

生於貧窮勞工階級家庭第一代大學生之親子關係

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摘要

本研究旨在探討第一代大學生上大學後，與其貧窮勞工階級家庭父母之親子關係。本研究使用敘事研究法，並進行立意抽樣，參與本研究之四位大學生分別就讀國立大學與私立大學醫學系；研究者以半結構訪談蒐集資料，訪談結果以敘事研究之「類別—內容」進行資料分析。

研究結果如下：

- 一、貧困與勞工階級的身份使父母較沒有教養的能力和餘裕，成長過程中受訪者感覺較少支持
 - 二、不捨父母辛苦，不想多造成父母麻煩，受訪者不得不獨立，靠自己爭取學校的資源
 - 三、為遠離家也為幫助家脫貧翻轉階級，受訪者努力進入國立大學，父母配合但不懂，受訪者常感孤軍奮戰
 - 四、進大學後，家庭環境使然，又為了體貼父母，受訪者努力達成經濟自主，盡可能打工和申請獎學金
 - 五、經濟自主後受訪者更覺得可以擁有自主的權力，對父母不感愧疚
 - 六、大學提供受訪者經濟、人際和學習等重要的支持，諮商和課程幫助他們瞭解父母
 - 七、大學內的競爭及自己和其他人階級落差造成的壓力，受訪者更想得到家人的支持
 - 八、努力讀書想要翻轉家庭階級，若能得到父母的支持，受訪者更能獨立並能思考未來，未得到就更難過、怨懟
 - 九、大學的資源帶來餘裕，加上被父母支持的渴望，受訪者主動靠近父母、嘗試溝通並重新理解父母
 - 十、父母也做出調整，受訪者感覺親子互動更為舒服，更接近他期待的方式
 - 十一、當父母用舊方法表達關心，受訪者再次理解爸媽是受限於資源與自身限制
 - 十二、受訪者面對差異為減少衝突，用保持距離維持好的親子關係
 - 十三、想為父母好卻帶來親子衝突，受訪者意識到自己跟父母已經不在同一階級
 - 十四、為了不傷害父母、不壓迫父母，受訪者反思並調整自己的行為，想讓父母收到自己的好意
 - 十五、受訪者用錢回饋父母，父母可以更容易收到他們的關心，維繫親子的好關係
- 研究結果發現，研究參與者從小體會父母辛苦將自己養大因而想為家庭脫貧，脫貧帶來親子間彷彿同國般的深刻連結。他們為了脫貧進入大學，又為了體貼父母，利用大學的豐富資源讓自己經濟獨立，甚至能用錢反哺。他們想藉由讀書翻轉階級保護家庭，但在大學裡想兼顧經濟、學業與彌補自己與其他人的落差，給他們相當的壓力，故他們特別看重父母的支持；當他們在大學生活有了餘裕後，因過去與父母一起

苦過的經驗，會回頭積極經營親子關係，主動發起溝通，理解父母過去的限制，解開自身過去成長的結；他們在大學的資源讓父母的壓力變小，父母亦做出調整回應；當父母無法理解他們時，參與者也容易有怨。然，上大學也會帶來與父母的階級差異，當他們看見自己和父母的差異，仍積極調整，以不改變父母、拉開距離維持不衝突、好的親子關係；面對自己為父母好卻帶給父母壓迫，他們會反省自身，以求尊重、既孝也順，去同理不在自身經驗的父母的經驗，跳過價值觀差異以錢回饋父母，以達成親子間的平衡，是對父母的深刻情感。

根據研究結果，對當事人、家長、大學、助人者與未來研究提出具體建議。

關鍵字：貧窮、勞工階級家庭、第一代大學生、親子關係

The parent-child relationships of first-generation college students
who were born in poor working-class families

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ABSTRACT

The purpose of this study was to examine the relationship between first-generation college students and their economically disadvantaged, working-class parents during the college experience. The study was conducted using a narrative research approach, and purposive sampling was conducted. Four college students participated in this study, studying at national universities and medical programs at private universities. The researcher collected data through semi-structured interviews, and the interview results were analyzed using the "category-content" approach of narrative research.

The findings of the study revealed as follows:

1. The interviewees' parents faced challenges in providing support and education due to their poverty and the working-class status during their upbringing, interviewees felt less supported while growing up.
2. To avoid overburdening their parents, the interviewees had to take on the responsibility of seeking out resources in school on their own.
3. The interviewees strived with great diligence to secure admission to a national university in pursuit of distancing themselves from their families, aiding them in overcoming poverty, and attaining upward social mobility. Despite their parents' support, they experienced a sense of isolation arising from their parents' lack of comprehension.
4. Upon attending the university, the interviewees, aware of their family background and being considerate towards their parents, toiled toward financial independence by working and applying for scholarships.
5. Having achieved financial autonomy, the interviewees felt a greater sense of independence, and the burden of guilt towards their parents was lifted.
6. Universities played a crucial role in supporting interviewees in various aspects such as economics, interpersonal relationships, and learning. Counseling and courses enabled them to understand their parents better.
7. The competition in university and the class gap with others caused pressure on interviewees, and they wanted more support from their families.
8. With the goal of improving their family's social status, interviewees put in efforts toward their education. Receiving support from their parents would grant them more

independence and the ability to think about their future. However, the absence of such support would lead to resentment and frustration.

9. The interviewees actively engaged with their parents, attempting to communicate and understand, driven by both the resources available at the university and their yearning for parental support.
10. Parents made positive adjustments, and as a result, interviewees felt that parent-child interactions were more comfortable and closer to what they had expected.
11. When parents expressed their care in old ways, interviewees understood that their parents were limited by resources and their limitations.
12. Interviewees maintained a distance from their parents to reduce conflicts and preserve a good parent-child relationship.
13. When interviewees try to do good for their parents causing conflicts, they realized that they and their parents were no longer in the same social class.
14. To convey their good intentions and avoid causing harm and oppression to their parents, the interviewees reflected on and modified their own behavior.
15. Interviewees used money to support their parents, making it easier for their parents to receive care. They maintain a good parent-child relationship.

The findings of the study revealed that research participants who grew up in poor working-class families and see their parents work hard to raise them were motivated to attend college as a means of lifting their families out of poverty. The common goal of financial stability created a strong bond between them and their parents. They entered university to lift themselves out of poverty. Additionally, they were able to achieve financial independence through the resources available at the university, and were even able to provide support to their families. For these research participants, attending college was a means of achieving social mobility and providing protection for their families. However, trying to balance economics, academics, and making up for the gap between themselves and others in college puts considerable pressure on them. Thus, they placed great importance on receiving support from their parents. During their time in college, participants had more resources at their disposal, which they actively used to initiate communication with their parents, understand their parents' past struggles, and bridge any gaps in their relationship. This was further influenced by their shared experiences of enduring difficulties with their parents. The pressure on their parents was reduced, and they were better to respond and adjust accordingly. When parents cannot understand them, participants also feel hurt. However, attending college also created differences in class between participants and their parents. Despite this, the students remained committed to maintaining a good relationship with their parents, while keeping a certain distance to avoid conflict. When faced with the dilemma of trying to do good for their parents but inadvertently causing them to feel oppressed, they may reflect on themselves and seek to show respect, and filial piety to their parents, empathizing with their parents'

experiences that are outside of their own and bypassing differences in values by financially supporting them with money. This achieves a balance in the parent-child relationship and demonstrates a profound expression of love and respect toward their parents.

Based on the results of this research, the author suggests to the parties, parents, universities, helpers, and future researchers.

Keywords: poverty, working-class families, first-generation college students, parent-child relationship