

Recognition of the Fears Experienced by School Aged Children During the Development to Thailand 4.0

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Abstract: When talking about school-age children it is an age that has changed both physically and emotionally. It is appropriate that the caregiver prepare them for various kinds of support such as intellectual, psychological and social before adolescence and grow to the next quality adult. One of the obstacles to developing them physically, mental and emotional is fear. This fear is causing anxiety and strain among school-age children. However, they have both known and unknown causes of fear. Caused by fear are direct experience and self-imagination. Causes are related to the perception of information from various sources. Especially in today's society, Thailand 4.0 has changed and developed information and communication technology quite quickly. It facilitates access to information quickly and conveniently at all times. The consequences are both level and quantity of fear of school-age children that will increase. First aid if we can't resist the rapidly spreading nature of online media, all sectors including families, societies and the government, should focus and find ways to reduce the fear of school-age children as much as possible. They and the nation will be stronger.

Key words: School-age children, fear, anxiety, online media, Thailand 4.0, spreading nature, self-imagination

INTRODUCTION

Fears affect both positive and negative behavioral change in school-age children. These effects lead to an increase or decrease in losses including mental, physical and property. The purpose of this study is to reflect the current state of society in Thailand (Thailand 4.0). It is related to the causes and effects of fear in school-age children.

When talking about school-age children it is a golden age of the child should be encouraged to maintain adequate and appropriate learning. School-age children aged 6-12 (Askew *et al.*, 2015). It is the age that most of the compulsory education in elementary school, so, called school-age children (Kanchanarotphon, 2005). Some people divide the school age into 6-8 years olds are early school-age children, age 8-10 years olds are middle school-age children and 10-12 years olds are school-age children (Askew *et al.*, 2015). This age group is the freedom to learn, energy and the desire to learn outside the home. They are ready to prepare for both mental and social development. Also, there is a sense of self. Finally, have confidence in their ability (Phonpruk, 2006). However, the explanation is 2 aspects: first, physically, children in the age range from 6-12 years of age and secondly, behavior is greater autonomy in learning, learn more outside the home and believe in yourself higher.

School-age children are between preschool and adolescence. The age has changed quite a lot regarding intelligence, emotions and society. This age develops self-esteem. It can help themselves outside the home and have curiosity. They want to learn more. There is high social change. They want to learn social friends, determine their gender roles and the opposite, understand the rules more, want to be responsible for the task assigned, understand cause and effect more (Damasio and Carvalho, 2013). They need advice from parents when they make mistakes and do not dare to make decisions (Susan, 2002). Children of this age are very energetic and like to learn all the time. They also, need the guidance or encouragement of the more experienced when they decide to do something. For example, you need a word from your parents and teachers that you trust.

In order to have a clear understanding of the changes of adolescents before adolescence, quality can be divided into 4 aspects: physical, intellectual, emotional and social (Kanchanarotphon, 2005; Phonpruk, 2006). The physical development of this child will grow consistently, the average weight gain is 2 kg per year and the average height is 5 cm year (Limjitsomboon, 1999). Girls will grow faster than boys. The height of this child will increase more than the width, the shape is closer to the adult but the head is larger than the body. The organs are enlarged, like long limbs (Hurlock, 1978). Muscle and nervous system work better together. Improve the senses, learn

and use the organs better (LeDoux and Pine, 2016). Children of this age are more curious about sex and more interested in the opposite sex. Women between the ages of 8-12 years can more clearly indicate sex. For example, the breasts are enlarged and the pubic hair begins to grow on the penis. Feel anxious sexually more focused while boys are having problems like this during the 12-14 age periods (Susan, 2002).

Development of the intellect of school-age children can understand the senses. Learn from what you see and hear and then compile. Plan to understand symbols and meanings in what is seen. Have a good memory can be analyzed, decided to adapt to the rational development of age. In the beginning, this child will have imaginary dreams and beliefs in the phenomenon is not true such as beliefs in fantasy, mystery, etc. If they are not properly explained, they will have a negative impact on themselves. They are stuck with unrealistic beliefs, fearlessly diverting themselves from the real world. It leads to a mental condition that is not normal. The personality is not appropriate. But if they are properly explained it will improve their intellectual development and lead to better creativity (Lewis and Volkman, 1990). However, if the school-age children receive good and accurate information. It will be the beginning of creative and intellectual development. On the other hand if the information is bad and inaccurate with reality. There is an opportunity to initiate fear in the mental state.

Emotional development will be fun, playful and proud of the success of the activities, understand yourself and others more, more emotional control. Children will start to understand themselves and others more and control their emotions. At the beginning of this age will adapt to the situation, easy to change emotions. When they adjust, they will be gentle, relaxed, comply with the rules and orders of others better. At the end of this age will be more calm and calm mood. Maybe because they started adjusting to the environment, understand the role itself, understand the cause and effect more (Aswill and Droske, 1997). You will see that the mood of this child is more tolerant and more waiting. Considering the reasons, there will be both pleasant and unpleasant emotions. Emotional satisfaction includes fun, cheerfulness, love, sympathy and unpleasant feelings, including anger, jealousy and fear (Kanchanarotphon, 2005).

Social development for children in this age will develop more out of home. Relationships begin to change from parent to teacher, friend and more. Same-sex partners are beginning to influence more school-age children. They like to do activities together with friends rather than doing it alone (Potts and Mandleco, 2002). They take a friend centered and want to accept friends (Wong, 1999). And

the activities that play in a group of friends always change. It's a competition that wants to win over friends and joke or mock friends when they make mistakes (Stoudemire, 1998).

From the above, fear is a development of children age school from small children or pre-school-age children. After that, they will develop themselves into adolescence. It has a lot of physical and emotional changes. If they get the right information they are clear of learning the phenomena they see can have proper development. If the data is not correct, inappropriate will affect the negative later. After that will feel a failure. Feel yourself worthless. Concerns and fear accumulate more and more. They perceive and visualize what they see or what they do in a wrong way. Impotence occurs in the mental state. It causes distrust and does not trust the surrounding people more efficiently. Finally, it leads to further development of the unwanted personality.

MATERIALS AND METHODS

Causes and effects of fear

The fear of school-age children: Fear and anxiety are reactions to perceptions in similar emotional expressions (Chaiyawat and Brown, 2000; Taylor, 2014). The emotional reaction that occurs is the response to the environment. It automatically stimulates the nerve to allow the body to fight or evade (Moskowitz *et al.*, 2017). From the past study there are different meanings. Fear was an emotional response that could identify but anxiety could not be identified. It is a concern about the potential threat of future harm (LeDoux and Pine, 2016).

Besides, fear is a manifestation of specific stress and a general emotional reaction. It describes the unwanted feeling of suffering from cognitive behavioral and physical responses (Lang *et al.*, 2000). Fear can estimate from experience gained from little stress to extreme stress (Morgan and Pfaff, 2002). Fear was also a sign of a biological warning system in preparation for evasion (Carleton *et al.*, 2006).

When discussing childhood fears it is a part of the development of children. It can be a positive reinforcement for children to learn the dangers that may occur such as children across the road, may feel scared because of the potential threat (Nicastro and Whetsell, 1999). People who face danger to them selves will emotionally respond with fear and anxiety. The reason for fear and anxiety are negative emotions that occur to the person. When the of assessing the situation is facing a threat to self-harm, then fear (Jones *et al.*, 2002; Reynolds *et al.*, 2015). Just as the illness of a child is considered a crisis of living for them. Whether it is minor

illness such as flu, diarrhea, etc. or severe illness such as accident, appendicitis, cancer in the blood. It will also, stress the child as well (Pillitteri, 1999). However, the meaning of fear sometimes has the same purpose but some situations are complex, ambiguous can't explain in that context. Fear of learning should be both combined and compared to the most relevant conditions for the most benefit.

Causes: The cause of fear can be from direct experience or something imaginable (Gullone, 2000). By Phonpruk (2006) described the fears of school-aged children consist of: Find a new situation or to change quickly such as loss of love, experience in the past has caused fear, causes of fearful learning is unclear stimuli and getting inappropriate or ambiguous information such as telling stories, ghosts, etc. Also, the fear of children is a part of the healthy development of children. Then, responding to what triggers fear begins with the fear-provoking stimulus that enters the child's environment. When children perceive fear, they compare the feelings and emotions that exist. Next, they will process the fear of linking morale with the threats that arise based on their level of cognition. As a result, children will behave in ways that avoid or threaten to escape the fear (Windich-Biermeier *et al.*, 2007). Finally, he will assess the situation control. If successful, children will strengthen with confidence but if it fails it will weaken and increase the level of fear when the situation is terrible again.

RESULTS AND DISCUSSION

Fear of school-age children in online society: School-age children have the opportunity to receive inappropriate and inaccurate information more quickly in the present. Nowadays, the online media access is more convenient. It makes learning unwanted behavior easy.

As a result of today's online communication, most are using the internet (Berisha-Namani, 2009). It is communication between the exchange of information or communicates immediately. It includes images, audio, text and computer information that combine in one instant at a real-time (Poon and Swatman, 1997; Rahman *et al.*, 2015). This type of online media has its origins in America in the 1960s. Then spread to Thailand in 1986 with the cooperation of many organizations such as Asian Institute of Technology (AIT) University of Tokyo, University of Melbourne and UUNET in Virginia, USA. Later in 1992, ThaiSarn network was able to connect with the internet to foreign countries through the web directory in 1991 named World Wide Web (WWW) used today. Finally, users can access content and images quickly and conveniently.

Besides, the promotion of public sector is also a factor that makes it easier for all people to access online. Government policies include; National Broadband Internet of the Ministry of Information and Communication Technology (Digital Economy and Society) encourages people to access the internet 95% by 2020. And equal access to the internet, Universal Service Obligation. It emphasizes the opportunity for people in three groups: no network, no money and no need. Data from the we are Social and Hootsuite websites in January 2018 indicate that the Thai population uses the internet at an average of 9 h and 38 min/day, followed by the Philippines 9 h 29 min, Brazil 9 h 14 min. Especially, among the children in the age group of 6 years old, the internet usage increased from 39.2% in 2015-52.9% in 2017. In the future, the government will have a new policy. It is to promote Thailand into a full online society called Thailand 4.0 such as the beginning of the name change Ministry of Information and Communication Technology to Ministry of Digital Economy and Society. In this way, we can't deny that school-age children can access information faster and more efficiently than ever before.

Effects: Easy access to online it will change the way of life of school-age children to the intellectual, emotional and social. It will increase the fear of school-age children more than ever. The cause of fear is three factors. The first factor is from the children themselves such as intellectual development, coping, the second factor is from parents such as anxiety, economic and social status. And finally, external factors such as severity, types of anxiety have been known (Lambert, 1984). Interestingly, it is easier to understand the effects of fear over oneself than the anxiety of parents and the perception of anxiety from the external environment.

Anxiety is an uneasy and perplexing perception. It is a fear of events that feel threatened or deliberately supposed to harm them in the future (Cavender *et al.*, 2004). An anxious person will show a response to the intensity of the anxiety on each side. Firstly, a physical expression such as heartbeat and faster or slower than usual, pale lips, biting nails, nausea, fatigue. Some children do not eat rice, do not drink water, do not urinate or pee on the bed, etc. Secondly, expressions of thought such as if there is a slight to moderate anxiety will have better concentration and memory than usual. On the contrary if there is a high level of anxiety, the attention and memory decline have negative thoughts and is obsessed with the original. Thirdly, emotional expression such as inappropriate expression. It feels terrible, uncomfortable, restless, irritated, irritated or angry. Sometimes fear occurs in things that should not be afraid of ghosts, fear of insects, etc.

CONCLUSION

However, Thai children in school age are no different from other country children. Will you be a part of helping all children in the world reduce their fear? It will make them feel safe. They will grow in quality. It makes the world more alive. Or would you hurt them by raising their fears by encouraging poor online media access? It's easier to access online media than ever before.

SUGGESTIONS

The fear of accessing online media is likely to prevent or reduce the level of fear by reducing the amount of online media exposure. It has to have cooperated with many related parties. Start with family, family members should take care of children, limited time to use the appropriate online media do other creative activities. It will make school-age children feel overwhelmed by limited access to online media. The next step is to create a safe society. For example, the organization of the school should instill in the school-age children to recognize the benefits and offenses of online media seriously. And it should work continuously. Society in the community should promote appropriate activities for school-age children. Finally, government policy measures should encourage or support and regulate all sectors related to the online access of pre-school-age children. It will benefit adequately and will not have a negative impact on them. Fear will not affect the development and learning of school-age children. There are also, pediatric nursing reports that demonstrate the synergies of all sectors to help reduce the fear of children in the United States. Data from 1987-2004 show that the reduction in accidental injury was highest in firearms up to 74%, followed by cycling 66% and fire or heat 58%, respectively (Hockenberry and Wilson, 2014).

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