FEARS OF PRESCHOOL AND PRIMARY SCHOOL CHILDREN WITH REGARD TO GENDER, AGE AND CULTURAL IDENTITY: CROSS-CULTURAL STUDY

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ABSTRACT

FEARS OF PRESCHOOL AND PRIMARY SCHOOL CHILDREN WITH REGARD TO GENDER, AGE AND CULTURAL IDENTITY: CROSS-CULTURAL STUDY

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The thesis aims to investigate the fears of male and female preschool and primary school children between the ages of four and nine from two different countries, Moldova and Turkey with regard to age and gender.

To reach the aim two different samples were utilized. Moldavian sample was comprised of 247 participants (124 females and 123 males) with a mean age of 7.13 (*SD*=1.58) living in Kishinev. Turkish sample was comprised of 243 participants (124 females and 119 males) with a mean age of 7.17 (*SD*=1.64) living in Ankara. A new instrument Fear Survey for children "Fears in Cabins" (Zakharov, 1986; Panfilova, 1999) was adopted into Turkish and presented in this study.

Results indicated that the most ten commonly endorsed fears in both sample were almost the same: eight out of ten the most fearful items reported by children were the same in both samples. Overall most commonly endorsed fears were: parents' death, myself dying, animals, conflagration, war, natural calamity etc.

Both Moldavian and Turkish girls reported significantly higher level of fear than boys. Results of the study pointed that Moldavian children experience more fears at the age of 9 and the lowest level of fears at the age of 5. In Turkish sample, results demonstrated that children experience more fears at the age of 7 and the lowest level of fears at the age of 4. In general, total fear of children living in Moldova (*M*=13.23, *SD*=5.69) is lower than mean of total fear of children living in Turkey (*M*=15.60, *SD*=6.26).

Keywords: Moldavian children, Turkish children, preschoolers, fear intensity, fear content

ÖZ

ANAOKUL VE İLKOKULA GİDEN ÇOCUKLARIN
CİNSİYET, YAŞ VE KÜLTÜREL FARKLILIKLARINA GÖRE KORKULARI:
KÜLTÜRLER ARASI ARAŞTIRMA

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Bu çalışmada Moldova ve Türkiye'de yaşayan 4-9 yaşları arasında anaokul ve ilk okul öğrencisi kız ve erkek çocukların korkularının incelenmesi amaçlanmaktadır.

Çalışmanın amacına ulaşabilmek için, iki farklı örneklem kullanılmıştır. Birincisi Moldova'da yaşayan yaş ortalamaları 7.13 (*SD*=1.58) olan 247 katılımcıdan (124 kız ve 123 erkek) oluşmaktadır. İkincisi ise Türkiye'de yaşayan yaş ortalamaları 7.17 (*SD*=1.64) olan 243 katılımcıdan (124 kız ve 119 erkek) oluşmaktadır. Fear Survey for Children "Fears in Cabins" (Zakharov, 1986; Panfilova, 1999) adlı ölçeğin Türkçeye uyarlanması çalışması yürütülmüştür.

Çalışmanın sonucunda Moldova ve Türkiyede yaşayan farklı iki grubun genelde ortak korkularının olduğu çıkmıştır: en çok korkulan 10 konudan 8'i iki grupda da aynıdır. Genel olarak tüm çocuklar tarafından en çok tekrarlanan korkularin "ailemden birinin ölmesi", "kendi ölümüm", "birisi tarafından saldırıya uğramak", "hayvanlar (yılan, böcek, köpek, v.s.)", "yangın", "savaş", "doğal felaketler (fırtına, şimşek, tufan, deprem)", "kötü rüyalar" olduğu görülmüştür.

Daha önceki araşıtmalara parallel olarak bu araştırma da gösteriyor ki hem Türk hem Moldovalı çocukların cevapları doğrultusunda kız çocukları erkek çocuklarına oranla daha fazla korkuyorlar. Araştırma sonucuna göre Moldovalı çocukları en çok 9 yaşında en az 5 yaşında, erkek çocukları en çok 6 ve 9 yaşında en az 4 yaşında korkuyorlar. Türk çocukları en çok 7 en az 4 yaşında korkuyorlar. Çocukların yaşı ve kültürleri arasındaki etkileşimin oldukça dikkat çekici olduğu görülmüştür. Genel olarak Moldova'da yaşayan çocukların toplam korku ortalaması (M=13.23, SD=5.69) Türkiye'de yaşayan çocukların ortalamasından (M=15.60, SD=6.26) daha düşük çıktığı görülmüştür.

Anahtar Kelimeler: Çocuklar, korku yoğunluğu, korkunun türü, kültürler arası araştırma.

To my parents, Tatyana Oghii

and Serghey Oghii

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TABLE OF CONTENTS

LIST OF TABLES

TABLES.

LIST OF FIGURES

FIGURES

CHAPTER I

INTRODUCTION

1.1. Background of the Study

This study aims to examine fears of young children coming from different cultural backgrounds. Two cross-cultural samples consisted of the same age groups of children responded to the same fear survey. With these two samples, a) Turkish and Moldavian Russian speaking children's types of fear were examined with respect to age and gender and b) differences between Turkish and Moldavian children in terms intensity and content of fear were examined in this study.

Since the first known published research (Hall, 1897), fear is defined as a normal human condition, necessary to motivate learning and to protect self from danger. More contemporary definition of fear is that "a normal reaction of a person to a real or imagined threat" which can be seen as a part of development (Gullone, 2000; p.429). Whereas Gullone (2000) define fear as a protective factor and which may motivate learning, other scholar, such as Lazarus (1991), believed that although fear motivates to protect ourselves from danger, fear may also affect memory, perceptions, problem-solving abilities, social interactions and sense of self negatively. Thereby, fear may be discussed doubly, from both functional and maladaptive aspects.

Fear is considered as a normal part of child's development until it becomes too intense and irrational then starts to impede one's life. Importantly, normal and adaptive fears have been differentiated from abnormal (clinical) fears or phobias on the basis of several criteria, whether or not the fear is appropriate to age or developmental stage; whether the fear affects daily life of the individual negatively (significantly interferes with everyday functioning) and whether it persists over a protracted period of time (Miller, Barrett & Hampre, 1974). Abnormal fear (clinical) can be observed when the individual is fixated on the previous developmental stage in terms of expressed fear, persist on the same fear over an extended time or expresses fear affects the daily life of the individual negatively (Gullone, 1996). An abnormal or pathological fear is usually prolonged, obsessive, involuntary (complete lack of control from consciousness) in its nature and has extremely dramatic forms like horror, shock, etc. (Izard, 2000). Despite, anxiety and phobias have some common characteristics they substantially vary from each other. The main function of anxiety and fear is to act as a signal of danger, threat and to initiate proper adaptive responses. Zakharov (1995) suggested that physical and mental tension of anxiety is very similar to fear but with one important difference: with anxiety, there isn't usually anything actually happening which could trigger the feeling. The feeling is coming from the anticipation of future danger or something bad that could happen, but there is no danger happening at that moment (Zakharov, 2000).

For some authors, fear and anxiety are undistinguishable, whereas others believe that they are distinct phenomena (Steimer, 2002). Thus, anxiety is a generalized response to an unknown threat or internal conflict, whereas fear is focused on known external

danger (Craig, Brown & Baum, 1995). With regard to phobia, it is an intense, unreasonable fear of situations, persons, objects or activities, where the fear is not proportional to the actual danger or probable harm that is possible. Phobia is similar to a fear with one key difference, the anxiety a person experiences is too strong that can interfere with person's quality of life and his ability of daily functioning (Covin, 2012).

Substantial number of studies was conducted in order to identify, investigate and determine the phenomena and origins of fear. More than 100 research has been conducted with fears, anxiety or worries of youth and this number continues its rapidly increasing rate, especially in the 1980s (Bauer,1976; Campbell, 1986; Graziano, 1971; King et al., 1989; Ollendick, 1983). Thereby, fear attracts researchers' attention for many years and it is not surprising, taking into consideration its strong survival value, relative to other basic emotions (Izard, 1991), that fear has been among the most widely researched (Gullone, 1996).

The focus of these studies was on children's fears with different variables depends on what scholars were aimed to investigate. Some of them investigated demographic variables such as gender (Bakushkina, 2012; Burnham, 2005; Gullone & King, 1993; Spence & McCathie, 1993; Zakharov, 1995), age (Burnham, 2005; Burnham, Lomax, & Hooper, 2013; Gullone, 2000; King & Ollendick, 1989; Lane & Gullone, 1999; Ollendick, Matson, & Helsel, 1985) and socioeconomic status (Graziano, 1979; Serim, Erdur-Baker & Bugay, 2013). The effect of negative life experience was also examined in some studies (Burnham & Hooper, 2008; UNICEF, 2014). Familial relationships of fears between siblings and mother and child were also

investigated (Avdeeva & Kochetova, 2008; Bondy, Sheslow, & Garcia, 1985; Neal & Nagle, 1995; Rachman, 1989; Yang et al., 1995). Aditionally, fears were examined with special population: children with intellectual disabilities, physically handicapped children, hearing and seeing impaired children (Gullone, Cummins & King, 1996; Tippey & Burnham, 2009). In recent years, there has been an increase in cross-cultural investigations (Dong, Yang & Ollendick, 1994; Ingman, Ollendick & Akkande, 1999; King, et al., 1989; Li & Prevatt, 2007; Ollendick, et al., 1996).

Gender is one of the important variables in examining different fear types. The certain studies found female children report a greater number of fears than males for overall fear scores (Ollendick, Yang, Dong, Xia & Lin, 1995; Spence & McCathie, 1993) and for different fear types with the same age (Burnham, 2005). Bakushkina (2012) claimed no gender differences in overall fear scores between pre-school girls and boys nor for different fear types. It was clarified that male children have difficulty in expressing their fears when they are in a company with friends, thus, it does not mean that gender differences in children's fears demonstrate that females are more fearful (Lane & Gullone, 1999). Some gender differences were found in origins of fear and anxiety of children which are more marked later, in adolescence and youth (Zakharov, 1995). One explanation why girls appeared more fearful than boys might be cultural or gender role expectations and to what extend the fearful behavior of girls and boys is acceptable in this or that culture (Ollendick, Yang, Dong, Xia, Lin, 1995).

Age of the children is another core component which affects the content of fears within the same gender group. With time the intensity, content and frequency of fears

decrease; thus, on each stage of the development children experience different fears and they vary from stage to stage. Therefore childhood fears are more frequent and intense in younger than older children. Youngers have more abstract, vague fears with prevalence of imaginary. Common fears in preschool stage are: magic personages (fears of ghosts, monsters, masks, space aliens-for elder ones), bedtime dreams, noises at night, animals, dark, imaginary or unrealistic things (Burnham, 2005). At the age of three-five the triad of fears: fear to stay alone (separation fear is also present here), darkness and closed space can be often seen in children's answers (Zakharov, 2004). Older children (between six and twelve) fear bodily injuries and physical danger, fear of illness and enclosed places. In this age period fears related to school and evaluative or social situations become more prominent. They have more concrete, realistic fears (Gullone, 2000). At the age of eight a fear of loss a close person appears with understanding that a person is mortal that is why some of common every day activities or natural situations (thunder, storm) may increase the intensity of fear (Zakharov, 2000). Catlin (1972) reported significant differences in fears of six-grade children and three-grade children. Whereas elders had fears related to politics, fears of younger children were related to natural phenomena mostly. The change in the fears of children with increasing age is determined by cognitive and social development when children's perception about the objects and events around them undergo changes (Avdeeva & Kochetova, 2008).

The role of some negative events like wars, terrorist attacks or natural disasters on children's fears was investigated in latest studies. Thus, children who experienced terrorist attacks directly or indirectly (by television or other means) had higher

frequency and intensity scores of fears (Burnham & Hooper, 2008). The same high level of fear is experienced by children who were in situation of war in Ukraine. According to UNICEF report (2014) children of three-six years showed significantly higher fear of blood and sudden sharp noises than the norm. Boys additionally displayed higher fear of death, while girls displayed higher fear of pain than the norms for their ages. UNICEF (2014) also reported that every sixth child between 7-12 years showed heightened levels of social stress compared to norm.

Parents and siblings, being the closest part of social environment for a child, may increase or reduce the number of fears a child experiences. Some studies (Neal & Nagle, 1995; Yang et al., 1995) were conducted to understand whether the presents of siblings and number of siblings might influence the intensity and content of fears experienced by children. It was revealed that children with siblings reported higher level of fear, anxiety and depression than children without siblings. It was especially noticeable for total fear scores and 3 factors: fear of death and danger, fear of unknown and fear of criticism and failure for certain factors (Yang et al., 1995). Avdeeva and Kochetova (2008) investigated the phenomenon of child-parent relationship in their study. The results of the study (Avdeeva & Kochetova, 2008) suggested that, children with low level of child-parent emotional closeness in combination with parents' high level of strictness and unreasonable demands, reported higher level of fearfulness. When the study was replicated by Kochetova (2012) the results confirmed the previous findings.

Along with gender, age and current events, culture may play a key role in fears of children. A host of studies have been conducted with children from different

cultures: Hispanic, Asian, African, American, Australian, Russian and Hawaiian children in order to investigate whether there are any differences in content of the fear, its intensity and gender differences (Ingman & Ollendick, 1999; King & Ollier, K. 1989; Li & Prevatt, 2007; Ollendick, et al., 1996; Shore & Rapport, 1998). Among Russian studies, childhood fears in condition of forced migration was observed (Huhlaev & Schastnaya, 2002). Results suggested that refugee children from Afghanistan reported significantly higher scores for fear of punishment and pain, oppositely, fear of war was prevalent in Russian sample (Russian refugee children from Chechnya and Central Asia). Some similarities were reported by authors such as most common fears in refugee children regardless to nationality were related to life threats.

The results of studies demonstrated culture variety in experiencing fears and revealed significant differences in the number, content, pattern, and level of fears (Burnham, Hooper and Ogorchock, 2011; Mellon, Koliadis & Paraskevopoulos, 2004; Ollendick et al., 1996). By utilizing the same standard fear survey schedule (FSSC) it was found that Nigerian children and adolescents endorsed fears at higher levels than their American, Australian, or Chinese counterparts who did not differ from one another (Ollendick, et al., 1996). It was also suggested that African children were more fearful than Caucasian for fear of death and danger (Burnham, Shafer & Giesen, 2006). Some studies suggested that cultures which favor inhibition, compliance, and obedience serve to increase levels of fear (Dong,Yang, & Ollendick, 1994; Ollendick et al., 1996), other studies explained the differences in fears by different life style where children were bringing up, more collectivist cultures and

more individualistic ones (Bornstein & Cote, 2006; Elbedour, Shulman, and Kedem, 1997; Gullone, 2000).

Limited studies were conducted in Turkey (Erol & Sahin, 1995; Serim, et al., 2013) and as well as in Moldova, on children's fears (UNICEF, 2008). The lack of research in fears in Moldova may be explained by the fact, that Russian speaking population does not constitute the majority of Moldavian society despite still play an important role in everyday life. According to statistic report (National Bureau of Statistic, 2010), Ukrainians, Russians, Gagauzs and Bulgarian people, who speak Russian constitute 27.31% just in the capital of Moldova, Kishinev. Only few studies were conducted in Moldova by UNICEF organization (2008). The impact of migration on Moldavian children was investigated. It was reported that many children left behind were often affected emotionally, under-protected and experienced separation fear in condition of parents' departure (UNICEF report, 2008). In Turkey, Erol and Sahin carried out a study to understand the effect of social and environmental factors with Turkish children from Turkey and Holland from different SES. Turkish children from Holland were reported similar fears to the fears of children from low socioeconomic status in living Turkey in terms of content and intensity. Also religious fears were mentioned very often by children especially by those in the lower SES group (Erol & Sahin, 1995).

Because of constantly changing circumstances through current global events like disasters, wars, terrorist attacks, conflicts and media and television exposure the content of fears and the intensity may have changed. Thereby, fears have to be

examined and monitored regularly for the purpose to reveal the new contemporary items.

Despite of the existed literature about children's fears there are still some issues which should be investigated. Some cultural differences of children's fears may be investigated with various samples to understand whether fears are differ from each other by reason of historical background, religious views and different lifestyle.

1.2. Purpose of the Study

The main goal of present study is to examine fears of preschool and primary school children living in Moldova and Turkey with regard to age and gender. To achieve this goal, the multiply steps were followed. In the first step, face validity and reliability characteristics of a Fear Survey for Children "Fears in Cabins" were examined to confirm it's applicability to Turkish children. In the second step of the research, intensity and frequency of children's fear living in Moldova and Turkey were investigated with regard to age and gender. Content of Moldavian and Turkish children's fears was also observed.

1.3. Research Questions

To trace a course of this study and to achieve the aim the following research questions were formulated:

1. What are *the most common fears* endorsed by Turkish and Moldavian children with respect to their gender?

2. Is there a gender differences among Turkish and Moldavian children in terms of their *types of fear?*
3. Are there any significant age and gender differences among Turkish and Moldavian children's *intensity of fear*?

1.4. Definitions of the Terms

Fear: "A normal reaction to a real or imagined threat, is seen as integral part of development" (Gullone & King, 1993, p.137)

Frequency of Fear – frequency (how often) children reported each fearful item (expressed in percentage);

Intensity of Fear – the total score obtained by participant for each fearful item;

Content of Fear – the type of fear reported by participant.

1.5. Significance of the Study

The significance of this study can be observed from two perspectives: in terms of research purposes, and counseling and educational applicability.

Although some fundamental studies exist in this area, there is a necessity to verify and update the results of this research. Every year with the development of informational technologies, progress in intercultural migration and general world modernization, children's fears also undergo changes. Indeed, in a media-saturated world, children nowadays worry about things that we didn't have to before – like the state of our precious planet and pollution; wars and terrorists attacks etc.

Over the last years, although a great deal of research has been conducted into the nature of fears in adults, much less is known about children's fears and very few studies were conducted with preschoolers in view of the fact that data collection is problematic in this age range. It was mentioned above that fears can lead to negative outcomes in children, such as phobias, depression, increasing general and situational anxiety which may negatively influence children's well-being if they are not worked out in time, and those irrational fears can be worked out successfully before 10 years old (Zakharov, 1995). Otherwise, they may turn to chronic state or regenerate to more severe disorders. Taking this information into consideration the study focuses especially on preschool and primary school children and their fears.

The study, which investigated children's fears in two samples: Russian speaking Moldavian children and Turkish children, was not conducted before. So, the results of this study might be interesting for educators and researchers in both countries. This cross-cultural study may not only contribute to a better understanding of the variety of fears of children among different cultures, but also give fruitful information to counselors and educators of training programs about prevention strategies for parents and teachers. The information about fears might be shared with parents. The knowledge about common children's fears could provide the ideas of how to predict the probability of their induction in family.

As for a research purpose, the Fear Survey for preschool and primary school children was translated from original language and adopted in present study to Turkish sample. Its content and reliability were checked and a new instrument was introduced

in this study. This might also give the opportunity for Turkish researchers and teachers to use this instrument further in their work.

CHAPTER II

LITERATURE REVIEW

The aim of the study is twofold. The first goal of the study is to examine a) fears of preschool and primary school children living in Moldova and Turkey with respect to age and gender. The second goal of the study is to examine b) whether there are any cultural similarities/differences in fear experiences between Turkish and Moldavian Russian speaking preschoolers and primary school children. Therefore to provide some background information for the present research, this chapter consists of two sections: 1) a brief review of the existing literature on definition and nature of fear; its relationship with other emotions as well as psychological issues, such as, worry, depression, anxiety, phobia; developmental characteristics of fear with respect to gender and age, the role of family environment and negative experience in origins of children's fears, 2) review of the related literature on ethno-cultural aspects of children's fear.

2.1. Children Fearfulness: Nature of Fear and its Definitions

Substantial number of researchers considered fear as one of basic emotions along with love, joy, surprise, anger and sadness (Shaver et al., 2001) and its survival function has been emphasized. In fact, fear has attracted researchers' attention for a long period of time. Since Hall G.S. (1897) published his first research examining

fear, many studies were conducted in order to identify, investigate and determine the phenomena and origins of fear. Hall expressed that fear is "a normal human condition, necessary to motivate learning and to protect self from danger" (Hall, 1897). Yurchuk (2000) suggested that fear as "an affectively perceptional emotion which appears in the circumstances of prevention – threat – as an apprehension for one's social or biological existence" (p. 342). Many other definitions of fear were published in literature. Among these definitions some inconsistencies were observed. For instance, fear was observed by some researchers as a basic emotion along with anger, sadness, joy, love, happiness and surprise (Ortony & Turner, 1990; Shaver et al., 2001) which belonged to a fundamental class of human emotions (Gellhorn & Loofbourrow, 1966). The other scholars considered fear as "a passion, dread, timidity, a strong anxiety, soul's alarming condition of fright from the imminent danger or unreal negative events" (Dali, 1982; p. 305). There is an opinion that fear is emotional state that occurs in situations of threat to biological or social individual's livelihood and pointed at the source of real and imaginary (unreal) danger (Petrovskiy & Yaroshevskiy, 1985). In other words, emotion of fear appears as a functional reaction to threatening stimuli (Zakharov, 2006). One of the current and the most commonly referred definition of fear is read as "a normal reaction of a person to a real or imagined threat" which can be seen as a part of development (Gullone, 2000, p.429).

Some maladaptive aspects of fear were considered as well. Childhood fears may cause considerable distress and impairment (Muris, Steerneman, Merckelbach & Meesters, 1996). Zakharov (2000) indicated that the effects of fears are manifold,

and, essentially, there is no physical function which did not undergo negative changes. Fear may undermine children's self-reliance, resoluteness in actions and persistence in achieving the goals. It may also impede one's thinking process which becomes more prompt and chaotic with anxiety and more slack and slower with fear. Socio-psychological isolation may also be developed under the influence of fear (Zakharov, 2000). Similar with Zakharov, Lazarous (1991) suggested that fear may affect memory, perceptions, problem-solving abilities, one's social interactions and sense of self negatively. Ollendick and King (1994) found that over 85% of the children reported that their fears interfered with their daily activities and prevented them from doing things they would like to do. Thereby, fear can be considered with its both functional aspect of human life as fear serve as a protective function from dangers and motivate learning process (Gullone, 2000) and maladaptive aspect of human life as fear may cause the reduction of brain capacity to store the information (Hamilton & Mackie, 1993).

There are discussions in literature about how to classify fear. Alike with the definition of fear, there is no unique fear classification. This explained by the fact that studies conducted in order to investigate fears included different variables, demographic characteristics, various instruments were administered in different period of time. In Russian literature, fear was classified according to its character as situational or personal conditioned, instinctive or socially mediated; according to its intensity degree as acute or chronic; according to its reality degree as real or imaginary (Zacharov, 2000; Dubrovina, Danilova & Prihojan, 1999). Situational fear appears in an uncommon, dangerous situation as a reaction to this circumstance

while personal conditioned fears is predetermined by person's character and may become apparent in contact with unknown people, etc. Real and acute fears are predetermined by the situation while imaginary and chronic are predetermined by personal characteristics. Zakharov (2000) also classified fear based on the intensity level as horror, fright, fear, anxiety, apprehension, uneasiness and nervousness and suggested seven factors of fear on the basis of its content like "medical fears" (fear of pain, injections, blood, doctors and illnesses), "physical harm fears" (unexpected noises, attack, fire, war etc.), "fear of death", "fear of imaginary things and animals", "social fears" (people, punishment, to be late etc.), "spatial fears" (fear of heights, depths, closed spaces etc.) and "fear of dreams" (fear of dark, before sleeping, bad dreams). Similar with Zakharov, Burnham (2005) proposed fear classification where marked the same five fear types as fear of failure, fear of unknown, fear of animals, school and social stress fear, fear of death and danger. Almost a century ago, fear was classified as imaginative fears (supernatural, darkness etc.), lost (death, stay alone, failure, etc.) and concrete objects (strange people, animals etc.) by Jersild and Holmes (1935).

The most common fears of **c**hildren and adolescents may differ according to age and gender, due to children's normal developmental process. Moreover, several contextual factors as culture; political and economic circumstances, changes in family dynamics and current events like terrorist attacks, conflicts, earthquakes or wars may determine the common types of fear by increasing the number. Through the global media and Internet, children are increasingly exposed to world events such as terrorism, wars and other images of danger and death. The mass media are

becoming more intrusive and pervasive, and the images shown are more disturbing (Cantor, 1998; Terr et al., 1999). The information concerning these variables and factors will be discussed in details below.

2.1.1. Relationship of Fear with Other Emotions

Several emotions are suggested to be related to fear. However, some of them considered as highly correlated such as anxiety and worry. In many studies, anxiety and fear has been used interchangeably despite the fundamental differences between the two. Fear and anxiety are different in function and symptoms although they both have a common component – uneasiness or worry and the lack of safety. Zakharov (2006) defined anxiety as a foreboding of threat, is an unclear feeling of uneasiness more often manifested in a form of expecting an event which can hardly be predicted and may threaten because of its unpleasant consequences. Anxiety is a threatening signal while fear is a reaction on this threat; anxiety have mostly has a provocative effect on the psyche while fear possesses a retardant effect; anxiety stimuli have a more general, unclear and abstract character, while fear is a reaction on more concrete stimuli; anxiety projects to future events, in a form of expecting danger exposure, but fear might have its source in traumatic experience in the past (Zakharov, 2006). In the light of the information mentioned above, anxiety and fear are different phenomena in terms of their duration, onset and offset. That is, fear is episodic and ascertain while anxiety is more prolonged and ambiguous in nature (Rachman, 1998). Thus, fear will decrease in situation of removal of the fearful stimuli but anxiety will not demonstrate the tendency to diminish at the same

conditions. In a study conducted by King, Gullone and Ollendick (1992) with 1524 children and youth from 8 to 16 years in Australia, a high correlation .53 was found between anxiety and fear.

Worries, fears and scary dreams are components of complexity of anxiety. An important difference between worries and fears is that "fear occurs when the participant is actually confronted with a dangerous situation or stimulus, whereas worry takes place in the absence of actual danger and is primarily concerned with thinking about threatening scenarios" (Muris et. al., 1997, p.43) and conceptualized merely "as a process characterized by the anticipation and elaboration of catastrophic possibilities" (Vasey & Daleiden, 1994, p.192). Also, worry can be considered as a type of repetitive thoughts (Watkins, 2008) and manifested as "when you keep thinking about things over and over" (Silverman & Albano, 1996, p.39). Oppositely, scary dreams differ from worries and fears as they occur only at night, during sleeping time and suggested as a separate anxiety phenomena. In the majority of studies, these concepts are considered and investigated in relation with each other. For instance, in order to examine fears and worries in childhood, the sample of children from 7 to 16 years old (N=142) living in North-East England was divided into four age-groups. They were interviewed with a semi-structured interview. Findings concluded the decline of intensity in both fear and worry in two age groups, 7–8 and 10–11 years of age; the intensity of worry and fear regardless of age was higher among girls. Moreover, a high correlation was found between fear and worry for all age groups of children (7-8, 10-11, 13-14, 15-16) correlation was r = 0.62, 0.58, 0.58, 0.69 correspondingly (Laing, Fernyhough, Turner, & Freeston, 2009).

Furthermore, Murris, Merckelbach, Mayer and Meesters (1998) made an attempt to investigate the relationship of common childhood fears with anxiety disorders. The authors utilized Fear Survey Schedule for Children-Revised (FSSC-R) in their study. They related the wide range of children's fears to 10 most common FSSC-R stimuli to differentiate childhood anxiety disorders. Later, they were applied to 178 primary school children. Results suggested the existence of significant connections between FSSC-R items and symptomatology of anxiety disorder in normal children. Another research aimed to investigate the anxiety symptoms and their origins in school children between 4-12 years. 190 children (92 boys and 98 girls) were interviewed with the help of pictures. Results indicated that anxiety symptoms are quite common in children as scary dreams (80.5%) were the most frequent phenomenon reported by children in comparison with fears and worries, 75.8% and 67.4% respectively. Concerning the content, the most frequent fears reported in this study concerned animals, imaginary features, being kidnapped and social threat; worries about harm, test performance, death and separation worry, the most prevalent scary dreams were about being kidnapped, harm, imaginary creatures and death. It should be stressed that the top of scary dreams, fears and worries did not significantly change according the age. The prevalence of fears and scary dreams related to imaginary creatures decreased with age while worries about test performance increased (Muris, Merckelbach, Gadet, & Moulaert, 2000).

As it was mentioned above, not only worries and anxiety related to fear but also nighttime fears. Kushnir, Gotheld and Sadeh (2014) carried out a study in order to examine whether preschoolers who suffer from nighttime fears also suffer from

higher level of general fears. They applied Fear Survey Schedule for parents (FSS-PC), Koala Fear Questionnaire (KFQ), parental reports etc. with 109 preschool children with nighttime fears and 30 healthy children from four to six years. Findings suggested the significant difference between children with nighttime fears and control group (children without nighttime fear) in FSS-PS and KFQ. Children with nighttime fears reported higher scores of fears even after excluding night fear associated items like scary dreams, being alone, fears of dark places, sleeping at friend's house. It was stated that children with severe nighttime fears tend to develop higher level of general fears as well.

Even though fear is a part of normal childhood development; at times, fears can become irrational and lead to emotional distress and difficulties. That is why, it is important to differentiate normal and adaptive fears from phobias and clinical fears. Normal fear does not disturb people's everyday life as it has short duration and disappear within months. There are certain criteria suggested by Miller, Barrett and Hampe (1974) such as whether or not present fears are age-related and appropriate to developmental stage of a child, whether or not these fears interfere with every day functioning, in other words, to what extent present fears impede the normal life of a child and whether these fears persist over an extended period of time, that is, whether the lifespan of these fear longer than normative ones (Gullone, 2000).

Fear and phobia may be used interchangeably at times, despite their differences. While fear is a normal developmental reaction toward real threat or potentially dangerous object or situation, phobia "persists over an extended period of time, is

maladaptive and is not age or "stage" specific" (Miller, Barrett, Hampe, & Noble, 1971, p.504).

The research study by Muris, Merckelbach, Mayer and Prins (2000) examining whether children's fears are related to anxiety disorders and clinical phobia, was conducted with 290 children between 8-13 years of age with short FSSC list of top 10 most intense childhood fears. Results revealed that 49.0% of children fears were associated at least one anxiety disorder at subclinical level; 22.8% with full criteria of anxiety disorder; where specific phobia (11.7-13.4%), separation anxiety disorder (14.8%) and generalized anxiety disorder (14.5%) were most common among this sample. As reported in Ollendick, King and Muris (2002), specific phobia is an exaggerated fear to a situation or object which is not age-specific and is strongly related to anxiety. Thus, among about 15% of children who referred to anxiety-related difficulties, 5% possess specific phobias.

To sum up, fear and anxiety are related to each other but not the same phenomena, what is also true for fear and worry. Findings of many studies examining the interrelation of fear with phobia, anxiety and worry report meaningful and significant connection among them. For instance, children who have nighttime fears report separation anxiety and those who are afraid of going to school reveal school phobia.

While normal fears are a part of developmental process, excessive or unrealistic fears, according to findings, have been linked to anxiety and depression (Murris, Merckelbach, Mayer & Meesters, 1998); Ollendick, Yule & Ollier,1991), neurosis (Zakharov, 2006) as well as phobic disorders (Muris, Merckelbach, Mayer & Prins,

2000; Ollendick, King & Muris (2002).

2.1.2. Demographic Correlates of Fear

Children's fears differ depending on demographic characteristics like age, gender, genetic factor, negative experience and even the community type children are living in. In the following section the relationship between children's fears and these demographic characteristics will be explained in detail.

Gender and Age

Recently, scholars made an attempt to describe normal fears in relation to developmental characteristics of children. These studies revealed that gender and age have strong links with content and intensity of children's fears. Piaget (1962, 1970) stated that as children get older, they develop more sophisticated cognitive skills. Thereby, through transition from one development stage to another, children develops their cognitive skills from concrete thinking to abstract thinking, which leads to changes in children's perception of reality. Thus, with cognitive development children's fears change from concrete to more abstract and social ones (Zakharov, 2006). For instance, Ollendick, Matson and Helsel (1985) reported that fears are more salient at different ages, which is a normal developmental sequence. Three-five year old children fear of imaginary creatures, animals, being alone and dark. Six-nine year old children afraid of death, school, natural disasters and animals while preadolescents between nine and 12 years worry about health and afraid of tests. Youth have fears of personal injury, social interactions and economic and political catastrophes.

Generally, studies investigate relationships of gender and age to children fear reports close links between these variables (age and gender) and children's fear content and intensity. With some exceptions, findings have been relatively consistent across time and different cultural groups. Fears may vary in intensity from one child to another (Morris & Kratochwill, 2008) but girls tend to be more fearful in comparison with boys. Moreover, normative fears in children are typically transitory and have a tendency to decrease in intensity and frequency, and also the content of fears may change as children become older (Spence & McCathie, 1993; Gullone, 2000; Zakharov, 2006; Burnham, 2013; Burnham & Lomax, 2009; Burnham, Lomax & Hooper, 2013). At the same time, some longitudinal studies suggested that fears in children might be quite stable in number and type, that is, childhood fears tend not to change with time (Yang, Ollendick, Dong, Xia & Lin, 1995; Spence & McCathie, 1993).

Little children fear unreal, imaginary objects and things, while elder ones have social fears and school fear manifest (Ollendick, Matson, & Helsel, 1985). Older children have more concrete, realistic fears. At the age of 8, a fear of "loss of close person" appears with understanding that a person is mortal; that is why, some of common every day or natural situations (thunder, storm) may increase the intensity of fear (Zakharov, 2000).

In comparison with age-related studies, fear content differences related to gender are not well-researched. However, while some findings suggested no differences in intensity of fears between girls and boys (Bakushkina, 2012; Miller, Barrett, Hampe

& Noble, 1971), some other studies reported girls as more fearful than boys (Burnham et al., 2013; Jersild & Holmes, 1935; Zakharov, 2006).

A two-year perspective study, conducted by Spence and McCathie (1993), investigated the stability of children's fears with the help of Fear Survey Schedule-Revised. FSSR was designed in 1983 and has some items related to political situation of that period of time (for instance item (73) "Russia"). The sample consisted of 94 primary school children (58-girls and 36-boys) who reported their fears twice, first when they were of mean age 8.62 and in two years with the mean age of 10.50. The results suggested higher fear scores in girls in comparison with boys in both time periods of collecting data, while the content of fears did not differ significantly. That is, fear stimuli were almost identical for boys and girls like death, fears of danger and physical injury. Interestingly, the most fearful stimuli remained constant over two-year period. At the same time, some fears like "parental criticism", "punishment" and "getting sick" and fear related to "Russia" decreased in time for both genders; specifically "dark" and "bears and wolves" for girls and "unfamiliar persons", "physical injury" and "being left at home" for boys (authors linked this fact to a normal developmental process rather than changes in the world). Significantly, age-related decline of fearfulness was more obvious in girls than in boys. On the contrary, fear of "giving a spoken report" increased with age (Spence & McCathie, 1993).

Similar results were suggested by Zackharov (2006), in a study with 2135 Russian children between 3-16 years old, where 1078 were boys and 1057 were girls. He suggested that girls reported higher rate of fears with mean score 9,6 than boys'

mean score 7,3, p<0,001. Method “Fears in cabins” which consisted of 29 fear stimuli items was administered with the sample of 2135 children. Concerning age variable, preschoolers reported higher number of fears than school children in both gender groups. The content of fears also significantly differs within gender and age, thus, preschool children highly scored fears of “unreal, imaginary objects”, “fear of transportation”, “fear of fire and “be alone”, “bad dreams”, “depth”, “injections” and “darkness”, while fears of “war”, “death” and “being late” prevail in school children over other ones. The most fearful age period for children, according to Zakharov, was the age seven for both genders.

It must be admitted that almost in all the studies employed with Fear Survey Schedule for Children (Gullone, 1999), findings suggested a very little difference in content of most fearful stimuli for children and consistently find gender bias in a number of fears reported by girls and boys. However, some variations in results and inverse findings were found. Thus, for example, a study which aimed to examine the content of fear, its intensity related to such variables like gender and age. Surprisingly, no age difference was found among 99 children from 9 to 12 years of age in reporting such common fears as “not being able to breath”, “failing a test”, “fire-getting burned” and “being sent to principal” but gender difference as girls reported higher intensity of fears (Scherer & Nakamura, 1968).

In contrast, with findings in previous study, Gullone and King (1993) conducted a study with 918 children living in Australia with age range between seven and eighteen. Researchers intended to examine the content and intensity of children’s fears and revealed significant age difference in number of fears and their intense.

Findings suggested a higher intense and number of fears at young children than elder ones. Parallel to Piaget's cognitive developmental theory, older children ranged fears related with "physic stress" and "social evaluation" higher, while younger children were more frightened of "animals". As general tendency, girls reported higher level of fears than their male counterparts.

To understand the continuity/discontinuity of normal children's fears, the authors mentioned above, conducted a longitudinal study with 273 youth from seven to 18 years over a three year period. Findings yielded again significant main effect of gender (girls scored higher than boys) and time (general decrease in fear between two assessments). As regards to the content, for the overall sample the most common fears were related to danger factor and death (myself dying, being threatened by the gun, nuclear war, taking dangerous drugs, not being able to breath etc.) and were quite stable over time. Interestingly, the most common fears for both gender groups and each age group were almost the same with overall sample. Similar to Spence and McCathie's (1993) results, findings of Gullone and King revealed the decreases of fearfulness especially in the childhood and early adolescent period, particularly for girls. From the age of seven to the age of 10 children reported the most noticeable decrease in fearfulness. At about 11, a kind of stability for all fears was noticeable, with "physic stress related fears" as an exception, which demonstrated general increase over time (Gullone & King, 1997).

Muris, Merckelbach, Meesters and Van Lier (1997) conducted a study which aimed to understand the most fearful stimuli to children between 7-12 years old. Sample

consisted of 184 boys and 210 girls attended regular schools in the Netherlands. The Dutch Version of the FSSC-R was administered to children and after they completed the FSSC-R, they were asked what they fear the most. The participants completed the FSSC-R and then received the open ended question form. The results revealed significant main effect of gender, the girls reported more fears than the boys 137.3 (SD=21.4) and 120.0 (SD=20.9), respectively. As for the content of children's fears the results did not differ from the results of the studies employing FSSC-R. However the results of free option method (open ended questions) stated remarkable difference in fear rank orders in comparison with FSSC-R in such items like "darkness", "ghosts", "spiders", "frightening movie" for the boys and "sharks" for the girls ranked as more fearful ones (Muris et al., 1997).

An exploratory study Bauer (1976) aimed to investigate the developmental changes in children's fears, utilized open ending questions. 54 Californian children (19 from kindergarten, 15 second grade, and 20 sixth grade) with about equal number of boys and girls were interviewed by a researcher using three questions concerning their fears and scare dreams and after asked to represent the answers not only verbally but also as drawings. The results revealed decrease in frequency of occurrence of imaginary themes fears like "fear of ghosts and monsters", frightening dreams and bedtime dreams and an increase of realistic fears such as "bodily injury" and "physical danger" with increase of grade level and thus, age of children.

In line with previous findings, the changes in the content of children's fear which occur with age might be influenced by cognitive changes and stages in the

development of children's perception of reality and socialization processes. As it was mentioned at the beginning of the chapter, older children think more in abstract rather than in concrete way so their fears are more "reality based" (Gullone & King, 1997, p.107). Elder children between 10 and 15 are less afraid of concrete fearful stimuli like strange people, drunk people, tigers but more fearful to social shaped situations by increasing level of physic stress-related fears (e.g. having a talk in front of my class). As for gender differences in reporting fears, there is no agreement on this finding. Some researchers explained this phenomenon as cultural and gender role expectations. In many societies girls are assumed to adopt feminine behavioral patterns while boys masculine ones. Girls are expected to feel and behave according to their gender role for instance to be more sensitive and feel free in expressing emotions while boys with their masculine gender role have to learn the ways to hide and reduce fears. "Thus, girls appear more fearful than boys because girls are more willing to report fears, not because they actually have more fears" (Beidel, 2005, p.8)

Genetic factor

Along with important demographic factors which significantly affect children's fears as mentioned above, genetic factors may also be influential on the process of fears development. There is no evidence that all the fears people acquire during their lifespan. On the contrary, some fear reactions are inherent. "Ontologically, fear of unknown, unexpected and potentially dangerous is inherent in a human being" (Romanova & Smirnova, 2013, p.82). Children experience fear more often and with higher intensity as they face unknown and unpredictable things more often than adult

people (Romanova & Smirnova, 2013). Thus, the majority of new born children show certain instinctive protective forms to the unexpected approaching of a big object, loud noises, loss of support (Zakharov, 2004; Gullone, 2000).

Infants demonstrate evident "separation fear" in a situation of separation with mother. At eight months a fear of unknown person, stranger appears and it might transform to fear of unknown with time (Zakharov, 1996). Similar with Zakharov's ideas other researchers stated that evolutionary-relevant fears of dark, separation, strangers are innate and universal, or nearly so (Poulton & Menzies, 2002). Rachman (1978, p. 255) suggested that "over a period of years, our fearful predispositions were weakened and shaped" with a child's normal developmental course. Longitudinal studies allowed us to understand the role of genetic factors on children's fear development.

One of this research conducted by Kendler et al. (2008) was designed to determine the temporal pattern of environmental and genetic effects on common fears (3 fear factors were examined: situational, animal and blood/injury) level of intensity. Sample (2490 twins and their parents in Sweden) has been assessed 4 times (4 wave longitudinal study) for their level of fears: at ages from 8 to 9, 13 to 14, 16 to 17, and from 19 to 20 years using a questionnaire developed by Fredrikson et al. Parents were asked to rate each child's fear intensity for the certain situations or objects on a scale from 0 to 10 and children had to rate their own fears. The results demonstrated that genetic effects on fear are developmentally dynamic from middle childhood to young adulthood. Thereby, from 8-9 years old genetic factors influencing fear

intensity but as children grow up, familial-environmental influences on fears become more important (Fredrikson, Annas, Fischer & Wik, 1996).

The result of previous research confirmed the idea suggested by Lichtenstein and Annas (2000) who conducted the research with 1106 pairs of 8- to 9-year-old Swedish twins in order to investigate the genetic and environmental influences in phobias and fears. As it was mentioned above, both innate factors and environmental factors like trauma, vicarious learning, and/or negative information are important for differences in fearfulness in children.

Many authors suggested that genetic factors play an important role in fears development. Thus, with the aim to examine genetic influences on common fears, a 51-item fear survey was given to 354 pairs of same-sex twins from 14 to 34 years old**.** Findings supported the likeness of two fear factors for twins; namely, personal death and loved one's misfortunes (Rose & Ditto, 1983). In the investigation which examined the contribution of genetic factors to children's fearfulness the findings echoed the findings of the above mentioned studies. Fear Survey Schedule for Children-R was administered to a sample of 384 twins from eight to 18 years and revealed no significant difference between twin's scores in "fear of medical procedures" and "fear of failure". Genetically effected fears were considered fear of "danger" "unknown" and fear of "injury and small animals". Similar with many other studies, fear scores of twins declined with age.

2.1.3. Are Fears Learned?

Family environment

Another important factor that plays vital role in children's fears is the family environment and siblings in particular. The study conducted by Avdeeva and Kochetova (2008) with 64 children ages of 5-10 years old and their parents explored whether the certain parameters of child-parent relationships facilitate the appearance of children's fears. Projective methods ("Family picture" and "Draw your fear"), character of child-parent interaction method by Markovskaya (BPP[PCI]) and Fear Survey for Children "Fears in cabins" by Zakharov were conducted by authors. They revealed that heightened level of requirements toward a child, hyper control from parent's part, lack of emotional parent-child contact and also the high level of anxiety may contribute to the origin of children's fears. Later, Kochetova (2012) replicated the previous study with 250 preschoolers between five and seven years old. The results, confirmed that parent-child relations may facilitate children's fears. Thus, children with high level of fearfulness are notable for the type with low level of child-parent emotional closeness, high level of strictness and unreasonable demands of parents toward their children. The findings revealed that leading role in 5-6 years old children's fears formation played a low level of parental empathy and insufficient physical contact whereas in 7 years old children – a high level of strictness and inconsistency in upbringing.

Another study investigated a structure and the interrelationship of actual fears in mothers and their children (Minullina, Murtazina, & Konyashina, 2014). The

analysis of mothers' and children's actual fears with peculiarity of parental relations showed strong correlation between children's and mothers' fears. For instance, fear before the exam at mothers ($r=0.48$, $p\leq0.05$) and fear of height and do something wrong at children ($r=-0.38$, $p\leq0.05$) had correlation. It was explained by authors that parental set of a great value and exceptional importance of positive social assessment is translated to a child by his/her mother. Fear for their health at mother ($r=0.47$, $p\leq0.05$) and fear of death at child ($r=0.42$, $p\leq0.05$) had correlation because during the process of upbringing mothers transmit their fear to children by different means and thereby a fear of parent's death emerge in children's fear list.

Zakharov (1996) differentiating normal and neurotic fears, and, reported that the lack of emotional closeness between a parent and a child, is "… the main factor of neurotic fears initiation". Obviously, parents, especially mothers play the significant role in children's origins of fears what can be explained by Rachman's fear acquisition theory. Three pathway theory suggests three way of learning fears: "direct conditioning" - individuals' direct exposure to fearful object/event results with fear; "vicarious learning" no direct exposure results with fear and "negative information transmission" reflect the negative information about the fearful event results with fear. There were some evidence that fears may transmit from mothers to their children as an example of vicarious learning. Thus, examining the relationship of fears in children – parent dyads during World War II, Rachman observed the same pattern of fearful reaction to air raids in both parents' and children. He suggested that children were more likely to reflect the same fearfulness toward the object if their parents were afraid of it. In this case, it was air raid siren, children demonstrated the

similar responses to air raid sirens with their parents more likely by modeling their parent's behavior toward this fearful stimuli (Rachman, 1989).

These results found partial confirmation in a study of mother-child dyads using the American Fear Survey Schedule for Children. It was found that the pattern of fears reported by children was similar to the pattern reported by their mothers. No significant correspondence between peak mothers' fears and the peak fears were reported by their children though (Bondy, Sheslow & Garcia, 1985). In the research, which aimed to understand the mechanism for the transmission of anxiety from parents to toddlers. It is well known that the important role in "intergenerational transmission" of anxiety from parents to children may play observational learning. In this longitudinal study investigated the link between parental anxiety and toddler's fears both parents and children took part. The sample consisted of 117 couples. The data was measured twice, in 12 and 30 months of children. Results suggested that toddlers of parents without anxiety disorders displayed less fear/ avoidance in social referring situations in comparison with toddlers from parents with anxiety disorders. Thus, parental anxiety disorders might serve as a predictor of children's fear rather than parent's anxiety expression in social referring situations (Aktar, Majdandžic, De Vente, & Bögels, 2014).

Rachman's three-pathway theory of fear's acquisition was investigated in a study by Muris, Merckelbach, Gadet, and Moulaert (2000) as well. They examined the anxiety symptoms in 190 children between 4-12 years. Findings suggested origin of scary dreams and fears via information transmission way but for worries through conditioning experience pathway.

The relationship between children's fears and family type and working status of parents equally with gender and age was investigated by Meltzer, Vostanis, Dogra et al. (2008). The data has been collected from representative sample of 5-16 years old children in Great Britain. The results showed that children of working parents had more fears of transport vehicles and children in full family (with both parents) had significantly higher results on fear of loud noise and closed spaces while children with one parent had animal fear and fear of darkness (Meltzer et al., 2008).

As it was stated above, not only parents but also presence or absence of siblings as well as number of siblings might influence the number of fear a child reported. A study in China, with one-child-per-family police in order to control population growth, aimed to examine the potentially negative effect of this policy to children (Yang et al., 1995). Total sample 731 children from 7 to 17 years old. Children were selected and organized into groups: before the police went to the effect (sample consisted of 202 children), during the police (sample consisted of 290 children) and after the policy went into effect (sample consisted of 239 children). After the sample was divided into two groups whether have siblings or not (only one or more than one sibling). The results of the research revealed that siblings just like parents had influence on children's fears. It was expected that children with siblings would experience less level of fears. Surprisingly, children and adolescents with siblings reported significantly higher level of fear, anxiety and depression than ones without siblings for total fear scores and 3 factors: fear of death and danger, fear of unknown and fear of criticism and failure.

In the research conducted by Neal and Nagle (1995) with African-American sample

in order to examine the familial relationship of fears, two groups of children administered the Revised Fear Survey Schedule for Children. Two groups were selected where one was a control group. Twenty-four African-American children between 6-12 years old with sibling pairs; and the same number of non-sibling pairs matched on age and sex who were assigned into control group. The results indicated that a significant difference was found among the non-sibling opposite sex pairs ($t = - 2.59$, $P<.05$). And no significant differences were found for the same-sex pairs. Thus, based on the results of this study authors reported that a familial relationship may exist among opposite-sex African-American sibling pairs.

Jersild and Holmes (1935) reported in their study, that including both the occasional record and record made by parents, many contrasts as well as similarities appear in siblings fear behavior. They also admit, that limited data within the study indicate that the extreme contrasts in the tendency to be fearful may occur among siblings. Other environmental factor seems to play a certain role in shaping of children's fears as it is evident from the findings of the research with a sample of 3118 children (1481 boys and 1637 girls) from 8 to 16 years living in Australia and attending urban schools (N=2669) and rural ones (N=449). In general the rural and urban youth did not report significantly different mean of total fear. Rural children reported a slightly less number of fears than urban children. Urban children and adolescents in two age groups (middle and older) expressed greater intensity of fear in comparison with rural responders (King, Ollier, Iacuone, Schuster, Bays, Gullone and Ollendick, 1989). Similar with previous findings, Zakharov (2005) suggested less number of fears for rural children in comparison with the same age group urban children.

Fears of Special Population

It was mentioned before that it is a part of normal development when children experience fears specific to their gender, age, culture and environmental situation. Some studies were examined fears of special population: children with intellectual disabilities, physically handicapped children, hearing and seeing impaired children who also experience different fears.

A study conducted by Visagie, Loxton, Ollendick and Steel (2013) in South Africa with children who suffer from visual impairments and their sighted counterparts aimed to determine any significant differences in fears between these two groups. 129 children between eight and 13 years took part in the research where, 67 had various degrees of visual impairments (20 with severe ones) and 62 were gender and age matched sighted children in the control group. FSSC-SA (South African Fear Survey Schedule) was administered with both groups of children. Results suggested gender pattern as girls reported higher level of fears than boys consistent with previous research. The most feared item for the sighted children was "getting HIV" and for children with visual impairments was "Fire– getting burned". In both groups the most fearful items were related to possibility of danger and death which belongs to Factor I of the FSSC-SA. Children with severe visual impairments reported more fears, a greater intensity of fears than their moderately visually impaired and sighted counterparts. Earlier, Gullone, Cummins and King (1996) investigated whether any differences in number of fears and content of fears between youth with intellectual disability and without it. Children with intellectual disability (N=187) and without it (N=372) were divided into age groups: 7-10, 11-14 and 15-18 years old and

administered FSSC-R (Revised). Results suggested that children with disabilities reported higher level of fears for total scores and different fear factor scores in comparison with children and adolescents without disabilities. Factors of "medical fears", "fear of unknown", "animal fear", "fear of failure and criticism" and "fear of death and danger" and items belong to these factors were reported as most feared ones.

Negative experience

On a par with listed above factors as gender, age, community and family type and presence of siblings, negative experience may also affect the content and intensity of children's fears. Negative experience like natural disasters (earthquake, flood, tsunami etc.) and human-made ones (war, terrorist attacks, armed attacks, guns, threatening situations) may effect children directly or may transmit the negative impact via television and internet. Children might have a "distant trauma" (Terr et al., 1999), which happens when children did not face with negative experience of the disaster directly, but have the fear of the traumatic effect by media transmission.

The evidence of this statement is the in study conducted in Alabama (USA) by Burnham (2006) which aimed to investigate children's fears aftermath of 9/11 and after the initial invasion of Iraq in 2003. Findings suggested that medial exposure to traumatic events can be distressful even at a distance. Indeed, children and adolescents in Alabama were directly exposed to traumatic events (hurricanes, drive-by shooting, guns etc.) and also indirectly exposed to various media accounts of national and global trauma (footage of the bombing of the buildings, 9/11, high

school shootings, the invasion to Iraq etc.). The data collected from two samples of students (N=122 and N=82 correspondingly) from the same schools in 2001 (post-

9/11) and in 2003 (post-invasion of Iraq). The American Fear Survey Schedule for Children adapted by Burnham (1995, 2005) who added 20 contemporary fears items (e.g., terrorist attacks, having to fight in a war, drive-by shootings) to reflect fears of today's youth was used. Findings revealed some common fears which were endorsed in 2001 and 2003 and which were on the top of ten fears over last years ("myself dying," "AIDS," "not being able to breathe," "murderers') in previous researches (Ollendick, 1983; Gullone & King, 1993) as well as there was an "evidence of new, highly ranked post-terrorist and post-invasion fears". Thus, in 2001, fears of "terrorist attacks," "murderers," "nuclear war," and "our country being invaded by enemies" appeared in the top of the list.

Another research conducted by Campbell and Gilmore (2006) investigated whether children today have more worries and fears than did previous generations of children, in view of terrorist attacks in 9/11 and the influence of global media on children. The Fear Schedule Survey – Revised (FSSC-R) was administered with one item changed from "Russia" to "terrorists" due to resent events to 220 children in Queensland (Australia) aged between 6 and 12 years. The results were compared with those of similar studies 10 and 20 years ago using the same instrument. The findings suggested that fears were remarkably consistent across gender and age over the past two decades.

Several studies have found that youth have increased fears after exposure to disasters

(Burnham, Hooper, & Edwards, 2008; Karairmak & Aydin, 2008). UNICEF reports (UNICEF report, 2014) also confirm mentioned above findings. Some studies have examined negative effect of Hurricane Katrina on children and youth (Burnham et al., 2008; Burnham & Hooper, 2012)

The study conducted by Burnham et al. (2008) in Louisiana and Mississippi, two of the hardest hit by Hurricane Katrina areas in order to investigate fears among homogenous sample of children and youth (N = 496). A group of children and youth exposed to Hurricane and control group with no exposure to Hurricane Katrina were examined with the help of American version of Fear Survey Schedule for Children (Burnham et al., 2008). Findings detected that children exposed to Hurricane Katrina reported more fears related to Hurricane, such as fear of hurricanes, loss of property and in general were more fearful in comparison with control group of children. As it was mentioned in other disaster-related studies, between control group of children and those who exposed Hurricane were more similarities than differences though (Burnham et al., 2008).

Muris, Meesters, Merckelbach, Geebelen and Aleva (2002) conducted another investigation aimed to assess fear of hurricanes in Antillean children (N=161) who had negative experience of hurricanes and ones who did not confronted with such natural events before in Belgium (N=185). Antillean sample consisted of 61 boys and 100 girls between 8-11 years of age, mostly black and represented various ethnic backgrounds. Belgium sample represented 124 boys and 130 girls where most of them were Caucasian. A short version of FSSC was utilized as well as HSQ scale (a brief scale was designed in two parts especially for this study with specific questions

about hurricane fears only). Surprisingly, results stated that Belgian children reported significantly higher intensity of fear to hurricane in comparison with Antillean children, on the contrary, Antillean children experienced more fear of storms than Belgium children, mean fear scores 15.9 (SD=4.2) vs 14.9 (SD=3.6) respectively. There were not found any significant difference in level of the fear in *both samples.* Authors suggested the idea that global media might influence the results of children, so the negative information was distance transmitted (Muris et al., 2002).

The study (Babugura, 2008) had conducted in southern Africa (Botswana), which is highly susceptible to drought disaster, explored the vulnerabilities of 30 youth between 10-18 years old by using face-to face interviews and picture drawings. Results indicated that children experienced distress during times of disaster, which comes from family separation fear, food insecurity etc. There also was found some differences in children's fear vulnerability by gender. Thus, the author reports a high level of emotional distress among the boys in comparison to girls.

In recent months, military operations against civil people in Donetsk and its regions initiated by Ukraine lead to inevitable aftereffects. UNICEF organization initiated a rapid assessment of the psychosocial status of children in four cities of Donetsk: Mariupol, Donetsk, Gorlovka and Yenakiyevo in order to gain first hand perspective of the impact of this crisis on families and children. The target groups were children aged between 3-18 years old and their parents or other relatives who spend more time with a child than other members of the family. The data was gathered by GfK Ukraine ("Growth from Knowledge" analytical company) at the request of UNICEF Ukraine on May 15-22, 2014 and included psychological assessment of 204 children

(68 children in the age groups 3-6, 7-12 and 13-18 years old) and four focus groups with 48 caregivers. Different methods of assessment were used depends with in what age group of children fears was assessed. Among them, Rosenzweig's Picture Frustration Method (used for assessment of children aged 3-6 years), Zakharov Fear Survey for Children, Child psychosocial distress screener (used for assessment of children aged 7-12 and 13-18 years), State Trait Anxiety Inventory by Spielberger (for children aged 13-18 years) etc. The results indicated that about half of all children aged 7-18 have been directly exposed to adverse or threatening events during this military operation. More specifically, different methods assessment in surveyed groups of children showed heightened fear and anxiety level in comparison with norm for schoolchildren. Thus, children from three to six years revealed significantly higher fear of blood and sudden, unexpected, sharp noises than the norm. Additionally, boys displayed higher fear of death, while girls displayed higher fear of pain than the norms for their ages. Older children scared after seeing aversive events, they 76% of children aged 7-12 and 43% of children aged 13-18 experienced negative emotional reactions, including fear, anger, sadness, and problems with sleep or concentration within several days or even weeks after witnessing aversive events (UNICEF report, 2014).

In exploratory study conducted in USA in order to examine the changing tendency in specific war-related fears among youth between 7-18 years old. American fear Survey Schedule for Children was administered with two samples: pre-invasion (N=137) and post-invasion (N=82). Findings of the research suggested significant differences in pre-invasion and post-invasion samples. Thus, post-invasion group

reported more war-related fears, precisely, this group reported seven of the nice terror-related items ("having a fight in a war", "being threatened with a gun", "our country being invaded by enemies" etc.) as against to pre-invasion sample which reported five terror-related items only (Burnham et al., 2008).

Therefore, the existing studies indicate that exposure to the negative life events such as disasters and wars influence the content and intensity of children's fears regardless of whether they expose to those events directly or via media.

2.2. Ethno-cultural Variations in Children's Fearfulness

In this section of the study the review of interethnic (a) and cross-cultural (b) investigations of children's normal fears is explained.

2.2.1. Interethnic studies in children's fears

A host of studies have been conducted with children from different cultures: within one nation with children from different ethnic background or between children with different nationalities and countries. Avdeeva and Kochetova (2008) suggested that children report almost similar fears in different sociocultural conditions. This fact may serve as an evidence of general developmental pattern, when "psychical structures during maturation under the influence of the social factors become the basement for the same fear manifestations" (Avdeeva & Kochetova, 2008; p.36). To what extend certain fear will be expressed or reported will depend on characteristic of psychic development and social conditions in which a certain child is growing up

(Avdeeva & Kochetova, 2008). Interethnic research reflects the findings detected within one nation with children from various ethnic groups.

In a research aimed to understand fears among racially diverse school-aged population in U.S. were involved 1033 African American (23 %), White American (47 %), Hispanic (23 %) and children and adolescents who did not identify race (7 %) with mean age 12.56 (2 to 12 school grades). American Fear Survey Schedule was administered with each member of the sample. Results indicated that girls reported more fears at a higher level than boys which suggested that boys are less fearful in comparison with girls or girls might be more willing to admit their fears. Content of fears varied within samples, as African American children and adolescents reported more fears in comparison with White American children as well as higher scores for death and dying and animal fears and the least for family-related fears as ‘‘my parents separating or getting a divorce” and “having no friends”, White Americans placed school-related fears at the top of fearful stimuli and the least fears of “thunder” and “tigers”. Hispanic children were most fearful of ‘‘making mistakes’’ and ‘‘being bullied’’ and presented the least scores for “spiders” and ‘‘being poor” (Burnham et al., 2013). In a study conducted by Shore and Rapport (1998) with 85 youth between seven and 16 from various ethnic groups (Asian, Caucasian, Hawaiian and Filipino) in Hawaii was used FSSC-Hawaii as a tool. Results revealed the lowest total fear scores and the least number of fears belongs to Caucasian children. They also report the lowest fear scores for seven factors. Among all of the ethnic groups the most fearful items were: “myself dying”, “family member dying”, “being killed or murdered”, “falling from high place”, “being kidnapped”

and “AIDS”. As it was mentioned above, fear, anxiety and depression are interrelated phenomena which have been investigated together in certain studies. Ginsburg and Silverman (1996) compared the Hispanic (N=99) and Caucasian (N=143) children and adolescents between six to 17 with anxiety disorders in U.S. population. Fear Survey Schedule-Revised was used as fear assessment technique with other instruments. Findings revealed that Hispanic children and adolescents reported significantly higher level of separation anxiety than Caucasian ones. Parents of Caucasian youth rated their children’s fears significantly less than parents of Hispanic children, especially Hispanic parents reported their children significantly more fearful in Fear of Unknown, Danger and Death.

Although, some interethnic investigations were conducted in western countries the information about some variations in fears in other countries is more sparse. Elbedour, Shulman, and Kedem (1997) conducted a study with Bedouin youth and Jewish counterparts in Israel to understand whether children from non-western culture differ in their fear level and type in comparison with fears of children who were raised in western-oriented culture. Need to specify, that Israeli Bedouin children and adolescents grow up in a culture where supremacy of elders and collectivism are at the central place whereas Israeli Jewish children and adolescents grow in a more individualistic community. The total sample consisted of 835 youth, age between 8-12 where 435 were Bedouin Israeli and 430 Jewish Israeli with an equal number of boys and girls in each group. Revised Fear Survey Schedule for Children (FSSC-R) was used as a measurement tool. Findings suggested that Bedouin children had a

significantly higher level of fear than Jewish children; younger children reported higher level of fear than elder ones and boys were less fearful that girls (the last findings were consistent across different cultures). Moreover, the content of fears differed seriously between groups, as only three out of top ten fears were the same for Jewish and Bedouin Israeli children: snakes, fear of getting hit by a car and fear of a serious illness. That is, Jewish Israeli children and adolescents were quite similar with children in western societies in terms of content and intensity of fear in contrast with Bedouin children who reported fears of higher intensity and more unrealistic fears (ghosts and darkness) as well as "being punished by father".

2.2.2. Cross-cultural studies in children's fears

Cross-cultural investigations aim to examine children fearfulness across different countries. Although findings revealed more similarities than differences in the most common fears across various countries there are certain differences in fears which "reflect cultural distinctions" (Burnham & Gullone, 1997). Cultural and social environment as well as location might shape fears to specific ones so "a trend for specific fears in cross-cultural comparisons" can be found (Burnham, Hooper, & Ogorchock, 2011, p.237). Thus, in aforementioned study with Israeli Bedouin and Israeli Jewish youth fear of snakes was the most fearful stimuli in both groups. It may be explained by the fact of closeness to desert where snakes are quite typical (Elbedour et al., 1997). The same pattern can be observed with Australian children who reported fear of "sharks" among ten top of fears that is not surprisingly living in a country surrounded by water, "murderers" and "school-specific" fears in the U.S.,

(Gullone & King 1993) and “snakes” and “deep water” in Nigerian children (Ollendick, Yang, King, Dong, & Akande, 1996). Not country-specific fears may

influence their content, but also event-specific fears. Children who experienced floods, hurricanes, earthquakes or wars and terrorist attacks tend to report these events as more fearful ones like (Burnham et al., 2008; Muris et al., 2002).

As for the cultural specific fears, in research conducted by Serim in Turkey with 1,315 Turkish children and adolescents aged between 8 and 18, where the prevalent religion is Islam, among the most common fears were reported: going to Hell, fear of God and my parents separating or getting divorced (Serim, Erdur-Baker & Bugay, 2013). Erol and Şahin (1995) also examined the fears of Turkish children in cultural context and revealed that female children and children from low socioeconomic status reported higher level of fears than their counterparts.

Fears related to death and separation (“death of my mother”, “death of my father”, “separation from parents”, “parents’ divorce”) located on the top positions and religious fears (“hell”, “devil” and “violating a religious rule”) mentioned very often by children in the lower SES group. At the same time in U.S. White American children reported family-related fears as ‘‘my parents separating or getting a divorce” as the least fearful one (Burnham et al., 2013). For instance, in Russia, where the majority of citizens profess Orthodox Christian religion such items like “going to Hell” and “fear of God” were not included in a Fear Survey. It might be explained by the reason, that these fears were not typical for certain religious.

Burnham, Hooper and Ogorchock (2011) conducted a study in order to compare fears of children from South America and North America. Total sample consisted of 584 participants between 7-11 years old, where 235 children were from Colombia

and 349 White, Hispanic and Afro-American children represented two states in U.S. Fear Survey Schedule for Children- FSSC-AM (adapted, English and Spanish version) was administered with both groups of children. The findings suggest more similarities than differences among children from South America and North America. Thus, 16 of the top of twenty fears reported by children in both groups were the same across two countries: "myself dying", "not being able to breathe", "someone in my family having an accident", "a family member dying", "being

threatened with a gun", etc. At the same time, children from South America reported fears which were differed from North American children and vice versa. Thus, North American children were afraid of "earthquakes" and "getting an electric shock" while for South American children "sharks", "tornadoes/hurricanes" and "people carrying weapons" consider of fearful ones. As regards to intensity and number of fears, South American boys and girls indicated higher number and of fears and intensity in comparison with North American children. Not surprisingly that girls in both countries reported significantly higher intensity of fears than boys.

In an investigation aimed to distinguish the differences in number, content and intensity of fears, 1200 children and adolescents between 7 to 17 years from 4 countries took part. American (N=300), Nigerian (N=300), Australian (N=300) and Chinese (N=300) youth responded to Fear Survey Schedule for Children-Revised. The results revealed significant differences in level of fears: Nigerian boys and girls

reported higher fear intensity and similar level of fear regardless to age than youth in other three countries which were not differed from each other. Nigerian children also displayed greater number of fears in comparison with American, Chinese and Australian who again were almost similar with each other. Concerning the content of

the fears, the 10 most common fears in each country were compared the most reported fears in each of the four countries. American children expressed seven of the top 10 fears, in Australian sample eight of the top 10 were the same, Chinese children scored seven from top 10 and Nigerian six from the top 10 fears across the four countries appeared the same. Moreover, there were "specific fears" reported by children from different countries, children and adolescents from China and Nigeria detected fears of animals "bears" and "snakes" respectively and Australian and American children reported fear of burglars breaking into the house (Ollendick, Yang, King, Dong & Akande, 1996).

Although, there were found some similarities across the countries, significant differences were detected as a reflection of country-specific fears. Lahikainen, Kirmanen, Kraav and Taimalu (2003) applied interview methods (semi-structured and picture-aided) to explore children's fears in Estonia and Finland. The sample consisted of 222 Finnish children and 117 Estonian boys and girls between five-six years. Findings suggested that eight of the top 10 most common fears were the same for children in both countries, among them: familiar and unfamiliar animals, getting lost, being alone, strange people, imaginary creatures, accidents and death and television programs. Estonian children were more afraid of imaginary creatures and unfamiliar animals then their Finnish counterparts. There was no gender differences

found between girls and boys in both countries with single exception: Estonian girls expressed less intensity level in medical fears than Estonian boys. In spite of basic children's fears in Estonia and Finland were typical for the age groups, some cultural differences were detected in the study.

Differences in fears in Palestinian and American children were investigated by Kayyal and Widen (2015). 120 children between 3 to 7 years were asked to tell the stories about male/female main hero of this story by answering the question where they can generated a cause for fear as well as others emotions like happiness, sadness, anger, and surprise. Two samples consisted of 60 children with almost equal number of boys and girls in each one, where the American sample reflected the ethnically diverse (Caucasian-63.8%; Hispanic-5%; Asian- 5%; African American-1.6% and 5%-mixed ethnicity). The study was conducted on native languages for Palestinian children and American ones, Arabic and English respectively. Results suggested that in general, both Palestinian and American children cited imaginary creatures frequently as a cause of fear. As for differences between two samples, need to emphasize that Palestinian sample generate more realistic causes (41) against 11 imaginary and five improbable for fear than Americans, while for American children imaginary causes are primary in their fear concept.

In study conducted by Mellon, Koliadis and Paraskevopoulos (2004) in Greece, the intensity, prevalence, and content of fears of Hellenic children aged 7–12 years were investigated. The results suggested that fear intensity and prevalence scores of Hellenic children were higher than scores observed in most countries. The mean total fear intensity in Hellenic youth was higher than children in the four comparison

countries: American, Australian, Chinese & British Samples but not as high as Nigerian sample reported. It was also indicated that self-reported fear scores were higher for Hellenic girls than for boys.

To examine the content of children's fears in the situation of forced migration, Huhlaev and Schastnaya (2002) conducted a research with refugee children from Afghanistan and Russian refugee children from Central Asia and Chechnya temporarily living in temporal allocation centers in Moscow as well as with Russian children permanently living in Russia. General sample consisted of 160 children from seven to ten years with about equal number of girls and boys in each of the three groups. Semi-structured interviews were administered with children ("Main childhood fears"), projective technique representing in form of a picture "My fears" along with Children Apperceptive Test and Anxiety Scale for Children originated by Prihojan (2000). Findings suggested that children in all groups reported fear of death in top of the most common fears, which is specific fear for this age range (Zakharov, 2000). Children refugees from Afghanistan reported significantly higher scores for fear of punishment and pain, oppositely, fear of war was prevalent in Russian sample, which was most reported by children but not for children from Afghan sample. Significant gender differences were found in Afghan children in terms of fears content, thus, girls were more fearful to animals and imaginary items as well as fear of war while boys reported higher scores of fear of punishment in comparison with Afghan girls. A common feature was revealed for migrant children from Afghanistan and Russian refugee children where most common fears related to life threats. It is also good evidence to suggest that these fears are quite similar across

different nationalities (Muris, Merckelbach, Mayer, & Prins, 2000). Therefore, it may be concluded that there are some evidence that number of fears, their content and intensity may vary from country to country and are very sensitive to location, cultural and social factors etc.

2.3. Summary

Children fearfulness has been investigated for many years. Despite some disagreement among the researchers, fear was regarded as one of the basic emotions with several survival functions. Majority of definitions of fear emphasize that fear is an adaptive emotion and a normal part of development. However, fear is related to several negative emotions and psychological issues such as worry and anxiety. Fear may have a negative affect one's learning experience by reducing the brain capacity to process and store information and serve as maladaptive function due to its likelihood of turning into anxiety as well. Since it is difficult to distinguish normal fear from irrational fear sometimes such concepts like worry, anxiety, depression may be used interchangeably.

Researchers investigated children's fears with regard to several variables such as gender, age, genetic factors, the role of parents and siblings and environmental factor. The findings indicated that fears in types and intensity may vary by age. Although, the majority of studies revealed that elder children reported lower level of fear than their younger counterparts, some inconsistent results were suggested as well. Such results indicate that there may be other variables also impacts children's fear. Among these variables gender appears to be one variable that researchers agreed on. That is female children experience greater number of fears than male

children and in more intense level. Moreover, sociocultural atmosphere plays determining role in children's fears.

Children who attended rural schools seem to be experienced less intensity of fears than ones who attended urban schools (King, Ollier, etc., 1989; Zakharov, 2000). The current events in the world associated with negative life events (hurricanes, conflicts, terrorist attacks, wars) or technological development (TV and computers) and even issues in family dynamics may change the content of children's fears. Nowadays children report higher level of fears especially for danger and death items even if they do not have direct connection with negative events but experienced the distant trauma watching television (Muris, Merckelbach, Gadet & Moulaert, 2000). Fears may also vary from culture to culture or within cultural variations can be even observed.

There were no studies conducted in order to compare fears of Russian speaking children in Moldova and Turkey. These two countries have similarities and differences. They are both more collectivistic than individualistic ones, with their own traditions and history. Children may differ from each other on the base of religion. In Moldova children and their parents practice Christianity and in Turkey people mostly practice Islam. In the present study, fears of preschool and primary school children in Turkey and Moldova will be examined with regard to age, gender and culture. The methodology of the current study will be presented in the next chapter.

CHAPTER III

METHOD

In this chapter the methodological procedure of the research were presented in several sections. The overall design of the study, participants involved in the research, data collection instrument and data collection procedure were explained respectfully. Variables and limitations of this study were described in the last sections as well.

3.1. Overall Design of the Study

This descriptive/correlational study aims to investigate content and intensity of children's fears living in Republic of Turkey and Republic of Moldova with regard to age and gender. In other words, the goal of the study is to examine whether content of fears and their intensity differ in two countries with respect to children's gender and age.

To achieve the goals, several steps were followed. In the first step, Fear Survey was adapted to Turkish sample and its psychometric properties were examined. Later, the data was collected in Republic of Moldova with Russian speaking children with Fear Survey for Children (originated in Russian language). Further, fears of children living in Turkey were examined with the help of Fear Survey for Children. Then,

descriptive analyses and comparative analyses were conducted with two data sets which were later incorporated in one data set.

The total sample of this research consisted of 490 children, where 247 were from Republic of Moldova and 243 were from Turkish Republic. Schools for Moldavian sample were randomly selected from the list of Russian schools in the Capital of Moldova (25 schools and lyceums with Russian language teaching in Kishinev), and then, convenient sample was employed. To collect the data from children in Turkey (Ankara), entirely convenient sampling method was utilized.

A demographic information form and Fear Survey for Children were administered with preschool and primary school children in Kishinev and Ankara individually with four-five-six-seven year old participants and in the small groups with eight-nine year old participants. The Statistical Package of Social Science (SPSS) was used to calculate descriptive statistics (frequencies, percentages) and to carry out nonparametric Chi-Square Test and Analysis of Variance (ANOVA) 2 (gender) X 6 (age). Additionally to Chi-Square statistic, phi-coefficient was presented, where .10 was a small effect, 0.30 was a medium effect, and .50 demonstrated a large effect.

3.2. Participants

In this study two different data sets were used from different countries: Moldova (data was collected in Kishinev) and Turkey (data was collected in Ankara)**.**

3.2.1. Russian Speaking Moldavian Sample

The Moldavian sample consisted of 247 Russian speaking preschoolers and primary school children in Kishinev (Republic of Moldova), aged between 4 and 9 (M_{age}=7.13; *SD*=1.58; Median=7; Mode=8), where 124 females and 123 males.

According to Moldavian National Bureau of Statistic the population of Kishinev consisted of 731.7 thousand of people at the beginning of 2014. Ethical structure consisted of 68.8% - Moldovans and about 27% of population is Russian speaking only in Kishinev (9.17% - Ukrainians, 15.72% - Russians, 1.47% - Bulgarians, 1.01% - Gagauzs, 0.45% - Jews). There were 152 kindergartens and 166 schools in Kishinev, among them 19 kindergartens and 31 schools were with Russian language of teaching (National Bureau of Statistic of the Republic of Moldova, 2014). Four Russian speaking schools and two kindergartens were selected randomly from the list of Russian schools in Kishinev. Schools were selected in the capital of Moldova because of their availability and accessibility. Then, convenient sampling method was employed in order to detect the participants for sample one. The main criteria for sample selection was children's age between 4 and 9 years old. In Ankara, schools are situated in districts where people with low socioeconomic status, middle or high socioeconomic status are living and thereby this fact may influence the data. In Kishinev there is no such distinction like in Ankara among governmental schools on the basement in which districts of a city they are situated. Children in all Russian speaking schools in Kishinev are from middle and high socioeconomic status families.

Among the participants 5.3% were 4 years old, 14.6% were 5 years old, 8.1% were 6 years old children from pre-school institutions in Kishinev. 21.1% were 7 years old, 25.6% were 8 years old, 23.6% were 9 years old and 1.6 % were 10 years old children from primary schools.

3.2.2. Turkish Sample

This sample comprised of 243 pre-school and primary school children in Turkey, where 124 (51.0%) females and 119 (49.0%) males between 4 and 9 years old (M_{age} =7.17; *SD*=1.64; Median=8.00; Mode=8). The data was collected from 4 primary schools (pre-school classes included) and 2 kindergartens from different districts in Ankara, such as Sincan, Solfasol, Sokullu, Hacettepe, and Anittepe which were selected by principle of convenience and accessibility. The main criteria for sample selection was children's age between 4 and 9 years old. Of the participants 6.2% were 4 years old, 18.5% were 5 years old, 7.4% were 6 years old, 14.0% were 7 years old, 27.6% were 8 years old, 26.3% were 9 years old children.

Demographic characteristics of the samples are presented in Table 3.1.

Table 3.1

Demographic Characteristics of Moldavian and Turkish Sample

		Moldavian Sample		Turkish Sample	
		f	%	*f*	%
Gender					
	Girls	124	50.2	124	50.0
	Boys	123	49.8	119	49.0
	Total	247	100	243	100
Age					
	4	18	7.3	15	6.2
	5	36	14.6	45	18.5
	6	20	8.1	18	7.4
	7	52	21.1	34	14.0
	8	63	25.5	67	27.6
	9	58	23.5	64	26.3
	Total	247	100	243	100

3.3. Data Collection Instruments

In this section the main data collection instrument used in this study was introduced. Fear Survey for Children "Fears in Cabins" (Panfilova, 1999; Zakharov, 1986), questions designed to understand whether preschool and primary school children experienced same/ different fears. Demographic Information Form was also used in the study to collect additional information about child's age, gender and number of the school/ kindergarten.

3.3.1. Demographic Information Form

In demographic information form, the information about age, gender and children's grade were collected from preschool and primary school children in Moldavian and Turkish sample. The Turkish version of Demographic Information Form (sample) was presented in Appendix A.

3.3.2. Fear Survey for Children "Fears in the Cabins"

In the related literature certain western versions of Fear Schedules and Fear Questionnaires were presented. To achieve the aims of the study different tool for collecting information was selected to use in this research - Fear Survey for Children "Fears in the Cabins". It was obvious that many items with a reduced 3-point item response scale seemed too complicated in use with pre-school children.

The original version of this survey was developed by Zakharov in Russian language (1986). The survey is generally used with children in Russia and on the territory of former Soviet Union Republics where a part of population still use Russian language in everyday life. This method was often used in various UNICEF investigations and reports (UNICEF reports, 2008, 2014) which this organization conducted periodically. Fear Survey "Fears in Cabins" was originated especially for children between four and ten years old and was modified in a form of game by Panfilova (1999). This fear survey consists of 31 potential fearful stimuli items, such having pain, making mistake or something wrong, going to doctor, darkness, the sign of blood etc., and composed one factor. Children were invited to settle fears listed by

the researcher in two different houses, red and black. A child placed these fearful items to houses depending on whether the stimuli fearful or not to him. While younger children played by placing fearful stimuli (papers with format 10x5) into houses, elder ones filling the survey where they have to color a circle near the fearful stimuli under red house with the word "no" and black one with word "yes". Zakharov (2000) suggested also age-specific norms of fears for ages from four to nine year old children with respect to gender. Fear Survey for Children "Fears in the Cabins" was not used with Turkish sample before and received the adaptation procedure.

3.3.2.1. *Turkish Adaptation procedure of FSC "Fears in the Cabins"*

The procedure of adaptation Fear Survey for Children "Fears in the Cabins" to Turkish sample started from multiple translation the items of the survey and their back-translations. After completed this step, experts' opinion was asked to correct the items in accordance to local peculiarity and cultural traditions. Then, validity and reliability of the schedule were examined. This part will present detailed information about adaptation process of the schedule, its reliability and validity.

Translation and face validity

Initially, the adaptation procedure of the schedule started with translations from Russian language into Turkish by three translator specialists advanced both in Russian and Turkish. After the items were translated, other three language experts have made the back translations independently from previous ones. Then, the face validity procedure was sought. Two Turkish psychological counselors, who were

expert on children's fears, checked whether the fearful stimuli measured exactly the intended fears, after they were translated into Turkish. The coherence of fearful items were also examined by experts. After obtaining expert opinion a group of 14 children with the intended age range was given the scale and asked them to fill out. Afterwards, they were asked to evaluate their experiences as well as the clearness of the schedule. Then, some corrections and suggestions were made in order to make both instruction and the items clearer. The Turkish version of Fear Survey for Children "Fears in the Cabins" (sample) was presented in Appendix B.

Reliability of Fear Survey for Children "Fears in the Cabins"

As Fear Survey for Children "Fears in the Cabins" was not used before with Turkish sample, Turkish version of this instrument received certain procedures. Construct validity of FSC was examined by Zakharov (1986). Therefore, to test the reliability of binary measurements such as the items of this Fear Survey for Children and to see if the items within the instrument obtained the same binary (yes/no) results over a population of testing subject (child's fear) the Kuder and Richardson Coefficient of Reliability was conducted with FSC "Fears in the Cabins for Moldavian and Turkish Sample. For checking the internal consistency of all the items in the survey Kuder and Richardson Formula 20, a Kuder and Richardson Formula 20 (KR-20) was conducted. The value of KR-20 like Cronbach's Alpha ranges from 0 to 1, the higher the value, the stronger the relationship among the items in the survey and higher degree of internal reliability. The value of at least .70 is desirable (Kuder & Richardson, 1937). The results suggested KR_{20}= .832 (*M*= 10.48, *SD*= 4.64) for

Moldavian Sample and KR_{21}= .843 (*M*= 15.59, *SD*= 6.26) for Turkish sample. Thus, the relationship between items in FSC "Fears in the Cabins" was quite strong.

3.4. Data Collection Procedure

At the beginning of the research two different procedures were completed in Moldova and Turkey. First, the permission from the administrations of Russian speaking schools selected randomly in Kishinev was obtained for collecting the data from the Moldavian sample. Second, ethics approval from Middle East Technical University Human Subjects Ethics Committee was received in order to start conducting study on the territory of Turkey. Thus, the sample in Ankara was convenient and consisted from children between four and nine years old from four primary schools and two kindergartens in different districts of Ankara who expressed the wish to participate in the study on a voluntarily basis. Then, parents' inform consents were obtained from their parents and sample was formed. Fear Survey for Children and demographic form were administered at one shot, within three weeks in Moldova and four weeks in Turkey. The interval between two data collecting procedures in different samples was approximately two months. The data was collected individually with each child aged four-five-six-seven in a form of a game. A child had to place fears listed by researcher to a red or a black house, depends on fearful or not this stimuli was for a particular child. Both demographic information form and Fear Survey for Children was administered by researcher (with children less than 8 year old) in total about 15 minutes with each participant. Eight and nine year old participants administered both Survey and demographic information form

by themselves. A principle of anonymity was guaranteed to the participants and permission was obtained from their parents. Children took part in the study on the voluntarily basis and brief information about the purpose of the study was given to the participants. Depends on the age of the participants completing the survey took approximately 15-20 minutes. All questions referred to the researcher by parents' or participants' were clarified at once.

3.5. Data Analysis Procedure

Data analysis procedure consisted of two steps. Analysis of demographic information and preliminary analysis of data (scanning data, testing, assumptions) were conducted. The results of demographic analysis were reported above in method part. The data were analyzed using Statistical Package for the Social Science IBM SPSS Statistics 21 with significance level .05. All the assumptions were tested according to the criteria given by Tabachnic and Fidel (2007). The details of assumption checks were reported in the result section. The results of assumptions testing for data with Two-way Analyses of Variance (ANOVA) was found as appropriate to conduct the main analysis. The results were analyzed on the basis of total intensity fear scores (i.e. the sum of all items rating). The ten most common fears (the items which endorsed the highest level of fear) were compared in two groups. In addition to Analyses of Variance, nonparametric Chi-Square Test, 2x2 matrix was done with all fearful items with respect to gender and culture. In the next step research questions of the study were tested. Analyzes were carried out for the Moldavian and Turkish samples, boys and girls and each age group.

3.6. Variables

Fear: In this study the information about the content of children's fears, their intensity and numbers were obtained from Fear Survey for Children "Fears in the Cabins".

Intensity of Fear presents the total score obtained by participants for scale.

Content of Fear presents the type of fear reported by the participants.

Gender: A dichotomous variable with categories of (1) female and (2) male.

Age: Preschool and primary school children between four and nine years old attended in this study.

Countries: In this study the information about fears obtained from two samples from different countries (Republic of Moldova and Republic of Turkey).

3.7. Limitations of the study

The present study has both strengths (the new tool was adapted in Turkish language, fears of samples presented in the study were never compared before) and a number of limitations which may have the impact on the results presented in the study. Firstly, the selection of the participants was not random. In Moldavian sample schools were selected randomly from the list of Russian language schools in Kishinev but data from the preschool and primary school participants were collected via convenient sampling. Sampling method for Turkish participants was completely convenient and limited to participants from different districts in Ankara. The sample size was limited by certain criteria. The data were collected from participants on the voluntarily basis and by parents' consents and children's age has to be between four

and nine years old. Therefore, the generalizability of the results is limited to Russian speaking children in Kishinev (Republic of Moldova) and Turkish children in Ankara (Republic of Turkey) between four and nine years old. Secondly, only self-report instrument was used for the assessment children's fearfulness. Self-report tool may influence the results of the study as it reported only one-sided data.

Further, a new instrument Fear Survey for Children "Fears in the Cabins" was adapted to Turkish language in current study. Despite translation and face validity was conducted with Fear Survey Schedule, the reliability and interrelation of the items was checked with KR-20 (Kuder and Richardson) formula, factor analysis of new instrument was not carried out due to the fact that binary score was used. Future researcher whose goal is to examine the factors has to examine the factorial construct of the scale. This measurement tool has to be replicated and tested with different samples, for instance with children from different Moldavian and Turkish cities, samples from other countries and with different variables (like socio-economic status, rural or urban area, etc.) related to children's fears.

Finally, it is stated in the literature that fear may change and reveal different characteristics during developmental process of a child. Children's fears are also influenced by many variables and circumstances, among them are genetic factors, current social and political situation and even atmosphere at home and in society they live in. As the data were collected at one point time the influence of mentioned above circumstances was not detected and investigated.

CHAPTER IV

RESULTS

The data analysis were conducted via non-parametric and parametric statistical techniques and presented in this chapter. The aim of the study was to examine fear content, frequency and intensity of young children coming from different cultural backgrounds with respect to their age and gender. In order to achieve the aim of the study, the answers were sought for the following research questions:

1. What are *the most common fears* endorsed by Turkish and Moldavian children with respect to their gender?
2. Are there any gender differences among Turkish and Moldavian children in terms of their *types of fear?*
3. Are there any significant age and gender differences in *intensity of fear* among Turkish and Moldavian preschool and primary school children?

4.1. The Most Common Fears of Children Living in Turkey and Moldova

RQ 1: According to children's responses what are the ***most common fears*** *among* ***female and male children*** *from Turkey and Moldova?*

The most common fears of children were defined as the top 10 mostly endorsed fear items (the highest frequency of "yes" responses on fear items).

The results were presented below for Moldavian and Turkish children separately. Tables 4.1 and 4.2. correspond to the Moldavian Children, whereas 4.3 and 4.4 correspond to Turkish children in terms of how the most common fears differ among Moldavian and Turkish children.

Moldavian Sample. According to children's answers overall the most commonly endorsed fears of children living in Moldova were (1) parents' death (n=207, 83.8%), (2) myself dying (n=204, 82.6%), (3) being attacked by someone (n=177, 71.7%), (4) war (n=176, 71.3%), (5) conflagration (n=171, 69.2%), (6) being injected (n=155, 62.8%), (7) natural calamity (n=151, 61.1%), (8) animals (n=148, 59.9%), (9) having bad dreams (n=134, 54.3%), (10) magic and mystic characters (n=127, 51.4%).

See The Table 4.1 for details.

Table 4.1

Fears frequency table of Moldavian Sample

	Girls % (n)	Boys % (n)	Total % (n)	Chi Square	Phi
Parents' death	84.7(105)	82.9(102)	83.8(207)	0.13	-0.02
Myself dying	87.1(108)	78.0(96)	82.6(204)	3.51	-0.11
Being attacked by someone	79.0(98)	64.2(79)	71.7(177)	6.66*	-0.16
War	82.3(102)	60.2(74)	71.3(176)	14.71*	-0.24
Conflagration	76.6(95)	61.8(76)	69.2(171)	6.37*	-0.16
Being injected	65.3(81)	60.2(74)	62.8(155)	0.70	-0.05
Natural calamity (storm, lightning, hurricane, earthquake)	67.7(84)	54.5(67)	61.1(151)	4.57*	-0.13
Animals (snakes, insects, dogs, etc.)	62.1(77)	57.7(71)	59.9(148)	0.49	-0.04
Having bad dreams	63.7(79)	44.7(55)	54.3(134)	8.97*	-0.19
Ghosts, monsters, witches, space aliens (other magic and mystic characters)	54.0(67)	48.8(60)	51.4(127)	0.68	-0.05
Falling ill, being infected	56.5(70)	39.0(48)	47.8(118)	7.51*	-0.17
Depth	51.6(64)	43.9(54)	47.8(118)	1.47	-0.07
Fire	50.8(63)	44.7(55)	47.8(118)	0.91	-0.06
Having pain	49.2(61)	37.4(46)	43.3(107)	3.49	-0.11
Making mistakes or something wrong	42.7(53)	41.5(51)	42.1(104)	0.04	-0.01
Darkness	45.2(56)	32.5(40)	38.9(96)	4.15*	-0.13
The sight of blood	42.7(53)	32.5(40)	37.7(93)	2.74	-0.10
Unexpected sharp sounds when something fell down, knocked	41.9(52)	32.5(40)	37.2(92)	2.34	-0.09
Going to the doctor (except dentist)	39.5(49)	34.1(42)	36.8(91)	0.76	-0.05
Being late to school or kindergarten	37.1(46)	35.8(44)	36.4(90)	0.04	-0.01
Height	38.7(48)	30.9(38)	34.8(86)	1.66	-0.08
Being alone at home	42.7(53)	24.4(28)	33.6(83)	9.32*	-0.19
People (strangers)	35.5(44)	26.8(33)	31.2(77)	2.15	-0.09
Getting punished by parents	29.8(37)	24.4(30)	27.1(67)	0.92	-0.06
Being in a small narrow room, toilet, overcrowded bus, closed places	33.9(42)	19.5(24)	26.7(66)	6.50*	-0.16
Being in a spacious and wide squares, streets, places	26.6(33)	17.1(21)	21.9(54)	3.29	-0.11
Transport vehicles (plane, car, train, ship)	16.9(21)	17.9(22)	17.4(43)	0.03	0.01
Water	16.9(21)	13.8(17)	15.4(38)	0.46	-0.04
Before falling asleep	12.1(15)	12.2(15)	12.1(30)	0.001	0.002
Mother or father	9.7(12)	12.2(15)	10.9(27)	0.40	0.04
Children	9.7(12)	6.5(8)	8.1(20)	0.83	-0.05

*$p<0.05$

The results showed that Moldavian girls and boys placed parents' death (1) and myself dying (2) items at the top of most fearful stimuli. Fear of and being attack by someone (4 and 3 places correspondingly) was also highly scored by children living in Moldova. Then, items had some variations across gender.

For females the most commonly endorsed fears were: 3) war (41.3%), 5) conflagration (76.6%), 6) natural calamity (67.7%), 7) being injected (65.3%), 8) having bad dreams (63.7%), 9) fear of animals (62.1%) and 10) being infected (56.6%). The most commonly endorsed fears of Moldavian boys were: 4) conflagration (61.0%), 5) being injected (60.2%), 6) war (60.2%), 7) fear of animals (57.7%), 8) natural calamity (54.5%), 9) ghosts, monsters, witches, space aliens (other magic and mystic characters) (48.8%) and 10) having bad dreams (44.7%). The most common fears of Moldavian children were presented in Table 4.2.

Table 4.2

Most common fears of Moldavian children

Female			***Male***		
Item	***f***	***%***	***Item***	***f***	***%***
Myself dying	108	87.1	Parents' death	102	82.9
Parents' death	105	84.7	Myself dying	96	78.0
War	102	82.3	Being attacked by someone	79	64.2
Being attacked by someone	98	79.0	Conflagration	76	61.0
Conflagration	95	76.6	War	74	60.2
Natural calamity (storm, lightning, hurricane, earthquake)	84	67.7	Being injected	74	60.2
Being injected	81	65.3	Animals (snakes, insects, dogs, etc.)	71	57.7
Having bad dreams	77	63.7	Natural calamity (storm, lightning, hurricane, earthquake)	67	54.5
Animals (snakes, insects, dogs, etc.)	79	62.1	Ghosts, monsters, witches, space aliens (other magic and mystic characters)	60	48.8
Falling ill, being infected	70	56.5	Having bad dreams	55	44.7

Turkish Sample. Overall the content of the most commonly endorsed fears of children living in Turkey consisted of (1) parents' death (n=193, 79.4%), (2) myself dying (n=185, 76.1%), (3) animals (n=185, 76.1%), (4) being attacked by someone (n=178, 73.3%), (5) conflagration (n=176, 72.4%), (6) war (n=170, 70.0%), (7) natural calamity (n=168, 69.1%), (8) having bad dreams (n=148, 60.9%), (9) depth (n=145, 59.7%), (10) people (strangers) (n=144, 59.3%). The most common fears of children in Turkish sample were shown in Table 4.3 and in Table 4.4 gender differences were presented.

Table 4.3

Fears frequency table of Turkish Sample

	Girls % (n)	Boys % (n)	Total % (n)	Chi Square	Phi
Parents' death	83.1(103)	75.6(90)	79.4(193)	2.05	-0.09
Myself dying	79.8(99)	72.3(86)	76.1(185)	1.91	-0.08
Animals (snakes, insects, dogs, etc.)	85.5(106)	66.4(79)	76.1(185)	12.18*	-0.22
Being attacked by someone	78.2(97)	68.1(80)	73.3(178)	3.19	-0.11
Conflagration	77.4(96)	67.2(80)	72.4(176)	3.15	-0.11
War	75.8(94)	63.9(76)	70.0(170)	3.15	-0.11
Natural calamity (storm, lightning, hurricane, earthquake)	73.4(91)	64.7(77)	69.1(168)	2.14	-0.09
Having bad dreams	72.6(90)	48.7(58)	60.9(148)	14.49*	-0.24
Depth	64.5(80)	54.6(65)	59.7(145)	2.47	-0.10
People (strangers)	62.9(78)	55.5(66)	59.3(144)	1.39	-0.07
Having pain	61.3(76)	52.1(62)	56.8(138)	2.09	-0.09
Fire	61.3(76)	51.3(61)	56.4(137)	2.48	-0.10
Ghosts, monsters, witches, space aliens (other magic and mystic characters)	62.9(78)	47.1(56)	55.1(134)	6.16*	-0.15
Getting punished by parents	58.9(73)	45.4(54)	52.3(127)	4.43*	-0.13
Being injected	51.6(64)	50.4(60)	51.0(124)	0.03	-0.01
Making mistakes or something wrong	47.6(59)	47.1(56)	47.3(115)	0.01	-0.005
Unexpected sharp sounds when something fell down, knocked	55.6(69)	37.8(45)	46.9(114)	7.75*	-0.17
Height	53.2(66)	39.5(47)	46.5(113)	4.60*	-0.13
Falling ill, being infected	50.0(62)	42.9(51)	46.5(113)	1.24	-0.07
Being alone at home	50.8(63)	31.1(37)	41.2(100)	9.74*	-0.20
Darkness	44.4(55)	36.1(43)	40.3(98)	1.70	-0.08
The sight of blood	43.5(54)	34.5(41)	39.1(95)	2.10	-0.09
Being late to school or kindergarten	41.1(51)	32.8(39)	37.0(90)	1.81	-0.08
Mother or father	37.1(46)	31.9(38)	34.6(84)	0.71	-0.05
Before falling asleep	43.5(54)	23.5(28)	33.7(82)	10.88*	-0.21
Going to the doctor (except dentist)	39.5(49)	27.7(33)	33.7(82)	4.42*	0.13
Children	37.1(46)	26.1(31)	31.7(77)	3.42	-0.11
Being in a small narrow room, toilet, overcrowded bus, closed places	37.9(47)	22.7(27)	30.5(74)	6.63*	-0.16
Being in a spacious and wide squares, streets, places	29.8(37)	25.2(30)	27.6(67)	0.65	-0.05
Transport vehicles (plane, car, train, ship)	25.8(32)	20.2(24)	23.0(56)	1.08	-0.06
Water	15.3(19)	16.0(19)	15.6(38)	0.01	-0.009

*p<0.05

According to children's responses the most commonly endorsed ten fears for Turkish girls were: 1) animals (85.5%), 2) parent's death (83.1), 3) myself dying (79.8%), 4) being attacked by someone (78.2%), 5) conflagration (77.4%), 6) war (75.8%), 7) natural calamity (storm, lightning, hurricane, earthquake) (73.4%), 8) having bad dreams (72.6%), 9) depth (64.5%) and 10) people (strangers) (62.9%). Need to notice, that items like depth and people (strangers) were not among the most commonly endorsed fears reported by Moldavian female children (see Table 4.4).

The most commonly endorsed ten fears for males in Turkish sample were almost the same as for males in Moldavian sample, with depth and people (strangers) items exception: 1) parent's death (75.6%), 2) myself dying (72.3%), 3) being attacked by someone (68.1%), 4) conflagration (67.2%), 5) animals (66.4%), 6) natural calamity (storm, lightning, hurricane, earthquake) (64.7%), 7) war (63.9%), 8) people (strangers) (55.5%), 9) depth (54.6%) and 10) having pain (52.1%).

Table 4.4

Most common fears of Turkish children

Female			***Male***		
Item	***f***	***%***	***Item***	***f***	***%***
Animals (snakes, insects, dogs, etc.)	106	85.5	Parents' death	90	75.6
Parent's death	103	83.1	Myself dying	86	72.3
Myself dying	99	79.8	Being attacked by someone	80	68.1
Being attacked by someone	97	78.2	Conflagration	80	67.2
Conflagration	96	77.4	Animals (snakes, insects, dogs, etc.)	79	66.4
War	94	75.8	Natural calamity (storm, lightning, hurricane, earthquake)	77	64.7
Natural calamity (storm, lightning, hurricane, earthquake)	91	73.4	War	76	63.9
Having bad dreams	90	72.6	People (strangers)	66	55.5
Depth	80	64.5	Depth	65	54.6
People (strangers)	78	62.9	Having pain	62	52.1

Examining the overall analysis about the most common fears among two samples reveals that the content of top ten fears was very similar for Turkish and Moldavian children. The fearful items like parents' death and myself dying were the most frequent in both samples. Overall eight fears of top ten most common fears which were reported by Moldavian and Turkish children were the same in both groups, among them: parents' death, myself dying, being attacked by someone, animals (snakes, insects, dogs, etc.), conflagration, war, natural calamity (storm, lightning, hurricane, earthquake), having bad dreams (See figure 4.1.).

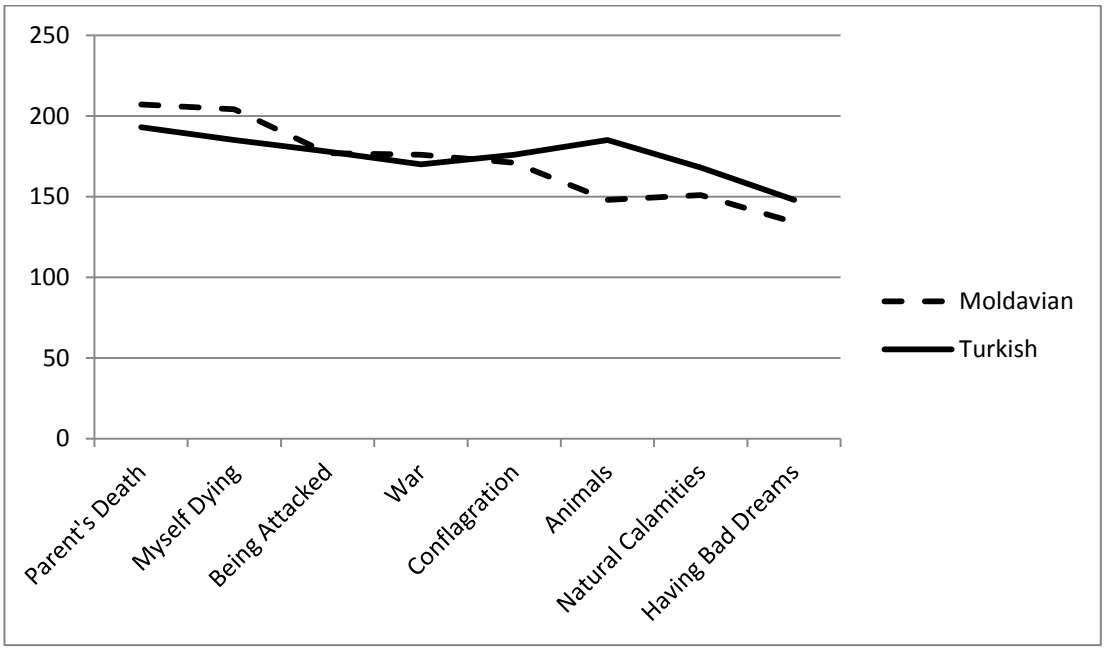

Figure 4.1. Total number of most common fears reported by boys and girls in Moldavian and Turkish sample

4.2. Gender differences among Turkish and Moldavian children in terms of their *types of fear?*

RQ 2: According to children's responses what are the gender differences in types of fear among Moldavian and Turkish children?

The gender differences in Moldavian and Turkish children were tested by utilizing nonparametric Chi-Square Test, 2x2 matrix. Additionally to Chi-Square statistic phi-coefficient was presented, where .10 was a small effect, 0.30 was a medium effect, and .50 demonstrated a large effect.

Moldavian Children. According to statistic results, some gender differences in participants' answers were observed for certain fearful items: being attacked by someone χ^2 (1, N=247)=6.66, p<.05; war χ^2 (1, N =247)=14.71, p<.05; conflagration χ^2 (1, N=247)=6.37, p<.05; natural calamity χ^2 (1, N =247)=4.57, p<.05; having bad dreams χ^2 (1, N=247)=8.97, p<.05; falling ill χ^2 (1, N =247)=7.51, p<.05; darkness χ^2 (1, N =247)=4.15, p<.05; being alone at home χ^2 (1, N =247)=9.32, p<.05 and being in a small narrow room χ^2 (1, N =247)=6.50, p<.05. See Table 4.1 for details.

Turkish Children. Similar with Moldavian sample, Chi-Square 2x2 Test was utilized with Turkish sample to test gender differences. According to statistic results, among 31 fearful stimuli the significant gender differences were observed for animals χ^2 (1, N =243) =12.18, p<.05; having bad dreams χ^2 (1, N =243)=14.49, p<.05; ghosts,

monsters, witches χ^2 (1, *N* =243) =6.16, *p*<.05; getting punished by parents χ^2 (1, *N* =243) =4.43, *p*<.05; unexpected sharp sounds χ^2 (1, *N* =243) =7.75, *p*<.05; falling ill χ^2 (1, *N* =243) =4.60, *p*<.05; being alone at home χ^2 (1, *N* =243) =9.74, *p*<.05;

before falling asleep χ^2 (1, *N* =247) =10.88, *p*<.05; going to the doctor χ^2 (1, *N* =243) =4.42, *p*<.05; being in a small narrow room χ^2 (1, *N* =243) =6.63, *p*<.05. See Table 4.3 for details.

4.3. Age and gender differences in intensity of fear among Turkish and Moldavian children?

RQ 3: Are there any significant age and gender differences in intensity of fear among Turkish and Moldavian preschool and primary school children?

In order to answer the research question three, two 2 (gender) X 6 (age group) univariate analysis of variance (ANOVA) were performed separately for Moldavian and Turkish children. The total fear score obtained from the FSS for children was calculated as a dependent variable. Prior to main analyses assumptions for ANOVA were checked. First of all, the dependent variable must be at interval ot ratio level (for fear it was 0/1); the independant variables should consist of two or more categorical groups (gender - females and males; age- groups of four years old children, five years old, six years old, seven years old, eight years old and nine years children. The main assuptions for ANOVA consisted of three items which have to be checked: independence of observation, homogeneity of population covariance matrix for dependent variables and multivariate normality. All the assumptions were tested

with regard to criteria suggested by Tabachnick and Fidell (2007). There was no relationship between the observation in each group with no participant being in more than one group and independance of observation was met. Univariate normality was

checked by using Skewness and Kurtosis values, Kolmogorov-Smirnov D test, histograms and Q-Q plots and Shapiro- Wilk's W test. As a result the dependent variable was approximately normally distributed for each category of the independent variables. Skewness and Kurtosis values provided the evidence of normality as they were between -3/+3 as well as visual inspection both normality plots and histograms suggested that distribution of scores was normal. Homogeneity of population covariance matrix was tested through Leven's test which was non significant.

ANOVA Results for Moldavian Children. Means and standard deviations regards to age and gender of Moldavian and Turkish children were presented in Table 4.5 and 4.6 correspondingly.

Table 4.5. *Mean and SD of total fear score according to age and gender for Moldavian sample*

Gender	*Age*	*M*	*SD*	*N*
Girls	4	17.64	4.52	11
	5	11.18	3.67	16
	6	13.00	6.78	6
	7	14.23	5.55	30
	8	14.13	5.61	31
	9	16.17	4.31	30
Total girls		14.52	5.26	124
Boys	4	8.28	4.96	7
	5	8.65	5.86	20
	6	13.64	5.11	14
	7	10.64	5.44	22
	8	12.97	6.08	32
	9	14.14	5.09	28
Total boys		11.92	5.85	123
Boys and girls	4	14.00	6.53	18
	5	9.78	5.11	36
	6	13.45	5.48	20
	7	12.71	5.74	52
	8	13.54	5.84	63
	9	15.19	4.77	58
Total		13.23	5.69	247

Moldavian girls were found to be more fearful than boys according to children's responses, total mean score for girls higher (*M*=14.52, *SD*=5.26) than for boys (*M*=11.92, *SD*=5.85). Furthermore, the results revealed that Moldavian girls' intensity of fear at the age of 4 (*M*=17.64, *SD*=4.52) and 9 (*M*=16.17, *SD*=4.31) was at the highest level and the lowest level of fears was reported at the age of 5 (*M*=11.18, *SD*=3.67). As for boys, their responses suggested that they are the most fearful at the age 6 (*M*=13.64, *SD*=5.11) and 9 years (*M*=14.14, *SD*=5.09) demonstrate less fearfulness at age 4 year old (*M*=8.28, *SD*=4.96). The details were presented in Figure 4.2

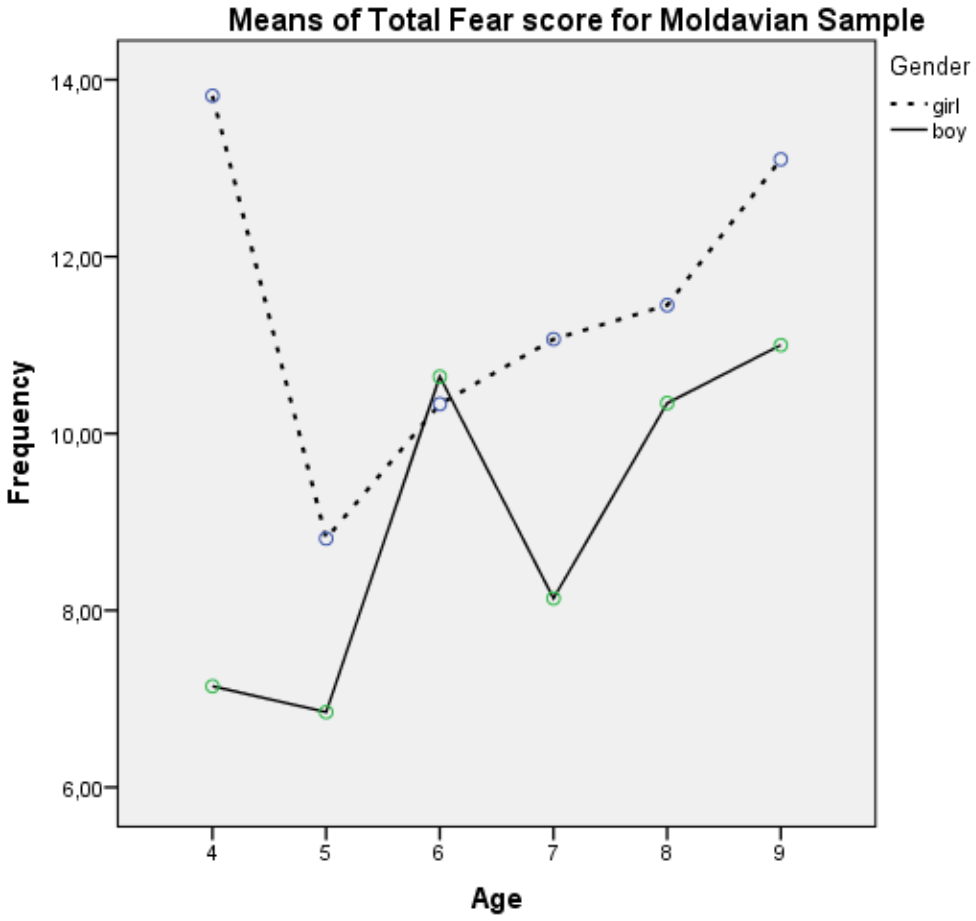

Figure 4.2. Means of children's fears according to their age and gender (Moldavian Sample)

The two-factor analysis of variance (ANOVA) was revealed a significant main effect of gender on children's fears F (1,235)=14.49, p<.05, η^2 =.06 and a significant main effect of age F (5,235)=4.55, p<.05, η^2 =.08. There was no significant interaction between the factor of gender and age F (5,235) = 2.05, p=.07.

Employing the Tukey's post-hoc test, significant differences were found between five and eight years old children (p<0.01) and between five and nine years old children (p<0.0005). No significant difference was found between children in other

age groups: between children of 4 and 5 years old (p=.07); 4 and 6 (p=.99); 4 and 7 (p=.86); 4 and 8 (p=1); 4 and 9 (p=.98); 5 and 6 (p=.21); 5 and 7 (p=.25); 6 and 7 (p=.99); 6 and 8 (p=1); 6 and 9 (p=.77); 7 and 8 (p=.80); 7 and 9 (p= .09); 8 and 9 (p=.68).

ANOVA Results for Turkish Children. Two-factor ANOVA was run with the dependent variable (total fear score) in Turkish Sample. The two-factor analysis of variance displayed that total fear of children was significantly related with gender F (1,231)=7.19, p<.05, η^2 =.03 and had a significant main effect of age F (5,231)=4.16, p<.05, η^2 =.08 but not related with interaction of age and gender F(5,231)= 1.00, p=.42. Follow up analyses for age groups (Tukey post-hoc test) showed the significant differences between four years old Turkish children and five years old children (p<.04), between four and seven years old children (p=.0005), between four and eight years old children (p=.0005), between four and nine (p=.008) and five and seven years old children (p=.04). There was no significant difference between children of four and six years old (p=.08); five and six (p=1); five and eight (p=.06); five and nine (p=.98); six and seven (p=.32); six and eight (p=.50); six and nine (p=1); seven and eight (p=.98); seven and nine (p=.13) and between eight and nine years old children (p=.20). Mean and Standard Deviation Scores of Turkish participants were presented in Table 4.6.

Table 4.6. *Mean and SD of total fear score according to age and gender for Turkish sample*

Gender	*Age*	*M*	*SD*	*N*
Girls	4	12.25	4.99	4
	5	16.43	6.00	21
	6	14.56	4.53	9
	7	19.52	5.08	21
	8	18.48	4.73	44
	9	15.12	6.19	25
Total girls		17.15	5.57	124
Boys	4	8.00	3.74	11
	5	12.38	5.21	24
	6	14.78	7.90	9
	7	16.00	8.86	13
	8	15.35	7.13	23
	9	15.00	5.43	39
Total boys		13.98	6.54	119
Boys and girls	4	9.13	4.37	15
	5	14.27	5.89	45
	6	14.67	6.25	18
	7	18.18	6.87	34
	8	17.40	5.81	67
	9	15.05	5.69	64
Total		15.60	6.26	243

Consistent with Moldavian Sample, girls in Turkey also reported more fears in comparison with boys almost at all ages with the exception of 6 years group. Total mean score for girls higher (*M*=17.15, *SD*=5.57) than for boys (*M*=13.98, *SD*=6.54). The results demonstrated that girls experience more fears at the age of 7 (*M*=19.52, *SD*=5.08) and 8 (*M*=18.48, *SD*=4.73) and the lowest level of fears at the age of 4 (*M*=12.25, *SD*=4.99). Boys revealed more fearfulness at the age 7 (*M*=16.00, *SD*=8.86) and indicated less fearfulness at age 4 year old (*M*=8.00, *SD*=3.74). In addition, Turkish girls and boys reported the same level of fear at the age of 6

(*M*=14.56, *SD*=4.53) and 9 (*M*=14.78, *SD*=7.90) respectively. The details were presented in Figure 4.3.

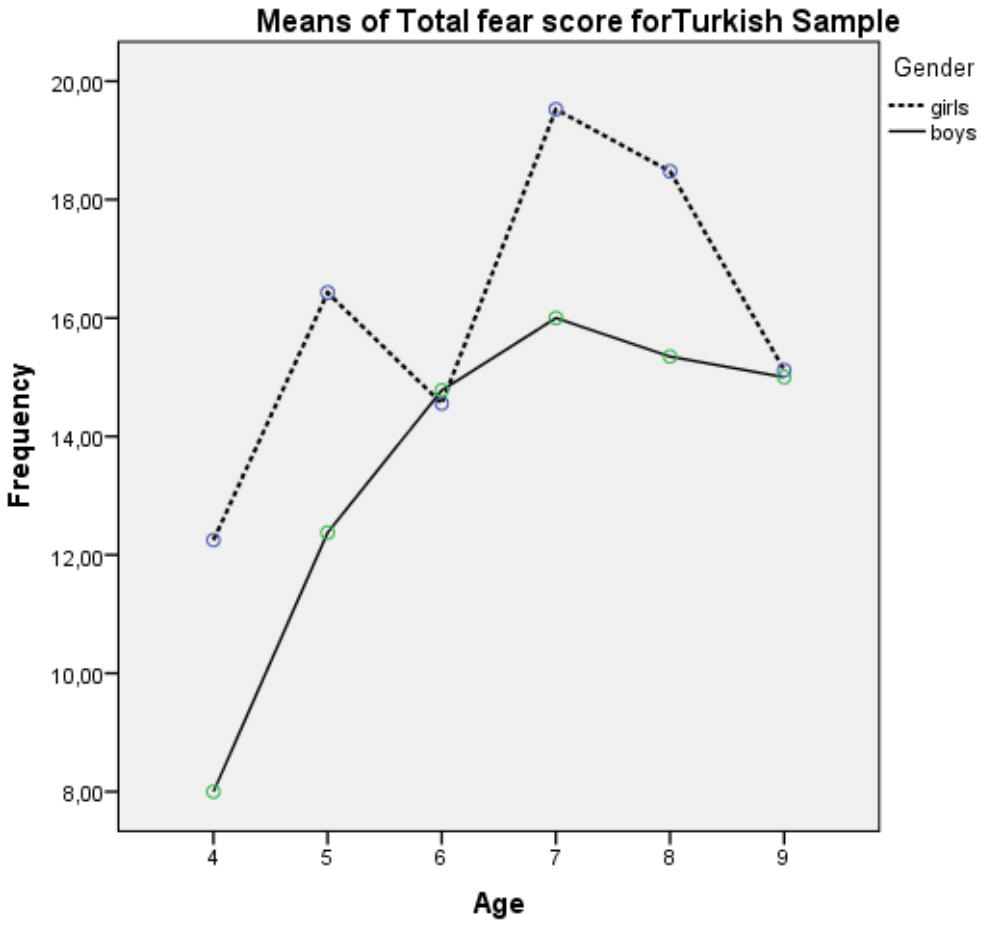

Figure 4.3.

Means of children's fears according to their age and gender (Turkish Sample)

Findings indicated that Moldavian children were more fearful at the age of nine (*M*=15.19, *SD*=4.77) while children in Turkey experience more fear at the age of seven years old (*M*=18.18, *SD*=6.87). At the age of nine Moldavian and Turkish children demonstrated the same level of fearfulness (*M*=15.19, *SD*=4.77)

and (*M*=15.05, *SD*=5.69) correspondingly. Details in figure 4.4.

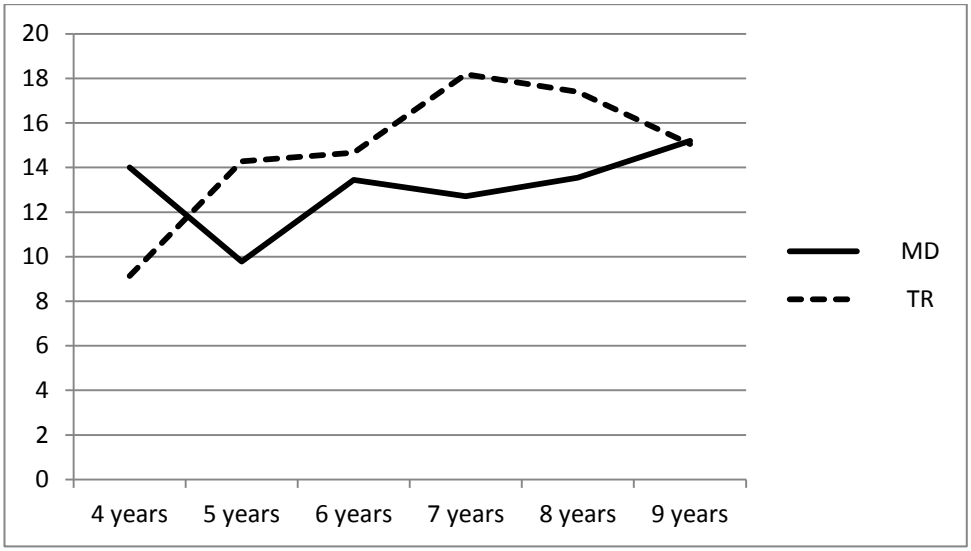

Figure 4.4. Age differences of total fear score in Moldavian and Turkish sample

The results also indicated that children in Turkey (boys and girls) expressed higher level of general fear than children in Moldavian Sample. Thus, mean of total fear of children from Moldova (*M*=13.23, *SD*=5.69) was lower than mean of total fear of children living in Turkey (*M*=15.60, *SD*=6.26).

All in all, ANOVA results revealed both age and gender differences in fear intensity. As both Turkish and Moldavian girls reported higher levels of fear intensity, different age groups reported different patterns about their fear intensity. Nine years old Moldavian children but seven years old Turkish children reported highest level of fear intensity whereas five years old Moldavian children but four years old Turkish children reported the least level of fear intensity. Figure 4.5 and 4.6 presents some more details.

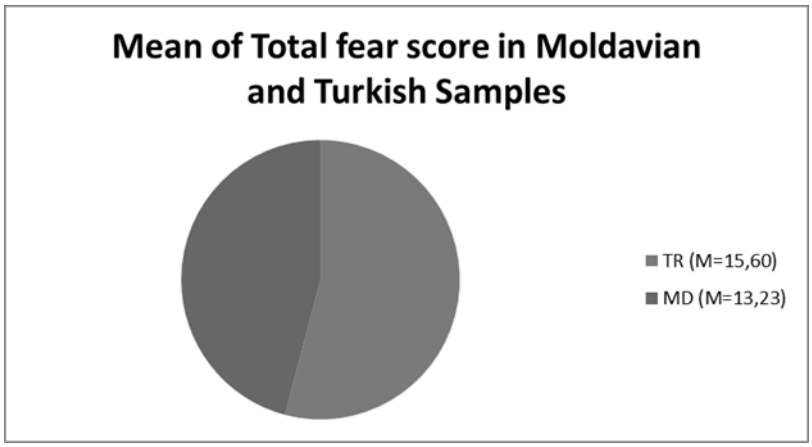

Figure 4.5. Mean of Total Fear Score in Moldavian and Turkish Samples

In addition, the mean of total fear score of each age group in both samples indicated that participants of five, six, seven and eight year old living in Moldova were less fearful than their Turkish counterparts. Turkish children reported less intensity of fear at the age of four and nine year old groups of participants presented the same intensity scores in Moldavian and Turkish samples. Details in Figure 4.6.

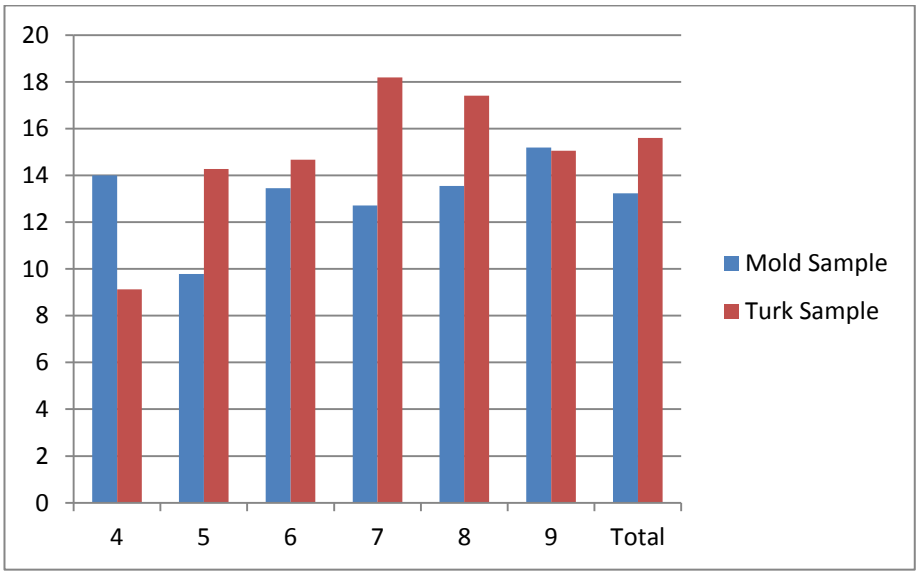

Figure 4.6. Difference of Means of children's fears in Moldavian and Turkish Samples

Some extra analyses between two countries in terms of the types of fears: Keeping in mind that two samples may not be truly comparable, some extra analyses were conducted to have some ideas about how frequency of fear types differ between Turkish and Moldavian children. Chi-Square Test was utilized to test the frequency of fear types reported by Moldavian and Turkish children. The results suggested some culture differences in the content of fears. The significant differences represented by several fear items: fear of children χ^2 (1, N =490) =42.93, p<.05; people (strangers) χ^2 (1, N =490) =39.02, p<.05; mother or father χ^2 (1, N =490) =39.06, p<.05; getting punished by parents χ^2 (1, N =490) =32.36, p<.05; before falling asleep χ^2 (1, N =490) =32.41, p<.05; animals χ^2 (1, N =490) =14.79, p<.05; height χ^2 (1, N =490) =6.93, p<.05; depth χ^2 (1, N =490) =6.97, p<.05; being injected χ^2 (1, N =490) =6.87, p<.05; having pain χ^2 (1, N =490) =8.89, p<.05 and unexpected sharp sounds χ^2 (1, N =490) =4.69, p<.05. Interestingly, participants living in Turkey reported mentioned above fears more frequent than Moldavian children with one exception: fear of being injected was scored higher by children living in Moldova. Details presented in Table 4.7.

Table 4.7. *Fear Frequency Table with Regard to Children's Culture*

	Moldavian Sample % (n)	Turkish Sample % (n)	Total % (n)	Chi Square	Phi
Being alone at home	33.6(83)	41.2(100)	37.3(183)	2.98	0.07
Being attacked by someone	71.7(177)	73.3(178)	72.4(355)	0.16	0.19
Falling ill, being infected	47.8(118)	46.5(113)	47.1(231)	0.79	-0.01
Myself dying	82.6(204)	76.1(185)	79.4(389)	3.12	-0.08
Parents' death	83.8(207)	79.4(193)	81.6(400)	1.57	-0.05
Children	8.1(20)	31.7(77)	19.8(97)	42.93*	0.30
People (strangers)	31.2(77)	59.3(114)	45.1(221)	39.02*	0.28
Mother or father	10.9(27)	34.6(84)	22.7(111)	39.06*	0.28
Getting punished by parents	27.1(67)	52.3(127)	39.6(194)	32.36*	0.26
Ghosts, monsters, witches, space aliens (other magic and mystic characters)	51.4(127)	55.1(134)	53.3(261)	0.68	0.04
Before falling asleep	12.1(30)	33.7(82)	22.9(112)	32.41*	0.26
Having bad dreams	54.3(134)	60.9(148)	57.6(282)	2.22	0.07
Darkness	38.9(96)	40.3(98)	39.6(194)	0.11	0.02
Animals (snakes, insects, dogs)	59.9(148)	76.1(185)	68.0(333)	14.79*	0.17
Transport vehicles (plane, car)	17.4(43)	23.0(56)	20.2(99)	2.41	0.07
Natural calamity (storm, lightning, hurricane, earthquake)	61.1(151)	69.1(168)	65.1(319)	3.45	0.08
Height	34.8(86)	46.5(113)	40.6(199)	6.93*	0.12
Depth	47.8(118)	59.7(145)	53.7(263)	6.97*	0.12
Being in a small narrow room, toilet, overcrowded bus, closed places	26.7(66)	30.5(74)	28.6(140)	0.84	0.04
Water	15.4(38)	15.6(38)	15.5(76)	0.006	0.003
Fire	47.8(118)	56.4(137)	52.0(255)	3.63	0.09
Conflagration	69.2(171)	72.4(176)	70.8(347)	0.61	0.04
War	71.3(176)	70.0(170)	70.6(346)	0.09	-0.01
Being in a spacious and wide squares, streets, places	21.9(54)	27.6(67)	24.7(121)	2.15	0.07
Going to the doctor (except dentist)	36.8(91)	33.7(82)	35.3(173)	0.51	-0.03
The sight of blood	37.3 (93)	39.1(95)	38.4(188)	0.11	0.02
Being injected	62.8(155)	51.0(124)	56.9(279)	6.87*	-0.12
Having pain	43.3(107)	56.8(138)	50.0(245)	8.89*	0.14
Unexpected sharp sounds when something fell down, knocked	37.2(92)	46.9(114)	42.0(206)	4.69*	0.09
Making mistakes or something wrong	42.1(104)	47.3(115)	44.7(219)	1.35	0.05
Being late to school or kindergarten	36.4(90)	37.0(90)	36.7(180)	0.02	0.006

*$p<0.05$

Table 4.8. *Summary of Results*

Results	Moldavian Children	Turkish Children
The most common types of fear	1. Parent's death 2. Myself dying 3. Being attacked by someone 4. War 5. Conflagration 6. Being injected 7. Natural calamity 8. Animals 9. Having bad dreams 10. Mystic & magic characters	1. Parent's death 2. Myself dying 3. Animals 4. Being attacked by someone 5. Conflagration 6. War 7. Natural calamity 8. Having bad dreams 9. Depth 10. People (strangers)
Gender differences in fears	1. Being attacked by someone 2. War 3. Conflagration 4. Natural calamity 5. Having bad dreams 6. Falling ill 7. Darkness 8. Being alone at home 9. Being in a small narrow room	1. Animals 2. Having bad Dreams 3. Mystic & magic characters 4. Getting punished by parents 5. Unexpected sharp sounds 6. Height 7. Being alone at home 8. Before falling asleep 9. Going to the doctor 10. Being in a small narrow room
Gender differences in most common fears	Falling ill, being infected was reported by girls, magic & mystic characters – by boys only	Girls placed fear of animals on the 1st place while boys on 5th; having bad dreams was reported by girls, having pain- by boys only
Gender differences in fear intensity	Girls were found to be more fearful (*M*=14.52, *SD*=5.26) than boys (*M*=11.92, *SD*=5.85)	Girls reported more fears (*M*=17.15, *SD*=5.57) in comparison with boys (*M*=13.98, *SD*=6.54)
Age differences in fear intensity	Children were more fearful at the age of nine (*M*=15.19, *SD*=4.77)	Children experienced more fear at the age of seven years (*M*=18.18, *SD*=6.87)

CHAPTER V

DISCUSSION

This chapter demonstrated the discussions of the results derived from statistical analysis. The chapter consisted of three sections, where the first section presented a brief summary of the study and discussion of current study findings with the results of prior research in relevant literature. The second section introduced the implications drawn from the results of the study. Finally, the third section provided the recommendations and suggested possible directions for future studies and practice.

5.1. Discussion of the Findings

The main aim of this study was to examine fears of preschool children and primary school children living in Moldova and Turkey. Results suggested no significant differences in the content of the most common fears in Turkish and Moldavian sample. Female participants reported more fearfulness in comparison with their male counterparts in both samples and children living in Turkey (boys and girls) expressed higher level of general fear than children in Moldavian sample. In addition, significant main effect of gender and age on children's fears was found in Moldavian and Turkish samples.

5.1.1. Most Common Fears of Preschoolers and Primary School Children

According to prior findings, the top of most common fears did not significantly change across different countries (Burnham, Hooper & Ogorchok, 2011; Kirmanen, Kraav & Taimalu, 2003; Ollendick, Yang, King, Dong & Akande, 1996). However researchers compared fears reported by participants mostly from the countries with similar life style (individualistic ones), it was suggested that seven-eight fears out of top ten fears were the same in different counties. Supporting the previous findings, the results of the present study demonstrated that eight out of ten the most common fears were the same in Moldavian and Turkish Sample. Among them were parent's death, myself dying, being attacked by someone, war, conflagration, natural calamity, animals and having bad dreams. Fears of being injected and magic and mystic objects and beings were among most common fears of children in Moldavian sample. For participants living in Turkey fear of depth and people (strangers) were among the most common fears reported by children. In current research, children from different historical background, with different values and believe systems as well as different religious were compared. However, despite of mentioned above differences the content of the most common fears reported by children was almost the same. It may speculated by the fact, that both samples belonged to the countries with collectivistic life style (Bornstein & Cote, 2006; Elbedour, Shulman & Kedem, 1997). This differences in the content of fears demonstrated by participants from different countries might "reflect cultural distinctions" (Burnham & Gullone, 1997) or other socio-culture factors.

Interestingly, that fear of animals was the eighth among the most common fears while in Turkish sample fear of animal was among three the most frequent ones. Fear of animals was a general term which included any animals a child was afraid of.

Among Moldavian children the prevalence of answers were forest animals, snakes and insects while Turkish children were afraid mostly dogs. This finding required further investigation but it can be speculated that Turkish children learned from their parents (vicarious learning way) that street dogs were dangerous, while the majority books for children in Moldova was about dogs as the most friendly and devoted animals.

As it was mentioned before, not only country-specific fears may influence the content of fears but also event specific fears. It was indicated by Burnham (2009) that media, television and societal changes may cause many contemporary fears that may appear as a result of exposing to global events (diseases, wars, disasters, etc.). For example, fear of war (not typical for these age groups) was one of the most common for Moldavian and Turkish children. This might be explained by the fact that on the borders of mentioned countries were some conflicts and tension as the results of these conflicts which were widely discussed and demonstrated via Media and TV. This result supports the idea that children have contemporary fears that may change with negative life events or technological changes such as natural or human-made disasters.

5.1.2. Children's fears with respect to age and gender

As it was mentioned before, in relevant literature findings have been relatively consistent across time and different cultural groups. As regard to gender the results of previous studies converged in opinion that girls tend to be more fearful in comparison with their male counterparts (Burnham et al., 2013; Morris & Kratochwill, 2008; Muris et al., 1997; Ollendick, Yang, King, Dong & Akande, 1996; Zakharov, 2006). The results of this research were consistent with findings of previous studies as regard to gender. In general, girls reported higher intense and greater number of fears then boys in both samples. In Moldavian sample female children were less fearful in comparison with their male counterparts at the age of six. Turkish girls experienced the same intensity of fears with Turkish boys at the age six and nine, in other age groups females reported higher level of fears.

Concerning age differences scholars reported inconsistent results. Some researchers claimed that younger children report greater number of fears than older children (Gullone & King, 1993; Spence & McCathie,1993). Zakharov (2006) suggested age of seven for both genders as the most fearful age period for children. There was no consistence within samples in accordance to the age variable. According to children's responses the most fearful age groups were four and nine year old girls in Moldavian sample and seven and eight years old in Turkish sample. Moldavian participants revealed four year as the most fearful age for girls and on the contrary to their Moldavian counterparts the lowest fears scores were reported by four years old girls in Turkish sample. As for boys, the higher fear scores were shown at the age six and nine in Moldavian sample and seven in Turkish sample, and reported the least

fearfulness at the age of four in both samples. There was no decrease of fears with age increasing observed in Moldavian sample, as for Turkish children, there was a particular line related with decreasing of fear by age. Thus, after seven years the intensity of fears in female and male Turkish children tend to decrease with age.

The results also indicated that children in Turkey reported higher level of general fear than children in Moldova. Thus, mean of total fear of children from Moldova was lower than mean of total fear of children living in Turkey. Based on observation only, it may be speculated that the content of TV programs and their saturation of violence might increase the level of fear in this sample.

In this study, a two-way ANOVA was carried out and the interaction of gender and age was checked. Total fear of children was significantly related with gender and had a significant main effect of age but not related with interaction of age and gender in both samples.

5.2. Implications of Findings

Taking into consideration the findings of present research, certain implications can be suggested for future investment. As it was mentioned above, fear can be considered as an adaptive emotion with its strong survival value and a part of normal development. At the same time, some maladaptive aspects of fear were discussed in literature as well. Fear may impede one's thinking process, fear may affect memory, perceptions, problem-solving abilities, children's social interactions and sense of self negatively and thus, may interfere with children's normal daily functioning. In order

to prevent children from negative effects of fear, parents, teachers and school counselors have to possess the authentic information about fears. Parents and teachers should be taught about age, gender and culture specific fears to be able to screen, assess and distinguish a normal fear from abnormal one and thus, protect children from negative effects of fear and prevent fears transition to worry, anxiety or phobic disorders.

The results of this study suggested that females were more fearful than their male counterparts in all age groups both in Moldavian and Turkish samples (with exception of 6 year old where boys reported more fears in comparison with girls in both samples). Thus, females and six year old males seem to be at more risk to develop anxiety, phobia or worry from fear. At the same time, in Moldavian sample nine year old boys and girls experience more fears than children in other age groups and Turkish children are more fearful at age of seven. Therefore, prevention and treatment efforts should target these groups. In prevention and intervention field, school counselors might help parents and educators largely. Counselors, possessing the information about preschoolers and primary school children's fears, may organize educational seminars, workshops to share information with parents' of children and their educators about age, gender, culture specific fears and situation specific fears (especially in countries which experience natural and human-made disasters). The results of current study suggested fear of "War" and "Natural calamities" among the most common fear for boys and girls in Moldavian and Turkish Samples.

5.3. Recommendations for Future Research

Despite of many studies on children's fears were conducted since last century, there are still many uncertain in this area. On the basis of this research several recommendations can be done for future studies. Firstly, there were some variables which were not investigated in this study but might influence its results and shed light on differences between fears of participants, siblings' presence or absence; number, gender and age of siblings; socioeconomic status. Mentioned above variables may have or may not have importance for children's fears, hence, in further studies these variables should be examined.

The present study didn't examine the perceptions of parenting. It was mentioned previously (see chapter II of this thesis - Literature Review), children's fears may be associated with specific parenting variables, especially with vicarious learning acquisition way of learning fears (Rachman, 1989). Parents play an important (although not exclusive) role in the formation of self-worth and self-esteem according to attachment theory (Bowlby, 1988). Researchers also suggest, that the goodness of fit between the parent and the child and associated responsiveness and accessibility to the child's needs when stressed and anxious (e.g., when the child is in a novel and therefore potentially threatening environment) and the quality of attention that the child receives from their parents, play an important role in the formation of general perceptions of self and the world (Guidano & Liotti, 1983) as well as may intensify fears in children or reduce them (Avdeeva & Kochetova, 2008; Kochetova, 2012; Minullina, Murtazina, & Konyashina, 2014). In future studies the

mechanism of learning fear and quality of child-parent relationships might be investigated to provide more extensive findings.

As it was mentioned in the method part just single Fear Survey for Children "Fears in Cabins" was conducted with samples from different countries due to four - nine year children's difficulties with concentration and tiredness. This might misrepresent some findings because the data was collected once only. It should be administered different measurement tools in further studies with preschoolers and primary school children in both samples.

In addition, in this study a self-report method was used to assess children's fears. Children may report fears according to social desirability of the answers or according to gender stereotypes accepted in their culture. In order to eliminate such possibility and provide more extensive findings, various methods like peer forms, parents' and teachers' reports and observations have to be applied.

Moreover, in research conducted in Turkey (Serim, Erdur-Baker & Bugay, 2013) it was detected that among one of the most commonly endorsed fears was item "God" for Turkish children. It was explained by the fact that religious beliefs have great importance in Turkey for many people. In this study, fear item "God" was not included in fear list due to the age of participants and also cultural differences. In Moldova, where majority of people profess Orthodox Christian, religious beliefs are very important as well but the item "God" could not be included in the list of fear stimuli due to the reason that the attitude to God has different in that context. This object had to be loved but not afraid. Hence, fear of "God" should be examined in

details with children from different cultures with various religious views. Beliefs and perceptions of children related to “God” should be investigated to understand their fear of God.

As it was a correlational research, no inferences about cause effect relationship could not be made on the base of the results. In this study, differences between the fears of preschool and primary school children with regard to gender, age and culture were investigated but the reasons of these differences are still unexplored. There are also unclear about the stability of fears over time. In order to investigate the reason of age, gender, culture and variations in fears over time experimental and longitudinal studies could be designed in future.

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APPENDICES

A: THE DEMOGRAPHIC FORM

1. Dogum yılı/ yaş:
2. Cinsiyet:
    - ○ Kız
    - ○ Erkek
3. Okulun adı:
4. Sınıf:

B: SAMPLE ITEMS FROM FEAR SURVEY SHEDULE FOR CHILDREN-TURKISH VERSION

……dan korkar misin?

1. Tek başına kamak
2. Saldırıya ugramak
3. Hastalanmak, hastalık kapmak
4. Olmek
5. Bazı insanlar
6. Cin, cadılar, hayaletler, yaratık, seytan, dev, canavar…
7. Hayvanlar (kurt, kopek, yilan,orucek…)
8. Derinlik
9. Kotu ruyalar
10. Savaş
11. Doctorlar
12. Firtina, kasırga, sel, deprem, şimşek…
13. Ani keskin sesler
14. Hata yapmak, bir sey yalnış yapmak
15. Yangın

C: LIST OF ABBREVIATIONS

UNICEF	The United Nations Children's Fund
FSSC	Fear survey Schedule for children
BPP [PCI]	Взаимодействие Родитель - Ребенок [Parent-Child Interaction Inquirer]

C: TURKISH SUMMARY

ÖZET

Çalışmada farklı kültürlerden gelen çocukların korkuları incelenmiştir. İki faklı kültürden aynı yaş grubuna ait çocuklar aynı korku anketine katılmışlardır.

Korku kişinin gelişiminde "gerçek veya gerçek dışı tehditlere tepkisidir" (Gullone, 2000; p.429). Korku çok şiddetli olması ve hayatını etkileyecek şekilde orantısız olması dışında çocugun gelişiminin normal bir parçasıdır. Korkunun kişinin yaşı ve gelişimi ölçüsünde kabul edilebilir olması, günlük hayatını veya hayatının belirli bir süresini (Miller, Barrett & Hampre, 1974) olumsuz yönde etikileyip etkilememesi gibi birçok kriter bakımından normal ve kabul edilebilir korkular anormal korkular veya fobilerden farklıdır.

Bu çalışmanın amacı Moldova ve Türkiyede yaşayan okul öncesi ve ilkokul çağındaki çocukların korkularını yaş ve cinsiyet bakımından incelemektir. Bu amaca ulaşmak için birkaç adım takip edilmiştir. İlk adımda Çocuklar İçin Korku Anketi'nin "Fears in Cabins" geçerliliği, güvenilirliği ve Türk çocuklara uygulanabilirliği incelenmiştir. İkinci adımda yaş ve cinsiyetleri açısından Moldova'lı ve Türk çocukların korkularının şiddeti ve sıklığı araştırılmıştır. Ayrıca her iki ülkenin çocuklarının korkruların içeriği de gözlemlenmiştir.

Çalışmanın amacına ulaşabilmesi için aşağıdaki soruların cevapları aranmıştır;

1. Cinsiyetleri açısından Türk ve Moldovalı çocukların en genel korkuları nelerdir?
2. Korku tipleri açısından Moldovalı ve Türk çocukları arasında cinsiyet yönün bir farklılık var mıdır?
3. Türk ve Moldovalı çocukların korkularının şiddeti yaş ve cinsiyet yönünden birbirinden önemli ölçüde farklılık göstermekete midir?

Korkuyu tanımlamak, araştırmak, sebeplerini bulmak için birçok araştırma yapılmıştır. Çocuk korkuları ile ilgili araştırmaların odaklandığı konu çocuklarını etkileyen faktörler; cinsiyet (Bakushkina, 2012; Burnham, 2005; Gullone & King, 1993; Spence & McCathie, 1993; Zakharov, 1995), yaş (Burnham, 2005; Burnham, Lomax, & Hooper, 2013; Gullone, 2000; King & Ollendick, 1989; Lane & Gullone, 1999; Ollendick, Matson, & Helsel, 1985) ve sosyoekonomik statü (Graziano, 1979; Serim, Erdur-Baker & Bugay, 2013); bazı çalışmalarda olumsuz hayat tecrübelerlerinin etkileri de incelenmiştir (Burnham & Hooper, 2008; UNICEF, 2014) ve kardeşler arası veya anne-çocuk gibi aile bireyleri arası korkular incelenmiştir (Avdeeva & Kochetova, 2008; Bondy, Sheslow, & Garcia, 1985; Neal & Nagle, 1995; Rachman, 1989; Yang et al., 1995). Bunlara ilave olarak zihinsel özürlü çocukların, fiziksel özürlü çocukların, görme ve işitme engelli çocukların korkuları gibi özel grupların korkuları da incelenmiştir (Gullone, Cummins & King, 1996; Tippey & Burnham, 2009). Son yıllarda kültürler arası araştırmalarda artış olduğu gözlemlenmiştir (Dong, Yang & Ollendick, 1994; Ingman, Ollendick & Akkande, 1999; King, et al., 1989; Li & Prevatt, 2007; Ollendick, et al., 1996).

Bu çalisma iki açidan önemli: İlki araştirmanin sonuçlari diğeri ise rehberlik ve eğitimde uygulanabilirliği. Her ne kadar bu konuda temel çalışmalar olsa da bu tip çalışmaları yinelemek ve sonuçları kontrol etmek gerekiyor. Her sene bilgi teknolojisinin gelişmesi, kültürel göç ve modernleşen dünyadan dolayı çocukların korkuları da değişim gösteriyor. Yetişkinlerin korkulari hakkinda bir cok araştirma var iken, çocuklarin korkulari hakkında çok az bilgi var.

Zamanında mudahale edilmez ise çocuklardaki korkular fobi, depresyon, sinirsel durumdaki artısa sebep olur. Bu oransız korkular üzerinde çocuk on yasindan önce iken durulmalıdır. Böyle olmaması durumunda kronik bir safaya veya daha ciddi durumlara sebep olabilir. Bu bilgiler ışığında bu çalışma okul oncesi ve ilk okul çocuklarının korkuları üzerine odaklanmaktadır.

Bu çalışma çocukların korkularını iki örneklem ile ele almıştır. Rusça konusan Moldova'lı çocuklar ve Türk çocuklar. Bu sebeple bu çalışmanın sonucu iki ülkedeki araştırmacı ve eğitimciler için ilgi çekici olacaktır. Bu kültürler arası çalışma sadece çocukların korkularını anlamamızı sağlamayacak aynı zamanda öğretmenlerin ve ebeveyinlerin bu korkuları nasıl önleyeceği yolunda eğitimcilere çok değerli bilgiler verecektir. Çocukların korkuların hakkındaki bilgiler çocukların aileye adapte olması konusunda tahminde bulunmamıza yardımcı olacaktır.

Çocukların korunması ve çocuklara müdahale konusunda okul danışmanları öğretmenlere ve ebeveyinlere çoğu konuda yardımcı olabilirler. Anaokulu ve ilkokul seviyesindeki çocukların korkuları hakkında bilgi alan danışmanlar, çocukların yaşı, cinsiyeti, kültürel veya spesifik korkuları (özellikle doğal felaket ve insanların sebep oldugu felaket olan bölgelerde) öğretmentleri ve ebeveyinleri ile bilgi alişverişi için

seminerler veya toplantılar yapabilirler. Bu çalışma gösteriyor ki Türk ve Moldova'li kız ve erkek çocuklarindaki en yaygın korkuları `Savaş` ve `Doğal Felaket`.

Bu araştırmada okul öncesi ve ilkokul çağındaki çocukların korku incelemesi orjinal dilinden Türkçe'ye çevrilerek uygulanmıştır. İçeriği ve geçerliliği konrol edilmiş ve yeni araçlar dahil edilmiştir. Bu da daha sonra bu konuda çalışma yapacak Türk araştırmacıların bunu kullanması için bir fırsat sağlamaktadır.

Bu çalışmada iki farklı ülkede yaşayan kız ve erkek çocukların korkuları ve bu korkuların yoğunluğunun farklılık gösterip göstermediği araştırılmıştır. Moldova (Kişinev'de yapılan araştırma) yaşları 4-9 arasında (*Myaş*=7.13; *SS*=1.58; Median=7; Mod=8) 124 kız ve 123 erkek toplamda 247 okul öncesi ve ilkokul çağındaki çocuk, Türkiye (Anakara'da yapılan araştırma) yaşları 4-9 arasında (*Myaş* =7.17; *SS*=1.64; Median=8.00; Mod=8) 124 kız (%51) ve 119 erkek (%49) toplamda 243 okul öncesi ve ilk okul çağındaki çocuk.

Bilgi toplama amaçlı Kişinev'de bulunan dört Rusça konuşulan okul ve iki anaokul seçilmiştir. Türk okulları için Ankara'da bulunan Sincan, Solfasol, Sokullu, Hacettepe ve Anıttepe gibi semtlerde dört ilkokul ve iki anaokul seçilmiştir. Araştırmada bilgi toplamak için Fear Survey for Children "Fears in Cabins" (Zakharov, 1986; Panfilova, 1999) ve Demografik Bilgi Form'u kullanılmıştır. Bu çalışma 31 farklı korku çeşidine odaklanmıştır. Çocuklar korkularını belirlemek için iki faklı renk anket formu kullanılmıştır, kırmızı ve siyah. Çocuklar için korku anketi "Fears in the Cabins" adapte edilerek uygulanmıştır. Daha sonra bu anketin geçerliliği Kuder and Richardson Coefficient of Reliability ile kontrol edilmiştir.

Araştırmanın başında Moldova'da ve Türkiye'de iki farklı prosedür uygulanmıştır. Öncelikle Moldova Kişinev'de bulunan Rus okullarından bilgi toplanması için izinler alınmıştır. Daha sonra Orta Doğu Teknik Üniversitesi Etik Komitesi'nden Türkiye'de böyle bir araştırma yapabilmek için onay alınmıştır. Çocuklar bu araştırmaya gönüllü katılmışlardır ve araştırmanın amacı hakkında kısa bir bilgi verilmiştir kendilerine. Araştırmaya katılan çocukların gizlilikleri sağlanmış ve ailelerinden ilgili izinler alınmıştır.

Dört, beş ve altı yaşındaki çocuklardan bilgiler çeşitli oyunlar yolu ile alınmış, sekiz ve dokuz yaşındaki çocuklardan bilgiler direk kendilerinden bilgi formu yolu ile alınmıştır. Çocuğun yaşına bağlı olarak herbir çocuk için bilgi toplama yaklaşık 15-20 dakika sürmüştür.

Toplanan bilgiler Sosyal Bilimler IBM SPSS İstatistik 21 – Seviye 0.5 İstatistik Paketi ile analiz edilmiştir. Bütün varsayımlar Tabachnic ve Fidel (2007) kriterlerine göre test edilmiştir. Sonuçlar toplam korku derecelerine göre analiz edilmiştir. En genel on farklı korku (en sık rastlanan korkular) iki grup arasında karşılaştırılmıştır. Değişim analizine ilave olarak parametrik olmayan Chi-Square Test, 2x2 matriksi kullanılmıştır.

Çalışma ile ilgili bazı kısıtlamalar aşağıda listelenmiştir;

Birinci: Katılımcılar rastgele seçilmemiştir bu sebeple sonuçların genellenebilirliği Kişinev'da (Moldova) ve Anakara'da yaşayan 4-9 yaş aralığındaki çocuklar ile sınırlıdır.

İkinci: Sadece çocukların kendi beyanatı sonucunda çocukların korkuları ile ilgili değerlendirme yapılmıştır. Tek taraflı bilgi araştırmanın sonuçlarını etkileyebilmektedir.

Üçüncü: Fear Survey Schedule kullanılması ve KR-20 (Kuder and Richardson) ile iterasyonların kontrol edilmesine karşın faktör analizi kullanılmamıştır. Faktörleri inceleyen diğer araştırmaların da yapılması gerekmektedir.

Çalışmanın sonucunda Moldova ve Türkiyede yaşayan çocukların en baskın 10 korkusunun genelde ortak korkular olduğu çıkmıştır. "ebeveyinlerin ölümü" veya "kendi ölümü" iki grupda da en sık karşılaşılan korku türleridir. En çok korkulan 10 konudan 8'i iki grupda da aynıdır; "ebeveyinlerin ölümü", "kendi ölümü", "birisi tarafından saldırıya uğramak", "hayvanlar (yılan, böcek, köpek, v.s.)", "yangın", "savaş", "doğal felaketler (fırtına, şimşek, tufan, deprem)", "kötü rüyalar". Buna ilave olarak hem Moldovalı hem de Türk çocuklarda çocuğun cinsiyetine göre kokular farklılık gösteriyor. Çocukların cevapları doğrultusunda Moldova'lı ve Türk kız çocukları erkek çocuklarına oranla daha fazla korkuyorlar. Araştımanın sonuçlarına göre Moldova'lı çocuklar 9 yaşında (M=15.19, SS=4.77), Türk çocuklar 7 yaşında (M=18.18, SS=6.87) daha çok korkuyorlar. Dokuz yaşında Moldovalı ve Türk çocuklar aynı korku seviyesine (M=15.19, SD=4.77) ve (M=15.05, SD=5.69) sahipler. Moldova'lı ve Türk çocukların korkularının sıklığı ve çeşitliliği konusunda ilave analizler yapılmıştır. Sonuçlar korkular konusunda bazı kültürel farkların oldugunu ortaya koymuştur.

Çalışma Moldovalı ve Türk çocuklarında on korkudan sekizinin ortak olduğunu göstermiştir. Bunlar ebeveyin ölümü, kendi ölümü, birisi tarafından saldırıya uğrama, savaş, yangın, doğal felaketler ve kötü rüyalardır. İğne batırılması, sihir, mistik objeler veya yaratıklar Moldova'lı çocukların ortak korkuları arasındadır. Derinlik ve tanımadığı insanlar ise Türk çocukların ortak korkularıdır. Bu araştırmada farklı tarihi ve kültürel değerlerden gelen, faklı inanışlardan ve dinlerden çocuklar incelenip karşılaştırılmıştır. Bu farklılıklara rağmen iki grupda da korkular hemen hemen aynıdır. İki grubun da ait olduğu ülkelerin kollektif yaşam stillerinin (Bornstein & Cote, 2006; Elbedour, Shulman & Kedem, 1997) olması bunu açıklayabilir. Farklı kültürlerden kaynaklanan korkular arasındaki fark "kültürel farklar" (Burnham & Gullone, 1997) ile açıklanabilir.

Daha önce belirtildiği gibi, ülkelere ait korkuların yanında spesifik bazlı korkular da mevcut. Burnham (2009) tarafından belirtildiği şekilde medyanın, televizyonun veya toplumsal yapının değişimi küresel olayların (savaş, felaket, hastalık) sonucu ortaya çıkan korkuları tetikleyebilir. Örneğin savaş korkusu (bu yaş grubu için tipik bir korku değil) Moldova'lı ve Türk çocukların genel korkuları arasında. Bu durum her iki ülkenin de sınırlarında gerilimin olması ve buna bağlı olarak da bu konuların medya ve televiyonda geniş bir şekilde tartışılması ile açıklanabilir. Bu sonuç da destekliyor ki negatif olaylar, insanoğlunun sebep oldugu veya dolal olan felaketler gibi değişiklikler çocuklarda geçici korkulara sebep olabiliyor.

Araştırmada çocukların korkuları ve yaşları arasında bir bağ bulamadı. Moldovalı kız çocukları en çok 4 ile 9 yaşında Türk kız çocukları en çok 7 veya 8 yaşında korkuyorlar. Moldovalı çocuklarda yaşın büymesine oranla korkunun azalması

gözlenmedi fakat Türk çocuklarda yaşın ilerlemesine oranla korkunun azalması gözlendi. Yedi yaşından sonra kız ve erkek çocuklarda korkunun şiddeti azalma eğiliminde. Bu çalışmada iki yollu ANOVA uygulandı, cinsiyet ve yaş grubunun etkileşimi incelendi. Çocuların korkularının bütününde cinsiyet belirleyici, yaş da önemli bir etken faktör fakat her iki örnekde de korku yaş ve cinsiyetin etkileşimine bağlı degil.

E: TEZ FOTOKOPİSİ İZİN FORMU

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YAZARIN

Soyadı : OGHII

Adı : OLGA

Bölümü : Educational Sciences

TEZİN ADI (İngilizce) : FEARS OF PRESCHOOL AND PRIMARY SCHOOL CHILDREN WITH REGARD TO GENDER, AGE AND CULTURAL IDENTITY: CROSS- CULTURAL STUDY

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