

國立臺北教育大學 101 學年度碩士班招生入學考試

心理與諮商學系碩士班 測驗與統計(含研究法) 科試題

一、以下有一篇研究文章之簡要內容，關於青少年的霸凌現象。請閱讀後回答問題。(50 分)

Adolescents' Vulnerability to Peer Victimization: Interpersonal and Intrapersonal Predictors

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Abstract:

This study explored how certain personality traits, behaviors, and social status may be associated with who is targeted as a victim of peer aggression. The sample consisted of 233 students in sixth through eighth grades from rural communities. Results indicate that symptoms of anxiety, a high sense of inadequacy, and elevated social stress are associated with victimization. The article discusses implications for prevention and intervention.

Instrument

The Victimization scale consists of 23 items measuring physical and relational victimization (e.g., if an adolescent has been physically assaulted, threatened, teased, called names, or intimidated by peers). The items from the Victimization scale were summed to yield a Victimization score and converted to a T score with a mean of 50 and standard deviation of 10. Elevated scores on the BVS victimization scale suggest that a student is the target of bullying and experiencing peer victimization. According to the technical manual, the BVS Victimization scale has adequate psychometric properties. The internal consistency for the Victimization Scale is .93 and the test-retest coefficient for the Victimization scale was .80 as reported in the technical manual (Reynolds, 2003b).....Specifically, the BVS Victimization scale correlates with teacher ratings of victimization and various scales within the Beck Youth Inventories of Emotional and

Social Impairment (Beck, Beck, & Jolly, 2001) and the Reynolds Adolescent Adjustment Screening Inventory (RAASI; Reynolds, 2001).

Results

A. Pearson correlations between student's Victimization score, Intrapersonal Characteristics (Anxiety, Depression, Self-Esteem, Sense of Inadequacy, Locus of Control, and Self-Reliance), and Interpersonal Characteristics (Interpersonal Relations, Social Stress, Social Support Among Classmates, and Social Support Among Friends) were in the expected direction. Correlations and descriptive statistics are presented in Table 1.

Table.1 Correlation Coefficients and Descriptive Statistics of Study Variables

	1	2	3	4	5	6	7	8	9	10	M	SD
1.Victimization											51.69	11.03
2.Anxiety	.30										50.86	9.49
3.Interpersonal Relations	-.31	-.33									51.97	7.68
4.Self-reliance	-.08	-.25	.43								51.34	9.07
5.Social Stress	.44	.67	-.53	-.38							51.14	10.31
6.Locus of Control	.34	.49	-.38	-.39	.69						50.73	10.60
7.Sence of Inadequacy	.33	.39	-.41	-.44	.59	.63					48.67	9.23
8.Self-esteem	-.24	-.58	.45	.30	-.68	-.51	-.45				48.54	10.08
9.Depression	.30	.52	-.48	-.44	.73	.70	.67	-.64			50.59	9.48
10.Classmate Support	-.33	-.36	.62	.32	-.57	.39	-.39	.44	-.48		3.19	0.59
11.Friend Support	-.15	-.17	.42	.17	-.27	-.30	-.24	.15	-.23	.49	3.49	0.59

B. Results revealed that intrapersonal characteristics explained 17% of the variance in peer victimization. Anxiety and sense of inadequacy contributed significantly to peer victimization; that is, children who were anxious and reported feeling inadequate endorsed greater levels of peer victimization.

C. Interpersonal characteristics explained an additional 12% of the variance in victimization above and beyond intrapersonal characteristics, $F(8,217) = 4.85$, $p = .000$. Of the interpersonal characteristics, social stress and the interaction effects for classmate support and interpersonal relations were significantly related to victimization. Children who reported experiencing more stress surrounding their interpersonal relations endorsed greater victimization.

1. 根據上述訊息，研究者在工具（instrument）中提及 victimization 分數經過以下處理：「The items from the Victimization scale were summed to yield a Victimization score and converted to a T score with a mean of 50 and standard deviation of 10.」請問分數經過上述處理後，與未處理前相較，如何影響該分數與 Anxiety 之相關值.30（見 Table 1）？請說明。（10分）

2. 關於 Victimization 分數之男女生狀況，為簡化數據，假設男女生之描述統計如下：

男生 (n=145)		女生 (n=147)	
M	SD	M	SD
47	11	53	13

請你考驗此心理特質是否有性別差異，請寫出：

2-1 研究假設（2分）

2-2 統計假設（2分）

2-3 計算出考驗統計數、p 值、信賴區間（6分）

2-4 整合以上 2-1 假設與 2-3 數據，寫出結果描述，以與學術社群溝通。

（5分）

3. 關於工具 **victimization scale** 的有效性，作者由此句話開始，According to the technical manual, the BVS Victimization scale has adequate psychometric properties. 共報告了 5 個技術方法，請分別一一前後對應，具體說出作者各在這些方法下蒐集什麼證據（10分）？你還會蒐集什麼證據？如何做？（5分）

4. 研究結果 B 提及「**explained 17% of the variance**」，結果 C 提及「**explained an additional 12% of the variance**」，請依照研究內容之預測變項與效標變項，以及本研究投入變項的先後順序，寫出「**explained 17% of the variance**」以及「**explained an additional 12% of the variance**」是何意？在本研究中意指什麼？（10 分）

二、「親子關係」是心理與諮商領域長期關注的議題，早期常以子女自陳所知覺「父母教養方式」量表為測量工具。然而此方式並無法貼切的反應出親子互動下共同塑造的關係內涵。如果要針對「互動」的關係加以評估，請你選取一或數個心理相關理論為基礎，據以編製出具有合宜信效度的「親子互動關係」測量或評估工具。回答時請斟酌以下各題項之間的連貫與一致性，並請具體標示題號。

1. 簡述心理相關理論，並說明本測量或評估工具將如何對應所設計的理念。（15 分）
2. 說明測量或評估的對象與形式，以及場地、設備或人員等相關需求。（10 分）
3. 提出預計進行的信效度檢驗。（10 分）
4. 說明本測量或評估編製流程。（15 分）