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# 学前大学生共情、领悟社会支持和抑郁的现状与关系

## 摘 要

当前，我国幼儿教育事业正在蓬勃发展，抱着子女不能输在起跑线的想法，人们越来越意识到幼儿教育的重要意义。许多学校都设有学前教育专业，每年培养了大量的幼教人才。幼儿教师是幼儿在园时接触时间最长，关系最为密切的人。作为从事幼儿教育事业的后备军，学前教育专业大学生的心理现状却很少有人关注。通过查阅文献资料，发现极少有人关注学前教育专业大学生的共情、领悟社会支持及抑郁状况，本研究对学前专业大学生共情、领悟社会支持和抑郁进行现状和关系的探讨。

本研究采用吴静吉等人引进和修改而成的《中文版人际反应指针量表（IRI.C）》、严标宾等人修订而成的《领悟社会支持量表（PSSS）》和 Zung 编制的《抑郁自评量表（SDS）》三个量表，对全国 285 名学前教育专业的本科大学生进行了问卷调查。收集的数据使用 SPSS 20.0 进行了描述性统计、相关回归分析和中介效应检验等操作，系统地分析了学前教育专业大学生的共情、领悟社会支持和抑郁的现状及其关系。研究结论如下：

学前教育专业的大学生共情的总体水平在中等偏上。日常锻炼习惯、日常稳定的兴趣爱好、是否是独生子女和学习压力这些人口学变量对学前教育专业的大学生共情的一个或者多个维度有显著的影响。

学前教育专业的大学生领悟社会支持的总体水平在中等偏上。日常锻炼习惯、日常稳定的兴趣爱好和同学关系这些人口学变量对学前教育专业的大学生领悟社会支持的一个或者多个维度有显著的影响。

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调查的学前教育专业的大学生抑郁总分的均分低于抑郁评定的临界值，过半数的学生心理状况正常。学习压力、学习成绩、日常锻炼习惯、日常稳定的兴趣爱好、同学关系和学生身体状况这些人口学变量对学前大学生抑郁有显著的影响。

学前大学生的共情、领悟社会支持和抑郁三者两两相关，进行回归分析时发现，共情的观点采择、想像、共情关注维度和领悟社会支持的家庭支持、朋友支持维度对抑郁有负向显著影响，共情的个人忧伤维度对抑郁有正向显著影响，共情的观点采择和共情关注维度对领悟社会支持有正向显著影响。领悟社会支持在学前教育专业大学生共情与抑郁间起到中介作用。

**关键词：** 学前教育专业 大学生 共情 领悟社会支持 抑郁

### **Abstract**

At present, China's personnel education is booming. With the psychology that their kids should not be defeated at the scratch line, people are increasingly aware of the importance of early childhood education. Many schools have set up preschool education major and trained a large number of preschool education teachers every year. Kindergarten teachers are the people who have the longest contact time and the most close relationship with preprimary children. As a reserve force for personnel education, the psychological status quo of college students who are majoring in preschool education has received little attention. Through consulting literature, it is found that few people use college students who are majoring in preschool education as research objects to study together with empathy, comprehension of social support, and depression at same time. Therefore, author decided to choose these three variables into study and to discuss the status quo and relationships.

This research adopted three questionnaires: the revised version of Interpersonal Reactivity Index-C of Jingji Wu et al, the revised version of Perceived Social Support Scale of Biaobing Yan et al, and Self-rating Depressive Scale of Zung. With these scales, author selected 285 college students nationwide in preschool education major as test objects. The data collected was analyzed by using SPSS 20.0 for descriptive statistics, correlation regression analysis, and mediating effect test. Author systematically analyzed the status of

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empathy, perceived social support and depression of the pre-school education undergraduates

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