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In Fulfilment of Wishes: An Exploration of the Daydreams of a group of South African Adolescent School boys

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Abstract

Research on daydreaming and fantasy life has focused predominantly on the fantasies of sexual and violent offenders, often highlighting the daydreaming of youth and its relation to pathology in these populations. Although much is known about the role of these fantasies in relation to the behaviour of criminals, there is little research on the nature and function of sexual and aggressive daydreams in samples of non-clinical populations of adolescent boys. This research, which was informed by psychoanalytic and developmental theories of daydreaming and adolescence, explores the libidinal and aggressive daydreams of a group of South African school boys by investigating: the frequency and conditions of their daydreaming, the characteristic contents of the daydreams, and what understanding they have about the nature and function of daydreaming.

89 boys between 14 and 17 years old, from a private high school in suburban Johannesburg completed a research questionnaire containing 52 closed and open ended questions about their daydreams. The research design included a quantitative frequency analysis of the responses to the closed ended questions, while a form of thematic content analysis was used to interpret the open ended questions.

There were four main findings relating to the extent and conditions of daydreaming, the types of wishes present in the content of the daydream descriptions and the participants' theories of the functions of daydreaming. Firstly, the participants reported to experience predominantly libidinal, as opposed to aggressive daydreams and as frequently as between once and many times every day, drawing attention to theories of the intensification and efflorescence of the sexual drive during adolescence in relation to the nature of daydreaming. Secondly, the extent to which peers, teachers, school and home feature as characters and settings in the participants' daydreams highlighted the role which daily experiences played in influencing the nature and conditions of their reported daydreams. Thirdly, themes of revenge, romance, taboo-breaking and the desire for

admiration were the predominant wish-types identified in the participants daydreams, reflecting what appeared to be a ‘normal’ pathway for partially satisfying their needs and a means of reflecting upon the common challenges faced by adolescents. Finally, the adolescent boys themselves most often described daydreaming as wish fulfilling and satisfying desires that cannot be filled in reality, drawing attention to the similarities between their understandings of daydreams and that put forward in psychoanalysis.

Declaration

I declare that *In Fulfilment of Wishes: An Exploration of the Daydreams of a group of South African school boys* is my own work, aided only by my supervisor and mentor, and that all sources cited have been indicated and acknowledged by means of complete references. It is submitted for the degree Master of Arts (Research Psychology) at The University of Witwatersrand, Johannesburg.

_____

Sheri-lee Errington

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To Dr Sue van Zyl: I have known you for many more years than an MA Research Report should take to complete. Thank you for all that you have taught me, and for all that you have inspired within me. I have completed this research with many more skills than just what it would take to complete this study.

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Dedicated to: Kadin

"Learn everything you can, anytime you can, from anyone you can –
there will always come a time when you will be grateful you did"
Sarah Caldwell

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Chapter 1

Introduction

> Daydreaming: "…a spontaneous shift of attention from external stimuli to the contents of consciousness…"
>
> Leonard Giambra (2000, p. 367)

Waking fantasies, which are more commonly referred to as daydreams or just fantasies, tend to happen so inconspicuously in everyday life that most people dismiss them without much interest or thought. When daydreams have been closely considered, the findings suggest that they are similar to imaginary play, fantasies, aspirations, unconscious fantasies and creative thought - phenomena which make up an entire human lifespan of inner experience. Despite the fact that daydreams appear to be a common experience, most of what is known about the nature and function of these components of human nature is derived from studies of psychopathology.

Research on the phenomenon of fantasy life has predominantly focused on the extent and content of the fantasies of sexual and violent offenders. These studies have raised interesting questions around the nature of fantasies in relation to offending behaviour, and their function in psychopathology. One finding that is consistently brought to the fore amongst all of these studies is the significance of daydreaming and fantasy life during adolescence. The research on the fantasy life of sexual and violent offenders shows that it is during adolescence when most offenders start to have fantasies similar to the crimes they later commit. Research suggests that even though the majority of adolescents do not go on to murder or rape others, it does not mean that they have not imagined it in a fantasy or daydream.

Researchers have attempted to explore why convicted serial killers and rapists report their murder and rape fantasies to begin during adolescence, and attempt to link it to the instinctual and developmental challenges that occur during adolescence. Informal observations give the sense that for most adolescents, daydreaming provides a source of psychic release, a mental state in which the desires that are expressed internally are thought to arise from the frustrations that cannot be acted on externally. This is contrary to their apparent source of motivation in the case of violent criminals. Despite the fact that common sense suggests that daydreaming is a relatively widespread human experience, and potentially an important part of inner psychic life, it remains greatly under-researched in the general population.

The research which has been done on the fantasy lives of sexual and violent offenders has taken a predominantly cognitive-behavioural approach to understanding the role that fantasies play in offending behaviour. These researchers argue that the extent and frequency of the offenders' fantasies is directly related to their offending behaviour. They are, however, unable to provide substantive theoretical argumentation to validate their claims regarding the nature and function of daydreams from the perspective of cognitive-behavioural psychology. Psychoanalysis, on the other hand, provides a broad theoretical context for the nature and function of daydreams, which is based primarily on Sigmund Freud's studies of dreams, and his structural and topographic models of the mind.

1.1 Theoretical Orientation

There are two premises that inform the conceptual framework of this research, both of which are based on principles founded in psychoanalysis. The first and most fundamental premise is that daydreams function primarily as a mechanism of wish-fulfilment. The second premise relates to the observation that there is a simultaneous intensification and subsequent frustration of the instincts during adolescence. The first premise, at the most basic level, is derived from the psychoanalytic understanding that daydreams are

expressions of sexual and aggressive instincts. By nature, these instinctual desires of the id are subject to the prohibitions of the superego, and thus forbidden from being expressed in any overt behaviour. According to the theory, daydreams therefore, provide an acceptable means through which the sexual and aggressive wishes of the id can be fulfilled in a way which reduces the conflict between the id and the superego.

The second premise relates to the observation that there is an intensification of the instinctual drives during adolescence. This is most obviously associated with the biological and physiological changes related to the maturation towards adult reproductive capabilities, as well as the competitiveness of the adolescents expanding social environment. The adolescents' attempts to negotiate the instinctual and developmental challenges that arise during this stage mark the process of transition from childhood into adulthood. However, as the adolescent is not quite an adult yet, the emerging desires associated with adulthood are prohibited from overt expression in the present, and daydreams, therefore, provide one means through which they may be partially fulfilled. As such, adolescence appears to be an important period in human development at which to study the nature and function of daydreaming.

The notoriously complex connection between mind, where daydreams are played out, and body, where the source of worldly experiences are, makes it difficult to understand and validate the significance of daydreaming in human psychology. However, valuable insights concerning the nature and function of daydreaming are drawn from this research.

1.2 Research Aims

Extent, content, perceived function, and relation to emotion and experience are all aspects of daydreaming life that can be investigated. The purpose of the investigation is to gain an understanding of the psychological significance of these components of fantasy life during adolescence.

Broadly, this research intends to explore the libidinal (sexual) and aggressive daydreams of adolescent boys who are attending a private school in suburban Johannesburg. More specifically, there are three primary aims. The first aim is to acquire an indication of the extent to which the participants report to daydream, and how often these daydreams are either libidinal or aggressive daydreams. The second aim is to conduct a detailed exploration of the characteristic aspects and daydream features that present within their libidinal and aggressive daydream lives. This will involve an analysis of the daydreams manifest settings and characters, as well as their underlying wishes. This analysis will extend to include an exploration of where adolescent boys tend to be when their daydreams occur, and what emotions tend to accompany their libidinal and aggressive daydreams. The final aim is to explore what understanding daydreamers in this study have regarding the role that their daydreams play in their fantasy lives. This exploration will entail an investigation into the insights that these boys have about the functions of their sexual and aggressive daydreams.

1.3 Research Questions

Based on the abovementioned aims, the following research questions have been formulated:

1. How often do adolescent boys report to have daydreams?

2. How often are these daydreams described as being either libidinal or aggressive daydreams?

3. Where and under what conditions are they most likely to daydream?

4. What characteristic content can be identified in adolescent boys' daydreams?

4.1. What are the settings of these daydreams, and how closely do they resemble real life experiences?
4.2. Do adolescent boys, themselves, feature in their daydreams?
4.3. Which other characters feature in the daydreams?
4.4. What affect characteristically accompanies their libidinal and aggressive daydreams?
4.5. How often do these adolescent boys report to have recurring daydreams?

5. What types of wishes appear to be satisfied in the daydreams described?

6. What do adolescent boys perceive the functions of their daydreams to be?

Chapter 2

Literature Review

As a study on specifically adolescent daydreaming, it is important to recognise that interpretations of daydreaming extent, content and characteristic features are likely to relate closely to themes in development during adolescence. As such, the literature in this review is not limited to theory and research on daydreams, but also includes a review of the dominant behavioural, cognitive and psychoanalytic theories that discuss adolescent development. Freud (1905), Erikson (1968), Piaget (1962) and Kohlberg (1958) have presented theories on various aspects of development during adolescence that become relevant in an understanding of the nature and function of daydreaming during this period.

The emphasis of this study is on daydreaming as a form of wish-fulfilment which is only one of its known functions. Cognitive psychology provides an alternative and highly plausible explanation of the function of daydreams. This theory not only compliments Freud's (1908) understanding of daydreaming as a function of wish-fulfilment, but also builds onto an overall understanding of the significance of daydreaming in human psychology, and therefore cannot be excluded from the review of the literature.

2.1 Theories of Daydreaming

> "...a daydream, is a continuation of, and a substitute for, what was once the play of childhood."
>
> (Sigmund Freud, 1908, p. 442)

Much of what is known about the nature and function of daydreaming is rooted in psychoanalysis, and can be traced back to theories put forward by Sigmund Freud (1900, 1908) in: *"The Interpretation of Dreams"* and *"Creative Writers and Day-dreaming"*. His view that daydreaming is a continuation of childhood play is central to understanding that the 'imaginary play' children engage in, and the means it provides for fantastic thoughts and scenarios to be fulfilled, is not lost, but instead a more developed form of partial sublimation – daydreaming (Freud, 1908).

Unlike a child engaged in imaginary play, being in a daydream can be described as an unexpected and spontaneous shift of conscious attention (Giambra, 2000). Attention is shifted to an internal process of imagining fantasy-like situations in thought (Giambra, 2000). This usually distracts the daydreamer from the present reality (Giambra, 2000), and proceeds to fulfil a wish that is not necessarily conscious, but is nevertheless pressing for satisfaction (Freud, 1900). Young children are seen to use play to sublimate their impulsive wishes, and they, in some way, develop the capacity to play out these playful fantasies of wishes internally - in thought and imagination (Freud, 1908). They progress from using physical objects which act as props in their imaginary play, to daydreaming which is characterized by a withdrawn state of awareness, involving no physical props, in older children and adults (Freud, 1908). In the same way that imaginary play fulfils wishes that cannot be fulfilled in reality, daydreams provide a form of partial satisfaction for socially unacceptable wishes (Freud, 1908).

In the context of his structural and topographical theories of the mind, Freud (1900) describes daydreaming as having the function of wish-fulfilment. This understanding of daydreaming forms the primary basis of this research report, and is discussed in great detail. There are, however, other theories of the function of daydreaming which consider different aspects of the phenomenon and serve to compliment the theories provided by Freud.

2.1.1 Daydreaming as a function of Wish-fulfilment

> "…every single phantasy is the fulfilment of an unsatisfied wish, a correction of unsatisfying reality."
>
> (Freud, 1908, p. 439)

Within the theoretical context of psychoanalysis, Freud (1900) implicitly defines the functions of fantasies, and thus conscious fantasies or daydreams, as manifestations of the ego's attempts to resolve intra-psychic conflicts, by fulfilling the wishes of the id in a way that is acceptable to the superego. According to Freud (1900), the id is the most primitive component of the mind, containing basic human drives. These are the types of drives that Darwinian thinking would relate to survival instincts. Freud's (1900) focus is predominantly on drives that are libidinal and aggressive in nature. He believes that the need for the satisfaction of these drives provides the motives for all human behavior (Freud, 1900). He describes these drives as unconscious and instinctual, noting that they are particularly evident in behaviour that elicits a sense of satisfaction (Freud, 1900). He explains that the resulting satisfaction serves to gratify these primal libidinal and aggressive instincts (Freud, 1900).

Freud (1900) argues that the libidinal and aggressive drives are not directly observable through the behaviours and mental processes that serve to gratify them, because of prohibitions set by the superego. The superego is the punitive component of the mind (Freud, 1900). It prohibits the drives from obtaining any direct form of gratification, given that they tend to represent wishes which are unacceptable according to the social norms and values internalised by the superego (Freud, 1900). As a result, the ego is forced to seek alternative means for gratifying the desires of the id (1900).

One alternative means Freud (1905) puts forward as a mechanism used by the ego to gratify the instinctual desires of the id with minimal conflict from the superego, is the process of sublimation. Sublimation involves the capacity of the ego to indirectly satisfy the instinctual desires of the id, by diverting them into another activity which provides a

form of partial satisfaction (Rycroft, 1995). Freud (1908) proposes that daydreaming is the expression of the id's wishes in a more or less sublimated form.

Daydreams are an observably transparent medium of expression for instinctual drives. Their transparency, as well as the daydreamer's conscious awareness of their content, in Freud's (1909) view, suggests that the function of daydreams is to divert the instinctual wishes from a direct means of satisfaction to the indirect means of daydreaming, through which the ego can express the wishes in a form that is acceptable to the superego, thus minimising any intra-psychic conflict (Freud, 1900). According to Freud (1900), these wishes are derived from the most basic human drives of libido and aggression, and daydreams of sex and aggression can therefore be regarded as a partial form of wish-fulfilment for the libidinal and aggressive drives that they are intended to satisfy.

Evidence of the wish-fulfilling function of daydreams is particularly apparent in studies that report findings on the content of libidinal daydreams. Sex, intimacy and romance are some of the overarching themes that are reported in the narrative content of the libidinal daydreams that have been recorded in the studies conducted by Rokach (1990), Kirkendall and McBride (1990), and Williams (2007). It is very easy to imagine how daydreaming about sexual, intimate and romantic moments might be satisfying to inner drives and desires. On the contrary, the satisfaction that is attained through aggressive daydreams is far less obvious.

The very few aggressive daydream narratives that have been recorded in past studies contain themes of aggression varying from verbal reproach and relationship conflicts to attempted rape and murder (Kirkendall & McBride, 1990; and Williams, 2007). It is difficult to imagine how daydreams of such moody, dark and macabre situations can be wish-fulfilling. Yet, Freud (1908) explains that:

> "…many things which, if they were real, could give no enjoyment, can do so in the play of phantasy, and many excitements which, in themselves, are actually distressing, can become a source of pleasure…"
>
> (Freud, 1908, p. 437)

In the same way that the partial satisfaction resulting from libidinal daydreams lies in the release of libidinal energy in a way that the daydreamer is not permitted to express in their daily life, so too is the partial satisfaction resulting from aggressive daydreams.

Within the context of psychoanalysis, it is evident that Freud (1908) understands waking fantasies, or daydreams to function with the purpose of fulfilling the instinctual wishes of the id. He argues that the availability of the content of these daydreams to conscious awareness, allows daydreamers the opportunity to take their reality and manipulate it in fantasy. To this end, a cognitive approach adds that daydreams provide more than just a mechanism of wish-fulfilment.

2.1.2 The other functions of Daydreams

Cognitive psychology, which hinges on the most obvious element of daydreams, being that they transpire during periods of wakefulness, emphasises the implication that these forms of fantasy are accessible to the daydreamers' conscious thinking and manipulation (Leitenberg and Henning, 1995). Embedded in the understanding that daydreams occur within a realm of conscious awareness, is the assumption that they allow for an element of control over the daydream content, and thus the type of content manipulation, that an individual does not have in dreaming, or for that matter, in reality (Leitenberg and Henning, 1995; and Zurbriggen and Yost, 2004). In this respect, daydreams function as an inviting alternative to everyday life.

In the context of daydreaming as an aspect of the cognitive system, Halderman, Zelhart and Jackson (1985) question whether daydreaming is a function of rehearsal and reflection, or a mechanism of excitement intended to enhance human life. As yet, there is no evidence for daydreaming as a mechanism for excitement. However, there is a significant amount of support for the cognitive theory of daydreaming as a function of rehearsal and reflection.

Beres (1960) focuses on much more transparent functions of fantasy, compared to those put forward by Freud (1908) and Person (1995). Beres's (1960) article on "*Perception, Imagination, and Reality*" discusses the relation between fantasy and behaviour. From this article, Beres (1960) concludes that fantasies can provide a space in which scenes that may be preparatory for future occurrences, or an alternative to action can be played out. This provides for a kind of release for the emotional arousal relating to the events on which the imaginal scenes of the daydreams are based (Beres, 1960).

The fact that the imagination is an important part of daydreaming draws attention to the way in which daydreams provide a means of exploring alternative behavioural actions and their varying consequences (Halderman et. al., 1985). Mueller (1990) describes it as imaginative problem solving, and Kahr (2007) explains that these fantasies are often linked to real people, and situations in the daydreamers' lives. This link makes it apparent that daydreams also function as forms of practice or mental rehearsals of imagined outcomes relating to real people and situations (Kahr, 2007).

Gee, Ward and Eccleson (2003) also argue that fantasies provide a form of emotional release, a conclusion that arises out of a study that these researchers conducted on the sexual fantasies of sexual offenders. Gee et al. (2003) found that the sexual offenders, in their study, reported a lower level of emotional arousal after they had fantasised, which lead these researchers to the conclusion that emotional arousal relating to the fantasy had been discharged, as a result of the fantasy.

The argument that permeates the literature on the functional nature of daydreams that is presented above, is that daydreams promote a sense of psychological well-being, whether it is for allowing unacceptable or unattainable instinctual wishes to be fulfilled, experimenting with past, current and future events, or facilitating the release of emotions. This, in turn, releases emotional energy that has been building up as a result of the repression of these wishes.

2.1.3 The influences on Daydreams

In discussing the origins of the concept of fantasy, Freud's (1900) argument that fantasies arise in response to the repression of instinctual wishes, which are judged to be unacceptable according to prohibitions that have become entrenched within the superego, as well as the ego's perception of what is socially appropriate, is put forward. Freud (1900) would thus argue that fantasies are influenced by three things, the first being the sexual instinct. Freud's (1909) assertion that fantasies are an attempt to satisfy instinctual wishes that cannot be fulfilled in reality, and his understanding that instinctual wishes arise out of the id, which operates according to the pleasure principle, leads to the conclusion that the sexual instinct must influence fantasies. This highlights the reasoning behind Freud's (1907) assumption that fantasies are always based on erotic wishes, which he claims, can often be concealed by ambitious wishes (Freud, 1900). Person (1995) agrees with Freud's (1908) claim that instinctual wishes motivate the generation of fantasies. Person (1995) believes that both of these instincts give rise to guilt and anxiety, which, in turn, arouse unconscious conflict, and ultimately stimulate fantasies.

The theories in psychoanalysis center on daydreaming as a function of wish-fulfilment, explaining the function of daydreams in the context of intra-psychic and instinctual development. Cognitive and social theories of the role imagination plays in daydreams, describe them from within the context of interpersonal and social development. These theories provide a framework for understanding what aspects of daydreaming could provide more insight into its functions. Yet, there is little research which focuses on the functions of daydreaming. It is evident from the research on daydreaming that there is a

considerable amount of research on the extent of daydreaming, and the conditions under which it occurs.

2.2 Research on Daydreaming during Adolescence

This section reviews research on daydreaming during adolescence, by looking predominantly at the aspects of daydreaming and fantasy life that have been reported either verbally or in writing. Research on daydreams most commonly includes findings on the extent and frequency of daydreams, and to a lesser extent, includes a discussion of those findings relating to the characters, settings and characteristic content of daydreams.

As daydreams are most commonly quantified using extent and frequency, there is, as a result, more recorded data on these aspects of daydreaming to draw from, than there is on any of the other features of daydreaming. The literature review draws attention to the focus on understanding the extent and frequency of daydreaming, and the subsequent deficiency of exploratory research on the more qualitative aspects of daydreaming and fantasy life. These particular aspects of daydreaming are worth exploring, because they are suspected to relate to the wishes that are expressed through daydreams.

2.2.1 Daydreaming: Extent and frequency

Extent and frequency are measurable aspects of daydreaming and fantasy life that many researchers focus on when investigating this phenomenon. The extent and frequency of daydreams and fantasies are thought to be a measure of the strength of the kinds of internal drives described in psychoanalytic theory (Freud, 1907). In this respect, daydreams, from a research perspective, have been one method of possibly gaining some insight into the intra-psychic processes and drives underlying human motivation and behaviour. Researchers, thus far, have looked at the extent and frequency of daydreams and fantasies aiming to find comparable similarities, or differences between daydreams and their daydreamers, which speak to the nature and function of daydreaming.

The following section is centered on providing data relating to daydreaming and fantasy life that is relevant in a study of libidinal and aggressive daydreams, in particular in adolescent boys. Within this category of literature, findings on the extent and frequency of sexual fantasies are the most commonly reported. There are considerably fewer studies on the extent and frequency of daydreaming in general that is non-specific daydreaming, and even fewer than this on aggressive daydreams.

One of the few studies that does look at the extent and frequency of daydreaming in general is a Spanish study of 495 adolescents between the ages of 14 and 18 years old. In this study Sánchez-Barnardos and Avia (2004) looked at the relation between personality correlates and fantasy proneness. They used the Creative Experiences Questionnaire, which includes a question relating to the frequency of daydreams. They found that 30% of the adolescents in their sample reported to spend more than half of the day fantasising (Sánchez-Barnardos & Avia, 2004). This is a very high frequency of reported daydreaming. The extent to which this finding reflects adolescent boys' responses is, however, questionable. Although Sánchez-Barnardos and Avia's (2004) study included a sample of approximately 150 adolescent boys, the responses from over 300 girls are likely to have skewed the results to reflect the predominant response from the girls. Even so, it is still worthwhile reflecting on the high frequency with which adolescents in this study reported to daydream.

Williams (2007) also investigated the extent and frequency of daydreaming in general. His study included a sample of South African adolescent boys and girls of school going age (Williams, 2007). Williams' (2007) findings indicated that over two thirds of the adolescents in his study were likely to report daydreaming between "once" and a "few times" daily, and approximately 5% of the 146 participants even reported having daydreams "many" times a day. As in the case of Sánchez-Barnardos and Avia's (2004) study, Williams' (2007) sample consisted mostly of girls. In total, only 16 of the 146 participants were boys, bringing into question how accurately the frequencies reported reflect the responses of the adolescent boys in the study. In stark contrast to Sánchez-

Barnardos and Avia's (2004) study, in which the participants reported to spend more than half the day fantasising, the majority of the adolescents in Williams' (2007) study reported to daydream only between "once" and "a few times" daily.

In evaluating the two different sets of research findings, Sánchez-Barnardos and Avia's (2004) study evidently carries more weight than Williams' (2007) study, given the comparatively larger sample size. Williams' (2007) findings are, however, more contextually relevant to this study, in light of the fact that his research questionnaire posed questions about the extent and frequency of daydreaming, which are the same as the questions posed to the participants in this study. In any event, the results of these two studies suggest that adolescents can be expected to daydream between once and many times during the day.

2.2.1.1 The extent and frequency of Libidinal Daydreams

As far back as the late eighties, Knoth, Boyd and Singer (1988) included sexual fantasies in their research on the onset, intensity and time course of sexual arousal. Their study comprised a sample of 388 predominantly white adolescents, only 76 of whom provided data relating to the extent of their daydreams. When these 76 participants were asked to indicate the extent of their sexual fantasies, 85% of the adolescent boys said that they fantasise "about once a day", or more. Only 15% of these respondents said that they daydream less, being more exactly "once a week" (8%), and "very seldom" (7%). Clearly evident is the high frequency with which libidinal daydreams are reported to occur among this sample of adolescents.

Ellis and Symons (1990) conducted a study on gender differences in the sexual fantasies of young men and women between the ages of 17 and 29. 125 of these participants were young males. They found that out of a set of options ranging from "never" to "more than 10 times a day", the majority of the participants in their study reported having sexual fantasies "about once a day" (Ellis & Symons, 1990). Libidinal daydreams were thus a

daily occurrence for these adolescent boys. As in the case of the reported extent and frequency of daydreams in general, the reported extent and frequency of adolescent boys' libidinal daydreams in the abovementioned studies tends to range between at least once and many times a day.

2.2.1.2 The extent and frequency of Aggressive Daydreams

In terms of research on the extent and frequency of aggressive daydreams, Vice (2005) conducted a study on a sample of 56 South African youth, of whom 45 were female and 11 were male. Vice (2005) looked specifically at violent fantasies, based on the assumption that the culture of violence inherent in the South African context, would have an impact on the extent and frequency of violent fantasies experienced by students at a local University. His questionnaire included questions about the extent and frequency of the general fantasy lives of these youth (Vice, 2005). Among the participants' responses to questions about daydreaming in general, approximately 67% indicated that they tend to fantasise with a "moderate" to "habitual" frequency, while the lesser 33% indicated that they only fantasise either "occasionally", "rarely", or "never". However, in relation to their violent fantasies, Vice's (2005) sample reported to experience daydreams "seldom" to "never", which is considerably less frequent than reports on the extent and frequency of daydreams in general, and libidinal daydreams across all of the other studies. It is important to remember that Vice's (2005) sample included participants that were slightly older than adolescents in interpreting these findings. However, it is one of vey few studies that reports findings on the extent and frequency of aggressive daydreams. It, therefore, provides a starting point for evaluating the findings on the extent and frequency of aggressive daydreams during adolescence.

Despite the amount of research that has been conducted on daydreaming, it is evident that very little of this research pertains to the extent and frequency of libidinal and aggressive daydreams during adolescence. The extent and frequency studies cited in this review all point to daydreams being a daily occurrence during adolescence, except in the case of

aggressive daydreams. The focus on specific types of daydreams illustrated that there has been more focus on the extent and frequency of libidinal daydreams than there has been on the extent and frequency of aggressive daydreams. The very brief review of these studies demonstrates how frequently libidinal daydreams are reported to occur and how infrequently participants from one study report to have aggressive daydreams. In all, the extent and frequency of daydreaming in general is reportedly high across various populations. Only the extent and frequency of aggressive daydreams is, thus far, considered to be reportedly low.

2.2.2. Daydreaming: Characteristic content

According to Henry (1956), daydreams consist of symbolic creations of the imagination. Person (1995) postulates that these symbolic creations are likely to have many, or all of the following five things: a main character; goal, action, object and setting. Person (1995), furthermore, asserts that the daydreamer will have three roles concerning the content of a daydream during the process of daydreaming including those of author, actor and audience.

For the most part, the literature that explores the content of fantasies and daydreams focuses on either sexual fantasies or the fantasies of sexual offenders. As in the case of studies on the extent and frequency of daydreaming, there are seemingly no studies that report findings on aggressive daydreams which are directly relevant to this study. Nonetheless, by highlighting themes in the findings on the content of libidinal and aggressive daydreams that are recorded, it is hoped that a preliminary understanding of the themes that are expected to arise in this research will be obtained. In light of the understanding that daydreaming is a form of wish-fulfilment (Freud, 1900), these themes are expected to represent the wishes that are expressed through the participants' daydreams.

2.2.2.1 Libidinal Daydreams

Williams' (2007) study on the daydreams of 146 adolescent girls and boys, reports that the predominant themes presented in the libidinal daydreams of school-aged boys, are those of intimacy, affirmation and romance. Unfortunately, Williams (2007) does not provide enough of the content to demonstrate exactly what leads to his interpretations. In the absence of any other research, this would make it difficult to judge the reliability of these themes. However, Williams' (2007) findings are similar to research conducted by Kirkendall and McBride (1990), which suggests that themes of intimacy, affirmation and romance can be expected in the daydreams of adolescents.

In De Munck's book on *Romantic Love and Sexual Behaviour*, Cramer and Howitt (1998, p. 125) argue that the contents of adolescent sexual fantasy life raises questions around the "idea that romance is [always] a characteristic feature of sexual love". This assertion follows a review of a retrospective study on daydreams conducted by Kirkendall and McBride (1990). In this study, Kirkendall and McBride concluded that 57% of the participants' adolescent fantasies incorporated themes of romantic love. In the same study, Kirkendall and McBride (1990) found that 36% of the young men reported fantasising about being forced into having sex, while 25% had fantasised about forcing someone else into having sex. Content of this kind is more commonly referred to as a rape fantasy, and in most cases is not based on real life experiences, except when associated with PTSD (Post-Traumatic Stress Disorder). Cramer and Howitt (1998) subsequently conclude that, overall, romantic imagery dominates the content of adolescents' libidinal fantasies. However, where daydreams are considered to be explicitly sexual, Howitt (2004) argues that having sex with two or more people is, seemingly, the most common and most commonly explored theme.

In Kirkendall and McBride's (1990) study 56% of the participants in their sample reported to have had adolescent fantasies involving sex with two or more people. This

seems to be the case in Kirkendall and McBride's (2004) findings and is a theme that is also reported in Ellis and Symons' (1990) study. Out of multiple choice responses ranging from "none" to "more than eight" partners, the 125 male students from a University in the United States indicated that they were likely to have sexual fantasies or daydreams with an average of about two different partners at least once a day.

In the same study, Ellis and Symons (1990) also included a question aimed at determining the frequency of taboo-breaking amongst the participants' daydreams. The male participants indicated that they had taboo-breaking fantasies only "sometimes", or "rarely", out of responses ranging from "regularly" to "never". In relation to the theme of sex with two or more partners, taboo-breaking appears to be a relatively uncommon theme in this sample of adults. The defiance and rule-breaking attitude of adolescence, in combination with instinctual wishes that are frustrated in reality, hints at the possibility that taboo-breaking daydreams would be far more frequent in a sample of adolescents. However, taboo-breaking also seems to be a relatively uncommon theme in the daydream narratives described by Williams' (2007) sample of adolescents.

In all, there are only a few studies which present findings on the actual content of libidinal daydreams or fantasies. In these studies, themes of romantic love appear to be most frequent. This is evident in both Kirkendall and McBride's (1990), and Williams' (2007) studies, which talk particularly of findings from samples of adolescents. However, neither of these studies provides sufficient raw daydream narrative data for the reader to evaluate the objectivity of the interpretations in relation to other findings. Nevertheless, this does not discount the fact that themes of romance and sex with two or more partners are the most commonly reported themes in the findings of these studies on libidinal daydreams and fantasies in boys and young adult males. Themes of seduction and the use of force reportedly occurred less frequently in comparison (Kirkendall & McBride, 1990; and Williams, 2007). Taboo-breaking was also reported to occur comparatively infrequently (Kirkendall & McBride, 1990 and Williams, 2007).

Ultimately, even though having romantic daydreams is evidently a common occurrence during adolescence, the daydream content tends to include acts or events that the daydreamer is not likely to experience in their present reality. Relating the above findings on the content of libidinal daydreams and fantasies to the understanding that daydreams express wishes that are not permitted to be expressed openly or in any overt behaviour, suggests that adolescents libidinal wishes are most commonly wishes for romance, sex with two or more partners and, in some cases, wishes relating to seduction and the use of force in sexual encounters. These are, in accordance with the theory, considered to be the desires of these adolescent boys' libidinal instinct and the kinds of experiences that are not likely to occur in their present realities.

2.2.2.2 Aggressive Daydreams

Unlike research on libidinal daydreams and fantasies, there appear to be no studies on aggressive daydreams with findings that are directly relevant to this study. As a result, the limited research which has explored the idea of wish-fulfilment and the content of aggressive daydreams, fantasies, or dreams of adolescent boys, has been detailed in this section of the review. This research includes: Vice's (2005) study on the violent fantasies of young University students, Sayer's (2000) analysis of adolescent dream narratives, and Singer's (1988) research on the aggressive fantasy content elicited using the TAT (Thematic Apperception Test) in a sample of adolescents.

Using open-ended questions, Vice (2005) obtained data on the violent fantasies of 11 male and 45 female University students. Heroic/ambitious themes dominated the fantasy content among his sample of participants, making up 19.5% of the violent fantasies that were reported (Vice, 2005). This is consistent with Giambra's (1974) finding that daydreams of heroic behaviour are of the most common amongst men. Vice (2005) also reported that themes of showdowns, revenge, relationship conflicts, road rage and criminal activity were present in the content of the adolescent boys' aggressive daydreams. Vice (2005) explained that daydreams of showdowns, revenge and

heroic/ambitious actions frequently included a face-off between two parties. Vice (2005) also clarifies that daydreams were categorised under the theme of relationship conflict when the person described as the enemy was actually a partner, lover, friend or family member.

In these fantasies of violent confrontations involving the daydreamer, the presence of weapons ranging from guns, knives and blunt objects to magic and hand-to-hand combat is reported (Vice, 2005). In additon, Vice (2005) found that two thirds of the daydreams included characters that the daydreamers interacted with in their daily lives such as family, friends and acquaintances. A very small number of participants mentioned that celebrities were characters in their daydreams (Vice, 2005). A large proportion of Vice's (2005) sample indicated that the other characters in their daydreams were fictional persons such as superhero's and villains. Yet, very few settings in this study were fictional places such as deep space and other time periods. Finally, Vice (2005) reported that 80% of the participants in his sample indicated that their violent fantasies were set in the real world. Although his research is based on a sample of University students, Vice (2005) provides data that is clear and rich in detail on themes, characters and settings. This has worth for the purpose of comparison.

In a clinical approach, influenced by psychodynamic thought, to the study of daydreams in young adolescent males, Sayer (2000) reported findings with seemingly as much idealistic content as that reported by Vice (2005), but far more fantastical content. Sayer's (2000) findings are predominantly representative of clinical interpretations of participants' dreams as per their recall. He reported that more often than not, the boys in his study described dreams not of thuggish grandiosity but of grand sports success (Sayer, 2000). Being an American sample of adolescents, these daydreams included mostly idealizing images of themselves as football heroes (Sayer, 2000). Some of the more fantastical daydreams provided by the participants included descriptions of monsters, which, Sayer (2000) observed, to attack the daydreamers while alone.

Sayer (2000) also noted that the characters in the boys more general aggressive daydreams tended to be strange and unknown figures who were the stereotypical persecuting tyrants. This is unlike the characters in the violent fantasies reported by the participants in Vice's (2005) study, who tended to be family, friends and acquaintances. It is possible that the increased amount of fantastical content reported in Sayer's (2000) study is related to the fact that his is a study on dreams which are understood to express more deeply repressed and unconscious wishes. Consequently, these wishes are likely to be expressed in a symbolic form and are, therefore, also likely to be less obvious than the wishes expressed through daydreams.

Singer's (1966) findings on the characteristics of adolescent fantasy have been included in this review, given the similarity in the narrative quality of the data obtained to that expected to be gained in this study. In his research, Singer (1966) reported that jealousy and rivalry are themes that are commonly expressed in the content of adolescent boys' aggressive fantasies. Singer (1966) reported that content ranging from minor verbal reproach to robbery and murder characterised the participants' fantasies. He went on to cite daydreams in which there is competition between two boys, one larger, stronger or older, as evidence of the presence of these themes (Singer, 1966). This is consistent with the kind of face-off that is described in Vice's (2005) study with the additional yet underlying wish of being triumphant against all odds. Singer (1966) found that one of the most persistent themes in the content of the fantasies that his sample reported was the conflict between good and bad. As in the case of all three of the studies who present findings on aggressive daydreams and fantasy content, Singer's (1966) findings have to be considered tentatively in relation to this study.

Although both Singer's (1966) and Sayer's (2000) studies do not look specifically at daydreams, and Vice's (2005) research includes a sample of young adults as opposed to daydreams, they all contribute to the beginnings of expectations around what wishes the aggressive daydreams of adolescent boys are likely to contain. These are wishes relating to jealousy, rivalry, conflict, as well as good versus bad and heroic/ambitious acts. This is

a valuable starting point, considering the identified gap in the literature on aggressive daydreams and fantasies.

In summary, this section of the review highlighted that there are numerous studies pertaining to the extent and frequency of daydreaming during adolescence and that they collectively imply that daydreaming in general, as well as libidinal daydreams, can be expected to occur on a daily basis. Aggressive daydreams, on the contrary, are expected to occur less frequently, based on the little research which has been done on this type of daydreaming. Across the literature presented on daydream content during adolescence, the overarching themes of romance and explicit sex suggest that the content of adolescent boys libidinal daydreams is likely to relate to either romantic or explicitly sexual wishes. There is still no clarity on what wishes are expected to be expressed in the adolescent boys' aggressive daydreams, given the lack of relevant data. However, wishes relating to jealousy, rivalry, heroism and conflict, particularly the moral conflict between good and evil, are expected to be amongst the findings in this study.

Since adolescence is a time during which there is an observable intensification of instinctual drives (Culbertson, Newman & Willis, 2003), it is also expected to be a period during which daydreaming is notably increased (Weiten, 2001). In his own theories on adolescent development, Freud (1905) refers to the "efflorescence of the sexual instinct", which, in the context of the adolescence expanding and competitive social environment, present instinctual and developmental challenges and preoccupations. This leads to the assumption that this is an interesting stage in human development at which to explore the extent, content and characteristic features of daydreams in human fantasy life.

2.3 The Significance of Daydreaming during Adolescence

> "It is during adolescence, as events (real and imagined) come to bear on our lives, that most of us learn our favourite fantasies…"
>
> (Johan Lemmer, 2008)

In the midst of the adolescents' instinctual and developmental challenges, daydreaming not only provides a source of psychic release, but also a mental state in which desires and frustrations during the transition into adulthood can be expressed. A large proportion of what is known about fantasy life comes from studies based on populations which clearly exhibit some form of pathology. Yet, the insight that this research-based evidence provides is what has nurtured interest in the significance of daydreaming during adolescence and has important implications for studies of the nature and function of daydreams in non-clinical populations of individuals.

Investigations into the fantasy lives of adult sex offenders all observe adolescence as the point of origin for the sexually deviant and/or violent daydreams that are associated with offending behaviour (Burgess, Hazelwood, Rokous, Hartman & Burgess, 1988; and Marshall, Barberee & Eccles, 1991). Various analyses in the psychology of serial rapists reveal that the majority of these individuals committed their first sexually aggressive offence during adolescence and, furthermore, that this was most often accompanied by the onset of rape fantasies (Burgess et. al. 1988). Marshall, Barberee and Eccles' (1991) came across similar findings in their research on adult sex offenders, 29% of whom reportedly developed deviant sexual fantasies before they were 20 years old.

Between 1974 and 2000, Giambra published four papers on various quantitative aspects of daydreaming across the human lifespan. Unlike the studies on sexual offenders, Giambra used non-clinical samples of individuals between 17 and 85 years old in these

studies. Giambra's (1974) research highlighted the fact that even though daydreaming occurs across the human lifespan, it varies in frequency across the different stages of development. Giambra (1974) noted that the 17 to 20 year old participants in his sample tended to exhibit the highest frequency of daydreaming and his research, using a non-clinical sample, seemingly provided the first study pointing to the possibility that daydreaming is comparatively more frequent during adolescence. Subsequent studies on the extent and frequency of daydreaming during adolescence in non-clinical populations has continued to provide support for Giambra's (1974) findings. Studies such as Knoth, Boyd and Singer's (1988), and Sánchez-Barnardos and Avia's (2004) research, reported particularly high frequencies of daydreaming amongst their samples of adolescents.

By far the majority of research on daydreaming and fantasy life has focused on the extent and frequency of daydreaming. Studies conducted by Knoth, Boyd and Singer (1988); Ellis and Symons (1990) and Giambra (1974), which focus solely on the extent and frequency of daydreaming lives, point out that daydreaming is particularly frequent amongst adolescents. This is consistent with the studies on the fantasies of sexual offenders (Leitenberg & Henning, 1995). Although most of what is known about daydreams and waking fantasies has been derived from studies of fantasy life in the context of psychopathology, it is these studies that first drew attention to the potential significance of daydreams during adolescence in particular.

2.4 Themes in the 'Psychology of Adolescence'

From birth until death human beings are subject to ongoing psychological development, progressing through a series of age-related stages, each of which present different instinctual and developmental challenges (Weiten, 2001). These challenges influence development in a way that determines how an individual will go on to negotiate tasks, meet demands and deal with frustrations as an adult. In light of the rapid biological, physiological and social changes that occur during adolescence, the instinctual and developmental challenges that the adolescent faces are thought to be particularly intense.

The findings suggest that adolescence is a time during which instinctual drives intensify in association with physiological changes in the body.

It seems that for adolescents, imaginative fantasies become a source of release, a form of compromise between desires and reality that allows for some form of instinctual gratification to be achieved in spite of the internal and external constraints that frustrate them. As a result of the unique instinctual and developmental challenges that individuals face during adolescence, key themes specific to the psychology of adolescents will facilitate an understanding of why daydreaming is significant during adolescence and is therefore a particularly relevant basis for an exploration of the extent, conditions and characteristic narrative features of daydreams in the fantasy lives of adolescents.

2.4.1 Instinctual challenges

Recent research in physiology and biology has recorded observations describing the period between approximately 13 and 22 years old, as one of rapid biological and physiological changes, the most notable being those that are associated with maturation towards adult reproductive capability (Culbertson, Newman & Willis, 2003). This is consistent with Freud's (1905) psychodynamic account of development during adolescence which states that:

> "With the arrival of puberty, changes set in which are destined to give infantile sexual life its final, normal shape."
>
> (Freud, 1905, p. 127)

The inescapable influence of the biological and physiological changes that occur during adolescence, sets in motion the adolescents' psychological progression into a state of genital primacy and the final organization of the sexual instinct.

In the *"Three Essays on the Theory of Sexuality"*, Freud (1905) writes an entire chapter entitled *'The Transformations of Puberty'*. In this chapter, he discusses the new aim of

the sexual instinct, and how it is now subordinated and directed towards sexual reproduction (Freud, 1905). Psychologically, this is expressed as the characteristic desire for sexual involvement and intimacy with peers of the desired sex, forming part of the process of object choice, and that fantasy life and object choices are intimately connected (Freud, 1905).

However, it is important to remember, the majority of adolescents are unable to experiment freely with sexual involvement and intimate encounters in their day-to-day realities. As a result, the adolescents' libidinal wishes are frustrated and left pressing for some form of satisfaction. Fantasy allows for the kind of experimental freedom of the imagination that is not possible in an adolescent's everyday life. As a result of external constraints such as authority figures and social norms, the increased desire for sexual gratification and intimacy are those desires that are most often frustrated and will thus be those that find satisfaction through fantasy and daydreaming.

2.4.2 Developmental Challenges and their relation to Daydreaming

Key developmental theorists such as Piaget (1952), Erikson (1968) and Kohlberg (1958) argue that because adolescence involves challenges related not only to sexual maturation but also to identity development which are defining aspects of the personality in terms of the transition from child to adult, it is a particularly tumultuous stage of development in the human lifespan. Radzik, Sherer and Neinstein (2008) describes daydreaming as an essential constituent in adolescent development, in terms of the opportunity for exploring, experimenting, enacting and problem-solving that it provides.

Building on Freud's (1905) extensive theories on psychosexual development, Erikson (1968) proposed a model describing eight progressive stages, which map psychosocial development across the lifespan. During adolescence, Erikson (1968) proposes that the psychosocial challenge revolves around the conflict between identity formation and role confusion and that the resolution of this conflict facilitates the adolescents' successful progression from childhood into adulthood.

In the context of Erikson's (1963) theory, Hook (2002) describes one of the challenges of the stage of identity formation versus role confusion as a struggle to integrate previous stages of psychosocial development into the developing self, the aim being to achieve a stable sense of self. Erikson (1963) describes the outcome of this phase of development as a well-integrated individual with an established and unique set of values and purpose. Erikson (1963) draws attention to the fact that this is not an easy process and his thoughts on the magnitude of this struggle are expressed in his statement that:

> "The integration now taking place in the form of ego identity is, as pointed out, more than the sum of the childhood identifications. It is the accrued experience of the ego's ability to integrate all identifications with the vicissitudes of the libido, with the aptitudes developed out of endowment and the opportunities offered in social roles"
>
> (Erikson, 1963, p. 253)

When an adolescent experiences role confusion, it is Erikson's (1950) understanding that it is based on uncertainty – doubt around sexual identity, occupational identity, or both. Questions of "Who am I?" and "Where am I going in life?", which are characteristic of adolescents' psychological state, are testament to this struggle between identity formation and role confusion. It is little wonder then that Hamilton (1996), amongst many others, describes adolescence as a stage of turmoil. Adolescents are observed to suffer from extreme variations in mood as well as behavioural difficulties, most of which can be explained as the individual's attempt to express the intense, internal struggle between trying to establish an identity and the threat of role confusion. Simultaneous to this developmental struggle, adolescents are developing the cognitive and reasoning abilities which actually prove to facilitate the process of identity development.

Adolescent cognitive development, in line with the questions of "Who am I?" and "Where am I going?", is characterised by an increasing ability to engage in what Piaget

(1962) called pre-conventional thinking. Pre-conventional thinking is exemplified by the emergent capacity to engage in hypothetical and abstract reasoning. These cognitive abilities allow for the kind of imaginative thought and fantasizing that facilitates experimentation with various skills, talents and social roles. Thoughts about future vocations, careers and opportunities are noted to become more and more common place amongst adolescent children (Culbertson et. al., 2003). The development of pre-conventional thinking is also portrayed by the ability to reason deductively. Moreover, Culbertson and colleagues (2003) argue that adolescents show a growing capacity to monitor their own thoughts and feelings. This internal focus could be the cause of the egocentrism, which so often typifies adolescent perceptions and attitudes.

In conjunction with the biological and physiological changes of this time, it is perhaps also the cause of the self-consciousness depicted in adolescents' careful and deliberate attention to the ways in which they are perceived by others, often relating to further feelings that they are the focus of everyone else's attention and concern (Culbertson et. al., 2003). As Sharma (2002, p.192) puts it: "the child can now manipulate a variety of situational variables into combinations and permutations or decision making ventures", and this ultimately contributes to the adolescents' ability to negotiate identity versus role confusion.

In the context of identity development, adolescents are subject to an expanding social environment and significant cognitive developments that now enable them to reflect on their social environment. It is with this in mind that Kohlberg (1958) brings into question the influence that adolescents' judgments of others has on identity development. In "*Childhood and Society*", Erikson (1963, p.254) states that:

> "The adolescent mind is essentially a mind of moratorium, a psychosocial stage between childhood and adulthood, and between that morality learned by the child, and the ethics to be developed by the adult".
>
> (Erikson, 1963, p.254)

Erikson (1963) is suggesting that a significant influence on identity development is moral development which is understood predominantly due to the work of Lawrence Kohlberg. Continuing from Piaget's (1932) earlier work on the problem of morality, Kohlberg (1958) proposes an interactional stage theory of moral development. He distinguishes between three levels, each of which consists of two stages (Kohlberg, 1958). According to Kohlberg's (1958) theory, adolescence is characterized by the conventional level of moral development, which is the second of the three levels. At the conventional level of moral development, moral reasoning is dominated by external restrictions. In early adolescence the change from moral reasoning that is motivated by self interest to moral reasoning that is based on the approval of others (Kroger, 1996) is evident in the concept of peer pressure, which comes to the fore during early adolescence. As much as the adolescents' strong identification with peer groups can facilitate identity development, it can also promote role confusion, just like any social interaction with the environment. Kroger (1996) argues that it is only during late adolescence that an individual's moral reasoning begins to reflect internalized principles that transcend society's definitions of right and wrong. It is most likely that these principles are the result of the adolescents' successful negotiation of identity development and the newly defined set of values and principles that arise.

As a transitional period between childhood and adulthood, adolescence involves the fundamental challenge of identity formation (Erikson, 1963). The concurrent development of cognitive and moral abilities, which also occurs during adolescence, compliments the process of identity formation. These newly developed abilities to engage in hypothetical and deductive thought, as well as conventional moral reasoning, facilitate the adolescents' ability to experiment with ways of integrating the self. This satisfies the instinctual desire to try out different talents, skills, social roles and vocations that cannot be tested in reality. Daydreaming provides the medium for this satisfaction to be achieved and therefore plays a potentially significant role in the critical period of identity development that occurs during adolescence.

Adolescents ultimately face a series of instinctual and developmental challenges, the most notable of these challenges being the final organization of the sexual instinct and identity versus role confusion. With the final organization of the sexual instinct, the adolescent's shift into a state of genital primacy greatly increases the desires for intimacy and sexual involvement. Not yet being adults and functioning in an adult world, however, results in the frustration of these desires which is evidence of the conflict between the id and the superego.

The simultaneous challenge to establish a sense of identity involves the successful integration of numerous aspects of the self and, as such, presents an immense amount of struggle for the developing adolescent. The moodiness and behavioural difficulties that characterize adolescence are most likely to be the result of these two sexual and developmental challenges. Although developments in cognitive thinking and moral reasoning facilitate the process, the fact that the adolescent is no longer a child and not yet an adult leads to frustrations that make the period of adolescence difficult to negotiate. Add to that the pressures of a boy's developing masculinity and it is easy to imagine the extent of the turmoil that is consistently observed during adolescence.

2.5 Conclusion

This literature review is intended to familiarise the reader with theory and research on the extent, content and characteristic features of daydreaming in the fantasy life of adolescent boys. From the review, it is evident that there are a broad range of theories in psychoanalysis and cognitive psychology. The theories in psychoanalysis, more so than those in cognitive psychology, provide explanations for the nature and function of daydreams. Where daydream extent and characteristic features have been the subject of research, the research participants have been predominantly been sexual and violent offenders. Although there is some research on the daydreams of people from non-clinical samples, it is noticeably little. The review especially highlighted the lack of research focusing on aggressive daydreams or any other types of daydreaming or fantasy life other

than libidinal daydreams, for that matter. The same gap was present in the research looking at the characteristic narrative features of daydreams.

Where the research conducted is on the libidinal daydream and fantasy content of adolescents, it suggested that their libidinal desire tends to be centred on either the wishes for romance or explicit sex. In due course, the six research questions posed in this research report, are expected to guide this exploration of libidinal and aggressive daydreams in a way that yields findings which are either similar or different to the data reported across the literature. In addition to contributing to the existing literature on daydreams, this study intends to fill gaps in what is known about libidinal and aggressive daydreaming during adolescence.

Chapter 3

Methodology

In this study, the aim of the research is to explore the libidinal and aggressive daydreams of adolescent boys in order to understand and explain their significance in the context of normal adolescent development. As such, it constitutes what Patton (2002) describes as 'basic research', which is research for the purpose of gaining meaningful understanding. This is done from within the discipline of psychology and the research questions emerge from traditions specifically within Freudian psychoanalysis.

The overarching methodological approach is phenomenological, which allows for individual experience to provide comprehensive descriptions of the phenomenon (Babbie and Mouton, 2004). It is based on the assumption that "data collection should not be confined to observable behavior" (Babbie and Mouton, 2004, p. 33), placing emphasis on the value within the participants' stories as lived experiences. This is ideal in a study on daydreaming – an internal component of consciousness, where the data is entirely dependent on self-report. It is not important whether these stories are of daydreams that have actually been experienced or of daydreams concocted as a direct result of the research. The participants would have had to go through a similar process in their imagination when concocting their reported daydream as they would if having a spontaneously occurring daydream. What is of value, is what is revealed in the content of the daydream descriptions that the adolescent boys report and these are expected to take the form of stories or narratives.

In: *"On Writing Qualitative Research: Living by Words"*: Ely, Vinz, Downing and Anzul (2004) consider the value in using narrative as a tool in qualitative enquiry. Hardy (1977)

draws attention to the idea that it is not only the content of the daydreams that is important, but the rich insight that this content provides into understanding the internal stories and storytelling that daydreamers engage in.

> "...storytelling that plays a major role in our sleeping and waking lives…for we…daydream in narrative…"
>
> (Barbara Hardy, 1977, p. 12)

Singer (1966) describes the application of this principle in *"Daydreaming: An Introduction to the Experimental Study of Inner Experience"*. His earlier research uses a qualitative approach to explore the characters, settings, actions and emotions of daydreaming (Singer, 1961). Singer's (1961) research details a systematic method of analyzing a reported daydream within a qualitative framework of enquiry.

Despite the emphasis on qualitative enquiry, this research is designed to include both quantitative and qualitative methods of data collection and analyses. The study incorporates procedures, instruments and ethical considerations that are relatively common across research methodologies and the nature of the research questions requires that the methods used to explore the extent, characteristic features and content of the libidinal and aggressive daydreams of adolescent boys have both descriptive and exploratory capacity. The descriptive requirement, relating to the investigation of the extent and characteristic features of daydreaming amongst these adolescents, entailed the need for a very basic quantitative approach. The more exploratory questions pertaining to the content and perceived function of daydreams required the need for a qualitative method with the capacity to facilitate a deeper understanding of the nature and function of daydreaming and its significance in the fantasy lives of adolescent boys.

3.1 Research Design

When both quantitative and qualitative data are included in the research design, it is possible to enrich the data to an extent that is greater than simply what just one of the methods, on its own, would permit (Steckler, McLeroy, Goodman, Bird, & McCormick, 1992). Incorporating both methods into the research design simultaneously facilitates the overarching patterns or categories on the surface data to be identified and a deeper understanding of the phenomenon under investigation to be gained (Steckler et. al., 1992). Based on this rationale, the research design integrates both quantitative and qualitative methodologies into its methods of collecting, analysing and integrating the data on adolescent boys' libidinal and aggressive daydreaming.

3.1.1 Quantitative methods of data collection and analysis

A quantitative method of enquiry involves techniques aimed at obtaining information that is essentially quantifiable or numerical in nature (Babbie and Mouton, 2004). Quantitative methods collect and analyse data in the form of numbers, using statistics, tables and graphs to represent the results of the study. These methods of collection and analysis can range from complex questionnaire designs and statistical analyses to fairly simple and straight forward methods. In this research, simple quantitative techniques have been adopted for the purpose of collecting and analysing the quantifiable features of daydreaming life – such as frequency and intensity.

In attempting to obtain meaningful observations of the extent to which adolescent boys are daydreaming, the decision to use multiple choice questions that quantify the amount of daydreaming taking place into sensible categories of frequency was taken:

> "Frequency or one-way tables represent the simplest method for analyzing categorical (nominal) data. They are often used as one of the exploratory procedures to review how different categories of values are distributed in the sample"
>
> (Hill & Lewicki, 2006, p. 13).

Hill and Lewicki (2006) argue that in almost every quantitative study, a frequency analysis is the first step in the data analysis because of its power to summarise vast quantities of data into results that can be easily and meaningfully interpreted.

In line with assimilating the more simple approach to collecting the frequency data, a basic analysis, providing descriptive statistics, is conducted to make sense of the collected data. In all, the research design incorporates simple quantitative methods for collecting the data and a basic frequency analysis provides a structured method for examining the daydreams but particularly only features of their extent and frequency. A qualitative approach is therefore required to fulfil the more exploratory aims of the study.

3.1.2 Qualitative methods of data collection, analysis and interpretation

Within the social sciences, the qualitative paradigm has moved from a highly criticized and frowned-upon approach to a well-developed and widely accepted framework for collecting, analyzing and interpreting data. Qualitative methods make it possible to examine a particular phenomenon in great depth (Patton, 2002), and are thus of great value in a study seeking to explore a phenomenon such as the libidinal and aggressive daydreams of adolescent boys. Qualitative methods are based on the assumption that subjective representations of the world can provide meaning and depth in understanding the phenomenon under investigation, particularly where the phenomenon is mediated by factors particular to each and every individual (Parker, 1994). The participants' daydream content is no exception, as Freud explains that the:

> "…motivating wishes vary according to the sex, character and circumstances of the person having the phantasy"
>
> (Freud, 1908, p. 439)

The qualitative methods of collection, analysis and interpretation are thus intended to capture particular daydream experiences in order to provide greater insight into the role of libidinal and aggressive daydreams in adolescent psychological development.

3.2 Instrument

Qualitative methods of collecting data range from observations and open-ended questionnaires to structured and semi-structured interviews (Babbie and Mouton, 2004). Each method is more or less suited to different types of data. The process of examining the advantages and disadvantages of each instrument in relation to the phenomenon under investigation provides a rationale for deciding on the best way to collect qualitative data on daydreams (Babbie & Mouton, 2004).

In a review of the little research conducted on sexual fantasies, Leitenberg and Henning (1995) conclude that the three most common methods used are checklists, open-ended questionnaires and open-ended diaries. For each method there are advantages and disadvantages. Checklists have the advantage of being able to measure the frequency with which people are experiencing certain types of daydreams (Leitenberg and Henning, 1995), but they are unable to capture the broad range of daydreams that potentially exists across human fantasy life. This method also excludes a measure of the more imaginative and creative aspects involved in daydreaming.

The open-ended diary is an alternative method of recording daydreams. It has the potential to document accurate and detailed accounts of the content of daydreams and to obtain measures of the frequency of the different types of daydreams experienced by the participants (Leitenberg and Henning, 1995). A primary concern with this method is its

potential effect on the results. If participants are asked to keep a diary of their daydreams, it is likely to lessen the possibility of recording the spontaneously occurring daydreams that are intended to be the subject of the investigation, spontaneity being one of the key features of daydreaming.

Another common method of collecting data on sexual daydreams, in Leitenberg and Henning's (1995) review, is the open-ended questionnaire. Although this method is disadvantaged by requiring the retrospective recall of daydreams it, unlike the checklists, is not limited to predetermined themes (Leitenberg and Henning, 1995). Nevertheless, daydreams collected using open-ended questionnaires are not likely to represent as accurate, or comprehensive a picture of daydreaming life than open-ended diaries. This is the case because only those daydreams that the participants remember at the time or choose to report will be captured and this is, in turn, subject to the daydreamer's conscious manipulation (Leitenberg and Henning, 1995). To some extent, this problem can be offset by ensuring as well as emphasising the anonymity and confidentiality of the participants, in relation to the questionnaires.

Since the aim of this study is to explore the frequency and content of daydreams during adolescence, any of the three methods discussed above could be appropriate as they are all suited to collecting data on conscious fantasies. However, only the open-ended questionnaire seemed practical, feasible and appropriate within the context of this study. A checklist is not the instrument of choice here, as it is not appropriate for capturing the qualitative data that is intended by the research aims. Although an open-ended diary is able to record the type of detailed observations that will facilitate an exploratory and interpretive study of daydreaming life, it seems to be impractical amongst a group of adolescent boys due to time constraints and expected lack of compliance. The open-ended questionnaire is decidedly the most practical instrument to use. Considering the aim to determine how frequently adolescents daydream, the questionnaire included close-ended questions to capture the frequency of daydreams reported by the participants. In this way quantitative frequencies and qualitative narratives can be obtained for analysis.

The questionnaire that is used in this study has been adapted from the open and close-ended questionnaire used by Vice (2005). In his research on general and violent fantasy life, he developed a questionnaire using Singer's (2002) "Imaginal Process Inventory" as a guide. The questionnaire in this study has been adapted from Vice's (2005) questionnaire in order to address the specific research questions within the context of this study. Given that the adolescent boys in this study are younger than the university students in Vice's (2005) study, it was necessary to simplify the language used in some of the questions.

In all, the questionnaire[1] consists of 5 sections. Section A includes questions concerning the participants' biographical information, like age, gender, and school. Section B, C and D are focused on obtaining information pertaining to the extent and content of general, libidinal and aggressive daydreaming life. Finally, section E of the questionnaire, relates to the adolescents' understanding of their own daydreams, and daydreaming per se.

3.3 Sample

The sample of participants included adolescent males between the ages of 14 and 17. These adolescents are, therefore, either grade 8, 9, 10, 11 or 12 at school. These boys were recruited from a single-sexed middle to upper class private school in the Northern Suburbs of Johannesburg.

3.4 Procedure

Two single-sexed private schools, situated near each other, were contacted regarding the study. Both schools were considered on the basis of feasibility, accessibility and convenience in terms of recruiting girl and boy students of school age from similar

[1] Appendix 1

backgrounds. Both school principals were sent letters[2] describing the study and requesting permission to recruit participants from each of their schools. Unfortunately, the girls school could not justify making time to fit this study into the girls' already cramped timetables and afterschool activities. Participants were, therefore, recruited from the boys' school only.

A brief explanation of the research and what it entailed was presented to all of the learners from grade 8 to grade 11. Times were arranged to then meet smaller groups of the learners in classrooms where it would be more appropriate for them to complete the questionnaires. Two groups, each containing approximately 50 learners, then received a second presentation regarding the study. This presentation included more specific details about the study, its procedures, and its ethical considerations. Emphasis was placed on the fact that participation in the study was voluntary. Participants were then handed the questionnaires with an attached consent form and an envelope.

It was explained that participants who chose not to participate could simply place the blank questionnaire into the envelope and return it with everyone else in order to maintain their anonymity. The learners had approximately 20 minutes to complete the questionnaires, after which they placed their questionnaires into the envelopes provided and placed them in a box on their way out of the classroom.

3.5 Analysis

The analysis incorporated both quantitative and qualitative techniques to make sense of the raw data. As mentioned above, these techniques include a simple quantitative analysis providing descriptive statistics for the multiple choice responses and the more exploratory qualitative method of thematic content analysis that identifies themes in the content of the participants' responses.

[2] Appendix 2

3.5.1 Quantitative analysis: descriptive statistics

Descriptive statistics illustrate the basic characteristics of the data, providing straightforward summaries of the measures taken for a sample of participants. Essentially, descriptive statistics only describe the trends in the data, providing no information about possible relationships between the variables (Howell, 2004). When the aims do not involve the need to understand correlations and relationships, descriptive statistics are more than sufficient as a means of describing the nature of the frequency related data. Simple frequency analyses were used to obtain the descriptive statistics representing the quantitative data collected from the participants.

3.5.2 Qualitative analysis: Thematic content analysis

For the analysis of the qualitative data, content analysis and, more specifically, thematic content analysis has been used to explore and interpret the participants' open-ended responses. The nature of the phenomenon, being adolescent boys' reports of their inner most subjective experiences of daydreaming, raises the question of how they can be analysed and interpreted.

The qualitative method of content analysis is based on the assumption that a relationship exists between the communication under investigation and the mental states, cognitions and intentions of its author, as well as the audience to which it is intended (Eagle, 1998). This can be translated into a parallel relationship between the manifest content of the daydream narratives and the wishes assumed to be underlying them. George (1959), therefore, regards the task of the researcher using content analysis to include an examination of the words or phrases within a participant's communication in an attempt to reveal clues that could be regarded as indicative of the intention or psychological state.

Although content analysis is predominantly considered to be a qualitative method, Berelson (1952) suggests that it contains an aspect of quantitative methodology. Eagle (1998), and Hansen, Cottle, Negrine and Newbold (1998) would agree on the basis that

the purpose of content analysis involves the identification and counting of specified components within the communication being examined. The components are specified according to expectations formed on the basis of the literature review, research questions, and the nature of the sample.

There are two different types of content analysis that could be used to analyse the data resulting from the open-ended questions, namely relational content analysis and thematic content analysis. Relational content analysis is concerned with the relationships that exist between elements within a particular communication (Babbie and Mouton, 2004). This study, however, is concerned with the actual elements of communication themselves, which entails the particular method of thematic content analysis.

Thematic content analysis is based on the assumption that the manifest content of a communication can reveal the mental states, cognitions and intentions of its author, via the systematic reduction of the data into categories that reflect themes relating to the research questions (Babbie and Mouton, 2004). It can be described as a method that organises a particular mode of communication into logical and consistent themes corresponding to the research questions guiding the study (Eagle, 1998).

Thematic analysis is a systematic approach to analysing patterns that are identified in a set of data and reporting on themes that they represent within this data. The analysis follows a method of organising the data into categories which facilitates the identification of patterns. Thematic analysis is a flexible method of analysis which has the potential to describe the observations in 'rich detail'. However, an absence of clear and agreed-upon guidelines on how to go about conducting this method of analysis, gives rise to the argument that the resulting observations are subjective and thus questionable (Antaki, Billig, Edwards and Potter, 2002). Patton (2002) would argue that so long as the method of identifying, analysing and interpreting the themes remains consistent, these resulting themes will provide an evidence-based representation of the patterns and categories in the data.

A theme is identified in the data because it represents a pattern that "*captures something important in relation to the research questions"* (Omar, 2011, p.79). The themes can be identified at either a semantic or a latent level (Boyatzis, 1998). The themes that are identified at a semantic level represent interpretations of the explicit or surface content of the data, being the actual words of the communication itself (Boyatzis, 1998). On the other hand, themes that are identified at a latent level describe the categories or themes in the meanings underlying the semantic content of the data which involves an element of interpretive analysis (Boyatzis, 1998). The interpretive component of thematic content analysis highlights the active role that the researcher plays in the process of analysing the data (Taylor and Ussher, 2001).

Based on the assumption that the key content to be analysed in the libidinal and aggressive daydreams collected in this study is actually the wish underlying these daydreams, a latent level of thematic content analysis best describes the way in which the daydream narratives have been analysed. As the wishes underlying our daydreams are assumed to influence and ultimately shape the content of our daydreams, so a latent level of analysis is suited to identifying and interpreting the content underlying the details of the communication (Boyatzis, 1998). Braun and Clarke (2006) detail six different steps in the process of the analysis, including:

1. Data immersion
2. Generating initial codes.
3. Searching for themes.
4. Reviewing themes.
5. Defining and naming themes.
6. Reporting on these themes accurately

The researcher's immersion in the daydream narratives lead to the generation of the initial coding system and subsequent tabular format for presenting the data. The proceeding paragraphs describing this coding system and tabular format highlight the process of analysis according to the six steps listed above.

3.5.3 The use of tables in the analysis and presentation of findings

An analytic table, modeled on that of Williams' (2007), was used to structure the data in these initial stages of coding. The analytic table made it easier to search for themes across the daydreams - themes which have subsequently been reviewed and developed into wish-types which are presented in the wish-type table that has subsequently been developed.

3.5.3.1 The analytic table[3]: Derivation and explanation

The idea of representing the categorization of the participants' libidinal and aggressive daydreams on a table came from Williams' (2007) investigation into the daydreaming wish-types of South African adolescents. Williams (2007) found this template particularly useful when attempting to compare the similarities and differences between the daydream narratives of the boys and girls in his sample. It also facilitated the comparison of the participants' libidinal and aggressive daydreams between the two samples. However, Williams' (2007) analytic table has been modified slightly to better suit the intent of this study and the nature of the daydream narratives provided.

In order to identify what content is characteristic of the libidinal and aggressive daydreams of these adolescent boys, the descriptions of their daydreams have been broken down according to specific categories on the analytic table. The analytic table (Appendix 3) includes each and every participants' responses, or non-responses[4] to questions on the details of particular sexual and aggressive daydreams that they have experienced.

In the analytic table, the first column contains the numbers assigned to each participants' questionnaire. A large number of the participants did not provide a description of either

[3] Appendix 3

[4] Even participants who did not describe a daydream are included in the table in order to provide a clearer illustration of how many participants provided descriptions of their daydreams.

their sexual, aggressive, or both daydreams. This is evident when there is a blank space next to the participants' number. Where the table contains dashes, no analysis of the daydream content can be made. This was the case when participants provided narratives that were not daydreams, like participants 9 and 34, for example. Throughout the table, parts of the daydream narratives have been italicized, which was necessary in order to show where interpretations that go beyond the available data have been made.

The final four columns in the analytic table break down the daydream narratives into characters, settings, instinct type and underlying wish type. The categories of characters and settings were initially included in the breakdown for exploratory purposes. At a later stage, Williams' (2007) research pointed to a link between the characters and settings, and the underlying wish of the daydreams. Williams (2007) subsequently found the characters and settings of the daydreams to be useful factors in identifying themes in the wishes underlying the participants' daydreams.

Instinct type has been included as a category in the table to illustrate whether the daydream is presumed to be driven by libidinal or aggressive drives, specifically in line with the understanding that these are the unconscious drives involved in basic and complex human functioning. The nature of the libidinal and aggressive drives is, in addition, identified under this category. This means that where the libidinal drive is considered to be either sensual or romantic and the aggressive drive is considered to be either physical or mental, this has been stated.

The final category of underlying wish-type contains the researcher's interpretations of the participants' libidinal and aggressive daydream narratives. Williams (2007) adapted this category from the template of the "Imaginal Process Inventory" (Singer, 2002). This was a tool developed by Singer (2002) to analyse the nature of peoples' daydreams. A process of thematic content analysis was used as a method of interpreting the manifest content of the daydreams, with the aim of exploring the wishes evident in these daydreams. In attempting to provide a clearer illustration of the themes and supporting evidence and

further justify the analysis and interpretations of the data, a secondary analysis of the data was conducted. This lead to the development of the wish-type table.

3.5.3.2 The wish-type table: Explanation

After generating the initial categories from the trends apparent across the data, the searching, reviewing, defining and naming of themes in the data resulted in the development of the wish-type table. The wish-type table provided an ideal method of effectively reporting on the themes across the wishes identified in the participants' daydream descriptions.

The table consists of 7 columns, starting with a column for the identified theme or wish-type, and followed by the sub-theme within each of the wish-types put forward. There is then a column that defines the wish-type at the level of the sub-theme and a further column which provides examples to demonstrate how the final wish-type themes were generated. The last three columns provide a breakdown of the frequencies and percentages of daydreams falling into each theme and sub-theme.

This tabular format proved to provide a simple and systematic format for presenting the qualitative data in this study and has subsequently been applied to the final section of data on the participants' theories of daydreaming.

These are the steps that have been taken in ensuring that the resulting interpretive analysis of this data on libidinal and aggressive daydreams accurately captures the patterns amongst the wishes underlying the participants' daydreams. Descriptive statistics and themes are the results of the quantitative and qualitative analyses of the data. Both are simple but effective methods within their respective methodological paradigms and both have been chosen to match the nature of the data collected in the aims of this research report.

3.6 Ethical Considerations

The prospective schools were sent a letter of explanation and request regarding the study and what it would entail for their learners. This letter stated the nature and the purpose of the study, as well as important ethical considerations that would be observed on behalf of the schools and their learners. It was emphasized that the schools' participation in the study would remain confidential and that they were under no obligation to participate. When one of the schools chose not to participate in the study, their decision was respected and no further attempts were made to persuade them to participate.

All potential participants in the two groups of learners that received the questionnaires were provided with an information sheet[5]. This information sheet introduced the researcher as well as the nature and the purpose of the research. It also stated what would be required of the participants and how long it would take to fulfil these requirements. Moreover, the information sheet informed participants that their participation is voluntary and that their affiliation to their school would in no way be affected by their participation/non-participation in this study. These same points were then explained to the boys in a presentation by the researcher. In this presentation the researcher explained that the participants' assent or non-assent to participating in the research would be indicated by their completion, or non-completion of the research questionnaire.

The confidentiality and anonymity of the participants was ensured by insisting that no names be written on the questionnaires, as well as by providing each of the participants with envelopes in which to place their completed questionnaires. In addition, the participants' information sheet provided information about support structures, such as centers that provide psychological counseling should they experience any feelings of distress as a result of their participation in the study.

[5] Included on the front cover of the research questionnaire (Appendix 1).

Ultimately, the methodological steps in this study have been closely matched to the proposed research aims. A combination of quantitative and qualitative approaches is consistently applied in all of the methodological decisions taken in the interest of achieving the research aims. Evidence of this approach is present in every aspect of the research design described above, from the methodological framework, to the methods of data collection and analysis. In addition, all of these methodological steps have been taken within the confines of ethically-sound considerations.

Chapter 4

Results

In this section of the research report, data from 89 participants' responses to the open and closed ended questionnaire are presented. The research questionnaire consists of 52 questions, aimed at obtaining quantitative frequencies, qualitative narratives and details about the participants' daydreaming. The data obtained is presented in response to the 6 research questions addressed in this study. (1) How frequently the adolescent boys daydream, and (2) how often these daydreams are either libidinal or aggressive. (3) The conditions at the time of their daydreams, as well as (4) the characteristic features in the narratives of these daydreams. (5) The wishes underlying the daydreams, and finally (6) the adolescent boys own perceptions on the function of their daydreams. In addition, this section will also report the demographic data, which provided a specific profile of the adolescents participating in this study.

4.1 Sample

At the beginning of the questionnaire, there are three demographic questions which pertain to describing this sample of participants. These questions concern the participants' age, language and area of residence. Each of the three questions provides surface information about the participants' general social, cultural and socio-economic contexts.

4.1.1 Ages of the boys

Age is an important factor amongst adolescent boys attending school as it can represent possibly significant differences. For example, the level of maturity in a boy that is just starting high school is expected to be much lower than that of a boy who is finishing high school. The age of the participants is also an indication of the stages of cognitive, emotional and psychosocial development that they are experiencing at present and thus an important source of explanation in terms of the interpretation of the daydream narratives within the context of development.

On the whole, the distribution of the participants' ages represents the generally accepted age of children attending a private high school. 75 out of the 89 participants are between the ages of 15 and 17 years old. Only 13 out of 89 of the participants are 14 years old. Most of the participants are, therefore, neither starting nor ending their high school career. It is less likely that these participants will be experiencing the anxiety of trying to fit into a new school or the anxieties around making it through the final year of school.

Boys of and between the ages of 12 and 20 years old are likely to be at a formal operational stage of cognitive development (Piaget, 1962). In their moral development they tend to be engaging in conventional and, possibly, post-conventional reasoning (Kohlberg, 1958). As is characteristic of adolescents, the participants will in some way be dealing with issues relating to their identity (Erikson, 1968), and Freud (1905) would add that by now they will have reached a state of genital primacy. These stages suggest that boys between the ages of 14 and 17 will exhibit very particular cognitive, moral, psychosocial and sexual characteristics.

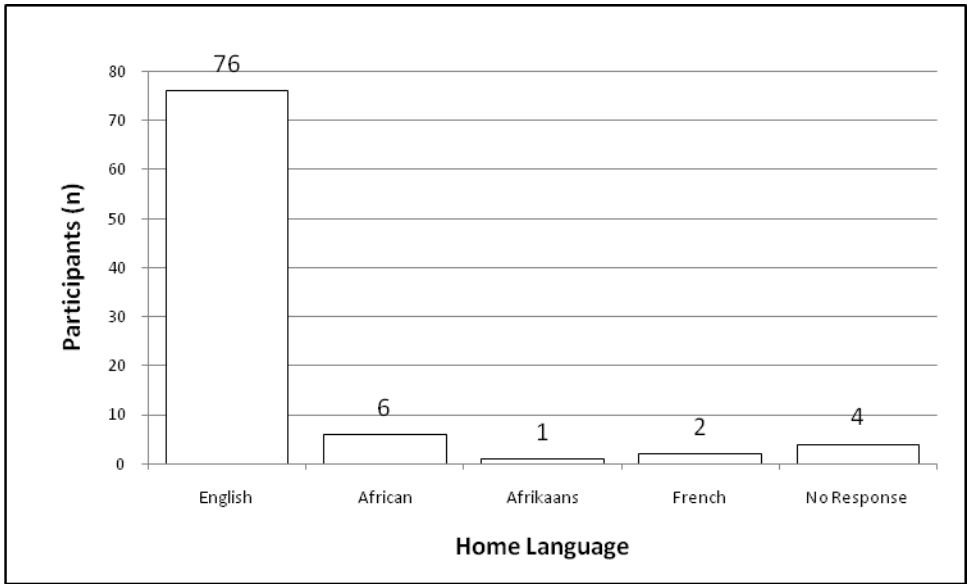
14 to 17 year olds are likely to be engaging in problem solving in a very systematic way and considering alternative possibilities as a result of being in a stage of formal operational cognitive development (Kohlberg, 1985). At a post-conventional level of reasoning, Kohlberg (1958) would argue that the participants' reasoning for what is right and wrong will reflect societal rules, but with an understanding that these rules are

fallible. However, if the participants have not yet reached the post-conventional level of reasoning, then they will be engaging in reasoning that quite rigidly obeys society's rules. The questions that 14 to 17 year olds ask and the resolutions that they come to on a daily basis are likely to encompass issues of "who am I" and "what could I be", and is often characterized by hypothetical "what if's" that are very idealistic. All of these things are important because of the role that they play in shaping adolescents' interactions, and, therefore, their daydreaming lives.

4.1.2 Home language

The participants were asked to provide their home language, as opposed to their race, as a part of this section in the questionnaire. This was established as a more reliable method of obtaining a cultural overview of the sample. This is based on a level of understanding derived from linguistics which suggests that culture is conveyed more readily through language than it is through race or any other physical and social features (Mesthrie, 2000). This assumption implies that more is known about a person based on their language than the colour of their skin. Therefore, participants that speak English at home are more likely to have been influenced by a westernised culture in comparison to those that speak a traditional African language. Each would, most likely, have been exposed to a different set of folk tales, stories and rhymes as well as culturally different ways of relating to others through language. In turn, these are all potentially influential factors in daydreaming life.

Figure 1: Profile of participants' home language



4 of the participants did not respond to this question. The majority of the participants (76 out of 89) listed their home language as English. Only 6 of the participants spoke an African language at home, while 1 spoke Afrikaans and 2 spoke French. Responses to questions pertaining to fantasies can thus be assumed to have been strongly influenced by Westernised views of the world. It is necessary to then say that the results of this study apply to a very specific group of adolescent boys.

4.1.3 Areas of residence

The participants were asked to provide the name of the area in which they live. This is for the purpose of gaining a sense of their social class. Social class was included amongst the demographic questions in the questionnaire on the basis of its potential influence on the way in which the wishes of the id are expressed.

Figure 2: Participants' reported social class

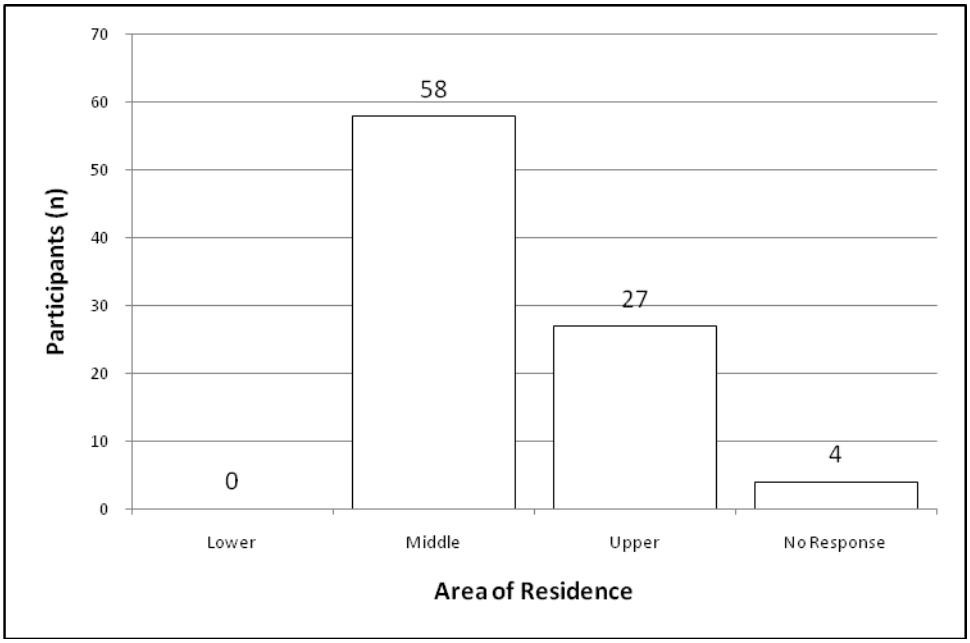


Figure 2 represents a simplistic profiling of the participants' class in relation to the reported area of residence.

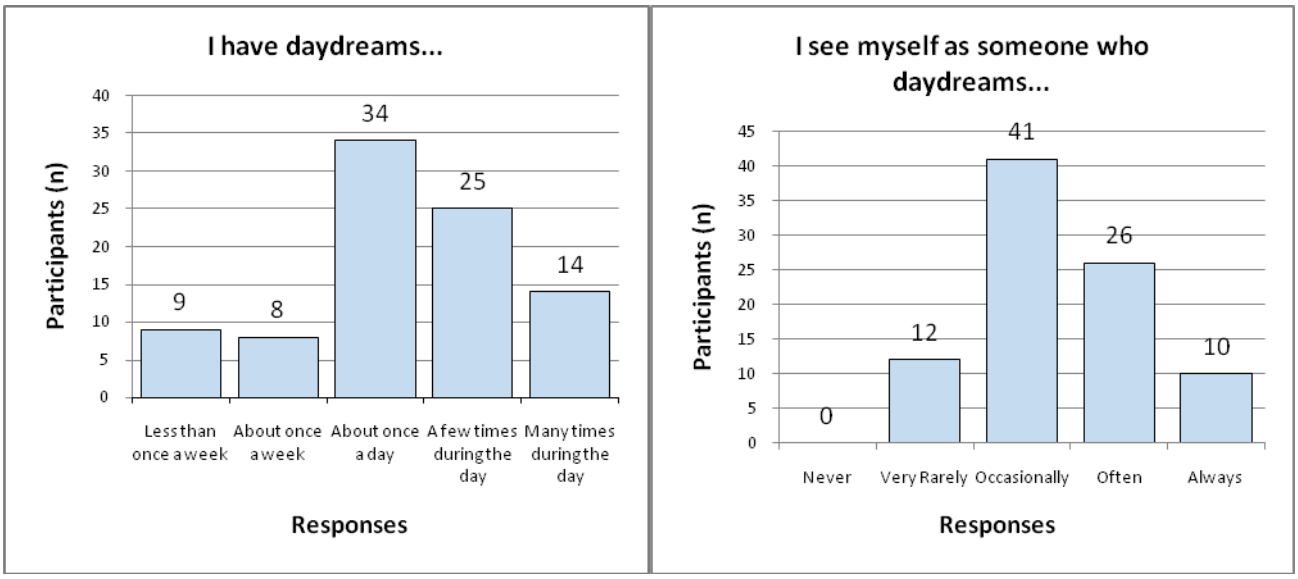
A very standard set of suburban areas characterised the responses of the participants. All of these areas are very near to their school. There were 4 participants that did not respond to this question. Given that the participants attend an upmarket private school, it is not surprising that all of the areas in which the participants live range from middle to upper class. This may represent a way of living that will be reflected within the content of the participants' daydream narratives.

Ultimately, the sample of this study includes adolescent boys between the ages of 14 and 17, who are likely to be in either grade 9, 10, or 11 at a single-sexed private school, situated in Johannesburg. A method of convenience sampling has been used to recruit the 89 participants who are included in the study. It is expected that the relatively normal distribution of the participants' ages will not skew the level of maturity in the content of their responses. However, the content of the participants' fantasies may reflect westernised views as well as the types of activities and objects that are typically associated with middle to upper class life styles.

4.2 How often do adolescent boys report to have daydreams?

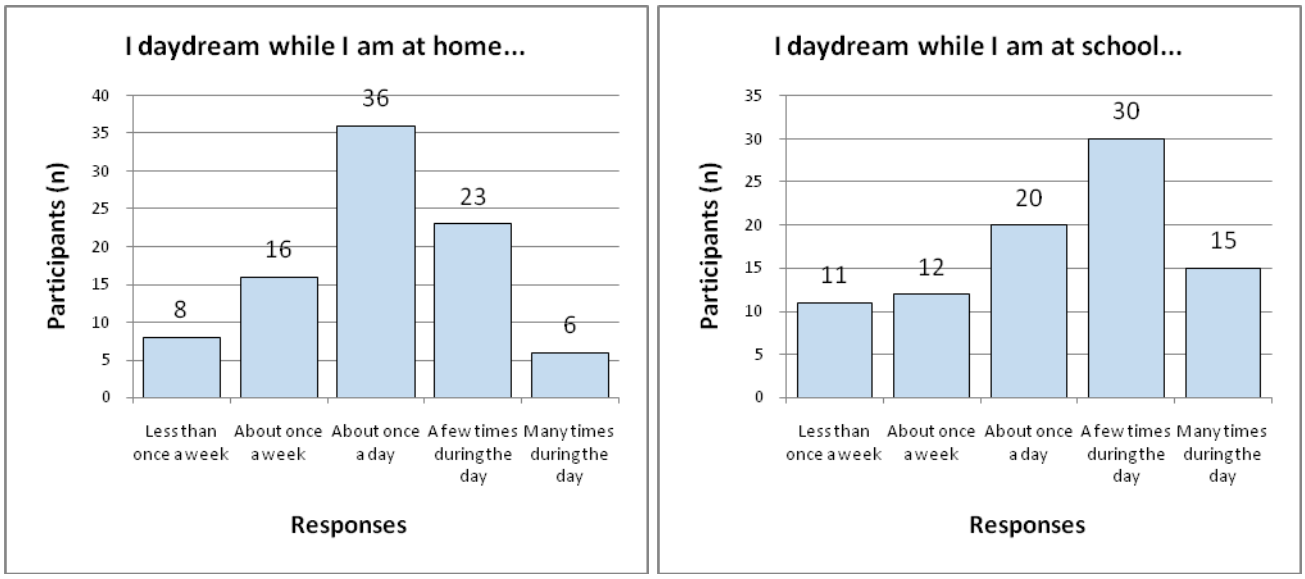
The general daydreaming life of these participants has been explored in section B of the questionnaire using close-ended, multiple choice questions only. In terms of the frequency of the participants' fantasies, 44% (39 out of 89) indicated that they fantasise either a few or many times during the day. 40% (36 out of 89) of these boys equate this to fantasising either often or always. Importantly, none of the boys selected 'Never' in response to questions concerning the frequency of their general daydreaming life, which means that every single one of the participants has experienced a daydream. Only a small number of the participants (19%, or 17 out of 89) indicated that they have a daydream less than once a week.

Figures 3 and 4: Reported frequency of daydreams



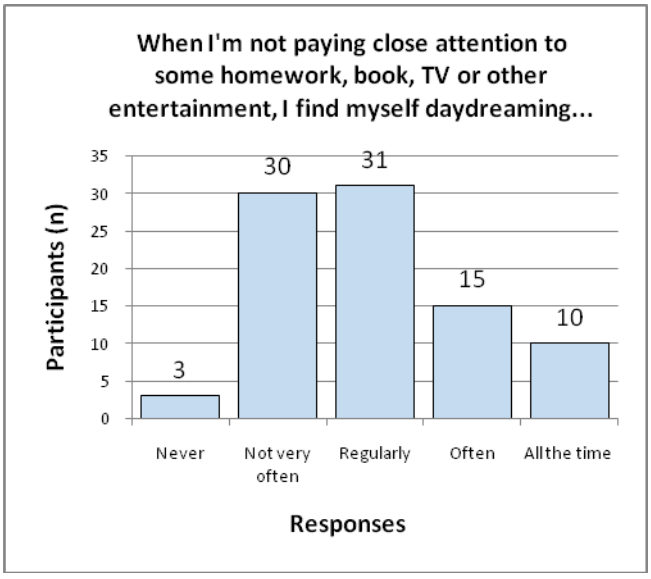
The responses to the questionnaire showed that only slightly more participants (75%, or 65 out of 87) daydream once a day or more while they are at home than the number of participants (74%, or 65 out of 88) who daydream once a day or more while they are at school. This suggests that, in general, the participants daydream as frequently at home as they do at school which is between once and many times a day.

Figures 5 and 6: Reported frequency of daydreaming at home and at school



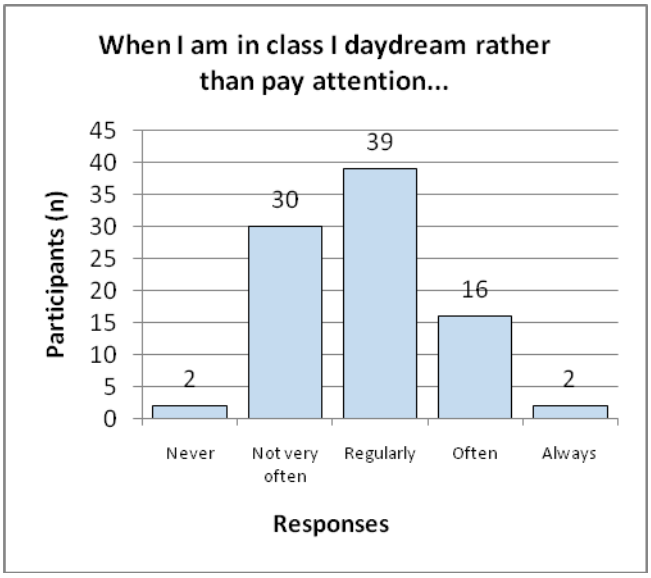
In response to questions around the frequency of the participants' daydreams under conditions such as doing some homework, reading a book, watching t.v. or any other entertainment, 63% (56 out of 89) of the participants report to daydream regularly, often and all the time. 33% (33 out of 89) of the participants say that, in these situations, they either never daydream or that they do not daydream very often.

Figure 7: Reported frequency of daydreaming in conditions most likely to occur at home



While they are supposed to be paying attention in class, more of the participants (36%, or 32 out of 89) say that they tend to daydream either rarely or never in comparison to the number of participants (20%, 18 out of 89) who say that they daydream either often or always while in class. The highest proportion of the responses indicates that 44% (39 out of 89) of the participants consider themselves to daydream while in class only sometimes.

Figure 8: Reported frequency of daydreaming in class

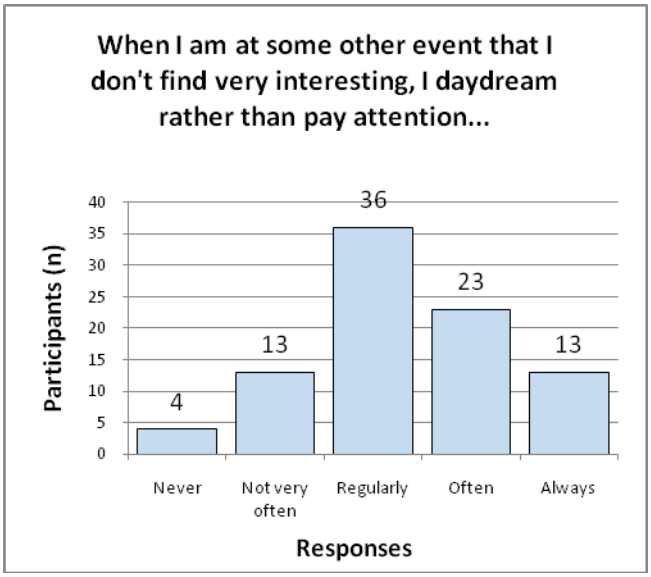


The above two sets of results imply that these adolescent boys do have daydreams when they are experiencing either a lack of, or lapse in concentration, while they are supposed to be engaged in tasks occurring in their physical environments. This is assumed only if not paying close attention is an indication of a lack of or lapse in concentration, whether it be to some task or other form of entertainment at home or at school.

A substantial proportion of the participants (40%, or 36 out of 89) indicated that when they are at events that are not very interesting, they tend to daydream at least sometimes, which is equal to the proportion of participants (40%, or 36 out of 89) who report to have daydreams either often or always in this situation. A much smaller group of the

participants (19%, or 17 out of 89) said that they either daydream only rarely or never when they are at an event that is not very interesting.

Figure 9: The reported frequency of daydreaming rather than paying attention



If a state of boredom is assumed to be consistent with the scenario described in this question, then these results do suggest that the participants are more likely to daydream when they are bored.

Ultimately, in response to the question of how frequently adolescent boys tend to daydream in general, the results suggest that most of these adolescent boys are likely to daydream either once a day or more by their own account. These results further demonstrate that for the majority, these daydreams occur once a day or more while they are at home and while they are at school. In addition, a lack of or lapse in concentration and boredom are suggested to be factors that increase the frequency of the participants' daydreams.

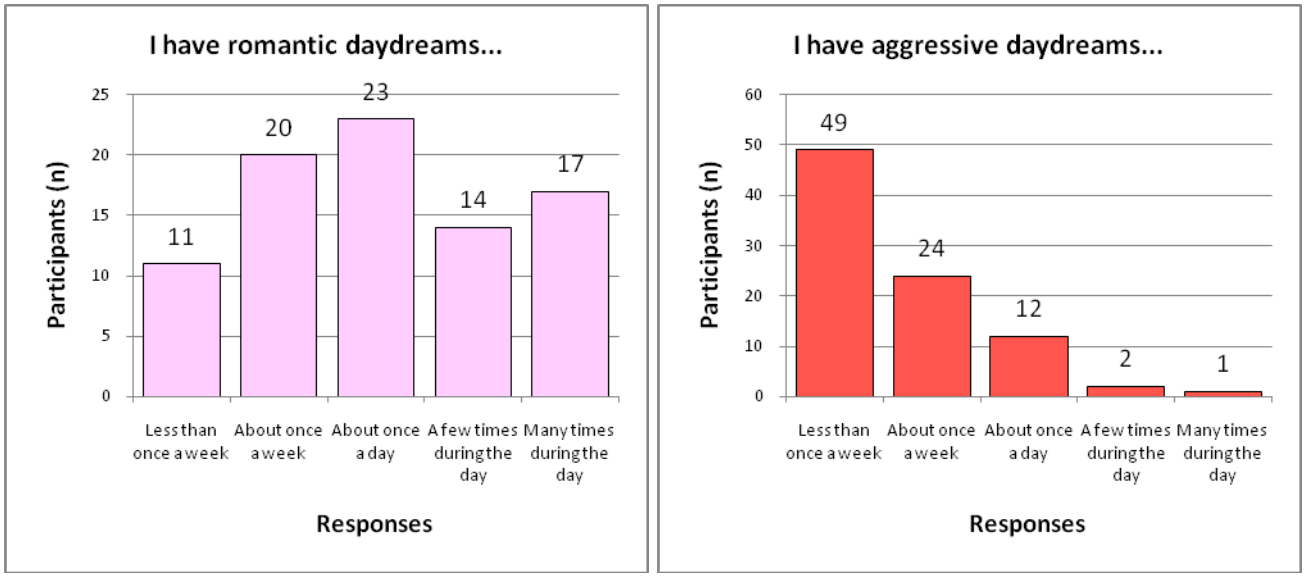
4.3 How often do adolescent boys report that their daydreams are either predominantly libidinal or aggressive?

In sections C and D of the questionnaire, the frequency of the sexual and aggressive components of the participants' daydreaming lives is investigated. Closed-ended, multiple choice questions have been used to record the participants' reported frequencies of libidinal and aggressive daydreams.

The frequency data collected on the participants' libidinal and aggressive daydreams is intended to provide an understanding of the prevalence of the participants' libidinal and aggressive daydreams, where they are most likely to have these daydreams and under what conditions they tend to occur. In addition, frequencies pertaining to the participants' perceptions of their aggressive fantasies in relation to reality and their nature of violence have also been analysed.

The responses represented on the graphs relating to the prevalence of the participants' libidinal daydreams indicate that the frequency of over half (64%, 54 out of 85) of these libidinal daydreams ranges between once a week and once a day. The participants seem to experience their libidinal daydreams more frequently than they experience their aggressive daydreams. This is evident where there are more participants (36%, 31 out of 85) who have libidinal daydreams a few/ many times during the day, than the 3% (3 out of 87) who have aggressive daydreams with this frequency. In the aggressive daydreams, a substantially larger proportion (97%, 84 out of 87) of the participants pointed out that they tend to have aggressive daydreams about once a week or less.

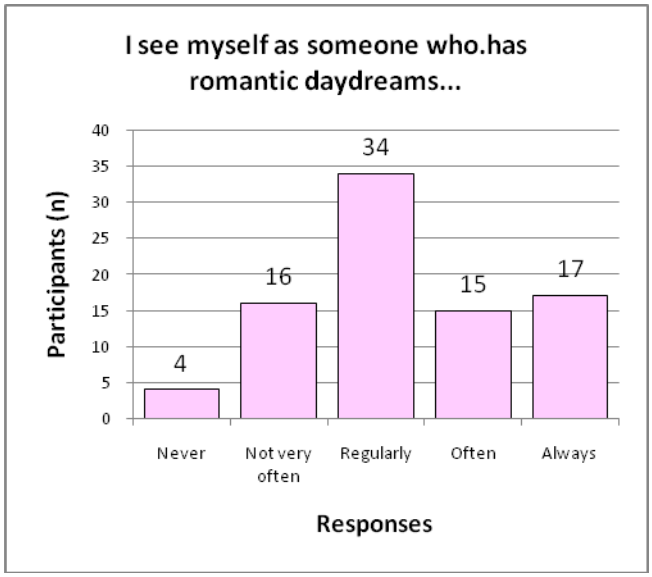
Figures 10 and 11: The frequency of libidinal and aggressive daydreams

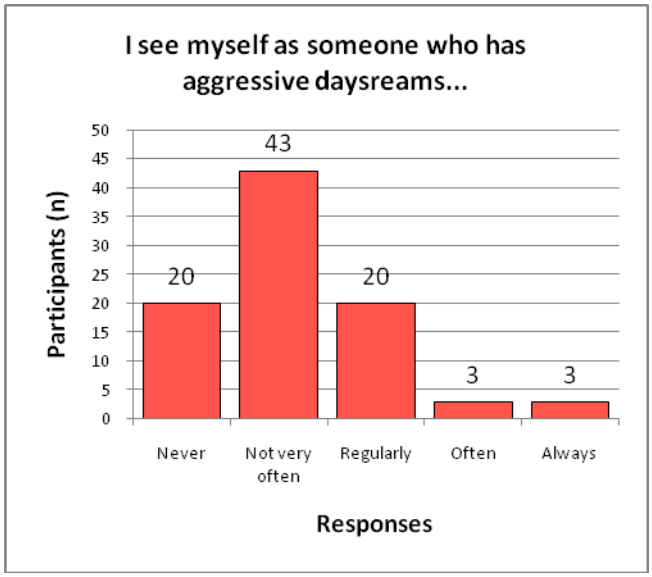


These results illustrate a vast difference between the frequencies of the participants' libidinal and aggressive daydreams. This particular group of adolescent boys report to have libidinal daydreams far more frequently than they have aggressive daydreams. The higher frequency with which the libidinal daydreams are reported to occur in this question is also evident in further frequency related questions.

In this question more participants (20%) claim to always have libidinal daydreams than the fewer number of participants (5%) who claim to never have libidinal daydreams. In relation to the participants' aggressive daydreams, the opposite is the case. The majority (56%) of the participants' signified that they have aggressive daydreams either occasionally or never in contrast to the small number (7%) of participants who indicated that they have aggressive daydreams either often or always.

Figures 12 and 13: The frequency of libidinal and aggressive daydreams





These results again indicate that the participants report to be experiencing libidinal daydreams far more frequently than they are experiencing aggressive daydreams.

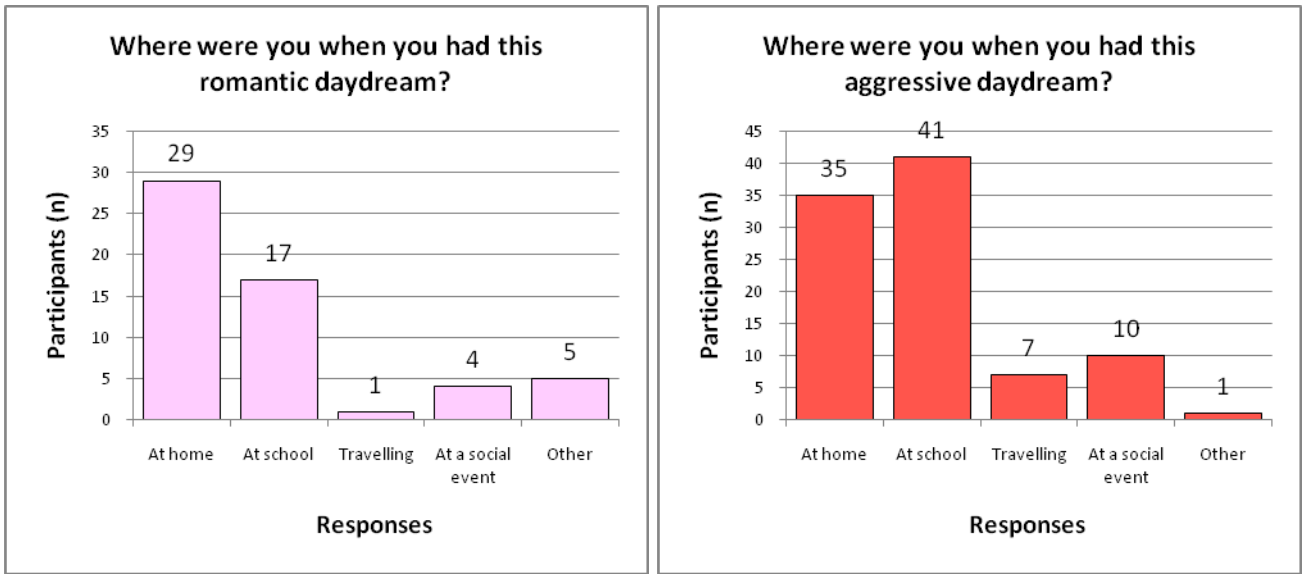
Whether this difference in frequency between the participants' libidinal and aggressive daydreams is related to differences in tendencies towards reporting on each type of daydream, or actual differences between the frequencies with which each type occur, it is important to keep in mind that there is a clear difference between the reported frequencies of the participants' libidinal and aggressive daydreams.

4.4 Where and under what conditions are adolescent boys most likely to daydream?

In separate questions, the participants were asked where they tend to be when their libidinal and aggressive daydreams occur. In many instances the participants gave more than one response to these questions, suggesting that many of them tend to have their libidinal and aggressive daydreams in more than one place. When the participants were asked where they tend to have their sexual daydreams, the most frequent responses were

at home and at school. More than half of the participants (52%) indicated that they have their libidinal daydreams at home, while only 30% had theirs at school. Even with a notably low frequency of aggressive daydreams, it is still apparent that more of the participants (44%) tend to be at school when they have their aggressive daydreams, than the slightly lesser number of participants (37%) who claim to have their aggressive daydreams at home.

Figures 14 and 15: The frequency of libidinal and aggressive daydreams in certain locations and situations

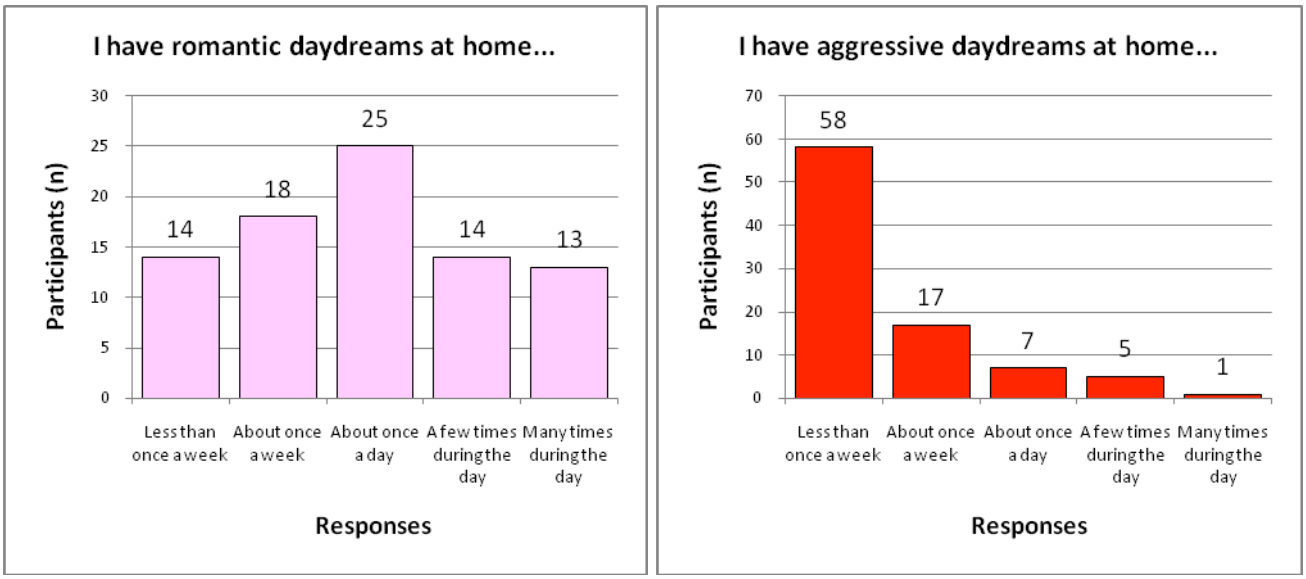


In both cases, only a very small number of participants indicated that they have their libidinal and aggressive daydreams while travelling, at a social event, or anywhere else. The results, therefore, suggest that the participants are most likely to have their libidinal and aggressive daydreams either while they are at home or while they are at school. Of particular interest is the finding that the participants' libidinal daydreams are more likely to occur when they are at home, while their aggressive daydreams are reported to occur more frequently when they are at school.

When the participants were specifically asked how frequently they have libidinal and aggressive daydreams while they are at home and at school, the following results were

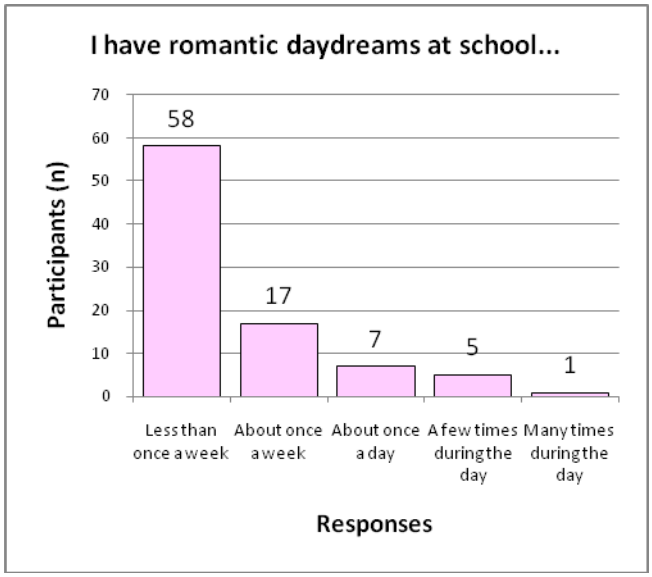
documented. A much greater percentage of participants (63%, or 52 out of 82) reported to have libidinal daydreams either once a day or more while they were at home, than the percentage (15%, or 13 out of 88) who reported to have aggressive daydreams either once a day or more while they are at home. The majority of the participants (85%, or 75 out of 88) reported that they have their aggressive daydreams either once a week or less while they are at home. Only 39% (32 out of 82) of the participants reported that their libidinal daydreams occur this infrequently when they are at home.

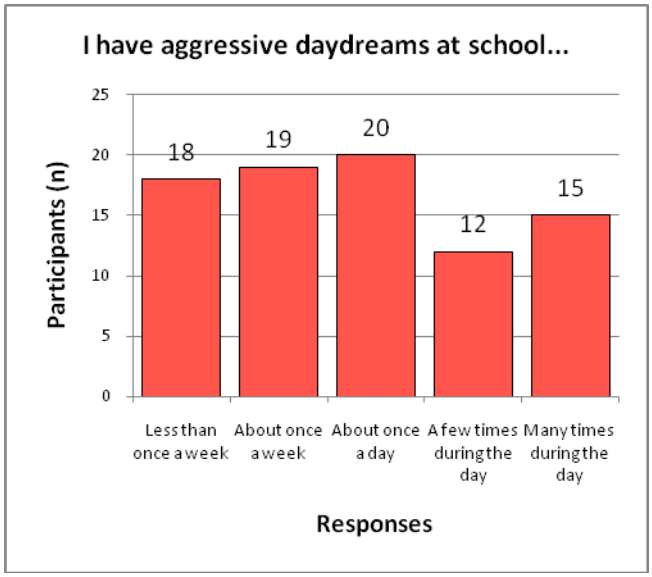
Figures 16 and 17: The reported frequency of libidinal and aggressive daydreams at home



If one compares the two sets of graphs above with the two sets below, it is evident that a very similar trend appears in the reported frequencies of the participants' libidinal and aggressive daydreams at school.

Figures 18 and 19: The reported frequency of libidinal and aggressive daydreams at school





While 56% (47 out of 84) of the participants reported to have libidinal daydreams at school either once a day or more, only 15% (13 out of 88) reported to have aggressive daydreams with the same high frequency while at school. The participants' responses indicated that they are much more likely to have aggressive daydreams either once a week or less while they are at school (85%, or 75 out of 88).

Ultimately, most of the participants reported that their libidinal daydreams are most likely to occur either once a day or more while they are at home and approximately once a week or less while they are at school. The participants' libidinal daydreams are reported to occur with a greater frequency than the aggressive daydreams both at home and at school.

4.5 What characteristic content can be identified in the libidinal and aggressive daydreams of adolescent boys?

The questions that intended to obtain data on settings, characters and affect were adapted from the research questionnaire used in Vice's (2005) study on violent fantasies. Vice's (2005) questions were, in turn, adapted from the "Imaginal Process Inventory", a

quantitative measure of daydreaming, which was originally developed by Singer and Antrobus (1970). This multiple choice questionnaire contains over 150 items that quantify various aspects of daydreaming and, in some cases, night-dreaming.

An additional item that was adapted from the "Imaginal Process Inventory" was a question about whether the respondents' daydreams tend to be recurring or not. This particular item intended to explore how significant the participants' particular libidinal and aggressive daydreams were in the context of their daydreaming lives. The intended result would, therefore, also be an indication of the significance of the reported daydream settings, characters and resulting affect in the participants' daydreaming lives.

4.5.1 What are the settings of these daydreams, and how closely do they resemble the real life experiences of the adolescent boys?

In order to get an idea of what kinds of settings featured in the participants' libidinal and aggressive daydreams, two quantitative questions in the research questionnaire asked the participants to identify and elaborate on the settings of particular libidinal and aggressive daydreams that they had experienced. Not all of the participants chose to respond to this question. However, some participants provided more than one setting in the descriptions of their daydream settings. Although this would be construed as a misunderstanding of the question since the participants were asked to provide a description of the setting of one particular daydream, the multiple answers that the boys provided are still a truthful indication of the kind of settings that their daydreams feature.

4.5.1.1 Type of daydream setting

For the multiple choice questions asking about the types of settings that characterise the participants' daydreams, 5 participants circled more than one answer for their libidinal daydreams and 3 circled two options as the settings for their aggressive daydreams. Only 7 and then 2 out of the 89 participants did not circle a setting for their libidinal and

aggressive daydreams. As a result, a total of 87 responses were analysed further for the libidinal daydreams and 86 for the aggressive daydreams. The responses to this multiple choice question are illustrated in the table below:

Table 1: The reported settings of the participants' daydreams

	Libidinal		Aggressive	
	(n)	%	(n)	%
In a current real world setting (such as at home or school etc.)	59	66%	60	70%
In a future situation (such as at work or university etc.)	16	18%	9	10%
In a fantasy world (such as in space or a different time period etc.)	4	4%	11	13%
Other (Please specify):_____	3	3%	4	5%
No response	7	8%	2	2%
	89	100%	86	100%

The large majority of the participants circled a current real world setting to describe their libidinal and aggressive daydreams. This was 66% (59 out of 89) for the libidinal daydreams and 70% (60 out of 86) for the aggressive daydreams. The next most frequent setting across the libidinal daydreams is a future situation, which was the response of 18% (16 out of 89) of the participants. Dissimilarly, the next most frequent setting across the aggressive daydreams is a fantasy world which was reported by 13% (11 out of 89) of the participants.

These results clearly demonstrate that the participants' libidinal and aggressive daydreams are likely to feature current real world settings. However, these settings, as shown, are not always the settings of the participants' libidinal and aggressive daydreams as there are instances where future and fantasy world settings are reported. In these few instances, future settings are more likely to characterise the participants' libidinal daydreams and fantasy world settings are more likely to characterise the participants' aggressive daydreams.

4.5.1.2 Description of daydream setting

When it came to the descriptive component of the setting-related questions, 28 participants provide no description of their libidinal daydream settings and a further 16 did not provide a description of their aggressive daydream settings. In addition, 30 of the descriptions recorded for the participants' libidinal daydreams and 40 for the aggressive daydreams were excluded from the analysis.

Responses were excluded from the analysis for two primary reasons. A number of them, perhaps, resulting from a misunderstanding of the question, did not mention a setting at all. For example:

- "just being with my girlfriend or a girl that i liked"
- "something that I really want to happen on the weekend"
- "I often have dreams about my current situation about stuff like friends. Sometimes I have déjà vu when I dream things and they come true".
- "Listening to long, horrible speeches. I get annoyed on hot days when I'm tired, listening to bad speeches".

In other responses, the participants did mention a setting but did not describe this setting. To avoid imposing unfounded meaning on the data, descriptions of settings such as the following have been excluded:

- "normally involves girls or beautiful settings"
- "it is the same as the world I live in today"
- "in pure white, once again with just a girl"
- "normal surrounding everyday life".
- "normal place, basically anywhere, mainly an open space"
- "It is exactly the same as my world is now, except one thing is different, the person I know or have a relationship with"

Ultimately, 31 libidinal daydream settings and 34 aggressive daydream settings were suitable for analysis. All further percentages for the participants' daydream settings have been calculated according to these totals.

These settings were thematically analysed allowing for reoccurring categories to be identified and then divided into categories. The identification and classification of these themes has been simplified using the following table:

Table 2: Libidinal and aggressive daydream settings

	Libidinal Daydreams		Aggressive daydreams	
	(n)	%	(n)	%
A familiar place:	13	45%	15	45%
- School	9	24%	14	44%
- Home	6	21%	1	1%
A public place	7	24%	2	6%
An exotic place	8	28%	0	0%
A fantasy world	0	0%	7	23%
A place in a different time period	1	3%	8	26%
Total no. of settings described	31	100%	34	100%

A familiar place

There are a large number of the participants whose libidinal and aggressive daydreams are described as being set in a place that can be characterised as familiar to the participant. School and home are the most commonly occurring settings fitting into this category.

School

The category with the highest frequency of responses amongst the libidinal and the aggressive daydream settings is school. Within this category, more participants identified the classroom as the setting of their libidinal (21%, or 9 out of 29) and aggressive (19%, or 14 out of 34) daydreams, more than any other area within their school environment. Examples of narratives describing classroom settings for both the libidinal and aggressive daydreams are provided below:

- "usually in a class where the teacher is not present and she comes onto me"
- "I am in my english teachers classroom and then she services me"
- "english classroom"
- "in class and just hitting someone who thinks he's the best thing ever"

In the participants' aggressive daydream settings, 3 of the school related descriptions specifically mention a sports field as the setting of the daydream.

- "these aggressive daydreams normally take place on sports fields when playing hockey etc. against particularly difficult teams like (*the names of 3 different rival schools*)[*] etc."
- "Rugby matches against (*name of rival school*)[*], Tackles, Fights, Winning"

Other places at school which were mentioned in the participants' descriptions related specifically to their aggressive daydreams, such as:

- "I was at school and some dude stole my lunch again so me and the boys jumped him in the bathroom and took my chips back"
- "at tuckshop"

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[*] Names removed for the purpose of maintaining the participating school's anonymity

In the remaining responses falling into this category, for both the libidinal and aggressive daydreams, school was merely mentioned as the general setting:

- "u get yur girl from scul so u wuld daydream bout her at scul…"
- "at school around my friends"
- "it was at school and took place around school"

Ultimately, a significant proportion of the participants' libidinal and aggressive daydreams are set at school, the most common setting being the classroom for both types of daydreams. Furthermore, school settings are more commonly reported as the participants' aggressive daydream settings. What is interesting to note amongst the descriptions of the classroom settings in the sexual daydreams is the mention of the words "private" and "privacy".

Home

Home is a second type of setting categorised as a familiar place. Although it was only specified once as a setting of the participants' aggressive daydreams, it appeared 6 times as a setting of the participants' sexual daydreams. In some of these settings only the house is mentioned, whereas in others specific areas within the house are identified. Amongst the libidinal daydreams, these tended to be a bedroom within the house.

- "at a house with this person"
- "my room"
- "bedroom, candles, music"

The home is a familiar place that is identified amongst the settings of the participants' libidinal daydreams. Home, as a setting, featured less than school settings in both types of daydreams.

A public place

Public places occurred more frequently in the settings of the participants' libidinal daydreams than they occurred in their aggressive daydreams. The public places that are mentioned by these participants vary within a range of places that you would expect to possibly feature in their sexual daydreams, like:

- "romantic with very attractive girl, Club maybe…"
- "club, roxy's"
- "movie cinema, just me and my girlfriend"
- "just out at the waterfront with girlfriend and me start getting into things"

In all there were 7 instances of public places mentioned amongst the libidinal daydreams, and only 2 among the aggressive daydreams, namely:

- "Out at a party, house, club etc."
- "I beat up like 50 of them at sandton"

The types of places described above all appear to be the types of places where teenagers are likely to meet and hang out. They are categorized as public places because they are typically places where there are a lot of people around.

An exotic place

Exotic settings are a category of places that arose from the sexual daydreams only. The settings that are categorized into exotic places are divided into two groups: those that are expected to arise in relation to libidinal daydreams and those that are not. Exotic places that we may not be surprised to find in the settings of adolescent daydreams are illustrated in the examples below:

- "in a jacuzzi, wit a hot girl"
- "being at the beach last december or what will happen this December"

These exotic places can be described as the kind that are normative because they are the types of settings that are normally associated with sexual or romantic experiences.

A fantasy world

This category includes descriptions of settings that are not likely to be found in our everyday, real world experiences. None of the libidinal daydream settings described anything that would not be likely to occur in the real world. However, 7 of the settings of the aggressive daydreams do describe places that are out of this world:

- "It's dark, gloomy, like Lord of the Rings meets Underworld gone wrong"
- "me as a warrior with swords, arrows, goblins, castles and so on"
- "it was based on a cartoon and it came about for a laugh"
- "Space"

All 7 of the fantasy world settings described arose in relation to the participants' aggressive daydreams. There is a lot of variation in the types of fantasy worlds described highlighting the very little uniformity in the imaginations of the daydreamers.

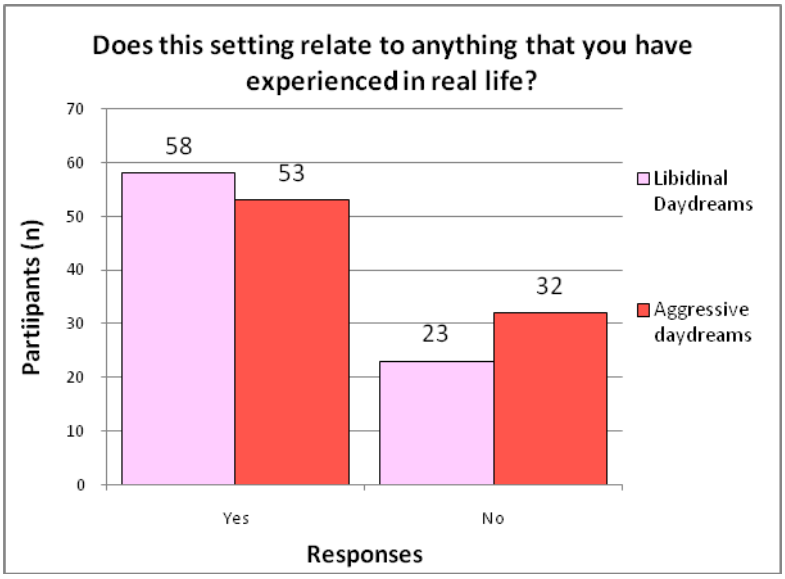
A past or future place in time

A total of only 2 daydream settings have been categorized as being either a past or future place in time. These included a setting described as "1916", which was the setting for a libidinal daydream and a setting which was interpreted as a future setting, given the use of future tense: "Perhaps becoming rich/gaining power and using it to effect the job/life of person I am angry with". Daydreams set in the pastor future were not common amongst this sample of adolescent boys.

The participants were then asked to indicate whether these settings relate to experiences that they have had in their real lives and the vast majority of the participants considered

the settings of their libidinal (72%, or 58 out of 81) and aggressive (62%, or 53 out of 85) daydreams relate to their real life experiences. As the majority of the participants described settings that closely resembled real life experiences for both their libidinal and aggressive daydreams, so did the majority of participants say that the settings they described relate to experiences that they had in their real lives.

Figure 20: The reported frequency of daydream settings relating to real life experiences

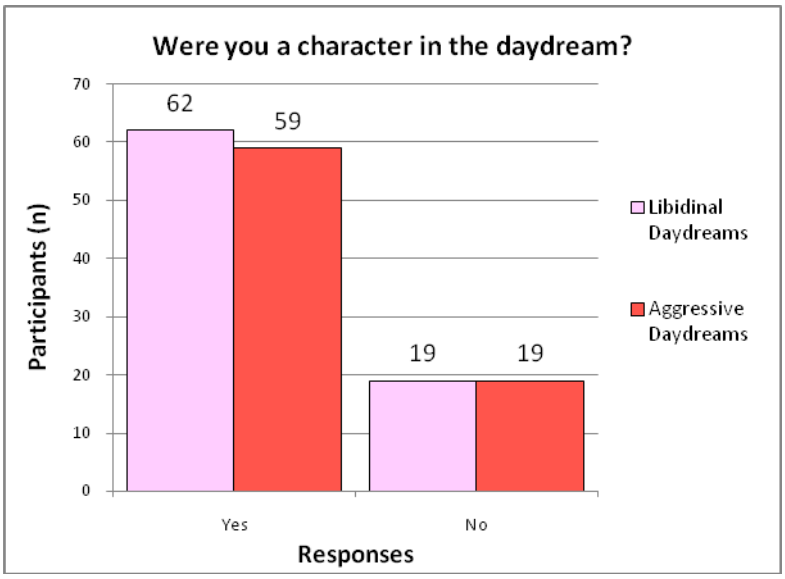


These adolescent boys' responses ultimately indicate that they are most likely to have libidinal and aggressive daydreams that are set in familiar places, the most common being school and then home. The category of exotic places included settings that were most commonly described in relation to the participants libidinal daydreams only, as a fantasy world setting was common to the aggressive daydreams only. Although a past or future place in time did arise in one libidinal and one aggressive daydream setting, it did not feature significantly as a setting of the adolescents' libidinal and aggressive daydreams. Given the results indicating that the large majority of the participants consider the settings of their daydreams to relate to experiences that they have had in real life, familiar places are the most frequently reported categories and they incorporate settings that relate to the participants' real life experiences.

4.5.2 Do adolescent boys themselves feature in their daydreams?

In response to this question, it can be said, from the beginning, that adolescent boys do not feature in their own daydreams all of the time. This was discovered when the participants were asked to indicate if they feature as a character in their libidinal and aggressive daydreams.

Figure 21: The reported frequency of the daydreamer as a character in the libidinal and aggressive daydreams



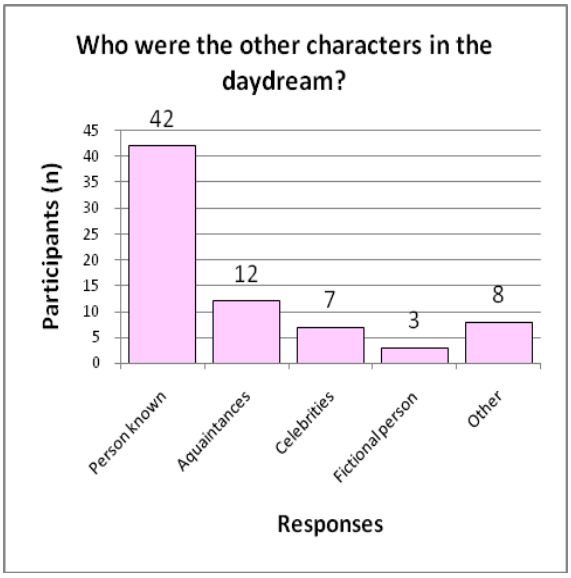
77% (62 out of 81) of the participants reported that they are characters in their libidinal daydreams. Very similarly 76% (59 out of 78) of the participants reported that they are characters in their aggressive daydreams. This entails that in 23% (19 out of 81) of the participants' libidinal daydreams and in 24% (19 out of 78) of the participants' aggressive daydreams, these adolescent boys report that they are not characters in their own daydreams. In these instances, the participants do not provide descriptions of their libidinal and aggressive daydreams, meaning that an exploration of the daydreams in

which the daydreamer does not feature as a character could not provide some insight into the nature of these daydreams.

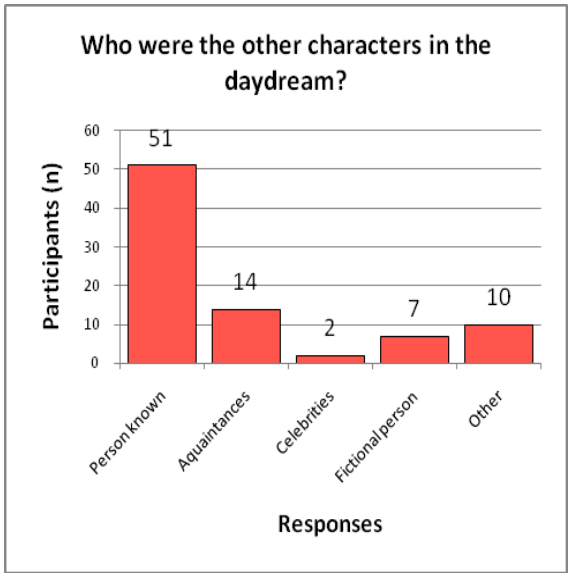
4.5.3 Which other characters feature most often in the daydreams of these adolescent boys?

When the participants were asked what other characters feature in their daydreams, similar trends in the quantitative responses for the participants libidinal and aggressive daydreams became evident. For both kinds of daydreams, the vast majority of the participants indicated that the other character in their daydreams was either someone that they knew, or an acquaintance. This was the case in 75% (54 out of 72) of the participants' libidinal daydreams and in 77% (65 out of 84) of the participants' aggressive daydreams.

Figures 22 and 23: The reported frequency of other characters who feature in the participants' libidinal and aggressive daydreams



Libidinal Daydreams



Aggressive Daydreams

Where the participants have been asked to describe their libidinal and aggressive daydreams, it is evident that the characters that the participants consider to be a person known to them consist primarily of friends and acquaintances like peers and authority figures in the daydreamers' real life. Very few of these characters include the participants' family.

For both the participants' libidinal and aggressive daydreams, peers are most commonly the other characters in the participants' daydreams and the nature of the daydreamers' relationship to this character varies depending on whether it is a libidinal or aggressive daydream under investigation. Every single one of the peers who feature in the participants' libidinal daydreams is a girl and most of these girls are represented as the object of the daydreamers' desire – a girl that they long for in reality:

- "the love of my life loves me back…"
- "…going out with this specific girl and doing romantic stuff with her…"
- "I met up with this girl that I like in real life…"

8 of the girls mentioned in the participants libidinal daydreams are not described as anyone that the participant knows or is acquainted with in their lives.

None of the characters mentioned in the participants' aggressive daydreams are girls. In these daydreams, the characters that are assumed to be the daydreamers' peers are predominantly their school friends (29%, or 14 out of 48).

- "…and then was praised by my mates."
- "I saw a guy steal my lunch again, the 2nd time this weak . I rallied the troops and jumped him in the bathroom…"
- "…a guy swings, drops my friend, I come in sort him out…"

The peers that feature in the participants' aggressive daydreams also include fellow sportsmen (8%, or 4 out of 48) and people that they consider to be their enemies at school (4%, or 2 out of 48):

- "…I am involved in a particularly tough hockey match and the opposition is starting to get rough and play dirty…"
- "There 8th made broke from the scrum just before the try line…"
- "…a bully…"
- "I beat my enemy up"

Teachers featured in both the participants' libidinal and aggressive daydreams:

- "I was banging a teacher of mine and sometimes teachers"
- "…hardcore sex on the desk with my teacher…"
- "…holding my teacher in the arms kissing her all over…"
- "…My teacher doesn't want me to so she locks the door…"
- "…my maths teacher is really mean…"

From the above examples it is clear that teachers featured as objects of the participants sexual desire (18%, or 6 out of 33) in their libidinal daydreams and objects of their aggression (4%, or 2 out of 48) in their aggressive daydreams. It is interesting to note that the teachers feature more frequently as objects of the participants' desire than as objects of their aggression.

Fictional characters, like:

- "…kamagamaya's…"
- "…beast…"
- "…demon…"

actually feature more frequently (8%, or 6 out of 48) in the participants aggressive daydreams than teachers did. Fictional characters also feature in the participants' aggressive daydreams slightly more than they did in the participants' libidinal daydreams (4%). The fictional characters that featured in the participants' libidinal daydreams tended, however, to be girls that these adolescents were unlikely to meet in their real lives, excluding celebrities.

Celebrities featured in the participants libidinal daydreams (10%) more frequently than they featured in their aggressive daydreams (2%). These celebrities included:

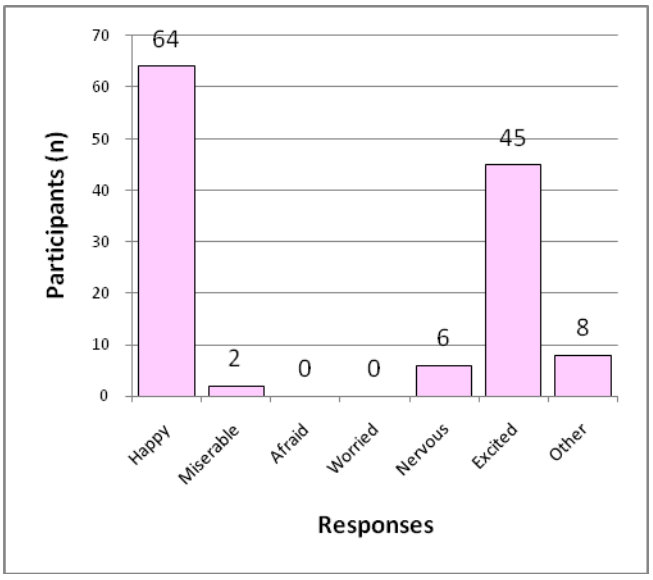
- "Eva Longoria"

In summary, an analysis of the other characters that feature in the participants' daydreams, reveals that these characters are most likely to be people that the participants know in their everyday lives from their school friends and various kinds of peers to their teachers. Surprisingly, the participants' family did not feature in either the libidinal or aggressive daydreams that they described.

4.5.4 What affect characteristically accompanies adolescent boys' libidinal and aggressive daydreams?

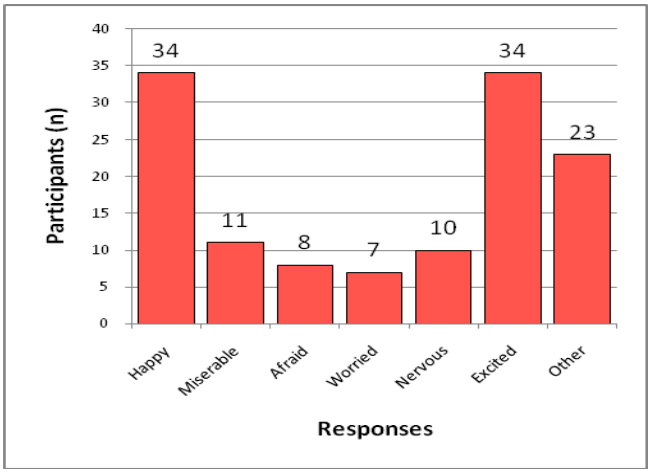
After asking the participants to describe their libidinal and aggressive daydreams, they were asked to identify what affects typically accompany these daydreams. This question was posed in relation to question 18 in section D of the questionnaire, which asks the participants to give an indication of how the specific libidinal daydreams that they had described in question 13 had made them feel. For this question, participants could circle as many responses as indicated the emotions associated with their libidinal daydreams, which is why there are a total of 125 responses to this question.

Figures 24: The reported affect experienced in relation to libidinal daydreams



The analysis of the responses to this question revealed that the majority of the participants felt either happy (51%) or excited (36%) in relation to those particular daydreams. It is not surprising that very few participants reported feeling nervous (2%) or miserable (0.2%) in relation to their libidinal daydreams, but it is surprising that they experienced negative affects in relation to what are supposed to be wish-fulfilling daydreams. None of the participants reported to feel worried or afraid and those who circled other listed affects including: “comfortable”, “eager”, “anger and rage”.

Figure 25: The reported affect experienced in relation to aggressive daydreams



The analysis of question 17 revealed that the participants were most likely to feel happy and excited following their particular aggressive fantasies. A significantly smaller number of participants also expressed that they felt miserable, nervous, worried and sometimes afraid after their aggressive fantasies.

For this question, participants could circle as many responses as indicated their emotions during their aggressive fantasies, which is the reason for there being a total of 127 responses to this question.

Seemingly, the predominating emotions experienced by the participants at the time of their aggressive fantasies are happy and excited, each receiving a frequency count of 27% (34 out of 127). “Other” was the next most frequent category of the participants’ responses and the table illustrating the type of responses given by these participants is provided below. Some of the participants selected “other” and then specified an emotion that could have been classified into one of the given categories, such as: “happy”. There were still a fair amount of alternative responses that emerged in relation to the boys’ feelings during an aggressive fantasy, including:

- “Angry”
- “Eager”
- “Proud”
- “Satisfied”
- “Relieved”

In addition, this category provided a substantial amount of boys with the opportunity to indicate that they felt no emotions during their particular aggressive daydreams as is explicitly stated in the following responses:

- “Didn’t feel anything”
- “unfazed”
- “no emotion”

Miserable (9%) followed by nervous (8%) were the next emotions listed as present in relation to the aggressive daydreams. “Worried” (6%) and “afraid” (5%) were the least popular categories amongst the participants’ responses.

Following on question 17, Question 18 asks the participants to explain why they think that they might have experienced these feelings in relation to their aggressive daydreams. Only 47 of the 89 participants provided a response to this question. However, 4 of these 47 responses were not analysed, including:

- “because”
- “i really don't know”

In 1 of the 4 responses excluded from this analysis, the participant claimed that:

- “it was just a daydream and so doesn't make me feel any kind of way. If I let my feelings control me after daydreams people would think I have bipolar or something”

Of the remaining 43 responses that could be analysed, a number of different categories arose.

Wish fulfilment

Of the 43 responses analysed, 13 participants presented explanations that demonstrate a sense of wish fulfilment. These responses related principally to feelings of happiness and excitement, according to question 17. Responses falling into this category include those in which participants express a desire which they enjoyed having, such as:

- “in visualized what I think my subconscious wants me to see. it tells my conscious that this is what I want”
- “it didn't make me feel any different but maybe a bit satisfied”
- “because I got what I wanted”
- “because I am obviously having the fantasy to fulfill something, and you are happy when you fulfill something”

In relation to question 17, the boys that described a sense of wish fulfilment had, in most of the cases, indicated that they felt happy and excited following their particular aggressive fantasies.

Revenge

The next most frequent category, along with anger and the content of the daydream itself, is revenge which is demonstrated in 6 of the responses put forward by the participants. Some of the participants explicitly used the word revenge, while others more indirectly

described their feelings as arising from their capacity to get back at someone. The type of responses falling into the category of revenge, are illustrated below:

- "because I got him back"
- "they make you more enraged because you minds keeps repeating what you would have liked to do. It gets worse unless you confront it"
- "because I got revenge"

These responses were given in relation to feelings of happiness and excitement which were listed by these participants in question 17.

Anger

Anger is the second category into which 6 of the 47 responses could be analysed. Participants that claimed to feel angry and/or or excited following their aggressive daydreams stated that they felt this way because the character in their daydream had caused them to feel this way. This is evident through these examples:

- "because the person made me angry"
- "because that person has really made me angry and the thought of them is just going to put me in a bad mood"

These participants, thus, ascribed the feelings of anger arising in relation to their aggressive daydream to a specific individual.

The daydream content

A further 6 participants believe that their feelings following their aggressive daydreams were a result of the content of the daydream itself. Examples of responses grouped into this category are:

- “the content and it ended in the middle”
- “because it is apart of you consios and it will make you woder on?”

These extracts come from some of the participants who claimed to feel either miserable or anxious following their aggressive daydreams. A few of the participants in this category did say that they felt happy after their aggressive daydream. Extracts from their responses to question 18 include:

- “it was discussed between friends for some humour therefore that is why I was happy”
- “because it makes me feel like i'm doing something that’s worth my time and just imagining all the stuff that’s happening to me”

Ultimately, participants whose responses fell into this category had varying feelings in relation to their aggressive daydream. The responses falling into this category highlighted an ambiguity in the questionnaire, in terms of whether the question is asking for the affect experienced during or in response to the daydreams.

Victory/heroism

5 of the participants that felt happy subsequent to their aggressive daydreams gave the following reasons for why they believe that they had these feelings:

- “victory was mine for the taking”
- “because i fixed the problem”
- “to accomplish something great. To be looked upon as a hero”

The participants that had aggressive daydreams in which a sense of triumph or heroism was achieved felt happy after their daydreams.

Motivation

Of the 47 participants that responded to question 18, 3 that had feelings of excitement following their aggressive daydreams said that this excitement resulted from the motivation caused by the events occurring within these daydreams. This motivation is clearly evident in relation to one of the participants' responses to his daydream about a hockey match:

- "it got me revved up and adrenaline pumping for the game"

Other

The remaining participants provided responses that could not form categories by themselves. The most interesting of these responses related to boredom:

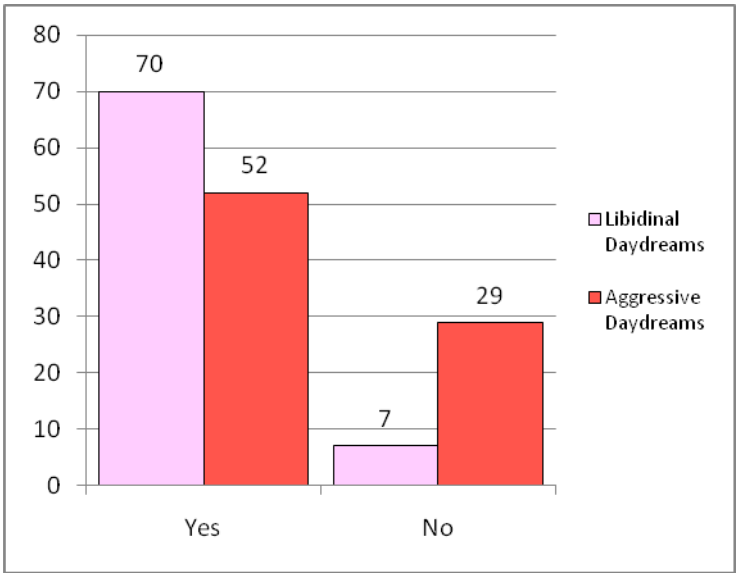
- "well when bored I try to make things exciting thus an exciting daydream is initiated"

Ultimately, each of the 47 participants' reasoning for the feelings that they experience following their aggressive fantasies corresponds to some of the categories arising from the analysis of the content of these fantasies.

4.5.5 How often do adolescent boys report their daydreams to be recurring?

Subsequent to being asked to provide a description of both an aggressive and a sexual daydream, the participants were asked to indicate if they had experienced these particular daydreams more than once. While a significant proportion, 64% (52 out of 81), of the participants said that they had experienced their aggressive daydreams more than once, almost all, 91% (70 out of 77), of the respondents indicated that their expressed libidinal daydreams had occurred more than once.

Figure 26: The reported frequency of recurring libidinal and aggressive daydreams.



The results imply that the participants were inclined to describe daydreams that they had experienced more than once. This is not unexpected in light of the understanding that they are most likely to be able to recall those daydreams that they have experienced on more than one occasion. Clearly, the participants' libidinal daydreams are more likely to recur than their aggressive daydreams. Ultimately, the finding that more than half of the participants detailed aggressive and romantic daydreams that they have experienced more than once suggests that the analysis of these daydreams, which is to follow, is an analysis of characteristic content that is significant in the lives of these adolescents.

4.6. What types of wishes can be identified in adolescent boys' descriptions of their daydreams?

The question of what wish-types can be identified in adolescent boys' descriptions of their daydreams will be answered through an analysis of the participants' responses to question 13 in Section C and question 12 in Section D of the research questionnaire. In these questions the participants were asked to describe an aggressive daydream, as well

as a libidinal daydream that they had experienced. This was acknowledged in the development of the analytic table by including the two part classification of instinct type. This column served to clearly identify which descriptions were described as libidinal daydreams and which ones were described as aggressive daydreams, given that the participants were specifically asked to describe daydreams according to these specific instinct types.

Of the 90 daydream narratives provided by the participants, 40 were descriptions of libidinal daydreams, and 50 were descriptions of aggressive daydreams. These descriptions tended to be short and minimally descriptive, ranging from two to seventy words. The participants most often provided only basic details about the events or actions taking place in the daydream which are sometimes referred to as narratives, because they include this kind of narrative information. The events and actions were categorised according to an analytic table, with the intention of identifying the wish type expressed in the daydream.

4.6.1 Analytic Table

A total of 90 libidinal and aggressive daydream narratives have been incorporated into this analysis. This is excluding the 21 responses that are either not a libidinal or an aggressive daydream. Responses like: “no comment” and “n/a” illustrate the types of responses that have not been included in the analysis. A further 10 daydream descriptions were excluded on the basis that they did not provide enough narrative information for the process of identifying any wishes expressed through the daydreams.

The analytic table (attached as Appendix 3) provided a framework for organizing the data according to characteristic features in the daydream narratives. The following results on characters, settings, and instinct-types are based on data presented in the analytic table.

4.6.1.1 Results of characters and settings

The vast majority of the participants identify both the characters and the settings of their daydreams in the narratives they have provided. The characters and settings do prove to be a useful means of verifying the interpretations of the manifest content of the libidinal and aggressive daydreams.

In terms of the characters, 77 (out of 80) of the libidinal and aggressive daydreams include either one or more characters in their descriptions. In every single daydream in which characters are specified (77 out of 80), these characters tend to include the daydreamer himself and at least one other person. Only 3 (out of 80) of these narratives do not specify any details about the characters in the daydreams at all.

As would be expected, the other characters mentioned in the narratives tend to vary depending on whether the daydreams are of the libidinal or aggressive types. For example, the other characters in the libidinal daydreams (22 out of 34) are more likely to be girls that the daydreamer is attracted to than in daydreams with an aggressive type instinct. In the aggressive daydreams, the other characters tend to be opponents or rivals and the daydreamers peers (17 out of 46). Interestingly, amongst the libidinal daydreams, teachers feature as the object of the daydreamers' lust or affection in 12 out of the 34 daydreams and slightly less frequently as characters in their aggressive daydreams (3 out of 46). Only 5 out of the 80 narratives feature explicitly fantastical characters and all of these narratives are aggressive daydreams.

In comparison to the daydream characters, much fewer of the settings of these daydreams have been described. There are a total of 40 (out of 80) narratives which do not include a description of the daydream setting. The majority of the settings provided tended to be either at the daydreamers school or home with the remainder varying, to some extent, in relation to the identified instinct type of the daydream. For instance, where the instinct type is libidinal, being either sensual or romantic, the settings tended to be places regarded as typical settings for sex or romance like the "beach", "jacuzzi", or "home

alone". However, the settings tended to vary more in accordance with the characters and underlying wish types than with the instinct types.

The settings of the daydream narratives appear to be related to the characters in these daydreams and the wishes underlying them. This is expected and is evident where the setting described is a place that the daydreamer is likely to see the characters mentioned in the narratives. Obvious cases include the daydreams which are set at school and contain the daydreamers' peers and teachers. Another example is the differences in the number of characters in the daydream which appear to depend on whether the setting is a public or a private place.

In terms of the underlying wish types, the relation to settings is apparent in instances where similar wish types tend to come from narratives that are set in similar settings. For example, in narratives which express an underlying wish of taboo breaking, the setting tends to be at school or any other place where authority figures are likely to be present. In other instances where the underlying wish is for romance, the settings tend to be private and quite obviously romantic. It is important to consider that a general overview of all the narratives, characters and settings provided elicits a sense that the participants' daydreams appear to follow societal norms, meaning that the proposed relations between the different categories may be the result of the similar environments and social norms that the participants are exposed to.

4.6.1.2 Results of instinct type

The libidinal and aggressive drives, which are concepts derived from psychoanalytic theory, have been used to analyse the types of instincts expressed through the daydreams. 34 of the 80 narratives express drives that are libidinal in type and the other 46 express the aggressive instinct type.

Libidinal Daydreams: romantic and explicitly sexual

Two types of the libidinal instinct were identified which divide this category of daydream narratives into two. Of the 34 libidinal daydream narratives analysed, 20 (out of 34) demonstrate a romantic element to the libidinal instinct, while the other 14 (out of 34) exhibit the explicitly sexual and forbidden aspect of this instinct type.

The libidinal instinct is classified as romantic where underlying wishes for romance, intimacy and sometimes romantic or passionate sex are present. Some examples of daydreams categorised under this instinct type are:

- "I dream about being with my girlfriend, nothing sexual at all. Just like holding hands etc."
- "the love of my life loves me back and a romantic evening with food and candles and red colours"

Libidinal daydream narratives that include candid descriptions of sex and various sexual acts have been categorised as sensual libidinal instinct types, for instance:

- "me holding my teacher in the arms kissing her all over my hands slowly tracing every outline of her body her hands occupied with working me pleasing her in every way she wantd "
- "fuck her in class"

In all, there are more daydreams involving romance and intimacy, (20 out of 34), than there are of the taboo-breaking libidinal daydreams (14 out of 34).

Aggressive daydreams: Physically and mentally aggressive

As in the case of the libidinal daydreams, two types of the aggressive instinct type presented amongst the participants' aggressive daydreams, namely physical and mental aggressive instinct types. 43 (out of 46) of the boys' aggressive daydreams, which is the

vast majority, exhibit the physically aggressive instinct type, while only 3 (out of 46) do not. The 3 aggressive daydreams that do not express a physically aggressive instinct type express what had initially been described as a mentally aggressive form of this instinct type.

The daydream narratives that describe acts of physical aggression, whether they are harmful to other people in the daydream or to the daydreamer himself, form a part of the category of physically aggressive instinct types. Examples of daydreams categorised into this type are:

- "Just repetitively hitting someone nin the face"
- "Hitting her with a chair or table"
- "There 8th made broke from the scrum just before the try line, I made an aggressive tackle on him and he didn't score"

Amongst the daydreams with an aggressive instinct type, acts of revenge, pain and suffering in the absence of any physically aggressive actions have been categorised as mentally aggressive, such as:

- "I saw a guy steal my lunch again, the 2nd time this weak. I rallied the troops and jumped him in the bathroom. We took my food back and told him stealing is bad and next time he won't be so lucky"

These two narratives illustrate that although there is no physical pain caused by any of the actions in the daydream, the element of aggression is still there which is why they have been categorised as mentally aggressive and are clearly distinguishable from the physically aggressive instinct type daydreams.

The analytic table highlighted the extent to which people who make up a real part of the participants' lives feature in their daydreams, drawing particular attention to peers and teachers. This was also evident in relation to settings, which in line with previous

findings, tended to be school and home – settings that the participants are likely to be most frequently exposed to. The analysis of the manifest content of the libidinal and aggressive daydream narratives facilitated the identification of themes in the wishes that are expressed in the participants' daydreams. Across the libidinal daydreams there appeared to be a clear distinction between two types of wishes being either the wish for romance or the wish for explicit sex. Across the aggressive daydreams there was also a clear distinction between physically and mentally aggressive daydreams.

With the added insight obtained from the initial level of coding characters, settings and instinct types provided by the analytic table, a wish-type table was then developed for the further analysis of the participants' daydream wishes.

4.6.2 Wish-type table

The wish-type table has been developed with the purpose of more clearly illustrating the basis for the processes behind the identification and interpretation of the participants' daydream wish-types. As qualitative methods of enquiry are highly subjective, the table is intended to give a simple framework for systematically presenting evidence which demonstrates the types of wishes arising from the analysis of the participants' daydream narratives.

The first column of the wish-type table sets out the main themes which are the types of wishes identified across the participants' libidinal and aggressive daydreams. Across the 80 daydreams provided, 5 types of wishes have been identified and are presented as the main 'themes' across the participants' daydreams. The wish to take revenge (24%) with the wish to have romance and intimacy (24%) were the most frequently occurring themes across the adolescent boys' daydreams. The other themes included the wish to break a taboo or very strongly held norm (17%), the wish to be admired (17%) and the wish to cause harm and suffering (13%). These wishes have then been divided into sub-themes according to their nature and definitions of these sub-themes are presented within the wish-type table. Examples of daydreams falling into each sub-theme are provided to

substantiate the definitions given and provide a clearer basis for the interpretations of the daydreams that are made. The last three columns of the table provide the frequencies and percentages of daydreams categorised under each theme. These themes are discussed in detail in relation to the literature.

Table 3: The wish-type table

Wish Type	Sub-category	Definition	Examples	Freq	%	Tot
The wish to take revenge (n=20)	Violent revenge	Daydreams in which there is a desire to gain retribution by violent means in order to repay an irritating, angering or damaging act.	• At school, during break, a heated conversation starts, pushing people, a guy swings, drops my friend, I come in sort him out, his friends come in • a person irritated me so I got very pissed off and imagined hitting his head against the wall and kicking him and punching him until the next day when we had a fight	17	21%	25%
	Social pay back	Daydreams in which there is a desire to gain retribution in the form of social pay back or public humiliation in order to repay or defy an irritating, angering or damaging act.	• I saw a guy steal my lunch again, the 2nd time this weak. I rallied the troops and jumped him in the bathroom. We took my food back and told him stealing is bad and next time he won't be so lucky	3	4%	
The wish to have romantic intimacy (n=20)	Romance	Daydreams in which there is the desire for romance and intimacy with a significant other. In some cases no significant other was mentioned.	• just going out with this specific girl and doing romantic stuff with her like walking on the beach and hugging her and kissing her and everybody is jealous and envious • we hugged, kissed etc spent the day loving eachother eg holding hands dancing smiling good times (plz come true) ha ha	12	15%	25%
	Romantic sex and seduction	Daydreams in which there is a desire for sex in addition to seduction romance and intimacy with a significant other in most cases.	• I met up with this girl that I like in real life and she bought me expensive stuff and we were boyfriend and girlfriend and I went to her house and she came to mine and we had sex	8	10%	
The wish to break a sexual taboo (n=14)	with or in the presence of a parent or teacher	Daydreams in which there is a desire to have sex or sexual foreplay with a teacher, an older woman, or in the presence of parents	• ... I would also go to the house and have sex with her while the brother and family was downstairs. The sex was not a big deal, it was that the family was downstairs. • me holding my teacher in the arms kissing her all over my hands slowly tracing every outline of her body her hands occupied with working me pleasing her in every way she wanted • having hardcore sex on the desk with my teacher all the time she is screaming my name. • I was horny so I went to her classroom. We then got it on twice and I get an A+ for English	9	10%	18%
	with multiple women	Daydreams in which there is a desire for sex with more than one woman, who is not an authority figure, simultaneously	• I was rubbing soap on their bodies!! Similtaniously • the fantasy is of me with other women during and before sex	3	4%	
	Kinky sex	Daydreams which refer to sexual acts as kinky or weird.	• just alone with her doing all sorts of kinky stuff	2	3,5 %	

The wish to be admired (n=14)	as a hero	Daydreams in which there is the desire to be admired as the result of some heroic act or deed.	• I was on a different planet, trying to defend a weaker race, which needed my help. I had to defeat the villain • fighting, killing beast with mediaval weapons	4	5%	18%
	As popular or triumphant	Daydreams in which there is the desire to gain admiration and popularity by way of personal attributes or being triumphant over an adversary.	• I beat up like 50 people and then was praised by my mates • There 8th made broke from the scrum just before the try line, I made an aggressive tackle on him and he didn't score • I basically just get in a fight with the person. I always visualise throwing one punch and I always win.	10	12,5 %	
The wish to inflict pain (n=12)	Daydreams in which the desire did not seem to be responsive to any action or event, but was rather just a violent and gory expression of the desire to cause pain and suffering.		• Just repetitively hitting someone nin the face • want to hurt people	12	15%	15%

Among the aggressive daydream narratives, the underlying wish **"to take revenge"** is a category that is present in most of the narratives (20 out of 80) which describe either physical or mental aggression.

- "well it is normally how i would want to get back at that person..."

Most of the daydreams in which the wish is "to take revenge" clearly describe actions in which the daydreamer aims to get retribution.

As is evident in the categorisation of the daydream instinct types, two categories of underlying wish-types dominate the romantic libidinal daydreams. The first is **"to have romance, intimacy, and in some cases romantic sex"**, which appeared to be an underlying wish in 20 out of the 34 libidinal daydream narratives analysed. Daydreams expressing these wishes tended to include ideals stereotypical of the society's romance-related norms, for example:

- "…doing romantic stuff with her like walking on the beach…"
- "…a romantic evening with food and candles and red colours."

The second category of underlying wishes which is derived from the remaining 14 (out of 34) sensual libidinal daydreams, is the wish **"to break a taboo"**, and what is particularly interesting about these daydreams is that 6 (out of 14) of them involve authority figures.

These authority figures are predominantly teachers apart from one instance in which parents are the authority figures present.

- "I was sleeping with one of the guys in my grades sister and she was rich and bought me lots of stuff. I would also go to the house and have sex with her while the brother and family was downstairs. The sex was not a big deal, it was that the family was downstairs."
- "i was banging a teacher of mine and sometimes teachers"

The wish **"to inflict pain, or cause suffering"** featured in 12 (out of 46) of the participants' aggressive daydreams and in 2 of the mentally aggressive daydreams. Some of the underlying wishes identified as falling into this category do not describe any feelings of revenge or retribution:

- "Just repetitively hitting someone nin the face"

While other daydreams expressing an underlying wish "to inflict pain, or cause suffering" do present feelings of revenge, or remorse:

- "well it is normally how i would want to get back at that person, normally through fighting with fists and hitting the other person."

The wishes **"to be a hero"** and **"to be admired"** were identified in 14 (out of 80) of the participants' daydreams. Both of these themes are organised under the affirmation/admiration cluster of accompanying wishes, because the content of the daydreams falling into this category is interpreted to express the wish to be affirmed or admired as is clear through the following examples:

- "Bringing attention to myself but in a good way…"
- "I beat up like 50 people and then was praised by my mates"

In most cases the characters in these daydreams of affirmation and admiration include the participants' peers, both teenage boys and girls.

While wishes of romance, intimacy and explicit sex dominated the participants' libidinal daydreams, taking revenge and inflicting pain and suffering were themes present in their aggressive daydreams. Authority figures featured in both the libidinal and aggressive daydreams but by far the most frequently in the participants' explicitly sexual daydreams. These wishes are offered under the broader category of taboo-breaking. In 14 (out of 80) of the daydream narratives two further clusters of wishes were identified, namely a cluster of daydreams described as the admiration/affirmation cluster.

The analytic table provided the initial coding system that assisted in the identification of the five categories across the participants' libidinal and aggressive daydream descriptions. These categories include the wishes: (1) to take revenge, (2) to have romantic intimacy and sex, (3) to break a sexual taboo, (4) to be a hero and gain admiration, and finally those wishes (5) to inflict pain and suffering. These categories have subsequently been refined further and are presented in the form of the wish-type table.

4.7 What understandings of the nature and functions of their own daydreams and those of others do adolescent boys reveal?

In attempting to ascertain the participants' own understanding of the nature and function of daydreaming, they were asked questions relating to what they think triggers their particular daydreams, as well as the daydreams of others. There were 49 responses to the question about what the participants think causes their own daydreams and 54 responses to what they think causes other people to daydream. Respectively, only 37 and 45 of the responses could be analysed and interpreted. This was because, in both questions, participants' responses included "no" and "nope". The remaining responses were

categorized into themes and described as 'theories' of daydreaming. Where the responses contained more than one of the themes, they were categorized under both. There were also a few responses which did not fall under any of the themes and they were categorized as "other". In all there were three primary themes, which are referred to as theories and are presented below.

Table 4: Theories of daydreaming

Theories	Elaboration	Definition	Examples	Freq	%
Theories of the function of daydreams (n=41)	Wish-fulfilment	Responses in which the participants describe how daydreams satisfy desires that cannot be satisfied in real life.	• because they are things i would like to happen • to fulfill a gap that you may not fulfill in real life • it is relaxing. Its non-realistic so you can get what you want.	33	42%
	Wish-fulfilment and escape	Responses suggesting that daydreams' function to fulfill a wish is strongly linked to the need for escape from something within the daydreamers' present.	• escape the realm of reality and fulfil what they can't do in real life. • because it takes them away from what they are unhappy with and it will make them happier. • it is a chance to escape from reality and boredom. It also allows them to be happy if just for a moment • yes, because people need to break free from the world every now and again and let their minds flow free	8	10%
Theories of the 'causes' and functions of daydreams (n=20)	Wish-fulfilment and boredom	Responses indicating that daydreaming is intended to fulfill a wish, which most often arises during times of boredom.	• they are bored so they fantasise to make time go by while satisfying themselves	20	26%
Theories of the 'causes' of daydreams (n=17)	Distraction, or loss of concentration	In these responses, participants relate daydreaming to either a lack of attention, or a shift in attention caused by a physical being or object in the daydreamers' external environment.	• because something has distracted them and made them think along that line so much so that everything that they should be taking in is irrelevant. • it is a nice way to distract me • yes. Accounting is so boring and the hot english teachers always …. So i dream about sexing them • they always triggered by events	13	17%
	Personal characteristics	Responses suggesting that daydreaming is related to individual traits or characteristic behaviours	• my nature, personality. To much self-control. • depending on my mood at the time	4	5%

52% (41 out of 78) of the participants' responses appeared to represent theories of the functions of daydreams. All of these responses described daydreaming as having the function of satisfying needs or wishes that cannot be met in real life.

- "because they are things that I would like to happen"
- "To fulfil a gap that you may not fulfil in your real life"

However, in 10% (8 out of 78) of the responses, the participants suggest that the wish-fulfilling function of daydreams is strongly linked to the need to escape, as is evident in the following example:

- "escape the realm of reality and fulfil what they can't do in real life"

22% (17 out of 78) of the participants described theories of the 'causes' of daydreams in their responses. The majority of the responses (17%, 13 out of 78) within this theory described daydreams as being triggered specifically by distraction or a loss of concentration which is illustrated in the following example:

- "It is a nice way to distract me"

The remaining 5% (4 out of 78) of the participants suggest that personal characteristics like "personality" and "mood" are triggers for daydreaming.

In the third and final theory, 26% (20 out of 78) of the participants describe a combined theory of the 'causes' and functions of daydreams. More specifically, these theories describe daydreams as being caused by boredom and having the function of fulfilling wishes. This is illustrated in this response:

- "They are bored so they fantasize to make time go by while satisfying themselves"

In response to the question of the adolescent boys' perceptions of the nature and function of their own and others' daydreams, theories of daydreaming as having the function of fulfilling unmet wishes predominated the results.

Chapter 5

Discussion

This chapter presents and discusses the findings on the extent, features, content and perceived function of the adolescent boys' daydreams in two sections. The first section discusses these findings, in relation to the literature, under the six main research questions posed in the study. The discussion will provide a description of the frequency data and thematic material obtained in the results, noting the significance of the similarities and differences between the participants' responses and articulating them with the literature. The second section presents a summary discussion of key findings. In this section findings across related research questions are integrated and presented in a way that illustrates what knowledge and understanding about the nature and function of daydreaming has been gained through this study.

The main discussion of the findings on daydreaming extent and frequency, as well as daydream features and content, proved to be particularly difficult, primarily because of what seems to be a dearth of literature on libidinal and aggressive daydreaming in non-clinical samples of adolescents. As a result, a number of the same studies are referred to quite frequently throughout the discussion, most noticeably the studies of Vice (2005) and Williams (2007). These form a part of a group of inter-related South African studies on daydreaming. These studies include three students studying under the supervision of Dr. Susan Van Zyl at the University of the Witwatersrand, namely Derek Vice (2005), Geoff Williams (2007) and the present study. These studies all build onto one another, using similar theories and methods in exploring daydreaming and are therefore likely to yield fairly similar findings.

5.1 How often do adolescent boys report to have daydreams?

This research question is answered through an analysis of the participants' responses to multiple choice questions 1, 2, 4, 5 and 8 in Section B, part 1 of the research questionnaire. Questions 1, 2 and 8 aimed to explore the frequency of daydreaming in the adolescent boys' fantasy lives, while questions 4 and 5 specifically aimed to explore the frequency of daydreaming that takes place while at home and at school. For questions 1, 4, 5 and 8, the multiple choice options that the boys could choose from to indicate their frequency of daydreaming were: "less than once a week", "about once a week', "about once a day", "a few times during the day" and "many times during the day". In question 2, the daydreaming frequency-related multiple choice options included: "never", "very rarely", "occasionally", "often" and "always".

Eight out of every ten (80%) of the boys in this study indicated that they daydream at least once to many times during the day. This result is derived from a combination of three of the multiple choice options given for this question, being: "about once a day", "a few times during the day" and "many times during the day". The remaining 20% of the participants indicated that they daydream either "about once a week" or less. When asked how frequently they daydream when at home and at school, approximately seven out of ten participants indicated that they daydream about once a day or more while they are at home (75%) and while they are at school (74%). Across these three separate multiple choice questions, the responses consistently illustrate the participants' tendency to daydream between once and many times during the day while they are at home and at school.

The finding that a large majority of the participants reported to have daydreams between about once and many times daily is consistent with other research, which indicates that daydreaming is frequent during adolescence (Knoth, Boyd and Singer, 1988; Sánchez-

Barnardos & Avia, 2004; Williams, 2007; & Markman, Klein & Suhr, 2008). In all of these studies, the majority of the adolescents report to daydream on a daily basis.

Sánchez-Barnardos and Avia (2004) found that of 495 adolescents between 14 and 18 years old, 30% reported to spend more than half of the day fantasising. Their research, in comparison to the present study, suggests a much higher frequency of daydreaming among the Spanish sample of adolescents. This is assumed to be a result of the considerable number of girls in their sample. Although Sánchez-Barnardos and Avia's participants were a similar age to the participants in this study, their sample comprised of girls as well as boys. In light of literature on sexual fantasies, in which girls are sometimes considered to engage in daydreaming far more frequently than boys (Leitenberg & Henning, 1995), it can then be argued that a higher frequency of daydreaming is reported in Sánchez-Barnardos and Avia's (2004) study because it includes a large number of girls as opposed to only boys. However, when Williams (2007) conducted his study on aspects of daydreaming life in an adolescent sample consisting mostly of girls, only half the number of participants reported to daydream as frequently as the 30% in Sánchez-Barnardos and Avia's (2004) study.

Williams (2007) used a sample of 146 adolescents in his study, of which only 14% reported to have daydreams as frequently as "many times daily". This finding is almost identical to the finding of 16%, which was obtained in the present study. Given that this study used a questionnaire consisting of questions almost exactly the same as those included in Williams' (2007) study and a sample much like that of Williams' (2007) as well, the similarity between the two sets of frequency results is not unexpected. Despite the few variations in the findings of these three studies, the substantial amount of daydreaming that the adolescent samples reportedly engage in remains undeniable.

Similarly to Vice's (2005) and Williams' (2007) studies, the participants in the present study were also asked to describe the extent of their daydreaming. While most of the participants (46%) chose "occasionally" in response to this question, 40% of the boys chose "often", or "always" as the options that best describe how frequently they

daydream. Only 14% of the participants described themselves as daydreaming "very rarely". It is worth noting that not one of the adolescent boys described themselves as someone who "never" daydreams, meaning that every single one of the participants reported to have experienced a daydream at some point. Although a finding of this kind has not been recorded in other studies, the reported universality of the experience of daydreaming across this sample of adolescent boys is clearly supported by the results. It forces one to consider the possibility that daydreaming is a universal experience, at least in adolescence, and thus a potentially meaningful and revealing psychological phenomenon for inquiry.

When the finding that daydreaming is reportedly a daily occurrence during adolescence is taken in conjunction with the suggestion of the possibility that it is also a universally experienced phenomenon, the significance of daydreaming in human life, and particularly during adolescence, is highlighted. The value of the findings of this and other studies on daydreaming during adolescence is subsequently increased, given the potential that these findings have to provide insight into an aspect of internal mental functioning that is apparently such a significant component of adolescent life. In psychoanalytic theory, this high frequency of daydreaming during adolescence is explained in relation to drive theory and themes in psychological and developmental theory focusing on adolescence.

In the context of Freud's (1900) theories on human drives, daydreams serve as a medium of expression for human drives. Daydreams, ultimately, reduce the intra-psychic conflict that is caused by the tension between the drives' pressing need for gratification and the prohibitions of the superego (Freud, 1900). When this understanding of the relationship between drives and daydreaming is considered in light of the argument that there is a noticeable intensification of drives during adolescence (Culbertson, Newman and Willis, 2003), it makes sense that this intensification of drives would be expressed through an increase in the frequency of the daydreams that serve to gratify them.

The proposed link between the intensification of adolescent drives and the increase in the frequency of daydreams becomes even clearer in light of Piaget's (1962) understanding

of cognitive development and Freud's (1905) theories of psychosexual development during adolescence. According to Piaget (1962), the capacity to engage in abstract and hypothetical reasoning, which can be described as the kind of 'what if' thinking that allows adolescents to experiment with different personal, social and vocational roles, emerges during adolescence. Since the development of this cognitive function occurs just after the latency period when children develop the capacity for sublimation, it makes sense that daydreaming, as a form of sublimation, offers a source of partial satisfaction for the drives that are pressing for some kind of release. It seems reasonable that the capacity to engage in reasoning that is abstract and hypothetical would facilitate sublimation in the form of daydreams to obtain at least partial satisfaction for pressing libidinal and possibly aggressive drives. This is a logical explanation for the increase in the extent of daydreaming during adolescence.

5.2 How often are these daydreams described as being either libidinal or aggressive?

This research question is answered by means of an analysis of the adolescent boys' responses to questions 1 and 2 in Sections C and D, part 1 of the research questionnaire. In these questions, the participants were asked how frequently they have daydreams that are romantic and how frequently they have daydreams that are aggressive. In the research questionnaire aggressive daydreams are described as daydreams that involve any actions or events in which a person or people experience some form of mental or physical harm. The libidinal daydreams were defined as those daydreams that involve another person or people to whom the daydreamer is attracted. Although these daydreams were referred to as romantic daydreams in the questionnaire, most of the participants depict what can be described as sexual fantasies or daydreams. The narratives in these daydreams centre on explicit acts of intercourse and foreplay. The few remaining participants who described what were categorised as romantic daydreams contained descriptions of typically romantic love scenes, including holding hands, walking on the beach and kissing.

Questions 1 and 2 in each of these respective Sections attempted to compare the prevalence of the libidinal and aggressive daydreams experienced by the participants. Out of possible options ranging from: “less than once a week” to “many times during the day”, the majority of the participants (60%) indicated that they have libidinal daydreams between “once a day”, and “many times during the day”. In a separate question relating to frequency of daydreaming, most of the participants (77%) reported to experience libidinal daydreams “occasionally”, “often”, or “always”. Fewer participants in the sample (23%) said that they have libidinal daydreams either “very rarely”, or “never”.

In a comparable study conducted by Knoth, Boyd and Singer (1988), on 388 adolescent boys and girls, 85% of the boys indicated that they have libidinal daydreams between about once and many times during the day. In another study on the sexual fantasies of 125 males between the ages of 17 and 29 years of age, Ellis and Symons (1990) found that, on average, these participants reported to have libidinal daydreams “about once a day” (Ellis & Symons, 1990). Similarly to the present study, both Knoth, Boyd and Singer’s (1988) study and Ellis and Symons’ (1990) study demonstrate that libidinal daydreams occur on a daily basis in adolescent boys.

Interestingly, the average frequency of daydreaming reported in Ellis and Symon’s (1990) study, although similar, is slightly less than that reported in both the present study and in Knoth, Boyd and Singer’s (1988) study. This is most likely to be the result of the age difference between the participants in each of the studies. Ellis and Symon’s (1990) sample of young adults are between 17 and 29 years old, in contrast to the 14 to 17, and 12 to 18 year old adolescents participating in the present study, and Knoth, Boyd and Singer’s (1988) study, respectively. Although there is only a difference of ten years between the minimum and maximum values in the sample age ranges, it still represents the difference between adolescence and young adulthood.

Given the argument for the intensification of drives during adolescence (Culbertson, Newman and Willis, 2003), one explanation for this quantitative difference between the reported frequencies of daydreaming between adolescents and young adults, is the

assumed difference between the intensity of their drives. In the context of Freud's (1900) understanding of the association between human drives and daydreaming life and the significance that psychoanalytic theory attributes to the libidinal drive and its new aim of genital primacy in adolescence (Freud, 1905), a particularly high frequency of libidinal daydreams during adolescence would be consistent with his theory on psychosexual development.

By comparison, there are considerably fewer studies on the frequency of aggressive daydreaming than there are on the frequency of libidinal daydreaming. In the present study, responses to the question of how frequently the participants have aggressive daydreams indicated that: eight in ten (83%) of the adolescent boys reported having aggressive daydreams only "about once a week" or less. This was out of multiple choice options ranging from "less than once a week" to "many times during the day". In a related question, seven in every ten (71%) of these boys said that they have aggressive daydreams either "very rarely", or "never". Much fewer (28%) reported to have aggressive daydreams "occasionally", and a minimal 0.6% said that they have aggressive daydreams "often", or "always". Both sets of responses indicate that aggressive daydreams are reported to occur quite infrequently, being about "less than once a week".

In a South African study, Vice (2005) reported similar findings on the extent and frequency of aggressive daydreaming to those reported in this study. In his study, Vice (2005) found that 94% of the participants reported that their aggressive daydreams occurred either "rarely" or "seldom to never" (Vice, 2005). Even though his study has only slight comparative value, given the older age range of his sample, it is still useful to compare his findings on aggressive daydreams to the findings of this study. Both studies report a similar trend in the reported frequency of aggressive daydreams, which is that they are particularly infrequently experienced by the participants and it is worthwhile to consider why.

In light of arguments made above for the intensification of drives during adolescence and the suggested influence that these drives have on the frequency of daydreaming, the

expectation was that aggressive daydreams would be relatively frequent, as it is in the case of libidinal daydreams. However, they are evidently reported to occur less often and there are two possible explanations to consider. The most obvious is that these adolescents are simply just less likely to experience daydreaming that is aggressive in nature. The second and third explanations, which are of greater interest, relate to questions around the reporting versus the 'self-policing' of daydreams?

The question of reporting versus 'self-policing' arises in relation to the larger issue of conducting research on inner psychic life. Since all research on inner psychic life, including daydreaming, is based on self report, the question of reporting is then whether the aggressive daydreams are perhaps not being reported by the participants because of their unwillingness to reveal unacceptable desires. On the other hand, there is the question of 'self-policing', which can be described as the process whereby the participants' daydreams are subject to a series of self-imposed inhibitions that prevent the participants from having the daydreams in the first place. In *'The Ego and the Id'* Freud (1923) describes one of the functions of the ego, in relation to the id, as controlling what instinctual material gets released into the external world. Building on Freud's (1923) theory of the function of the ego, the proposed mechanism of 'self-policing' may be conscious or unconscious and it is based on the daydreamer's internalisation of social taboos.

Self-policing is the process whereby the daydream is stopped in the course of its occurrence because it violates one or more social taboos. Whether the participants' aggressive daydreams are reportedly less frequent because these participants (a) are not prepared to report what they are not prepared to confess, (b) because there is a protective mechanism of self-policing in place, or (c) because adolescent boys simply do experience aggressive daydreams less frequently, cannot be answered based on the data provided in this study.

Although there is no certain solution to the above query, there are two points which upon consideration imply that the most likely explanations for the participants' reportedly less

frequent daydreams are either (a) that they are not prepared to report what they are not prepared to confess, or (b) that they are consciously or unconsciously self-policing their own daydreams. Firstly, there is Freud's (1900) observation that daydreams are conscious and transparent mediums of expression for human drives, which draws attention to the latent expectation that the daydreamer controls and manipulates their daydreams to some extent. When this understanding of daydreaming is then considered in relation to the social norms and perceptions which regard aggression as unacceptable and particularly reprehensible, it seems likely that the participants are either not reporting or self-policing their own daydreams. In both instances, it is reasonable to assume that the result would be an influence on reported daydreaming extent and frequency. The difference between the two, however, is that self-policing at the level of the ego would limit the frequency of daydreams experienced, whereas a reticence of reporting certain daydreams would involve a more conscious manipulation of this response.

However, it is possible that adolescent boys simply do experience aggressive daydreams less frequently. In the psychoanalytic context of early childhood development, Freud (1905) describes the aggressive drives as being present consistently from birth and through childhood. This is in comparison with the libidinal drives which are subjected to a period of latency during early childhood and then an efflorescence during adolescence.

A final overview of the findings on the extent and frequency of the adolescent boys' libidinal and aggressive daydreams clearly highlights that libidinal daydreams are reported to occur more frequently than aggressive daydreams. The difference between the extent to which the two kinds of daydreaming occur, ranges from the predominant response of between "about once and many times daily" for the libidinal daydreams to that of "less than once a week" for the aggressive daydreams. In light of the issue of self-policing, it cannot automatically be assumed that libidinal daydreams occur more frequently than aggressive daydreams.

If the theory of self-policing holds true, then the lack of self-policing taking place in relation to the participants' libidinal daydreams needs to be considered. In the case of

libidinal daydreams, the more relaxed social norms and perceptions around sex provide one suitable explanation for why libidinal daydreams might be subject to less self-imposed inhibitions than aggressive daydreams.

However, this still does not rule out the possibility that adolescent boys simply experience libidinal daydreams more frequently than they experience aggressive daydreams. In addition, the possibility that libidinal daydreams occur more frequently than aggressive daydreams during adolescence is not entirely inconsistent with Freud's (1905) emphasis on the significant role of the libidinal drive during adolescence. Unfortunately, at present there seems to be no research that provides comparative findings on the extent and frequency of libidinal and aggressive daydreams or even literature which discusses issues affecting the reporting of daydreams.

The findings of this study confirm that libidinal daydreams, in particular, are reported to occur frequently during adolescence (Knoth, Boyd and Singer, 1988; and Ellis and Symons, 1990), and that this is not the case in relation to aggressive daydreams which are reported to occur relatively infrequently by comparison (Williams, 2007). These findings are consistent with Freud's (1900, 1905) understanding of how human drives are related to daydreaming and the role of developments specific to adolescence in this relationship. The explanation of participants' self-policing their own daydreams, whether at the level of the ego or, more consciously, serves to compliment Freud's (1900, 1905) understanding of why aggressive daydreams are reported to occur infrequently in comparison to libidinal daydreams during adolescence.

5.3 Where and under what conditions are adolescent boys most likely to daydream?

There are two parts to this research question. The first is the aim to explore where the participants were most likely to be when their daydreams occurred. The second is to explore how frequently adolescent boys daydream when they are bored or experience a

lapse in concentration, which are conditions that are often reported to lead to or accompany daydreaming. The attempt to explore where adolescent boys are most likely to be when they daydream is based on the analysis of the participants' responses to questions 4, 5 and 14, in Sections B, C and D of the research questionnaire. Questions 3, 6 and 7, in Sections B, C and D of the questionnaire were specifically included to explore different conditions of daydreaming.

Questions 4, 5 and 14 in the questionnaire ask the participants how frequently they daydream at home, how frequently they daydream at school and where they were when they experienced the specific libidinal and aggressive daydreams that they had just described in question 13 of the questionnaire. 63% of the participants reported that while they are at home, they experience libidinal daydreams between "once and many times a day", and a more noticeable 85% of the participants reported that they only experience aggressive daydreams between "once a week or less", while they are at home. A similar trend in the frequency of libidinal and aggressive daydreams was reportedly also experienced at school, where 56% of the participants experienced libidinal daydreams between "about once and many times a day", and where a considerable 85% of the participants experienced their aggressive daydreams only "once a week or less". Here it is noteworthy that this finding is in line with earlier findings that libidinal daydreams are reportedly experienced between "once and many times a day", and aggressive daydreams are reportedly experienced "about once a week or less". This is evidently some indication of the reliability of the questionnaire.

As expected, the participants most frequently reported that they were either at home or at school when they experienced these daydreams. The participants indicated that they were more likely to be at home (52%) and less likely to be at school (30%) when they experienced their libidinal daydreams and more likely to be at school (44%), and less likely to be at home (37%) when they experienced their aggressive daydreams. Although it was expected given the similarity between the samples and research questionnaires, it is still of value to note that Williams' (2007) study yielded similar findings. His participants also reported that school and home were the places where they most frequently

experienced their daydreams (Williams, 2007). In addition, they also reported to experience their libidinal daydreams more frequently at home and their aggressive daydreams more frequently at school (Williams, 2007).

Since school and home are likely to be the places where these adolescents spend most of their time, it is no surprise that they tend to experience their daydreams most frequently while they are at either of these places. What is interesting is to consider why the participants experience their libidinal daydreams more frequently at home and their aggressive daydreams more frequently while they are at school. Perhaps the privacy of being at home is more conducive to libidinal daydreams and the atmosphere of competition and concurrent restrictive and frustrating nature of the school environment is more conducive to aggressive daydreams. This line of reasoning suggests that the daydreamers' surrounding environment is a precursor for the type of daydream that they are likely to experience.

Since daydreams are understood to be a means of expressing wishes that are proposed to arise in relation to instinctual drives which are pressing for some form of satisfaction, this question actually becomes an attempt to understand whether the wish embedded in the daydream occurs in response to stimuli in the daydreamers' environment. This cannot be discussed with much certainty in relation to these results only. A more detailed analysis of the characteristic features of the participants' daydream narratives will provide further insight into why the participants are more likely to be at home when they experience their libidinal daydreams and more likely to be at school when they experience their aggressive daydreams.

Conditions such as boredom and a lapse in concentration are commonly considered to be associated with daydreaming extent and frequency in popular psychology and media (Weiten, 2001), and the evidence from this study suggests that this is only true some of the time. Most of the participants (63%) reported that when they experience a lapse in concentration while they are not paying close attention to some homework, book, t.v. or other entertainment, then they daydream either "regularly", "often", or "all the time". A

similarly high percentage of the participants (66%) report to experience a high frequency of daydreaming when they are bored. However, 78% of the participants report to daydream only "sometimes", or "rarely" when they experience a lapse in concentration or are bored in class. While most of the participants report to experience daydreaming frequently while bored or during a lapse in concentration, they report that when these states of mind occur during class they do not daydream as frequently.

The finding that the participants' daydream more frequently when they are bored or experience a lapse in concentration is not entirely unexpected as the questions were posed precisely because these conditions are commonly assumed to be associated with daydreaming, which is ultimately supported by the results stated above. However, the finding that daydreaming is reported to occur less when the participants are bored or not concentrating in class is not consistent with popular conceptions about daydreaming. In teen movies, for example, the adolescent boy losing himself in a daydream while he is sitting in class is a popular cinematic depiction of daydreaming during adolescence. This leads one to question whether the findings of this study mark the beginning of debunking a popular misconception about daydreaming or whether adolescents are reluctant to report that they are daydreaming in class rather than paying attention. This in turn leads back to the question raised around the self-policing of violent daydreams.

One possible explanation for the finding that participants reportedly do not daydream in class rather than pay attention relates to the possible influence of the wording of the question statement in the questionnaire. The question states: "When I am in class I daydream *rather than* pay attention". Generally, it is not unconventional for a teacher to reprimand a student for not paying attention in class and, as such, daydreaming *rather than* paying attention in class is commonly frowned upon. By phrasing the question as stated above, the wording is likely to have elicited the sense that daydreaming *rather than* paying attention is unacceptable and may therefore have influenced their reports of daydreaming frequency in these situations as a result. Interestingly, this may also, in a way, be evidence for the influence of the meta-issue of self-report research on the reported frequency of daydreams. What remains of issue here is the problematic way in

which the multiple choice question was stated and the resulting difficulty in interpreting this finding with much certainty.

The results relating to where and under what conditions the participants in this study are likely to daydream have led to a number of findings, some of which affirm what would be suspected about daydreaming during adolescence and some of which are somewhat unexpected. Firstly, these adolescents report to experience their daydreams most often while they are at home and at school. Understandably, the participants experienced more libidinal daydreams in the privacy of their homes and more aggressive daydreams in the competitive and authoritarian environments of their schools. As would be expected, the participants reported to daydream more frequently when they were bored or experienced a lapse in concentration. What was not expected, given the way in which the media portrays daydreaming during adolescence, is that these adolescent boys would report to daydream very rarely while they are in class and supposed to be paying attention.

Factors that appear to have played a role in the reported frequency of daydreaming in class include the problematic wording of the question in the questionnaire, which may have biased the responses towards less frequent daydreaming and again highlighted the challenges faced where data is based on self-report. In addition, the noticeable lack of research evidence relating to where and under what conditions daydreaming occurs increases the difficulty of interpreting these results with any level of certainty.

5.4 What are the characteristic features of the adolescent boys' daydream descriptions?

This question aimed to explore the features of daydreaming which have been identified by Singer (1966), as characteristic of the narratives put forward by individuals attempting to describe instances of their fantasy life. These are the story-like qualities of the daydreams, qualities that are consistently presented in reported daydream narratives and, as such, serve as useful points of investigating the similarities and differences between

different kinds of daydreams. In this study the characteristic features under investigation included the settings, characters and affect of the participants' libidinal and aggressive daydreams. As mentioned in the methods section, before the participants were asked to report on the characteristic features of their daydreams, the libidinal daydreams were defined as those daydreams that involve another person or people to whom the daydreamer is attracted and the aggressive daydreams were defined as those daydreams that involve any actions or events in which a person or people experience some form of mental or physical harm.

5.4.1 Where are the libidinal and aggressive daydreams of adolescent boys set, and how closely do they resemble their real life experiences?

The question relating to the settings of the adolescent boys' daydreams is answered through an analysis of the participants' responses to question 8, 9 and 13, in part 2, Section C of the research questionnaire, and questions 8, 9 and 12 in part 2 of Section D of the research questionnaire. These questions aimed to explore the setting of the particular daydreams that the participants were later asked to describe. Whether these settings relate to their real life experiences or not was then explored using question 10 and 11, in part 2 of Sections C and D of the research questionnaire.

Question 8 in both sections of the questionnaire asked the participants to identify whether their particular daydreams were set in "a current real world setting", "a future situation", "a fantasy world" or some "other" place. In response to this question, high percentages of the participants reported that their libidinal (77%) and aggressive (71%) daydreams were set in "a current real world setting". In both types of daydreams, the responses indicated that the remaining libidinal (23%) and aggressive (29%) daydreams were set in "future", "fantasy" or "other" settings. In the few cases where the participants chose "other", the settings that they described were a "club", "hotel" or "jacuzzi".

When the participants were asked to describe the settings of their daydreams in more detail, the predominant responses for both the libidinal and aggressive daydreams were

school and home which were subsequently categorised as familiar places (45%). In relation to their libidinal daydreams, slightly more were set at school (24%), than those that were set at home (21%). The participants also listed exotic places (28%), public places (24%), and even a place in a different time period, as the other kinds of settings for their libidinal daydreams. In contrast to the settings of the libidinal daydreams, almost all of the participants' aggressive daydreams were set at school (45%), with only one reported to be set at home. Places in a different time period (26%), fantasy worlds (23%), and public places were also mentioned as settings of the participants' aggressive daydreams.

Given the extent of the similarities in method between the present study and those of Vice (2005) and Williams (2007), it is not surprising that they reported similar findings relating to the settings of their participants' daydreams. As was the case in this study, the majority of the adolescent boys and girls in Williams' (2007) study, reported that their daydreams were set either at home or at school, presumably the places that the participants spend most of their time in their daily lives. In Vice's (2005) study, the findings indicated that 80% of the participants described the settings of their violent daydreams as places that they commonly experience in their day-to-day lives. What stands out across all three of the studies is that the majority of the participants' daydream settings are places that they are experiencing in their everyday lives.

On the contrary, the analysis of the participants daydream narratives provided in questions 12 and 13 revealed that less than half contained descriptions of settings (49%). There were also much fewer participants who described places at school (15%) and at home (5%) as settings of their daydream narratives. Libidinal daydreams tended to include settings typically associated with romance and sex, like: "beach", "jacuzzi" and "girlfriend's house". Unsurprisingly, the aggressive daydream settings tended to include settings which more typically elicit images of aggression, especially in fiction, such as: "torture room", "military base" and "medieval place".

When the participants in this study were asked whether the settings of their libidinal and aggressive daydreams related to anything that they have experienced in reality, they reported that 72% of their libidinal daydream settings and 62% of the aggressive daydream settings resembled real life places that they had experienced. The strong association between the adolescent boys' daydream settings and their day-to-day realities draws attention to the possibility that the participants may be using their daydreams to work through the wishes and frustrations that are arising in response to their day-to-day experiences. This reasoning, however, raises the question of what the significance of those daydreams that are set in past, future and fantasy worlds has.

In his study, Williams' (2007) interpreted daydream settings in relation to the extent to which they indicated "*the wish to escape"*. He did this by looking at how far removed the daydream settings were from where the participants' reported their daydreams to take place. He concluded that the adolescents in his study quite frequently expressed "*the wish to escape"* in light of descriptions of daydream settings including: "tropical island", "magic forest" and "outer space". If Williams' (2007) criterion is applied to the daydream settings described in this study, then 23% of the participants libidinal daydream settings of past, future and fantasy worlds indicate "*the wish to escape"*. If the wish to escape only applies when the fantasy setting of the daydream is a nice place, then the fantastical settings mentioned in 29% of the participants' aggressive daydreams can be described as other world settings. In these daydreams the other world settings appear to be an attempt to make the aggressive daydreams more acceptable or less real than if they were happening in everyday settings in which they would be considered socially unacceptable.

Two points need to be made in relation to the participants' expression of the wish to escape in order to understand the occurrence of this wish in the adolescents' daydreams. Firstly, in the context of Freud's (1900) theory of daydreams providing a means of gratifying wishes that are either unattainable or unacceptable, the wish to escape clearly appears to be gratifying desires that are unattainable. Secondly, the adolescents in both the present study and in Williams' (2007) study report to experience their daydreams most frequently while they are at school and at home. As environments that include either

parents or teachers, the adolescent is likely to associate a considerable sense of authority and restriction with these environments. It would make sense then that these environments would foster the need for escape and independence from them.

Ultimately, the participants' libidinal and aggressive daydreams were found to be most frequently set either at school or at home, which raised the idea that the participants' daydreams resemble aspects of their day-to-day experiences because they are likely mechanisms used to work through the real day-to-day challenges that these adolescents are facing. The extent to which the daydream settings resembled or were removed from the participants' reality was then considered in terms of the adolescent wish for freedom and independence and conflicting need for a sense of security and belonging (Weiten, 2001 and Culbertson, Newman & Willis, 2003). This was, in turn, considered to be evidence of how daydreams are then likely used to negotiate some of the challenges that arise at this stage of development. It will be interesting to consider these arguments in relation to the other features of the participants' daydreams that have been investigated.

5.4.2 Who are the characters in adolescent boys' libidinal and aggressive daydreams?

This question is answered through an analysis of the participants' responses to questions 11, 12 and 13, in part 2, Section C of the questionnaire, and questions 10, 11 and 12, in part 2, Section D of the research questionnaire. Questions 11 and 12 in Section C, and 10 and 11 in Section D are multiple choice questions that aimed to establish whether the boys themselves are characters in their own daydreams and who the other characters in their daydreams are. Question 13 is a qualitative question which asks the participants to describe their libidinal and aggressive daydreams in detail. The daydream narratives described in response to question 13 have then been analysed according to an analytic table presented in Appendix 3. This analytic table served primarily to break the daydream narratives down into categories that would assist in the identification of the characteristic content of the daydreams. One of the categories included in the analytic table is that of

daydream characters. A combined discussion of the results for both questions provides richer detail and understanding of the characters that are present in the participants' daydreams.

When asked whether they appeared in their own daydreams, over 75% of the participants indicated that they did, which is broadly similar to what was reported in the daydream narratives. Across both questions, the participants' responses indicated that it was unusual for an adolescent boy not to appear as a character within his own daydreams. Vice's (2005) study reports the finding that in some cases the daydreamer does not feature as a character in their own daydream. He does not, however, discuss this finding in any detail. As a result, there is no preliminary discussion about what the significance of this finding is to draw from. A possible suggestion is that, in some instances, perhaps the wish is too unacceptable to be acted out by the daydreamer him or herself. Although daydreams gratify conscious wishes that are often quite easy to identify, they are still an expression of instinctual material that the ego prevents from being acted upon due to the prohibitions of the superego (Freud, 1900).

The quantitative findings illustrated that the other characters in more than 70% of the participants' daydreams were described as 'a person that they know', or 'are acquainted with'. Very few of the participants reported that either celebrities or fictional characters feature in their libidinal and aggressive daydreams. The only difference is that celebrities were more likely to feature as the other character in the participants' libidinal daydreams and fictional characters were more likely to feature as the other character in the participants' aggressive daydreams. Using the details of the characters given in the participants' daydream narratives in question 13, it was possible to determine some attributes of these other characters. These details ultimately elucidate who the participants' describe as a person that they know or are acquainted with in their daydreams.

According to the analysis, the other characters in the participants' libidinal daydream narratives most frequently tended to be a girl or woman that the daydreamer had an

expressed attraction towards (55%) in real life. This is not surprising considering that this is presumably a sample of predominantly heterosexual adolescent males who, at this stage of their instinctual development, have an expressed desire for involvement and intimacy with peers of the desired sex. The participants' libidinal daydreams provide evidence of their attempts to experiment with choosing a partner and their daydreams appear to be a safe place to do this. According to Freud (1905), object choice is accomplished entirely through the world of fantasies. The libidinal daydreams containing an individual that the daydreamer is attracted to, and then appear to be evidence of the process of object choice taking place within the participants' fantasy life.

The most frequent characters in the participants' aggressive daydreams are the daydreamers school peers, opponents and rivals (33%). This is consistent with the understanding that, during adolescence, peers play an increasingly significant role in affirmation and the process of identity development (Cultbertson et. al, 2003). What the daydream narratives illustrate here is that when the participants describe the other characters in their daydreams as a person that they know, or an acquaintance, they are most likely to be referring to a girl or woman who they are attracted to in real life in their libidinal daydreams or their school peers, opponents and rivals in their aggressive daydreams.

None of the participants' libidinal daydreams and very few of their aggressive daydreams described fantastical characters (5%) such as villains and monsters. This is potentially a finding that would differentiate daydreams from dreams, given the expectation that dream content would be likely to contain much more fantastical and symbolic content (Freud, 1900).

Peers, such as a girl or school friends, opponents and rivals, are most commonly described as the characters that the daydreamer knows or is acquainted with. The gender of the peers varies depending on whether the daydream is libidinal or aggressive. As would be expected amongst a predominantly heterosexual sample of boys, every single one of the peers who feature as characters in the participants' libidinal daydreams is a girl

or a woman. The only time that girls feature in the participants aggressive daydreams is when they are witnesses to the daydreamers' heroic actions. The other characters in the participants' aggressive daydreams tended to be class mates or fellow sportsmen.

A particularly fascinating finding that came out of the analysis of the narratives is that, in some of the instances in which the other character was indicated to be a person that they know or an acquaintance, the participants were referring to teachers. In 13% of the participants' libidinal daydreams, a teacher featured as an object of desire and in 6% of the participants' aggressive daydreams a teacher featured as the object of aggression. In light of the adolescent wish for independence and yet the simultaneous frustration of this wish resulting from social constraints and restrictions set by authority figures (Erikson, 1968), it is easy to understand why teachers would feature as characters in the participants' daydreams. It is, however, surprising that parents did not feature in more of the participants' daydreams as they are also typically figures of authority who impose constraints upon adolescents. Even though one would expect to come across school aged children who have fantasised about their teachers, in light of the wish for autonomy and independence it still seems to elicit a sense of taboo when it is made evident through research-based findings. Nevertheless, the fact that there are libidinal and aggressive daydreams which feature teachers shows the significant influence that teachers have in the participants' lives.

An analysis of the characters that feature in the participants' daydream narratives begins to highlight the differences between the libidinal and the aggressive daydreams of adolescents. The participants' libidinal daydreams tend to feature girls, while their aggressive daydreams tend to feature opponents, rivals and peers, all of whom appear to be people in the participants' day-to-day lives. Teachers are characters that feature across both sets of daydreams, highlighting the typically adolescent wish for independence and that their daydreams are one way in which they potentially work through this struggle.

5.4.3 What affect characteristically accompanies adolescent boys' libidinal and aggressive daydreams?

To determine what affect typically accompanies adolescent boys' libidinal and aggressive daydreams, an analysis of the participants responses to questions 17 and 18 in part 2, Section C of the questionnaire, questions 18 and 19 in part 2, Section D of the research questionnaire was conducted. These questions explore how frequently the participants report to feel 'happy', 'miserable', 'worried', 'afraid', 'nervous' or 'excited' when they daydream and also ask the participants to explain why they think that they feel this way.

The results of this study indicated that across both the libidinal (87%) and aggressive (54%) daydreams, the majority of the participants most frequently reported to feel happy and excited. Across the libidinal daydreams, "feeling nervous", "miserable" or "other" made up the remaining 13% of feelings reported. "Miserable", "nervous", "worried" and "afraid" were the feelings reported to make up the remaining 28% of the emotions reported to accompany the aggressive daydreams. Under "other", some of the emotions that the participants listed included "angry", "eager", "proud", "satisfied" and "relieved".

Ellis and Symons (1990) also examined what affect tended to accompany the libidinal daydreams of the adolescents. As is the case here, their results showed that happiness and excitement were the feelings that most often accompanied adolescent daydreams. Other options that they had listed for this question included: "frustration", "guilt/shame", "elation", "fear/anxiety" and "disgust", all of which received no more than 12% of the responses in combination. This is very similar to the 13% that make up the combined responses to all other affect that were listed as options in response to the libidinal daydreams in this study.

Although there only appears to be one other study that has focused on what affect tends to accompany libidinal daydreams, Ellis and Symons' (1990) study also reports findings in support of happiness and excitement being the feelings that most often occur in relation to adolescents' libidinal daydreams. This result is in line with Freud's (1900)

understanding that daydreams function as a form of wish-fulfilment. Happiness and excitement are both linked to the feeling of pleasure and satisfaction, a feeling which accompanies the fulfilment of a wish or a need being met. This explanation makes sense of the finding that happiness and excitement were most frequently reported to accompany the libidinal and the aggressive daydreams of the participants in this study. However, the only other study that has recorded findings on what affect tends to accompany aggressive daydreams appears to provide contradictory evidence.

Vice's (2005) study on the violent fantasies of college students found that the participants' responses to their aggressive daydreams were far more negative than what is reported in this study. The questions asked by Vice (2005) focus specifically on affect, but did ask the participants how they felt about their violent fantasies. Although some of the participants reported that they experienced their aggressive daydreams as "calming", "cathartic", "comfortable" and "entertaining", most of the participants listed negative experiences of their violent fantasies, which included affects such as: "scared", "shocked", "uncomfortable", "upsetting" and "worried". Vice's (2005) findings, in addition to the minority in this study, which indicated negative affective responses to daydreaming, are both counterintuitive from the perspective that daydreams are considered to be intrinsically satisfying and perhaps related to the idea that aggressive daydreams are less obviously pleasurable.

One explanation for the contradiction in the findings may stem from the question on affect in the research questionnaire, itself being potentially ambiguous and thus problematic. The question posed to the participants, states: "Please circle the words that best describe how you felt when you *had* this particular daydream". It cannot be said with certainty that the participants circled emotions that *resulted* from the daydreams or whether they circled emotions that they experienced as characters within the daydreams. There were a number of responses that, upon analysis, confirmed that questions 17 and 18 in Sections C and D were indeed ambiguous. A response like: "because the person made me angry" illustrates that the daydreamer was most likely to be referring to the way

that they felt as a character within their daydream as opposed to the way they felt as a result of their daydream.

On the contrary, there were a number of participants whose reasoning reflects that the negative affect that their daydreams had on them was not a reflection of their feelings within the daydream but was, in fact, emotions that resulted from the participants' daydreams. A good example of this is: "they make you more enraged because you mind keeps repeating what you would have liked to do...". The total of five responses in which the participants experience negative emotions in response to their daydreams brings into question whether daydreams are always a function of wish-fulfilment or not? If this is true, then what is the function of those daydreams that are not fulfilling a wish? Perhaps the question is whether the participants' negative affective responses to their daydreams are evidence of a more powerfully punitive superego's attempts to punish the daydreamer for having these wishes, which is a point made by Freud (1900) in his work on *'The Interpretation of Dreams'*. However, a more detailed analysis of the narratives that the participants provided of their aggressive daydreams does illustrate a degree of satisfaction resulting from the daydream.

Interestingly, when the participants were asked why they think their daydreams made them feel this way, the analysis of their responses supported the explanation that daydreams function primarily as a means of wish-fulfilment. This was in spite of the fact that only 47 responses were obtained across questions relating to the libidinal and aggressive daydream affect, 4 of which could not be analysed given that they did not contain a reason for the affect reported in the previous question. Of the 43 responses, the majority of the participants reported that they felt happy and excited because their daydream provided some form of satisfaction or wish-fulfilment. This was evident in responses like: "I am obviously having the fantasy to fulfil something", and "you are happy when you fulfil something", and "I feel angry because of what they did, but happy because I beat the guy senseless".

Psychoanalytic theory describes daydreams as intentional, in that each one is intended to satisfy a certain wish (Freud, 1908). This is the primary reason put forward for why the findings that happy and excited are the most frequent emotions reported across the participants' daydreams, even in the case of those that are aggressive. In most instances where participants chose angry and worried in response to the question, they were seemingly referring to their emotions as a character within their daydreams. There were, however, reasons which indicated that the primary function of those participants' daydreams was not wish-fulfilment. This, in turn, leads one to question whether daydreams always function as a mechanism of wish fulfilment, or not, and, if not, then is this negative affective response the superego's attempt to punish the daydreamer?

5.4.4 How often do adolescent boys report their libidinal and aggressive daydreams to be recurring?

This question may be answered through an analysis of the participants' responses to question 16 in Sections C and D of the research questionnaire. The question aimed to explore how many of the participants had experienced their particular libidinal and aggressive daydreams on more than one occasion.

The results indicated that most of the adolescent boys had experienced their libidinal daydreams (91%) more than once, while far fewer boys had experienced their aggressive daydreams (64%) more than once. The greater frequency of recurring libidinal daydreams, in comparison to aggressive daydreams, is not surprising. Libidinal daydreams are intended to afford the daydreamer some pleasure and they do so observably in the manifest sexual and romantic satisfaction that they provide. In this way, the pleasure provided by the expression of the wish is acceptably expressed through daydreaming.

Aggressive daydreams are less obviously pleasurable because they express aggressive wishes that are directed towards others or the daydreamer himself and this, across a normal population, is socially unacceptable and therefore also unacceptable to the

superego (Freud, 1923). This was clearly evident in the abovementioned findings relating to the negative affect experienced by the participants in relation to their aggressive daydreams. For this reason, the pleasure and satisfaction realised through aggressive daydreams is expected to be latent in the content of the daydream and thus less obvious. It is then more likely that libidinal daydreams will recur more frequently than aggressive daydreams due to the nature of the different wishes that they satisfy. Unfortunately, it is difficult to substantiate this point because there appear to be very few studies that offer comparative findings on the recurrence of daydreams. One study which provides findings for the recurrence of aggressive daydreams is Vice's (2005) study on violent fantasies. In Vice's (2005) study, the participants were asked to indicate if they have experienced their violent fantasies more than once. These university students reported far less recurring aggressive daydreams (43%) than the participants in this study (64%) report.

From a psychoanalytic perspective, daydreams represent an acceptable mechanism for the expression and thus partial satisfaction of pressing instinctual wishes. One would expect adolescent boys to have more pressing libidinal and aggressive wishes than older students merely because they are less likely to be able to satisfy these wishes in reality. The assumption is that the older one gets, the more one is able to satisfy libidinal and aggressive wishes in reality and the less one will need daydreams in order to do this, ultimately resulting in a lower frequency of recurrence. In line with this reasoning it makes sense that Vice's (2005) sample reported a lower frequency of recurring aggressive daydreams than the participants in this study. This is also consistent with the findings offered in Giambra's (1975) studies of daydreaming across the lifespan. While Giambra (1975) did not consider the recurrence of daydreaming in relation to age, he provides evidence for differences in the frequency, intensity and content of daydreams, which are also related to age differences.

Although there is a clear difference between the frequency of recurring libidinal daydreams and recurring aggressive daydreams, what remains at the forefront is that the vast majority of adolescent boys reported libidinal and aggressive daydreams that they have experienced more than once. If it is assumed that recurring daydreams are of

particular significance in the daydreamers' fantasy life, then this suggests that the analysis of the daydream settings, characters, affect and narratives is likely to be an analysis of instinctual material that is significant to the daydreamer. What the comparison between this study and Vice's (2005) study emphasises is the variation in intensity of daydreaming across different age categories. However, neither of these two sets of findings can be asserted with much certainty, due to the dearth of literature on recurring daydreams.

In concluding the discussion of the characteristic features of the participants' libidinal and aggressive daydreams, what came through strongly in the analysis of the findings relating to the settings and characters of the participants daydreams is the typically adolescent wish for autonomy and independence. In relation to the settings, this manifested as the wish to escape and, in relation to the characters, this manifested as the participants' defiance of and sexual triumph over authority figures, namely their teachers. These findings are evidence of how the participants are using their daydreams to work through challenges that are typical of adolescence. In the literature, Sharma (2002) refers to the adolescents' development of the cognitive capacity to manipulate situational variables. Within the context of identity development, this new found skill plays a potentially significant role in the adolescents' ability to negotiate identity formation. Daydreams are potentially one way that the adolescents engage the capacity to manipulate situational variables like characters and settings and thus play an important role in negotiating the wishes and frustrations involved in identity development.

The analysis of the findings relating to the participants' affective response to their libidinal and aggressive daydreams supported the theory that daydreams function primarily as a mechanism of wish-fulfilment (Freud, 1900), but, interestingly, not in all cases. Although most of the participants reported that their daydreams made them feel either happy or excited, the instances in which the participants' reported negative feelings in relation to their daydreams drew attention to either one of two things. Firstly, where the participants' reported affect represented the way that they felt as a character within their daydreams, this highlighted an ambiguity in the way in which the question was

asked and thus a problem with the question itself which will need to be taken into account in any further research. Where the participants' negative affective responses were a result of the way that their daydreams made them feel, this brought into question the proposed wish-fulfilling function of daydreaming. It was, however, considered to be possible that these negative affective responses were the result of a more powerfully punitive superego's attempts to punish the daydreamer.

Finally, the above findings and the subsequent interpretations of them are afforded great significance as a result of the finding that the majority of the participants were reporting on recurring daydream material. This significance will carry through into the analysis of the participants daydream narratives and adds value to the study.

5.5 What types of wishes can be identified in adolescent boys' descriptions of their daydreams?

In this study, wish types are defined as those categories of wishes which have been identified across the participants' libidinal and aggressive wishes. At the outset of this section of the discussion it must be noted that a thorough and conclusive discussion of the daydream wish types is particularly difficult for two reasons, both of which relate to there being very few similar studies on daydreams. Firstly, the lack of similar studies means that there are very few comparable findings that can be discussed in relation to the results of this study. Secondly, the differences in the various studies' methods of data collection and sample demographics make it difficult to determine whether comparisons and interpretations made between these studies are sound or not. This is exacerbated by the notable absence of raw narrative daydream content presented in the other studies because of the difficulty it creates in trying to understand how other researchers analysed their data and on what basis they made their interpretations.

In the interpretation and analysis of the types of wishes expressed in 80 of the libidinal and aggressive daydreams from 89 adolescent boys, the findings of Vice (2005) and

Williams (2007) are drawn on extensively. As a part of the same post-graduate group of research studies on daydreams, Vice (2005) and Williams' (2007) findings are, at times, discussed in detail with the aim of adding to the knowledge and understanding of daydream wish types that they have proposed. The present study has the added advantage of a fairly large sample which provides a substantial number of daydream narratives for the analysis of the wish types.

The question of what wish types can be identified in adolescent boys' descriptions of their daydreams has been answered through an analysis of the participants' responses to question 13 in Section C and question 12 in Section D of the research questionnaire. In these questions the participants were asked to describe an aggressive daydream as well as a libidinal daydream that they had experienced. This was acknowledged in the development of the analytic table (Appendix 3) by including the two part classification of instinct type – a method originally used by Williams (2007). This table was used primarily as a basis for the identification of the wishes expressed in the participants' daydream narratives. A wish type table was then developed for the further analysis of the wishes.

The first column of the wish type table sets out the main themes which are the types of wishes identified across the participants' libidinal and aggressive daydreams. Across the 90 daydreams provided, 5 types of wishes have been identified and are presented as the main 'themes' across the participants' daydreams. The wish to take revenge (24%), with the wish to have romance and intimacy (24%) were the most frequently occurring themes across the adolescent boys' daydreams. The other themes included the wish to break a taboo or very strongly held norm (17%), the wish to be admired (17%) and the wish to cause harm and suffering (13%). These wishes have then been divided into sub-themes according to the nature of the wishes expressed and definitions of these sub-themes are presented within the wish type table. Examples of daydreams falling into each sub-theme are provided to substantiate the definitions given and provide a clearer basis for the interpretations of the daydreams that are made. The last three columns of the table

provide the frequencies and percentages of daydreams categorised under each theme. These themes are discussed in detail in relation to the literature.

5.5.1 The wish to take revenge

There are a total of 20 (out of 90) daydream narratives in which the wish to take revenge has been identified. As illustrated in the wish type table, they have been divided into two groups: those daydreams in which the vengeful act is physically violent (17 out of 20), and those in which it is not (3 out of 20). Many more of the adolescent boys' daydream narratives express the wish for violent revenge (20%) in comparison to those in which the wish is not violent but is more like a wish for a form of social pay back (4%).

The wish to take revenge was present in the majority of the participants' aggressive daydreams. This wish was expressed as the desire to get back at and triumph over peers who had angered or irritated the daydreamer in real life. The aggressive daydream narratives provide evidence of this in the participants' descriptions of physically and mentally aggressive triumphs over peers.

The daydream narratives which express the wish for violent revenge are defined as those in which there is the desire to gain retribution by violent means in order to repay an irritating, angering or damaging act and a typical example of a daydream containing this wish is:

> "a person irritated me so I got very pissed off and imagined hitting his head against the wall and kicking him and punching him until the next day when we had a fight"

In the majority of these daydreams, the provocation is clearly stated, followed by a description of the daydreamer's triumphs over the people with whom there is intent to gain retribution. In addition, it is important to highlight that what is categorised under the

wish for violent revenge, although typically violent, is not violent in the sense that it is very violent. For example:

> "At school, during break, a heated conversation starts, pushing people, a guy swings, drops my friend, I come in sort him out, his friends come in"

There tended to be two types of people who featured in the adolescent daydreams containing the wish to take violent revenge: peers and teachers. In relation to the sense of rivalry between peers which is evident in these daydreams, it can be argued that the strong element of academic and sporting competition that is fostered in schools is in some way related. The fact that the majority of these daydreams were set at schools, involved school peers and took place at school serves as evidence for the possibility of this link. The findings relating to the wish for revenge are similar to those reported by Williams (2007). Williams (2007, p.25) identified the theme of revenge amongst the daydreams in his sample of adolescents and has defined it as "the desire to repay in kind a damaging act or set of acts by another". However, in this research further defined versions of the wish to take revenge have been interpreted, namely the wish for violent revenge and the wish for social pay back.

Where the wish for violent revenge is against a teacher, the daydreamer describes the teacher as imposing restrictions or rules that lead to the need to retaliate, take revenge and triumph. The example below provides a clear illustration of this and also highlights the previous point that daydreams falling into this category, although violent, were not typically very violent:

> "I just imagine getting sick of the class and trying to leave. My teacher doesn't want me to so she locks the door. I get pissed off and kick down the door and then leave."

In these daydreams of revenge against teachers, as well as in the taboo breaking daydreams (which will be discussed later in this section), the revenge tended to either humiliate or defy the authority of the adolescents' school teachers. In the context of adolescent psychosocial development and Erikson's (1968) description of the strive for independence, the defiance and humiliation of an authority figure appears to provide relief for the desire to be independent and free from rules and authority. These daydreams, as a result, draw attention to the way in daydreams appear to provide these adolescents with a means of sublimating and expressing wishes that are pressing for satisfaction, as Freud (1905) describes in *'The Transformations of Puberty'*.

As an expression of the wish to take revenge, the desire to inflict pain or cause suffering was the most common way in which the adolescent boys daydreamed about getting their own back, satisfying the desires of their aggressive instincts. The high frequency of the aggressive daydreams which contain the wish to take revenge in the present study gives rise to the suggestion that it may be a normal, perhaps healthy way for adolescents to express their aggressive desires.

The daydreams containing the wish to take violent revenge represent the vast majority of the aggressive daydreams and what is interesting is that these desires to intentionally harm another are not without purpose or 'out of the blue'. All of the violent confrontations expressed in these daydreams have been provoked in some way which suggests that these adolescents are not violent to the extent that this would indicate some level of pathology as would be expected in a sample of sex offenders who tend to experience unprovoked rape fantasies during adolescence (Burgess et. al. 1988; and Marshall, Barberee and Eccles', 1991). These daydreams merely appear to represent the adolescents' desired but socially unacceptable reactions to situations in their day-to-day lives in which they wish they could have caused harm to another in order to take revenge.

The few daydreams that expressed the wish for revenge using non-violent means were defined as containing the desire for retribution in the form of social pay back or public humiliation in order to repay or defy an irritating, angering or damaging act. Although

the following daydreams involve some level of intimidation and ganging up, they are examples of aggressive daydreams that do not result in physically aggressive violence. For instance:

> "I saw a guy steal my lunch again, the 2nd time this weak . I rallied the troops and jumped him in the bathroom. We took my food back and told him stealing is bad and next time he won't be so lucky"

In the daydreams categorised as expressing the wish to take revenge in the form of social pay back, the daydream expresses revenge as anger through non-violent confrontations.

It is not surprising that more of the daydreams express the desire for violent revenge, given that violence, even in its mildest forms, is regarded as a socially unacceptable means of resolving conflict. Freud's (1908) theory that daydreams function to fulfil wishes that cannot be satisfied in reality draws attention to the possibility that the adolescent boys' desires for violent retribution are in conflict with the superego and therefore require an alternative means of expression. The substantial proportion of daydreams containing the wish to take violent revenge thus seems to reflect how daydreams provide this alternative mechanism of expression for these desires.

That these aggressive daydreams are described as being triggered by the peer or teacher over whom the daydreamer would like to triumph, in turn draws attention to the idea that these aggressive daydreams have a specific purpose in relation to the daydreamers' real life. These daydreams appear to be a protective response to a threatening or controlling situation or person in their real lives and, as such, appear to have taken place for a very specific reason. The most obvious reason is that the wish to take revenge satisfies the desires of the adolescents' aggressive instincts in a way which is not permitted in reality.

5.5.2 The wish for romance and intimacy

There are a total of 20 (out of 90) daydream narratives which contain the wish for romance and intimacy. This is out of 34 of the narratives that participants described as romantic daydreams. 20 of these daydreams express the wish for romance and intimacy and 14, which will be discussed in detail in the next section, express the wish to break a taboo. In the 20 daydreams of romance and intimacy, the libidinal instinct appears to be aimed at attaining close, affectionate and loving relationships with a desired person – in particular a relationship which suggests physical contact but appears to be much more than just this. Amongst these daydreams, there is a clear distinction between those daydreams containing the wish for romance (15%, or 12 of the 20), which was more common, and those daydreams containing the wish for sex (10%, or 8 of the 20).

In the daydream narratives containing the wish for romance, there is an explicit desire for romantic intimacy with a significant other. For instance,

> "Taking someone to a spot I really like and perhaps kissing them and holding them in my arms. Relaxing and laughing with them. Usually on a beach or another relaxing place."

These daydreams tend to include descriptions of stereotypically romantic situations, like: candlelit dinners, walking on the beach and holding hands with a pretty girl. In the majority of these daydreams, the object of the daydreamers' desire is someone that they are attracted to in real life, for example:

> " the love of my life loves me back and a romantic evening with food and candles and red colours."

According to the research that has been reviewed, adolescent daydreams incorporating themes of romantic love are common. 57% of the adolescents in Kirkendall and McBride's (1990) study and a significant number in Williams' (2007) study reported

daydreams containing romantic content. In addition, Cramer and Howitt's (1998) review of adolescent daydreams highlights that: "*themes of romance are prevalent across the content of adolescents' sexual fantasies".*

In the daydreams categorised as containing the wish for sex, the adolescent boys describe sex in relation to romance and intimacy, as is evident in the following daydream:

> "I met up with this girl that I like in real life and she bought me expensive stuff and we were boyfriend and girlfriend and I went to her house and she came to mine and we had sex"

Despite the expressed desire to have sex, this daydreamer wishes for an intimate relationship with a girl that he likes in real life. The intimacy, although being quite unsubtly expressed, is evident in the daydreamers wish to be spoilt by this girl and to be in a relationship with her. One interpretation is that the primary desire in this daydream extends beyond the need for sexual satisfaction to a close and affectionate relationship with a significant other:

> "we hugged, kissed etc spent the day loving eachother eg holding hands dancing smiling good times (plz come true) ha ha"

Daydreams like this have lead to the categorisation of the wish for romantic intimacy. Other daydreams categorised as expressing the wish for romantic sex include descriptions or suggestions of either sexual seduction or foreplay and sexual intercourse, as is evident in the following example:

> "dancing, go up dance with her, start rubbing up against her, things happen, babies are born"

In this daydream, it is clear that the daydreamer finds the close physical contact and "rubbing" that occurs during dancing to be a form of seduction or foreplay. An interesting feature of this daydream is that it draws attention to the way in which some of the daydreamers describe foreplay or having sex using an indirect reference. Other examples of this include: "...doing the things couples normally do..." and "stuff that happens when you are with a girl". In comparison to the way in which sex is openly expressed in daydreams containing the wish to break a taboo (which will be discussed under the next heading), the daydreamers appear to be more reserved, shy or maybe reluctant to admit their desire for sexual satisfaction with the object of affection. In any interpretation, the sexual satisfaction is not the only feature of these daydreams.

Across all the daydreams containing the wish for romance and intimacy, the emphasis is on the object of the daydreamers' desire, that is: "the love of my life", "a girl I like in real life", "this specific girl", "a person I am attracted to", and "my girlfriend". In these daydream narratives, the emphasis does not appear to be on the romance, intimacy and desire for sexual involvement in itself but rather on the wish for romantic involvement with a desired person which serves as evidence that the adolescents are experimenting with the idea of relationships. In *'The Three Essays on Sexuality',* Freud (1905) states that:

> "It is in the world of ideas, however, that the choice of an object is accomplished at first..."
>
> (Freud, 1905, p. 159)

In psychoanalytic theory, 'object choice' most typically describes the process of focussing one's affection on someone like or unlike oneself (Reber and Reber, 2001). According to Freud (1905), this process is most often first achieved through fantasy life during adolescence.

The daydreams containing the wish for romance and intimacy provide evidence in support of Freud's (1905) claim that object choice occurs in the fantasy lives of

adolescents. These daydreams also confirm that object choice is represented by the daydreamers' wish for romantic intimacy – a wish which is expressed in fantasy, because it cannot find satisfaction in reality (Freud, 1900). In light of Piaget's (1962) understanding that the capacity for abstract thought and hypothetical reasoning is developed during adolescence, the participants' daydreams of romance and intimacy seem to have a developmental function in that they provide a mechanism for experimenting with different romantic and intimate situations.

It is not surprising that adolescent boys have wishes for romance and intimacy and that these wishes are expressed in their daydreams. Erikson (1968) describes adolescence as containing the challenge of negotiating the transition from childhood to adulthood. In this transition, adolescents begin to experience adult-like desires but they are not yet in situations where these desires can be openly expressed or fulfilled. Freud's (1900) theory of the wish-fulfilling function of daydreams argues that these adolescent desires for romance and intimacy are expressed in fantasy life because they continue to press for satisfaction, finding no opportunities in the adolescents' day-to-day circumstances. As such, it is through the process of channeling the tension caused by the frustration of the growing need for romance and intimacy that the adolescents wish is expressed and thus partially satisfied through daydreams.

The analysis of the daydreams containing what has been categorised as the wish for romance and intimacy shows two distinct sub-themes within this category, namely: the wish for romance, and the wish for romantic sex. In supposed normal circumstances, adolescents are unlikely to be engaging in the kinds of sexual and romantic acts reported in their daydream narratives, highlighting the wish-fulfilling function of these daydreams.

5.5.3 The wish to break a taboo

In 14 (of the 90) daydream narratives, the daydreamers describe sexual desires that are prohibited or taboo in the social and cultural values of a western society. The results illustrate that most of the adolescent boys whose daydreams express the wish to break

sexual taboos report to have daydreams about sex with a teacher (9 out of the 14). The final 5 daydreams in this category described either explicit sex with older women or refer to sexual acts that could be described as "kinky" or "weird".

In 9 (out of 14) of the daydreams containing the wish to break a taboo it is unmistakably the daydreamers' desire to have sex with a teacher. For example:

> "having hardcore sex on the desk with my teacher all the time she is screaming my name."

These daydreams describe acts which violate the taboo of a sexual relationship between an adolescent boy and his teacher, another example of which is:

> "me holding my teacher in the arms kissing her all over my hands slowly tracing every outline of her body her hands occupied with working me pleasing her in every way she wanted"

It is absolutely forbidden for an adolescent school boy and a teacher to have any form of sexual contact. Tabooed or forbidden acts and circumstances are socially and culturally defined and are unlikely to ever happen in the participants' real life circumstances.

Similar daydreams of taboo-breaking have been reported in other studies. The data that Williams (2007, p. 25) obtained in his study lead to a similar definition of taboo-breaking being "the desire to perform acts that are in violation of explicit or implicit societal rules". Williams' (2007) presents this adolescent boy's daydream about his teacher:

> "We decided to take a trip to a foreign island all alone. It was a nudist island and I was very happy to see her nude. We slept together repeated times which was great."
>
> (Williams, 2007, pg. 31)

The notion of young boys and girls having sexual feelings towards particular teachers at their schools is not an unexpected finding about adolescent desires and yet there is seemingly no other evidence in research on daydreams to support it. The adolescents' desire to have sex with or sexually satisfy a teacher is perhaps best explained by the literature on the psychosocial development of adolescents.

Erikson (1968) describes adolescence as a transitional stage between childhood and adulthood, explaining that adolescents attempt to move away from dependence through asserting their independence and defying the authority figures who are believed to thwart it. As an authority figure who enforces rules and regulates behaviour, a teacher is likely to be regarded as a source of frustration to the adolescents' developing sense of independence and need for freedom. The adolescent boys' daydreams about teachers tended to describe sexual acts in which the teacher has succumbed to the sexual control of the daydreamer as illustrated in this daydream as well as those that have been included above:

> "I was so horny so I went to her (teacher) classroom. We then got it on twice and I get an A+ for English."

It is widely documented that adolescents undergo biological and physiological changes which promote sexual and reproductive maturation (Culbertson, Newman and Willis, 2003). From a psychosexual perspective, Freud (1905) argues that with these changes, the sexual instinct comes to the fore once more and that the developmental process becomes subordinated and directed towards sexual reproduction. With the ultimate aim of the sexual instinct being sexual reproduction at an age during which this wish is most commonly frustrated by social restrictions and constraints, the daydream appears to be a way in which the instinct can achieve some form of partial gratification.

> "...the sexual life of maturing youth is almost entirely restricted to indulging in phantasies, that is, in ideas that are not destined to be carried into effect".
>
> (Freud, 1905, p. 159)

What is evident across the findings of these three studies is that most of the adolescents are reporting to daydream about sex and that their descriptions of these daydreams are quite explicit. In the context of psychology and theories of the wish-fulfilling function of daydreams, this finding is not surprising. Rather it seems that the expression of *"the wish for sexual satisfaction"* in the participants' daydreams is a normal way for adolescents to negotiate the frustrations of their sexual instincts.

Culbertson et. al. (2003) describe adolescence as a time during which hormones are intensified, explaining that adolescent boys have particularly high levels of testosterone. It makes sense that the sexual instinct is mobilised in order to use daydreams for the sublimation of pressing developmental wishes.

In the context of adolescent psychology, daydreams of taboo-breaking appear to provide adolescents not only with a way of negotiating and satisfying instinctual desires, but also developmental needs that are frustrated in reality. An interesting question arising from the analysis of the daydreams containing the wish for sexual satisfaction and taboo-breaking is what the possibility is that the sexual instinct is being mobilised specifically for the purpose of activating daydreams in order to satisfy the developmental needs of the adolescent.

5.5.4 The wish to be admired

14 (out of 90) daydreams contain themes suggesting that the adolescents wish is to be admired. In most of these daydreams (10 out of 14) the wish to be admired was expressed as the wish for popularity and triumph. There were also 4 (out of 14) daydreams in which

the wish to be a hero has been identified. In these daydreams the daydreamer appears to have the additional desire to be admired for noble and brave qualities.

In the daydreams describing the desire to be popular due to personal attributes or triumph over an adversity, the participants' wish to be admired is expressed as the desire to be regarded with wonder and approval among peers.

> "Bringing attention to myself but in a good way, or *getting away from the boredom*, or impressing or getting the attention of girls. Having superhuman abilities"

A lot of the daydreams involving the more obvious desire to be triumphant are set at school, for example:

> "I beat up like 50 people and then was praised by my mates"

In the school environment, the need for admiration is evident in the desire to be popular or gain recognition amongst peers which, at a more fundamental level, involves a certain degree of affirmation. The daydreams describing acts through which the daydreamer gains recognition and praise from peers, seem to be a grandiose expression of the adolescents' desires to be admired and affirmed amongst peers. In the process of identity development, gaining acceptance amongst peers is considered to be crucial in what the literature describes as the struggle between identity formation and role confusion (Kroger, 1996). In light of this understanding, the role that daydreaming plays in the adolescents' processing of everyday developmental challenges is brought to the fore.

Daydream narratives containing the wish to be a hero were far more fantastical in their content, often involving the defeat of enemies who are not human or the defeat of rivals using superhuman abilities.

> "I was on a different planet, trying to defend a weaker race, which needed my help. I had to defeat the villain"

Interestingly, there is quite a distinct difference between the daydreams expressing the wish to be admired and those expressing the wish to be a hero. In addition to the desire for recognition, the daydreams containing the wish to be a hero also express a desire to triumph against all odds. This is evident in the daydreams in which the daydreamer defeats "50 people", a "medieval beast", or is defending "a weaker race" on another planet. In these daydreams, the daydreamer's desire is for more than just admiration but also the elevation of their status It is seemingly the desire to be a hero.

Kroger (1996) described a change in moral reasoning which shifts from being motivated by self-interest to being motivated by the approval of others. These daydreams seem to reflect this desire for the approval of peers. The wish for admiration is interpreted as the achievement of this adolescent need for the approval of peers. As such, the presence of the wish for admiration ultimately adds to evidence for the idea that, by serving as a medium through which wishes can be fulfilled, daydreams provide the experimental freedom that allows adolescents to work through their day-to-day developmental challenges.

What is most interesting about the daydreams expressing the wish to be admired is the extent to which they align with themes around the adolescents' growing need for acceptance among peers. Across these daydreams it was most common for the wish for admiration to be expressed through violent and confrontational means. This wish, therefore, appears to be partially satisfied by mobilising the aggressive instincts, facilitating the adolescents' access to daydreams as a means of working through the need for admiration or affirmation from peers. The evidence suggests that, in addition to the function of wish-fulfilment, daydreams also serve as a medium through which adolescents can work through the everyday challenges that they are facing in the transition from child to adult.

5.5.5 The wish to cause harm and suffering

The remaining 12 (out of 90) of the aggressive daydreams were categorised as destructive in the sense that the daydreamer describes violent actions in which the aim appears to involve bringing about pain and suffering for no apparent purpose. For example:

> "Just repetitively hitting someone in the face"

In comparison to daydreams categorised as containing the wish to take revenge, the daydreams falling into this category tend to lack any suggestions that the violent actions are for the purpose of protecting or safe guarding the daydreamer. In one daydream, it is clear that the intent is in fact the opposite to protection:

> "Generally its me and one other person. I am in control. The other person is chained up and screaming in fear. Stains of blood are clearly visible. The fantasy goes on but stops before I actually do something to the chained up person"

There seems to be no reason or motive behind the actions described in the daydreams in that they did not seem to be in response to any form of provocation but rather just a violent and gory expression of the aggressive desire for pain and suffering. However, most of the daydreams falling into this category tended to be short and so it is possible to assume that there may have been an unstated purpose. Fantasies containing the desire to cause harm to another for no apparent reason are characteristic of sexual offenders who are reported to have committed their first offence during adolescence. This was accompanied by rape fantasies, according to the research done (Marshal, Barberee and Eccles, 1991). The question of then knowing and understanding the difference between 'normal' daydreams and those which imply some level of pathology is interesting to consider.

5.5.6 Concluding comments on daydream wish types

Despite the differences in the content and thus wish types under which these daydreams have been categorised, there were features of the nature and function of daydreams that were evident across the daydreams in different categories.

The most notable finding by far is how the libidinal and aggressive instincts seem to be deployed in order for daydreams to be accessed as a means for the adolescents to work through developmental challenges. As such, daydreams appear to provide a medium through which the adolescents can resolve both instinctual and developmental challenges that they are facing every day. This implies that daydreams serve an important purpose in the lives of these adolescents. In the context of Freud's (1900) theory of the wish-fulfilling function of daydreams, as well as literature on adolescence, these wishes quite clearly appear to be attempts to provide partial satisfaction for the desires of the adolescents' libidinal and aggressive instincts.

Theoretically, Freud (1900) describes daydreams as expressions of the drives that motivate human behaviour. He believes that there are predominantly libidinal and aggressive wishes that accompany these drives and that the content of daydreams provides a means of accessing these wishes (Freud, 1900). The discussion of the findings of this study indicates that the libidinal and aggressive wishes of these adolescents are expressed in the forms of the wishes for revenge (24%), romance and intimacy (24%), to break a taboo (16%), to be admired (16%) and to cause harm and suffering (12%). The idealistic expressions of libidinal and aggressive wishes in the narratives convey a sense of unattainability which is consistent with Freud's (1900) definition of instinctual desires.

5.6 Adolescent boys' understanding about the nature and function of daydreams.

The interpretation of the adolescent boys' understanding of the nature and function of their daydreams involved an analysis of the participants' responses to questions 1 and 2 in Section E of the research questionnaire. These questions aimed to explore the participants' perceptions of the nature and function of their own and others' daydreams. As such, they were asked to explain why they think people daydream and what they think the causes of their own daydreams are.

85% (46 out of 54) of the participants' responses to the first question, and 65% (32 out of 49) of their responses to the second question were eligible for analysis. Those that were not analysed included one word responses such as "no" and "nope". The appropriate responses to questions 1 and 2 in Section E were combined for analysis and three kinds of answers were possible. Firstly, answers relating to theories of the function of daydreams; secondly, answers relating to theories of the 'causes' of daydreams, and thirdly, responses that combine these two categories. Although the participants' responses have been described as theories, this is somewhat problematic. It suggests that the participants' responses are based on a learned and deliberate knowledge base when these responses are, in fact, spontaneously generated thoughts and ideas about the nature and function of daydreams. However, the adolescent boys' ideas of both function and 'cause' are treated as theories to the extent that they are their own theories about why people daydream.

5.6.1 Theories of the function of daydreams

52% of the participants provided responses relating to the theory that daydreams function as a form of wish-fulfilment. It is interesting that more than half of the participants' responses describe daydreaming as having a wish-fulfilling function, in light of the fact

that this idea has a very strong theoretical underpinning in Freudian theory. Freud (1908) describes daydreams as having the function of fulfilling wishes that are unsatisfied in reality. Although the participants' responses obviously do not articulate this theory of daydreams as directly, they most certainly convey this understanding of the function of daydreams, as in the following response:

> "People might be unsatisfied with their real lives and try to dream of better circumstances for themselves..."

There were two categories of responses that fell under this theory, namely (1) wish-fulfilment, and (2) wish-fulfilment and escape. In both categories of these responses, the participants tended to use words, or phrases like: "...things I would like to happen" and "...makes the person feel happy", which highlight the participants' sense of the wish-fulfilling function of daydreams.

42% of the responses about the function of daydreams were classified under the category of wish-fulfilment. These responses tend to provide slightly different descriptions of how daydreams satisfy desires which would otherwise be unsatisfied in real life. One example is:

> "to fulfil a gap that you may not fulfil in real life"

A noticeable element in these responses is the participants' recognition or acknowledgement of there being a need that requires satisfaction. As in Freud's (1908) explanation of daydreaming, these participants' responses draw attention to the understanding that daydreams serve to satisfy a need that cannot be satisfied in real life.

Freud (1900) takes this understanding further, elaborating that this need originates from libidinal and aggressive drives of the id, which are unacceptable, and thus not permitted satisfaction by the superego. In section 5.5 above, on the wish types of the adolescent boys, these instinctual needs and wishes were discussed and for the most part their

unacceptability was evident. A good example of these kinds of needs or wishes comes from the taboo-breaking daydreams involving sex with a teacher. These daydreams clearly demonstrate the thrust of Freud's (1900) theory of the wish-fulfilling function of daydreams and align closely to 42% of the participants' understanding that daydreams are "…non-realistic, so you can get what you want".

The second category within theories of the function of daydreams is wish fulfilment and escape. 10% of the participants provided responses which suggest that the wish-fulfilling function of daydreams is strongly linked to the daydreamers' need for escape from their present reality. This theme is evident in the following participant's response:

> "escape the realm of reality and fulfil what they can't do in real life."

Although all of these responses highlight the participants' understanding that there is a strong element of satisfaction resulting from daydreaming, the participants' link between the achievement of this satisfaction and escape cannot be overlooked. These responses draw attention to a potentially cognitive function of daydreams. In the field of cognitive psychology, Halderman, Zelhart and Jackson (1985) suggest that daydreaming may be a mechanism of excitement which serves to enhance everyday life. The participants' responses in this category give the sense that daydreaming is needed in order to provide people with a sense of freedom or liberation from their day-to-day lives which may be quite restrictive or boring as is evident in the following response:

> "to escape the daily grind. To be happy and in our own world"

As demonstrated by this participant's response, the satisfaction provided by daydreaming involves a degree of escape. Daydreaming as a function of wish fulfilment, whether it was purely for the satisfaction of a wish or a need or included an element of escape in response to external pressures, was the primary theme amongst these participants' responses. The perception of daydreaming as having the function of wish-fulfilment, has

been reported in the research of Kahr (2007), Williams (2007) and Vice (2005). In Kahr's (2007) study of British adults, for example, 43% of the men described their libidinal daydreams as an opportunity to satisfy sexual fantasies that they were unable to fulfil in reality.

Prior researchers in South Africa, at the University of the Witwatersrand, including Williams (19007) and Vice (2005), have had participants reporting that daydreaming has the function of wish-fulfilment. Williams (2007) asked his participants the same two questions as were posed in this research regarding their perceptions of their own daydreams and the daydreams of others. Although he does not present this data in detail in his final report, Williams (2007, p.35) does comment that "They (the participants) seemed to understand that daydreaming is about wish-fulfilment".

Vice's (2005) study of an older group of participants included the same two questions regarding the participants' perceptions of the function of daydreams. However, the focus of Vice's (2005) study was on violent daydreams and a lot less participants (4%) described their daydreams as wish-fulfilling in comparison to the number of participants (20%) in this study. Given that aggressive drives derive as much satisfaction through expression as libidinal drives Freud (1900) would argue that the wish-fulfilment achieved through their satisfaction is expected to be evident.

However, the element of wish-fulfilment may have been less obvious to the participants in Vice's study, firstly and most obviously, because they are not theorists and secondly, because they did not have the more obviously pleasurable experience of a libidinal daydream to draw from. It would then be clearer why these findings were not congruent with the results of this study in which the focus was on both libidinal and aggressive daydreams, giving the participants the example of a more pleasurable daydream experience to draw from in response to the question around the function of daydreams.

While Vice's (2005) findings only demonstrated the notion of daydreams as wish fulfilling to a limited extent, the degree of similarity across Kahr's (2007), Williams'

(2007) and the present study's participants' understanding of the function of daydreams raises an interesting point. What is interesting and perhaps significant about all three studies is the extent to which the participants' self-generated 'theories' of daydreaming is so closely aligned to the theories of daydreaming that have been put forward in psychoanalysis and cognitive psychology. This draws attention to what may be described as the participants' high level of intuitive understanding regarding the functions of daydreams.

5.6.2 Theories of the 'causes' of daydreams

The second type of response which the questions in Section E of the research questionnaire elicited was related to theories about the 'causes' of daydreams. These theories generally refer to external experiences or triggers of the daydream, which could be divided into two categories, being (1) distraction, or a loss of concentration, and (2) personal characteristics. 22% of the participants provided responses falling into this category, which tended to contain words, or phrases like: "bored", "distracted" and "loss of concentration, tiredness and fatigue". These responses describe what the adolescents perceive to be the triggers of daydreams as opposed to their functions.

17% of the participants' responses in this category describe daydreaming as being caused by either a lack of attention or a shift in attention caused by a physical being or object that is in the daydreamer's external environment, as this participant states:

> "because something has distracted them and made them think along that line so much so that everything that they should be taking in is irrelevant."

The majority of these participants' responses suggest that the type of daydream experienced is determined by the specific nature of the trigger. This trigger appears to be a pleasurable or unpleasant characteristic or aspect of either a person or situation in the present. For example, as is evident in this response, the attractiveness of the teacher, in

conjunction with the lack of the daydreamer's interest in the study, is what he believed to have resulted in the daydream:

> "Accounting is so boring and the hot english teachers always …. So I dream about sexing them"

Another set of daydream triggers, relating to the participants' personal characteristics, was mentioned in 5% of the responses. In these responses, participants suggested that individual traits or behavioural characteristics caused their daydreams, such as:

> "my nature, personality. To much self-control."

Apart from these findings, there seems to be very little research on daydreamers' perceptions of what causes or triggers their daydreams, including that of Kahr (2007), Williams (2007) and Vice (2005), which speaks more to the functions of daydreams. However, what can be noted from the majority of these responses is that school and particularly the classroom environment feature in relation to daydream triggers that involve distraction or a loss of concentration. This in turn raises further questions around the extent to which school is perceived as boring by these participants.

5.6.3 Theories of the 'causes' and functions of daydreams

In the remaining 26% (out of 78) of the responses, the participants refer to theories of both 'causes' and functions of daydreams. Although these two kinds of responses are differentiated for the purpose of analysis, the respondents combined them in some cases, which is demonstrated in the response below:

> "it makes them feel what they want to feel and it is a nice way to distract them from the boring thing that they are doing"

It is notable that all of the responses in this category list only “boredom” as the daydream trigger as opposed to any of the other varied responses of distraction and loss of concentration in the previous category and that boredom is not mentioned as a trigger on its own, independent of the wish-fulfilling function of daydreams.

In Kahr’s (2007), Williams’ (2007) and Vice’s (2005) studies, as in the case of this study, boredom was a frequent theme in terms of daydream triggers amongst the participants’ responses. However, these studies do not state whether it is ever mentioned in conjunction with wish-fulfilment amongst their participants’ responses.

Across all 78 responses analysed, it is interesting that no themes relating to daydreams having the cognitive functions of rehearsal and reflection arose within the participants’ responses, given that this is the dominant theory in cognitive psychology. Perhaps it was the nature of the libidinal and aggressive daydreams in question which promoted the specific themes within the responses. If, maybe, the participants were asked more specifically about daydreams concerning future achievements and goals, they may have described differing functions for these kinds of daydreams, including those of rehearsal and reflection. It may, perhaps, also be that these more ‘academic’ or abstract functions of daydreams are not as intense and obvious to the adolescents.

In all, three theories were identified across the 78 responses, being theories of the function of daydreams, theories of the ‘causes’ of daydreams and theories of ‘cause’ and function. When the theory of the functions of daydreams is combined across the two responses in which it occurs, it is evident that a large majority (78%) of the participants understand daydreaming to satisfy needs that are unmet in reality.

Of the two kinds of responses to the questions around what the participants perceive to be the causes of their own daydreams and the daydreams of others, the most interesting were those referring to daydreaming as having the function of wish-fulfilment. This is in light of how closely they resemble the classic psychoanalytic theory for the function of daydreaming. Although the participants’ responses do not and cannot be expected to

show the complex level of understanding about the nature and function of daydreams that is described in the classic psychoanalytic theory, they do capture this theory to a certain extent, in the encompassing sense that the function of daydreaming, simply put, is wish-fulfilment. Some of the participants' responses also brought the theory on daydream triggers to attention, what role they perceive these triggers to play in causing people's daydreams and the lack of research in this particular area of daydreaming was clearly highlighted.

5.7 Summary Discussion of Main Findings

The following summary discussion presents findings across related research questions. It has been integrated and organised in a way that illustrates what knowledge and understanding has been gained about the nature and function of daydreaming through this study. As such, this discussion has been structured according to three over-arching research questions, being (1) what is the nature and frequency of daydreaming during adolescence?, (2) what characteristic content can be identified in adolescent boys' daydreams?, and (3) what understanding about the nature and function of daydreams do these boys have?

Each of the three sections presents a summary discussion of main findings, based on the results and theory that emerged as relevant in the preceding discussion. The summary review of the main findings clearly highlights the extent to which they resonate with and support current theories of daydreaming and development during adolescence.

5.7.1 What is the nature and frequency of daydreaming during adolescence?

This question aimed to explore how frequently the participants experience daydreaming, the frequency with which these daydreams are either libidinal or aggressive, where they are most likely to occur and under what conditions. The intention was to uncover more

than just frequency- related insight into daydreaming and develop a descriptive understanding about the nature of daydreaming as it is experienced by the adolescent boys.

The main findings in this section are, firstly, that the majority of the adolescent boys report to experience daydreams between once and many times every day and, secondly, that these daydreams are more frequently libidinal than they are aggressive. The third finding is that the participants are having their daydreams predominantly at home and at school and, finally, that it is most frequently during times of boredom or when the boys experience a lapse in concentration. Both of the last two findings have implications for the next two research question sections.

The most interesting of the abovementioned findings is that the large majority of the adolescent boys in this study experience daydreams on a daily basis and that not one reported to have never experienced a daydream. The extent to which daydreaming is taking place in the day-to-day lives of these participants is a prominent feature of research into the nature and frequency of daydreaming and is reflected in a number of similar studies cited in the literature review (Knoth, Boyd & Singer, 1988; Sánchez-Barnardos & Avia, 2004; Williams, 2007; and Markman, Klein and Suhr, 2008). This increasing evidence of the significant amount of daydreaming that such a broad sample of adolescent participants are engaging in, raises questions around what, in the context of adolescence, results in or, perhaps, necessitates such a high frequency of daydreaming.

From a psychoanalytic perspective, the frustration of the pressing libidinal and aggressive drives of the id, by the punitive restrictions of the superego, bring about daydreaming (Freud, 1900). More specifically, this conflict between the id and the superego leads to the need for daydreaming to function as a form of partial sublimation, providing a certain extent of satisfaction and thus relief from the pressing libidinal and aggressive drives of the id (Freud, 1900). With this in mind, it is interesting to consider the high frequency of daydreaming reported by adolescent boys in the context of Freud's (1905) and Piaget's (1962) theories of adolescent psychosexual and cognitive development.

Freud's (1905) theory of the significance of sexuality, which is supported by physiological evidence of testosterone levels in adolescent boys (Culbertson et. al. 2003), states that adolescence is a time during which there is an intensification of the drives. Freud (1905) relates this to the increase in instinctual material during this period, particularly that of the libidinal instinct - a period that he describes as characterised by "...the primacy of the genital zone". He notes that it is also, however, the time during which the instinctual drives are most frustrated, given the social and cultural restrictions that are imposed upon a child at this age (Freud, 1905). In line with Freud's (1900) drive theory, the high frequency of daydreaming reported by adolescents can be explained by the intensification of this instinctual material which occurs during this period. Further research findings, as well as Piaget's theory of cognitive development, support this explanation in three different lines of reasoning.

Firstly, there is Giambra's (1974) research on the extent of daydreaming across the lifespan. His findings suggest that daydreaming occurs more frequently during adolescence than during any other stage in human development (Giambra, 1974).This supports the idea that the intensification of drives noteworthy of adolescent development can be linked to the high and possibly increased frequency of daydreaming reported. It even becomes clear how the adolescents' high frequency of daydreams could be seen as then being a more readily available form of partial sublimation that is mobilised by the instincts, in light of Piaget's (1962) theory of adolescents' burgeoning capacity to engage in hypothetical and abstract thought. Then there is Freud's (1905) description of adolescents as entering a state of 'genital primacy'. This is interesting to note in conjunction with the finding that the adolescents in this study reported to experience more libidinal daydreams than aggressive daydreams. The finding suggests that the adolescents' libidinal instincts are very active, featuring prominently in their day-to-day lives and it is striking that this is what Freud (1905), in his writings on *'The Transformations of Puberty'*, says is to be expected during puberty.

It can be argued that adolescent boys are likely to be experiencing more libidinal daydreams not only because the libidinal instinct is strong during adolescence or possibly more socially acceptable in the media, for example, but also because aggressiveness is not something new to individuals at the stage of adolescence. Although both the sexual and aggressive instincts are present right from the early stages of a child's development, the aggressive instinct is strong from the early stages of infancy. In section 6.2 of the discussion, questions around reporting and self-policing are raised in relation to the frequency of libidinal versus aggressive daydreams reported in order to explain this difference. But they point towards a larger methodological issue which is discussed further in the conclusion on researching daydreams because these questions still do not detract from the extent to which the higher frequency of libidinal daydreams is expected in the context of Freud's (1900; 1905) theories of daydreaming and the 'efflorescence' of the sexual instinct during adolescence.

As an inner psychic phenomenon that is occurring as frequently as on a daily basis for a broad sample of adolescent boys, there appears to be increasing evidence that daydreaming is a significant component of inner psychic life if only, at least, during the period of adolescence. As such, it is surprising that there is not a lot more research being conducted on the nature and function of daydreaming in 'normal' everyday life. The evidence of the high frequency of daydreaming occurring amongst this sample of participants also lends considerable weight to the significance of the data under analysis in this study. This is to the extent that participants are describing a phenomenon which the majority report to be happening daily in their lives.

5.7.2 What characteristic content can be identified in adolescent boys' daydreams?

This question intended to explore themes in the story-like features that make up the content of the adolescent boys' libidinal and aggressive daydreams, as well as the types of wishes that they express and whether the reported daydreams are recurring or not. The assumption underlying this question is that an exploration of the content of specific

daydreams will provide insight into their significance for the daydreamer and into their role in the daily lives of the adolescent boys.

The results of the study draw attention to some of the main issues arising from the reported content of the adolescent boys' libidinal and aggressive daydream narratives. Interestingly, these issues all relate to themes, challenges and preoccupations that the literature describes as significant in adolescent development. These key issues include taboo-breaking, which arose in relation to the participants' libidinal daydreams, revenge, which featured in the participants' aggressive daydreams, teachers, who feature as characters in both types of daydreams and, finally, the relation of the adolescent boys' daydreams to real life experiences.

The results of the participants' libidinal daydreams highlighted that the majority of adolescents are reporting to daydream about sex and that their descriptions of these sexual experiences are relatively explicit. In the context of Piaget's (1962), Erikson's (1968) and Kohlberg's (1958) theories of adolescent psychological development and Freud's (1900) theories of the wish-fulfilling function of daydreams, this finding is not surprising. Rather it appears to be a relatively normal way for these adolescent boys to negotiate the frustrations of their newly genitally organised and particularly strong sexual instinct. There were, however, also a significant number of daydreams which expressed the wish for romance and intimacy. These findings draw attention to the idea that the sexual instinct also requires the satisfaction of wishes which are not primarily sexual but which may have been influenced by the sexual instinct. The findings also highlight the question of how these daydreams facilitate the developmental process of object choice through the internal experimentation that daydreaming allows.

Across the adolescent boys' aggressive daydreams, the desire to inflict pain, cause suffering and take revenge were clearly evident. The discussion on the wish to take revenge was particularly interesting in terms of the way it highlighted the form in which the participants' aggressive daydreams occurred. For the most part, the participants' aggressive daydreams tended to take place in response to the provocation of another.

There were almost no instances of self-initiated aggression and this raises an important point about the nature of aggression in general and the way in which it manifests in a non-clinical population of adolescents.

All of the literature on the fantasy lives of serial killers and serial rapists that is referred to in this study cites the frequent occurrence of fantasies which contain what could be described as self-initiated acts of aggression, including brutal murders and rape (Burgess et. al., 1988; Looman, 1995; and Gee et. al., 2003). On the contrary, the findings of this study, in addition to the, albeit limited, literature on the aggressive daydreams of normal samples of individuals, seem to suggest that non-pathological individuals' aggressive instincts manifest more commonly as a mechanism of self-preservation.

The presence of teachers in both the libidinal and aggressive daydreams of the adolescent boys raised the issue of the typically adolescent wish for autonomy and independence. Themes in the theories of adolescent psychological and social development suggest that this adolescent preoccupation is most commonly expressed as the defiance of authority figures. Furthermore, these adolescents spend a significant amount of their day-to-day lives at school. In light of this understanding, it is surprising that there were very few instances of taboo-breaking and revenge which express the adolescent boys' defiance toward their parents. However, the most interesting finding is how the sexual and aggressive instincts of these adolescents are deployed in order for the developmental wishes for autonomy and independence to be satisfied using daydreams. As these adult desires cannot be fulfilled in reality, adolescent wishes like these are pressing for some means of expression and daydreams serve as one medium through which these desires can find this satisfaction in a form acceptable to the ego.

Finally, the findings relating to the daydream settings and characters revealed that the adolescent boys' daydreams most frequently featured settings and characters that resembled the participants' day-to-day lives. This finding draws attention to the significant role that daydreams have in the adolescent boys' attempts to work through the

challenges arising in their day-to-day lives and suggest that daydreams are both normal and functional.

In essence, these daydreams provide adolescents with an opportunity to experiment freely with issues around sex, romance, intimacy and revenge. The content identified as characteristic of these adolescent boys' daydreams, such as the settings of school and home and characters like peers and teachers, highlight the extent to which they use their daydreams to process challenges that they face in their reality.

5.7.3 What understanding about the nature and function of daydreaming do adolescent boys have?

This question aimed to explore the adolescent boys' theories of why people daydream as well as why they think they experienced their own particular libidinal and aggressive daydreams. Three kinds of responses were predominant across the results, namely, theories of the functions of daydreams, theories of the 'causes' of daydreams and, finally, responses describing a combined theory of cause and function as responsible for daydreams. Across all three theories, perhaps the most significant finding in relation to the participants' perceptions of the nature and function of their daydreams was that the vast majority described daydreaming as having the function of wish-fulfilment.

The adolescent boys explicitly describe the understanding that the purpose of their daydreams is to fulfil wishes that they cannot fulfil in their real lives. The corroborating evidence of findings across Kahr's (2007) and Williams' (2007) studies, provides basis for assuming that this is no coincidence in light of Freud's (1900) theories of the wish-fulfilling function of daydreams. When the participants were called upon to reflect on the affect that they experience in response to their libidinal daydreams, their predominant responses indicated that their daydreams caused happiness and excitement. These reports of happiness and excitement again provide foundation for the interpretation that the perception of daydreaming as having the function of wish-fulfilment is held not only in

theory, but also common sense beliefs and understandings of the function of daydreams and fantasy life in general.

The results relating to the adolescent boys' reflections on their own daydreams illustrate a key insight that these participants have regarding the nature and functions of their own daydreams. This was demonstrated in response to questions around the participants own perceptions of why people daydream, as well as why they experienced their daydreams in particular and what affect tends to accompany their daydreams.

The adolescent boys' insight into the nature and function of their daydreams was evident particularly in terms of the extent to which they express the understanding that the purpose of their daydreams is to fulfil wishes that they cannot fulfil in their real lives. When the participants were called upon to reflect on the affect that they experience in response to their libidinal daydreams, their predominant responses indicated that their daydreams caused happiness and excitement. These reports of happiness and excitement are in line with theories of the wish-fulfilling function of daydreams, adding to the increasing evidence for Freud's (1900) understanding of the wish-fulfilling function of daydreaming.

Conclusion

When reflecting on the main findings of the study, what is most obviously highlighted is the extent to which the results and findings are aligned to, and in support of, theories (in the broad sense of the term) of daydreaming and development during adolescence.

Firstly, the research reports the view that daydreaming is most frequent during adolescence. To the extent to which this finding can be linked to the intensification of instinctual material (Freud, 1905), the frustrating social norms and constraints of young adulthood (Erikson, 1968), and the adolescents' developing capacity to experiment with imagined scenarios (Piaget, 1962) is striking. Secondly, in relation to the view of the content of daydreams five types of wishes were expressed in the school boys' daydream descriptions.

The discussion of these wishes, which included: the wishes for revenge, romance and intimacy, taboo-breaking, admiration and finally to inflict pain, again highlighted the extent to which the findings are in line with psychosexual, psychosocial, cognitive and moral theories of adolescent development. The Freudian drive theory was used to understand the libidinal and aggressive elements of the wishes (Freud, 1900), and the nature of the remaining wishes were explained using Erikson's (1968) theories of identity development and the struggle for independence versus the need to belong. Throughout the discussion of the findings on the content of daydreams in relation to the literature, the extent to which the wish type categories reflect adolescent preoccupations, with the theoretical literature on adolescence, could not be ignored.

Finally, and perhaps most obviously, is the close relation between the participants' own theories of the functions of daydreams, and those presented predominantly by Freud (1908) in terms of the wish-fulfilling function of daydreams. The fact that the theoretical understanding of the function of daydreaming was in line with the participants' own theories, and also supported by their responses that daydreaming most often made them feel happy and excited, further added to this evidence of the link to theory. In this case it was the link between the psychoanalytic theories of the function of daydreams and the participants' own perceptions.

Where a close connection of this kind between theory and results emerges, especially in relatively under researched area and supposedly difficult area such as daydreams it is important to reflect on the research's subject matter and method.

6.1 Reflections on researching daydreams

The reflections on researching daydreams, arises as a direct result of the nature of the `object' under investigation. Psychoanalytic theory, from the start, states that daydreams, like night dreams, are difficult to access given that they are not directly observable (Freud, 1900). In this case some of this difficulty arises in the discussion of the lower frequency with which the participants report to be experiencing aggressive daydreams in comparison to libidinal daydreams and points towards a larger methodological issue. In attempting to assess the significance of these results on aggressive daydreaming in particular, one could consider whether the lower rate relates to the question of what the adolescents considered acceptable to report on (or confess to having), or whether they are really having fewer aggressive than libidinal daydreams.

To start with, it is important to understand that all self-report research on a phenomenon which cannot be observed is always going to provide only 'testimony' of, and not 'evidence for' the phenomenon as it actually occurs. In other words there is always going to be the problem of whether the findings represent reported versus experienced

daydreams: in researching psychic life one is always at the mercy of the methodological issue of the reporting versus what has been called the self-policing of daydreams.

The term self-policing has been applied to two factors which speak to the findings of the research. The first, which is more properly described as self-policing, applies to the possibility that adolescents do not allow themselves to daydream in very unacceptable able ways or are, perhaps, unable to recognise the extent to which they daydream. In this instance, Freud (1900) would argue that because the daydreams contain drives which represent socially or culturally unacceptable wishes, they are subject to the prohibitions set by the superego. As such, it is possible that the superego is a mechanism of self-policing by way of either not allowing the daydream to occur in the first place, or in not allowing the daydreamer to recognise the occurrence of the daydream.

The second application of the term self-policing, concerns the extent to which the adolescents may be policing the reporting of their daydreams. At this level, the issue of self-policing relates to the adolescents' possibly more conscious unwillingness to admit, or confess to the amounts and kinds of daydreams that they are having. To some extent, the issue of reporting may be covered by the measures taken to ensure confidentiality. Nonetheless, it may still have been possible that the boys', even anonymously, did not want to admit to having many aggressive daydreams, precisely because imagining aggression is less socially desirable than imagining sex.

The key issue relating to reported daydreams versus actual daydreams experienced obviously cannot be answered by the results presented in this study. As a study based on self-report, it is difficult to be sure of the extent and content of daydreams that are actually experienced by the participants, or even the extent of self-policing that may be happening. The question is then whether the results relating to the extent and content of adolescent boys daydreaming reported in this study are evidence of what the adolescent boys *want* to report to be daydreaming about, or are evidence of what they *think or believe* they are actually daydreaming about.

I suggest that what the participants *think* they are daydreaming about and what they *report* to be daydreaming about is, in itself, inherently interesting even if we cannot be quite sure that they are actually experiencing these particular daydreams. Surely the fact that they can generate narratives of the kind they did, suggests, at the very least, that these, and not others, are part of what could be called their daydreaming repertoire.

6.2 Limitations of the study

A discussion of the more standard limitations of this study should, in this case, focus on the three kinds of problems were identified in relation to the research questionnaire. More specifically, the length of the questionnaire, the `theory-driven' structuring of the questionnaire, and the formulation of particular questions in this questionnaire, emphasise the limitations imposed by the research instrument.

A noticeable feature of the questionnaire is its length. The questionnaire consists of 52 questions in total - a number of which are repeated in at least three sections of the questionnaire. The instrument was deliberately designed to include a large number of questions in order to obtain as much information as possible, because of the relatively little research on daydreaming that has been conducted at a masters level in South Africa. The number of questions in the questionnaire can also be traced to the number of research questions posed (6 questions, excluding sub-questions, in total). Although all of these research questions have, in practice, been answered under one of the three over-arching research questions, the fact that there are so many different research questions raises the issue of whether the research was sufficiently focussed. The danger is that the broad focus detracts from the depth of the exploration achieved in relation to each aspect of daydreams investigated. Fewer research questions may have narrowed the focus of the research, allowing for a more in-depth and comprehensive exploration of specific aspects of daydreaming.

The second problematic feature of the questionnaire is the structuring of questions around libidinal and aggressive daydreams. The inclusion of separate questions for libidinal and aggressive daydreams has, arguably, created a distinction in the participants' minds which is unduly 'theory-driven'. Drawing this distinction could be considered leading to the extent that it gave rise to certain types of daydream descriptions and not others. Furthermore, this structuring and some of the wording may have loaded the answers towards wish-fulfilment by suggesting that daydreaming is connected with certain emotions and drives. Whereas the general description of daydreams, in the questionnaire, which is: "...imagined stories or experiences that seem to come from nowhere when you are not really focussed on things that are happening around you..." appears to be relatively neutral, the use of the words "attracted to" in defining the romantic daydreams is less so, and highlights one of the challenges in researching daydreams.

A key challenge in designing a questionnaire that is intended to obtain data on daydreams, is in that it is difficult to ensure that the participants understand what it is they are being asked to report on. Using words and phrases that facilitate this understanding are thus useful, especially in the case of daydreaming which was seen as a potentially strange and unfamiliar.

Thirdly, in retrospect, the phrasing of one question in the research questionnaire also imposed difficulties that contributed to some of the methodological limitations relating to its design. For example, some of the responses to the question: "Please circle some of the words (feelings and emotions) that best describe how you felt when you experienced this particular fantasy/daydream", suggest that it was not clear whether the feelings and emotions circled represent how the participants felt *as a character* in the daydream, or in response to *having had the daydream.*

Other than the limitations identified in relation to the questionnaire, as the research instrument, there is an important point relating to the analyses of the data collected. In spite of the amount of quantitative data that was collected, no statistical analysis of this data was done. A statistical analysis of the quantitative data may have yielded greater

insight into the extent and frequency of daydreaming among the participants. However, the majority of the multiple choice questions do not meet the criteria, which would render them eligible for statistical analyses using parametric tests. The multiple choice options tend to fit an ordinal, as opposed to an interval scale, and for this reason were not subjected to parametric tests. However, it was considered that given that this is an exploratory study and one conducted as part of a Masters by course work and research report, this was not a fundamentally vitiating problem.

6.3 Further research

The findings raise a number of questions that would be interesting to consider for further research. Firstly, the reported frequencies of the participants' daydreams raised the question of why there is a discrepancy between the frequency of the participants' libidinal and aggressive daydreams. Although tentative suggestions were made in the discussion, it would be interesting to consider this discrepancy further and also to explore what other types of daydreams adolescents' experience.

A consistent theme across a number of the qualitative findings alluded to the relation of the participants' daydreams to occurrences in their day-to-day lives. Further research may consider the extent and nature of this relationship. The perceptions that a broader sample of people, especially from different cultures, have of their daydreams would be interesting to explore comparatively in further studies.

The most obvious possibility for further research is that of the exploration of daydreaming extent and frequency in different samples of adolescent schoolboys and girls. It is apparent from the review of the literature that there are relatively few studies conducted on the daydreaming and waking fantasy lives of 'normal' adolescents. This study, as well as those of Vice (2005) and Williams (2007) focuses on the daydreams of youth living in typically middle to upper class areas. It would, therefore, be particularly interesting to compare the content in the daydreams of less privileged adolescents who

live in townships or rural environments to those obtained in this study. Further research into the daydreams of girls would also provide a valuable source of comparative data. Although Williams (2007) did obtain some data on the daydreams of adolescent girls and was able to provide some comparative findings between the boys and girls in his sample, these were minimal. They do, however, add to the argument which suggests that a larger and similarly conducted study on the daydreams of adolescent girls should be conducted.

On a final note, in hearing of this study, most people are interested to know how the schoolboys' daydreams have been obtained which probably relates to their own ideas about the strangeness, perhaps awkwardness, of sharing parts of their fantasy lives with a researcher. Many studies of psychic-like phenomena concern attitudes, opinions and beliefs, which are generally acceptable to share with others. Daydreams, on the other hand, are private thoughts and imaginings that are not typically shared with others, or are kept a secret.

Reflecting back upon on the process of administering the research questionnaires[6] to the school boys, it is interesting to note that the majority of the 89 participants' observable responses to completing the questionnaire did not convey any explicit sense that they thought it was a 'strange' request to enquire about their daydreams. The questionnaire was an attempt to explore not only something that is internal and private, but also something which is not normally reported on, given that daydreaming represents the fulfilment of wishes otherwise not permitted in reality. So, it is surprising that as many as 90 descriptions of daydreams were obtained. Given the indication that daydreaming occurs on a daily basis in these schoolboys lives, and allows them to work through day-to-day challenges and frustrations, this would then be no surprise. Nonetheless, it would continue to give rise to questions about what it means to be studying the phenomena of daydreams, which would be worth considering.

From an outsider's perspective, daydreams appear to be difficult to research, because they are concerned with unacceptable inner thoughts. To an adult, a study on daydreams

[6] Appendix 1

seems strange and overly personal. Yet, it is difficult not to be struck by the extent to which the participants did not feel uncomfortable about describing their daydreams, and the extent to which this appears to be a particularly familiar phenomenon for them.

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Appendices

Appendix 1: Research Questionnaire

Dear Student,

For the purposes of this research I will be exploring different kinds of daydreams. I understand a daydream to be an imagined story that happens spontaneously while you are awake. I will be exploring different kinds of daydreams through the use of a questionnaire.

All of the questionnaires are going to be kept strictly confidential. The only two people that will have access to them are my supervisor (Dr. Susan Van Zyl) and I. This questionnaire will not require your name, so that your responses remain anonymous. An envelope has been provided, in which you can seal your filled in questionnaire. The results of this research may be published, but there is no possibility that the information that is published could be traced back to you.

Your participation in this study is voluntary, and you may withdraw at any time. If you do choose to continue, you are entitled to leave out any questions that you do not feel comfortable answering. There will be no negative consequences if you decide not to participate in this study.

Some of the questions may cause a degree of anxiety or worry due to memories or ideas that they recall. This is a normal reaction to daydreams. The school's Psychologists are fully aware of the research I am conducting, and are available to anyone who would like to talk about any thoughts or feelings that this research may evoke.

If you have any questions regarding this research, you can contact me by phone.
Sheri: 083 280 9613

Thank you for your time!

Instructions

By completing this questionnaire, you will be consenting to participate in this study.

The questionnaire will take about 30 minutes to complete.

This questionnaire may be filled out in pen or pencil.

Please place your completed questionnaire in the envelope provided, and place this in the box that is provided. Do not write your name on the envelope or the questionnaire.

There are no right or wrong answers!

Section A

Please mark the appropriate box with an X, and fill in the answers in the spaces provided.

Age:

15	16	17	18

Home Language:

_____

Area of Residence (Sandton, Randburg etc.):

_____

Section B
Part 1:
This section explores all and any fantasies/daydreams you may have had.

Fantasies/daydreams can be described as imagined stories or experiences that seem to come from nowhere when you are not really focused on things that are happening around you at the time. You may feel as if they are not planned, and seem to just happen.

Please circle the appropriate answer.

1. I have fantasies/daydreams…
   a. Less than once a week.
   b. About once a week.
   c. About once a day.
   d. A few times during the day.
   e. Many times during the day.

2. I see myself as someone who…
   a. Never fantasizes/daydreams.
   b. Very rarely fantasizes/daydreams.
   c. Occasionally fantasizes/daydreams.
   d. Often fantasizes/daydreams.
   e. Always fantasizes/daydreams.

3. When I am not paying close attention to some homework, book,
TV or other entertainment, I find myself fantasising/daydreaming…
   a. Never.
   b. Not very often.
   c. Regularly.
   d. Often.
   e. All the time.

4. I fantasise/daydream while I am at home…
   a. Less than once a week.
   b. Once a week.
   c. Once a day.
   d. A few times during the day.
   e. Many times during the day.

5. I fantasise/daydream while I am at school…
   a. Less than once a week.
   b. Once a week.
   c. Once a day.
   d. A few times during the day.

e. Many times during the day.

6. When I am in a class, I fantasise/daydream rather than pay attention…
   a. Never.
   b. Rarely.
   c. Sometimes.
   d. Often.
   e. Always.

7. When I am at some other event that I don't find very interesting, I fantasise/daydream rather than pay attention…
   a. Never.
   b. Rarely.
   c. Sometimes.
   d. Often.
   e. Always.

8. I lose myself in fantasizing/daydreaming…
   a. Less than once a week.
   b. Once a week.
   c. Once a day.
   d. A few times during the day.
   e. Many different times during the day.

Section C
Part 1:
This section explores **aggressive** fantasies/daydreams.

Aggressive fantasies/daydreams can be described as those fantasies/daydreams that involve any actions or events in which a person, or people experience some form of mental or physical harm.

1. I have aggressive fantasies/daydreams…
   a. Less than once a week.
   b. About once a week.
   c. About once a day.
   d. A few times during the day.
   e. Many times during the day.

2. I see myself as someone who…
   a. Never has aggressive fantasies/daydreams.
   b. Very rarely has aggressive fantasies/daydreams.
   c. Occasionally has aggressive fantasies/daydreams.
   d. Often has aggressive fantasies/daydreams.
   e. Always has aggressive fantasies/daydreams.

3. When I am not paying close attention to some homework, book, TV, or other entertainment, I find myself having aggressive fantasies/daydreams…
   a. Never.
   b. Not very often.
   c. Regularly.
   d. Often.
   e. All the time.

4. I have aggressive fantasies/daydreams at home…
   a. Less than once a week.
   b. Once a week.
   c. Once a day.
   d. A few times during the day.
   e. Many times during the day.

5. I have aggressive fantasies/daydreams at school…
   a. Less than once a week.
   b. Once a week.
   c. Once a day.
   d. A few times during the day.
   e. Many times during the day.

6. When I am in a class I have aggressive fantasies/daydreams rather than pay attention…
   a. Never.
   b. Rarely.
   c. Sometimes.
   d. Often.
   e. Always.

7. When I am at some other event that is not very interesting I have aggressive fantasies/daydreams…

a. Never.
b. Rarely.
c. Sometimes
d. Often.
e. Always.

Part 2:
These questions explore **ONE** particular **aggressive** fantasy/daydream that you have experienced.

8. What was the general setting of the fantasy/daydream?

a. In a current real world setting (such as at home, or school etc.).
b. In a future situation (such as at work, or university etc.).
c. In a fantasy world (such as in space or a different time period etc.).
d. Other (Please specify) _____

9. Please describe this setting in more detail.

_____
_____
_____
_____
_____
_____
_____

10. Does this setting relate to anything that you have experienced in real life?

a. Yes
b. No

Please explain

_____
_____
_____
_____
_____

11. Were you a character in the fantasy/daydream (i.e. someone within the story)?

a. Yes
b. No

12. Who were the other characters/people in the fantasy/daydream?

a. A person, or people that you know (e.g. family, friend etc.).
b. A person, or people that you are acquainted with (e.g. teacher etc.).
c. A celebrity, or celebrities.
d. A fictional person, or people.
e. Other (Please specify) _____

13. Please describe the details of this aggressive fantasy/daydream.

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14. Where were you when you had this fantasy/daydream?

a. At home.
b. At school.
c. Travelling.
d. At a social event.
e. Other

Please specify:
_____

15. What do you think caused you to have this specific aggressive fantasy/daydream?

_____
_____
_____
_____
_____
_____
_____
_____
_____

16. Have you had this fantasy/daydream more than once?

Yes No

17. Please circle some of the words that best describe how you felt when you experienced this particular fantasy/daydream.

a. Happy.
b. Miserable.
c. Worried.
d. Afraid.
e. Nervous.
f. Excited.
g. Other (Please specify)

_____

18. Please can you try and explain why you think your fantasy/daydream made you feel this way.

_____
_____
_____
_____
_____
_____
_____

19. Do you think that some of your aggressive fantasies/daydreams could be described as violent?

Yes No

20. If yes, how often do you have violent fantasies/daydreams?

a. Never.
b. Rarely.
c. Sometimes
d. Often.
e. Always.

Section D
Part 1:
This section explores what we describe as **romantic** fantasies/daydreams.

We describe romantic fantasies/daydreams as those fantasies/daydreams that involve another person, or people to whom you feel attracted.

1. I have romantic fantasies/daydreams…

a. Less than once a week.
b. About once a week.
c. About once a day.
d. A few times during the day.
e. Many times during the day.

2. I see myself as someone who…

a. Never has romantic fantasies/daydreams.
b. Very rarely has romantic fantasies/daydreams.
c. Occasionally has romantic fantasies/daydreams.
d. Often has romantic fantasies/daydreams.
e. Always has romantic fantasies/daydreams.

3. When I am not paying close attention to some homework, book, TV, or other entertainment, I find myself having romantic fantasies/daydreams…

a. Never.
b. Not very often.
c. Regularly.
d. Often.
e. All the time.

4. I have romantic fantasies/daydreams at home…

a. Less than once a week.
b. Once a week.
c. Once a day.
d. A few times during the day.
e. Many times during the day.

5. I have romantic fantasies/daydreams at school…

a. Less than once a week.
b. Once a week.
c. Once a day.
d. A few times during the day.
e. Many times during the day.

6. When I am in a class, I have romantic daydreams rather than pay attention…
   a. Never.
   b. Rarely.
   c. Sometimes.
   d. Often.
   e. Always.

7. When I am at some event that is not very interesting, I have romantic fantasies/daydreams rather than pay attention…
   a. Never.
   b. Rarely.
   c. Sometimes.
   d. Often.
   e. Always.

Part 2:
These questions explore **ONE** particular **romantic** fantasy/daydream that you have experienced.

8. What was the general setting of the fantasy/daydream?
   a. In a current real world setting (such as at home, or school etc.).
   b. In a future situation (such as at work, or university etc.).
   c. In a fantasy world (such as in space or a different time period etc.).
   d. Other (Please specify)
      _____

9. Please describe this setting in more detail.

_____
_____
_____
_____
_____
_____
_____

10. Does this setting relate to anything that you have experienced in real life?
   a. Yes
   b. No

   Please explain

_____
_____
_____
_____

10. Were you a character in the fantasy/daydream (i.e. someone within the story)?
   a. Yes
   b. No

11. Who were the other characters/people?
   a. A person, or people that you know (e.g. family, friend etc.).
   b. A person, or people that you are acquainted with (e.g. teacher etc.).
   c. A celebrity, or celebrities.
   d. A fictional person, or people.
   e. Other (Please specify)
      _____

12. Please describe the details of this romantic fantasy/daydream

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14. Where were you when you had this fantasy/daydream?
   a. At home.
   b. At school.
   c. Travelling.
   d. At a social event.
   e. Other (Please specify)
      _____

15. What do you think caused this specific romantic fantasy/daydream?

16. Have you had this fantasy/daydream more than once?

Yes No

18. Please circle some of the words that best describe how you felt when you had this particular fantasy/daydream.

a. Happy.
b. Miserable.
c. Worried.
d. Afraid.
e. Nervous.
f. Excited.
g. Other (Please specify)

19. Please can you explain why your fantasy/daydream made you feel this way.

Section E

1. Do you have any ideas or thoughts about why people fantasize/daydream?

2. Do you have any ideas or thoughts about why you have your particular fantasies/daydreams?

Appendix 2: Letters to School Principals

Dear (name of school principal)

My name is Sheri-lee Errington and I am a student at Wits University. I am currently completing my Masters degree in research psychology. To complete this degree I must submit a research report. This research report will take the form of a study in which I demonstrate my research skills. The study that I wish to conduct will explore the different kinds of daydreams that adolescents have. I will be focusing particularly on adolescent boys and girls in grades 9, 10 and 11. This research topic arose out of my interest in issues contributing to the turbulent nature of adolescence, as well as my interest in the plausibility of Freud's theory of human development.

I am hoping, with your permission, to approach learners at your school for the purpose of obtaining volunteers to participate in this study. I decided to approach (name of school) as I attended the girls' school and am thus familiar with the environment, which makes the logistics of the research procedure far more manageable for me.

I will be exploring the daydreams of adolescent boys and girls using a questionnaire that consists of four sections. The learners who choose to participate in this study will be asked to fill in this questionnaire. This questionnaire consists of four sections. The first section relates to biographical information, and the remaining three sections explore the extent and content of different types of daydreams.

You are under no obligation to agree to this research being conducted at your school. However, should you allow research to be carried out on the learners at your school, the anonymity, and the confidentiality of your school, as well as your learners will be maintained.

I would really like to remain open about the nature and procedures of this study, so, if you are interested, I would like to send you a hard copy of the research proposal that I submitted to the

ethics committee at the university. This is in the interest of facilitating your understanding of the nature and procedures involved in conducting this research.

If you are interested, I would be happy to meet with you in discussing any concerns you may have, as well as any suggestions you may want to make. My contact details, as well as those of my supervisor: Dr. Susan Van Zyl, are provided below.

Sheri Errington: 083 280 9613
sherierrington@yahoo.co.uk

OR

My supervisor: Dr. Susan van Zyl
Director of the Graduate School for Humanities, Wits University
011 - 717 4044

Finally, I would like to inform you that I have also sent this letter to (name of the other school principle), as a request to recruit learners from (name of school) as well.

Yours sincerely,
Sheri-lee Errington

Appendix 3: Analytic Table of daydream narratives

No	Age	Daydream	Instinct Type	Wish Type
1	14	I beat my enemy up	Aggressive (physical)	To take revenge To triumph over an adversary
2	16			
3	17			
4	16			
5	16	sex *on a desk*	Libidinal (sensual)	To break a sexual taboo
		having a fight with one of my friends	Aggressive	To take revenge?
6	16	on the highway driving my *fancy car*, wearing my *italian suit*	Libidinal	To be admired To be envied
7	15	I do it *on the desk with weird images*. All different position	Libidinal (sensual)	To break a sexual taboo To be adventurous, or experiment
		as I said I attack the person with *fancy moves* and I always win. It is usually quite violent	Aggressive (physical)	To be admired
8	16	at home with music with her alone	Libidinal (romantic)	To have romantic intimacy
9	15	I don't really get the aggressive daydream and the ones I have I can't remember	—	—
10	16	a person irritated me so I got very pissed off and imagined *hitting his head against the wall* and kicking him and punching him until the next day when we had a fight	Aggressive (physical)	To take violent revenge
11	17	I just get in a fight with *very strong and I am hold the guy up*	Aggressive (physical)	To be admired To triumph over an adversary
12	16			
13	17			

14	15			
15	15			
16	15	want to hurt people	Aggressive (physical)	To inflict pain, or cause harm and suffering
17	14	I usually daydream about the dream where someone I know is usually there to help me	Aggressive	To be rescued
18	17	saving a human life when someone is in danger. I either watch or save that certain person	__	To be a hero.
19	15			
20	14			
21	14			
22	14			
23	17			
24	16	I was horny so I went to her classroom. We then got it on twice and I get an A+ for English	Libidinal (sensual)	To break a sexual taboo
		I saw a guy steal my lunch again, the 2nd time this weak. I *rallied the troops* and jumped him in the bathroom. We took my food back and *told him stealing is bad* and next time he won't be so lucky	Aggressive (mental)	To take revenge in the form of social pay back
25	16	basically meeting with a woman and *making passionate love to her*. (examples; kissing, sucking etc.) with (teachers(female) and you)	Libidinal (sensual)	To break a sexual taboo To pleasure an older woman
		fighting, *killing beast* with mediaval weapons	Aggressive (physical)	To be a hero To triumph over an adversary
26	16	just hitting someone who hurt a friend of mine ~~emotionally~~	Aggressive (physical)	To take violent revenge
27	.			
28	17	the fantasy is of me with other women during and before sex	Libidinal (sensual)	To break a sexual taboo

		someone would say something to me and I would beat them up	Aggressive (physical)	To take violent revenge
29	.	having hardcore sex *on the desk with my teacher* all the time she is screaming my name.	Libidinal (sensual)	To break a sexual taboo.
		I take a bite of my sandwich and then get punched by the demon like tuckshop lady	Aggressive (physical)	To suffer
30	16	what work am I gonna do *wen I'm older*(wat job or work)wat homework is she gonna give us	—	To be an adult To escape
31	.	playing golf with a demon and he tricks me. Ah. Ooh. Chipo. It hurts to think of it.	Aggressive (physical)	To suffer
32	16			
33	15			
34	16	it just depends on what I am doing on the weekend	—	—
		No aggressive fantasy	—	—
35	15	I was *banging a teacher* of mine and sometimes *teachers*	Libidinal (sensual)	To break a sexual taboo
		I picture myself killing something, someone or myself at times	Aggressive (physical)	To kill
36	17	me holding *my teacher* in the arms kissing her all over my hands *slowly tracing every outline of her body* her hands occupied with working me pleasing her in every way she wanted	Libidinal (sensual)	To break a sexual taboo
37	16	lots of blood	Aggressive (physical)	—
38	15	fuck her *in class*	Libidinal (sensual)	To break a sexual taboo
		I think of having sex with *Eva Longoria doggy style* from the back	Libidinal (sensual)	To break a sexual taboo To be admired
39	15			
40	17	the love of my life *loves me back* and a romantic evening with food and candles and	Libidinal (romantic)	To have romantic intimacy

		red colours		
		sometimes I'm *superman* and want to throw things and people and play and use powers	Aggressive (physical)	To be a hero
41	17	No, its personal	—	—
42	16	just anger at the person and wanting to hurt him	Aggressive (physical)	To take revenge
43	17	peaceful, romantic, calm.	Libidinal (romantic)	To have romantic intimacy
		fighting, remorseless actions, feels like all emotions have been left behind, just basic instinct remains	Aggressive (physical)	To escape To lose control, to be free from constraints
44	15	I can't	—	—
		I don't really have aggressive fantasies but the same as question 9(hitting someone who thinks he's the best thing ever)	Aggressive (physical)	To take violent revenge
45	.	In a fight	Aggressive (physical)	—
46	16	I met up with this girl that I like in real life and she *bought me expensive stuff* and we were boyfriend and girlfriend and I went to her house and she came to mine and we had sex	Libidinal (sensual and romantic)	To have romantic intimacy To be spoilt
		I was sleeping with one of the guys in my grades sister and she was rich and bought me lots of stuff. I would also go to the house and *have sex with her while the brother and family was downstairs*. The sex was not a big deal, it was that the family was downstairs.	Libidinal (sensual)	To break a sexual taboo
47	15	I'm thinking about no. 8	—	—
48	15	n/a	—	—
		Fight-punch	Aggressive (physical)	To inflict pain, or cause harm

49	15	No	—	—
50	17	?	—	—
		Hitting her with a chair or table	Aggressive (physical)	To take violent revenge
51	15	in a world where there is no fear, pain etc.	Aggressive (mental)	To escape
		I wish that I could beat them *back*.	Aggressive (physical)	To take revenge
52	15	ya, I gun the girl *at the party*	Libidinal (sensual)	To break a sexual taboo
		Don't know, like hitting a guy who *irritated me* in a match	Aggressive (physical)	To take revenge
53	16	stuff that happens when you are with a girl	Libidinal (sensual/ romantic)	To have romantic intimacy
		Me *and my friends* beat up a guy.	Aggressive (physical)	To inflict pain, or cause harm and suffering
54	15	n/a	—	—
		n/a	—	—
55	14	it was intense and something I had witnessed on tv	Libidinal (sensual)	(Implies the wish to have sex since it was written as a libidinal daydream description)
		it is usually when I am feeling stressful, then the dream indicates that stressful and aggressive mood.	—	—
56	17	just going out with this specific girl and doing romantic stuff with her like walking on the beach and hugging her and kissing her and everybody is jealous and envious	Libidinal (sensual and romantic)	To have romantic intimacy To be admired, or envied
		Bringing attention to myself but in a good way, or *getting away from the boredom*, or impressing or getting the attention of girls. Having superhuman abilities.	Libidinal (romantic)	To be admired To escape
57	15	n/a	—	—

		I have no clue (fighting)	Aggressive (physical)	To fight
58	16	hard to explain but hardly ever sexual. Generally just time spent with that person when we were inlove happy	Libidinal (romantic)	To have romantic intimacy
		I just imagine getting sick of the class and trying to leave. My teacher doesn't want me to so she locks the door. I get pissed off and kick down the door and then leave.	Aggressive (physical)	To defy an authority To escape
59	16	wouldn't you like to know	—	—
		My family was in the car on the way to I don't know where. The car lost control and ended up in a terrible car accident.	Aggressive (physical)	To suffer
60	15	I hit him then he fell	Aggressive (physical)	To triumph
61	14	?	—	—
		no comment	—	—
62	18	clear no one else you can imagine the rest	Libidinal (sensual)	(Implies the wish to have sex since it was written as a libidinal daydream description)
		Quite the same but everything is bright red and I feel pain	Aggressive (mental)	To suffer
63	16	No fear, just anger. Superhuman strength and ability. Planned out or in slow motion. Argument building up to hatred from someone at school. Maybe a bully or rugby player with a "big head". Breaks into a fight, big fight. Knock out the other guy.	Aggressive (physical)	To take revenge To humiliate To be a hero
64	15	where you believe that something is going to happen	—	—
65	15	picture the person naked and I am kissing or touching them	Libidinal (sensual)	To have romantic intimacy
		Just repetitively hitting someone nin the face	Aggressive (physical)	To inflict pain, or cause harm and suffering

66	.	it was fantasy and beautiful	Libidinal (romantic)	To have romantic intimacy
		well it is normally how I would want to get back at that person, normally through fighting with fists and hitting the other person.	Aggressive (physical)	To take violent revenge
67	17	taking someone to a spot I really like and perhaps kissing them and holding them in my arms. Relaxing and laughing with them. Usually on a beach or another relaxing place.	Libidinal (sensual and romantic)	To have romantic intimacy
		Lets say someone causes trouble or effects me. I daydream of ways to seek revenge, not in a harmful way, rather in a in your face way.	Aggressive (mental)	To take revenge, or get pay back
68	16	getting angry with someone who has done something, and sometimes hitting them	Aggressive (physical)	To take revenge
69	17	a dream in which i interact with the person i am attracted to.	Libidinal (romantic)	To have romance (get the girl?)
		Above me on a platform stands one specific figure. He is obviously a form of higher authority. Below him is part of a group of people, march and act *under his command*. *Together* we suffer under his aggression.	Aggressive (mental)	To belong, to suffer
70	15	I basically am just with my girlfriend and we are doing the things that couples normally do whether it be at her house or at a party	Libidinal (sensual and romantic)	To have romantic intimacy
		I basically just get in a fight with the person. I always visualise throwing one punch and I always win.	Aggressive (physical)	To be admired

71	16	In this daydream I am involved in a particularly tough hockey match and the opposition is starting to get rough and play dirty and I feel that I need to retaliate in some form. Small fights often do break out and our team comes off second best. eventually things get too bad and I get involved and end up seriously hurting one of the other players.	Aggressive (physical)	To take violent revenge
72	17	it was possibly based on a movie I had seen	Libidinal (sensual)	(Implies the wish to have sex since it was written as a libidinal daydream description)
		I was on a different planet, trying to defend a weaker race, which needed my help. I had to defeat the villain	Aggressive (physical)	To be a hero To rescue
73	16	more nightmares rather than daydreams	—	—
74	15	I walk into my garden and the school bully is in my garage, so we nack about and ya nothing much to it	Aggressive (physical)	To take revenge To triumph over an adversary
75	16	I dream about being with my girlfriend, nothing sexual at all. Just like holding hands etc.	Libidinal (romantic)	To have romantic intimacy
76	15			
77	14	we hugged, kissed etc spent the day loving eachother eg holding hands dancing smiling good times (plz come true) ha ha	Libidinal (romantic)	To have romantic intimacy
		I hit people I hate	Aggressive (physical)	To take revenge
78	15			
79	16	punishment ha ha ha	Aggressive (physical)	To punish, or be punished
80	16	at the waterfront we're together *making out*	Libidinal (sensual)	To have romantic intimacy

		Well my maths teacher is really mean and no-one likes her so everybody wants something bad to happen to her. So in this fantasy she falls over/trips and everyone runs over her and out of the classroom, ya that's it.	Aggressive (physical)	To take revenge, to defy and humiliate an authority
81	17	it was sexual and seductive yet still beautiful and elegant	Libidinal (sensual and romantic)	To have romantic intimacy
		Generally its me and one other person. I am in control. The other person is chained up and screaming in fear. Stains of blood are clearly visible. The fantasy goes on but stops before I actually do something to the chained up person	Aggressive (physical)	To be in control, to torture or punish
82	16	that is very confidential but it did involve a *marriage related thing*	Libidinal (sensual)	(Implies the wish to have sex since it was written as a libidinal daydream description)
		I just had a fight with my wife and the problem seemed like it would not be resolved. I was fearing that the fight would lead to a divorce. I really loved this girl and losing her would be the end of the world for me.	Aggressive (mental)	To be an adult
83	16	just alone with her doing all sorts of *kinky* stuff	Libidinal (sensual)	To break a sexual taboo
		just getting annoyed with bad speakers when I'm annoyed and frustrated	Aggressive (mental)	—
84	15	going out spending the day	Libidinal (romantic)	To have romantic intimacy
		I hardly have aggressive ones but fighting	Aggressive (physical)	To fight
85	15	I was rubbing soap on their bodies!! Similtaniously	Libidinal (sensual)	To break a sexual taboo

		I beat up like 50 people and then was praised by my mates	Aggressive (physical)	To be admired
86	17	dancing, go up dance with her, start rubbing up against her, things happen, *babies are born*	Libidinal (sensual)	To have sex, to be an adult/father
		At school, during break, a heated conversation starts, pushing people, a guy swings, drops my friend, I come in sort him out, his friends come in	Aggressive (physical)	To take revenge, to defend a friend
87	15			
88	17	in a jacuzzi, dark alone with her	Libidinal (sensual)	To break a sexual taboo
		I was defending people on a planet, whipping kamagaya's everywhere	Aggressive (physical)	To be a hero To rescue
89	15	was home alone had the *house to ourselves* and things happened	Libidinal (sensual)	(Implies the wish to have sex since it was written as a libidinal daydream description)
		There 8th made broke from the scrum just before the try line, I made an aggressive tackle on him and he didn't score	Aggressive (physical)	To be admired, to triumph over an adversary

Appendix 4: Ethics Clearance