the child to talk about his experience outside the family.

3. The child may be unable to improve his self-esteem quickly, and he may not feel good to himself in every situation. He may be confident in himself, and accepts himself when staying at home, not outside home or in classroom. In addition, when the child is so close to his friends, and he has done the activities at school or other places, he may feel that he is accepted and praised in one moment, but he feels oppositely in another moment. The parents can help their child by insisting that they understand and accept him although other people may not.

4. The child will feel that he is more valuable when the parents respond to his interest and attempt by expressing their sincere praise, not flattering. For example, if the child is interested in the activity being done by the parents, the parents may allow the child to be involved. If the child pays attention to some animals in the lawn, the parents may help seek for some information the child is interested in. Conversely, flattering may turn the child's interest, and the child will change his expression habit to get the flattering instead.

5. A young child gets more pride from his challenging work or activity than a simple or joyful thing. For example, the parents can ask the child to help in cooking or caring for the pet; this makes the child feel successful.

6. The child's self-esteem will be increasing if he is praised by the adults important for him. Training the child to have self-esteem means that the parents respect to and intentionally ask for their child's viewpoint and opinion, and allow the child to show this meaningful and realistic opinion.

7. The parents can improve and retain the child's self-esteem by coaching him to respond to loss rather than focusing on success and win. When the child feels disappointed or confronts the crisis, his self-esteem will be so low. At this time, the parents can boost the child's self-esteem by letting him know that the parents always love and understand him. When the crisis passes, the parents can give ideas about what goes wrong. If facing the crisis again, the child will be able to apply his past experience to handle that problem. The child will feel that he is more valuable and confident.

National Association for Self-esteem<sup>62</sup> proposed the methods of improving self-esteem as follows:

1. Cognitive Approach – This approach helps the child to develop positive attitudes, to think about the advantages of the outcome rather than finding fault in events. The child is coached to know that he has either positive or negative choices in considering the events or experience in his life.

2. Behavioral Approach – This approach develops the child to change his behaviors until he displays behaviors confidently, and other people see him positively. The activities mainly used relate to expression of feeling, voice control, and manners to other people. This approach makes anyone thinking himself as victim dares to display more, and no longer be treated as victim.

3. Experimental Approach – This approach designs the activities and situations to make each person aware of his skills, to have the positive relationship with other people, and to receive the positive feedback from other people to become the positive reinforcement for himself. For example, when the student is selected to be the daily role model student, he will get the positive feedback from his classmates.

4. Skill Developmental Approach – This approach focuses on the development of specific skills under a reason that when one becomes smarter, he will meet more success, and have higher self-esteem. These skills include the communication skills, problem-solving skills, conflict-settling skills, reading skills, and goal-setting skills, etc.

5. Environmental Approach – This approach deals with the structure; for example, the positive school environment enables the students to be directly involved in making decision on themselves. Goal setting with students, receipt of positive feedback, and receipt of respect are the concepts that create the environment used by the students to protect their self-esteem.

### **2.3.7 Studies relating to self-esteem**

#### **2.3.7.1 Local studies**

Poungchompoo Aramkul<sup>63</sup>, in 2006, conducted a study on “A Study of The Effect of Art Activities Towards The Self-esteem of Underachieving Gifted Students”. The sample group included 8 students at Grade 6, First Semester, Educational Year of 2005 at Chulalongkorn University Demonstration Elementary School under the Faculty of Education, Chulalongkorn University, who were purposefully selected. The research tools included the art activities, Gifted Underachievers Inventory, and Self-esteem Inventory. The sample group has done the art activities for 8 weeks, once a week, and 1 hour per time. After the experiment, the gifted underachievers had higher self-esteem at a significance level of .05.

Yolsirirat Matpol<sup>48</sup>, in 2008, conducted a study on “The Effect of Program for Developing Self-Esteem of Prathom Suksa Five Students at Wadjansamosorn School in Bangkok”. The sample group included 15 students at Grade 5, First Semester, Educational Year of 2007 at WadChndrasamosorn School, who got self-esteem scores from Percentile 25 and down. The research tools were Self-esteem Questionnaire, and Self-esteem Improvement Program. The sample group has attended such program for 14 times, twice per week, and 60 minutes per time. The result showed that these Grade 5 students had higher self-esteem after the experiment at a significance level of .01.

#### **2.3.7.2 Foreign studies**

Rahmani<sup>64</sup>, in 2011, conducted a study on “Self-esteem Deficits and Suicidal Tendencies among Adolescent”. The sample group included 200 students at the elementary level. The result showed that self-esteem, academic achievement goal, and actual academic achievement were correlated at a significance level of .05. The result also indicated that self-esteem and academic achievement goal between male and female students were different at a significance level of .05. This study also found that self-esteem and academic achievement goal put influence on academic achievement.

Jaredic et al.<sup>65</sup>, in 2013, conducted a study on “Shyness and Self-esteem in Elementary School”. The sample group included 160 elementary

students from Kosovo School and Metohija School. The students completed the Children's Behavior Questionnaire, and Rosenberg's Self-esteem scale, which were partly adjusted so that the questions fit to the sample group's age. The result showed that shyness and self-esteem were negatively correlated at a significance level of .05. In addition, shyness was negatively correlated with the academic achievement while self-esteem was positively correlated with the academic achievement. However, shyness and self-esteem were not correlated with the students' gender, birth order, and parents' education.

Park and Park<sup>66</sup>, in 2015, conducted a study on "Effects of Self-esteem Improvement Program on Self-esteem and Peer Attachment in Elementary School Children with Observed Problematic Behaviors". The sample group included 47 Grade 4 students, who have attended the Program for 12 times, 45 minutes per time per week. Their self-esteem and peer attachment were measured by Children Problem-Behavior Screening Questionnaire, Rosenberg's Self-esteem Scale, and The Inventory of Parents and Attachment immediately after completing the program, and one month after completing the program. The result showed that self-esteem of the experimental group was higher than the control group at a significance level of .001, and peer attachment in the control group was higher than the experimental group at a significance level of .05.

## **2.4 Documents and research papers relating to the social skill**

### **2.4.1 Meanings of the social skill**

Sansanee Nakasorn<sup>67</sup> stated that the social skills meant the individual's ability to live with other people, to cope with various emotions to adapt to his peers and strangers, and to work with other people smoothly. The social skills are behaviors expressing the individual's ability in building the interpersonal interaction, in communicating with other people, displaying appropriate words and gesture by knowing the role of efficient leaders and members in the group or society from learning and practice from various experiences to enhance the expertise and right

conduct. These abilities value the society, and benefit oneself and other people in the society.

Tanatorn Charoenraj<sup>68</sup> stated that the social skills were the individual's abilities in adapting to the circumstances and environment appropriately, as well as in living with other people happily.

Sasnan Sirithadakunlaphat<sup>69</sup> stated that the social skills meant the individual's abilities in communicating with other people appropriately, having responsibility based on roles and duties, carrying out the activities or working with other people happily, and performing fruitful things for the public.

Kraisorn Kuntajorn<sup>70</sup> stated that the social skills meant the abilities in building the relationship and living with other people by relying on the abilities in communications, daring to have the eye contact in talking, daring to initiate the conversation, knowing to control one's emotions, being able to work with other people smoothly, perceiving other people's emotions, and acting correctly and timely in the society.

From the above definitions, it could be concluded that the social skills meant the individual's abilities in living with other people by relying on abilities in adapting, communicating, perceiving and responding to other people's emotions, and displaying his roles and duties appropriately.

#### **2.4.2 Significance of the social skills**

Sukumarn Kasemsuk<sup>71</sup> stated that the social skills are essential and important for humans because humans are the social animal; they cannot live alone, and need friends to live together. From the smallest social unit or the family up to classroom, profession, community, country and the world, every group must interest and rely on each other. Therefore, the social skills are important privately and socially.

Privately, the social skills help the individual live in the society happily. The individual must have abilities in building the relationship, in settling either personal or social conflicts under appropriate methods, and in adapting himself for happy living in the society.

Socially, the society whose members possess the social skills will have the good understanding, efficient working, problem-solving by appropriate methods,

sacrifice for the public, and creativity for social development. Then, such society will be calm, prosperous and stable. The society with opposite characteristics will be chaotic definitely.

National Association of School Psychologists<sup>72</sup> stated that the good social skill was a factor to life success. Especially for children and adolescents, the social skills take effect to their studying capability, behaviors, and family and social relationship. The social skills also relate to the school environment quality and school safety. While the students apply their positive social skills in communicating with their peers and adults, the adults, parents and teachers must promote these behaviors directly and indirectly.

Mental Health Foundation of Australia<sup>73</sup> stated that the social skills are important in several aspects. Anyone holding good social skills will have more friends than others holding bad or fewer social skills. This means that the individual with good social skills will be helped when he encounters any obstacle or trouble in life. Some persons say that the people with good social skills are valuable and attractive, so this group of people tends to have high self-esteem.

Wiley<sup>74</sup> stated that each child was born with some private habits. It is apparent that some children enjoy doing the activities with other people while other children do not like them. Some experts call this character as social ability or ability in living with other people, which is the basic skill or learning skill. This means that the social skill can be learnt and improved. The child may not be the most outstanding in his classroom, but he must possess the good social skills. The child always rejected by the group will feel isolated and have low self-esteem. When this child grows up, he will be expelled from school, and use the narcotics. The parents can prevent these events by coaching the child to learn about the social skills so that he will not be driven from the group, and not treat other people like this.

### **2.4.3 Concepts and theories relating to the social skills**

#### **2.4.3.1 Freud's Psychosexual Theory<sup>75</sup>**

Freud believed that human being possesses libido from birth. When it shifts and is fixed at any organ, it will become the individual's source of sexual energy. During childhood, the gratification occurs at 3 organs: mouth, anus,

and sex organ. When the child grows up and has experience the stages of development, his experience at each stage will shape his adaptation and personality when he becomes the adult. The child's desire may be fixated at any stage if his desire is not responded or over responded. The stages of development are as follows:

1. Oral stage, from birth to about 12-18 months.

The infants are happy from milk and water sucking, biting. Too little or too much response in this stage results in the character who wishes to seek for oral gratification, e.g. over-eating, over-drinking, smoking, nail biting, sucking or biting things, gossip, etc.

2. Anal stage, from 12-18 months to about 3 years.

The children's focus of pleasure, in this stage, is on eliminating and retaining feces. Being fixated at this stage can result in stinginess, stubbornness, orderliness, and messiness. On the opposite, the anal fixation during this stage can result in an obsession with cleanliness, perfection, and control.

3. Phallic stage, from 3-5 years. The children are

happy to touch their genitals, and show a curiosity about other people's genitals. Boy develops unconscious sexual desires for his mother and imitates his father while girl develops unconscious sexual desires for her father and imitates her mother. The children at this stage start to learn about displaying behaviors based on their sexual roles.

4. Latency period, from 6-12 years. Children pay

attention to their surroundings, skill practice, social adaptation, and display of behaviors socially accepted, e.g. sport, game and other intelligent activities. Children interact and play mostly with same sex peers.

5. Genital stage or puberty, from puberty on about

13 years old and up. At the stage, the sexual energy is most perfect. Teenagers have less attachment to their family members, but tie more attachment to peers. Peers are an important emotional supporting source for teenagers. Teenagers start paying attention to opposite sex peers.

**2.4.3.2 Psychosocial Theory<sup>75</sup>** – This theory focuses on the importance of social and cultural environment to the personality development. This theory was developed from Freud's Psychosexual Theory, but the stages of

developed are expanded into 8; the first 5 stages are in childhood and adolescence periods, and another 3 stages are in the adulthood. Each stage contains the psychosocial crisis as follows:

1. Infancy to 18 months. In this stage, the infant develops his trust and mistrust. During this stage, if the infant's desire is well responded by receiving kindness, warmth and care from adults, he will see his environment positively, and trust other people. These characteristics will be fixed in himself until he grows up. If receiving the opposite care, the children will be pessimistic, mistrust anyone, and be selfish.

2. One year and a half to 3 years. This stage is to develop the sense of personal control. If the adults let the child do something by himself, e.g. eating, dressing and minor things, he will feel more confident and proud. If the child is forced to strictly conform to the rules or he is always blamed, he will feel discouraged and thinks that he is incapable, worthless, and not confident in himself.

3. 3-5 years. At this stage, the children are curious, ask many questions, and are full of ideas. Sometimes, the children may think and ask questions improperly, which are blamed by adults, so the children feel guilty and dare not to think or ask any questions until they are not initiative. If the adults respond the children's curiosity, and answer their questions by using a simple and reasonable explanation; this will help improve the children's intelligence and ideas greatly.

4. 6-12 years. At this stage, the child likes to evaluate his acts. If the child does good jobs, he will feel so proud. But, if he is disappointed, the child begins to feel inferior, and assesses himself lower than his actual potential.

5. 13-17 years. At this age, the teenagers specifically pay attention to themselves. If cared properly, the teenagers know their roles and duties. If not, the teenagers may conduct some problematic behaviors.

#### **2.4.4 Components of the social skill**

Jarolimek<sup>76</sup> stated that there were 6 components of the social skills:

1. Living and working with other people

2. Know to be giver and taker
3. Self-respect
4. Know to take opportunities appropriately
5. Respect to rights of other people
6. Awareness of building the society

Goleman<sup>77</sup> stated that the social skills consisted of 8 aspects:

1. Influence
2. Communication
3. Leadership
4. Change catalyst
5. Conflict management
6. Building bonds
7. Collaboration and cooperation
8. Team capabilities

National Association of School Psychologists<sup>72</sup> stated that the scope of the social skills consisted of 4 aspects:

1. Survival skills, e.g. listening, following instructions, ignorance to nuisance, good communication, and self-reward, etc.
2. Interaction skills, e.g. sharing, asking permission, activity participation, and waiting, etc.
3. Problem-solving skills, e.g. asking for help, apology, acceptance to action outcome, and decision-making, etc.
4. Conflict resolution skills, e.g. coping with mocking, loss, accusation, expelling from the group, etc.

#### **2.4.5 Methods of improving the social skill**

Christophersen and VanScoyoc<sup>78</sup> advised 4 methods of improving the social skill as follows:

1. Practice – The parents can help their child think about the proper expression and practice it from preparing the idea chart about what to talk or display, role play, and use of new skills learnt in real situations.

2. Praise – It is not easy that the child is eager to apply new skills, so the parents should praise when he uses those skills. This helps fix those skills in the child until they become his habits. Praise may be displayed by wording like “You are so excellent to control your anger”, or by gesture, e.g. thumb-up to communicate that the child is so excellent, or giving the child more special time for 5-10 minutes before going to bed, etc.

3. Point-out – The parents should point out when the child uses the skills required.

4. Prompt – The parents can remind the child when appropriate; for example, prompt the child to count 1-10 in the head, or other expression such as shaking the head when the child does something wrong.

The most important thing in the practice of social skills is the child himself because learning new things needs time and practice. Each child requires the different practice time. Any persons who care for the child must be creative in practice because each child has the different learning style.

## **2.4.6 Studies relating to the social skill**

### **2.4.6.1 Local studies**

Nittayapan Panchoo<sup>79</sup>, in 2006, conducted a study on “Developing the Activities System Thai Help the Students Create Social Skill of Bannasarn School Students Suratthani Province” The sample group included 100 students at Grade 8 in the educational year of 2005, first semester. These students were divided into the experimental group comprising 50 students, and the control group comprising 50 students. The research tools involved the questionnaire measuring the students’ social skills before and after the experiment, and social skill practice activities comprising 10 activities. The experimental group has attended two activities per week for the total of 6 weeks. After the experiment, the experimental group’s social skills, in general and in each aspect such as human relation, social adaptation, and self-acceptance and acceptance to other people, were higher than their social skills before the experiment at a significance level of .01, and the experimental group’s social skill scores were also higher than those of the control group at a significance level of .01.

Chalida Chawanon<sup>80</sup>, in 2009, conducted a study on “The Effect of Group Activities on Social Skill of Primary Grade 1 Students of The Demonstration School of Nakhon Ratchasima Rajabhat University”. The sample group included 30 students at Grade 1, who got the fewest social skill scores. These students were selected by sampling to be the control group for 15 students and the experimental group for another 15 students. Both groups completed the Social Skills Inventory before and after the experiment. The reliability of the Inventory was .989. The experimental group has attended this program in the total of 18 activities, for 30 minutes per activity and 3 days per week. After the experiment, the experimental group’s social skills scores were higher than its scores before the experiment at a significance level of .05, and its social skills scores were also higher than those of the control group at a significance level of .05.

Supatatt Dangkrueang<sup>81</sup>, in 2011, conducted a study on “Relationship between Behavior of Internet Addiction with Loneliness and Social Skills of Teenagers: A Case Study of Mathayom Suksa Students in the Upper Northern Region”. The sample group included 400 students in the high school level in 8 of Upper Northern provinces. These students completed the questionnaire on use of internet, questionnaire on internet addiction, questionnaire on loneliness, and social skills inventory. The results showed that the internet addiction behavior and social skills in the negative way such as aggression, antisocial personality, pride and narcissism, and loneliness and anxiety were positively correlated at a significance level of .05.

#### **2.4.6.2 Foreign studies**

Kim et al.<sup>82</sup>, in 2011, conducted a study on “Social Skills Training and Parent Education Programs for Aggressive Preschoolers and their Parents in South Korea”. The sample group included 19 pairs of children and parents. They were divided into 3 groups. Group One involved 6 pairs of children and mothers who have been participating in the social skills practice program, and the program educating about aggression. Group 2 included 7 pairs of children and mothers who have been participating in the social skills practice program only. Group 3 involved 6 pairs of children and mothers, which was the control group. After the experiment, the results showed that the children in Group 1 and Group 2

showed less aggression, and better emotional control and social skills whereas the children in the control group became more aggressive. This indicated that the social skills practice program and the program educating about aggression were efficient in reducing the aggression, and adding the positive nurturing for the parents.

VanVagt et al.<sup>83</sup>, in 2013, conducted a study on “Evaluation of A Group-based Social Skills Training for Children with Problem Behavior”. The sample group included 161 children aged between 7-13 years. The experimental group involved 86 students, which were divided into 2 groups. Group One has attended a 6-day camp to do various social skill activities. The main activities included the practice of social skills, role play, and studying the physical education. Group 2 involved 48 children who have attended a 6-day camp to do various social skill activities and to improve their social skills such as coping with stress, expelling from the group, etc. The control group included 75 children. The research tools for children consisted of Social Anxiety Scale for Children (SAS-C) and Competentie-Beleving Schaal voor Kinderen (CBSK). The research tool for the parents was Child Behavioral Checklist (CBCL). After the experiment, the experimental group held less anxiety in associating than the control group at a significance level of .05. In addition, the children in Group 2 had less anxiety in associating after the experiment at a significance level of .001.

## **2.5 Documents and research papers regarding self-discipline**

### **2.5.1 Meanings of self-discipline**

Orawan Panichpathompong<sup>84</sup> stated that self-discipline meant the individual's abilities in controlling his emotions and behaviors to attain his expectation with awareness that they were the good social value, and in not taking acts causing the discomfort or trouble to himself and other people in the future.

Surapong Chudech<sup>85</sup> stated that self-discipline meant the characteristics leading the individual's abilities in controlling his behaviors as expected. Controlling behaviors of oneself comes from the inner motivation, and the behaviors shown out must be consistent with the good social rules and regulations.

Panyawadee Chomsuwan<sup>86</sup> stated that self-discipline meant the individual's control of his behaviors and willing compliance with the social rules by which he is not forced by anyone or power. This helps convey the interest and happiness to himself and the public.

Bear and Duquette<sup>87</sup> stated that self-discipline is the responsibility in the individual's acts on the basis of his accountability under his willingness and without punishment or expectation in rewards.

Bukkapapnam and Moines<sup>88</sup> stated that self-discipline is a part of practicing the habits of thinking, speaking and acting, which lead to self-development and goal achievement.

From the above definitions, it could be concluded that self-discipline meant the individual's abilities in willingly controlling his emotions and behaviors according to social rules and regulations for the peaceful society.

### **2.5.2 Importance of self-discipline**

Sasson<sup>20</sup> stated that self-discipline is important and everyone should possess it. It is accepted that self-discipline is important in every life span. Self-discipline does not represent the limitations in life, but inner control for one's acts and response. Self-discipline enables one to decide and perform without hesitation. It is important to meet success, to prevent narcotics, and to reduce the postponement and laziness, which cause one to complete what one must do.

MacArthur<sup>89</sup> stated that people with self-discipline are able to concentrate on their work and purposes. What helps create self-discipline includes education, art, and sport, etc.

Turner<sup>19</sup> divided the importance of self-discipline into 4 parts:

1. Important to learning new skills. Self-discipline allows the individual to learn other skills because self-discipline incubates the perseverance, and provokes the effort to learn new things. In contrast, people lack of self-discipline will give up easily or do simple things only; this hinders their development of new skills.

2. Important to success. Success needs skills, knowledge, and hard working.

3. Important to relationship. Success in retaining the relationship depends on self-discipline, that is, the ability in restraining oneself or being loyal to his/her spouse. Any problem occurred will not be expanded to be the big one. In contrast, if one's spouse has no self-control, the couple will have some conflicts frequently about money, housework or childcare because his/ her spouse has no discipline in handling many things. Importantly, he/ she does not control his/ her talks.

4. Important to reliability. People with self-discipline will be trusted and reliable because they are responsible and punctual. Although they may have other problems, they are still trusted by people surrounding them. However, people who lack of self-discipline are likely to be untrusted by others because they are unpunctual and usually give excuses for breaking the promise. These people make more mistakes than people with self-discipline.

### **2.5.3 Concepts and theories of self-discipline**

**2.5.3.1 Mowrer's Theory<sup>90</sup>** – Self-discipline starts from birth to adulthood. It first comes from the relationship between the infant and his mother or caregiver, which leads to the abilities in self-reward and self-control when he grows up. The steps of learning self-discipline are as follows:

1. The infant's desire is treated; for example, when hungry he can have milk, when hot, he can take a bath. When the infant feels comfortable, pleasant and happy, these feelings will be fixed in him until he grows up.

2. When the infant's desire is treated, he always sees his mother or caregiver.

3. The infant's happiness and pleasure are transferred to his mother or caregiver, so the appearance of his mother or caregiver makes him happy and pleasant.

4. The appearance of the mother and caregiver together with her teaching makes the infant learn and absorb her teaching and acts.

5. The child feels happy and pleasant from imitating his mother's acts or from following his mother's teaching. This happiness or pleasure seems self-reward or self-praise without hoping with any external reward.

The ability in self-reward indicates the individual's mental maturity, which will arise out in children aged between 8-10 years, and it will be further developed and completely developed during adulthood.

**2.5.3.2 Control Theory<sup>91</sup>** – It is based on the successful discipline training program. According to Glasser, the children are out of control by adults. It is useless to force children to do what they deny because they do not recognize the importance. One method to reduce children's frustration and boredom from being forced is to allow them to learn about work they desire. This can be done by assessing their interest before assigning some work relevant to their interest. The children may be trained to plan for doing the activities relating to their classes or activities that are consistent with events in the outside world.

Another method of reducing such feelings is to empower the children to determine their acts and responsibilities rather than forcing them. Glasser called the teachers exercising much power to force students as boss manager, and the teachers exercising least power to force students are called lead manager. The discipline training based on this theory is undertaken by 5 following steps:

1. Improve school activities to be relevant to students' interest.
2. Let students see some expectation.
3. Ask students to consider whether their works are best endeavored or not.
4. Teachers help facilitate and give advice at the initial stage.
5. When a problem occurs, the teachers must join hands with students to make the activity go on.

This theory believed that humans have tried to control their behaviors and life to receive 5 basic needs as follows:

1. Survival
2. Love
3. Power
4. Freedom
5. Fund

Children choose to do one or all desires mentioned above. The teachers must understand these desires in each child before giving some advice leading to better self-control in these children.

**2.5.3.3 Peck and Havighurst's Ethical Theory<sup>91</sup>** – Peck and Havighurst believe that humans have the different discipline, which is derived from the joint functioning of ego and super ego. The different discipline differentiates people into 5 types of character as described below.

1. Amoral person – People with the lowest power in controlling their ego and super ego, but they are self-centered, selfish, have no self-discipline or so low self-discipline.

2. Expedient person – People with low power in controlling their ego, but their power in controlling their super ego is moderate or quite low. These people are self-centered, and do everything for their satisfaction and personal benefits. They are not sincere to other people, and accept persons who offer benefits to them only. This character is found during early childhood.

3. Conforming person – People with low power in controlling their ego like the first two characters, but they have power in controlling their super ego at the moderate level. These people attach to their group and conform to other people without consideration, so they are controlled by the society and groups. These people have self-discipline at the moderate level, but their self-discipline is unstable.

4. Irrational person – People with power in controlling their ego at the moderate level, but they had the high power in controlling their super ego. They accept and conform to the social rules and regulations strictly. They have high self-discipline, so they have no flexibility.

5. Rational person – People with power in controlling their ego and super ego at the high level, so there is the balance between compliance with social rules and rationale. These people recognize the effects of their actions to other people.

### **2.5.4 Characteristics of persons with self-discipline**

Surapong Chudech<sup>85</sup> mentioned about the characteristics of persons with self-discipline as follows:

1. Responsibility
2. Self-confidence
3. Honesty
4. Patience
5. Leadership

Ausabel<sup>9</sup> 2 stated that people with self-discipline have the following characteristics:

1. Conforming to social rules and regulations
2. Self-confidence
3. Self-reliance
4. Emotional control
5. Patience

Sasson<sup>20</sup> stated that people with self-discipline display as follows:

1. Determination
2. Not give up despite of failure
3. Self-control
4. Be patient to nuisance or inducement.
5. Attempt to attain goals.

### **2.5.5 Methods of improving self-discipline**

MacArthur<sup>89</sup> stated that the parents can encourage children to improve their self-discipline by:

1. Begin from minor things.
2. Organize the personal system
3. Find out some useful entertainment
4. Punctual
5. Keep their words
6. Do the most difficult thing first.
7. Practice to refuse the wrong feeling

## 8. Be responsible

Piyavalee Thanasetkorn<sup>93</sup> gave 10 principles of building the positive discipline for teachers:

1. Make a Big Deal Principle – Pay attention to children when they are conducting appropriate behaviors required by teachers, e.g. praise, thanks, hugs, and also talk about those behaviors.

2. Incompatible Alternative Principle – Give the child something to do that is incompatible with the inappropriate behavior. For example, “Persuade children to play the whisper game to stop them to shout”.

3. Positive Choice Principle – Give the child at least 2 appropriate choices. For example, in the case that the child dislikes drinking milk or he avoids drinking milk, give him 2 choices, “You can choose to drink milk before or after going to the toilet”

4. Understanding Principle – Tell the child that you understand what he is doing and feeling, and tell him the appropriate behavior. For example, “I know that you want to continue playing game, but it’s time to stand in row now.”

5. Gazing into Eyes Principle – Sit in the eye contact level, and use the soft voice to connect the relationship so that the child feels warm and reliable.

6. Feeling Display Principle - Explain the improper behavior and the behavior you want by using the serious sound. For example, “I’m not happy that the books are dispersed. I want you to keep the book in place after reading it”

7. Significance Principle – Let the child know that he is important for the teacher. For example, “thank you for helping me distribute the books. I can distribute them so quickly; otherwise, it will take longer time”.

8. Whisper Principle – Arouse children’s interest when you want them to be silent by talking or singing softly.

9. When/Then – Abuse It/Lose It Principle – To tell the child to do the necessary thing before doing what he wants. For example, “When you have finished your homework, then you may play with your friends.”

10. Timer Says it’s Time Principle – Set a timer to remind children the time of doing an activity.

## **2.5.6 Studies relating to self-discipline**

### **2.5.6.1 Local studies**

Surapong Chudech<sup>85</sup>, in 1999, conducted a study on “Effects of Trisikha (Buddhist Threefold Training) on Prathom Suksa V Pupils Self-discipline”. The sample group included 48 students at Grade 5 at Wat Ta Klam School, Nong Bon Sub-district, Pravej District, Bangkok. These students were divided into 4 groups based on rearing scores; namely, much love-much control, much love-little control, little love-much control, and little love-little control. The experimental group and the control group consisted of 24 students for each. The experimental group received the training according to the Threefold Learning for 11 weeks. The result showed that the students in the experimental group had higher self-discipline than those in the control group after the training and after the training for 1 month at a significance level of .01.

Kritsupha Dumprapha<sup>94</sup>, in 2003, conducted a study on “Comparison of Self-discipline of Mathayom Suka 3 Students Raised with Three different Methods: Democracy, Laissez-Faire and Autocracy”. The sample group included 317 students at Grade 9, first semester, educational year of 2002, in schools under the supervision of the Department of General Education, Phra Nakhon Si Ayutthaya Province. The students completed the questionnaire about 3 types of child-rearing, and the questionnaire about self-discipline in 2 parts. The result showed that female students had higher self-discipline than male students at a significance level of .05. The students receiving the democratic, negligent and authoritarian child-rearing, in general and each aspect, were different at a significance level of .05. The students receiving the democratic child-rearing had higher discipline in respect with the responsibility for studying than those receiving the authoritarian child-rearing.

### **2.5.6.2 Foreign studies**

Chong et al.<sup>95</sup>, in 2013, conducted a study on “Parental Controlling Affects Negative Emotion and Self-discipline on At-risk Adolescents”. The sample group included 84 adolescents aged between 13-18 years. The result showed that the parental controlling was correlated with the negative emotions

at a significance level of .05. The parental controlling caused the negative emotions rather than self-discipline.

Pasternak<sup>96</sup>, in 2013, conducted a study on “Discipline, Learning Skills and Academic Achievement”. The sample group included 143 students at Grade 11 in Israel and the United States. The result showed that self-discipline, e.g. persistence, ability to do activities as scheduled, goal-setting, and planning, was positively correlated with the educational achievement. However, there was no significant difference or correlation between gender, class, and culture.

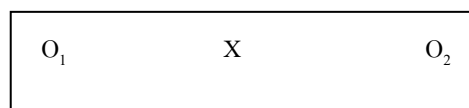
## CHAPTER III

### METHODOLOGY

This study was the experimental design to study the effectiveness of intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students, second semester, educational year of 2014. The research procedure was described below.

#### **Methodology**

This study was based on the quasi experimental design as follows:



whereas

$O_1$  represents pretest game addiction protection scores

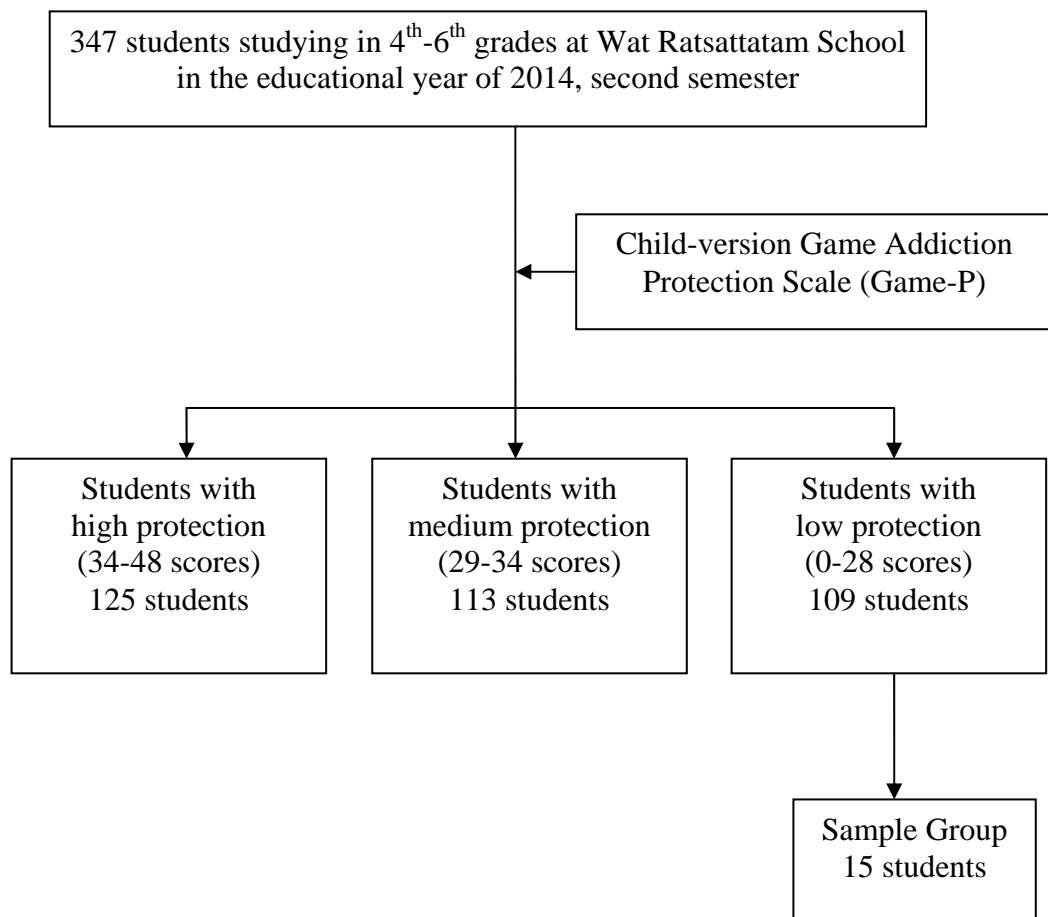
$O_2$  represents posttest game addiction protection scores

$X$  represents the intervention program to enhance protective skills against game addiction

### Population and Sample Group

The population of this study included 347 among 4<sup>th</sup>-6<sup>th</sup> grade students at Wat Ratsattatam School in the educational year of 2014, second semester.

The sample group consisted of 15 among 4<sup>th</sup>-6<sup>th</sup> grade students at Wat Ratsattatam School in the educational year of 2014, second semester, who were selected by the systematic sampling and purposive sampling. The students were measured by the Game Addiction Protection Scale (Game-P), and the first 15 students who got low scores from the Game Addiction Protection Scale (Game-P) (scores from 0 to 28) were selected for the intervention program to enhance protective skills against game addiction.



**Figure 3.1 Procedure of Sample Group Selection**

## **Variables**

The variables of this study involved:

1. Independent variable or the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students.
2. Dependent variable or game addiction protection.

## **Research Tools**

The research tools of this study comprised:

1. Questionnaire for general information; and
2. the Game Addiction Protection Scale (Game-P) developed by Chanvit Pornnoppadol et al.<sup>11</sup> in 2009 from their study on “Identifying Protective Factors for Game Addiction in Children and Adolescents”. This scale contained the reliability by calculating its internal consistency. According to the intra-class correlation coefficient (ICC) – Cronbach’s Alpha, it was found that ICC of the Game Addiction Protection Scale (Game-P) was 0.78. The content validity of the Game Addiction Protection Scale (Game-P) was examined by 2 psychologists with expertise and experience in conducting studies on game-addicted children, 3 child and adolescent psychiatrists, and 1 teacher.

**Structure of the Game Addiction Protection Scale: Game-P  
(Short Version – 16 Items)**

<b>Factors</b>	<b>Short Version – 16 Items</b>
<b><u>Factors relating to children</u></b>	
1. Self-esteem	Item 1,2, 4, 14
2. Emotional condition	Item 3, 6, 7, 8
3. Problem-solving skills and stress coping	Item 16
4. Hobbies or activities at leisure	Item 5
<b><u>Factors relating to family and parenting practice</u></b>	
1. Intimacy between parents and children	Item 9, 15
2. Joint activities in the family	Item 10
3. Control of game playing or use of computer	Item 12
<b><u>Factors relating to peer and environment</u></b>	
1. Having constructive activities with peers.	Item 11
2. Character of peer group the children were associated with.	Item 13

Items with negative meaning

Item 4, 8, 12, 16

Items with positive meaning

Item 1, 2, 3, 5, 6, 7, 9, 10, 11, 13, 14, 15

### Scoring

This scale was the 4-rating scale with the scoring criteria described below.

Answer	Scoring	
	Positive Question	Negative Question
Certainly not/Have never done	0	3
Not likely to/Have rarely done	1	2
Likely to/Have frequently done	2	1
Certainly/Have always done	3	0

### Questionnaire Answering

Each question contained 4 alternative answers; namely, “Certainly not”, “Not likely to”, “Likely to”, and “Certainly”. Answering depended on the respondent’s feeling. In case of being unsure, use the following criteria as the answering guideline:

“Certainly not” represents Respondent feels sure for 100% that he/she has never had such behavior or feeling.

“Not likely to” represents Respondent feels sure over 50% (not 100%) that he has never had such behavior or feeling.

“Likely to” represents Respondent feels sure over 50% (not 100%) that he has ever had such behavior or feeling

“Certainly” represents Respondent feels sure for 100% that he has had such behavior or feeling.

### **Interpretation**

<b>Total scores of the Game Addiction Protection (Game-P)</b>	<b>Level of Protection</b>
0-28	Low game addiction protection
29-34	Moderate game addiction protection
Over or equivalent to 35	High game addiction protection

3. The Intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students.

## **Research Methodology**

### **Step 1: Designing and Improving the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students.**

1. Studying all documents, theories and research papers relating to self-esteem, social skills, and self-discipline to be used in the construction and development of The Intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students.

2. Determining the objectives of constructing the Intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students.

3. Constructing the Intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students, which promoted and developed self-esteem, social skills, and self-discipline. The arrangement of activities in details is as follows:

**Table 3.1 The intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students**

Number/ Time spent	Activity Name	Objectives	Variables													
			Self-esteem				Social skill				Self-discipline					
			Self-acceptance	Self-worth	Self-respect	Self-confidence	Interpersonal skill	Problem solving skill	Conflict resolution skill	Refusal skill	Leisure education skill	Patience	Determination	Responsibility		
No. 1 Mon. 16/02/15 Activity 1 (10 minutes)	Know me know you	1. Train assertiveness. 2. Tie relationship between group members. 3. Indicate purposes and make an appointment to do activities.				✓✓	✓✓									
No. 1 Mon. 16/02/15 Activity 2 (20 minutes)	Star Chart	1. Train awareness and performing of duties appropriately. 2. Train awareness and conforming to the public rules.											✓✓	✓✓	✓✓	

Note: ✓✓ means major objectives

✓ means minor objectives

**Table 3.1 The intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students (cont.)**

Number/ Time spent	Activity Name	Objectives	Variables											
			Self-esteem				Social skills				Self-discipline			
			Self-acceptation	Self-worth	Self-respect	Self-confidence	Interpersonal skill	Problem solving skill	Conflict resolution skill	Refusal skill	Leisure education skill	Patience	Determination	Responsibility
No. 1 Mon. 16/02/15 Activity 3 (30 minutes)	Praise Box	1. Train the positive thinking about oneself and other people. 2. Train how to praise oneself and other people.	✓✓	✓	✓	✓								
No. 2 Tue. 17/02/15 (60 minutes)	My tree	1. Train to be aware of one's duties. 2. Train to control oneself to perform duties. 3. Train determination in completing assignments.	✓	✓	✓	✓						✓	✓✓	✓✓

Note: ✓✓ means major objectives  
 ✓ means minor objectives

**Table 3.1 The intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students (cont.)**

Number/ Time spent	Activity Name	Objectives	Variables												
			Self-esteem				Social skill				Self-discipline				
			Self-acceptance	Self-worth	Self-respect	Self-confidence	Interpersonal skill	Problem solving skill	Conflict resolution skill	Refusal skill	Leisure education skill	Patience	Determination	Responsibility	
No. 3 Wed. 18/02/15 (60 minutes)	Self key ring	1. Train the perception of strength or one's abilities. 2. Train courage in expressing opinions about oneself.	✓			✓✓							✓	✓	✓
No. 4 Thu. 19/02/15 (60 minutes)	Magic box	1. Train to praise the appearance, face and abilities of oneself and other people. 2. Train to accept the interpersonal difference.	✓✓			✓							✓	✓	✓

Note: ✓✓ means major objectives

✓ means minor objectives

**Table 3.1 The intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students (cont.)**

Number/ Time spent	Activity Name	Objectives	Variables											
			Self-esteem				Social skill				Self-discipline			
			Self-acceptance	Self-worth	Self-respect	Self-confidence	Interpersonal skill	Problem solving skill	Conflict resolution skill	Refusal skill	Leisure education skill	Patience	Determination	Responsibility
No. 5 Fri. 20/02/15 (60 minutes)	Story of Frog	1. Train self-efficacy. 2. Train self-confidence for abilities to do many things. 3. Train the problem-solving appropriately. 4. Train courage to express opinions and listen to others. 5. Train the team-based working.	✓		✓✓	✓	✓	✓				✓	✓	✓
No. 6 Mon. 23/02/15 (60 minutes)	Man or Monster	1. Train to be aware of the importance of communications. 2. Train communication skills. 3. Train problem-solving. 4. Train the team-based working.	✓	✓		✓	✓					✓✓	✓	✓

Note: ✓✓ means major objectives

✓ means minor objectives

**Table 3.1 The intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students (cont.)**

Number/ Time spent	Activity Name	Objectives	Variables											
			Self-esteem				Social skill				Self-discipline			
			Self-acceptance	Self-worth	Self-respect	Self-confidence	Interpersonal skill	Problem solving skill	Conflict resolution skill	Refusal skill	Leisure education skill	Patience	Determination	Responsibility
No. 7 Tue. 24/02/15 (60 minutes)	Let's find out solutions.	1. Train to point out problems. 2. Train to find out a variety of problem-solving methods. 3. Train to select problem-solving methods rationally. 4. Train courage to express opinions and listen to others.	✓	✓		✓	✓	✓✓				✓	✓	✓
No. 8 Wed. 25/02/15 (60 minutes)	Sky-piercing Tower	1. Train the team-based working. 2. Train courage to express opinions and listen to others. 3. Train to solve problems.	✓	✓		✓	✓✓	✓				✓	✓	✓

Note: ✓✓ means major objectives

✓ means minor objectives

**Table 3.1 The intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students (cont.)**

Number/ Time spent	Activity Name	Objectives	Variables											
			Self-esteem				Social skill				Self-discipline			
			Self-acceptance	Self-worth	Self-respect	Self-confidence	Interpersonal skill	Problem solving skill	Conflict resolution skill	Refusal skill	Leisure education skill	Patience	Determination	Responsibility
No. 9 Thu. 26/02/15 (60 minutes)	Distracted Young - Addicted to Games	1. Share and learn refusal methods from friends. 2. Be able to propose the refusal methods and to cope with anger. 3. Dare to deny improper things appropriately.	✓	✓		✓	✓	✓	✓✓	✓✓		✓	✓	✓

Note: ✓✓ means major objectives  
 ✓ means minor objectives

**Table 3.1 The intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students (cont.)**

Number/ Time spent	Activity Name	Objectives	Variables												
			Self-esteem				Social skill				Self-discipline				
			Self-acceptance	Self-worth	Self-respect	Self-confidence	Interpersonal skill	Problem solving skill	Conflict resolution skill	Refusal skill	Leisure education skill	Patience	Determination	Responsibility	
No. 10 Fri. 27/02/15 (60 minutes)	Letter to me	1. Train to think that one is valuable. 2. Train to think that one is useful. 3. Train to think that one is important. 4. Train to think that one is capable. 5. Train to praise and encourage oneself.	✓	✓✓		✓							✓	✓	✓

Note: ✓✓ means major objectives  
 ✓ means minor objectives

**Table 3.1 The intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students (cont.)**

Number/ Time spent	Activity Name	Objectives	Variables											
			Self-esteem				Social skill				Self-discipline			
			Self-acceptance	Self-worth	Self-respect	Self-confidence	Interpersonal skill	Problem solving skill	Conflict resolution skill	Refusal skill	Leisure education skill	Patience	Determination	Responsibility
No. 11 Mon. 02/03/15 (60 minutes)	Uncover Fact	1. Train to be aware of problems caused by the long game playing. 2. Train to identify problems. 3. Train courage to express opinions. 4. Train to consider alternatives in handling problems.	✓	✓		✓	✓	✓✓				✓	✓	

Note: ✓✓ means major objectives

✓ means minor objectives

**Table 3.1 The intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students (cont.)**

Number/ Time spent	Activity Name	Objectives	Variables												
			Self-esteem				Social skill				Self-discipline				
			Self-acceptance	Self-worth	Self-respect	Self-confidence	Interpersonal skill	Problem solving skill	Conflict resolution skill	Refusal skill	Leisure education skill	Patience	Determination	Responsibility	
No. 12 Tue. 03/03/15 (60 minutes)	I can do	1. Train to find out interesting activities at leisure. 2. Train determination in working. 3. Train self-efficacy. 4. Train to praise abilities of oneself.	✓			✓						✓✓	✓	✓	

Note: ✓✓ means major objectives

✓ means minor objectives

4. The Intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students was checked by 3 experts in psychology to ensure its structure and content. Game-P was also measured by Index of Item Objective Congruence: IOC, and revised pursuant to the experts' comments.

**Table 3.2 Index of Item Objective Congruence (IOC) of the Game Addiction Protection Program**

Assessment Topics	Index of Item Objective Congruence (IOC)
The Intervention program to enhance protective skills against game addiction in general	0.87
Activity plan for self-esteem development and promotion	0.88
Activity plan for social skill development and promotion	0.89
Activity plan for self-discipline development and promotion	0.77

**Step 2: Measurement of the effectiveness of intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students**

1. The revised intervention program to enhance protective skills against game addiction was experimented to students at 4<sup>th</sup>-6<sup>th</sup> grades at Wat Ratsattatam School in the educational year of 2014, second semester, who were selected by the Game Addiction Protection Scale (Game-P) before the experiment. By the systematic sampling, the first 15 students who got low scores from the Game Addiction Protection Scale (Game-P) (scores from 0 to 28) were selected for the Game Addiction Protection Program.

2. The sample group totaling 15 students has attended the intervention program to enhance protective skills against game addiction. Three out of them have attended the program less than 10 times (80 percent), so they were cut out from the research. As a result, the data analysis was based on 6 students of the sample group, who have attended the program for all 12 activities (100 percent),

and another 12 students of the sample group, who have attended the program more than 10 activities (80 percent and up).

3. Compare the game addiction protection scores before and after attending the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students by using the Wilcoxon Matched-Pairs Signed-Ranks Test.

### Statistics for Data Analysis

#### Statistic for the analysis of efficiency of the Game Addiction Protection Program

1. Analysis of face validity by calculating the Index of Item Object Congruence (IOC) based on the following formula:

$$I_{ik} = \frac{(N - 1) \sum_{j=1}^n x_{ijk} + N \sum_{j=1}^n x_{ijk} - \sum_{j=1}^n x_{ijk}}{2(N - 1)n}$$

whereas:

$I_{ik}$  represents Index of Item Object Congruence

$N$  represents Number of activities

$n$  represents Number of experts

$x_i$  represents Scores considered by the experts that the activities were not consistent with the considered items (-1)

$x_j$  represents Scores considered by the experts that the activities might not consistent with the considered items (0)

$x_k$  represents Scores considered by the experts that the activities were certainly consistent with the considered items (+1)

2. Analysis of median to measure the game addiction protection under the following formula:

$$Mdn = X \frac{N + 1}{2}$$

whereas:

$Mdn$	represents	Median
$N$	represents	Number of scores or data in even number
$X_{\frac{N+1}{2}}$	represents	scores at $\frac{N+1}{2}$

3. Analysis of Quartile Deviation (QD) to measure the game addiction protection under the following formula:

$$QD = \frac{Q_3 - Q_1}{2}$$

whereas:

$Q_1$	represents	Value at Position $\frac{1}{4}$ or 25 percent
as calculated by $Q_1 = \frac{N}{4}$		
$Q_3$	represents	Value at Position $\frac{3}{4}$ or 75 percent
as calculated by $Q_3 = \left[\frac{N}{4}\right] \times 3$		
$N$	represents	Amount of data

4. Comparison between the pretest and posttest game addiction protection scores before and after the use of the Game Addiction Protection Program measured by The Wilcoxon Matched-Pairs Signed-Ranks Test under the following formula:

$$|D_i| = |X_i - Y_i|$$

whereas

$   $	represents	Absolute value
$D_i$	represents	Differences of each pair of scores
$X_i$	represents	Posttest game addiction protection scores
$Y_i$	represents	Pretest game addiction protection scores

## CHAPTER IV

### RESULTS

For the study on the effectiveness of intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students, the results of data analysis were presented as follows:

1. General information about for students at 4<sup>th</sup>-6<sup>th</sup> grades.
2. Results of analysis of the effectiveness of intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students.
3. Comparison between the pretest and posttest game addiction protection scores for students at 4<sup>th</sup>-6<sup>th</sup> grades.

**Table 4.1 Number and percentage classified by gender and age of students at 4<sup>th</sup>-6<sup>th</sup> grades**

		Number (person)	Percentage
Gender	Male	7	58.3
	Female	5	41.7
Age	10-11 years	5	41.6
	11-12 years	4	33.3
	12-13 years	3	25.0
	Total	12	100

Table 4.1 showed that, for all students at 4<sup>th</sup>-6<sup>th</sup> grades, 7 of them were male (58.3%) and 5 of them were female (41.7%). There were 5 students at ages of 10-11 years representing 41.6%; 4 students at ages of 11-12 years representing 33.3%; and 3 students at ages of 12-13 years representing 25%.

**Table 4.2 Number and percentage for causes of game playing of students at 4<sup>th</sup>-6<sup>th</sup> grades**

Causes of Game Playing	Number (person)	Percentage
1. Relax	9	45.0
2. Bored of studying	4	20.0
3. Feel unhappy	4	20.0
4. Like excitement and challenge	3	15.0
Total	20	100

Table 4.2 showed that, for causes of game playing of students at 4<sup>th</sup>-6<sup>th</sup> grades, most of students or 9 of them, representing 45%, played games to relax; 4 students, representing 20%, felt bored of studying and another 4 students felt unhappy; and 3 students, representing 15%, like excitement and challenge.

**Table 4.3 Number and percentage of games played by students at 4<sup>th</sup>-6<sup>th</sup> grades**

Games	Number (person)	Percentage
1. Online game	10	62.5
2. Play station game	3	18.8
3. Offline game	3	18.8
Total	16	100

Table 4.3 showed that, for games played by students at 4<sup>th</sup>-6<sup>th</sup> grades, most students or 10 of them, representing 62.5%, played online games; 3 students, representing 18.8%, played the play station games; and another 3 students played the offline games.

**Table 4.4 Number and percentage of game playing places of students at 4<sup>th</sup>-6<sup>th</sup> grades**

Game playing places	Number (person)	Percentage
1. Game shops close to the house	11	73.3
2. Game shops close to the school	2	13.3
3. Friend's house	2	13.3
4. Department store	0	0
Total	15	100

Table 4.4 showed that, for game playing places of students at 4<sup>th</sup>-6<sup>th</sup> grades, most students or 11 of them played games at the game shops close to their house, representing 73.3%; 2 students, representing 13.3%, played games at game shops close to the school and 2 students played games at their friends' house; and no students at 4<sup>th</sup>-6<sup>th</sup> grades played games at the department store.

**Table 4.5 Number and percentage of game playing hours per day of students at 4<sup>th</sup>-6<sup>th</sup> grades**

Hours of game playing per day	Number (person)	Percentage
1. Less than 1 hour	1	8.3
2. 1 hour	2	16.7
3. 1-2 hours	4	33.3
4. Longer than 2 hours	5	41.7
Total	12	100

Table 4.5 showed that most students or 5 students at 4<sup>th</sup>-6<sup>th</sup> grades played games longer than 2 hours a day, representing 41.7%; 4 students, representing 33.3%, played games 1-2 hours a day; 2 students, representing 16.7%, played games 1 hour a day; and 1 student, representing 8.3%, played games less than 1 hour a day.

**Table 4.6 Comparison of game addiction protection scores before and after the use of the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students attending the program for all 12 activities (100 percent) for child factors**

Student No.	Scores (Game-P) (30 scores in full)		Difference of Scores $d_i = (X-Y)$	No. of Differences	Rank as per sign	
	Pretest (X)	Posttest (Y)			Plus	Minus
1	11	30	-19	6		6
2	9	18	-9	3		3
3	11	23	-12	5		5
4	12	22	-10	4		4
5	14	19	-5	2		2
6	14	15	-1	1		1
$T = 2^*$					$T^+ = 0$	$T^- = 21$

\*At a significance level of .05

The above table showed that the game addiction protection scores of students at 4<sup>th</sup>-6<sup>th</sup> grades, who have attended the Program for all 12 activities (100 percent) for child factors after the use of the intervention program to enhance protective skills against game addiction were higher at a significance level of .05, which was consistent with Hypothesis 1 that the students at 4<sup>th</sup>-6<sup>th</sup> grades engaged higher game addiction protection after the use of the intervention program to enhance protective skills against game addiction.

**Table 4.7 Comparison of game addiction protection scores before and after the use of the use of the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students attending the program over 10 activities (80 percent and up) for child factors**

Student No.	Scores (Game-P) (30 scores in full)		Difference of Scores $d_i = (X-Y)$	No. of Differences	Rank as per sign	
	Pretest (X)	Posttest (Y)			Plus	Minus
1	11	30	-19	12		12
2	9	18	-9	6		6
3	11	23	-12	11		11
4	12	22	-10	9		9
5	14	19	-5	2		2
6	14	15	-1	1		1
7	13	22	-9	6		6
8	6	12	-6	3.5		3.5
9	11	17	-6	3.5		3.5
10	12	22	-10	9		9
11	12	22	-10	9		9
12	13	22	-9	6		6
$T = 17^*$					$T^+ = 0$	$T^- = 78$

\*At a significance level of .05

The above table showed that the game addiction protection scores of students at 4<sup>th</sup>-6<sup>th</sup> grades, who have attended the Program over 10 activities (80 percent and up) for child factors after the use of the intervention program to enhance protective skills against game addiction were higher at a significance level of .05, which was consistent with Hypothesis 1 that the students at 4<sup>th</sup>-6<sup>th</sup> grades engaged higher game addiction protection after the use of the intervention program to enhance protective skills against game addiction

**Table 4.8 Comparison of game addiction protection scores before and after the use of the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students attending the program for all 12 activities (100 percent) for family and parenting practice factors**

Student No.	Scores (Game-P) (12 scores in full)		Difference of Scores $d_i = (X-Y)$	No. of Differences	Rank as per sign	
	Pretest (X)	Posttest (Y)			Plus	Minus
1	3	11	-8	6		6
2	4	8	-4	4.5		4.5
3	2	6	-4	4.5		4.5
4	6	7	-1	1.5		1.5
5	4	3	1	1.5	1.5	
6	4	6	-2	3		3
$T = 2^*$					$T^+ = 1.5$	$T^- = 19.5$

\*At a significance level of .05

The above table showed that the game addiction protection scores of students at 4<sup>th</sup>-6<sup>th</sup> grades, who have attended the Program for all 12 activities (100 percent) for family and parenting practice factors after the use of the intervention program to enhance protective skills against game addiction were higher at a significance level of .05, which was consistent with Hypothesis 1 that the students at 4<sup>th</sup>-6<sup>th</sup> grades engaged higher game addiction protection after the use of the intervention program to enhance protective skills against game addiction. The higher game addiction protection from family and parenting practice factors was derived from intimacy and bond between the parents and children rather than jointly doing the activities in the family or controlling the game playing or the use of computer.

**Table 4.9 Comparison of game addiction protection scores before and after the use of the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students attending the program over 10 activities (80 percent and up) for family and parenting practice factors**

Student No.	Scores (Game-P) (12 scores in full)		Difference of Scores $d_i = (X-Y)$	No. of Differences	Rank as per sign	
	Pretest (X)	Posttest (Y)			Plus	Minus
1	3	11	-8	12		12
2	4	8	-4	9.5		9.5
3	2	6	-4	9.5		9.5
4	6	7	-1	3		3
5	4	3	1	3	3	
6	4	6	-2	6.5		6.5
7	3	7	-4	9.5		9.5
8	6	8	-2	6.5		6.5
9	4	5	-1	3		3
10	5	9	-4	9.5		9.5
11	5	6	-1	3		3
12	4	5	-1	3		3
$T = 17^*$					$T^+ = 3$	$T^- = 75$

\*At a significance level of .05

The above table showed that the game addiction protection scores of students at 4<sup>th</sup>-6<sup>th</sup> grades, who have attended the Program over 10 activities (80 percent and up) for family and child practice factors after the use of the intervention program to enhance protective skills against game addiction were higher at a significance level of .05, which was consistent with Hypothesis 1 that the students at 4<sup>th</sup>-6<sup>th</sup> engaged higher game addiction protection after the use of the intervention program to enhance protective skills against game addiction. The higher game addiction protection from family and parenting practice factors was derived from intimacy and bond between the parents and children rather than jointly doing the activities in the family or controlling the game playing or the use of computer.

**Table 4.10 Comparison of game addiction protection scores before and after the use of the use of the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students attending the program for all 12 activities (100 percent) for peer and environment factors**

Student No.	Scores (Game-P) (6 scores in full)		Difference of Scores $d_i = (X-Y)$	No. of Differences	Rank as per sign	
	Pretest (X)	Posttest (Y)			Plus	Minus
1	1	6	-5	6		6
2	3	1	2	2.5	2.5	
3	5	6	-1	1		1
4	2	6	-4	4.5		4.5
5	2	6	-4	4.5		4.5
6	2	4	-2	2.5		2.5
T= 2					T <sup>+</sup> = 2.5	T <sup>-</sup> =18.5

The above table showed that the game addiction protection scores of students at 4<sup>th</sup>-6<sup>th</sup> grades, who have attended the program for all 12 activities (100 percent) for peer and environment factors before and after the use of the intervention program to enhance protective skills against game addiction were not different.

**Table 4.11 Comparison of game addiction protection scores before and after the use of the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students attending the Program over 10 activities (80 percent and up) for peer and environment**

Student No.	Scores (Game-P) (6 scores in full)		Difference of Scores $d_i = (X-Y)$	No. of Differences	Rank as per sign	
	Pretest (X)	Posttest (Y)			Plus	Minus
1	1	6	-5	12		12
2	3	1	2	7.5	7	
3	5	6	-1	3		3
4	2	6	-4	10.5		10.5
5	2	6	-4	10.5		10.5
6	2	4	-2	7.5		7.5
7	3	5	-2	7.5		7.5
8	0	1	-1	3		3
9	2	3	-1	3		3
10	3	2	1	3	3	3
11	3	4	-1	3		3
12	3	1	2	7.5	7.5	
T= 17					T <sup>+</sup> = 17.5	T <sup>-</sup> =60

The above table showed that the game addiction protection scores of students at 4<sup>th</sup>-6<sup>th</sup> grades, who have attended the program over 10 activities (80 percent and up) for peer and environment factors before and after the use of the intervention program to enhance protective skills against game addiction were not different.

**Table 4.12 Comparison of overall game addiction protection scores before and after the use of the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students attending the program for all 12 activities (100 percent)**

Student No.	Scores (Game-P) (48 scores in full)		Difference of Scores $d_i = (X-Y)$	No. of Differences	Rank as per sign	
	Pretest (X)	Posttest (Y)			Plus	Minus
1	15	37	-22	6		6
2	16	27	-11	3		3
3	18	35	-17	5		5
4	20	35	-15	4		4
5	20	28	-8	2		2
6	20	25	-5	1		1
$T = 2^*$					$T^+ = 0$	$T^- = 21$

\*At a significance level of .05

The above table showed that the game addiction protection scores of students at 4<sup>th</sup>-6<sup>th</sup> grades, who have attended the program for all 12 activities (100 percent) after the use of the intervention program to enhance protective skills against game addiction were higher at a significance level of .05, which was consistent with Hypothesis 1 that the students at 4<sup>th</sup>-6<sup>th</sup> grades engaged higher game addiction protection after the use of the intervention program to enhance protective skills against game addiction.

**Table 4.13 Comparison of overall game addiction protection scores before and after the use of the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students attending the program over 10 activities (80 percent and up)**

Student No.	Scores (Game-P) (48 scores in full)		Difference of Scores $d_i = (X-Y)$	No. of Differences	Rank as per sign	
	Pretest (X)	Posttest (Y)			Plus	Minus
1	15	37	-22	12		12
2	16	27	-11	5.5		5.5
3	18	35	-17	11		11
4	20	35	-15	8.5		8.5
5	20	28	-8	2.5		2.5
6	20	25	-5	1		1
7	19	34	-15	8.5		8.5
8	12	21	-9	4		4
9	17	25	-8	2.5		2.5
10	20	36	-16	10		10
11	20	32	-12	7		7
12	20	31	-11	5.5		5.5
T= 17*					T <sup>+</sup> =0	T <sup>-</sup> =78

\*At a significance level of .05

The above table showed that the game addiction protection scores of students at 4<sup>th</sup>-6<sup>th</sup> grades, who have attended the program over 10 activities (80 percent and up) after the use of the intervention program to enhance protective skills against game addiction were higher at a significance level of .05, which was consistent with Hypothesis 1 that the students at 4<sup>th</sup>-6<sup>th</sup> grades engaged higher game addiction protection after the use of the intervention program to enhance protective skills against game addiction

**Table 4.14 Mean, median, inter-quartile range, and level of game addiction protection of students at 4<sup>th</sup>-6<sup>th</sup> grades attending the program for all 12 activities (100 percent) before and after the use of the use of the intervention program to enhance protective skills against game addiction**

Student No.	Pretest Scores (Game-P) (48 scores in full)		Posttest Scores (Game-P) (48 scores in full)	
	Scores received	Level of Protection	Scores received	Level of Protection
1	15	Low	37	High
2	16	Low	27	Low
3	18	Low	35	High
4	20	Low	35	High
5	20	Low	28	Low
6	20	Low	25	Low
$\bar{x}$	18.17		31.17	
Mdn	19		31.50	
IQR	4.25		9	
Level	Low		Medium	

The above table showed that the game addiction protection scores of students at 4<sup>th</sup>-6<sup>th</sup> grades, who have attended the program for all 12 activities (100 percent), before receiving the intervention program to enhance protective skills against game addiction were in the range of 15-20 or mean at 18.17, median at 19, and inter-quartile range at 4.25. This meant that the game addiction protection scores of these students were at the low level. After the intervention program to enhance protective skills against game addiction, the students' scores were in the range of 25-37 or mean at 31.17, median at 31.50, and inter-quartile range at 9. This meant that the game addiction protection scores of these students were at the medium level. For the individual game addiction protection level, 3 students were at the high level and 3 students were at the low level. This was consistent with Hypothesis 2 that the students at 4<sup>th</sup>-6<sup>th</sup> grades achieved better game addiction protection.

**Table 4.15 Mean, median, inter-quartile range, and level of game addiction protection of students at 4<sup>th</sup>-6<sup>th</sup> grades attending the program over 10 activities (80 percent and up) before and after the use of the intervention program to enhance protective skills against game addiction**

Student No.	Pretest Scores (Game-P) (48 scores in full)		Posttest Scores (Game-P) (48 scores in full)	
	Scores received	Level of Protection	Scores received	Level of Protection
1	15	Low	37	High
2	16	Low	27	Low
3	18	Low	35	High
4	20	Low	35	High
5	20	Low	28	Low
6	20	Low	25	Low
7	19	Low	34	Medium
8	12	Low	21	Low
9	17	Low	25	Low
10	20	Low	36	High
11	20	Low	32	Medium
12	20	Low	31	Medium
$\bar{x}$	18.08		30.50	
Mdn	19.50		31.50	
IQR	3.75		9.50	
Level	Low		Medium	

The above table showed that the game addiction protection scores of students at 4<sup>th</sup>-6<sup>th</sup> grades, who have attended the Program over 10 activities (80 percent and up), before receiving the intervention program to enhance protective skills against game addiction were in the range of 12-20 or mean at 18.08, median at 19.5, and inter-quartile range at 3.75. This meant that the game addiction protection scores of these students were at the low level. After the intervention program to enhance protective skills against game addiction, the students' scores were in the range of

21-36 or mean at 30.50 with median at 31.50, and inter-quartile range at 9.50. This meant that the game addiction protection scores of these students were at the medium level. For the individual game addiction protection level, 4 students were at the high level, 3 students were at the medium level, and 5 students were at the low level. This was consistent with Hypothesis 2 that the students at 4<sup>th</sup>-6<sup>th</sup> grades achieved better game addiction protection.

## **CHAPTER V**

### **CONCLUSION, DISCUSSION AND RECOMMENDATION**

#### **Conclusion**

This study was the quasi-experimental design based on the one-group pretest-posttest design. It aimed at studying the effectiveness of intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students. The sample group consisted of 15 students at 4<sup>th</sup>-6<sup>th</sup> grades at Wat Ratsattatam School in the educational year of 2014, second semester, who were selected by the systematic sampling and purposive sampling. The students were measured by the Game Addiction Protection Scale (Game-P). The students' scores were arranged by ascending order. Then, the students receiving scores less than 29 were selected by the purposive sampling to get 15 students to be the sample group to attend the intervention program to enhance protective skills against game addiction for all 12 activities, 60 minutes per activity, from 07.30 hr. to 08.30 hr., from Monday to Friday. The activity started on Monday, 16 to Friday, 27 February 2015, and on Monday, 2 to Tuesday, 3 March 2015. The posttest was done on Thursday, 5 March 2015. The data received was analyzed by using the following statistics: frequency, percentage, mean, median and Quartile Deviation. The statistic used to test the hypotheses was the Wilcoxon Matched-Pairs Signed-Ranks Test.

From this study, the results may be split into 2 parts as described below.

#### **Part 1: General Information**

The sample group consisted of 12 students; 7 out of them were male and another 5 of them were female. The average age of the sample group was 10-13 years. The causes of playing games were relaxing, boredom of studying, feeling unhappy, and loving excitement and challenge. The games most favored were online games, followed by play station games, and offline games. The game playing places most used by the sample group were game shops close to their house, following by game

shops close to their school, and friend's house. For hours of game playing per day, most students of the sample group played games longer than 2 hours a day, followed by 1-2 hours, 1 hour, and less than 1 hour.

## **Part 2: Results**

The results showed that the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students was able to boost the game addiction protection. After the experiment, the game addiction protection scores for child factors were higher at a significance level of .05, either the group attending all 12 program activities (100 percent) or the group attending over 10 program activities (80 percent and up).

In addition, the game addiction protection scores for family and parenting practice factors were higher at a significance level of .05, either the group attending all 12 program activities (100 percent) or the group attending over 10 program activities (80 percent and up). The scores regarding intimacy and bond between parents and children were higher, and higher more than the scores regarding doing joint activities in the family and controlling the game playing or use of computer.

However, the results showed that the pretest and posttest game addiction protection scores regarding peer and environment factors were not different, either the group attending all 12 program activities (100 percent) or the group attending over 10 program activities (80 percent and up).

In conclusion, in general, the game addiction protection scores were higher at a significance level of .05, either the group attending all 12 program activities (100 percent) or the group attending over 10 program activities (80 percent and up).

When considering the game addiction protection level, it was found that the students' pretest scores were at the low level. But, after the experiment, the students' game addiction protection scores were at the medium level, either the group attending all 12 program activities (100 percent) or the group attending over 10 program activities (80 percent and up).

## **Discussion**

The discussion on research results was divided into 2 parts: Part 1 relating to the research methodology; and Part 2 relating to discussion on research results as per the following details.

### **1. Discussion about research methodology**

#### **1.1 Research design**

This study was the quasi-experimental design based on the one-group pretest-posttest design conducted to compare the effectiveness of intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students before and after the experiment. Therefore, the research design was appropriate for this study.

#### **1.2 Sample group**

The sample group consisted of 15 students at 4<sup>th</sup>-6<sup>th</sup> grades at Wat Ratsattatam School in the educational year of 2014, second semester, who were selected by the systematic sampling and purposive sampling. The students were measured by the Game Addiction Protection Scale (Game-P). The sample group was measured by the Game Addiction Protection Scale (Game-P), and the first 15 students receiving the low scores, who actually had the low game addiction protection, were selected.

#### **1.3 Research tools**

##### **1.3.1 Tool for data collection**

This study was based on the Game Addiction Protection Scale (Game-P) as developed by Chanvit Pornnoppadol. This scale contained the reliability by calculating its internal consistency. According to the intra-class correlation coefficient (ICC) – Cronbach's Alpha, it was found that ICC of the Game Addiction Protection Scale (Game-P) was 0.78. The content validity of the Game Addiction Protection Scale (Game-P) was examined by 2 psychologists with expertise and experience in conducting studies on game-addicted children, 3 child and adolescent psychiatrists, and 1 teacher. Therefore, the Game Addiction Protection Scale (Game-P) was appropriate for this study due to its acceptable reliability and content validity as checked by the reliable experts.

### **1.3.2 Experiment tool**

The research tool was the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students as improved and developed from various activities, review of Thai and foreign literature to be suitable for the sample group. The researcher started building self-esteem in students via performing various activities by focusing on self-acceptance, self-worth, self-respect, and self-confidence via individual and group activities. Self-esteem has been promoted in every activity while other social skills were promoted as well so that the students could have co-working and more interactions via a variety of competition activities. The students also had the problem analysis, and sought for the problem-solving together to learn the importance of team-working. To promote self-discipline, the researcher has arranged it since the first activity by asking for the students' opinion about the necessity of group rules. Then, the students jointly set up the rules accepted by all. Besides, every student was assigned to perform his/her duties before doing the activity; therefore, each student necessarily had determination, patience, and responsibility to him/ herself and his/ her peers. All activities were various such as invention of pieces of work for him/ herself and the group, drawing, planting, singing, video watching, writing letters to him/ herself, work presentation, etc. Therefore, the activities were appropriate to stimulate students' learning.

From all 12 activities of Self-esteem Promotion Program, it was appropriate for this study because:

1. The duration of activities was appropriate because it started from 07.30 hr. to 08.30 hr. when most students arrived at school, and it did not affect their class because it was the morning time when all students had to line up for flag-raising ceremony. In addition, the program attendance in the morning allowed the students to do the activities by their full potential more than in the afternoon or after classes that the students felt exhausted from their study. Moreover, each activity took 60 minutes, which enabled the students to concentrate on it.

2. Number of activity participants. This study included 15 activity participants. In some activities, the students were divided into

small groups; 5 students per group. This provoked the group process, especially the arrangement of small-group activities in which the members could share opinions, and have interactions. Besides, the big-group discussion could be carried out efficiently due to the appropriate number of members that encouraged everyone to express opinions.

3. Place and environment of activity. The School permitted the use of the Therapy Activity Room, which was close to the stairs of school building. The room was air-conditioned with one glass door. The room was difficult to be observed from outside, so it was private for doing activities, e.g. singing, work presentation, experience feeling sharing, etc.

4. Media and tools for activities. Because there was no projector or television, the researcher switched on the notebook and turned on the voice to be clearly heard by everyone. Every student had seat where he/ she was able to see the computer screen clearly. The students also jointly narrated the stories they watched, so this activity tool did not hinder the learning or the arrangement of group activities. Moreover, the tools were sufficiently provided for every student; and they were put in a box. The work sheets for each activity were also prepared and put in the envelope so it was convenient when needed. These tools were colorful and prepared in different patterns to attract the students' interest such as cartoon for boys and girls, colorful paper and magic pens to write some praise for peers, etc. The paper used in the group activities to share opinions or others was in large size to be clearly seen by the members.

## **2. Discussion on research results**

The result showed that the intervention program to enhance protective skills against game addiction was able to boost the game addiction protection for students at 4<sup>th</sup>-6<sup>th</sup> grades because their game addiction protection posttest scores were higher than the game addiction protection pretest scores, which was consistent to the preset hypothesis. The results were discussed under 2 hypotheses as follows:

### **Hypothesis 1 – Students at 4<sup>th</sup>-6<sup>th</sup> grades had higher game addiction protection after the use of the intervention program to enhance protective skills against game addiction.**

The research result showed that the students' game addiction protection for children, family and child-rearing factors was higher after the experiment at a significance level of .05. This result was consistent with the study conducted by Chanvit Pornnoppadol et al.<sup>11</sup>, in 2009, on "Identifying Protective Factors for Game Addiction in Children and Adolescents". The sample group included 2,452 parents and students at 4<sup>th</sup>-9<sup>th</sup> grades of 7 schools in Bangkok and other provinces. The result showed that the family and parenting practice factors and child factors put the great influence on preventing the game addiction, and reducing the children's chance of accessing to games. The children should be trained to be responsible for the housework, have self-discipline, and know how to have self-control. The game playing duration had to be controlled as well. The parents had to give the quality time to their children by spending time to do some family activities together and to encourage the children to do some creative activities. These were the important factors to prevent the game addiction. However, the peers and environment factors were the reinforcing factors, which could be either preventive factor or enabling factor for the game addiction. The result of this research was also consistent with the study conducted by Koo and Kwon<sup>13</sup> in 2014 on "Risk and Protective Factors of Internet Addiction: A Meta-Analysis of Empirical Studies in Korea". They have investigated the information from 95 studies from 61-6,499 samples. They found that the internal factors in children could prevent the internet and game addiction better than other external factors at a significance level of .01. Emotional regulation, self-control, self-esteem, and school adjustment were the factors putting the great influence on the

game addiction prevention. The family bond and positive child-rearing also helped prevent the children from the internet. The result of this research was also consistent with the study conducted by Kweon and Kim<sup>12</sup>, in 2014, on “Predictors of Protective Factors for Internet Game Addiction in Middle School Students Using Data Mining Decision Tree Analysis”. The sample group included 557 students at the junior secondary school level. The result showed that the child factors were able to prevent the game addiction for 95 %, especially interpersonal relationship, locus of control, self-efficacy, and self-esteem. Family support was another important factor for booting the game addiction protection. However, the school environment and teacher and peer support were only the reinforcing factors for the game addiction protection only. The result showed that the game addiction protection in relation to the environment and peer factors was not higher because the researcher has not provided any space or constructive activities for the students and their peers, and the students continued associate with peers who liked playing games. However, when the students enhanced self-esteem, self-acceptance, self-worth, self-confidence, and self-respect, they needed not to rely on other acceptance or to make them proud by playing games. When the students had higher social skills, they knew how to refuse and solve the conflicts when they were induced by peers to play game inappropriately while they were still able to retain their friendship. The students had chance to seek for some interesting activities, except playing games, during their free time. Training the students to have responsibility, determination, and patience in working also encouraged the students to be responsible for duties, and able to control themselves to complete the duties or to have self-discipline. This helped reduce the chance of game addiction in students or this was another way of increasing the game addiction protection in students.

This could be concluded that the intervention program to enhance protective skills against game addiction helped the students at 4<sup>th</sup>-6<sup>th</sup> grades achieve better game addiction protection after the experiment.

**Hypothesis 2 – Students at 4<sup>th</sup>-6<sup>th</sup> grades had higher game addiction protection.**

The result of this study showed that this hypothesis was accepted, that is, the students at 4<sup>th</sup>-6<sup>th</sup> grades achieve better game addiction protection from their low game addiction protection. After the experiment, it was found that the students' game addiction protection stood at the medium level. This showed that the intervention program to enhance protective skills against game addiction helped the students enhance better game addiction protection if they were trained to promote and develop self-esteem, social skills, and self-discipline through either individual or group activities, they would have chance to learn about self-acceptance, to have self-confidence, self-respect and self-worth, to get along with peers, to solve problems appropriately, to survey their favorite activities apart from playing games, and to have responsibility, patience and determination in completing works. This result was consistent with the study conducted by Yang<sup>97</sup> in 2007 on "Effects of Internet Game Addiction Prevention Educational Program on Self-control and Time Spent on Internet Games by Elementary School Students". The sample group included 135 elementary school students, who have attended such program for 6 weeks. After data collection, it was found that, after the program, the students had higher self-control at a significance level of .05. This was consistent with Wajjanin Rohitsuk et al.<sup>98</sup>, in 2014, who conducted the study on "A Qualitative Study to Evaluate Effectiveness of the Multi-Systematic School-Based Intervention Program for Helping Children with Game Addiction". The sample group included 6 students in grade 8, 10 and 11 from 4 schools. They have attended the program for 5 times, 1.30 – 2 hours per time. The data was promptly collected after the program. It was found that the students became more responsible, knew how to allocate time, and to spend free time more productively. The sample group also involved the parents and teachers caring for students, who have attended the specific program provided for parents and teachers.

This could be concluded that the intervention program to enhance protective skills against game addiction was able to shift the game addiction protection for students at 4<sup>th</sup>-6<sup>th</sup> grades

From observing while arranging the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students, it was found that the students were eager to do each activity. Although the members might be late or absent in some activities, most students were eager to do the activities since they arrived at the activity room before the activity time because they wanted to get some extra points from the Star Chart Activity. This activity was best for students at 6<sup>th</sup> grade because one of these students always arrived the school late. When the students were involved in setting up the rule, they were able to conform to it, and also remind other members to conform to it. This result was consistent with Panom Katumarn<sup>99</sup> that, in planning for child training, the children should be involved in planning and setting up the rules; this made children to accept the rules more. This meant that the students' good behavior could occur if they got some valuable rewards. In this study, the students jointly set up the agreement on the awards they wanted, which were the most motive because they were most relevant to the receivers' requirement. This result was consistent with the Reinforcement Theory that the positive behavior may be induced by the positive reinforcement. As a result, the students arrived at the activity room before or on the activity time regularly. This could train self-discipline in students as well. However, some students were still late. The reasons may be the inadequate awards, game playing, internet surfing, going to bed late, child-rearing, depression, stubbornness, etc. In addition, the activity participation allowed everyone to share opinions and experience, to have self-acceptance, assertiveness, and self-confidence, to recognize the effort, intention and patience in working, to have the good relationship, to give esprit between peers and brothers-sisters when living together, to volunteer to keep the tools in place, and cleaning, etc.

The researcher also found that the students were interested in and eager to do the activities, especially the following ones:

- *Praise Box Activity, Self-Keyring, and Magic Box Activity.*

These activities promoted self-esteem, self-acceptance, self-confidence, and assertiveness. It was found that almost students raised hand to share their opinions or praised their friends frequently. This caused the student who praised and the student who was praised to feel good about him/ herself and his/ her friend. This could be

observed when some students who thought negatively of themselves until they had no assertiveness or self-confidence. When these students have been praised or their friends gave some positive opinions about them, they smiled more, and became courage to raise hand to express opinions, and to return the praise to their friends. Although those admiring words may not contain all admiration components, or several admiring words came from the praises in front of the class, the students could accumulate some admiring words until they had the positive feeling and viewpoint about themselves and their friends. Knowing admiring words and being courage to praise peers or themselves paved the way of accepting themselves and friends, so these students had more self-esteem, and tied the good relationship with friends.

- *Story of Frog Activity*. This activity promoted self-esteem by watching a video clip to arouse the members to have self-respect, self-efficacy, and self-confidence that they were capable of doing various things and solving problems appropriately. This activity was the small-group activity. It was found that this activity was relevant to the events experienced by these students, so they shared some experience and feeling when they were looked down on. Finally, these students gave esprit to each other and helped solve the problems appropriately by using the situations from the work sheets with the list of questions.

- *Let's Find Out Solutions Activity, Distracted Young -Addicted to Games Activity, and Uncover Fact Activity*. These activities promoted the students' social skills. The students would be courage to refuse improper things, to handle the mocking by controlling their anger appropriately, and to recognize the problems of long game playing. This activity was the small-group activity, so the students could best share their experience and opinions. The students favored these activities because they were situations close to home.

- *I Can Do Activity*. This also helped promote the social skills so that the students spent free time productively. This activity might be done in individual or group. The researcher asked the students, around 3-4 days before the activity day, to seek for a new interesting activity to replace the game playing. This new activity would be done together and each student had to present his/her work. At first, the students were unable to recall in which activity they were interested apart from game playing. Meanwhile, some students could say immediately which activity they

wanted to do. This meant that the students felt confident in their abilities. They had the abilities and could perform well. This showed the students' effort and intention. They had smiles and laugh when their work was completed and praised by friends.

- *My Tree Activity*. This activity promoted self-discipline. It trained the students to have duties, control themselves to perform duties, and to learn about success from their determination and work intention. The students favored and felt eager to water their trees in every morning before attending the activity. They recorded the change of their tree. They felt excited, and tried to observe the type of tree they took home. The students had doubt, determination, responsibility, patience, waiting, and smile from the success resulted by their accumulated effort, so they felt proud of their work. From the observation, in the beginning of this activity, the students felt worried that their tree did not grow up, but they have been responsible in their duty, that is, they watered the tree regularly until the tree grew up. This was an example of experience to be linked with the studying success, which required the determination, responsibility, and patience.

From the discussion on research results mentioned above, it is apparent that the Game Addiction Protection Program for students at 4<sup>th</sup>-6<sup>th</sup> grades was able to boost the game addiction protection as hypothesized. Such results were appropriate and reliable because:

1. The experiment contained the pretest and posttest; therefore, the test results could be clearly compared.
2. This study has been solely conducted by the researcher, so no bias occurred in each activity.
3. The researcher created, improved and changed the activities from reviewing both Thai and foreign literature. Thus, no student has ever received or participated in such activities on the time this study has been conducted.
4. The research tools were the Game Addiction Protection Scale (Game-P), which was reliable. And the intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students, which was reliable as well since they were checked by 3 experts with experience in the area of child.
5. This study did not take any positive or negative effect to the students regarding care for studying or treatment. Participating in this study by doing various

activities was based on the participants' willingness; therefore, they have attended the activities regularly throughout the research period.

## **Research problems, obstacles, solutions, and recommendations**

### **Research problems, obstacles and solutions**

#### **Absence of the sample group**

1. Holidays. During all 12 activities, Activity 4 was held on Thursday, February 19, 2015, which fell on the Chinese New Year. Activity 6 and 7 were held on Monday 23, and Tuesday 24 of February 2015 when the School arranged the learning network activity, so the School was closed on that day because the School wanted to use some areas for such activity. As a result, on these 3 days, the number of students attending the Game Addiction Protection Program was less than other activities, so the researcher divided the students into new groups as appropriate.

2. When the students arrived at the activity room late, they dared not to participate in the activity. The students might have some mental or adaptation problems, so they did not want to separate from their close friends, or they had anxiety or depression, etc. These problems could be found in the students. Any particular activity might not be relevant to the students' interest, so they were less motivated to attend the next activities. Therefore, the researcher made the students understand, and encourage the students who arrived late and dared not to participate in the activities. The researcher also gave the brief detail about the next activity to attract the students' interest. The researcher also encouraged the students who had so high anxiety that they did not want to separate from friends so that they felt more confident in doing the activities.

## **Research recommendations**

### **Recommendations for use of this research**

1. The intervention program to enhance protective skills against game addiction among 4<sup>th</sup>-6<sup>th</sup> grade students with low game addiction protection.

2. The intervention program to enhance protective skills against game addiction can be provided as the school activity or club in every semester in order to boost the game addiction protection for the students.

### **Recommendations for further study**

1. The longitudinal study should be conducted. The outcome should be monitored after the experiment for 1 month and 3 months.

2. To observe the efficiency of this program more, the number of samples should be added. There may be the control group to compare the results.

3. The Game Addiction Protection Program for students at 1<sup>st</sup>-3<sup>rd</sup> grades, and at the secondary school level.

4. To make the study more complete, the intervention program to enhance protective skills against game addiction regarding family and parenting practice factors, and peer and environment factors should be developed. Such program development in relation to child factors, family and parenting practice factors and peer and environment factors should be developed simultaneously to boost the game addiction protection in children

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## **APPENDICES**

**APPENDIX A**

**EXPERTS IN PSYCHOLOGY TO ENSURE STRUCTURE AND  
CONTENT OF THE INTERVENTION PROGRAM  
TO ENHANCE PROTECTIVE SKILLS AGAINST GAME  
ADDICTION AMONG 4<sup>TH</sup>-6<sup>TH</sup> GRADE STUDENTS**

1. Mrs. Malirom Hasdinrat      Psychologist, Senior Professional Level  
Division of Child and Adolescent  
Psychiatry, Department of Psychiatry,  
Faculty of Medicine Siriraj Hospital,  
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2. Mrs. Chutima Jangjit      Registered Nurse  
Division of Child and Adolescent  
Psychiatry, Department of Psychiatry,  
Faculty of Medicine Siriraj Hospital,  
Mahidol University.
  
3. Mr. Adisorn Tongrak      Clinical Psychologist  
Srithanya Hospital, Department of mental  
Health, Ministry of Public Health.

## APPENDIX B

### THE INTERVENTION PROGRAM TO ENHANCE PROTECTIVE SKILLS AGAINST GAME ADDICTION AMONG 4<sup>TH</sup>-6<sup>TH</sup> GRADE STUDENTS

#### Example of the activity plan for self-esteem development and promotion

##### กิจกรรม กล่อมชื่นชม

##### สาระสำคัญ

เด็กที่มีการยอมรับตนเองจะสามารถชื่นชมความสามารถและคุณลักษณะที่ดีของตนเองได้ เนื่องจากมีความภาคภูมิใจในตนเอง เป็นการบ่งบอกถึงการมีสุขภาพจิตดี และยังสามารถชื่นชมเพื่อนๆ ได้ ทำให้มีสัมพันธภาพที่ดีกับเพื่อนๆ ด้วยเช่นกัน คนที่ได้รับการชื่นชมก็จะรู้สึกว่าคุณค่าของตัวเองมีความสำคัญ มีความหมาย และได้รับการยืนยันทำให้เกิดความเชื่อมั่นในความสามารถและคุณลักษณะที่ดีของตนเอง

##### วัตถุประสงค์

1. ฝึกการคิดเชิงบวกเกี่ยวกับตนเองและบุคคลอื่น
2. ฝึกแสดงความชื่นชมตนเองและบุคคลอื่น

ผู้เข้าร่วมกิจกรรม      นักเรียนชั้นประถมศึกษาปีที่ 4-6 จำนวน 15 คน

เวลาที่ใช้                      25      นาที

##### ขั้นตอนการดำเนินกิจกรรม

##### ขั้นก่อนดำเนินกิจกรรม

ผู้นำกลุ่มแนะนำชื่อกิจกรรม พร้อมแจกอุปกรณ์

##### ขั้นดำเนินกิจกรรม

ผู้นำกลุ่มอธิบาย สาธิตขั้นตอนและดำเนินกิจกรรมดังนี้

1. ผู้นำกลุ่มอธิบายและสาธิตวิธีการประกอบกล่องชื่นชม
2. ให้สมาชิกแต่ละคนตกแต่งภายนอกกล่องชื่นชมของตนเองให้สวยงาม

พร้อมทั้งเขียนชื่อเล่นไว้บนฝากล่องด้านบน เมื่อเสร็จแล้วประกอบกล่องให้สมบูรณ์

3. ผู้นำกลุ่มยกตัวอย่างคำชื่นชมและประโยคชื่นชมให้สมาชิกฟัง
4. แจกกระดาษสำหรับเขียนชมเพื่อนและตนเองให้สมาชิกคนละ 5 แผ่น (หากใครไม่พอสามารถขอเพิ่มได้)
5. ให้สมาชิกเขียนชื่นชมเพื่อนและตนเองในกระดาษที่แจกให้ และนำไปใส่กล่องของเพื่อนคนดังกล่าว และของตนเอง ทุกครั้งที่ทำกิจกรรมเสร็จ

#### ขั้นหลังดำเนินกิจกรรม

1. ให้สมาชิกนั่งล้อมเป็นวงกลมเปิดกล่องชื่นชมของตนเองออกมา เพื่ออ่านจดหมายที่ตนเองและเพื่อนๆ เขียนให้
2. ให้สมาชิกร่วมกันบอกความรู้สึก ความคิดที่ได้จากกิจกรรมนี้ และผู้นำกลุ่มสรุปกิจกรรม

#### ผลที่คาดว่าจะได้รับ

1. มองเห็นสิ่งดีๆ และยอมรับตนเองและเพื่อนๆ ได้
2. เกิดความรู้สึกว่าตนเองมีคุณค่า
3. เกิดความเชื่อมั่นในความสามารถและคุณลักษณะที่ดีของตนเอง
4. มีความสามารถในการถ่ายทอดความรู้สึกทางบวก
5. กล้าแสดงความรู้สึก ความคิดมากขึ้น

#### การประเมินผล

สมาชิกมีกล่องชื่นชมครบทุกคน และสามารถเขียนชื่นชมตนเองและผู้อื่นได้

#### วัสดุอุปกรณ์

- |   |    |        |
|---|----|--------|
| 1. กระดาษสำหรับเขียนจดหมายขนาด 3 x 4 นิ้ว           | 1  | กล่อง  |
| 2. กระดาษร้อยปอนด์ที่วาดแบบกล่องแล้ว                | 15 | แผ่น   |
| 3. กาว  | 3  | กระปุก |
| 4. กรรไกร   | 9  | อัน    |
| 5. สีเมจิก สีชอล์ก และสีไม้ อย่างละ                 | 3  | แพ็ค   |
| 6. โมเดลกล่อง ขนาด 4x4x4 นิ้ว                       | 1  | กล่อง  |
| 7. กระดาษ flip chart ที่มีตัวอย่างคำและประโยคชื่นชม | 1  | แผ่น   |

## ตัวอย่างคำชื่นชม

กล้าแสดงออก	มีความคิดสร้างสรรค์	มีความเป็นผู้นำ
สุภาพ	ร่าเริง	มีน้ำใจ
ขยัน	อดทน	มีความพยายาม
รอบคอบ	มั่นใจในตนเอง	เข้ากับคนอื่นง่าย
ใจดี	ว่องไว	มีระเบียบ
เรียบร้อย	สุภาพ	ตรงต่อเวลา
พูดจาไพเราะ	มีมารยาท	ช่างสังเกต
มองโลกในแง่ดี	ยิ้มง่าย	ลายมือสวย
มีอารมณ์ขัน	มีความตั้งใจ	ความจำดี
มีความรับผิดชอบ	เก่งงานศิลปะ	เก่งวางแผน
ห่วงใยผู้อื่น	ซื่อสัตย์	ยอมรับความจริง
มีความกระตือรือร้น	เคารพการตัดสินใจของเพื่อน	มุ่งมั่น

## ตัวอย่างประโยคชื่นชมตนเองและเพื่อน

ฉันขอชื่นชมตัวเอง/ชื่อเพื่อน ที่มีความพยายามในการทำงาน

ฉันขอชื่นชมตัวเอง/ชื่อเพื่อน ที่มีน้ำใจช่วยเพื่อนเก็บของ

ฉันขอชื่นชมตัวเอง/ชื่อเพื่อน ที่กล้าแสดงออกทำให้กลุ่มเราได้รับคะแนน

## Example of the activity plan for social skills development and promotion

### กิจกรรม หอคอยสูงเสียดฟ้า

#### สาระสำคัญ

การทำกิจกรรมร่วมกันเป็นทีมทำให้เด็กมีโอกาสได้แลกเปลี่ยนความคิดเห็นในการจัดการบ้างสิ่งเพื่อบรรลุเป้าหมายร่วมกันด้วยบรรยากาศที่สนุกสนาน ทำให้รู้สึกว่าเป็นส่วนหนึ่งของกลุ่ม

#### วัตถุประสงค์หลัก

1. ฝึกการทำงานเป็นทีม
2. ฝึกความกล้าแสดงความคิดเห็นและรับฟังผู้อื่น
3. ฝึกการแก้ไขปัญหา

ผู้เข้าร่วมกิจกรรม นักเรียนชั้นประถมศึกษาปีที่ 4-6 จำนวน 15 คน

เวลาที่ใช้ 60 นาที

#### ขั้นตอนการดำเนินกิจกรรม

##### ขั้นก่อนดำเนินกิจกรรม

1. ให้สมาชิกที่มาแล้วติดสติ๊กเกอร์สีเขียวและเขียนคะแนนใน star chart (ดวงดาววินัย)
2. ผู้นำกลุ่มทักทาย จากนั้นให้สมาชิกนั่งล้อมเป็นวงกลม และร้องเพลงลมพัด ลมพัด “ลมพัด ลมพัด โบกสะบัดพัดมาไวไว (ซ้ำ) ลมพัดพัดอะไร (ซ้ำ) ขอพัดให้ทุกคนหลับที่กัน”
3. ให้สมาชิกลำดับเลข 1-3 แล้วนั่งล้อมเป็นวงกลม โดยคนที่นับเลขเหมือนกันอยู่กลุ่มเดียวกัน
4. ผู้นำกลุ่มแนะนำชื่อกิจกรรมในครั้งนี้ และแจกอุปกรณ์

##### ขั้นดำเนินกิจกรรม

ผู้นำกลุ่มอธิบาย สาธิตขั้นตอนและดำเนินกิจกรรมดังนี้

1. ให้สมาชิกช่วยกันสร้างหอคอยให้สูงที่สุด ห้ามให้หอคอยล้ม โดยใช้อุปกรณ์ที่มีให้ภายในเวลา 15 นาที กลุ่มใดทำเสร็จให้ร้องพร้อมกันว่า “เฮ้”
2. เมื่อสร้างเสร็จแล้ว ให้สมาชิกทุกคนช่วยกันตัดสินใจว่าหอคอยกลุ่มใดสูงที่สุดเป็นลำดับ 1, 2 และ 3

**ชั้นหลังดำเนินกิจกรรม**

ให้สมาชิกกลุ่มที่ได้ที่ 1 ช่วยกันอภิปรายว่าทำอย่างไรกลุ่มของตนเองจึงชนะ  
ผู้นำกลุ่มสรุปกิจกรรม และให้สมาชิกเขียนคำชมลงในกล่องชื่นชม

**ผลที่คาดว่าจะได้รับ**

1. สมาชิกมีปฏิสัมพันธ์ในการทำงานกลุ่ม
2. รู้สึกว่าตนเองมีคุณค่า มีความสำคัญ มีประโยชน์ และเป็นส่วนหนึ่งของกลุ่ม

**การประเมินผล**

สังเกตจากสมาชิกทุกคนได้ร่วมกันวางแผน แบ่งหน้าที่กันในกลุ่ม มีส่วนร่วม  
ในการสร้างหอคอยด้วยกัน

**วัสดุอุปกรณ์**

- |                       |    |      |
|-----------------------|----|------|
| 1. กระดาษหนังสือพิมพ์ | 3  | ฉบับ |
| 2. เชือก              | 15 | เส้น |
| 3. สตีก้อตเทป         | 3  | ม้วน |
| 4. ตะเกียบ            | 6  | คู่  |
| 5. กรรไกร             | 3  | อัน  |

## Example of the activity plan for self-discipline development and promotion

### กิจกรรม ต้นไม้ของฉัน

#### สาระสำคัญ

เด็กที่มีความอดทน ความรับผิดชอบ และความมุ่งมั่นตั้งใจในการทำงาน ตามที่ตนได้รับมอบหมาย จัดว่าเป็นเด็กที่มีวินัยในตนเอง จะมีโอกาสได้รับความประสบความสำเร็จ ในงานนั้นๆ

#### วัตถุประสงค์

1. ฝึกให้รู้จักหน้าที่ของตนเอง
2. ฝึกควบคุมตนเองให้ปฏิบัติตามหน้าที่
3. ฝึกความมุ่งมั่น ตั้งใจในการทำงานที่ได้รับมอบหมายให้สำเร็จ

ผู้เข้าร่วมกิจกรรม นักเรียนชั้นประถมศึกษาปีที่ 4-6 จำนวน 15 คน

เวลาที่ใช้ 60 นาที

#### ขั้นตอนการดำเนินกิจกรรม

##### ขั้นก่อนดำเนินกิจกรรม

1. ให้สมาชิกที่มาแล้วติดสติ๊กเกอร์สีเขียวและเขียนคะแนนใน star chart (ดวงดาววินัย)
2. ผู้นำกลุ่มทักทาย ให้สมาชิกทุกคนนั่งล้อมกันเป็นวงกลม และช่วยกันบอกชื่อ ผักสวนครัวที่รู้จัก โดยห้ามซ้ำกันทีละ 1 คน โดยเริ่มวนจากทางซ้ายมือของผู้นำกลุ่ม จำนวน 2 รอบ
3. ผู้นำกลุ่มแนะนำชื่อกิจกรรม และแจกอุปกรณ์สำหรับกิจกรรมครั้งนี้

##### ขั้นดำเนินกิจกรรม

1. ผู้นำกลุ่มอธิบาย สาระขั้นตอนและดำเนินกิจกรรมดังนี้

##### 1.1 ขั้นตอนการทำป้ายชื่อ

- 1.1.1 ให้สมาชิกเขียนชื่อและชั้นเรียนลงบนแผ่นพลาสติกใสที่แจกให้
- 1.1.2 ใช้ไม้ไอศกรีมติดกับป้ายชื่อที่เขียนเสร็จแล้ว

## **1.2 ขั้นตอนการปลูกต้นไม้**

1.2.1 ให้สมาชิกออกมาหยิบกระถางต้นไม้คนละ 1 ใบ จากนั้นให้เดินเป็นแถวไปเรือนเพาะชำ

1.1.2 ให้สมาชิกเริ่มจากหัวแถวเดินมาเทดินใส่ในกระถางของตนเอง ปริมาณ 3/4 ของกระถางจนครบทุกคน

1.1.3 แจกเมล็ดพันธุ์ให้สมาชิกคนละ 1 ซอง และให้เทลงในกระถางของตนเอง

1.1.4 ให้สมาชิกเริ่มจากหัวแถวเดินมาเทดินเพื่อกลบเมล็ดอีกครั้งจนครบทุกคน

1.1.5 ให้สมาชิกปักป้ายชื่อของตนเองที่กระถางต้นไม้

1.1.6 ให้สมาชิกรดน้ำ และวางกระถางต้นไม้เป็นแถวเรียงกัน

2. ผู้นำกลุ่มบอกให้สมาชิกแต่ละคนคอยดูแลรดน้ำกระถางต้นไม้ของตนเองในตอนเช้าทุกวันก่อนเข้าร่วมกิจกรรม รวมเป็นเวลาทั้งสิ้น 11 วัน โดยเขียนบันทึกการเปลี่ยนแปลงของต้นไม้ตนเองทุกครั้งหลังจากรดน้ำเสร็จ

3. ผู้นำกลุ่มให้สมาชิกแต่ละคนบอกชื่อต้นไม้ของตนเอง และนำต้นไม้กลับบ้านในครั้งที่ 12

### **ขั้นหลังดำเนินกิจกรรม**

ให้สมาชิกร่วมกันบอกสิ่งที่ได้จากกิจกรรมนี้ ผู้นำกลุ่มสรุปกิจกรรม และให้สมาชิกเขียนคำชมลงในกล่องชื่นชม

### **ผลที่คาดว่าจะได้รับ**

สมาชิกมีความอดทน ความรับผิดชอบ ความมุ่งมั่นตั้งใจในการทำงานที่ได้รับมอบหมาย

### **การประเมินผล**

สมาชิกมีต้นไม้ที่เจริญเติบโตของตนเองครบทุกคน

### **วัสดุอุปกรณ์**

1. กระถางต้นไม้พลาสติก ขนาด 3 นิ้ว	15	ใบ
2. กระบอกลี้น้ำ	3	อัน
3. ซองซิปลิสขนาดเล็ก	15	ซอง
4. เมล็ดพันธุ์พืช	5	ชนิด

- เมล็ดคะน้า
- เมล็ดคางคัง
- เมล็ดผักบุ้ง
- เมล็ดผักกาดหอม
- เมล็ดกะหล่ำปลี

5. ปากกา Permanent	3	แท่ง
6. ไม้ไอศกรีม	15	อัน
7. พลาสติกใสขนาด 3x4 นิ้ว	15	แผ่น

ตารางแสดงการรดน้ำต้นไม้ เวลา 07.15 – 07.30 น.

ของ.....ชั้น.....

ครั้งที่	วันที่	การเปลี่ยนแปลงของต้นไม้
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
รวมจำนวนครั้งที่รดน้ำ.....ครั้ง		
ต้นไม้ของฉันคือ.....		

## APPENDIX C

### QUESTIONNAIRE FOR GENERAL INFORMATION

รหัส

การศึกษาประสิทธิผลของโปรแกรมสร้างเสริมภูมิคุ้มกันการติดเกมของนักเรียนระดับชั้น  
ประถมศึกษาปีที่ 4-6

คำชี้แจง ให้เด็กๆทำเครื่องหมาย ✓ ลงในช่องว่าง ที่ตรงกับเด็กๆที่สุด

เพศ  ชาย  หญิง

สาเหตุในการเล่นเกม (สามารถตอบได้หลายข้อ)

คลายเครียด

เบื่อเรียน

รู้สึกไม่มีความสุข

ชอบความตื่นเต้น ทำทาย

ชนิดของเกมที่เล่น (สามารถตอบได้หลายข้อ)

เกมออนไลน์ (online)

เกมเพลย์สเตชัน (play station)

เกมออฟไลน์ (off line)

สถานที่ในการเล่นเกม (สามารถตอบได้หลายข้อ)

ร้านเกมใกล้บ้าน

ร้านเกมใกล้โรงเรียน

บ้านเพื่อน

ห้างสรรพสินค้า

จำนวนชั่วโมงในการเล่นเกม

น้อยกว่า 1 ชั่วโมง

1 ชั่วโมง

1-2 ชั่วโมง


มากกว่า 2 ชั่วโมง

### APPENDIX D

### GAME ADDICTION PROTECTION SCALE (GAME-P)

## แบบวัดภูมิคุ้มกันการติดเกม ฉบับเด็ก

Game Addiction Protection Scale - Game-P: Child Version



คำชี้แจง : โปรดเลือกคำตอบที่เหมาะสมที่สุดตามความเป็นจริงเกี่ยวกับตัวคุณ หรือตรงกับความรู้สึกของคุณ โดยทำเครื่องหมาย ✓ ลงใน ○ ที่กำหนดให้

	ใช่เลย / ทำสม่ำเสมอ	น่าจะใช่ / ทำบ่อย	ไม่น่าใช่ / ไม่ค่อยทำ	ไม่ใช่เลย / ไม่เคยทำเลย
1. ฉันพอใจในตนเอง	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ฉันเป็นเด็กที่เอาใจใส่การเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ฉันเป็นคนที่ได้รับพินชมต่อหน้าที่	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ฉันเป็นคนเครียดง่าย	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ฉันมีกิจกรรมอื่นๆทำ (ที่ไม่ใช่การเล่นเกม) เพื่อคลายเครียด	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. ชีวิตฉันมีความสุข	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. ฉันมีสมาธิในการเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. ฉันเบื่อเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. ครอบครัวของเรารักกันดี	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. ครอบครัวของเราทำกิจกรรมร่วมกันบ่อยๆ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. ฉันชอบเข้าร่วมกิจกรรม (ที่ไม่ใช่การเล่นเกม) กับเพื่อนๆ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. ฉันได้เล่นเกมทุกครั้งที่ฉันอยากเล่น	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. กลุ่มเพื่อนที่ฉันคบด้วยเป็นกลุ่มเด็กเรียนหรือชอบทำกิจกรรม	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. ฉันเชื่อว่าฉันสามารถทำสิ่งต่างๆให้สำเร็จได้	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. ฉันรู้สึกว่ามีแม่เข้าใจฉัน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. ฉันมักคลายเครียดด้วยการเล่นเกม	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A  B  C  D

รวมคะแนน A+B+C+D =

ใช่เลย / ทำสม่ำเสมอ	หมายถึง รู้สึกตลอดเวลา ทำพฤติกรรมนั้นทุกครั้ง	น่าจะใช่ / ทำบ่อย	หมายถึง รู้สึกบ่อยมาก ทำพฤติกรรมนั้นเกือบทุกครั้ง
ไม่น่าใช่ / ไม่ค่อยทำ	หมายถึง รู้สึกน้อยมาก ทำพฤติกรรมนั้นน้อยมาก	ไม่ใช่เลย / ไม่เคยทำเลย	หมายถึง ไม่เคยรู้สึก ไม่เคยทำพฤติกรรมนั้นเลย

พัฒนาโดย รศ.นพ. ช่างวิทย์ พรหมภักดิ์ คณะแพทยศาสตร์ศิริราชพยาบาล มหาวิทยาลัยมหิดล โดยได้รับการสนับสนุนจากสำนักงานคณะกรรมการวิจัยแห่งชาติ (วช.) สงวนลิขสิทธิ์ ©

## **BIOGRAPHY**

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