

Abstract

Prior research mainly studied relatively “static”, non-situational, and “distal” parenting cognitions (e.g., parents’ general self-efficacy or socialization goals for children) in predicting the quality of parental involvement in children’s homework. Moving forward, the current research focused on rather situational, reactive, and proximal parental goals during parent-child homework interactions as immediate precursors of the quality of parental involvement – specifically, parent- versus child-oriented goals reflecting different instantaneous outcomes that parents would like to promote while they are involved in their children’s homework. The current research also investigated how children’s helplessness versus mastery homework behaviors, parents’ child-based worth, and parents’ perceived stress might make a difference in parents’ homework interaction goals (i.e., parent- vs. child-oriented goals), which in turn might predict quality of parents’ homework involvement.

In Study 1, 389 mothers of 4th graders in China completed a survey to report their endorsement of homework interaction goals and the quality of their homework involvement in two hypothetical scenarios (i.e., when children demonstrated helplessness vs. mastery homework behaviors). They also reported their child-based worth and perceived stress that were expected to be particularly predictive of parent- versus child-oriented goals during homework interactions. Moreover, they reported on some relatively “static” aspects of parenting cognitions that have been examined in prior research as relatively “distal” predictors of the quality of parental homework involvement (e.g., parental general self-efficacy of homework involvement and socialization goals for children). It was found

that in both the helplessness and mastery scenario, the greater extent to which mothers endorsed parent-oriented goals and the less extent to which they endorsed child-oriented goals, the more unconstructive (i.e., featuring negative emotions, control, and performance-oriented teaching) and the less constructive (i.e., featuring positive emotions, autonomy support, and mastery-oriented teaching) was the quality of homework involvement they reported, above and beyond the predicting effects of the “static” aspects of parenting cognitions under examination. In addition, in the helplessness (vs. mastery) scenario as well as when they reported high (vs. low) levels of child-based worth or perceived stress, mothers were more likely to endorse parent-oriented goals and less likely to endorse child-oriented goals, which in turn related to more unconstructive and less constructive homework involvement.

Study 2 aimed to replicate and consolidate the findings in Study 1 by investigating mothers’ actual homework involvement in daily life. Participants were 261 mothers from Study 1 who completed daily reports on their homework interactions with their children for 14 consecutive days. Both daily-level and person-level analyses showed that when mothers endorsed more parent-oriented goals during homework interactions, the quality of their homework involvement was more unconstructive, whereas when mothers endorsed more child-oriented goals, the quality of their homework involvement was more constructive. Person-level analyses also indicated that throughout their homework interactions across the days, mothers with greater child-based worth endorsed more parent-oriented goals, which in turn related to more unconstructive homework involvement. Moreover, both daily-level and

person-level analyses evidenced that mothers with greater perceived stress endorsed less child-oriented goals, which in turn related to less constructive homework involvement.

摘要

本研究調查家長作業參與質量的影響因素，並在前人關注的相對“靜態”、“非情境”、“遠端”的家長認知（如總體的教養自我效能感或對兒童的社會化目標等）之外，更聚焦於相對“情境性”、“反應性”、“近端”的作業互動目標（如家長在作業互動當下是更以家長還是更以孩子中心）。此外，本研究旨在調查孩子做作業時的無助（相比掌握）行為、家長基於孩子的價值感和家長日常的壓力這三種因素在作業互動目標中的作用，並進一步預測他們的作業參與質量。

研究 1 中，共 389 名中國的小學四年級學生的母親填寫了問卷。她們在兩種假設作業參與情境下（即孩子做作業時有無助與掌握行為），分別報告當下的作業互動目標和作業參與質量。她們還報告了自己基於孩子的價值感、日常的壓力和一些相對“靜態”、“遠端”的父母認知變量（如社會化目標等）。結果表明，在兩種作業參與情境下中，當母親的作業互動目標更多以家長為中心、更少以孩子為中心，那麼她們無益的作業參與（如消極情緒、過度控制、以結果為導向的輔導）越多，有益的參與（如積極情緒、自主支持、以掌握位導向的輔導）越少，且在控制了相對“靜態”、“遠端”的家長認知後依然顯著。此外，當孩子在做作業時有無助（相對精通）行為、母親基於孩子的價值感越高、壓力越大，母親在作業參與時會更多以家長為中心、更少以孩子為中心，從而有更多無益和更少有益的作業參與。

研究 2 將研究 1 的結果進一步延伸到母親日常的作業參與中。來自研究 1 的 261 名母親連續完成了 14 天的每日作業參與報告。結果顯示，無論在被試間還是被試內，母親以家長為中心的目標越多，他們無益的作業參與越多，而母親以孩子為中心目標越多，他們有益的作業參與越多。此外，在被試間層面，母親基於孩子的價值感越高，她們往往在作業參與時更多以家長為中心，並進一步有更多無益的作業參與。而在被試間

和被試內層面，母親以孩子為中心的目標則會隨著壓力的增加而減少，並進一步有更少有益的作業參與。