

# 中国学生的 学业延迟满足研究

The Research on Chinese Students' ADOG

▶ 张黎黎 著



国防工业出版社

National Defense Industry Press

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· 北京 ·

## 内 容 简 介

本书以受东方文化影响的中国学生为对象,归纳了中国学生在小学、中学和大学这三个不同年龄阶段延迟满足能力的现状,并通过分析学生的延迟满足能力、学习动机、自我制约学习方略的使用等之间的关系,以及明确延迟满足能力高低不同的学生在完成一个长远的学习目标的过程中所呈现出的异同点来强调延迟满足在当前中国教育领域的重要作用,并就如何提高学生的学业延迟满足能力提出相关的意见和建议,仅供教育者、教育心理学研究者以及学生家长参考和借鉴。

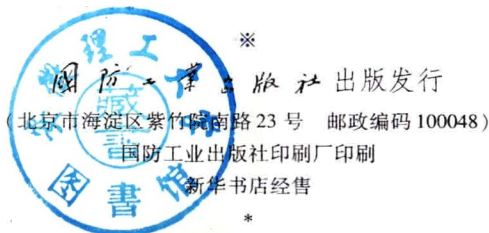
### 图书在版编目(CIP)数据

中国学生的学业延迟满足研究/张黎黎著. —北京:  
国防工业出版社,2014.3

ISBN 978-7-118-09382-7

I. ①中... II. ①张... III. ①学习过程—研究—  
中国 IV. ①G442

中国版本图书馆 CIP 数据核字(2014)第 044208 号



※  
开本 880 × 1230 1/32 印张 4½ 字数 208 千字

2014 年 3 月第 1 版第 1 次印刷 印数 1—2000 册 定价 48.00 元

(本书如有印装错误,我社负责调换)

国防书店:(010)88540777

发行邮购:(010)88540776

发行传真:(010)88540755

发行业务:(010)88540717

## Preface

The purpose of the present research is to clarify academic delay of gratification (ADOG) for students in different developmental stages in eastern country—China, which has not been studied before.

In part 1, we introduced delay of gratification (DOG), which is the origin of academic delay of gratification (ADOG), then introduced the definition of ADOG and the past research about it. The construction of the present research is explained finally. ADOG is considered as an extremely important personal trait, attitude or ability in academic context, however, there is no study for children's ADOG even in western country. Therefore, we introduced several studies to examine Chinese children's ADOG in part 2.

In part 2, firstly, we created an ADOG-C scale for children based on ADOG scale (Bembenutty & Karabenick, 1998). In order to measure children's ADOG accurately and objectively, we also created an ADOG-P scale and an ADOG-T scale for parents

and teachers respectively. Children's ADOG was measured by their self-report, their parents and teachers' evaluation, therefore, its objectivity and reliability has been guaranteed. Secondly, we examined the relationship between children's ADOG and motivation, learning strategies and grades. As the result, a close correlation has been found between these factors. Interestingly, the result of children is almost same as the adults result ( Bembenutty & Karabenick, 1998 ). It manifested that the elementary school children who are at 5 or 6th grade has the similar relationship between ADOG and motivation, learning strategies as the adults. Based on the correlation between ADOG and MSLQ how do these factors affect each other sequentially was investigated by using a process model. We found that motivation and resource management from the MSLQ positively related to grades, however, cognitive strategies negatively related to grades. Metacognition additionally seemed to exert a strong influence on cognitive strategy and resource management, and thus indirectly mediates the effect of these two factors on grades. ADOG also positively related to all the components in MSLQ. Moreover, the differences between ADOG high and low students was examined on behavioral level from three issues, out-school time allocation, reaction to distraction and planned learning strategies, as well as actual learning strategies over an extended time period prior to a

significant academic goal. Compared to students low in ADOG, students high in ADOG use more time on study during a long term learning process. When facing unexpected distraction, they could deal with them appropriately. Students high in ADOG are also more likely to put various cognitive strategies and resource management strategies into their learning plan, and use more learning strategies to achieve academic goals by following study plan. From these finding, it is clear that compared to students low in ADOG, students high in ADOG more likely to use learning strategies efficiently at behavioral level.

In part 3, Chinese middle school students' ADOG was introduced. The different goal orientation has different influence on ADOG. Task orientation positively predicts ADOG, while ego-approach orientation has negative effect on it. In addition, ADOG could predict metacognition strategies, but had no relation to academic achievement.

In part 4, college students' ADOG has been examined because it has been investigated only in western country but not eastern by now. We chose Chinese college students whose major are foreign language as objects and investigated their ADOG, and the correlation between ADOG and MSLQ. The reason why we chose students with foreign language major is foreign language learning is considered to need more self-relation and self-control

related to ADOG than science learning. Then the result was compared with the research conducted in western country.

In part 5, the summary of the whole book has been made first. Then the limitation of the studies by now and the implication for the future research was indicated. The suggestion has also been made to Chinese teachers and parents finally.

Finally, I am deeply indebted to a number of people without their encouragement and assistance this book would not have been completed. I wish to thank Pro. Maruno for his helpful comments. I also deeply appreciate my family because I cannot finish my book without their encouragement and support. Especially, I want to appreciate my husband Pro. Sun, who gave me a lot of suggestion on analysis and publication.



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# **1 Introduction**

## **1.1 Research background**

In order to achieve an academic goal, such as gaining a high score on a test, or getting a diploma, it is helpful for learners to have a plan, maintain high motivation, and continue learning activities efficiently. A lot of research indicates that self-regulated learning positively relates to academic performance. In addition, a person who has good self-regulated skills fits social request better than others. The self-regulated learners are likely to use metacognitive, cognitive and motivational learning strategies more effectively than other learners who could not self-regulate (Schunk & Zimmerman, 1994).

During a long term learning process, there are many distractions which may disturb one's efforts on academic tasks, such as an invitation from friends, an important sports event, or an interesting TV program. When facing these

kinds of situation, successful self-regulated learners usually know how to control their actions and maintain the academic goals despite the task is difficult (Pintrich & Zusho, 2007). One factor related to self-regulated learning is an ability called Academic Delay of Gratification (ADOG). This ability is a subset of a more commonly studied phenomenon known as delay of gratification (Mischel, 1974; Mischel, Shoda & Peake 1988). ADOG is important because if a learner succumbs to temptation, he could not continue the long term learning process. ADOG is an ability to help learner to block the distraction and move to the next step, which is using self-regulated learning strategy to achieve academic goals (see Fig. 1. 1). A learner who has high ADOG is considered to be able to overcome immediate temptations, maintain motivation to study, and efficiently use learning strategies. Bembenutty & Karabenick (1998) found a close correlation between ADOG and motivation, cognitive strategies, metacognition, resource management strategies which included in Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia & McKeachie, 1993; VanderStoep, Pintrich & Fagerlin, 1996) in college students. As an important relevant factor of self-regulated learning, it is necessary to clarify the difference between high

ADOG students and low ADOG students, especially for younger children, such as elementary school children, which has little research for this population, when they pursue an academic goal from several aspects: time allocation, reaction to distraction, learning plan and actual learning behaviors.

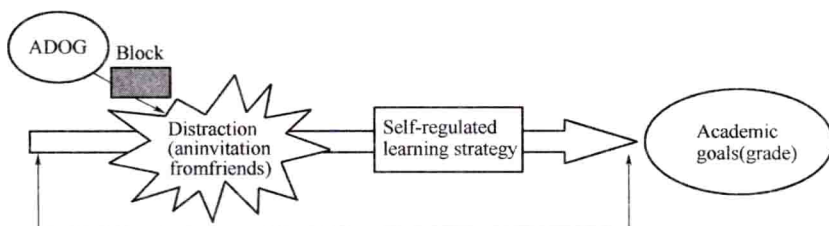


Figure 1.1 The role of ADOG during a long-term learning process

## 1.2 The origin of ADOG—DOG

Delay of gratification is an ability or competence (Mischel et al., 1988) that children develop over time and as a relatively stable generalized disposition (Funder, Block & Block, 1983) which is conceived necessary for children's development of self-control and willpower, as well has a big influence on children's future success in academic and social contexts. For these reasons, a considerable body of research has examined delay of gratification in children, adolescents and adults. Mischel and his colleagues conducted a series of studies to examine children's delay of gratification and the

situational determinants which has a positive or negative effect on children's ability to delay gratification. The original study (Mischel 1974; Mischel & Baker, 1975) was a dilemma experiment which offering children the choice between an immediate available smaller, tangible reward (such as a marshmallow), or a larger reward (such as two marshmallows) if they were willing to wait. In addition, two systematic experimentally introduced sources of variation, the types of objects available for attention during delay and the types of instructions given were also explained by the experimenter. The result found that children are more likely to delay gratification when they focus on abstract (e. g. , the shape of marshmallow) rather than consummatory features (e. g. , how the candy tastes) of an immediately available alternative. Several years later, Mischel, Shoda & Peake (1988) carried out a sequential studies based on the same population. They found that if a person who had high delay of gratification when he was a child, he would be more academically oriented and social competent as an adolescent; Besides these, if a student had high DOG when he was an adolescent, he also had higher achievement motivation, higher level of productivity and aspiration, higher social perception and responsibility and higher mental ability when becoming an

adult (Funder & Block, 1989; Funder et al., 1983; Mischel et al., 1988; Mischel, Shoda & Rodriguez, 1989; Shoda, Mischel & Peake, 1990). Metcalfe and Mischel (1999) postulated a HOT / COOL system to explain delay of gratification. The cool system is cognitive, emotionally neutral, reflective, pliable, combined, coherent, slow and strategic, which is the mainstay of self-regulation. On the other hand, the hot system is emotional, reflexive, stimulus controlled, which is basic for emotional conditioning and weaken efforts on self-control. Mischel and his colleagues' longitudinal studies successfully examined children's delay of gratification which closely relates to children's future life (see Fig. 1.2).

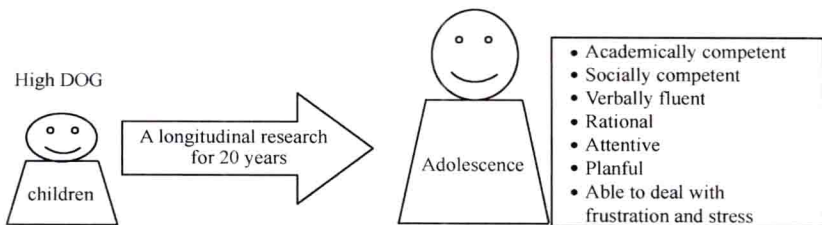


Figure 1.2 The longitudinal research about children's DOG and their competence after growing into adolescence

However, there are several limitations of Mischel and his colleagues' research because the methodology they used is difficult to be applied for older population and other domains. For the methodology reason, although there are many

studies on children's DOG, few studies are conducted to examine adolescents and adults' DOG despite DOG is a pretty crucial factor to influence their performance, goal orientation or future success in academic and occupation contexts (Ayduk, 1999; Durden, 1997; McCann, 1999; Witt, 1990a, b). In Mischel and his colleagues' paradigm, they used a small reward (such as a candy) or a larger reward (such as two candies) which has meaning for preschool children but not for adolescents and adults (Wulfer et al., 2002). Therefore, different assessment of delay of gratification which fits older population better needs to be considered because adults have different cognitive, social, and behavioral leaning strategies from younger children. Especially, since delay of gratification expects children's future academic success, it is necessary to find an appropriate way to examine a person's delay of gratification in academic setting. Different from Mischel's general delay of gratification paradigm, the immediate and delay alternatives in academic context are not simply choosing from a small reward or a large reward. The immediate reward (distraction), such as watching an interesting TV program, would have similar nature as the small reward in the classic delay paradigm. Both of them are affected and determined by the similar motivational and cognitive factors



which focus on the consummatory or nonconsummatory features of hot and cool systems (Bembenutty & Karabenick, 2004). However, the delay alternative in academic setting, such as getting a high score in a consequential exam, is not necessarily to be a large version of the small reward like in classic delay of gratification paradigm. It has a different feature and category from the immediate reward. Further research needs to be conducted to clarify the factors that affect and determine the delay alternative in academic context.

### **1.3 The previous research about ADOG**

Some researchers tried to investigate adults' delay of gratification by using new methods. For example, Ray and Najman's (1986) scale assessed students' general disposition to delay gratification. Ward, Perry, Woltz and Doolin (1989) developed a multidimensional delay of gratification scale that focused on academic contexts. More recently, Bembenutty & Karabenick (1998) examined the college students' delay of gratification in academic context. They gave a definition of Academic Delay of Gratification (ADOG) as "students postponement of immediately available opportunities to satisfy impulses in favor of pursuing academic rewards or goals that

are temporarily remote but ostensibly more valuable” (Bembenutty & Karabenick, 1998). It can be considered as an ability or attitude to concentrate on final academic goals (Maruno, 2005). Due to the lack of the tool, they developed a 10-item ADOG scale for college students, and both reliability and construct validity was ensured by examining the relationship between ADOGS and DGQ (Deferment of Gratification Questionnaire, used to examine generalized delay of gratification), IS (Impulsivity Scale, used to examine impulsivity). ADOG scale is a two alternatives questionnaire by following three criteria. Two choices were presented to students. “One is immediately available alternative and another could be obtained after a delay interval. Each alternative explicitly indicated, or assumed, an academic outcome if that alternative was selected. Selecting the delayed academic alternative presumable increased the probability of long-term academic success. In contrast, the competing alternative produced immediate gratification but diminished the probability of long-term academic achievement. The more delayed academic alternative should be considered more valuable by the students than its competing alternative” (Bembenutty & Karabenick, 1998). ADOG can be viewed as a strategy that has the same manner as other learning strategies, such as