

**Business High School Girl Student Perception About
Parental Attitude and Authority of Teacher and Parent**

2 0 0 1 2

李 璋 淳

**Business High School Girl Student Perception About
Parental Attitude and Authority of Teacher and Parent**

2 0 0 1 2

李 璋 淳

**Business High School Girl Student Perception About
Parental Attitude and Authority of Teacher and Parent**

2 0 0 1 2

朴 榮 信

李 璋 淳

李璋淳

2 0 0 1 2



2001 2

李 璋 淳

가?
,
,
가?
,
가?
,
가?
,
가 가?
2
210 .
(2000) .
,
,
가 가

, 가

.

,

,

가

.

<

>

·	-----	1
1.	-----	1
2.	-----	3
3.	-----	4
4.	-----	5
·	-----	6
1.	-----	6
가.	-----	6
·	-----	12
·	-----	15
2.	-----	22
가.	(1992) -----	22
·	(1998) -----	23
·	(1998) -----	
	-----	24
·	(1993) -----	25
·	(1987) 가 -----	26

•	-----	28
1.	-----	28
2.	-----	30
3.	-----	33

•	-----	34
1.	-----	34
2.	-----	37
3.	-----	39
4.	-----	41
5.	-----	45

•	-----	53
1.	-----	53
2.	-----	54
	-----	56

Abstract	-----	60
-----------------	-------	----

	-----	62
--	-------	----

<

>

< 1>	-----	28
< 2>	-----	29
< 3>	: -----	30
< 4>	: -----	32
< 5>	-----	34
< 6>	-----	35
< 7>	-----	36
< 8>	-----	37
< 9>	. -----	37
< 10>	. -----	38
< 11>	-----	39
< 12>	-----	40
< 13>	---	41
< 14>	---	42
< 15>	----	43
< 16>	---	44
< 17>	-----	46
< 18>	-----	48
< 19>	-----	50
< 20>	-----	52

I.

1.

가 .
가
가 .
가 .
Freud(1952)
Sears(1965)
가

(Becker. 1964 ; Schaefer, 1965 ; Dielmen. 1972; Rohner, 1980; Savedra, 1980)

가
가
가 (Schaefer. 1965; Kagan. 1971).

가 .

가 .

가

가

가

가 가

가

가

가

가?

가

3.

가.

가

가

4.

,
.

,
1, 2, 3 .

, , ,
, . (2000)
.

가 , ,

가 .

가

(p. 238).

가

가

Peters (1959)

가

(1987).

(Damon, 1977).

(Manz &

Gioia 1983). Wolfe(1959)

(Cromwell & Olsen, 1975).

가

가

가

가

가

가

Wild

가

가 가 가

(P.9).

Wild

가

가

가

J. Dewey , ‘

’(p.169)

가

가

가

가

가

Peters(1973) ‘

가

가

가

가

가

가

(. “ ”(. 1992. 7.

7. 5).

가

가

Maccoby & Jacklin(1974) , ,
, Schein(1977)

. Hart(1957)

Lamborn(1991)

가 가
, (authoritarian) (indulgent)가

가 가
가 (1992)

가 가

가 가
가 가

Medinnus (1969)

가

가

(1986)

, 가

가

가

가

•
1)

(self-efficacy)

(, 1997)

가

Bandura

가

(, 1998) Bandura

(outcome expectation)

가 가 ,

(efficacy expectation)

가 가
가

가 .

Watson, Skinner

Bandura

.

가

가 가

. Bandura

.

,

가

가

가

.

가 가

가

(. 1997).

Bandura

(level),

(strength),

(generat

-ion)

(, 1997).

,

가

.

,

가 , 가

가

가

2)

(performance desensitization), 가
(participant-modeling),
(performance-exposure), (self-directed performance)
(, 1997).

, (vicarious experience)
가 .
가 ,
가
가
가
가
(1) ,
(2) ,
(3) ,
(4) .

, 가

,

가 (, 1992).

,

가 가

가 가

가

가

가 ,

가 가

,

가

,

2.

가. (1992)

가

가

가

가

가

가

,

.

.

. (1998) .

279 (147 132)

288 (

119 169)

.

,

,

,

,

,

가

,

가

,

가

(1998)

가 가?

가?

가?

891 (421 , 470)

(1997)

가

가

가

(1993)

가 가?

가 가?

가

가?

378

가

,

가

,

가

,

,

가

(1987) 가

, 가

,

,

.

5

5, 6

1722

Schaefer(1965)가 26

III.

1.

480 , ,
229
2 , 17
210
< 1> .

< 1>

	17	17	17
	210	210	210
	2	2	2
	229	229	229

< 2>

< 2>

	(SD)	(%)
1.	3.08 (.79)	가-6(3.0), -34(16.7), -104(51.2), -56(27.6), -3(1.5)
2.	3.07 (.93)	-7(3.4), -52(25.1), -77(37.2), -61(29.5), -10(4.8)
3.	3.06 (.89)	-5(2.5), -48(24.2), -86(41.0), -49(23.3), -10(4.8)
4. 가	17.30(4.10)	- - - -
4.	2.38 (.82)	-33(16.2), -73(35.8), 4 -86(42.2), -12(5.9)
5.	2.35 (.85)	-32(15.2), -83(41.3), 4 -69(34.3), -17(8.5)

‘ ’ ‘가’ 5
 3.08() ,
 3.07() 3.06()
 .
 가 ‘가’ , ,
 17.30
 가 .
 4 42.2% 가
 , 41.3% 가

2.

가. ()

< 3>

Cronbach

(2000) , 7 ‘
 , , , ’ .

< 3> :

		.88
		.91
		.86
		.81
		.84
		.91
		.86
		.89
		.84
		.77
		.84
		.90
		.79
		.86
		.80
		.77
		.68
		.86
	-	.89

		.84
		.82
		.86
		.87
		.80
		.85
	가	.87
	가	.64
		.61
		.81

Cronbach < 3> 29
 가 , ,
 .68 .91 , 6
 .80 .87 , 4 .6
 1 .87 .

· ()

< 4>
 Cronbach
 · , 7
 ‘ , , , ’

.
 ,
 .
 < 4> 12 Cronbach
 가
 .62
 , 가 .79 5
 .82 .92, 2 .8
 2 .85 가

< 4> :

		.62	.62
		.79	.76
		.80	.75
		.81	.82
	-	.79	.82
		.89	.89
		.92	.92
		.86	.83
		.89	.85
		.82	.82
	가	.85	.83
		.83	.82

3.

5 10 , 4 20
50
SPSS PC+ ,
가

•

< 6>

r=-.17-.25

<

6>

r=.34 .66

가

< 6>

	.13	-	-	.10	-
	-.17*	-.25***	-	-	-
	.57***	.66***	.39***	.51***	.47***
	.50***	.64***	.35***	.41***	.34***

* p .05 ** p .01 *** p .001

•

(1)

< 7>

. < 7>

가

r=-.38

r=-.24

r=.43 .65

가

가

< 7 >

	가	
	-	-
	-.38***	-.24***
	.65***	.43***
	.62***	.53***

* p .05 ** p .01 *** p .001

(2)

< 8 >

. < 8 >

가

r=.17

r=.13

가

r=-.17

r=.35 .59

가

가

< 8>

	가	
	.17*	.13
	-.17*	-
	.59***	.35***
	.57***	.45***

* p .05 ** p .01 *** p .001

2.

-

가.

< 9>

가
가 r=.30

r=.22

가

< 9>

가	.30***	-	.22***
가	.24***	.11	-

* p .05 ** p .01 *** p .001

가
 가 r=.24
 가
 가
 가
 < 10>
 가
 가 r=.49
 가
 가 r=.29

< 10>

가	.49***	.19**	.19** .17*
가	.29***	.11	- -

* p .05 ** p .01 *** p .001

3.

가.

< 11>

가 . 가
 $r=.23$.45
 가 , 가
 $r=.38$.53

< 11>

	-	-.29***	.50***
	-	-.32***	.51***
	.45***	.23***	-
	.38***	.39***	-.28***
	-.18*	-.38***	.53***
	-.27***	-.38***	.46***
			.38***
			.41***
			-.22***
			.42***
			.43***

* p .05 ** p .01 *** p .001

< 12>

가
가 ,
r=.18 .41 가

< 12>

	-	-.21**	.63***	.48***
	-	-.23***	.63***	.51***
	.38***	.18*	-	-
	.31***	.41***	-.38***	-.33***
	-.10	-.33***	.63***	.46***
	-	-.23***	.58***	.48***

* p .05 ** p .01 *** p .001

.

< 15>

. < 15>

가

가

가

가 $r=.17$.47

< 15>

< 15>

가	-.13	-.31***	.47***	.38***
	-	-.11	.17*	.19**
가	-	-.13	.23***	.24***
	-	-.12	.33***	.33***

* p .05 ** p .01 *** p .001

< 16>

. < 16>
가

r=.12 .54

가
가

가

< 16>

가	-	-.21**	.54***	.38***
	-	-	.16*	.12
가	-.10	-.18**	.26***	.24***
	-	-	.29***	.18*

* p .05 ** p .01 *** p .001

5. , , ,

가. ,

< 17> ,

.

(1)

$r=.23 .59$.

.

(2)

가

$r=-.29 -.38$.

가

(3)

가

r=.21 .63

가

< 17 >

< 17>

	.59***	.58***	-.29***	-.38***	.60***	.63***	.57***	.60***	-.29***	-.37***	.57***	.66***
	.38***	.32***	-	-	.31***	.33***	.35***	.32***	-	-	.29***	.31***
	.39***	.35***	-	-.12	.33***	.28***	.38***	.34***	-	-	.30***	.26***
	.32***	.24***	-	-	.30***	.21**	.42***	.33***	-	-	.33***	.29***
	.35***	.23***	-	-	.29***	.21**	.36***	.29***	-	-	.36***	.27***
	.34***	.26***	-	-	.30***	.25***	.37***	.33***	-	-	.35***	.31***

* p .05 ** p .01 *** p .001

(4)

< 17>

r=.29 .60

가

(5)

< 17>

$r = -.29 \quad -.37$

가

(6)

< 17>

가

$r = .29 \quad .66$

가

(1)

< 18>

$r = .10 \quad .39$

(2)

가

< 18>

r=.11 24

< 18>

	.11	.10	-	-	.21**
	.39***	.37***	-	-	.28***
	.17*	.14*	.21**	.11	.22**
	.17*	.14*	.24***	.11	.15*
	.20**	.17*	-	-	.14
	.19**	.19**	-	-	.20**
					.26***

* p .05 ** p .01 *** p .001

(3)

< 18>

가

r=.14 48

가

• ,

(1)

< 19>

가

가

$r=.18$.66

가

가

가

(2)

< 19>

$r=-.41$

가

가

$r=-.18$ $r=-.20$

, 가

(3)

가

가

가

$r=.17$.64

가

가

(4)

< 19> 가 가
 가 가
 r=.21 .62 가

< 19> ,

가	.65***	.64***	-.21**	-.41***	.61***	.64***	.62***	.62***	-.21**	-.40***	.58***	.63***
가	.18*	.18**	-	-.11	.17*	.28***	.20**	.21**	-	-	.13	.22***
가	.28***	.25***	-.18**	-.20**	.27***	.30***	.28***	.28***	-.26***	-.22**	.28***	.32***
가	.33***	.28***	-	-	.32***	.33***	.38***	.36***	-	-	.35***	.33***

* p .05 ** p .01 *** p .001

(5)

가 < 19>
 가 가 r=-.21 -.40
 가 가

(6)

< 19> 가
 r=.13 .63

가

가

.

.

.

(1)

< 20 >

가

가

$r = .18 \quad .58$

가

.

(2)

< 20 >

가

가

$r = -.25$

가

.

(3)

가

가

가

r=.1

1 .59

가

< 20 >

가	.22***	.18**	-	-.10	.18* .23***
	.58***	.56***	-	-.25***	.34*** .59***
가	.26***	.23***	-	-	.11 .30***
	.30***	.26***	-	-	.22** .30***

* p .05 ** p .01 *** p .001

,
가
가

,

.

2.

.

,

.

,

가

.

가

.

,

가

.

,

가

.

가

.

,

가

.

- (1998). , , .
- (1994). 가 가 .
- (1993). , .
- (1981). .
- (1988). .
- (1986). .
- (1982). 가 .
- (1974). 가 . (: . pp.43-44.)
- (1994). 가 .
- (1984). 가 .
- (1983). .

(1997).

. (: , 1984).

. (: , 1999)

(1985).

(1976).

(가 14 1)

(1995).

. (: ,1985)

(1981). 가

(1997).

(1997).

(1987).

(1992).

(1984). 가

(1985). 가

(1972). 가

(1985).

(1984).

Bandura, A.(1997). *Self-efficacy: The Exercise of Control*. New York : W.H.Freeman.

Buss, A. H. & Plomin, R.(1975). *A Temperment Theory of Personality Development*. New York : John Willey and Sons.

Freud, S(1917). *Mourning and Melancholia. the complete psychological Works of Sigmund Freud, Vol 16*. London: The Hogarth Press.

Hall C. S. & Lindzey, G. L(1970). *Theories of Personality*. New York : John Willey.

Heyns, R. W.(1958). *The Psychology of Personal Adjustment*. New York : Henry Holt and Co.

Hurlock, E. B.(1978). *Influence of Parental Attitudes on Family Relationships, Child development(6th ed.)*. Mc Graw-Hill.

J. Dewey. *Philosophy of Education*.(Littlefield:Adamsand Co.1966).

Medinnus, G. R(1969). *Child and Adolescent Psychologie*. New York

: John Willey.

Mussen, P. H.(1963). *The Psychological Development of the Child*.
Englewood Cliffs. New Jersey: Prentice-Hall.

R.S. Peters. *Ethics and Education*. (London : GAU. 1965).

R. S. Peters. *Authority, Responsibility and Education*. (London :
GAU. 1973).

Sears, P.S.(1965). *Child-rearing factors related to playing of
sex-typed roles*. Staff of the Laboratory of Human Develop-
-ment, Harvard University.

ABSTRACT

Business High School Girl Student Perception About Parental Attitude and Authority of Teacher and Parent

Lee Jang Soon

Major in Counseling Psychology

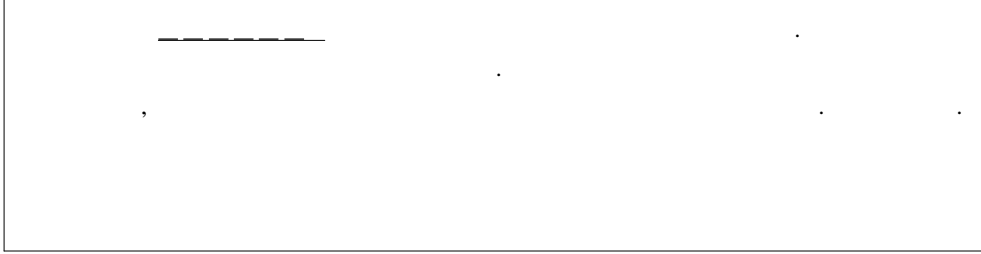
Graduate School of Education

Inha University, Korea, 2001

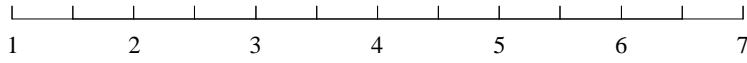
The purpose of this study was to examine how the authoritarian parental attitude and the authority of parent and teacher were perceived by adolescents. For the purpose, research questions were posed regarding psychological characteristics of authoritarian parents, parent-child conflict, adolescent perception about parent authority, psychological characteristics of adolescent, and relationship of adolescent perception of parent and teacher authority to psychological characteristics. The subjects in this study were 210 girl students in business high school, and a comparative analysis was made between democratic and authoritarian parental attitudes. The findings of this

study were as below: The authoritarian parental attitude was associated with poorer psychological characteristics of parents and deeper parent-child conflict. The authority of parent and teacher was perceived to be greater by the students whose parents displayed democratic attitude than by the others whose parents were authoritarian. And the students who perceived more authority from parent and teacher showed better self-efficacy in every living area.

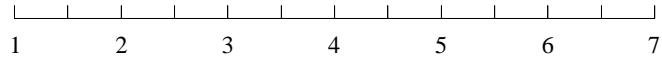
In conclusion, their perception of parent and teacher authority and self-efficacy got better when their parents exercised democratic attitude, which had significant implications for adolescent guidance.



가 가 () 가 .



- () 1. 가 .
- () 2. .
- () 3. .
- () 4. .
- () 5. .
- () 6. 가 .
- () 7. .
- () 8. .
- () 9. .
- () 10. .
- () 11. .
- () 12. .
- () 13. .
- () 14. .
- () 15. .
- () 16. .

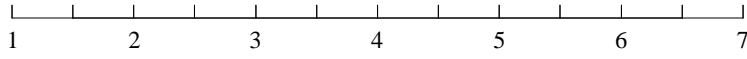


- () 17. .
- () 18. 가 .
- () 19. .
- () 20. .
- () 21. .
- () 22. .
- () 23. 가 .
- () 24. .
- () 25. .
- () 26. .
- () 27. .
- () 28. .
- () 29. .
- () 30. .
- () 31. .
- () 32. .
- () 33. .
- () 34. .
- () 35. .
- () 36. .
- () 37. .
- () 38. 가 .
- () 39. (: ,) 가 .
- () 40. .
- () 41. .
- () 42. .
- () 43. .
- () 44. .
- () 45. .
- () 46. .
- () 47. 가 .
- () 48. .

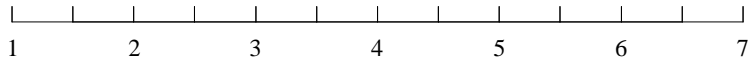
가

가 가 ()

[]



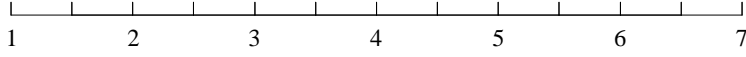
- () [] 1.
- () [] 2. 가
- () [] 3.
- () [] 4.
- () [] 5. 가
- () [] 6. 가
- () [] 7.
- () [] 8.
- () [] 9.
- () [] 10.
- () [] 11.
- () [] 12.
- () [] 13.
- () [] 14.
- () [] 15. 가
- () [] 16. 가
- () [] 17. 가
- () [] 18. 가
- () [] 19. 가
- () [] 20. 가
- () [] 21.
- () [] 22.
- () [] 23. 가
- () [] 24.



- () [] 25.
- () [] 26.
- () [] 27.
- () [] 28.
- () [] 29.
- () [] 30.
- () [] 31.
- () [] 32. 가
- () [] 33. 가
- () [] 34.
- () [] 35.
- () [] 36.
- () [] 37.
- () [] 38.
- () [] 39. (: ,) 가
- () [] 40.
- () [] 41.
- () [] 42.
- () [] 43. 가
- () [] 44.
- () [] 45.
- () [] 46.
- () [] 47. 가
- () [] 48.

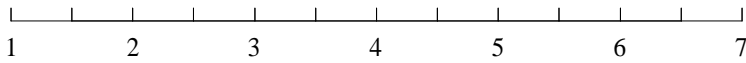
가 가

.

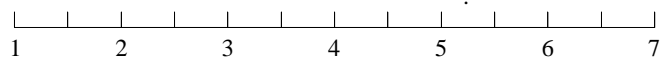


- () [] 1.
- () [] 2.
- () [] 3.
- () [] 4.
- () [] 5. TV
- () [] 6. 가 (,)
- () [] 7.
- () [] 8.

가 .

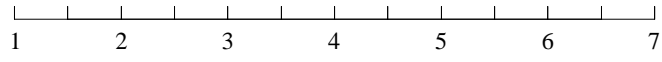


- () 1. ?
- () 2. ?
- () 3. ?
- () 4. , ?
- () 5. ?
- () 6. ?
- () 7. ?
- () 8. ?
- () 9. ?
- () 10. ?
- () 11. ?

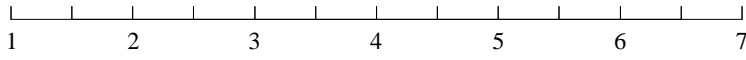


- () 40. ?
- () 41. ?
- () 42. , ?
- () 43. ?
- () 44. ?
- () 45. 가 ?
- () 46. ?
- () 47. ?
- () 48. ?
- () 49. ?
- () 50. ?
- () 51. ?
- () 52. ?
- () 53. ?
- () 54. ?
- () 55. , ?

.



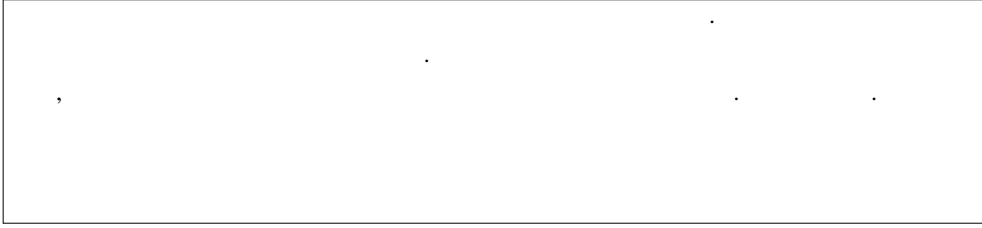
- () 1.
- () 2.
- () 3.
- () 4.
- () 5. 가
- () 6.
- () 7.
- () 8.



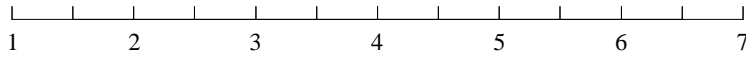
- () 9. 가 .
- () 10. .
- () 11. 가 가 .
- () 12. 가 .
- () 13. .
- () 14. .
- () 15. 가 .
- () 16. .
- () 17. () .
- () 18. .
- () 19. .
- () 20. 가 .
- () 21. (, , ,) .
- () 22. .
- () 23. 가 .
- () 24. .
- () 25. .
- () 26. 가 ()
- () 27. TV .
- () 28. .
- () 29. 가 .
- () 30. .



- 1. , () V .
?
- 2. ? () ()
- 3. ? () , () , () , () , ()가.
- 4. ? () , () - , () , () - , () .
- 5. ? () , () - , () , () - , () .

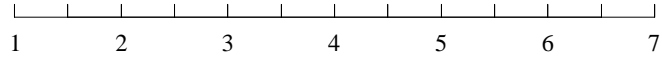


가 가 () 가 .



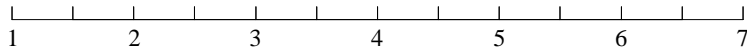
- () 1. ?
- () 2. 가 ?
- () 3. , ?
- () 4. , ?
- () 5. , ?
- () 6. 가 ?
- () 7. 가 ?
- () 8. ?
- () 9. , ?
- () 10. ?
- () 11. , ?
- () 12. 가 ?
- () 13. 가 (: ,) ?
- () 14. , ?
- () 15. ?
- () 16. ?
- () 17. 가 ?
- () 18. , ?
- () 19. , ?

가 .

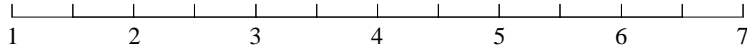


- () 1.
- () 2.
- () 3.
- () 4.
- () 5.
- () 6.
- () 7.
- () 8. 가
- () 9.
- () 10.
- () 11.
- () 12.
- () 13.
- () 14.
- () 15. 가
- () 16.

_____가 가

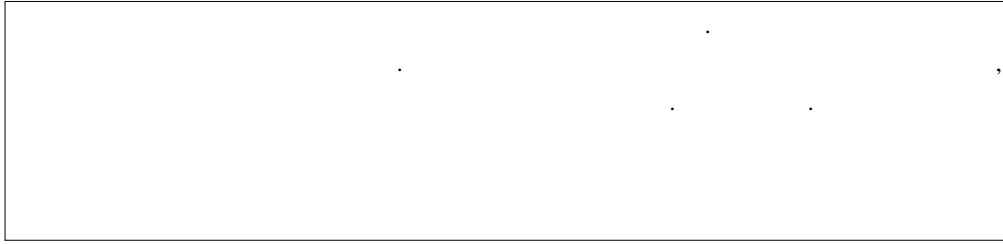


- () 1.
- () 2.
- () 3.
- () 4.
- () 5. TV
- () 6. 가 (,)
- () 7.
- () 8.

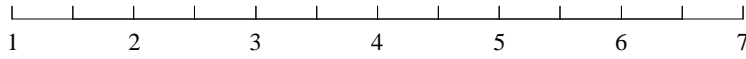


- () 1. .
- () 2. .
- () 3. 가 가 .
- () 4. 가 .
- () 5. .
- () 6. .
- () 7. 가 가 .
- () 8. .
- () 9. .
- () 10. .
- () 11. 가 .
- () 12. .
- () 13. 가 .
- () 14. .

- 1. : ()
- 2. ?
- () , () , () 4 , ()
- 3. 가 ? () () - () - () - ()
- 4. ? () () () ()
- 5. ?

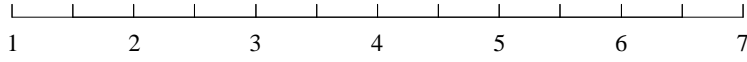


가 가 () 가 .



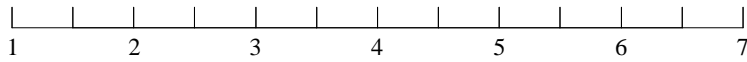
- () 1. ?
- () 2. 가 ?
- () 3. , ?
- () 4. , ?
- () 5. , ?
- () 6. 가 ?
- () 7. 가 , ?
- () 8. ?
- () 9. , ?
- () 10. ?
- () 11. , ?
- () 12. 가 ?
- () 13. 가 (: ,) ?
- () 14. , ?
- () 15. ?
- () 16. ?
- () 17. 가 ?
- () 18. , ?
- () 19. ,

가 .

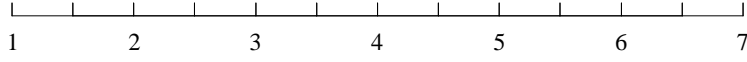


- () 1.
- () 2.
- () 3.
- () 4.
- () 5.
- () 6.
- () 7.
- () 8. 가
- () 9.
- () 10.
- () 11.
- () 12.
- () 13.
- () 14.
- () 15. 가
- () 16.

_____가 가



- () 1.
- () 2.
- () 3.
- () 4.
- () 5. TV
- () 6. 가 (,)
- () 7.
- () 8.



- () 1. .
- () 2. .
- () 3. 가 가 .
- () 4. 가 .
- () 5. .
- () 6. .
- () 7. 가 가 .
- () 8. .
- () 9. .
- () 10. .
- () 11. 가 .
- () 12. .
- () 13. 가 .
- () 14. .

- 1. : ()
- 2. ?
- () , () , () 4 , ()
- 3. 가 ? () () - () - () - ()
- 4. ? () () () ()
- 5. ?
