Závěrečná zpráva projektu specifického výzkumu na rok 2014 – zakázka č. 2101

Název projektu: *Výskyt specifických strachů v období vynořující se dospělosti u vysokoškolských studentů.*

Specifikace řešitelského týmu:

Odpovědný řešitel: **Mgr. Anežka Volková**

Student magisterského studia na PdF UHK: **Bc. Pavla Dušková**, ID: 25199, 1. roč. magisterského studia, obor: P-NSSKON, P-NSSKTV, Číslo účtu 214053060/0600

Celková částka přidělené dotace: : 64 048 Kč

Stručný popis postupu při řešení projektu

V březnu bylo zahájeno zevrubné studium odborné literatury. Následně byl vytvořen dotazník, jenž kromě dalších položek zahrnoval také dvě metody sběru dat: Fear Survey Schedule for Children (FSSC); Fear Survey Schedule (FSS) a metodu volného generování strachů. Sběr dat byl zahájen v dubnu 2014. V červnu 2014 byla zahájena analýza výzkumných šetření. Dílčím cílem studie bylo nalezení rozdílů v míře a obsahu specifických strachů mezi jednotlivými pohlavími a věkovými skupinami. Na toto téma vznikl odborný článek, jenž byl prezentován ve dnech 22. - 25. 10. 2014 na zahraniční konferenci **5th International Conference on Education & Educational Psychology** (Cyprus, Kyrenia). Výstupem z konference je článek reflektující výsledky výzkumného šetření realizovaného na vzorku studentů z několika tuzemských univerzit (podrobnosti viz níže).

Další cíl bylo srovnání metod sběru dat a zhodnocení jejich kvalit a nedostatků v použití pro respondenty v období vynořující se dospělosti. Zde bylo zapotřebí výzkumný soubor rozšířit, sběr dat tedy probíhal dále, formou on line dotazníku. Potřebný počet respondentů byl získán bohužel až v listopadu 2014. Následovalo opět zpracovávání dat a následná tvorba odborného článku. V souladu s aktualizacemi metodiky recenzovaných časopisů byl vybrán elektronický odborný recenzovaný časopis E-psychologie. Návrh článku byl odeslán člence redakční rady Doc. Mgr. Lence Lacinové, Ph.D. Následně bude odeslán do recenzního řízení.

Téma specifických strachů a vynořující se dospělosti bylo také zapracováno do semináře v rámci předmětu obecná a vývojová psychologie. Ten proběhl v dubnu 2014. Studenti byli seznámeni s obsahem specifických strachů pro jednotlivá vývojová období, s vývojovými úkoly, které se se strachy pojí a s novým konceptem vynořující se dospělosti.

Výsledkem výzkumného šetření je také ucelený a poměrně rozsáhlý soubor dat, který bude v budoucnu dále využit a zpracován.

Výzkumné cíle projektu byly splněny.

Obsahový přínos projektu:

Specifické strachy jsou významným tématem v rámci vývojové psychologie. Stejně jako normativní strachy představují běžnou součást života, trvají však obvykle pouze omezenou dobu. Specifické strachy jsou tedy strachy typické pro určité vývojové období, odráží stresující úkoly, které jsou spjaty s vývojem. Za strachy charakteristické pro období vynořující se dospělosti byly považovány strachy spojené s rodičovstvím a s prvním bilancováním pracovní kariéry (Vavrda, 2000).

Výzkum však ukázal, že se obsah strachů přesouvá spíše směrem k otázkám hledání kariéry, intimního vztahu a ke strachům spojeným s ohrožením, či nenalezením smyslu a seberealizace. Nejčastěji uváděnými strachy zůstávají překvapivě strachy školní, i přesto, že jsou v pozdějším věku nahrazovány strachy kariérními. Respondenti se obávají, že nenalezou práci, která je bude naplňovat a které bude smysluplná, obávají se nezaměstnanosti a také toho, že nebudou moci uplatnit svou studijní kvalifikaci. S těmito dvěma oblastmi je úzce propojena oblast strachu ze selhání. Tato kategorie zahrnuje strachy související s pocitem vlastní nekompetence, z nedůvěry v sebe a nejistoty ze zvládnutí situace. Jednalo se o strach z vlastní neschopnosti, strach z projevení se, strach, že se nepoučím z chyb, že něco nezvládnu, strach z nenaplnění životních cílů. Zajímavá je také kategorie partnerskéstrachy, kde mezi nejšasteji uváděné patřili: Strach, že nenajdu partnera pro život; strach že zůstanu sama, strach z vztahů, strach z rozchodu. Nově se u této věkové kohorty objevují také sociální strachy- strach, že nebudu mít kde bydlet, že nebudu mít dostatek peněz. Vzrostlo také množství strachů generalizovaných.Tyto kategorie strachů v sobě zahrnují vývojové úkoly, které jsou charakteristické pro období vynořující se dospělosti. Výsledky potvrzují opodstatněnost vzniku tohoto nového vývojového období i v tuzemském prostředí. Ukazují, že dosavadní název- mladá dospělost, je pro kategorii 20-29 let nepřesný, většina z respondentů se býti dospělými necítí a vývojové úkoly, které řeší jsou bližší spíše úkolům spojovaných dříve s koncem období adolescence. Výzkum tak pomohl určit specifické strachy charakteristické pro období vynořující se dospělosti. Zjištěné nálezy jsou plně v souladu s vývojovými

úkoly a charakteristikami. Prevalence kategorií strachu ilustruje kognitivní, sociální a emoční vývoj daného období. Zahrnuje také vlivy vnějšího prostředí, historický a sociální kontext, ve kterém se nyní vynořující se dospělí nacházejí.

Další přínos studie je převážně metodologický. Naše výsledky dovolují potvrdit vhodnost užití metody generování volných výpovědí v období vynořující se dospělosti. Výsledky také potvrzují obsahovou neúplnost užitých škál FSSC a FSS pro období vynořující se dospělosti. Dalším výzkumným cílem bude tedy adaptace těchto měřících škál pro dané vývojové období.

Splnění kontrolovatelných výsledků řešení:

Plán 1: Článek v Recenzovaném nebo impaktovaném časopise, který bude vybrán v souladu s nově schválenou metodikou.

Výsledek: V souladu s aktualizacemi metodiky recenzovaných časopisů byl vybrán elektronický odborný recenzovaný časopis E-psychologie. Návrh článku byl odeslán člence redakční rady Doc. Mgr. Lence Lacinové, Ph.D. Následně bude odeslán do recenzního řízení.

Plán 2: Účast a publikace na konferenci: 5th INTERNATIONAL CONFERENCE ON EDUCATION AND EDUCATIONAL PSYCHOLOGY, Kyrenia, Cyprus (22-25 October)

Výsledek: Aktivní účast na plánované konferenci byla realizována, výdaje byly čerpány v souladu s plánem. Mgr.Volková prezentovala na konferenci příspěvek formou posteru.
Odborný článek: VOLKOVÁ, A., DUŠKOVÁ, P. *Specific fears in emerging adulthood among Czech undergraduate students.* Procedia - social and behavioral science, ?, NL, 2015, pp.? ISSN 1877-0428.
Článek byl přijat, jeho vydání je plánováno v lednu 2015. Následně bude očekáváno potvrzení o jeho indexování. Poté bude zapsán do OBD.

Přehled realizovaných výdajů:

	Výše čerpaných výdajů	Zdůvodnění
a) osobní náklady	**2.975,-**	Odměna řešiteli
	1.011,-	Zákonné pojištění - odvody na zdravotní, sociální a úrazové pojištění (viz položka Odměna řešiteli).
	6.300,-	Stipendium Bc. Pavle Duškové (podíl na sběru a zpracování výzkumných dat a na tvorbě odborného článku).

b) **materiálové náklady**	2.000,-	**Kancelářské potřeby** – kancelářský papír na kopírování, desky a šanony na zakládání materiálů, psací potřeby.
	7.277,- __3.408,-__ 12.685,-	**Tonery** **Knihy**
c) **provozní náklady nebo výdaje**	403,41,-	Bankovní poplatky
d) **výdaje na služby a konference**	6.002,- 700,- __12.217,-__ 18.919,-	Překlad odborného článku do angličtiny Tisk posteru Konferenční poplatek
e) **cestovné**	11.524,- 400,- 264,- __9.381.-__ 21.569,-	Letenka Transfer z letiště a zpět Cestovní pojištění Ubytování a ditety
CELKEM	**64.162,90 Kč**	

Povinné přílohy

a) Kopie publikačních výstupů
(Odborný článek: VOLKOVÁ, A., DUŠKOVÁ, P. *Specific fears in emerging adulthood among Czech undergraduate students.* Procedia - social and behavioral science, ?, NL, 2015, pp.? ISSN 1877-0428., druhý článek bude dodán po odpublikování)

b) Výpis z OBD – výsledky publikační činnosti podpořené projektem. (chybí- zatím není zaneseno do OBD)

c) Výsledovka z ekonomického informačního systému Magion – vyúčtování dotace.

Vypracovala: Mgr. Anežka Volková
V Hradci Králové, dne 5.1.2015.

Příloha č.1. Kopie Publikačních výstupů

Specific fears in emerging adulthood among Czech undergraduate students

Anežka Volková[a], Pavla Dušková[b] 1

[a]*Univerzita Hradec Králové, Rokitanského 62, Hradec Králové,50003*
[b]*Univerzita Hradec Králové, Rokitanského 62, Hradec Králové,50003*

Abstract

The study has an explorative character. Its aim is to describe the content of experienced fears in the period of emerging adulthood among Czech undergraduate students. The aim is to describe the specific fears in emerging adulthood and to compare and find differences between genders and term of study. Subjective responses about the contents of fears were collected on the basis of the "Cake of Fear" method. This method allows respondents to freely express fears that he/she perceives as significant in the context of their everyday lives. Fear occurrence, content, and intensity changes in general fear categories were investigated. The findings revealed that fears associated with the study were progressively replaced by fears related to career. The fears in emerging adulthood were more general and abstract. They were often related to autonomy and identity. The fears in emerging adulthood are closer to fears which are typical for adolescent than children's fears, which have a more specific content. The results show that girls perceive themselves as more fearful than boys. Gender and age differences are discussed.

1. Introduction

Fears are generally defined as a normal response to danger, whether anticipated or actual (Barrios & Hartmann, 1988). Fear is related to different developmental time stages and reflects stressful tasks associated with development (King, Hamilton, & Ollendick, 1988). Many studies (Gullone, 2000; Burnham 2005; King et al. 1989) point out the difference in the degree of fearfulness – girls report more fears than boys. Pierce and Kirkpatrick (1992) note, however, that an indicated higher rate of fears is rather related to sex and gender influences. For both sexes there may be a different degree of willingness to openly talk about fear. Manifested femininity is thus associated with a higher level of indicated fear and anxiety (Muris, Meesters, Knoops, 2005). Fears in connection with advancing age are already quite well documented. Predictable patterns, sequences, and

---

evolution in the experience of fear are connected with individual age groups (Gullone 2000). For example, between 3-5 years there is an expectable fear of scary creatures and the supernatural (King and Ollendick, 1989). Fears in conjunction with school begin to appear around five to six years of age (Eldebour et al., 1997). In adolescence, fears grow in association with injuries and anxiety (Ollendick et al., 1985). It is traditionally noted that the extent and number of fears declines with age (Burnham 2005, Gullone and King 1992). There are some exceptions, however, for example; fears of the dark or the supernatural demonstrably decline, but academic (school) fears and fear of speaking in front of people, for example, tend to increase with age (Gullone and King, 1993). Westenberg et al. (2004) add that although there is a decrease in fears associated with physical threats and punishments, there is an increase in socially conditioned fears and fears of criticism from others and one's own failure. Researchers also noted racial and cultural differences and a different expression of fear among youth in the last decade (Gullone 2000). In the Czech environment, this phenomenon is especially apparent in a period that is relatively newly called emerging adulthood.

Emerging adulthood is understood as the age range of about 18–29, which is different from adolescence and young adulthood and is characterized by its great diversity. In this period, the young person slowly identifies with the role of an adult, refines his personal goals, becomes independent of his parents, seeks a partner, and tries to find a suitable occupation (Macek, 2003). It is an exploration of identity, an exploration of life's possibilities (Arnett, 2004). This phase should ideally be completed with a decision and selection of a permanent choice in various areas of life, while in partnership the desired goal is the formation of a permanent partner relationship (Arnett, 2000). A quantity of options is associated with increased instability, which may be a source of anxiety and uncertainty for some (Arnett, 2004). Feelings of anxiety and doubt associated with the period of emerging adulthood are also mentioned by Macek et al. (2007). In the Czech Republic, this period was until recently considered as young adulthood and was mainly related to the closure of marriage and the onset of parenthood. The fears characteristic for this period were considered the very fears associated with parenthood and initially balancing a career (Vavrda, 2000). More recent research of fears during the period of emerging adulthood in the Czech environment has been addressed by Michalčáková (2012). Her research sample consisted of adolescents aged 19 years, on the threshold of adulthood. In her study, she reported significant representation of the group of fears that are by their nature more abstract, general, potential (often related to issues of autonomy, self-identity). Michalčáková (2012) notes that this phenomenon can document an overall developmental trajectory of observed emotions of fear, when the emphasis shifts from currently active factors during childhood to their expectations and fears of a more general nature in adulthood. A study of fears on an older sample of individuals in this period is still lacking in the Czech Republic.

The measurement of fear has undergone a certain development. Many methods have been used, such as observing children, interviews, and retrospective testimony. Normative studies of measuring fear have gradually been taken over by the use of standardized scales that are relatively easy to administer, and their use has been statistically proven. Data gained in this way can be objectively scored and compared across different groups of respondents. The most frequently cited method for measuring fear are the scales represented in the Fear Survey Schedule for Children II (FSSC II) and the Fear Survey Schedule (FSS) (Gullone, 1996). The limitations of this method, however, mainly lie in the completeness of the list of fears and emotional distortion – individual items can be evaluated on the basis of emotions that are evoked in the respondents, rather than on the basis of their actual frequency and power (Gullone, 1996). Another commonly used method is the free generation of fears. Testimony freely obtained in this way is rather supposed to map out common fears of the respondents. The advantage of the free generation of statements about fear is that the criteria for indicating the fear is the experienced rate tied to the occurrence of stimuli in everyday life (King et al., 1989; McCathie, Spence 1991). Their testimony is unlimited and unaffected by a predefined enumeration. The disadvantage of this method is its dependence on the cognitive abilities of the respondents and the ability of the respondents to remember their fears and name them (Michalčáková, 2012).

The aim of this study is to use freely generated statements to map out fears in the period of emerging adulthood among university students, to explore whether there exist certain specifics for this period, and to compare fears with respect to the gender and age of respondents.

2. Method

2.1. Sample

Overall, this study was participated in by 200 respondents: 77 men and 123 women. All respondents were university students. The age range of the respondents ranged from 20 to 29. The average age of the respondents was 24.52 years. The study selected only those respondents who indicated that they evaluate themselves as emerging adults. The respondents were divided into three age groups (20–22, N 50; 23–25, N 76; 26–29, N 74)

for the purpose of analysis. These were students from various universities in the Czech Republic. Overall, the study included students from six universities. The data were collected in the autumn of 2013. The researchers those interested in participating in the research through university servers. Questionnaires were collected on-line. Participation in the research was voluntary. The participants were assured anonymity, and on the first page they provided informed consent.

Table 1. Sample

	Frequency	Percent	Men	Women
1: 20–22	50	25	20	30
2: 23–25	76	38	28	48
3: 26–29	74	37	29	45
Total	200	100	77	123

2.2. Instruments

The study used a method of the free generation of fears. This method corresponds to the objective of our study, which is exploratory and requires the ability to capture an image of fears in their entirety. Restrictions in the form of a predefined given enumeration were not considered desirable. Due to the composition of the research sample (higher age, university education), we expected that the cognitive abilities of the respondents – to recall their fears and name them – would be sufficient. The questionnaire was made up of free answers to the question of what the respondents were most afraid of. Respondents could indicate any number of fears. Subsequently they determined the intensity of fear on a five-point Likert-type scale (very low, low, medium, quite a bit, extremely). A five-level scale was deliberately chosen to match the range used by the Fear Survey Schedule (FSS), which is the most frequently cited method for the measurement of fear (Gullone, 1999). The questionnaire also included the front page, which collected information regarding the gender, education, and age of the respondents.

2.3. Procedure

The questionnaire was placed on the Internet. On the front page, the respondents were informed about the purpose of the study and the anonymity of the results, and it was clearly explained for whom the research is intended. Here, the respondents answered the question of how they evaluate themselves, whether still as adolescents, already as adults, or as something in between. The study only accepted students who perceived themselves to be something in between. First, personal data were collected then the free statement was subsequently administered.

3. Results and Discussion

Based on their content, the testimonies were grouped into specific categories, the aim of which was to eliminate the formal differences in the expression of the same contents of fear. This yielded 231 categories which included fears with very specific content. This was followed by a grouping into categories of a higher order, which included groups of similarly motivated fears, forming 73 categories. The final step was to merge these categories at the highest level, thus acquiring 16 resulting categories. These were converted into a five-point form that reflects whether a given category in the testimonies of a specific adolescent occurred, and to what degree. Classification of the individual testimonies into general categories was also carried out by another independent assessor. The compliance of assessors was evaluated using coefficients (Cohen's kappa) for each category and for overall compliance across all categories. The compliance of the assessors for each category ranged from 0.81 (category failure) to 1.00 (fear of animals).

The distribution of the number of fears shows a marked positive slant; the score of fears ranges from 0 to 50. Overall, respondents reported an average of 3.2 fears. The average score was 11.39 (SD 7897; modus 7). From the testimonies, we created a categorization mapping a content of fears. Sixteen general categories affect the breadth of the reported respondents, contentually various fears which we captured using the method of free testimonies in the period of emerging adulthood.

1. School fears – this category includes respondents' fears related to school performance. Most often this was fear of tests, state exams and fear from not having studied enough. This fear was cited most frequently by respondents, and it also had the highest score (369, mean 1.85).

2. Fear of failure – this category includes fears associated with a sense of their own incompetence, a lack of confidence in themselves, and uncertainty of managing a situation. This was the fear of their own inability, fear of manifestation, fear of not learning from mistakes, that one cannot do something, and the fear of unfulfilled life goals. The score of this category was 251 (mean 1.26).

3. Fear for close ones – this category includes worries about someone, fear of losing loved ones, fear for people from their closest social environment (family, friends). Most often this was fear about the health of their families and fear of the death of loved ones. Score 248 (mean 1.24).

4. Employment related fears – this category includes fears related to employment, the fear of not finding a suitable profession in which an individual could apply what has been learned while finding self-realization. This also included fears of losing employment and career failure. Most often was the fear of unemployment; afraid that they will not find an interesting job and fear of losing their jobs. Score 216 (mean 1.08).

5. Partnership fears – this category includes fears associated with partner relationships – loss of or threat to the relationship, fear of infidelity, fear whether one will find a suitable partner; fear of being left alone. The most frequently reported fears included the fear of not finding a partner for life, fear of remaining alone, fear of relationships, and fear of separation. Score 214 (mean 1.07).

6. Death related fears – this category includes fear associated with death, disease, and threats. Most often was the fear of death, fear of serious illness, fear of pain, and fear of injury. Score 184 (mean 0.92).

7. Animal fears – this category includes a general fear of animals and a list of individual species. Most often was the fear of spiders and snakes. Score 118 (mean 0.59).

8. Fears about social security – this category includes fears associated with the loss of social security. These were fears associated with a lack of finances, fears of the lack of housing, and fear associated with a significant deterioration in living standard. The most commonly reported fear in this category was the fear of financial security, the fear of debt, and the fear of not having anywhere to live. Score 114 (mean 0.57).

9. Fear of the unknown – this category includes fears of unpredictable danger, fears of inexplicable or supernatural phenomena, fears of dangerous people, and fears of heights or enclosed spaces. The most commonly reported fear was the fear of night streets, fear of being assaulted, fear of thunderstorms and heights. Score 111 (mean 0.56).

10. Fear of the future – this category includes a general fear of the future, fear of decision-making, and fear of uncertainty of what the future will bring. Score 99 (mean 0.50).

11. Fear of rejection – the fear of losing friends, of social conflict, and rejection by others. Score 94 (mean 0.47).

12. Political fears – a category of fears resulting from the political and social situation. These are the fears of war, of Russia, and fears of a political crisis. Score 73 (mean 0.36).

13. Parental fears – fears associated with current and future parenting and pregnancy. The most frequent was the fear of not being able to have children; fear of getting pregnant, fear of childbirth, and fear of being a parent. Score 70 (mean 0.35).

14. Fear of appearance – a category including the fear of appearance in general, as well as elements having an impact on appearance (obesity, aging, acne). Score 46 (mean 0.23).

15. Fear of responsibility – this category includes the fear of accountability, responsibility, unwanted responsibility. Score 42 (mean 0.21).

16. Traffic fears - fears associated with vehicles, traffic, and technology (fear of driving, crashing, fines). Score 28 (mean 0.14).

Table 2. General category of fear – first 10 categories.

Category	Mean	Suma	Frequency	Percent	Category	Mean	Suma	Frequency	Percent
1. school fears	1.85	369	99	49.5	6. death r. fears	0.92	184	56	28
2. fear of failure	1.26	251	72	36	7. animal fears	0.59	118	22	16
3. fear for close ones	1.24	248	66	33	8.soc. security	0.57	114	36	18
4.employment related fears	1.08	216	66	33	9. unknown	0.56	111	34	17
5. partnership fears	1,07	214	65	32.5	10. future	0.50	99	29	14.5

As far as the differences between the sexes are concerned, women reached higher results in almost all categories. The most significant differences were in the categories partnership fears, school fears, fear for close ones, and parental fears. Overall, women were more fearful than men. The exception here was the category fear of failure, fear of responsibility and political fears, where men achieved higher scores. The gender differences

were not, however, statistically significant. The statistical difference in the total stated number of fears measured using the Mann Whitney test was U = 3219.5, p <0.01, while men reported less fears than girls. The five most represented categories among women were: 1. school fears, 2. fear for loved ones, 3. partnership fears, 4. fear of failure, 5. employment related fears. The five most represented categories among men were: 1. school fears, 2. fear of failure, 3. employment related fears, 4. death related fears, 5. partnership fears and fear for close ones. The results of the most striking differences are shown in Table 3.

Table 3. Results by gender

	sex	N	Mean	Std. Deviation	Std. Error Mean
Partnership fears	men	77	0.66	1.373	0.156
	women	123	1.33	1.711	0.154
Employment related fears	men	77	0.91	1.407	0.160
	women	123	1.19	1.705	0.154
School fears	men	77	1.39	1.829	0.208
	women	123	2.13	1.987	0.179
Parental fears	men	77	0.12	0.606	0.069
	women	123	0.50	1.327	0.120
Fears for close ones	men	77	0.66	1.518	0.173
	women	123	1.60	1.949	0.176

Overall, the most fearful were those from the youngest age category of 20-22 years – mean score 12.02. The score of reported fears fell in the category of 23–25 years – mean 10.39. In the oldest age group, 26-29 years old, the score increased again, with a mean of 11.97, almost identical to the youngest category. A positive correlation with regard to age was measured in the categories working fears, transport fears, fear associated with death, fears associated with parenting, fear of responsibility, political fears. A negative correlation with regard to age, on the contrary, was measured in the category school fears, fear for close ones, fear of animals, and fears about appearance. The biggest changes were recorded in the category school fears, which dominated in the first two age categories but were replaced in the oldest category by employment related fears. The prevalence of fears with regard to age groups was as follows. The five highest represented categories for the 20–22 category: school fears, fear for close ones, fear of failure, partnership fears, death related fears. For the 23-25 category: school fears, fear for close ones, fear of failure, death related fears, employment related fears. For the 26–29 category: employment related fears, fear of failure, partnership fears, fear for close ones, school fears. The results of these categories are listed in Table 4.

Table 4. Results by Age

category	Age intervals	mean	Mean Rank	category	Age intervals	mean	Mean Rank
Partnership	1: 20–22	1.34	108.51	Fear of failure	1: 20–22	1.38	103.71
fears	2: 23–25	0.80	92.09		2: 23–25	1.12	97.28
	3: 26–29	1.16	103.73		3: 26–29	1.28	101.64
Employment	1: 20–22	0.74	90.02	Fear for close	1: 20–22	1.66	110.58
related fears	2: 23–25	0.96	97.00	ones	2: 23–25	1.13	96.68
	3: 26–29	1.42	111.18		3: 26–29	1.09	97.61
School fears	1: 20–22	2.56	119.43	Death related	1: 20–22	0.82	98.24
	2: 23–25	2.17	108.05	rears	2: 23–25	0.96	99.89
	3: 26–29	1.08	79.95		3: 26–29	0.97	102.65

The results of our study confirm that the emotion of fear is a very interesting and important representative of the inner world of emerging adults. Developmental trajectories were also reflected in our results. Slow identification with the role of an adult, prioritizing personal goals, initial independence from their parents, and seeking a partner and employment; all these developmental tasks of emerging adulthood are included in our categories. The fear of not finding a suitable partner was strongly represented in all three age categories, as was the fear associated with employment. We associate the gradual process of independence in particular with fears associated with the loss of social security. The slow identification with the role of the adult, as well as the clarification of values and goals, were reflected into more categories, but the most strongly apparent were in the areas of fear of failure, responsibility, and the future. Vavrda (2000) considered fears associated with parenthood

and the first balancing of a career characteristic of this period. These categories were also included in our study, but they quite changed in content, however. With the fear of parenthood, this was more about the fear of unwanted pregnancy or, on the contrary, a fear of not being able become pregnant rather than fears about a child or how to raise one. In the same way, fears of employment were greater than those of balancing a career, combined with the fear of finding suitable employment or any unemployment at all. Our results are more consistent with the results of Michalčáková (2012), who recorded an increase in general, abstract fears at the expense of specific fears. A decrease in the amount of fears in relation to age, as is reported in many studies (Burnham 2005, Gullone & King 1992), was not confirmed in our study. The number of fears in our sample actually decreased slightly from the beginning, but then increased in the age group 26–29. We believe that this may be due to situational influences. The end of this period is associated with the termination of education and entry into employment, which brings with it increasing demands. Overall, respondents reported an average of 3.2 fears. Using freely generated testimonies, Michalčáková, Lacinová, and Jelinek (2009) also measured the amount of fear in their studies. They focused on adolescents aged 15 years, and the average number of reported fears in their study was 5.3. In this comparison, we can say that our results rather confirmed the overall trend in a decline of fears. In our study, we also observed a decrease of fears of physical danger and death. On the contrary, we recorded an increase in school fears and fear of failure. These results are consistent with other studies (Westenberg et al., 2004; Lane & Gullone 1999 Michalčáková et al. 2009). Fears that increased strongly in our period, and which could therefore be typical of emerging adulthood, are partner fears and fears associated with employment. Regarding the differences between the sexes, the results of our study are fully consistent with the results of other studies (Gullone, 2000, Gullone & King, 1997; Murris & Ollendick, 2002). The women in our study also reported a higher degree of fear than men. The differences, however, were less pronounced. This finding does not mean that women are demonstrably more fearful than men. An external variable in our study could also have been the cognitive ability of the respondents. Michalčáková et. al (2009) also includes verbal fluency, a willingness to comply with the researcher, and achievement motivation among external variables in free-generated testimonies.

Our results allow for the confirmation of the suitability of using the method of generating free testimonies in the period of emerging adulthood. The identified findings are fully consistent with the developmental challenges and characteristics. The prevalence of categories of fear illustrates the cognitive, social, and emotional development of the period. It also includes the effects of the external environmental and the historical and social context in today's which emerging adults are found.

References

Arnett, J. J. (2000). Emerging adulthood. A theory of development from the late teens through the twenties. American Psychologist, 55, 5, s. 469–480.

Arnett, J. J. (2004). *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties.* New York: Oxford University Press.

Barrios, B. A., & Hartmann,D.P. (1988). *Fears and anxieties. In E.J. Mash & L.G. Terdal* (Eds.), Behavioral assessment of childhood disorders (2nd ed., pp.196–262). New York: Guilford.

Burnham, J.J. (2005). Fears of children in the United States: An examination of the American Fear Survey Schedule with 20 new contemporary fear items. *Measurement and Evaluation in Counseling and Development,* 38, 78–91.

Elbedour, S., Shulman, S., & Kedem, P. (1997). Children's fears: Cultural and developmental perspectives. *Behaviour Research and Therapy*, 35, 491–496.

Gulone, E., & King, N. J. (1992). Psychometric evaluation of a revised fear survey schedule for children and adolescents. *Journal of Child Psychology and Psychiatry*, 33, 987–998.

Gullone, E., & King, N. J. (1997). Three-year follow-up of normal fear in children and adolescents aged 7 to 18 years. *British Journal of Developmental Ps*ychology, 15, 97–111.

Gullone, E. (2000). The Development of Normal Fear: A Century of Research. *Clinical Psychology Review*, 20, 4, 429–451.

Gullone, E., & King, N. J. (1993). The fears of youth in the 1990s: Contemporary normative data. *The Journal of Genetic Psychology*, 154, 137–153.

Gullone, E. (1996).Developmental psychopathology and normal fear. *Behaviour Change,* 13, 143–155.

King, N., & Ollendick, T. (1989). Children's anxiety and phobic disorders in school settings. Classification, assessment, and intervention issues. *Review of Educational Research*, 59, 431–470.

King, N. J., Kolier, K., Iacuone, R., Schuster, S., Bays, K., Gullone, E., & Ollendick, T. H. (1989). Child and adolescent fears: An Australian cross-sectional study using the Revised Fear Survey Schedule for Children. *Journal of Child Psychology and Psychiatry*, 30, 775–784.

King, N., J., Hamilton, D. I., & Ollendick, T. H. (1988*). Children's phobias: A behavioural perspective*. Chichester: John Wiley and sons.

Lane, B., & Gullone, E. (1999). Common fears: A comparison of self-generated and fear survey schedule generated fears of adolescents. *Journal of Genetic Psychology,* 160, 2, 194–204.

Macek, P., Bejček, J., & Vaníčková, J. (2007). Contemporary Czech Emerging Adults: Generation Growing Up in the Period of Social Changes. *Journal of Adolescent Research,* 22, 444–475.

McCathie, H., & Spence, S. H. (1991): What is the Revised Fear Survey Schedule for Children measuring? *Behaviour Research and Therapy*, 29, 495–502.

Michalčáková, R. (2012) *Strachy na prahu dospělosti*. Olomouc: Psychologické dny 2012.

Počáteční stav		0,00		
ZAV/0111/00861/14	21.11.2014	6 002,00	0,00 překlad do AJ	
518 099 Ostatní služby		6 002,00	0,00	6 002,00
518 Ostatní služby		18 919,48	0,00	18 919,48

1332-

erred

urvey

67.

Praha:

ence:

3.

Počáteční stav		0,00		
ZAV/0111/00861/14	21.11.2014	6 002,00	0,00 překlad do AJ	
518 099 Ostatní služby		6 002,00	0,00	6 002,00
518 Ostatní služby		18 919,48	0,00	18 919,48

Výsledovka po účtech s pohyby
Pohyby za období 2014 / 01 - 12

Pracoviště:	*****	Všechny vybrané analytiky
Činnost:	****	Všechny vybrané analytiky
Fullcost:	******	Všechny vybrané analytiky
Zakázka:	******	Všechny zakázky
Podzakázka:	***	Všechny podzakázky

Účet	Název účtu		Má dáti	Dal	Zůstatek k 2014 / 12
645 001	Kursové zisky DU				
Počáteční stav				0,00	
POK/0131/00044/14		03.11.2014	0,00	11,25 Volková,CY,Kyrenia,21.10.14-26.10.14	
645 001	Kursové zisky DU		0,00	11,25	11,25
645	Kursové zisky		0,00	11,25	11,25
649 004	Haléřové vyrovnání DU				
Počáteční stav				0,00	
POK/0101/00038/14		03.11.2014	0,00	0,25 Volková,CY,Kyrenia,21.10.14-26.10.14	
649 004	Haléřové vyrovnání DU		0,00	0,25	0,25
649	Jiné ostatní výnosy		0,00	0,25	0,25
691 006	Provoz.dotace věda MŠMTspecifický výzkum				
Počáteční stav				0,00	
MAN/0910/00011/14		10.02.2014	0,00	64 048,00 Specifický výzkum NIV MŠMT	
691 006	Provoz.dotace věda MŠMTspecifi		0,00	64 048,00	64 048,00
691	Přijaté přís. mezi zúčt.mezi org.slož.		0,00	64 048,00	64 048,00
Výnosy celkem			0,00	64 059,50	64 059,50
Hospodářský výsledek k 2014 / 12:					-103,40
Náklady za vybrané:			64 162,90		64 162,90
Výnosy za vybrané:				64 059,50	64 059,50
Hospodářský výsledek za vybrané k 2014 / 12:					-103,40

Výběrová kritéria (omezení sestavy se řídí právy uživatele noskope1 (uvedena v závorce))

Pracoviště:	01*	(01**	09**)
Činnost:		(***	***)
Fullcost:		
Zakázka:	2101	(*	4450)
Podzakázka:		

(c) Magion

Výsledovka po účtech s pohyby

Pohyby za období 2014 / 01 - 12

Pracoviště:	*****	Všechny vybrané analytiky
Činnost:	****	Všechny vybrané analytiky
Fullcost:	******	Všechny vybrané analytiky
Zakázka:	******	Všechny zakázky
Podzakázka:	***	Všechny podzakázky

Účet	Název účtu		Má dáti	Dal	Zůstatek k 2014 / 12
521 001	Mzdové náklady DU				
Počáteční stav			0,00		
MZD/0101/00011/14		30.11.2014	2 975,00	0,00 Mzdy 2014/11	
521 001	Mzdové náklady DU		2 975,00	0,00	2 975,00
521	Mzdové náklady		2 975,00	0,00	2 975,00
524 001	Zákonné zdravotní pojištění DU				
Počáteční stav			0,00		
MZD/0101/00011/14		30.11.2014	267,74	0,00 Mzdy 2014/11	
524 001	Zákonné zdravotní pojištění DU		267,74	0,00	267,74
524 002	Zákonné sociální pojištění DU				
Počáteční stav			0,00		
MZD/0101/00011/14		30.11.2014	743,75	0,00 Mzdy 2014/11	
524 002	Zákonné sociální pojištění DU		743,75	0,00	743,75
524	Zákonné sociální pojištění		1 011,49	0,00	1 011,49
545 001	Kurzové ztráty DU				
Počáteční stav			0,00		
BAN/0802/08129/14		30.04.2014	266,55	0,00 0000000000 konf. popl. Volková	
545 001	Kurzové ztráty DU		266,55	0,00	266,55
545	Kurzové ztráty		266,55	0,00	266,55
549 003	Bankovní poplatky DU				
Počáteční stav			0,00		
BAN/0802/08117/14		30.04.2014	240,00	0,00 0000000000 POPLATKY FUNDS TRA	
BAN/0802/08196/14		30.04.2014	196,38	0,00 0000000000 DEBETNÍ TRANS.FUND	
549 003	Bankovní poplatky DU		436,38	0,00	436,38
549 006	Jiné ostatní náklady mimoř.stip. DU				
Počáteční stav			0,00		
BAN/0802/20701/14		03.10.2014	6 300,00	0,00 4 Dušková Pavla	
549 006	Jiné ostatní náklady mimoř.stip. [		6 300,00	0,00	6 300,00
549 093	Pojištění cestovní				
Počáteční stav			0,00		
ZAV/0116/00133/14		11.11.2014	264,00	0,00 Volková Anežka	
549 093	Pojištění cestovní		264,00	0,00	264,00
549	Jiné ostatní náklady		7 000,38	0,00	7 000,38
Náklady celkem			64 162,90	0,00	64 162,90

Výsledovka po účtech s pohyby

Pohyby za období 2014 / 01 - 12

SU 2/01

ing. VOLUAR

Pracoviště:	*****	Všechny vybrané analytiky
Činnost:	****	Všechny vybrané analytiky
Fullcost:	******	Všechny vybrané analytiky
Zakázka:	******	Všechny zakázky
Podzakázka:	***	Všechny podzakázky

Účet	Název účtu		Má dáti	Dal	Zůstatek k 2014 / 12
501 003	Spotřeba materiálu kancelářské DU				
Počáteční stav			0,00		
ZAV/0111/00691/14		20.10.2014	1 945,00	0,00 tonery	
ZAV/0111/00852/14		21.11.2014	5 332,00	0,00 kancelářské potřeby - tonery	
ZAV/0111/00854/14		21.11.2014	1 886,00	0,00 kancelářské potřeby	
ZAV/0111/00957/14		01.12.2014	114,00	0,00 kancelářské potřeby	
501 003	Spotřeba materiálu kancelářské I		9 277,00	0,00	9 277,00
501 006	Spotřeba materiálu knihy, časopisy DU				
Počáteční stav			0,00		
ZAV/0111/00914/14		27.11.2014	2 529,00	0,00 knihy	
ZAV/0111/01018/14		08.12.2014	879,00	0,00 kniha	
501 006	Spotřeba materiálu knihy, časopi:		3 408,00	0,00	3 408,00
501	Spotřeba materiálu		12 685,00	0,00	12 685,00
512 001	Cestovné zahraniční zaměstnanci DU				
Počáteční stav			0,00		
CES/0102/00141/14		03.11.2014	9 381,00	0,00 Volková,CY,Kyrenia,21.10.14-26.10.14	
ZAV/0111/00353/14		19.06.2014	11 524,00	0,00 letenka - Volková	
ZAV/0111/00730/14		30.10.2014	400,00	0,00 transfer od hotelu a zpět Volková	
512 001	Cestovné zahraniční zaměstnanc		21 305,00	0,00	21 305,00
512	Cestovné		21 305,00	0,00	21 305,00
518 004	Poplatky konference, semináře, kurzy DU				
Počáteční stav			0,00		
ZAV/0116/00042/14		29.04.2014	12 217,48	0,00 konf. popl. Volková	
518 004	Poplatky konference, semináře, I		12 217,48	0,00	12 217,48
518 009	Ostatní služby - tisk; vydání knihy DU				
Počáteční stav			0,00		
ZAV/0111/00864/14		21.11.2014	700,00	0,00 tisk posteru	
518 009	Ostatní služby - tisk; vydání knih		700,00	0,00	700,00
518 099	Ostatní služby				
Počáteční stav			0,00		
ZAV/0111/00861/14		21.11.2014	6 002,00	0,00 překlad do AJ	
518 099	Ostatní služby		6 002,00	0,00	6 002,00
518	Ostatní služby		18 919,48	0,00	18 919,48