A Study of Likes and Dislikes
of Children in Four Primary Schools in Bangkok

Thesis

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by

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Chapter I

Introduction

Very often man thinks and talks about what he likes and dislikes in the environments of his daily life. Naturally he tries to avoid things he does not like, and if he comes across these things time after time, he feels frustrated. Frustration leads to aggression expressed in different ways, by refusing to conform to the environment, by destroying persons or things he dislikes or attacking them directly or indirectly. His constructive ideas, his rich imagination, and his ability to organize complex activities are less when he is feeling frustrated. On the contrary, he is eager to do things he likes, and when these are done he feels happy and satisfied. Satisfying endresults lead people to repeat and learn to act effectively. Therefore educational methods should be based on this. Happiness and satisfying behavior, in turn result in improvement in mental health. They help him in adjusting himself to the society in which he lives.

The Research Problems

The purposes of this study are:

1. To find out what children like and dislike with regard to food, things, persons, animals.

2. With regard to children's likes and dislikes concerning persons, the writer attempts to find reasons for these likes and dislikes.

3. To see whether there is any differences in likes and dislikes between boys and girls of different grade levels.

4. To see whether different socio-economic status have any effect upon the children's likes and dislikes.

The significance of the problem

Educationists and psychologists generally agree that the things one likes and is interested in have very great significance in one's learning. They help students to have curiosity in subjects matters and in extra-curricular activities. They also bring them satisfaction which will in turn, encourage their further attempts at the activities they like. Thus students may acquire knowledge, experience, and skills and be ready to solve problems.

The teacher who recognized the implication of students' like and dislike can help their students to gain more experiences in school. For instance, the liked and disliked things or animals that will be found out from this piece of research could be used in writing children's stories and in establishing good relationship among students of certain ages, for example it might come out that the children of ten years old are fond of dogs and dislike snakes. Then, we own build up a story which has a dog as a hero with snake as a villain in teaching. A stock of knowledge about children will help to make reading, spelling and social periods more enjoyable and profitable. Furthermore, a knowledge of liked things, of a particular pupil of ten provides an opportunity for the teacher to suggest a book, a play, a trip, an excursion or a project.

Likes and dislikes of food would give suggestion to teachers to guide their students how to select food and how to choose proper diet, for instance teach them what kinds of food are abundant in what season so that the children can get them cheaper and easier.

What children's like and dislike with regard to persons and reasons for their likes and dislikes, lead to the understanding of family relationship whom they like most and what characteristics cause their liking. If it reveals the lack of family relationships, this should be guided by the school psychologist to help the parents to understand the children's needs. The children's ability to adjust themselves to the regulation of the society would be better.

Survey of Related Literature

Arthur T. Jersild[1] studied children's likes and dislikes in every activities. The pupils of 6 to 12 years, from grades 1 to 6 in primary school, and the pupils of junior and senior high-school of 12 to 18 years from grades 7 to 12 were used as the sample in this study. The questionnaire of what they "liked best" and "dislike most "in and out of school were used to reveal their likings and dislikings. The results of the study are:

1. Pupils of junior and senior high school less often mentioned academic subjects than did the younger children; on the other hand, the

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[1] Jersild, Arthur T., Child Psychology, Englewood Cliffs, Prentice-Hall, 1954, p. 507-508.

older pupils more often mentioned sports; industrial and mechanical arts, intellectual, self-improvement, vocational preparation, and relations with the other persons of their own age.

2. "Bad" people was more pronounced in report concerning what the youngster disliked most in their lives outside of school.

3. When children expressed their likes and dislikes in their lives that pleased them most, they gave a great deal emphasis to people and relationship with people.

4. Their likes and dislikes were influenced by what happened to be available in their environment, they liked what they had learned to like.

5. The likes of academic program declined with higer grades because the interest in other activities has increased.

6. There was a decline with age in educational morale.

7. Boys in primary school had tendency to like games and sport, lunce more than girls, while girls liked nature study, arts, fine dramatic, moral improvement, people, teacher more than boys.

Factors related to children's clothing preferences was studied by Hunt.[1] The purpose of this investigation was to determine what relationships influenced children's clothing perferences. The 123 students of 3 to 10 years were investigated. First six colors, six styles, and five textures were presenting to the children respectively to be chosen. Then they were asked to describe his best liked and his least liked clothes. The mother of each child were also interviewed to see whether her influence effect her child's likes and dislikes of clothes.

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[1] Hunt, Lucille Aust, "Factors Related to Children's Clothing Preference," Dissertation Abstracts; 17; 171, 1957, No. 1.

The results are as follows:

1. Pattern varried significantly with color.

2. Style varied significantly with occasion.

3. Age appeared to influence color, pattern, styles, and texture preferences.

4. Sex appeared to influence brightness, pattern, style preferences.

5. Mother-Child agreement increase with age.

6. Sex influenced mother-child agreement on brightness and style preferences.

Lois Jean Davitz[1], studied student's perception of most-liked and least liked Television figures. The purpose was to find out the differences of perceptions of students in terms of choice and description of most-liked and least-liked television. Approximately 3,000 high school students in Norfolk, Virginia, chose their most-liked and least-liked figures and described them by means of a 101-item check-list. The findings regarding most-liked choices were described as good, friendly, attractive and happy, the least like choices were described as silly, mixed-up conceited and unattractive. It was also found that there were no consistent differences within 14 to 18 years old age group, and there were no class differences with respect to either choice or description of figure.

Many educationists attempt to find a set of principle of children's likes, dislikes and interest to guide in the selection of academic subjects.

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1 Davitz Joan Lois, "The High School Student's Perception of Most-Liked and Least-Liked Television Figures", Dissertation Abstracts: (10); 922, 1959, No. 3.

Gilbert H. Fayton[1] is the one who studied about children's interests in nature material. One thousand pupils in grades 4 to 8 in public school of Passic, New Jersey were chosed to be subjects, and the technique of questionnaire is used. He found out children's interests were limited with nature such as color, size and sounds of animals most. The younger children were most acquainted with animals' appearance while the activities of animals were most impressive in the upper grades.

Finley's[2] first study was children's interests in science materials. He divided 1,716 children of seven elementary schools into small groups. Then a live "mud puppy" was shown to the children in each small group. The children were permitted to ask questions after seeing that animal. He kept a record of the question asked. These questions were classified in three categories: identification, activities and environments respectively. The children in the lower grades were concerned with identification, while in the upper grades activity interests came first.

The purpose of Finley's[3] second study was to see the children's interest in plants, animals and physical interest centre. This study involved 827 children in grades 3 to 8, in five different schools. A mounted black skimmer chosen for the animal, pendulums of various lengths and materials for physical objects and a resurrection plant. While each was

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1 Gilbert H. Fayton, "Children's Interests in Nature Material" Nature-Study Review, IX (September, 1913), 160-60.

2 Charles W. Finley, "Some Studies of Children's Interest in Science Materials," School Science and Mathematics, 11 (January, 1921), 1-24.

3 Ibid.

presented to the classes, each was explained and discussed within a limit of ten minutes. On the next day the teacher asked them to write about only one of the three objects. When two weeks passed, again they were asked to tell what they would prefer to discuss again. The results were: the boys and the girls mentioned the bird first. The second and the third were different. The boys choose pendulums second and the plants third, but the girls chose plants second and the pendulums third.

The similar experiments were carried out by Mau[1]. The 1908 children in kindergarten and grades 1 - 3 in nine representation schools in and about Chicago were selected as subjects. A pepper plant with many red berried on it, a gray cat, and a toy engine with complete works were shown to the children. Then the children were supposed to choose the best one they would like to possess, and the reasons for choices were given. These were the rank order of the preferences: first the engine, second the cat and plant the third. From kindergarten to grade 3 the likes of cat increased, the interests in the engine decreased but no variation of plant liking.

The second investigation of Mau[2] was about children's interest of animals and things. The students of the same schools and grades were experimented. They were allowed to play with iron filing with the magnet, to touch sensitive plant, to feed and water the bird. All of them

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1 Laura Emily Mau, "Some Experiments with Regard to the Relative Interest of Children in Physical and Biological Nature Materials in the Kindergarten and Primary Grades," Nature - Study Review, 8 (November, 1912), 285-91.

2 Ibid.

participated in those activities closely. After the materials were taken away ten days, the experimenter returned to record the questions, they wanted to ask. The boys' interests seem to be animal life, physical materials, and plant life; and for the girls, animal life; plant life and physical material.

Some interesting findings about children's nature interests were surveyed by Stevenson[1] in the Demonstration School of the San Jose State Teacher College, San Jose, California. The purpose was to find out whether children's interests really lie in nature materials, and in which field of nature and in which objects it lie. The total number of subjects in grades 4 - 6 was one hundred and nineteen. The children were asked to rate their interests on the rating sheets after the explanation and illustration on the blackboard. The other methods such as written composition, observation and interview were used.

His findings were:

1. The children are interested in nature objects.

2. The live animals are most attractive.

3. Things that pripped the children's interests are unusual, unique and spectacular things.

4. The children's interests vary by time.

A group of pupils consisting of 252 boys and girls from the Berkeley Growth Study were studied by Honzik[2] in term of their constructions

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1 Stevenson N. Elmo, "Children's nature Interests," The Elementary School Journal 17: 276-284, December, 1931.

2 Honzik, Marjorie P., "Sex differences in the Occurrence of Materials in the Play Constructives of Pre-adolescents," Child Development, 22: 15-36, 1951.

of play materials. They were divided into 2 matched groups. Each subject was given 3 types of play materials namely people, animals, cars. After a moving picture was shown, they were told to construct an imaginary scene from the 3 types of play materials. The study reported the comparison of the 2 matched groups as the following results: (1) boys used more blocks and vehicles, girls more furniture and family figures; (2) sex differences were found to be highly significant.

Elementary school children's interest in literature, was studied by Jordan, A.M.[1] He reported the kinds of books which boys and girls in grades 6 to 12 liked best. He found older children responded best to interesting action, characters, and problems. Heroism and adventure were preferred by boys while home and school situations were preferred by girls. The interest of both sexes inflection increased from the age of 9 to the age of 16.

Strang Ruth, Russell C.H., and Thorndike R.L.[2] studied the reading interest of children by questionnaire to determine current interest in reading. Specific results of the study were (a) reading interest were highly diversified; (b) many interests could be aroused by the proper books; (c) sex differences were notable in reading interests; (d) interests in reading were conditioned by the supply of books available.

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1 Encyclopedia of Educational Research, Edited by Walter S. Monroe, New York, MacMillan, 1941, 1950, p. 400.

2 Ibid.;

Walfson's[1] study concerned with association of certain variable effect on reading interest. The variable considered were: sex, grade, reading achievement, parents' occupation, parents' education, numbers of books in the home, number of children in family, and scores or group intelligence tests. The purpose was to investigate the relationship of factors influenced reading. The children in grades 3 to 6 in the public schools of Norwalk, Connecticut were chosen as samples.

Method of study was questionnaire. A Reading Interest Inventory was devised consisting of 120 questions in twelve categories. These were some examples of the categories: Adventure, Fine and applied arts, Fantasy, and so on. The teacher read aloud the Inventory and the students were told to circled "Yes", "No", or "Don't know" in the responses to each item. This questionnaire was checked by parents at home.

Some of the results obtained from this study were (1) many boys were interested in adventure, sports, physical Science, respectively, (2) many girls interested in Fantasy, Personal Problem, Social Study and Sports respectively, (3) There was relationship between reading interest and parents occupation, parents' education, numbers of books in the home, and number of children in the family.

What caused a person to accept recommended food was studied by Paul and Raigh.[2] The purpose of this study was to determine what factors

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1 Walfson Jurist Bernice, "An Analysis of Reading Interests (as revealed by an Interest Inventory)," Dissertation Abstracts 18: 1343, April, 1958, No. 4.

2 Paul, Torrance E., and Raigh, Mason, "Psychologic and sociologic of survival ration acceptability," Psychological Abstracts 32: 424 August, 1958, No. 4.

affecting acceptability of pemmican, a meat product recommended for Arctic use. The conclusion of this study were described about situations influenced a person's eating pemmican. The acceptance was significantly associated with (1) accidental event which occurred at first time use, it would be accepted according to the unusual hunger, and small eating of pemmican influenced by first unfavorable condition; (2) past experience of food aversions, prejudice, and unfavorable of crew attitude and (3) having a personality of week ego.

Definitions of terms used

"Like is defined as an attitude characterized by pleasant feeling tone, aroused by social situation or general stimuli (Used vaguely to cover all degrees).[1]

In this study "like" is defined pleasant as emotional reaction caused by external stimuli, such as man, animals, concrete objects and situations or mental representation.

"Dislike" is defined as unpleasant emotional reaction caused by external stimuli, such as man, animals, concrete objects and situations or mental representation. Dislike sometimes occurs in the form of or in association with fear.

Prathom is primary grade. There are 4 grades: Prathom 1 to 4.

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[1] Dictionary of Psychology, Edited by Howard C. Warren, Houghton Mifflin, New York, 1934.

Factors producing "Like" and "Dislike"

"Like" is developed under the condition of satisfaction or successfulness. A man who wants to master something: the ability to solve problems; and he can do it successfully, such a man would get satisfaction and would enjoy what he wants. According to Kilpatrick[1], the stronger the want is felt, the greater is the resulting satisfaction. Thus result will develop the feeling of "Like". On the contrary if this being unsatisfaction or failure the feeling of "Dislike" occurs.

This can be explained in more detail under 2 types of environment.

1. Internal environment (an intrinsic need of a person).

A person need for food will be satisfied after fulfilling his need; or a need for security; e.g., seeing nasty food, he tries to avoid it. Need or curiousity drives a person to survey things which caused him to like and dislike them.

2. External environment

A. Parents and members of family.

Each family has its own way to train children. Parents may teach their children to like or dislike somethings according to their values: children seem to like some kinds of food if their parents like them. Clearly the young child spends more time with his parents than with anyone else. Since the parents control such biological function as eating, toilet training, etc. and determine goals for the child on these function, we can assume that the parents also determine social goals. There is some exception

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[1] Kilpatrick, William Heard, Philosophy of Education, The Macmillan Company, New York, 1951, p. 142.

if the children lack ability to appreciate they might be prejudiced against what are liked by their parents.

The parents' training of their children usually lead to the formation of children's habits. These habits are for examples, physical habits: habit of eating, habit of sleeping, and habit of dressing; emotional habit: love of cleanliness, love of beauty. These habits are formed by parents' Training. James[1] described that they are product of association by contiguity or by association by similarity.

B. Accidental experiences in meeal and in play

A boy happens to have delicious food, or happens to have a painful experience of being bitten by a lovely cat will develop 'like' and 'dislike' for food and cat respectively. This type of experience can be explained by Thorndike's[1] Law of Effect which states that: the tendency to "like" and "dislike" depends on the kinds of stimuli (satisfied or annoying stimuli). That is to say people will repeat and learn acts that have satisfying end-results and if people is accompanied by annoying state of affairs, its strength is decreased.

Children touch things and play things to get satisfaction. Play is satisfaction plus fun and sometimes it is a way to satisfy social or psychological need. Satisfaction and fun can also be got from dangerous games which caused children to "like" them.

The liked things may come from identification: when children play they often indentify themselves with their favourite toys. Identification

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[1] Shoben, Shaffer, The Psychology of Adjustment, Houghton Mifflin Company, 1959, p. 130.

as defined by Horrocks[1] is a mechanism which may preserve the individual's security or protect him from a feeling of inferiority. An individual may identify himself with other people, groups, activities or ideals which will add to his prestige. If they would like to have authority they would like the things that can give them the feeling of power or authority.

C. Imitation of children

This may be due to the children's own insight or expectation of good results that they would have it or they try to keep up with others. They like what they expect to have and they like what they have learned that their friends liked.

D. Experiences from other places

They get experiences to 'like' and 'dislike' things from places they are in contact with such as pictures, dramas, books, mass media etc.

E. Experiences from school

Experiences from school - teaching and training that suggest what they should eat, what they should do, etc., by their teachers. When they can discriminate good and bad things, they develop attitude of 'like' and 'dislike' for them.

F. As a member of a group

As a member of a group he has a need for security and happiness. He must know what the purposes of his group are, and he must learn to like

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[1] Harrocks, John E., "The Psychology of Adolescence, Houghton Mifflin Company, 1951, p. 571.

and accept them. He tends to show prejudice against other groups which have different purposes. This can be confirmed by Morgan's[1] statement that says: The power of a group stems not only from the common interest that joins its members together but also from several factors that make the members thinks and acts alike.

It have been mentioned that 'Like' is developed under the condition of satisfaction from many aspects getting from two main types of enviroment. It would help us to understand the development of the feeling 'Like' and 'Dislike' better if we know psychological sources of life's satisfactions, which Kilpatrick described as follows:

1. <u>physical health</u>. The joy of living depends on having the value of bodily health, adding by healthy appitites.

2. <u>mental wholeness, the well adjusted personality</u>. The one who have good internal arrangement, he also have good attitude and good habits which would help him to live effectively.

3. <u>satisfying personal relationship</u>. The good relationship will be developed if a need of affection, a need for security and happiness are satisfied.

4. <u>the chance to choose as a responsiberself</u>. It was described that the way to build responsible character should go with a criticized philosophy to life.

5. <u>meaningful work</u>. Be able to master hard work gives an individual's feeling of importance.

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[1] Kilpatrick, loc. cit; p. 151.

6. the chance to great. The ruling of highest joys occurs when a man has the chance to great.

7. "leading on". The opportunity to follow up some activities will develop insight.

8. range of interests. If there are more good things to interest, there are more meaning to live.

9. the esthetic. Chances must be given to appreciate the art.

10. music is a good thing to learn.

11. an adequate social life process. We need the way to satisfy social need.

12. Religion. The spiritual need gives peace to mind.

Chapter II

Methods and Techniques

2:1 The Sample

The necessary data are readily available at the IICS. The criteria for the selection of the sample was given by Boesch Ernest C.[1] The four experimental schools were selected in accordance with the socio-economic background of the families. When compare them with the statistical distribution of different occupation in Bangkok, those corresponded to the general distribution were selected. The first two schools are school A and school D. Boys and girls of school A represents a sample with low income occupation, boys and girls of school D represents the better income groups, while boys of school B and girls of school C seems to be intermediate. The total number of children involved in this study is 212. The number of subjects of both sexes in different grades shown in table 2:1 consisted of 197 students who gave responses to the test.

2:2 Procedures

The questionnaire concerning likes and dislikes of various kinds was administered to these children as a group test. The experimenter read each item in Thai and asked them to write down the answer. They are allowed to write as many as they can in 2 minutes for each item.

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1 Boesch, Ernest C; Research Bulletin, Supplementary Document No. 1, (Bangkok: The International Institute for Child Study, 1957).

Table 2:1 Number of boys and girls of three grades in four schools

School	Sex	Grade	Number of Subjects						Total No. of Girls
			Grade 2		Grade 3		Grade 4		
			B	G	B	G	B	G	
A	Boys	4	-	-	-	-	17	-	-
A	Girls	4	-	-	-	-	-	23	23
B	Boys	2	28	-	-	-	-	-	-
B	Boys	3	-	-	36	-	-	-	-
C	Girls	2	-	28	-	-	-	-	28
C	Girls	3	-	-	-	42	-	-	42
D	Boys	4	-	-	-	-	16	-	-
D	Girls	4	-	-	-	-	-	7	7
									100
Total No. of Boys			28	28	36	-	33	-	97
Total No. of Boys and Girls									197

The questionnaire of the test "Verbal Development II""contains 24 items. The first 10 items (1a, 1b to 5a, 5b), concerns with 'interest' had been analysed. The next 8 items (6a, 6b to 9a, 9b) concerning 'like' and 'dislike' which are treated in this study are as follows.

6a. Some of the things which I think are most delicious to eat.

6b. Some of the things which I think are most unpleasant to eat.

7a. Some of the things I like to touch very much.

7b. Some of the things I do not like to touch at all.

8a. I like these persons.....because.....

8b. I am afraid of these persons.....because.....

9a. I like these animals very much.

9b. I am afraid of these animals.

2.3 Treatment of data

The responses of each item was classified according to its content. For example, item number 6a: Some of the things which I think are most delicious to eat was categorised in these classes: the main dish, desserts, fruits, drinks, Inedible things. The responses of each sex, of each grade and the upper and lower social class boys and girls are computed under each category mentioned.

Chapter 3

Results of the Study

Chapter 3 A

3 A.1 Analysis of the responses to Item 6a and 6b.

A. The Items

6a: Some of the things which I think are most delicious to eat.

6b: Some of the things which I think are most unpleasant to eat.

B. The categories

The responses of Item 6a are grouped under the following five categories.

1:0 The main dish

1:1 Protein: food cooked with any kind of meat (beef, pork, buffalo meat, venison, poultry, etc.)

1:2 Vegetables: Chinese mustard, lettuce, pechay, coriander, morning glory, tomato, cucumber, etc.

1:3 Carbohydrate: food composed of sugar and flour (rice, Chinese noodle, glutinous rice, etc.)

1:4 Eggs

1:5 Spices: pepper

1:6 Delicious food: all kinds of delicious food

2:0 Desserts

2:1 Food eaten after meals: various kinds of food cooked with

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flour, eggs, sugar and coconut cream.

2:2 Food eaten between meals: toffee, candy, chocolate, etc.

3:0 Fruits: pomelo, pineapple, durian, rambutan, mangoes, water-melon, etc.

4:0 Drinks: Ovaltine, milk, coffee, syrup, etc.

5:0 Inedible things: the flesh of fierce animals - tiger, elephant etc.

The responses of Item 6b are grouped under the following seven categories.

1:0 The main dish

1:1 Protein: food cooked with some kinds of meat (rabbit meat, frog, goose, tiny frog etc.)

1:2 Vegetable: balsam, gourd, pumpkin, kaffir lime, lime.

1:3 Carbohydrate: food composed of sugar and flour (rice-soup, sago, vermicelli transparent noodle etc.)

1:4 Eggs.

1:5 Spices.

1:6 Undelicious food.

2:0 Desserts

2:1 Food eaten after meals: various kinds of food cooked with flour, sugar.

2:2 Food eaten between meals: water-melon seed, toffee.

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3:0 Fruits: hog plum, elephant-apple, Tamarind, carambola, rambeh, etc.

4:0 Drinks: icy water, distilled water, tap water, etc.

5:0 Inedible things and ugly animals: the flesh of fierce animals, grass, clay, leaves millipede, earth worm, etc.

6:0 Strong Tastes: any kind of sharp taste of sour taste, salty taste and sweet taste.

7:0 Rotten dirty things: rotten fishes, decaying things, excrement, urine etc.

C. The analysis

1. The comparison of all categories of the first two items.

The rank order of average responses for 100 subjects of boys and girls is shown in Table 3A:1 and Table 3A:2 respectively.

This table shows that among the five things that the boys think are most delicious to eat, "The main dish" is most often chosen. This is followed by "Fruits", "Desserts", and "Drinks" respectively. It seems strange that some boys like to eat "Inedible things", such as the flesh of elephant or the flesh of crocodile. This might be due to their curiosity: they are anxious to know how it tastes and they suppose it has a good taste by imagination.

Table 3A:1 Rank order of frequencies of responses to Item 6a and 6 b; for boys in 3 schools.

Category No.	Item 6a	Mean	Category No.	Item 6b	Mean
1.0	The main dish	119.59	1.0	The main dish	130.62
3.0	Fruits	78.35	3.0	Fruits	44.33
2.0	Desserts	61.86	5.0	Inedible things and ugly animals	26.80
4.0	Drinks	15.46	2.0	Desserts	17.53
5.0	Inedible things	4.12	7.0	Rotten, dirty things	14.43
6.0	Strong tastes	-	6.0	Strong tastes	9.28
7.0	Rotten, dirty things	-	4.0	Drinks	9.28
Total No. of responses per 100 subjects		279.38	Total No. of responses per 100 subjects		242.27

For the things the boys 'dislike' eating, here again they mentioned "The main dish" first and "Fruits" second. This fact can support the things they 'like' to eat: because they choose 'delicious' main dish first, therefore they try most to avoid an 'undelicious' main dish; because they like sweet fruits next, therefore they try to avoid some fruits. They show their 'dislike' toward the "Inedible things and ugly animals", and "Rotten, dirty things which are unpleasant stimuli. Though "Desserts", and "Drinks" appears in the 'dislikes', this can be true according to their content.

Table 3A:2 Rank order of frequencies of responses to Item 6a, and 6b; for girls in 3-schools.

Category No.	Item 6a	Mean	Category No.	Item 6a	Mean
3.0	Fruits	208.00	3.0	Fruits	83.00
1.0	The main dish	117.00	1.0	The main dish	81.00
2.0	Desserts	37.00	5.0	Inedible things and ugly animals	21.00
4.0	Drinks	24.00	6.0	Strong tastes	16.00
5.0	Inedible things	-	2.0	Desserts	15.00
6.0	Strong tastes	-	7.0	Rotten, dirty things	9.00
7.0	Rotten dirty things	-	4.0	Drinks	5.00
Total No. of responses per 100 subjects.		386.00	Total No. of responses per 100 subjects		230.00

The figures in Table 3A:2 show the girls' preferences of food on the high frequencies of "Fruits". Their secondary preference is for "The main dish" which is followed by "Desserts" and "Drinks".

The things they think they don't like to eat very much is sour fruits. This fact can go very well with the first choice of sweet fruits. Then they show their dislike toward the "undelicious" main dish, which is in the same rank of their liking of a "delicious" main dish. The dislike of "Inedible things and ugly animals" is in the third rank. The other unpleasant food, according to the rank order are: strong tastes, "undelicious" desserts, rotten, dirty things and simple drinks.

2. Comparing the frequencies of responses under each category.

Table 3A:3A The average frequencies of responses under "The main dish" (for 100 subjects) and the frequencies of responses within the total number of the responses of both 6a. and 6b. for boys and girls (Total)

	Items	Boys	Girls	D	$\frac{E}{G}$
$\bar{X}$	6a.	119.59	117.00	2.59	E
	6b.	120.62	81.00	39.62	E
%	6a.	42.80	30.31	12.49	E
	6b.	49.79	35.22	14.57	E*

D - Differences between the responses of the boys and the girls.

$\bar{X}$ - Arithmetic mean for 100 subjects.

* - Significant difference.

This table indicates the boys' consistently higher frequency of choice on the average and percentage with regard to the "favorable main dish". Boys again make their choice significantly more frequently than girls in the dislike of unfavorable main dish.

This difference between boys and girls in the liking of favorable main dish and in the dislike of unfavorable main dish means that the boys are more fond of the "delicious" main dish and try to avoid the unfavorable main dish. This may be because of physical differences: in general boys are stronger, and are more active than girls. That is to say boys expend more energy. The more energy is expended the more food is needed.

This table shows that among the 6 sub-categories under "The main dish", both sexes prefer "protein" most, but boys have a tendency to like this kind of food more than girls. That means boy's stated need for protein is more than girls' and the reasons for this is the same as given in the previous table.

Secondly, boys and girls mentioned the like of "Eggs" and "Carbohydrate", followed by "Vegetable". Preferences for other things are few in number.

Girls show a tendency to like "Vegetable" more than boys. This fact may be supported by the tendency of boys' dislike of "Vegetable".

Boys mentioned the like of "Carbohydrate" more than girls do while girls showed dislike of "Carbohydrate" more than boys do.

Table 3:3B The average frequencies of responses of sub-categories under "The main dish" (for 100 subjects) and the frequencies of responses within the total number of the responses of both 6a. and 6 b. for boys and girls (Total)

Sub-categories		Items	Boys	Girls	D	B/G
1:1 Protein	$\bar{x}$	6a	80.41	68.00	+ 12.41	B
		6b	74.23	28.00	+ 46.23	B
1:2 Vegetables	$\bar{x}$	6a	10.31	17.00	- 6.69	G
		6b	32.99	31.00	+ 1.99	B
1:3 Carbohydrate	$\bar{x}$	6a	13.40	12.00	+ 1.40	B
		6b	9.28	10.00	- .72	G
1:4 Eggs	$\bar{x}$	6a	13.40	18.00	- 4.60	G
		6b	2.06	4.00	- 1.94	G
1:5 Spices	$\bar{x}$	6a	1.03	1.00	+ .03	B
		6b	2.06	6.00	- 3.94	G
1:6 Delicious f.	$\bar{x}$	6a	1.03	1.00	+ .03	B
Undelicious f.		6b	-	2.00	- 2.00	G
1:1 Protein	%	6a	26.78	17.62	+ 11.16	B
		6b	30.64	12.17	+ 18.47	B *
1:2 Vegetables	%	6a	3.69	4.40	- .71	G
		6b	13.62	13.48	+ .14	B
1:3 Carbohydrate	%	6a	4.80	3.11	+ 1.69	B
		6b	3.38	4.35	- .27	G
1:4 Eggs	%	6a	4.82	4.66	+ .16	B
		6b	.85	1.74	- .89	G
1:5 Spices	%	6a	.37	.26	+ .11	G
		6b	.85	2.61	- 1.76	G
1:6 Delicious f.	%	6a	.37	.26	+ .11	B
Undelicious f.		6b		.87	- .87	G

D - differences between the responses of the boys and the girls.

B - Higher frequency for boys.

G - Higher frequency for girls.

$\bar{x}$ - Arithmetic mean for 100 subjects.

* - Significant difference.

There is one thing to be noticed: the rice foods such as "Vegetable" and "Eggs" are low in frequencies of both sexes.

The results of the comparison between grades can be seen in Table 34:4A. The boys' trend for the "The main dish" under things they think are most delicious to eat shows upward change. That is to say the higher class the higher preferences of "The main dish" the girls' trend of liking "The main dish" shifts down and up from grade to grade.

The boys' trend on this category under the things they do not like eating at all, shows up and down trend while girls' trend shows an opposite tendency. However there is no statistical significant differences among these three grades. Grades have no effect on the like and dislike of "The main dish".

Table 3A:4A The average frequency of responses under "the main dish" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both item 6a. and 6b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
$\bar{x}$	6a	92.86	111.11	151.52	-18.25	-40.41	58.66	$\bar{x}$	6a	139.29	88.10	136.67	51.19	-48.57	-2.62
	6b	110.71	130.56	118.18	-19.85	12.38	7.47		6b	100.00	50.00	106.67	50.00	-56.67	6.67
%	6a	9.59	14.76	18.85	-5.17	-4.09	9.26	%	6a	10.10	9.59	13.62	.51	- 1.03	- .52
	6b	13.30	20.17	16.74	-6.87	3.43	3.44		6b	12.17	9.05	13.91	3.12	- 4.86	1.14

P.2, P.3, P.4 - Grade or Fration 2, 3, 4.

D $\frac{2}{3}$ - Difference in frequency between P.2 and P.3.

D $\frac{3}{4}$ - Difference in frequency between P.3 and P.4.

D $\frac{4}{2}$ - Difference in frequency between P.4 and P.2.

(+ signifies an increase, - signifies a decrease with grade).

Table 3A:43 The average frequency of responses of sub-categories under "The main dish" (for 100 subjects) and the frequencies of responses within the total number of responses, for both item 6a and 6b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
$\bar{x}$	6a,1:1	50.00	75.00	112.21	-25.00	-37.21	+62.21	$\bar{x}$	6a,1:1	60.71	47.62	103.33	+13.09	- 55.71	+ 42.62
	6b,1:1	50.00	105.56	60.61	-55.56	+44.94	+10.61		6b,1:1	46.43	16.67	26.67	+29.76	- 10.00	- 19.76
	6a,1:2	21.42	-	12.12	+21.42	-12.12	- 9.30		6a,1:2	25.00	9.52	20.00	+15.48	- 10.48	- 5.00
	6b,1:2	42.86	13.89	45.45	+28.97	- 31.56	+ 2.59		6b,1:2	32.14	14.29	53.33	+17.85	- 39.04	+ 21.19
	6a,1:3	7.14	11.11	21.21	- 3.97	- 10.10	+14.07		6a,1:3	10.71	21.43	-	-10.72	+ 21.43	- 10.71
	6b,1:3	10.71	5.56	12.12	+ 5.15	- 6.56	+ 1.41		6b,1:3	7.14	4.76	20.00	+ 2.38	- 15.24	+ 12.86
	6a,1:4	10.71	25.00	3.03	-14.29	+ 21.97	- 7.68		6a,1:4	35.17	9.52	13.33	+25.65	- 3.81	+ 21.84
	6b,1:4	3.57	2.78	-	+ .79	+ 2.78	- 3.57		6b,1:4	7.14	4.76	-	+ 2.38	+ 4.76	- 7.14
	6a,1:5	3.57	-	-	+ 3.57	-	- 3.57		6a,1:5	3.57	-	-	+ 3.57	-	- 3.57
	6b,1:5	3.57	2.78	-	+ .79	+ 2.78	- 3.57		6b,1:5	3.57	9.52	3.33	- 5.95	+ 6.19	- .24
	6a,1:6	-	-	3.03	-	- 3.03	+ 3.03		6a,1:6	3.57	-	-	+ 3.57	-	- 3.57
	6b,1:6	-	-	-	-	-	-		6b,1:6	3.57	-	3.33	+ 3.57	- 3.33	- .24
%	6a,1:1	5.17	9.96	13.65	- 4.79	- 3.69	+ 8.48	%	6a,1:1	4.40	5.13	8.03	- .78	- 2.85	+ 3.63
	6b,1:1	5.96	16.17	6.51	-10.21	+ 7.66	+ 2.55		6b,1:1	5.65	3.04	3.48	+ 2.61	- .44	- 2.17
	6a,1:2	2.21	-	1.48	+ 2.21	- 1.48	- .73		6a,1:2	1.61	1.04	1.55	+ .77	- .51	- .26
	6b,1:2	5.11	2.13	6.38	+ 2.98	- 4.25	+ 1.27		6b,1:2	3.91	2.61	6.96	+ 1.30	- 4.35	+ 3.05
	6a,1:3	.74	1.48	2.58	- .74	- 1.10	+ 1.84		6a,1:3	.78	2.33	-	- 1.55	+ 2.33	- .78
	6b,1:3	1.28	.85	1.70	+ .43	- .85	+ .42		6b,1:3	.87	.87	2.61	0	- 1.74	+ 1.74
	6a,1:4	1.11	3.32	.37	- 2.21	+ 2.95	- .74		6a,1:4	2.59	1.04	1.04	+ 1.46	0	- 1.55
	6b,1:4	.43	.43	-	0	+ .43	- .43		6b,1:4	.87	.87	-	0	+ .87	- .87
	6a,1:5	.37	-	-	+ .37	-	- .37		6a,1:5	.26	-	-	+ .26	-	- .26
	6b,1:5	.43	.43	-	0	+ .43	- .43		6b,1:5	.43	1.74	.43	- 1.31	+ 1.31	0
	6a,1:6	-	-	.37	-	- .37	+ .37		6a,1:6	.26	-	-	+ .26	-	- .26
	6b,1:6	-	-	-	-	-	-		6b,1:6	.43	-	.43	+ .43	- .43	0

What the boys and girls in 3 grades like and dislike under "The main dish", shown in Table 3A:4B, can be noted as follows.

1. The sub-category "Protein" under "The main dish" of both sexes shows a tendency of having increased frequency within grades. This is true in both measures. Boys and girls seems to favour "Protein" is inconsistent. There is one different significance in statistic in the boy's dislike of "Protein" in grade 2 and 3. Perhaps when they are older they have more chance to taste more kinds of food.

As a whole the like and dislike of six sub-categories under "The main dish" has no significant difference.

Table 3A:5A The average frequency of responses under "Desserts" (for 100 subjects) and the frequencies of responses of this category within the total number of the responses of both 6a and 6b for boys and girls (Total).

	Items	Boys	Girls	D	$\frac{B}{G}$
$\bar{x}$	6a.	61.86	37.00	24.86	B
	6b.	17.53	15.00	2.53	B
χ	6a.	22.14	9.59	12.55	B *
	6b.	7.23	6.52	.71	B

The responses to the "delicious desserts", and "undelicious desserts" from this table shows clearly the higher frequency for boys in both measures.

Boys and girls find satisfaction from 'desserts'. The boys' need of 'desserts' is greater than the girls' need. Significant difference is found on the percentage response between boys and girls. This might be due to physical difference: need more sugar because of spending more energy; or emotional difference: lack of love, lack of security, then compensating the need of sweet things, or it might be other factors.

Table 3A:5B The average frequencies of responses of sub-categories under "Desserts" (for 200 subjects) and the frequencies of responses within the total number of the responses of both 6a. and 6b. for boys and girls (Total)

Sub-categories		Items	Boys	Girls	D	$\frac{D}{Q}$
2:1 Food eaten after meals	#	6a	53.61	31.00	+ 22.61	B
		6b	14.43	13.00	+ 1.43	B
2:2 Food eaten between meals		6a	8.25	6.00	+ 2.25	B
		6b	3.09	2.00	+ 1.09	B
2:1 Food eaten after meals	%	6a	19.19	8.03	+ 11.16	B *
		6b	5.06	5.65	+ .31	B
2:2 Food eaten between meals		6a	2.95	1.55	+ 1.40	B
		6b	1.28	.87	.41	B

The table 3A:5B gives a whole picture of distinctly higher frequency for boys in both sub-categories under "Desserts". The two measures give supports to each other.

The tendency to like "Food eaten after meals" and "Food eaten between meals" of boys is obviously greater than that of girls. The difference between the boys and the girls on "Food eaten after meal" is significant. This fact repeats the same results as mentioned on Table 3A:5A.

Table 3A:6A The average frequency of responses under "Desserts" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both item 6a and 6b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
$\bar{x}$	6a	89.29	52.73	48.48	36.51	4.30	-40.81	$\bar{x}$	6a	35.71	40.48	33.33	-4.77	7.15	-2.38
	6b	28.57	8.33	18.18	20.24	-9.85	-10.39		6b	14.29	4.76	30.00	9.53	-25.24	15.71
%	6a	9.23	7.01	5.90	+ 2.22	1.11	- 3.33	%	6a	2.59	4.40	2.59	-1.81	1.81	0
	6b	3.43	1.28	2.55	2.14	-1.27	- .88		6b	1.74	.87	3.91	+ .87	-3.04	+2.17

The results of comparison between grades can be seen in Table 3A:6A. The average of Item 6a and 6b of boys change downward with increasing grade and the percentage as well, while the girls show slight irregular up and down changes but tend to remain at the same level.

According to the boys' need of "Desserts", it can be said that the lesser percentage expressed the higher grade. The girls' need of this kind of food does not show a consistent change as the boys' does. But boys and girls seems to be satisfied with "Desserts" most at the grade 2 and grade 3. There is no statistical difference between grades.

Table 34:6B The average frequency of responses of sub-categories under "Desserts" (for 100 subjects) and the frequencies of responses within the total number of responses, for both item 6a and 6b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P.2	P.3	P.4	D.$\frac{2}{3}$	D.$\frac{2}{4}$	D.$\frac{4}{2}$	Girls	Items	P.2	P.3	P.4	D.$\frac{2}{3}$	D.$\frac{3}{4}$	D.$\frac{4}{2}$
#	6a,2:1	82.14	41.67	42.43	+40.47	- .76	-39.71	#	6a,2:1	32.14	35.71	23.33	-3.57	+12.38	-8.81
	6b,2:1	25.00	2.78	13.00	+22.20	-10.20	-12.00		6b,2:1	14.29	2.38	26.67	+11.91	-24.29	+12.38
	6a,2:2	7.14	11.11	6.06	- 3.97	+5.05	- 1.08		6a,2:2	3.57	4.76	10.00	+1.19	- 5.24	+6.43
	6b,2:2	3.57	5.56	-	- 1.99	+5.56	- 5.56		6b,2:2	-	2.38	3.33	-2.38	- .95	+3.33
%	6a,2:1	8.49	5.54	5.17	+ 2.95	+ .37	- 3.32	%	6a,2:1	2.33	3.89	1.81	-1.56	+ 2.08	- .52
	6b,2:1	2.98	.43	2.55	+ 2.55	-2.12	- .43		6b,2:1	1.74	.43	3.48	+1.31	- 3.05	+1.74
	6a,2:2	.74	1.48	.74	- .74	+ .74	0		6a,2:2	.26	.52	.78	- .26	- .26	+ .52
	6b,2:2	.43	.85	-	- .42	+ .85	- .85		6b,2:2	-	.43	.43	- .43	0	+ .43

According to the sub-categories of "Desserts", from this table the following trends are found.

1. At grade 2 the boys are more concerned with "Food eaten after meal", and it does not attract them much when they are older. But it still is the most attractive food for the girls in the grade 3.

2. The boys are very fond of "Food eaten between meals when they are in grade 3. But the girls continue to like it more and more as they advance in grade.

Grades have no effect on differences of sub-categories under 'Desserts'.

Table 3A:7 The average frequencies of responses under "Fruits" (for 100 subjects) and the frequencies of responses within the total number of the responses of both 6a and 6b. for boys and girls (Total)

	Items	Boys	Girls	D	B G
$\bar{x}$	6a	70.35	200.00	- 129.65	G
	6b	44.33	83.00	- 38.67	G
%	6a	26.04	53.89	- 25.85	G *
	6b	16.30	36.09	- 17.79	G *

Table 3A:7 shows the markedly increasing differences for girls in the liking of sweet "fruit" and the disliking of sour "fruits". Significant differences are found on both like and dislike of "Fruits". This shows that "Fruits" mean, more to girls may be that the sources of

girls' like of fruits: they have more chances to deal with fruits when helping cooking work, while boys spend their time out of doors or they are attracted by the fruits' beautiful colors or forms, or other reasons such as the nature of physical function.

Table 3A:8 shows 2 trends.

1. The boy's favor for sweet 'fruits', increases in higher grades. This findings is true in both average and percentage.

2. The girls liking for sweet 'fruits' changes irregularly from grade to grade; their appliciation of 'fruits' seems to be inconstant between grades. The highest frequencies fall in grade 3. The difference between grade 2 and grade 3 is significant statistically. We might say that when the girls are in grade 3, they have experiences to deal with fruits, and the like of fruits decrease in grade 4 because of they are attracted by other kinds of food.

3. The boys' and girls' dislike for sour 'fruits' increases with grades. Boys and girls show their dislike of sour fruits more in the higher grades.

Table 3A.8 The average frequency of responses under "Fruits" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both Item 6a and 6b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P.2	P.3	P.4	D. $\frac{1}{3}$	D. $\frac{2}{4}$	D. $\frac{1}{2}$	Girls	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{1}{4}$	D. $\frac{1}{2}$
$\bar{x}$	6a	60.71	80.56	90.91	-19.85	-10.35	30.20	$\bar{x}$	6a	139.29	250.00	213.33	-110.71	36.67	74.04
	6b	25.00	38.89	66.67	-13.89	-27.78	41.67		6b	60.71	71.43	120.00	-10.72	-48.57	59.29
%	6a	6.27	10.70	11.07	- 4.43	- .37	4.80		6a	10.10	27.30	16.58	-17.10*	10.62	6.48
	6b	2.98	5.96	9.36	- 2.98	- 3.40	+ 6.38		6b	7.39	13.04	15.65	- 5.65	-2.61	+ 8.26

Table 3A:9 The average frequencies of responses under "Drinks" (for 100 subjects) and the frequencies of responses within the total number of the responses of both 6a and 6b boys and girls (Total)

	Items	Boys	Girls	D	D G
x̄	6a	15.46	24.00	- 8.54	G
	6b	9.28	5.00	4.28	B
%	6a	5.54	6.22	- .68	G
	6b	3.83	2.17	+ 1.66	B

This table may indicate a difference on development but may as well be due to a simple scoring difference. The girls seems to seek more pleasure from delicious 'drinks'; and if they are concerned with simple 'drinks' they can stand them more than boys can.

The boys gave higher frequency to the dislike for simple 'drink'.

From Table 3A:10, when comparing between 3 grades, as a whole 'drinks' plays an important role for boys and girls in the successive grades. They like 'drinks' more when they are in advanced grades. We can see that there seems to be no satisfactory differences both in the like and dislike of 'drinks' according to grades.

Table 3A:10 The average frequency of responses under "Drinks" (for 100 subjects) and the percentage of responses of their category within the total number of responses, for both item 6a and 6b, separately for 3 grades (P.2, P.3, P.4) boys and girls).

Boys	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
$\bar{x}$	6a	3.57	19.44	21.21	-15.87	- 1.77	17.64	$\bar{x}$	6a	46.42	14.29	16.67	32.13	- 2.38	-29.75
	6b	14.29	5.56	9.03	+ 8.73	- 3.47	+ 5.26		6b	3.57	7.14	3.33	- 3.57	+ 3.81	- .24
%	6a	.37	2.58	2.58	- 2.21	0	2.21	%	6a	3.37	1.55	1.30	1.82	.25	- 2.07
	6b	1.70	.85	1.29	+ .85	- .43	- .42		6b	.43	1.30	.43	- .87	+ .87	0

Table 3A:11 The average frequency of responses under "Inedible things" and the frequencies of responses of this category within the total number of both 6a and 6b. for boys and girls (Total).

	Items	Boys	Girls	D	R/Q
$\bar{X}$	6a	4.12	-	4.12	B
	6b	26.30	21.00	5.30	B
%	6a	1.43	-	1.43	B
	6b	11.06	9.13	1.93	B

From this table, it may be noted that some boys imagine "Inedible things" would be delicious to eat, while there are none in the girls' responses. The reason is the boys may wish to satisfy their curiousity.

Table 3A:12 The average frequency of responses under "Inedible things" (for 100 subjects) and the percentage of responses of this category within the total number of responses for both item 6a and 6b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
$\bar{x}$	6a	10.71	2.78	-	7.93	2.78	-10.71	$\bar{x}$	6a	-	-	-	-	-	-
	6b	17.86	16.67	45.45	+1.19	- 28.78	+27.59		6b	17.86	38.10	-	-20.24	+38.10	-17.86
%	6a	1.11	.37	-	.74	.37	- 1.11	%	6a	-	-	-	-	-	-
	6b	2.13	2.55	6.38	- .42	- 3.83	+ 4.25		6b	2.17	6.96	-	- 4.79	+ 6.96	- 2.17

This table gives very similar results to the previous table: the difference in average and percentage between the grade group may not be significant, but the trends are: as a whole the dislike of 'Inedible things' increase with grades.

Table 3A.13 The average frequencies of responses under "Strong Tastes" (for 100 subjects) and the frequencies of responses within the total number of the responses of both 6a and 6b for boys and girls (Total)

	Items	Boys	Girls	D	$\frac{B}{G}$
$\bar{x}$	6a	-	-	-	-
	6b	9.28	16.00	- 6.72	G
%	6a	-	-	-	-
	6b	3.86	6.96	- 3.10	G

Under this table is found only a tendency to dislike 'Strong Tastes'; none of boys and girls like ' Strong Tastes'. The girls show higher frequencies in both measures. This might be effected from what is taught by teachers or what they happen to dislike by themselves.

Table 3A:14 The average frequency of responses under "Strong Tastes" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both item 6a and 6b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P. 2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{1}{4}$	D. $\frac{4}{2}$
$\bar{x}$	6a	-	-	-	-	-	-	$\bar{x}$	6a	-	-	-	-	-	-
	6b	-	13.89	12.12	-13.89	1.77	12.12		6b	14.29	16.67	16.67	-2.38	0	2.38
%	6a	-	-	-	-	-	-	%	6a	-	-	-	-	-	-
	6b	-	2.13	1.70	- 2.13	+ .43	0		6b	1.74	3.04	2.17	-1.30	+ .17	+ .43

This table shows a small number of boys' and girls' responses under the dislike of 'Strong Tastes' between 3 grades. They differ by chance, for no statistical significance is found.

Table 3A:15 The average frequencies of responses under "Rotten, dirty things" (for 100 subjects) and the frequencies of responses within the total number of the responses of both 6a and 6b. for boys and girls (Total).

	Items	Boys	Girls	D	$\frac{B}{G}$
$\bar{x}$	6a	-	-	-	-
	6b	14.43	9.00	5.43	B
%	6a	-	-	-	-
	6b	5.96	3.91	2.05	B

Table 3A:15 which gives an indication of dislike 'Rotten dirty things', shows that both boys and girls try to avoid 'Rotten ditty things'. Boys reveals more prejudice against dirty for they have more experiences or they have less tendency to bear dirts.

Table 3A:16 The average frequency of responses under "Rotten, dirty things" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both item 6a and 6b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
$\bar{x}$	6a	-	-	-	-	-	-	$\bar{x}$	6a	-	-	-	-	-	-
	6b	23.57	2.78	15.15	25.79	-12.37	-13.42		6b	3.57	9.52	13.33	- 5.95	- 3.81	9.76
%	6a	-	-	-	-	-	-	%	6a	-	-	-	-	-	-
	6b	3.40	.43	2.13	+ 2.97	- 1.70	-1.27		6b	.43	1.74	1.74	- 1.31	0	6.31

Table 3A:6, concerning the result of the comparison between 3 grades under the dislike of "Rotten dirty things" reveals insignificant difference, but it shows that girls' trend of dislike "Rotten dirty things" increases with grades: the higher grade the higher dislike of this kind, but the boy's trend is inconsistent.

3. Differences between the responses of lower and higher class children.

Table 3A:17 Percentages of responses to Item 6a and 6b, arranged according to sex and school.

Category Description	Item	Boys			Girls		
		A	D	Dit	A	D	Dit.
1:0 The main dish	6a	8.12	10.33	- 2.21	7.77	2.85	4.92
	6b	8.09	8.51	- .42	8.70	5.22	+3.48
1:1 Protein	6a	5.17	8.49	- 3.32	5.70	2.33	3.37
	6b	5.96	2.55	+ 3.41	3.04	.43	+2.61
1:2 Vegetables	6a	.37	1.11	- .74	1.30	.26	1.04
	6b	2.13	4.26	- 2.13	3.91	3.04	+ .87
1:3 Carbohydrate	6a	2.21	.37	1.84	-	-	-
	6b	-	1.70	- 1.70	.87	1.74	.87
1:4 Eggs	6a	.37	-	.37	.78	.26	.52
	6b	-	-	-	-	-	-
1:5 Spices	6a	-	-	-	-	-	-
	6b	-	-	-	.43	-	-
1:6 Delicious food	6a	-	.37	- .37	-	-	-
Undelicious food	6b	-	-	-	.43	-	-
2:0 Desserts	6a	2.58	3.32	- .74	1.81	.78	1.03
	6b	.85	1.70	- .85	3.91	-	+3.91
2:1 Food eaten after meals	6a	2.58	2.58	0	1.30	.52	.78
	6b	.85	1.70	- .85	3.48	-	+3.48
2:2 Food eaten between meals	6a	-	.74	- .74	.52	.26	.26
	6b	-	-	-	.43	-	-
3:0 Fruits	6a	8.12	2.95	5.17	11.92	4.66	7.26
	6b	6.38	2.98	+ 3.42	13.48	2.67	+10.81
4:0 Drinks	6a	4.48	1.11	3.37	1.30	-	1.30
	6b	1.28	-	+ 1.28	.43	-	+ .43

Category Description	Item	Boys			Girls		
		A	D	Dif	A	D	Dif
5:0 Inedible things and ugly animals	6a	-	-	-	-	-	-
	6b	.43	5.96	- 5.53	-	-	-
6:0 Strong Tastes	6a	-	-	-	-	-	-
	6b	1.28	.43	+ .85	2.17	-	+ 2.17
7:0 Rotten, dirty things	6a	-	-	-	-	-	-
	6b	.85	1.28	- .43	-	1.74	- 1.74

From this table the differences between the responses of lower (school A) and higher (school D) class children are:

The percentage responses of boys in school D are higher than that of boys in schoolA, both in the like and dislike of "The main dish" and "Desserts".

This may be effected by the different environment: the higher class family can offer to have more food.

This result cannot be relied upon because

(1) the percentage responses of the girls are contradictory: the responses of school A are higher than that of school D.

(2) the number of subjects in school A and school D is small.

The other categories tend to show no constant differences.

Chapter 3 B.

3B 1. Analysis of the responses to Item 7a and 7b.

A. The Items

7a: Some of the things I like to touch very much.

7b: Some of the things I do not like to touch at all.

B. The categories

Both Item 7a and 7b were classified according to these categories.

1:0 Man

A. The responses to Item 7a are about lovely babies, lovely brother and sister; parts of body: face, nose, arms; old persons: grandmother, grandfather.

B. What found out from the responses of Item 7b are dead body, dirty parts of the body: skin eruption, dirty and diseased persons.

2:0 Animals:

2:1 Pets: cats, dogs, rabbits etc.

2:2 Big, wild animals: horse, deer, cattles etc. (7a), while 7b adds more characteristics of animal: fierce, poisonous animal: various kinds of snakes, lion, tiger, crocodile.

2:3 Ugly, dirty animals: flies, lice, rats, earthworm, worms, mangy dog, galley-worm. This kind of responses were found rely in 7b.

3:0 Food

This includes the main dish, desserts, fruits, and drinks. The responses to Item 7a differed from that of Item 7b, for instance delicious food, sweet fruits are mentioned in Item 7a while undelicious food, sour fruits are mentioned in Item 7b.

4:0 Things to play with:

4:1 Unaggressive toys: warship, car, bicycle, rubber doll, boat.

4:2 Aggressive toys: knife, gun, hammer, sword, etc.

4:3 Game equipments: ball, tabbore, pingpong.

5:0 Flowers, plants: jasmine, banana tree, etc. (7a) tree with thorn, bad small flowers (7b).

6:0 Precious things, lovely things: ring, gold, silver.

7:0 Things to wear: all kinds of daily clothes, (trousers, socks, shoes).

8:0 Disgusting things and dirty things: saliva, excretion, particles of dirt, cow-dung, dead animals, pig-lily.

9:0 Furniture: all those things needed in a house (tables, chairs, desks etc.)

10:0 School materials: books, pen, pencil, hand bag.

11:0 Vehicles: motorcar.

12:0 Things and animals causing dangerous: dynamite, thorns, ghost, sharp things, mad dog, stray dog, etc.

13:0 Others: all things which cannot be categorized under the above categories (flag, scar, sink).

C. The Analysis

1. The comparison of all categories of Item 7a and 7b.

The rank order of average responses for 100 subjects of boys and girls is shown in Table 3B:1 and table 3B:2 respectively.

Table 3B:1 Rank order of frequencies of responses to Item 7a, and 7b; for boys in three schools.

Category No.	Item 7a	Mean	Category No.	Item 7b	Mean
2	Animals	98.97	2	Animals	135.05
3	Food	56.70	8	Disgusting things	40.21
4	Things to play with	50.52	3	Food	23.71
11	Vehicles	11.34	1	Man	14.43
9	Utensil	8.25	4	Things to play with	8.25
1	Man	6.19			
13	Others	6.19	12	Things causing damages	5.15
6	Precious things	4.12	13	Others	5.15
5	Flowers, plants	3.09	5	Flowers, plants	4.12
7	Things to wear	3.09	9	Furniture	4.12
10	School materials	3.09			
Total No. of responses per 100 subjects.		251.55	Total No. of responses per 100 subjects		240.21

This table shows that the boys were more preoccupied with animals: pets - cats - dogs - rabbits and other animals like the horse, deer - cattle.

The same fact is found in Stevenson[1]'s study of Children's nature interest that says - children are most interested in "Animals".

The delicious food play a secondary role in the thing the boys like to touch very much. It shows how important the physical need of food is. The third and fourth things that attracted them to touch are "Things to play with" and "Vehicles".

It can be noted that the things they least like to touch is "School materials" - books, pen, pencils.

They show their dislike for ugly, dirty animals first, thus followed by disgusting things: saliva, excretion and the like. The other unpleasant things they avoid touching are 'undelicious' food, and dirty and deceased persons.

The responses of other categories are even lower.

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1 Stevenson, loc.cit.; pp. 276-284.

Table F:2 Rank order of frequencies of responses to Item 7a, and 7b; for girls in three schools.

Category No.	Item 7a	Mean Category	Item 7b	Mean
2	Animals	162	2 Animals	120
3	Food	28	8 Disgusting things	30
4	Things to play with	26	3 Food	24
1	Men	20	9 Furniture	10
5	Flowers, plants	9	12 Things causing damages	8
9	Furniture	5	13 Others	7
13	Others	5	1 Men	4
6	Precious things	4	4 Things to play with	4
10	School materials	4	5 Flowers, plants	3
		3		
Total No. of responses per 100 subjects.		260.00	Total No. of responses per 100 subjects.	270.00

This table shows the same results as the previous table. That is to say what the girls' like and dislike to touch are almost the same as the boys'.

There are few exceptions.

1. Instead of mentioning liking to touch 'things to play with' the girls mentioned liking to touch "Men": lovely babies, lovely brothers and sisters, parts of body, etc.

2. The girls are more fond of flowers and plant while the boys pay attention to 'Vehicles'.

This result is as what Honnik found in his study about sex differences in play, that is girls are more closed to family figure while boys like to use blocks and vehicles.[1]

Other responses are even low.

2. Comparing the frequencies of responses under each category.

Table 33:3 The average frequencies of responses under "Mom" (for 100 subjects) and the frequencies of the responses of both 7a, and 7b for boys and girls (Total).

	Items	Boys	Girls	D	H / G
$\bar{x}$	7a	6.19	20.22 -	13.83	0
	7b	14.43	4.00 +	10.43	1
%	7a	3.46	7.52 -	5.06	0
	7b	6.01	1.43	4.53	0

This table indicates that the girls are more close in family relationship for they gave higher frequencies both in average and percentage responses of liking to touch "Mom"; brothers, sisters, grandmother etc., while dealing with "Mom" is less meaningful for boys. This can reveal a role of culture: boys are more free, while girls must be in sight of the adults.

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1 Honnik, loc.cit.; pp. 15-36.

Boys give more dislike of coming in contact with "Man" that concerns with dead body, dirty parts of the body than girls do.

Table 3B:4 The average frequency of responses under "Man" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both item 7a, and 7b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	girls	Items	P. 2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
$\bar{x}$	7a	7.14	2.78	9.09	4.36	-6.31	1.95	$\bar{x}$	7a	21.43	16.67	23.33	4.76	-6.66	1.90
	7b	3.57	13.89	24.24	-10.32	-10.35	20.67		7b	-	7.14	3.33	-7.14	3.81	3.33
%	7a	.82	.41	1.23	.41	- .82	.41	%	7a	2.26	2.63	2.63	-.37	0	.37
	7b	.43	2.15	3.43	-1.72	-1.28	3.00		7b	-	1.11	.37	-1.11	.74	.37

From this table it can be seen that there is no effect of grades on the like and dislike touching of "Man". The general trends are as follows:

1. Boys and girls tend to deal with "Man" more and more as they advance in grade.

2. The boys's dislike of "Man" increases with grades while of girls unstables.

Table 3:5 The average frequencies of responses under "Animals" (for 100 subjects) and the frequencies of the responses of both 7a and 7b for boys and girls (total).

	Items	Boys	Girls	D	H
x̄	7a	98.97	126.00	- 61.00	G
	7b	135.05	180.00	- 44.95	G
%	7a	39.34	60.90	- 21.56	G
	7b	56.22	66.67	- 10.45	G

This table shows boys' and girls' liking of touching "Animals", girls show higher frequencies on both measures.

This fact is the same as the results revealed by the western educationists: both boys and girls are most interested in animals.

The dislike of touching "Animals" concerns with fierce, poisonous, ugly dirty animal of girls are higher than that of boy. It seems to show their awareness of danger or cleanliness, or some sign of fear.

Table 3B:5A The average frequencies responses under sub-category of "Animals" (for 100 subjects) and the frequencies of the responses of both 7a, and 7b for boys and girls (Total)

	Items	Boys	Girls	D	C
$\bar{x}$	7a, 2:1	85.57	161.00 -	75.43	G
	7b	39.63	64.22 -	25.22	S
	7a, 2:2	13.40	1.00 +	12.40	B
	7b	61.96	72.22 -	10.14	S
	7a, 2:3	-	-	-	-
	7b	52.53	62.00 -	9.42	S
	7a, 2:1	34.02	60.53 -	26.51	*S
	7b	8.58	17.04 -	8.46	*S
	7a, 2:2	5.33	.38 +	4.95	B
	7b	25.72	26.67 -	.92	S
	7a, 2:3	-	-	-	-
	7b	21.69	22.96 -	1.07	S

Table 3B:5A presents the results of the girls' liking for pets: they like cats, dogs, rabbits etc. more than boys do; and the difference is statistically significant. The girls' interest in the home environment is similar to that reported by Jordan,[1] who studied American children's interest in literature: culture binds them to the home. Girls activities

[1] Jordan, loco cit.; p. 400.

are limited; they like what they have a chance to like. Other reasons might be found in the girls' womanly characteristic of loving of lovely things, beautiful things, or their play at "being mother"; and feeding, and looking after small creatures. Their dislike for contact with Pets can be correlated with the liking for contact with Pets, for the girls show a significantly higher dislike toward fierce, poisonous animals.

Table 3:6 shows on the whole upward trends in both like and dislike of teaching "Animals".

When boys and girls advance in grades they show a greater tendency to like animals and dislike fuice and poisonous animals.

Boys' significant increased difference is found between grade 4 and grade 2. The percentage difference of girls between grade 2 and grade 3 is significantly increased.

The reasons that can be stated are: When they are older they develop learning; the development of language lead to the development of reading. So they get more knowledge from what they have seen, what they have heard, and read. They get more experiences of animals from places they are in contact with such as pictures drama, mas media, etc. Therefore they show a greater tendency to like animals when they advance in grades.

R

Table 3:6 The average frequency of responses under "Animals" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both item 7a and 7b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
#	7a	60.71	97.22	133.33	-75.00	-36.51	+72.64	#	7a	96.43	18.57	190.00	-69.35	-4.29	+93.57
	7b	128.57	111.11	166.66	+17.46	-55.55	+38.09		7b	135.71	17.43	233.33	-35.72	+61.90	+97.62
%	7a	6.97	14.34	18.03	-7.37	- 3.69	+11.06*	%	7a	10.15	29.32	21.43	-19.17	+7.89	+11.28
	7b	15.45	17.17	23.01	+1.72	- 6.14	+ 8.16		7b	14.07	26.67	25.93	-12.60	+.74	+11.86

Table 33:63 The average frequency of responses under sub-category of "Animals" (for 100 subjects and the percentage of responses of this sub-category within the total number of responses, for both item 7a and 7b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P.2	P.3	P. 4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
x	7a,2:1	53.57	97.22	100.00	-43.65	- 2.78	+46.43	x	7a,2:1	96.43	105.71	136.67	-39.25	-152.36	+90.24
	7b	32.14	19.44	12.12	+12.70	+ 7.32	-2.02		7b	46.43	33.33	61.33	+13.10	-30.60	+16.21
x̄	7a,2:2	7.14	-	33.33	+ 7.14	-33.33	+26.19	x̄	7a,2:2	-	-	3.33	-	- 3.33	+ 3.33
	7b	71.43	63.11	54.55	+10.32	+6.56	-16.88		7b	35.14	76.19	100.33	44.05	27.14	+71.19
x	7a,2:3	-	-	-	-	-	-	x	7a,2:3	-	-	-	-	-	-
	7b	25.00	30.56	100.00	5.56	69.44	75.00		7b	57.14	61.90	66.67	-4.76	-4.77	+ 9.53
%	7a,2:1	6.15	14.34	13.52	-8.19	+.82	+7.37	%	7a,2:1	10.15	29.32	21.05	-10.17	+8.27	+10.90
	7b	3.06	3.00	1.72	+ .06	+1.28	-2.14		7b	4.61	5.19	3.84	- .58	-1.35	+ 2.23
%	7a,2:2	.82	-	4.51	+ .82	-3.69	+4.51	%	7a,2:2	-	-	.38	-	- .38	+ .38
	7b	6.58	2.44	7.73	- .86	-3.71	- .85		7b	3.33	12.85	11.48	-8.52	- .37	+ 8.15
%	7a,2:3	-	-	-	-	-	-		7a,2:3	-	-	-	-	-	-
	7b	3.00	4.72	14.16	4.32	9.44	+11.16		7b	5.93	9.63	7.41	-3.70	+2.22	+ 1.48

The results of comparison sub-categories of "Animals" between grades is shown in Table 3B:6B. The indication of this results serves as a support to the previous table. The fact found is almost the same: the liking to touch pets, big and useful animals, by boys and girls increases with grades. Their dislike seems to increase with grades, the only exception is found in boy's percentage of response which decreases.

Their prejudice against ugly, dirty animals increases with grades. There is no need to state reasons which once have been mentioned already.

Table 3B:7 The average frequencies of responses under "Food" (for 100 subjects) and the frequencies of responses within the total number of the responses of both 7a and 7b for boys and girls (Total).

	Items	Boys	Girls	D	$\frac{D}{\sigma_D}$
₹	7a	56.70	23.00	22.70	2
	7b	23.73	24.02	- .29	1
%	7a	22.54	10.53	12.01	2 *
	7b	9.87	8.59	.96	3

This table shows that 'Food' seems to be a strong motivation to boys. It has been shown in Item 6a and 6b about the things they think are most delicious to eat that the preference of boys in "the main dish" is significantly different. Here again appears a statistical significant difference. The reasons for this should be the same.

The dislike to come in contact with 'undelicious' food of both sexes tend to be similar.

Table 3B:8 is equipped with a comparison under like and dislike touching of 'Food' between grades. The following tendency can be noted.

Boys' and girls' tendency to like and dislike to come in contact with 'Food' is not constant. Their trends shift irregularly between grades. There is no real difference. Therefore grades have no effect on the like and dislike touching 'Food' at all.

Table 38:8 The average frequency of responses under "Food" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both item 7a and 7b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
$\bar{x}$	7a	64.29	66.67	39.39	- 2.38	+27.28	-24.90	$\bar{x}$	7a	53.57	2.38	40.00	+51.19	-37.62	- 13.57
	7b	30.29	19.44	15.51	+10.85	+ 3.93	-23.78		7b	25.00	23.81	23.33	+ 1.19	+ .48	- 1.67
σ	7a	7.38	9.84	5.33	- 2.46	+ 4.51	- 2.05	σ	7a	5.64	.38	4.51	+ 5.26	- 4.13	- 1.13
	7b	4.72	3.00	2.15	+ 1.72	+ .85	- 2.57		7b	2.59	3.70	2.59	- 1.11	+ 1.11	0

Table 3B:9 The averaye frequencies of responses under "Things to play with" (for 100 subjects) and the frequencies of the responses of both 7a, and 7b for boys and girls (Total)

	Items	Boys	Girls	D	G
$\bar{x}$	7a	50.52	26.00	24.52	B
	7b	8.25	4.00	4.25	B
σ	7a	20.08	9.77	10.31	B *
	7b	3.43	1.48	1.95	B

Table 3B:9 shows that the boys have more tendency to like and to come in contact with "Things to play with" than girls have. The consistently higher responses are found significant statistically.

The logical explaination for this appears to be that our culture offer boys more opportunity to explore things according to their skills and interests.

However, things to play with have meaning to both sexes. Few mentioned dislike of coming in contact with things to play with.

Table 3:10 The average frequency of responses under "Things to play with" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both item 7a and 7b, separately for 3 grades (P.2, P.3, P.4) boys and girls

Boys	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
$\bar{x}$	7a	64.29	41.67	48.43	+22.62	- 6.81	-15.81	$\bar{x}$	7a	32.14	23.81	23.33	+8.33	+ .48	-8.81
	7b	21.43	5.56	-	+15.87	+ 5.56	-21.43		7b	10.71	2.38	-	+8.33	+2.38	-10.71
%	7a	7.38	6.15	6.56	+ 1.23	- .41	- .82	%	7a	3.38	3.76	2.63	- .38	+1.13	- .75
	7b	2.58	.86	-	+ 1.72	+ .86	- 2.58		7b	1.11	.37	-	+ .74	+.37	- 1.11

As a whole this table gives a decreased trend of like and dislike to come in contact with "Things to play with" with grades. The lesser the occurrence with 'Things to play with' the higher age they are. This means there is a decline with age in touching "things to play with'. No doubt there must be reasons for this. One factor is the competition of other interests. When they are older, they are more in contact with other things. Or it might be that they are bored with what they have: there is nothing new to attract them.

Table 3B:11 The average frequencies of responses under "Flowers, plants" (for 100 subjects) and the frequencies of the responses of both 7a and 7b for boys and girls (Total).

	Items	Boys	Girls	D	$\frac{D}{\sigma}$
$\bar{x}$	7a	1.09	2.82	- 5.21	G
	7b	4.12	3.00	+ 1.12	B
%	7a	1.83	3.38	- 2.15	G
	7b	1.72	1.11	+ .61	B

From this Table the difference between boys and girls concerning with like to come in contact with "Flowers, plants" can be seen. The girls tend to have more pleasure in contact with "Flowers and plants" which are pleasant stimuli. This is in correspondence with the boys' higher percentage of responses on dislike of flowers. This fact can be confirm by Finley[1] study that stated the same result: girls are more closed to plants.

So it may be seen from these two findings that girls in both cultures tend to express the same kind of likes referring to flowers and plants.

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1 Finley, loc cit; pp. 1-24.

Table 3B:12 The average frequency of responses under "Flowers, plants" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both item 7a and 7b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
$\bar{x}$	7a	-	-	9.09	-	- 9.09	+ 9.09	$\bar{x}$	7a	10.71	4.76	13.31	+ 5.95	- 8.57	+ 2.62
	7b	10.71	-	3.03	+10.71	- 3.03	- 7.68		7b	3.57	-	6.67	+ 3.57	- 6.67	+ 3.10
%	7a	-	-	1.23	-	- 1.23	+ 1.23	%	7a	1.13	.75	1.50	+ .38	- .75	+ .37
	7b	1.29	-	.43	+ 1.29	- .43	- .86		7b	.37	-	.74	+ .37	- .74	+ .37

When comparing the like and dislike of "Flower, plants" between grades shown in Table 3B:12, it can be seen that there is no significant difference between grades. The boys' trend is not constant but the girls' tendency, as a whole the liking of flowers increase with grades and their dislike of plant with thorns, the bad dislike of the small flowers increase as well. The more they like beautiful flowers, the more they avoid unpleasant flowers.

Table 3B:13 The average frequencies of responses under "Precious things" (7a) and "Disgusting things and dirty things" (7b) (for 100 subjects) and the frequencies of responses of both 7a and 7b for boys and girls (Total)

	Items	Boys	Girls	D	D/σ
X	7a	4.12	4.00	.12	B
	7b	40.21	30.00	10.21	B
S	7a	1.64	1.50	.14	B
	7b	16.74	11.11	5.63	B

This table shows that there is no significant difference between boys and girls when "precious things" they like are compared. And both boys and girls show low percentage responses.

The dislike of "Disgusting things" was shown in a larger frequency of responses, but this is not significant. On the whole boys' frequencies are always higher.

Table 3B:14 The average frequency of responses under "Precious things" (7a) and "Disgusting things and dirty things" (7b) (per 100 subjects) and the percentage of responses of this category within the total number of responses for both item 7a and 7b, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P.2	P.3	P.4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
$\bar{x}$	7a	-	-	12.12	-	-12.12	+12.12	$\bar{x}$	7a	3.57	-	10.00	+ 3.57	-10.00	+ 6.43
	7b	35.71	47.22	36.36	-11.51	+10.86	+ .65		7b	17.86	40.48	26.67	-22.62	+13.81	+ 8.81
%	7a	-	-	1.64	-	- 1.64	+ 1.64	%	7a	.38	-	1.13	+ .38	- 1.13	+ .75
	7b	4.29	7.30	5.15	- 3.01	+ 2.15	+ .86		7b	1.85	6.30	2.96	- 4.53	+ 3.34	+ 1.11

Two tendencies are noted from Table 3B:14.

1. The older age they are the more 'Precious things' they mention.

2. The highest percentage of "Disgusting things" falls at grade 3 for both sexes; after that the dislike of 'Disgusting things' decreases.

For the percentages of the rest categories under the things they like and dislike to touch very much are low in number: they are lesser than 10 percents. And no significant difference appear. So all the increasing categories may be summarize in brief as follows according to the figure shown in appendix.[1]

1. No sex or grade difference in "Things to wear".

2. The boys' like of "Furniture is higher than the girls'. And the dislike of "Furniture is opposite.

3. Only boys show appreciation of "Vehicles".

4. Girls show more awareness of "Things and animals causing danger".

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[1] See Appendix C, appendix D, page

y Differences between the responses of lower and higher class children.

Table 3B:15 Percentage of responses to Item 7a and 7b, arranged according to sex and school.

Category	Description	Item	Boys			Girls		
			A	D	Dif	A	D	Dif
1:0	Man	7a	.82	.41	.41	1.50	1.13	.37
		7b	1.29	2.15	- .86	.37	-	.37
2:0	Animals							
2:1	Pets	7a	8.20	5.33	2.87	17.67	3.38	14.29
		7b	1.72	-	1.72	6.67	.37	6.30
2:2	Big, wild fierce animals	7a	1.64	2.87	-1.23	.38	-	.38
		7b	5.15	2.58	2.57	9.63	1.85	7.78
2:3	Ugly dirty things	7a						
		7b	2.58	11.99	-9.01	4.81	2.59	2.22
	Total	7a	9.84	8.20	1.64	18.05	3.38	14.67
		7b	9.44	14.16	-4.72	21.11	4.81	16.30
3:0	Food	7a	2.87	2.46	.41	3.01	1.50	1.51
		7b	.86	1.29	- .43	2.59	-	2.59
4:0	Things to play with							
4:1	Non-progressive toys	7a	1.64	.41	1.23	1.38	.38	1.50
		7b	-	-	-	-	-	-

Category Description	Item	Boys			Girls		
		A	D	Dit	A	D	Dit
4:2 Aggressive toys	7a	-	-2.46	-	-	-	-
	7b	-	-	-	-	-	-
4:3 Game equipments	7a	-	-	-	-	-	-
	7b	-	-	-	-	-	-
4:4 Model and picture	7a	.82	1.23	- .41	.38	-	.38
	7b						
Total	7a	2.46	4.10	-1.64	2.26	.38	1.88
	7b	-	-	-	-	-	-
5:0 Flowers, plants	7a	.82	.41	.41	1.13	.38	.75
	7b	.43	-	.43	.37	.37	0
6:0 Precious, lovely things	7a	.41	1.23	-.82	1.13	-	1.13
	7b						
7:0 Things to wear	7a	-	-	-	-	-	-
	7b						
8:0 Disgusting things dirty things	7a						
	7b	2.58	2.58	0	1.11	1.85	- .74
9:0 Utensil	7a	-	-	-	-	-	-
	7b	-	-	-	-	-	-
10:0 School materials	7a	.41	.82	-.41	.38	1.13	- .75
	7b						
11:0 Vehicles	7a	-	-	-	-	-	-
	7b						

Category	Description	Item	Boys			Girls		
			A	D	Dif	A	D	Dif
12:0	Things, animals, causing damages	7a						
		7b	-	.86	- .86	-	.37	- .37
13:0	Others	7a	.41	.82	- .4	.38	-	.38
		7b	.43	-	.43	1.11	-	1.11

This table shows differences between the responses of lower (school A) and higher (school D) class children according to things they like and dislike to come in contact with. The figures shown in this table are very low: most of them are lesser than 10 per cent. This is because the number of subjects is small. Therefore the results simply give trends.

These are the results noted:

1. The lower class children show higher responses in
   A. dealing with man,
   B. fondness for animals, flowers and plants,
   C. wanting of food and things to play with.
2. The higher class children show higher responses in
   A. dislike of dirty and deceased persons, and dirty things,
   B. liking of big, fierce animal,
   C. having more aggressive toys.

The responses are different because they are in different environment. In this case socio-economic status plays an important roll for it gives more convenience to get what they want, which caused them to have more experiences,

more knowledge; while those who are in the lower socio-economic status must be in the limited area of what is available for them. Therefore they tend to be satisfied with what they have, or what they can get from nature.

Chapter 3 C.

3C.1 Analysis of the responses to Item 6a and 6b.

A. The Item

6a : I like these persons.....
because.....

6b : I am afraid of these persons.....
because.....

B. The categories

The responses of Item 6a are grouped under "Relationships" and "Characteristics".

Relationships

1. Parents
2. Grand parents
3. Uncles, aunts
4. Brothers, sisters
5. Friends,
6. Teachers
7. Babies
8. Adult
9. God
10. Soldier
11. Buddhist

"Characteristics"

1. Kind
2. Tending
3. Teaching, training
4. Polite
5. Honest
6. Helpful
7. Ability
8. Lovely, beautiful
9. Leadership
10. Position

The examples of Ita Sha are grouped under "Relationship" and "Characteristic".

Relationship

1. Parents
2. Grand parents
3. Uncles, aunts
4. Friends
5. Diseased persons
6. Savages
7. Aggressive person
8. Bandits
9. Dead man
10. Mad man
11. Indians
12. Workers
13. Chinese
14. Islanders
15. Workers
16. Brothers, sisters
17. Policeman
18. Adult
19. Tender
20. Animals, ghosts
21. Drunkers
22 Executioner

"Characteristic"

1. Tending, love
2. Beating, cruel, blame
3. Not speaking nicely
4. Unlucest
5. Coward
6. Disease communication
7. Nasty
8. Hostile
9. Lack of moral
10. Hurting
11. Kidnap
12. Interfere
13. Aggressive
14. Position
15. Stealing
16. Masked, lurd
17. Frighten
18. Drunken

C. The Analysis

1. The comparison of all categories of Item 6a.

The rank order of average responses for 100 subjects of boys and girls is shown in Table 3C:1 and 3C:2 respectively.

Table 3C:1 Rank order of frequencies of responses to Item 6a, for boys in 3 schools.

Relationship No.	Item 6a	Means	Characteristic No.	Item 6a	Means
5	Friends	63.92	1	Kind	35.05
1	Parents	23.71	6	Helpful	25.77
4	Brothers, Sisters	15.46	4	Polite	14.43
3	Uncles, aunts	10.31	2	Teaching	13.40
6	Teachers	6.19	3	Teaching, Training	11.34
2	Grand parents	3.09	10	Position	9.28
7	Babies	2.06	7	Ability	8.25
8	Adult	1.03	9	Leadership	4.12
10	Soldier	1.03	8	Lovely, beautiful	3.09
11	Buddhist	1.03	5	Honest	2.06
Total No. of responses per 100 subjects.		154.00	Total No. of responses per 100 subjects.		143.00

Table XC:1

The table given above which shows boys' relationship to those whom they like, reveals their highest choices of friends. This would be affected by the need of social approval, or the wanting of belonging among friends. They like those whom they can understand and those who are in the same level of their own age. Then the boys' closed relationships is found at home's environment: their 'parents'; 'brothers - sisters', 'uncles, aunts'; among those 'parents' come first. Note the three lowest choices: adults, soldiers, Buddhists.

Why their choices for adults are so low must be related to Barker's[1] statement that says: "children are going through the double process of experimenting with their own feelings and capacity to stimulate reactions in others while they must make some adjustment to the rules and patterns imposed by adults. But almost every adult is a law unto himself, and all adults, virtually, are themselves in a state of flux - modifying ingrown ways of responding to bring them into conformity with newly formulated codes and succeeding in being neither wholly spontaneous nor wholly consistent with the philosophy expressed.

The conflict in values, as the child absorbs them from the varied mediators of the broader culture shows in few choices of adults.

Boys choices for soldiers is least because most children in this study are younger than 12 years which Hurlock[2] says is the beginning of the hero-worship stage.

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1 Barker Kounin and Wright, Child Behavior and Development, McGraw-Hill, 1943, p. 350.

2 Hurlock Elizabeth B, Adolescent Development, Mc Graw-Hill 1934, P. 309.

Buddhists are mentioned least because the awakening of interest in religion is not yet developed. Hall[1]ing worth (1933) contends that the awakening of interest in religion is dependent upon mental development. Moreover social centre in city life is not the sat as it is in the country where children have close contact with it. Although Buddhist monks are seen in the city street they do not rouse any specific kind of emotion such as like or dislike.

The rank order of reasons they gave for their choices are characteristic by 'kind', 'helpful', 'polite'. Boys of this age are still dependent: their psychological need of love, security adults' kindly advices is perhaps the more meaningful to them. Other reasons caused their like of those persons because of their teaching, teaching and training. The lower average is seen in characteristic of 'leadership', 'lovely and beautiful' and ' hurt'. It might be said that their reasoning for the complex things is not developed.

Table 3C:2

The girl's personal relationships, including their reasons for their choices is indicated in Table 3C:2. The results, rank order about girls' liking of persons, obtained here is almost the same as the boys'. That is the average frequencies of liking 'Friends' is the highest choice, and then followed by 'parents', 'brothers - sister', 'uncle - aunts'. Not only the characteristic of 'kind', 'helpful', and 'polite', they responsed are more meaningful to boys as well as girls.

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[1] Ibid., p. 340.

Table 30:2 Rank order of frequencies of responses to Item 8a, for girls in 3 schools.

Relation-ship No.	Item 8a	Mean	Relation-ship No.	Item 8a	Mean
5	Friends	54	1	Kind	43
1	Parents	31	6	Helpful	28
6	Teachers	21	4	Polite	26
3	Uncles, aunts	20	3	Teaching, training	24
4	Brothers, sisters	17	2	Tending	15
2	Grand parents	7	8	Lovely, beautiful	5
7	Babies	2	7	Ability	4
8	Adult	1	10	Position	3
9	God	1	9	Leadership	1
10	Soldier	-			
11	Buddhist	-			
Total No. of responses per 100 subjects		154.00	Total No. of responses per 100 subjects		148.00

2. Comparing the frequencies of responses of boys and girls under Item 8a.

Table 3C:3 The percentage frequencies of responses of Item 8a, for boys and girls (Total)

Relationships	Boys	Girls	Dif.
1. Parents	18.55	20.13	- 15.80
2. Grand parents	2.42	4.55	- 2.13
3. Uncles, aunts	8.07	12.99	- 4.92
4. Brothers, sisters	12.10	11.04	+ 1.06
5. Friends	50.00	35.06	+ 14.94
6. Teachers	4.84	13.64	- 8.80
7. Babies	1.61	1.30	+ .31
8. Adult	.81	.65	+ .16
9. God	-	.65	- .65
10. Soldier	.81	-	+ .81
11. Buddhist	.81	-	+ .81
Characteristics	**Boys**	**Girls**	**Dif.**
1. Kind	27.64	29.05	- 1.41
2. Tending	10.57	9.46	+ 1.11
3. Teaching, training	8.94	16.22	- 7.28
4. Polite	11.38	17.57	- 6.19
5. Honest	1.63	-	+ 1.63
6. Helpful	20.33	18.92	+ 1.41
7. Ability	6.50	2.70	+ 3.80
8. Lovely, beautiful	2.44	3.38	- .94
9. Leadership	3.25	.68	+ 2.57
10. Position	7.32	2.03	+ 5.29

Table 3C:3

It appears in Table 3C:3 that girls have more closer relationships than boys to parents, grand parents, uncles, aunts, teachers and God, while boys emphasize their closer relationships to brothers, sisters, friends. This shows that girls are bound closer to home environment. The space of boys' social relationships seems to be wider than girls'. The cultural factor caused this differences: boys are allowed to gain more freedom.

According to the reasons causing their liking of those persons are different. Girls' higher choices are kind, teaching, training, polite, lovely and beautiful. Boys' higher frequencies are: tending, honest, helpful, ability, leadership and position. Boys' characteristics are more concerned with social contact, and are of complex abstracts but girls' characteristics are close to the home environment. The same result was found by Jordan,[1] in the study of children's interest in reading reasons of cultural factor is given in table 3B:5A.

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[1] Encyclopedia of Educational Research, loc, cit., p. 600.

3. Comparing the frequencies responses of boys and girls in 3 grades under Item 8a.

Table X:4 The percentage frequency of responses within the total number of responses, for Item 8a, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Relationships	Boys %			Dif.		
	P. 2	P. 3	P. 4	2-3	3-4	4-2
1. Parents	1.61	7.26	9.68	- 5.65	- 2.42	+ 8.07
2. Grand parents	.81	-	1.61	+ .81	- 1.62	+ .81
3. Uncles, aunts	3.23	3.23	1.61	0	+ 1.62	- 1.62
4. Brothers, sisters	6.45	3.23	2.42	+ 3.22	+ .81	- 4.03
5. Friends	15.32	18.55	16.13	- 3.23	+ 2.42	+ .81
6. Teachers	.81	1.61	2.42	- .81	- 1.61	+ 1.61
7. Babies	.81	-	.81	+ .81	- .81	0
8. Adult	-	-	.81	-	- .81	+ .81
9. God	-	-	-	-	-	-
10. Soldiers	-	-	.81	-	- .81	+ .81

Relationships	Girls %			Dif.		
	P. 2	P. 3	P. 4	2-3	3-4	4-2
1. Parents	10.39	7.14	2.60	+ 3.25	+ 4.54	- 7.79
2. Grand parents	.65	3.90	-	- 3.25	+ 3.90	- .65
3. Uncles, aunts	5.19	5.84	1.95	- .65	+ 3.89	- 3.24
4. Brothers, sisters	5.19	3.25	2.60	+ 1.94	+ .65	- 2.59
5. Friends	7.14	14.29	13.64	- 7.15	+ .65	+ 6.5
6. Teachers	3.25	9.09	1.30	- 5.84	+ 7.79	- 1.95
7. Babies	-	1.30	-	- 1.30	+ 1.30	-
8. Adult	.65	-	-	+ .65	-	- .65
9. God	.65	-	-	+ .65	-	- .65
10. Soldier	-	-	-	-	-	-
11. Buddhist	-	-	-	-	-	-

Table 3C:5 The percentage responses within the total numbers of responses for Item 8a, separately for 3 grades (P.2, P.3, P.4) boys and girls.

Characteristics	Boys			Dif.		
	P. 2	P. 3	P. 4	2-3	3-4	4-2
1. Kind	9.76	13.82	4.07	- 4.06	+ 9.75	- 5.69
2. Tending	.81	1.63	8.13	- .82	- 6.5	+ 7.32
3. Teaching, treining	1.63	.81	6.50	+ .82	- 5.69	+ 4.87
4. Polite	9.76	1.63	-	+ 8.13	+ 1.63	- 9.76
5. Honest	-	-	1.63	-	- 1.63	+ 1.63
6. Helpful	7.32	1.63	11.38	+ 5.69	- 9.75	+ 4.06
7. Ability	.81	3.25	2.44	- 2.44	+ .81	+ 1.63
8. Lovely, beautiful	1.63	-	.81	+ 1.63	- .81	- .82
9. Leadership	.81	2.44	-	- 1.63	+ 2.44	- .81
10. Position	3.25	1.63	2.44	+ 1.62	- .81	- .81

Characteristics	Girls %			Dif.		
	P. 2	P. 3	P. 4	2-3	3-4	4-2
1. Kind	7.43	17.57	4.05	-10.14	+13.52	- 3.38
2. Tending	3.38	2.70	3.38	+ .68	- .68	0
3. Teaching, training	7.43	6.76	2.03	+ .67	+ 4.73	- 5.4
4. Polite	7.43	10.14	-	- 2.71	+10.14	- 7.43
5. Honest	-	-	-	-	-	-
6. Helpful	5.41	-	13.51	+ 5.41	-13.51	+ 8.10
7. Ability	-	2.70	-	- 2.70	+ 2.70	-
8. Lovely, beautiful	1.35	1.35	.68	0	+ .67	- .67
9. Leadership	-	.68	-	- .68	+ .68	-
10. Position	-	.68	1.35	- .68	- .67	+ 1.35

Table 3C:4 and Table 3C:5.

The percentage responses under personal relationships and the characteristic causing their liking of persons are low in number, but still these two tables can give some indications as follows:

1. Boys' and girls' trend of parents' relationship are reversed according to grades: boys' parents relationships increase with grades but of girls' decrease with grade. They show more understanding of parent's importance.

2. Boys and girls' trend of friend relationships are similar: the span of social contact with friends are more wider with the increasing age.

3. Boys and girls in grade 3 show the highest choice of 'kind' which is the reason they gave why they like such as such person most. They need to be loved and to be treated kindly.

4. Differences between the responses of lower and higher class children under Item 8a.

Table 3C:6 Differences between the responses of lower and higher class children.
Percentage of responses to Item 8a, arranged according to sex and school.

Relationships	Boys %			Relationships	Girls %		
	A	D	Dit		A	D	Dit
1. Parents	2.23	6.45	- 3.22	1. Parents	1.30	1.30	0
2. Grand parents	-	1.61	- 1.61	2. Grand parents	-	-	-
3. Uncles, aunts	1.61	-	1.61	3. Uncles, aunts	1.95	-	1.95
4. Brothers, sisters	.81	1.61	- .80	4. Brothers, sisters	1.95	.65	1.30
5. Friends	9.68	6.45	+ 3.23	5. Friends	11.04	2.60	8.44
6. Teachers	.81	1.61	- .80	6. Teachers	1.30	-	1.30
7. Babies	-	.81	- .81	7. Babies	-	-	-
8. Adult	-	.81	- .81	8. Adult	-	-	-
9. God	-	-	-	9. God	-	-	-
10. Soldier	.81	-	+ .81	10. Soldier	-	-	-
11. Buddhist	-	.81	- .81	11. Buddhist	-	-	-

Table 3C;7 Differences between the responses of lower and higher class children.
Percentage of responses to Item 8a, arranged according to sex and school.

Characteristics	Boys %			Characteristics	Girls %		
	A.	D.	Dif		A.	D	Dif
1. Kind	.81	3.25	- 2.44	1. Kind	4.05	-	+ 4.05
2. Tending	4.07	4.07	0	2. Tending	2.03	1.35	+ .68
3. Teaching, training	2.44	4.07	- 1.63	3. Teaching, training	2.03	-	+ 2.05
4. Polite	-	-	-	4. Polite	-	-	-
5. Honest	.81	.81	0	5. Honest	-	-	-
6. Helpful	7.32	4.07	+ 3.25	6. Helpful	11.49	2.03	+ 9.46
7. Ability	-	2.44	- 2.44	7. Ability	-	-	-
8. Lovely, beautiful	-	.81	- .81	8. Lovely, beautiful	-	.68	- .68
9. Leadership	-	-	-	9. Leadership	-	-	-
10. Position	1.63	.81	+ .82	10. Position	.68	.68	0

Table 3C:6 and Table 3C:7

Table 3C:7 reveals that, no differences concerning the relationship of the persons whom they like most. Only one aspect which is observed is the lower class children show more percentage frequencies on 'Friend' than the higher class children. This might be because the lower class children have to join and play with other children while the parents are away from home doing their daily work and leaving the children alone. In this way their children have to find other persons to play with, and thus it increases the number of their friends, which usually tends to exceed that of the higher class children. This fact can be confirmed by their reasons why they like those persons most which shown in Table 3C:8. That is the lower class children mention more on the characteristics of 'Helpful' than the higher class children. It may be concluded that the lower class children see more value in having helpful friends.

5. The comparison of all categories of Item 8b.

Table 3C:8 Rank order of frequencies of responses to Item 8b, for boys in 3 schools.

Relationship No.	Item 8b	Mean	Characteristics No.	Item 8b	Mean
4	Friends	40.21	13	Aggressive	37.11
20	Animals, ghosts	13.40	2	Beating, cruel, blame	25.77
1	Parents	11.34	10	Hurting	18.56
8	Bandits	8.25	11	Kidnap	10.11
9	Mad man	7.22	17	Frighten	9.28
11	Indians	6.19	9	Lack of moral	4.12
3	Uncles, aunts	5.15	7	Nasty	3.09
6	Savages	5.15	8	Hostile	3.09
19	Teachers	4.12	1	Tending, love	2.06
5	Diseased persons	3.09	6	Diseased communication	2.06
7	Aggressive persons	3.09	15	Stealing	2.06
16	Brothers, sisters	3.09	16	Masked, beard	2.06
2	Grand parents	2.06	4	Unhonest	1.03
10	Dead man	2.06	5	Coward	1.03
21	Drunker	2.06	12	Interfere	1.03
13	Chinese	1.03			
14	Islanders	1.03			
15	Workers	1.03			
17	Policeman	1.03			
18	Adult	1.03			

Table 3C:8

Boys responses whom they are afraid of with the reasons causing their fear are shown in Table 3C:8.

Boys make their choice most frequently on being afraid of 'friends'. There second choice is 'animals' and 'ghost' which does not answer the questionnaire Item: "I am afraid of these persons.....because....." This may be they regard animals and ghosts as persons, therefore shown the higher responses of 'animals and ghosts'. Boys are afraid of parents in the third rank, followed by bandits, mad man, Indians and cousin etc.

The reasons arousing their fear are aggressiveness, beating, cruel, blame, hurting, kid-nap, frighten. This may indicate that families give the children more punishment when they are at this age.

Table 3C:9 Rank order of frequencies of responses to Item 8b, for girls in 3 schools.

Relation-ships No.	Item 8b	Mean	Charac-teristic No.	Item 8b	Mean
4	Friends	22.00	2	Beating, cruel, blame	55.00
1	Parents	20.00	10	Hunting	25.00
3	Uncles, aunts	17.00	13	Aggressive	16.00
20	Animals, ghosts	13.40	9	Lack of moral	11.00
9	Mad man	10.00	7	Nasty	10.00
11	Indians	10.00	17	Frighten	8.00
8	Bandits	9.00	11	Kidnap	6.00
7	Aggressive persons	8.00	15	Stealing	4.00
2	Grand parents	7.00	3	Not speaking nicely	2.00
6	Savages	6.00	8	Hastile	2.00
19	Tender	4.12	14	Position	2.00
16	Brothers, sisters	3.09	1	Tending, love	1.00
21	Drunker	2.06	18	Drunken	1.00
12	Beggars	2.00			
13	Chinese	1.03			
14	Inlanders	1.03			
15	Workers	1.03			
17	Policeman	1.03			
18	Adult	1.03			
10	Dead man	1.00			

Table 3C:9

This table shows that girls are afraid of 'friends' most. The adults at home such as 'parents', 'uncles' 'aunts' gave them early experience of being afraid. Next, the girls mention 'Animal and ghosts, not concerning of persons. The other responses are similar to that of boys.

The highest percentage responses in stating their reasons of being afraid in beating, cruel and blame. Here again this reveal the cultural factors: punishment is used to teach girls good behaviour.

The other characteristics, the girls dislike are 'hurting', aggressive', 'lack of morals', 'nasty', 'frightening', respectively. The frequencies of the rest are even low.

6. Comparing the frequencies of responses of boys and girls under Item 8b.

Table 3C:10 The percentage frequencies of responses of Item 8b, for boys and girls (Total)

Relationship	Boys	Girls	Dif.
1. Parents	9.32	13.33	- 4.01
2. Grand parents	1.69	4.67	- 2.98
3. Uncles, aunts	4.24	11.33	- 7.09
4. Friends	33.05	14.67	+18.38
5. Diseased persons	2.54	-	+ 2.54
6. Savages	4.24	4.00	+ .24
7. Aggressive persons	2.54	3.33	- .79
8. Bandits	6.78	6.00	+ .78
9. Mad man	5.93	6.67	- .74
10. Dead man	1.69	.67	+ 1.02
11. Indians	5.08	6.67	- 1.59
12. Beggars	-	1.33	- 1.33
13. Chinese	.85	.67	+ .18
14. Islanders	.85	-	+ .85
15. Workers	.85	-	+ .85
16. Brothers, sisters	2.54	4.00	- 1.46
17. Police man	.85	-	+ .85
18. Adult	.85	.67	+ .18
19. Tender	3.39	4.00	- .61
20. Animals, ghosts	11.02	15.33	- 4.31
21. Drunker	1.69	2.00	- .31
22. Executioner	-	.67	- .67

Table 3C:11 The percentage frequencies of responses of Item 8b, for boys and girls (Total)

Characteristics	Boys	Girls	Dif.
1. Tending, love	1.68	.70	+ .98
2. Beating, crule, blame	21.01	38.46	-17.45
3. Not speaking nicely	-	1.40	- 1.40
4. Unhonest	.84	-	+ .84
5. Coward	.84	-	+ .84
6. Diseased communication	1.68	-	- 1.68
7. Nasty	2.52	6.99	- 4.47
8. Hostile	2.52	1.40	+ 1.12
9. Lack of moral	3.36	7.69	- 4.33
10. Hurting	15.13	17.48	- 2.35
11. Kidnap	8.40	4.19	+ 4.21
12. Interfere	.84	-	+ .84
13. Aggressive	30.25	11.19	+19.06
14. Position	-	1.40	- 1.40
15. Stealing	1.68	2.80	- 1.12
16. Masked, beard	1.68	-	+ 1.68
17. Frighten	7.56	5.59	+ 1.97
18. Drunken			

Table 3C:10 and Table 3C:11

If we compare boys with girls under the persons whom they are afraid of, there is no significant difference in being afraid of persons. This means they are afraid of the same thing, but from this table could be noted.

The girls' tendency of being tied to family situation. The girls tend to fear frightening appearances such as Indians, beggars and mad men.

7. Comparing the frequencies responses of boys and girls in 3 grades under Item 8b.

Table 3C:12 The percentage responses within the total numbers of responses for Item 8b, separately for 3 grades (P.2, P.3, P.4) boys.

Relationships	Boys %			Dif.		
	P. 2	P. 3	P. 4	2-3	3-4	4-2
1. Parents	5.08	1.69	2.54	+ 3.39	- .93	- 2.54
2. Grand parents	.85	.85	-	0	+ .85	- .85
3. Uncles, aunts	.85	1.69	1.69	- .84	0	+ .84
4. Friends	9.32	16.10	7.63	- 6.78	+8.47	- 1.69
5. Diseased persons	-	.85	1.69	- .85	- .84	+ 1.69
6. Savages	-	.85	3.39	- .85	-2.54	+ 3.39
7. Aggressive persons	-	1.69	.85	- 1.69	+ .84	+ .85
8. Bandits	3.39	.85	2.54	+ 2.54	-1.69	- .85
9. Mad man	-	2.54	3.39	- 2.54	- .85	+ 3.39
10. Dead man	-	-	1.69	-	-1.69	+ 1.69
11. Indians	.85	-	4.24	+ .85	-4.24	+ 3.39
12. Beggars	-	-	-	-	-	-
13. Chinese	-	-	-	-	- .85	+ .85
14. Islanders	-	-	.85	-	- .85	+ .85
15. Workers	-	-	.85	-	- .85	+ .85
16. Brothers, sisters	2.54	-	-	+ 2.54	-	- 2.54
17. Policeman	.85	-	-	+ .85	-	- .85
18. Adult	-	.85	-	- .85	+ .85	-
19. Teachers	.85	2.54	-	- 1.69	+2.54	- .85
20. Animals, ghosts	8.47	-	2.54	+ 8.47	-2.54	- 5.93
21. Drunker	-	1.69	-	- 1.69	+1.69	-
22. Executioner	-	-	-	-	-	-

Table 3C:13 The percentage responses within the total numbers of responses for Item 8b, separately for 3 grades (P. 2, P. 3, P.4) girls.

Relationships	Girls %			Dif.		
	P. 2	P. 3	P. 4	2-3	3-4	4.2
1. Parents	3.33	8.00	2.00	- 4.67	+ 6.00	- 1.33
2. Grand parents	1.33	2.67	.67	- 1.34	+ 2.00	- .66
3. Uncles, aunts	2.67	6.00	2.67	- 3.33	+ 3.33	0
4. Friends	3.33	4.00	7.33	- .67	- 3.33	+ 4.00
5. Diseased persons	-	-	-	-	-	-
6. Savages	2.67	.67	.67	+ 2.00	0	- 2.00
7. Aggressive persons	-	1.33	2.00	- 1.33	- .67	+ 2.00
8. Bandits	1.33	3.33	1.33	- 2.00	+ 2.00	0
9. Mad man	.67	.67	5.33	0	- 4.66	+ 4.66
10. Dead man	-	-	.67	-	- .67	+ .67
11. Indians	4.67	1.33	.67	+ 3.34	+ .66	- 4.00
12. Beggars	-	1.33	-	- 1.33	+ 1.33	-
13. Chinese	-	.67	-	- .67	+ .67	-
14. Islanders	-	-	-	-	-	-
15. Workers	-	-	-	-	-	-
16. Brothers, sisters	.67	3.33	-	- 2.66	+ 3.33	- .67
17. Policeman	-	-	-	-	-	-
18. Adult	-	.67	-	- .67	+ .67	-
19. Teachers	.67	3.33	-	- 2.66	+ 3.33	- .67
20. Animals, ghosts	15.33	-	-	+ 15.33	-	-15.33
21. Drunker	.67	1.33	-	- .66	+ 1.33	- .67
22. Executioner	-	.67	-	- .67	+ .67	-

Table 3C:14 The percentage responses within the total number of responses for Item 8b, separately for 3 grades (P. 2, P. 3, P. 4) boys.

Relationships	Boys %			Dif.		
	P. 2	P. 3	P. 4	2-3	3-4	4-2
1. Tending, love	-	-	1.68	-	- 1.68	+ 1.68
2. Beating, cruel, blame	10.08	6.72	4.20	+ 3.36	+ 2.52	- 5.88
3. Not speaking nicely	-	-	-	-	-	-
4. Unhonest	-	-	.84	-	- .84	+ .84
5. Coward	-	-	.84	-	- .84	+ .84
6. Diseased communication	-	.84	.84	- .84	0	+ .84
7. Nasty	-	-	2.52	-	- 2.52	+ 2.52
8. Hostile	.84	.84	.84	0	0	0
9. Lack of moral	-	.84	2.52	- .84	- 1.68	+ 2.52
10. Hurting	7.56	.84	6.72	+ 6.72	- 5.88	- .84
11. Kidnap	-	3.36	5.04	- 3.36	- 1.68	+ 5.04
12. Interfere	-	.84	-	- .84	+ .84	-
13. Aggressive	9.24	14.29	6.72	- 5.05	+ 7.57	- 2.52
14. Position	-	-	-	-	-	-
15. Stealing	1.68	-	-	+ 1.68	-	- 1.68
16. Masked, beard	.84	.84	-	0	+ .84	- .84
17. Frighten	2.52	-	5.04	+ 2.52	- 5.04	+ 2.52
18. Drunken	-	-	-	-	-	-

Table 3C:15 The percentage responses within the total numbers of responses for Item 8b, separately for 3 grades (P.2, P.3, P.4) girls.

Characteristics	Girls %			Dif.		
	P. 2	P. 3	P. 4	2-3	3-4	4-2
1. Tending, love	-	-	.70	-	- .70	+ .70
2. Beating, cruel, blame	8.39	23.78	6.29	- 15.39	+17.49	-2.10
3. Not speaking nicely	-	-	1.40	-	- 1.40	+1.40
4. Unhonest	-	-	-	-	-	-
5. Coward	-	-	-	-	-	-
6. Diseased communication	-	-	-	-	-	-
7. Nasty	4.90	1.40	.70	+ 3.50	+ .70	-4.20
8. Hostile	-	.70	.70	- .70	0	+ .70
9. Lack of moral	3.50	1.40	2.80	+ 2.10	- 1.40	- .70
10. Hurting	12.59	3.50	1.40	+ 9.09	+ 2.10	-11.19
11. Kidnap	.70	.70	2.80	0	- 2.10	+ 2.10
12. Interfere	-	-	-	-	-	-
13. Aggressive	2.80	2.10	6.29	+ .70	- 4.19	+ 3.49
14. Position	-	1.40	-	- 1.40	- 1.40	-
15. Stealing	1.40	1.40	-	0	+ 1.40	- 1.40
16. Masked, beard	-	-	-	-	-	-
17. Frighten	2.80	1.40	1.40	+ 1.40	0	- 1.40
18. Drunken	.70	-	-	+ .70	-	- .70

Table 3C:12, 3C:13, 3C:14, 3C:15.

From table 3C:12 and 3C:13.

Grades have no effect on the difference in persons, causing boys and girls' fear, though the frequencies are low. There is one things which should be noted; both sexes' fear of parents seem to lessess when they are in grade 4, being afraid of friends in most frequent in grade 3.

The reason why boys and girls are afraid of persons are related to person's characters, shown in Table 3C:14, 3C:15.

Again it is found that there is no effect from grade on boys' and girls' characters mentioned in their fear.

8. Differences between the responses of lower and higher class children under Item 8b.

Table 30:16 Differences between the responses of lower and higher class children.
Percentage of reaponses to Item 8b, arranged according to sex and school.

Relationships	Boys %			Relationships	Girls %		
	A	D	Dif.		A	D	Dif.
1. Parents	1.69	.85	+ .84	1. Parents	1.33	.67	+ .66
2. Grand parents	-	-	-	2. Grand parents	.67	-	+ .67
3. Uncles, aunts	.85	.85	0	3. Uncles, aunts	2.67	-	+ 2.67
4. Friends	5.08	2.54	+ 2.54	4. Friends	5.33	2.00	+ 3.33
5. Diseased persons	.85	.85	0	5. Diseased persons	-	-	-
6. Savages	-	3.39	- 3.39	6. Savages	.67	-	+ .67
7. Aggressive persons	.85	-	+ .85	7. Aggressive persons	2.00	-	+ 2.00
8. Bandits	-	2.54	- 2.54	8. Bandits	1.33	-	+ 1.33
9. Mad man	2.54	.85	+ 1.69	9. Mad man	3.33	2.00	+ 1.33
10. Dead man	-	1.69	- 1.69	10. Dead man	.67	-	+ .67
11. Indians	2.54	1.69	+ .85	11. Indians	.67	-	+ .67
12. Beggars	-	-	-	12. Beggars	-	-	-
13. Chinese	-	.85	- .85	13. Chinese	-	-	-
14. Islanders	-	.85	- .85	14. Islanders	-	-	-
15. Workers	-	.85	- .85	15. Workers	-	-	-
16. Brothers, sisters	-	-	-	16. Brothers, sisters	-	-	-
17. Policeman	-	-	-	17. Policeman	-	-	-
18. Adult	-	-	-	18. Adult	-	-	-
19. Tender	-	-	-	19. Tender	-	-	-
20. Animals, ghosts	2.54	-	+ 2.54	20. Animals, ghosts	-	-	-
21. Drunker	-	-	-	21. Drunker	-	-	-
22. Executioner	-	-	-	22. Executioner	-	-	-

Table 3C:17 Differences between the responses of lower and higher class children.
Percentage of responses to Item 8b, arranged according to sex and school.

Characteristics	Boys %			Characteristics	Girls %		
	A.	D	Dif.		A	D	Dif.
1. Tending, love	1.68	-	+1.68	1. Tending, lover	.70	-	+ .70
2. Beating, cruel, blame	2.52	1.68	+ .84	2. Beating, cruel, blame	5.59	.70	+4.87
3. Not speaking nicely	-	-	-	3. Not speaking nicely	.70	.70	0
4. Unhonest	.84	-	+ .84	4. Unhonest	-	-	-
5. Coward	.84	-	+ .84	5. Coward	-	-	-
6. Diseased persons	.84	-	+ .84	6. Diseased persons	-	-	-
7. Nasty	-	2.52	-2.52	7. Nasty	.70	-	+ .70
8. Hostile	-	.84	- .84	8. Hostile	.70	-	+ .70
9. Lack no moral	1.68	.84	+ .84	9. Lack of moral	2.80	-	+2.80
10. Hurting	.84	5.88	-5.04	10. Hurting	1.40	-	+1.40
11. Kid nap	1.68	3.36	-1.68	11. Kid nap	2.10	.70	-1.40
12. Interfere	-	-	-	12. Interfere	-	-	-
13. Aggressive	4.20	2.52	+1.68	13. Aggressive	4.20	2.10	-2.10
14. Position	-	-	-	14. Position	-	-	-
15. Stealing	-	-	-	15. Stealing	-	-	-
16. Masked, beard	-	-	-	16. Masked, beard	-	-	-
17. Frighten	-	5.04	-5.04	17. Frighten	-	1.40	-1.40
18. Drunken	-	-	-	18. Drunken	-	-	-

Table 3C:16 and 3C:17.

This table shows that, no significant difference in children's fear according to socio-economic status.

1. Both sexes of lower and higher class children show their fears more than higher class children about

a. fear of parents

b. fear of friends

c. fear of mad man

The reasons for their fears of lower class children is higher than the higher class children in

a. the reason of tending and love

b. the reason of 'beating, cruel, and blame.

Table 30

30:1 Analysis of the responses to Item 9a and 9b.

A. The Item

9a: I like these animals very much.

9b: I am afraid of these animals.

B. The Categories

The responses of Item 9a, and 9b are grouped under the following categories.

1. Useful animals: cattles, horse elephant (9a, and 9b).

2. Wild fierce, poisonous animals: snake, sharks, crocodile, tigers, lion (9a, and 9b).

3. Pets: cat, dog, rabbit, gibbon (9a, and 9b).

4. Ugly animals: lizard, earthworm, worms, galley-worm (9b).

5. Diseased animals: flies, mosquitoes, rat (9b).

6. Spirits: ghosts.

C. The Analysis

1. The comparison of all categories of Item 9a and 9b.

The rank order of average responses for 100 subjects of boys and girls is shown in Table 30:1 and table 30:2 respectively.

Table 30:1 shows that the boys like pets most, useful animals and respectively. Wild fierce, poisonous animals are like least by the boys. Then come useful animals, diseased animals and spirits.

Table 3D:1 Rank order of frequencies of responses to Item 9a, and 9b, for boys in 3 schools.

Category No.	Item 9a	Mean	Category No.	Item 9b	Mean
3	Pets	262.89	2	Wild, fierce, poi- sonous animals	276.29
1	Useful animals	45.36	1	Useful animals	50.52
2	Wild, fierce, poisonous animals	27.84	3	Pets	26.80
			4	Ugly animals	7.22
			6.	Diseased animals	5.15
			5	Spirits	3.09
Total No. of responses per 100 subjects		336.08	Total No. of responses per subjects		369.07

These results might be attributed the familiarity of the boys with the objects mentioned. They are very familiar with pets but they are not familiar with wild fierce, poisonous animals.

Table 3D:2 Rank order of frequencies of responses to Item 9a, and 9b, for girls in 3 schools.

Category No.	Item 9a	Mean	Category No.	Item 9b	Mean
3	Pets	292.00	2	Wild, fierce, poisonous animals	266.00
1	Useful animals	18.00	1	Useful animals	68.00
2	Wild, fierce, poisonous animals	7.00	3	Pets	19.00
			6	Ugly animals	7.00
			4	Diseased animals	6.00
			5	Spirits	6.00
Total No. of responses per 100 subjects		317.00	Total No. of responses per 100 subjects		372.00

Table 3D:2

From Table 3D:2, it is revealed that the girls like pets most, then useful animals, wild fierce, poisonous animals. Wild fierce, and poisonous animals are disliked most by the girls. Then come useful animals and spirits respectively.

The reasons are the same as the boys.

2. Comparing the frequencies of responses under each category.

Table 3D:3 The average frequencies of responses under "Useful animals" (for 100 subjects) and the frequencies of the responses of both 9a, and 9b for boys and girls (Total).

	Items	Boys	Girls	D	$\frac{B}{G}$
$\bar{x}$	9a	45.36	18.00	27.36	B
	9b	50.52	68.00	- 17.48	G
%	9a	13.50	5.68	7.82	B +
	9b	13.69	18.28	- 4.59	G

This table presents some of the results obtained in the Item of like and dislike for animals, comparing this for boys and girls under "Useful animals".

Boys show statistical significantly higher percentage of showing their like of "Useful animals" than girls.

All that could be stated here is that boys have more chance of learning from books, movies, reading, hearing, etc, to explore what they want to. Therefore, they have more knowledge, more experiences. The same result was found in Wolfson's study of boy's reading interest that showed higher percentage for boys mentioning animals. This shows that boys and girls of American culture are not vary different from Thai children in this respect.

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1 Wolfson, loc, cit; p. 1343.

Table 3D:4 The average frequency of responses under "Useful animals" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both 9a, and 9b separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys	Items	P. 2	P. 3	P. 4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls	Items	P. 2	P. 3	P. 4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
$\bar{x}$	9a	57.14	47.22	33.33	9.92	-13.89	-23.81	$\bar{x}$	9a	21.43	26.19	3.33	-4.76	22.86	-18.00
	9b	42.86	22.22	87.88	20.64	-65.66	45.02		9b	39.29	54.76	113.33	-15.47	-58.57	74.04
%	9a	4.91	5.21	3.37	-.30	1.84	-1.54	%	9a	1.89	3.47	.32	-1.58	3.15	-1.57
	9b	3.35	2.23	8.10	1.12	-5.87	4.75		9b	2.96	6.18	9.14	-3.22	-2.96	6.18

This table shows the like and dislike of 'Useful animals", comparing between grades.

It can be concluded from this table that the children's like and dislike of useful animals is similar: grades do not affect any differences for their choices, for no statistical significance is found.

There are two noticeable points:

1. Children in grade 2 and grade 3 show more favour of useful animals than grade 4.

2. Children in grade 4 show more dislike of useful animals than the grade 2 and grade 3. Maybe this span of interest is widen.

Table 3D:5 The average frequencies of responses under "Wild, fierce, poisonous animals" and the frequencies of the responses of both 9a, and 9b for boys and girls (Total)

	Items	Boys	Girls	D	$\frac{B}{G}$
$\bar{x}$	9a	27.84	7.00	20.84	B
	9b	276.29	2.66	10.29	B
%	9a	8.28	2.21	6.07	B
	9b	74.86	71.51	3.35	B

This table shows the higher consistency of boys' percentage which reveals the like and dislike of "Wild, fierce, poisonous animals": crocodile, tiger, snake, When compared with girls' like and dislike seems to be limited in the small area of environment.

Table 3D:6 The average frequency of responses under "Wild, fierce, poisonous animals" and the percentage of responses of this category within the total number of responses, for both 9a, and 9b separately for 3 grades (P.2, P.3, P.4) boys and girls.

Boys Items		P. 2	P. 3	P. 4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls Items		P. 2	P. 3	P. 4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
$\bar{x}$	9a	46.43	22.22	18.18	24.21	4.04	-28.25	$\bar{x}$	9a	10.71	4.76	6.67	5.95	- 1.91	- 4.04
	9b	382.14	208.33	260.61	173.81	52.28	-121.53		9b	267.86	297.62	220	-29.76	77.62	-47.86
%	9a	3.99	2.45	1.84	1.54	.61	- 2.15	%	9a	.95	.63	.63	.32	0	- .32
	9b	29.89	20.95	24.02	8.94	-3.07	- 5.87		9b	20.16	33.61	17.74	+13.45	15.87*	- 2.42

From this table, the dislike of wild, fierce, poisonous animals of grade 3 is significantly higher than that of grade 4. The reason is still unknown.

Other facts from this table are that:

1. The boys' like of wild, fierce, poisonous animals is extremely high in grade 2. For the younger children are interested in animals in the aspect of their appearances or they may may identify themselves with these animals. The like of fierce animals seems to decrease with

grades, for the greater understanding of danger could be one reason.

2. The dislike of boys and girls' wild, fierce, poisonous animals tend to decrease with grade. This is perhaps because they develop more understanding of animal life: they know they are safe, if avoid getting closer to them.

Table 3D:7 The average frequencies of responses under "Pets" and the frequencies of the responses of both 9a, and 9b for boys and girls (Total)

	Items	Boys	Girls	D	$\frac{B}{G}$
$\bar{x}$	9a	262.89	292.00	- 29.11	G
	9b	26.80	19.00	7.80	B
%	9a	78.22	92.11	- 13.89	G
	9b	7.26	5.12	2.14	B

The average and percentage responses show in this table of boys' and girls' like and dislike of 'pets'.

Girls show more favor to pets than boys. It is true in both average and percentage frequencies. This fact point to the description of what we call womanly characteristic - love of cleanliness, love of beauty of girls.

Boys' dislike pets more than girls. It may perhaps because of condition occurred in the past or it might be due to the boys' interest in the animals' ability, activity not only in its beautiful form.

Table 3D:8 The average frequency of responses under "Pets" and the frequencies of the responses of both 9a, and 9b, for boys and girls (Total)

Boys Items		P. 2	P. 3	P. 4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$	Girls Items		P. 2	P. 3	P. 4	D. $\frac{2}{3}$	D. $\frac{3}{4}$	D. $\frac{4}{2}$
♂	9a	292.86	200.00	306.06	+9.29	-106.06	+13.20	♀	9a	292.86	273.81	316.67	+ 19.05	- 23.81	+23.81
	9b	17.36	38.89	21.21	-21.03	+17.86	+ 3.35		9b	10.71	16.67	30.00	- 5.96	- 13.33	+19.29
♂	9a	25.15	22.09	30.98	+3.06	- 8.89	+ 5.83	♀	9a	25.87	36.28	29.97	- 10.41	+ 6.31	+ 4.10
	9b	1.40	3.91	1.96	-2.51	+ 2.51	+ .56		9b	.81	1.88	2.42	- 1.07	+ 0.54	+ 1.61

The general trends obtained from this table are

1. Boys in P.3 dislikes pet most while girls in P.4 show their dislike of 'pet'.
2. Boys as well as girls most pronounced their liking of pets in P.4.

Table 3D:9 The average frequencies of responses under "Ugly animals", "Diseased animals", and "Spirits" and the percentage responsed of 9b, for boys and girls (Total).

Mean	Boys	Girls	Dif.
Ugly animals	7.22	6.00	1.22
Diseased animals	3.09	6.00	- 2.91
Spirits	5.15	7.00	- 1.85

Percentage	Boys	Girls	Dif.
Ugly animals	1.96	1.61	.35
Diseased animals	.84	1.61	- .77
Spirits	1.40	1.88	- .48

The responses under the "Ugly animals", "Diseased animals", and "Spirits" shown in Table 3D:9, are few. No significant difference between boys and girls exist among these categories.

1. Boys express their dislike of 'Ugly animals" more than girls do.

2. For "Diseased animals" and "Spirits", the girls' dislike is dominant. Girls seems to have a tendency to be aware of cleanliness.

Table 3D:10 The average frequency of responses under "Ugly animals", "Diseased animals", and "Spirits" and the percentage of responses of these categories with the total number of responses, for 9b, separately for 3 grades (P.2, P.3, P. 4) boys and girls.

Mean	Boys			Dif.		
	P. 2	P. 3	P. 4	2-3	3-4	4-2
Ugly animals	14.29	8.33	-	+5.96	+8.33	- 14.29
Diseased animals	-	-	9.09	-	-9.09	+ 9.09
Spirits	17.86	-	-	+17.86	-	- 17.86
Percentage						
Ugly animals	1.12	.84	-	+ .28	+ .84	- 1.12
Diseased animals	-	-	.84	-	- .84	+ .84
Spirits	1.40	-	-	+ 1.40	-	- 1.40

Mean	Girls			Dif.		
	P. 2	P. 3	P. 4	2-3	3-4	4-2
Ugly animals	-	2.38	16.67	- 2.38	-14.29	16.67
Diseased animals	-	7.14	10.00	- 7.4	- 2.86	+10.00
Spirits	10.71	9.52	-	+ 1.19	+ 9.52	-10.71
Percentage						
Ugly animals	-	.27	1.34	- .27	- 1.07	+ 1.34
Diseased animals	-	.81	.81	- .81	0	+ .81
Spirits	.81	1.08	-	- .27	+ 1.08	- .81

Table 3D:10

According to this table, no statistical difference among "Ugly animals", "Diseased animals" and "Spirits" and there is no effect of grades upon their like and dislike of animals.

Two facts are noted.

1. Spirits: ghosts appears more in grade 2; few in grade 3, none in grade 4.

2. Diseased animals are frequently mentioned in grade 4 is few in grade 3 but none in grade 2.

These two tendencies may be attributed to the same cause: the higher the grade the more knowledge to understand problems and then be able to discriminate what is fact and what is real from what is imaginary and unreal.

3. Differences between the responses of lower and higher class children.

Table 3D:11 The average frequency of responses of the lower and higher class children.
Percentage of responses to Item 9a, and 9b, arranged according to sex and school.

Categories (9a)	Boys % A	Boys % D	Boys % Dif.	Categories	Girls % A	Girls % D	Girls % Dif.
1. Useful animals	2.45	.92	+ 1.53	1. Useful animals	.32	-	+ .32
2. Wild, fierce poisonous animals	.92	.92	0	2. Wild, fierce, poisonous animals	.32	.32	0
3. Pets	16.87	14.11	+ 2.76	3. Pets	23.66	6.31	+ 17.35
(9b)							
1. Useful animals	5.59	2.51	+3.08	1. Useful animals	7.80	1.34	+ 3.77
2. Wild, fierce poisonous animals	12.85	11.17	+1.68	2. Wild, fierce, poisonous animals	13.71	4.03	+ 9.68
3. Pets	1.68	.28	+1.40	3. Pets	1.88	.54	+ 1.34
4. Ugly animals	-	-	-	4. Ugly animals	.81	.54	+ .27
5. Diseased animals	-	.84	- .84	5. Diseased animals	.81	-	+ .81
6. Spirits	-	-	-	6. Spirits	-	-	-

The result of comparison of liking and disliking animals under 3 categories, shows that the responses of the lower class children are predominant in all categories.

It may seem as if the lower class children select pleasure from what nature give them the higher class children have more abandance of other objects to like.

The boys and girls in grade 2 express their dislike of highest frequencies in all kinds of animals. Their reasoning may not be developed under this age. The reasoning for what should be afraid of develops more in higher grade.

Chapter 4

Summary and conclusions

4:1 Reconfiguration

This study of Likes and Dislikes of children concerning food, things, persons and animals, involved 199 subjects in Prathom 2, Prathom 3, Prathom 4 in 4 schools, selected according to socio-economic of the families: 2 schools, one represents lower class children, the other represents higher class children, the other two schools are of intermediate class.

The test used in the study is a written one. Time limited for each item is 2 minutes. The protocols were collected to classify according to their contents of each item; then count the responses frequencies. Then, statistical analysis is explored. An attempt is to find out what children like and dislike concerning food, things, persons and animals, the reasons for their like and dislike persons, how sexes and grades effect the differences of their like and dislike.

4:2 Summary of the findings

The results of this study can be summarized as follows:-

1. What we found out about food preference of boys and girls from the most like to the least like are in the following order.

Boys	Girls
1. The main dish	1. Fruits
2. Fruits	2. The main dish
3. Desserts	3. Desserts
4. Drinks	4. Drinks
5. Unedible things	

As for the food aversion, boys and girls dislike the following things respectively.

Boys	Girls
1. The main dish	1. Fruits
2. Fruits	2. The main dish
3. Unedible things, Ugly animals	3. Unedible things, Ugly animals
4. Desserts	4. Strong tastes
5. Rotten, dirty things	5. Desserts
6. Drinks	6. Rotten dirty things
	7. Drinks

Boys' preference of "The main dish", with sub-categories of Protein, Vegetable, Carbohydrate, Eggs is higher than that of girls.

Boys' preference of "Desserts" with its sub-categories of Food eaten after meal, Food eaten between meal, is greater than that of the girls.

Boys' preference of "Fruits" is lower than that of girls.

2. As for things that the boys and the girls like or not like to touch, animals come first. This finding was also found by Stevenson.[1] This finding was also found by Stevenson.

Boys are attracted by vehicles, while girls favour flowers and plants. Honsik[2] found that boys used more blocks and vehicles in playing situation while girls used more furniture and family figures.

3. Rank order of persons which are most liked by children are of

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1 Stevenson, loc, cit., pp. 276-284.

2 Honsik, loc, cit., pp. 15-36.

the following types.

Boys	Girls
1. Friends	1. Friends
2. Parents	2. Parents
3. Brothers, sisters	3. Teachers
4. Uncles, Aunts	4. Uncles, Aunts

Rank order of the reasons given for their likes and dislikes.

Boys	Girls
1. Because they are kind	1. Because they are kind
2. Because they are helpful	2. Because they are helpful
3. Because they are polite	3. Because they are polite
4. Because they take a good care of	4. Because they teach us
5. Because they teach us	5. Because they take a good care of

Rank order of persons which are most disliked by children are of the following type.

Boys	Girls
1. Friends	1. Animals, ghosts
2. Animals, ghosts	2. Friends
3. Parents	3. Parents
4. Bandits	4. Uncles, Aunts

The reasons why boys and girls dislike those persons are given in rank order.

Boys

1. Because they are aggressive
2. Because they are cruel
3. Because they like to hurt
4. Because they kid-nap

Girls

1. Because they are cruel
2. Because they like to hurt
3. Because they are aggressive
4. Because they are lack of moral

4. Animals which most children like are found as follows:-
   1. Pets
   2. Wild, fierce, poisonous animals
   3. Useful animals

Children's dislike of animals are ranked as follows:

1. Wild, fierce, poisonous animals
2. Useful animals
3. Pets

Boys are higher in favour of "Useful animals" than girls.

These findings, anyhow could give some suggestion to teachers, parents and psychologists. If a teacher really learns to know what kind of likes and dislikes are typical of boys and girls at each developmental level, and the intensity of their li es and dislikes, she can be expected to use this knowledge in suggesting games, books, movies, and songs that will be the

most appealing to a particular group of children according to what they like and dislike.

Parents' understanding the child's needs seems to be highly important for the child's ability to adjust to the outside world. Satisfaction derived from parents' approvals of their likes and dislikes will encourage them to face the world with more self confidence.

The writer would like to investigate the real factors which cause likes and dislikes of children of different sexes and ages. Those who wish to further the study along this line should set up some hypothesis from the findings of this study. The results of this further research will be a valuable contribution.

4:3 Recommendation

The writer would like to suggest the following recommendations.

1. The sample is too small, especially, the number of lower and higher class children in this study, so the larger number of subjects of lower and higher class children should be used.

2. The effect of the serial position of the item within the series should be avoided. So the instruction of the test should be improved.

3. The specific meaning of children of their expresses likes and dislikes should be explored.

Appendix

Appendix A

Item 6a: Some of the things which I think most delicious to eat. Mean per 100 subjects (upper figure) and percentages (lower figure) for the categories and sub-categories.

Categories	Boys						Girls					
	Tot	P.2 B	P.3 B	A	D	P.4 Tot	Tot	P.2 C	P.3 C	A	D	P.4 Tot
1:0 The main dish												
1:1 Protein	80.41 28.78	50.00 5.17	75.00 9.96	42.42 5.17	69.70 8.49	112.21 13.65	68.00 17.62	60.71 4.40	47.62 5.18	73.33 5.70	30.00 2.33	103.33 8.03
1:2 Vegetables	10.31 3.69	21.42 2.21	-	3.03 .37	9.09 1.11	12.12 1.48	17.00 4.40	25.00 1.81	9.52 1.04	16.67 1.30	3.33 .26	20.00 1.55
1:3 Carbohydrate	13.40 4.80	7.14 .74	11.11 1.48	18.18 2.21	3.03 .37	21.21 2.58	12.00 3.11	10.71 .78	21.43 2.33	-	-	-
1:4 Eggs	13.40 4.82	10.71 1.11	25.00 3.32	3.03 .37	-	3.03 .37	18.00 4.66	35.17 2.59	9.52 1.04	10.00 .78	3.33 .26	13.33 1.04
1:5 Spices	1.03 .37	3.57 .37	-	-	-	-	1.00 .26	3.57 .26	-	-	-	-
1:6 Delicious food	1.03 .37	-	-	-	3.03 .37	3.03 .37	1.00 .26	3.57 .26	-	-	-	-
Total	119.59 42.80	92.86 9.59	111.11 14.76	66.67 8.12	84.85 10.33	151.52 18.45	117.00 30.31	139.29 10.10	88.10 9.59	100.00 7.77	36.67 2.85	136.67 10.62

Appendix A, Item 6a: (Contd.)

Categories	Boys						Girls					
		F.2	F.3			F.4		F.2	F.3			F.4
	Tot	B	B	A	D	Tot	Tot	C	C	A	D	Tot
2:0 Desserts												
2:1 Food eaten	53.61	62.14	41.67	21.21	21.21	42.43	31.00	32.14	35.71	16.67	6.67	23.33
after meal	19.19	8.49	5.54	2.58	2.58	5.17	8.03	2.33	3.89	1.30	.52	1.61
2:2 Food eaten	8.25	7.14	11.11	-	6.06	6.06	6.00	3.57	4.76	6.67	3.33	10.00
between meal	2.95	.74	1.42	-	.74	.74	1.55	.26	.52	.52	.26	.78
Total	61.86	69.29	52.78	21.21	27.27	48.48	37.00	35.71	40.48	23.34	10.00	33.33
	22.14	9.23	7.01	2.58	3.32	5.90	9.59	2.59	4.40	1.81	.78	2.59
3:0 Fruits	78.35	60.71	80.56	66.67	24.24	90.91	28.00	139.29	250.00	153.33	60.00	213.33
	28.04	6.27	10.70	8.12	2.95	11.07	53.89	10.10	27.20	11.92	4.66	66.58
4:0 Drinks	15.46	3.57	19.44	12.12	9.09	21.21	24.00	46.43	14.29	16.67	-	16.67
	5.54	.37	2.58	4.43	1.11	2.58	6.22	3.37	1.55	1.30	-	1.30
5:0 Inedible	4.12	10.71	2.78	-	-	-	-	-	-	-	-	-
things	1.43	1.11	.37	-	-	-	-	-	-	-	-	-

Appendix B

Item 6b: Some of the things which I think are most unpleasant to eat. Mean per 100 subjects (upper figure) and percentages (lower figure) for the categories and sub-categories.

Categories	Boys							Girls				
	Tot	F.2 B	F.3 B	A	D	F.4 Tot	Tot	F.2 C	F.3 C	A	D	F.4 Tot
1:0 The main dish												
1:1 Protein	74.23 30.64	50.00 5.96	105.56 16.17	42.43 5.96	18.18 2.55	60.61 8.51	28.00 12.17	46.43 5.65	16.67 3.04	23.33 3.04	3.33 .43	26.67 3.48
1:2 Vegetables	32.99 13.62	43.66 5.11	13.89 2.13	15.15 2.13	30.30 4.26	45.45 6.38	31.00 13.48	32.14 3.91	14.29 2.61	30.00 3.91	23.33 3.04	53.33 6.96
1:3 Carbohydrate	9.28 3.83	10.71 1.28	5.56 .65	-	12.12 1.70	12.12 1.70	10.00 4.35	7.14 .87	4.76 .87	6.67 .87	13.33 1.74	20.00 2.61
1:4 Eggs	2.06 .85	3.57 .43	2.78 .43	-	-	-	4.00 1.74	7.14 .87	4.76 .87	-	-	-
1:5 Spices	2.06 .85	3.57 .43	2.78 .43	-	-	-	6.00 2.61	3.57 .43	9.52 1.74	3.33 .43	-	3.33 .43
1:6 Unhelicious food	-	-	-	-	-	-	2.00 .87	3.57 .43	-	3.33 .43	-	3.33 .43
Total	120.62 119.79	113.71 13.19	130.56 20.00	57.58 8.09	60.60 8.51	118.18 16.60	81.00 35.22	101.00 12,17	50.00 9.13	66.67 8.70	40.00 5.22	106.67 13.91

Appendix E. Item 6b: (Contd.)

Categories	Boys						Girls					
		P.2	P.3			P.4		P.2	P.3			P.4
	Tot	B	B	A	D	Tot	Tot	C	C	A	D	Tot
2:0 Desserts												
2:1 Food eaten after meals	14.43 5.06	25.00 2.98	2.78 .43	6.06 .85	12.12 1.70	13.00 2.55	13.00 5.65	14.29 1.74	2.38 .43	26.67 3.48	-	26.67 3.48
2:2 Food eaten between meals	3.09 1.28	3.57 .43	5.56 .85	-	-	-	2.00 .87	-	2.38 .43	3.33 .43	-	3.33 .43
Total	17.53 7.23	28.57 3.40	8.33 1.28	6.06 .85	12.12 1.70	18.18 2.55	15.00 6.52	14.29 1.74	4.76 .87	30.00 3.91	-	30.00 3.91
3:0 Fruits	44.33 18.30	25.00 2.98	38.89 5.96	45.45 6.38	21.21 2.98	66.67 9.36	83.00 36.04	60.71 7.39	71.43 13.04	103.33 13.48	16.67 2.17	120.00 15.65
4:0 Drinks	9.28 3.83	14.29 1.70	5.56 .85	9.09 1.28	-	9.09 1.28	5.00 2.17	3.57 .43	7.14 1.30	3.33 .43	-	3.33 .43
5:0 Inedible things and ugly animals	26.80 11.06	17.86 2.13	16.67 2.55	3.03 .43	42.42 5.96	45.45 6.38	21.00 9.13	17.86 2.17	38.10 6.96	-	-	-
6:0 Strong tastes	9.28 3.83	- -	13.89 2.13	9.09 1.28	3.03 .43	12.12 1.70	16.00 6.96	14.29 1.74	16.67 3.04	16.67 2.17	- -	16.67 2.17
7:0 Rotten, dirty things	14.43 5.96	28.57 3.40	2.78 .43	6.06 .85	9.09 1.28	15.15 2.13	9.00 3.91	3.57 .43	9.52 1.74	- -	13.33 1.74	13.33 1.74

Appendix C

Item 7a: Some of the things I like to touch very much. Mean per 100 subjects (upper figure) and percentages (lower figure) for the categories and sub-categories.

Categories	Boys						Girls					
		Bo2	Bo3			Bo4		Go2	Go3			Go4
	Tot	B	B	A	D	Tot	Tot	C	C	A	D	Tot
1:0 Men	6.19	7.14	2.78	6.06	3.03	9.09	20.00	21.43	16.67	13.33	10.00	23.33
	2.46	.82	.41	.82	.41	1.23	7.52	2.26	2.63	1.50	1.13	2.63
2:0 Animals												
2:1 Pets	85.57	53.57	97.22	60.61	39.39	100.00	161.00	96.43	185.71	156.67	30.00	186.67
	34.02	6.15	14.34	8.20	5.33	13.52	60.53	10.15	29.32	17.67	3.38	21.05
2:2 Wild, fierce animals	13.40	7.14	-	12.12	21.21	33.33	1.00	-	-	3.33	-	3.33
	5.33	.82	-	1.64	2.87	4.51	.38	-	-	.38	-	.38
2:3 Ugly, dirty animals												
Total	98.97	60.71	97.22	72.72	60.61	133.33	162.00	96.43	18.57	160.00	30.00	190.00
	39.34	6.97	14.34	9.84	8.20	18.03	60.90	10.15	29.32	18.05	3.38	21.43
3:0 Food	56.70	64.29	66.67	21.21	18.18	39.39	26.00	53.57	2.38	26.67	13.33	40.00
	22.54	7.38	9.84	2.87	2.46	5.33	10.53	5.64	.38	3.01	1.50	4.51

Appendix C. Item 7a: (Cont'd.)

Categories	Boys						Girls				
	P.2	P.3			P.4		P.2	P.3			P.4
	Tot	B	B	A	D	Tot	Tot	C	C	A	D	Tot
4:0 Things to play with												
4:1 Nonaggressive toys	17.53 6.96	21.43 2.46	16.67 2.46	12.12 1.64	3.03 .41	15.15 2.05	16.00 6.02	7.14 .75	19.05 3.01	16.67 1.88	3.33 .38	20.00 2.26
4:2 Aggressive toys	16.49 6.56	25.00 2.87	8.33 1.23	-	18.18 2.46	- 2.46	-	-	-	-	-	-
4:3 Game equipment	10.31 4.10	14.29 1.64	16.67 2.46	-	-	-	5.00 1.88	10.71 1.13	4.76 .75	-	-	-
4:4 Model and picture	6.19 2.46	3.57 .41	-	6.06 .82	9.09 1.23	15.15 2.05	5.00 1.88	14.29 1.50	-	3.33 .38	-	3.33 .38
Total	50.52 20.08	64.29 7.38	41.67 6.15	18.18 2.46	30.30 4.10	48.48 6.56	26.00 9.77	32.14 3.38	23.81 3.76	20.00 2.26	3.33 .38	23.33 2.63
5:0 Flowers, plants	3.09 1.23	-	-	6.06 .82	3.03 .41	9.09 1.23	9.09 3.38	10.71 1.13	4.76 .75	10.00 1.13	3.33 .38	13.33 1.50
6:0 Precious, lovely things	4.12 1.64	-	-	3.03 .41	9.09 1.23	11.12 1.64	4.00 1.50	3.57 .38	-	10.00 1.13	-	10.00 1.13

In order C, Item 7:1 (Contd.)

Categories	Boys						Girls					
	P.2	I.2			P.4		I.2	I.3			I.4	
	Tot	B	B	A	D	Tot	Tot	C	C	A	D	Tot
7:0 Things to wear	3.09 1.23	-	8.33 1.23	-	-	-	3.00 1.13	-	7.14 1.13	-	-	-
8:0 Disgusting things, dirty things												
9:0 Donall	8.25 3.28	7.14 .82	16.67 2.46	-	-	-	5.00 1.88	17.86 1.88	-	-	-	-
10:0 School materials	3.09 1.23	-	-	3.03 .41	6.06 .82	9.09 1.23	4.00 1.50	-	-	3.33 .38	10.00 1.13	13.33 1.50
11:0 Vehicles	11.34 4.51	35.71 4.10	-	-	3.03	3.03	-	-	-	-	-	-
12:0 Things, animals causing danger-ous												
13:0 Others	6.19 2.46	7.14 .82	2.78 .41	3.03 .41	6.06 .82	9.09 1.23	5.00 1.88	7.14 .75	4.76 .75	3.33 .38	-	3.33 .38

Appendix E

Item 7b: Some of the thing I do not like to touch at all. Mean per 100 subjects (upper figure) and percentages (lower figure) for the categories and sub-categories.

Categories		Boys						Girls					
		P.2	P.3			P.4		P.2	P.3			P.4	
		Tot	B	B	A	D	Tot	Tot	C	C	A	D	Tot
1:0	Man	14.43	3.57	13.89	13.89	9.09	24.24	4.00	-	7.14	7.14	3.33	3.33
		6.01	.43	2.15	1.29	2.15	3.43	1.48	-	1.11	.37	-	.37
2:0	Animals												
2:1	Pets	20.62	32.14	19.44	12.12	-	12.12	46.00	46.43	33.33	60.00	3.33	63.33
		8.58	3.86	3.00	1.72	-	1.72	17.04	4.81	5.19	6.67	.37	7.04
2:2	Big, wild, fierce animals	61.86	71.43	61.11	36.36	18.18	54.55	72.00	32.14	76.19	86.67	16.67	103.33
		25.75	8.58	9.44	5.15	2.58	7.73	26.67	3.33	11.85	9.63	1.85	11.48
2:3	Ugly, dirty animals	52.58	25.00	30.56	18.18	81.82	100.00	62.00	57.14	61.90	43.33	23.33	66.67
		21.89	3.00	4.72	2.58	11.99	14.16	22.96	5.93	9.63	4.81	2.59	7.41
	Total	135.05	126.57	111.11	66.67	100.00	166.66	180.00	135.71	174.43	190.00	43.33	233.33
		56.22	15.45	17.17	9.44	14.16	23.61	66.67	14.07	26.67	21.11	4.81	25.93
3:0	Food	23.71	30.29	19.44	6.06	9.09	15.51	24.00	25.00	23.81	23.33	-	23.33
		9.87	4.72	3.00	.86	1.29	2.15	8.89	2.59	3.70	2.59	-	2.59

Appendix B. Item Tu: (Contd)

Categories	Boys						Girls					
		Le2 Le3						Le2 Le3				Le4
	Tot	B	B	A	D	Tot	Tot	C	C	A	D	Tot
4:0 Things to play with												
4:1 Nonaggressive toys	6.19	21.43	-	-	-	-	3.00	10.71	-	-	-	-
	2.58	2.58	-	-	-	-	1.11	1.11	-	-	-	-
4:2 Aggressive toys	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-
4:3 Gene equipments	2.06	-	5.56	-	-	-	1.00	-	2.38	-	-	-
	.86	-	.86	-	-	-	.37	-	.37	-	-	-
Total	8.25	21.43	5.56	-	-	-	4.00	10.71	2.38	-	-	-
	3.43	2.58	.86	-	-	-	1.48	1.11	.37	-	-	-
5:0 Flowers, plants	4.12	10.71	-	3.03	-	3.03	3.00	3.57	-	3.33	3.33	6.67
	1.72	1.29	-	.43	-	.43	1.11	.37	-	.37	.37	.74
6:0 Precious, lovely things												
7:0 Things to wear												

Appendix D. Item 7b: (Contd.)

Categories		Boys					Girls					
		1e2	1e3				1e2	1e3			1e4	
	Tot	B	B	A	D	Tot	Tot	C	C	A	D	Tot
8:0 Disgusting things, dirty things	40.21	35.71	47.22	18.18	18.18	36.36	30.00	17.86	40.48	10.00	16.67	26.67
	16.74	4.29	7.30	2.53	2.53	5.15	11.11	1.85	6.30	1.11	1.85	2.96
9:0 Utensil	4.12	10.71	2.97	-	-	-	10.00	17.86	11.90	-	-	-
	1.72	1.29	.43	-	-	-	3.70	1.85	1.85	-	-	-
10:0 School materials												
11:0 Vehicles												
12:0 Things, animals, causing dangerous	5.15	10.71	-	-	6.06	6.06	8.00	7.14	11.90	-	3.33	3.33
	2.15	1.29	-	-	.86	.86	2.96	.74	1.85	-	.37	.37
13:0 Others	5.15	7.14	5.56	3.03	-	3.03	7.00	-	9.52	10.00	-	10.00
	2.15	.86	.86	.43	-	-	2.59	-	1.48	1.11	-	1.11

Appendix E

Item 8a: I like these persons.....because..... Mean per 100 subjects (upper figure) and percentages (lower figure) for the categories of "Relationships".

Relationships	Boys						Girls					
		Ed.2	Ed.3					Ed.2	Ed.3			Ed.4
	Tot	B	B	A	D	Tot	Tot	C	C	A	D	Tot
1. Parents	23.71	7.14	25.00	12.14	24.24	36.36	31.00	57.14	26.19	6.67	6.67	13.33
	16.55	1.61	7.26	3.23	6.45	9.68	20.13	10.39	7.14	1.30	1.30	2.60
2. Grand parents	3.09	3.57	-	-	6.06	6.06	7.00	3.57	14.29	-	-	-
	2.42	.81	-	-	1.61	1.61	4.55	.65	3.90	-	-	-
3. Uncle, Aunts	10.31	14.29	11.11	6.06	-	6.06	20.00	28.57	21.43	10.00	-	10.00
	6.07	3.23	3.23	1.61	-	1.61	12.99	5.19	5.84	1.95	-	1.95
4. Brothers, sisters	15.46	28.57	11.11	3.03	6.06	9.09	17.00	28.57	11.90	10.00	3.33	13.33
	12.10	6.45	3.23	.81	1.61	2.42	11.04	5.19	3.25	1.95	.65	2.60
5. Friends	63.92	67.86	63.89	31.36	24.24	60.61	54.00	39.29	52.38	56.67	13.33	70.00
	50.00	15.32	16.55	9.68	6.45	16.13	35.06	7.14	14.29	11.04	2.60	13.64
6. Teachers	6.19	3.57	5.56	3.03	6.06	9.09	21.00	17.86	33.33	6.67	-	6.67
	4.84	.81	1.61	.81	1.61	2.42	13.64	3.25	9.09	1.30	-	1.30
7. Babies	2.06	3.57	-	-	3.03	3.03	2.00	-	4.76	-	-	-
	1.61	.81	-	-	.81	.81	1.30	-	1.30	-	-	-
8. Adult	1.03	-	-	-	3.03	3.03	1.00	3.57	-	-	-	-
	.81	-	-	-	.81	.81	.65	.65	-	-	-	-
9. God	-	-	-	-	-	-	1.00	3.57	-	-	-	-
	-	-	-	-	-	-	.65	.65	-	-	-	-
10. Soldier	1.03	-	-	3.03	-	3.03	-	-	-	-	-	-
	.81	-	-	.81	-	.81	-	-	-	-	-	-
11. Buddhist	1.03	-	-	-	3.03	3.03	-	-	-	-	-	-
	.81	-	-	-	.81	.81	-	-	-	-	-	-

Appendix F

Item 8a: I like these persons.....because..... Mean per 100 subjects (upper figure) and percentage (lower figure) for the categories of "Characteristics".

Characteristics	Boys						Girls					
		I.2	I.1				I.2	I.3			I.4	
	Tot	B	B	A	D	Tot	Tot	C	C	A	B	Tot
1. Kind	35.05	112.56	47.22	3.03	12.12	15.15	43.00	30.29	61.90	20.00	-	20.00
	27.64	9.76	13.82	.81	3.25	4.07	29.05	7.43	17.67	4.05	-	4.05
2. Tending	13.49	3.57	5.56	15.15	15.15	30.30	14.00	17.64	4.52	10.00	6.67	16.67
	10.57	.81	1.63	4.07	4.07	8.13	9.46	3.38	2.70	2.03	1.35	3.38
3. Teaching, training	11.34	7.14	2.78	9.09	15.15	24.24	24.00	30.29	23.81	10.00	-	10.00
	8.94	1.63	.81	2.44	4.07	6.50	16.22	7.43	6.76	2.03	-	2.03
4. Polite	14.43	42.86	5.56	-	-	-	26.00	39.29	33.71	-	-	-
	11.38	9.76	1.63	-	-	-	17.57	7.43	10.14	-	-	-
5. Honest	2.36	-	-	3.03	3.03	6.60	-	-	-	-	-	-
	1.63	-	-	.81	.81	1.63	-	-	-	-	-	-
6. Helpful	25.77	32.14	5.56	27.27	15.15	40.42	28.00	28.57	-	56.67	10.00	16.67
	20.33	7.32	1.63	7.32	4.07	11.38	18.92	5.41	-	11.49	2.03	13.51
7. Ability	8.25	3.57	1.11	-	9.09	9.09	4.00	-	9.52	-	-	-
	6.50	.81	3.25	-	2.44	2.44	2.70	-	2.70	-	-	-
8. Lovely, beautiful persons	3.09	7.14	-	-	3.03	3.03	5.00	7.14	4.76	-	3.33	3.33
	2.44	1.63	-	-	.81	.81	3.38	1.35	1.35	-	.68	.68
9. Leadership	4.12	3.57	8.33	-	-	-	1.00	-	2.38	-	-	-
	3.25	.81	2.64	-	-	-	.68	-	.68	-	-	-
10. Position	9.28	14.29	5.56	6.06	3.03	9.09	3.00	-	2.38	3.33	3.33	6.67
	7.32	3.25	1.63	1.63	.81	2.44	2.03	-	.68	.68	.68	1.35

Appendix G

Item 8b: I am afraid of these persons.....because..... Mean per 100 subjects (upper figure) and percentages (lower figure) for the categories of "Relationships",

Relationships	Boys						Girls					
		P.2	P.3					P.2	P.3			P.4
	Tot	B	B	A	D	Tot	Tot	C	C	A	D	Tot
1. Parents	11.34	21.43	5.56	6.06	3.03	9.09	20.00	17.86	28.57	6.67	3.33	10.00
	9.32	5.08	1.69	1.69	.85	2.54	13.33	3.33	8.00	1.33	.67	2.00
2. Grand parents	2.06	3.57	2.78	-	-	-	7.00	7.14	9.52	3.33	-	3.33
	1.69	.85	.85	-	-	-	4.67	1.33	2.67	.67	-	.67
3. Uncles, aunts	5.15	3.57	5.56	3.03	3.03	6.06	17.00	14.29	21.43	13.33	-	13.33
	4.24	.85	1.69	.85	.85	1.69	11.33	2.67	6.00	2.67	-	2.67
4. Friends	40.21	39.29	52.78	18.18	9.09	27.27	22.00	17.86	14.29	26.67	10.00	36.67
	33.05	9.32	16.10	5.08	2.54	7.63	14.67	3.33	4.00	5.33	2.00	7.33
5. Diseased persons	3.09	-	2.78	3.03	3.03	6.06	-	-	-	-	-	-
	2.54	-	.85	.85	.85	1.69	-	-	-	-	-	-
6. Savages	5.15	-	2.78	-	12.12	12.12	6.00	14.29	2.38	3.33	-	3.33
	4.24	-	.85	-	3.39	3.39	4.00	2.67	.67	.67	-	.67
7. Aggressive persons	3.09	-	5.56	3.03	-	3.03	5.00	-	4.76	10.00	-	10.00
	2.54	-	1.69	.85	-	.85	3.33	-	1.33	2.00	-	2.00
8. Bandits	8.25	14.29	2.78	-	9.09	9.09	9.00	7.14	11.90	6.67	-	6.67
	6.78	3.39	.85	-	2.54	2.54	6.00	1.33	3.33	1.33	-	1.33
9. Mad man	7.22	-	8.33	9.09	3.03	12.12	10.00	3.57	2.38	16.67	10.00	26.67
	5.93	-	2.54	2.54	.85	3.39	6.67	.67	.67	3.33	2.00	5.33
10. Dead man	2.06	-	-	-	6.06	6.06	1.00	-	-	3.33	-	3.33
	1.69	-	-	-	1.69	1.69	.67	-	-	.67	-	.67
11. Indians	6.19	3.57	-	9.09	6.06	15.15	10.00	25.00	4.76	3.33	-	3.33
	5.08	.85	-	2.54	1.69	4.24	6.67	4.67	1.33	.67	-	.67
12. Beggars	-	-	-	-	-	-	2.00	-	4.76	-	-	-
	-	-	-	-	-	-	1.33	-	1.33	-	-	-

Appendix G, Item 8b: (Contd.)

Relationships	Boys					Girls						
		P.2	P.3					P.2	P.3			P.4
	Tot	B	B	A	D	Tot	Tot	C	C	A	D	Tot
13. Chinese	1.03	-	-	-	3.03	3.03	1.00	-	2.38	-	-	-
	.85	-	-	-	.85	.85	.67	-	.67	-	-	-
14. Islanders	1.03	-	-	-	3.03	3.03	-	-	-	-	-	-
	.85	-	-	-	.85	.85	-	-	-	-	-	-
15. Workers	1.03	-	-	-	3.03	3.03	-	-	-	-	-	-
	.85	-	-	-	.85	.85	-	-	-	-	-	-
16. Brothers, sisters	3.09	10.71	-	-	-	-	6.00	3.57	11.90	-	-	-
	2.54	2.54	-	-	-	-	4.00	.67	3.33	-	-	-
17. Policeman	1.03	3.57	-	-	-	-	-	-	-	-	-	-
	.85	.85	-	-	-	-	-	-	-	-	-	-
18. Adult	1.03	-	2.78	-	-	-	1.00	-	2.38	-	-	-
	.85	-	.85	-	-	-	.67	-	.67	-	-	-
19. Teacher	4.12	3.57	8.33	-	-	-	6.00	3.57	11.90	-	-	-
	3.39	.85	2.54	-	-	-	4.00	.67	3.33	-	-	-
20. Animals, ghosts	13.40	35.71	-	9.09	-	9.09	23.00	82.14	-	-	-	-
	11.02	8.47	-	2.54	-	2.54	15.33	15.33	-	-	-	-
21. Drunker	2.06	-	5.56	-	-	-	3.00	3.57	4.76	-	-	-
	1.69	-	1.69	-	-	-	2.00	.67	1.33	-	-	-
22. Executioner	✓	-	-	-	-	-	1.00	-	2.38	-	-	-
	-	-	-	-	-	-	.67	-	.67	-	-	-

Appendix H

Item 8b: I am afraid of these persons.....because..... Mean per 100 subjects (upper figure) and percentages (lower figure) for the categories of 'Characteristics'.

Characteristics	Boys						Girls					
		P.2	P.3					P.2	P.3			P.4
	Tot	B	B	A	D	Tot	Tot	C	C	A	D	Tot
1. Tending, love	2.06	-	-	6.06	-	6.06	1.00	-	-	3.33	-	3.33
	1.68	-	-	1.68	-	1.68	.70	-	-	.70	-	.70
2. Beating, cruel, blame	25.77	42.86	22.22	9.09	6.06	15.15	55.00	42.86	80.95	26.67	3.33	30.00
	21.01	10.08	6.72	2.52	1.68	4.20	38.46	8.39	23.78	5.59	.70	6.29
3. Not speaking nicely	-	-	-	-	-	-	2.00	-	-	3.33	3.33	6.67
	-	-	-	-	-	-	1.40	-	-	.70	.70	1.40
4. Unhonest	1.03	-	-	3.03	-	3.03	-	-	-	-	-	-
	.84	-	-	.84	-	.84	-	-	-	-	-	-
5. Coward	1.03	-	-	3.03	-	3.03	-	-	-	-	-	-
	.84	-	-	.84	-	.84	-	-	-	-	-	-
6. Diseased communication	2.06	-	2.78	3.03	-	3.03	-	-	-	-	-	-
	1.68	-	.84	.84	-	.84	-	-	-	-	-	-
7. Nasty	3.09	-	-	-	9.09	9.09	10.00	25.00	4.76	3.33	-	3.33
	2.52	-	-	-	2.52	2.52	6.99	4.90	1.40	.70	-	.70
8. Hostile	3.09	3.57	2.78	-	3.03	3.03	2.00	-	2.38	3.33	-	3.33
	2.52	.84	.84	-	.84	.84	1.40	-	.70	.70	-	.70
9. Lack of moral	4.12	-	2.78	6.06	3.03	.91	11.00	17.86	4.76	13.33	-	13.33
	3.36	-	.84	1.68	.84	2.52	7.69	3.50	1.40	2.80	-	2.80
10. Hurting	18.56	32.14	2.78	3.03	21.21	24.24	25.00	64.29	11.90	6.67	-	6.67
	15.13	7.56	.84	.84	5.88	6.72	17.48	12.59	3.50	1.40	-	1.40
11. Kidnap	10.31	-	11.11	6.06	12.12	18.18	6.00	3.57	2.38	10.00	3.33	13.33
	8.40	-	3.36	1.68	3.36	5.04	4.19	.70	.70	2.10	.70	2.80

Appendix H. Item 8b: (Contd.)

Characteristics	Boys						Girls					
		P.2	P.3					P.2	P.3			P.4
	Tot	B	B	A	D	Tot	Tot	C	C	A	D	Tot
12. Interfere	1.03	-	2.78	-	-	-	-	-	-	-	-	-
	.84	-	.84	-	-	-	-	-	-	-	-	-
13. Aggresive	37.11	39.29	47.22	15.15	9.09	24.24	16.00	14.29	7.14	20.00	10.00	30.00
	30.25	9.24	14.29	4.20	2.52	6.72	11.19	2.80	2.10	4.20	2.10	6.29
14. Position	-	-	-	-	-	-	2.00	-	4.76	-	-	-
	-	-	-	-	-	-	1.40	-	1.40	-	-	-
15. Stealing	2.06	7.14	-	-	-	-	4.00	7.14	4.76	-	-	-
	1.68	1.68	-	-	-	-	2.80	1.40	1.40	-	-	-
16. Masked, Beard	2.06	3.57	2.78	-	-	-	-	-	-	-	-	-
	1.68	.84	.84	-	-	-	-	-	-	-	-	-
17. Frighten	9.28	10.71	-	-	18.18	18.18	8.00	14.29	4.76	-	6.67	6.67
	7.56	2.52	-	-	5.04	5.04	5.54	2.80	1.40	-	1.40	1.40
18. Drunken	-	-	-	-	-	-	1.00	3.57	-	-	-	-
	-	-	-	-	-	-	.70	.70	-	-	-	-

Appendix I

Item 9a: I like these animals very much. Mean per 100 subjects (upper figure) and percentages (lower figure) for the categories.

Categories	Boys						Girls					
		I.2	I.3					I.2	I.3			I.4
	Tot	B	D	A	D	Tot	Tot	C	C	A	D	Tot
1. Useful animals	45.36	57.14	47.22	24.24	9.09	33.33	18.00	21.43	26.14	3.33	-	3.33
	13.50	4.91	5.21	2.45	.92	3.37	5.66	1.09	3.47	.32	-	.32
2. Wild, fierce, poisonous animals	27.84	46.43	22.22	9.09	9.09	18.18	7.00	10.72	4.76	3.33	3.33	6.67
	8.28	3.97	2.45	.92	.92	1.84	2.21	.95	.63	.32	.32	.63
3. Pets	26.09	292.86	200.00	166.67	13.93	306.06	292.00	292.86	273.81	250.00	66.67	316.67
	78.22	25.15	22.09	16.87	14.11	30.98	92.11	25.67	36.28	23.66	6.31	29.97

Appendix I

Item 9b: I am afraid of these animals very much. Mean per 100 subjects (upper figure) and percentages (lower figure) for the categories.

Categories	Boys						Girls					
		E.2	E.3					E.2	E.3			E.4
	Tot	B	D	A	D	Tot	Tot	C	C	A	D	Tot
1. Useful animals	50.92 13.09	42.86 3.35	22.22 2.53	60.61 5.59	27.27 2.51	87.88 8.10	66.00 18.26	39.29 2.66	54.76 6.18	96.67 7.80	16.67 1.34	113.33 9.14
2. Wild, fierce, poisonous animals	276.29 74.06	382.14 29.69	208.33 20.95	139.39 12.85	121.21 11.17	260.61 24.02	266.00 71.51	267.86 20.16	297.62 33.60	170.00 13.71	50.00 4.03	220.00 17.74
3. Pets	26.80 7.26	17.86 1.40	38.89 3.91	18.18 1.68	3.03 .28	21.21 1.96	19.00 5.12	10.71 .81	16.67 1.88	23.33 1.88	6.67 .54	30.00 2.42
4. Ugly animals	7.22 1.96	14.29 1.12	8.33 .84	-	-	-	6.00 1.61	-	2.38 .27	10.00 .81	6.67 .54	16.67 1.34
5. Diseased animals	3.09 .84	-	-	-	9.09 .84	9.09 .84	6.00 1.61	-	7.14 .81	10.00 .81	-	10.00 .81
6. Spirits	5.15 1.40	17.86 1.40	-	-	-	-	7.00 1.88	10.71 .81	9.52 1.08	-	-	-

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