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題目 (Title):

早期教養方式與墨西哥裔美國兒童的學業表現之關係
(Early Childrearing Practices and Their Relationship to Academic Performance in
Mexican American Children)

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目的 (Purpose):

檢驗兒童三歲以前之墨西哥裔美國家庭的親職行為與教養方式是否能預測其學
齡期的課業表現。
(To examine whether parenting behaviors and childrearing practices in the first 3
years of life among Mexican American (MA) families predict children's academic
performance at school age.)

方法 (Methods):

36 名兒童接受親職行為檢核表 (Parent Behavior Checklist)、兒童教導量表 (Nursing
Child Assessment Teaching Scale)、家庭環境評量表 (Home Observation for
Measurement of the Environment Inventory)、貝萊氏嬰幼兒發展量表第二版 (Bayley
Scales of Infant Development II) 的評估，並於小學三年級時使用伊利諾州標準成
績測試 (Illinois Standards Achievement Test) 評量其學業表現。
(Thirty-six children were assessed using the Parent Behavior Checklist, Nursing Child
Assessment Teaching Scale, Home Observation for Measurement of the Environment
Inventory, and Bayley Scales of Infant Development II. Academic performance was

measured with the Illinois Standards Achievement Test during third grade.)

結果 (Results):

父母對於發展的期待、養育行為、管教與兒童的學業表現有統計上顯著的關係 ($P < .05$)，於發展的期待與管教方式可以預測伊利諾州標準成績測試中閱讀測驗結果變異量的 30%。

(Correlation between parents' developmental expectations, nurturing behaviors, discipline, and academic performance were statistically significant ($P < .05$).

Developmental expectations and discipline strategies predicted 30% of the variance in the Illinois Standards Achievement Test of reading.)

結論 (Conclusions):

本研究的結果建議墨西哥裔美國父母在早期對兒童的發展期待、養育與管教方式和兒童在學齡期的課業表現有關。

(The results of this study suggest that early developmental expectations that MA parents have for their children, and the nurturing and discipline behaviors they engage in, are related to how well the children perform on academic tests at school age.)

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