

## 摘要

学业成绩作为衡量学生学业成就的重要指标，是学校和家长关注的重点。有研究发现学业情绪对学业成绩有明显预测作用，学业成绩对其后续的情绪状态也会产生影响，但有关学业成绩对情绪状态后续影响的研究较少。此外，同样的学业成绩可能会引发不同的情绪状态，但是学业成绩对情绪状态影响机制还不是很清楚。有大量研究发现，学习满意度与其学业成绩显著正相关，而心理弹性能有效调节生活满意感与情绪之间的关系，但学业成绩对初中生情绪状态的影响是否会受到学习满意度的中介作用的影响，以及心理弹性对其调节作用的影响还缺少相关研究。因此，本研究通过两个研究考察初中生学业成绩对正负情绪的影响，以及学习满意度和心理弹性在其中的作用。

在研究一中，选取重庆市某中学七年级到九年级的学生共 856 人作为研究对象，考察初中生看到数学考试成绩后，其正负情绪状态，以及学业满意度和心理弹性在其中的作用，结果发现：数学考试成绩通过学习满意度的完全中介作用，正向影响初中生的正性情绪，且在中介的后半段路径中，心理弹性对正性情绪有调节作用；同时，数学考试成绩通过学习满意度的完全中介作用，负向影响初中生的负性情绪，且在中介的后半段路径中，心理弹性对负性情绪有调节作用。在研究二中，选取河南省三门峡市某中学的 110 名九年级学生为研究对象，考察初中生看到作文比赛成绩后，其正负情绪状态，以及学业满意度和心理弹性在其中的作用。结果发现：作文比赛成绩对初中生正性情绪有积极影响，学习满意度起中介作用，且在中介的后半段路径中，心理弹性对正性情绪有调节作用；同时，作文比赛成绩对初中生负性情绪有消极影响，学习满意度起中介作用，且在中介的路径中，心理弹性对负性情绪没有调节作用。研究结论如下：

(1) 数学考试和作文比赛成绩对初中生的正负情绪有直接预测作用。这说明良好的学业成绩和初中生的情绪状态有紧密的关系。

(2) 初中生学习满意度在数学考试成绩对正负情绪的影响中起完全中介作用，在作文比赛成绩对正性情绪的影响中起部分中介作用，在作文比赛成绩对负性情绪的影响中起完全中介作用，说明学业成绩通过对学习满意度的影响而进一步影响初中生的正负情绪。

(3) 心理弹性对学习满意度、数学考试成绩和正负情绪的关系起调节作用，具体来说，心理弹性对中介模型中学习满意度对正负情绪的影响起调节作用；心理弹性对学习

满意度、作文比赛成绩和正性情绪的关系起调节作用，但对学习满意度、作文比赛成绩和负性情绪的关系不起调节作用，具体来说，心理弹性对中介模型中学习满意度对正性情绪的影响起调节作用。

基于以上研究结论，提出以下教育启示：

(1) 合理对待学业成绩。需要家长、学校和社会的共同努力，教给学生自我调节的方法，帮助学生调节学业压力，引导学生合理对待学业成绩。改变对学业成绩的评定方式，制定更加完善的人才选拔标准。

(2) 提高学生满意度。学生学习满意度的高低一定程度上预测着学生的情绪状态，提高学生的学习满意度也应该成为学校教育建设的目标之一。

(3) 提高初中生心理弹性水平。初中生心理弹性能有效调节正负情绪，因此，学校应该把握教育契机，开展关于心理弹性的知识宣传，增强其心理弹性；心理教师应结合各年级学生面临问题的不同特点，开设有特色、有针对性的心理课堂；家长应为他们树立良好的榜样，潜移默化地帮助他们形成乐观的归因风格。

(4) 培养学生正性情绪，减少负性情绪。积极关注学生情绪的发展特点及规律；加强情绪辅导，增进学生心理健康；为学生提供专业的心理咨询。

**关键词：**学业成绩，正负情绪，学习满意度，心理弹性，初中生

## ABSTRACT

As an important index to measure students' academic achievement, academic achievement is the focus of school and parents. Some studies have found that academic emotion has a significant predictive effect on academic achievement, and academic achievement also has an impact on their subsequent emotional state, but there are few studies on the subsequent impact of academic achievement on emotional state. In addition, the same academic achievement may cause different emotional states, but the mechanism of academic achievement's influence on emotional states is not clear. A large number of studies have found that learning satisfaction is significantly positively correlated with academic performance, and mental resilience can effectively regulate the relationship between life satisfaction and emotion. However, there is still a lack of relevant research on whether the influence of academic performance on junior middle school students' emotional state will be affected by the mediating effect of learning satisfaction, and the influence of mental resilience on its regulating effect. Therefore, this study examines the influence of junior high school students' academic achievement on positive and negative emotions through two studies, as well as the role of learning satisfaction and mental resilience.

In study 1, a total of 856 students from Grade 7 to Grade 9 in a middle school in Chongqing were selected as the research objects to investigate the positive and negative emotional states of junior high school students after seeing their math test results, as well as the effects of academic satisfaction and mental resilience. The results show that: Mathematics test scores positively affect junior high school students' positive emotions through the complete mediating effect of learning satisfaction, and in the second half of the mediating path, psychological resilience has a regulating effect on positive emotions; At the same time, math test scores negatively affect junior middle school students' negative emotions through the complete mediating effect of learning satisfaction, and in the second half of the mediating path, psychological resilience has a regulating effect on negative emotions. In the second study, 110 ninth grade students from a middle school in Sanmenxia City, Henan Province were selected as the research objects to investigate the positive and negative emotional states of junior high school students after seeing the results of the composition contest, as well as the effects of academic satisfaction and mental resilience. The results show that the writing contest results have a positive effect on the positive emotion of junior middle school students, learning satisfaction plays a mediating role, and in the second half of the mediating path,

psychological resilience has a moderating effect on the positive emotion; At the same time, writing contest results have a negative impact on junior middle school students' negative emotions, learning satisfaction plays a mediating role, and in the mediating path, psychological resilience has no regulating effect on negative emotions. The results are as follows:

(1) The results of math test and composition contest can directly predict the positive and negative emotions of junior middle school students. This shows that good academic performance is closely related to junior high school students' emotional state.

(2) The learning satisfaction of junior middle school students completely mediates the influence of math test results on positive and negative emotions, partially mediates the influence of composition contest results on positive emotions, and completely mediates the influence of composition contest results on negative emotions, indicating that academic achievement further affects junior middle school students' positive and negative emotions through its influence on learning satisfaction.

(3) Psychological resilience moderates the relationship between learning satisfaction, math test scores and positive and negative emotions. Specifically, psychological resilience moderates the effect of learning satisfaction on positive and negative emotions in the mediating model. Psychological resilience moderates the relationship between learning satisfaction, writing contest scores and positive emotions, but does not regulate the relationship between learning satisfaction, writing contest scores and negative emotions. Specifically, psychological resilience moderates the effect of learning satisfaction on positive emotions in the mediating model.

Based on the above research conclusions, the following educational implications are proposed:

(1) Reasonable treatment of academic performance. It requires the joint efforts of parents, schools and society to teach students self-regulation methods, help students to adjust the academic pressure, and guide students to treat their academic results reasonably. Change the way academic performance is assessed and develop more comprehensive criteria for talent selection.

(2) Improve students' learning satisfaction. The level of students' learning satisfaction predicts their emotional state to some extent, and improving students' learning satisfaction should also become one of the goals of school education construction.

(3) Improve the psychological resilience of junior high school students. The psychological

resilience of junior high school students can effectively regulate positive and negative emotions. Therefore, the school should grasp the educational opportunity, carry out knowledge publicity about psychological resilience, and enhance their psychological resilience. Psychology teachers should combine the different characteristics of the problems faced by students of each grade, set up a special, targeted psychology class; Parents should set a good example for them and subtly help them develop an optimistic attribution style.

(4) Cultivate students' positive emotions and reduce their negative emotions. Actively pay attention to the characteristics and rules of the development of students' emotions; Strengthen emotional counseling to improve students' mental health; Provide professional psychological counseling to students.

**KEY WORDS:** academic achievement, positive and negative emotions, learning satisfaction, mental resilience, junior high school students



# 目 录

摘 要.....	I
<b>ABSTRACT</b> .....	III
引 言.....	1
1 文献综述.....	3
1.1 情绪状态.....	3
1.1.1 情绪状态的定义.....	3
1.1.2 初中生的情绪状态.....	3
1.1.3 情绪状态的测量.....	4
1.1.4 情绪状态的影响因素.....	5
1.2 学业成绩.....	7
1.2.1 学业成绩的定义.....	7
1.2.2 学业成绩的测量.....	7
1.2.3 学业成绩的相关研究.....	8
1.2.4 学业成绩与情绪状态的关系.....	8
1.3 学习满意度.....	9
1.3.1 学习满意度的定义.....	9
1.3.2 学习满意度的测量.....	10
1.3.3 学习满意度的相关研究.....	11
1.3.4 学习满意度与情绪状态的关系.....	12
1.3.5 学习满意度与学业成绩的关系.....	12
1.4 心理弹性.....	13
1.4.1 心理弹性的定义.....	13
1.4.2 心理弹性的测量.....	14
1.4.3 心理弹性的相关研究.....	15
1.4.4 心理弹性和情绪的关系.....	15
1.4.5 学业成绩、心理弹性和情绪的关系.....	16

2	问题提出 .....	19
2.1	问题提出 .....	19
2.2	研究内容 .....	20
2.3	研究意义 .....	21
2.3.1	理论意义 .....	21
2.3.2	现实意义 .....	21
3	研究一 数学考试成绩对初中生情绪的影响：学习满意度的中介作用和心理弹性的调节作用 .....	23
3.1	研究目的与假设 .....	23
3.2	研究方法 .....	23
3.2.1	被试 .....	23
3.2.2	工具 .....	23
3.2.3	程序与数据检验 .....	25
3.3	实验结果与分析 .....	26
3.3.1	数学考试成绩、正负情绪、学习满意度及心理弹性现状分析 .....	26
3.3.2	数学考试成绩、正负情绪、学习满意度及心理弹性相关分析 .....	26
3.3.3	学习满意度的中介分析 .....	27
3.3.4	有调节的中介效应分析 .....	29
3.4	讨论 .....	32
4	研究二 作文比赛成绩对初中生情绪的影响：学习满意度的中介作用和心理弹性的调节作用 .....	35
4.1	研究目的与假设 .....	35
4.2	研究方法 .....	35
4.2.1	被试 .....	35
4.2.2	工具 .....	35
4.2.3	程序及数据检验 .....	36
4.3	实验结果与分析 .....	37
4.3.1	作文比赛成绩、正负情绪、学习满意度及心理弹性现状分析 .....	37
4.3.2	作文比赛成绩、正负情绪、学习满意度及心理弹性相关分析 .....	37



4.3.3	学习满意度的中介分析 .....	38
4.3.4	有调节的中介效应检验 .....	40
4.4	讨论 .....	43
5	总讨论 .....	45
5.1	学业成绩、正负情绪、学习满意度和心理弹性的关系 .....	45
5.2	学习满意度的中介作用 .....	45
5.3	心理弹性的调节作用 .....	46
5.4	数学考试成绩和作文比赛成绩对正负情绪影响的异同 .....	47
5.4.1	相同之处 .....	47
5.4.1	不同之处 .....	48
6	结论与展望 .....	49
6.1	研究结论 .....	49
6.2	研究不足 .....	49
6.3	未来展望 .....	49
7	教育启示 .....	51
7.1	合理对待学业成绩 .....	51
7.2	帮助学生提高学习满意度 .....	51
7.3	帮助学生提高心理弹性 .....	52
7.4	培养学生正性情绪，减少负性情绪 .....	53
	参考文献 .....	55
	附录 .....	63
	附录 A 数学考试成绩问卷 .....	63
	附录 B 作文比赛成绩问卷 .....	64
	附录 C 学习满意度问卷 .....	64
	附录 D 心理弹性量表 .....	65
	附录 E 正负性情绪量表 .....	66
	致谢 .....	69



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