

以電玩為媒材之親子共遊團體對親子關係與親職效能感之成效

學生：尤碩傑

指導教授：陳志賢

國立臺南大學諮商與輔導學系碩士班

摘要

本研究旨在設計與發展一套以電玩為媒材的親子共遊團體，作為親子關係提升方案，並探討本方案對親子關係、家長親職效能感之增進效果，以及參與本方案之感受與自覺之影響。研究者參考親子遊戲治療、家庭遊戲治療、體驗式諮商之概念，同時深入探討電玩之心理社會影響及其應用，發展出為期十週，每週一次，每次 80 分鐘，以親子對偶為對象之電玩親子共遊團體方案。本研究採單組前後測設計、小樣本時間序列設計，以及質性訪談，屬質量混和之研究方式，以三對親子為研究對象，由研究者擔任團體領導者，實施電玩親子共遊團體方案。研究之量化工具以自陳量表與觀察評估量表並行，量化之結果發現親子關係之分數上升，但未達顯著水準；親職效能感之改變方向在不同個案上有差異，而整體未顯著提升；親子互動關係之觀察評估有兩組親子呈現上升趨勢，一組則有明顯波動。團體後個別訪談之質性分析結果顯示出團體成員主觀知覺到正面感受與具體收穫，包含促進對孩子的理解與接納、促進家長對電玩之態度改變、親子雙方發現彼此的善意與調整、家長親職效能感提升、促進學習親子互動的技巧、親子互動改變；及團體療效因子，包含電玩媒材的正面影響、鼓勵真誠表達、領導者的直接引導、促進覺察互動關係、家長團體的預備效果、團體成員之凝聚力。本研究顯示電子遊戲具有作為兒少與家庭工作之媒材的潛在價值，質性資料皆支持電玩親子共遊團體具有對親子關係與親職效能感的增進效益，然而量化結果皆未達顯著，需要進一步證驗。

關鍵字：電玩、親子關係、親職效能感、親子團體

The Effect of Electronic Game-Based Parent-Child Dyadic Play Groups on Parent-Child Relationship and Parenting Self-efficacy

Student : YOU, SHUO-JIE

Advisor(s) : CHEN, CHIH-HSIEN

Master's Program of Counseling and Guidance,
Department of Counseling and Guidance, National University of Tainan

ABSTRACT

This study aimed to design and develop a program to enhance parent-child relationships through a group video gaming activity for parents and children. It explored the effects of this program on improving parent-child relationships and parental self-efficacy, as well as participants' experiences and perceived impacts. The researcher drew upon concepts from Filial Play Therapy, Family Play Therapy, and Experiential Counseling, while also delving into the psychosocial influences and applications of video games. A 10-week groups program was developed. This study adopted a one-group pretest-posttest design, small sample time series design, and qualitative interviews, employing a mixed-methods approach. Three parent-child pairs participated, with the researcher serving as the group leader. Quantitative measures included self-report questionnaires and observational assessments. The quantitative results showed an increase in parent-child relationship scores, albeit not statistically significant. Changes in parental self-efficacy varied across cases, with no overall significant improvement. Observational assessments of parent-child interactions revealed an upward trend for two dyads and noticeable fluctuations for one dyad. Qualitative results indicated participants' subjective positive experiences and concrete gains, including improved understanding and acceptance of children, changed attitudes towards video games, mutual recognition of goodwill and adjustment, enhanced parental self-efficacy, improved parent-child interaction skills, and changes in parent-child interactions. Therapeutic factors identified included the positive influence of video games, encouragement of genuine expression, direct guidance from the leader, promotion of awareness of interactional relationships, preparatory effects of the parent group, and group cohesion. This study demonstrated the potential value of electronic games as a medium for working with children and families. The qualitative data supported that the co-play group had beneficial effects on improving parent-child relationships and parental self-efficacy. However, the quantitative results were not statistically significant, requiring further validation.

Keywords: Video games, Parent-child relationships, Parental self-efficacy, Co-play group