FEELING OF FEARS IN CHILDREN

IN

A CERTAIN PRIMARY SCHOOL

THESIS

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BY

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CHAPTER I

Introduction

There is an old saying that facial expression reflects feelings. Feelings or Emotions make human beings different from a robot or dummy or model or puppet. Everyone of us has emotion but each one learns to show it in different ways, according to different cultures. All our different feelings help to make us the kind of persons we are; they held to make life rich and interesting.

First we should understand what emotion is. Jerrold Bein, in his book: "Laugh and Cry", says that when something happens which makes us excited and stirred up inside we shall react in an emotional way. It means a stirred up state of mind.

Leonard Carmichael defines the term of emotion: "It is meant that field of human and animal experiences and behavior which encompasses the immediate responses of a living organism to external and internal stimuli".[1]

Arthur T. Jersild[2] defines emotion as a state of being "moved", including outwardly and inwardly. Inwardly includes three qualities of experiences:- feeling, impulse toward some kind of action and awareness or perception of what it is or what it might be,

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1 Carmichael, Leonard, Manual of Child Psychology, John Wiley & Sons, Inc., New York, Chapman & Hall, Ltd., London, 1954, p. 1146.

2 Jersild, Arthur T., Child Psychology, Prentice-Hall, Inc., New York, 1954, p. 299.

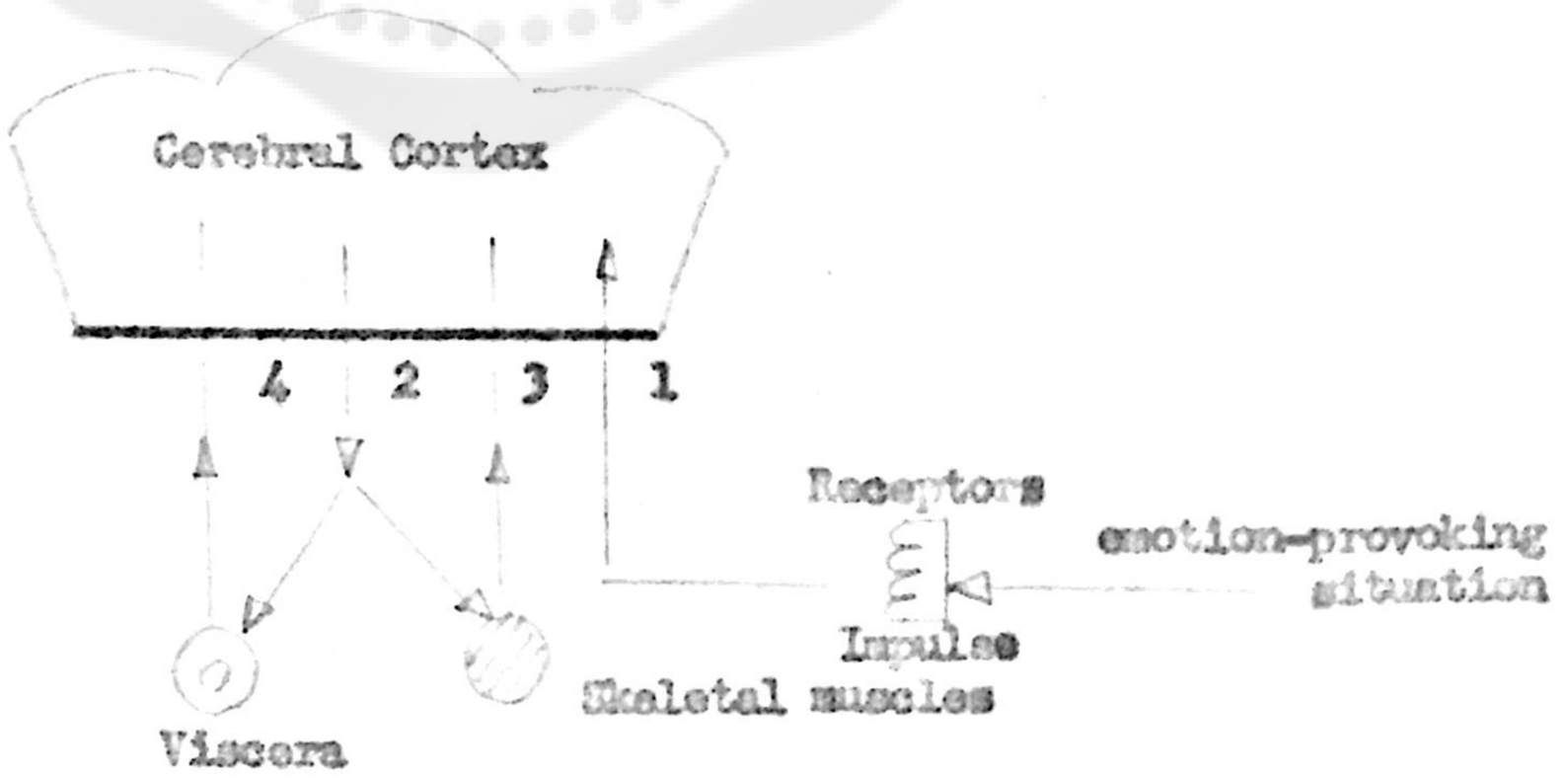
that produces these impulses and feelings.

Arthur J. Gates, Arthur T. Jersild, T.R. McConnell, and Robert C. Challman[3] define emotion as the condition in which an individual is "moved" or excited. It does not occur in the explosive episodes but to varying degrees pervades all thought and action. It involves a combination of feelings, impulses, and physical and physiological reactions.

Many people doubt how emotion appears. So there are three theories of emotion.

1. Common sense. There is much discussion whether emotional comes first or emotional behavior comes first. For example if a boy meets a tiger will he run away first and becam afraid later or will he be afraid first so that he runs away. Eventually it was found out that emotional experience comes first and then emotional behavior follows.

2. James-Lange Theory.

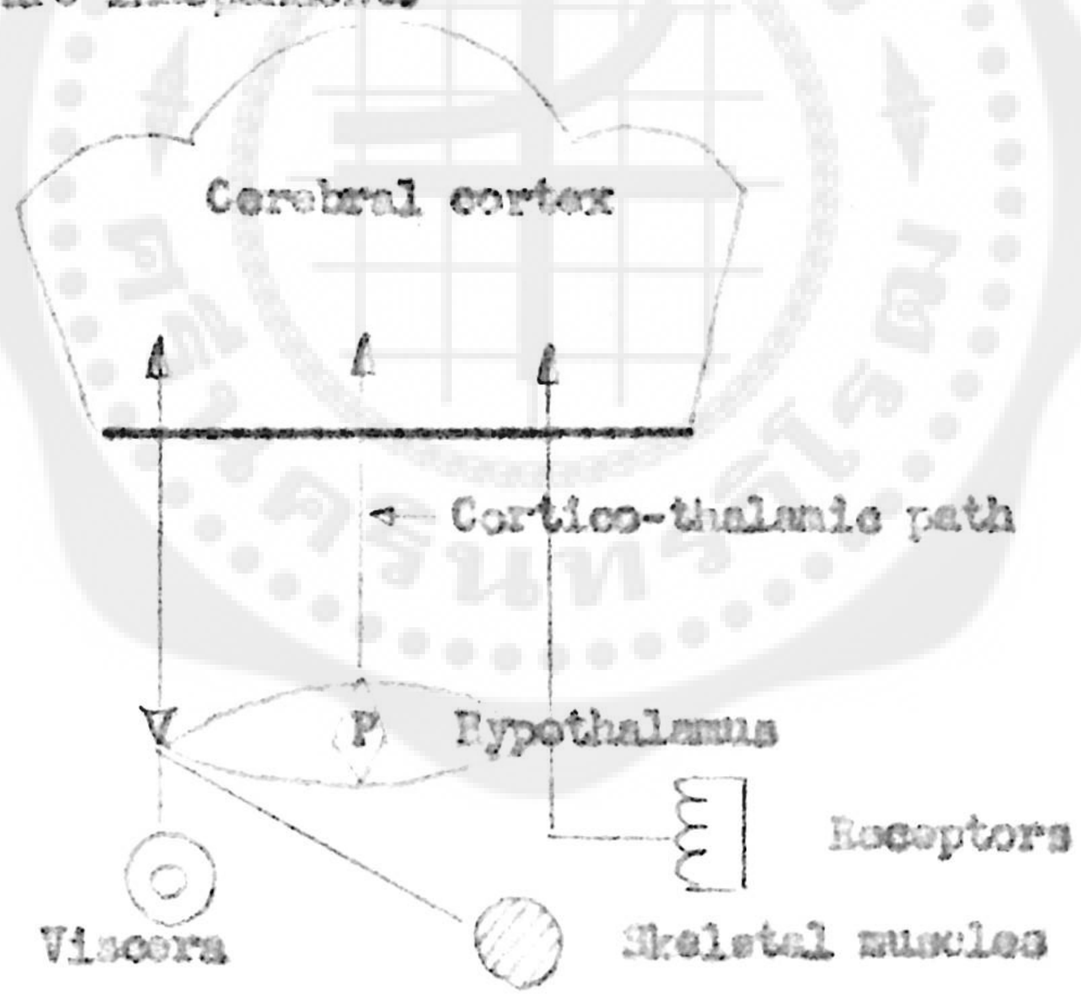


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3 Gates, Arthur I. Jersild, Arthur T., McConnell, T.R. and Challman, Robert C., Educational Psychology, John Wiley & Sons, Inc., New York, Chapman & Hall, Ltd., London, 1954, p. 85.

James and Lange think that emotional behavior comes first in the skeletal muscles and viscera and then there will be emotional experience. They explain that when an emotion-provoking situation meets the receptors there will be an impulse. The impulse goes to the cerebral cortex on the line No. 1 and turns along the line No. 2 to skeletal muscles and Viscera. Reaction (emotional behavior) will occur and go back to cerebral cortex on the line No. 3 and 4 and then there will be emotional experience.

3. Hypothalamic Theory. Cannon and Bard are the propounders of this theory. They prove that emotional behavior and emotional experience are independent.



From the chart above, an impulse occurs in Receptors, and goes up to cerebral cortex by passing Hypothalamus, and then there will be Hypothalamic reaction. This reaction runs one way up to the cerebral cortex, and the other way down to Viscera and Skeletal muscles.

There are 3 aspects (E V O) in each emotion

E = Experiential aspect.

V = Physiological aspect.

O = Behavioral aspect.

Emotional development is due to maturation and learning. We react in different ways to the same stimulus because of the maturing of intelligence, which results in keener perceptions and increases capacity to distinguish. Children's emotions are brief. They last only a few minutes and then end abruptly. Children's emotions are intense and transitory. They will burst out and then rapidly shift from one type of emotion another, for instance from jealousy to affection etc. Children's emotions appear frequently because they try to make adjustments to various situations. Children's emotional responses are different. When a child is afraid of a dog he runs away; while another child hides behind his father and cries. Emotion can be detected by symptoms of behavior. Adults can hide their feelings but children's emotion can be obviously detected by their tension, restlessness, fidgeting and other symptoms. Factors influencing emotion are fatigue, health, time of day, order of birth, parental attitudes, and environment.

There are many common emotional patterns of childhood, such as fear, anger, jealousy, joy, pleasure, delight, and affection.

1.1 The Research Problem

Fear is a well known emotion. Children may be afraid of something because of an unhappy experience or being taught by adults.

There have been many studies about children's fear in different aspects, because fear is an important factor in child development. Nobody, young or grown up, can entirely eliminate fear from their life. Children have to learn to live with their own fear while growing up. Fear can be a factor to hinder growth and development of the child. On the other hand it can support his growth and development.

Fear as a factor to hinder growth and development of the child:- To have fear is normal, but to be at the mercy of fear is dangerous. Fear is a common form of inhibition. It is likely to paralyse their best efforts. It interferes with children's work. Sometimes it makes them frightened and limits them even before they get started. The children will not try their best, because they are afraid of failure or ridicule. As a result, their superior abilities may never be discovered and developed.

On the other hand fear can support children's growth and development:- fear provides valuable safeguards against harm. It may restrain individual from exploiting disaster. It can promote prudence and caution like a spur to attempt to work. It can help them to prepare for the future. Fear of consequences help to thrift, sobriety. Fear may help to give zest to everyday living.

Teachers and parents might have noticed that fear is an educational problem of their children. For instance, there are children who are unsuccessful in learning due to fear; and, in general, a little bit of fear may promote safety and a prudent way of life, but if too much it will be dangerous for the development of the child. It is

necessary to study the child's fear in order to help him to grow up properly.

1.2 Purposes in more specific terms of this study

Most fears do not appear only on the surface, and these may be both an open and a hidden. For example, if two children say they are afraid of snakes, one child may be afraid of snakes in general, and the other child may be afraid of its biting from his experience. In studying a child's fears, it is important to try to understand what lies behind the fear. So this study attempts to find out:-

1. What kinds of fears exist in children.
2. What factors influence fears in children.
3. What methods are used by children in their attempt to overcome fears.
4. Where do the children learn these methods of overcoming their fears.
5. What kinds of fears existed at one time in children and no longer exist.
6. What factors help contribute to the overcoming of former fears.

1.3 Significance of the problem.

Fear is one of the most frequently experienced of childhood emotions. It has much to do with the physical and mental development of the child. Since every one of us has to learn to make use of fear in our life, it is significent to know the facts about it as much as possible.

Findings from this research may help teachers and parents to understand children's fear. When they understand it, they can predict what the reactions of the children will be. They will be able to tell the truth to their children. They will be able to control the children's fear or not by giving the right information and security to the child. They will be able to guide their children more intelligently towards better emotional development.

1.4 Survey of Related Literature.

"Fear is a form of withdrawal or actual or incipient flight from a situation for which the individual has no adequate response. Fear has also been defined, from a purposive point of view, as a form of self-protecting flight from any circumstance which threatens a person's well-being".[4]

Webb[5] (1946) lists three factors underlying fear:- first class fears due to "conflict", such as those aroused by paid, loud noise. Second class fears due to sensory deficit such as fear of darkness, loss of support, solitude. Third class fears arise from constitutional disturbances and maturation.

Many psychologists agree with these fears that appear early in life:-[6] Noise and loss of support, other sensory stimuli such as

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[4] Carmichael, Leonard, Manual of Child Psychology, John Wiley & Sons, Inc., New York, Chapman & Hall, Limited, London, 1954, p. 862.

[5] Ibid., p. 863.

[6] Ibid., p. 863-866.

sudden motion or unexpected cutaneous contact, fear of the unfamiliar. Dearborn (1910), Shirley (1933) and Jersild and Holmes (1935a) studied four of unfamiliar persons. H.E. Jones and Jones (1928), Kilmer (1933), Valentine (1930), and Buhler (1930) observed fear of strange things and situations. Dearborn (1910), and Valentine (1930) studied fear of uncanny things. Kohler (1925) and Hebb (1946) observed fear of the uncanny in animals. Hebb (1946) observed fear of unusual objects in Chimpanzees. Hebb and Riesen (1943) observed fear of strangers in infant Chimpanzees.

Fear of animals. Hagman (1932, Jersild and Holmes (1935a), and Pratt (1945) observed that there is no fear of animals in early childhood, but it will appear later during childhood. H.E. Jones and Jones (1928), and Holmes (1935) studied fear of animals that changes as a child matures. Valentine's observation in his study (1930) suggests that fear of animal may be innate.

Fear of Darkness. Freud (1936) found that being in the dark, being left alone, and finding strange persons are the three primary anxiety situations in infancy, because these are the feeling of the loss of a loved person. Valentine (1930) observed one child in five children aged 2 years and 1 month, fear the dark. J.B. Watson (1924) studied three babies aged of six months which have no fear of darkness except one child cried when a stranger held him in a dimly lighted room. Dearborn (1910) observed in children, aged 176 days what might appear to be fear of the dark. Jersild and Holmes (1935a) studied in 23 children aged 12 to 23 months, their fear of the dark

and fear of being alone in the dark. Fear of darkness appears in the first year or two as revealed by crying and other signs. Children's fear of darkness combines with noise and darkness combines with a novel circumstance also.

Fear of Solitude and Separation. Jersild and Holmes (1935a) studied the observation of the parents and found that no parents of children under one year of age observed fear of being left alone or abandoned during the observation, but these fears appear from 12 through 23 months. Edelston (1943) found that separation-anxiety was the cause of the disturbances.

As a child grows older, the range of his fears grows wider because he has more ability to remember his past and can anticipate [7] his future.

There are many theories of fear. In the early days there were many instinctive fears, such as fear of large bodies of water, of death ect. Later there are only two original:- natural fear stimuli, [8] and unlearned fears.

A happening may produce fear in one child and not in another. The fear stimulus depends upon the condition of the organism at the [9] time.

Lawton [10] (1938) divided learned fears into three types: first,

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[7] Jersild, Arthur T., Child Psychology, Prentice-Hall, Inc., New York, 1954, p.342-343.

[8] Ibid., p. 343.

[9] Ibid., p. 343.

[10] Hurlock, Elizabeth B., Child Development, McGraw Hill Book Company, Inc., New York, 1950, p. 259.

fears that come from association with native or instinctive fears: Second, fears that are acquired through direct imitation of those who are afraid, such as fear of thunderstorms which has been learned by imitating the fear behavior of others in the family or close friends: Third, fears that are the result of an unpleasant experience, such as doctors, dogs and unpleasant dreams.

During the preschool years the child still fears the same things as in infancy and there is an increase of fear of animals. Fear of being alone, abandoned, fear of dangers associated with imaginary creatures and with darkness, injury through drowning, fire, traffic accidents, and other psysical accidents also occur. When the child grows older these fears decrease. Bonar (1942) and Marsh (1942) found that fears and anxieties relating to physical inadequacies and asymmetries, intellectual inadequacies, and sexual functions may occur in adolescent period. Jersild and Holmes (1935a) studied various fear situations by parents and teachers made a record of fears manifested by their children aged 23 to 71 months during 21 days, dreams, threat or danger of harm, traffic, drowning, fire, jail, warnings, imaginary creatures, specific objects and situations (cause unknown), dark, being alone, imaginary creatures in dark, imaginary creatures plus dark, being alone, ridicule, robbers, dreams, death, sudden, unexpected movement plus lights, flashes, shadows, animals, falling, loss of support, high places, pain, strange objects, situations and persons, noise and agents of noise.[11]

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[11] Carmichael, Leonard, Manual of Child Psychology, John Wiley & Sons, Inc., New York, 1954, p. 667-669.

At school age there is much disparity between the frequency of fear of certain dangers. In the studies by Jersild, Markey and Jersild 1933 by interviewing children, asking them to describe the "worst happenings" of their lives, they found that at the age ranging from 5 to 12 years, 14 per cent of the children feared animals, while only 2 per cent mentioned that they actually had been attacked by animals, 19 per cent of them feared ghosts, other supernatural agents, corpses and the like, while none mentioned that he had been attacked from these. Fewer mentioned actual bodily and accidents in describing fears than in describing "worst happenings". Death or loss of relatives was mentioned slightly more often as an actual misfortune than as a recurring fear and the same held true with respect to a category which included scalding, embarrassment, ridicule, and the like. Jersild Goldman, and Loftus (1941) found that 53 per cent of 1124 children often worried about "being left back in school", though actually the policies of the schools were only about 1 per cent for "left back". The child has "intrapsychic" (give an external reference to an internal) difficulty. He always thinks that he has a failure according to his internal and external standard.

There are irrational fears in children where there is no real external danger).

Factors contributing to fear. The child fears when he meets a certain event, and he is frightened when he meets it again. Sometimes the child fears not only the event that scared him but also even things that happen to be directly associated with it. Jersild and Holmes

studied this case, for instance a child was struck by a car, after that he feared of crossing the street, having nightmares involving traffic accidents, and feared being alone in dark room.

General factors that contribute to a child's fear.[12]

1. Circumstances Involved in Parent-Child Relationships.

2. Punishment or threats of punishment, such punishment may be corporal or psychological in nature. Punishment effects the child at least three ways. Firstly punishment may represent a form of rejection or abandonment. Secondly the child will have the idea that he is bad, feel guilty and grieve. Thirdly the child will be afraid of the person who punished him and that person will cause him hostile impulses (Freud and his followers and Horney). By the punishment of his elders, the child may be aggravated by circumstances that threaten to deprive him of his parents. Holmes's studies of overcoming fear (1936) found that the coming of a new baby may be construed as a threatening situation by the child. Klein (1932) describes a 4 year-old afraid of being left alone. She desired to injure her mother who was pregnant.

3. The example of fear shown by his parents may influence the child's fear. Hagman (1932) interviewed children of preschool age and found many similarities between the fears of mothers and their children.

4. Physical Weakness or handicap. Stratton (1929) reports that college students who had been ill during childhood exhibit more fear than the persons who have been free from illness. Psychological

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[12] Carmichael, Leonard, Manual of Child Psychology, John Wiley & Sons, Inc., New York, 1954, p. 872-875.

consequences by way of overprotection affect the growing child's ideas about himself and his worth. Pintner and Brunschvig (1937) reported that the deaf children have more fears than children with normal hearing. Boutonier and Henri (1946) studied blind people age 10 to 21 years found that the blind were aggravated by their difficulty in visually imagining and identifying noises.

5. Stress in the Process of development. Practice of masturbation make the child feel shame and guilt and fear of their present integrity and future well-being. Pullias found that first-year college boys gave information during childhood or adolescence that the practice of masturbation would lead to mental damage and physical damage. Over 80 per cent of the college boys believed that masturbation would produce either mental or psysical damage or both. Ramsey (1943) found that about 73 per cent had experience with masturbation at the age 12 and some reported that they had attempted heterosexual intercourse before adolescence. Many of the boys reported that they were afraid and worried about their sex interests. At puberty, the physical changes in sexual development arouse fear also. Landis, Landis and Bolles (1940) found that many women reported that they were emotionally disturbed by their first menstruation, but other were proud of it. Stone and Barker (1939) found that on puberty some children worried about their physical development and its influence on their appearance. According to Freudian theory, there are many hurdles in the development of sexuality that expose a child to emotional stress. Levy (1940) found that children developed a feeling of anxiety or hostility when they discover the genital differences.

6. After-Effects of severe fright. John (1941) found that after an especially harrowing and frightening event the child will be afraid of that thing and of other things. Burbury (1941), Davidson and Slade (1940), Isaacs, Brown, Thouless (1941), and Hohn (1941) observed children in England who suffered from anxieties in their everyday home life were more anxious about with-drawing from home, than children who had a happy home life.

7. Stresses which threaten Self-Esteem or Self-Acceptance. The child will be afraid when there is anything to lower a child's confidence in himself or threatens his self-regard or threatens to disturb his wishes or threatens to block goals which he regards as important.

8. Blow to self-esteem at school. At school, children are exposed to failure. Sandin (1944) described the children's emotion of failure at school when they are not promoted to the next grade. Hattrick and Stowell (1936) studied that children who were "shushed" or "babied" by their parents had more social and academic difficulties at school than children who were not given such treatment.

9. Conflicting tendencies and impulses. Children who are anxious or afraid may be greatly influenced by conflicting tendencies and impulses within themselves.

Causes of fear:-

Jersild and Holmes[13] (1935) reported that children become

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[13] Hurlock, Elizabeth B., Child Development, McGraw-Hill Book Company, Inc., New York, 1950, p. 259.

afraid of a thing after it has appeared in a bad dream. This may create a new fear or intensify an existing fear.

The studies of Jersild and Holmes[14] in 1935 revealed that children of 3 months to 12 years old fear animals such as dogs, snakes, dark rooms, high places, strange persons, and loud sounds. And most common causes of fear in young children are dogs, doctors, storms, deep water and darkness.

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From the study of England[15] (1946), children in elementary school expressed their fear by drawing, commonest fear was fear of falling, followed by fear of sickness, operations, spanking, being hit by a car, and being bitten by a dog or a snake.

According to working paper of I.I.C.S. No. 9 by Mrs. Freeman Dickinson, the causes of fear expressed in children's drawing of bad dreams are ghosts, being attacked by human beings, being attacked by animals, fire and accidents. There are some other studies of the I.I.C.S. about children's fear, for instance, in the interview of children (Section 6 No. 2 Anxieties) such as:

1. Have you ever had a bad dream?
2. Have you ever had a nightmare?
3. Are you afraid of ghosts? What kind of ghost?
4. Have you ever known any ghosts? Who tells you?

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14 Ibid., p. 259.

15 Hurlock, Elizabeth B., Child Development, McGraw-Hill Book Company, Inc., New York, 1950, p. 230.

5. Why are you afraid of ghosts? Have you ever seen or heard about ghosts? What are their figures and sound?

6. Have you any methods for got rid of ghosts? Have you any incantation? And what are you doing? Who teaches you?

7. What are you afraid of (darkness, animals, human beings)?

And interview of parents about emotional stability of their children (No. 172-183):

172. Some children are brave and some are too much afraid of something. How is your child? In general is he brave or afraid of something?

173. In what situation is he brave?

a. What did you do when your child show his courage when.....?

b. What did you do when your child was afraid of something?

c. What do you think in general of letting the child be brave or afraid or something?

d. If your child is a boy or girl, will you have the same idea for them?

174. What sort of things are your children afraid of?

176. Is your child afraid of darkness? When? Why?

a. What are you doing when your child is afraid of something?

177. Is the child afraid of human beings? Who? Why?

a. What are you doing when your child shows his fear?

176. What animals are your child afraid of?

a. What are you doing when your child shows his fear?

179. What is your child doing when he is afraid of something?

crying

or running away

or running to other human beings

or any other symptons of sickness

180. Did the child ever have a nightmare?

a. Or had he ever been frightened by ghosts?

181. What do you use to prevent the child from nightmare by ghosts?

immage of Buddha

or charm

or incantation

or what is he doing

182. Are there any persons at home who are not afraid of ghosts? Who?

a. Why is he not afraid of ghosts?

183. Who told the child ghost stories?

a. What are the stories?

b. often?

c. why? (purpose)

And the verbal development II in which Mr. Thanom Piseponsa used a questionnaire to survey children's fears about persons and animals and the reasons for these.

1. I am afraid of these persons.....

   Because.....

2. I am afraid of these animals.....

   Because.....

But all these studies have not been analysed as yet. Because the staff of the International Institute for Child Study had interviewed about one hundred families in Bangkok. And they had interviewed about one hundred children in Bangkok also. Mr. Thanom had given these two questions in questionnaire form to about two hundred children, but he did not analyse the data obtained. Miss Ampai Infasang is analysing them.

Children learning to fear.

According to Hurlock[16], children show fear in response to a wide variety of stimuli, and an important characteristic of all fear stimuli is that they occur suddenly and unexpectedly which gives the child little opportunity to adjust himself to the changed condition. Fear depends also on the surrounding circumstances, the child's past experiences and the child's present physiological and psychological condition.

Gesell found that the child at the age of eight may still be afraid of fighting, or failing, of others finding fault with him

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16 Hurlock, Elisabeth B., Child Development, McGraw-Hill Book C., Inc., London, 1950, p. 200-202.

17 Gesell, Arnold, and Ilg, Frances L., The Child from Five to Ten, Harper & Brothers Publishers, New York, 1946, p. 175.

or not liking him, and he may refuse to listen to stories about snakes. He may still have a lingering fear of the dark. Space fears at home are now under his control. Girls especially may fear strange men. Some children instead of having outright fears may be great worriers. There are the children who tend to cling to the past and have difficulty in coming into the future smoothly. Most 8-year-olds attack directly any feared experience and compulsively repeat it to resolve their fear. Or they perpetuate a fear by scaring a younger child.

Children's overcoming of fear.

According to Olson,[18] love and care are antidotes to fears. From the studies of Jersild and Holmes,[19] the most effective methods of overcoming fears in children are:

1. Encouraging the child to acquire skills that will be of specific aid to him in dealing with the feared situation.

2. Leading the child gradually into active contact with the thing he fears by presenting the stimulus at first in a less intense form and then gradually introducing all the conditions that initially evoked fear.

3. Giving the child an opportunity to become acquainted with the feared stimulus of his own accord.

As additional aids, Jersild and Holmes suggested using verbal explanation and reassurance, combined whenever possible with a

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18 Olson, Willard C., Child Development, D.C. Heath & Co., Boston, 1959, p. 312.

19 Hurlock, Elizabeth B., Child Development, McGraw-Hill Book Co., Inc., London, 1950, p. 224.

practical demonstration in a child's presence of the nature and harmlessness of the fear, and reconditioning, by presenting the stimulus in association with an attractive stimulus.

English and Pearson (1945)[20] tried to find a method of overcoming fear. They found that they touched only the conscious aspect of the situation. These methods are only supplemental to the aid the child should have in dealing with the real causes of his phobias.

M.C. Jones (1924b)[21] studied the methods of eliminating fear by using many procedures such as the methods of verbal appeal, negative adaptation, repression distraction, direct conditioning, and social imitation. The most successful are direct conditioning and social imitation. Hagman (1932) found that it was unfruitful to mothers to use the method of explanation alone, but it was superior to no treatment at all. Explanation was more effective when combined with exposure to the situation. Conn (1941) described the use of a play interview technique for helping children to understand and to cope with their fears. Procedures that helped the child to gain increased competence and skill, aided him in finding practical methods of his own for dealing with the feared situation and helped him by degrees to have active experience with or successful direct participation in the feared situation. This procedure helped the child to acquire a changed conception of his

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20 Carmichael, Leonard, Manual of Child Psychology, John Wiley & Sons, Inc., New York, 1954, p. 860.

21 Ibid., p. 861.

ability to cope with his weakness and this might entail a changed attitude toward himself.[22] Holmes (1936) worked with 13 children who were afraid of entering a dark room, after 3 to 7 exposures each child in the experiment entered the room alone, they can enter the dark room to turn the light and retrieved the ball. For some cases, the direct dealings with a fear which apparently represents an underlying anxiety may fail to have much effect. For instance, in the one study of Holmes. He worked with children who are afraid of walking across a plank at a height of 4 feet. After 8 exposures one child aged 39 months could walk happily alone at a height of 6 feet. The other child made progress first, then reverted to earlier forms of behavior. Jersild and Holmes (1935a, 1935c) observed that children were eager to come to grips with fear that impede their everyday activities and they will sometimes devise quite ingenious ways of their own to gain mastery over a feared situation.

Shaffer[23] (1947) studied fear and courage amongst 4000 fliers who returned from combat. The conditions that reduced fear in combat were: confidence and morale and effective activity. Fear was increased by helplessness and hopelessness, including the inability to fight back, having to be idle while in danger, and being insecure about the future.

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22 Carmichael, Leonard, Manual of Child Psychology, John Wiley & Sons, Inc., New York, 1954, p. 601.

23 Ibid., p. 602.

At present there are many ways to elicit fear from children, such as interviews with children, interviews with adults, the use of a check-list procedure with children and by way of written anonymous reports of fear recalled from childhood by adults. Jersild studied children's fears in many ways.[24]

1. Nonexperimental procedures.

a. Fear reported by parents and other adult observation.

The parents of 136 children cooperated by keeping records for 21 days, by observing their children's fear at home (these records were in the form of mimeographed forms). And 52 parents, teachers, and nurses who had children in their care cooperated by recording their observations also. The children who were observed were aged less than one year to 97 months and the majority of the children lived in a large city and some from suburbs, small towns, and rural areas, and the families were amongst the higher socioeconomic levels. In classifying the data, the final set of categories included 23 major headings, under each of these there were 80 subsidiary categories. These headings are: 1. animals; including animals actually encountered in the case of observed children, and these as well as remote animals in the case of older subjects who reported themselves. 2. Specific objects and situations; cause unknown 3. - 7. Sudden, unexpected movements, rapidly approaching objects, lights, shadows, reflections, lightning. 8. Noises and agents of noise; objects

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24 Barker, Roger G., Kounin, Jacob S., and Wright, Herbert F., Child Behavior and Development, McGraw-Hill Book Company, Inc., New York, 1943, p. 329-343.

associated with noise (not including fear of sudden motion plus noise). 8.a. Noises and gestures deliberately made to frighten. 9. Falling, loss of support, danger of falling, high places. 10. Pain, including persons inflicting specific painful stimulation, objects, and events associated with pain, also medical treatment and medical situation, and objects associated with factual shock. 11. Strange objects and situations. 12. Strange persons, unfamiliar variations connected with familiar persons, also queer, deformed, ancient persons, masked persons. 13. Danger or threat of bodily injury through acts of persons or through situations regarded as dangerous (distinct from falling, noise, or specific pain stimulation); fighting, confinement, fire, dangers of traffic, drowning. 14.a. Fear due to warnings and warnings about specific persons described as harmful. 14.b. Apprehension over punishment for misconduct fears due to unspecified disciplinary measures, fears due to apparent feelings of guilt. 15. Signs of fear in others. 16. Loss of property. 19.a. Dying, ill-health (in absence of actual malady or apart from mention of specific dangerous situation). 21.a. Loss of relative through illness or death; being abandoned by parent. 18. Ridicule, failure, apprehensive over personal appearance, personal inadequancies (present or future), also fear of being presented to or of performing before other people. 17. Dreams; events experienced in dreams, fear of dreaming. 19.e. Criminal characters (in absence of actual contacts); burglars, kidnappers, etc. 20-22 (except 21a) Being alone or in the dark; also imaginary creatures or dangers feared when alone or in the dark. 23. Imaginary creatures, supernatural creatures (apart from specific mention of being

in the dark or being alone. 24. Characters met in or remembered from stories, movies, and the radio, and specifically referred to such sources.

b. Fears reported by children and other individuals concerning their own fears. Jersild interviewed 398 children, aged 5 to 12 years.

c. Check-list approach. One thousand and one hundred fifth and sixth-grade children were asked to check in small booklets which contained twenty-five situations. Each child was asked to check whether he often, sometimes, or never worried.

d. Anonymous reports by adults of their own childhood fears. Three hundred and three under-graduated and graduate college adult students aged 18 years upward were asked to write in mimeographed forms.

2. Experimental Studies of Fear

F.B. Holmes observed young children's fear under controlled experimental conditions, the subjects were 105 preschool children aged 24 to 71 months. He used eight situations, these situations were:-

a. Being left alone. When a child is seated at a table in the experimental room, the experimenter leaves the room for twenty one minutes. The child's behavior is recorded by the observers.

b. Sudden Displacement or Loss of Support. Two boards of a bridgelike piece of apparatus two inches above the floor, was used. The child walks pass the first board which is securely supported and when he walks onto the second board which is supported only at the middle, it will give way and descends to the floor. The experimenter will ask the child whether he voluntarily would walk on the board a second time.

c. Dark room. The experimenter throws the ball into a dark passageway. The child is asked to retrieve the ball.

d. Strange person. An assistant dressed in a long grey coat, a large black hat, and a veil that obscured her features, seated on the chair near the entrance. When the child returned in the room, his reactions were observed and he was asked to obtain toys place near the stranger's chair.

e. High place. The child was asked to walk on a board 12 in. wide, 8 ft. long and 2 in. thick. The board was first placed at a distance of 4 ft. from the floor, if the child refuse to walk, this board will be lowered and it will be raised if the child want.

f. Noise. Behind the screen there was an iron pipe 2 ft. in length and 2½ in. in dimmeter. This pipe was struck a sharp blow with a hammer while the child and the experimenter seated at a table containing toys, the experimenter asked the child to go and see that noise.

g. Snake. The experimenter asked the child to get the toy from the box in which there is a ribbon snake.

h. Large dog. A familiar person brought a collie dog into the room, the child was asked to go and pat the dog. As it turned out a little mongrel was livelier and more fear-provoking than the collie.

The directions of this experiment are in three general categories:

a. A simple request that the child perform a certain act.

b. If the child did not respond, the experimenter used the various forms of urging and reassuring.

c. After urging and reassurance if the child still failed

to respond, the experimenter offered to accompany him.

Fear score will be given from 0 to 4 and the behavior of the children were analyzed in terms of five categories:

a. Performs without hesitation.

b. Performs alone but after some intervening behavior or delay.

c. Performs alone but after some intervening behavior.

d. Finally performs but only when accompanied or aided by the experimenter.

e. Complete refusal to perform.

Jersild had an experimental study of a method of overcoming fear. The most helpful procedure consisted in aiding and encouraging the child to learn various practical ways of coping actively with situations that he feared. Nineteen children in a private nursery school aged from 39 to 54 months were subjects. Two situations were used, the dark and a high place.

The findings show age trends in children's fears; fear as related to sex and intelligence in early childhood; factors in a child's everyday experience that contribute to his susceptibility to fear; factors in overcoming children's fears.

From the records of parents in observation of their children in 21 days:-

Fear in infancy are a response to intense or sudden stimuli that impinge directly upon the individual, and a response to unexpected happenings, and a response to events which a child is able to recognize

as new or unfamiliar. The fears in the first year are a response to noises and events previously associated with noise, falling or displacement, sudden or unexpected movements, lights and flashes, persons or objects previously associated with pain, animals, and strange persons, objects, or situations. The fear in the second year is a response to noises, strange events, and falling or danger of falling. The fear of sudden unexpected movements and of lights, flashes, and reflections decreases, but fear of animals, objects and persons previously associated with pain increases. Some children exhibited fears of the dark and of being left alone. Fears in the age range from two to six years fear of noise, falling, and strange persons decrease but fear of animals increases. The variations in connection with noise, falling, and a strange person had little effect while variations in connection with darkness had great effect.

When the child grows older, and his experience enlarges, and his abilities increase, he acquires more and more competence in dealing with concrete events. When the child has a wider range of activities and has wider social contacts, and wider intellectual abilities, the children's fears will be wider.

According to the data obtained through 21 days records kept by parents, the children aged 5 or 6 years were afraid of the dark, being left alone, imaginary creatures, events occurring during dreams, and possible accidents or injuries. Some children aged six reported fears related to their personal prestige and achievement expressed in

the form of fear of ridicule, failure, and personal inadequacy.

According to the report by themselves resulting from private interviews of the children aged 5 to 12 years one-fifth of all fears dealt with imaginary creatures, bogeys, witches, of the dark, and of being alone. Ten per cent of all fears dealt with criminal characters, fears of corpses and funereal matters, characters remembered from stories and pictures, and remote animals. Sixty three per cent of fears at five and six, and 48 per cent of fears at eleven and twelve years dealt with ostensibly imaginary, supernatural, or remote dangers.

More than four-fifths of 1124 fifth and sixth grade children worried about failing a test. More than two-thirds reported worries of having a poor report card. Two-fifths worried about being hit by rough children. Many children of elementary-school age show apprehensions concerning the possibility of troubles of various kinds far in excess of the probability of such troubles or the frequency of their actual occurrence. One hundred and ninety-six pupils reported that they often worried about being left back in school. Eight hundred and one reported that they sometimes or often worried about being left back in school. Eighteen per cent who were interviewed were afraid of being attacked by animals, less than 2 per cent reported that they had been attacked by animals.

According to the reports of fears recalled from childhood by adults their fear were more similar to the fears of the children who reported them themselves at the eleven and twelve-year level, and less similar to fears reported by five and six-year old or fears reported by

parents who observed children from birth to six years. In the adult reports there was a high proportion of fears of animals, accidents, bodily injury, being alone or in the dark, and imaginary creatures connected with solitude or darkness, fears relating to ridicule, failure, and personal inadequacies.

According to the experimental situation, there was a positive correlation between fear score and intelligence (about .30). The correlation was higher about .53 at 24 to 25 months, and the correlation was .00 at the age of five. Shir shows that fear in some situations is related to the maturation of intellectual abilities. The bright child may fear possible danger in certain situations while the less intelligent child does not.

According to the experimental situation, the number and percentage of girls's fear was higher than boys'. Girls show more fear than boys in the nursery school.

According to the records kept by parents and interviews with parents Jersild found many things that children feared to be actual frightening events, and later they fear the object for no sound reason. Many fears appeared when the situations were immediately associated with a frightening event, such as a child, after being struck by a car, he not only fears of the running car but also of crossing the street without a car. Many fears appeared which had devious processes of association with an original frightening event, such as one child who suffered from nightmares and after that he has a traffic accident, then he exhibited fear of being alone in a dark room. If a state of apprehension is already present the child may formulate his fear in the form

of imaginary or anticipated danger. The child's fears of other condition as something to be feared can be aggravated by the cumulative effect of setbacks or difficulties in his everyday life.

According to the interview with the parents, it was found that one way of overcoming fear is to help the child be competent and skilful in coping with the thing or situation that he fears and to enter into active dealing with it. Other methods of overcoming fear in passive approach are verbal explanations and reassurances. The bad techniques are coercion, ridicule and ignoring.

Limitations of the Study

This study has a limitation in one sense in that it is done only to discover the fears of children aged 8 years old, both boys and girls.

CHAPTER 2

Methods and Techniques

2.1 The Background of the Study

Description of the sample

In this investigation, the criterion for selecting the schools was the general characteristics of the children's family background. One school was found to be a typical sample of the general population. This school was the Elementary Demonstration School of the College of Education (Prasarnmitra). The reasons for choosing this school were as follows:

1. The school is co-educational. It serves the purpose of obtaining both boys' and girls' responses.
2. The school is close to the International Institute for Child Study. There is no problem of transportation, because it must take much time to interview each child.
3. There was familiarity and high co-operation between this school and the experimenter. It is easy to establish rapport and conduct interviews with children in the limited time of this study.

Number of subjects was 26 children, boys and girls (14 boys and 12 girls). These subjects were studying in Pratom 2; all of them were in the same room. The subjects come from various family backgrounds,

such as the families of higher income, moderate income, and lower income. Questionnaire and interview were administered to these subjects. Due to the limitation of time, this study had to be done with some limited number of subjects. The number of 26 children was found appropriate. Interviewing took about one hour per subject. To avoid fatigue, boredom, in the child, the interview session was divided into many short periods. Each period took about ten to fifteen minutes.

The age of subjects ranged from 7½ to 8½ years; they acquired some ability to read and write. This made it convenient to administer the questionnaire.

2.2 General design for collecting data

Materials

In studying children's fear the writer used two new measuring devices.

1. A questionnaire which consists of 9 items. The writer herself constructed this questionnaire and she pretested it with the 8 year-old children in three different school in Bangkok. And it was found that the children of this age could understand and could write the answer to this. (See questionnaire, see appendix A. ... p.).

2. An interview section consists of 10 questions. (See Appendix B. p.) which the writer herself constructed and pretested with the same group of children.

Procedure

The questionnaire was administered to the children as a group. The purpose of the questionnaire was to find out the kinds of fears that occur in children. An interview of each of the 26 children following the questionnaire was to find out the information about:-

a. The factors influencing their fears.

b. The methods of overcoming their fears.

c. The sources of the methods of overcoming their fears.

d. The kinds of fears that existed at one time in children and no longer exist.

e. The factors contributing to their methods of overcoming former fears.

First of all, when the children were seated on the bench ready, the experimenter explained to them what they would do during the experiment. When the children understood the instruction, the experimenter gave the questionnaire sheets and pencils to each child for a group test. The subjects were asked to write their names, surnames, grades, and the date on the sheets. After that the experimenter read each question twice to the children. The subjects were requested to write the answers after the experimenter had finished reading each question.

The procedure in detail is shown on Appendix C. p.

The time for writing the answer in questionnaire was not fixed, it depends on individual subjects.

From this study, all subjects could finish about 9 items of the questionnaire in 30 minutes (including the items spent forgiving instruction by the experimenter). Two days after the subjects had completed the questionnaire, the experimenter went on with individual interviews. Each child was interviewed until he seemed to be rather tired (after about 5-10 minutes), then the child was allowed to have

2 or 3 minutes rest to have a drink, and then the experimenter continued the interview and rested again after 5-10 minutes. The interview session lasted about 20 minutes each day and was conducted in such a manner for every subject.

2.3 Statistical Procedures

Methods of Tabulating Data

After the experimenter had all the data, she assigned a number to every child on his answer sheet numbers 1 to 12 for girls, numbers 13 to 26 for boys. The experimenter then copied down the subjects' responses on cards, so the experimenter had all the responses and the frequencies of each response.

Statistical Methods

a. Non-statistical applications. After preparing the cards showing the frequencies of each response, the next step was to classify the responses by the cards into various groups as follows:

1. The kinds of fears existing in these children.
2. The factors influencing their fears.
3. The methods of overcoming their fears.
4. The sources of the methods of overcoming their fears.
5. The kinds of fears that existed at one time in these children and no longer exist.
6. The factors contributing to their methods of overcoming former fears.

The responses were classified according to the following categories:

1. <u>The kinds of fears existing in children</u>

a. Animals

Example: snake, dog, etc.

b. Nature

Example: thunder, sun etc.

c. Supernatural: situations

Example: ghost, dog's howling etc.

d. Threatening situations

Example: apprehension over punishment for misconduct, criminal characters etc.

e. Fear of nothing.

2. <u>The factors influencing fears in children</u>

a. Past experience

Example: being condemned by himself, seeing someone attacked by an animal etc.

b. Information

Example: the teacher taught him, parents told him etc.

c. Mass media

Example: listening to the radio, reading newspapers etc.

3. <u>The methods used by children in their attempt to overcome fears</u>

a. Move with

Example: obeying parents, being a good child.

b. Move away

Example: avoiding animals, running away etc.

c. Move against

Example: killing animals, being brave.

4. The children learn the methods of overcoming their fears from

a. Past experience

Example: seeing someone use charm and incantation etc.

b. Information

Example: telling by sister and by other person etc.

c. Mass media

Example: television, movies.

5. The kinds of focus which existed at one time in children and no longer exist

a. Animals

Example: dog, ant etc.

b. Nature

Example: thunder, lightning etc.

c. Specific objects

Example: bright coloured house

d. Supernatural creatures

Example: ghost, shadow etc.

e. Threatening situations

Example: danger of falling, apprehensive over personal inadequacies etc.

6. The factors contributing to their methods of overcoming former fears

a. Familiarity

Example: playing with that feared animal, having an injection every year etc.

b. Ability or skill from learning and maturation

Example: being able to swim, being able to run away.

c. Knowledge and understanding

Example: knowing there are no ghosts in the world, knowing the shadow is his shadow etc.

d. Disappearance of feared objects

Example: her fierce dog died.

b. Statistical applications

1. Finding the percentage of responses classified according the purposes of the study. (See p.).

2. Finding Chi-square ( ) to show the difference between boys and girls.

The data obtained in this way are shown in Appendix D p. to Appendix p.

CHAPTER 3

The Results of The Study

Table 3.1 Percentage Frequency of Responses to Question 1: What do the children fear most at home during the day?[1]

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals	4	28.57	5	41.67	9	34.61
2. Nature	2	14.28	-	-	2	7.69
3. Threatening Situations	8	57.14	6	50.00	14	53.85
4. Fear of nothing	-	-	1	8.33	1	3.85
Total	14	100.00	12	100.00	26	100.00

$X^2 = 0.570613$ $X^2(.05.2) = 5.991$ ∴ not significant

From Table 3.1, the difference between objects of fear between boys and girls is not significant. It means that boys and girls fear the same things.

From these three categories boys and girls are found to fear threatening situations most, animals and nature come second and third respectively.

Threatening situations which the children fear most are apprehension over punishment for misconduct (from their parents and servants) There are three kinds of threatening situations which seem to produce

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[1] See Appendix D, p.

the same degree of fear in children. These situations are connected with warnings and warnings about specific persons described as harmful (SES-ti, the Chinese man who killed many children to eat the inside); criminal characters (burglars); and signs of fear in face (Indian).

The children fear the parents most. This may be due to the fact that in Thai culture, most of the children are trained to obey parents and the elderly people, they cannot argue with them. Authoritarianism is commonly used by the parents. Usually parents set up a rather high standard of behavior of their own without thinking of their children's part. So this standard is beyond the children capacity to conform. And this causes frustration and fear in children. Also coporal punishment and abuse are common practice among parents which make children feel insecure and that they cannot rely on themselves because of fearing that what they will do will be contrary to that which the parent expects.

Animals which the children fear most are snakes, dogs, and mad dogs respectively. The children fear the snake most. This may be the effect of the existence of so many snakes in Thailand.

Manifestations of Nature which the children fear are the noise of the thunder and the heat of the sun.

One girl responded that she was afraid of nothing. This may be that this girl is secure at home or she may be afraid to mention her fears.

Table 3.2 Percentage Frequency of Responses to Question 2: What [1] else do the children fear at home during the day.

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals	5	31.25	3	21.43	8	26.67
2. Threatening situation	9	56.25	9	64.28	18	60.00
3. Fear of nothing	2	12.50	2	14.28	4	13.33
Total	16	100.00	14	100.00	30	100.00

$\chi^2 = 0.20089$ $\chi^2_{(.05,1)} = 3.841$ $\therefore$ not significant

From Table 3.2, the difference of the object of fear between boys and girls is not significant. It suggests that boys and birls fear the same things.

From these categories, boys and girls fear threatening situation most and then animals.

The threatening situation which the children fear most is apprehension over punishment for misconduct (from father, mother, grandmother, aunt, and sister). There are four kinds of threatening situations which provoke about the same fear responses in children. These are criminal characters (fishermen to kidnap); dying (poison); loss of property (loss of money); danger or threat of bodily injury through acts of persons (mad man)

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[1] See Appendix E, p.

It is also found that children fear their parents most. This may be the out come from Thai culture which has been mentioned previously in the table 3.1. They fear the older (adults) because in Thai culture the children have to respect the older or may be because the children know that they has less strength, so they do not move against the older.

Animals which children fear are mad dog, snake, dog, gecko, scorpion, centipede, and monkey.

Two boys and two girls indicated fear of nothing. This may be because these children fear only what is most feared at home during day time and there is not anything else. So the words "fear of nothing" in this table does not mean that they are not afraid of anything.

Table 3.3 Percentage Frequencies of Responses to question 3: What do the children fear most at school.[1]

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals	-	-	1	8.33	1	3.85
2. Threatening situations	14	100.00	11	91.67	25	96.15
Total	14	100.00	12	100.00	26	100.00

$X^2 = 0.0557$ $X^2(.05,1) = 3.841$ $\therefore$ not significant.

[1] See Appendix F, p.

From Table 3.3, the difference of object of fear between boys and girls is not significant. It means that boys and girls fear the same thing.

From these categories, boys and girls fear threatening situations most and then animals next.

The threatening situation which the children fear most is apprehension over punishment for misconduct (from classroom teacher, principal). Then, apprehension over personal inadequacies (from children in higher grades), and danger or threat of bodily injury through act of persons or through situations regarded as dangerous (falling into a well), then falling (falling from a swing).

The children fear the teacher most. This may be because there are many rules and regulations the teacher have put in practice to control all students in her class. The teacher has the right to punish them.

The animal at school which the children fear is the dog.

Table 3.4 Percentage Frequencies of Responses to Question 4: What else do the children fear at school.[1]

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals	4	23.53	5	35.71	9	29.03
2. Threatening situation	12	70.59	8	57.14	20	64.52
3. Fear of nothing	1	5.88	1	7.14	2	6.45
Total	17	100.00	14	100.00	31	100.00

$X^2 = 0.66626$ $X^2(0.05,1) = 3.841$ ∴ not significant

[1] See Appendix C, p.

From Table 3.4, the difference of object of fear between boys and girls is not significant. It means that boys and girls fear the same thing.

From these categories, boys and girls fear threatening situations most and then animals.

Threatening situations which the children fear most are apprehension over punishment for misconduct, failure in examination, loss of notebooks and text books, confinement at school, and illness. Then apprehension over personal inadequacies (from children in higher grades, friends in the same class), and danger or threat of bodily injury (falling into a well, crack of skull, being pierced by a nail), and criminal characters (strange persons to kidnap), and being abandoned by parents (no chance to return home) respectively.

When the children stay at school, the children fear the teacher most. The reason for their fear may be the same as stated in table 3.

Animals which the children fear most are snakes. Then buffalos, dogs, scorpions, horses, and crabs.

One girl and one boy reported fear of nothing. Fear of nothing in this table does not mean that they are not afraid of anything. This may be because these children fear only the most feared objects at school and there is not anything else.

Table 3.5 Percentage Frequencies of Responses to Questions: What do the children fear most when they are outside of their home and school?[1]

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals	2	14.28	3	25.00	5	19.23
2. Threatening situation	11	78.57	8	66.67	19	73.08
3. Fear of nothing	1	7.14	1	8.33	2	7.69
Total	14	100.00	12	100.00	26	100.00

$X^2 = 0.46544$ $X^2(0.05,1) = 3.841$ $\therefore$ not significant

From Table 3.5, the difference of object of fear between boys and girls is not significant. It indicates that boys and girls fear the same thing.

From these categories, boys and girls fear threatening situations most and then animals.

Threatening situations which the children fear most when they are outside of their home and school are danger or threat of bodily injury through acts of persons or through situations regarded as dangerous being run over by car, loafer's attacks, being squeezed to death, getting

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[1] See Appendix H, p.

lost on his way). The criminal characters (kidnappers), and the falling (falling off from the bus or the car).

The children fear being run over by a car. This may be that the children have much experiance seeing accidents on the street, because in the capital the traffic is very busy and dangerous.

When the children are outside their home and school, they fear such animals, as snakes, mad dogs, buffalos, cats and oxen.

One boy and one girl are found to have fear of nothing. This may be that these children feel secure outside home and school, or they may fear to repart their fear.

Table 3.4 Percentage Frequencies of Responses to Question 6: What else do the children fear when they are outside of their home and school.[1]

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals	8	44.44	8	50.00	16	47.06
2. Threatening situation	8	44.44	7	43.75	15	44.12
3. Supernatural creatures	1	5.55	-	-	1	2.94
4. Fear of nothing	1	5.55	1	6.25	2	5.88
Total	18	100.00	16	100.00	34	100.00

$X^2 = 0.283118$ $X^2(.05,2) = 5.991$ $\therefore$ not significant

[1] See Appendix I, p. .

From Table 3.6, the difference of object of fear between boys and girls is not significant. It means that boys and girls fear the same thing.

From these three categories, boys and girls fear animals most, then threatening situations, and then supernatural creatures.

Other animals which the children fear when they are outside of their home and school are tigers, snakes, dogs, mad dogs, buffalos, horses, bees, leeches, bears, lions, elephants and tigers.

Other threatening situations which the children fear are danger or threat of bodily injury (being run over by car, crippled by personal attacks, mad man's attacks, strange person's attacks, getting lost on his way; apprehension over punishment for losing material possessions, books getting torn, and breaking a glass; criminal characters (strange person kidnaps); dying; and being alone. In these situations the children fear danger or threat of bodily injury most. The reason of this is the same as in Table 3.5.

One boy responded that he feared the dead which come as ghosts at night.

Fear of nothing in this categories does not mean that they do not fear anything when they are outside of their home and school, it means that they are afraid of the most feared object only.

Table 3.7 Percentage Frequencies of Responses to Question 7: What [1] do the children fear most at night?

Object of fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Supernatural creatures (ghost)	13	92.86	5	41.67	18	69.23
2. Threatening situations	-	-	5	41.67	5	19.23
3. Fear of nothing	1	7.14	2	16.67	3	11.54
Total	14	100.00	12	100.00	26	100.00

$\chi^2 = 7.9487$ $\chi^2_{(.05,1)} = 3.841$ ∴ significant

From Table 3.7, it is shown that the difference of subject of fear between boys and girls is significant. It means that boys and girls fear different things.

It is observed that the children fear the supernatural creatious most then threatening situations.

The writer thinks that these phenomena are caused by the culture, and customes which are practiced in our community. There are practices concerning ghosts from birth to death, such as naming the child, and curing illness. The adults always threaten the small child by the cruelty of ghosts in order to control the child's behavior.

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[1] See Appendix J, p. .

It is also seen from Table 3.7 that the boys are more afraid of supernatural creations than the girls. It might be that the adults always order the boys to do things at night alone but the girls are always accompanied by someone when going out at night.

The girls are afraid of threatening situations while the boys have no fear of threatening situations. It might be due to the reason that the boys have wider experiences than the girls.

It is also revealed that the boys have much more fear than the girls. This may be due to the "defense-mechanism" of girls who want to compensate for their fear.

Table 3.8 Percentage Frequencies of Responses to Question 8: What else do the children fear at night?[1]

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals	5	21.74	1	7.14	6	16.22
2. Supernatural creatures	6	26.09	5	35.71	11	29.73
3. Threatening situation	11	47.83	5	38.71	16	43.24
4. Fear of nothing	1	4.35	3	21.43	4	10.81
Total	23	100.00	14	100.00	37	100.00

$\chi^2 = 0.586376$ $\chi^2_{(0.05,2)} = 5.991$ $\therefore$ not significant.

[1] See Appendix K, p.

From Table 3.8, it is revealed that there is no difference between boys and girls concerning the fear of other thing at night.

It is seen that the threatening situations are rated highest at night, then supernatural creatures, and then animals respectively. In threatening situations, the children are most afraid of burglary. This phenomena might be the result of events which occur in the society. They always appear in mass-media.

Table 3.2 Percentage Frequencies of Responses to Question 9: What do the children fear most in the world.[1]

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals	1	7.14	3	25.00	4	15.38
2. Nature			1	8.33	1	3.85
3. Supernatural creatures	7	50.00	4	33.33	11	42.31
4. Threatening situations	6	42.86	4	33.33	11	38.46
Total	14	100.00	12	100.00	26	100.00

$\chi^2 = 2.881372$ $\chi^2(.05,2) = 5.991$ $\therefore$ not significant.

Table 3.9 shows that there is no difference between boys and girls concerning things they fear most in the world. Supernatural creatures

[1] See Appendix L, p. .

and threatening situations are rated highest. These phenomena are caused by culture, customs and beliefs which are practiced in the community. These phenomena are always encountered in daily-life.

Table 3.10 Responses Reported by Children as Kinds of Fears at the Time of Investigations[1]

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals	29	20.14	29	24.58	58	22.14
2. Threatening situation	79	54.86	63	53.39	142	54.20
3. Supernatural	29	18.75	14	11.86	41	15.65
4. Nature	2	1.39	1	0.85	3	1.11
5. Fear of nothing	7	4.86	11	9.32	18	6.89
Total	144	100.00	118	100.00	262	100.00

$\chi^2 = 3.803716$ $\chi^2(.05,3) = 7.815$

. . The differents of fear between boys and girls is not significant. They fear the same thing.

From Table 3.10, it is revealed that there is no difference between boys and girls involving fears in all things. It is striking to observe that the children are most afraid of threatening situations. It might be due to customs or regulations which are practiced at home, at

[1] See Appendix M, p. .

school etc. In other words, the adults, teachers always employed methods of punishment, scolding etc.

Table 3.11 Percentage Frequencies of Factors influence fears in Children.[1]

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Past Experience	71	34.13	59	37.11	130	35.42
2. Information	77	37.02	53	33.33	130	35.42
a. persons at home	45	21.63	34	21.38	79	21.52
b. person at school	16	7.69	7	4.40	23	6.27
c. Other persons	9	4.33	8	5.03	17	4.63
d. text book	7	3.36	4	2.51	11	3.00
3. Mass media	60	28.85	47	29.56	107	29.15
a. newspaper	7	3.36	9	5.66	16	4.36
b. Radio	16	7.69	10	6.29	26	7.08
c. movies	22	10.58	14	8.80	36	9.81
d. television	15	7.21	14	8.80	29	7.90
Total	208		159		367	

$X^2 = 0.566281$ $X^2(2,.05) = 5.991$ $\therefore$ not significant

Table 3.11 shows that the factors which influence fear in boys and girls are not different. Past experience and information are rated

[1] See Appendix N, p. .

highest as the sources of influencing fears in the children. Then mass media. It might be that past experiences and information are the most important factors in causing fears in children in general.

However, it is seen clearly from Table 3.11 that past experience, information and mass media are the most important sources which create fear in the children.

Table 3.12[1] Methods used by children in Thai attempt to overcome fears.

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Move with (Conformity)	82	29.50	71	31.70	153	30.48
2. Move away (withdraw, ignore, beware of)	175	62.95	142	63.39	317	63.15
3. Move against	21	7.55	11	4.91	32	6.37
Total	278	100.00	224	100.00	502	100.00

$\chi^2 = 1.479896$ $\chi^2_{(.05,2)} = 5.991$ ∴ Not significant.

Table 3.12 shows that there is no difference in the methods used for overcoming fears between the boys and the girls. It is revealed that the children employ the method of moving away most. This might be due to the boys lack of skills, knowledge, and understanding.

The "move with" method is rated second, because it results in social learning.

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[1] See Appendix C, p.

Table 3.13 Sources of Method of Reducing Fears in Children.[1]

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Past Experience	47	29.37	62	41.89	109	35.39
2. Information	96	60.00	84	56.76	180	58.44
a. person at home	70	43.75	74	50.00	144	46.75
b. person at school	15	9.37	7	4.73	22	7.14
c. other person	7	4.37	2	1.35	9	2.92
d. text book	4	2.50	1	0.67	5.	1.62
3. Mass media	17	10.62	2	1.35	19	6.17
a. newspaper	4	2.50	-	-	4	1.30
b. radio	3	1.87	-	-	3	0.97
c. movies	7	4.35	2	1.35	9	2.92
d. television	3	1.87	-	-	3	0.97
Total	160	100.00	148	100.00	308	100.00

$\chi^2 = 14.237916$ $\chi^2_{(2,.05)} = 5.991$ .. significant.

Table 3.13 reveals that the sources of reducing fears in the boys and in the girls are different. The girls used their past experiences as a source of overcoming fear more than the boys. The boys are rated on information higher than the girls.

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[1] See Appendix P, p.

The boys employ mass media as a source of reducing fear more than the girls. It is seen that the girls are rated higher on information more than the boys.

These results are an effect of the culture. The girls employ past experience as a source of overcoming fears because the girls are allowed to express their fear easily than the boys.

It is also shown that the boys employ information and mass-media as a source of reducing fear more than the girls. This might be due to the training at home. The boys have much greater degree of freedom in going out doors anywhere or freedom to go out anywhere or anytime at will. So the boys might have broader contact with people and come in contact with more mass media than the girls.

Table 2.24 Former fears which children no longer have.[1]

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals	9	64.28	4	28.5	13	46.43
2. Nature	1	7.14	1	7.14	2	7.14
3. Specific objects	-	-	1	7.14	1	3.57
4. Supernatural Creatures	-	-	5	35.71	5	17.86
5. Threatening Situations	4	28.57	3	21.43	7	25.00
Total	14	100.00	14	100.00	28	100.00

$X^2 = 6.565885$ $X^2(.05,2) = 5.991$ ∴ Significant.

[1] See Appendix Q, p.

Table 3.14 shows that the number of fears overcome differs between boys and girls.

For example a larger number of boys the girls report they have overcome their fear of animals. This means either that more girls are still afraid of animals or that less girls than boys feared animals before.

Table 3.15 Factors contributed to their methods of overcoming former fears.[1]

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Familiarity (conditioning)	5	22.73	3	16.67	8	20.00
2. Ability or skills from learning and maturation	10	45.45	5	27.78	15	37.50
3. Knowledge and understanding	7	31.82	9	50.00	16	40.00
4. Disappearance of feared objects	-	-	1	5.55	1	2.50
Total	22	100.00	18	100.00	40	100.00

χ^2 = 1.64040 $\chi^2(.05,2)$ = 5.991 $\therefore$ Not significant.

Table 3.15 shows that factors contributing to the methods of overcoming fears between the boys and the girls are not different.

It is clearly seen that knowledge and understanding are the most important and used by the children in order to overcome their former fears.

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[1] See Appendix R, p.

CHAPTER 4

Recapitulation, Conclusions and Recommendations

4.1 Recapitulation

Aims: To find out:-

1. What kinds of fears exist in children.

2. What factors influence fears in children.

3. What methods are used by children in their attempt to overcome fears.

4. Where the children learn these methods of overcoming their fears.

5. What kinds of fears existed at one time in children and no longer exist.

6. What factors help contribute to the overcoming of former fears.

Sample: The subjects were twenty-six children - 14 boys and 12 girls - in Prathom 2 of the College of Education Elementary Demonstration School. The subjects came from different family backgrounds. Their age range from 7½ to 8½ years.

Technique: Two measuring devices were used:-

a. The questionnaire, which consists of 9 items. This questionnaire was administered to the children as a group. Each subject was requested to write the answers on the questionnaire sheet after the experimenter had finished reading each question. The purpose of the questionnaire was to find out the kinds of fears that occurred in children.

The questionnaire was given in Thai. The nine items in English are as follows:

1. What do you fear most at home during the day time?

2. What else do you fear at home during the day time? Write down all of them.

3. What do you fear most at school?

4. What else do you fear at school? Write down all of them.

5. What do you fear most when you are outside of your home and school?

6. What else do you fear when you are outside of your home and school? Write down all of them.

7. What do you fear most at night?

8. What else do you fear at night? Write down all of them.

9. What do you fear most in the world?

b. An interview consists of 10 questions. Each subject was interviewed individually after the questionnaire. The purpose of the interview was to find out the information about:-

1. The factors influencing their fears.

2. The methods of overcoming their fears.

3. The sources of the methods of overcoming their fears.

4. The kinds of fears that existed at one time in children and no longer exist.

5. The factors contributing to their overcoming former fears.

The following questions were asked in Thai in the interview with the subjects:

1. Why are you afraid of — ?

2. How do you know that?

3. If you do not want to be afraid of — what will you do?

4. How do you know that?

5. Everyone has at least one thing that he is afraid of. There are also things that some people used to be afraid of but they are no longer afraid of now. Is there anything that you used to be afraid of once but you are not afraid of any more now? Why don't you fear it or then now? How do you know that? (by whom? from where?)

Statistical Treatment of Data:

The chi-square test of mean was employed to see differences between boys and girls concerning the factors influencing their fears, the manifestations of their fears, the methods of overcoming their fears, the sources of the methods of overcoming their fears, the kinds of fears that had existed at one time in children and no longer existed, and the factors contributing to their methods former fears.

4.2 Basic findings:

1. The children feared threatening situations most at home during the day. (Apprehension over punishment for misconduct from their parents). There was no difference between boys and girls with regard to their fears at home during the day. The children feared threatening situations most because of verbal and physical punishment often used by adults.

2. The children feared threatening situations most at school

during the day. (Apprehension over punishment for misconduct from their classroom teacher). Next, they were afraid of children in higher grades. There was no difference between boys' and girls' fears at school during the day. This might be due to customary practice that the child should obey the adults and observe discipline imposed upon them. The teacher has much authority in inflicting verbal or physical punishment over the children. In addition, the older children in higher grades like to tease the younger and smaller ones.

3. The children feared threatening situations most when they are outside of their homes and school. (Danger or threat of bodily infury, e.g. being run over by car). The next fear was animals. No difference was found in the fears of boys and girls. These seemed to be the effect of environment. The children of this group were urban children who had seen a great many traffic accidents.

4. The children feared supernatural beings most at home at night (e.g. ghosts), and successively threatening situations (e.g. burglars). These results might be due to customs and beliefs in spiritual worship. There is significant difference between the boys and the girls. Girls seemed to fear these supernatural beings and criminals more than did the boys. These are perhaps the results of cultural and social influences That adults generally expect boys to have less fear than girls.

5. The children feared supernatural beings most in the world. (ghosts). Then the next fear is threatening situation (Danger or threat of bodily injury, and apprehension over punishment for misconduct from parents and adults). There is no difference in fear between boys and girls in this aspect. These phenomena are perhaps due to the customs and

beliefs in the community, and to threats which adults use in training children.

6. There was no apparent difference between boys and girls in the kinds of fears at the time of investigation. It was striking to observe that the children were most afraid of threatening situations (apprehension over punishment for misconduct from parents and adults). It might be due to customs or regulations which are practiced at home, at school, etc.

7. The most important factors which contributed to fears in children were past experience and information. The next factor was the movies. There was no difference concerning the factors which cause fear between the boys and the girls.

8. There was apparently difference in the methods used in order to overcome fears between the boys and the girls. These might be due to the reason that the boys and the girls have similar experiences. The children employed "the moving away method" most in order to overcome fears. These results are due to the children's lack of skills knowledge and understanding. The next method used in order to overcome feer is "moving with" conformity because this is generally acceptable in the culture. The last method was "moving against".

9. Regarding where the children learned methods of reducing fears, most of the boys mentioned that they were told by other or that they learned the methods from movies. The girls on the other hand, said that they were less afraid as they gained more through experience.

10. Concerning former fears which children no longer had at the time or the investigation, the number of fears overcome differs between boys and girls. A large number of boys than girls reported that they had overcome their fear of animals. This might mean either that more girls were still afraid of animals or that fewer girls than boys feared animals before. The fear of animals decreased more than the other fears, because the children had acquired more experiences about animals.

11. The factors which contributed to the overcoming of former fears these were not different. The factors which most contributed to the methods of overcoming former fears were knowledge, understanding and ability or skills from learning and maturation.

12. Fears varied according to time and situations.

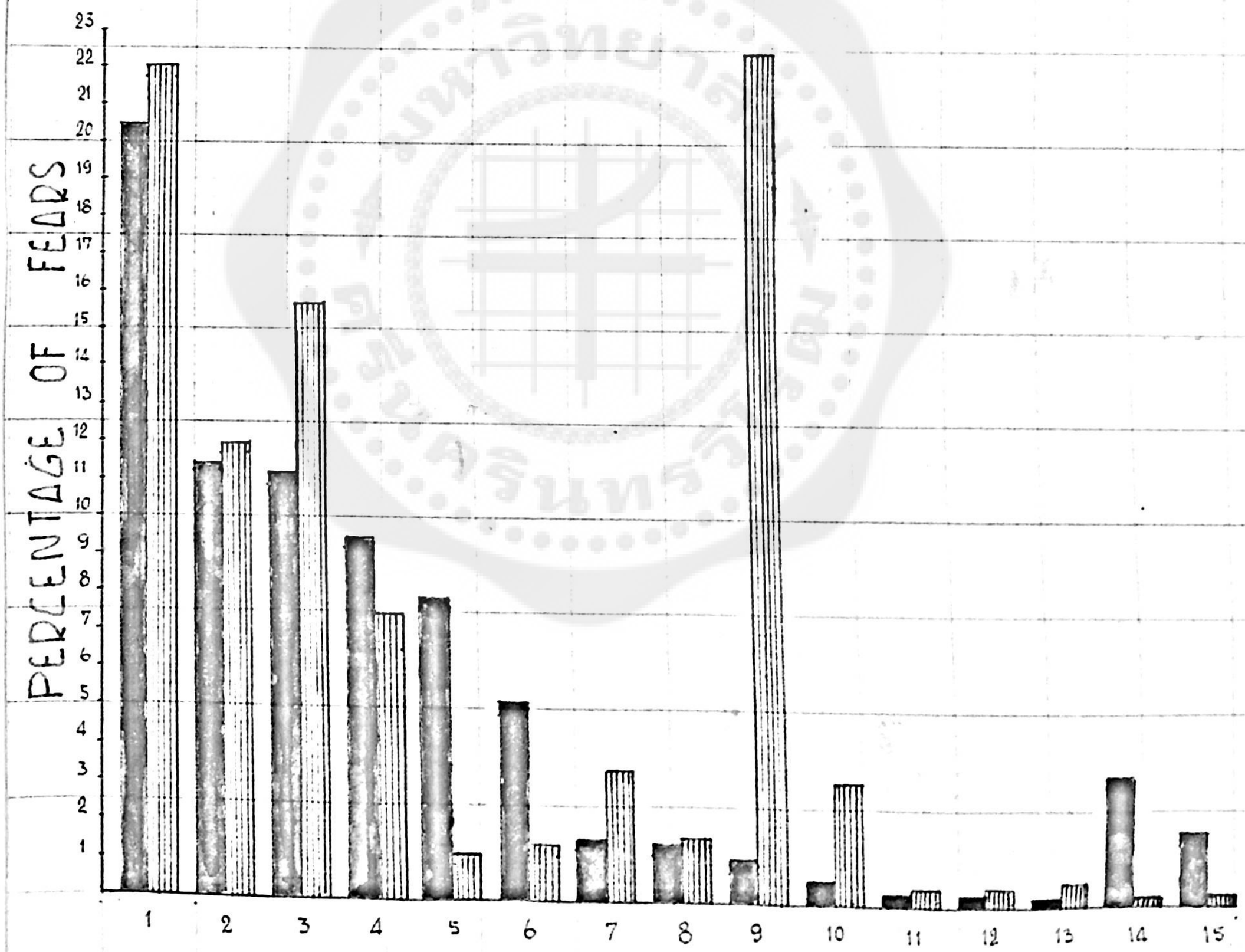
This study is definitely concerned with fears of children of 7½ years to 8½ years of age (approximately 8 years old). There are no details on previous studies of fears in children which definitely dealt with this age range.

Consequently this study could be just relatively compared with Jersild's studies which were reported by children who were interviewed. The age range which was used in Jersild's studies was from five to twelve years old.

This study was compared with Jersild's studies as follows:

FIGURE I

COMPARISONS OF FEARS IN CHILDREN BETWEEN GERSILD'S STUDY AND THE PRESENT STUDY.



Full colored-bars = Gersild's study.

Colored-bars with stripes = Result of this study.

1. Animals (20.4%: 22.14%).
2. Danger or threat of bodily injury through acts of persons or through situations regarded as dangerous. (11.5%: 11.83%)
3. Supernatural creatures. (11.1%: 15.65%)
4. Criminal Characters. (9.4%: 6.87%)
5. Being alone or in the dark. (7.9%: 1.14%)
6. Dreams, fear of dreaming. (5.1%: 1.52%)
7. Ridicule, apprehensive over personal appearance, personal inadequacies, afraid of being bullied by bigger children. (1.6%: 3.43%)
8. Falling, danger of falling. (1.4%: 1.53%)
9. Apprehension over punishment for misconduct. (1.2%: 22.90%)
10. Dying, ill-health. (0.56%: 3.05%)
11. Sign of fear in others. (0.22%: 0.38%)
12. Fear due to warnings and warnings about specific persons described as harmful. (0.11%: 0.38%)
13. Loss of property, loss of pleasure. (0.11%: 0.76%)
14. Noises and agents of noise. (3.4%: 0.38%)
15. Being abandoned by parents. (1.9%: 0.38%)
16. Lotness. (____: 0.76%)
17. Specific objects and situations; cause unknown. (0.45%: ____)
18. Sudden, unexpected movements, rapidly approaching objects, lights, shadows, relections, lightning. (2.4%: ____)
19. Noises and gestures deliberately made to frighten. (5.2%:____)
20. Pain, including persons inflicting specific painful stimulation, objects, and events associated with pain, also medical treatments and medical situation, and objects associated with

tactual shock. (3.0%: _____)

21. Strange objects and situations. (0.22%): _____)

22. Strange persons, unfamiliar variations connected with familiar persons, also queer, deformed, ancient persons, masked persons. (2.5%: _____)

23. Corpses, matters connected with death, funerals. (2.1%: _____)

24. Characters met in or remembered from stories, movies, and the radio, and specifically referred to such sources. (8.2%:_____)

As shown in Figure 1, it might be seen that the results in general of fears in Thai children are like American children's fears which were studied by Jersild. However, it is marked by observable that Thai children are rated much higher in apprehension over punishment (22.90%) than the American children (1.2%). This phenomena might be due to the differences between Thai and American cultures. So it is clearly seen that verbal and physical punishment are commonly practiced in Thai culture more than in American culture. This study is supported by Dr. Federic L. Ayer[1] whose experiment was done with rural Thai children (10 - 14 yrs.). He found that the reason why the children were unhappy at home and school as because they receives punishment from parents and teachers..

Jersild reported that children feared animals most. Other fears

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[1] Ayer, Frederic, L., "Sources of Happiness and Unhappiness in Rural Children". Bulletin of Education Chulalongkorn University, Bangkok, Thailand, 1: 26-27, February, 1959.

that followed were associated with danger or threat of bodily injury, supernatural and criminal characters.

In the writer's investigation children were found to fear apprehension over punishment most; then animals, supernatural things, danger or threat of bodily injury, and criminal characters are mentioned respectively as stimuli to fears.

It is striking that percentage of fear of apprehension over punishment in Jersild's study is only 1.2 while it is found to be 22.90 by the writer in her study. This might be due to the different cultures in which children are trained differently.

Besides, Jersild found that girls showed more fear than boys of the same age, but in this study the writer found that boys showed more fears than girls. This result might be due partly to the small number of subjects used in the study, or it might be because of the cultural factural factors involved: the boys have more freedom to go around anywhere as they like, while the girls are always accompanied by the grown-ups. Consequently, the boys have more experiences concerning the object of their fears than the girls.

Jones and Jones (1928) found that children up to the age of two years showed no fear of snakes but children aged three and four tend to be cautious and hesitate to approach of touch a snake. In this study the writer found that many children report fear of snakes also.

Jersild found that the feared stimulus could not be described as consisting simply of an isolated external stimulus, it depended upon the condition of organism at each time. In this study the writer found

that fears very according to the time and situations. For instance, the children fear ghosts only at night.

According to the working paper of I.I.C.S. No. 9 by Mrs. Prunuan Dickinson, the fears expressed in children's drawings of bad dreams are ghosts, being attacked by human beings, and being attacked by animals. In this study the writer found the same results as hers'.

However, the results of this study and Jersild's studies were just tentatively compared because a small number of subjects were used in this study.

4.3 Recommendations.

This study has many limitations. It is due to the limitations of the time used in this study. If further similar investigations are going to be conducted, the writer would like to make the following recommendations:

1. Investigator should paid more attention to the instructions and administration of the questionnaires.

2. The questionnaires as well as the interview guide should be improved.

3. A larger number of subjects and a wider range of classes should be employed.

4. An intensive study about the subjects' background concerning intelligence, socio-economic status should be made.

APPENDIX A

Questionnaire

1. What do you fear most at home during the day time?

   .....

2. What else do you fear at home during the day time? Write down all of them.

   .....

   .....

3. What do you fear most at school?

   .....

   .....

4. What else do you fear at school? Write down all of them.

   .....

   .....

5. What do you fear most when you are outside of your home and school?

   .....

   .....

6. What else do you fear when you are outside of your home and school? Write down all of them.

   .....

   .....

7. What do you fear most at night?

   .....

   .....

8. What else do you fear at night? Write down all of them.

.....

.....

9. What do you fear most in the world?

.....

.....

APPENDIX A

โรงเรียนประถมศึกษาสังกัดวิทยาการศึกษา ประถมนิคม

ชื่อ.....นางสาว.....สัน.....

รหัส.....เกิน.....พ.ศ.....

---

๑. เวลากลางวันเวลาอยู่บ้านหมูกลัวอะไรมากที่สุด?

.....

๒. เวลากลางวันเวลาอยู่บ้านหมูกลัวอะไรอีกบ้างนอกจากที่ตอบแล้วในข้อ ๑.? เรียงมาหลาย ๆ อย่างให้หมดที่หมูกลัว

.....

.....

๓. เวลาอยู่ในโรงเรียนหมูกลัวอะไรมากที่สุด?

.....

๔. เวลาอยู่ในโรงเรียนหมูกลัวอะไรอีกบ้างนอกจากที่ตอบแล้วในข้อ ๓.? เรียงมาหลาย ๆ อย่างให้ครบที่หมูกลัว

.....

๕. เวลากลางคืนเวลาอยู่ห่างนอกจากบ้านกับโรงเรียนแล้ว หมูกลัวอะไรมากที่สุด?

.....

๖. เวลากลางวันเวลาอยู่ห่างนอกจากบ้านกับโรงเรียนแล้ว หมูกลัวอะไรอีกบ้างนอกจากที่ตอบแล้วในข้อ ๕.?

.....

.....

๗. เวลากลางคืนหมูกลัวอะไรมากที่สุด?

.....

๘. เวลากลางคืนหมูกัดอะไรอีกบ้างนอกจากที่เขียนแล้วในข้อ ๘.๑ เขียนมาหลาย ๆ อย่าง ให้มากที่สุดเท่าที่หมูกัด

.....

.....

๙. หมูกัดอะไรมากที่สุดในโลก?

.....

APPENDIX B

Interview

1. Why are you afraid of.....?

2. How do you know that?

3. If you do not want to be afraid of.....what will you do?

4. How do you know that?

   The above four questions follow the questionnaires.

   The fifth question comes at the end.

5. Everyone has at least one thing that he is afraid of. There are also things that some people used to be afraid of but they areno longer afraid of now. Is there anything that you used to be afraid of once but you are not afraid of any more now? Why don't you fear it or them now? How do you know that (by whom? from where?)

APPENDIX B.

ตัวอย่างคำถามปลายเปิด

๑. ทำไมหนูจึงกลัว.....?

๒. หนูรู้ได้อย่างไรว่า (คำถามนี้ดัดแปลงให้เหมาะกับสิ่งที่ถูกเรียนตอบ) เช่น ใครบอกหนู หนูรู้จากไหน

๓. ถ้าหนูไม่อยากให้.....(เช่นไม่อยากให้ถูกที ไม่อยากให้ดุบ่อยๆ) หนูจะทำอย่างไร?

๔. หนูรู้ได้อย่างไร? (ใครบอกหนู หนูรู้จากไหน)

คำถาม ๔ ข้อข้างบนนี้ใช้ถามกับสิ่งที่เด็กเขียนกลัวในกระดาษคำถามคำตอบคำถามข้อ ๕ นั้น ถามสุดท้าย

๕. ทุกคนเกิดมาต้องกลัวไม่สิ่งใดสิ่งหนึ่ง แต่ก็มีสิ่งที่อาจจะเคยกลัว แต่เดี๋ยวนี้หายกลัวสิ่งนั้นแล้ว หนูจะเคยกลัวอะไรไหมที่เดี๋ยวนี้หนูไม่กลัวแล้ว? ทำไมหนูจึงไม่กลัวอีกล่ะ? หนูรู้ได้อย่างไร? (ใครบอกหนู รู้จากไหน?)

APPENDIX C

Instruction:

The experimenter says,

"I want you to answer the following questions in the paper which I am going to give you. They are easy and interesting. Everybody can do. This is not a test. All of your answers will be correct. Tell what you really think for no one will know the answer except myself. Try to understand every question. Think well before answer it. I will read to your question by question and then you write down the answer one following another.

For example, when I have finished the first question you start the answer on the No. one's dots. When you have finished the first question put down the pencil. Then I will read you the second question. You answer it on the No. two's dots. The third question will follow and you answer it on the No. three's dots. and so on and so forth until we finish the last question. Now I am going to give each of you one question air sheet and one pencil. Don't write down anything until you are asked.

Give.....says.

Look at the questionnaire sheets.

On the first line write down the Prasarnmitr Elementary Demonstration school. On the second line Name..... Family Name..... Grade..... Write down your name after the word name, your family name after the word Family name and your grade after the word Grade.

When everyone has finished writing he is asked by the experimenter what month is this? Then the experimenter writes it on the blackboard. The experimenter also asks the children what era is this? The experimenter writes down the answer on the blackboard again. The experimenter orders the children to put the date on the following line. He tells the children to put down the pencils and wait for the next order.

After their finishing, the experimenter says, Now I am going to read you a question twice. You follow the readings in your mind. Then you start answering it on the paper. Don't be afraid of misspelling words. I can guess your meanings. Wait for another question after you have finished the previous one. Think well. Answer what you really think.

Then.....question.

APPENDIX C

คำชี้แจง

"ครูอยากให้หนูตอบคำถามต่อไปนี้ลงในกระดาษที่ครูจะแจกให้ เป็นคำถามง่าย ๆ และน่าสนุก ทุกคนทำได้ ไม่ยาก นี่ไม่ใช่การสอบ คำตอบของหนูถูกทุกคน ไม่มีผิด ขอให้ตอบตามความรู้สึกจริง ๆ หนูจะตอบว่าอย่างไรจะไม่มีใครรู้นอกจากครูคนเดียว ขอให้หนูอ่านและฟังคำถามทุกข้อให้เข้าใจ แล้วคิดให้ดีทุกข้อก่อนตอบ ครูจะอ่านคำถามให้หนูฟังทีละข้อ เช่น พอครูอ่านคำถามข้อหนึ่งจบ หนูก็ลงมือตอบบนเส้นจุด ๆ ในข้อหนึ่งทันที คนไหนเขียนตอบข้อหนึ่งเสร็จเรียบร้อยแล้วก็วางดินสอคอยฟังครูอ่านคำถามข้อต่อไป พอครูอ่านคำถามข้อสองจบ หนูก็ลงมือเขียนตอบบนเส้นจุด ๆ ในข้อสองทันที คนไหนเขียนตอบข้อสองเสร็จเรียบร้อยแล้วก็วางดินสอคอยฟังครูอ่านคำถามข้อสามต่อไป ทำเช่นนี้เรื่อยไปจนกว่าจะหมดคำถาม"

"เอาละ ทีนี้ครูจะแจกกระดาษคำถามคำตอบให้หนูคนละหนึ่งแผ่น และดินสอคนละแท่ง หนูอย่าเพิ่งเขียนอะไรลงไปบนกระดาษนี้นะจนกว่าครูจะบอกให้เขียน"

แจกกระดาษคำถามคำตอบและดินสอให้ทุกคนเขียนชื่อทั้งหน้า และผู้ทดสอบพูด

"หนูที่กระดาษที่ครูแจกให้ บรรทัดที่หนึ่งเขียนว่าโรงเรียนประถมสาธิตวิทยาลัยวิชาการศึกษาประสานมิตร บรรทัดที่สองมีคำว่า ชื่อ แล้วจุด ๆ ตั้น แล้วจุด ๆ หนูเขียนชื่อของหนูลงบนจุด ๆ ข้างหลังชื่อ แล้วเขียนนามสกุลของหนูลงบนจุด ๆ ข้างหลังนามสกุล แล้วเขียนชั้นที่หนูกำลังเรียนอยู่ลงบนจุด ๆ ข้างหลังชั้น คนไหนเขียนเสร็จแล้ววางดินสอ คอยฟังครูจะให้ทำอะไรต่อไป"

เมื่อทุกคนเขียนเสร็จแล้วผู้ทดสอบถามเด็กว่า "วันนี้วันที่เท่าไร" แล้วผู้ทดสอบเขียนคำตอบของหนูลงบนกระดาษคำถาม แล้วถามเด็กว่า "เดือนอะไร" แล้วผู้ทดสอบจะเขียนคำตอบของเด็กลงบนกระดาษคำถามแล้วถามว่า "พ.ศ.อะไร" แล้วผู้ทดสอบจะเขียนคำตอบของเด็กลงบนกระดาษคำถาม และพูดว่า เอาละ ทีนี้หนูเขียนวันที่ เดือน พ.ศ. ลงบนปีนักษัตรต่อไป คนไหนเขียนเสร็จแล้ววางดินสอ คอยฟังครูจะให้ทำอะไรต่อไป

เมื่อเด็กเรียนเสร็จ ผู้ทดสอบบอกว่า "ต่อไปนี้ครูจะอ่านคำถามให้หนูฟังข้อละสองครั้ง หนูอ่านคำถามและคำตอบในใจพร้อมกับครูด้วย พอครูอ่านจบสองครั้งแล้ว หนูต้องมือเขียนคำตอบที่ถูกต้องลงในกระดาษคำตอบ ถ้าหนูคิดไม่เป็นไร หนูนึกอย่างไรก็เขียนออกมาอย่างนั้น ครูอาจรู้เรื่องทั้งนั้น เมื่อเขียนเสร็จแล้วก็วางดินสอลงบนข้อต่อไป จงใช้ความคิดให้ดี และตอบตามความรู้สึกของหนูจริง ๆ

แล้วผู้ทดสอบอ่านคำถามให้เด็กฟังสองครั้ง และเด็กเขียนคำตอบหลังจากผู้ทดสอบอ่านคำถามจบแต่ละคำถาม.

APPENDIX D

Percentage Frequency of Responses to Question 1.

What do the children fear most at home during the day?

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals						
snake	3		3		6	
dog	1		1		2	
mad dog	-		1		1	
Total	4	28.57	5	41.67	9	34.61
2. Nature						
a. noise (thunder)	1		-		1	
b. hotness or injury (the light of the sun)	1		-		1	
Total	2	14.28	-	-	2	7.69
3. Threatening Situation						
a. Apprehension over punishment for misconduct from						
father	4		2		6	
mother	3		1		4	
servant	-		1		1	
b. Fear due to warnings and warnings about specific persons described as harmful.	-		1		1	
See - vu	-		1		1	
c. Criminal character	1		-		1	
burglaes	1		-		1	
d. Signs of fear in face	-		1		1	
Indain	-		1		1	
Total	8	57.14	6	50.00	14	53.85
4. Fear of nothing	-		1	8.33	1	3.85
Total			1	8.33	1	3.85
T O T A L	14	100.00	12	100.00	26	100.00

$X^2 = .579618$ $X^2(.05,2) = 5.991$ $\therefore$ not significant

APPENDIX E

Percentage Frequency of Responses to Question 2.

What else do the children fear at home during the day?

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals						
snake	1		-		1	
dog	-		1		1	
mad dog	1		1		2	
geeko	1		-		1	
scorpion	1		-		1	
centipede	1		-		1	
monkey	-		1		1	
Total	5	31.25	3	21.43	8	26.67
2. Threatening situations						
a. Apprehension over punishment for misconduct from	6		8		14	
father	2		2		4	
mother	3		3		6	
grandmother	1		1		2	
aunt	-		1		1	
sister	-		1		1	
b. Criminal characters	-		1		1	
fisherman (kidnap)	-		1		1	
c. Dying	1		-		1	
poison	1		-		1	
d. Loss of property	1		-		1	
loss of money	1		-		1	
e. Danger or threat of bodily injury through acts of persons or through situations regarded as dangerous	1		-		1	
mad man	1		-		1	
Total	9	56.25	9	64.28	18	60.00
3. Fear of nothing	2		2		4	
Total	2	12.50	2	14.28	4	13.33
T O T A L	16	100.00	14	100.00	30	100.00

$X^2 = .20089$ $X^2(.05,1) = 3.841$ $\therefore$ not significant.

APPENDIX F

Percentage Frequencies of Responses to Question 3.

What do the children fear most at school?

Object of Fear	Boys f	Boys %	Girls f	Girls %	Total f	Total %
1. Animals						
dog	-		1		1	
Total	-		1	8.33	1	3.85
2. Threatening situations	12		8		20	
a. Apprehension over punishment for misconduct from						
classroom teacher	11		8		19	
principal	1		-		1	
b. Apprehensive over personal inadequacies (bully) from children in higher grades	1		1		2	
	1		1		2	
c. Danger or threat of bodily injury through acts of persons or through situations regarded as dangerous, drowning, falling into a well	1		1		2	
d. Falling, danger of falling	-		1		1	
falling from a swing	-		1		1	
Total	14	100.00	11	91.67	25	96.15
T O T A L	14	100.00	12	100.00	26	100.00

$X^2 = 0.05571$ $X^2(.05,1) = 3.841$ $\therefore$ not significant.

APPENDIX G

Percentage Frequencies of Responses to Question 4.

What else do the children fear at school.

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals						
snake	1		2		3	
dog	1		-		1	
scopion	1		-		1	
buffalo	1		1		2	
horse	-		1		1	
crab	-		1		1	
Total	4	23.53	5	35.71	9	29.00
2. Threatening situation						
a. Apprehension over punishment for misconduct, failure in examinations, loss of note book and text books, confinement at school illness from	6		2		8	
classroom teacher	2		2		4	
father	3		-		3	
other person at home	1		-		1	
b. Apprehensive overpersonal inadequacies (bully) from	4		3		7	
children in higher grades	4		2		6	
friends in the same class	-		1		1	
c. Being abandoned by parent	-		1		1	
no chance to return home	-		1		1	
d. Danger on threat of bodily injury	2		1		3	
falling into a well	-		1		1	
crack of skull	1		-		1	
being pierced by a nail	1		-		1	
e. criminal characters						
strange persons (kidney)	-		1		1	
Total	12	70.59	8	57.14	20	64.52
3. Fear of nothing	1		1		2	
Total	1	5.88	1	7.14	2	6.45
T O T A L	17	100.00	14	100.00	31	100.00

$\chi^2 = 0.283118$ $\chi^2(.05,2) = 5.991$ ∴ not significant

APPENDIX H

Percentage Frequencies of Responses to Question 5:

What do the children fear most when they are outside of their home and school

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals						
snake	1		-		1	
mad dog	-		1		1	
buffalo	-		1		1	
cat	1		-		1	
ox	-		1		1	
Total	2	14.23	3	25.00	5	19.23
2. Threatening situations						
a. Danger or threat of bodily injury through acts of persons or through situation regarded as dangerous	9		5		14	
being run over by car	6		5		11	
loafer (attach)	1		-		1	
being squeezed to death	1		-		1	
getting lost on his way	1		-		1	
b. Falling, danger of falling	1		1		2	
falling off from the bus or the car	1		1		2	
c. Criminal characters	1		2		3	
kidnapers	1		2		3	
Total	11	78.57	8	66.67	19	73.08
3. Fear of nothing	1		1		2	
Total	1	7.14	1	8.33	2	7.69
T O T A L	14	100.00	12	100.00	26	100.00

$x^2 = 0.46544$ $x^2_{.05,1} = 3.841$ $\therefore$ not significant.

APPENDIX I

Percentage Frequencies of Responses to Questions 6:

What else do the children fear when they are outside of their home and school?

Object of Fear	Boys f	Boys %	Girls f	Girls %	Total f	Total %
1. Animals						
snake	2		-		2	
dog	1		1		2	
mad dog	1		-		1	
buffalo	-		1		1	
horse	-		1		1	
beach	-		1		1	
bear	-		1		1	
lion	-		1		1	
elephant	1		-		1	
tiger	3		1		4	
Total	8	44.44	8	50.00	16	47.06
2. Threatening situations						
a. Apprehension over punishment for misconduct losing material possessions books getting torn, and breaking a glass from	4		-		4	
other person	1		-		1	
mother	1		-		1	
parents	1		-		1	
adults	1		-		1	
b. Danger or threat of bodily injury	2		4		6	
mad man	-		1		1	
strange persons attack	-		1		1	
being run over by car	-		1		1	
crippled person (attack)	1		-		1	
getting lost on his way	1		1		2	
c. Dying, death	2		-		2	
Dying, death	2		-		2	
d. Criminal characters	-		2		2	
strange person (kidnap)	-		2		2	
e. Being alone or in the dark; also imaginary creatures or dangers feared when alone or in the dark	-		1		1	
being alone	-		1		1	
Total	8	44.44	7	43.75	15	44.12

APPENDIX I (Contd.)

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
3. Supernatural creatures The dead	1		-		1	
Total	1	5.55	-	-	1	2.94
4. Fear of nothing fear of nothing	1		1		2	
Total	1	5.55	1	6.25	2	5.88
T O T A L	18	100.00	16	100.00	24	100.00

$X^2 = 0.283118$ $X^2_{(.05,2)} = 5.991$ $\therefore$ not significant.

APPENDIX J

Percentage Frequencies of Responses to Question 7:

What do the children fear most at night?

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Supernatural creatures (ghost) supernatural creatures (ghost)	13	92.86	5	41.67	18	69.23
Total	13	92.86	5	41.67	18	69.23
2. Threatening situations						
a. Criminal characters	-		2		2	
burglees	-		2		2	
b. Falling, danger of falling	-		1		1	
falling downstairs	-		1		1	
c. Dreams	-		1		1	
nightmare	-		1		1	
d. Ill-health	-		1		1	
mosquito (getting Malaria)	-		1		1	
Total	-		5	41.67	5	19.23
3. Fear of nothing						
Fear of nothing	1	7.14	2	16.67	3	11.54
Total	1	7.14	2	16.67	3	11.54
T O T A L	14	100.00	12	100.00	26	100.00

$X^2 = 7.9437$ $X^2_{(.05,1)} = 3.841$ $\therefore$ Significant.

APPENDIX K

Percentage Frequencies of Responses to Question 8:

What else do the children fear at night?

Object of fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals						
snake	1		-		1	
gecko	3		1		4	
bat	1		-		1	
Total	5	21.74	1	7.14	6	16.22
2. Supernatural creatures						
ghost	-		3		3	
shadow	2		-		2	
dog's howling	-		1		1	
electricity being cut off	-		1		1	
being alone in the dark	4		-		4	
Total	6	26.09	5	35.71	11	29.73
3. Threatening situation						
a. Danger feared when alone in the dark	2		-		2	
stay alone in the dark	2		-		2	
b. Criminal characters	6		1		7	
buglaes	6		1		7	
c. Dream	1		1		2	
nightmare	1		1		2	
d. Danger or threat of bodily injury	1		-		1	
fire	1		-		1	
e. Imagination	-		1		1	
bad imagination	-		1		1	
f. Loss of pleasure	-		1		1	
no watching of the television	-		1		1	
g. Ill-health	1		1		2	
mosquito (getting Malaria and Haemorrhagic fever)	1		1		2	
Total	11	47.83	5	35.71	16	43.24

APPENDIX X (Contd.)

Object of Fear	Boys f	Boys %	Girls f	Girls %	Total f	Total %
4. Fear of nothing	1		3		4	
Total	1	4.35	3	21.43	4	10.81
T O T A L	23	100.00	14	100.00	37	100.00

$\chi^2 = 0.586376$ $\chi^2(.05.2) = 5.991$ $\therefore$ not significant

APPENDIX L

Percentage Frequencies of Responses to Question 9:

What do the children fear most in the world?

Object of Fear	Boys f	Boys %	Girls f	Girls %	Total f	Total %
1. Animals						
snake	-		1		1	
dog	-		1		1	
bear	-		1		1	
dinosaur	1		-		1	
Total	1	7.14	3	25.00	4	25.38
2. Nature						
natness (sun)	-		1		1	
Total	-		1	8.33	1	3.85
3. Supernatural creatures						
ghost	7		3		10	
giant	-		1		1	
Total	7	50.00	4	33.33	11	42.31
4. Threatening situations						
a. Danger or threat of bodily injury	3		1		4	
fire	-		1		1	
bomb	1		-		1	
deep sea water	1		-		1	
being cut by a knife	1		-		1	
b. Dying, death	1		1		2	
Dying, death	1		1		2	
c. Apprehension over punishment for misconduct and failure in examination from						
mother	1		-		1	
father	1		-		1	
classroom teacher	-		1		1	
d. Criminal characters	-		1		1	
burglaes	-		1		1	
Total	6	42.86	4	33.33	10	38.46
T O T A L	14	100.00	12	100.00	26	100.00

$X^2 = 2.881372$ $X^2_{(0.05,2)} = 5.991$ $\therefore$ not significant

APPENDIX M

Total Responses Reported by Children of Kinds of Fears at the Time of Investigation.

Object of Fear	Boys f	Boys %	Girls f	Girls %	Total f	Total %
1. Animals						
snake	9		6		15	
mad dog	2		3		5	
dog	3		5		8	
buffalo	1		3		4	
cat	1		-		1	
ox	-		1		1	
horse	-		2		2	
bee	-		1		1	
leech	-		1		1	
bear	-		2		2	
lion	-		1		1	
elephant	1		-		1	
tiger	3		1		4	
scorpion	2		-		2	
crab	-		1		1	
gecko	4		1		5	
centipete	1		-		1	
monkey	-		1		1	
dinosaur	1		-		1	
Total	29	20.14	29	24.58	58	22.14
2. Threatening situations						
a. Apprehension over punishment for misconduct, losing meterial possessions, book getting torn, breaking a glass, and failure examination by:-	37		23		60	22.90
other persons	1		-		1	
mother	8		4		12	
parents	1		-		1	
adults	1		-		1	
father	10		4		14	
classroom teacher	13		11		24	
servant	-		1		1	
grand mother	1		1		2	
aunt	-		1		1	
sister	-		1		1	
other person at home	1		-		1	
principal	1		-		1	

APPENDIX M (Contd.)

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
b. Afraid of being bullied by:-	5		4		9	3.43
Children in higher grades	5		3		8	
friends in the same class	-		1		1	
c. Danger or threat of bodily injury through situations regarded as dangerous:-						
falling into a well	1		2		3	
crack of skull	1		-		1	
being pierced by a nail	1		-		1	
mad man	1		1		2	
being remover by car	6		6		12	
being attacked by loafer	1		-		1	
being squeezed to death	1		-		1	
getting lost on his way	2		1		3	
being attacked by crippled person	1		-		1	
being attacked by stranger person	-		1		1	
fire	1		1		2	
bomb	1		-		1	
deep sea water	1		-		1	
being cut by a knife	1		-		1	
being burnt by the sun	1		1		2	
d. Danger of falling.	1		3		4	1.53
falling from a swing	-		1		1	
falling off from the bus or car	1		1		2	
falling down stairs	-		1		1	
e. Being abandoned by parents	-		1		1	0.38
no chance to return home	-		1		1	
f. Criminal characters.	8		10		18	6.87
being kidnaped by strange person	-		3		3	
burglars	7		4		11	
being kidnaped by fisherman	-		1		1	
kidnapers	1		2		3	
g. Dying, ill-health.	5		3		8	3.05
death	3		1		4	
poison	1		-		1	
mosquito (getting Malaria and haemorrhagic fever)	1		2		3	
h. Being alone or in the dark	2		1		3	1.14
being alone	2		1		3	

APPENDIX M (Contd.)

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Fear due to warning and warnings about specific persons described as harmful.	-		1		1	0.38
See-ui	-		1		1	
2. Signs of fear in face.	-		1		1	0.38
Indian	-		1		1	
4. Loss of property, loss of pleasure	1		1		2	0.76
loss of money	1		-		1	
no watching of the television	-		1		1	
1. Dream, Imagination.	1		3		4	1.52
nightmare	1		2		3	
bad imagination	-		1		1	
Total	79	54.86	63	53.39	142	54.20
3. Supernatural creatures						
the dead	1		-		1	
ghost	20		11		31	
shadow	2		-		2	
dog's howling	-		1		1	
electricity being cut off	-		1		1	
being alone in the dark	4		-		4	
giant	-		1		1	
Total	27	18.75	14	11.86	41	15.65
4. Nature						
hotness (the light of the sun)	1		1		2	0.76
noise (thunder)	1		-		1	0.38
Total	2	1.39	1	0.85	3	1.14
5. Fear of nothing	7		11		18	
Total	7	4.86	11	9.32	18	6.87
T O T A L	144	100.00	118	100.00	262	100.00

$X^2 = 3.803716$ $X^2(.05,3) = 7.815$ $\therefore$ Not significant.

APPENDIX N

Percentage Frequencies of factors influence fears in children.

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Past Experience						
Animal	9		14		23	
Situation	56		45		101	
Supernatural	5		-		5	
Nature	1		-		1	
Total	71	34.13	59	37.11	130	35.42
2. Information						
a. persons at home	45	21.63	34	21.38	79	21.52
animal	11		11		22	
Situation	12		15		27	
Supernatural	22		8		30	
Nature						
b. person at school	16	7.69	7	4.40	23	6.27
animal	4		-		4	
Situation	8		2		10	
Supernatural	3		4		7	
Nature	1		1		2	
c. Other persons	9	4.33	8	5.03	17	4.63
animal	4		3		7	
Situation	2		3		5	
Supernatural	3		2		5	
Natures	-		-		-	
d. test book	7	3.36	4	2.51	11	3.00
animal	2		-		2	
Situation	2		-		2	
Supernatural	3		4		7	
Nature	-		-		-	
Total	77	37.02	53	33.33	130	35.42
3. Mass media						
a. newspaper	7	3.36	9	5.66	16	4.36
animal	2		1		3	
Situation	4		8		12	
Supernatural	1		-		1	
nature	-		-		-	

APPENDIX N (Contd.)

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
b. Radio	16	7.69	10	6.29	26	7.08
animal	1		-		1	
Situation	7		8		15	
supernatural	8		2		10	
nature	-		-		-	
c. Movies	22	10.58	10	8.80	36	9.81
animal	4		4		8	
Situation	4		1		5	
Supernatural	14		9		23	
nature	-		-		-	
d. television	15	7.21	14	8.80	29	7.90
animal	2		3		5	
Situation	4		6		10	
Supernatural	9		5		14	
nature	-		-		-	
Total	60	28.85	47	29.56	107	29.15
T O T A L	208		159		367	

χ^2 0.566231 $\chi^2_{(2,.05)}$ = 5.991

$\therefore$ not significant.

$\therefore$ The different of the factors influence fears between boys and girls is by chance.

$\therefore$ The factors influence fears of boys are the same as girls.

APPENDIX Q

Methods used by children in their attempt to overcome fears.

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Move with. Try to conform to regulations and discipline and customs at home, at school.	82	29.50	71	31.70	153	30.48
2. Move away. (Withdraw, ignore, beware of) Try to move away from dangerous persons and dangerous animals. Try to withdraw from supernatural and threatening situations and nature. Try to ignore the feared animals and feared situations and feared super-natural.	175	62.95	142	63.39	317	63.15
3. Move against. Try to beat, or stamp, or get rid of small poisonous animals. Try to throw away dangerous objects.	21	7.55	11	4.91	32	6.37
T O T A L	278	100.00	224	100.00	502	100.00

$\chi^2 = 1.479896$ $\chi^2(.05,2) = 5.991$ .. Not significant.

APPENDIX P

Sources of Reducing Fears in Children.

Object of Fear	Boys f	Boys %	Girls f	Girls %	Total f	Total %
1. Own past Experience	47		62		109	
Animal	13		14		27	
Situation	24		33		57	
Supernatural	8		15		23	
nature	2		-		2	
Total	47	29.37	62	41.89	109	35.39
2. Information						
a. person at home	70	43.75	74	50.00	144	46.75
animal	10		17		27	
situation	49		46		95	
supernatural	10		11		21	
nature	1		-		1	
b. person at school	15	9.37	7	4.73	22	7.14
animal	1		1		2	
situation	13		6		19	
supernatural	1		-		1	
nature						
c. Other person	7	4.37	2	1.35	9	2.92
animal	3		-		3	
situation	1		-		1	
supernatural	2		-		2	
nature	1		-		1	
d. Text book	4	2.50	1	0.67	5	1.62
animal	2		1		3	
situation	2		-		2	
nature						
3. Mass media						
a. newspaper	4	2.50	-	-	4	1.30
animal	-	-	-	-	-	
situation	4	-	-	-	4	

APPENDIX F (Contd.)

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
b. Radio	3	1.87	-	-	3	0.97
animal	-		-			
situation	2		-		2	
supernatural	1		-		1	
nature	-		-		-	
c. movies	7	4.37	2	1.35	9	2.92
animal	2		-		2	
situation	4		-		4	
supernatural	1		2		3	
nature	-		-		-	
d. television	3	1.87	-	-	3	0.97
animal	1		-		1	
situation	2		-		2	
supernatural	-		-		-	
nature	-		-		-	
Total	17	10.62	2	1.35	19	6.17
T O T A L	160	100.00	148	100.00	308	100,00

$X^2 = 14.237916$ $X^2_{(2,.05)} = 5.991$ $\therefore$ Significant

The different of the factor which influence the method of overcoming fears between boys and girls is not by chance.

APPENDIX 9

Percentage Frequency of Responses about former fears which children no longer have.

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals						
dog	2		1		3	
gecko	2		1		3	
red ant	1		-		1	
ant	1		-		1	
cat	1		1		2	
horse	-		1		1	
lizard	1		-		1	
dinosaur	1		-		1	
Total	9	64.28	4	28.57	13	46.43
2. Nature						
noise (thunder)	1		-		1	
sudden (lighting)	-		1		1	
Total	1	7.14	1	7.14	2	7.14
3. Specific objects						
bright coloured house	-		1		1	
Total	-	-	1	7.14	1	3.57
4. Supernatural creatures						
ghost	-		4		4	
shadow	-		1		1	
Total	-		5	35.71	5	17.86

APPENDIX Q (Contd.)

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
5. Threatening situations						
a. Being abandoned by parents	1		-		1	
fear of mother go away	1		-		1	
b. Falling, danger of falling	1		1		2	
falling from bed	1		-		1	
falling	-		1		1	
c. Pain	-		1		1	
injection	-		1		1	
d. Danger or threat of bodily injury	1		-		1	
e. Apprehension over punishment for misconduct	1		-		1	
sister	1		-		1	
f. Apprehensive over personal enadequacies	-		1		1	
friend (bully)	-		1		1	
Total	4	28.57	3	21.43	7	25.00
T O T A L	14	99.99	14	99.99	28	100.00

$X^2 = 6.565868$ $X^2_{(.05,2)} = 5.991$ ∴ significant.

APPENDIX R

Percentage Frequency of factors contributing methods of overcoming former fears.

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Familiarity (conditioning) familiar with injection familiar with dog have more experience familiar with object	5	22.73	3	16.67	6	20.00
2. Ability or skill from learning and maturation do not often fall down can help themselves can run away grown up can defend themselves can get rid of can swim	10	45.45	5	27.78	15	37.50
3. Knowledge and understanding know the nature of things no ghosts exist in the world more understanding the phenomena know the mother deceive them know the nature of animals (the children get the knowledge and understanding from a. persons at home b. persons at school c. other persons.	7	31.82	9	50.00	16	40.00
4. Disappearance of feared objects fierce cat died	-	-	1	5.55	1	2.50
T O T A L	22	100.00	18	100.00	40	100.00

$X^2 = 1.644040$ $X^2_{(.05,2)} = 5.991$ $\therefore$ not significant.

APPENDIX S

Total Responses Reported by Children as Fear During the Day when they are at Home.

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals						
snake	4		3		7	
dog	1		2		3	
mad dog	1		2		3	
gecko	1		-		1	
scorpion	1		-		1	
centipede	1		-		1	
monkey	-		1		1	
Total	9	30.00	8	30.77	17	30.36
2. Nature						
a. Noise (thunder)	1		-		1	
b. Hotness or injury (the light of the sun)	1		-		1	
Total	2	6.67	-	-	2	3.57
3. Threatening situations						
a. Apprehension over punishment for misconduct	13		12		25	
from father	6		4		10	
mother	6		4		10	
servant	-		1		1	
grandmother	1		1		2	
aunt	-		1		1	
sister	--		1		1	
b. Criminal characters	1		1		2	
burglars	1		-		1	
fisherman (kidnap)	-		1		1	
c. Fear due to warnings and warnings about specific persons described as harmful						
See-ui	-		1		1	

APPENDIX 9 (Contd.)

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
d. Signs of fear in face	-		1		1	
Indian	-		1		1	
e. Dying	1		-		1	
poison	1		-		1	
f. Loss of property	1		-		1	
loss of money	1		-		1	
g. Danger or threat of bodily injury through acts of persons or through situations regarded as dangerous	1		-		1	
mad man	1		-		1	
Total	17	56.67	15	57.69	32	57.14
4. Fear of nothing	2		3		5	
Total	2	6.67	3	11.54	5	8.93
T O T A L	30	100.00	26	100.00	56	100.00

$X^2 = .04116$ $X^2_{(.05,2)} = 5.991$ ∴ not significant.

APPENDIX T

Total Responses Reported by Children of Fears when they are at school (during the Day)

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals						
dog	1		1		2	
snake	1		2		3	
scorpion	1		-		1	
buffalo	1		1		2	
horse	-		1		1	
crab	-		1		1	
Total	4	12.90	6	21.05	10	17.54
2. Threatening situations						
a. Apprehension over punishment for misconduct, failure in examination, loss of note books and text books, confinement at school and illness from	18		10		28	
classroom teacher	13		10		23	
principal	1		-		1	
father	3		-		3	
other persons at home	1		-		1	
b. Apprehensive over personal inadequacies (bully)	5		4		9	
children in higher grades	5		3		5	
friends in the same class	-		1		1	
c. Danger or threat of bodily injury through acts of persons or through situations regarded as dangerous, drowning.	3		2		5	
falling into a well	1		2		3	
crack of skull	1		-		1	
being pierced by a nail	1		-		1	
d. Falling, danger of falling	-		1		1	
falling from a swing	-		1		1	
e. Being abandoned by parent	-		1		1	
no chance to return home	-		1		1	
f. Crinical characters	-		1		1	
Strange persons (kidnap)	-		1		1	
Total	26	83.87	19	73.08	45	78.95
3. Fear of nothing	1		1		2	
Total	1	3.22	1	3.85	2	3.51
T O T A L	31	100.00	26	100.00	57	100.00

APPENDIX H

Total Responses Reported by Children of Fear when They are Somewhere else during the day.

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals						
snake	3		-		3	
mad dog	1		1		2	
buffalo	-		2		2	
cat	1		-		1	
ox	-		1		1	
dog	1		1		2	
horse	-		1		1	
bee	-		1		1	
leech	-		1		1	
bear	-		1		1	
lion	-		1		1	
elephant	1		-		1	
tiger	3		1		4	
Total	10	31.25	11	39.28	21	35.00
2. Threatening situations						
a. Apprehension over punishment for misconduct, losing material possessions, books getting torn, and breaking a glass from	4		-		4	
other person	1		-		1	
mother	1		-		1	
parents	1		-		1	
adults	1		-		1	
b. Danger or threat of Bodily injury through acts of persons or through situations regarded as dangerous	11		9		20	
being run over by car	6		6		12	
loafer (attack)	1		-		1	
being squeezed to death	1		-		1	
getting lost on his way	2		1		3	
crippled person (attack)	1		-		1	
mad man	-		1		1	
strange person (attack)	-		1		1	

APPENDIX H (Contd.)

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
c. Falling, danger of falling	1		1		2	
falling off from the bus or car	1		1		2	
d. Dying, death	2		-		2	
e. Criminal characters	1		4		5	
kidnapers	1		2		3	
strange person (kidnap)	-		2		2	
f. Being alone or in the dark; also imaginary creatures or dangers feared when alone or in the dark	-		1		1	
being alone	-		1		1	
Total	12	37.50	15	53.57	34	56.67
3. Supernatural creatures the dead	1		-		1	
Total	1	3.12	-	-	1	1.67
4. Fear of nothing	2		2		4	
Total	2	6.25	2	7.14	4	6.67
T O T A L	32	100.00	28	100.00	60	100.00

APPENDIX V

Total responses reported (by the children) of fear during the day.

Object of Fear	Boys f	Boys %	Girls f	Girls %	Total f	Total %
1. Animals						
snake	8		5		13	
mad dog	2		3		5	
buffalo	1		3		4	
cat	1		-		1	
ox	-		1		1	
dog	3		4		7	
horse	-		2		2	
bee	-		1		1	
leech	-		1		1	
bear	-		1		1	
lion	-		1		1	
elephant	1		-		1	
tiger	3		1		4	
scorpion	2		-		2	
crab	-		1		1	
gecko	1		-		1	
centipede	1		-		1	
monkey	-		1		1	
Total	23		25		48	
2. Threatening situations	35		22		57	
a. Apprehension over punishment for misconduct, losing material possession, books getting torn, and breaking a glass from						
other person	1		-		1	
mother	7		4		11	
parents	1		-		1	
adults	1		-		1	
father	9		4		13	
servant	-		1		1	
grandmother	1		1		2	
aunt	-		1		1	
sister	-		1		1	
other persons at home	1		-		1	
principal	1		-		1	
classroom teacher	13		10		23	

APPENDIX V (Contd.)

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
b. Apprehensive over personal inadequacies (bully)	5		4		9	
children in higher grades	5		3		8	
friends in the same class	-		1		1	
c. Danger or threat of bodily injury through acts of persons or through situations regarded as dangerous, drowning	15		11		26	
falling into a well	1		2		3	
crack of skull	1		-		1	
being pierced by a nail	1		-		1	
mad man	1		1		2	
being runover by car	6		6		12	
loafer (attack)	1		-		1	
being squeezed to death	1		-		1	
getting lost on his way	2		1		3	
crippled person (attack)	1		-		1	
strange person (attack)	-		1		1	
d. Falling, danger of falling	1		2		3	
falling from a swing	-		1		1	
falling off from the bus or car	1		1		2	
e. Being abandoned by parent	-		1		1	
no chance to return home	-		1		1	
f. Criminal characters	2		6		8	
strange persons (kidnap)	-		3		3	
burglars	1		-		1	
fisherman (kidnap)	-		1		1	
kidnapers	1		2		3	
g. Dying death	3		-		3	
death	2		-		2	
poison	1		-		1	
h. Being alone or in the dark; also imaginary creatures or dangers feared when alone or in the dark	-		1		1	
being alone	-		1		1	
i. Fear due to warnings and warnings about specific persons described as harmful.	-		1		1	
see-ui	-		1		1	

APPENDIX V (Contd.)

Object of fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Signs of fear in face	-		1		1	
Indian	-		1		1	
2. Loss of property	1		-		1	
loss of money	1		-		1	
Total	62		49		111	
3. Supernatural creatures the dead	1		-		1	
Total	1		-		1	
4. Nature						
a. Noise (thunder)	1		-		1	
b. Hotness or injury (the light of the sun)	1		-		1	
Total	2		-		2	
5. Fear of nothing	5		6		11	
Total	5		6		11	
T O T A L	93		80		173	

$X^2 = .918803$ $X^2_{(.05,2)} = 5.991$ $\therefore$ not significant.

APPENDIX W

Total response reported (by children) of fears at night.

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
1. Animals						
snake	1		-		1	
gecko	3		1		4	
bat	1		-		1	
Total	5		1		6	
2. Supernatural creatures						
ghost	13		8		21	
shadow	2		-		2	
dog's howling	-		1		1	
electricity being cut off	-		1		1	
being alone in the dark	4		-		4	
Total	19		10		29	
3. Threatening situations						
a. Criminal characters	6		3		9	
burglars	6		3		9	
b. Falling, danger of falling	-		1		1	
falling downstairs	-		1		1	
c. Dream	1		2		3	
nightmare	1		2		3	
d. Ill-health	1		2		3	
mosquito (getting Malaria) and haemorrhagic fever)	1		2		3	
e. Dangers feared when alone in the dark	2		-		2	
f. Danger or threat of bodily injury	1		-		1	
fire	1		-		1	
g. Imagination	-		1		1	
bad imagination	-		1		1	
h. Loss of pleasure	-		1		1	
no watching of the television	-		1		1	
Total	11		10		21	

APPENDIX W (Contd.)

Object of Fear	Boys		Girls		Total	
	f	%	f	%	f	%
4. Fear of nothing	2		5		7	
Total	2		5		7	
T O T A L	37		26		63	

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