

為孩子構築高 EQ 的成長鷹架

教育的本質意味著，
一棵樹搖晃另一棵樹、一朵雲推動另一朵雲、
一個靈魂喚醒另一個靈魂。

雅斯培 (Karl Theodor Jaspers)



EQ 教育服務成效實證研究報告彙整

臺灣 芯福里 情緒教育推廣協會
TAIWAN HAPPINESS VILLAGE EMOTION EDUCATION

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壹、Evaluation of a School-Based Social and Emotional Learning Program Using Volunteer Parents as Instructors

以學校為基礎、家長志工擔任主講者的社交情緒學習課程之成效評估

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論文海報



Evaluation of a School-Based Social and Emotional Learning Program Using Volunteer Parents as Instructors

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ABSTRACT

OBJECTIVE: Up to the spring semester of 2018, more than 468 thousand preadolescents in Taiwan had taken the social and emotional learning program designed by the Happiness Village Association. At least eight elementary schools and two middle schools in Beijing, China also adopted HVA's curricula. No scientific study has yet evaluated the effect of this increasingly popular SEL program. This study is the first empirical documentation of the intervention effect of the SEL program designed by HVA.

METHOD: Fifth graders' emotional intelligence was evaluated by guardians using the revised version of Schutte et al.'s (1998) Emotional Intelligence Scale before and after the implementation of the first two themes of HVA's SEL curricula.

RESULT: Analysis of covariance with pretest score as covariate was conducted. The capacity of Appraisal and Expression of Emotion and Regulation of Emotion improved significantly more for the intervention group than the control group. Hierarchical regression analyses indicated that both parenting style and attachment relationship moderated children's improvement in emotional intelligence after HVA's intervention.

DISCUSSION: This study documented the positive effect of HVA's SEL program and indicated the important role of family in the effectiveness of the program.

INTRODUCTION

The SEL Program Established by the Happiness Village Association

The social and emotional learning (SEL) program offered by the Happiness Village Association (HVA) in Taiwan is a school-based curriculum aiming at improving preadolescents' socioemotional competence.

The curricula offered for preadolescents consists of four themes. Each theme comprises eight hours of class sessions that are dispersed over one semester.

Theme of the Program	Aim of the Curriculum
5th Grade	
1st semester	I am a master in emotional intelligence.
2nd semester	I am truly a nice kid.
6th Grade	
1st semester	We can both do well.
2nd semester	I am a master in problem solving.

Instructor Training for HVA's Curricula

HVA's SEL program is typically implemented by adult volunteers in the communities (mostly parents of the students or former students in the school) who have completed the instructor training program and passed the subsequent screening and certification procedure.

HVA offers instructor training program upon request, which is usually initiated by the parent association of a particular elementary school.

The goal of HVA's instructor training program is twofold: (1) to train parents to become certified instructors to implement the SEL courses, and (2) to inspire parents to become socioemotionally competent role models for their children.

Course participants who have finished HVA's instructor training program are not automatically qualified for teaching HVA's SEL courses. Each candidate needs to go through a standardized procedure of classroom observation, live practices, and screening before he/she can be formally certified as an SEL instructor.

Although many interested parents and community members participated in HVA's instructor training program, few of them could pass the approval assessment and become HVA-certified SEL instructors.

Once the parent association in a particular school has recruited enough certified SEL instructors from the local community and the school officials are willing to provide eight hours of class sessions in each semester, HVA would then formally start to implement the curriculum in this particular school.

Significance of This Study

We chose to evaluate HVA's program for the following reasons.

- (1) Its widespread popularity in Taiwan.
- (2) The teaching materials and methods have already been standardized.
- (3) The textbooks, instructor's manuals, and homework assignments have already been published. That is, the content of the courses cannot be arbitrarily modified.
- (4) HVA trained and supervised the instructors in a systematic way, guaranteeing the quality of the program implemented in schools.
- (5) HVA involved parents in their SEL programs; this feature of community-partnership is essential but usually absent in many other SEL programs.

Statistics of HVA's SEL Programs Implemented in Taiwan From August 2017 to July 2018

Number of Schools Participated	170
Number of Classrooms Participated	2,399
Number of Students Participated	71,650
Number of Teachers Participated in the Instructor Training Program	2,586

GOALS

1. To evaluate the intervention effect of the first two themes of HVA's SEL program.
2. To investigate whether the intervention effect is moderated by parenting style and attachment relationship in the fifth graders' family.

METHOD

PARTICIPANTS

- Intervention Group-I (IG-I): fifth graders (n = 351) and their guardians (n = 323) from twelve schools in Taiwan
- Control Group (CG): fifth graders (n = 72) and their guardians (n = 60) from four schools in Taiwan
- Intervention Group-II (IG-II): fifth graders (n = 72) and their guardians (n = 60)

Participants in IG-II were individually picked from IG-I to match with the participants in CG in terms of child's sex, academic performance, parental education level, and city of residence.

PROCEDURE

- Guardians filled out the Emotional Intelligence Scale-Chinese Version for Parents, revised (EIS-CPr) at the start (pretest) and at the end (posttest) of the school year of fifth grade.
- Guardians and children filled out the Parental Authority Questionnaire and Kerns' Security Scale, respectively, at the beginning of the spring semester of the school year.

MEASUREMENTS

Outcome Variables (EIS)

- Emotional Intelligence Scale (Schutte et al., 1998) was translated into Chinese and revised by Lin & Lay (2019). 10 items for AEE, 7 items for RE, 6 items for UE; Cronbach's α of subscales = 0.69-0.87, Test-retest reliabilities = .63-.76 (ps < .01)

Moderators:

- Parental Authority Questionnaire - Chinese version (PAQ; Buri, 1988, 1991; translated by Lay, 2019). 10 items for each subscale; Cronbach's α of subscales = 0.74-0.80; Test-retest reliabilities = .63-.80 (ps < .01)
- Kerns Security Scale (Kerns et al., 2015; translated by Lay, 2016). 24 items; Cronbach's α of total score = 0.87; Test-retest reliability of total score = .68 (p < .01)

RESULT

Improvement of Emotional Intelligence

One-way between-subject (IG-II vs. CG) ANCOVAs on the posttest scores of the three EIS-CPr subscales, with the pretest scores as the covariate, indicated that, at the end of fifth grade, children in IG-II were rated by guardians to have higher AEE ($F(1, 117) = 4.065, p = .046, \eta^2 = .034$), and higher RE ($F(1, 117) = 8.302, p = .005, \eta^2 = .066$) than those in CG, suggesting the positive effect of HVA's program.

Family Relationship Moderated the Effect of HVA's Program

Table 1. Hierarchical Regression on Improvement of Emotional Intelligence after the Completion of the First Two Themes of HVA's SEL Program

Predictors	Appraisal and Expression of Emotion (AEE)		Regulation of Emotion (RE)		Utilization of Emotion (UE)	
	ΔR^2	B	ΔR^2	B	ΔR^2	B
Step 1						
Pretest Score	.070**	-0.516**	.120**	-0.462**	.097*	-0.466**
Step 2						
Score of Security		0.081		0.139*		0.120
Permissive Parenting		0.108		0.230**		0.102
Authoritarian Parenting		-0.079		-0.056		-0.038
Attachment Parenting		0.184**		0.156*		0.148*
Step 3						
Pretest x Security		0.037		0.018		0.123
Pretest x Permissive Parenting		-0.059		0.008		0.029
Pretest x Authoritarian Parenting		0.109		0.028		-0.067
Pretest x Attachment Parenting		-0.231**		-0.103		-0.058

Note. The β coefficients of each predictor variable first entering the model are reported.
* $p < .05$. ** $p < .01$. *** $p < .001$.

The lower the scores in AEE at the start of the fifth grade predicted larger improvement after the intervention, especially for children receiving higher authoritative parenting ($\beta = -0.231$, $p < .001$; Figure 1).

Authoritative parenting also positively predicted larger improvement in RE and UE after two semesters of intervention.

Both children's felt security and guardians' permissive parenting played a positive role in the improvement of RE after the intervention.

DISCUSSION

With the continuous increases in the number of students receiving HVA's program, rigorous research testing its intervention effect is urgently needed.

This study documented the positive effect of HVA's SEL curricula and indicated the important role of family in the effectiveness of the program.

研究結論

1. 在國小五年級接受芯福里《我是 EQ 高手》課程有其功效。
2. 如果家長能同時接受親職教育，建立民主威信式的教養態度，孩子學習 EQ 的成效也會更好，芯福里應擴大親職教育之推廣，以提升學童學習 EQ 的成效。
3. 國小五年級才介入，對於執行功能好的孩子幫助很大，但執行功能不佳的孩子學習效果就比較有限；這表示 SEL 課程或許應該在比小五更早就開始介入。

貳、Differential SEL Effect for Children with Diverse Initial States: I. The Self-Concept Curriculum Designed by Taiwan Happiness Village Association

不同先備狀態兒童嵌入「社會情緒學習課程」之成長軌跡的個別差異 (一)：
自我概念課程的效果評估

論文出處

7th European Network for Social and Emotional Competence conference,
August 29-31, 2019, Budapest, Hungary.

論文海報



研究結論

1. 原自我概念較佳的學童，在接受芯福里《我真的很不錯》之後，其自我概念持續進步。原本自我概念低落的學童，接受本課程之後，其自我概念不再降低，顯示本課程對這些學童具有緩衝效果(Buffering Effect)，且其維持效果 (Maintenance Effect) 可持續半年以上(至本研究結束前)。
2. 本課程第二單元主軸「情緒我」與學童之「社交能力」頗有關聯。在接受本課程之後，原具有高社交能力的學童其能力得到進一步的提升；而原社交能力較低的學童不再繼續降低，呈現緩衝效果(Buffering Effect)，且其維持效果 (Maintenance Effect) 可持續半年以上(至本研究結束前)。

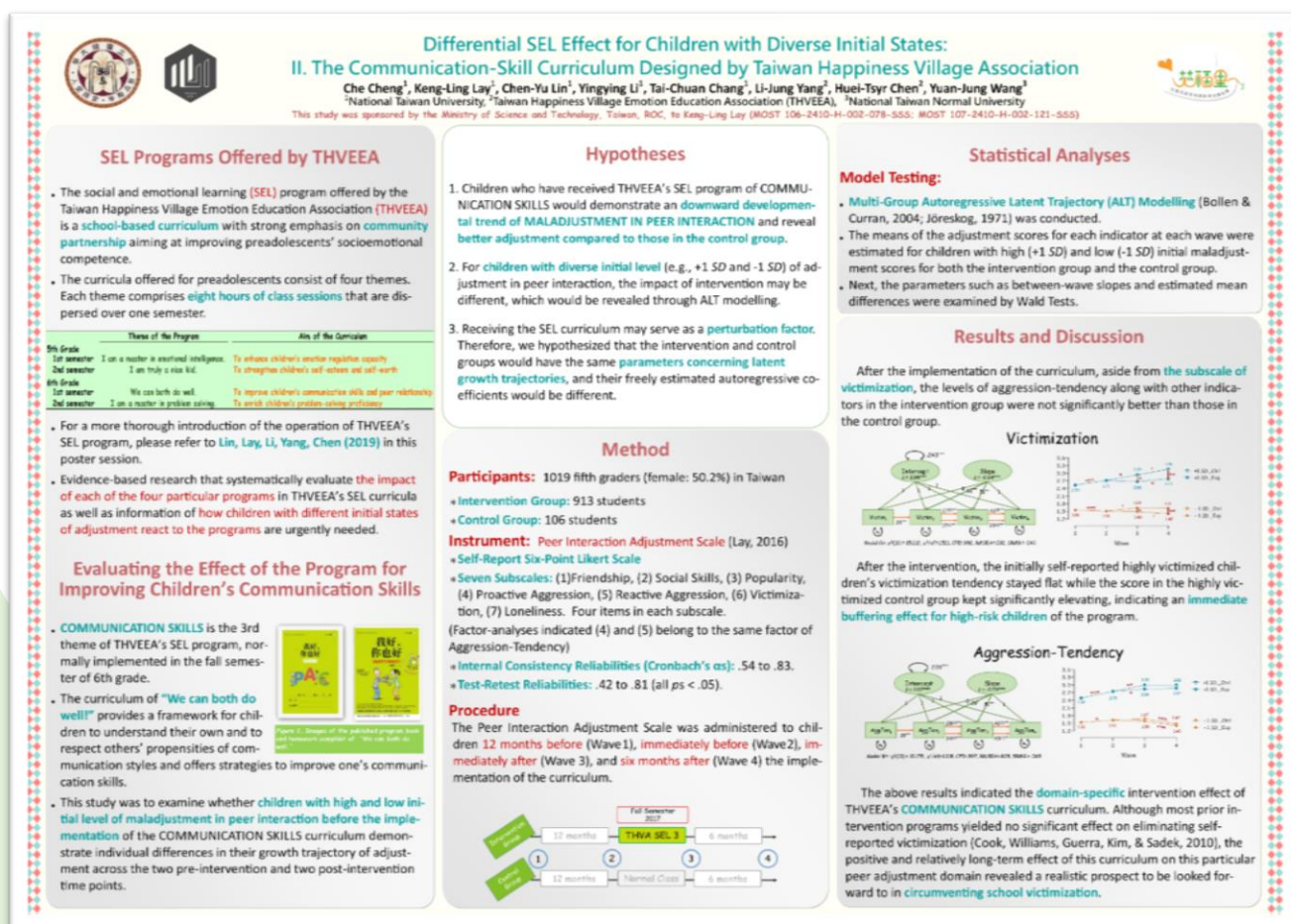
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溝通技巧課程的效果評估

論文出處

7th European Network for Social and Emotional Competence conference,
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論文海報



研究結論

1. 原本關係技能較佳的學童(低攻擊性或高社交能力)，在接受芯福里《我好，你也好》課程之後，其社交能力顯著上昇，呈現促進效果。
2. 原本關係技能較差的學童 (高攻擊性或低社交能力)，在接受芯福里《我好，你也好》課程前，不但攻擊性持續升高，且社交能力持續下降。在接受本課程之後，具高攻擊性的學童，其攻擊性不再持續升高，而低社交能力的學生，其社交能力不再持續下降，顯示本課程具有立即的緩衝效果(Buffering Effect)。
3. 可惜高攻擊組之攻擊傾向的維持效果不佳，在半年後又再次上昇。顯示針對這一組的學童，在本課程結束後，有必要提供二級輔導或三級治療資源。芯福里將針對此結論階級尋求與二、三級服務資源連結，期望為這些學童提供全面的心理健康資源，降低個人及社會的未來風險。