

[1]马中锐,蒙华庆,胡华,等.重庆市主城区4~6年级小学生社交焦虑与忽视特点及相关分析[J].第三军医大学学报,2013,35(12):1311-1314.

Ma Zhongrui, Meng Huaqing, Hu Hua, et al. Gender differences and correlation between social anxiety and children neglect in grade 4-6 primary school students in Chongqing, China[J]. J Third Mil Med Univ, 2013, 35(12): 1311-1314.



## 重庆市主城区4~6年级小学生社交焦虑与忽视特点到:

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**Title:** Gender differences and correlation between social anxiety and children neglect in grade 4-6 primary school students in Chongqing, China

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**关键词:** [小学生](#); [忽视](#); [社交焦虑](#); [性别差异](#)

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**摘要:** **目的** 探索城市儿童社交焦虑与被忽视的性别差异及社交焦虑与被忽视关系。 **方法** 分层抽取重庆市主城1 523名4~6年级小学生,运用儿童社交焦虑量表、儿童被忽视量表进行横断面调查。 **结果** 男生忽视总分 ( $Z=-3.83$ )、情感忽视 ( $Z=-3.81$ )、交流忽视 ( $Z=-3.15$ )、安全忽视 ( $Z=-3.33$ ) 显著高于女孩 ( $P<0.01$ ) ,女孩害怕否定 ( $Z=-6.50$ )、社交焦虑总分 ( $Z=-5.39$ ) 高于男孩 ( $P<0.01$ ) ; 按情感忽视、交流忽视、忽视总分严重程度比较,害怕否定、回避苦恼、社交焦虑总分均有显著差异 ( $P<0.01$ ) ; 情感忽视与害怕否定 ( $r=0.386$ )、社交焦虑总分 ( $r=0.380$ ) 显著正相关 ( $P<0.01$ ) , 交流忽视与害怕否定 ( $r=0.351$ )、社交焦虑总分 ( $r=0.358$ ) 显著正相关 ( $P<0.01$ ) ; 多元逐步回归分析以害怕否定、回避苦恼、社交焦虑总分作为应变量时,忽视维度被纳入的变量分别能解释15.1%、5.0 %、13.9%。 **结论** 儿童社交焦虑与忽视,特别是情感忽视和交流忽视有关; 尽管男生被忽视程度高于女生,但忽视对女孩社交焦虑影响更大。

**Abstract:** **Objective** To study the gender differences and correlation between social anxiety and children neglect in grade 4-6 primary school students in Chongqing, China. **Methods** Using stratified randomization sampling method, 1 523 primary students were enrolled in this study. Students with social anxiety and neglected situation were accessed with the Social Anxiety Scale for Children and

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Child Neglect Scale. Results The levels of neglect score ( $Z=-3.83$ ), emotion neglect ( $Z=-3.81$ ), communication neglect ( $Z=-3.15$ ) and safety neglect of the boys were more serious than those of the girls ( $P<0.01$ ), but the fear of negative evaluation ( $P<0.01$ ) and social anxiety score ( $P<0.01$ ) of the girls were more serious than those of the boys. There were significant differences in fear of negative evaluation, avoidance of distress and social anxiety score ( $P<0.01$ ) according to the severity of emotional neglect ( $t=-9.402$ ,  $P<0.05$ ), communication neglect ( $t=-10.254$ ,  $P<0.05$ ) and neglect score ( $t=-7.749$ ,  $P<0.05$ ). Spearman correlation analysis showed that emotion neglect was positively correlated with fear of negative evaluation ( $r=0.386$ ,  $P<0.01$ ) and social anxiety score ( $r=0.380$ ,  $P<0.01$ ), while communication neglect was positively correlated with fear of negative evaluation ( $r=0.351$ ,  $P<0.01$ ) and social anxiety score ( $r=0.358$ ,  $P<0.01$ ). When fear of negative evaluation, avoidance of distress and social anxiety score were considered as dependent variables in multiple stepwise regression analysis, the dimension of neglect incorporated into the variables was able to explain in 15.1%, 5.0% and 13.9%, respectively. Conclusion The neglect is significantly correlated with children social anxiety, which is more serious in girls than that in boys, especially in emotional neglect and communication neglect. Although the degree of boys' neglect is higher than that of the girls', the effect of neglect on girls' social anxiety is more severe. All of these imply that parents should pay more attention to emotional communication with children, especially encouraging girls' social interaction.

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