

兒童氣質、同儕關係與攻擊行為之研究 = The relations among child temperament, peer relations and aggressive behavior

廖梅芬、謝智玲

E-mail: 354800@mail.dyu.edu.tw

摘要

本研究旨在探討兒童氣質、同儕關係與攻擊行為之關係，並分析兒童氣質對攻擊行為之效果是否受到同儕關係之中介。本研究採用問卷調查法，以中部地區國小五、六年級589位學生為研究對象。研究工具包括兒童氣質量表、同儕關係問卷及攻擊行為量表，以SPSS 12.0統計軟體，進行描述性統計分析、皮爾遜積差相關、多元迴歸與階層迴歸分析進行考驗。研究結果顯示：一、兒童氣質與同儕關係有顯著相關；兒童氣質與攻擊行為有顯著相關；兒童的同儕關係與攻擊行為有顯著相關。二、兒童氣質可顯著預測其同儕關係。三、兒童氣質可顯著預測攻擊行為。四、兒童的同儕關係可顯著預測攻擊行為。五、兒童的同儕關係在氣質與攻擊行為之間具有中介效果。

關鍵詞：氣質、同儕關係、攻擊行為

目錄

封面內頁 簽名頁 中文摘要	iii 西文摘要
iv 誌謝	v 目錄
vi 圖目錄	viii 表目錄
ix 第一章 緒論 第一節 研究動機與目的	1 第二節 研究問題
3 第三節 解釋名詞	3 第四節 研究範圍與限制
5 第二章 文獻探討 第一節 氣質的定義及理論觀點	7 第二節 兒童同儕關係
的定義及理論基礎	16 第四節 氣質、同儕關係及攻擊行
為之相關研究	25 第二節 研究對象
19 第三章 研究設計與實施 第一節 研究方法	28 第四節 實施程序
28 第三節 研究工具	45 第四章 研究結果 第一節 調查樣本的結構分析
44 第五節 資料處理與分析	48 第三節 兒童氣質、同儕關係與攻擊行為
47 第二節 描述性統計分析分析	50 第四節 兒童氣質、同儕關係與攻擊行為之
54 第五節 兒童氣質、同儕關係與攻擊行為之中介效果	63 第二節 建
57 第五章 討論、結論與建議研 第一節 討論與結論	73
70 參考文獻 中文部分	74 附錄 附錄一 兒童氣質量表
84 附錄二 同儕關係量表	85 附錄三 攻擊行為量表
86	

參考文獻

- 一、中文部分 內政部營建署(2011)。區域計畫地理資訊。2011年10月17日取自 <http://gisapsrv01.cpami.gov.tw/fcu-gis/default.asp>。王枝燦(2001)。同儕影響與青少年偏差行為之研究(未出版之碩士論文)。東吳大學，台北市。王珮玲(1992)。兒童氣質，父母教養方式與兒童社會能力關係之研究(未出版之博士論文)。國立政治大學，台北市。王珮玲(1995)。幼兒氣質類型與幼兒社會行為關係之探討。台北市立師範學院學報，26，117-144。王珮玲、許惠萍(2000)。學前兒童氣質與問題行為關係之研究。台北市立師範學院學報，31，209-228。吳承津(2008)。兒童氣質、親子關係與學習動機之研究(未出版之碩士論文)。大葉大學，彰化縣。吳明隆、涂金堂(2008)。SPSS與統計應用分析。台北市:五南。呂素美(譯)(2001)。瞭解孩子的天生氣質(原作者B.C. William)。台北市:新迪文化。(原著出版年:1997)。林世欣(2000)。國中學生自我概念與同儕關係之研究(未出版之碩士論文)。國立屏東師範學院，屏東市。林翠湄譯(1995)。社會與人格發展。台北市:桂冠圖書公司。(原作出版於1994)。洪榮照(2006)。兒童攻擊行為之認知因素探究。國立台中教育大學特殊教育中心主編。特殊教育現在與未來，31-48頁。馬藪屏(1987)。家庭社經地位、父母教養方式與國中學生自我概念、友伴關係之調查研究(未出版之碩士論文)。中國文化大學，台北市。許淑琴(1990)。國小學童自我概念、社會技巧攻擊行為關係之研究(未出版之碩士論文)。國立嘉義師範學院，嘉義市。陳皎眉(1995)。美好人際關係。學生輔導通訊，36，18-23。陳騏龍(2001)。國小學童情緒智力與幸福感、人際關係及人格特質之相關研究(未出版之碩士論文)。國立屏東師範學院，屏東市。鍾思嘉(1996)。青少年身心調適問題及其輔導對策。青少年問題與輔導論

文集。行政院青年輔導委員會編，臺北。二、英文部分 Bandura, A. (1973). Aggression: A social learning analysis. Englewood Cliffs, New York: N. J. Prentice Hall. Bandura, A. (1983). Psychological Mechanisms of Aggression. In R. G. Geen & E. I. Donnerstein(Eds.), *Aggression : Theoretical and empirical reviews*, Vol.1 : Theoretical and methodological issues(pp.1-40). NY : Academic Press. Barhmand, U. (2008). Temperament, parenting and behavior problems: A cultural difference. *Developmental Psychology*, 33(2),217-220 Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173-1182. Bates, J. (1989). Concepts and measures of temperament. In G. A. Kohnstamm, J. E. Bates, & M. K. Rothbart (Eds.), *Temperament in childhood* (pp. 3 – 26). West Sussex, England: Wiley & Sons. Berkowitz, L. (1973). Words and symbols as stimuli to aggressive responses. In Knutson, J. F. (Ed.), *The control of Aggression*. Berndt, T. J., Miller, K. E., & Park, K. (1989). Adolescents ' perceptions of friends ' and parents ' influence on aspects of their school adjustment. *Journal of Early Adolescence*, 9, 419-435. Bjorkquist, K., Lagerspetz, K., & Kaukiainen, A. (1992). Do girls manipulate and boys fight? Developmental trends regarding direct and indirect aggression. *Aggressive Behavior*, 18, 117 – 127. Bjorkqvist, K., Lagerspetz, K. M. J., & Osterman, K. (1992). *The Direct and Indirect Aggression Scales*. Vasa, Finland: Abo Akademi University, Department of Social Sciences. Bjorkqvist, K., Osterman, K., & Kaukiainen, A. (1992). The development of direct and indirect strategies in males and females. In K. Bjorkqvist & P. Niemela (Eds.), *Of mice and women: Aspects of female aggression* (pp. 51-64). San Diego, CA: Academic Press. Blair, K. A., Denham, S. A., Kochanoff, A., & Whipple, B. (2004). Playing it cool: Temperament, emotion regulation, and social behavior in preschoolers. *Journal of School Psychology*, 42, 419 – 443. Bokhorst, C. L., Bakermans-Kranenburg, M. J., Pasco Fearon, R. M., van IJzendoorn, M. H., Fonagy, P., & Schuengel, C. (2003). The importance of shared environment in mother – infant attachment security: A behavioral genetic study. *Child Development*, 74,1769 – 1782. Brennan, P. A., Hall, J., Bor, W., Najman, J. M., Williams, G. (2003). Integrating biological and social processes in relation to early-onset persistent aggression in boys and girls. *Development Psychology*, 39 (2), 309-323. Brown, B. B. (2004). Adolescents ' relationships with peers. In R. M. Lerner, & L. Steinberg (Eds.), *Handbook of adolescent psychology* (2nd ed.) (pp. 363-394) Hoboken, NJ: Wiley. Brown, B. B., & Klute, C. (2006). Friendships, cliques, and crowds. In G. R. Adams, & M. D. Berzonsky (Eds.), *Blackwell handbook of adolescence* (pp. 330-348). Oxford, UK: Blackwell Publishing. Brown, K., Atkins, M. S., Osborne, M. L., & Milnamow, M. (1996). A revised teacher rating scale for reactive and proactive aggression. *Journal of Abnormal Child Psychology*, 24, 473 – 480. Bukowski, W. M., Gauze, C., Hoza, B., & Newcomb, A. F. (1993). Differences and consistency between same-sex and other-sex peer relationships during early adolescence. *Developmental Psychology*, 29, 255 – 263. Buss, A. H., & Plomin, R. (1984). Temperament :Early developing personality traits. Hillsdale, NJ : Erlbaum. Buss, A. H., Plomin, R., & Willerman, L. (1973). The inheritance of temperaments. *Journal of personality*, 41(4), 513-524. Cairns, R. B., Cairns, B. D., Neckerman, H. J., Ferguson, L. L., & Gariepy, J. (1989). Growth and aggression: Childhood to early adolescence. *Developmental Psychology*, 25, 320 – 330. Campos, J., Barrett, K., Lamb, M., Goldsmith, H., & Sternberg, C., (1983). Socioemotional development. In M. Haith & J. Campos (Eds.), *Handbook of child psychology: Infancy and developmental psychobiology*. New York :Wiley. Carey, W. B., Fox, M., & Mc Devitt, S. C. (1977). Temperament as a factor in early school adjustment. *Pediatrics*, 60, 621-624. Caspi, A., Henry, B., Mc-Gee, R. O., Msfft, T. E., & Silva, P. A. (1995). Temperamental origins of child and adolescent behavior problem: From age three to age fifteen. *Child Development*, 66, 55-68. Chess, S. (1967) The role of temperament in the child ' s development. *Acta Paedopsychiatr*, 34(4), 91-103. Cohen, J. (1988). Statistical power analysis for the behavioral science (2nd). Hillsdale, NJ: Lawrence Erlbaum Associates. Crick, N. R. (1996). The role of overt aggression, relational aggression, and prosocial behavior in the prediction of children ' s future social adjustment. *Child Development*, 67, 2317 – 2327. Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information-processing mechanisms in children ' s social adjustment. *Psychological Bulletin*, 1, 74-101. Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*, 66, 710 – 722. Crick, N. R., (1999). Childhood aggression and gender: A new look at an old problem. In D. Bernstein (Ed.), *Nebraska Symposium on Motivation* (pp. 75-141). Lincoln: University of Nebraska. Denham, S. A. (2006). Social-emotional competence as support for school readiness: What is it and how do we assess it? *Early Education and Development*, 17, 57 – 89. Dodge, K. A. (1980). Social cognition and children ' s aggressive behavior. *Child Development*, 51(1), 162-170. Dodge, K. A. (1983). Behavioral antecedents of peer social status. *Child Development*, 54, 1386 – 1399. Dodge, K. A., Schlundt, D. G., Schocken, I., & Delugach, J. D. (1983). Social competence and children ' s social status: The role of peer group entry strategies. *Merrill-Palmer Quarterly*, 29,309 – 336. Donna B., & Kym, I. (2001). Queensland University of Technology, Brisbane, Australia . Temperament and Peer Acceptance in Early Childhood: Sex and Social Status Differences, Temperament and Peer Acceptance,1-25 Dubow, E. F. (1988). Aggressive behavior and peer social status of elementary school children. *Aggressive Behavior*, 14, 315 – 324. Esparo, G., Canals, J., Torrente, M., & Fernandez-Ballart, J. D. (2004). Psychological problems and associated factors at 6 years of age: Differences between sexes. *Spanish Journal of Psychology.* , 7(1), 53-62. Fabes, R. A., Shepard, S. A., Guthrie, I. K. & Martin, C. L. (1997). Roles of temperamental arousal and gender-segregated play in young children ' s social adjustment. *Developmental Psychology*, 33(4), 693 – 702. Fantuzzo, J., Bulotsky,R., & Dermott, P. M. (2003). A multivariate analysis of emotional and behavioral adjustment and preschool educational outcomes. *School Psychology Review*, 32(2),185-203. Farver, J. A. M., & Branstetter, W. H. (1994). Preschoolers' prosocial responses to their peers' distress. *Developmental Psychology*, 30 (3), 334-341. Geen, R. G. (1990). Human aggression. Milton Keynes: Open University Press. Giancola, P.R., & Parker, A.M. (2001). A six-year prospective analysis of pathways toward drug use in preadolescent boys with and without a family history of a substance use disorder. *Journal of Studies on Alcohol*, 62, 166-178. Granovetter, M. S. (1973). The strength of weak ties. *American Journal of Sociology*, 78, 1360-1380. Guerin, D. W. (2007). Temperamental accomplishments. *Learning and Individual Differences*, 17(3), 220-230. Gunnar, M., Sebanc, A., Tout, K., Donzella, B., & van Dulmen, M. (2003).

Peer rejection, temperament and cortisol activity in preschoolers. *Developmental Psychobiology*, 43, 346 – 358. Halverson, J. (1988). Family-School Context: Parent and Teacher Agreement on Child Temperament. *Journal of Consulting and Clinical Psychology*, 56(4), 573-577. Haselager, G. J. T., Hartup, W. W., van Lieshout, C. F. M., & Riksen-Walraven, J. M. A. (1998). Similarities between friends and nonfriends in middle childhood. *Child Development*, 69, 1198-1208. Hirshfeld-Becker, D. R., Biederman, J., Faraone, S. V., Violette, H., Wrightsman, J., Rosenbaum, J. F. (2002). Temperamental correlates of disruptive behavior disorders in young children: Preliminary findings. *Biology Psychiatry*, 51(7), 563-574. Howes, C., Matheson, C. C., & Hamilton, C. E. (1994). Maternal, teacher, and child care history correlates of children ' s relationships with peers. *Child Development*, 65, 264 – 273. Huang, L. (2002). Peer Relations and Student Achievement in Norwegian Secondary Schools. *The International Journal of Learning*, 16, 295-306. Kauffman, J. M. (2005). Characteristics of the emotional and behavior disorders of children and youth(8th ed.). Columbus, Ohio:Merrill. Keogh, B. K. (2003). Understanding child temperament can have far-reaching impact on behavior and quality of life. *The Brown University Child and Adolescent Behavior Letter*, 19 (10), 1-4. Kerestet, G., & Milanovih, A. (2006). Relations between different types of children ' s aggressive behavior and sociometric status among peers of the same and opposite gender. *Journal of Psychology*, 47, 477 – 483. Ladd, G. W., Herald, S. L., & Kochel, K. P. (2006). School readiness: Are there social prerequisites? *Early Education and Development*, 17, 115 – 150. Ladd, G. W., Kochenderfer, B. J., & Coleman, C. C. (1996). Friendship quality as a predictor of young children ' s early school adjustment. *Child Development*, 67, 1103 – 1118. Lagerspetz, K., Bjorkquist, K., & Peltonen, T. (1988). Is indirect aggression typical of females? Gender differences in aggressiveness in 11- to 12-year-old children. *Aggressive Behavior*, 14, 403 – 414. Lair, J. (1984). Change induction groups, group psychotherapy, integrity groups, peer counseling. *Encyclopedia of Psychology*, 1(2), 493-494. Lancelotta, G. & Vaughn, S. (1989). Relation between types of aggression and sociometric status: Peer and teacher perceptions. *Journal of Educational Psychology*, 81, 86 – 90. La-Paro, K. M., & Pianta, R. C. (2000). Predicting children ' s competence in the early school years: A meta-analytic review. *Review of Educational Research*, 70, 443 – 484. Lee, C. L., & Bates, J. E. (1985). Mother-child interaction at age two years and perceived difficult temperament. *Child Development*, 56, 1314 – 1325. Lochman, J. E. (1984). Psychological characteristics and assessment of aggression of aggressive adolescent. In C. R. Keith(Ed.), *The aggressive adolescent:Clinical perspectives*, 17-62. New York:Free Press. Mendez, J. L., Fantuzzo, J., Cicchetti, D. (2002). Profiles of social competence among low-income African American preschool children. *Child Development*, 73(4), 1085-1100. Neter, J., Wasserman, W., & Kutner, M. H. (2004). Applied linear regression models (4th ed.). Homewood, IL: Irwin. Newcomb, A. F., Bukowski, W. M. & Pattee, L. (1993). Children ' s peer relations: A meta-analytic review of popular, rejected, neglected, controversial, and average sociometric status. *Psychological Bulletin*, 113, 99 – 128. Prior, M. (1992). Childhood temperament. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 33, 249 – 279. Raver, C. C., & Knitzer, J. (2002). Ready to enter: What research tells policymakers about strategies to promote social and emotional school readiness among three- and four-year-old children. New York: National Center for Children in Poverty. Rose-Krasnor, L. (1997). The nature of social competence: A theoretical review. *Social Development*, 6, 111 – 135. Rothbart, M. K., & Derryberry, D. (1981). Development of ivdividual difference. In M. E. Lab-b & A. L. Brown (Eds.), *Aadvances in development psychology*. Hillsdale, NJ: Erlbaum. Rothbart, M. K., Ahadi, S. A., & Evans, D. E. (2000). Temperament and personality: Origins and outcomes. *Journal of Personality and Social Psychology*, 78, 122 – 135. Rothbart, M. K., Ahadi, S. A., & Hershey, K. L. (1994). Temperament and social behavior in childhood. *Merrill Palmer Quarterly*, 40, 21 – 39. Rys, G., & Bear, G. (1997). Relational aggression and peer relations: Gender and developmental issues. *Merrill-Palmer Quarterly*, 43, 87 – 106. Salmivalli, C., Kaukainen, A., & Lagerspetz, K. (2000). Aggression and sociometric status among peers: Do gender and type of aggression matter? *Scandinavian Journal of Psychology*, 41, 17 – 24. Sanson, A., Hemphill, S. A., & Smart, D. (2004). Connections between temperament and social development: A review. *Social Development*, 13, 142 – 170. Shiner, R. L. (1998). How shall we speak of children ' s personalities in middle childhood? A preliminary taxonomy. *Psychological Bulletin*, 124, 308 – 332. Sobel, M. E. (1982). Asymptotic confidence intervals for indirect effects in structural equations models. In S. Leinhart(Ed.), *Sociological methodology* (pp. 290-312). San Francisco: Jossey-Bass. Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). The development of the person: The Minnesota study of risk and adaptation from birth to adulthood. New York: Guilford Press. Thomas, A., & Chess, S. (1977). Temperament and development. New York: Brunner /Mazel. Thomas, A., Chess, S., & Birch, H. G. (1968). Temperament and behavior disorders in children. New York: New York University Press. Tomada, G. & Schneider, B. H. (1997). Relational aggression,gender, and peer acceptance: Invariance across culture, stability over time, and concordance among informants. *Developmental Psychology*, 33, 601 – 609. Webster-Stratton, C., Hammond, M., & Conduct, (1998). Problems and level of social competence in Head Start children: Prevalence, pervasiveness, and associated risk factors. *Clinical Child and Family Psychology Review*, 1(2), 101-124. Wentzel, K. R. (1999). Social-motivational processes and interpersonal relationships: Implications for understanding motivation at school. *Journal of Educational Psychology*, 91, 76-97. Zeanah, C. H., & Fox, N. A. (2004). Temperament and attachment disorders. *Journal of Clinical Child and Adolescent Psychology*, 33, 32 – 41