中学生における感情への評価と学校適応感の関連性についての検討

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Relationship between self-evaluation of their emotions and subjective adaptation to school among junior high school students

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The effect of self-evaluation of emotions on subjective adaption to school was investigated among junior high school students (N = 217; 112 boys, 105 girls) who participated in a questionnaire survey. Hierarchical multiple regression analysis indicated that for boys “Infringement and maladjustment” differed based on their self-evaluation of anger and anxiety. For girls, on the other hand, the self-evaluation of anger alleviated psychological stress, worsened the “Relationship with the teacher” and the “Relationship with the class”, whereas self-evaluation of anxiety played a role in increasing psychological stress and deteriorating the “Relationship with the class.” Furthermore, negatively evaluating either anger or anxiety heightened the “Motivation for learning” in girls. These results suggest that the evaluation of emotions is different in boys and girls and for different emotions.

Keywords: evaluation of emotions, junior high school students, psychological stress response, satisfaction with school life, school morale.

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