

國小高年級學童依附關係、情緒調節與復原力 之相關研究

研究生：蘇靖雯

指導教授：鄭麗芬 博士

國立臺南大學諮商與輔導學系碩士在職專班

摘 要

本研究旨在探討國小高年級學童依附關係、情緒調節與復原力之相關。本研究以臺南市國小高年級學童為對象進行問卷調查，共獲得 406 份有效問卷，研究工具包含「中文版簡式復原力量表」、「國小學童依附關係量表」及「情緒調節量表」。將資料整理後以描述性統計、獨立樣本 t 考驗、Pearson 積差相關、逐步多元迴歸分析之統計方法加以分析，得到研究結果如下：

- 一、國小高年級學童之復原力及情緒調節表現尚佳，屬於中上程度。在依附關係方面屬中高程度，尤其和媽媽最為親近。
- 二、不同性別之國小高年級學童復原力有顯著差異，男生優於女生。
- 三、不同性別之國小高年級學童在依附關係中的「媽媽依附－溝通與尊重」有顯著差異，男生優於女生。
- 四、不同性別之國小高年級學童在情緒調節中的「情緒效能」有顯著差異，男生優於女生。
- 五、不同年級之國小高年級學童復原力、依附關係與情緒調節沒有顯著差異。
- 六、國小高年級學童的復原力、依附關係與情緒調節彼此有相關存在。
- 七、情緒效能、調節策略、同儕依附－親密與分享、媽媽依附－溝通與尊重、同儕依附－溝通與尊重對復原力具有預測力。

根據以上研究結果提出實務與研究建議，以供校園輔導工作者、家長及未來研究者之參考。

關鍵字：復原力、依附關係、情緒調節

The Relationship among Attachment, Emotion Regulation and Resilience of Fifth and Sixth Grade Students

Student : Jing-Wen Su

Advisor : Professor Li-Fen Cheng

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

Abstract

The purposes of the study were to explore the relationship among attachment, emotion regulation and resilience of fifth and sixth grade students in elementary school. The participants of the study were 406 elementary school students in Tainan. The instruments used in this research included Chinese version of “ The Brief Resilience Scale ”, The Attachment Relation Scale of Children (ARSC) , and Emotion Regulation Scale. The collected data were analyzed by descriptive statistics, t-test Pearson's product-moment correlation, multiple stepwise regression analysis. The main findings of the study were as follows:

1. Resilience and emotional regulation of students were good, which belonged to the upper-middle level. In terms of attachment, it were medium to high in attachment, especially with their mothers who is the closest.
2. There were significant differences in resilience of students of different genders, and boys are better than girls.
3. There were significant differences in “mother attachment-communication and respect” of attachment of students of different genders, and boys were better than girls.
4. There were significant differences in “emotional efficacy” of emotional regulation of students of different genders, and boys were better than girls.

5. There were no significant difference in resilience, attachment and emotional regulation of students of different grades.
6. Resilience, attachment and emotional regulation of students were correlated with each other.
7. Resilience could be predict by emotional efficacy, regulation strategies, peer attachment-intimacy and sharing, mother attachment-communication and respect, peer attachment-communication and respect.

According to the research findings, the study provided suggestions and research advice for teachers, parents, and further researchers.

Keywords: resilience, attachment, emotion regulation