

中文摘要

本研究旨在了解青少年父母教養態度、親子關係與其生活適應的現況，並考驗不同性別、出生序、年級、父母教育程度、父母職業類別及家庭結構的差異情形。同時，探討青少年父母教養態度、親子關係與其生活適應的相關性。

本研究取樣屏東縣潮州高中一年級及二年級學生 400 位為研究對象，以「父母教養態度量表」、「親子關係量表」、「生活適應量表」為研究工具，以百分比、次數分配、t 檢定、單因子變異數分析、薛費事後比較、皮爾遜積差相關為統計方法。茲將研究結論說明如下：

- 一、不同個人及家庭變項之學生在父母教養態度上的差異性研究，在性別及家庭結構變項上達到顯著性，說明如下：
 - 1、不同性別的學生其父母教養態度達到顯著性差異，由平均數可知，父母教養態度為「專制權威」、「忽視冷漠」者男生高於女生；「寬鬆放任」、「開明權威」者女生均高於男生。
 - 2、不同家庭結構的學生在父母教養態度中的「專制權威」分量表上，達到顯著性差異，經事後比較顯示繼親家庭大於雙親家庭、單親家庭、隔代家庭及三代同堂之家庭。忽視冷漠分量表上有顯著性差異但組間無差異性。
- 二、不同個人及家庭變項之學生在親子關係上的差異性研究，在性別及家庭結構變項上達到顯著差異，說明如下：
 - 1、不同性別的學生在親子關係中的「相互信任」、「友誼交往」、「情

感交流」分量表上，達到顯著性差異。就平均數而言，女生大於男生，表示女生在親子關係上較男生為佳。

2、不同家庭結構的學生在親子關係中的「友誼交往」分量表上，達到顯著性差異。經事後比較可知，親子關係為「友誼交往」者，繼親家庭小於雙親家庭、單親家庭、隔代家庭及三代家庭。

三、不同個人及家庭變項之學生在生活適應上的差異性研究，在性別、年級及出生序變項上達到顯著性，說明如下：

1、不同性別的學生在生活適應中的「家庭適應」分量表上，達到顯著性差異，就平均數而言，女生大於男生，表示女生在家庭適應上較男生為佳。

2、不同年級的學生在生活適應中的「學校適應」分量表上，達到顯著性差異。就平均數而言，高二學生的學校適應較高一學生為佳。

3、不同出生序的學生在生活適應中的「家庭適應」分量表上，達到顯著性差異。經事後比較顯示，中間子女大於獨生子女，表示中間子女的家庭適應優於獨生子女。

4、不同家庭結構的學生在生活適應中的「家庭適應」分量表上，達到顯著性差異，經事後比較顯示組間並無差異。

四、青少年父母教養態度、親子關係與其生活適應之相關情形。

父母教養態度四個分量表及親子關係四個分量表與生活適應四個分量表兩兩之間部分有顯著相關。

本研究的最後，並對教育行政單位、教師、學生、家長及後續研究提出建議。

關鍵字：父母教養態度、親子關係、生活適應、青少年。

Abstract

The study aims to understand the current situation of the parenting attitude of adolescents' parents, parent-child relationship, and their life adjustment and to observe the differences among different gender, birth order, grade, parents' educational level, parents' occupation, and family structure. At the same time, this study researches in the relevance among the parenting attitude of adolescents' parents, parent-child relationship, and the life adjustment.

The subjects of this study are 400 first and second-grade students of National Chao-Chou Senior High School in Pingtung County. The research instruments are "parenting attitude scale," "parent-child relationship scale," and "life adjustment scale." The statistical methods include percentage, frequency distribution, t test, one-way ANOVA, Scheffé's method for multiple comparisons, and Pearson product-moment correlation coefficient. The conclusion of the study is as the following:

- I. With students' individual and family variables, the study of difference on parenting attitude shows significance on variables of gender and family structure. Further explanation is as the following:
 1. The parenting attitude of the students of different genders shows significant difference. From the average, boys have "autocratic" and "indifferent" parenting attitudes more often than girls. Girls have "tolerant" and "open-minded" parenting attitudes more often than boys.
 2. Students with different family structures show significant difference on the "autocratic" scale of the parenting attitude. Through the comparison, it shows that step-parent families displays more autocratic parenting attitude than families with two-parent and single-parent, grandparents families, and three-generation families. There are significant differences on the indifferent scale but without differences among intervals.
- II. With students' individual and family variables, the study of difference on parent-child relationship shows significance on variables of gender and family structure. Further explanation is as the following:
 1. The parent-child relationship of the students of different genders shows significant difference on the scales of "mutual trust," "friendship association," and "affect-exchange." In terms of the average, girls show greater average than boys, which means girls have better parent-child relationship than boys.

2. Students from different family structures show significant difference on the “friendship association” of the parent-child relationship. Through the comparisons, it shows that the step-parent families less scores in the “friendship association” scale of the parent-child relationship than families with two-parent or single-parent, grandparents families, and three-generation families.

III. With students’ individual and family variables, the study of difference on life adjustment shows significance on variables of gender, grade, and birth order. Further explanation is as the following:

1. The life adjustment of the students of different genders shows significant difference on the scales of “family adjustment.” In terms of the average, girls show greater average than boys. That means girls have better family adjustment than boys.
2. The life adjustment of the students in different grades shows significant difference on the scales of “school adjustment.” In terms of the average, students in the second grade show better school adjustment than those in the first grade.
3. The life adjustment of the students of different birth order shows significant difference on the scales of “family adjustment.” Through the comparisons, the middle child gets more scores than the single child. That means the middle child has better family adjustment than the single child.
4. The life adjustment of the students of different family structures shows significant difference on the scales of “family adjustment.” However, through the comparisons, there is no difference among intervals.

IV. The relevant situations among parenting attitude of adolescents’ parents, parent-child relationship, and children’s life adjustment.

The four scales of the parenting attitude, four scales of the parent-child relationship, and four scales of the life adjustment have significant relevance partly in pairs.

In the conclusion of this study, suggestions to educational administrations, teachers, students, parents, and subsequent researches are proposed.

Keyword: parenting attitude, parent-child relationship, life adjustment, adolescent