

國立臺北教育大學 105 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、問答題(共 50 分)

長久以來，追求幸福一直是人類重要的目標，也是研究關注的焦點。這些研究各有不同的定義與測量方式，也產生不同的結果與解釋。請先閱讀下列二項與幸福有關研究的部分摘述，再回答後續問題。

《2015 年世界幸福報告》(World Happiness Report 2015)國際評比指數排名，台灣第 38 名。指數包含國內生產毛額 (Gross Domestic Product，簡稱 GDP)、社會支持 (social support)、健康平均餘命 (Healthy Life Expectancy)、對生活選擇的自由 (freedom to make life choices)、慷慨 (generosity) 以及社會廉潔程度 (absence of corruption) 等 6 個變項所組成。

中央研究院人文社會科學研究中心(2014)研究「主觀生活福祉」(subjective well-being)，分為幸福感 (happiness) 和生活滿意度評估二部分，共 15 題。第一部分是自己針對前一天的快樂、擔憂及沮喪等 3 題的情緒感受給評分；第二部分則是評估自己對於生活各面向與整體生活的滿意程度，共 12 題，每題均以 0 至 10 分來給分。本研究並探討影響主觀生活福祉之相關因素，除了年齡、性別、教育程度、及婚姻狀況等人口特徵外；還有社會網絡支持、社會接觸頻率、對他人信任程度、參與政治活動比率、對機構、社會保障制度的信任程度、以及對民主生活與言論自由的滿意程度等。

請回答下列二項問題：

- (一)請比較上述二研究對於幸福或生活福祉的概念與測量有何異同(20 分)。

(二)請先說明名義量尺(Nominal scale)、順序量尺(Ordinal scale)、等距量尺(Interval scale)、比率量尺(Ratio scale)等四種變項測量類型的特徵與差異，並參考上述二個研究中所曾提及的變項，四種類型各舉二例搭配說明(30分)。

二、研究情境題(共 50 分)

請閱讀以下摘要後回答問題

By Silvia Ciairano, Palma Menna, Roberta Molina, and Laura Aleni Sestito

ABSTRACT

Rapid social and economic changes in most industrialized countries have increased the level of uncertainty and precariousness to which young people are exposed. Adolescents are increasingly preoccupied with their future in terms of education, jobs, and career. The current study was aimed at investigating: 1) the stress for the future and the coping styles; 2) gender, age, and living place differences in stress and coping; 3) the relationships between coping styles and future-related stress. 916 Italian adolescents of both sexes, ages 11 to 20, attending public middle and high schools in two living places with different levels of unemployment (lower in Turin, higher in Naples) participated in the study. Adolescents completed the questionnaires “Coping Across Situations Questionnaire” and “Problem Questionnaire”. Main findings showed that: 1) the adolescents perceive the future as the most stressful domain and they use active and internal coping more than withdrawal; 2) stress is higher among girls than boys; younger use coping strategies more than older; c) stress is higher in Turin and internal coping and withdrawal is higher in Naples; 4) stress is: a) positively related to active coping and negatively related to withdrawal (especially in Naples where there is also a negative relation with internal coping); b) withdrawal moderates the effect of active coping. When the context offers too few opportunities for the future, active coping seems ineffective in reducing perceived stress.

Key words: Societal uncertainty, stress for the future, coping strategies, adolescents.

LITERATURE

Active coping may be more likely associated with success and positive feelings if the individual lives in a context that offers many opportunities and sources of support for active coping (Heckhausen, 1999). Conversely, an accommodative process to the current situation through a wide range of coping styles, including withdrawal, might help the individual protect his/her self-concept and well-being despite the presence of future-related stressors, especially when contextual opportunities and resources are low.

MEASUREMENTS

The Coping Across Situations Questionnaire (CASQ) represents the three coping styles : a) active coping (7 coping strategies): coping strategies involving talking about the problem with the person concerned or seeking information, advice, and assistance from the formal or informal social support network (e.g. “I discuss the problem with my parents”); b) internal coping (6 coping strategies): coping strategies involving cognitive processes oriented towards searching for a solution, recognizing one’s own limitations, and being willing to accept compromises (e.g. “I think about the problem and try to find different solutions”); c) withdrawal (7 coping strategies): efforts to withdraw from the stressor or avoid the problem, as well as behaviours intended to reduce emotional tension (e.g. “I withdraw because I cannot change anything anyway”). In our study the Cronbach’s alphas for the internal consistency of the three scales of coping with future-related stressors were .88, .77, .73, respectively.

RESULTS

Table 2. ANOVA – Within subjects test for perception of stress in different domains.

Variables	M	SD	N	F	df	p	η^2
School-related stress	2.98 ^b	.72	857				
Future-related stress	3.31 ^a	.75	845				
Parents-related stress	3.17 ^c	.91	831				
Peers-related stress	3.23 ^d	.91	848	24.57	6, 608	.0001	.04
Leisure-time-related stress	3.17 ^e	.92	804				
Opposite-sex-related stress	3.10 ^f	.93	861				
Self-related stress	3.05 ^g	.83	806				

Note: the superscript letters indicate that the mean value of future-related stress (always considered as the comparison term) was found significantly different from the mean values of the other kinds of stressors by the way of post-hoc test.

Table 3. ANOVA – Within subjects test for coping styles for facing future stressors.

Variables	M	SD	N	F	df	p	η^2
Active coping	.27 ^a	.21	916				
Internal coping	.25 ^b	.22	916	163.11	1, 915	.0001	.15
Withdrawal coping	.14 ^c	.18	916				

Note: the superscript letters indicate that each mean value was found significantly different from all the others by the way of post-hoc test.

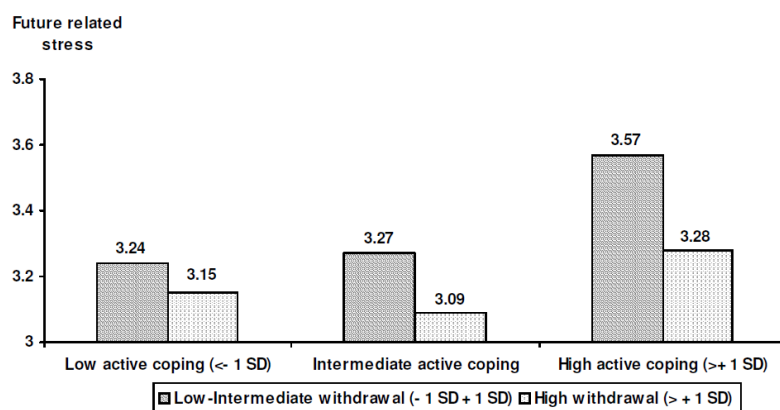


Figure 1

It was found that stress for the future is positively related to active coping styles and, conversely, it is negatively related to withdrawal. We plotted Figure showing that levels of withdrawal are able to moderate the relationship between stress and active coping strategies. That is, when adolescents use withdrawal more frequently they also perceive lower stress, regardless of how often they use active coping.

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請回答以下問題(以中文撰寫):

- (一)請你給這篇研究作品一個適合的題目 (5分)。
- (二)研究工具中提及「In our study the Cronbach's alphas for the internal consistency of the three scales of coping with future-related stressors were .88, .77, .73, respectively.」請說明 Cronbach's alphas 是什麼，數據的意義為何(5分)? 此指標與題目的內容有何關係，與構念的結構有何關係(5分)?
- (三)從研究結果之表 2 中，舉出受試者感受到壓力最高與最低的兩個來源，規畫如何進行假設考驗，以檢視是否有顯著差異。請說明採用何種分析方式，推估考驗統計數大小，p 值為何，推論結果，計算效果量，並解釋結果 (15分)。
- (四)表 3 以及摘要與文獻都提及壓力因應策略有三種，且各因應策略強弱與壓力大小存有關聯。請仔細研讀 Figure 1 以及註解的文字，(1)首先請將 Figure 1 轉成以折線圖呈現的交互作用圖，X 軸的變項組別、Y 軸的高低數值、以及不同的線所代表的組，都要標示清楚(10分)。(2)根據(1)之交互作用圖，解釋作者所發現的「withdrawal are able to moderate the relationship between stress and active coping strategies」之意義為何(10分)?