

情绪智力、自我领导与大学生压力应对方式的关系:积极情感与自我效能感的中介作用

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【摘要】 目的:探讨情绪智力和自我领导对大学压力应对方式影响中积极情绪与自我效能感的中介作用。**方法:**对575名大学生施测情绪智力量表、自我领导量表、积极情绪量表、自我效能感量表与压力应对方式量表。**结果:**①积极应对方式与情绪智力、自我领导、自我效能感、积极情绪呈显著正相关;②自我效能感是情绪智力与积极应对关系之间的完全中介变量,自我领导方式对积极应对直接效应显著。**结论:**情绪智力与自我领导对积极应对具有显著预测作用。自我效能感在情绪智力与积极应对关系之间具有中介作用。

【关键词】 情绪智力;自我领导;应对方式;自我效能感;积极情感

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Emotional Intelligence, Self-leadership and Coping in College Students: the Mediating Role of Positive Affect and Self-efficacy

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【Abstract】 Objective: To explore the mediating effect of positive affect and self-efficacy on the influence of EI and self-leadership on stress coping. **Methods:** 575 students from two Chinese universities completed questionnaires that measured stress coping, self-leadership, emotional intelligence, self-efficacy, and positive affect. **Results:** ① Significant relationships were observed between active coping, self-leadership, emotional intelligence, self-efficacy, and positive affect; ② Self-efficacy fully mediated the relationship between emotional intelligence and active coping. Self-leadership had a direct effect on active coping, and no mediation effects between self-leadership and active coping were observed. **Conclusion:** Emotional intelligence and Self-leadership both predict active coping, and self-efficacy mediates the relationship between Emotional intelligence and active coping.

【Key words】 Emotional intelligence; Self-leadership; Coping; Self-efficacy; Positive affect

大量研究表明不同领域的个体都承受着不同压力的影响^[1-3]。压力会导致个体的情绪问题、躯体疾病和工作效率的降低等问题^[4,5],鉴于压力对于个体身心健康的重要影响,深入了解人们的压力应对方式具有非常重要的意义。

情绪智力指个体感知与管理自我与他人情绪、并且运用情绪促进思维过程的能力^[6],Salovey等认为:个体适应和应对日常生活问题的能力取决于控制情绪与理性思考能力的结合^[7]。拥有更高情绪智力的个体越能控制使用自身的情绪来帮助他们有效地解决所遇到的问题。Zomer发现无论是在日常生活还是工作环境中高情绪智力者更能有效地应对所面临的各种压力^[8]。

自我领导是指个体根据任务本身的内在动机建立自己的目标和行为标准,并且指导自身认知和行

为指向该目标的过程,自我领导方式一般分为三大策略:行为聚焦策略、自然奖赏策略、建设性思维策略^[9]。三大策略的运用都有利于个体有效压力应对方式的产生,部分研究结果也显示自我领导策略的运用可以帮助人们提高其处理压力源的应对效果^[10]。

在应对压力过程中积极情感与自我效能感被认为是个体有效应对压力的两种重要个人资源^[11]。研究表明积极情感、自我效能感与有效应对方式均存在显著相关^[12,13]。同时情绪智力与自我领导对自我效能感的提升具有显著影响^[14,15]。自我效能感的社会认知理论认为自我知觉(self-awareness)与自我调节(self-regulation)在自我效能感的提升过程中具有非常重要的作用^[16],而情绪智力主要涉及情绪的知觉与管理,自我领导则在于个人行为与认知的自我认知与调节。情绪管理(情绪智力维度之一)的主要目标就是促进个体积极情感体验,有效情绪管理策略的运用有利于个体积极情感体验的产生^[17]。自我领导也是积极情感的重要预测变量之一^[18]。研究显

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示接受自我领导方式训练的企业员工表现出更好的精神状态和更多的积极情感^[19]。

基于以上理论分析,本研究拟采用结构方程模型考察情绪智力和自我领导对大学生应对方式的影响,以及自我效能感和积极情绪的中介作用。

1 方 法

1.1 被试

随机抽取长沙市两所高校的575名在校大学生为研究对象,其中男生250人,女生323人。2人性别缺失。年龄从17~24岁,平均年龄 19.95 ± 1.52 岁。

1.2 研究工具

1.2.1 应对方式量表 采用解亚宁所编制的简易应对方式量表^[20]。该量表包括20个条目,主要测量积极应对与消极应对两种应对方式。

1.2.2 自我领导方式量表 由Ho与Nesbit所编制^[21],包括38个条目,3个二阶维度,即行为聚焦策略、建设性思维策略、自然奖赏策略。

1.2.3 积极情感 采用由邱林等修订的中文版PANAS量表中的积极情感分量表^[22],由9个描述积极情感的形容词组成,要求被试评价其近一周内在多大程度上体验到各词汇所描述的情感的程度。

1.2.4 情绪智力 由Wong和Law所编制^[23],包括16个条目,分为自我情绪评估、对他人的情绪评估、情绪运用以及情绪管理四个维度。

1.2.5 自我效能感 采用由Schwarzer等编制的一般自我效能感量表^[24],共有10个条目。

2 结 果

2.1 各研究变量间的相关

相关分析结果如附表所示,情绪智力四个维度、自我领导方式三大策略、积极情感、自我效能感与积

极应对方式之间显著正相关($P < 0.01$)。情绪智力、自我领导方式、积极情感、自我效能感两两之间显著正相关($P < 0.01$)。消极应对与自我情绪评估、情绪运用显著负相关($P < 0.01$)。

2.2 路径分析

运用Mplus 7进行中介作用模型分析,采用条目打包生成相应潜变量的观察变量。由于消极应对与自我领导、积极情感、自我效能感之间相关不显著,因此未纳入到模型分析中来。首先,在未纳入中介变量的情况下,对情绪智力、自我领导对积极应对方式的直接效应进行分析,结果显示情绪智力($\beta = 0.486, P < 0.001$)与自我领导($\beta = 0.630, P < 0.001$)对积极应对的直接效应显著。接着,加入中介变量(积极情感与自我效能感)构建情绪智力、自我领导同时指向应对方式的部分中介模型1。结果表明数据对模型拟合良好,各拟合指数如下: $\chi^2(95, N=575) = 301.20$; CFI=0.939; TLI=0.923, RMSEA=0.065; SRMR=0.049。但在此模型中,情绪智力指向应对方式的路径系数与自我领导指向自我效能感的系数均不显著。在移除以上两条路径以后构建模型2,结果显示模型2拟合良好,各拟合指标为 $\chi^2(97, N=575) = 327.56, P < 0.001$; CFI=0.939; TLI=0.925; RMSEA=0.064与SRMR=0.049。

路径分析结果显示,情绪智力与自我效能感($\beta = 0.560, P < 0.001$)之间,以及自我效能感与积极应对($\beta = 0.146, P < 0.05$)之间路径系数均显著,因此自我效能感在情绪智力与积极应对之间具有完全中介作用。情绪智力($\beta = 0.280, P < 0.01$)、自我领导($\beta = 0.254, P < 0.01$)与积极情感之间路径系数均显著,但积极情感与积极应对之间路径($\beta = 0.099, P = 0.09$)不显著。因此,积极情感在情绪智力、自我领导与积极应对之间均不具有中介作用。

附表 各研究变量的相关分析

	平均数	标准差	1	2	3	4	5	6	7	8	9	10	11
1 自我情绪评估	4.024	0.990	1										
2 情绪利用	3.930	1.006	0.514**	1									
3 情绪管理	3.621	1.055	0.437**	0.409**	1								
4 他人情绪评估	3.899	0.978	0.570**	0.417**	0.354**	1							
5 行为聚焦策略	2.812	0.471	0.365**	0.524**	0.232**	0.330**	1						
6 建设性思维策略	3.188	0.566	0.378**	0.473**	0.303**	0.380**	0.660**	1					
7 自我奖赏策略	3.501	0.612	0.376**	0.471**	0.258**	0.316**	0.598**	0.554**	1				
8 积极情感	3.176	0.639	0.259**	0.390**	0.163**	0.225**	0.322**	0.282**	0.412**	1			
9 积极应对	1.928	0.388	0.242**	0.408**	0.300**	0.192**	0.434**	0.394**	0.409**	0.297**	1		
10 消极应对	1.235	0.472	-0.146**	-0.122**	-0.052	0.023	0.050	0.073	-0.050	-0.049	0.106*	1	
11 自我效能感	1.501	0.479	0.274**	0.425**	0.369**	0.318**	0.239**	0.349**	0.280**	0.301**	0.305**	0.020	1

注:* $P < 0.05$, ** $P < 0.01$

2.3 中介效应分析

在中介模型分析中虽然情绪智力到积极应对方式之间的路径不显著,但情绪智力→自我效能感→积极应对方式的路径系数显著,自我效能感在情绪智力与积极应对方式之间具有完全中介效应。采用bootstrap(抽样1200次)对中介效应进行检验,结果显示,情绪智力通过自我效能感对积极应对方式的间接效应95%置信区间值为0.005-0.180之间,没有包括0在内,因此自我效能感的中介效应显著。

3 讨 论

相关分析显示情绪智力的四个维度与积极应对显著正相关,这与之前相关研究一致^[25]。中介作用分析结果显示,自我效能感在情绪智力与积极应对之间具有完全中介作用,说明善于管理和利用自身情绪的大学生具有更高的自我效能感,而自我效能感的提升有助于更好的处理和应对压力事件的影响。根据社会认知理论,自我知觉和调节(self-regulation)在自我效能感的发展过程中起了非常重要的作用,而情绪智力就涉及到个体情绪的知觉与调节,因此有可能会影响到自我效能感的提升。自我效能感在个体最后采取何种压力应对方式的过程中具有认知调节机制的作用,如果人们认为自身能够控制所面临的压力情景,他们更倾向于采取问题应对的策略,即通过改变环境或者个体与环境的作用方式来改变目标情景,这也通常被认为是有效的压力应对方式。相反如果人们认为问题情景超出了他们的能力,通常会采取否认等逃避的应对方式。

在自我领导与积极应对方式的关系方面,自我领导对积极应对方式具有显著预测作用,但并未发现自我效能感与积极情感在自我领导与应对方式之间的中介作用。自我领导作为个体一系列行为与认知的自我调节策略,虽然有研究显示自我效能感在自我领导与工作结果变量(工作绩效)之间具有中介作用^[26],但应对方式与结果变量以及态度变量所不同,作为个体的行为方式,受到自我领导方式的直接影响更易于被人所理解。也就是说,高自我领导者会根据自己的信念及内在标准来决定自己行动的方式,当面对压力时,成功的自我领导者能够根据自身能力来评估当前的情景进而找到有效的应对措施。

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