

Game Play Behavior of Students in a School in Khon Kaen Province, Thailand

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Abstract: To study game addiction situation in school students and life skills for game addiction behavior and prevention guidelines. The 82 primary and secondary school students in one school were interviewed both qualitative and quantitative data in one school, Khon Kaen province. Quantitative data was analyzed by using STATA program for descriptive statistic and using content analysis for qualitative data. Almost, all students had experienced in game playing on a computer. Most had played games for >2 years 8 months, played 3-5 times week⁻¹, play 3 or <3 h per time, paid <210 baht month⁻¹ and the popular places were game shops near the university. It was found that most students were not too serious game addicts, most playing games at moderate to low level. Some students had game addiction (<10 %) such as playing games everyday and playing much >2 h. Students would feel anxiety if they could not play. They selected to play games more than other activities, not doing homework or reading books. They tried to decrease playing but could not. The cause of game playing was mostly to relax and release stress and tension for fun, excitement as a challenge, needing to be a winner, score better than before, game shop near school and home, felt in a private world followed new games and updates and from friends' suggestions. Impacts from game playing were found to be reduced study, restlessness, conflict and separation from family and friends and one said theft. In the past 2 months, most students had internet conversation or chat with 46 persons (56.10 %), <4 times week⁻¹ and chatting for ≤1.6 h or less. Most students lack of life skills for game playing prevention in all aspects. Game addiction prevention and alleviation concepts were good regulation setting, life skill enhancement, creative computer use, suitable stress management, teacher, guardian and community giving close attention. Almost of student had experienced game playing in the moderation to low level. The cause of game playing was mostly to relax and release stress and tension. They try to decreasing play but could not. Most students lack of life skills for game playing prevention. Stakeholders should work seriously together for game addiction prevention and alleviation for students.

Key words: Game addict, student, behavior, STATA program, modlratrion, Thailand

INTRODUCTION

Technology is important in Thai society because of its use in work, learning and communication. It makes life so easy and convenient but on the other hand, it causes damage to people, especially the youth who are innocent and lack consideration. On the other hand, interactive video and computer games belong to the new multimedia culture that is based on the digital computer technology. These games have become increasingly popular in the past 20-25 years, especially among young people. In the beginning, they were mainly played by youth and young adults who were enthusiastic about computers. During the early 1990's, however video and computer games became a matter of course in the everyday life of young people including children (WHO, 1994). Youth are important for their country and their family. They grow physically in mind, in emotion, socially and in

intelligence. They should be supported to be ready to develop themselves efficiently in every way.

National and social development in the globalization age have many problems and children can easily lose their way and begin unwanted behavior. In particular, game addiction causes many problems such as physical problems like lack of care, late development, psychological problems, aggressiveness, violence, social problems, lack of good relationships with others and learning problems where, inefficient time management causes ineffective learning and brings about a bad future. When children encounter these problems, especially if society and parents neglect them they will think that it is impossible to solve their problems.

Thai society at present has technology development and technology has become a part of life for work, learning and communication. Both computers and mobile phones are convenient and easy to use. Research has

found that at present 80% of children are addicted to computer games, especially violent games, fighting games, shooting games and smashing games which bring about violent behavior in their minds, unconsciously. In addition, the study found that youths spend their time watching TV, playing internet and using mobile phones for communication to a total of 8 h day⁻¹ and increasingly. A lot of bad effects come from game addiction such as waste of time (58%), loss of money (58%), effect on learning (52.1%), unhealthiness (44.2%), inadequate time to sleep (41.8%) and restless bad relationships among family (14.1%) (Thai Health Promotion Foundation, 2007).

Therefore, the researcher appreciated the importance of the problem and the necessity to study about game playing behavior of primary and secondary school students.

The study objective was to explore game playing behavior and causes of student addiction to games, life skills is the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demand and challenge of everyday life. It is necessary to prevent and solve game addiction problems and ways to prevent and solve this problem to develop youth continually.

MATERIALS AND METHODS

Descriptive research

Sample: About 82 students from one school in levels primary 3-6 and in levels secondary 1-3 in Khon Kaen province.

Tool: Quantitative and qualitative questionnaire.

Data analysis: By STATA program and using descriptive statistics including percentage, mean and Standard Deviation (SD).

RESULTS

Personal characteristics: The total sample consisted of 82 students. Most students are 13 years old (36.59%), most are male (59 boys, 71.9%), most are studying 1st year in secondary school (33 students, 40.24%) and have average grade <1.7. The children had two siblings with the same mother (53.66%) and 54.88% (45 students) are 1st children. At present most live with their parents (47 students, 57.32%), their parents mostly live together (51 families, 66.20%) or are divorced (15 families, 18.29%). Their fathers (36 persons, 43.90%) and mothers (38 persons, 46.34%) main occupation is employee. Most students receive <80 baht day⁻¹ pocket money (80 students, 97.56%).

Game playing status of students

Game playing experience: It was found that most students had experience about playing games (78 students, 95.12%) and most played computer games (62 students, 75.61%). Most students had played games for <2 years 8 months, most played games 3-5 times week⁻¹ (66 students, 80.49%). Each game playing session spent 3 h or <3 h (50 students, 60.98%). Students paid <210 baht month⁻¹ (62 students, 81.58%) with the time that is popular for playing games the most is 4-8 pm (29 students, 35.37%) and the 2nd is 12-4 pm (23 students, 28.05%). The most popular places for playing games are the game shops around the university (37 students, 28.05%) and in their houses (29 students, 35.37%) in order. In the last 2 months most students had played games (46 students, 56.10%).

Game addiction behavior: Most students were not addicted to games too seriously. Students were addicted to games at medium to low level while <10% were addicted at a quite high level such as playing games nearly everyday, playing >2 h, feeling anxious when they did not play games, choose playing games more than doing social activities (such as exercising, watching movies, traveling with friends, etc.) choose playing games rather than doing homework or reading books and try to decrease playing but cannot and play for excitement.

The cause of game addiction: It was found that the cause of playing games was mostly for relaxation and releasing tension (31 students, 25.61%) to have fun and excitement to challenge and break the game record (26 students, 31.71%) because the game shop is near the school or home (23 students, 28.05%), feel in a private world is (20 students, 24.39%) follow new games and updates (1 student, 20.3%) and be persuaded by friends (16 students, 19.51%). Besides this from qualitative data, it can be concluded that the causes that makes students addicted to games are being persuaded by friends, wanting to play, wanting to try, failure in the family having a lot of money, immersed thinking, having game shops near the home, having much free time, wanting fun, bad at learning being far away from parents, wanting to relax, having a lot of, online games that can communicate with others, losing temper, bored with learning, having a lot of game shops, lots of new games, bad being neglected and scolded by parents and having tempting things.

The impact from playing games: The worst effects of game playing were on learning (18 students, 21.95%), inadequate time to rest (15 students, 18.29%), getting into

trouble with family or girlfriend/boyfriend (13 students, 15.85%) being away from parents or friends too much (12 students, 14.63%) and being accused of being a thief (11 students, 13.41%).

Internet communication: In the previous 2 months, it was found that 56% of students had communicated through, the internet (chat) (46 students). Mostly students chatted ≤ 4 times week⁻¹ (77 students, 93.90%) and each time < 1.6 - 1.6 h (67 students, 81.71%). Life skills to prevent and solve the game addiction problem are (WHO, 1994):

Creative thinking and analytic skills: The students thought that playing games more and more would affect themselves, family and society as follows.

Effect on oneself: Not wanting to learn, lost future, eyesight, failing an exam, having stress when losing a game, unhealthiness, not being able to follow the lessons, not doing homework, studying each class repeatedly may be retired from school, not understanding the lessons and not having interest in learning.

Effect on family: Parents regret, not having enough money, making parents worry, being scolded, not having time for family, stealing money to play games, being detached from family, reduced love and warmth in family, paying a lot of money, spoiling the family reputation, not helping parents work and not having interest from parents.

Effect on society: Country does not develop, there are more and more game addicted children, stupidity, lack of respect from society, not wanting to study, lost future, being a burden on parents to earn a living, lack of love from friends and teachers and not having persons to associate with making parents regret becoming a bad child, not graduating, spoiling social reputation, the country losing good people, children becoming aggressive, lost power of the country, not complying with elders, spoiled school reputation, country deteriorating, society not developing, being accused and students skipping classes.

The usefulness to students of not playing games: Did not spoil work, not addicted to games, social respect, being clever, having good mental health, being cheerful and peaceable, having a good future, time for oneself and family, not making parents worry, not paying money for games, making parents proud, having adequate time to rest, having savings, better mental health, not degenerating, being loved by friends, parents and teachers, not wasting learning, being healthy in body and

mind, a good person for society, not having stress, having time to exercise, making parents happy, being good-looking, not wasting eyesight, not losing the future and not having learning problems.

The quantitative data found that the percentile of life skill in judicious thinking mostly gave wrong answers about the factors that made students play games and the impact from game addiction is 81.1% (67 students) and 95.12% (78 students), respectively.

Self-awareness and sympathetic skill

Usefulness of not playing games: Not being addicted to games, not losing the future becoming more clever, having knowledge, decreased expenses, having time to rest and for family, time to read books, not having addict friends, not wasting time, learning better, being healthy, not wasting eyesight, finding things that you like to do such as playing music and reading books, being happy, having fun, resourcefulness, computer knowledge, writing and reading better, not being associated with games, being a good person, a good model for friends, having good communication, not being hated by friends, having a good mood and complying with parents.

Bad results from game addiction: Waste of time to read books, unnecessary, studying badly, increasing expenses, not having time to rest, not having time to work or do homework, having headache/stress, wasting eyesight, being unhealthy, not having time for family, losing future, having addict friends, being self-willed indulging friends, being addicted to games, making parents worry, not having time to rest, being scolded by parents, not being accepted by society causing family split up, not having interest from parents and being separated from a group.

The impact from playing games: Not having time to rest, not attending to study, wasting learning, spending more money, wasting eyesight, having family problems, more students skip class, being serious, getting angry easily, not having friends because bad and aggressive, having problems both at home and school, losing future, failing in learning because of do not having knowledge and not being able to catch up with the lessons, being unhealthy because of not having time to rest and not having bank deposit.

Being students and playing games: Students should not play games because it make students waste their learning, waste time, makes parents sad, requires a lot of money, interferes with their studying age and wastes learning is bad for oneself and others has no benefit causes addiction easier than narcotics, reduces time for family and spoils family reputation is unnecessary.

Some thought that they should play games because it helps them relax, makes them cleverer is up-to-date, helps communication and exercises one's mind.

The persons who love us and want the best for us will not be made sad and worry: The persons who love us and want the best for us are father, mother, teacher and relatives. We will not made them sad and worried. This means that to make them not sad or worried, we should play games less be a good person for the parents, read the books, be with the family, watch movies and listen to music, pay attention to learning, help parents work, do good things, comply with the parents wishes, take care of ourselves, allocate time well, play sport to replace playing games and play moderately. From descriptive data, considering life skills about self realization and sympathetic skills, it was found that they agreed with positive data such as playing games wastes learning, requires paying more money, being addicted to games will make parents and teachers sad, not playing games to not waste learning time made parents proud to be depended on by their parents when they are old, satisfied that could refuse or avoid to play games with friends, not wanting friends in school to be addicted to games and not to play games at the end of the semester.

Communication and building up relationship skills

Refusing when friends persuade them to play games: Tell your friends that you will stop playing games throughout your life, you must still work and help your parents, it is better if we do not play, you do not have money, you will go to study, you must do homework, you will be scolded by you parents, you do not want to play games and have to work hard, you do not like to play games, you have stopped playing games already and go with your parents.

The procedure for playing games without wasting learning and not being addicted to games too much: To decide to play games 1 h week⁻¹, play games when you have free time or in the holidays only, allocate time for playing games, play the game that is valuable to exercise one's mind, read books, play games sometimes, play at times that do not disturb learning, play games in the care of parents, play games 1 or 2 times week, play game <2 times week⁻¹, play games for 10 min day⁻¹ and play games on mobile phones to replace computer games.

Students can persuade their parents and teachers to understand the new generation of game shops: In the modern day and with up-to-date technology, tell your parents not to worry, game shops have more than games, tell the truth be ordinary children, release stress they want

the money and attract us to play, game shops are internet world sources, children like fun more than before, explain the advantages and the disadvantages, game shops are the places that incite children to be addicted to games and understand children because the children will not be addicted to games.

Students want parents to understand or forgive them about going to play games: Avoid playing games, play games in holiday time only, apologize and promise parents that you will not play games, intend to study, prostrate oneself to your parents, tell parents that playing games does not necessarily destroy lives and you play games for fun, tell the truth, allocate time correctly, play games to relax and release tension have to know that children and games always go together, ask for permission from parents before going to play games, play games rarely, explain that these are games that exercise the brain, adjust yourself better and play games less.

From the descriptive data, consider life skills about communication and building relationships: It was found that students agreed with the positive statements about having the courage to refuse when friends persuade them to play games, advise friends and relatives not to waste time to play games, tell of the advantages and the disadvantages of playing games, tell about the wicked things when the friends persuade them to play games, complied with their parents wishes when they advised them about playing games but had some statements that should be rectified such as telling the teachers if they had problems about playing games in school, asking for permission from parents before playing games and stealing to play games.

Decision and remedy skills: If students steal to play games and are caught by the parents, the things they should do are confess and promise that they will not play games again, accept the problems that they have made, not lie to parents if they want to play a game ask for permission from parents, apologize to parents, tell the truth, adjust oneself better, stop playing games, surrender to parents' punishment, not play games for the rest of their life, concentrate on studying be a good child and use free time to advantage.

If students do not have money to play games to solve this problem they will: Work to make money, not play games, work at home for money, sleep, borrow money from their friends, watch TV at home, play sports, beg for money from parents, beg for money from older relatives, restrain themselves from playing games, stop playing games and do not play again for the rest of their lives.

If students were engaged in playing games until very late at night to solve this problem they would: Tell their teachers, be sad, go back home hurriedly cannot restrain oneself, go back home to sleep, consult parents and teachers, make up a story, make one's way back and consider oneself, restrain oneself not to do the same again, use free time to advantage, seek to reject playing games, warn oneself and limit time for playing games do not go to a game shop again, sleep at a friend's home and not go back home, decide to go back home and explain to parents and try to stop playing games.

The behavior if the teachers do not allow them to play games in learning time: Do not play games, intend to learn, do not intend to play games, play games during holidays or in free time, play games when finished learning, comply with teachers, steal to play games if they really want to play, play sports in school, play with friends and read books.

From the descriptive data, considering the life skills about decision making and solving problem: It was found that there are students who agree with the positive statement about thinking that all problems have a solution and do not agree with negative statements such as should not play games before doing homework including playing games because they are persuaded by friends but there are many statements that students should modify about decision making and solving problems such as sometimes when I have problem, I want to stay alone, consulting with parents or the person who I trust, I do not know how to solve this problem. There are a lot of choices to solve a problem on each occasion so should think about the reasons and compare the advantages and the disadvantages and always search for extra information before deciding to do anything.

Emotion and stress management skills

Anger management: Go to play games, relax on your own do not speak with others, sleep, talk to friends, walk away, beat or abuse others, be introverted, do not mind, be taciturn, do not talk with a certain friend, count 1-100 and walk away, do not tell a friend that you are angry, walk away and do not be near that friend, tell another friend, walk away to calm down, want the friend to apologize, avoid meeting that friend, compose oneself, relax by playing sports, do not think about that and listen to music.

Problem solving when the students feel very bored: Play games, rest or sleep, listen to music, talk on the phone, play sports, watch TV, go out, talk and play with friends,

read books, draw pictures, travel, do activities with friends, live alone and do not talk with others, play computers, sing songs loudly, go out to meet friend and play music.

Problem solving when the students have unhappiness and severe stress: Persuade friends to play football, watch TV, consult friends, draw pictures, listen to music, play games, stay alone, tell parents, travel, read comic books, do not worry, cry, release emotion with things, tell others to relax, find a girlfriend/boyfriend, consult parents and kick a sandbag.

The things that make the students very happy: Friends, parents, listening to music, watching TV, playing games, girlfriends/boyfriends, working for money, wanting to learn, sleeping, being near a person they love, graduating, concentrating, making parents and teachers proud, having no one scold them, smoking with friends, traveling with parents, loving everybody, working for money and playing music.

From the descriptive data when considering the life skills about emotion and stress management skills it was found that the students agreed with the positive statements about playing sports or exercising which could help them relax and talking and meeting with others made them feel happy and forget their sorrows. As for stress management that should be modified. There are various methods such as acting to the utmost irrespective of being angry, being strong, being glad or being hurt, when feeling uneasy releasing with friends or others who are close, when feeling bored or having stress always relaxing by playing games when angry counting 1-10 or walking away to calm down using dharma to manage stress using humor to release tension and controversy avoidance or expression of conflicting opinion with others.

Self-esteem and social responsibility skill; Self-esteem:

Be a good person for society, be honest to others, work after finishing classes, do not exploit others, help others have a will, do not play games, play sports to replace playing games, do not drink alcohol, do not smoke, be diligent, reduce playing games, stop playing games, be a school representative for competitions, be a cheer leader for the province, comply with parents, do not brawl with others, do not go around at night, do not go to game shops, tell others not to go to play games, be pleased for parents, spend free time to advantage, be praised by others, look after younger children, be in a good temper, do activities with friends, follow dharma, let parents encourage, be a teacher's hope, have knowledge, reduce expenses be a good person for parents, do not make

parents sad, intend to study, have time for family, know about your own duty, can read and write, have the chance to study, do not swindle, do not lie, help old people cross the road, play sports excellently, study well, join in school activities and save money.

The faults or weaknesses that they want to improve:

Watching movies and listening to music, being bad at learning, stealing to play, work not being fun, arguing with parents, not intending to study, often skipping class, not studying well, liking to gamble, being a sharp-tongued person, lacking warmth, being easily moody, indulging friends over abundantly, not having tolerance, not complying with parents, not knowing their own duty, playing games, being addicted to games, going back home late, refusing others, not intending to work, not resting enough, being lazy, being spoilt and not having money.

The things that want to improve: Intend to study more than before, want to have a better school-record, play games at certain times, be a better person than before, help parents work, want to reduce playing games, not go to play games, not to skip classes and stop following friends to play games.

Social responsibility; Students can participate to help parents by: Intending to study, not causing trouble for parents, being a good child for parents, helping parents, helping parents do housework, complying with parents wishes, making parents proud, not making parents sad and being responsible to themselves.

Students can participate in helping national stability promotion by: Playing less games, intending to study, not smoking, watching for people who break the law and informing the police, developing oneself, following regulations, acting according to one's means, playing sport and not associating with drug users, being a good person, not making parents sad, having virtue, complying with elders, having harmony, helping to watch for drugs, having far thinking, not making mistakes, doing activities for society and making fame for the country.

From the descriptive data, considering life skills about self-esteem and social responsibility skill, it was found that students agreed with the positive statements such as spending free time to do creative things before doing anything considering the fame of the school, being willing to present prevention guidelines about playing games for the school and game addiction being a social problem. There were many points about self-esteem and social responsibility skills that should be improved as follows: selecting to associate with good friends and

being good friends, not making parents and teachers worry, before doing anything always considering the fame of the school and being people of Khon Kaen province, being proud that they do not play games, believing that we will succeed in life and being a good model for friends in the school.

Suggestions for prevention guidelines for game addiction in students:

Decide the time to play games: Do not play in time 2-8 p.m. (Monday to Friday), do not associate with the persons who play games, advise others not to play games, go to meditate, persuade friends to play sports to replace playing games, read books, the government should be strict in opening and closing of game shops, spend less time to play games, persuade friends who are addicted to games to do useful activities in their free time, explain about disadvantages of game playing, campaign to prevent game addiction, refuse when friends persuade them to play games, advise friends and younger persons not to play games, teach about other subjects such as health and game playing, stop playing games and do not start again, explain to the persons who are addicted to games to understand and return to being a good person and intending to study, must have many groups join in to solve the problem in both family and school, promote and support sport playing or creative activities, parents must care for their children, advise and warn them not to play games, campaign to tell about the wicked things from playing games and being a good model for persons who are addicted to games.

Students prevent themselves from being addicted to games by: Finding other activities to do such as play sport, listen to music, intend not to play games, go to the temple everyday, refuse, do not associate with persons addicted to games, intend to study and study diligently, not to worry, stay at home and read books, do not associate with games, spend free time with the family, not to go to places where games can be played easily, not to follow bad friends, think that playing games is not fun and not interesting and if they want to play they should play at the correct time.

Students want elders to have prevention measures for game addiction as follows: Warn, do not allow to go out, give time to relax, allocate time to play games, play sports or music to replace playing games, campaign about opening and closing game shops, inform the shops not to allow children to play games, not to give money or give less money to play games, spend free time to advantage, teach the parents to know about advantage and

disadvantage of playing games, game shops owner should make rules for playing, find computers to play at home, teach children about the disadvantages of playing games, persuade friends to reduce and stop playing games, talk with children and take care closely, find work to do, allow to play at certain times, not to allow to use computers to play games, to scold and warn, not to allow to go out, punish to be afraid of doing it again and advise to not play games too much and should concentrate on study.

DISCUSSION

From this study, it was found that most students had experience in playing games. There were those who were addicted to games at a high level but most were addicted to games at a medium level. Game addiction is a complication of many factors such as love, care from parents, having an environment that supports game playing such as game shops near home or school or having games at home. When students become bored or stressed they use games to relax or manage these emotions same as a recent German study on the media use of children for example shows that playing computer games is the most prominent PC-related activity of children between 6 and 13.

In this study, 60% of the children said that they used a computer at least rarely or sometimes in their leisure time (Fromme, 2003). The entrepreneurs of game shops also do not limit the time to play, game measures and keep rules and these are the important problems bringing children go into the game playing cycle. When considering the life skills of children all six pairs of skills are still not as good as expected (WHO, 1994). On the other hand, Ishigaki Emiko Hannah, study the children of the computer generation: an analysis of the family computer fad in Japan (1986) found that Japan is now caught up in a TV game fad called Family computer (Fami-com). The education industry has begun to develop study materials related to the family computer. Such as:

- Regional and age differences in ownership of the game
- Ownership among kindergarten children
- Parent attitudes about problems and possibilities associated with the game

Also, provided are discussions of characteristics of the game characteristics of children's play in Japan today and the social, psychological and physical influences of the game. These discussions are followed by an exploration of problems associated with computer play

including addition, absence of original experiences, altered thought processes and solitary play (Ishigaki, 1986). The computer both gave useful and harmful user as Griffiths (2010a) study the use of online methodologies in data collection for gambling and gaming addictions. Focusing on the advantages, disadvantages and other implications of using the Internet to collect data from gaming addicts. Drawing from experience of numerous addiction studies carried out online by the author and by reviewing the methodological literature examining online data collection among both gambling addicts and video game addicts, the main issues concerning data collected using the Internet are discussed and reviewed. This study extends upon previous methodological studies in the area by outlining some of the methodological and ethical issues associated with specific online methodologies that have been used to carry out gaming addiction research.

The specific online data collection methods examined include the collection of gambling and video game addiction research data via:

- Online questionnaires
- Online forums
- Online participant observation
- Online secondary data
- Online interviews
- Online exemplar websites
- Mixed methods online evaluation

CONCLUSION

It is found that the many advantages of online research methods can be a useful and practical way of examining many different aspects of gambling and video game addictions. Beside this, Griffiths (2010a, b) study the role of context in online gaming excess and addiction. Some case study evidence found that research into online gaming addiction is a relatively new area of psychological study. Furthermore, there are studies that have claimed that online gaming addiction may be addictive because of self-report accounts of very excessive use of >80 h a week. This study uses data from two case studies to highlight the role of context in distinguishing excessive gaming from addictive gaming. Both of the gamers in this study claimed to be playing for up to 14 ha day yet and although, they were behaviorally identical in terms of their game playing they were very different in terms of psychological motivation and the meaning and experience of gaming within their lives. It is argued that one of the players appears to be genuinely addicted to online gaming but that the other player is not based on context and consequences. The two cases outlined highlight the

importance of context in the life of a gamer and demonstrates that excessive gaming does not necessarily mean that a person is addicted. It is argued that online gaming addiction should be characterized by the extent to which excessive gaming impacts negatively on other areas of the gamers lives rather than the amount of time spent playing. It is also concluded that an activity cannot be described as an addiction if there are few (or no) negative consequences in the player's life even if the gamer is playing 14 ha day (Griffiths, 2010b).

This is an important cause of children lacking resistance to becoming easily addicted. So, there should be the cooperation of all parties to build measures and be sincere about controlling playing by parents teachers, game shop owners, community leaders and the government including all related organizations. However, creative computer use is beneficial and in a technological age they must be used.

RECOMMENDATIONS

- There should be an intervention towards the prevention and solving of game addiction problems in education
- Parents, teachers, community leaders and the owners of game shops should be sincere in prevention and solving game addiction problems of children
- Measures for prevention and solving game addiction problems of children should be formulated
- There should be a study of the format of prevention and solving game addiction development
- There should be a study of life skills reinforcement for prevention and solving game addiction

- There should be a study of the participation of accessories for prevention and solving game addiction

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