COMPUTER ON LINE GAME PLAYER BEHAVIOR: A CASE STUDY OF BANSOMDEJCHAOPRAYA RAJABHAT UNIVERSITY UNDERGRADUATE STUDENTS

Pornthip Liewtrakul
Sombat Teekasap
Bansomdejchaopraya Rajabhat University

Tóm tắt

Bài viết đề cập đến kết quả nghiên cứu hành vi chơi game trực tuyến của sinh viên Đại học Rajabhat Bansomdejchaopraya. Mẫu khảo sát là 382 sinh viên ngành công nghệ thông tin và tin học kinh doanh trong 2 khu vực với phương pháp là câu hỏi mở và công cụ đóng.

Kết quả cho thấy hầu hết sinh viên chơi trò chơi trực tuyến do đua theo bạn bè. Lý do khác chơi game trực tuyến ảnh hưởng đến việc học tập của sinh viên ở mọi cấp học.

Abstract

The purpose of this survey research was to studying on behavior of Bansomdejchaopraya Rajabhat University undergraduate student On-line Game player. The sampling group was 382 business computer and information technology students in 2 sections. The tools were close-end and open-ended questionnaires.

The results found that most of students were playing game on-line by following on their friends. And the other reason was became an on-line game playing totally affected students learning in the most level.

Keywords: Behavior problems, On-line Game

1. Introduction

Today society, Information and Communication Technologies (ICT) driven society is changing at a great pace. The industrial age has been overtaken by the information age, as a new model of society (the Information Society).

Some studies have confirmed that each children hold perceptions about culture differently (Nixon & Comber, 2006). These cultural perceptions not only shape and determine a person's way of perceiving and reasoning (Hofmann, 2006), but also influence one's teach (Nixon & Comber, 2006). Moreover, these cultural identities contribute to group dynamics and the growth of institutes or communities (Ledoux, 2005). Thus, many efforts (Brooklyn Historical Society, 1990) from a local level, such as a community, or from national level (Laitin, 1997; Van Gorp &

Renes, 2007), have been made to increase the knowledge and understanding of the culture around individuals.

The objective of this research will lead to a guide line in adjusting and advising individual child more-properly in the future. On-line Game have been developing in recent years has gained popularity as the most important branches of the entertainment industry, and the idea of using them for educational purposes has been gaining more and more ground (R. Van Eck, 2006).

2. Materials and Method

a) Sample

The sampling group was 400 attending students in 2 sections of bachelor degree's students in business computer and information technology at Bansomdejchaopraya Rajabhat University.

b) Data Collection Tools

The tools used were close-end and open-ended questionnaires.

c) Data Analysis

1. There are 2 types of collecting data as following: Using both of questionnaires and sometimes interview follow up this open-ended.

2. Prioritizing its importance by ranking scale and using the proportion analysis are used as tools in this open-ended for collecting the relevant information.

3. Results Discussions

The results and discussions of this research when prioritizing from the most to the less important will be explained in on-line game playing behavior.as follows:

1.1 Reasons for beginning,

48.2% of student began to play on-line game by their desired themselves, 36.3% played by their friends' advice, and 15.5% played with another reasons.

1.2 Periods in on-line game play beginning,

34.7% have played less than 1 year, 32.2% have played on-line games for 6-10 years, regularly, 18.6% have played for 1-5 years, 7.4% have played for more than 10 years, and 7.1% do not play at all.

1.3 Playing time,

34.5% played on-line game during 8.00-12.00 p.m., 25.9% played during 4.00-8.00 p.m., 18.2% played during 12.00 p.m. – 4.00 a.m., 12.6% played during 12.00 a.m.– 4.00 p.m., 7.0% played during 8.00-12.00 a.m., and 1.8% played during 4.00-8.00 a.m.

1.4 Time spending each time,

36.9% spent more than 4 hours, 32.4% spent 3-4 hours, 20.9% spent 2-3 hours, and 9.8% spent 1-2 hours.

1.5 Playing frequencies,

35.1% played everyday, orderly, 32.2% played every other day, 16.6% played for some days, 9.7% scarcely played, and 6.4% played in another ways.

1.6 Days and times in on-line games playing

39.3% played after the class on weekdays, 27.6% played on weekends, 13.4% played on holidays, 10.5% played on special holidays, and 9.2% played on another days.

1.7 Number of hours spending per week

38.5% spent 15-20 hours per week, 37.4% spent 10-15 hours per week, 9.9% spent 5-10 hours per week, 7.6% spent more than 20 hours per week, and 6.6% spent less than 5 hours per week.

1.8 Places in playing on-line game

44.8% played at the service shop, 31.3% played at their own house, 12.9% played at department store, 8.2% played in another places, and 2.8% played at friends' houses.

1.9 Persons who played game with

49.3% played with friends, 32.1% played alone, 9.3% played with another people, 6.8% played with brothers and sisters, and 2.5% played with parents.

1.10 Types of favorite on-line game

23.8% preferred to play sport on-line game, 18.7% preferred to play action on-line game, 13.9% preferred to play role-playing game, 13.5% preferred to play adventure game, 13.4% preferred to play simulation game, 10.3% preferred to play Hybrid game, and 6.4% preferred to play strategy game.

1.11 Costs in on-line game,

40.5% have costs in on-line game playing for internet, 34.7% paid for service charge of the on-line game play to service charge, 17.5% paid for internet service charge in case of playing at home, 4.4% paid for free of charge internet (of TOT), and 2.9% have no expense.

1.12 Choices of payment package,

42.4% pay for a package of 20 hours (89 Baht), 39.0% pay for a package of 40 hours (159 Baht), 10.6% pay for a package of 30 days (349 Baht), and 8.0% pay for a package of 15 days (189 Baht)

1.13 Purpose for playing,

36.6% playing for amusing and entertaining, 30.4% for released tension, 12.9% for got more friends, 6.3% for encourage to creative idea, 5.2% for got more experiences, 4.3% for using leisure time to, 2.9% for gaining learning skills, and 1.4% for exchange opinions.

1.14 Disadvantages of on-line game playing

23.9% lost attention in studying, 16.6% lost money, 14.5% lost health, 12.0 % less friends, 11.7% wasted times, 8.2% nonsense, 5.4% easily be deceived, 4.8% lost the future life, and 5.4% game addicted.

1.15 Risked from on-line game playing

19.9% studying risked for not be able to finish their study according to curriculum period, 23.8% lacked of responsibility, 11.9% aggressive and violent, 10.2% be occupied with games, 8.6% lost mental health, 10.5% led to tricking and criminals, 10.3% originated criminal problems, and 4.8% too expensive service charge.

2. On-line game playing affected students' Learning.
Most agreed that on-line game playing totally affected students learning in the most level (X = 3.91)

4. Conclusion and Recommendation

In this study, it can be concluded as follows:

1. Most of students begin to played by their desired themselves or by their friends' advice.
2. More than 93% of students played computer on-line Game regularly.
3. About half of the students played in the night time.

4. About 70% of the students played more than 3 hours a day.

5. About 1/3 of the students played everyday and another 1/3 played every other day.

6. About 40% of the students played after the class on weekdays, while about 50% played on weekends holidays and special holidays.

7. About 40% of the students spent 15-20 hours per week and another 40% spent about 10-15 hours per week.

8. About 45% played at the service shop, and about 30% played at their own house.

9. About 50% played with friends, and about 3% played alone.

10. The most popular game are sport on-line game (about ¼) and the least are tose of strategy game (about 1/20).

11. 40.5% Major costs of on-line game are internet (about 40%), while service charge are about 35%.

12. Most popular choices of payment package are package of 20 hours (89 Baht) (about 40%), followed by a package of 40 hours (159 Baht) (about a little less than 40%)

13. Major purpose for playing are for entertainment, followed by released tension

14. The most disadvantages of on-line game playing are lost attention in studying, while the least are game addicted.

15. The highest risked for on-line game playing are lacked of responsibility, and the lowest are too expensive service charge.

5. Acknowledgements

Reference

Brooklyn Historical Society. (1990). Many faces, many ways. Multi-cultural diversity of Brooklyn. A guide for teachers. New York: Brooklyn Historical Society.

Hofmann, S. G. (2006). The importance of culture in cognitive and behavioral practice. Cognitive and Behavioral Practice, 13(4), 243-245.

Laitin, D. D. (1997). The cultural identities of a European state. Politics & Society,

     25(3), 277.

Ledoux, M. W. (2005). Institutional mission and identity: How do we carry the
     culture to the electronic forum? Educational Technology & Society, 8, 191-197.

Nixon, H., & Comber, B. (2006). Differential recognition of children's cultural
     practices in middle primary literacy classrooms.

R. Van Eck. "Digital game-based learning: It's not just the digital natives who are
restless". EDUCAUSE Review, 2006. 41(2): pp. 16-30. Literacy, 40(3), 127-136.