A Study of Relationship among Playfulness, Emotion Regulation, Parent-Child Interaction, and Problem Solving

Abstract

The main purposes of this study were to (a) understand the situation of the pre-school children’s problem solving ability. (b) analyze the relationship between SES, playfulness, emotion regulation, parent-child interaction, and problem solving. (c) analyze the interaction among SES, playfulness, emotion regulation, and parent-child interaction towards problem solving. (d) explore the predictive power of SES, playfulness, emotion regulation, parent-child interaction on problem solving.

The employed instruments in this study were the Children’s Playfulness Scale, Children’s Behavior Questionnaire, the Inventory of Parent-Child Interaction, and the Children’s Problem solving scale. A total of 179 five-year old children from 54 public kindergarten in Taipei City participated in this survey, and with an effective response rate of 66%. The questionnaire data were analyzed by descriptive statistics, Cronbach α coefficient analysis, Pearson’s correlation analysis, Two-way MANOVA, and stepwise multiple regression analysis through the use of SPSS14.0 for windows.

The major results were summarized as follows:

1. The performance of problem solving was above the average, and the score of confidence is higher than problem analysis, and decision making.

2. The positive correlation between Parent-child interaction and problem solving was the highest. Statistically significant positive correlation also existed between emotion regulation and problem solving.

3. SES, playfulness, emotion regulation, and parent-child interaction had no interaction with problem solving.

4. The inhibitory control factor of emotion regulation, and the affective factor of parent-child interaction were effective predictors of problem solving.

Key words: playfulness, emotion regulation, parent-child interaction, and problem solving.