

焦虑自评量表在中学生中的测试

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提要 本文应用焦虑自评量表(简称 SAS)对中学生进行了焦虑情绪的现况调查,并对其信度和效度进行了检验。结果表明:男女生 SAS 总分间的差异并不显著,但不同年级间的总分有随年级的增高而逐渐上升的趋势,SAS 总分与抑郁自评量表(简称 SDS)总分间的相关系数为 0.697。SAS 的分半信度为 0.696,复测信度为 0.777,表明 SAS 有较好的效度和信度。

关键词 焦虑自评量表(SAS) 中学生 测试

焦虑作为一种情绪状态,对人的行为有着重要的影响。焦虑不仅可以引起精神疾患,而且可以引起许多躯体性疾病,它在人类身心健康上起着重要的作用。因此,焦虑是心理咨询门诊中较常见的一种情绪障碍。青春期是心理发展的重要时期,为了解青春期中学生情绪变化的特点,及早发现并矫正存在的问题,作者对中学生的焦虑情绪进行了调查。

1 对象和方法

1.1 对象 随机选取太原市两所普通中学和两所重点中学,通过分层整群抽样,从初一到高三 6 个年级中分别抽取一个班,共 30 个班 1023 人,男生 549 人,女生 474 人。

1.2 方法与内容 采用 Zung1971 年编制的焦虑自评

量表(Self-rating Anxiety Scale SAS)^[1]测量被试的焦虑主观感受。测验时在班主任配合下,统一指导语和测验方法,以班为单位进行团体测试。测试后,按统一方法评分。全部数据输入 IBM 计算机使用 systat 软件进行统计分析。采用抑郁自评量表(Self-rating Depression Scale SDS)^[1]对被试者进行了测验。一个月后随机抽取约 10%的被试者(106 人)进行了复测,以便对 SAS 的效度和信度进行检验。

2 中学生焦虑情况调查

2.1 不同性别间的比较 结果见表 1。经 t 检验,虽然男女生 SAS 总分的差异不显著($t=0.318, P>0.05$),但女生在害怕(项目 2)惊恐(第 3)、面部潮红(第 18)和恶梦(第 20)的得分显著高于男生

表 1 焦虑自评量表(SAS)各项得分的性别比较

项 目	男(n=549)		女(n=474)		总(n=1023)	
	\bar{x}	s	\bar{x}	s	\bar{x}	s
1	1.907	0.802	1.939	0.809	1.922	0.805
2*	1.392	0.632	1.487	0.707	1.436	0.669
3*	1.634	0.724	1.730	0.793	1.678	0.758
4	1.273	0.612	1.207	0.520	1.242	0.572
5	2.326	1.040	2.378	1.034	2.350	1.037
6	1.304	0.547	1.247	0.512	1.278	0.532
7	1.313	0.631	1.363	0.633	1.336	0.632
8	1.769	0.843	1.715	0.823	1.744	0.834
9*	2.443	0.906	2.314	0.875	2.383	0.893
10	1.827	0.758	1.813	0.721	1.820	0.740
11	1.326	0.632	1.308	0.580	1.318	0.608
12	1.328	0.600	1.289	0.551	1.310	0.577
13	1.628	0.952	1.586	0.918	1.609	0.936
14**	1.322	0.560	1.209	0.483	1.270	0.529
15	1.255	0.586	1.268	0.557	1.261	0.573
16**	2.009	0.851	1.852	0.867	1.936	0.862
17	2.552	0.934	2.618	0.899	2.583	0.918
18**	2.044	0.731	2.177	0.702	2.106	0.721
19	1.196	0.857	1.861	0.839	1.891	0.848
20*	1.727	0.626	1.808	0.616	1.764	0.623
总分	34.191	6.698	34.059	6.529	34.130	6.617

* $P<0.05$

** $P<0.01$

($P < 0.05$); 男生静坐不能(第 9)、手足刺痛(第 14) 同。女生心理紧张和恐惧为多,男生则表现出一定的
和尿意频数(第 16)的得分显著高于女生($P < 0.05$),提示男女中学生焦虑情绪的表现形式有所不
躯体性症状。
2.1.2 不同年级间的比较见表 2。

表 2 不同年级焦虑自评量表各项得分之比较

项 目	初一(n=180)		初二(n=209)		初三(n=148)		高一(n=180)		高二(n=179)		高三(n=127)	
	\bar{x}	s										
1.***	1.689	0.814	1.828	0.713	1.973	0.764	1.972	0.822	2.017	0.811	2.142	0.861
2.	1.394	0.689	1.335	0.599	1.507	0.695	1.461	0.672	1.436	0.653	1.543	0.721
3.***	1.551	0.721	1.550	0.759	1.676	0.749	1.750	0.790	1.754	0.700	1.921	0.773
4.	1.211	0.559	1.182	0.486	1.250	0.627	1.294	0.595	1.257	0.541	1.283	0.653
5.	2.344	1.105	2.172	1.047	2.493	1.134	2.344	1.005	2.447	0.955	2.354	0.930
6.*	1.217	0.499	1.258	0.510	1.216	0.445	1.350	0.574	1.274	0.517	1.370	0.640
7.**	1.278	0.598	1.239	0.555	1.345	0.687	1.361	0.596	1.341	0.637	1.528	0.733
8.***	1.456	0.654	1.569	0.824	1.682	0.833	1.978	0.825	1.833	0.863	1.984	0.864
9.	2.467	0.936	2.440	0.965	2.446	0.898	2.217	0.847	2.341	0.829	2.394	0.837
10.	1.733	0.729	1.786	0.805	1.764	0.750	1.894	0.697	1.872	0.727	1.890	0.704
11.	1.267	0.491	1.292	0.640	1.270	0.578	1.361	0.614	1.380	0.679	1.339	0.620
12.	1.283	0.542	1.301	0.605	1.304	0.613	1.289	0.512	1.313	0.573	1.394	0.632
13.	1.561	0.935	1.612	0.994	1.723	1.099	1.594	0.837	1.648	0.889	1.504	0.825
14.	1.256	0.497	1.211	0.464	1.236	0.513	1.289	0.523	1.302	0.539	1.354	0.661
15.*	1.211	0.507	1.196	0.495	1.203	0.508	1.272	0.596	1.341	0.671	1.378	0.642
16.	1.994	0.850	1.785	0.842	1.986	0.926	2.017	0.855	1.939	0.856	2.000	0.836
17.	2.561	0.946	2.660	0.992	2.608	0.952	2.483	0.900	2.693	0.853	2.441	0.823
18.	1.950	0.687	2.124	0.736	2.061	0.767	2.178	0.741	2.162	0.736	2.165	0.601
19.	1.839	0.898	1.823	0.833	1.926	0.834	1.872	0.812	2.034	0.867	1.858	0.833
20.	1.694	0.617	1.670	0.613	1.777	0.569	1.817	0.621	1.827	0.643	1.843	0.660
总分***	32.878	6.139	32.957	6.381	34.520	7.015	34.289	6.809	35.302	6.034	35.504	7.150

* $P < 0.05$ ** $P < 0.01$ *** $P < 0.001$

由表 2 可知,初一至高三学生 8 个项目的得分存在显著性差异($P < 0.05$)。其中焦虑(第 1)、惊恐(第 3)、乏力(第 8)和总分均有随年级升高而增高的趋势;手足颤抖(第 6)、躯体疼痛(第 7)、胃痛或消化不良(第 15)、面部潮红(第 18)和恶梦(第 20)的得分也存在递增的趋势。提示中学生的焦虑情绪有随着年级的升高而加重的趋势。对此,心理卫生工作者、教师和家长都应给予足够的重视。尤其应进一步探讨和分析引起中学生产生焦虑情绪的原因,以便有针对性地开展心理问题的预防和治疗工作。

2.2 SAS 的效度和信度

2.2.1 效度

以全部被试的 SAS 总得分与 SDS 总得分进行相关分析,相关系数(效度系数)为 0.697, $P < 0.001$ 。

效度是指一个测验所测量的某种特征、特性或结果的准确程度^[2]。效度系数为 0.697,表明用 SAS 测量中学生焦虑情绪状态的有效性较好。

2.2.2 信度

采用分半信度的计算方法,先计算奇偶项总分的相关, $r_s = 0.543$,然后用斯皮尔曼—布朗修正公

式, $r = 2r_s / (1 + r_s)$,得到分半信度系数 $r = 0.696$ ($P < 0.001$)。

106 名被试相隔 1 个月的前后两次施测得分间的重测信度系数 $r = 0.777$ ($P < 0.001$)。

信度是指一个测验所测量的某种特征、特性或结果的可靠程度^[2],上述结果表明 SAS 的分半信度和重测信度均达满意水平。可见,SAS 在测量中学生的焦虑情绪时具有一定的可靠性和稳定性。

3 小结

本文通过对 1023 名中学生的焦虑情绪进行测量,获知中学生焦虑情绪问题存在一定的性别和年级特点,为今后开展中学生心理卫生工作提供了参考依据。

参考文献

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- [2] 郑日昌:《心理测量》,湖南教育出版社,1988 年 78~111。
(注:卫生系五年级毕业班实习生王新虹、王晓婧、张重辉参加现场施测工作,特此致谢。)

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ABSTRACTS OF MAJOR ORIGINAL ARTICLES

Contents of Four Trace Elements in Hair and Physical Development in Mongolian and Han Students in Inner Mongolian/Liu Lile et al. Inner Mongolian Medical College, Huhhot (010059)

Determination of Zn, Cu, Fe and Mn in hair was performed in 520 students of Mongolian and Han nationalities, aged 19~22 years, in Inner Mongolian with atomic absorption spectrophotometry. Hair Cu and Fe in Mongolian girl students were significantly higher than those in Mongolian boy students, whereas there was no difference between Han boy students and girl students in hair Cu and Fe. The content of Cu in the hair of Mongolian boy students was lower than that of Han boy students. There was no difference in hair Cu between Mongolian girl students and Han girl students. Correlation analysis and comparison of mean Zn concentration among different development groups confirmed that hair Zn concentration was associated with the development levels of both height and weight.

Key words: Mongolian nationality Han nationality student Zn Cu Fe Mn

Application of Self-rating Anxiety Scale in Assessment of Mental State in Middle School Students/Wang Fang-fang. Shanxi Medical College, Taiyuan (030001)

Self-rating Anxiety Scale (SAS) was used to assess the state of anxiety in adolescents. The results showed that there was no significant difference in the total score of SAS between boys and girls, but the total score gradually increased with increasing grade. The correlation coefficient of the total SAS score and the total SDS (the Self-rating Depression Scale) score was 0.697. A split-half reliability coefficient of 0.696 and a test-retest reliability of 0.777 were obtained, which showed that SAS was a valuable and reliable method for self-report of anxiety state in middle school students.

Key words: Self-rating Anxiety Scale anxiety adolescent

Psychological Health and Its Affecting Factors in Medical Students/Zhang Hongshu et al. Jinzhou Medical College, Jinzhou, Liaoning (121004)

We have made an investigation on the social psychological factors in 621 medical students, studying at Jinzhou medical college, using Zung Self Rating-Anxiety Scale and Zung Self Rating-Depression Scale. The results showed that the main factors leading to anxiety and depression were unpleasant incidents, poor health, dissatisfaction with living surroundings, food preference, chronic diseases and insomnia etc.

Key words: psychological health zung self rating-anxiety scale zung self rating-depression scale medical student

Energy Consumption and Nutritional Status of Children in a Boarding Nursery, Shanghai/Zhou Liming et al. Dept. of Woman and Child Health, Shanghai Medical University, Shanghai (2000032)

An investigation on energy consumption and nutritional status of children has been conducted in a boarding nursery in Shanghai. The results showed that intakes of energy and the majority of nutrients for