

## ABSTRACT

Based on Lazarus and Folkman's (1984) stress and coping model, the present study aimed to examine how acculturative stress and coping resources exerted their influences on Hong Kong mainland immigrant students' Subjective Well-Being (SWB). A total of 308 junior high school immigrant students completed a questionnaire which included measures of SWB, acceptance of new living environment, perceived discrimination, language competence, family support, mutual trust and understanding with peers, and sense of mastery. SWB in this study was indicated by life satisfaction, self-esteem, and low level of psychological distress, while language competence was indicated by degree of bilingualism and language comprehension. Analysis by structural equation modeling (SEM) showed that factors in the primary appraisal process (acceptance of new living environment, perceived discrimination, and language competence) did not have direct influences on mainland immigrant students' SWB. Instead, they exerted indirect influences on mainland immigrant students' SWB through the mediation of factors in the secondary appraisal process (family support, mutual trust and understanding with peers, and sense of mastery). The three factors in the secondary appraisal process were all significant positive predictors of mainland immigrant students' SWB, with sense of mastery being the strongest predictor. It was concluded that both acculturative stress and coping resources had some influences on mainland immigrant students' SWB. Lazarus and Folkman's (1984) stress and coping model could be applied to the adjustment process of mainland immigrant students. The findings gave insights to professionals in designing appropriate intervention programs for mainland immigrant students in response to their needs.

## 摘要

本研究應用 Lazarus 和 Folkman(1984)的壓力及應付法模型，探討同化過程所產生的壓力及應付資源如何影響大陸新移民學童的主觀幸福感。研究以問卷形式進行，成功訪問了 308 名中一至中三的新移民學童，內容包括他們的主觀幸福感、對新住屋環境的接受程度、歧視察覺度、語言能力、家庭支持度、朋輩間之互相信任及理解度和自我掌控感。幸福主觀感由生命滿意度、自尊及心理悲痛三個量表量度組成，而語言能力則由雙語能力及語言理解度兩個量表量度。根據結構程式模型法(SEM)的分析，初步評估(Primary Appraisal)的對新住屋環境的接受程度、歧視察覺度及語言能力，對新移民學童的主觀幸福感並沒有直接的影響。然而，這些因數會透過再評估過程(Secondary Appraisal)的家庭支持度、朋輩間之互相信任及理解度和自我掌控感，間接影響新移民學童的主觀幸福感。再評估過程(Secondary Appraisal)的家庭支持度、朋輩間之互相信任及理解度、自我掌控感皆對新移民學童產生顯著及直接的正面影響，而當中又以自我掌控感的預測能力為最強。總結：同化過程所產生的壓力及應付資源皆對新移民學童的主觀幸福感有所影響，而 Lazarus 及 Folkman(1984)的壓力及應付法模型亦可應用在新移民學童的適應過程中。研究結果有助專業人士為新移民學童設計適合他們的調解程式。