

The Relations among Parenting Style, Emotion Regulation, and Academic Achievement in adolescence

蔡榮凱、謝智玲

E-mail: 9901099@mail.dyu.edu.tw

ABSTRACT

The first purpose of the study was to explore the relations among parenting style (authoritarian, authoritative, indifferent-uninvolved, permissive), emotion regulation (reappraisal, suppression), and academic achievement (The total score of Committee of The Basic Competence for Junior High School Students) in adolescence. The second purpose of the study was to examine emotion regulation variables which were stronger predictor of academic achievement variables than were parenting style variables and mediated the relations between parenting style indicator and academic achievement in adolescence. There were five hundred fifty-two (289 boys and 263 girls) ninth-grade students from seven junior high schools in Chang-hua. Materials used included (a) Parental Authority Questionnaire-PAQ (revised Hsieh, 2004), (b) Emotion Regulation Questionnaire-ERQ (Gross and John, 2003). The reliability and validity for the instruments of PAQ and ERQ was checked and was satisfactory. The research results were summarized as follows: 1. Parenting style predicted academic achievement: parenting style and academic achievement were associated. Linear regression analyses indicated that father and mother authoritative positively predicted academic achievement, permissive father, both indifferent-uninvolved and permissive mother negatively predicted academic achievement. 2. Emotion regulation predicted academic achievement: Linear regression analyses showed that Reappraisal positively predicted academic achievement. 3. Parenting style predicted emotion regulation: Linear regression analyses showed that authoritative parents positively predicted Reappraisal. In addition, authoritarian and indifferent-uninvolved parents positively predicted suppression. 4. Emotion regulation as mediators between parenting style and academic achievement.

Keywords : parenting style ; emotion regulation ; academic achievement

Table of Contents

內容目錄 中文摘要	iii	英文摘要	
iv 誌謝辭		vi 內容目錄	
vii 表目錄		ix 圖目錄	
x 第一章 緒論		1 第一節 研究動機	
1 第二節 研究目的		3 第三節 研究問題	
3 第四節 研究假設		3 第五節 名詞釋義	
4 第六節 研究範圍與限制		5 第二章 文獻探討	
6 第一節 父母管教的理論基礎		6 第二節 情緒調節的理論基礎	11
第三節 父母管教、情緒調節與學習成就之相關研究	17	第三章 研究設計與實施	
23 第一節 研究架構	23	23 第二節 研究對象	25
第三節 研究工具	26	26 第四節 實施程序	39
資料處理與分析	40	40 第四章 研究結果	42
調查樣本結構分析	42	42 第二節 描述性統計分析	43
42 第三節 父母管教、情緒調節與學習成就之相關情形	45	45 第四節 父母管教、情緒調節與學習成就之預測分析	49
45 第四節 父母管教、情緒調節與學習成就之中介情形	54	54 第五節 父母管教、情緒調節與學習成就之中介情形	54
54 第五章 討論、結論與建議	60	60 第一節 討論與結論	60
60 第二節 建議	67	67 參考文獻	
71 附錄 研究問卷	85		

REFERENCES

一、中文部份 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，國立政治大學教育研究所未出版之博士論文。王財印(2000)，國民中學學生情緒智力、生活適應與學業成就關係之研究，國立高雄師範大學教育研究所未出版之博士論文。王鍾和(1993)，家庭結構、父母管教方式與子女行為表現，國立政治大學教育研究所未出版之博士論文。江文慈(1998)，情緒調整的發展軌跡與模式建構之研究，國立台灣大學教育心理與輔導研究所未出版之博士論文。吳美玲(2000)，國小學童父母管教方式、教師期望與席得無助感相

關研究，國立高雄師範大學教育學系未出版之碩士論文。李雪禎(1996)，青少年的情緒經驗與父母教養方式之分析研究，國立高雄師範大學輔導研究所未出版之碩士論文。李蕙美(1992)，父母教養方式對其子女情緒穩定及行為困擾影響之比較研究，私立中國文化大學家政研究所未出版之碩士論文。李素芬(2007)，義務張老師儲訓暨輔導知能研習講義，台中市：張老師中心。林彥君(2002)，照顧者的情緒智力、幼兒情緒調節能力及其人際關係之探討，國立台北護理學院嬰幼兒保育研究所未出版之碩士論文。施玉鵬(2002)，出生序、父母管教方式對國小高年級學生自我概念、同儕關係、社會興趣之關係研究，國立臺南師範學院教師在職進修輔導教學未出版之碩士論文。柯佳美(2004)，高中生知覺父母教養方式與情緒智力研究，國立嘉義大學教育學院家庭教育研究所未出版之碩士論文。唐建雄(2005)，高職學生家庭環境、學習動機與生涯期望及學業成就之研究，國立彰化師範大學教育研究所學校行政碩士班未出版之碩士論文。孫碧蓮(2001)，雙親家庭父親管教方式與子女行為表現之探討，國立政治大學教育研究所未出版之碩士論文。徐藝華(2006)，給他們機會 - 翻轉人生，師友月刊，470，8-16。張春興(1991)，現代心理學，台北：東華。張春興(1994)，教育心理學，台北：東華。Goleman, D. (1996)，EQ(Emotional Intelligence) (張美惠譯)，台北：時報出版，(原文於1995出版)。張高賓(2004)，家庭心理環境、親子關係與兒童情緒經驗之關係探究，中華輔導學報，16，119-148。陳建勳(2004)，父母管教方式與國小學童道德判斷及道德行為相關之研究，國立台東大學教育研究所未出版之碩士論文。陳美芝(2005)，國小高年級學童情緒經驗、父母教養方式與利社會行為關係之研究，國立高雄師範大學教育研究所未出版之碩士論文。黃玉臻(1997)，國小學童A型行為、父母管教方式與生活適應相關之研究，國立高雄師範大學教育研究所未出版之碩士論文。黃德祥(2002)，青少年發展與輔導，台北：五南。黃德祥，魏麗敏(2001)，國中與高中學生家庭環境、學習投入狀況與自我調節學習及成就之研究，中華輔導學報，10，63-118。黃懷萱(2006)，父母的社經地位、管教方式及親子關係與兒童學業成就關係之探討，私立台南女子技術學院生活應用科學研究所未出版之碩士論文。楊國樞(1986)，家庭因素與子女行為，中華心理學刊，28，7-28。劉明松，張韶霞(2001)，國小學童家庭結構及父母教養方式與學業成就關係之研究，樹德科技大學學報，3(1)，61-77。歐陽儀，吳麗娟，林世華(2006)，青少年依附關係、知覺父母言語管教、情緒穩定之相關研究，教育心理學報，37(4)，319-344。潘進財(2005)，台北縣國小六年級學生自我概念、父母管教方式與學業成就之相關研究，私立銘傳大學教育研究所未出版之碩士論文。蔡政忠(2005)，國中學生父母管教方式、自我調整學習策略與學業成就之關係研究，國立彰化師範大學教育研究所未出版之碩士論文。鄭石岩(1996)：重視情緒教育，楊瑞珠主編：教師情緒管理，台北：教育部發行。謝智玲，陳美容(2004)，異國婚姻家庭之親職型態與其子女行為適應之研究，台灣心理學會第四十三屆年會研討會，政治大學。謝順吉(2006)，高中生覺知父母管教方式與情緒智力之關係研究，台北市銘傳大學教育研究所未出版之碩士論文。藍乙琳(2007)，情緒管理停、看、聽，諮商與輔導，259，34-36。羅一萍(1996)，父母傳統性現代性管教方式與兒童創造力相關之研究，中國文化大學生活應用科學研究所未出版之碩士論文。二、英文部份 Amstadter, A. (2008). Emotion regulation and anxiety disorders. *Journal of Anxiety Disorders*, 22(2), 211-221. Aunola, K., Stattin, H., & Nurmi, J. E. (2000). Adolescents' achievement strategies, school adjustment, and externalizing and internalizing problem behaviors. *Journal of Youth and Adolescence*, 29, 289-306. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company. Baron, R. M., & Kenny D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical consideration. *Journal of Personality and Social Psychology*, 51(6), 1173-1182. Baumrind, D. (1971) Current patterns of parental authority. *Developmental Psychology Monographs*, 4(2), 11-29. Baumrind, D. (1980). New directions in socialization research. *Child Development*, 37, 887-903. Baumrind, D. (1989). Rearing competent children. In William Damon(Ed.), *Child Development Today and Tomorrow*, 17, p349-378. The Jossey-Bass Social and Behavioral Science Series Jossey-Bass: San Francisco. Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95. Becker, W. C. (1964). Consequences of different kinds of parental discipline. In M. L. Hoffman and L. W. Hoffman(Eds.), *Review of child development research*(pp. 169-208). New York: Russell Stage foundation. Blair, C. (2002). School readiness: Integrating cognition and emotion in a neurobiological conceptualization of children's functioning at school entry. *American Psychologist*, 57(2), 111?127. Buri, J. (1991). Parental authority questionnaire. *Journal of Personality Assessment*, 57(1), 110-119. Cacioppo, J. T., & Gardner, W. (1999). Emotion. *Annual Review of Psychology*, 50, 191-214. Campos, J. J., Mumme, R. K., Kermoian, R., & Campos, R. G. (1994). A functionalist perspective on the nature of emotion. In N. A. Fox (Ed.), *The development of emotion regulation: Biological and behavioral aspects*. *Monographs of the Society for Research in Child Development*, 59, 284-300. Carolyn, S. (2001). Emotion communication and relationship context. *International Journal of Behavioral Development*, 25, 354-357. Cervone, D., Kopp, D. A., Schaumann, L., & Scott, W. D. (1994). Mood, self-efficacy, and performance standards: Lower moods induced higher standards for performance. *Journal of Personality and Social Psychology*, 67(3), 499-512. Compas, B. E., Connor-Smith, J. K., Saltzman, H., Harding, T. A., & Wadsworth, M. E. (2001). Coping with stress during childhood and adolescence: Problems, progress, and potential in theory and research. *Psychological Bulletin*, 27, 87-127. Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Child Development*, 113, 487-496. Diamond, L. M., & Aspinwall, L. G. (2003). Emotion regulation across the life span: An integrative perspective emphasizing self-regulation, positive affect, and dyadic processes. *Motivation and Emotion*, 27(2), 125-155. Dodge, K. A., & Garber, J.(1991). Domains of emotion regulation. In J. Garber and K. Dodge (Eds.), *The development of emotion regulation and dysregulation*(pp. 3-14). New York: Cambridge University Press. Dodge, K., & Petit, G. (2003). A biopsychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology*, 39, 349-371. Eisenberg, N., & Fabes, R. A. (1992). Emotion, regulation, and the development of social competence. In M. S. Clark (Ed.), *Emotion and social behavior: Vol. 14. Review of personality and social psychology* (pp. 119-150). Newbury Park, California: Sage. Eisenberg, N., Zhou, Q., Spinrad, T. L., Valiente, C., Fabes, R. A., & Liew, J. C. (2005). Relations among positive parenting, children's effortful control, and externalizing problems: A three-wave longitudinal study. *Child Development*, 76(5), 1055-1071. Elder, G. H. (1962). Structural variations in the child-rearing relationship. *Sociometry*, 25, 241-262. Garber, H., Braafladt, N., & Zeman, J. (1991). The regulation of sad affect: An information-processing perspective. In J. Garber and K.

Dodge (Eds.), *The development of emotion regulation and dys-regulation*(pp. 208-240). New York: Cambridge University Press.

Gratz, K. L., & Roemer, L. (2004). Multidimensional assessment of emotion regulation and dysregulation: Development, factor structure, and initial validation of the difficulties in emotion regulation scale. *Journal of Psychopathology and Behavioral Assessment*, 26, 41-54.

Graziano, P. A., Reavis, R. D., Keane, S. P., & Calkins, S. D. (2007). The role of emotion regulation in children's early academic success. *Journal of School Psychology*, 45, 3-19.

Gross, J. J. (1998). Antecedent and response-focused emotion regulation: Divergent consequences for experience, expression, and physiology. *Journal of Personality and Social Psychology*, 74(1), 224-237.

Gross, J. J. (2001). Emotion regulation in adulthood: Timing is every-thing. *Current Directions in Psychological Science*, 10, 214-219.

Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348-362.

Gross, J. J., & John, O. P. (2004). Healthy and unhealthy emotion regulation: Personality processes, individual differences, and life span development. *Journal of Personality*, 72(6), 1301-1333.

Gross, J. J., & Levenson, R. W. (1997). Hiding feelings: The acute effects of inhibiting negative and positive emotion. *Journal of Abnormal Psychology*, 106, 95-103.

Gross, J. J., & Thompson, R. (2007). Emotion regulation: Conceptual foundation. In J. J. Gross(Ed.), *Handbook of emotion regulation* (pp. 3-24). New York: Guilford Press.

Gumora, G., & Arsenio, W. F. (2002). Emotionality, emotion regulation, and school performance in middle school children. *Journal of School Psychology*, 40, 395-413.

Hetherington, E. M., & Frankie, G. (1967). Effects of parental dominance, warmth, and conflict on imitation in children. *Journal of Personality and Social Psychology*, 6(2), 119-125.

Howse, R., Calkins, S., Anastopoulos, A., Keane, S., & Shelton, T. (2003). Regulatory contributors to children's academic achievement. *Early Education and Development*, 14(1), 101-119.

Hurlock, E. (1978). *Child development*(5th ed). New York: McGraw-Hill.

Labouvie-Vief, G., Hakim-Larson, J., DeVoe, M., & Schoeberlein, S. (1989). Emotion and self-regulation: A life span view. *Human Development*, 32, 279-299.

Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbush, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62(5), 1049-1065.

Lee, S. M., Daniels, M. H., Kissinger, D. B. (2006). Parental influences on adolescent adjustment: Parenting styles versus parenting practices. *Family Journal: Counseling and Therapy for Couples & Families*, 14(3), 253-259.

Levenson, R. W. (1999). The intrapersonal function of emotions. *Cognition and Emotion*, 13, 481-504.

Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen and E. M. Hetherington(Eds.), *Handbooks of child psychology: Socialization, personality and social development*(pp. 1-101). New York: Wiley.

Malecki, C. K., & Elliott, S. N. (2002). Children's social behaviors as predictors of academic achievement: A longitudinal analysis. *School Psychology Quarterly*, 17, 1-23.

Maughan, A., & Cicchetti, D. (2002). The impact of child maltreatment and interadult violence on children's emotion regulation abilities. *Child Development*, 73, 1525-1542.

Mead, D. E. (1976). *Six Approaches to Child Rearing*. Provo. Utah Brigham University Press.

Morris, A., Silk, J., Steinberg, L., Myers, S., & Robinson, L. (2007). The role of the family context in the development of emotion regulation. *Social Development*, 16(2), 361-388.

Peterson, C., & Park, N. (2007). Explanatory style and emotion regulation. In J. J. Gross(Ed.), *Handbook of Emotion regulation*(pp. 159-179). New York: Guilford Press.

Pumroy, D. K. (1966). Maryland Parent Attitude Survey : A research instrument with social desirability controlled. *The Journal of Psychology*, 64, 73-78.

Roe, A., & Siegelman, M. (1963). A parent-child relations questionnaire. *Child Development*, 34, 355-369.

Sear, R. R., Maccoby, E. E., & Levin, H. (1957). *Patterns of child rearing*. New York: Harper & Row.

Shapiro, L. E. (1997). *How to raise a child with a high EQ*. New York: Harper Collins Publishers.

Silk, J. S., Steinberg, L., & Morris, A. S. (2003). Adolescents' emotion regulation in daily life: Links to depressive symptoms and problem behavior. *The Society for Research in Child Development*, 74(6), 1869-1880.

Tavoulareas-Karahalios, M. (2000). The relationship among parenting styles, level of maternal depressive symptomatology and adjustment of preadolescent boys. *Dissertation Abstracts International: Section B. The Sciences and Engineering*, 60(12-B), 6386.

Thompson, R. A. (1991). Emotional regulation and emotional development. *Educational Psychology Review*, 3(4), 269-307.

Thompson, R. A., (1994). Emotion regulation: A theme in search of definition. In N. A. Fox (Ed.), *The development of emotion regulation: Biological and behavioral considerations*. *Mono-graphs of the Society for Research in Child Development*, 59, 25-52.

Underwood, M. K. (1997). Top ten pressing questions about the development of emotion regulation. *Motivation and Emotion*, 21, 127-146.

White, F. A. (2000). Relationship of family socialization processes to adolescent moral thought. *Journal of Social Psychology*, 140, 75-91.

Underwood, M. K. (1997). Top ten Pressing questions about the development of emotion regulation. *Motivation and Emotion*, 21, 127-146.

William, W. C. (1958). The PALS test: A technique for child to evaluate both parents. *Journal of Consulting Psychology*, 22(6), 487-495.