A STUDY OF THE DEVELOPMENT OF INTERESTS OF CHILDREN IN FOUR PRIMARY SCHOOLS

THESIS

Presented in partial fulfillment of the requirements
for the Master of Education Degree
at the College of Education
in Collaboration with
The International Institute for Child Study

Thanom Pisespongsa, Bs. in Ed.

August 1958

Approved by:

(Dr. Ernest E. Boesch, Ph. D.)

ACKNOWLEDGEMENT

The writer is greatly indebted to Dr. Lamaimas Saradatta, Head of the Research Department, College of Education, Bangkok; to Dr. Snoh Dharmgrongartana, Mr. Chaochan Kiengsiri, Mr. Niyom Kumnuan-masuk, all staff members of the International Institute for Child Study; Mr. Charoon Mirindara of the College of Education, for their assistance and encouragement.

I find no words to express the debt of gratitude I owe to Dr. Ernest E. Boesch, Director of the International Institute for Child Study, for his invaluable helps to this research. Mr. Suibert Frtel, UNESCO fellow, has been so kind as to advise the investigator in writing, Miss Sriviti Aranyaputi and Miss Vipa Kanjanavasit helped in calculations. Without all these helps, this thesis might not have been completed.

Contents

Chapter		Page
	Introduction	
I	Method	3
	1.1 Sample	3
	1.2 Procedure	4
	1.3 Treatment of data	5
II	Results	8
	Section 1. Differences between boys and girls and grade levels	8
	1.1 Responses to items 1 a, 1 b	8
	Summary	28
	1.2 Responses to items 2 a, 2 b 3 a, 3 b	30
	Summary	60
	1.3 Responses to items 4 a, 4 b, 5 a, 5 b	64
	Summary	83
	Section 2. Differences between lower and higher-class children	85
	Summary	90
III	Critical Evaluation and Conclusion	91
	Bibliography	93
	Appendix	94

INTRODUCTION

Since the end of World War II Thailand has spent a great effort in improving education at all levels, especially elementary education. Many attempts have been made to introduce modern methods of teaching. Educational Psychology is considered as a necessary scientific basis for any progress in teaching efficiency. Children's needs and interests are considered as the main psychological conditions for effective learning. Any teacher has to take into consideration this basic fact. While teachers and educators of this country only recently began to pay attention to it, it is nothing new to educators abroad. As early as the seventeenth century Comenius pointed out the necessity to make subject matters interesting. Later Rousseau, and more recently John Dewey, made interests the cornerstone of their philosophies of education. But psychologists did not begin studying interests until about the time of World War II; "since then a great deal of significant research has been done concerning the development and the role of interest. We now know something about its nature, and how to apply this knowledge to problems of human adjustment."

In spite of the attention paid to this problem recently in Thailand, there is no evidence of research in this field. All researches available at hand come from abroad, mostly from the United States and the European countries. It is doubtful that the results from these researches can be applied in Thailand where conditions in culture, socio-economic background,

---

1) Henry, Edwin R; Fryer Douglas H., Handbook of Applied Psychology. New York: Rine Hart and Co., Inc. Toronto, Vol. I copy right 1950, P. 100.

geographical and other environmental factors are much different. It is inevitably true that the study of interests of Thai children is of vital necessity.

The purpose of this research is to get a first survey over the varieties of interests of Thai children. The scope of the investigation, therefore, is rather large. Further more specified investigations in the field of interests must be undertaken in order to prove the hypotheses and suggestions obtained here. The results of this work might, furthermore, serve as a guide for planning cross-cultural investigations in the field of 'interests and needs'.

CHAPTER I

METHOD

1.1 Sample: Two hundred and twelve children from four schools in the Bangkok area were involved in this study. In each of these schools, only two primary grades were selected. This sample was selected according to considerations laid down by Dr. E.E. Boesch.[1] The size and kind of the sample is presented in Table 1.

Table 1.1 Number of boys and girls tested, with indication of school, grade and age range.

School	Sex	Grade	Age range	Number of Subjects					
				Grade 2		Grade 3		Grade 4	
				B.	G.	B.	G.	B.	G.
A	Boys	4	9/3 - 14/1	-	-	-	-	20	-
A	Girls	4	9/3 - 14/1	-	-	-	-	26	-
B	Boys	2	6/9 - 10/7	36	-	-	-	-	-
B	Boys	3	7/9 - 10/-	-	-	36	-	-	-
C	Girls	2	7/3 - 9/-	-	28	-	-	-	-
C	Girls	3	7/6 - 12/9	-	-	-	42	-	-
D	Boys	4	8/11 - 11/10	-	-	-	-	16	-
D	Girls	4	8/11 - 11/10	-	-	-	-	-	8

The developmental analysis of the data will be based upon the grade-groups, and not upon age-groups according to Dr. E.E. Boesch's advise.[2]

---

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

2 op.cit., p. 16

1.2 Procedure: A questionaire containing 24 items, was applied by group testing.[1] The following list presents the first 10 items of the questionaire which are treated in this analysis:

1a. Some of the things which I have had and liked very much.

1b. Some of the things which I have never had but would like to have very much.

2a. Some of the things which I have done and liked to do very much.

2b. Some of the things which I have never done but would like to do very much.

3a. Some of the things which I do not like to do but which I have to do though.

3b. Some of the things which I have never done and would never like to do.

4a. Some of the things which I have seen and liked to see very much.

4b. Some of the things which I have never seen and would like to see very much.

5a. Some of the things which I have seen but would not like to see at all.

5b. Some of the things which I have never seen and would not like to see at all.

The items were, of course, presented in Thai. The children were asked to put down their answers on the answer sheets, the number of answers was not confined. Time limit for responses to each item was 2 minutes.

---

[1] see Appendix, p. 119

1.3 Treatment of Data: The analysis of the subjects' responses was under taken as follows:

(1) The responses to the 10 items were grouped in three units; each unit was analyzed under a different set of categories, according to the content of the presented items: (1) in Item 1a and 1b the children were asked what they would (or would not) like to have (2) in Item 2a, 2b and 3a, 3b they were asked, what they would (or would not) like to do (3) in Item 4a, 4b and 5a, 5b they are expected to put down what they would (or would not) like to see.

The response frequencies of Items which belong to one unit are analyzed simultaneously.

(2) The number of responses under each category was computed:

1. for each sex
2. for the three grades (Prathom 2 - Prathom 4)
3. for the upper and lower social class boys and girls.

(3) The comparison of children of different socio-economic background did not require laborious selection out of the population tested. We compared simply the responses of children of school A and school D, school A being attended by a great majority of ~~were~~ poor children, while the children of school D have almost all very high socio-economic background. (The socio-economic level of children in school B and C ranges between those of school A and D, and does not differ much from each other.[1] The responses of these children will, therefore, not be considered in the analysis of socio-economic differences.)

---

[1] E.E. Boesch, op.cit., pp. 3 - 11.

(4) The absolute numbers were converted into average numbers and percentages.

The first value shows the average frequency of occurrence of responses for 100 subjects of the group under consideration. For example, the 36 boys of Prathom 2 gave 18 responses grouped under category x. One subject, therefore, gave on the average $\frac{18}{36}$ responses of this kind. In order to make the comparison more convenient (The average value for one subject is rather small) the average for 100 subjects was calculated by multiplying the average response of one person by one hundred ($\frac{18}{36} \cdot 100 = 50$).

The second value shows the frequency of occurrence of the responses with regard to the total number of responses of the group under consideration. For example the 36 boys of Prathom 2 who gave 18 responses of category x, gave in total 54 responses. The 18 responses, therefore, make $\frac{18}{54} \cdot 100 = 33\%$ of the total number of responses.

The first value, thus, gives an answer to the question "How often did the response occur on the average?" The second shows "What proportion does this frequency hold in the total number of responses?"

The consideration of the average value was necessary for comparing the frequencies, because the number of responses were unlimited for the subjects.

(5) The frequency values were compared for the groups under consideration. The comparison of boys and girls, and the comparison of the grades are presented in Section 1. of Chapter II. The comparison of lower and upper-class boys and girls is shown in Section 2 of Chapter II.

(6) The interpretation of the differences was based upon the simple reasoning:

If boys, for instance, show more frequent responses under one category than girls, and if, in addition, the percentage of responses within the total number of responses is higher than that of the girls, the boys are considered to have stronger concern for the respective objects. This concern is either interpreted as like (interest, wish, curiosity) or dislike (aversion, disgust, repulsion) according to the respective questionnaire items.

The validity of the results will remain very unsatisfactory as no attempt has been made in this study to analyze the motivational conditions under which the responses are made. A subject, for instance, might want to have a wrist watch in order to show offin class, or in order to keep up with a sibling who has already got a wrist watch.

All interpretations, therefore, have to be considered preliminary and tentative.

Besides, the statistical treatment in this study does not include any testing of the significance of the differences.

CHAPTER II

RESULTS

Section 1 Differences between boys and girls and grade levels.

1.1 Analyzing the responses to Item 1a. and 1b.

A. The Items

The analysis will be undertaken simultaneously for both items. The items elicit the subjects' positive responses (likes) with regard to "having things", "possessing objects". The items run as follows (in English translation):-

1a: Some of the things which I had and like very much.

1b: Some of the things which I have never had but would like to have very much.

B. The Categories

The following categories were set up in order to classify the subjects' responses.

1.0 Things to eat and drink: food and drinks (bananas, vegetable, sweet meat, water, etc.)

2.0 Things to wear: all kinds of daily clothes, not special decorative ones (trousers, socks, shirt, etc.)

3.0 Things for decorating one's self: all kinds of decorative things, beauty aids, etc. (gems, diamonds, ribbon, pearls, powder, etc.)

4.0 Things for practical use: all kinds of utensils, implements and means of serving living accommodation and comfort.

4.1 Less valuable (spoons, plates, baskets, pockets, pencils, chairs, etc.)

4.2 More valuable (ice-boxes, washing-machines, wrist watches, new houses, etc.)

5.0 Things to play with:

5.1 Dolls and similar toys (rabbit toys, puppets, etc.)

5.2 Non-aggressive mechanical toys (ships, motor boats, cars, jeeps, trains, etc.)

5.3 Aggressive toys (weapons, guns, pistols, warships, tanks, etc.)

5.4 Game equipment: things necessary for motor play (kites, ping-pong balls, foot-balls, rocking horses, rackets for badminton, etc.)

6.0 Flowers, plants and related things: (orchids, roses, trees, flowers, vases, flower-baskets)

7.0 Pets: (geese, pigs, dogs, monkeys, puppies, kittens, etc.)

8.0 Others: (all things which can not be categorized under the seven categories above.)

C. The Analysis

1. Comparing the frequencies of responses of all categories.

The following tables give a rank order of the categories, according to the average number of responses for each category (the average is obtained as the mean for 100 subjects). The rank order is given separately for each sex and for each item. The frequencies lower than 10 are omitted in these tables.

Table 2.1

Rank order of frequencies of responses

to Item 1 a. and 1 b; for boys only.

Category No.	Item 1 a.	Mean	Category No.	Item 1 b.	Mean
5.0	Things to play with	114	5.0	Things to play with	130
4.0	Things for practical use	33	7.0	Pets	33
7.0	Pets	26	4.0	Things for practical use	28
2.0	Things to wear	16			
3.0	Things for decorating one's self	12			
1.0	Things to eat and drink	12			
Total No. of responses per 100 subjects		233	Total No. of responses per 100 subjects		237

The table shows that for boys "toys" and the like are by far the most attractive things. While toys are mentioned more than once by a subject, on the average, only one third of the boys mention "Things for living accommodation" (Item 1a) or "pets" (Item 1 b). The average numbers of the other categories are even low.

Table 2.2

Rank order of frequencies of responses

to Item 1 a. and 1 b. for girls only.

Category No.	Item 1 a.	Mean	Category No.	Item 1 b.	Mean
4.0	Things for practical use	69	5.0	Thingsto play with	59
5.0	Things to play with	66	4.0	Things for practical use	55
3.0	Things for decorating one's self	63	3.0	Things for decorating one's self	42
2.0	Things to wear	54	7.0	Pets	26
7.0	Pets	27	6.0	Flowers	18
6.0	Flowers	24	2.0	Things to wear	13
Total No. of responses per 100 subjects		326	Total No. of responses per 100 subjects		240

This table shows that, for the girls" "Things for practical use", "Things to play with", and "Things for decorating one's self" are most attractive. "Things to wear" shows also a rather high frequency (at least in Item 1 a). The other categories fall comparatively short and may be regarded as of secondary importance.

2. Comparing the frequencies of responses under each category

Table 2.3

The average frequency of responses under "Things to eat and drink" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both Items 1 a and 1 b, and for boys and girls (total.)

	Item	Boys	Girls	D	$\frac{B}{G}$
$\bar{x}$	1 a	12	6	6	B
	1 b	7	5	2	B
%	2 a	5	2	3	B
	1 b	3	2	1	B

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

Both the absolute and the relative frequencies of "food and drink" answers are higher for the boys than for the girls, for Item 1 a as well as for Item 1 b. Although the frequencies are rather small, the differences are consistent.

Boys seem to have more concerned with and more fond of food and drinks than girls.

Table 2.4

The average frequency of responses under "Things to eat and drink" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both items 1 a and 1 b, separately for the 3 grades (P2, P3, P4) boys and girls.

Boys	Item	P2	P3	P4	$\frac{P}{2}{3}$	$\frac{P}{3}{4}$	$\frac{P}{2}{4}$	Girls	Item	P2	P3	P4	$\frac{P}{2}{3}$	$\frac{P}{3}{4}$	$\frac{P}{2}{4}$
$\bar{x}$	1 a	20	6	8	-14	+ 2	-12	$\bar{x}$	1 a	11	14	13	+ 3	- 1	+ 2
	1 b	8	12	0	+ 4	-12	- 8		1 b	14	2	5	-12	+ 3	- 9
%	1 a	13	2	3	-11	+ 1	-10	%	1 a	3	1	1	- 2	0	- 2
	1 b	6	4	0	- 2	- 4	- 6		1 b	5	1	2	- 4	+ 1	- 3

P2, P3, P4 = Grade or Prathom 2, 3, 4.

$D\frac{2}{3}$ = Difference in frequency between P2 and P3

$D\frac{3}{4}$ = Difference in frequency between P3 and P4

$D\frac{2}{4}$ = Difference in frequency between P2 and P4

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

Despite the fact that there are a few slight increases of response frequency, the comparison of ages shows, on the whole, downward trends. This is true for both Items and for both boys and girls. The decrease seems to be more rapid from grade 2 to grade 3, than from grade 3 to grade 4.

: The interest in food and drinks decreases with age or maturity, within a grade range tested, which is true for both boys and girls.

Table 2.5

The average frequency of responses under "Things to wear" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both Items 1 a. and 1 b, and for boys and girls (total).

	Item	Boys	Girls	D	$\frac{B}{G}$
$\bar{x}$ per N=100	1 a	16	54	38	G
	1 b	5	13	8	G
%	1 a	7	16	9	G
	1 b	2	5	3	G

D = Difference between the responses of the boys and the girls.

B. = Higher frequency for boys.

G = Higher frequency for girls.

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

Girls show consistently higher frequencies with regard to both mean and percentage. The differences are more considerable with the means than with the percentages. They are more striking in Item 1 a than in 1 b.

: Girls are more fond of "Things to wear" than are boys. They enjoy the wearing apparel they have much more than boys do, and their wish for more or better things to wear is also stronger with girls.

Table 2.6

The average frequency of responses under "Things to wear" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both Items 1 a and 1 b, arranged according to grade and sex.

Boys	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4	Girls	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4
$\bar{x}$ per N=100	1 a	6	3	39	- 3	+ 36	+ 33	$\bar{x}$ per N=100	1 a	50	46	61	- 4	+ 15	+ 11
	1 b	0	3	10	+ 3	+ 7	+ 10		1 b	4	14	18	+10	+ 4	+ 14
%	1 a	4	1	15	- 3	+ 14	+ 11	%	1 a	13	13	24	0	+ 11	+ 11
	1 b	0	1	4	+ 1	+ 3	+ 4		1 b	6	6	9	+5	+ 3	+ 8

P2, P3, P4 = Grade or Prathom 2, 3, 4

D 2/3 = Difference in frequency between P2 and P3

D 3/4 = Difference in frequency between P3 and P4

D 2/4 = Difference in frequency between P2 and P4.

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

The table shows increases of frequencies for boys and girls, in both Items. The most considerable increases occur from P3 to P4, while three are only slight or inconsistent shifts from P2 to P3. The increase is most striking with Item 1 a, especially for boys.

: The fondness for wearing apparel increases with age for both boys and girls. The increase occurs rapidly from P3 to P4.

Table 2.7

The average frequency of responses under "Things to decorate one's self" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both Items 1 a. and 1 b, and for boys and girls (Total).

	Item	Boys	Girls	D	$\frac{B}{G}$
$\bar{x}$	1 a	12	63	51	G
	1 b	9	42	33	G
%	1 a	5	19	13	G
	1 b	4	18	14	G

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

x = Arithmetic mean for 100 subjects.

This table shows great differences on the whole scale. The responses of the girls to this type of things show considerably higher frequencies. The differences are even greater than for Category 2.0 (Things to wear). especially with Item 1 b.

: Girls are much more fond of things to decorate one's self. This is true for both, things which they possess and things which they do not yet possess.

Table 2.8

The average frequency of responses under "Things to decorate one's self" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both Items 1 a. and 1 b., arranged according to grade and sex.

Boys	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4	Girls	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4
$\bar{x}$ per N=100	1 a	3	17	16	+14	- 1	+13	$\bar{x}$ per N=100	1 a	29	96	49	+67	-47	+20
	1 b	6	1	8	- 5	+ 7	+ 2		1 b	43	43	41	0	- 2	- 2
%	1 a	2	6	12	+ 4	+ 6	+10	%	1 a	8	27	19	+18	- 8	+11
	1 b	8	3	21	- 5	+18	+13		1 b	14	19	20	+ 5	+ 1	+ 6

P2, P3, P4 = Grade or Prathom 2, 3, 4.

D 2/3 = Difference in frequency between P2 and P3

D 3/4 = Difference in frequency between P3 and P4

D 2/4 = Difference in frequency between P2 and P4

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

From P2 to P4 boys show increases with both measures and with both Items. The increase seems to be more remarkable from P3 to P4.

For girls there is also a significant increase from P2 to P4, at least for Item 1 a. But the main shift seems to be from P2 to P3, while, from P3 to P4, the frequencies show even a remarkable decrease.

: Boys and girls come to appreciate decorative things more and more with age. While for the boys the main increase is between P3 and P4, for the girls this shift is ffom P2 to P3, followed by a decrease from P3 to P4.

Table 2.9

The average frequency of responses under "Things for practical use" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both Items 1 a and 1 b, and for boys and girls (total).

	Item	Boys	Girls	D	$\frac{B}{G}$
$\bar{x}$	1 a	33	69	36	G
	1 b	28	55	27	G
%	1 a	14	21	7	G
	1 b	12	23	11	G

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

Responses to this category are more frequent in the group of the girls than in the boys' group. The difference holds with both measures and both items.

: Girls are more concerned with and like to have things for practical use considerably more than boys do.

When we split up this category into "less valuable" and "more valuable" things (subcategories 4.1, 4.2) we see that for Item 1a."less valuable" things are much more in favour than "more valuable" things, but for Item 1 b. the reverse is true. This indicates that the subjects enjoy possessing the less valuable and less comfortable things, but their wish is directed towards the "more valuable" things.

This striving for living comfort is much more remarkable with girls than with boys. (For the exact frequencies, refer to Tables 1 & 2, Appendix p.94)

Table 2.10

The average frequency of responses under "Things for practical use" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both items 1 a and 1 b, arranged according to grade and sex.

Boys	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4	Girls	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4
$\bar{x}$	1 a	11	37	49	+26	+12	+38	$\bar{x}$	1 a	114	39	67	-75	+28	-47
	1 b	11	31	36	+20	+ 5	+25		1 b	50	54	55	+ 4	+ 1	+ 5
%	1 a	7	13	19	+ 6	+ 6	+12	%	1 a	30	11	26	-19	+15	- 4
	1 b	8	10	14	+ 2	+ 4	+ 6		1 b	14	24	29	+10	+ 5	+15

P2, P3, P4 = Grade or Prathom 2, 3, 4

D 2/3 = Difference in frequency between P2 and P3

D 3/4 = Difference in frequency between P3 and P4

D 2/4 = Difference in frequency between P2 and P4

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

Both the means of responses and the percentages show an increase from P2 to P4, in the boys group. The increase is most remarkable from P2 to P3.

The responses of the girls yield a different picture. For Item 1a. there is no increase, but instead a high decrease of responses from P2 to P4, which is, however, not a gradual one. This very high decrease from P2 to P3, is followed by an increase from P3 to P4. For Item 1 b. the result is different, a slight gradual increase from P2 to P4 for both measures.

: Boys become more and more interested in things for practical use, as they advance in grade. This holds true, nearly exclusively, to the "less valuable" things (See Appendix pp. 94-95 Tables 1 and 2). Girls, on the other hand, show great irregularity of differences between the grade groups.

Table 2.11

The average frequency of responses under "Things to play with" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both items 1 a and 1b, and for boys and girls (total).

	Item	Boys	Girls	D	B/G
$\bar{x}$	1 a	114	66	48	B
	1 b	130	59	71	B
%	1 a	49	20	29	B
	1 b	55	24	31	B

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

The differences between the responses of boys and girls under this category are very remarkable. Boys show consistently higher frequencies of responses in both items and both measures.

: Boys are far more interested in "Things to play with" than girls. They enjoy the toys, they have, more, and they wish to have more and/or better toys more than girls do.

For the boys, the rank order of the subcategories concerning the attractiveness of the toys is shown in Table 2:11.

Table 2.12

The rank order of the average frequency for boys' and girls' responses under the different kinds of toys (Item 1 a.)

Boys			Girls		
Category	$\bar{X}$	%	Category	$\bar{X}$	%
Mechanical toys	77	33	Dolls	49	15
Games equipment	14	6	Games equipment	9	3
Dolls	14	6	Mechanical toys	8	2
Aggressive toys	9	4	Aggressive toys	2	1

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

Mechanical toys (cars, ships, planes etc.) are most attractive for boys, while dolls are for girls. Aggressive toys and games equipment are motioned also more frequently by the toys.

Table 2.13

The average frequency of responses under "Things to play with" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both Items 1 a and 1 b, arranged according to grade and sex.

Boys	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4	Girls	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4
$\bar{x}$	1 a	95	135	88	+40	-47	- 7	$\bar{x}$	1 a	61	100	28	+39	-72	-33
	1 b	98	166	129	+68	-37	+31		1 b	86	7	39	-79	+32	-47
%	1 a	63	47	34	-16	-13	-29	%	1 a	16	28	11	+12	-17	- 5
	1 b	70	54	50	-16	- 4	-20		1 b	25	3	19	-22	+16	- 6

P2, P3,P4 = Grade or Prathom 2, 3, 4.

D $\frac{2}{3}$ = Difference in frequency between P2 and P3

D $\frac{3}{4}$ = Difference in frequency between P3 and P4

D $\frac{2}{4}$ = Difference in frequency between P2 and P4.

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

For the boys, the average number of "play" responses increases from P2 to P3 and decreases from P3 to P4, for both items. If we, however, consider only the percentages, i.e. the proportion of the "play" responses within the total number of responses, a gradual decrease becomes obvious from P2 to P4, for both items. If we only consider the differences between P3 and P4, we are justified to say.

: The boys' interest for "Things to play with" decreases consistently from P3 to P4, for both measures and items. (The shifts from P2 to P3 do not give support to a similar interpretation).

For the girls, the differences of the frequencies of responses do not follow the same trend when the shifts of the grades and the two items are compared. For Item 1 a. there is an increase of "play" answers from P2 to P3 followed by a very high decrease from P3 to P4 (true for both measures).

For Item 1 b. the differences are reversed, i.e. a very high decrease of "play" answers from P2 to P3, and an increase from P3 to P4 (true for both measures)

: In total, there is a decrease of interest in "play" things for girls, from P2 to P4. But while in P2 and P4 the girls' concern for toys they would like to have is stronger than their interest in toys they possess, the reverse is shown with the girls of P3. They are more concerned with the toys of their experience than with toys they would like to have.

The same grade differences appear when the frequencies of the subcategories are compared (see Table 1,2. Appendix pp. 94 - 95)

Table 2.14

The average frequency of responses under "Flowers" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both items 1 a and 1 b, and for boys and girls (total).

	Item	Boys	Girls	D	$\frac{B}{G}$
$\bar{x}$	1 a	0	24	24	G
	1 b	2	18	16	G
%	1 a	0	7	7	G
	1 b	1	8	7	G

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

The majority of "flower" responses is on the part of the girls. This is true for both items and for both measures.

: Girls are apparently more interested in flowers than boys.

Table 2.15

The average frequency of responses under "Flowers" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both Items 1 a and 1 b, arranged according to grade and sex.

Boys	Item	P2	P3	P4	D $\frac{2}{3}$	D $\frac{3}{4}$	D $\frac{2}{4}$	Girls	Item	P2	P3	P4	D $\frac{2}{3}$	D $\frac{3}{4}$	D $\frac{2}{4}$
$\bar{x}$	1 a	0	0	0	0	0	0	$\bar{x}$	1 a	36	32	3	- 4	-29	-33
	1 b	0	0	5	0	+5	+5		1 b	11	23	18	+12	- 5	+ 7
%	1 a	0	0	0	0	0	0	%	1 a	9	9	1	0	- 8	- 8
	1 b	0	0	2	0	+2	+2		1 b	4	10	9	+6	- 1	+ 5

P2, P3, P4 = Grade or Prathom 2, 3, 4

D $\frac{2}{3}$ = Difference in frequency between P2 and P3

D $\frac{3}{4}$ = Difference in frequency between P3 and P4

D $\frac{2}{4}$ = Difference in frequency between P2 and P4

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

The boys show a low frequency only in P4, while there are no responses at all in P2 and P3. Therefore, a trend analysis would be meaningless.

The girls, on the other hand, give less frequent responses from P2 to P3, to P4, as far as Item 1 a is concerned for Item 1 b. There is an increase number of responses from P2 to P3, followed by a minor decrease from P3 to P4.

: Though not consistently, the girls' interest in flowers decreases with grade, as far as the familiar flowers are concerned (see Item 1 a). The interest in the kind of flowers which the children have never had does not show the same trend of decrease (see Item 1 b.)

Table 2.16

The average frequency of responses under "Pets" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both, Item 1 a and 1 b, and for boys and girls (total).

	Item	Boys	Girls	D	$\frac{B}{G}$
$\bar{x}$	1 a	26	27	1	G
	1 b	33	26	7	B
%	1 a	11	8	3	B
	1 b	14	11	3	B

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

There are only slight differences, three out of the four measures in favour of boys.

: Boys seem to be a little more fond of pets than girls.

Table 2.17

The average frequency of responses under "Pets" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for both Items 1 a and 1 b, arranged according to grade and sex.

Boys	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4	Girls	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4
$\bar{x}$	1 a	6	37	34	+31	-3	+28	$\bar{x}$	1 a	50	21	8	-29	-13	-42
	1 b	6	71	22	+65	-48	+17		1 b	39	20	20	-19	0	-19
%	1 a	4	13	13	+ 9	0	+ 9	%	1 a	13	6	3	- 7	-3	-10
	1 b	4	23	9	+19	-14	+5		1 b	13	9	10	- 4	+1	- 3

P2, P3, P4 = Grade or Prathom 2, 3, 4

D 2/3 = Difference in frequency between P2 and P3

D 3/4 = Difference in frequency between P3 and P4

D 2/4 = Difference in frequency between P2 and P4

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

While the girls show a consistent gradual decrease with grade of Wpets" responses, the boys show an increase. This increase appears strikingly from P2 to P3, followed by all decrease from P3 to P4.

: While the girls' interest in pets decreases within the grade range tested, the boys' interest in animals rises, especially from P2 to P3. Prathom 3 seems to be the "pet age" for the boys, because from P3 to P4 there is, again, an obvious decrease of "pet" answers.

D. Summary and interpretation of the results of Section 1.1

1. Differences between boys and girls.

(1) Boys are far more interested in toys and things to play with than girls are.

(2) Girls are more concerned with and like to have things for practical use more frequently than boys are.

(3) Girls are much more fond of things to decorate one's self.

(4) Girls are more interested in things to wear than boys are.

(5) Boys seem to like food more than girls do.

(6) Girls are apparently more interested in flowers than boys are.

(7) Boys prefer pets a little bit more than girls do.

The most striking result of this comparison is the revelation of the strong playful-mindedness of the boys, as compared with the girls. All the other things play a secondary role for the boys. The girls show a far more balanced picture. Their interest is not as one-sided as that of the boys. They seem to be more reality-oriented and perhaps more mature in a sense when we take their strong practical concern into consideration. (Of course, the girls reveal also a rather strong motivation for exhibition and self-decoration, and aesthetic interest in the beauty of flowers, which is much less with the boys.). The boys, besides, show more interest in food, which could give support to the assumption that, the boys' interests are more centered around physical needs, and perhaps more egocentric than the girls' interests.

2. Differences between grade-levels.

Boys.

(1) The boys' interest for toys decreases, from P3 to P4.

(2) The boys become, when they grow older, more and more interested in things for practical use, especially in things for everyday use.

(3) The boys' interest in pets increases from P2 to P3, but decreases again from P3 to P4, although not as far as the Prathom two level. Prathom 3 seems to be the "pet age" of boys.

(4) Boys become more interested in clothes and things to decorate one's self, especially from P3 to P4.

(5) The interest in food and drinks decreases gradually with grade.

Girls

(1) There is no consistent increase of the girls' interest in "Things for practical use" (as it is with the boys)

(2) The girls' interest in "Things to play with" decreases less rapidly and less consistently as compared with the boys.

(3) The interest in "clothes" and "decorative things" increases, as it does with the boys.

(4) The girls' interest in pets decreases.

(5) The girls' interest in flowers decreases (at least in flowers of familiar kind).

Both sexes develop more and more interest in dressing and decorative things, presumably along with an increased need to please, to be

respected by and to make impression upon others. This interest is perhaps due to a progressive social maturation.

The boys' playful-mindedness decreases and their realistic interests come more to the fore, especially between P3 and P4, which would indicate a rapid developmental progress in this grade-range. The decrease of "food-concern" suggests the same trend. This rate of change cannot be noticed in the girls' group, which might be interpreted in the samse that the boys, on the average, mentally less mature than the girls at the early age-level, show greater developmental progress within the age-range tested. Of course, these interpretations are only tentative and need verification.

1.2 Analyzing the responses to the Items 2 a, 2 b, 3 a, 3 b.

A. The Items

The analysis will be undertaken simultaneously for all 4 Items, on the ground that all four of them are questions about the children's likes and dislikes in the field of "activities". The wording of the Items is as follows (in English translation)

2 a. Some of things which I have done and liked to do very much.

2 b. Some of the things which I have never done but would like to do very much.

3 a. Some of the things I do not like to do but which I have to do though.

3 b. Some of the things which I have never done and would never like to do.

To Items 2 a and 2 b positive responses (likes) are expected. The range of responses for Item 2 a is limited to those activities which the subject has already experienced, while those for Item 3 b. are limited to untried activities.

To Item 3 a and 3 b negative responses (dislikes) are expected. The limitation of responses is similar to those of Items 2 a and 2 b, although for Item 3 a. an additional limitation has been set by asking the subject's to mention only those experienced activities which the subjects are forced or obliged to do.

B. The Categories

The followingcategories have been set up to classify the subject's responses:

1.0 Cleaning:

1.1 Washing and ironing: all activities related to washing.

1.2 Cleaning one's self: (taking a bath, cleaning one's feet, etc.)

1.3 Other cleaning activities: (sweeping, washing dishes, cleaning a room, etc.)

2.0 Cooking: and all activities related to preparing meals (boiling preparing meals (boiling rice, frying eggs, chooping meat, etc.)

3.0 Buying and selling:

3.1 Buying

3.2 Selling

4.0 Various household activities: all kinds of household work, except washing, cooking, cleaning, (working at home, lighting

a fire, cutting wood, folding a blanket, etc.)

5.0 Nurturing activities:

5.1 Taking care of younger sibling:

(feeding a baby, playing with a younger brother, etc.)

5.2 Taking care of pets: (feeding rabbits, washing dogs, etc.)

6.0 Gardening, farming:

6.1 Gardening and farming

6.2 Others: (working, working hard, carrying sand, making a road, etc.)

7.0 Constructive activities:

7.1 Handicraft in general: (handicraft as a school subject, etc.)

7.2 Handicraft techniques: (polishing wood, moulding, sawing, etc.)

7.3 Constructing things; (Forming an image, making a car, making a coat-hanger, etc.)

7.4 Sewing, weaving and others:

(sewing a doll's shirt, making hankerchiefs, weaving, etc.)

8.0 School activities:

8.1 Reading, writing

8.2 Arithmetic

8.3 Drawing and painting

8.4 Others: (studying, coming to school, doing home work, etc.)

9.0 Playing: (playing with friends, playing with dolls, etc.)

10.0 Sports and related motor activities:

(running, swimming, sporting, playing pingpong, playing foot-ball, riding a bicycle, etc.)

11.0 Professional and related adult activities:

11.1 Stage activities: (being a singer, acting in a b movie, etc.)

11.2 Driving a car: (being a chauffeur, driving a car, driving a bus, etc.)

11.3 Others: (repairing a car, being a tricycle driver, working at the Ministry, etc.)

12.0 Doing bad things:

12.1 Killing: (killing animals, killing men, etc.)

12.2 Stealing: (robbing, stealing, being a thief, etc.)

12.3 Other aggressive deeds: except killing (scolding, beating, oppress, fighting, etc.) .

13.0 Cars, ships, planes, etc. This category should be combined with Category 14.0. The analyzer cannot decide whether the subjects intended to say "I want to make ships". But there were so many answers of this kind that a separate category has been set up in order to cover these responses.

14.0 Others: any answer, or not classifiable under Category 1.0 - Category 13.0, or not classifiable at all because of incompleteness, lack of understanding of the items, etc.

C. The Analysis

1. Comparing the frequencies of the responses of all categories.

The following Tables give a rank order of the categories with respect to the average number of responses for each category (the average is obtained as the mean ($\bar{x}$) for 100 subjects). The rank order is given separately for each sex and for each of the four items. The frequencies lower than 10 are omitted in these Tables.

Table 2.13

Rank order of the average frequency of the boys' responses under the different categories. (Items 2 a and 2 b).

Mean less than 10 are omitted in this table.

	Item 2 a			Item 2 b	
Category No.	Category Description	$\bar{x}$	Category No.	Category Description	$\bar{x}$
7.0	Constructive activities	51	6.0	Gardening, farming	32
6.0	Gardening, farming	40	2.0	Cooking	24
8.0	School activities	30	7.0	Constructive activities	22
1.0	Cleaning	15	11.0	Professional activities	14
10.0	Sport	11	10.0	Sports	10
Total No. of responses per 100 subjects		211	Total No. of responses per 100 subjects		202

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

Among the activities the subjects have experienced (Item 2 a) boys like "constructive activities" most of all. "Gardening and farming" are rather much liked and "school activities" range still comparatively high. When we compare these frequencies with that of Item 2 b, we see that the "gardening and farming" responses are still very frequent, while the "constructuve activities" are much less frequently mentioned, though they still hold the third place within the rank order "School activities" dropped off completely," "Cooking" ranges higher, instead, now being in the second place.

Table 2.19

Rank order of the average frequency of the boys' responses under the different categories. (Items 3 a and 3 b).

Item 3 a			Item 3 b		
Category No.	Category Description	$\bar{x}$	Category No.	Category Description	$\bar{x}$
1.0	Cleaning	27	6.0	Gardening, farming	35
6.0	Gardening, farming	24	12.0	Doing bad things	25
2.0	Cooking	12	7.0	Constructive activities	17
4.0	Household activities	10	2.0	Cooking	11
5.0	Nurturing activities	10	11.0	Professional activities	11
3.0	Buying and selling	9			
Total No. of responses per 100 subjects		124	Total No. of responses per 100 subjects		154

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

The three most unpleasant activities for boys, as far as Item 3 a is concerned, are "cleaning" "gardening, farming", and "cooking". The most unpleasant things according to Item 3 b are "gardening, farming", "bad things", and "constructive activities".

Table 2.20

Rank order of the average frequency of girls' responses under the different categories (Items 2 a and 2 b).

Item 2 a			Item 2 b		
Category No.	Category Description	$\bar{x}$	Category No.	Category Description	$\bar{x}$
1.0	Cleaning	72	2.0	Cooking	45
8.0	School activities	57	6.0	Gardening, farming	36
6.0	Gardening, farming	42	7.0	Constructive activities	32
7.0	Constructive activities	39	1.0	Cleaning	27
2.0	Cooking	27	11.0	Professional activities	17
9.0	Playing	14	5.0	Nurturing activities	13
4.0	Various household activities	12	10.0	Sports	12
Total No. of responses per 100 subjects		293	Total No. of responses per 100 subjects		224

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

The rank order is different than that of the boys. Among the responses to Item 2 a the great majority belong to the "cleaning" category, followed by "school activities", "gardening and farming", and constructive activities". The rank order changes when we consider Item 2 b. "Cooking" holds the first place, and "cleaning" as well as "school activities" drop considerably.

Table 2.21

Rank order of the average frequency of girls' responses under the different categories (Items 3 a and 3 b).

Item 3 a			Item 3 b		
Category No.	Category Description	$\bar{x}$	Category No.	Category Description	$\bar{x}$
1.0	Cleaning	77	12.0	Doing bad things	52
6.0	Gardening, farming	45	6.0	Gardening, farming	29
4.0	Household activities	20	1.0	Cleaning	21
2.0	Cooking	11	8.0	School activities	17
8.0	School activities	10	11.0	Professional activities	13
			2.0	Cooking	13
			7.0	Constructive activities	12
			3.0	Buying and selling	10
Total No. of responses per 100 subjects		198	Total No. of responses per 100 subjects		204

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

"Cleaning" and "gardening, farming" are the most disliked activities as far as Item 3 a is concerned. "Nurturing" is not attractive to the girls either. As for Item 3 b, the category "doing bad things" holds the first place, followed by "gardening, farming" and "cleaning".

2. Comparing the frequencies of responses for each category.

Table 2.22

The average frequency of responses under the category "cleaning" (for 100 subjects) and the percentage of these responses within the total number of responses for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

	$\bar{x}$		%		$\bar{x}$		%	
Items	2 a	2 b	2 a	2 b	3 a	3 b	3 a	3 b
Boys	15	4	7	2	27	6	22	4
Girls	72	27	25	12	77	21	39	10
D	57	23	18	10	50	15	17	6
$\frac{B}{G}$	G	G	G	G	G	G	G	G

D = Difference in frequency between the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

All along the line, the frequency-measures are much higher with the girls than with the boys. For both sexes, the Item 2 a shows higher frequencies than the Item 2 b and the Item 3 a higher than the Item 3 b.

: Girls are far more concerned about cleaning activities than boys. They exceed boys both in their likes and dislikes within this field.

For all the sub-categories, the same relation becomes obvious; the differences are greatest within the "washing and ironing categories", where boys show but rather little responses. (see Table 3 and 4 Appendix pp. 96-99)

Table 2.23

The average frequency of responses under the category "cleaning" (for 100 subjects) and the percentage of responses of this category within the total number of responses; for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

Boys	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4	Girls	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4
$\bar{x}$	2 a	6	23	18	+17	- 5	+12	$\bar{x}$	2 a	61	83	69	+22	-14	+ 8
	2 b	2	11	0	+ 9	-11	- 2		2 b	20	15	11	- 5	- 4	- 9
	3 a	19	31	30	+12	- 1	+11		3 a	42	111	64	+69	-47	+22
	3 b	6	8	5	+ 2	- 3	- 1		3 b	14	28	18	+14	-10	+ 4
%	2 a	5	9	7	+ 4	- 2	+ 2	%	2 a	21	27	26	+ 6	- 1	+ 5
	2 b	2	4	0	+ 2	- 4	- 2		2 b	20	9	6	-11	- 3	-14
	3 a	24	25	18	+ 1	- 7	- 6		3 a	24	51	33	+27	-18	+ 9
	3 b	7	4	3	- 3	- 1	- 4		3 b	6	14	10	+ 8	- 4	+ 4

P2, P3, P4 = Grade or Prathom 2, 3, 4

$D\frac{2}{3}$ = Difference in frequency between P2 and P3

$D\frac{3}{4}$ = Difference in frequency between P3 and P4

$D\frac{2}{4}$ = Difference in frequency between P2 and P4

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

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

Boys: The shifts from P2 to P3 are nearly all increases, especially for Item 2a and 3a, followed by decreases from P3 to P4.

Girls: The trends are similar to those of the boys' group, i.e. increases from P2 to P3 (except for Item 2b, which shows a decrease) and decreases from P3 to P4.

: An increase of liking for cleaning activities which becomes obvious all along the line from P2 to P3 does not go with a decrease of dislikes, as might be expected. Vice versa, a decrease of "cleaning" interest from P3 to P4 does not go with an increase of dislike responses. Both likes and dislikes increase or decrease at the same time. There is no simple developmental trend recognizable within this category.

All that can be stated is that the concern for "cleaning" shifts towards an increase from P2 to P3, and towards a decrease from P3 to P4, for boys and girls likewise. Prathom two seems to be the cleaning age in this respect.

Table 2.24

The average frequency of responses under the category "cooking" (for 100 subjects) and the percentage of these responses within the total number of responses for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

	$\bar{x}$		%		$\bar{x}$		%	
Item	2 a	2 b	2 a	2 b	3 a	3 b	3 a	3 b
Boys	6	24	3	12	12	13	10	7
Girls	27	45	9	20	11	11	5	7
D	21	21	6	8	1	2	5	0
$\frac{B}{G}$	G	G	G	G	B	B	B	none

D = Difference in frequency between the boys and the girls

B = Higher frequency for boys

G = Higher frequency for girls

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

The frequencies are considerably higher with the girls, as far as Items 2 a and 2 b are concerned. For Item 3 a and 3 b the relation is different; the frequencies of responses of the boys slightly exceed those of the girls. For both sexes, the frequencies of Item 2 b are higher than for Item 2 a.

: Cooking is an activity which lies to a rather high degree, beyond the realm of experience of the subjects. This lack of experience is more obvious among the boys than among the girls.

The girls show, on the whole, more interest in cooking activities, and their disliking for these activities are slightly less than that expressed by the boys.

Table 2.25

The average frequency of responses under the category "cooking" (for 100 subjects) and the percentage of responses of this category within the total number of responses; for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

Boys	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4	Girls	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4
x	2 a	8	8	3	0	- 5	- 5	x	2 a	7	25	48	+18	+23	+41
	2 b	17	50	5	+33	-50	-12		2 b	61	48	30	-13	-18	-31
	3 a	8	17	12	+ 9	- 5	+ 4		3 a	14	7	12	- 7	+ 5	- 2
	3 b	8	17	5	+ 9	-12	- 3		3 b	19	14	9	- 5	- 5	-10
%	2 a	7	3	1	- 4	- 2	- 6	%	2 a	2	8	18	+ 6	+10	+16
	2 b	15	19	2	+ 4	-17	-13		2 b	22	22	16	0	- 4	- 4
	3 a	10	14	7	+ 4	- 7	- 3		3 a	8	3	6	-15	+ 3	- 2
	3 b	10	9	3	- 1	- 6	- 7		3 b	8	7	5	- 1	- 2	- 3

P2, P3, P4 = Grade or Prathom 2, 3, 4

$D\frac{2}{3}$ = Difference in frequency between P2 and P3

$D\frac{3}{4}$ = Difference in frequency between P3 and P4

$D\frac{2}{4}$ = Difference in frequency between P2 and P4

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

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

For the boys, the only consistent trend is a decrease of frequency for all items from P3 to P4. If we neglect the irregular differences between P2 and P3, then a total decrease from P2 to P4, though partly slight becomes obvious.

For the girls, the shifts are more consistent than for the boys. There is a rather high increase from P2 to P3, and from P3 to P4 only in Item 2 a. All the other items show decreases with grade (with a slight exception in Item 3 a).

: The boys likes and dislikes with regard to "cooking" activities seem to decrease consistently with grade, at least from P3 to P4. "Cooking", therefore, becomes a matter of less concern as the boys grow older.

Girls become more and more interested in cooking as they grow older (Item 2 a). Their experience in this field increases rapidly within the age range tested (Item 2 b). With their experience, the dislike responses, which are comparatively few, decrease still more (Items 3 a and 3 b).

Table 2.26

The average frequency of responses under the category "buying and selling" (for 100 subjects) and the percentage of these responses within the total number of responses for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

	$\bar{x}$		%		$\bar{x}$		%	
Item	2 a	2 b	2 a	2 b	3 a	3 b	3 a	3 b
Boys	1	0	1	0	9	1	7	1
Girls	2	8	1	3	5	10	2	5
D	1	8	0	3	4	9	5	4
$\frac{B}{G}$	G	G	none	G	B	G	B	G

D = Difference in frequency between the boys and the girls

B = Higher frequency for boys

G = Higher frequency for girls

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

The number of responses is, in total, very small. Only slight differences between the sexes can be stated. Girls give more responses to Item 2 a, 2 b and 3 b; they give fewer responses to Item 3 a.

These differences do not give support to any consistent interpretation.

Because of the low frequencies, no developmental analysis will be undertaken here.

Table 2.27

The average frequency of responses under the category "various household activities" (for 100 subjects) and the percentage of these responses within the total number of responses for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

	$\bar{x}$		%		$\bar{x}$		%	
Item	2 a	2 b	2 a	2 b	3 a	3 b	3 a	3 b
Boys	2	4	1	2	10	8	8	5
Girls	12	7	4	3	20	3	10	1
D	10	3	3	1	10	5	2	4
$\frac{B}{G}$	G	G	G	G	G	B	G	B

D = Difference in frequency between the boys and the girls

B = Higher frequency for boys

G = Higher frequency for girls

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

All frequencies, though low, are higher for girls, except in Item 3 b. The frequency of Items 2 a and 3 a are higher than those of Items 2 b and 3 b respectively, as far as the girls are concerned. For the boys, the proportions are reversed.

: Girls have more experience in household work than boys. They like this kind of work more than the boys do; but their negative responses are higher as well, though not consistently.

Table 2.28

The average frequency of responses under the category "various household activities" (for 100 subjects) and the percentage of responses of this category within the total number of responses, for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

Boys	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4	Girls	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4
$\bar{x}$	2 a	0	3	3	+ 3	0	+ 3	$\bar{x}$	2 a	11	12	11	+ 1	- 1	0
	2 b	2	5	5	+ 3	0	+ 3		2 b	7	9	4	+ 2	- 5	- 3
	3 a	0	13	16	+13	+ 3	+16		3 a	14	10	27	+ 6	+ 7	+13
	3 b	0	19	4	+19	-15	+ 4		3 b	4	2	4	- 2	+ 2	0
%	2 a	0	1	1	+ 1	0	+ 1	%	2 a	4	4	4	0	0	0
	2 b	2	2	2	0	0	0		2 b	2	4	2	+ 2	- 2	0
	3 a	0	11	10	+11	- 1	+10		3 a	8	9	14	+ 1	+ 5	+ 6
	3 b	0	10	2	+10	- 8	+ 2		3 b	2	1	2	- 1	+ 1	0

P2, P3, P4 = Grade or Prathom 2, 3, 4

$D\frac{2}{3}$ = Difference in frequency between P2 and P3

$D\frac{3}{4}$ = Difference in frequency between P3 and P4

$D\frac{2}{4}$ = Difference in frequency between P2 and P4

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

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

Only Item 3 a shows a considerable and consistent trend towards an increase for both boys and girls; other items show inconsistency.

: Boys and girls come to dislike household activities, as far as these activities are obligations (This is presumably due to the increased responsibilities the children have to undertake with increasing age).

Table 2.29

The average frequency of responses under the category "nurturing activities" (for 100 subjects) and the percentage of these responses within the total number of responses for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

	$\bar{x}$		%		$\bar{x}$		%	
Item	2 a	2 b	2 a	2 b	3 a	3 b	3 a	3 b
Boys	6	4	3	2	10	5	8	3
Girls	8	9	3	4	18	2	9	1
D	2	5	0	2	8	3	1	2
$\frac{B}{G}$	G	G	none	G	G	B	G	B

D = Difference in frequency between the boys and the girls.

B = Higher frequency for boys

G = Higher frequency for girls

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

Although the differences are all, except for Item 3 b, in favour of the girls, these differences, as expressed by the total frequencies, are only slight. The highest frequency appear in Item 3 a, which might indicate a comparatively high aversion against the activities in question. Girls seem to dislike them more than boys do.

Table 2.30

The average frequency of responses under "nurturing activities" (for 100 subjects) and the percentage of responses of this category within the total number of responses for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

Boys	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4	Girls	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4
$\bar{x}$	2 a	0	8	8	+ 8	0	+ 8	$\bar{x}$	2 a	7	12	8	+ 5	- 4	+ 1
	2 b	2	3	9	+ 1	+ 6	+ 7		2 b	18	17	4	- 1	-13	-14
	3 a	0	9	22	+ 9	+13	+22		3 a	21	20	18	- 1	- 2	- 3
	3 b	0	2	11	+ 2	+ 9	+11		3 b	0	0	5	0	+ 5	+ 5
%	2 a	0	3	3	+ 3	0	+ 3	%	2 a	2	4	1	+ 2	- 3	- 1
	2 b	2	1	4	- 1	+ 3	+ 2		2 b	6	8	2	+ 2	- 6	- 4
	3 a	0	7	13	+ 7	+ 6	+13		3 a	12	9	8	- 3	- 1	- 4
	3 b	0	1	6	+ 1	+ 5	+ 6		3 b	0	0	3	0	+ 3	+ 3

P2, P3, P4 = Prathom or Grade 2, 3, 4

$D\frac{2}{3}$ = Difference in frequency between P2 and P3

$D\frac{3}{4}$ = Difference in frequency between P3 and P4

$D\frac{2}{4}$ = Difference in frequency between P2 and P4

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

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

On the whole, the responses of the boys have more increasing frequencies for Items 2 a and 3 b than for Items 2 a and 2 b. Girls show more decreases, although slight and not always consistent. The most considerable decrease appears in Item 2 b.

: Boys come to depreciate nurturing activities with age. Their liking in this field increases at the same time, but only slightly. Nurturing activities are of increasing concern to boys.

: Girls lose interest in nurturing, with age, as well as disliking. Nurturing might go without saying, with the older girls.

Table 2.31

The average frequency of responses under the category "gardening and farming" (for 100 subjects) and the percentage of these responses within the total number of responses for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

	$\bar{x}$		%		$\bar{x}$		%	
Item	2 a	2 b	2 a	2 b	3 a	3 b	3 a	3 b
Boys	40	32	19	16	24	35	19	23
Girls	42	36	14	16	45	29	23	14
D	2	4	5	0	21	6	4	9
$\frac{B}{G}$	G	G	B	none	G	B	G	B

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

The frequencies do not show considerable differences for either sex except for Item 3 a which shows more frequent responses with the girls.

: Boys and girls both like and dislike gardening and farming activities to a rather high degree. The dislike seems to be stronger with the girls.

Table 2.32

The average frequency of responses under "gardening and farming" (for 100 subjects) and the percentage of responses of this category within the total number of responses for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

Boys	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4	Girls	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4
$\bar{x}$	2 a	14	57	49	+43	- 8	+35	$\bar{x}$	2 a	54	28	53	-26	+25	- 1
	2 b	19	40	39	+21	- 1	+20		2 b	43	24	44	-19	+20	+ 1
	3 a	17	13	39	- 4	+26	+22		3 a	61	41	39	-20	- 2	-22
	3 b	19	52	33	+33	-19	+24		3 b	39	28	20	-17	- 8	-19
%	2 a	12	22	19	+10	- 3	+ 7	%	2 a	18	9	20	- 9	+11	+ 2
	2 b	17	15	17	- 2	+ 2	0		2 b	15	11	24	- 4	+13	+ 9
	3 a	21	11	23	-10	+12	+ 2		3 a	35	19	20	-16	+ 1	-15
	3 b	23	27	18	+ 4	- 9	- 5		3 b	17	14	11	- 3	- 3	- 6

P2, P3, P4 = Grade or Prathom 2, 3, 4

$D\frac{2}{3}$ = Difference in frequency between P2 and P3

$D\frac{3}{4}$ = Difference in frequency between P3 and P4

$D\frac{2}{4}$ = Difference in frequency between P2 and P4

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

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

The shifts in the boys' groups are rather irregular. In total, however, there seems to be more increases of the likes than for the dislikes.

The girls' negative-responses in this category decrease, from grade to grade, and for both negative-items. As to the positive items, there is a rather high decrease from P2 to P3 followed by an equally high increase from P3 to P4.

: Boys seem to like gardening and farming activities more and more with age. As for the girls the dislike of these activities decreases obviously.

Table 2.33

The average frequency of responses under the category "Constructive activities" (for 100 subjects) and the percent-age of these responses within the total number of responses for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

	$\bar{x}$		%		$\bar{x}$		%	
Item	2 a	2 b	2 a	2 b	3 a	3 b	3 a	3 b
Boys	51	22	24	32	0	17	0	11
Girls	39	11	13	14	3	12	1	6
D	12	11	11	18	3	5	1	5
$\frac{B}{G}$	B	B	B	B	G	B	G	B

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys

G = Higher frequency for girls

$\bar{x}$ = Arithmetic mean for 100 subjects

For boys a girls, the "like" responses are much more frequent than the "dislike" responses. Boys show, in both "like" items, higher frequencies than girls do (the differences in the "dislike" items are only slight).

: Boys' and girls' interest in construction is great. Boys are even more fond of these activities than girls. A glance at the sub-categories (see Appendix pp. 96 - 107) shows that the girls' constructive activities consist mainly of sewing, weaving and related things, while boys are more fond of handicraft, handicraft techniques and construction of things with wood, clay and other materials (For the frequency numbers refer to Tables 3, 4, 5, 6, Appendix pp 96-107)

Table 2.34

The average frequency of responses under "constructive activities" (for 100 subjects) and the percentage of responses of this category within the total number of responses for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

Boys	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4	Girls	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4
$\bar{x}$	2 a	22	44	87	+22	+43	+65	$\bar{x}$	2 a	49	42	37	- 7	- 5	- 12
	2 b	11	34	21	+23	-13	+10		2 b	29	33	31	+ 4	- 2	+ 2
	3 a	0	0	0	0	0	0		3 a	0	7	0	+ 7	- 7	0
	3 b	19	5	16	-14	+11	- 3		3 b	7	14	12	+ 7	- 2	+ 5
%	2 a	19	17	34	- 2	+17	+15	%	2 a	16	16	14	0	- 2	- 2
	2 b	10	13	9	+ 3	- 4	- 1		2 b	10	15	17	+ 5	+ 2	+ 7
	3 a	0	0	0	0	0	0		3 a	0	3	0	+ 3	- 3	0
	3 b	23	3	14	-20	+11	- 9		3 b	3	7	7	+ 4	0	+ 4

P2, P3, P4 = Grade or Prathom 2, 3, 4

$D\frac{2}{3}$ = Different in frequency between P2 and P3

$D\frac{3}{4}$ = Different in frequency between P3 and P4

$D\frac{2}{4}$ = Different in frequency between P2 and P4

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

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

Item 2 a shows different shifts with grade for the boys and the girls. For the boys, the frequency of responses increases from grade to grade, while that of the girls decreases. The differences in the other items are slight or without any trend.

Table 2.35

The average frequency of responses under the category "school activities" (for 100 subjects) and the percentage of these responses within the total number of responses for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

	$\bar{x}$		%		$\bar{x}$		%	
Item	2 a	2 b	2 a	2 b	3 a	3 b	3 a	3 b
Boys	30	8	14	4	7	5	6	3
Girls	57	7	19	3	10	17	5	8
D	27	1	5	1	3	12	1	5
$\frac{B}{G}$	G	B	G	B	G	G	B	G

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

Boys and girls show more "like" items than "dislike. Number consistent differences exist between boys and girls.

:"School activities" are rather much liked by both boys and girls.

Table 2.36

The average frequency of responses under the category "school activities" (for 100 subjects) and the percentage of these responses within the total number of responses for all four Items (2 a, 2 b, 3 a, 3 b) arranged according to grade and sex.

Boys	Item	P2	P3	P4	$D\frac{2}{3}$	$D\frac{3}{4}$	$D\frac{2}{4}$	Girls	Item	P2	P3	P4	$D\frac{2}{3}$	$D\frac{3}{4}$	$D\frac{2}{4}$
$\bar{x}$	2 a	22	16	54	- 6	+38	+32	$\bar{x}$	2 a	75	68	29	- 7	-39	-46
	2 b	2	5	14	+ 3	+ 9	+12		2 b	18	0	6	-18	+ 6	-12
	3 a	17	2	3	- 5	+ 1	- 4		3 a	25	4	4	-21	0	-21
	3 b	2	5	5	+ 3	0	+ 3		3 b	50	4	5	-46	+ 1	-45
%	2 a	19	6	21	-13	+15	+ 2	%	2 a	26	22	11	- 4	-11	-15
	2 b	2	2	6	0	+ 4	+ 4		2 b	6	0	3	- 6	+ 3	- 3
	3 a	21	2	2	-19	0	-19		3 a	14	2	2	-12	0	-12
	3 b	3	3	3	0	0	0		3 b	21	2	3	-19	+ 1	-18

P2, P3, P4 = Grade or Prathom 2, 3, 4

$D\frac{2}{3}$ = Different in frequency between P2 and P3

$D\frac{3}{4}$ = Different in frequency between P3 and P4

$D\frac{2}{4}$ = Different in frequency between P2 and P4

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

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

Boys show an increase of frequencies in the "like" Items 2 a and 2 b, while girls show a considerable decreame with grades. The "dislike" items

are decreasing with grade, both for boys and girls.

: For boys, "school activities" become more and more attractive and their "dislike" also decreases with age. Girls, on the other hand, become more and more in different towards school activities. Their "positive-responses" and their "negative responses" decrease at the same time. Comparing the sub-categories (see Appendix, pp.93-106) we find:

(1) No difference between the responses of the boys and the girls.

(2) Preference of drawing and painting to the other subjects.

(3) An apparent decrease with age in the interest in drawing.

(4) Relatively high aversion towards reading and writing on the second grade, which becomes much less in P3.

Table 2,37

The average frequency of responses under the category "playing" (for 100 subjects) and the percentage of these responses within the total number of responses for only Item 2 a (Items 2 b, 3 a, 3 b show no or only scattered frequencies)

	$\bar{x}$	%
Item	2 a	2 a
Boys	6	3
Girls	14	5
D	8	2
$\frac{B}{G}$	G	G

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

B = Higher frequency for girls.

x = Arithmetic mean for 100 subjects.

The slightly higher frequency of playing responses of the girls can not be considered significant (see category 13.0, pp 98, 101.)

A comparison of the grade groups show a decrease of frequencies from P2 to P4, but only for the girls. (See Table 3, 4, Appendix, pp. 96-101.)

Category 10.0: Sports and related motor activities: No tables are are drawn here, as neither the comparison of sex nor the comparison of the grades show any consistent tendency. (See Table 3, 4, Appendix, pp. 96-101)

Category 11.0: Professional and related adult activities. (The frequencies are rather low and the comparisons show no consistent trends). (See Table 3, 4 Appendix, pp. 96-101)

Table 2.38

The average frequency of responses under the category "doing bad things" (for 100 subjects) and the percentage of these responses within the total number of responses for only Item 3 b (Item 2 a, 2 b and 3 a show no frequencies).

	$\bar{x}$	%
Item	3 b	3 b
Boys	23	15
Girls	52	25
D	59	10
$\frac{B}{G}$	G	G

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

The frequency are considerably higher for the girls.

: The girls' aversion against bad and immoral deeds is higher than that of the boys', (especially against "killing" and "other aggressive deeds"). See Tables 3, 4, 5, 6, Appendix pp. 96-107)

Table 2.39

The average frequency of responses under "doing bad things" (for 100 subjects) and the percentage of responses of this category within the total numbers of responses for only Item 3 b (Item 2 a, 2 b, 3 a, show no frequencies).

Boys	Item	P2	P3	P4	D $\frac{2}{3}$	D $\frac{3}{4}$	D $\frac{2}{4}$	Girls	Item	P2	P3	P4	D $\frac{2}{3}$	D $\frac{3}{4}$	D $\frac{2}{4}$
x	3 b	2	8	59	+ 6	+51	+57	x	3 b	21	67	59	+46	- 8	+38
%		3	4	32	+ 1	+28	+29	%		9	33	33	+24	0	+24

P2, P3, P4 = Grade or Prathom 2, 3, 4

D $\frac{2}{3}$ = Different in frequency between P2 and P3

D $\frac{3}{4}$ = Different in frequency between P3 and P4

D $\frac{2}{4}$ = Different in frequency between P2 and P4

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

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

Both the boys' and the girls' negative responses to "doing bad things" highly increase with grade, for the girls especially between P2 and P3, for boys between P3 and P4.

: Moral awareness is increasing with grade or maturity, both for boys and girls. But girls are normally more sensitive at the earlier age. Until P4, where both sexes show the same picture. (These statements are valid as well as for the sub-categories) (See Table 6 Appendix p. 105)

Category 13.0: The responses under this category cannot be considered in the analysis, because they do not indicate an activity. In most cases, of course, the subjects seem to mean "playing with cars, or ships," but we cannot separate these subjects from those who did not understand the item exactly and did not respond well.

Anyway, the frequencies of category 9.0 "playing" has to be reconsidered from this point of view. If we would group the "cars, ships, etc." under the "playing" category, we would find a much higher frequency of "playing" responses for the boys; which would be accordance with the finding of the Item 1 a (See p. 94)

D. Summary and interpretation of the results of Section 1.2

1. Differences between the responses of the boys and those of girls.

(1) Girls are far more concerned with "cleaning" activities than boys. They exceed boys both in likes or dislikes in this field.

(2) "Cooking" lies to a high degree beyond the experience of the subjects for boys more than for girls. Girls, show, on the whole, more interest in this activity.

(3) Girls have more experience and like "household work" more than boys do.

(4) Both sexes like and dislike gardening and farming activities to a rather high degree. The dislike seem to be stronger with the girls.

(5) Boys' and girls' interest in "constructive" activities is great, especially boys'. Boys like constructing things with wood, clay, and similar materials, while girls prefer needle-work.

(6) School activities are rather much liked by both boys and girls.

(7) The girls' aversion against bad and immoral deeds is higher than the boys'.

The most attractive activities, for both, boys and girls, are "constructive" and "school" activities. In the field of "gardening" and "cleaning" boys and girls show many positive responses as well, but, at the same time, they find many things disagreeable connected with this work, which might be due to the fact that the subjects are burdened with duties of this kind at their homes.

Girls, on the whole, are more fond of the work which are part of the female role, cooking, household work, cleaning. They prefer lighter activities and dislike hard physical work. Their constructive tendencies are bound to needle work.

A very interesting, although not yet proved, result is that girls are more aware of and sensitive to moral conducts than boys do which might indicate a more developed conscience or/and more severe moral restrictions in the girls' social environment.

2. <u>Differences between grade-levels</u>

<u>Boys and girls</u>

(1) The concern for cleaning shifts towards an increase from P2 to P3, and towards a decrease from P3 to P4.

(2) The subjects come to dislike household activities, from grade to grade, as far as these activities are part of their obligations.

(3) Gardening and farming are increasingly liked with grade progress.

(4) Moral awareness is increasing with grade.

Boys

(1) "Cooking" becomes a matter of less concern, with age.

(2) Nurturing is of increasing concern to the boys. Especially their aversion against "taking care of siblings"increases.

(3) Considerable increase of fondness of constructive activities.

(4) School activities become more and more attractive to the boys.

Girls

(1) On the whole rage, interest in "cooking" increases.

(2) "Nurturing" becomes a matter of less concern.

(3) The girls' interest in constructive activities decreases with grade.

(4) Girls become more and more indifferent towards school activities.

Both, boys and girls,are increasingly burdened with responsibilities at their homes. Especially household activities are more and more "disliked" while gardening and farming and increasingly liked with age progress.

Boys, less interested in cooking than girls, lose interest even more when they grow older, while for the girls cooking is a field of increasing preference. The girls, therefore, are adopting more and more their female role, in this respect, while the boys are becoming more "masculin" with age.

The same result becomes obvious, when we consider the variety of constructive activities, which become more and more attractive to the boys,

but less and less to the girls. Boys further more come to like learning and school activities more with age, as opposed to the girls, who are getting more indifferent within the same age range.

Interpreting these results on a more general level, it can be stated, that the scope of boys' interest broadens, conquering the outside world, while the girls' main activity needs are getting more and more "domestic".

With increasing age children experience that they have to undertake responsibilities which they dislike. Thus, the conflict between positive needs and negative pressures shows a remarkable increase.

At the same time the moral awareness or the alertness of conscience improves, enabling the children to cope with these conflicts and to act on a more mature level.

1.3 Analyzing the responses to the items 4 a, 4 b, 5 a and 5 b.

A. The Items

This group of items is supposed to discover the subjects' likes and dislikes with respect to the sight of things. The questions are as follows (in English translation):

4 a: Some of the things which I have seen and like to see very much.

4 b: Some of the things which I have never seen and would like to see very much.

5 a: Some of the things which I have seen but would not like to see at all.

5 b: Some of the things which I have never seen and would not like to see at all.

To Items 4 a and 4 b, positive responses (like) are expected; for Items 5 a and 5 b negative responses (dislike). For Item 4 a and 5 a the range of responses is limited to things of the subjects' experience, where as for Items 4 a and 5 b to things which the subject has yet not experienced.

B. The Categories

The categories for the analysis of these four items are as follows:

1.0 Nature:

1.1 Sceneries and sights: (mountains, oceans, the Himalayas, India, Kao Din Park)

1.2 Animals:

1.2.1 Familiar animals: (dogs, cats, horses, etc.)

1.2.2 Rare animals: (elephants, gibbons, zebra, ostriches, etc.)

1,2.3 Dangerous animals or fierce animals: (tigers, lions, bears, crocodiles, cobra, etc.)

1.3 Others: (all animals which cannot be categorized under the category 1.2 above).

2.0 Shows:

2.1. Movies: (moving pictures, televisions, etc.)

2.2. Drama: (Chinese drama, Thai dance, etc.)

2.3. Others: (cirens, foot-ball matches, boxing shows, etc.)

3.0 Techniques: including all kinds of technical machines and vehicles (cars, ships, planes, atomic trains, rockets, flying saucers, buses, etc.)

4.0 High rank people:

4.1 Member of Royal family: (the King, the Queen, princes, princesses, etc.)

4.2 Others: (ministers, field-marshals, etc.)

5.0 Precious things: (gold, silver, golden knives, etc.)

6.0 Pictures and toys:

6.1 Pictures, cartoons, stories

6.2 Toys and playing: (dolls, kites, swings, etc.)

7.0 Supernature, mythology:

7.1 Holy beings and places: (Lord Buddha, god of the firmanent, heaven, etc.)

7.2 Ghosts and others: (ghosts, giants, mermaids, etc.)

8.0 Disgusting things:

8.1 Dirty, nasty, ugly things: (lavatory, excrement, rubbish, dead dogs, etc.)

8.2 Sickness, madness, defects: (leprosy, defective persons, a mad man, a sick woman, etc.)

9.0 Accident and dead people: (a car crash, a man run over by a train,

a drowned man, etc.)

10.0 Aggressive and criminal men or scenes:

10.1 Killing and other aggressive things or tools:

(shooting a man, committing suicides, atomic bombers, killing animals, etc.)

10.2 Others: (robbers, savages, rough men, drunkards, etc.)

11.0 Others: any answers, not classifiable at all because of incompleteness or lack of understanding the item, etc.)

C. The Analysis

1. Comparing the frequencies of responses of all categories

The following tables give a rank order of the categories with respect to the average number of responses for each category (the average is obtained as the mean ($\bar{x}$) for 100 subjects). The rank order is given separately for each sex and for each of the four items.

Table 2.40

Rank order of the average frequency of boys' responses under the different categories (Item 4 a and 4 b)

Item 4 a			Item 4 b		
Category No.	Category Description	$\bar{x}$	Category No.	Category Description	$\bar{x}$
1.0	Nature	132	1.0	Nature	84
2.0	Shows	77	7.0	Super nature	41
3.0	Techniques	21	10.0	Aggressive things	17
6.0	Pictures and toys	15	3.0	Techniques	15
Total number of responses 100 subjects		294	Total number of responses per 100 subjects		215

Nature is by far the most interesting thing to see, whether the subjects have seen the things or not. Among the experienced things, shows, techniques, pictures and toys follow respectively while among the unexperienced things, super-nature, aggressive sights, come before techniques.

Table 2.41

Rank order of the average frequency of boys' responses under the different categories (Item 5 a and 5 b).

Item 5 a			Item 5 b		
Category No.	Category Description	$\bar{x}$	Category No.	Category Description	$\bar{x}$
1.0	Nature	154	1.0	Nature	59
10.0	Aggressive things	30	7.0	Supernature	51
7.0	Supernature	25	10.0	Aggressive things	17
9.0	Accident and dead people	20			
8.0	Disgusting things	15			
Total No. of responses per 100 subjects		251	Total No. of responses per 100 subjects		190

This table reveals again a majority of responses within the category nature, especially for Item 5 a. The other categories that follow, aggressive sights and supernatural things, which the subjects do not like to see, show much less frequencies.

Table 2.42

Rank order of the average frequency of girls' responses under the different categories (Item 4 a, 4 b)

Item 4 a			Item 4 b		
Category No.	Category Description	$\bar{x}$	Category No.	Category Description	$\bar{x}$
1.0	Nature	111	1.0	Nature	67
2.0	Shows	105	7.0	Supernature	48
6.0	Pictures, toys	30	4.0	High-rank people	30
			10.0	Aggressive things	11
Total No. of responses per 100 subjects		301	Total No. of responses per 100 subjects		230

The rank order of the girls' responses to these two items is similar to that of the boys. But in Item 4 a shows and pictures rank higher and techniques lower; and in Item 4 b, higher rank people are more often mentioned, and techniques, again, less.

Table 2.43

Rank order of the average frequency of girls' responses under the different categories (Item 5 a, 5 b)

Item 5 a			Item 5 b		
Category No.	Category Description	$\bar{x}$	Category No.	Category Description	$\bar{x}$
1.0	Nature	133	1.0	Nature	57
10.0	Aggressive things	37	7.0	Supernature	51
9.0	Accidents, dead	32	10.0	Aggressive things	20
8.0	Disgusting things	32	9.0	Accidents, dead	12
7.0	Supernature	11			
Total No. of responses per 100 subjects		265	Total No. of responses per 100 subjects		195

The rank order of the girls' responses to these items is very similar to that of the boys', although the average numbers differ.

2. Comparing the frequencies of responses of each category

Table 2.44

The average frequency of responses grouped under the category "nature" (for 100 subjects) and the percentage of responses under this category as compared with the total number of responses; for each of four Items (4 a, 4 b, 5 a, 5 b) arranged according to grade and sex.

	x		%		x		%	
Item	4 a	4 b	4 a	4 b	5 a	5 b	5 a	5 b
Boys	132	84	45	39	154	59	61	31
Girls	111	67	37	29	133	57	50	29
D	21	17	8	10	21	2	11	2
B/G	B	B	B	B	B	B	B	B

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

Boys have higher frequencies of responses than girls, for all items and both measures.

: Boys are more interested in nature than girls are, but they find also more repulsive things in nature than girls do, whether the things are familiar or unfamiliar to them.

A glance at the subcategories "animals" shows that boys are more attracted to animals than girls are, especially to dangerous animals more frequently than do the girls, in the "dislike" items, which might indicate a state of ambivalence towards danger in general, for the boys. This, however, is only an unproved, tentative interpretation. (For exact frequencies see Appendix, Tables 7, 8, 9, 10, pp.108-118)

Table 2.45

The average frequency of responses grouped under the category "nature" (for 100 subjects) and the percentage of responses under this category, as compared with the total number of responses; for each of four Items (4 a, 4 b, 5 a, 5 b) arranged according to grade and sex.

Boys	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4	Girls	Item	P2	P3	P4	D 2/3	D 3/4	D 2/4
	4 a	121	170	105	+49	-65	-16		4 a	161	79	113	-82	+34	-48
	4 b	108	82	59	-26	-23	-49		4 b	79	67	59	-12	- 8	-20
$\bar{x}$	5 a	193	123	141	-70	+18	-52	$\bar{x}$	5 a	131	92	182	-39	+90	+51
	5 b	66	62	50	- 4	-12	-16		5 b	24	32	33	+ 8	+ 1	+ 9
	4 a	48	49	37	+ 1	-12	-11		4 a	50	26	40	-24	+14	-10
	4 b	55	39	25	-16	-14	-30		4 b	28	31	29	+ 3	- 2	+ 1
%	5 a	71	54	55	-17	+ 1	-16	%	5 a	49	35	68	-14	+33	+19
	5 b	36	31	27	- 5	- 4	- 9		5 b	57	56	61	- 1	+ 5	+ 4

P2, P3, P4 = Grade or Prathom 2, 3, 4.

D 2/3 = Different in frequency between P2 and P3.

$D\frac{3}{4}$ = Different in frequency between P3 and P4.

$D\frac{2}{4}$ = Different in frequency between P2 and P4.

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

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

The frequencies of the boys' responses decrease for all items. For the girls, there are increases within the "like" items, but increases in the "dislike" items.

: The boys' interest in natural things, animals above all, decreases with grade. When they are older, they become emotionally more indifferent in this field while the girls' loss of interest in these things go with an increase in repulsive tendencies, especially towards animals.

A glance at the subcategories reveals that the interest in "familiar" animals is more decreasing than the interest in "rare" animals and that the girls increase of repulsive tendencies is focused on dangerous animals. (For exact frequencies see Appendix Tables 7, 8, 9, 10, pp. 108-118)

Table 2.46

The average frequency of responses grouped under the category "shows" (for 100 subjects) and the percentage of responses under this category as compared with the total number of responses; for each of two Items (4 a, 4 b) arranged according to grade and sex.

	$\bar{x}$		%	
Item	4 a	4 b	4 a	4 b
Boys	77	4	26	2
Girls	105	18	35	8
D	28	14	9	6
$\frac{B}{G}$	G	G	G	G

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

The "dislike" frequencies (Items 5 a, 5 b) are omitted because they do not exceed 1%.

Girls respond more frequently than boys, in both "positive" items.

: Girls are more interested in shows of various kinds than boys are.

While movies, for the boys, hold by far the first place, girls, though not less movie-interested, are as well fond of dramas and dances, which is of less attractiveness to the boys. (For exact frequencies see Appendix pp. 108-118)

Table 2.47

The average frequency of responses grouped under the category "shows" (for 100 subjects) and the percentage of responses under this category, as compared with the total number of responses; for each of two Items (4 a, 4 b) arranged according to grade and sex.

Boys	Item	P2	P3	P4	$D\frac{2}{3}$	$D\frac{3}{4}$	$D\frac{2}{4}$	Girls	Item	P2	P3	P4	$D\frac{2}{3}$	$D\frac{3}{4}$	$D\frac{2}{4}$
$\bar{x}$	4 a	38	100	92	+62	- 7	+55	$\bar{x}$	4 a	84	145	79	+61	-66	- 5
	4 b	2	2	9	0	+ 7	+ 7		4 b	28	22	8	- 6	-14	-20
%	4 a	15	29	33	+14	+ 4	+18	%	4 a	26	48	28	+22	-20	- 2
	4 b	1	1	4	0	+ 3	+ 3		4 b	10	10	4	0	- 6	- 6

P2, P3, P4 = Grade or Prathom 2, 3, 4.

$D\frac{2}{3}$ = Different in frequency between P2 and P3.

$D\frac{3}{4}$ = Different in frequency between P3 and P4.

$D\frac{2}{4}$ = Different in frequency between P2 and P4.

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

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

The "dislike frequencies (Items 5 a, 5 b) are omitted because they do not exceed 1%.

: Boys' interest in shows, mainly movies, increases rapidly, especially from P2 to P3. The girls show inconsistent increases and decreases of interest. There is no general trend in the girls' responses.

Table 2.48

The average frequency of responses grouped under the category "techniques" (for 100 subjects) and the percentage of responses under this category as compared with the total number of responses; for each of two Items (4 a, 4 b). Arranged according to grade and sex.

	$\bar{x}$		%	
Items	4 a	4 b	4 a	4 b
Boys	21	15	7	7
Girls	3	2	1	1
D	18	13	6	6
$\frac{B}{G}$	B	B	B	B

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

The "dislike" frequencies (Items 5 a, 5 b) are omitted because they do not exceed 2%.

There are higher frequencies of responses for the boys, in both items.

: The boys are more interested in "technical activities" than the girls are. (This interest shows a slight decrease with age, see Appendix Tables 7, 8, pp.108-112)

Table 2.49

The average frequency of responses grouped under the category "high-rank people" (for 100 subjects) and the percentage of responses under this category as compared with the total number of responses; for each of two Items (4 a, 4 b) arranged according to grade and sex.

	$\bar{x}$		%	
Item	4 a	4 b	4 a	4 b
Boys	1	6	1	3
Girls	9	30	3	13
D	8	24	2	10
$\frac{B}{G}$	G	G	G	G

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

The "dislike" frequencies (Items 5 a, 5 b) are omitted because they do not exceed 1%.

There are higher frequencies for the girls, in both items, especially in Item 4 b.

: The girls show much more interest in higher-rank people than the boys do.

This interest seems to increase with age, and is mainly focused on "members of the royal family". (See Appendix, Table 7, 8, pp. 109-112)

Under category 5.0, precious things, only a few responses could be grouped, i.e. as far as Item 4 b is concerned. The others items got almost no responses.

Comparing the frequencies of Item 4 b, however, we notice a slightly higher frequency for the girls, and a slight age increase in the group of the girls. (See Appendix, Tables 7, 8, pp. 108-112)

Table 2.50

The average frequency of responses grouped under the category "pictures and toys" (for 100 subjects) and the percentage of responses under this category as compared with the total number of responses; for each of two Items (4 a, 4 b) arranged according to grade and sex.

	$\bar{x}$		%	
Item	4 a	4 b	4 a	4 b
Boys	15	2	5	1
Girls	30	2	10	1
D	15	0	5	0
$\frac{B}{G}$	G	none	G	none

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls

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

The "dislike" frequencies (Items 5 a, 5 b) are omitted because they do not exceed 1%.

There are higher frequencies of the girls, in Item 4 a.

: Girls are more fond of pictures and toys than boys are.

No considerable shifts from grade to grade (See Appendix, Tables 7, 8, pp.108-112)

Table 2.51

The average frequency of responses grouped under the category "supernatural and mythological things" (for 100 subjects) and the percentage of responses under this category as compared with the total number of responses; for each of four Items (4 a, 4 b, 5 a, 5 b) arranged according to grade and sex.

	$\bar{x}$		%		$\bar{x}$		%	
Item	4 a	4 b	4 a	4 b	5 a	5 b	5 a	5 b
Boys	3	41	1	19	51	25	27	10
Girls	3	48	1	21	51	11	26	4
D	0	7	0	2	0	14	1	6
$\frac{B}{G}$	none	G	none	G	none	B	B	B

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

There are no consistent sex differences. For both sexes, the "dislike" responses exceed the "like" responses. There is more fear of ghosts than curiosity, although both is present.

Considering the subcategories we find a slight difference between the sexes in their responses under "holy beings and places". The girls seem to have more interest in than the boys do (See Appendix, Tables 7, 8, 9, 10, pp. 108-118)

There is no consistent age trend recognizable; the table showing age trend in this type of responses is, therefore, omitted here.

Table 2.52

The average frequency of responses grouped under the category "disgusting" (for 100 subjects) and the percentage of responses under this category as compared with the total number of responses; for each of four Items (4 a, 4 b, 5 a, 5 b) arranged according to grade and sex.

	$\bar{x}$		%		$\bar{x}$		%	
Item	4 a	4 b	4 a	4 b	5 a	5 b	5 a	5 b
Boys	3	2	1	1	15	8	6	4
Girls	3	1	1	1	32	8	12	4
D	0	1	0	0	17	0	6	0
$\frac{B}{G}$	none	B	none	none	G	none	G	none

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

: The only considerable difference between the boys with respect to their responses under this category is in Item 5 a. The girls seem to be more sensitive to disgusting things than the boys do, especially to sickness, as the study of the subcategories reveal (See Appendix, Tables 7, 8, 9, 10, pp.108-118)

: A grade comparison shows that the repugnance for disgusting things, especially for sickness, decreases with age, at least in the girls' group. (See Appendix, Tables 7, 8, 9, 10 pp.108-118)

Table 2.53

The average frequency of responses grouped under the category "accidents and dead people" (for 100 subjects) and the percentage of responses under this category as compared with the total number of responses; for each of four Items (4 a, 4 b, 5 a, 5 b) arranged according to grade and sex.

	$\bar{x}$		#		$\tilde{x}$		%	
Item	4 a	4 b	4 a	4 b	5 a	5 b	5 a	5 b
Boys	6	4	2	2	20	9	8	5
Girls	9	5	1	2	32	12	12	6
D	3	1	1	0	12	3	4	1
$\frac{B}{G}$	G	G	B	none	G	G	G	G

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

The differences between the boys and the girls in frequencies in "like" categories are rather small. The "dislike" categories show higher frequencies in the girls' group, at least under Category 5 a.

: Girls seem to dislike the sight of accidents and dead people more than boys do. The comparison of grade reveals a consistent increase of "dislike", yet for boys only.

(See Appendix, Tables 7, 8, 9, 10, pp. 109-113)

Table 2.54

The average frequency of responses grouped under the category "aggressive and criminal men or scenes" (for 100 subjects) and the percentage of responses under this category as compared with the total number of responses; for each of four Items (4 a, 4 b, 5 a, 5 b) arranged according to grade and sex.

	$\bar{x}$		%		$\bar{x}$		%	
Item	4 a	4 b	4 a	4 b	5 a	5 b	5 a	5 b
Boys	9	17	3	8	30	17	12	9
Girls	6	11	2	5	37	20	14	10
D	3	6	1	3	7	3	2	1
$\frac{B}{G}$	B	B	B	B	G	G	G	G

D = Difference between the responses of the boys and the girls.

B = Higher frequency for boys.

G = Higher frequency for girls.

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

Although the differences between the boys and the girls in their responses under this category are slight, they are consistent: higher frequencies of responses for the boys in Item 4 a and 4 b, and lower in Items 5 a and 5 b.

: Boys are more curious about aggressive and similar things and they dislike those sights less than girls do.

Table 2.55

The average frequency of responses grouped under the category "aggressive and criminal men or scences". (for 100 subjects) and the percentage of responses under this category as compared with the total number of responses; for each of four Items (4 a, 4 b, 5 a, 5 b) arranged according to grade and sex.

Boys	Item	P2	P3	P4	$D_{\frac{2}{3}}$	$D_{\frac{3}{4}}$	$D_{\frac{2}{4}}$	Girls	Item	P2	P3	P4	$D_{\frac{2}{3}}$	$D_{\frac{3}{4}}$	$D_{\frac{2}{4}}$
$\bar{x}$	4 a	0	10	20	+10	+10	+20	$\bar{x}$	4 a	0	12	3	+12	- 9	+ 3
	4 b	6	15	33	+ 9	+18	+27		4 b	8	17	12	+ 9	- 5	+ 4
	5 a	24	23	38	- 1	+15	+14		5 a	21	52	35	+31	-17	+14
	5 b	11	6	33	- 5	+27	+22		5 b	10	28	19	+18	- 9	+ 9
%	4 a	0	3	7	+ 3	+ 4	+ 7	%	4 a	0	4	1	+ 4	- 3	+ 1
	4 b	3	7	14	+ 4	+ 7	+11		4 b	3	8	6	+ 5	- 2	+ 3
	5 a	9	10	15	+ 1	+ 5	+ 6		5 a	8	20	13	+12	- 7	+ 5
	5 b	6	3	18	- 3	+15	+12		5 b	4	16	10	+12	- 6	+ 6

P2, P3, P4 = Grade or Prathom 2, 3, 4.

$D\frac{2}{3}$ = Difference in frequency between P 2 and P3

$D\frac{3}{4}$ = Difference in frequency between P3 and P4

$D\frac{2}{4}$ = Difference in frequency between P2 and P4.

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

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

For the boys, there are generally increases of frequencies, for "like" and "dislike" items (especially from P3 to P4).

For the girls, there are increases of frequencies, for all items, from P2 to P3, and decreases from P3 to P4.

: For the boys, aggressive things, persons and scenes become more attractive and more disgusting at the same time, which might indicate an increase of ambivalence of emotions within this field. The same is true for girls, as far as the shifts from P2 to P3 are concerned. From P3 to P4 girls show, on the contrary, increasing in difference.

D. Summary and interpretation of the results of Section 1.3

1. Differences between the responses of boys and those of girls.

(1) Boys are more attracted by nature than girls, but they mention also more repulsive things under this category. They show an ambivalent attitude, especially towards dangerous animals.

(2) Girls are more interested in shows than boys are. Also the kind of shows prefered is different for the sexes: boys are only interested in movies, while girls are as well fond of dramas and dances.

(3) Boys are more interested in technical activities than girls are.

(4) Girls like to see higher-rank people more than boys are.

(5) Girls are more fond of toys and pictures than boys are.

(6) Girls seem to have more interest in "holy beings and places" than boys do.

(7) Girls seem to be more sensitive to disgusting things than boys do, especially to sickness.

(8) Girls seem to dislike the sight of accidents and dead people more than boys do.

(9) Boys are more curious about and less afraid of aggressive and similar sights.

Boys, on the whole, show interests revealing a more extraversive, more active and more aggressive attitude. They exceed the girls in their interest in nature and technical activities, fields in which to display dominative and powerful abilities. They show curiosity in aggressive and frightening sights, which also indicates a strong or even rough attitude.

Girls are more sensitive, more timorous and more receptive. They exceed the boys in interest in pleasant shows, dancing and dramatic performances. They enjoy pictures, and show more respectful or submissive attitude towards higher-rank people, and to holy beings and places. At the sight of sickness, accidents or dead people they react with fright or disgust.

2. Differences the responses between grade-levels.

Boys:

(1) The boys' interest in animals, especially familiar animals, decreases.

(2) The boys' interest rapidly increase in movies.

(3) Aggressive things become more attractive and more disgusting at the same time.

Girls:

(1) Girls are getting more afraid of dangerous animals.

(2) Girls' interest increase in higher-rank people.

(3) Girls of higher grades dislike the sights of disgusting things, especially of sickness more than girls of a lower grade.

There are only a few consistent shifts to be found, which might be interpreted as follow: for the boys: increase of aggressive tendencies and emotional ambivalence, increase of interest in the outer world (as represented by familiar animals); for the girls: increase of emotional sensitiveness.

Section 2. Differences between the responses of lower and higher class children.

The following tables show the percentages of responses of four different groups: boys and girls of school A, which is frequented by lower class children, and boys and girls of school D, higher class children. Only those items will be presented which show considerable differences of number of responses.

Table 2.56

Percentage of responses to Item 1 a and 1 b, arranged according to sex and school

Category Description	Item	Boys			Girls		
		A	D	Dif.	A	D	Dif.
2.0 Things to wear	1 a	27	2	25[A]	32	8	24[A]
	1 b	10	0	10[A]	10	4	6[A]
3.0 Things for decorating	1 a	12	0	12[A]	26	0	26[A]
	1 b	18	0	18[A]	30	0	30[A]
4.0 Things for practical use	1 a	26	11	15[A]	22	44	22[A]
	1 b	22	8	14[A]	30	22	8[A]
5.0 Things to play with	1 a	19	51	32[D]	5	28	23[D]
	1 b	20	77	57[D]	7	43	36[D]
7.0 Pets	1 a	0	27	27[D]	5	0	5[A]
	1 b	10	8	2[A]	10	9	1[A]

(1) Lower class children, boys as well as girls, mention rather frequently things to wear and for decorating one's self, which they apparently would like to have more than do higher class children. Lack of nice clothing, practical and decorative, seems to be one of the great frustrations of lower class children.

(2) Things for practical use, as far as ordinary utensils are concerned, are more often mentioned by both boys and girls of lower class. They seem to appreciate even minor things more than their higher class peers. More valuable things, serving living comfort, are more often mentioned by higher class children as "things which they

have and like very much" lower class children mention these things more frequently as "things which I never had and would like to have very much".

(3) Toys and things to play with are much more liked by higher class children, which is proved in both items. Higher class children, therefore, are more playful and less practical oriented than lower class children.

(4) Boys of higher class mention pets more frequently than lower class boys (Item 1 a). This difference has to be left unexplained.

Table 2.57

Percentage of responses to Item 2 a and 2 b, 3 a and 3 b, arranged according to sex and school.

Category Description	Item	Boys			Girls			Category Description	Item	Boys			Girls		
		A	D	Dif	A	D	Dif			A	D	Dif	A	D	Di
1.0 Cleaning	2 a	8	5	3^{A}	29	14	15^{A}	1.0 Cleaning	3 a	26	10	16^{A}	26	46	2(
	2 b	0	0	0	9	0	9^{A}		3 b	3	3	0	9	11	2
2.0 Cooking	2 a	2	0	2^{A}	13	32	19^{D}	2.0 Cooking	3 a	10	3	7^{A}	10	0	1(
	2 b	3	2	1^{A}	19	10	9^{A}		3 b	0	6	6^{D}	7	0	7
3.0 Buying and Selling	2 a	2	0	2^{A}	2	0	2^{A}	4.0 Various household activities	3 a	3	17	14^{D}	14	13	1
	2 b	0	0	0	12	0	12^{A}		3 b	0	3	3^{D}	2	0	2
6.0 Gardening, Farming	2 a	32	2	30^{A}	19	23	4^{D}	6.0 Gardening, Farming	3 a	29	17	12^{A}	29	4	2
	2 b	31	6	25^{A}	26	20	6^{A}		3 b	19	18	1^{A}	14	6	8
7.0 Constructive activities	2 a	18	52	34^{D}	16	9	7^{A}	7.0 Constructive activities	3 a	0	0	0	0	0	0
	2 b	9	9	0	14	25	11^{D}		3 b	25	3	22^{A}	2	17	1
10.0 Sports	2 a	0	12	12^{D}	2	0	2^{A}	12.0 Doing bad things	3 a	0	0	0	0	0	
	2 b	0	4	4^{D}	2	20	18^{D}		3 b	34	29	5^{A}	37	22	1

(1) Children of school A, especially girls, mention cleaning activities more than children of school D. as things which they like, and less as things which they dislike. (Lower-class children, therefore, are more attracted by socially less respected activities and they are less disgusted by them than higher class children, at least the girls.)

(2) Girls of school D like cooking a little more than girls of school A, and their dislike in this field is less. Higher class girls, therefore, seem to be more fond of cooking than their lower class peers.

(3) Lower-class girls seem to be more in favour of buying and selling than higher class girls.

(4) Boys of school A exceed boys of school D in responses classification as "various household activities".

(5) Boys of school A like gardening and farming much more than boys of school D. But they mention gardening activities also more frequently among their dislikes. Lower-class boys are far more concerned with these activities and their attitude is ambivalent with strong preference and strong dislike.

(6) Higher-class boys seem to be more interested in constructive activities of various kinds than lower-class boys do.

(7) Boys and girls of school A mention "bad deeds" as things which they dislike to do, more often than children of school D. Any interpretation of this finding will be too vague and shall be avoided.

(8) Children of higher class seem to like sports more than lower class children do.

Table 2,58

Percentage of responses to Item 4 a and 4 b, 5 a and 5 b, arranged according to sex and school.

Category Description	Item	Boys			Girls			Category Description	Item	Boys			Girls		
		A	D	Dif	A	D	Dif			A	D	Dif	A	D	Dif
1.0 Nature	4 a	36	40	4[D]	34	54	20[D]	1.0 Nature	5 a	66	44	22[A]	66	75	9[D]
	4 b	30	21	9[A]	33	21	12[A]		5 b	28	26	2[A]	36	29	7[A]
2.0 Shows	4 a	41	23	18[A]	35	11	24[A]	7.0 Supernature, mythology	5 a	2	2	0	4	4	0
	4 b	5	2	3[A]	4	4	0		5 b	24	32	8[D]	23	42	19[D]
4.0 High-rank people	4 a	0	0	0	1	18	17[D]	10.0 Aggressive etc.	5 a	10	22	12[D]	16	4	12[A]
	4 b	11	4	7[A]	13	0	13[A]		5 b	14	21	7[D]	13	4	9[A]
7.0 Supernature, mythology	4 a	0	0	0	1	0	1[A]								
	4 b	11	29	18[D]	9	62	53[D]								

(1) Boys of school A mention "nature" especially dangerous animals some of the "things which they do not like to see" more frequently than boys of school D.

The "like" Item 4 a, shows higher frequencies for school D, Item 4 b higher for school A. This might indicate, that higher class children are more familiar with rare animals because of greater opportunity to visit the zoo.

(2) Lower class boys and girls are more fond of shows than higher class children are.

(3) Higher class children seem to have seen higher-rank people more often than lower class children, as revealed by the difference of percentage between Items 4 a and 4 b.

(4) Higher class children mention ghosts, holy beings and other

supernatural things far more frequently than lower class children, indicating that they are more concerned with the supernatural world than their lower class peers, especially as far as their interest and curiosity is concerned.

(5) "Aggressive" sights are more disliked by higher class than by lower class boys, but more by lower class than by higher class girls, which difference does not yield any hint for interpretation.

Summary and interpretation of the results of Section 2.

(1) Lower class children experience more frustrations in their daily life. Above all, lack of sufficient or nice-looking clothes give rise to strong but unfulfilled desires. Moreover, lower class children show less experience, less contact with the world beyond the boundaries of their homes.

(2) Lower class children are more concerned with and appreciate more things of minor value and less valuable activities. They may be pleased and satisfied more easily than their higher class peers who have a far higher level of aspiration.

(3) The fields of activity which lower class children mention among their likes, are chiefly menial tasks; their scope of interest does not reach far beyond this level, while higher class children reveal sense of constructiveness and creative attitudes.

(4) Lower class children, in general, are more oriented towards their narrow every day environment, while higher class children's interest goes beyond this range. Their attitude towards the world is more playful and less practically bound, more open-minded, and less restricted. They seem to have more relation to the supernatural and religious world than their lower class peers.

CHAPTER III

CRITICAL EVALUATION AND CONCLUSION

For a number of reasons the findings of this study lack reliability and conclusiveness:

(1) The sample is too small in number and not representative for the whole population (See Table 1, p. 94)

(2) No attempt was made to avoid the effect of the serial position of the items within the series. The items were presented one after another. The items which are similar, thus, cluster in the series and might give rise to preserverance and boredom.

(3) The significance of differences was not tested statistically.

(4) A further limitation with respect to the interpretation of the subjects' responses is the fact that no attempt was made to analyze the underlying motivations. Therefore, the subjects responses grouped in one and the same category here might have quite different psychological meaning.

In spite of all these disadvantages the test has proved to be very useful as a hypothesis-finding instrument. The results summarized at the end of each chapter, have to be taken as problems which have to be tested experimentally or by systematic observations. Is it true, for the example, that boys at Prathom 2 are mentally less mature than girls who are in the same grade and does this difference of maturity decrease with grade? Is the statement justifiable that girls are morally more sensitive than boys? etc. These two questions, picked out of a great number of similar ones, give an idea of the scope of problems which have been elaborated here.

This study, therefore, should be regarded as a guide for the investigator, rather than as a resource of reliable knowledge which could be made available to the teacher for practical application.

At the same time it might serve as a guide for the cross-cultural research worker, who might pick out a number of the inherent problems and submit them to careful and thorough experimentation in different cultures, using samples large and representative enough, and age-groups, comparable in different cultural settings.

BIBLIOGRAPHY

1. Arnold Gesell and Frances L. Ilg. The Child From Five to Ten, (New York: Harper and Brothers, 1949)

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

3. Fryer, Douglas H. and Henry, Edwin R. Hand Book of Applied Psychology, Vol. I (New York: Rinehart and Co., Toronto Inc., 1950)

4. Greene, Edward B. Measurements of Human Behaviour, (New York: The Odyssey Press, Inc., 1954)

5. Goodenough, Florence L. Mental Testing (New York: Harper and Brother, 1949)

6. Hurlock, Elizabeth B. Developmental Psychology (New York: Mcgraw-Hill Book Co., Inc., 1953)

7. Jersild, Arthur T. Child Psychology (New York: Prentice-Hall, Inc., 1954).

Appendix

Table 1

Item 1 a: Some of the things which I have had and liked very much. Means per 100 subjects (upper figure) and percentages (lower figure) for the categories and sub Categories.

		boys					girls					
		P2	P3			P4	P2	P3		P4		
Categories	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
1. Things to eat & to drink	12	20	6	10	6	8	11	14		13	3	6
	5	13	2	4	2	3	3	1	-	4	1	2
2. Things to wear	16	6	3	66	6	39	50	46	80	25	61	54
	7	4	1	27	2	15	13	13	32	8	24	16
3. Things to decorate one's self	12	3	17	29		16	29	96	65		49	63
	5	2	6	12		6	8	27	26		19	19
4. Things for practical use												
4.1 Less valuable	28	9	29	64	20	44	107	25	55	88	56	59
	12	6	10	26	7	17	28	7	22	28	22	18
4.2 More valuable	5		6		11	5	7	11		50	10	11
	2		2		4	2	2	3		16	4	3
Total	33	11	37	64	31	49	114	39	55	138	67	69
	14	7	13	26	11	19	30	11	22	44	26	21
5. Things to play with												
5.1 Dolls	14	9	23	15	11	13	36	75	13	88	28	49
	6	6	8	6	4	5	9	21	5	28	11	15
5.2 Mechanical toys	77	65	109	15	11	57	18	7				8
	33	43	38	6	4	22	5	2				2
5.3 Aggressive character	9	6	12	10	6	8		4				1
	4	4	4	4	2	3		1				3
5.4 Games	14	17	20	5	11	8	7	18				9
	6	11	7	2	4	3	2	5				3
Total	114	95	135	47	143	88	61	100	13	88	28	66
	49	63	47	19	51	34	16	28	5	28	11	20
6. Flowers	-	-	-	-	-	-	36	32	5	-	3	24
	-	-	-	-	-	-	9	9	2	-	1	7
7. Pets	26	6	37	-	77	34	50	21	13	-	8	27
	11	4	13	-	27	13	13	6	5	-	3	8
8. Others	21	14	26	29	20	26	29	21	28	50	31	27
	9	9	9	12	7	10	8	6	11	16	12	8
Total of numbers	252	54	104	49	45	94	106	150	65	25	90	346
Number of Subjects	108	36	36	20	16	36	28	42	26	8	34	104
Average answers per	2.33	1.50	2.88	2.45	2.80	2.60	4.0	3.57	2.50	3.13	2.65	3.33

Table 2

Item 1 b: some of the things which I have never had but would like to have very much. Means per 100 subjects (upper figure) and percentages (lower figure), for the categories and sub-categories

		boys					girls					
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
1. Things to eat & to drink	7 3	8 6	12 4		- -	- -	14 5	2 1		- -	- -	5 2
2. Things to wear	5 2	-	3 1	20 10	- -	10 4	4 1	14 6	18 10	12 4	18 9	13 5
3. Things to decorate one's self	9 4	8 6	3 1	35 18	- -	21 8	43 14	43 19	53 30	- -	41 20	42 18
4. Things for practical use												
4.1 Less valuable	24 10	11 8	31 10	40 20	13 4	28 11	14 5	34 15	18 10	37 13	24 12	25 10
4.2 More valuable	5 2	-	6 2	5 3	13 4	8 3	36 12	23 10	35 20	26 9	35 17	30 12
Total	28 12	11 8	31 10	44 22	26 8	36 14	50 14	54 24	53 30	63 22	59 29	55 23
5. Things to play with												
5.1 Dolls	12 5	17 12	12 4	- -	13 4	5 2	14 5	16 7	- -	26 9	18 9	13 5
5.2 Mechanical toys	71 30	43 31	105 34	35 18	99 30	65 25	25 8	32 14	4 2	49 17	14 7	24 10
5.3 Aggressive character	45 19	29 21	43 14	- -	139 42	62 24	11 4	- -	4 2	- -	2 1	4 2
5.4 Games	7 3	8 6	6 2	5 3	7 2	5 2	25 8	9 4	4 2	49 17	14 7	15 6
Total	130 55	98 70	166 54	40 20	255 77	129 50	86 25	7 3	12 7	124 43	39 19	59 24
6. Flowers	2 1		- -	10 5	- -	5 2	11 4	23 10	12 7	37 13	18 9	18 8
7. Pets	33 14	6 4	71 23	20 10	26 8	23 9	39 13	20 9	18 10	26 9	20 10	26 11
8. Others	19 8	11 8	15 5	30 15	26 8	28 11	68 22	9 4	4 2	26 9	8 4	25 10
Total numbers	256	52	111	40	53	93	85	95	46	23	69	249
No. of subjects	108	36	36	20	16	36	28	42	26	8	34	104
Average answers per	2.37	1.4	3.08	2.0	3.31	2.58	3.3	2.26	1.76	2.88	2.03	2.5

Table 3

Item 2a: Some of the things which I have done and like to do very much. Means per 100 subjects (upper figure) and percentages (lower figure), for the categories and sub-categories

		boys					girls					
		P2	P3	P4			P2	P3	P4			
Categories	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
1. Cleaning							4	12	18	14	19	12
1.1 Washing and Ironing	-	-	-	-	-	-	1	4	7	5	7	4
								6				3
1.2 Cleaning one's self	-	-	-	-	-	-	-	2	-	-	-	1
	15	6	23	20	13	18	50	64	58	25	50	56
1.3 Other cleaning activities	7	5	9	9	5	7	17	21	22	9	19	19
	15	6	23	20	13	18	61	83	76	39	69	72
Total	7	5	9	8	5	7	21	27	29	14	26	25
	6	8	8	5		3	7	25	34	88	48	27
2. Cooking	3	7	3	2	-	1	2	8	13	32	18	9
3. Buying and selling												
3.1 Buying	-	-	-	-	-	-	-	-	-	-	-	-
	1			5		3	4		5		3	2
3.2 Selling	0.4	-	-	2	-	1	1	-	2	-	1	1
	1			5		3	4		5		3	2
Total	0.4	-	-	2	-	1	1	-	2	-	1	1
	2		5	5		3	11	12	8	25	11	12
4. Various household activities	0.9	-	1	2	-	1	4	4	2	9	4	4
5. Nurturing activities												
5.1 Taking care of younger brothers and sisters	2		3	5		3	4	9			3	6
	0.9	-	1	2	-	1	1	3	2	-	1	3
	4		5	10		5	4	3				2
5.2 Taking care of pets	2	-	2	4	-	2	1	0.8	-	-	-	1
	6		8	15		8	7	12	5		3	8
Total	3	-	3	6	-	3	2	4	2	-	1	3
6. Gardening and farming and others												
	25	6	42	50	5	31	36	15	26	39	29	26
6.1 Gardening and farming	12	5	16	20	2	12	12	5	10	14	11	9
	15	8	16	30		18	7	9	24	25	24	13
6.2 Other works	7	7	6	12	-	7	2	3	9	9	9	4
	40	14	57	80	5	49	54	28	50	63	53	42
Total	19	12	22	32	2	19	19	9	19	23	20	14

		boys					girls					
		P2	P3	P4			P2	P3	P4			
Categories	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
7. Constructive activities	8		8	20	13	18	7	28	34	14	29	23
7.1 Handicraft in general	4	-	3	8	5	7	4	9	13	5	11	8
	19	6	18	15	50	31		6				2
7.2 Handicraft techniques	9	5	7	6	19	12	-	2	-	-	-	1
	23	16	16	10	76	38		6		14	3	3
7.3 Constructing things	11	14	6	4	29	15	-	2	-	5	1	1
							18	12	8		5	12
7.4 Sewing, weaving, and others	-	-	-	-	-	-	6	4	3	-	2	4
	51	22	44	45	137	87	29	49	42	25	37	39
Total	24	19	17	18	52	34	10	16	16	9	14	13
8. School activities	6	8	8				4	15	5	14	5	10
8.1 Reading, writing	3	7	3	-	-	-	1	5	2	5	2	3
	6			30		18		15	10		8	9
8.2 Arithmetic	3	-	-	12	-	7	-	5	4	-	3	3
	13	12	8	20	18	20	32	21	5	14	5	19
8.3 Drawing, painting	6	10	3	8	7	8	11	7	2	5	2	7
	6	2		20	13	18	39	15	10		8	19
8.4 Others	3	2	-	8	5	7	13	5	4	-	3	5
	30	22	16	70	32	54	75	68	31	25	29	57
Total	14	19	6	28	12	21	26	22	12	9	11	19
	6	2	8		13	5	36	6	5	14	5	14
9. Playing	3	2	3	-	5	2	12	2	2	5	2	5
	11		16		32	13	7	6	5		3	5
10. Sports and related motor activities	5	-	6	-	12	5	2	2	2	-	1	2
11. Professional and related adult activities												
11.1 Stage activities	-	-	-	-	-	-	-	-	-	-	-	-
11.2 Driving a car	-	-	-	-	-	-	-	-	-	-	-	-
11.3 Others	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-	-	-
12. Doing bad things	-	-	-	-	-	-	-	-	-	-	-	-
12.1 Killing	-	-	-	-	-	-	-	-	-	-	-	-
12.2 Stealing	-	-	-	-	-	-	-	-	-	-	-	-
12.3 Other aggressive deeds	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-	-	-

		boys					girls					
		P2	P3	P4			P2	P3	P4			
Categories	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
	13	16	18		5	3		6				2
13. Cars, ships, planes, etc.	6	14	7	-	2	1	-	2	-	-	-	1
	32	25	55	5	26	13	36	18	5		3	18
14. Others	15	21	21	2	10	5	12	6	2	-	1	6
Total numbers	228	42	94	50	42	92	82	129	68	22	90	305
No. of subjects	108	36	36	20	16	36	28	42	26	8	34	104
Average answers per subject.	2.11	1.17	2.61	2.50	2.63	2.56	2.88	3.07	2.62	2.75	2.65	2.88

Table 4

Item 2 b: Some of the things which I have never done but would like to do very much. Means per 100 subjects (upper figures) and percentage (lower figures), for the categories and sub-categories.

		boys					girls					
		P2	P3	P4			P2	P3	F4			
Categories	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
1. Cleaning												
1.1 Washing and Ironing	2 1	-	8 3	-	-	-	32 11	13 6	12 7	-	7 4	16 7
1.2 Cleaning oneself	-	-	-	-	-	-	-	-	-	-	-	-
1.3 Other cleaning activities	2 1	2 2	3 1	-	-	-	25 9	7 3	3 2	-	4 2	11 5
	4	2	11				57	20	15		11	27
Total	2	2	4	-	-	-	20	9	9	-	6	12
	24	17	50	5	6	5	61	48	31	25	30	45
2. Cooking	12	15	19	3	2	2	22	22	19	10	16	20
3. Buying and Selling							4	4	3		4	4
3.1 Buying	-	-	-	-	-	-	1	2	2	-	2	2
									15		11	4
3.2 Selling	-	-	-	-	-	-	-	-	9	-	6	2
							4	4	20		17	8
Total	-	-	-	-	-	-	1	2	12	-	8	3
	4	2	5	11		5	7	9	3		4	7
4. Various household activities	2	2	2	6	-	2	2	4	2	-	2	3
5. Nurturing activities												
5.1 Taking care of younger brothers and sisters	2 1	2 2	3 1	-	-	-	4 1	2 1	-	-	-	2 1
	2	2	3	11	6	9	14	15		13	4	11
5.2 Taking care of pets	1	-	-	6	2	4	5	7	-	8	2	5
	4	2	3	11	6	9	18	17		13	4	13
Total	2	2	1	6	2	4	6	8	-	5	2	6
6. Gardening Farming and related heavies activities, work in general												
	18	8	21	25	18	23	18	22	3	50	17	18
6.1 Gardening, Farming	9	7	8	14	6	10	6	10	2	20	8	8
6.2 Other related activities and work in general	14 7	11 10	16 6	30 17	-	16 7	11 4	2 1	38 23	-	30 16	13 6
Total	32 16	19 17	40 15	54 31	18 6	39 17	43 15	24 11	43 26	50 20	44 24	36 16

		boys					girls					
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
7. Constructive activities												
7.1 Handicraft in general	-	-	-	-	-	-	-	-	-	-	-	-
	6		8	5	18	11	7	2				3
7.2 Handicraft techniques	3	-	3	3	6	5	3	1	-	-	-	1
	14	11	21	11	6	9	7	9		25	6	8
7.3 Constructing things	7	10	8	6	2	4	3	4	-	10	3	3
	1		3				7	22	23	38	26	19
7.4 Sewing weaving and other related activities	½	-	1	-	-	-	3	10	14	15	14	9
	22	11	34	16	26	21	29	33	23	63	31	32
Total	11	10	13	9	9	9	10	15	14	25	17	14
8. School activities												
	2	2	-	-	-	2	7	-	-	-	-	2
8.1 Reading, writing	1	2	-	-	-	1	3	-	-	-	-	1
8.2 Arithmetic	-	-	-	-	-	-	-	-	-	-	-	-
	4		3		18	9	11		3		4	4
8.3 Drawing, painting	2	-	1	-	6	4	4	-	2	-	2	2
	2		3		6	2			3		4	1
8.4 Others	1	-	1	-	2	1	-	-	2	-	2	0.4
	8	2	5	5	26	14	18		8		6	7
Total	4	2	2	3	9	6	6	-	5	-	3	3
	1				6	2						
9. Playing	½	-	-	-	2	1	-	-	-	-	-	-
10. Sport and related motor activities	10	6	18		12	9	14	7	3	50	17	12
	5	5	7	-	4	4	5	3	2	20	8	5
11. Professional and related adult activities												
	4			11	12	11		13				5
11.1 Stage activities	2	-	-	6	4	5	-	6	-	-	-	2
	2			11	6	9		4		38	9	5
11.2 Driving a car	1	-	-	6	2	4	-	2	-	15	5	2
	8		3	11	38	23	11	2	8		6	6
11.3 Others	4	-	1	6	13	10	4	1	5	-	3	3
	14		3	30	56	41	21	20	8	38	17	17
Total	7	-	1	17	19	18	6	9	5	15	8	8
12. Doing bad things												
12.1 Killing	-	-	-	-	-	-	-	-	-	-	-	-
12.2 Stealing	-	-	-	-	-	-	-	-	-	-	-	-
12.3 Other aggressive deeds	-	-	--	-	-	-	-	-	-	-	-	-
12.4 Others	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-	-	-

		boys					girls					
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
13. Cars, ships, planes	26	23	26	11	62	34		7				3
etc.	13	20	10	6	21	15	-	3	-	-	-	1
	51	27	69	35	76	52	43	28	12	13	11	27
14. Others	25	24	26	20	26	23	15	13	7	5	6	12
Total number	218	41	95	35	47	82	79	91	43	20	63	233
No. of subjects	108	36	36	20	16	36	28	42	26	8	34	104
Average answers per subject	2.02	1.14	2.64	1.75	2.94	2.28	2.82	2.17	1.65	2.50	1.85	2.24

Table 5

Item 3 a: Some of the things I do not like to do but which I have to do though. Means per 100 subjects (upper figure) and percentages (lower figure) for the categories and subcategories.

		boys					girls					
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
1. Cleaning												
1.1 Washing and Ironing	5		9	16		8	4	17	19	39	23	15
	4	-	7	10	-	5	2	8	12	13	12	8
	1		2				11	7				6
1.2 Cleaning oneself	1	-	2	-	-	-	6	3	-	-	-	3
	20	19	20	25	18	22	25	87	23	99	41	55
1.3 Other cleaning activities	16	24	16	16	10	13	14	40	14	33	21	28
	27	19	31	40	18	30	42	111	42	138	64	79
Total	22	24	25	26	10	18	24	51	26	46	33	39
	12	8	17	16	9	12	14	7	16		12	11
2. Cooking	10	10	14	10	3	7	8	3	10	-	6	5
3. Buying and Selling												
	9	6	11	5	18	8	4	2	8		5	4
3.1 Buying	7	7	9	3	6	5	2	1	5	-	3	2
	1				9	3	4					1
3.2 Selling	1	-	-	-	3	2	2	-	-	-	-	.5
	9	6	11	5	18	12	7	2	8		5	5
Total	7	7	9	3	10	7	4	1	5	-	3	2
4. Various household activities												
	10	-	13	5	32	16	14	20	23	39	27	20
	8		11	3	17	10	8	9	14	13	14	10
5. Nurturing activities												
5.1 Taking care of younger brothers and sisters	4	-	2	10	9	8	14	10	11	12	12	12
	3	-	2	6	3	5	8	4	7	4	6	6
	6		6	10	18	12	7	10		12	4	7
5.2. Taking care of pets	5	-	5	6	10	8	4	4	-	4	2	3
	10		9	20	24	22	21	20	11	24	16	18
Total	8	-	7	13	13	13	12	9	7	8	8	9

		boys					girls					
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
6. Gardening, farming and related heavier activities, work in general												
6.1 Gardening, Farming	9	2	6	16	24	19	14	28	28		21	22
	7	3	5	10	13	11	7	13	17	-	11	11
	14	14	9	29	9	19	39	11	19	12	17	20
6.2 Other related activities and work in general	11	17	7	19	3	11	20	5	12		9	10
	24	17	13	45	32	39	61	41	47	12	39	45
Total	19	21	11	29	17	23	35	19	29	4	20	23
7. Constructive activities												
7.1 Handicraft in General	-	-	-	-	-	-	-	-	-	-	-	-
7.2 Handicraft techniques	-	-	-	-	-	-	-	-	-	-	--	-
								4				2
7.3 Constructing things	-	-	-	-	-	-	-	2	-	-	-	1
								2				1
7.4 Sewing, weaving and related activities	-	-	-	-	-	-	-	1	-	-	-	.5
8. School activities												
	5	11	2	5		3	11	2				4
8.1 Reading, writing	4	14	2	3	-	2	6	1	-	-	-	2
							11	2				4
8.2 Arithmetic	-	-	-	-	-	-	6	1	-	-	-	2
8.3 Drawing, painting	-	-	-	-	-	-	-	-	-	-	-	-
	1	6					4			12	4	2
8.4 Others	1	7	-	-	-	-	2	-	-	4	2	1
	7	17	2	5		3	25	4		12	4	10
Total	6	21	2	3	-	2	14	2	-	4	2	5
9. Playing	-	-	-	-	-	-	-	-	-	-	-	-

		boys					girls					
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
10. Sports and related motor activities	2 2	2 3	-	-	11 6	5 3	4 2	2 1	-	24 8	6 3	4 2
11. Professional and related adult activities												
11.1 Stage activities	-	-	-	-	-	-	-	-	-	-	-	-
11.2 Driving a car	-	-	-	-	-	-	-	-	-	-	-	-
11.3 Others	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-	-	-
12. Doing bad things												
12.1 Killing	-	-	-	-	-	-	-	-	-	-	-	-
12.2 Stealing	-	-	-	-	-	-	-	-	-	-	-	-
12.3 Other aggressive deeds	-	-	-	-	-	-	-	-	-	-	-	-
12.4 Others	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-	-	-
13. Cars, ships, planes etc.												10
14. Others	18	14	20	13	23	18	-	2	10	17	12	5
total number	134	29	44	31	30	61	49	91	42	24	66	206
No. of subjects	108	36	36	20	16	36	28	42	26	8	34	104
Average answers	1.24	0.81	1.22	1.55	1.88	1.69	1.75	2.17	1.62	3.00	1.94	1.98

Table 6

Item 3 b: Some of the things which I have never done and would never like to do. Means per 100 subjects (upper figure) and percentage (lower figure), for the categories and sub-categories.

		boys						girls				
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
1. Cleaning												
1.1 Washing and Ironing	.6	-	2 1	-	-	-	7 3	10 5	3 2	-	4 2	7 3
1.2 Cleaning oneself	-	-	-	-	-	-	-	-	-	-	-	-
	6	6	5	5	6	5	7	18	12	25	14	14
1.3 Other cleaning activities	4	7	3	3	3	3	3	9	7	11	8	7
	6	6	8	5	6	5	14	28	15	25	18	21
Total	4	7	4	3	3	3	6	14	9	11	10	10
	11	8	17		13	5	19	14	12		9	13
2. Cooking	7	10	9	-	6	3	8	7	7	-	5	7
3. Buying and Selling												
	1		2					2				1
3.1 Buying	6	-	1	-	-	-	-	1	-	-	-	.5
							4	12	12		9	9
3.2 Selling	-	-	-	-	-	-	2	6	7	-	5	4
	1		2				4	14	12		9	10
Total	6	-	1	-	-	-	12	7	7	-	5	5
4. Various household activities	8		19		6	4	4	2	3		4	3
	5	-	10	-	3	2	2	1	2	-	2	1
5. Nurturing activities												
5.1 Taking care of younger brothers and sisters	-	-	-	-	--	-	-	-	-	-	-	-
5.2 Taking care of pets	5		2	5	19	11				25	5	2
	3	-	1	3	9	6	-	-	-	11	3	1
	5		2	5	19	11				25	5	2
Total	3	-	1	3	9	6	-	-	-	11	3	1

		boys					girls					
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
6. Gardening, farming and related heavier activities, work in general	20	[illegible]	27	21	32	16	32	24	15		12	22
6.1 Gardening, farming	13	10	14	13	15	14	14	12	9	-	7	11
6.2 Other related activities and work in general	15	11	25	10	6	9	4	4	8	10	9	6
	10	13	13	6	3	5	2	2	5	6	5	3
	35	19	52	30	38	33	39	28	23	10	20	29
Total	23	23	27	19	18	18	17	14	14	6	11	14
7. Constructive activities												
7.1 Handicraft in general	-	-	-	-	-	-	-	-	-	-	-	-
	1			5		4	4			10	4	2
7.2 Handicraft techniques	6	-	-	3	-	2	2	-	-	6	2	1
	12	14	2	37	6	22		12	3		4	6
7.3 Constructing things	8	17	1	23	3	12	-	6	2	-	2	3
7.4 Sewing, weaving and others related activities	3	6	2					2		25	5	3
	2	7	1	-	-	-	-	1	-	11	3	1
	17	19	5	40	6	16	7	14	3	28	12	12
Total	11	23	3	25	3	14	3	7	2	17	7	6
8. School activities												
							18	4				7
8.1 Reading, writing	-	-	-	-	-	-	8	2	-	-	-	3
							4					1
8.2 Arithmetic	-	-	-	-	-	-	2	-	-	-	-	.5
	3		2	5	6	5	4		3		4	2
8.3 Drawing, painting	2	-	1	3	3	3	2	-	2	-	2	1
	2	2	2				25		3		4	8
8.4 Others	1	3	1	-	-	-	11	-	2	-	2	4
	5	2	5	5	6	5	50	4	8		5	17
Total	3	3	3	3	3	3	21	2	5	-	3	8
9. Playing	-	-	-	-	-	-	-	-	-	-	-	-
10. Sports and related motor activities	6	2	5	-	19	9	18	10				9
	4	3	3	-	9	5	8	5	-	-	-	4

		boys					girls					
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
11. Professional and and related adult activities	3		12				4	2	8	25	12	6
11.1 Stage activities	2	-	6	-	-	-	2	1	5	11	7	3
	1		2							10	4	1
11.2 Driving a car	6	-	1	-	-	-	-	-	-	6	2	.5
	6		8	14		9	4	8	8		5	6
11.3 Others	4	-	4	9	-	5	2	4	5	-	3	3
	11		21	14		9	7	10	15	28	20	13
Total	7	-	11	9	-	5	3	5	9	17	11	6
12. Doing bad things	11	2	2	30	19	16	7	28	12		9	16
12.1 Killing	7	3	1	19	9	14	3	14	7	-	5	8
	8		2	14	22	22		12	12		9	8
12.2 Stealing	5	-	1	9	15	12	-	6	7	-	5	4
12.3 Other aggressive deeds							4	14	8	25	12	16
	-	-	-	-	-	-	2	9	5	11	7	8
	5		2	10	13	11	4	12	31	25	29	15
12.4 Others	3	-	1	6	6	6	2	6	19	11	16	8
	23	2	8	54	62	59	21	67	61	50	59	52
Total	15	3	4	34	29	32	9	33	37	22	23	25
13. Cars, ships, planes etc.	6	2	14									
	4	3	7	-	-	-	-	-	-	-	-	-
	23	19	31	5	38	20	68	10	12	28	18	28
14. Others	15	23	16	3	18	11	29	5	7	17	10	14
Total number	166	30	70	32	34	66	66	85	43	18	61	212
No. of subject	108	36	36	20	16	36	28	42	26	8	34	104
Average answers per subject	1.54	0.83	1.94	1.60	2.13	1.83	2.36	2.02	1.65	2.25	1.79	2.04

Table 7

Item 4 a: Some of the things which I have seen and like to see very much
Means per 100 subjects (upper figure) and percentages (lower figure),
for the categories and sub-categories

		boys					girls					
		P2	P3	P4			P2	P3	P4			
Categories	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
1.0 Nature	6		7		13	6	10	12		14	3	9
1.1 Sceneries sights	2	-	2	-	5	2	3	4	-	4	1	3
	127	119	160	106	94	99	141	60	73	137	88	93
1.2 Animals	43	47	46	36	35	35	44	20	28	39	31	31
	44	56	42	50	24	40	77	24	31	49	34	39
1.21 Familiar	15	22	12	17	9	14	24	8	12	14	12	13
	41	28	59	41	38	40	58	27	31	74	42	39
1.22 Rare	14	11	17	14	14	14	18	9	12	21	15	13
	41	35	62	15	32	23	13	12	10	14	11	12
1.23 Dangerous	14	14	18	5	12	8	4	4	4	4	4	4
	1	3					6	6	16	39	20	12
1.3 Others	3	1	-	-	-	-	2	2	6	11	7	4
	132	121	170	106	108	105	161	79	89	189	113	111
Total	45	48	49	36	40	37	50	26	34	54	40	37
2.0 Shows	44	23	52	71	43	59	39	60	47		34	45
2.1 Movies	15	9	15	24	16	21	12	20	18	-	12	15
	18	10	28	24	5	17	35	60	31	25	28	42
2.2 Dramas	6	4	8	8	2	6	11	20	12	7	10	14
	15	5	21	24	13	20	6	27	16	14	14	18
2.3 Others	5	2	6	8	5	7	2	9	6	4	5	6
	77	38	100	121	62	93	84	145	92	39	79	105
Total	26	15	29	41	23	33	26	48	35	11	28	35
	21	28	28		13	6	3	3	3		3	3
3.0 Techniques (cars, ships, rockets etc.)	7	11	8	-	5	2	1	1	1	-	1	1
4.0 High-rank people	1	3					6	3	3	49	14	9
4.1 Members of Royal Family	13	1	-	-	-	-	2	1	1	14	5	3
										14	3	1
4.2 Others	-	-	-	-	-	-	-	-	-	4	1	3
Total	1	3					6	3	3	63	17	9
	3	1	-	-	-	-	2	1	1	18	6	3
5.0 Precious things	-	-	-	-	-	--	-	-	-	-	-	-
6.0 Pictures and toys												
6.1 Pictures, cartoon, stories	9	10	7	6	13	8	23	18	18	25	20	18
	3	4	2	2	5	3	7	6	7	7	7	6

		boys					girls					
		P2	P3	P4			P2	P3	P4			
Categories	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
	6	5		15	5	11	10	9	10	14	11	12
6.2 Toys, playing	2	2	-	5	2	4	3	3	4	4	4	4
	15	18	7	21	19	20	32	27	31	39	31	30
Total	5	7	2	7	7	7	10	9	12	11	11	10
7.0 Supernature, Mythology								3	3		3	3
7.1 Holy beings and places	-	-	-	-	-	-	-	1	1	-	1	1
7.2 Ghosts and Others								3	3		3	3
	3	5	7									
Total	1	2	2	-	-	-	-	1	1	-	1	1
8.0 Disgusting things												
	3		7					3				1
8.1 Dirty, nasty, ugly things	1	-	2	-	-	-	-	1	-	-	-	.3
8.2 Sickness, madness, defects	0.3			6		3		3	3		3	3
	1	-	-	2	-	1	-	1	1	-	1	1
	3		7	6		3		6	3		3	3
Total	1	-	2	2	-	1	-	2	1	-	1	1
9.0 Accident and dead people	6	8		9		6		3				1
	2	3	-	3	-	2	-	1	-	-	-	.3
10.0 Aggressive and criminal men or scenes.												
	9		10	15	24	20		9	3		3	6
10.1 Killing and other agg, things or tools	3	-	3	5	9	7	-	3	1	-	1	2
								3				1
10.2 Others	-	-	-	-	-	-	-	1	-	-	-	.3
	9	0	10	15	24	20		12	3		3	6
Total	3	-	3	5	9	7	-	4	1	-	1	2
	26	30	21	21	43	31	35	27	31	25	28	30
11.0 Others	9	12	6	7	16	11	11	9	12	7	10	10
Total numbers	318	91	125	59	43	102	90	127	68	28	96	313
No. of subjects	108	36	36	20	16	36	28	42	26	8	34	104
Average answers per subject	2.94	2.52	3.47	2.95	2.68	2.83	3.21	3.02	2.61	3.50	2.82	3.0

Table 8

Item 4 b: Some of the things which I have never seen and would like to see very much. Means per 100 subjects (upper figure) and percentages (lower figure), for the categories and sub-categories.

		boys					girls					
		P2	P3	P4			P2	P3	P4			
Categories	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
1.0 Nature												
1.1 Sceneries, Sights	28	55	11	15	18	17	23	13	22	12	20	18
	13	28	5	8	6	7	8	6	13	4	10	8
	47	41	61	41	30	35	31	32	31	36	32	32
1.2 Animals	22	21	29	22	10	15	11	15	18	12	16	14
1.2.1 Families	-	-	-	-	-	-	-	-	-	-	-	-
	24	6	38	30	18	26	23	17	12	36	18	18
1.2.2 Rare	11	3	18	16	6	11	8	8	7	12	9	8
	24	35	23	9	12	12	11	17	19		14	14
1.2.3 Dangerous	11	18	11	5	4	5	4	8	11	-	7	6
	9	12	11		12	5	25	19	3	12	6	16
1.3 Others	4	6	5	-	4	2	9	9	2	4	3	7
	84	108	82	56	63	59	79	67	57	63	59	67
Total	39	55	39	30	11	25	28	31	33	21	29	29
2.0 Shows												
	2	2		5	6	5	14	2		12	2	7
2.1 Movies	1	1	-	3	2	2	5	1	-	4	1	3
							14	9	7		6	9
2.2 Dramas	-	-	-	-	-	-	5	4	4	-	3	4
	2		2	5		2		9				5
	1	-	1	3	-	1	-	4	-	-	-	2
	4	2	2	9	6	9	28	22	7	12	8	18
Total	2	1	1	5	2	4	10	10	4	4	4	8
	15	12	19	9	18	14		4				2
3.0 Techniques (cars, ships, rockets etc.)	7	6	9	5	6	6	-	2	-	-	-	.8
4.0 High-rank people												
4.1 Members of Royal Family.	6		2	15	12	14	25	45	33		12	30
	3	-	1	8	4	6	9	21	19	-	6	13
	1			5		2			7		6	2
4.2 Others	4	-	-	3	-	1	-	-	4	-	3	0.8
	6		2	20	12	17	25	45	22		18	30
Total	3	-	1	17	4	7	9	21	13	-	9	13

		boys					girls					
		P2	P3	P4			P2	P3	P4			
Categories	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
	2		2		12	5	8	2	22		13	9
5.0 Precious things	1	-	1	-	4	2	3	1	13	-	9	4
6.0 Pictures and toys	0.4				6	2	3					1
6.1 Pictures cartoon, stories	1	-	-	-	2	1	1	-	-	-	-	0.4
	1		2					2				1
6.2 Toys, playing	0.4	-	1	-	-	-	-	1	-	-	-	0.4
	2		2		6	2	3	2				2
Total	1	-	1	-	2	1	1	1	-	-	-	0.8
7.0 Supernature, Mythology.												
7.1 Holy beings and places	6		2	5	36	19	17	2	16	51	24	14
	3	-	1	3	12	8	6	1	9	17	12	6
7.2 Ghosts and others	34	34	36	15	51	31	54	22		138	32	34
	16	17	17	8	17	13	19	10	-	46	16	15
	41	34	38	20	87	50	71	24	16	186	57	48
Total	19	17	18	11	29	21	25	11	9	62	28	21
8.0 Disgusting things												
8.1 Dirty, nasty, ugly things	-	-	-	-	-	-	-	-	-	-	-	-
	2		6		6	2	3					1
8.2 Sickness, madness, defects	1	-	3	-	2	1	1	-	-	-	-	0.4
	2		6		6	2	3					1
Total	1	-	3	-	2	1	1	-	-	-	-	0.4
	4		2	9	12	12		4	7		6	5
9.0 Accident and dead people	2	-	1	5	4	5	-	2	4	-	3	2
10.0 Aggressive and criminal men or scenes												
	13	6	11	15	36	25		15	7	12	8	9
10.1 Killing and other ag. things or Tools	6	3	5	8	12	11	-	7	4	4	4	4
	4		2	5	12	9	8	2		12	2	5
10.2 Others	2	-	1	3	4	4	3	1	-	4	1	2
	17	6	15	20	51	33	8	17	7	24	12	11
Total	8	3	7	11	17	14	3	8	4	8	6	5

		boys					girls					
		P2	P3	P4			P2	P3	P4			
Categories	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
	34	35	36	41	24	33	56	28	31	12	26	34
11.0 Others	16	18	17	22	8	14	20	13	18	4	13	15
Total numbers	232	71	76	37	48	85	79	91	45	24	69	239
No. of subjects	108	36	36	20	16	36	28	42	26	8	34	104
Average answers per subject.	2.14	1.97	2.11	1.85	3.0	2.36	2.82	2.16	1.73	3.0	2.02	2.29

Table 9. Item 5a: Some of the things which I have seen but would not like to see at all. Means per 100 subjects (upper figure) and percentages (lower figure), for the categories and sub-categories.)

Categories		boys						girls				
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
1.0 Nature												
	3	5					8					3
1.1 Sceneries, Sights	1	2	-	-	-	-	3	-	-	-	-	1
	146	180	123	156	113	135	115	89	170	225	182	119
1.2 Animals	58	66	54	61	44	53	43	34	66	75	68	47
	35	44	16	56	31	43	42	21	33	63	40	34
1.2.1 Families	14	16	7	22	12	17	16	8	13	21	15	13
	25	27	30	26		13	19	16	33	24	32	27
1.2.2 Rare	10	10	13	10	-	5	7	6	13	8	12	8
	88	109	73	77	82	77	54	50	100	48	110	69
1.2.3 Dangerous	35	40	32	30	32	30	20	19	39	16	41	26
1.3 Others												
	154	193	123	168	113	141	131	92	170	225	182	133
Totals	61	71	54	66	44	55	49	35	66	75	68	50
2.0 Shows												
2.1 Movies	-	-	-	-	-	-	-	-	-	-	-	-
2.2 Dramas	-	-	-	-	-	-	-	-	-	-	-	-
	1				5	3						
2.3 Others	0.4	-	-	-	2	1	-	-	-	-	-	-
Total	1	-	-	-	5	3	-	-	-	-	-	-
	0.4				2	1						
3.0 Techniques (cars, Ships, rockets etc.)	1	-	2	-	-	-	-	3	3	-	3	3
	0.4		1					1	1		1	1
4.0 High-rank people												
4.1 Members of Royal Family	-	-	-	-	-	-	-	-	3 1	-	3 1	1 0.4
4.2 Others	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	3 1	-	3 1	1 0.4

Categories		boys					girls					
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
5.0 Precious things	-	-	-	-	-	-	-	-	-	-	-	-
6.0 Pictures and toys												
6.1 Pictures cartoons, stories	-	-	-	-	-	-	-	-	-	-	-	-
							8					3
6.2 Toys, playing	-	-	-	-	-	-	3	-	-	-	-	1
							8					3
Total	-	-	-	-	-	-	3	-	-	-	-	1
7.0 Supernature, Mythology												
7.1 Holy beings and places	-	-	-	-	-	-	-	-	-	-	-	-
7.2 Ghosts and others												
	25	33	34	5	5	5	13	8	10	12	11	11
	10	12	15	2	2	2	5	3	4	4	4	4
	25	33	34	5	5	5	13	8	10	12	11	11
Total	10	12	15	2	2	2	5	3	4	4	4	4
8.0 Disgusting things												
8.1 Dirty, nasty, ugly things	10		11	10	26	15	19	18		24	5	13
	4	-	5	4	10	6	17	17	-	8	2	5
8.2 Sickness, madness, defects	5	5	9				29	16	15		11	19
	2	2	4	-	-	-	11	6	6	-	4	7
	15	5	18	10	26	15	48	37	15	24	19	32
Total	6	2	8	4	10	6	17	14	6	8	7	12
9.0 Accident and dead people	20	11	16	26	44	33	13	60	3	24	8	32
	8	4	7	10	17	13	5	23	1	8	3	12
10.0 Aggressive and criminal men or scenes												
	18	8	14	10	44	26	3	34	26		21	21
10.1 Killing and other ag.things or tools	7	3	6	4	17	10	1	13	10	-	8	8
	13	16	9	15	13	13	19	18	15	12	13	16
10.2 Others	5	6	4	6	5	5	7	7	6	4	5	6
	30	24	23	26	86	38	21	52	41	12	35	37
Total	12	9	10	10	22	15	8	20	16	4	13	4

Categories		boys					girls					
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
11.0 Others												
Total of number	272	98	82	59	41	92	75	110	67	24	91	276
Number of subjects	108	36	36	20	16	36	28	42	26	8	34	104
Average answers per subject	2.51	2.72	2.27	2.55	2.56	2.55	2.67	2.62	2.57	3.0	2.67	2.65

Table 10, Item 5b: Some of the things which I have never seen and would not like to see at all, Means per 100 subjects (upper figure) and percentages (lower figure), for the categories and sub-categories.

Categories		boys					girls					
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
1.0 Nature												
1.1 Sceneries, Sights	4	11					7	5		4	4	
	2	6	-	-	-	-	4	3	-	2	2	
	55	55	62	41	62	50	57	47	50	75	56	53
1.2 Animals	29	30	31	28	26	27	24	27	33	25	30	27
1.211 Families	-	-	-	-	-	-	-	-	-	-	-	-
	11	15	6	15	19	17	14	17	15	36	20	18
1.2.2 Rare	6	8	3	10	8	9	6	10	10	12	11	9
	44	42	56	25	43	33	43	31	35	36	35	35
1.2.3 Dangerous	23	23	28	17	18	18	18	18	23	12	19	18
										12	4	1
1.3 Others	-	-	-	-	-	-	-	-	-	4	2	0.5
	59	66	62	41	62	50	57	56	54	87	61	57
Total	31	36	31	28	26	27	24	32	36	29	33	29
2.0 Shows												
2.1 Movies	-	-	-	-	-	-	-	-	-	-	-	-
2.2 Dramas	-	-	-	-	-	-	-	-	-	-	-	-
2.3 Others	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-	-	-
3.0 Techniques (cars, ships, rockets etc.)	4		14					2				1
	2	-	7	-	-	-	-	1	-	-	-	0.5
4.0 High-rank people												
4.1 Members of Royal Family	-	-	-	-	-	-	-	-	-	-	-	-
								2	12		9	4
4.2 Others	-	-	-	-	-	-	-	1	8	-	5	2
								2	12		9	4
Total	-	-	--	-	-	-	-	1	8	-	5	2

Categories				boys			girls					
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
5.0 Precious things	-	-	-	-	-	-	-	-	-	-	-	-
6.0 Pictures and toys												
6.1 Pictures cartoon, stories	-	-	-	-	-	-	-	-	-	-	-	-
6.2 Toys, playing	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-	-	-
7.0 Supernature, Mythology.												
7.1 Holy beings and places	-	-	-	-	-	-	-	-	-	-	-	-
7.2 Ghosts and others	51 27	49 27	52 26	35 24	76 32	52 28	89 37	24 14	35 23	126 42	56 30	51 26
Total	51 27	49 27	52 26	35 24	76 32	52 28	89 37	24 14	35 23	126 42	56 30	51 26
8.0 Disgusting things												
8.1 Dirty, nasty, ugly things	6 3	4 2	14 7	4 3	- -	2 1	10 4	5 3	- -	36 12	9 5	8 4
8.2 Sickness, madness, defects	2 1	- -	2 1	- -	7 3	2 1	- -	2 1	- -	- -	- -	1 0.5
Total	8 4	4 2	16 8	4 3	7 3	6 3	10 4	7 4	- -	36 12	9 5	8 4
9.0 Accident and dead people	9 5	9 5	8 4	4 3	26 11	13 7	10 4	21 12	5 3	- -	4 2	12 6
10.0 Aggressive and criminal men or scene												
10.1 Killing and other ag. things or tools	8 4	5 3	- -	15 10	19 8	17 9	2 1	17 10	12 8	- -	9 5	10 5

Categories		boys					girls					
		P2	P3	P4			P2	P3	P4			
	Tot	B	B	A	D	Tot	C	C	A	D	Tot	Tot
	9	5	6	4	31	17	7	12	8	12	9	10
10.2 Others	5	3	3	3	13	9	3	7	5	4	5	5
	17	11	6	20	50	33	10	28	20	12	19	20
Total	9	6	3	14	21	18	4	16	13	4	10	10
	40	44	42	41	19	30	60	33	27	36	30	39
11.0 Others	21	24	21	28	8	16	25	19	18	12	16	20
Total of number	205	66	72	29	38	67	67	73	39	24	63	203
Number of subjects	108	36	36	20	16	36	28	42	26	8	34	104
Average answers per subject	1.89	1.83	2.0	1.45	2.37	1.86	2.39	1.73	1.50	3.0	1.85	1.95

International Institute for Child Study, Bangkok

Verbal Development II

ชื่อ ..... ชั้น .....

วันที่ .....

ก.	ข.
๑ ก. ของที่ฉันเคยมีแล้วและชอบมาก	๑ ข. ของที่ฉันไม่เคยมีและอยากมีเหลือเกิน
๒ ก. สิ่งที่ฉันชอบทำมาก	๒ ข. สิ่งที่ฉันอยากจะทำมากแต่ยังทำไม่ได้
๓ ก. สิ่งที่ฉันต้องทำโดยฝืนใจ	๓ ข. สิ่งที่ฉันยังไม่เคยทำและไม่อยากจะทำ
๔ ก. สิ่งที่ฉันเคยเห็นมาแล้วและชอบดูมาก	๔ ข. สิ่งที่ฉันยังไม่เคยเห็นของจริงแต่อยากจะเห็น

ชื่อ .....

Verbal Development, II

๕ ก. สิ่งที่ฉันเห็นแล้วแต่ไม่อยากหรืออยากเห็น	๕ ข. สิ่งที่ฉันยังไม่เคยหรือเคยเห็น และก็ไม่อยากหรือจะเห็น
๖ ก. สิ่งที่ฉันคิดว่ากินอร่อยมาก	๖ ข. สิ่งที่ฉันคิดว่ากินไม่อร่อยเลย
๗ ก. สิ่งที่ฉันชอบแตะและดูบ่อยมาก	๗ ข. สิ่งที่ฉันไม่ชอบแตะหรือดูบ่อยเลย
๘ ก. ฉันชอบคนเหล่านี้ .... เพราะ	๘ ข. ฉันไม่ชอบคนเหล่านี้ .... เพราะ ....

ชื่อ.....

๙. ก. ฉันชอบสัตว์เหล่านี้มาก

๙ ข. ฉันกลัวสัตว์เหล่านี้

๑๐ ก. ฉันอยากให้มีการเปลี่ยนแปลงหรือแก้ไขเสียใหม่ต่อไปนี้

๑๐. ข. ฉันอยากจะเปลี่ยนหรือแก้ไขตัวฉันเองดังนี้

๑๑ ก. ฉันอยากจะแปลงตัวเป็น

๑๑ ข. ฉันไม่อยากจะแปลงตัวเป็น

๑๒ ก. สิ่งที่ฉันอยากจะให้เกิดขึ้น

๑๒ ข. สิ่งที่ฉันไม่อยากให้เกิดขึ้นเลย