

# 國立臺北教育大學 106 學年度碩士班考試入學招生考試 心理與諮商學系碩士班 測驗與統計(含研究法) 科試題

一、研究情境題，請閱讀以下研究文章之部分摘錄，並回答問題。(50 分)

## **Purpose of the Current Study**

This study examined relationships among acculturative stress, grade point average satisfaction, maladaptive perfectionism, and depression in 52 East Asian international students and 126 North American students.

East Asian international students are a growing segment of many North American colleges and universities (Institute of International Education, 2011). At the same time, these international students often experience more psychological problems than domestic students because of challenges with the acculturation process (Dao, Lee, & Chang, 2007). One could speculate that, compared with domestic students, East Asian international students are at increased risk of depression because of their additional challenges, such as language barriers, problems adjusting to the host culture, lack of friendships and social supports, and unfamiliarity with the systems and structures in the host country. Not surprisingly, Dao et al. (2007) found that East Asian students at risk of depressive feelings were more likely to experience high acculturative stress.

## **Measures**

1. The APS-R measures perfectionism on three subscales: (a) High Standards, (b) Order, and (c) Discrepancy. The APS-R consists of 31 items answered on a 7-point **<A>** scale, ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). Of

these subscales, only the Discrepancy subscale measures maladaptive perfectionism, as evidenced by the discrepancy between standards and performance in negative perfectionism (Slaney et al., 2001). Total Discrepancy subscale scores can range from 7 to 84, with higher scores indicating greater discrepancy (Wei et al., 2007). Alpha coefficients for the APS-R range from .85 to .92 (Slaney et al., 2001). Concurrent validity **<B>** of the APS-R has been demonstrated through positive correlations with other measures of perfectionism and through expected correlations with theoretically related constructs (Grzegorek et al., 2004; Slaney et al., 2001).

2. The CES-D measures current levels of depression. The CES-D consists of 20 items rated on a 4-point scale, ranging from 0 (*rarely or none of the time*) to 3 (*most or all of the time*), which reflects the frequency with which participants have experienced the item during the preceding week. The maximum score is 60, and high scores indicate high levels of depressive symptoms, with 16 being the cutoff score of experiencing possible depression (Wei et al., 2007). The coefficient alpha was .87 for Taiwanese college students (Wang et al., 2007) and .91 for African, Asian and Latin American international college students (Constantine, Okazaki, & Utsey, 2004; Wei et al., 2007). The reliabilities for the total CES-D score range from .89 to .90 (Radloff, 1977; Wei et al., 2007).

## Results

### Result 1

**Table 1.** Regression Models Predicting Levels of Depression Experienced by East Asian International Students and North American Students From Combination of Grade Point Average (GPA) Satisfaction, Discrepancy, and Acculturative Stress

	Type of Student	
	East Asian International $R^2$	North American $R^2$
GPA satisfaction	.01	.08*
Discrepancy	.25**	.24**
Acculturative stress	.16*	NA
Combined model	.40**	NA

\* $p < .01$ . \*\* $p < .001$ .

## Result 2

We used a one-way analysis of variance to calculate the differences in the scores between East Asian international students and North American students. Contrary to the hypothesis, differences were not statistically significant on discrepancy scores,  $F(1, 176) = 1.39, p = <C>$ , or levels of depression,  $F(1, 176) = 0.04, p = <C>$ . The only statistically significant difference between the two groups was for GPA satisfaction,  $F(1, 164) = 18.52, p = <C>$ . Not surprisingly, North American students reported a higher level of GPA satisfaction ( $M = 3.64$ ) than East Asian international students ( $M = 2.98$ ).

- (一)請填上<A>空格中的量尺型態。亦即，如此設計的量尺，稱為\_\_\_\_\_scale (2分)。並請設計一題，包括題幹與選項等級(3分)。
- (二)作者提及 concurrent validity(文中的<B>)，請就此量尺，設計一個 concurrent validity 的例證。請包括方式，考驗統計數，顯著性結果等。(5分)
- (三)在測量上有一邏輯性說法：有信度不一定有效度，有效度必定有信度。然而建構派典的詮釋性研究作品對於信度與效度的關係，有學者提出一問題，”Can there be validity without reliability?” 請問你的答案為何？並請說出理由。(10分)

(四)請根據表 1 的結果，提出恰當的研究假設(5 分)，並詮釋表 1 所得到的結果以呼應本研究的研究目的(5 分)。

(五)關於研究結果 2，請根據文中內容，填上可能的 P 值 (文中的<C>)

$$F(1, 176) = 1.39, p = ? (2 \text{ 分})$$

$$F(1, 176) = 0.04, p = ? (2 \text{ 分})$$

$$F(1, 164) = 18.52, p = ? (2 \text{ 分})$$

(六)請注意結果 2 中，那些變項有顯著差異，哪些變項沒有顯著差異，且根據結果 1 之表 1 所得到的迴歸分析數據，請你從這兩個結果整體詮釋研究發現。(10 分)

(七)請為這個研究想一個適切的題目。(4 分)

## 二、解釋名詞與舉例(每題 10 分，共 30 分)

以下是心理測驗常見的常模形式或量尺，請解釋名詞並以數值舉例說明其意義。

(一)百分等級(percentile rank)

(二)離差智商(deviation IQ)

(三)T 量表分數(T-scaled score)

## 三、某心理健康診所想要分析去年度所有求診者自評簡表(見下頁)的結果，請回答下列問題。(20 分)

(一)為了瞭解整體狀況，請問針對(A)(B)二題你會如何進行編碼與統計分析？請具體說明理由。

(二)如果想比較不同性別是否有不同的反應，(A)(B)二題分別可以採取何種統計分析？請具體說明理由。

### 身心適應狀況自評簡表

個案編號：12345

(A)請您仔細回想最近一星期(包括今天)，勾選一個最符合您的狀況或感覺。

	沒有	輕微	困擾	嚴重
1.睡眠困難，譬如難以入睡、易醒或早醒。				
2.感覺緊張不安。				
3.覺得容易苦惱或生氣。				
4.感覺憂鬱、心情低落。				
5.覺得比不上別人。				

(B)生活事件會對心理產生衝擊，請您勾選最近一年曾經發生的事件。(可複選)

- ☐失去工作   ☐情感受挫   ☐失去親人   ☐損失金錢
- ☐生重病   ☐犯罪坐牢   ☐考試失敗   ☐工作過勞