

**The expressed fear profile of South African
1st year students:
Current and Retrospective**

Sharon N.G. Melrose



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Master of Arts (Psychology) at the University of Stellenbosch

Supervisor: Dr. H.S. Loxton

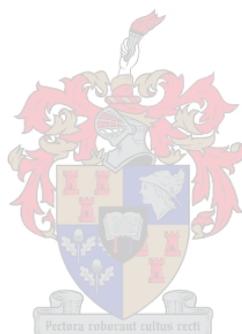
December 2005

DECLARATION

I, the undersigned, hereby declare that the work contained in this assignment is my own original work, and that I have not previously in its entirety or in part submitted it at any university for a degree.

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Date

SUMMARY

The primary aim of this study was to determine the content and number of fears expressed by 1st year students at a tertiary institution both retrospectively and currently. The expressed retrospective profile aimed to determine the content and number of fears recalled by the sample group when they were six years old. The expressed current profile aimed to determine the content and number of fears currently being experienced. The study also aimed to establish whether there were significant gender differences in the two profiles.

This study found that there were no significant differences between males and females in terms of content or number of expressed fears for the retrospective profile. Both groups indicated the most reported fears for *Dark/Night*, followed by fears of *People* and *Animals*, although in different rank orders. The fears were of a specific nature as the five highest ranked categories accounted for almost 70% of the fears expressed. In addition, the actual fear profile of pre-school children as found by Loxton (2004) was compared to the retrospective fear profile as the sample group recalled it. This study confirmed Loxton's findings as the three highest ranked categories of the retrospective expressed profile covered the five highest ranked categories in the actual profile.

This study found that males and females shared four of the five most common ranked fears for the current expressed profile, namely *Failure*, *Harm to Others*, *Animals* and *Future*. This study did not confirm the expected decline in animal fears as predicted by the literature, but the other fears would appear to comply with the body of research for the content of the late adolescents' expressed fears. These fears were more diverse in nature and the ten highest ranked categories accounted for about 70% of the fears expressed. Statistically significant gender differences were found in terms of *Dark/Night*, *Being Alone*, *Violence/Crime*, *Separation* and *Relational Problems*.

The expected decline in the number of expressed fears was not confirmed as the average number of fears per participant increased slightly from the retrospective profile to the current profile. There was no significant difference with regard to gender.

The secondary aim of this study was to establish whether any of the expressed fears have remained constant from the retrospective profile to the current profile. The fear of *Animals* appeared to be one fear that, rather than decline with age, remained stable. Other fears that appeared to show continuity were related to *Harm to Self* and *Harm to Others*. Fear of *Being Alone* appeared in both the retrospective and current expressed profiles for females only.

A fear that was indicated in the literature to be relevant at the late adolescent stage of development was the fear of Acquired Immune Deficiency Syndrome. This study found no evidence to support these predictions, which is a thought-provoking problem. Although beyond the scope of this study, the implications of this apparent lack of fear for a life-threatening problem of epidemic proportions particularly for this age group, is of concern.

OPSOMMING

Die primêre doel van hierdie studie was om die inhoud en aantal uitgedrukte vrese van 1ste jaar studente aan 'n tersiêre instansie te bepaal, huidiglik en ook terugskouend. Die terugskouende uitgedrukte profiel beoog om die inhoud en aantal vrese vas te stel van die steekproefgroep soos hulle dit onthou toe hulle ses jaar oud was. Die huidige uitgedrukte profiel beoog om die inhoud en aantal vrese te bepaal soos hulle dit huidiglik as laat-adolesente ervaar. Daar word verder beoog om vas te stel of daar statisties beduidende geslagsverskille is tussen die twee profiele.

Die studie het bepaal dat daar ten opsigte van die terugskouende profiel geen beduidende geslagsverskille is in terme van die inhoud en aantal uitgedrukte vrese nie. Mans en vroue dui die meeste gerapporteerde vrese aan vir *Donker/Nag*, gevolg deur vrese vir *Mense* en *Diere*, alhoewel nie in dieselfde rangorde nie. Die vrese was van 'n spesifieke aard deurdat die vyf hoogste gerangde kategorieë vir amper 70% van die totale uitgedrukte vrese verantwoordelik is. Verder is die werklike vreesprofiel van voorskoolse kinders, soos bepaal deur Loxton (2004), vergelyk met die terugskouende profiel van hierdie steekproefgroep soos hulle dit kan onthou. Hierdie studie bevestig Loxton se bevindings deurdat die drie hoogste gerangde kategorieë van die terugskouende profiel gedek word deur die vyf hoogste gerangde kategorieë in die werklike profiel.

Hierdie studie het gevind dat, ten opsigte van die huidige uitgedrukte vreesprofiel, mans en vroue vier van die vyf mees algemene gerapporteerde vrese deel, naamlik *Mislukking*, *Skade/Besering aan Ander*, *Diere* en *Toekoms*. Die verwagte afname in dierevrese soos deur die literatuur aangedui, is nie bevestig nie. Die ander uitgedrukte vrese stem ooreen met die navorsingsbevindings ten opsigte van die normale ontwikkelingsvrese van die laat-adolesent. Hierdie vrese toon 'n meer diverse verspreiding deurdat die tien hoogste gerangde kategorieë verantwoordelik

is vir amper 70% van die totale aantal vrese wat uitgedruk is. Statisties beduidende verskille is gevind in terme van *Donker/Nag*, *Om Alleen te wees*, *Geweld/Misdaad*, *Skeiding* en *Verhoudingsprobleme*.

Die verwagte afname in die aantal uitgedrukte vrese is nie bevestig nie. Inteendeel, die gemiddelde aantal vrese per deelnemer het ietwat verhoog van die terugskouende profiel na die huidige profiel. Daar was geen beduidende verskille ten opsigte van geslag nie.

'n Sekondêre doel van hierdie studie was om vas te stel of enige van die uitgedrukte vrese konstant gebly het vanaf die terugskouende profiel na die huidige profiel. Die vrees vir *Diere* blyk die een vrees te wees wat, in plaas van om af te neem met ouderdom, konstant bly. Ander vrese wat volhou oor hierdie ontwikkelingsstadia is ten opsigte van *Skade/Besering aan Self* en *Skade/Besering aan Ander*. Vrese ten opsigte van *Om Alleen te wees* verskyn in die huidige en terugskouende profiel van slegs vroue.

'n Vrees wat in die literatuur aangedui word as toepaslik vir die laat-adolesent se stadium van ontwikkeling, is die vrees vir VIGS. Hierdie studie het geen bewyse gevind om hierdie stelling te bevestig nie. Hierdie blyk 'n kommerwekkende probleem te wees. Alhowel dit buite die bestek van hierdie studie val, is die implikasie van hierdie skynbare gebrek aan toepaslike vrees ten opsigte van VIGS van baie groot belang aangesien dit nie net lewensbedreigend is nie, maar ook epidemiese dimensies aanneem, veral onder hierdie ouderdomsgroep.

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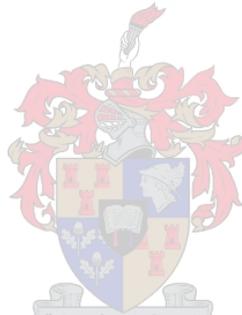
I would like to thank the participants for their time and willingness to have participated in this study.

And finally, I would like to thank my husband, James, and children, James-Patrick and Catherine, for their tremendous tolerance and continued support, encouragement and love.



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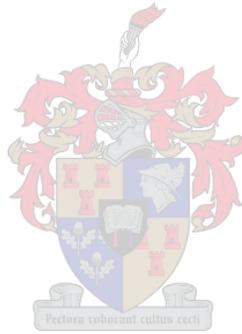


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1. INTRODUCTION

1.1 Motivation for the study

The British poet, W.H. Auden said the 20th century was “the age of anxiety” (Sue, Sue & Sue, 1994, p.162). Anxiety usually refers to a more diffuse, unfocused emotional state experienced when the source or origin of that feeling is vague or unspecified. The most dominant emotion of anxiety can be regarded as fear. Lewis (1988) contends that when frightened, a child suffers exactly the same mental and physical symptoms as when anxious, only more intense and not as long lasting. Both fear and anxiety show a complex pattern of psychological, physiological and behavioural responses. For the purpose of this study, the definition of fear as operationalised by Loxton (2004) was used. This definition states that fear can be regarded as the reaction to a specific object or situation, and anxiety the response to a vague, unspecific threat of unknown source. Fears, anxieties and worries are all part of normal development following normal developmental patterns and change with age (Mash & Wolfe, 2002).

The emotion of fear is an innate or basic emotion that has strong impacts on learning and development (Sorin, 2000). From a scientific point of view the motivation for this study was the need to acquire a better psychological understanding of the late adolescents' world and thereby gain greater understanding of the content of the fears that impact on their learning and development. Role players directly involved with 1st year students at tertiary institutions may then be in a better position to mediate potentially fearful situations and thereby contribute to the alleviation of the stress and anxiety that accompany these fears. By investigating the expressed fears currently as late adolescents and retrospectively as six year olds, a comparison can be made between two very distinct life stages. It offers the opportunity to establish what was feared upon starting school and what is feared about twelve years later when leaving school, providing insight into continuity of fears and also the progression of developmentally appropriate fears.

From a social relevance point of view, this study acknowledges the importance of the late adolescents' emotional development as they enter adulthood. According to figures released by Statistics South Africa (www.statssa.gov.za) South Africa's population was 44.8 million in 2001. Those falling in the age group relevant to this study, namely those from 18 to 24, amount to nearly 6.3 million. This study is therefore directly and indirectly relevant to almost 14% of South Africa's total population. It is directly relevant to those late adolescents who are attending tertiary institutions, and indirectly relevant to those in this age group who have started working and find themselves in the next life stage, namely early adulthood.

Vasey and Dadds (2001) found anxiety disorders to be of the most prevalent forms of psychopathology affecting children and adolescents. In the United States anxiety-related disorders are the most prevalent psychological problem reported (Spiegler & Guevremont, 2003). Berard (2001) confirms the incidence of social anxiety with peak age of onset being during mid-adolescence. A South African study by Pillay, Edwards, Sargent and Dhlomo (2001) found 22% of a community sample exhibited anxiety symptoms "suggestive of psychological distress" (p.1182). Many adult cases of anxiety disorder have their onset in childhood or adolescence. Marks (1987) states that fear of blood injury and fear of animals mostly begin before the age of seven. Research has shown that anxiety symptoms in childhood place the person at higher risk for other disorders, namely other anxiety disorders, dysthymia and depression, and can have a substantial potential to interfere with the young person's adaptive functioning in many areas of development and social relationships (Berard, 2001; Vasey & Dadds, 2001). Pine, Cohen and Brook (2001) found that both the overall levels of fear and specific fear of dark in adolescence predicted future risk for major depression. Zaninelli (in Berard, 2001) states that social anxiety disorder or social phobia almost always has its origin in childhood and "that the symptoms often manifest themselves clinically during adolescence leading to adults with impaired functioning" (p.27). In a study conducted by Zimmerman, Wittchen, Höfler, Pfister and Kessler (2003) it was found that panic and social phobia were predictors of subsequent alcohol problems among adolescents and young adults.

1.2 Aims of the study

The aim of this study was to draw up the profile of the content of the expressed fears of a sample of 1st year students from the Arts Faculty at a tertiary institution in the Western Cape, South Africa. Many individuals within the student environment exhibit anxiety symptoms. This anxiety may stem from a fearful response to academic pressure, work schedules, examinations and non-academic issues in their lives. These responses can vary in severity to the extent that many may never need or receive therapeutic treatment (Pillay et al., 2001). But for some, if these symptoms of anxiety are ignored and left untreated, it could result in more complex and destructive complications such as substance abuse and even suicide (Albano, 2000). By identifying that which evokes fear within the participants in this group, some insight can be gained about what may be considered developmentally appropriate fears for the late adolescent. Those who are directly involved with 1st year students at tertiary level may then be in a better position to mediate potentially fearful situations and thereby contribute to the alleviation of the stress and anxiety that accompany these fears.

This study further aimed to establish a retrospective fear profile; what the content of this sample group's expressed fears were when they were six years old as they recall it now. A comparison was then drawn between the content of this sample group's current expressed fears and their retrospective profile. From these findings an assessment was made regarding the continuity of fears across life stages and a comparison drawn between the content and number of fears expressed in the early childhood stage of development and the content and number of fears expressed in the late adolescent phase of development. This will enable the researcher to gain some insight into the content of this group's fears at the time that they started school and how this has changed or remained the same at the time they started at a tertiary institution.

Research conducted by Loxton (2004) established an early childhood fear profile; the content and number of fears expressed by the pre-school child between the ages of five

and seven. A comparison was also drawn between the content of the sample group's retrospective expressed fears and that established during Loxton's research conducted with South African pre-school children themselves.

2. LITERATURE REVIEW

2.1 Key Terms

2.1.1 Fear

Fear is an inevitable and essential part of normal development. Gullone (2000) defines fear as the normal reaction to a real or imagined threat and is a vital and adaptive part of human development. It is a present-oriented emotional reaction to a current threat (Mash & Wolfe, 2002), which is known, external, definite, or nonconflictual (Kaplan & Sadock, 1998). Robinson and Rotter (1991b) define fear as the awareness of or anticipation of exposure to injury, pain or loss. It can span a continuum from being a positive, self-preserving aspect of life that serves a motivational function, to having an inhibiting or even debilitating effect on the individual (Robertson & Rotter, 1991a; Sorin, 2000). Sarafino (1986) defines fear as a normal emotional response to a perceived threat that may be real or imagined. For the purpose of this study, the definition of fear as operationalised by Loxton (2004) is used, which states that "fear is a normal reaction caused by a specific object or situation (which is identifiable by the participants)" (p.12).

Gullone (2000) reviewed research over the last 100 years into the developmental patterns of normal fear and concluded fear decreases in prevalence and intensity as the child gets older, specific fears are transitory in nature and that there are predictable changes in the content of normal fears as a child develops. Robinson and Rotter (1991a) confirm the transitory nature of many fears and the fact that many of these fears appear at about the same age for many children. Kagan (in Robinson & Rotter, 1991a) noted that environmental factors also play an important role in the development of fears in addition to the developmental and hereditary factors.

Based on the review by Gullone (2000) and the integration of studies as summarized in Robinson and Rotter (1991a), the development of fear can be categorized as follows:

- Infancy – fears related to changes in the child's immediate environment
- Late infancy to early childhood – fears of strangers, separation and attachment-related concerns
- Early childhood (at the age of five and six - pre-school years) – fears of being alone, darkness and animal fears
- Early school years – fears of mystical creatures and the dark
- Middle childhood (school years) – fears relating to the supernatural, failure, criticism and bodily injury, fears of robbers, muggers
- Late adolescence – fears relating to global matters such as economic and political concerns, as well as fears of failure and related punishment

It has been found that there is a general age-related decrease in fears relating to animals, the supernatural and darkness. Throughout the individual's development into adulthood, there are fears relating to death and danger. Robinson and Rotter (1991a) contend that the adolescent experiences fears related to social, personal and family relations in addition to sex-related fears. Fears that have developed more recently are those related to nuclear wars and diseases such as Acquired Immune Deficiency Syndrome (AIDS) (Robinson & Rotter, 1991a).

It becomes apparent that certain fears are typical and very much part of the maturation process. Of concern are those fears that appear atypical and produce atypical reactions (Sipes, Rardin & Fitzgerald, 1985). A distinction has to be drawn between normal fears and pathological fears. Fear loses its adaptive abilities and takes on clinical or phobic dimensions when:

1. the fear expressed is no longer age- or situation-appropriate
2. it persists over a prolonged period of time
3. there is significant interference with daily functioning

For the purposes of this study the content of the fears and the number of fears were measured, not the intensity of the fears, and therefore no comment can be made on the extent to which the latter was pathological. The findings of this study were then compared to the existing body of literature to ascertain whether this sample group showed the expected decline in the number of fears reported, and whether the content of the expressed fears were developmentally appropriate.

2.1.2 Fear in 6-year olds

For the purposes of this study, the content of the expressed fears of the retrospective profile can be regarded as the content of the fears expressed by the participants when they were six years old. Specific fears are common in childhood with most of these fears being short-lived (Muris, Merckelbach, de Jong & Ollendick, 2002). Loxton (2004) conducted research regarding the content and number of expressed fears in a culturally diverse group of South African preschool children between the ages of five and seven. It was found that the largest number of participants reported fear of wild animals as predicted by previous research and in keeping with the expected developmental pattern (Gullone, 2000; Robinson & Rotter, 1991a). Two similar South African studies conducted by Martalas (1999) and Keller (2001) confirmed the predominance of wild animal fears during this stage of development. Other fear categories that emerged from Loxton's study were: fears of the dark, night, bad dreams; fantasy people fears; real people fears; and fears of physical harm.

Following a similar, yet somewhat different methodology, Sipes et al.'s (1985) study asked ninth grade learners to reply in essay form to a question relating to what they were afraid of when they were young. An analysis of the content of these responses indicated that five relatively common childhood fears account for nearly 70% of all the fears mentioned by the children in their study. Confirming the findings of existing research, these were: dark, people, spooks, being alone and animals.

The rank order of the five most expressed fears of pre-school children as found by Loxton (2004), is presented in Table 1. It was found that the average number of fears expressed per participant for the total group was 2.8, for the male group it was 2.9 and for the female group it was 2.8.

Table 1

Five Most Common Fears in Rank Order for Actual Fear Profile of Pre-School Children (Loxton, 2004)

Rank Order	Total Sample N=152	Males n=80	Females n=72
1.	Wild animals	Wild animals	Wild animals
2.	Dark, night	Fantasy people	Dark, night
3.	Fantasy people	Real people* Dark, night*	Real people
4.	Real people	Domestic animals	Fantasy people
5.	Domestic animals	Physical harm	Domestic animals

Source: Loxton (2004) with permission

* both of the 3rd rank order

Martalas (1999) and Keller (2001) found contradicting evidence regarding the number of fears expressed by pre-school children with Martalas reporting 4.77 fears per participant and Keller reporting 2.9 fears per participant. A possible explanation was ascribed to the differences in the socio-economic status (SES) of the relevant sample groups of each researcher. Martalas conducted her research in an area with high SES, and Keller in an area with low SES. This is however, a contradiction to the findings in Gullone's (2000) review that reported that children and adolescents of lower SES perceive their environment less safe than do their peers of middle to upper SES. Those of lower SES generally report more fears than those of middle or higher SES.

Loxton (2004) concluded that significant differences were found within the sample groups regarding the content of expressed fears of the pre-school child relating to culture, SES and violence risk comparisons. The present study did not make allowances for differences relating to culture and/or SES as the sample group was assumed to be a

more homogenous group. No biographical data relating to culture and/or SES was requested.

2.1.3 Developmental Stage: Late Adolescence

For the purposes of this study, the content of the current expressed fears can be regarded as the content of the fears expressed by the participants at the present time as late adolescents. Adolescence is typically a period that is regarded as stressful, characterized by mood swings, conflict and endless worries (Albano, 2000). Meyer (in Wait, Meyer & Loxton, 2004) defines late adolescence as the period "between the end of high school and the acceptance of adult roles", covering the ages between 18 and 22 (p.159). The 1st year student stands on the brink of adulthood. They are about to enjoy the full privilege of adulthood, but have to accept the responsibility that goes with that and forfeit much of the emotional security they enjoyed when they were younger (Figs, 2002). They have to develop emotional independence from their family, establish long-term friendships, develop intimate relationships and become active with regard to forming long-term vocational goals (Albano, 2000). Integrating all these experiences may leave the individual feeling that carefree childhood days are being replaced by adult responsibilities. These developmental tasks are accompanied with excitement, but also great trepidation. Charles Dickens could very well have been describing the life of the 1st year student with the words:

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness.....(Albano, 2000, p.67)

2.1.4 Continuity of Fears across Life Stages

Many fears are of a transitory nature and appear to follow a relatively predictable pattern over the course of an individual's development as detailed above. The extent to which a present fear can predict possible future pathology is an area that continues to challenge researchers (Loxton, 2004). Research conducted by Marks (1987) showed that the content of certain simple fears, namely fears of animals and insects, usually

started before the age of five and continued into adulthood. He further found that some fears, such as the fear of darkness or shyness, vary less with age. This research was however, gathered from adults who had been identified with a known problem and from whom data about their past was then reconstructed. As far back as 1963, Erikson (1963) suggested continuity between the child's fears and later presentation of fear and anxiety disorders in adulthood.

Eme and Schmidt (1978) found significant stability in the content and number of fears expressed by a small group of children (about nine years of age) over a period of one year. Due to the retrospective aspect of this research, the stability of expressed fears over a longer period of time was investigated to provide information regarding the continuity of fears. The number of fears is assumed to be represented by an inverted U-curve across childhood and adolescence with an increase from preschool years to early school decreasing towards adolescence (Loxton, 2004).

2.1.5 Gender

A study was conducted by Cohen, Cohen, Kasen, Velez, Hartmark, Johnson, Rojas, Brook and Streuning (1993) to investigate the developmental aspects of certain psychiatric disorders along age and gender patterns according to DSM-III-R criteria. With regard to overanxious disorders they found that rates were very comparable for boys and girls in later childhood (age 17-20), but with a noticeable difference in the age trends. Boys showed a strong linear decline from the age of 10 to 20, while girls exhibited far less of a decline in prevalence rates. Cohen et al. (1993) found the higher rate of anxiety for adolescent girls and young female adults were apparent from the age of about 12. The researchers proposed that the apparent decline in over-anxiety in boys could be attributed to the influence of gradual growth in skills, self-control, social maturity and increasing conformity to gender-role expectations, whereas girls are seemingly less influenced by the biological and social changes associated with female adolescence. Burkhardt, Loxton and Muris (2003) found girls reported a higher number of fears than boys in research conducted with 404 children between the ages of 9 and

13 years. This confirms the findings in Gullone's (2000) review that reported girls 'overwhelmingly' (p.441) expressed a greater number of fears than boys, particularly in the case of adolescents and less so with regard to pre-school and elementary school children.

In a retrospective study, Sipes et al. (1985) confirmed earlier research findings that there are gender differences with regard to fear. They conducted their research with children in the ninth grade, and confirmed:

- Boys expressed more fears than girls with regard to -
 - Heights
 - Animals
- Girls expressed more fears than boys with regard to -
 - Death/Injury including illness and disease
 - Insects
 - People including strangers
 - Dreams

In addition to confirming earlier research findings, Sipes et al. (1985) found gender differences with regard to two additional categories, namely Being Alone and Fathers. Girls reported greater fear in terms of these categories than boys. These findings should be interpreted with caution though as it spans a period from 1935 to 1985 with various methodological differences among the studies, but it is interesting to note the gender differences that have been maintained over the prolonged period of time.

3. METHODOLOGY

3.1 Procedure

Consent was sought from the board of the participating institution in order to conduct the research (Thielen, 2003). First year students in the Arts Faculty were requested to participate in the study. A researcher gathered data on two consecutive days. All potential participants were guaranteed confidentiality and anonymity as only group

comparisons and statistics would be used. The data research package handed out to the students formed part of a broader study. The Free Option Method (FOM), also known as the Fear List Technique, is an open-ended question technique in which fears are listed without limiting the options (Burkhardt, 2002). The FOM, one questionnaire in the series, was the first to be administered and completed. This was done in order to ensure that the expressed responses were not contaminated by interference from any other questionnaires. For the purposes of the current study only data from the FOM was used. All questionnaires were written in both English and Afrikaans.

3.2 Participants

The students completed a set of questionnaires in the presence of a lecturer and a research assistant. Of the 261 respondents, a sample group of 253 (51 males and 202 females) late adolescents falling in the age category of 18 to 24 was identified. The mean age of the sample was 19.28 with a standard deviation of 1.204 within this range of 18 to 24.

3.3 Research Design

This research was a combination of qualitative and quantitative research, being both explorative and descriptive in nature. The self-constructed Free Option Method Questionnaire provided the opportunity for a qualitative aspect of this research as the participants' responses were not guided, directed or limited in any manner. These qualitative findings were then analyzed using quantitative methods in order to quantify the research and allow for comparison with other research findings.



3.4 Measuring Instruments

3.4.1 Free Option Method Questionnaire (FOM)

The self-constructed Free Option Method Questionnaire was the first questionnaire in the series to be completed by the students. A number of open-ended questions were asked to allow the participants to answer freely, thus inviting their unsolicited responses and without limiting their options. The following questions were relevant to this study:

Retrospective profile:

1. When you were about six years old, what were you most scared of?
2. What else?

Current profile:

1. What are you presently afraid of?
2. And what else?

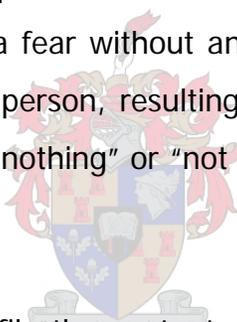
The participants' responses depicting the content of their expressed fears for the retrospective profile were grouped together according to 15 broad categories as identified by Loxton (2004) while conducting research to compile the expressed fear profile of pre-school children. By using these categories it enabled a comparison to be drawn between the actual expressed fears of pre-school children and the retrospective profile as identified during this research.

The categories identified by Loxton (2004) are:

- Animals – 1) wild, 2) domestic, 3) insects, 4) sea/water, 5) fantasy
- People – 6) real, 7) fantasy
- Other – 8) dark/night, 9) natural phenomena, 10) being alone, 11) separation, 12) medical fears, 13) physical harm, 14) injury to others, 15) other

3.5 Data analysis

The content of the retrospective and current expressed fears were categorized according to qualitative analysis of each participant's response. The research aimed to follow the categorization of Loxton (2004) to facilitate possible comparisons, but was ultimately restricted to the verbatim responses resulting in changes in some categories and the inclusion of additional categories not identified in previous studies. The verbatim responses are included in Addendum A. Rank orders were then compiled for the identified categories. Loxton made extensive use of drawings when determining the content of young children's fears, as the participants in her study were younger and thus allowed for a different methodology to be applied. This enabled a differentiation to be made between Fantasy Animal and Fantasy Person. In the retrospective expressed profile, 'monster' was listed (participants number 34, 35, 124, 149, 158, 166, 171, 175, 184, 185, 227, 232, 234, 242) as a fear without any indication whether this related to either a fantasy animal or fantasy person, resulting in a separate category Monster. A number of respondents also listed "nothing" or "not applicable" resulting in the inclusion of None as an additional category.



For the current expressed fear profile the content and number of responses were also coded according to categories identified by Loxton (2004) where possible. However, many new categories were created for those responses that were not covered by the previously identified categories in the retrospective profile. Addendum A provides the details from which these categories were identified.

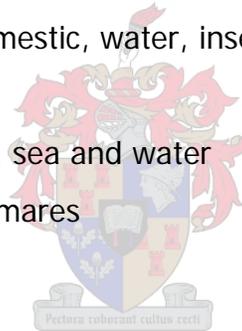
The categories identified in this study for the **Retrospective Expressed Fear Profile** are:

- Animals – wild, domestic, water, insects and fantasy
- People – real and fantasy
- Situational – heights, school, sea and water
- Dark/Night – including nightmares
- Natural Phenomena

- Being Alone
- Separation – getting lost or being forgotten somewhere
- Medical Fears
- Harm to Self – including car accidents, physical harm and death
- Harm to Others – including physical harm and death/loss of loved ones
- Monsters – not identified as fantasy animal or fantasy people
- Other – includes items such as aeroplanes, motorbikes, large vehicles, sleeping under the duvet, losing, things under my bed, the Creepy Crawly in the swimming pool, athletics, etc.
- Don't Know – including don't remember
- None – including not applicable or not filled in

The categories identified in this study for the **Current Expressed Fear Profile** are:

- Animals – including wild, domestic, water, insects and fantasy
- People – real and fantasy
- Situational – heights, school, sea and water
- Dark/Night – including nightmares
- Natural Phenomena
- Being Alone
- Separation – getting lost, being forgotten somewhere, separation/divorce of loved ones
- Medical Fears – including injections, dentist, blood and going to state hospitals
- HIV/AIDS
- Harm to Self – including car accidents, physical and emotional harm and death
- Harm to Others – including physical and emotional harm and death/loss of loved ones
- Failure – including being unsuccessful, not completing degree, wrong choices
- Future – including fears relating to career opportunities
- Disappointing Self and/or Others – including being insignificant
- Exams/Tests
- Violence/Crime – including rape, war and conflict



- Relational Problems – including breaking up with partner, unable to find partner, fears regarding commitment and trust in relationships
- Rejection/Humiliation – including stage fright and fear of public speaking
- Aging
- Fears related to Christianity
- Finances
- Others – including responses such as pregnancy, psychic things, change, “people will dig up my past”, “people will see what I think and feel”
- Don’t Know – including don’t remember
- None/Not applicable/Not filled in

The data analyses were done using the Statistical Package for Social Science (SPSS) to calculate descriptive statistics (George & Mallery, 1999).

4. RESULTS

A summary of the content of the expressed fears is presented according to the frequency of a particular fear within a category. A rank order was determined by the number of times a particular fear was endorsed by the participants within the corresponding category. These rank orders were compiled for both the retrospective expressed profile and the current expressed profile and analyzed according to gender differences. Total number of fears and averages were also determined for the total sample group, the males and the females for both the retrospective and current profiles.

4.1 Content of Retrospective Expressed Fear Profile

The frequency and rank order of fears of the retrospective expressed fear profile for the total group (N=253), the male group (n=51) and the female group (n=202) is presented in Table 2. The percentage of the total fear for each is indicated.

Table 2*Frequency and Rank Order of Fears for Retrospective Expressed Fear Profile*

Fear categories	Total Sample (N=253)			Males (n=51)			Females (n=202)		
	f	%	Rank	f	%	Rank	f	%	Rank
Animals	68	13.49	2	10	10.99	3	58	14.04	2
People	68	13.49	2	17	18.68	2	51	12.35	3
Situational	26	5.16	7	7	7.69	4	19	4.60	8
Dark/Night	142	28.17	1	23	25.27	1	119	28.81	1
Natural Phenomena	9	1.79	12	1	1.10	13	8	1.94	12
Being Alone	30	5.95	5	4	4.39	7	26	6.30	5
Separation	25	4.96	8	5	5.49	6	20	4.84	7
Medical Fears	9	1.79	12	3	3.29	10	6	1.45	13
Harm to Self	36	7.14	4	4	4.39	7	32	7.75	4
Harm to Others	29	5.75	6	4	4.39	7	25	6.05	6
Monsters	16	3.17	10	3	3.29	10	13	3.15	10
Other	25	4.96	8	6	6.59	5	19	4.60	8
Don't know	14	2.78	11	1	1.10	13	13	3.15	10
None	7	1.39	14	3	3.29	10	4	0.97	14
Total	504	99.99*		91	99.95*		413	100.00	

* Not all percentages add up to 100 due to rounding

A comparative analysis of the rank order for the five most common fears for the retrospective expressed fear profile for each group is summarized in Table 3.

Table 3

Five Most Common Fears in Rank Order for Retrospective Expressed Fear Profile

Rank Order	Total Sample (N=253)	Males (n=51)	Females (n=202)
1.	Dark/Night	Dark/Night	Dark/Night
2.	People* Animals*	People	Animals
3.	Harm to Self	Animals	People
4.	Being Alone	Situational	Harm to Self
5.	Harm to Others	Other	Being Alone

* both of the 2nd rank order

Using the Mann-Whitney U test it was found that there are no statistically significant differences in the rankings between males and females with regard to the expressed retrospective fear profiles.

4.2 Retrospective Expressed Fear Profile compared to Actual Fear Profile of Pre-School Children (Loxton, 2004)



Table 4 presents a comparison between expressed five most common fears in rank order for the retrospective profile and those indicated by Loxton's (2004) study for the total sample group, the male group and the female group.

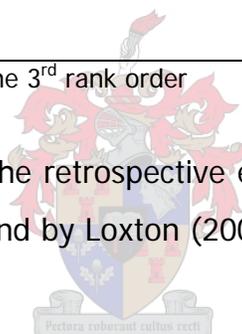
Table 4

Comparison between the Five Most Common Fears in Rank Order for Retrospective Expressed Fear Profile (REFP) and Actual Fear Profile (Loxton, 2004)

Rank Order	Total Sample		Males		Females	
	REFP (N=253)	Actual (N=152)	REFP (n=51)	Actual (n=80)	REFP (n=202)	Actual (n=72)
1.	Dark/Night	Wild Animals	Dark/Night	Wild animals	Dark/Night	Wild animals
2.	People* Animals*	Dark, night	People	Fantasy People	Animals	Dark, night
3.	Harm to Self	Fantasy People	Animals	Real people# Dark, night#	People	Real people
4.	Being Alone	Real people	Situational	Domestic animals	Harm to self	Fantasy People
5.	Harm to Others	Domestic animals	Other	Physical harm	Being Alone	Domestic animals

* both of the 2nd rank order #both of the 3rd rank order

The three most common fears of the retrospective expressed profile are represented in the five most common fears as found by Loxton (2004) for the total group as well as for the male and female groups.



4.3 Number of fears in Retrospective Expressed Fear Profile

A summary of the total number of retrospective expressed fears and the average per participant with regard to the total sample, males and females is presented in Table 5.

Table 5*Number of Retrospective Expressed Fears and Average per Participant*

	Total Sample	Males	Females
Number of participants	253	251	202
Number of retrospective fears	504	91	413
Average	1.99	1.78	2.04

There is no statistically significant difference in the average number of fears expressed between males and females with regard to the expressed retrospective profile as $t(251) = 0.066, p > 0.05$.

4.4 Content of Current Expressed Fear Profile

The frequency and rank order of fears of the current expressed fear profile for the total group (N=253), the male group (n=51) and the female group (n=202) are presented in Table 6. The percentage of the total fear for each is indicated.

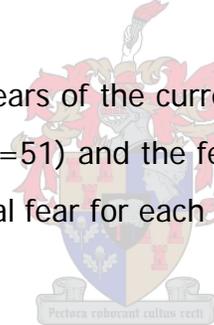


Table 6*Frequency and Rank Order of Fears for Current Expressed Fear Profile*

Fear Category	Total Sample (N = 253)			Males (n = 51)			Females (n = 202)		
	f	%	Rank	f	%	Rank	f	%	Rank
Animals	50	9.33	2	6	6.19	5	44	10.00	2
People	17	3.17	13	2	2.06	14	15	3.42	12
Situational	19	3.54	12	4	4.12	11	15	3.42	12
Dark/Night	15	2.80	14	0	0.00	21	15	3.42	12
Natural Phenomena	2	0.37	24	0	0.00	21	2	0.46	23
Being Alone	31	5.78	7	0	0.00	21	31	7.06	6
Separation	7	1.31	19	4	4.12	11	3	0.68	22
Medical Fears	8	1.49	17	2	2.06	14	6	1.37	17
HIV/AIDS	5	0.93	21	1	1.03	18	4	0.91	20
Harm to Self	32	5.97	6	6	6.19	5	26	5.92	7
Harm to Others	50	9.33	2	6	6.19	5	44	10.00	2
Failure	68	12.69	1	16	16.49	1	52	11.85	1
Future	46	8.58	4	7	7.21	4	39	8.88	4
Disappointing self and/or Others	27	5.04	9	6	6.19	5	21	4.78	9
Exams/Tests	30	5.60	8	6	6.19	5	24	5.47	8
Violence/Crime	34	6.34	5	2	2.06	14	32	7.29	5
Relational Problems	23	4.29	11	10	10.31	2	13	2.96	15
Rejection/Humiliation	26	4.85	10	8	8.25	3	18	4.10	10
Aging	5	0.93	21	0	0.00	21	5	1.14	18
Fears re Christianity	8	1.49	17	3	3.09	13	5	1.14	18
Finances	6	1.12	20	2	2.06	14	4	0.91	20
Other	15	2.80	14	4	4.12	10	11	2.51	11
Don't know	3	0.56	23	1	1.03	18	2	0.46	23
None	9	1.68	16	1	1.03	18	8	1.82	16
Total	536	99.99*		97	99.99*		439	99.97*	

* Not all percentages add up to 100 due to rounding

The ten most common fears for the total group make up 394 (or about 73.5%) of the total 536 fears. The remaining 142 (or about 26.5%) are distributed across the remaining 14 categories. The ten most common fears expressed by the males group make up 71 (or about 73.2%) of the total 97 fears they expressed with the remaining 20 (or about 26.8%) distributed across the remaining 14 categories. The ten most common fears expressed by the females group account for 331 (or about 75.4%) of the total 439 fears they expressed. The remaining 108 (or about 24.6%) are distributed across the remaining 14 categories.

A comparative analysis of the rank order for the five most common fears for the current expressed fear profile is summarized in Table 7.

Table 7

Five Most Common Fears in Rank Order for Current Expressed Fear Profile

Rank Order	Total Sample (N=253)	Males (n=51)	Females (n=202)
1.	Failure	Failure	Failure
2.	Harm to Others* Animals*	Relational Problems	Harm to Others* Animals*
3.	Future	Rejection/Humiliation	Future
4.	Violence/Crime	Future	Violence/Crime
5.	Harm to Self	Animals# Harm to Self# Harm to Others# Disappointing self and/or Others# Exams/Tests#	Being Alone

* both of the 2nd rank order # all of the 5th rank order

The output from the Mann-Whitney U test to ascertain whether the gender differences in the current expressed fear profile are statistically significant is presented in Table 8.

Table 8

Comparison for Gender Differences in Current Expressed Fear Profile

Fear categories	Mann-Whitney U	Z	p
Animals	4942.500	-.728	.467
People	5019.500	-.688	.491
Situational	5079.000	-.346	.729
Dark/Night	4768.500	-2.002	.045*
Natural Phenomena	5100.00	-.712	.476
Being Alone	4386.000	-2.925	.003*
Separation	4823.500	-2.469	.014*
Medical Fears	5077.500	-.554	.580
HIV/AIDS	5150.000	-.009	.993
Harm to Self	5115.000	-.142	.887
Harm to Others	4657.500	-1.543	.123
Failure	4738.500	-1.188	.235
Future	4951.500	-.662	.508
Disappointing self and/or Others	5058.000	-.379	.705
Exams/Tests	5078.500	-.286	.775
Violence/Crime	4574.500	-2.269	.023*
Relational Problems	4567.000	-2.562	.010*
Rejection/Humiliation	4964.500	-.802	.423
Aging	5023.500	-1.133	.257
Fears re Christianity	5074.000	-.580	.562
Finances	5051.000	-.813	.416
Other	5004.000	-.795	.427
Don't know	5101.000	-.571	.568
None	5048.000	-.688	.492

* p < 0.05

From Table 8 it is evident that there was a statistically significant difference between males and females with regard to the current expressed fear profile in the categories *Dark/Night*, *Being Alone*, *Separation*, *Violence/Crime* and *Relational Problems*. Females expressed statistically significant more fears than males in the categories:

- Dark/Night
- Being Alone
- Violence/Crime

Males expressed statistically significant more fears than females in the categories:

- Separation
- Relational Problems

4.5 Number of Fears in Current Expressed Fear Profile

A summary of the total number of current expressed fears and the average per participant with regard to the total sample, males and females is presented in Table 9.

Table 9

Number of Current Expressed Fears and Average per Participant

	Total Sample	Males	Females
Number of participants	253	51	202
Number of retrospective fears	536	97	439
Average	2.12	1.90	2.17

There is no statistically significant difference in the average number of fears expressed between males and females with regard to the expressed current profile as $t(251) = 0.120$, $p > 0.05$.

4.6 Retrospective Expressed Fear Profile compared to Current Expressed Fear Profile

Table 10 presents a comparison between five most common expressed fears in rank order for the retrospective profile and those in the current profile for the total sample group, the male group and the female group.

Table 10

Comparison between the Five Most Common Fears in Rank Order for Retrospective Expressed Fear Profile (REFP) and Current Expressed Fear Profile (Current)

Rank Order	Total Sample (N = 283)		Males (n = 51)		Females (n = 202)	
	REFP	Current	REFP	Current	REFP	Current
1.	Dark/Night	Failure	Dark/Night	Failure	Dark/Night	Failure
2.	People* Animals*	Animals* Harm to Others*	People	Relational Problems	Animals	Animals* Harm to Others*
3.	Harm to Self	Future	Animals	Rejection/ Humiliation	People	Future
4.	Being Alone	Violence/ Crime	Situational	Future	Harm to self	Violence/ Crime
5.	Harm to Others	Harm to Self	Other	Animals# Harm to Self# Harm to Others# Disappointing Self/Others# Exams/Tests#	Being Alone	Being Alone

* both of the 2nd rank order #both of the 5th rank order

Table 10 shows for the total group, fears relating to *Animals*, *Harm to Self* and *Harm to Others* persist from the retrospective profile through to the current one indicating a continuity of these fears. For the male group, it is only fears relating to *Animals* that remain constant from the one profile to the other. The female group indicates a fear of

Animals and a fear of *Being Alone* persisting from the retrospective profile to the current profile.

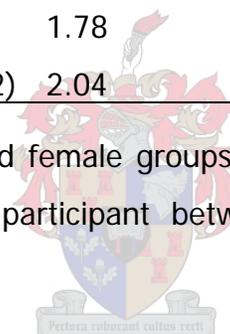
Table 11 shows the increase in the total number of fears and the average number of fears per participant between the retrospective and current expressed profiles.

Table 11

Comparison of the Number of Fears between Retrospective and Current Expressed Fear Profiles

	Retrospective Expressed Fear Profile	Current Expressed Fear Profile
Total number of fears	504	536
Average per total sample (N=253)	1.99	2.12
Average per male sample (n=51)	1.78	1.90
Average per female sample (n=202)	2.04	2.17

It can be noted both the male and female groups indicate an increase in the average number of fears expressed per participant between the retrospective and current profiles.



5. DISCUSSION

5.1 Content of Retrospective Expressed Fear Profile

The content of the fears expressed by children show some variation across a number of studies. The research methodology followed has a strong influence on the research results and the reported findings. A brief summary of some of the research into the content of fears expressed by children and the methodology used, is as follows:

a) Sipes (1985): This was a retrospective study in which ninth grade learners had to respond in essay style to an open-ended question.

Content of fears: Dark; people; spooks; being alone; animals

b) Robinson and Rotter (1991a): This study integrated the results of several studies concerning the normative data on children's fears without detailed descriptions of the methodology used.

Content of fears for 6-year olds: Ghosts; monsters; witches; dark; being alone; thunder and lightning

c) Muris, Merckelbach, Meesters and Van Lier (1997): A self-report questionnaire, the revised version of the Fear Survey for Children (FSSC-R) was administered to a group of children between the ages of 7 and 12. Upon completion of the FSSC-R, they were instructed to write an answer to an open-ended question "What do you fear most?", following a Free Option Method (FOM).

Content of fears based on the FSSC-R: Bombing attacks; being hit by car or truck; not being able to breathe; getting a serious illness; falling from a high place

Content of fears based on the FOM: Spiders; death; war; illness; the dark

d) Gullone (2000): In this extensive review, results were pieced together from numerous research methods that included retrospective reports, parent/teacher reports, self-reports (interviews, fear lists, fear survey schedules) in order to ascertain the developmental pattern of normal fear.

Content of fears: Fear of being alone; darkness; animal fears

e) Keller (2001): Semi-structured interviews were conducted with children between the ages of five and seven on an individual basis, combined with drawings.

Content of fears: Animals; fantasy people; fantasy animals (monsters); real people

f) Loxton (2004): Individual semi-structured interviews were conducted combined with simultaneous drawings, with pre-school children between the ages of five and seven.

Content of fears: Wild animals; dark, night, bad dreams; fantasy people; real people; domestic animals

g) Present study: A retrospective report according to the Free Option Method before completing any other questionnaires.

Content of fears: Dark/night; animals; people; harm to self; being alone

Research conducted by Muris, Merckelbach and Meesters et al. (1997) demonstrated that the survey method used by researchers has a critical influence on the reported fears and resulting rank orders. Results of their findings according to the Free Option Method are similar to the findings of this study as 'death' and 'illness' would both be classed in the category *Harm to Self*. Considerable similarities are found between the findings of this study and the results of the other studies mentioned above with the exception of Muris, Merckelbach and Meesters et al.'s research conducted using the Revised Fear Survey Schedule for Children.

Similarly to Sipes (1985), the five most common fears accounted for nearly 70% of all the fears reported. In this study, this was true for the total group, the male group and the female group with the five most common fears accounting for 68.24%, 69.22% and 69.25% respectively. The three most common fears for the total group, the male group and the female group were the same, although the order varied slightly, namely: *Dark/Night*, *People* and *Animals*. Although the male group included *Situational* and *Other* in the five most common fears and the female group included *Harm to Self* and *Being Alone*, there were no statistically significant differences with regard to gender. The three most common retrospective expressed fears for the total group, the male group and the female group confirmed Loxton's (2004) findings. Loxton differentiated between various categories of animals and two categories of people, whereas this study did not include this sub-division.

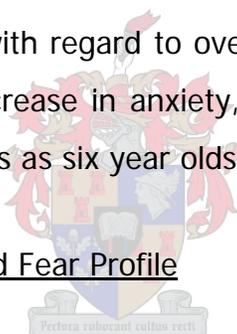
It would appear that the content of the retrospective expressed fear profile in this study supports the body of research if the Free Option Method is followed.

5.2 Number of fears in Retrospective Expressed Fear Profile

The total number of 504 fears was expressed with an average of 1.99 fears per participant, ranging from 0 to 6. This is slightly lower than the findings reported by Loxton (2004) and Keller (2001) of an average of 2.8 and 2.9 fears per child respectively and substantially lower than the average of 4.77 fears per child reported by Martalas (1999). Although girls expressed a higher average number of fears per child (2.04) than the boys (1.78) this was not found to be statistically significant, implying that girls are not expressing significantly more fears than boys. This confirms the findings of Loxton and Keller.

It must be kept in mind is that this study relied on the accuracy by which the participants could recall their childhood fears. Studies indicate that boys show a linear decline from the age of 10 to 20 with regard to over-anxiety (Cohen et al., 1993). It is therefore possible that, due to decrease in anxiety, males recall less fear items rather than having experienced fewer fears as six year olds.

5.3 Content of Current Expressed Fear Profile



The content of the current expressed fears was largely in keeping with the developmental predictions made in the existing body of literature with the noticeable exception of fears relating to HIV/Aids. Robinson and Rotter (1991a) indicate that fears related to Aids may have developed more recently. In this study the fears relating to *HIV/Aids* were ranked joint 21st with two other categories, 18th and 20th out of 24 for the total group, the male group and the female group respectively (see Table 6). These low rankings were in contradiction to what was expected.

A general age-related decrease in fears relating to animals and the darkness was expected. Contrary to this, fears relating to *Animals* featured in the five most common fears in the current expressed profile for the total group, the male group and the female group. As expected, fears relating to *Dark/Night* were ranked 14th, joint 21st with four

other categories and 12th out of 24 for the total group, the male group and the female group respectively (see Table 6).

Of the five most common fears (see Table 7), statistically significant gender differences were found with regard to *Violence/Crime*, *Being Alone* and *Relational Problems* (see Table 8). Females expressed significantly more fears relating to violence, crime, rape, war and conflict and to being alone than males. Males, on the other hand, expressed more fears relating to *Relational Problems* such as failure to find the right partner, breaking up with partner and fear of commitment than females. Although no longer one of the more common fears as indicated above, females did express statistically significant more fears relating to *Dark/Night* than males (see Table 8).

The participants also endorsed a more general trend with regard to the expressed fear profile with the ten most common fears accounting for about 70% of the total fears as opposed to the retrospective profile in which the five most common fears accounted for nearly 70% of the total fears. The ten most common fears accounted for 73.5%, 73.2% and 75.4% of the total fears for the total group, the male group and the female group respectively. This confirms the findings that younger children endorse more specific fears than older children (Ollendick, King & Frary, 1989 in Burkhardt et al., 2003).

5.4 Number of fears in Current Expressed Fear Profile

Gullone (2000) concluded that fear decreases in prevalence and intensity as the child gets older. The results of this study contradict these findings. The total number of fears expressed in the current fear profile was 536 as opposed to the 504 in the retrospective profile (see Table 11), indicating an increase of 32 or almost 6%. The average number of fears per participant was 2.12, 1.90 and 2.17 for the total group, the male group and the female group respectively and the range was zero to six fears expressed. Although females indicated a higher average than the males in the retrospective profile, the difference was not statistically significant.

5.5 Continuity of Fears across Life Stages

This study aimed to explore whether certain fears remain stable over an extended period of time from the age of six to the age of late adolescence. As indicated earlier, certain types of simple fears, such as fear of animals, usually started before the age of five and are reported to continue into adulthood (Marks, 1987). Confirming this finding, results (see Table 10) indicated that fear of *Animals* was present in the five most common fears expressed for both the retrospective and current profiles for the total group, the male group and the female group. In addition, females also indicated continuity in terms of fears related to *Being Alone* (see Table 10), although this fear was not present in the total group or the male group. Other expressed fears that appeared in both the retrospective and current profiles (see Table 10) for the total group were fears related to *Harm to Self* and *Harm to Others*. It can therefore be assumed that the content of certain fears do continue over time, namely fears relating to animals, harm to self and others, and for females, fears relating to being alone.

Certain fears show signs of being more transitory in nature and more age-appropriate. This study confirms the expectation that the young child may express more fears related to the dark/night than the young adult. But that the young adult would express more fears related to failure, the future and violence/crime.

6. CONCLUSION

From the body of literature it is apparent that the methodology used while conducting research on fears has an impact on the findings. The study by Muris, Merckelbach and Meesters et al. (1997) demonstrated the contradictory findings when applying different techniques. This was confirmed by South African research conducted by Burkhardt et al. (2003) when using the Free Option Method (FOM) and the Revised Fear Survey Schedule for Children (FSSC-R). Partial results of this study, namely the retrospective expressed profile, are more readily comparable to Loxton's (2004) research, as the FOM was employed with slight variation in techniques. Both these studies also attempted to

capture the fears of the 6-year old child; Loxton by interviewing pre-school children and this study asking the late adolescent participants to reflect back to that age.

The participants' responses concerning a reflection on their childhood fears confirmed Loxton's (2004) findings with the total group, the male group and the female group sharing the five most common fears, namely *Animals* (including wild and domestic animals), *People* (including real and fantasy people) and *Dark/Night* (see Table 4). These fears are considered within the realms of normal developmental fears as described in the literature (Gullone, 2000; Robinson & Rotter, 1991a). The participants recalled fewer expressed fears (1.99 per participant) than the number of fears found in Loxton's study (2.8 per participant) with actual 6-year olds. Research indicates that males show a decline in anxiety from the age of 10 to 20 (Cohen et al., 1993). It is also possible that the natural maturation process could influence the late adolescent's ability to recall fears.

The retrospective expressed fear profile confirms that the recalled fears were developmentally appropriate. It could therefore be assumed that, given the same sample group, the current expressed fear profile should also appear developmentally appropriate. Gullone (2000) and Robinson and Rotter (1991a) listed developmentally appropriate fears of the older adolescent as fears relating to global matter such as economic and political concerns; fears of failure and related punishment; and fears related to nuclear wars and diseases such as AIDS. Fears relating to *Future* could account for those relating to economic and political concerns and nuclear wars. Fear relating to *HIV/Aids* ranked 21st out of a possible 24 for the total group (see Table 6), implying that it is not of great concern to this sample group.

The findings on the lack of fear relating to AIDS is of concern. The South African Department of Health (www.avert.org) states that until 1998 South Africa had one of the fastest growing epidemics in the world, but the level of Human Immunodeficiency Virus (HIV) prevalence is currently growing more slowly. Statistics obtained from The Nelson Mandela Study (Shisana, 2005) estimate that 11.4% of all South Africans over

the age of two years were HIV-positive in 2002 with the estimated prevalence rate for the 15 to 49 age group being 15.6%. The estimated prevalence rate in the Western Cape, the area from which the sample group was drawn, was somewhat lower at 10.7%. Table 12 provides the estimate HIV prevalence among all South Africans, by age.

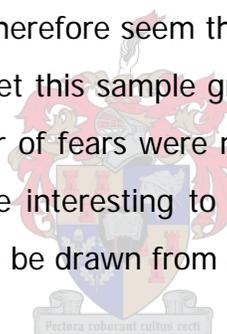
Table 12

Estimated HIV Prevalence among all South Africans, by Age

Age (years)	Male prevalence %	Female prevalence %
15 – 19	4	7
20 - 24	8	17

Source: Nelson Mandela/HSRC study of HIV/AIDS: Household survey 2002

Based on these statistics it would therefore seem that the problem of AIDS is one that is very real for the late adolescent, yet this sample group indicated very few fears related to *HIV/AIDS*. Their highest number of fears were related to *Failure* and not completing their academic course. It would be interesting to ascertain whether there would be a difference should the sample group be drawn from different demographics.



7. CRITICAL REFLECTION AND RECOMMENDATIONS

While analyzing the data for this research, the researcher encountered it a limitation not always being able to adequately contextualize the expressed fear. Loxton's (2004) methodology included an interview with the children and an opportunity to draw their fears. This allowed for clearer differentiation of certain categories, such as the *Monster* category, enabling Loxton to classify 'monsters' as either Fantasy Animal or Fantasy People. Many participants (number 34, 35, 124, 149, 158, 166, 171, 175, 184, 185, 227, 232, 234 and 242 in Addendum A), listed 'monster' as a fear and for the purposes of this study, a separate category *Monster* was created as no differentiation could be made in terms of fantasy animal or fantasy person.

A similar limitation was encountered with regard to fears relating to 'school'. Some participants (number 73, 102, 218, 239 and 250 in Addendum A) listed 'school' as a fear without any further explanation. Participant number 87 listed 'school and teachers at school' as fears. Other participants contextualised their fears about school by stating 'my grade 1 teacher' (participant number 7), 'sonder maatjies by die skool' (participant number 29), 'mean teachers' (participant number 34), 'getting into trouble at school' (participant number 35), 'my school principal' (participant number 170), 'iets verkeerd op skool doen en voor die klas aangespreek word daaroor' (participant number 243), 'om alleen by die kleuterskool te wees' (participant number 104), 'om alleen by skool agter te bly (participant number 109), and 'die eerste dag van skoolgaan' (participant number 216). A number of participants simply listed 'om skool toe te gaan' (participants number 41, 50, 62, 161, 197 and 238). When the response is contextualised, it allows for that response to be allocated into a corresponding category such as *People* (responses number 7, 34 and 170) or *Being Alone* (response number 29, 104 and 109). Those responses not contextualised were allocated to the *Other* category. Although it would be very time-consuming, an interview together with the Free Option Method (FOM) would yield sound qualitative data that could then be analyzed quantitatively.

Should this study be repeated, it is very important to adhere to the order in which the research battery was administered and completed. The fact that the FOM was administered before the participants completed any other questionnaires reduced the possibility that the responses were contaminated. Research shows the differing results obtained from the FOM and the Revised Fear Survey Schedule for Children (FSSC-R). Muris, Merckelbach, Ollendick, King, Meesters and van Kessel (2002) provide a compelling argument that the FSSC-R does not reflect actual childhood fears, but rather that the children are responding to fear items as if they were actually occurring to them at that moment. This would then most likely also have an impact on fear-provoking thoughts for the late adolescent making it necessary to administer the FOM first in order to illicit a more accurate and unbiased response.

This study dealt with two very distinct life stages, namely early childhood and late adolescence with fear profiles from these two developmental stages being compared. It would have been interesting to include the intermediate stage of late childhood or early adolescence in order to determine a developmental profile for the same sample group. This may however, have served to contaminate the findings as the recall process may have blurred fears experienced in the different stages and there already exists a considerable body of literature regarding the fears of the middle childhood years (Burkhardt, 2002). It would be interesting to repeat this study with the same sample group, but the focal periods now relating to the different life stages, namely as they are about to leave the tertiary institution and as they recalled when they left primary school.

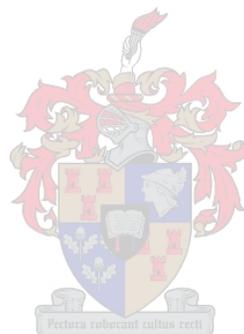
As this sample group is assumed to be a fairly homogenous group, it would be recommended that the same study be repeated at other tertiary institutions. This will enable retrospective and current expressed fear profiles to be drawn up from a similar group yet with differing demographics. This should provide valuable insight whether fears relating to AIDS are relevant to others within the student population or not.

Given the fact that the highest ranked fear relates to failure and the fear that they may not successfully complete the academic course, tertiary institutions can play a very positive role in alleviating fears in this regard. Often these institutions do offer valuable assistance, but the first year student may not always be aware of where they could go for this assistance. Fears relating to the future and work opportunities are also readily addressed within the university context. This fear may stem from the reality of unemployment currently facing many South Africans. By realizing that the late adolescent fears being unable to find work, these fears and employment opportunities could be considered.

In conclusion, a large amount of research is conducted into childhood fears and the body of literature indicates that these fears can have a debilitating effect on the development of the young child. It is important to realize that the fears facing the late adolescent can be experienced with the same debilitating effect and have an extremely

negative impact on how they approach and experience adulthood. The level and intensity of fears experienced by the late adolescent can be further investigated in order to gain a better understanding of their world and how they perceive it. This study provides some insight into the fears of the late adolescent. It can provide an insightful foundation to facilitate their journey into adulthood, thus making the transition a positive rather than a frightening experience.

This study provides valuable insight into the expressed fears of this sample group when they were six years old, confirming that the retrospective expressed fear profile is developmentally appropriate according to the existing body of literature. It further provides valuable insight into the current fears expressed by 1st year students facilitating a better understanding of late adolescence and the fears they face.



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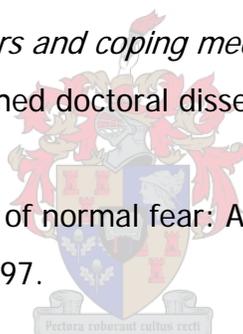
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ADDENDUM A

	RETROSPECTIVE	PROFILE	CURRENT PROFILE	
No	Question 1	Question 2	Question 7	Question 8
1	Grasshoppers	Don't remember	Grasshoppers	Loosing my girlfriend
2	Hospitals & Needles	Losing one of my parents in a shopping center	Not finishing my degree in 4 years	Missing out on brother's high school career
3	Losing my family especially parents	Getting lost in shopping mall etc	My family are not Christians and that if they do not soften their hearts and accept God, that they will go to hell and in that way I would loose them	My friends having the same fate
4	Donker en monster onder my bed snags	Kan nie onthou nie	Van my familie geskei te raak en my toekoms planne	
5	The dark	Spiders	Heights, the dark and walking alone at night	Spiders
6	Ek het op die ouderdom nog bed natgemaak. Ons huishulp het my altyd pak gegee. Ek was baie bang vir pak kry en vir haar.	Kan nie onthou	Dat ek nie suksesvol in my tersiëre akademiese opvoeding sal wees nie	Dat ek my ouers teleur gaan stel indien bogenoemde gebeur
7	The dark, sleeping in the dark	My grade 1 teacher	Working hard and yet getting bad grades, afraid of rejection, aggressive people	Afraid to honestly talk to parents
8	Spoke	Kan nie onthou nie	Om swak te presteer op universiteit	Om nie gebalanseerd te wees nie
9	Nothing in particular		We live in such a violent society – I'm afraid of being violated	Failure
10	The dark	Horror film characters	Loosing everything that I learnt to love	Injury myself stopping my rugby
11	Die donker	Spinnekoppe, slange, spoke	Die donker en die dood	Om oud te word
12	Die donker	Niks	Hoogtes	
13	Kan nie onthou nie maar seker een of ander mosterd ding		Dat ek nie eendag die regte vrou gaan kry nie	Mislukking aan die einde van my lewe. Teleurgesteldheid
14	Donker	Slange, spinnekoppe	Dat ek mense sal teleurstel	
15	Vir my pa se belt	Niks	Eksamen	Niks
16	Donker	Spoke	Slange	
17	Donkerte. Alleen wees	Kan nie onthou nie	Ek is bang vir wat die toekoms inhou	Niks
18	Die donker	Groot honde	Om verkrag te word en VIGS op te doen	Om nie my kurses deur te kom nie
19		Om iewers agter te bly – weg te raak	Mislukking, Insignificance	
20	Slange (nagmerries)	Om 'raas' te kry	Konfrontasie. Geweld	
21	Vir haarwurms	Weet nie	Haaie	
22	Die donker	?	Dat ek vasgevang word in 'n verhouding waarin ek nie wil wees nie	
23			Spiders. Fear of not attaining my life's dreams	
24	Nothing		Nothing	
25	Om weg te raak bv. in winkelsentrum	Vir die 'donker' – groot verbeelding	Nog steeds die donker maar nou meer spesifiek vir wat kan gebeur of wie kan wees in die donker	Om alleen te wees sonder vriende, familie ens.
26	Vir verdrink	Alles gepaargaande met water en donker	Om nie met my studies suksesvol te wees nie, en my ma-hulle teleurstel	Om my verhouding te verbreek
27	Seker die donkerte		Eensaamheid, of dat ek iemand naby my gaan verloor, of dat ek mense (familie) teleur sal stel	
28			Dat my ouers iets oorkom en ek sit baie ver van hulle af	

29	Donker, pak slae	Om alleen te wees – sonder maatjies by die skool	Om te min vriende te hê. Dat ek nie iets nuttigs met my lewe doen nie. Miskien begin ek ook bietjie worry oor die eksamen.	Dat ek alleen oud sal word.
30	Sharks in the pool	Black people I did not know	Death. Going to a state hospital.	Aids/HIV
31	Creatures in the dark	Dogs	Nothing	Nothing
32	Dark, lightning	Black people I don't know	Snakes, dark, injections, dentist	
33	Nagmerries		Om my ouers teleur te stel	
34	Monsters under my bed	The dark & mean teachers	Someone really close to me, such as my mom, dying	Extreme heights
35	My dad dying and monsters/ ghosts in the room	Getting into trouble at school	Life in general. My future. Not meeting up to my parents' expectations. My parents getting divorced	Blood
36	That my parents would die		Still my parents dying but not to the same degree. Also, the loss of anyone I love dearly scares me.	
37				
38	Getting into trouble	Can't remember	Making the wrong choices. Failure. Not coping with myself; not accepting myself. That I'll be alone.	Change
39	Can't remember		My friends not experiencing Jesus. Me being alone.	Heights
40	Dat my ouers sal doodgaan		Dat ek my heeltemal van ander mense sal afsny	Dat ek my meisie sal verloor
41	Om skool toe te gaan		Toekomstige beroep/ motorongelukke	Inflasie
42	Donker	Alleen wees	Ek raak soms bang voordat ek 'n toets gaan skryf	Weerlig. Spinnekoppe
43	Dark areas	Dogs	Dogs	Thunderous weather
44	Water		Losing loved ones	
45	Probably the dark		Nothing much, except the dentist	
46	The dark and being alone (liked knowing where my mom was)		Being hurt (especially by someone I love)	Looking stupid in front of people
47	Spinnekoppe	Die donker. 'n Pak slae	Spinnekoppe. Insekte. Om alleen by die huis te wees, dws kriminele. Eksamens	Die toekoms
48	Nagmerries	Ou swartmense	Dat een van my susters of ouers iets sal oorkom of doodgaan	
49	Dat my ouers my iewers sal vergeet	Om in die donker te loop	Vir dood. En vir die onbekende	Om mense teleur te stel
50	Om skool toe te gaan	Slange. Spinnekoppe	Dat iemand in my gesin seer gemaak word of dood gaan. Dat my vriende my nie meer in hulle groep wil hê.	Nog steeds slange
51	Die donker en dat iets in die aande my gaan bekruipt terwyl ek slaap.		Ek het meer stres as vrees. Stres oor eksamen, studentelening, ens. Dit maak my bang dat my lewe nie altyd gaan soos ek wil nie = plaas stres op my	
52	Dat iemand vir my deur 'n venster kyk (Nag)	Donker. Spoke. Nagmerries, ens	Seker maar nog steeds v/d donker, maar nou net as ek alleen is, maar regtig nie so dat dit ernstig is nie	
53	Sleeping under the duvet	People in my cupboard	Heights	
54	Vreemdelinge	Honde	Hoogtes	
55	Donker	Ma en pa gaan dood	?	
56	Donker	Om na 'n vreemde laerskool te gaan	Eksamen	
57	Die donker	Om alleen te wees as ek in die aand wakker word	Nie eintlik enigiets nie. Is bietjie op my senuwees vir toetse wat voorlê	
58	Die donker en om alleen gelos te word	Dat my ouers iets sal oorkom	Dat die mense vir wie ek lief is, sal doodgaan of ernstig sal siek word.	

59	Vir die donkerte	Kan nie onthou	Of ek my jaar gaan deurkom	Om alleen in die aande te ry
60	Dat daar iemand in die aand in ons huis sal inkom	Donker. Alleen wees in 'n verlate plek	Om verkrag/aangerand te word	Verlate plekke
61	Vir die donker en dat iemand my gaan ontvoer		Bang vir 'n motorongeluk	Dat een van my familielede sou sterf
62	Vir die donker en om skool toe te gaan	Om te verdrink – kan toe nog nie behoorlik swem nie want ek's 'n plaasjapie	Om nie aanvaar te word in die grootmens-wêreld nie	Om alleen te wees
63	Donkerte	Die dokter, tandoarts	Om onsuksesvol te wees in my studies	Om nie kinders te hê nie
64	The dark	Dogs	Snakes	Being attacked/raped
65	Om dood te gaan	Dat ek ouerloos moes groot word	Om iemand te verloor vir wie ek baie om gee	Om seer te kry
66	Being without my family for a long time	Thiefs	Losing my family	Getting AIDS
67	Vir spoke	Dat my ma sommer net sal verdwyn	Nog steeds hierdie vrees dat ek een van ouers of gesinslede aan die dood moet afstaan	
68	Donderweer	Donkerte	Meer vir psigiese dinge en om my ouers te verloor. Vir die eksamen	
69	The devil disguising himself and taking me away from my mother	The dark	Still not comfortable with the dark, and am obsessive about safety – locking doors, windows etc.	
70	Vreemde mense	Spinnekoppe. Narre. My ouers iets sal oorkom/skei	Teleurstelling. Oud word	Toesprake maak
71	I can't remember, don't think I had any accept I remember having nightmares of people staring at me through the window at night when I was sleeping		That people see what I think and feel. That I am a character in a 'Truman show'.	People will dig up my past
72	The police	The street people or the 'homeless'	Terrorist attacks	War
73	Skool	Donker. Paddas. Duiwels	Dat ek my doel in die lewe sal mis en die mense om my sal teleurstel	Om nie aanvaar te word nie
74	I can't remember for sure, but I think witches under my bed		I don't think of my fears often, but probably people hurting any of my family members	
75	The dark	Frogs and snakes	Mainly afraid of snakes and spiders	Large animals such as cheetahs/lions/leopards
76	Donkerte	Beweging goed soos remote control karre	Toetse en eksamens	Vreemde mense wat ek nie ken nie
77	Donker	Diewe wat inbreek	Om van my familie en vriende aan die dood af te staan	N.v.t.
78	Donker		Die krag van 'n mense se denke oor jou doen en late (wanneer jy geen beheer het nie); dws 'mind over matter'	Die verlies van 'n geliefde
79	Die donker	Om alleen in 'n donker gang te loop	Om seer te kry – m.a.w. vir die seer wat mense se woorde veroorsaak. Die tandarts	Nie eintlik iets nie
80	Donderweer	Storms (reën)	My toekoms	Om blind of doof te raak
81	Straf/lyfstraf indien ek iets verkeerd sou doen	Om alleen te slaap	Dat my ouers of hond iets sal oorkom as ek nie by die huis is nie. Spinnekoppe	
82	Death – a monster which I saw in my window. I thought he was death and was coming to 'get me'	My parents would leave me	Violence – being raped	Getting HIV
83	The dark	Big dogs	Being attacked/raped etc	Being alone
84	Hyenas	The dark and sharks	Of not knowing where my life is going	

85	The dark and we were moving the year after that and I had to go to a German school (I couldn't speak any at that time) and I was scared of the change		Many things. Failing. Falling pregnant. Having no friends	
86	Vir die donker	Kwaai honde	Om alleen oud te word	Om my vriende te verloor
87	Sharks. Scared of seeing open wounds	School and teachers at school	Commitment – I have not had the greatest luck with girls lately and therefore I do not want to try. Fear of getting shut down again.	That I might fail one year
88	I was scared of shadows in the dark when lying in my bed. I also thought that there were people/monsters under my bed	Big dogs	Not having enough money to live comfortably	South Africa will be run and become like Zimbabwe
89	Dat my ouers gaan sterf (veral my ma) en donkerte		Die vrees om alleen te wees – dat my ouers sal doodgaan	Vir die eksamen
90	Dat my ma en pa sal doodgaan	Donkerte	Voorlopige eksamens	N.v.t.
91	Losing my parents	Nie van toepassing	Om nie 'n sukses van my toekoms te maak nie, en nie my volle potensiaal in te span nie	Wil eendag terugkyk en weet dit was moeite werd
92	Om alleen gelos te word in 'n vreemde plek	Die see	My kurses. Om te fail. Om eendag niks te wees nie.	Mans
93	In die skool was daar hierdie een meisie wat altyd baie lelik was met my		Miskien die toekoms – wat jy eendag gaan doen	
94	Die donker	Weet nie	Om te misluk in my studies	Om alleen te wees
95	Donker		Teleurstelling / mislukking wat studies en verhoudings aan betref	Die dood van ouers
96	Die donker	Kan nie onthou nie	Om verkrag te word	Kan nie onthou nie
97	I was scared of being alone when my parents went back to the farm and I was left at school	I was scared of being left out	I'm afraid of not having friends. Of never having a boyfriend. Of not making it through my course. That people close to me will die. Getting really fat. Being made fun of	
98	Dat ek in 'n winkelsentrum sou verdwaal en my ma-hulle nooit weer sou sien nie	Die donkerte by tye en soms vreeme/nuwe mense	Ek is nie regtig bang vir iets nie waaraan ek nou kan dink nie, behalwe dat mense wie ek lief is iets sal oorkom	
99	I believed there was a man and his son under my bed waiting to kidnap me	Being left alone	Personal fear of failure. I am afraid of something happening to my family	Being raped
100	Om onder 'n geiser wat bo 'n bad wys, te bad	Alleen in my eie bed te slaap	Dat ek nie eendag my nr 1 keuse man sal kry nie	
101	Dat ek een van my ouers verloor	Om alleen in die kar te bly sit as my ma-hulle in die winkels ens ingaan	Om eendag nie 'n werk te kry nie of ongelukkig gaan wees in wat ek doen	Om nie 'n perfekte man te kry nie
102	Angry people	School	Failing. Communication to certain people	Being hurt emotionally
103	Donker	Ma-hulle sou doodgaan en weeskind word	Verkragting. Donker	
104	Ek was bang om alleen by die kleuterskool te wees	Ek was bang dat my ma-hulle doodgaan	Dat my ouers nie hemel toe gaan nie	So 'n bietjie vir die donker
105	Can't remember		My career choice	Losing someone special while I'm so far away from home
106	Kan nie onthou		Die toekoms	Meeste mans; dit is persoonlik
107	Can't remember, I think thunder and lightning	Probably the dark but only when everyone else was asleep	Drowning, being trapped under water with no air and burning	Injuring myself fatally and paralysis

108	The dark	Can't remember	Crime	
109	Bang om dood te gaan	Om alleen by skool agter te bly	Dat ek nie my eksamen suksesvol sal kan aflê nie weens siekte ens	Dat die werklading my gaan onder kry
110	Donker		Verkragting. Fisieke lyding	
111	Vliegtuie	Spinnekoppe	Haaie	N.v.t
112	Daar was nie spesifiek iets nie. Was 'n bietjie bang om in donkerte na badkamer te gaan (in die lang gang af) maar het net in die gang vinnig gehardloop (sonder begeleiding van ouer persoon)		Bang om vrot te doen in toetse. Bang om verkeerde vriende te kies. Bang om eendag verkeerde huweliksmaat te kies	
113	Donker en wat kruip onder die bed rand	N.v.t	Die tydfaktor	N.v.t
114	Donkerte	Slange	Spinnekoppe	N .v.t
115	Die donkerte	Groot voertuie	Slange	
116	Kan nie onthou nie	Kan nie onthou nie	Om fisies seer te kry	Nie van toepassing
117	Ek was bang vir bose magte soos spoke	Om alleen taxi te ry	Ek is bang vir die dinge wat mense van jou praat wat nie waar is nie	
118	Verloor		Om te vertrou. Commitment	
119	N.v.t	N.v.t	Rejection. Not being able to fulfill all my dreams. Taking chances to fulfill the dreams that I can fulfill	Loosing these precious people around me
120	Die donker en dat my ma my sal alleen los iewers	Vreemde mans	Dat daar nie werk gaan wees vir my na my studies nie	N.v.t
121	Dat my ma my alleen sal los iewers		Dat omstandighede in Suid-Afrika so sal verswak dat my kinders eendag nie hier sal kan grootword nie	Dat daar nie werk is vir my beroep nie
122	Dat my ouers dalk dood sal gaan	Die donker	Om ouers in die steek te laat. Verwerping deur vriende en geliefdes	My eie dood
123	Getting sick	Can't remember	Being socially unacceptable	Speaking to an audience
124	Nagmerries met monsters en slange, maar was nooit regtig baie bang	Bang om in moeilikheid by pa te kom	Soms dink ek waar ek na my studies gaan opeindig, maar is oor die algemeen nie bang vir iets nie	N.v.t
125	Slange en spinnekoppe	N.v.t	Om alleen in die aand iewers heen te stap. Om alleen in die aand by die huis te bly	Soms vir toetse
126	Die donker	Om te verdwaal. Weg te raak	Om alleen te stap in die aand. Te verdwaal	Stage fright
127	Alleen wees	Inbrekers	Verkragting	Motorongelukke
128	Bang vir donker	Slange	Slange	
129	Slange	Pakslae	Slange	Weet nie
130	Donker & movie karakters		Verkragting	
131	Om verwerp te word en alleen te wees		Bang vir die eksamen	Vir alleen wees
132	Donker		Slange. Spinnekoppe	Niks wat ek aan kan dink nie
133	Ek was baie bang vir die donkerte en vreemde mans	Mans wat anders gelyk het	Ek is bang nog steeds om by mans betrokke te raak in 'n verhouding	Bang vir swart/kleurling mans op straat
134	Slange en die vrees dat my ouers iets gaan oorkom	Dat ek gaan seer kry as ek val en so aan	Dat ek van my familie gaan verloor aangesien my pa klaar oorlede is	Dat mense naby my iets gaan oorkom bv ouma. Ou
135	Ek was bang vir slange, spinnekoppe en die vrees dat my ma en pa sal weg gaan	Kan nie onthou nie	Of ek 'n sukses van my lewe gaan maak	Vir groot word
136	Motorfietse	Dronk mense	Eksamen	Finansies wat swaarkry
137	Vakansies by die see – dat ek sou toeval onder die sand	Die donker	Steeds om alleen te stap in die donker maar nou omdat ek bang is ek word aangeval of verkrag	

138	Can't remember		Robbers. Criminals. Rapists	Sometimes when I stay home alone, I get scared
139	The dark	Insects	Snakes. Grasshoppers	Horror movies
140	Die donker. Om sonder my ma te wees. Om raas te kry as ek iets verkeerd gedoen het	Kan nie onthou nie	Swak toetsuitslae. Om nie te voldoen aan ander se verwagtinge nie. Om te gaan slaap as ek al een is wat nog wakker is in die huis	Om my ouers te verloor
141	Ek kan regtig nie onthou of ek enige spesifieke vrese ervaar het nie		Op die oomblik is ek bang om my gehoor te verloor. Ek het 'n gehoor probleem en dit vererger met tyd	Ek is ook bang om in 'n groep vreemde mense te wees
142	Om die trappe by my huis op te gaan in die nag as dit donker onder was. Ek was bang daar was 'n weerwolf en 'n vrou met 'n vierkantige houtbeen onder		Om hel toe te gaan en om my meisie of een van my ouers te verloor	My lewe vorentoe of dit suksesvol gaan wees
143	Ouers wat weggaan of doodgaan. Honde	Vreemdelinge	Ek is bang dat ek my kurses sal moet oordoen. Ek is bang dat ek gaan dop of nie graad kry nie. Ek is bang ek maak nie 'n sukses van my toekoms en lewe nie.	N.v.t
144	Don't remember anything in particular	N/a	Not getting into my physio course after one year of BSc	Not much else
145	The dark	Losing a family member	Still losing a family member. Not passing exams and predicate. The future – uncertainty	
146	The dark	The unfamiliar, eg wild animals	Not too much. I'm not an inhibited person. Nothing comes to mind	
147	Snakes	Can't remember	Crime in South Africa. Afraid of being robbed, hijacked or attackers coming into our house in middle of night	A nuclear explosion, bomb or war
148	Ek was bang om te trek (na 'n nuwe dorp)	Slange. Honde. Dood	Dat ek nie al my werk gaan klaar kry nie. Dat mense my nie aanvaar vir wie ek is nie. Om alleen te wees	
149	Donker	Monsters onder bed	The fact that lots of people are going to hell because they haven't chosen to follow Jesus and forgiven those around them	
150	Tandarts	Muis	Niks spesifiek nie	
151	My mom		Not graduating	Failure
152	Being in a group of people		Being hijacked or raped or shot or having a car accident or bungy jump or failing a subject	Losing a family member
153	Dat my ma of pa sou sterf as hulle iewers ry		Nog steeds dat een van my gesinslede veral my ouer, sal sterf	
154	Nie rêrig iets nie – 'n groot oom wat my ouers geken het		Dis nie regtig 'n vrees nie, net gespannenheid oor toets, ens weens keuring	
155	Donker	Kan nie onthou	Die toekoms, om nie keuring vir 'n kurses te kry nie	
156	Die donker en die dood	Weet nie	Vir aanvallers en moordenaars. Ongelukke bv motorongelukke	
157	Nagmerries	Donker	Dat ek nie al my vakke sal slaag nie en dat ek iemand naby my sal verloor	Dat ek en my man sal skei
158	Spinnekoppe. Donker. Monsters	N.v.t	Om aangerand/verkrag te word	
159	Scared of the dark	Being left alone	Not passing this semester. Losing my family	
160	Om my ouers te verloor	Val. Verdrink	Failing. Loneliness	Burning

161	Ek was bang dat oorlog in ons land sou uitbreek	Om skool toe te gaan	Dat een van my ouers sterf	Dat ek alleen gaan oud word
162	The dark – more like afraid of what/who is hiding in the dark	Spiders	I'm living alone in a flat at the moment. When I'm alone I'm afraid of the dark (actually things that move in the dark shadows).	I'm still arachnophobic
163	Donkerte. Geluide in die nag	Hoogtes	Wat die toekoms inhou	Dat ek nie sal kan doen wat van my verwag word nie
164			Eksamens	Beknopte plekke
165	Die dood		Dat ek nie sal deurkom nie en dat ek volgende jaar weer van vooraf sal moet begin	
166	Donker	Monsters	Om ouers te verloor. Om onsuksesvol te wees in my beroep en verhouding	Om iets oor te kou
167	Donkerte		Ek is nou en dan bang vir die donkerte	Goggas
168	Donker. Dat my ma en pa en broer sal doodgaan	Om te val en seer te kry	Verkragting. Om alleen in die donker te wees. Verwerping. Wat mense van my dink	Skinder oor my
169	Something happening to my family		Never finding a soul mate	
170	Die donkerte en vir my skoolhoof	My broer se kamer – hy't gesê daar is lelike monsters daar	Dat ek alleen deur die wêreld gaan. Dat ek nie vriende vorentoe gaan hê nie. Dat ek gaan misluk. Dat ek nie my kurses gaan voltooi nie	Hoogte en op die punt van iets te staan
171	The boogie man / monsters under my bed	The dark	Burglars	
172	The dark	Animals	Spiders. Insects. Burglars. Injuring myself. Walking alone at night – threatened, vulnerable	Car accidents
173	Spoke	My pa se rottang	Bang om eendag alleen op te eindig	Nie veel nie
174	Die donkerte	Dat daar iets of iemand in die skadus my van agter af gaan gryp en ek nie gaan kan gil nie	Die donkerte. Om alleen te wees. Dat ek iemand na aan my gaan verloor.	Onsekerheid. Mense wat vir my lieg
175	Hekse	Donkerte. Slange. Krokodille. Monsters. Verbeelding. Karaktertjie – sy naam was Kiekie	Om aangerand te word as ek in die aand van 'n toets af so huistoe stap	Vir oorlog
176	The garbage removal truck	Strangers, particularly men	Walking alone at night	My boyfriend leaving me
177	Oupa Ghola	Water	Failure	Vroumense soos 'n girlfriend
178	Dat my ma sal weggaan/ doodgaan	Slange	Ek het 'n groot vrees vir slange	N.v.t
179	Die donker	Dat ek sou verdwaal	Ek is bang vir kokkerotte en ook om verkrag, besteel of aangerand te word	Basies is ek bang vir crime
180	Die donker	Diewe	Vir verkragting en enige geweldadige gedrag	
181	Die donker		Klein, beknopte spasies	Hoogtes
182	Donker. Alleen slaap	Iets onder my bed	Failure. Spinnekoppe	Alleen wees
183	Die donker		Bang oor my toekoms, sal ek my kurses slaag? Sal ek werk kry? Ens	Gaan ek eendag genoeg geld hê om my studies te betaal?
184	Monsters under my bed who would grab my feet. That my mom would really run away when I had a fight with my sister		I wrote down all my fears a while ago and saw how unnecessary they really were, so I don't really have any anymore. They were things like will I ever get a good job	Find the right husband. Be a good mother. Etc
185	Monsters onder bed		Donker	

186	Om weg van my ma af te wees	Miskien vir donkerte en bangmaak goed	Ek's baie bang vir alleen wees. Vir donkerte. Snaakse geluide. En ek's bang vir geraas	Ek skrik verskriklik gou
187	Vir die donker	Spinnekoppe. Slange	Om een van my vakke te dop	Om my ma-hulle teleur te stel en meer geld te kos
188	Buite die huis rond te loop in die donker. As ek alleen was	Verlore te raak in groot winkelkompleks	Die toekoms (werksgeleentheid nadat ek studeer het)	Regte keuses maak
189				
190	The dark and other children stronger than me. I also had repeated dreams throughout my childhood which had some bearing on fear of suffocation	Just the repeated dreams of huge boulders rolling over me making me unable to breathe	Myself	Being ordinary
191	Skelms		Akademie	
192	Vir water/ hoogtes	Hoogtes/donkerte	Hoogtes	
193	Donkerte	Spoke	Slange	Spoke. Geeste, ens
194	Die donker	Die swembad se pomp	Om mense vir wie ek lief is te verloor	Om 'n terminale siekte op te doen
195	Donker. Bang vir onbekende. Vreemde mense		Nuwe dinge of veranderinge	
196	Donker		Eksamen	Om dit te slaag
197	Donkerte. Om skool toe te gaan. Dat my ma en pa sou doodgaan	Om alleen te wees. Donderweer	Tandartse. Teleurstelling. Mislukking. Toetse en eksamens	
198	Donker	Water (swem)	Failure	
199	Spiders	Neighbour	Not getting married	Dying alone
200	Vir spoke en moordenaars asook verkragters	Polisie	Vir die siekte Vigs	
201	Donker kamers	Spinnekoppe	Om in klein beknoppte areas te wees	Geen
202	Donker. Spinnekoppe	Water	Spinnekoppe. Donker	Water
203	Dat 'n motor my sal omry	Dat my pa wat siek is, sou doodgaan	Dat ek nie om doelwitte sal bereik nie, dat my pa kan doodgaan	
204	Donker	Hoogtes	Hoogtes	Slange. Spinnekoppe
205	Donker	Hoogtevrees	Dat iemand naby my sal sterf. Vir die toekoms	Paddas
206	Donker	See	Vreemde mense. Spinnekoppe. See	
207	Die donker	Inbrekers	Eksamen	N.v.t
208	Die donker	Die dood en dinge onder my bed. Om my ouers te verloor	Ek is steeds bang om my gesin te verloor, maar nie meer vir die donker of dood nie, slegs nog bang dat ek dalk op 'n pynvolle en wrede manier mag sterwe.	Vir verkragting of misdaad teen my
209	A big, grey wolf that lived in the back garden and came out at night	Long, dark passages	Driving with drunk people	Nothing
210	Ek was bang vir die donker			
211	Ek kan nie onthou nie. Dit is te vaag			
212	Don't remember	Don't remember	Exams	Farting/stomach making a noise at the wrong moment
213	The dark. Being centre of attention		Something happening to my family	Not fulfilling my potential and having regrets when it's too late
214	Ek was bang vir die donker	Kan nie onthou nie	Ek is bang ek verloor my ma	Ek is bang om verlief te raak
215	I was scared of the wooden spoon. I was always naughty	I was scared that I wouldn't pass the year	Failing the year. I haven't been doing well with academics but I really am passionate about my course	

216	Die creepy crawly in die swembad. En die eerste dag van skoolgaan	Die donker en donderweer	Of ek in die regte rigting swot	Oor die lewe
217	Iets onder my bed	Donkerte	'n Jaar nie deur te kom nie. Nie die regte keuse gemaak vir wat ek regtig wil doen nie (werk)	Nie werk sal kry nie
218	School	Bullies	I am afraid of not making people proud of me and me not being proud of myself. I am afraid of not making a success of my life. I am afraid that the choices I make might be the wrong ones	I am afraid of ending up alone
219	Donker	Dat ek my ouers sou verloor en by my peetouers moet gaan bly sonder dat my broers en suster kon saamkom	Volgende jaar. Ek is bang date ek nie slim genoeg is om al die werk te kan hanteer nie. Wil nie myself, my ouers of enige iemand teleurstel nie	
220	Vir donkerte	Bang dat my ouers my sal verlaat (sterf)	Gevaarlike honde. Bang dat ek nie goed genoeg presteer nie. Die toekoms	Slange
221	Bang om pak te kry by my onderwysers. Sy het 'n riet lat gehad.	Bang vir die donker	Ek is bang vir die eindeksamen. Ek is glad op my senuwees om te dink dis al die einde van die jaar.	
222	Onderwysers	Om van my ouma, wat my opgepas het, weg te wees	Om my vriende of familie te oorleef	Vir die oordeelsdag
223	Ek was bang vir spinnekoppe en seker die meeste bang om alleen snags na my kamer toe te stap	Slange	Spinnekoppe. Slange	
224	Vir skool toe gaan (kleuterskool). Die feit dat ek vir die eerste keer in my bestaanslewe weg van my ma sal wees	Vir daardie inspuiting wat jy moet kry as jy ses jaar oud is	Ek is bang want ek weet nie of ek aan die einde van die dag 'n sukses van my studies sal maak nie.	Bg. Is my enigste vrees
225	Spinnekoppe	Kan nie onthou		
226	Vir diewe	Spinnekoppe. Skerpioene	Ek vrees eksamens. Ek raak van my kop af voor 'n groot toets en kan dus glad nie reguit dink nie. Nog steeds spinnekoppe en engtevrees	Reeds genoem
227	Dat daar monsters of skelms onder my bed is in die donker	Kan nie onthou nie – dink nie nog iets nie	Om vir my bestuurslisensie te gaan	Niks wat ek aan kan dink nie
228	Kan nie onthou nie	N.v.t.	Vir die eksamen	N.v.t
229	Om seer te lag	Nie maats te hê nie	Dat my ma nie gelukkig is nie	Toekoms
230	Can not remember	Can't remember	Heights but only if there is nothing below ie hanging from a rope at high altitude but standing on a cliff looking down is fine	Getting pricked by a dirty needle
231	I think the thing that made me most scared was nightmares	I was afraid of wild animals – crocodiles, Indian minah	These days I think one of the only things I worry about is work – doing well	Always having good friends
232	Monsters. Loosing my parents	N.a.	Failing my first year of university	Making the wrong choices
233	Snakes	Cannot remember	Not passing all my tests	I don't know
234	Stuff under my bed – monsters	Don't remember	Snakes	Getting raped
235	Goed onder my bed (Kan nie meer so goed onthou nie)	Die dokter	Ek is nie regtig bang vir iets nie. Miskien net onseker oor dinge soos my toekoms. Waar (watter land) ek eendag in gaan bly. Waar ek my kinders gaan grootmaak.	
236	The dark		Nothing	
237	The dark	Ants	Nothing, only God	

238	Skool toe gaan	Drome	My studies nl. Engels	Niks
239	Skool	My juffrou	Studies	
240	Vir dokters	Weet nie	Ek is bang ek verloor my vriendinne as ek te veel tyd saam met my ou spandeer en ek verkies om meer tyd saam met hom te spandeer.	Die eksamen
241	Vir my pa as hy sou kwaad word	Die donkerte aan die einde van die gang	Niks in besonder nie. Wel bekommerd oor wat die toekoms inhou, maar selfs dit sal vir himself sorg	
242	Monsters onder my bed	Hoogte	Hoogtes. Om doodgemaak te word	Om aangeval te word
243	Twee goed. Spook in die nag en iets verkeerd op skool doen en voor die klas aangespreek word daarvoor.	Baie bang om iets verkeerd te doen	Steeds bang om te faal. 'Public ridicule'	Finansiële bekommernis
244	Thunder. Lightning	Elevators	Crime	
245	Die donker. Kan nie verder onthou nie	N.v.t	Die eksamen wat voorlê	
246	Kan nie onthou nie			
247			Spiders	Water
248	Ek was baie bang vir die donker en die donderweer	Antjie Somers	Ek is bang vir slange, skerpioene, spinnekoppe, leeus en krokodille	Niks behalwe haaie nie
249	Ontvoering. Verlies van 'n ouer	Nagmerries	Mens wil seker maar altyd jou geliefdes by jou hou, maar dis nie nou meer 'n vrees nie. Vrees nie meer drome nie. Grootste vrese nou is dat ek/geliefde verdrink word	Vrees om te faal in lewensdoelwitte en myself en ouers teleur te stel
250	Donker. Slange. Pak slae	Skool. Atletiek	Manupilasie sonder dat ek dit agterkom. Verhoudinge met die teenoorgestelde geslag. Misdaad teen my, my geliefdes	Donker. Slange
251	Die donkerte	Spoke	Of ek die regte kurses gekies het	Vir die eksamen
252	Can't remember	Can't remember	Not being liked	Ants
253	Kan nie onthou nie	Kan nie onthou nie	Privaat	Kan nie nou dink nie
254	Dat my pa vir een of ander rede dood sal gaan		Bang vir wat my toekoms behels	
255	Om sonder my ma by vreemde mense te wees/ te bly	Ek was bang vir 'groot' kinders en die donker. Mense in 'cartoon'-pakke bv kersvader	Ek's bang om alleen op ons plaas te bly. Bang my ouers (geliefdes) kom iets oor. Bang ek voel uit/ mense aanvaar my nie	Bang ek's abnormaal teenoor my portuurgroep se gemiddelde
256	Not fitting in with peer group	Can't remember	Rejection	Failure
257	Kan nie onthou nie	Honde	Hou nie daarvan om in klein, vasgedrukte, bedompige area te wees nie, maar is nie te erg nie bv as klomp mense bo-op jou lê en jy lê onder.	
258	Kakkerlakke – veral in die donker	Weet nie	Om my ouers te verloor	Weet nie
259	Die donker	Kan nie onthou nie	Eksamens	
260	Om van my ma geskei te word. Ek was baie siek en moes hospital toe gaan en my ma kon my nie alleen los nie.	Uitslaap	Mislukking. Verkeerde besluitneming. Die toekoms	Bang my ouers kom iets oor
261	Slange	Kan nie onthou nie	Dat die lewe so sleg word dat daar geen meer plek vir die goeie is nie	Verwerp te word