

行政院國家科學委員會專題研究計畫 成果報告

父母考試焦慮相關成因研究 研究成果報告(精簡版)

計畫類別：個別型
計畫編號：NSC 99-2410-H-004-092-
執行期間：99年08月01日至100年09月30日
執行單位：國立政治大學教育學系

計畫主持人：陳婉真

計畫參與人員：碩士班研究生-兼任助理人員：黃禎慧
碩士班研究生-兼任助理人員：蔡依玲
大專生-兼任助理人員：林郁倫
博士班研究生-兼任助理人員：鍾珮純
博士班研究生-兼任助理人員：邱硯雯

報告附件：出席國際會議研究心得報告及發表論文

處理方式：本計畫涉及專利或其他智慧財產權，2年後可公開查詢

中華民國 100 年 10 月 13 日

Abstract

The main goal of this study is to deeply explore the correlates of parental test anxiety from parents' attribution on their children's test performance, pressure of entering the education, and parents' background variables. In this study, I tried to understand the parents' viewpoints on their children's learning environment including the relevant pressures from on-campus and out-campus learning, as well as parents' attribution on their children's test performance from internal, stable, and global aspects. *The Parents' Attribution of Children's Test Performance Scale* and *the Parents' Perceived Pressures from Educational Advancement Scale* were developed according to sixteen parents' in-depth interviews. After revision from pretest, 330 parents (231 mothers and 99 fathers) were used to initially test the reliability and validity of these developed scales by adopting EFA; then, 495 parents (354 mothers and 143 fathers) were used to verify the structures of the developed scales by adopting CFA. The findings suggested that both *the Parents' Attribution of Children's Test Performance Scale* and *the Parents' Perceived Pressures from Educational Advancement Scale* demonstrated the good reliability estimates and stable factor constructs. Moreover, the parents' attribution on their children's test performance and the perceived pressures of entering education system were significantly related to parental test anxiety.

Literature Review

Introduction

After the education reform in Taiwan, the new education system, where the education policy focuses on students' diversified development and creative learning, has been promoted and in operation for several years. However, parents in Taiwan have never lost their belief in the value of diplomas and education levels. In Taiwan, many parents tend to become anxious when their children are scheduled to take significant and decisive exams, such as the Basic Competence Test for junior high school students, the General Scholastic Ability Test, or the Department Required Test for senior high school students; this emotional condition is labeled "Parental Test Anxiety". Parental test anxiety has been confirmed to significantly correlate with children's test anxiety (Chen, May, & Wu, 2010), and the more intense the parental test anxiety, the more likely it is to increase children's test anxiety. Numerous studies demonstrate that test anxiety has a negative impact on children's academic performance; specifically, it can cause underperformance by inhibiting children from demonstrating their abilities when taking exams (e.g., Chapell et al., 2005; Clark, Fox, & Schneider, 1998; Hembree, 1988; Musch & Broeder, 1999; Ruthig, Perry, Hall, & Hladkyj, 2004; Putwain, 2007; Seipp, 1991; Zeidner, 1998). Additionally, parental test anxiety may also influence the effectiveness of parent-child communication (Kao & Lu, 2001; Pang, 1991). Parent-child intimacy is negatively influenced when children believes their academic performance does not meet their parents' expectations, and when parents focus excessively on their children's academic achievements. Parental test anxiety influences children's test anxiety, and causes parent-child conflicts. This study discusses the origins of parental test anxiety by considering the education system in Taiwan and how parents make attributions on their children's academic performance.

Parents' Attribution of Test Performance

Parental test anxiety is believed to be related to how parents make attributions regarding their children's test performance. Attributions are a way people infer, determine, and explain causes of behavior by analyzing other's and their own behavior, to gain knowledge of their environment and improve their abilities to control and predict their environment (Wong & Weiner, 1981). There are different types of attributions. For example, when something negative happens, some people believe it resulted from luck or external factors, whereas others believe they themselves are the factors that made it happen. According to research, attributional styles greatly affect individuals' cognition, emotions, and behavior (Abramson, Seligman, & Teasdale, 1978; Weiner, 1979). Therefore, the different attributional styles parents make regarding their children's undesirable test results impact the parent's interpretation of their children's performance and affects the degree of parental test anxiety.

Perceived Pressures of Entering Education System

Due to Taiwan's education system, parents of different student age group (elementary, junior high, and senior high) encounter pressures from different education level advancements. Chinese people are known to value education. The Chinese Imperial Examination, also known as Keju, which existed for

over a thousand years, was regarded as a system that consolidated the social status of scholars. In ancient China, there were four social categories of people: gentry scholars (shi), peasant farmers (nong), artisans and craftsmen (gong), and merchants and traders (shang). However, most people believed that the worth of other pursuits was small compared to the education. The study of books exceeded the value of all other pursuits despite one's social category. In addition, the rewards of studying with great effort were cherished and respected in Chinese culture. Upon remembering the saying "after 10 years of hard study by a cold window noticed by none, a person's fame fills the land once honors are won," most Chinese people will obsess over success and the reputation earned through excellent academic performance. It seems that no one realizes only one person can be ranked number one. Although people in modern society value different achievements, many parents are still concerned more with the academic accomplishments of their children. While the methods of educational advancement have changed from having to take the united examinations to having the freedom to enroll via different admission systems, parents are now faced with the pressure of preparing children for the challenges different systems bring. The stress caused by the reform of education is suggested as a topic for discussion.

Purposes of this Study

In this study, the factors that cause parental test anxiety are discussed. By examining the attributional styles parents make regarding their children's test performance and parental awareness of educational pressures, *The Parents' Attribution of Children's Test Performance Scale* and *the Parents' Perceived Pressures from Educational Advancement Scale* were constructed. The validity and reliability of the two scales is demonstrated, and the relationship between the two dimensions and parental test anxiety is discussed further.

Methods

Participants

1. Qualitative part. Participants in this part included parents whose children were students at an elementary school, a junior high school, and a senior high school (n = 5, 5, 6, respectively) in Taipei in Taiwan. All the participants were invited to their children's school and interviewed individually for 1.5 hours, and each participant was given a small gift value around 200 NT dollars.
2. Quantitative part. Participants in this part included 825 parents whose children were students at an elementary school, a junior high school, and a senior high school (n = 224, 312, 289, respectively) in Taipei in Taiwan. All the participants completed the same battery of instruments in their home, and each participant was given a small gift value around 30 NT dollars.

Procedures

The study's pool of participants was obtained from 12 school districts, including four elementary schools, four junior high schools, and four senior high schools in Taipei.

For qualitative part, participants were recommended by the teachers and were invited to their children's school. They were interviewed individually in counseling center for 1.5 hours. The semi-structural interview sheet was accompanied with the interview. The contents of interview covered (1) parents' attribution on their children's test performance from internal, stable, and global aspects; and (2) parents' viewpoints on their children's learning environment including the relevant pressures from on-campus and out-campus learning. Content analysis and item analysis were adopted to establish the new scales for later use.

For quantitative part, the investigator wrote a letter to invite students' parents, with the aid of the teachers, to recruit all parents in each class as potential participants. All the parents were encouraged to participate in this study; however, each parent had the right to refuse to participate without incurring any penalties or punishment. Each questionnaire was sent to those parents who agreed to participate in this study, and was turned back with a sealed envelope. Parents were informed that the study intended to investigate their attribution on their children's test performance and their viewpoints on their children's learning environment, and that the study would involve answering a series of questionnaires that would take approximately 20 minutes to complete. They were also told that their response to the questionnaires would be anonymous, and moreover, would be kept confidential. In addition, they were instructed not to discuss the items in the questionnaires with their children, friends, or others.

Instruments

1. The Parents' Attribution of Children's Test Performance Scale

This scale contains of 24 items, which was designed to assess subjects' attributional styles in each of three subscale domains. These three subscale domains include: (a) internal attribution (8 items; e.g., "The bad score performance means my child's passive attitude toward study"); (b) stable attribution (6 items; e.g., "My child's score performance in the next interval exam is predicted to be poor as well."); and (c) global attribution (8 items; e.g., "My child's bad score performance might decrease his/her self-esteem"). Subjects were asked to respond to statements on a 4-point Likert scale with 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree. Three subscales demonstrate acceptable internal consistency reliability ($\alpha = .73, .73, .80$, respectively).

2. The Parents' Perceived Pressures from Educational Advancement Scale

This scale contains of 10 items, which was designed to assess subjects' levels of pressures. Subjects were asked to respond to statements on a 4-point Likert scale with 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree. The scale demonstrates high internal consistency reliability ($\alpha = .80$); in addition, an exploratory factor analysis identifies a one-factor structure solution as having greater practical use.

3. The Parental Anxiety Scale

This scale contains of 8 items, which was designed to assess subjects' levels of anxiety when their

children prepared an important test Chen, May, & Wu, 2010. Subjects were asked to respond to statements on a 5-point Likert scale with 1=never, 2=rarely, 3=sometimes, 4=often, and 5=always. The scale demonstrates excellent internal consistency reliability ($\alpha = .92$) as well as strong concurrent validity with parental test attitudes; in addition, both an exploratory factor analysis and a confirmatory factor analysis supported the hypothesized one-factor structure.

Results

The Parents' Perceived Pressures from Educational Advancement Scale

Structural equation modeling analyses were conducted to assess the adequacy of the scale by using EQS software (Bentler & Wu, 1995). A set of indicators was used to test the scale through a goodness-of-fit assessment. Hu and Benler (1999) recommended using joint criteria when the CFI is equal or higher than .96 and the SRMR is equal or less than .10; or when the RMSEA is equal or less than .06 and the SRMR being equal or less than .10.

The final model for this scale is presented in Figure 1, along with standardized path values. The Lagrange Multiplier test indicated adding the covariance of 5 paths. The model-fit statistics are presenter in Table 1. Based on the above criteria, results for the CFA indicated that the structure model was good for the Parents' Perceived Pressures from Educational Advancement Scale.

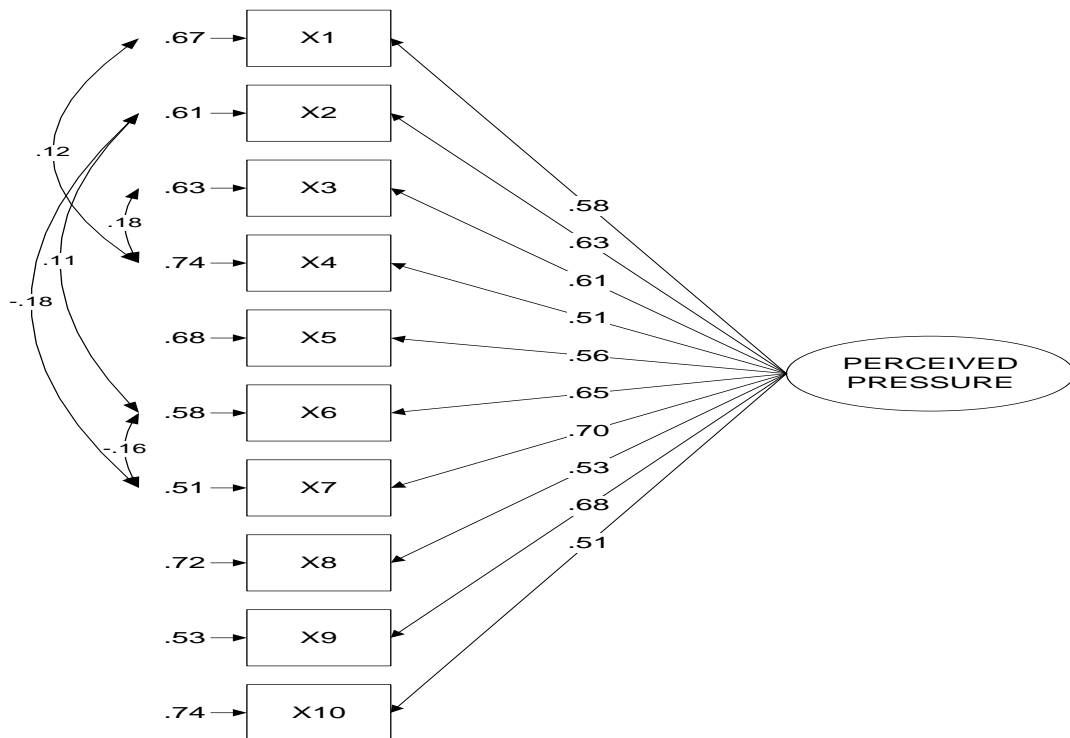


Figure 1. Parameter Estimates for the Parents' Perceived Pressures from Educational Advancement Scale

Table 1

Summary of the Model-Fit Statistics for the Parents' Perceived Pressures from Educational Advancement Scale

	χ^2	df	p	CFI	SR MR	RMSE A
Final Model	88.11	30	.00	.96	.09	.06

The Parents' Internal Attribution of Children's Test Performance Scale

The final model for this scale is presented in Figure 2, along with standardized path values. The Lagrange Multiplier test indicated adding the covariance of 4 paths. The model-fit statistics are presenter in Table 2. Based on the above criteria, results for the CFA indicated that the structure model was good for the Parents' Internal Attribution of Children's Test Performance Scale.

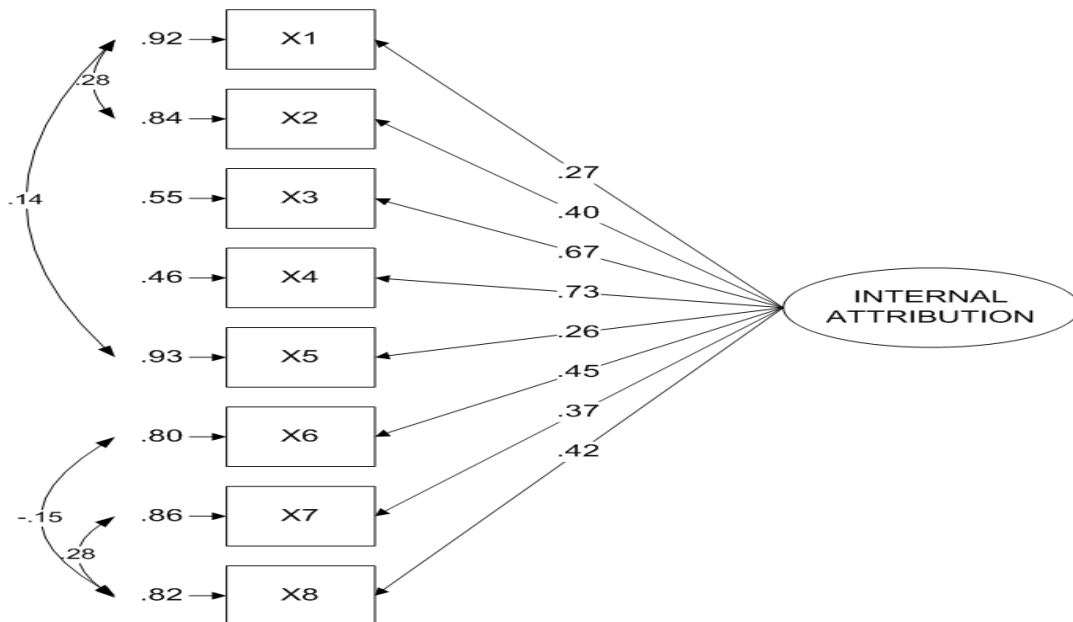


Figure 2. Parameter Estimates for the Parents' Internal Attribution of Children's Test Performance Scale

Table 2

Summary of the Model-Fit Statistics for the Parents' Internal Attribution of Children's Test Performance Scale

	χ^2	df	p	CFI	SRMR	RMSE A
Final Model	44.43	16	.00	.97	.09	.06

The Parents’ Stable Attribution of Children’s Test Performance Scale

The final model for this scale is presented in Figure 3, along with standardized path values. The Lagrange Multiplier test indicated adding the covariance of 2 paths. The model-fit statistics are presenter in Table 3. Based on the above criteria, results for the CFA indicated that the structure model was good for the Parents’ Internal Attribution of Children’s Test Performance Scale.

Table 3

Summary of the Model-Fit Statistics for the Parents’ Stable Attribution of Children’s Test Performance Scale

	χ^2	df	p	CFI	SRMR	RMSEA
Final Model	19.84	7	.00	.96	.09	.06

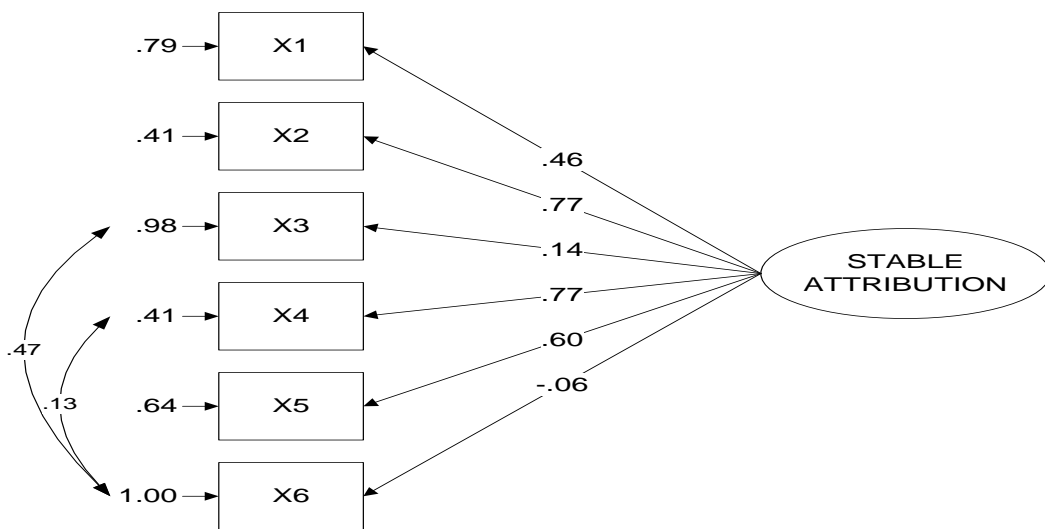


Figure 3. Parameter Estimates for the Parents’ Stable Attribution of Children’s Test Performance Scale

The Parents’ Global Attribution of Children’s Test Performance Scale

The final model for this scale is presented in Figure 4, along with standardized path values. The Lagrange Multiplier test indicated adding the covariance of 5 paths. The model-fit statistics are presenter in Table 4. Based on the above criteria, results for the CFA indicated that the structure model was acceptable for the Parents’ Global Attribution of Children’s Test Performance Scale.

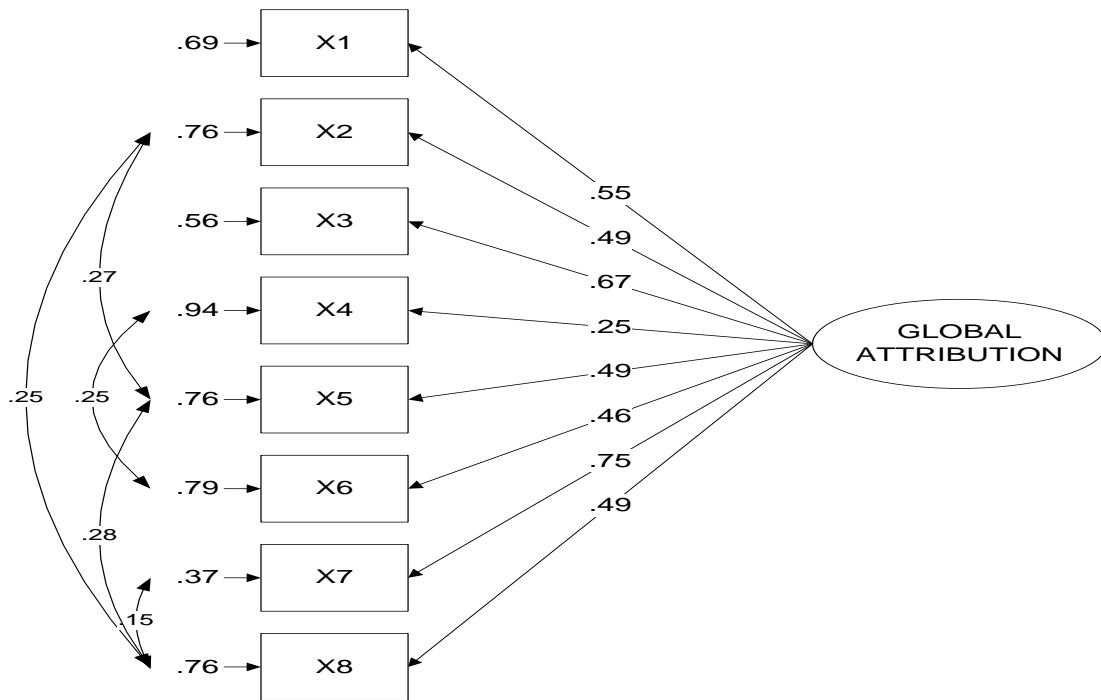


Figure 4. Parameter Estimates for the Parents' Global Attribution of Children's Test Performance Scale

Table 4

Summary of the Model-Fit Statistics for the Parents' Global Attribution of Children's Test Performance Scale

	χ^2	<i>df</i>	<i>p</i>	CFI	SRMR	RMSEA
Final Model	47.3	15	.00	.96	.10	.07

Correlations Among Parents' Perceived Pressures from Educational Advancement, Parents' Attribution of Children's Test Performance, and Parental Test Anxiety

The correlations among these variables are presented in Table 5. As the data in the table illustrate, both parents' perceived pressures from educational advancement and parents' attribution of children's test performance (internal, stable, and global), were significantly correlated with parental test anxiety

Table 5

Correlations Among Parents' Perceived Pressures from Educational Advancement, Parents' Attribution of Children's Test Performance, and Parental Test Anxiety

	1	2	3	4
1.Internal Attribution				
2.Stable Attribution	.11*			
3.Global Attribution	.44**	.35**		
4.Perceived Pressures	.19**	.01	.14**	
5. Parental Test Anxiety	.25**	.14**	.33**	.20**

* $p < 0.5$, ** $p < 0.01$

Discussion

Summaries

In general, the results showed:

1. The structure model was good for the new-constructed Parents' Perceived Pressures from Educational Advancement Scale.
2. The structure model was good for the new-constructed Parents' Attribution of Children's Test Performance Scale.
3. Both parents' perceived pressures from educational advancement and parents' attribution of children's test performance, were significantly correlated with parental test anxiety

Suggestions

Results from the in-depth interviews clearly show that parents of junior and senior high school students are greatly disappointed with current educational policies. In addition, results obtained from analyzing the large sample also display a strong correlation between the parent's perception of pressure from education advancement and their exam-related anxiety level. There is evidently a distinctive gap between the results of this research and the achievements expected from years of educational reform. Freire (1970) mentioned the deep contradictions could only be overcome if educational reform policies that took into consideration the limiting situation and the students' point of view are devised, thereby achieving the true goal of educational reform. Effective reform required collaboration between the policy makers and concerned parties, with the focus being on

teacher-student interaction, and this concept might extend to the interaction between teachers and parents (Liang, 2009). It is advised that leaders in education undertake a project to completely revamp the culture in education through collaboration with teachers and parents. The measure for this suggested approach is outlined as follows:

1. Regular practice of the principles of the “Multi-Opportunities for School Entrance” policy: endorse diverse learning capabilities, identify methods to relieve the stress of studying, emphasize participation in voluntary community services, and ensure diverse features and multiple intelligences. The objective of these principles is to reinforce the practice of standard teaching and ease the pressure from educational advancement expectations (Chen, 2002; Guo, 2004). Despite agreement with the principles described here, this research has found that approximately 90 % of the parents are actually unfamiliar with what multi-opportunities for senior high school entrance involves, and are therefore unsure how to act when presented with the various options (Sheu, 2002). There are two vividly negative impressions parents have of the “Multi-Opportunities for School Entrance” policy. These impressions include that multi-opportunities for entrance means money can buy school entrance and that multi-opportunities for entrance means various and additional pressure for the students. Educational bodies must seize the opportunity to address these issues immediately and properly promote what multi-opportunities for school entrance involve, including its principles and measures.
2. The typical perception held by parents and students must be changed from the current belief that they must focus on exams, as this thinking can lead to deviant learning attitudes and the adoption of learning methods purely geared toward educational advancement exams. Instead, schools should focus on the students’ capabilities and support them via balanced teaching in the five fields of education. With the establishment of an increasing number of universities and equal education opportunities available to students, parents appreciate that the majority of students nowadays are able to gain a place at university (Wu, 2004). Therefore, there currently exists a good opportunity to correct this undesirable perception.

References

- [1] Chen, W. C., May, S. Y., & Wu, C. T., The association of parental attitudes towards tests and test anxiety with junior high school adolescents' test anxiety and learning passivity, *Chinese Journal of Guidance and Counseling*, 2010, pp. 285-328.
- [2] Chapell, M. S., Blanding, Z. B., Silverstein, M. E., Takahashi, M., Newman, B., Gubi, A., & McCann, N., Test anxiety and academic performance in undergraduate and graduate students, *Journal of Educational Psychology*, 2005, pp. 268-274.
- [3] Clark, J., Fox, P., & Schneider, H., Feedback, test anxiety, and performance in a college course, *Psychological Reports*, 1998, pp. 203-208.

- [4] Hembree, R., Correlates, causes, effects, and treatment of test anxiety, *Review of Educational Research*, 1988, pp. 47-77.
- [5] Musch, J., & Broeder, A., Test anxiety versus academic skills: A comparison of two alternative models for predicting performance in a statistics exam, *British Journal of Educational Psychology*, 1999, pp. 105-116.
- [6] Ruthig, J. C., Perry, R. P., Hall, N. C., & Hladkyj, S., Optimism and attributional retraining: Longitudinal effects on academic achievement, test anxiety, and voluntary course withdrawal in college students, *Journal of Applied Social Psychology*, 2004, pp. 709-730.
- [7] Putwain, D. W., Test anxiety in UK schoolchildren: prevalence and demographic patterns, *British Journal of Educational Psychology*, 2007, pp. 579.
- [8] Seipp, B., Anxiety and academic performance: A meta-analysis of findings, *Anxiety Research*, 1991, pp. 27-41.
- [9] Zeidner, M., *Test anxiety: The state of the art*. NY: Plenum Press, 1998.
- [10] Kao, S. F., & Lu, L., The relationship between parental rearing attitudes and the perceived stress of JHSEE among junior high school students, *Research in Applied Psychology*, 2001, pp. 221-250.
- [11] Pang, V. O., The relationship of test anxiety and math achievement to parental values in Asian-American and European-American middle school students, *Journal of Research and Development in Education*, 1991, pp. 1-10.
- [12] Wong, P. T. P., & Weiner, B., When people ask “why” questions and the heuristics of attribution search, *Journal of Personality and Social Psychology*, 1981, pp. 649-663.
- [13] Abramson, L. Y., Seligman, M. E. P., & Teasdale, I., Learned helplessness in humans: Critique and reformulation, *Journal of Abnormal Psychology*, 1978, pp. 49-59.
- [14] Weiner, B., A theory of motivation for some classroom experiences, *Journal of Educational Psychology*, 1979, pp. 3-25.
- [15] Freire, P., *Pedagogy of the oppressed*, London: Penguin, 1970.
- [16] Bentler, P. M., & Wu, M. Y., *EQS: Structural equations program manual*, Encino, CA: Multivariate Software, 1995.
- [17] Hu, L-T, & Bentler, P. M., Cutoff criteria of fit indexes in covariance structure analysis: Conventional criteria versus new alternatives, *Structural Equation Modeling*, 1999, pp. 1-55.
- [18] Liang, C. T., The critiques and reflections on educational reform by Freire's theories of dialogical action, *The Journal of Educational Science*, 2009, pp. 21-35.

- [19] Chen, S. D., *The senior high school diversified admission program and its impact on choosing a school for junior high school students* (Unpublished doctoral dissertation), National Taipei University of Education, Taipei, Taiwan, 2002.
- [20] Guo, Y. C., *A program evaluation of the multiple-entrance programs for colleges and universities: basing on stakeholders' perspective* (Unpublished doctoral dissertation), National Taipei University of Education, Taipei, Taiwan, 2004.
- [21] Sheu, D. B., *A Study of Junior High Students' Learning Disturbances and Learning Attitudes Toward the Implementation of Diversified Admission Program to Senior Vocational High Schools* (Unpublished doctoral dissertation), National Changhua University of Education, Changhua, Taiwan, 2002.
- [22] Wu, W. T., *Taiwan's experience and analysis of education reform*, Paper presented at the Meeting of First Hong Kong Symposium President, Hong Kong, 2004.

行政院國家科學委員會補助國內專家學者出席國際學術會議報告

100 年 08 月 27 日

附件三

報告人姓名	陳婉真	服務機構 及職稱	國立政治大學 教育學系副教授
時間 會議地點	17/08/2011-20/08/2011 Shanghai, China	本會核定 補助文號	99-2410-H-002-092
會議 名稱	(英文) Shanghai International Conference of Social Science (ACSS 2010)		
發表 論文 題目	(英文) The Correlates of Parental Test Anxiety: Understanding Parents' Attribution on Their Children's Test Performance and Perceived Pressures of Entering Education System		
<p>一、參加會議經過</p> <p>於 08/17 下午至會場報到，參與壁報論文發表並與相關學者交流。08/19 上午聆聽 keynote speech 及數場論文發表。08/20 則是上午與下午均參與數場論文發表，主要均以心理學與教育學領域為主。</p> <p>會中所聆聽的 keynote speech 為：</p> <ol style="list-style-type: none"> 1. Hints and Pitfalls in Journal Publishing。 此演講者為 International Journal of Manpower 的主編，他分享如何投稿國外期刊的經驗，以及在論文寫作上應注意的事項。 <p style="padding-left: 20px;">會中所聆聽的論文發表包括：</p> <ol style="list-style-type: none"> 2. Individualism – Collectivism and Voluntary Work Behavior in Thailand. 3. Coping Models of Zefat Cities during the Second Lebanon War. 4. Religion, Spirituality and Mental Health. 5. Changes in Fatherless Family: Educative Experience? 6. Mentoring Teaching Assistants in Higher Education. 7. The Use of Humor in Language Classroom: A Survey of the Opinions of the Master Level Students about the Effects of the Use of Humor on Language Learning. 8. A Study of English Vocabulary Ability and Indexes of Students of Junior High Schools in Taiwan. 9. Which Learning Technology to Use? The Challenge of the ODL Student. 10. The Development Patterns of Strategy Formulation in Tertiary Education: A Case Study of Silpakorn University, Thailand. 11. Innovative Education System of the Peoples Republic of China. 12. What Can We Learn from the Current Ranking Systems and Results? 13. Englishes Rather than English: ELF as Intercultural Modulator. 14. The Role of Family Strategies in Educational Choices: The Case of Higher and Vocational Education in Vietnam. 15. Hindrance and Challenge Stress: Relationships with Learning Strategies and Learning Performance in Educational Computer Game-Based Learning. 			

二、與會心得

SICSS 算是著名的社會科學方面的學會。此次有許多重要學者出席會議演講，也有許多頗能引發進一步研究思考的論文，因此受益良多。同時，在參與論文發表的過程中，得有機會和與會者互動，獲得了不少啟示與學習的機會。

個人因對心理學與教育學較有興趣，大會中安排了不少這方面的論文，我也因此有機會參與這些場次，並對目前的研究趨勢和教學啟示有更深入的了解，相信這對日後的教學與研究有很大的幫助。此外，大會中於早上及下午各安排一次點心時間，而且亦提供大家共同享用的午餐，使得來自各國的學者及與會者有充分的時間交流，這是正式學術研究論文以外的收穫。

三、考察參觀活動(無是項活動者省略)

無

四、建議

1. SICSS 之下有許多會議，每一會議之下均有審查制度，通過的論文必須繳交全文，所有的全文均收錄於 SICSS 的論文級，並且依據論文的屬性將建議收編於四本不同的匿名審查期刊。這樣的方式更能增加參與研討會的動機。
2. 此次研討會的地點在上海復旦大學的對面，屬於上海北方較為偏僻的地方，再加上天氣非常炎熱，所以除了學術研討外，較難適度的放鬆與充電，這是此次研討會美中不足之處。建議國內的研討會的時間與地點均需慎選，以使研討會達到更完美的目的與功能

五、攜回資料名稱及內容

SICSS _ Proceeding 2010 光碟片一份。

六、其他

國科會補助計畫衍生研發成果推廣資料表

日期:2011/09/17

國科會補助計畫	計畫名稱: 父母考試焦慮相關成因研究
	計畫主持人: 陳婉真
	計畫編號: 99-2410-H-004-092- 學門領域: 臨床與諮商心理學
無研發成果推廣資料	

99 年度專題研究計畫研究成果彙整表

計畫主持人：陳婉真		計畫編號：99-2410-H-004-092-					
計畫名稱：父母考試焦慮相關成因研究							
成果項目		量化			單位	備註（質化說明：如數個計畫共同成果、成果列為該期刊之封面故事...等）	
		實際已達成數（被接受或已發表）	預期總達成數（含實際已達成數）	本計畫實際貢獻百分比			
國內	論文著作	期刊論文	0	2	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	2	2	100%		
		專書	0	0	100%		
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（本國籍）	碩士生	2	2	100%	人次	
		博士生	2	2	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		
國外	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	1	1	100%		
		專書	0	0	100%		章/本
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（外國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		

<p>其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。)</p>	<p>無</p>
--	----------

	成果項目	量化	名稱或內容性質簡述
科 教 處 計 畫 加 填 項 目	測驗工具(含質性與量性)	0	
	課程/模組	0	
	電腦及網路系統或工具	0	
	教材	0	
	舉辦之活動/競賽	0	
	研討會/工作坊	0	
	電子報、網站	0	
	計畫成果推廣之參與(閱聽)人數	0	

國科會補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

達成目標

未達成目標（請說明，以 100 字為限）

實驗失敗

因故實驗中斷

其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形：

論文： 已發表 未發表之文稿 撰寫中 無

專利： 已獲得 申請中 無

技轉： 已技轉 洽談中 無

其他：（以 100 字為限）

目前已投稿一篇論文「父母所知覺的升學壓力與父母考試焦慮」，正在審查中。另外，正在撰寫第二篇論文「父母對子女考試表現的歸因與父母考試焦慮」。

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）（以 500 字為限）

學術成就：本研究的主要目的在於探討影響「父母考試焦慮」的相關因素，冀望能夠降低父母考試焦慮，進而改變「考試領導教學」的教育現象。教育改革能和學生與學生家長站在一起，思考其界線處境，才能克服其深陷的矛盾，以進而獲致真正的革新。因此，教育領導者應與師生、家長共同的聯合，進行根本的文化改造工程，才能達到事半功倍之效。瞭解父母考試焦慮的相關成因，並從這個觀點出發協助父母進行改變，是本研究最重要的社會影響與價值。

研究成果：編製了兩份新量表「父母知覺升學壓力量表」與「父母對子女考試表現歸因量表」，透過量表能夠協助父母評估自身對於子女考試與升學的看法，並進而協助瞭解父母調整自己的壓力。

進一步發展：透過本研究的初步探索，可以發展團體介入方案，做為推廣「多元教育」之依據。當學生家長能夠改變自身對升學壓力或對子女的重大考試歸因之評估時，更能有效地協助教育改革之進行。