

Abstract of thesis entitled: An integrated model of parenting stress among Chinese parents with children advancing from primary to secondary school

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for the Degree of Doctor of Philosophy in Psychology at the Chinese University of Hong Kong in April 2007

Abstract

There is no doubt that parenting is one of the most taxing roles. The issue of parenting stress is a complex phenomenon that requires research to be guided by theory and models (Abidin, 1990), without which advancement in the area would not be possible. The present dissertation was an attempt to propose an integrated model of parenting stress among Chinese mothers with children advancing from primary to secondary school. The integrated model was a modification of Abidin's (1992) model in that variables appropriate to the child's developmental stage and the Chinese culture were incorporated. The model postulated that parenting-relevant stressors/resources were predictive of parenting stress. Parenting stress then had a negative impact on adolescent outcomes through the mediation of parenting style. Negative outcomes would further accentuate parenting stress, thus creating a vicious cycle of maladaptiveness. The validity of the model in predicting adolescent achievement aspirations and perceived academic competence was tested at two time points over a 6-month interval. At Time 1, the cross-sectional model was tested in 510 mother-adolescent dyads. Results of path analysis revealed substantial gender differences. For girls, adolescent emotional autonomy, maternal academic distress, parenting alliance and parenting self-efficacy contributed to parenting stress. Parenting stress had a direct effect on parenting style and indirect effect on girls' achievement aspirations and perceived academic competence through the mediation

of parental control. For boys, all the stressors except emotional autonomy contributed to parenting stress. Parenting stress had a direct effect on parenting style. However, parenting style did not mediate the effect of parenting stress as both parental control and parental responsiveness failed to explain boys' outcomes. Instead, boys' emotional autonomy contributed directly to lower levels of achievement aspirations and perceived academic competence.

At Time 2, the mother-adolescent dyads were contacted again at the end of the academic year, of which 304 dyads participated in the survey. The longitudinal model generated results similar to that of Time 1. Path analysis revealed that gender differences emerged in the complexity of the model. For girls, all stressors except emotional autonomy contributed to parenting stress, which in turn negatively influenced parenting style. Maternal control mediated the negative impact of parenting stress on achievement aspirations. However, parenting style did not predict girls' perceived academic competence. For boys, all stressors except emotional autonomy predicted parenting stress, which in turn impaired the quality of parenting style. However, parenting style did not predict any of boys' adjustment outcomes. Instead, emotional autonomy had a direct negative impact on achievement aspirations and perceived academic competence.

Based on results derived at Time 2, the model was revised and gender differences were tested using multi-sample analyses. In the final model, parenting stress had an indirect effect on girls' achievement aspirations through the mediation of parental control, whereas parenting stress had a direct effect on boys' achievement aspirations. However, only maternal academic distress predicted adolescent perceived academic competence in both genders.

The present dissertation broadened current literature in the area by proposing an integrated model of parenting stress. Findings suggested intervention to target at

mother's parenting self-efficacy, and parenting alliance to ameliorate the stresses and burden of child caring. However, the validity of the findings may be impeded by limitations in relation to methodology. Implications for future research on parenting stress were discussed in detail.

Self-Translated Psychological Tests

(1) The *Efficacy* subscale of Parenting Sense of Competence Scale (Gibaud-Wallston & Wandersman's 1978, cited in Johnston & Mash, 1989).

以下的問題是有關於你照顧這孩子時的感受和看法，請就下列各項表示你同意的程度。

	非常 不同意	不同 意	少許 不同 意	少許 同意	同 意	非常 同意
1. 作為父母其中一個難題是不知道自己是好爸爸/好媽媽。	1	2	3	4	5	6
2. 當你了解自己的行為如何影響子女時，照顧子女的問題便會迎刃而解；而我正具備此理解能力。	1	2	3	4	5	6
3. 如果一位剛為人母親的人需要知道如何成為一個好媽媽，我會是一個很好的模範。	1	2	3	4	5	6
4. 作為母親是一件可駕馭的事情，而很多問題也可輕易解決。	1	2	3	4	5	6
5. 我達到自己對照顧子女所定下的目標。	1	2	3	4	5	6
6. 如果有人能找出困擾子女的事情，我便是那個人。	1	2	3	4	5	6
7. 自我成為母親以來，我完全熟練和精通於此角色。	1	2	3	4	5	6
8. 我真的認為自己具備所有作為一位好母親應有的條件。	1	2	3	4	5	6
9. 成為一位好母親對我來說是一種獎勵。	1	2	3	4	5	6

(2) Parenting Practices Questionnaire (Robinson, Mandleco, Olsen, & Hart, 1995)

以下的問題是關於你照顧這孩子的看法。請就下列各頂表示你同意的程度。

	從 不	偶 然	一 半 時 間	經 常	總 是
1. 當這孩子不聽話時，我拒絕和他/她說話，直至他/她聽話。	1	2	3	4	5
2. 當這孩子和我的看法不一樣時，我對他/她的態度會較不親切。	1	2	3	4	5
3. 當這孩子令我失望時，我便不理會他/她。	1	2	3	4	5
4. 我會對這孩子說：「如果你真的關心我，你便不會令我擔心」。	1	2	3	4	5
5. 告訴這孩子他/她比其他小朋友差。	1	2	3	4	5
6. 告訴這孩子他/她比自己小時候差。	1	2	3	4	5
7. 當這孩子不能達到我的期望時，我會使他/她感到內疚。	1	2	3	4	5
8. 我會提醒這孩子我為他/她所做的事情和付出。	1	2	3	4	5
9. 當這孩子不聽話時，我會掌摑他/她。	1	2	3	4	5
10. 當這孩子不聽話時，我會罵他/她。	1	2	3	4	5
11. 當這孩子不聽話時，我會對他/她大聲呼喝。	1	2	3	4	5
12. 我會用體罰去管教這孩子。	1	2	3	4	5
13. 我對這孩子有耐性。	1	2	3	4	5
14. 我對這孩子採取溫和寬鬆及輕鬆的態度。	1	2	3	4	5
15. 我和這孩子說笑和玩耍。	1	2	3	4	5
16. 我對這孩子的需要和感受反應靈敏。	1	2	3	4	5
17. 當這孩子不開心時，我會給予安慰和體諒。	1	2	3	4	5

(3) Parenting Alliance Inventory (Abidin & Konold, 1999)

以下的問題是關於你和配偶就照顧這位孩子的看法和行為，請選出你對每項的同意程度。

	非常 同意	同 意	不清 楚	不同 意	非常 不同 意
1. 我的配偶喜歡與這孩子單獨相處。	5	4	3	2	1
2. 懷孕期間，我的配偶對我能夠成爲一位好媽媽的能力表示充份信心。	5	4	3	2	1
3. 當這孩子有問題時，我和我的配偶一起找出解決方法。	5	4	3	2	1
4. 我和配偶就這孩子方面有良好的溝通。	5	4	3	2	1
5. 我的配偶願意作出犧牲去照顧這孩子。	5	4	3	2	1
6. 與配偶談論這孩子是我期待的事情。	5	4	3	2	1
7. 我的配偶悉心照料這孩子。	5	4	3	2	1
8. 我和配偶就這孩子准許和不准許做的事情上意見一致。	5	4	3	2	1
9. 每當我看見配偶和這孩子玩耍時，我覺得我和配偶的關係親密。	5	4	3	2	1
10. 我的配偶懂得如何照顧這孩子。	5	4	3	2	1
11. 我和配偶在照顧這孩子方面是一個很好的團隊。	5	4	3	2	1
12. 我的配偶認爲我是一個好媽媽/好爸爸。	5	4	3	2	1
13. 我認爲我的配偶是一個好媽媽/好爸爸。	5	4	3	2	1
14. 我的配偶使我作爲母親/父親的工作較爲輕鬆。	5	4	3	2	1
15. 我和配偶對這孩子的看法意見一致。	5	4	3	2	1
16. 我和配偶對這孩子的描述基本上相同。	5	4	3	2	1
17. 如果這孩子需要被處罰，我和配偶就處罰的方法意見一致。	5	4	3	2	1
18. 我很滿意配偶有關於什麼是對這孩	5	4	3	2	1

子適當的看法。					
19. 我的配偶告訴我我是一個好媽媽/好爸爸。	5	4	3	2	1
20. 我和配偶對這孩子有共同的目標。	5	4	3	2	1