

教養方式、親子互動與青少年行爲： 親子知覺的相對重要性

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本研究探討教養方式、親子互動與青少年行爲之關係，焦點在於討論親子知覺的相對重要性。於 1996 年冬至 1997 年春，採取分層隨機抽樣調查，以台北市國一學生及其家長為樣本，得到 1,009 份母子有效配對問卷。使用之變項包括六類人口變項及不當教養、親子間支持、親子間衝突、關係滿意度、不信任感、偏差行爲、課業成績等變項。結果發現，(1)國一學生與母親知覺的相關很低；(2)親子知覺的相對重要性因測量的依變項而異：母親知覺到的不當教養與親子互動較能說明親子情感，青少年知覺到的不當教養與親子互動較能說明青少年的偏差行爲；(3)整體而言，親子知覺共同性得分的解釋率最高，但親子知覺差異性的解釋率最差；(4)根據路徑分析的結果，母親的不當教養對親子間支持有負面影響，從而對親子情感造成不良影響，母親的不當教養也會加深親子間衝突，然後在親子情感與子女外顯行爲上留下不良影響；母親的不當教養除了經由支持及衝突間接的影響之外，也會直接影響親子情感與子女行爲表現；(5)但是就課業成績這個依變項而言，親子間支持與衝突以交互作用的形式呈現其影響力，高支持且低衝突的親子互動能促進青少年的課業成績。

關鍵詞：教養方式、親子間支持、親子間衝突、偏差行爲、課業成績、青少年

Parenting, Parent-Child Interaction and Adolescents' Behaviors: The Relative Importance of Parent and Child Reports

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ABSTRACT

This paper examined the relationships of parenting, parent-child interaction and adolescents' behaviors, focusing on the relative importance of parent and child reports. The study was based on 1,009 pair data of 7th grade students and their mothers who underwent a stratified random sampling process in Taipei from winter 1996 to spring 1997. The variables used in this research included six demographic variables, improper parenting, parent-child support and conflict, relationship satisfaction, distrust, deviant behavior, and academic performance. The results of our study show (1) that the correlation between mothers' and adolescents' reports was rather slight; (2) that the relative importance of mother-adolescent reports varied with the variables: while mothers' reports on improper parenting and parent-child interaction could better explain the status of parent-child affection, adolescents' reports on improper parenting and parent-child interaction could better account for adolescents' deviant behaviors; (3) that in general, the communal scores obtained in parent and child reports could best explain parent-child relationship, while the inconsistent scores could least explain it; (4) that the results of path analyses showed that mothers' improper parenting not only had a negative influence on parent-child support and affection and intensified parent-child conflict, but also promoted children's deviant behaviors; and (5) that as regards academic performance, the influence of parent-child support and conflict was articulated in parent-child

interaction: the more support and the less conflict in such interaction, the better the adolescents' academic performance.

Key Words: parenting, parent-child support, parent-child conflict, deviant behavior, academic performance, adolescent.