

• 科研论著 •

学龄前儿童情绪调节在父母情绪社会化对 儿童焦虑影响中的中介作用

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摘要: **目的** 探讨父母情绪社会化、学龄前儿童情绪调节及儿童焦虑情绪间的关系, 为学龄前儿童焦虑情绪的家庭预防提供实证依据。**方法** 采用整群抽样法, 选取西安市 3 所公立幼儿园 415 名 3~6 岁学龄前儿童为研究对象, 使用儿童消极情绪回应量表(CCNES)、学龄前焦虑量表(PAS)、情绪调节检核表(ERC)对儿童父母进行问卷调查。采用 SPSS 27.0 进行 Pearson 相关分析考察各变量间的相关关系, 通过 Bootstrap 程序和 Process 插件检验中介效应。**结果** 1) 父母支持性回应与学龄前儿童情绪调节显著正相关($r=0.228, P<0.01$), 而与学龄前儿童的焦虑水平显著负相关($r=-0.166, P<0.01$); 父母非支持性回应与学龄前儿童情绪调节显著负相关($r=-0.349, P<0.01$), 而与学龄前儿童的焦虑水平显著正相关($r=0.281, P<0.01$)。2) 在中介效应检验中, 父母支持性回应对学龄前儿童焦虑的直接效应不显著($\beta=-0.060, P=0.230$), 学龄前儿童情绪调节在父母支持性回应与学龄前儿童焦虑间有完全中介效应, 中介效应为 0.087, 占总效应量的 62.14%; 父母非支持性回应对学龄前儿童焦虑有显著的直接效应($\beta=0.145, P=0.002$), 学龄前儿童情绪调节在父母非支持性回应与学龄前儿童焦虑间有部分中介效应, 中介效应为 0.102, 占总效应量的 48.57%。**结论** 父母情绪社会化和学龄前儿童情绪调节对学龄前儿童焦虑情绪有显著影响, 且学龄前儿童情绪调节在父母情绪社会化对学龄前儿童焦虑情绪影响中起中介作用。

关键词: 父母情绪社会化; 父母情绪回应; 焦虑; 情绪调节; 学龄前儿童**中图分类号:** B842; R749.94; G444 **文献标识码:** A **文章编号:** 1008-6579(2025)04-0378-05 **doi:** 10.11852/zgetbjzz2024-1116

Mediating roles of preschooler's emotion regulation in the effects of parental emotion socialization on preschooler's anxiety

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Abstract: **Objective** To explore the relationships between parental emotion socialization, children's emotion regulation, and children's anxiety, in order to provide empirical evidence for family-based prevention of anxiety in preschool children. **Methods** A cluster sampling method was used to select 415 children aged 3 - 6 years from three public kindergartens in Xi'an. The Coping with Children's Negative Emotions Scale (CCNES), the Preschool Anxiety Scale (PAS), and the Emotion Regulation Checklist (ERC) were administered for data collection. Pearson correlation analysis was conducted using SPSS 27.0 to examine the relationships among variables. The Bootstrap method and the Process plugin were employed to test the mediating effects. **Results** 1) Parental supportive responses were significantly positively correlated with children's emotion regulation ($r=0.228, P<0.01$) and significantly negatively correlated with children's anxiety levels ($r=-0.166, P<0.01$). In contrast, parental non-supportive responses were significantly negatively correlated with children's emotion regulation ($r=-0.349, P<0.01$) and significantly positively correlated with children's anxiety levels ($r=0.281, P<0.01$). 2) In the mediation analysis, the direct effect of parental supportive responses on children's anxiety was not significant ($\beta=-0.060, P=0.230$). Children's emotion regulation fully mediated the relationship between parental supportive responses and children's anxiety, with a mediation effect of 0.087, accounting for 62.14% of the total effect. Parental non-supportive responses had a significant direct effect on children's anxiety ($\beta=0.145, P=0.002$), and children's emotion regulation partially mediated the relationship between parental non-supportive responses and children's anxiety, with a mediation effect of 0.102, accounting for 48.57% of the total effect. **Conclusions**

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Parental emotional socialization and preschooler's emotional regulation have significant effects on preschooler's anxiety, and preschooler's emotional regulation plays a mediating role in the influence of parental emotional socialization on preschooler's anxiety.

Keywords: parent emotion socialization; parental reaction; anxiety; emotion regulation; preschoolers

焦虑是学龄前儿童期常见的情绪问题之一,其检出率在国内部分地区高达 13.85% 和 16.30%^[1-2],且有明显的增加趋势。学龄前儿童焦虑具有长期性、持续性、隐蔽性等特点。有研究表明:50% 的成人焦虑是在个体 6 岁前出现^[3],早期持久的焦虑会导致个体社交、学业等诸多方面的问题^[4]。家庭是学龄前儿童接触最早,且最为密切的外部环境,其对学龄前儿童身心发展有着极为深刻的影响。因此,探讨家庭因素如何影响学龄前儿童焦虑情绪的产生具有重要的意义。

父母情绪社会化被认为是影响学龄前儿童发展的关键家庭因素^[5],而父母情绪回应又是其中最直接、最典型的影响途径^[6]。父母情绪回应通常分为支持性(父母对子女情绪表达的接受、认可等)与非支持性回应(父母对子女情绪表达的否认、惩罚等)两种类型。既往研究表明,父母的支持性回应能够显著预测学龄期儿童更积极的社会适应,更少的内化问题,而非支持性父母情绪回应则预示着其子女更多的内化问题^[7-10]。但是,当前研究大多局限于学龄期儿童^[11],且多在西方文化情境中展开。有关学龄前儿童期样本的研究中,仅有的少量研究证实了父母情绪回应和学龄前儿童焦虑显著相关^[12],但父母情绪回应对学龄前儿童焦虑的具体作用机制仍为空白。情绪调节作为个体情绪能力的核心要素,已有研究证实其与父母情绪回应^[13-14]和儿童焦虑显著相关^[15-16],同时也有研究证实情绪调节在父母情绪回应与学龄期儿童抑郁^[17]、社会适应^[18]、问题行为^[19]间具有中介效应。然而,父母情绪社会化是否在儿童早期即学龄前儿童期,就通过情绪调节影响其焦虑情绪的研究仍为空白。为此,本研究将在东方文化情境中探寻父母情绪回应对学龄前儿童焦虑的影响,并验证学龄前儿童情绪调节在其中的中介效应,以期解释父母情绪回应对学龄前儿童焦虑的具体影响及作用机制。

1 对象和方法

1.1 对象 采用整群抽样,向西安市 3 所公立幼儿园 3~6 岁学龄前儿童的父母发放问卷,问卷由熟悉儿童的父/母亲填写,共发放问卷 560 份,回收 513 份。数据处理前,请 10 位家长认真答题。10 名家长答题时间区间为 10~25min,以此为依据剔除答

题时间小于 10min 及一致性高、多选、漏选等无效问卷,最终得到有效问卷 415 份,有效回收率为 80.89%。所有被试均知情同意。研究由西安交通大学医学生物伦理委员会审批(批准号:2022.1435)。作答被试中父亲占 41.19%,母亲占 58.81%,涉及的学龄前儿童中,女童占 53.01%,男童 46.99%,小班占 35.91%,中班占 33.73%,大班占 30.36%。

1.2 研究工具

1.2.1 学前儿童焦虑量表 采用 Spence 学龄前焦虑量表(Preschool Anxiety Scale, PAS)作为测量学龄前儿童焦虑情绪的工具^[20]。该量表中文修订版由 Wang 等^[21]修订,由父母报告,具有良好的测量学特征,在国内被广泛采用。该量表共 5 个因子(分离焦虑、社交恐惧、强迫性神经症障碍、广泛性焦虑、躯体伤害焦虑),28 个题项,采用 1~5 级 5 点计分,得分越高,表明学龄前儿童焦虑问题越严重。本研究中,该量表的 Cronbach's α 系数为 0.90。

1.2.2 儿童消极情绪回应量表 采用儿童消极情绪回应问卷(Coping with Children's Negative Emotions Scale, CCNES)调查家长对儿童消极情绪的回应^[22]。本研究采用彭元菊^[23]修订的版本。该版本的量表共包含 12 个学龄前儿童消极情绪的情境,要求家长分别报告在 12 个情境中出现 6 种回应方式的可能程度。6 种方式分别为惩罚回应、最小化、忧伤反应、问题解决、情感关注、鼓励表达,前 3 种为非支持性回应类型,后 3 种为支持性回应类型。该量表在国内应用广泛,有着良好的信度和效度。本研究中,父母支持性情绪回应分量表的 Cronbach's α 系数为 0.85,父母非支持性情绪回应分量表的 Cronbach's α 系数为 0.80。

1.2.3 情绪调节检核表 采用 Shields 等^[24]编制的唯一授权的中文版情绪调节检核表(Emotion Regulation Checklist, ERC)。该量表被翻译成多个语言版本,均具有良好的心理测量学特性,在全球多个国家有广泛运用。情绪调节检核表由熟悉学龄前儿童的父亲或母亲填写,共包含 24 个项目,分为 2 个维度:情绪调节和不稳定/消极,采用 1~5 级 5 点计分,其中不稳定/消极分量表采用反向计分,两个分量表分数之和为学龄前儿童情绪调节得分,分数越高,说明儿童的情绪调节越好。本研究中,该量表的 Cronbach's α 系数为 0.82。

1.3 调查方法与质量控制 调查前取得待调查单

位管理者的同意与支持。调查者统一向调查对象介绍本次调查目的和问卷填写方法,待其知情同意后,通过问卷星的形式作答。问卷以匿名方式填写,每个 IP 仅可作答 1 次。

1.4 统计学方法 使用软件 SPSS 27.0 对数据进行描述性分析、相关分析、共同方法偏差检验。满足正态分布的连续变量以 $\bar{x} \pm s$ 表示,计数资料以例数(%)表示,各变量间关系使用 Pearson 相关分析。使用 Hayes 编制的 SPSS 宏程序 Process4.1 进行中效应检验。检验水准 $\alpha=0.05$ (双侧)。

2 结 果

2.1 共同方法偏差检验 采用 Harman 单因素法

表 1 主要变量得分情况和相关分析(r)

Tab. 1 Scores and correlations of the main variables(r)

变量	得分($\bar{x} \pm s$)	父母支持性回应	父母非支持性回应	学龄前儿童焦虑	学龄前儿童情绪调节
父母支持性回应	3.869 $\pm$ 0.520	1			
父母非支持性回应	2.164 $\pm$ 0.611	-0.004	1		
学龄前儿童焦虑	1.979 $\pm$ 0.457	-0.166*	0.281*	1	
学龄前儿童情绪调节	3.608 $\pm$ 0.340	0.228*	-0.349*	-0.439*	1

注: * $P < 0.01$ 。

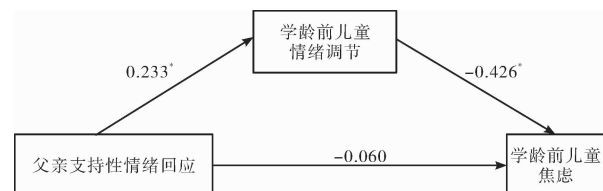
2.3 学龄前儿童情绪调节在父母情绪回应和学龄前儿童焦虑间的中介效应分析 差异分析表明父母情绪回应存在显著的性别差异,控制父母性别后检验学龄前儿童情绪调节的中介效应,建立了中介模型。首先,检验学龄前儿童情绪调节在父母支持性情绪回应与学龄前儿童焦虑间的中介效应,结果表明父母支持性情绪回应对学龄前儿童焦虑间直接效应不显著($\beta = -0.060$, $S_x = 0.040$, $P = 0.230$),但可通过学龄前儿童情绪调节影响学龄前儿童焦虑的发生($\beta = 0.233$, $S_x = 0.032$, $P < 0.001$; $\beta = -0.426$, $S_x = 0.061$, $P < 0.001$),中介效应值为 0.087,占总效应量的 62.14%。其次,检验学龄前儿童情绪调节在父母非支持性情绪回应与学龄前儿童焦虑间的中介效应,结果表明父母非支持性情绪回应对学龄前儿童焦虑的直接效应显著($\beta = 0.145$, $S_x = 0.035$, $P = 0.002$),也可通过学龄前儿童情绪调节能力作用于学龄前儿童焦虑($\beta = -0.350$, $S_x = 0.026$, $P < 0.001$; $\beta = -0.389$, $S_x = 0.061$, $P < 0.001$),中介效应值为 0.102,占总效应量的 48.57%。见图 1、图 2、表 2。

3 讨 论

3.1 父母情绪回应、学龄前儿童情绪调节、学龄前儿童焦虑间存在相关性 本研究结果表明,父母情

对所有变量数据进行未旋转的探索性因素分析。分析发现第一个公因子解释方差的 14.23%,小于临界标准 40.00%,表明本研究数据不存在严重的共同方法偏差。

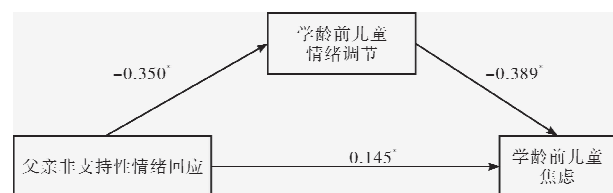
2.2 父母情绪回应、学龄前儿童情绪调节和学龄前儿童焦虑的相关分析 Pearson 相关分析结果表明:父母支持性回应与学龄前儿童情绪调节显著正相关,与学龄前儿童焦虑显著负相关;父母非支持性回应与学龄前儿童情绪调节显著负相关,与学龄前儿童焦虑显著正相关,学龄前儿童情绪调节与学龄前儿童焦虑显著负相关,差异均有统计学意义($P < 0.01$)。主要变量的描述统计及相关分析结果见表 1。



注:省略了控制变量的路径系数; * $P < 0.01$ 。

图 1 学龄前儿童情绪调节在父母支持性情绪回应与学龄前儿童焦虑间的中介效应

Fig. 1 Mediating effect of children's emotion regulation on the relationship between parental supportive emotional responses and children's anxiety



注:省略了控制变量的路径系数; * $P < 0.01$ 。

图 2 学龄前儿童情绪调节在父母非支持性情绪回应与学龄前儿童焦虑间的中介效应

Fig. 2 Mediating effect of children's emotion regulation on the relationship between parental non-supportive emotional responses and children's anxiety

绪回应与学龄前儿童情绪调节显著相关。具体表现为,父母支持性情绪回应与学龄前儿童更好的情绪

表 2 学龄前儿童情绪调节的中介模型路径检验结果

Tab. 2 Results of the mediating modal path test of preschooler's emotion regulation

路径	效应值	占总效应比值(%)	Boot S_e	Boot 95%CI
父母支持性情绪回应→学龄前儿童情绪调节→学龄前儿童焦虑	0.087	62.14	0.022	-0.133~-0.047
父母非支持性情绪回应→学龄前儿童情绪调节→学龄前儿童焦虑	0.102	48.57	0.019	0.067~0.141

调节显著相关,而非支持性情绪回应则与学龄前儿童更加不稳定和消极的情绪调节显著相关。这表明父母情绪回应作为家庭近端因素对学龄前儿童情绪调节发展有着关键影响:父母支持性情绪回应能给予学龄前儿童足够的安全感,让其积极寻求周围环境的支持以舒缓负面情绪,也更能灵活地自我调整,学习使用建设性的情绪调节策略。相反,父母非支持性情绪回应导致学龄前儿童不会寻求周遭环境的帮助,过多地压抑情绪的表达而无法有效地调节自身的情绪。本研究结果还表明,学龄前儿童情绪调节与学龄前儿童焦虑显著负相关,与已有研究结果一致^[25-26]。焦虑是儿童过度抑制状态的体现,是个体典型的情绪调节尤其负面情绪调节的紊乱^[27-28]。学龄前儿童情绪调节水平的高低与其焦虑发生有着最直接的联系。因此,父母需有意识地引导学龄前儿童灵活使用多种策略调节情绪,支持其情绪调节能力的发展,以此减少其焦虑的发生。

本研究结果显示,父母非支持性情绪回应能够正向预测学龄前儿童焦虑。其原因可从三方面解释:一是根据依恋理论,父母非支持性情绪回应会破坏亲子依恋质量,早期亲子情感不稳定、低质量的联结会导致学龄前儿童情感危机,从而表现出焦虑、抑郁等状态^[29];二是根据家庭情绪感染理论^[30],父母非支持性回应伴随着父母、学龄前儿童双方的负向情绪表达,让家庭情感氛围变得压抑,沉浸其中的学龄前儿童更易焦虑;三是根据经典的家庭情绪社会化理论^[31],父母非支持性情绪回应会让学龄前儿童情绪紊乱而导致焦虑。不过,与父母非支持性情绪回应不同的是,父母支持性情绪回应不能直接预测学龄前儿童焦虑。可能原因在于:对学龄前儿童而言,父母非支持性情绪回应所带来的负向经验更难忘且伤害性更大^[32],因而其预测效应强于父母支持性情绪回应,以往研究也证实了这一点^[33]。因此,家庭教育指导中需特别关注家长的非支持性情绪回应,引导家长尽量避免一味地压制、惩罚或放任不管学龄前儿童的情绪表达,要建立与学龄前儿童的行为和需求相适应的情感互动^[34],形成融洽的亲子依恋关系,从而降低学龄前儿童焦虑的发生。

3.2 学龄前儿童情绪调节在父母情绪回应与学龄前儿童焦虑间具有中介效应 中介效应分析显示,

学龄前儿童情绪调节在父母非支持性情绪回应与学龄前儿童焦虑间具有部分中介效应,在父母支持性情绪回应与学龄前儿童焦虑间具有完全中介效应。此结论不仅首次在东方文化下证实了父母情绪回应对于学龄前儿童的焦虑作用机制,也再次支持了家庭启发模型^[31]与家庭情绪三元论^[35]的理论构想:亲子情绪互动中,当父母采用支持性回应时,学龄前儿童能合理、适度唤醒自我情绪状态,获得冷静思考、学习的机会,以便理性选择积极情绪调节策略,从而更好地调节自身的焦虑情绪,展现出良好的社会适应状态。相反,当父母非支持性回应学龄前儿童情绪表达时,学龄前儿童会过于抑制或放任自身的情绪表达,造成情绪调节紊乱,从而导致焦虑症状的发生。该过程也提示,家长的情绪回应作为外部因素,通过个体自我系统中的情绪调节能力间接影响其机能发展,即外因需通过内因发挥作用。这预示着学龄前儿童自身的情绪调节能力是预防学龄前儿童焦虑发生的关键。值得注意的是,学龄前儿童情绪调节在父母支持性回应与其焦虑间存在完全中介效应。这意味着学龄前儿童自身情绪调节能力越差,越依赖父母支持性回应对抗自身的负面情绪。因此,家庭养育实践中,父母尽可能正向回应学龄前儿童情绪,帮助学龄前儿童保持适当的情绪唤醒状态,鼓励学龄前儿童采用各种积极的情绪调节策略,提升学龄前儿童的情绪调节能力,实现对学龄前儿童焦虑的早期预防,从而降低学龄期儿童焦虑障碍的发生率和程度^[36]。

3.3 研究局限与展望 研究探究父母情绪回应对学龄前儿童焦虑的影响及其作用机制,对学龄前儿童焦虑的早期预防具有积极意义,不过研究设计还存在以下不足:首先,父母在学龄前儿童情绪发展中有着不同的定位与角色分工,本研究中采用父亲或母亲任意一方报告数据,由此可能会掩盖父母亲对学龄前儿童发展的独特价值。其次,本研究采用横断面数据,只能做各变量的路径分析,无法进行因果推理。今后可采取追踪研究,统一由母亲或父亲一方报告,或引入父母性别这一调节变量,以期揭示父母情绪回应与学龄前儿童焦虑间更多的路径与作用原理。

综上,本研究揭示了父母情绪回应对学龄前儿童焦虑的影响及具体作用机制,明确了父母非支持

性情绪回应对学龄前儿童焦虑的直接影响,以及学龄前儿童情绪调节能力在父母情绪回应与学龄前儿童焦虑间的中介效应。学龄前儿童焦虑的家庭预防与治疗中,需要关注父母对其情绪回应方式及学龄前儿童自身的情绪调节能力的发展。

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