Fears in Early Childhood among Kindergartens and Primary Schools in Jordan

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Abstract: This study aimed at identifying the types of common fears of children in childhood, the sample of the study consisted of 245 children in Kindergarten in Irbid-Jordan, questionnaire was developed to measure 82 types of various fears that may suffered by children aged between 4-8 years. The study results showed a high degree of common fears of children in childhood and it was highest for unseen followed by sounds and natural phenomena then dangerous things, animals, transportation and finally social networking. There were statistically significant differences between responses of study sample for common fears of children due to variables such as gender, age of the child, arrangement the child in the family and social status for parents in favor of females due to gender variable, 5 years due to age of the child, first child due to arrangement the child in the family and married parents due to the social status for parents. The study recommends the need to interest families of their children and avoid fears because its impact in influencing the child's personality in the community.

Key words: Fear, childhood, early childhood, arrangement, influencing, social status

INTRODUCTION

Childhood is one of the most important stages in human life because it has a very important effect in building the personality of the child in the future as it is vulnerable to environmental influences quickly. This stage is important in the child's life because of the educational, psychological and social effects that characterize his basic character and humanity as a whole. As children are exposed to experiences and experiences that play an important role in their personality, they are the source of their disposition, behavioral practices, attitudes, ethical principles, values and emotions, including fear which is normal and necessary to protect. Of the individual and maintain it but if it exceeds the natural alone may be the cause of the failure of the individual and personality disorder (Zahran, 2005).

Fear is a key factor in generating the necessary energy to cope with difficult situations and hazardous research. It makes individuals ready to confront dangerous and difficult situations and enables them to take the necessary action to confront such situations which earns the individual the courage to take the decision and self-control. If it exceeds its normal limit, the interest may turn into harm and illness. Power becomes a deficit and disorder and prevents it from leading a normal life where fear controls the life and behavior of the individual and becomes a disease of mental illness (Shibl, 2000).

Al-Khafaf (2015) defines fear as a natural emotional state that all living beings feel in some situations and appear in many forms and in degrees of caution, panic and terror. Several educational studies concerned with childhood, psychology, sociology and education pointed out that there are many reasons that lead to fear in children and these reasons are unpleasant or painful experiences. For example if a dog bites or injures a child, it will cause the child to be afraid of all dogs but of all animals or objects that have wool or fur (Al-Azza, 2002).

Many scientists have given special value and importance to the learning process through the model such as Pandora World. It is believed that the majority of individual's behaviors are learned behaviors through imitation, so many children acquire fear behavior from animals, objects or attitudes because of watching them when accompanied by his or her parents or family member. This is accompanied by the fear of parents or accomplices. These parents or persons become a model imitated by the child, fearing the fears of adults, especially those who are role models for him. Khalifa (2013) has referred to fear as a strong, unpleasant emotion resulting from a sense of danger what he expected to happen.

Family relations based on love, cooperation and respect among their members play an important and active role in the process of raising and preparing children as men for the future. There are families that are dominated

by quarrels and quarrels and disputes between their members. Families are unable to prepare children with good mental health through which they can practice naturally received life (Hamad, 2014). The method of parents and educators based on the process of criticism and reprimand, especially, exaggerations will inevitably develop the feelings of fear and anxiety in children, so that, they feel unable to do something useful and expect criticism and reprimand, so, often appear to them cowardice and submission and not to do business, especially new ones.

The method of education based on the intensity and rigor and excessive control and the requirements of large and frequent children will undoubtedly lead to the creation of children and children or children afraid of power in particular. This eventually may develop fear of these children to the extent of fear of teachers or police who represent power as fathers do not accept the fears of their children and expect them to be the child as they want so, we find them (parents) are constantly criticizing the children despite the children's behavior naturally, so, we have to recognize that the expectations of parents exaggerated are strong reasons to create a state of fear in children (Al-Khafaf, 2015).

Many of children's fears are caused by parents or by constant intimidation they use with children. Several studies have indicated that pre-school children's fears are the result of constant threats by their parents (or police man) and other phrases that may be considered as easy means of subordinating the child to the wishes of parents, yet, they are potential sources of unwanted fears in children (Hamad, 2014). One of the studies that examined the concerns of early childhood children was the study of Pumice which aimed to identify the concerns of children in kindergartens and the study found that the fears of children are high.Khalafallah (2016) conducted a study on children's fear disorders. The following conclusions have been reached that children of all ages are subject to concerns that cannot be relied on for one reason in their interpretation. Al-Taf (2014) conducted a study aimed at measuring the social fear in children of Riyadh and gender differences. The scale was applied to a sample of 150 children. The results showed that children in pre- kindergarten and pre-school stage have a high level of fear compared to pre-school children. There are differences between male and female children.

Kalar *et al.* (2013) conducted a study of fear or extreme aversion to a person or place. The results showed that most students were afraid of failure in tests, electricity and wild animals and the proportion of fear for females was higher than males. Sorin (2005) conducted a pre-school study in Australia's indigenous communities

with 41 children citing names of what they fear to be able to describe how children's fear develops. Early childhood teachers. White *et al.* (2016) conducted a study on the method of raising children and subjected them to punishment and punishment and the impact of this in generating a sense of fear and vibration of the personality of the child and was used a sample of 337 children from pre-school and the results indicated that children are greatly affected by the method of education is wrong and reflected on the patterns the behavior of children and their personalities is clearly and remarkably early at a very young age.

Kalatzkaya (2015) examined the aim of identifying the content and types of childhood concerns of primary school children living in urban and rural areas and found that children in urban areas have a higher level of fear of school children in rural areas, fear of abuse, transportation, open space and sleep while children in rural areas are afraid of pain, loud voices and fictional characters. A study of Mufeedah which examined the concerns of children and their relation to socialization in Libya, showed that the method of raising and raising children plays an important role in generating many fears. The study also showed that 76 and 80% of the children expressed their fear of death (74%) fear of sprites and ghouls and 50% feared the darkness.

The current study reveals the most common concerns among children in childhood ranging from 4-8 years and the role of some personal variables related to children are investigated in common concerns such as the order of the child in his family, the family income, the social status of the parents and the level education of the father and mother. So, the current research aims to answer the questions.

What are the most common concerns in children in childhood? Do the common concerns of children in childhood vary according to gender (gender, age of the child, age of the mother, age of the father order of the child in the family, family income, marital status of the parents, educational level of the father and educational level of the mother)?

MATERIALS AND METHODS

The study population is composed of kindergarten children and the primary school in the public and private sectors in the city of Irbid, Jordan. The study sample consisted of 200 children and children from the city of Irbid randomly selected from kindergartens and primary school in the public and private sectors. Table 1 shows the distribution of the sample according to economic and educational variables.

Table 1: Distribution of sample members according to economic and educational variables

Variables/Categories	Repetition	Percentage
Gender		
Male	108	54.0
Female	92	46.0
Total	200	100.0
Child's age		
4	58	29.0
5	55	27.5
6	35	17.5
7	27	13.5
8	25	12.5
Total	200	100.0
Mother's age		
<20	13	6.5
21-30	97	48.5
31-40	62	31.0
41-50	25	12.5
Above 50	3	1.5
Total	200	100.0
Father's age		
<20	2	1.0
21-30	65	32.5
31-40	70	35.0
41-50	45	22.5
Above 50	18	9.0
Total	200	100.0
Child arranged among family members		
First	78	39.0
Second	72	36.0
Other	50	25.0
Total	200	100.0
Family income		
<200	-	-
201-500	85	42.5
501-700	74	37.0
701-1000	36	18.0
More than 1000	5	2.5
Total	200	100.0
Parental status		
Married	162	81.0
Divorced	23	11.5
Separated	15	7.5
Total	200	100.0
Father's education level		
Primary	35	17.5
Secondary	62	31.0
Diploma	60	30.0
Bachelor	39	19.5
Postgraduate	4	2.0
Total	200	100.0
Mother's education level		
Primary	71	35.5
Secondary	75	37.5
Diploma	38	19.0
Bachelor	14	7.0
Postgraduate	2	1.0
Total	200	100.0

As for the gender variable, the number of males is 108 and 54% while the number of females is 92 and 46%. As for the variable age of the child, it is noted that parents of children aged 5 years are the most frequent 55% (27.5%) while those aged (8 years) are the least frequent which reached (25) (12.5%). As for the variable age of the mother, the parents of children aged 21-30 are the most frequent 97, 48.5% while those aged 50 are the least frequent) and by percentage (1.5%). As for the variable age of the father we note that the parents of children aged 31-40 are the most frequent 70, 35% while those aged (<20) are the least frequent and (2) 1%). As for the variable of the child arrangement among family members we see that the guardians of children ranked first are the most frequent 78% points (39%) while those who ranked (other) are the least frequent which reached (50) 25%). As for the household income variable, we see that the parents of children who entered (201-500) are the most frequent which reached 85, 42.5% while those who entered (more than 1000) are the least frequent and by a percentage (2.5%).

As for the variable of the parent's social status, we see that the parents of the children who have been married are the most frequent 162% (81%) while those who have (separation) are the least frequent (15) 5%). As for the variable of the father's educational level, we see that the parents of children whose level of education (secondary school) is the most frequent which reached (62) percentage (31%) while the level of education (postgraduate) are the least frequent which reached (4) at (2%). As for the educational level of the mother, we see that the parents of children whose level of education (secondary school) are the most frequent which reached (75) percentage (37.5%) while the level of education (postgraduate) are the least frequent and by percentage (1%).

A list of 42 different types of concerns that children aged 4-8 years may suffer is divided into 7 areas: animals (4) fears, social communication (6) fears, 8) fears, sounds (3) fears, natural phenomena (11) fears, serious things (4) concerns, transportation (6) concerns. The list is based on the Geer list of the children's fears in Abdul-Hadi (2002) in addition to the opinion of a number of mothers, teachers and teachers about what they think is a source of fear in children. The age of the child, the age of the father, the age of the father, the rank of the child in the family, the income of the family, the social status of the parents, the educational level of the father and the educational level of the mother.

In order to verify the validity of the tool, it was presented to 9 specialists in the domain of counseling, psychology, measurement and evaluation and asked them to record their views on the list with all kinds of concerns and the extent of belonging to the types of concerns listed below and write any other observations especially for language or the clarity of the paragraph and its good formulation.

In the light of the amendments of the arbitrators, the list was finalized and consisted of 42 paragraphs and the tool was prepared as amended after taking into consideration the views of the arbitrators. In order to ensure the stability of the study instrument, it was applied

Table 2: Coefficients for the study domains and instrument as a whole

Domain	No. of paragraphs	Cronbach alpha	Repetition
Animals	4	0.79	0.80
Social communication	6	0.72	0.73
Unseen	8	0.85	0.86
Sounds	3	0.78	0.97
Natural phenomena	11	0.86	0.87
Dangerous stuff	4	0.70	0.71
Transports	6	0.76	0.77
Common fears among children	42	0.96	0.97

two times by 2 weeks to a sample of 30 children and kindergarten children and primary school, selected from outside the original sample. The pearson correlation coefficient was calculated between the two applications to extract the stability of the return, (Table 2).

Table 2 shows that Cronbach alpha coefficients for "common child concerns" range from 0.70-0.86, the highest for "natural phenomena", the lowest for "dangerous stuff" and the "Cronbach alpha" in children "(0.96) all stability coefficients are high and acceptable for the purposes of study where the coefficient of stability (Cronbach alpha) is acceptable if it exceeds (0.70).

Revaluation coefficients for the "common child concerns" ranged from 0.71-0.87, the highest for "natural phenomena", the lowest for "serious objects" and the "Cronbach alpha" coefficient for applying "common child fears" 0.97) all stability coefficients are high and acceptable for the purposes of the study where the coefficient of stability (Cronbach alpha) is acceptable if it exceeds (0.70).

The list was applied to the study sample by interviewing mothers, teachers or parents of children (in the absence of mothers) aged 4-8 years in their places of residence. They were informed of the goal of the study and asked them to point out their children's fears when reading their list (this was in the case of uneducated mothers). For educated mothers, the list of concerns was distributed and asked to read the instructions and then answer the list paragraphs.

RESULTS AND DISCUSSION

This study includes a detailed presentation of the statistical analysis of the results of the study aimed at identifying common concerns among children. These results will be presented based on the study questions. To answer the first question, what are the most common fears in childhood children? The mean and standard deviations for each domain of study and the scale as a whole were calculated (Table 3).

Table 3: Mean and standard deviations of the "common concerns in children" scale and the scale as a whole (n = 200)

Paragraph	Mean	SD	Rank	Degree
Animals	3.75	0.76	5	High
Social communication	3.49	0.77	7	Medium
Unseen	4.21	0.64	1	High
Sounds	3.86	0.84	2	High
Natural phenomena	3.86	0.64	2	High
Dangerous stuff	3.82	0.74	4	High
Transports	3.66	0.69	6	Medium
Common fears among early childhood	3.83	0.60	-	High

Table 4: The means and standard deviations of the domain "animals" and the whole area (n = 200)

Paragraph	Mean	SD	Rank	Degree
Pets(sheep, cat, horse)	3.18	1.08	4	Medium
Non-pets (lion, hyena, elephant)	4.42	0.73	1	High
Birds	3.53	1.06	3	Medium
Insects	3.88	0.95	2	High
Animals as a whole	3.75	0.76	-	High

Table 5: The means and standard deviations of the domains of "social communication" and the domain as a whole (n = 200)

Paragraph	Mean	SD	Rank	Degree
Parental tussle	4.35	0.77	1	High
Oldest brother	3.24	1.28	5	Medium
Vulnerable to criticism	2.76	1.59	6	Medium
Speaking before others	3.68	1.02	2	High
Father	3.52	1.12	3	Medium
Mother	3.42	1.20	4	Medium
Social communication as a whole	3.49	0.77	-	Medium

Table 3 shows that the mean scores for the "common child concerns" ranged between 3.49-4.21 the highest of which was the third area "Unseen" with a mean of 4.21 and high, followed by the fourth and fifth domains and "natural phenomena" with mean of 3.86 and high and last place the second area "social communication" with mean of 3.49 and the medium level and the mean "common concerns in children" as a whole (3) 83) and to a high degree.

The first domain animals: Table 4 shows that the mean for the domain "animals" ranged from 3.18-4.42, the highest of which is Paragraph 2 which states "non-pet animals (lion, hyena, elephant) (4.42) and high, followed by Paragraph 4 which states "insects" with a mean of (3.88) and high and last rank Paragraph 1 which states that "pets (sheep, cat, horse) "with mean of 3.18 and a medium degree and the mean of the domain" animals "as a whole 3.75 and high.

The second domain social communication: Table 5 shows that the means of the domains of "social communication" ranged between 2.76-4.35 the highest of which was Paragraph 1 which stipulates "parental tussle" with a mean of 4.35 and at a high level, followed by Paragraph 4

Table 6: The means and standard deviations of the "Unseen" domains and the domain as a whole (n = 200)

Paragraph	Mean	SD	Rank	Degree
Death, resurrection	4.17	0.89	6	High
Dreams	3.86	1.01	8	High
Sepulture	4.34	0.83	2	High
Hell torment	4.30	0.82	3	High
Death of a dear	4.56	0.71	1	High
Souls	4.23	0.97	4	High
Demon	4.09	1.13	7	High
Allah	4.18	0.85	5	High
Unseen as a whole	4.21	0.64	-	High

Table 7: The means and standard deviations of the domain "sounds" and the whole area (n = 200)

Paragraph	Mean	SD	Rank	Degree
Rescue and ambulance	3.81	1.00	2	High
Explosion	4.09	0.93	1	High
Airplanes	3.68	1.09	3	High
Sound as a whole	3.86	0.84	-	High

which states that "speak before others" with mean of 3.68 and high and last rank, Paragraph 3 which provides "vulnerable to criticism" with a mean of 2.76 The mean for the domain of "social communication" as a whole 3.49 was medium.

The third domain the unseen: Table 6 shows that the means of the "Unseen" domains range from 3.86-4.56, the highest of which is Paragraph 5 which states "death of the likes" with mean of (4.56) (3) which states that the "sepulture" with mean of (4.34) and high and last rank Paragraph 2 which states "dreams" with a mean of 3.86 and high and the mean of the domain "Unseen" as a whole 4.21 are high.

The fourth domain sounds: Table 7 shows that the mean of the domain "sounds" ranged between 3.68-4.09, the highest of which is Paragraph 2 which states "explosion" with a mean of 4.09 and high, followed by Paragraph 1 which states "rescue and ambulance vehicles" with a mean of 3.81 and high and last rank Paragraph 3 which provides "sounds of the plane" with a mean of 3.68 the mean of the "sounds" domain as a whole (3.86) is high.

The fifth domain natural phenomena: Table 8 shows that the means of the domains of "natural phenomena" ranged between 3.44-4.22, the highest of which is Paragraph 8 which states "fire" with a mean of 4.22, followed by Paragraph 4 which provides for "blaze" with a mean of 4.19 and high and last rank, Paragraph 11 which states "sea" with a mean of 3.44 natural phenomena "as a whole 3.86 and to a high degree.

The sixth domain dangerous stuff: Table 9 shows that the means for the domain items "dangerous stuff" ranged

Table 8: Mean and standard deviations of domain paragraphs "natural phenomena" and the area as a whole (n = 200)

Paragraph	Mean	SD	Rank	Degree
Deep waters	3.82	0.89	5	High
Uncommon view	3.81	0.93	7	High
Wind	3.75	0.94	9	High
Blaze	4.19	0.86	2	High
Stream	3.82	1.01	5	High
Darkness	4.01	0.97	3	High
Thunder	3.73	1.11	10	High
Fire	4.22	0.90	1	High
Lightening	3.80	1.04	8	High
Volcanoes	3.96	0.93	4	High
Sea	3.44	1.18	11	Medium
Natural phenomena as a whole	3.86	0.64	-	High

Table 9: Means and standard deviations of domain paragraphs "dangerous stuff" and domain as a whole (n = 200)

Paragraph	Mean	SD	Rank	Degree
High places	3.60	1.17	4	Medium
Electricity	3.96	0.90	1	High
Deep holes	3.79	0.96	3	High
Needle	3.93	1.03	2	High
Dangerous stuff as a whole	3.82	0.74	-	High

Table 10: Means and standard deviations of domain paragraphs "means of transport" (n = 200)

Paragraph	Mean	SD	Rank	Degree
Riding a car	3.07	1.24	5	Medium
Seeing speed cars	3.69	0.91	4	High
Riding a boat	3.70	1.10	3	High
Running over	4.37	0.78	1	High
Traffic accidents	4.10	0.90	2	High
Traveling by plane	3.03	1.12	6	High
Transports as a whole	3.66	0.69	-	Medium

between 3.60-3.96, the highest of which is Paragraph 2 which stipulates "electricity" with a mean of 3.96, followed by Paragraph 4 which states "needle" with a mean of 3.93, high and last rank, Paragraph 1 which states "high places" with a mean of 3.60 dangerous stuff "as a whole 3.82 and high.

The seventh domain transport: Table 10 shows that the mean for the domains of "transport" ranged between 3.03-4.37, the highest of which is paragraph 4 which states "run over" with mean of 4.37, followed by Paragraph 5 which provides for "car accidents" with a mean of 4.10 and a high degree. The last rank is Paragraph 6 which stipulates "travel by plane" with mean of 3.03 The mean of the "transport" area as a whole 3.66 and the mean level.

Question 2: Do the common fears of children in childhood vary according to gender (gender, age of the child, age of the mother, age of the father order of the child in the family, family income, parental status, educational level of the father, educational level of the mother)?

To answer this question, multivariate analysis was applied to detect differences in common child fears by

Table 11: Means and standard deviations of children's common concerns

Variables category	No.	Mean	SD
Gender			
Male	108	3.67	0.66
Female	92	4.03	0.47
Child's age			
4	58	4.03	0.34
5	55	4.15	0.41
6	35	3.82	0.41
7	27	3.63	0.58
8	25	2.89	0.69
Mother's age			
<20	13	3.61	0.42
21-30	97	3.83	0.67
31-40	62	3.89	0.61
41-50	25	3.86	0.35
Above 50	3	3.63	0.42
Father's age			
<20	2	3.57	0.00
21-30	65	3.87	0.59
31-40	70	3.86	0.69
41-50	45	3.79	0.57
Above 50	18	3.74	0.37
Child arranged among family members			
First	78	3.91	0.46
Second	72	3.73	0.81
Other	50	3.85	0.42
Family income			
<200	-	-	-
201-500	85	3.80	0.65
501-700	74	3.92	0.57
701-1000	36	3.85	0.51
More than 1000	5	3.07	0.46
Parental status			
Married	162	3.93	0.54
Divorced	23	3.46	0.68
Separated	15	3.39	0.76
Father's education level			
Primary	35	3.93	0.48
Secondary	62	3.82	0.53
Diploma	60	3.78	0.75
Bachelor	39	3.88	0.59
Postgraduate	4	3.51	0.22
Mother's education level			
Primary	71	3.85	0.55
Secondary	75	3.94	0.58
Diploma	38	3.62	0.75
Bachelor	14	3.78	0.49
Postgraduate	2	3.68	0.15

Table 12: Results of multi-variance analysis to detect differences in common concerns among children

Variables	Sum of squares	df	Mean	F-values	Sig.
Gender	5.186	1	5.186	30.757	0.000
Child 'age	20.841	4	5.210	30.901	0.000
Mother's age	0.230	4	0.057	0.341	0.850
Father's age	0.435	4	0.109	0.644	0.632
Child's arranged in family	1.229	2	0.615	3.645	0.028
Family income	0.405	3	0.135	0.800	0.496
Parental status	2.155	2	1.078	6.391	0.002
Father's educational level	0.133	4	0.033	0.197	0.940
Mother's education level	0.900	4	0.225	1.334	0.259
Error	28.832	171	0.169		
Total corrected	72.575	199			

mother, father's age, family income, educational level of father, educational level of mother) the value of "f" is the level of statistical significance, except (gender, age of the child order of the child in the family, parental status). The results showed that there was no difference in the social fear of kindergartens according to gender.

To determine the location of differences in children's common concerns by age, the Scheffe test was used for post-comparisons and Table 13 illustrates this.

Table 13 shows that the differences in common child fears are 4, 7 and 4 years with mean of 4.03. The mean age for the age of 7 years was 3.63, 4 and 8 years for 4 years and the mean was 4.03, 5 and 6 years and for 5 years with mean of 4.15 years while the mean for the age of 6 years was 3 years, 82 and was also 5 years and 7 (4) years while the mean of age 7 years was 3.63 years and was also 5 years and 8 years and in favor of 5 years with mean of 4.15 years while the mean for the age of 8 years was 2.89 years. It was also 6 years, 8 years and 6, 8 and 8 years and for 7 years with mean of 3.63 years while the mean for age 8 years was 2.89 years statistically significant differences emerged between other ages.

In order to determine the location of the differences in the common concerns among the children according to the order of the child in the family, the Scheffe test was applied to the post comparisons and Table 14 shows this.

Table 14 shows that the differences in children's fears were found in the difference between the first and the second and the first with the mean of 3.91 and 2.63 years and there were no statistically significant differences between the other arrangements. To determine the location of differences in children's common concerns (parental status), the scheffe test was applied to the post-comparisons (Table 15).

Table 15 shows that the differences in the common fears among the children according to the (parental status) were between (marriage) and (divorce) and for (marriage) where the mean of the calculation was (3.93)

gender, age of the child, age of the mother, age of the father order of the child in the family, family income, marital status of parents, educational level of the mother).

Table 11 shows that there are apparent differences between the responses of the sample members to the common concerns of children according to gender, age of the child, age of the mother, age of the father order of the child in the family, family income, the age of the child, the age of the father, the arrangement of the child in the family, the family income, the parental status, the educational level of the father, the level of education (Table 12).

Table 12 shows that there are no statistically significant differences in the level of significance ($\alpha \leq 0.05$) in the common concerns among children (age of the

Table 13: Scheffe test results for postpartum comparisons in children's common concerns (age)

Child's age	Mean	4 years	5 years	6 years	7 years	8 years
Four	4.03	-	-0.12	0.21	0.40*	1.14*
Five	4.15		-	0.33*	0.52*	1.26*
Six	3.82			-	0.19	0.93*
Seven	3.63				-	0.74*
Eight	2.89					-

Table 14: Scheffe test results for postpartum comparisons in children's common concerns (child's arrangement in family)

Child's arranged in family	Mean	First	Second	Other
First	3.91	-	0.18*	0.06
Second	3.73		-	0.-12
Other	3.85			-

Table 15: Scheffe test results for postpartum comparisons in children's common concerns (parental status)

Parental status	Mean	Marriage	Divorce	Separation
Marriage	3.93	-	0.47*	0.54*
Divorce	3.46		-	0.07
Separation	3.39			-

*Indicates significance at 5% level for difference in means

(3.39) while the median age of (divorce) was 3.39 years and the age of divorce was 3.46 years. It was also between marriage and separation and there were no statistically significant differences between other social conditions.

The results of the first study showed that "common concerns among children" were the highest in the third category, "Unseen" and high, followed by the fourth and fifth areas, "sounds" and "natural phenomena" to a high degree, due to the fact that the unknown things are not known and are full of delusions and myths which usually do not rely on certain facts convince the children not to fear them and the child in early childhood begins to hear his hearing maturity is more sensitive to high voices and disturbing which generates fear of some voices and last place the second area "social communication" and the middle level the fact that social relations are usually common among individuals which reduces the shyness and fear in dealing and eliminates fears in children and the area of "common concerns in children" as a whole high degree because the children at this early age are testing things they do not realize as they should most fear them in most attitudes they face.

This finding coincided with the study of Pumice which showed a high level of concern among Kindergartens in Baghdad and with Al-Taf (2014) whose results showed that children in kindergartens were more anxious than pre-school children. Sorin (2005) found that children were raised with fear of childhood teachers. This finding differed with the results of a useful study (2000) which showed that children were afraid of death, parents, sprites and gulls were angry as well as fear of descending order.

Additionally, the results have shown in the "animals" study which was the highest and highest for the paragraph that states "non-pet animals (lion, hyena, elephant)", followed by a paragraph that states "insects" and a high degree. In addition to being frightening and uninhabited by humans and lastly the paragraph that states "pets (sheep, cat, horse)" and the middle degree that these animals are often seen which makes them familiar and sanitized in children, reducing their fear of them, "Animals" as a whole are high due to that a Jam some animals and forms in general can give rise to concerns in the same child at this early age, plus it can cause a child's vulnerability to the face of an insect or an animal to fear them. The results of the "social networking" paragraphs which were above the paragraph that provided for "parental tussle" were very high as children were afraid of the arguments that arose between the parents in front of them and in the place where they lived and could not avoid or understand them. Fear and fear of what might result from it, followed by the paragraph that states "to speak before others" and to a high degree and last rank the paragraph that provides for "vulnerable to criticism" and the middle level is due to the fact that criticism sometimes may not be understood by the child or may not be much of interest. The results of the domain of "social communication" as a whole medium. This is due to the fact that the social relations between parents and owners and children of this age filled with friendliness and love and gentle handling which reduces fear in children at this age but may be accompanied by shame and not fear is high.

Furthermore, the results have shown that the children of this age group are very sensitive and attached to people which makes losing to those who love them a feeling of insecurity, anxiety and fear, followed by the paragraph that the term "dreams" is very high. This is due to the fact that children of this age do not remember much of the dreams that they see in their sleep and may not pay attention to them but this may generate little disturbance and fear at this stage age of and the domain "Unseen" as a whole is high that the results of these things metaphysical usually difficult perception of children in this age commanding that generates fear them because they are not coped with, so, it must be given to the elders. Moreover, the results showed that the voices of the area "sounds" which was above the paragraph that states the "blast sounds" and high degree as these sounds occur suddenly and accompanied by a huge amount of noise that frightens the child and makes him unable to distinguish what is happening around him followed by the paragraph that states, "Voices rescue and ambulance vehicles" and to a high degree and lastly the paragraph

that states the "sounds of the plane" and to a high degree, the fact that this voice at a certain age becomes a distinctive and attractive to the attention of children and their apprehensions to see planes rather than fear them and the results of the domain "sounds" as a whole is high to be usually high and sudden which raises fear and panic in the hearts of children who surprise them.

The results of the domains "natural phenomena" which was above the paragraph that provides for the "fire" and high degree where the fire is harmful and harmful things that may cause pain to the child which in turn generate fear of the child in addition to the sight of inflamed and heat emission which makes the child predicts that it is harmful and frightening, followed by the paragraph that states "fire" and to a high degree and lastly the paragraph that states "sea" and middle level because the sea is a favorite thing for children as it is a place of play, fun and abstraction which reduces their fear of it, the results of the domain "natural phenomena" as a whole are high because natural phenomena sometimes occur suddenly as lightning and in a strong and stormy wind which makes the children in front of frightening positions in addition to the lack of awareness of their causes which makes them fear these phenomena and some may be associated with natural disasters in the minds of some children.

Whereas, the results of the domains of "dangerous stuff" ranged which was above the paragraph that states "electricity" and to a high degree that the electricity of the scary and harmful things which also cause the injury of children not to mention the sparks that may generate the times which frightens the view of most children at this age, followed by the paragraph that states "needle" and to a high degree and last rank the paragraph that states "high places" and to a medium extent that most children at this early age are not exposed to positions that make them face high places that require fear and the results of the domain "dangerous stuff" of being high places actually call for fear of height and the fear of falling and vulnerable to harm, especially for the children of this age. The results of the "transportation" paragraphs which were above the paragraph that states "run over" were high. This is due to the fact that the rapid movement of the car itself frightens the children and their inability to determine the appropriate time to cross makes them feel very fearful and lack self-confidence of their ability to cross the road which is followed by the paragraph that states "car accidents" to a high degree and lastly the paragraph that states "travel by the plane" and to a medium extent that the children like to see the plane and see in the ride experience is wonderful and not alarming for them and the results of "transport" as a whole medium

this is due to that some means of transportation carries with it a kind of fun for children at this age while the fear of speed and handling agent remains while cutting the way a source of concern and fear among children in this early age.

According to the age, the results of the second study showed that there were apparent differences between the responses of the study respondents to the common concerns among children according to gender, age of the child, age of the mother, father's age, family order, family income, father's level of education and mother's education level).

The results showed no statistically significant differences at the level of ($\alpha \leq 0.05$) in the common fears among children (age of the mother, father's age, family income, educational level of father, educational level of mother) where the value of "F" statistics. Except (gender, age of the child, arrangement of the child among family members parental status). It was in favor of females according to the gender variable. This was because females were more sensitive and more affectionate by parents, especially male fathers. This result differed with (Al-Taf, 2014) which showed no differences in social fear in kindergartens by gender.

The results showed that the differences in the common fears among children vary according to the child's age. The difference between 4 and 7 years is in favor of 4 years whereas between 4 and 8 , 5 and 6 years was in favor of 5 years. This is because the child at this age is at a stage of life that intersects between perception and unconsciousness. His ignorance of some things may also generate fears,it was also between 5 and 7 years in favor of 5, 6 and 8 years in favor of 6 years while between 7 and 8 years was in favor of 7 years. Therefore, there are statistically significant differences between other ages.

In addition, to the results showed that the differences in the common fears among children differ according to the order of the child in the family and between the first and the second, the benefit of the first is that the first child lacks previous experiences that may be obtained from his siblings. Thus, it has a strong and stable character and reduces the turmoil and fears and showed no significant differences between the other arrangements.

CONCLUSION

In conclusion, the study showed that the differences in the common fears among the children differed according to the marital status of the parents. They were between marriage and divorce in favor of marriage and between marriage and separation for marriage. There are

statistically significant differences between other social conditions. The fact that married parents live in the same place which makes it difficult to separate their children from the atmosphere of differences and tendencies between them, so that, the children at the heart of the event which makes them vulnerable to mental disorders and internal fears.

The results of the present study showed that there was a high degree of fear among children, the highest of which were the genders, followed by sounds and natural phenomena then the dangerous things then the animals then the means of transport and finally the social communication. There were statistically significant differences between the averages. Age of the child, arrangement of the child in the family, marital status of the parents).

RECOMMENDATIONS

Based on the results, researchers recommend the need for parents to use modern methods of education based on awareness and awareness of the psychology of children at this critical age because of their impact on their personality in the future. It is also recommended that the parents and institutions of children's education should be strengthened in supporting and strengthening the children's personality and giving them confidence in themselves. It is necessary to ensure that children are aware of the world around them to increase their awareness and understanding of what is going on around them. This study also recommends that parents and educational institutions should be made aware of the importance of this stage of the child's age and the best methods in the process of raising and preparing these children and how to get rid of the fears experienced by children.

The study did a great challenge as it was limited to children aged 4-8 years. It was also determined in the place of its application, since, this study was applied in the city of Irbid in Jordan. In addition, to the time limits of this study which were applied during the period from 2015-2016.

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