

童年期情感虐待影响初中生短视频成瘾症状的作用机制

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摘要:目的 分析童年期情感虐待与初中生短视频成瘾症状的关系, 并探究认知干扰和无聊倾向的中介作用。方法 2023 年 10 月采用多阶段分层整群抽样法, 使用童年期情感虐待量表、短视频成瘾症状量表、认知干扰量表和无聊倾向量表对 972 名初中生施测, 采用 Process 分析认知干扰和无聊倾向的链式中介。结果 检出短视频成瘾症状 28.19%, 女生更高($\chi^2 = 7.961, P = 0.005$), 初二更高($\chi^2 = 19.747, P < 0.001$), 无家访更高($\chi^2 = 7.221, P = 0.007$); 童年期情感虐待→短视频成瘾症状的总间接效应 TIE = 0.309(95% CI: 0.252 ~ 0.374), 中介效果量 $P_M = 69.29%$; 童年期情感虐待→认知干扰→短视频成瘾症状的间接效应 IE = 0.154(95% CI: 0.113 ~ 0.202); 童年期情感虐待→无聊倾向→短视频成瘾症状的间接效应 IE = 0.079(95% CI: 0.050 ~ 0.115); 童年期情感虐待→认知干扰→无聊倾向→短视频成瘾症状的间接效应 IE = 0.075(95% CI: 0.053 ~ 0.104)。结论 童年期情感虐待可通过认知干扰和无聊倾向预测初中生短视频成瘾症状。

关键词:童年期情感虐待; 认知干扰; 无聊倾向; 短视频成瘾症状

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Effects mechanism of childhood emotional abuse on short video addiction symptoms in middle school students

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Abstract: Objective To analyze the relationship between childhood emotional abuse (CEA) and short video addiction symptoms (SVAS) in middle school students, and to explore the mediation of cognitive interference (CI) and boredom proneness (BP). **Methods** In October 2023, 972 middle school students were tested with childhood emotional abuse scale, short video addiction symptoms scale, cognitive interference scale and boredom proneness scale using the multistage stratified cluster sampling, and process was used to analyze chain mediation. **Results** 28.19% of short video addiction symptoms was detected, it was higher in girls ($\chi^2 = 7.961, P = 0.005$), higher in grade two ($\chi^2 = 19.747, P < 0.001$), higher without home visits ($\chi^2 = 7.221, P = 0.007$). Total indirect effect of CEA→SVAS was TIE = 0.309(95% CI: 0.252 - 0.374), effect size $P_M = 69.29%$. Indirect effect of CEA→CI→SVAS was IE = 0.154 (95% CI: 0.113 - 0.202). Indirect effect of CEA→BP→SVAS was IE = 0.079 (95% CI: 0.050 - 0.115). Indirect effect of CEA→CI→BP→SVAS was IE = 0.075 (95% CI: 0.053 - 0.104). **Conclusion** CEA can predict SVAS in middle school students through CI and BP.

Keywords: Childhood emotional abuse; Cognitive interference; Boredom proneness; Short video addiction symptoms

短视频成瘾症状 (Short video addiction symptoms, SVAS) 指使用短视频出现的难以控制的心理依赖与渴求^[1]。2023 年 12 月 23 日《第 5 次全国未成年人互

联网报告》显示^[2]: 经常看短视频的未成年人从 2018 年的 40.5% 增至 54.1%。而短视频过度使用严重危害情绪健康^[3]与学业发展^[4], 探究成瘾机制是预防的重要参考^[5-6]。童年期情感虐待 (Childhood emotional abuse, CEA) 指养育者对儿童情感上的虐待^[7], 并对儿童心理行为造成创伤^[8]。而且 CEA 可预测网络成瘾^[9], 有必要探究其对新型成瘾 (短视频) 的可能机制。网络成瘾 ACE 模型认为便利性和逃避性是成瘾的重要诱因^[10]。童年期情感虐待可能塑造儿童的逃

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避机制^[11],因为在无法脱离受虐时,便利的短视频可能被滥用于逃避压力^[12],因而增大了成瘾可能性。童年期情感虐待还影响认知功能^[13]:CEA 可能干扰儿童大脑发育,使前扣带回^[14]/前额叶^[15]出现功能发育障碍,从而影响注意控制和执行功能等认知控制能力^[16],出现认知干扰。认知干扰(Cognitive interference, CI)是个体因为不良的注意控制而导致的信息加工失败^[17]。有限的注意力在任务中如果被分散去应对认识干扰造成的注意脱失,那么维持足够注意于当前活动的难度增大,可能增加无聊,从而塑造无聊倾向^[18]。无聊倾向(Boredom proneness, BP)是指对内对外刺激存在注意困难和动力不足的现象^[19],与成瘾等即刻满足行为密切相关^[20]。无聊倾向较高者,为了减少无聊,可能采取低自我意识行为^[21],如刷短视频等原始注意行为^[22]。童年期情感虐待不仅引发认知干扰,还可能塑造无聊倾向,使得便利和提供逃避的短视频被滥用的可能性增大^[23],本文检验假设:认知干扰在童年期情感虐待与短视频成瘾症状间的中介作用;无聊倾向在童年期情感虐待与短视频成瘾症状间的中介作用;认知干扰和无聊倾向在童年期情感虐待与短视频成瘾症状间的链式中介作用。本文在一定程度上揭示父母情感教养对学生心理行为的影响,为预防短视频成瘾提供参考。

1 对象与方法

1.1 对象 依据现况调研, $n = \text{deff} \mu_{\alpha^2} \rho (1 - \rho) / \delta^2$, $\alpha = 0.05$, $\text{deff} = 1$, $\delta = 0.2\rho$, $\rho = 30.13\%$ ^[24],以 10% 为无效率,按年级分层,3 层共需样本 743。考虑现实中的抽样需要,实际抽样超过估算。纳入标准:(1)在读初中生;(2)自愿参与本调研;(3)理解能力正常。排除标准:(1)存在神经精神疾病难以配合调查;(2)严重躯体疾病/衰弱等无法完成者。2023 年 10 月采用多阶段分层整群抽样法,首先在扬州和西宁各选区一

所中学作为 1 级簇。然后选取初中 3 个年级作为 2 级簇。最后按年级分层,每年级简单随机整群抽取 4 个班。发放问卷 1 012 份,有效 972 份,平均年龄(13.61 ± 0.92)岁。本研究获扬州大学教育科学学院伦理委员会批准(YZU - SES - 2023092402)。

1.2 工具 (1)一般情况:包括性别、年龄、年级、教师家访(无/有过);(2)童年期情感虐待量表^[7]:5 项目, Likert 5 级评分,适用于初一年级以上人群,本文 Cronbach α 系数为 0.810;(3)认知干扰量表^[17]:10 项目, Likert 5 级评分,本文 Cronbach α 系数为 0.870;(4)无聊倾向量表^[19]:8 项目, Likert 7 级评分,本文 Cronbach α 系数为 0.869;(5)短视频成瘾症状量表^[1]:14 项目, Likert 5 级评分,7 个诊断条目存在 4 个 ≥ 4 分,提示存在短视频成瘾症状,本文 Cronbach α 系数为 0.896。

1.3 统计方法 使用 SPSS 29.0 完成描述分析,通过 Process 4.3 使用 Bias - Corrected Bootstrap 20 000 次分析链式中介。检验水准 $\alpha = 0.05$ 。采用 Unmeasured Latent Method Construct 检测共同方法偏差,若多因子模型拟合与双因子相比 Δ 值 < 0.05^[25],提示不存在严重影响:多因子, $\text{CMIN}/\text{df} = 3.004$, $\text{CDFI} = 0.922$, $\text{TLI} = 0.915$, $\text{RMSEA} = 0.045$, $\text{SRMR} = 0.042$;双因子, $\text{CMIN}/\text{df} = 2.331$, $\text{CFI} = 0.951$, $\text{TLI} = 0.943$, $\text{RMSEA} = 0.037$, $\text{SRMR} = 0.033$;比较显示, $\Delta\text{CFI} = 0.029$, $\Delta\text{TFI} = 0.031$, $\Delta\text{RMSEA} = 0.008$, $\Delta\text{SRMR} = 0.009$, Δ 值均有 < 0.05。

2 结果

2.1 非成瘾组与成瘾组的比较 存在短视频成瘾症状 274 名(28.19%),女生检出率高于男生, Bonferroni 比较显示初二学生高于其他年级($P < 0.05$),无家访更高,见表 1。成瘾组的 4 个变量得分均高于非成瘾组($P_s < 0.001$)。

表 1 非成瘾组与成瘾组的比较

Table 1 Comparison between non - SVAS group and SVAS group

变量	非成瘾组	成瘾组	χ^2/t	P
人口特征差异[$n(\%)$]				
男	386(75.69)	124(24.31)	7.961	0.005
女	312(67.53)	150(32.47)		
初一	262(79.15) ^a	69(20.85) ^a	19.747	<0.001
初二	206(63.58) ^b	118(36.42) ^b		
初三	230(72.56) ^a	87(27.44) ^a		
无家访	184(65.71)	96(34.29)	7.221	0.007
有过	514(74.28)	178(25.72)		
得分差异[$\bar{x} \pm s$]				
CEA	1.34 ± 0.57	1.71 ± 0.80	-6.831	<0.001
CI	2.23 ± 0.74	2.93 ± 0.77	-12.933	<0.001
BP	2.69 ± 1.21	3.68 ± 1.24	-11.352	<0.001
SVAS	2.20 ± 0.67	3.47 ± 0.57	-29.766	<0.001

注:a, b 为 Bonferroni 比较下标($\alpha = 0.05$)。

2.2 相关分析 童年期情感虐待与认知干扰($r = 0.385$)、无聊倾向($r = 0.394$)、短视频成瘾症状正相关($r = 0.362$)。认知干扰($r = 0.554$)、无聊倾向($r = 0.553$)与短视频成瘾症状正相关。以上 $P_s < 0.01$ 。

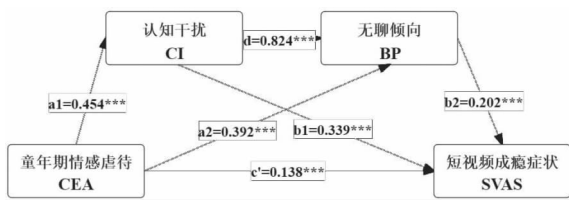
2.3 链式中介效应 将性别、年级和家访作为协变量建模(表 2/图 1)。Bias - Corrected Bootstrap 20 000

次显示(表 3):童年期情感虐待→短视频成瘾症状的直接效应 $DE = 0.138$ (95% CI : 0.069 ~ 0.207),总效应 $TE = 0.446$ (95% CI : 0.372 ~ 0.521),总间接效应 $TIE = 0.309$ (95% CI : 0.252 ~ 0.374),中介效果量^[6, 25] $P_M = 69.29\%$ 。

表 2 短视频成瘾症状的回归分析

Table 2 Regression analysis of short video addiction symptoms

预测变量	结果变量 = SVAS			结果变量 = CI			结果变量 = BP			结果变量 = SVAS		
	β	S_x	t	β	S_x	t	β	S_x	t	β	S_x	t
性别	0.075	0.050	1.485	0.102	0.048	2.104	-0.112	0.066	-1.693	0.046	0.042	1.092
年级	0.261	0.034	7.662	0.040	0.033	1.217	0.096	0.045	2.144	0.222	0.029	7.769
家访	-0.278	0.062	-4.523	-0.206	0.059	-3.488	0.041	0.081	0.502	-0.183	0.052	-3.532
CEA	0.446	0.038	11.719	0.454	0.036	12.435	0.392	0.054	7.287	0.138	0.035	3.913
CI							0.824	0.044	18.694	0.339	0.033	10.386
BP										0.202	0.020	9.874
R & R^2	$R = 0.429, R^2 = 0.184$			$R = 0.403, R^2 = 0.162$			$R = 0.619, R^2 = 0.384$			$R = 0.658, R^2 = 0.433$		
$F(P)$	$F = 54.465 (P < 0.001)$			$F = 46.854 (P < 0.001)$			$F = 120.246 (P < 0.001)$			$F = 122.740 (P < 0.001)$		



注: * * * : $P < 0.001$ 。

图 1 链式中介模型

Fig. 1 Chain mediation model

童年期情感虐待→认知干扰→短视频成瘾症状的间接效应 $IE = 0.154$ (95% CI : 0.113 ~ 0.202),童年期情感虐待→无聊倾向→短视频成瘾症状的间接效应 $IE = 0.079$ (95% CI : 0.050 ~ 0.115),童年期情感虐待→认知干扰→无聊倾向→短视频成瘾症状的间接效应 $IE = 0.075$ (95% CI : 0.053 ~ 0.104),见表 3。提示认知干扰和无聊倾向的链式中介作用成立。比较显示(表 3),童年期情感虐待→认知干扰→短视频成瘾症状的间接效应大于其他两条路径。

表 3 链式中介效应分析

Table 3 Chain mediation effect analysis

效应	路径	效应(95% CI)	Boot S_x	相对效应(%)
总效应	CEA→SVAS	0.446(0.372 ~ 0.521)	0.038	
直接效应	CEA→SVAS	0.138(0.069 ~ 0.207)	0.035	30.94
总间接效应	CEA→SVAS	0.154(0.252 ~ 0.374)	0.031	69.29
间接效应	1. CEA→CI→SVAS	0.154(0.113 ~ 0.202)	0.023	49.84
	2. CEA→BP→SVAS	0.079(0.050 ~ 0.115)	0.017	25.57
	3. CEA→CI→BP→SVAS	0.075(0.053 ~ 0.104)	0.013	24.27
比较	1 vs. 2	0.075(0.016 ~ 0.136)	0.031	
	1 vs. 3	0.079(0.028 ~ 0.133)	0.027	
	2 vs. 3	0.004(-0.030 ~ 0.037)	0.017	

3 讨论

本文短视频成瘾症状检出率 28.19%,女生更高,初二更高,无家访更高,与以往检出类似(30.13%)^[24]。女生存在更多的社交分享需求,可能更容易通过短视频寻找情感慰藉。初一学生处于初中适应期,初三存在更多的课业,而初二相对压力更小,可能存在更多手机娱乐时间。有家访意味着家长

与教师存在更紧密链接,对孩子状态会有更多的信息沟通,有助于及时干预短视频滥用。

本文显示童年期情感虐待可通过认知干扰影响短视频成瘾症状。以往发现童年虐待与网络成瘾正相关^[26]、认知干扰与短视频成瘾的正相关^[27],但本文检验了认知干扰的中介。Davis 认知行为模型认为网络成瘾是近端和远端因素共同作用的结果^[28],远端通过近端起作用。童年期情感虐待可能是远端诱因,

近端因素包括非适应性认知和不良情绪,而认知干扰即为非适应性认知之一。童年期情感虐待对负责认知调控的脑区(前额叶等)^[29]所造成的发育损害可能危害注意记忆和思考,使个体更易受到内部干扰而出现难以集中注意的认知干扰。本文还检验了 Davis 提出的不良情绪(无聊倾向)在童年期情感虐待与短视频成瘾症状间的中介。早期负性经历研究发现虐待会导致儿童的情绪调节障碍,在情绪调节困难的情况下,便捷的短视频可能被用于缓解情绪^[30]。补偿性网络理论也认为^[31]:人们在面对消极刺激时,存在通过网络补偿不良经历的倾向。在童年期情感虐待所诱发的认知干扰与无聊倾向的影响下,短视频可能被滥用于补偿。

本文还发现认知干扰和无聊倾向在童年期情感虐待和短视频成瘾症状间的链式中介。童年期情感虐待越高,预测了更高的认知干扰和无聊倾向以及短视频成瘾症状。依恋理论认为:童年期遭受虐待的孩子,可能因为缺乏正性链接和稳定养育,从而影响认知功能、情绪调节和行为方式^[32]。创伤经历会干扰个体的注意力,使其难以集中精力进行学习和思考^[33],因为有限的能量会被用于防御创伤。这种认知资源的分配失衡会干扰学习和认知效率^[34],使得用于学习与应对任务的注意资源减少。虐待经历已被发现会干扰大脑的正常发育^[14],使得个体的注意控制与认知功能受损^[34]。认知干扰体现了不良的自我调节与注意控制功能,表现为加工信息时的认知流畅性与顺利度受损,导致注意转移与涣散,因而更容易感到无聊^[16]。无聊是缺乏刺激感的状态,唤醒理论认为个体存在保持适度唤醒与刺激的自然动机^[35],可以提供丰富互动的短视频可能是迅速激发兴奋的便捷手段。而且存在无聊倾向的个体也更容易出现不随意注意行为,如不停的刷新短视频^[36]。初中生尚处于心理发展的关键期,良好的家庭情感支持是促进认知功能和情绪健康发展的重要前提,提示了积极正性教养方式的重要性。

不足:为横断面调查,无法推论因果关系,需开展纵向设计进一步讨论;短视频成瘾症状为自我报告,应联合精神科临床诊断进一步明确;抽样范围有限,需扩大范围以提高生态效度。

利益冲突声明 本研究不存在任何利益冲突

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