Self-Confidence and Its Cultivation

自信心及其培养

全国教育科学"十五"规划重点课题

车丽萍 著

全国教育科学"十五"规划重点课题

自信心及其培养

车丽萍　著

自信心及其培养

车丽萍　著

*

车丽萍 心理学博士，1971生于河北高阳。现为华东师范大学心理学博士后。曾先后在国家核心刊物上发表了《论皮亚杰认知学说与信息加工过程的内在一致性》、《创造教育的课程设计模式研究》、《论素质教育中的创造力教育》、《关于自我怀疑的研究进展》、《自信的概念、心理机制与功能研究》、《国外关于自信的研究综述》、《大学生自信的发展特点研究》等学术论文十余篇。主要从事人格心理学、基础心理学等方面的研究。

序

黄希庭

不久前，我曾在大学生中做过一个开放式问卷调查："你认为什么样的行为是心理健康者的特征性行为？依据你的看法请写出5至10条。"收回问卷49份，提出的特征性行为共计393条，经内容分析可分为12类，按百分比多少依次排列如下：

爱学习、乐于工作，积极上进，对生活充满希望（20.5%）；

尊重他人，帮助他人，人际关系好（15.7%）；

能正确认识自己，有自信心，不自卑（11.8%）；

能客观地看待事物，能适应新环境（11.5%）；

能调整自己的心态，情绪较稳定（11.4%）；

意志坚定，遇困难不退缩（10.2%）；

行为举止合乎情理（9.7%）；

有忠心、良心、爱憎分明（2.8%）；

无人格障碍、无精神病（2.6%）；

有理想、有抱负和责任心（1.4%）；

尊敬师长、团结同学、帮助弱小（1.4%）；

身体健康无疾病（1.0%）。

可以看出，大学生们的看法相当一致但也有不少差异。那么如何看待心理健康呢？与心理健康相对的概念是心理疾病或障碍（mental disorder）。让我们先看看什么是心理疾病或障碍？心理疾病或障碍与心理健康的区分，通常是指在同一社会文化环境下，

个体行为是否符合大家所期待的行为常规；大致符合大众视为常规的行为被视为心理健康，过分偏离常规者被视为心理疾病或障碍。据此，心理疾病或心理障碍大致可定义为个人的思想和行为长期不同于正常人，同时生活适应困难，并伴有心理痛苦的复杂现象。所谓行为与思想不同于正常人，是指长期的多方面的行为和思想不同于正常人。因为不少有创造性的天才的行为与思想也往往不同于正常人。因此不能仅以此衡量心理健康与否。心理疾病或障碍者的行为与思想不同于正常人，主要是指行为表现怪异，如语无伦次、情绪反复无常；思想不同于正常人的主要特征是思维不合乎逻辑。心理疾病或障碍者的生活适应困难主要表现在人际关系及学习、工作态度方面。这种人不但不喜欢别人、不相信别人、也不喜欢自己，从而使自己陷入抑郁、恐惧、羞愧的孤独生活之中。他们对学习、工作不感兴趣，不能从学习和工作中获得乐趣和成就感。他们常伴有精神痛苦，主要表现为或无病呻吟的痛苦或不满现状的痛苦。

很明显，大学生们所说的心理健康的特征性行为已超出了上述区分心理是否有疾病的标准。他们所追求的心理健康标准更高，其中有相当多的大学生所追求的心理健康标准是个人的潜能的充分发挥。我把大学生们对心理健康的高标准追求称为追求健全人格。在我看来，心理健康大致可分为心理疾病或障碍，心理机能正常和人格健全三个层次。那么什么是健全人格呢？健全人格的标准是什么呢？我以为下列几条是十分重要的：

对世界抱开放态度，乐于学习和工作，不断吸取新经验；

以正面的眼光看待他人，有良好的人际关系和团队精神；

以正面的态度看待自己，能自知、自尊、自我悦纳；

以正面的态度看待现在和未来，追求现实辐高尚的生活目标；

以正面的态度对待挫折，能调控情绪，心境良好。

总之，以正面的态度对待世界、他人、自己、过去、现在和未来、顺境与逆境，做一个自立、自信、自尊、自强、幸福的进取者。

自立、自信、自尊、自强是健全人格的基础。只有人格健全，学生的德、智、体、美、群才能得到全面发展；只有人格健全，学生今后才能适应社会激烈的竞争并立于不败之地。虽然，人们对培养健全人格的重要性已相当重视，但却很少见到有我国学者从心理学的角度对自立、自信、自尊、自强及其与健全人格的关系进行过研究。从 2001 年和 2002 年起我主持的"儿童青少年健全人格养成教育研究"（全国教育科学"十五"规划重点课题，批准号 DBA010161；教育部人文社会科学重点研究基地重大项目，批准号 02JAZJDXLX001），就是以上述理念对学生健全人格的养成教育进行系统研究的。

车丽萍的专著《自信心及其培养》，是"儿童青少年健全人格养成教育研究"中的一项成果。这项研究成果在国内以心理学的视角对自信心及其培养研究领域中开了先河，具有相当高的学术价值与应用价值。在这本著作中，作者论述了自信与自我意识、自我概念、自尊、自我效能感、自我怀疑的关系，透过翔实的文献研究和问卷调查，建构了大学生自信系统的层次结构模型，用相关研究法考察了影响大学生自信心的若干因素，用实验法揭示了成败经验对大学生自信心的影响；用个案访谈法探讨了不同自信度的个体在自信现状、结构与发展的特点及制约因素。也就是说，把相关研究、实验研究及个案分析整合起来对大学生的自信心及其培养进行了系统的研究。在我看来，此项研究成果在方法和理论上均有创新，是一部优秀的学术论著。我很乐意向读者推荐。

谨识于重庆西南师范大学窥渊斋

2003 年 7 月

内 容 摘 要

自信是个体人格结构中起驱动作用的一个重要因素，对个体的心理活动与心理发展均有重要作用。自从 Maslow（1943）首次论及自信以来，这方面研究迄今只是零散所见，未见有对自信的专门的、系统的研究。本研究以文化本位的心理学研究为导向，以系统结构假设为出发点，采用多种研究方法对当代大学生的自信做了全面、系统的探讨。整个研究共分九个部分。

第一章　绪论　从文化本位的研究取向切入本研究的问题背景与研究意义，综述了有关自信研究的理论与实证研究，在此基础上提出了本研究的思路与理论构想。

第二章　大学生自信系统的理论建构　在文献回顾的基础上，通过对大学生被试的开放式问卷调查与访谈，提出自信心是一个系统，探索了自信系统的基本建构维度，形成了大学生自信系统的层次结构模型。

第三章　大学生自信系统结构的实证研究　用大学生自信预试问卷对389名大学生进行测试，采用因素分析探析和验证大学生自信系统结构的基本维度与模型构成。结果表明：大学生自信结构模型由4个维度、13个因子构成，即整体自信（综合确认、总体肯定、否定自我），学业自信（动手创造、专业信心、蜕语信心），社交自信（家人老师、同学他人）与身体自信（体育运动、健康素质、动作身材、仪表表情、长相身高）。研究表明大学生自信问卷具有较好的信度与效度。

第四章 大学生自信的发展及相关研究 这部分由发展研究与相关研究构成，共包含五项研究（研究4至研究8）。研究4通过对931名大学生被试的正式测查，揭示了大学生在性别、年级、学校类型等主要变量上的差异性及变化特点。研究5采用典型相关、多元回归及路径分析等方法对大学生自信与成就动机、综合测评成绩之间的关系进行考察，结果发现：大学生成就动机与自信之间相关显著，其中追求成功与自信及其诸维度之间存在显著正相关，而避免失败与自信及其诸维度之间呈显著负相关；综合测评成绩与自信的少数维度有显著相关，学生综合测评成绩与其成就动机相关不显著。研究6通过多元化研究手段对A、B型人格特征与个体自信的关系加以探讨，结果表明：个体性格特征与整体自信之间存在显著正相关，而与其他三个维度间的相关未达显著水平。研究7揭示出大学生自信与控制点之间的关系：个体外控性得分愈高、愈少内控倾向，其自信度愈低、对自身的正面肯定与积极确认愈少。研究8对大学生自信、成就动机、人格特征及内外控倾向的总体关系进行综合考察，得出以下结论：此四种人格特征之间存在不同程度的相关，虽然相关系数差异较大，但其中大部分达到显著水平（$p < 0.01$ 或 $p < 0.001$），说明四种人格特征之间存在一致性，而相关程度的不同则反映了它们之间的差异性；大学生的成就动机、内外控倾向与性别可有效预测个体自信心；成就动机与控制点对大学生自信具有直接效应，控制点与性格特征对自信具有间接效应。

第五章 成败经验对大学生自信影响的实验研究 本研究设计了两个实验。实验一就他人成败经验对大学生自信的影响加以探讨，考察了不同自信度的大学生在成败情境中的表现，结果表明：他人成功经验是影响个体自信的重要因素，特别是与个体类似的他人的成功经验可显著提高个体自信水平。实验二考察了个人直接成败经验对大学生自信的影响，研究发现：三种不同的实

验处理对受试者的自信确有显著影响；个人成功组大学生的自信明显高于个人失败组与控制组；个人直接成败经验是自信差异的原因，某领域的成功经验可显著提高个体在该领域的自信心。

第六章　大学生自信心形成的访谈研究　本研究对六名大学生进行了个案研究,对其中两名被试进行了深度访谈。从个案访谈的过程分析可以看出:不同自信度个体的自信状况存在差异,其自信形成表现出各自不同的特点;个体自信的形成源于个体自身与外界环境两方面因素,学业与社交是大学生最关注的自信层面,也是其自信形成的主要来源;自信的形成受诸多因素制约,是一个发展变化的动态过程,并存在内隐与外显两个不同层次;自信具有情境性与领域特殊性,但亦可由一层面向其他层面泛化、迁移。

第七章　总的讨论　主要就研究的测验工具、大学生自信的特点、与其他人格特征的关系、影响因素及自信的形成进行了概括,并对本研究存在的问题与进一步探索的方向进行了讨论。

第八章　结论　总结了本课题系列研究所获得的主要结论。

第九章　大学生自信心的培养与教育　论述了学校培养大学生自信的具体教育措施,并提出了大学生加强自信自我修养、开展自我教育的建议。

总之,本研究以多种研究方法,从不同视野对当代大学生自信心系统进行了较全面的研究,获得了当代我国大学生自信心的结构、特点、变化、影响因素等方面较丰富的第一手资料。这项研究不仅开辟了大学生心理学研究的新领域,而且也丰富了人格理论,为中国化的人格心理学建设提供了理论启示与实证资料,对人力资源开发和维护大学生心理健康都具有重要理论和实践意义。同时也能为学生健全人格的养成教育、开展个性化成才教育提供重要启示,对整个民族素质的提高也具有借鉴作用和价值。

关键词　自信,人格特征,系统结构,层次模型,整体自信,学业自信,社交自信,身体自信,自信度。

Abstract

Self – confidence is an important factor in individual personality structure, it can prompt personal mental activity and mental development. However, since the first time when Maslow put forwasd the notion of self – confidence in 1943, there have been very few researches specially and systematically devoted to the exploration of self – confidence and not yet formed the specialized domain that study of self – confidence in domestic or international up to now. This research program was the first attempt to systematically study the self – confidence. Taking the perspective of psychology of personality and treating self – confidence in our own cultural background, in view of systematic structure assumption, this research program studied the self – confident characteristics of university students specially and systematically with diversified means. Centered around different research aspects, this whole dissertation was divided into nine parts.

Part One: introduction. Through the discussion of the study tendency based on culture, the research problems and the significance of this study were brought forward. The existing literature on theoretical and empirical research of self – confidence was reviewed, whereby the whole research plan and framework of this research program were established and outlined.

Part Two: Study on the structural dimensions of self – confidence of university students. By investigating university students using open –

ended questionnaire and interviewing, theoretical and empirical literatures were collected. On this basis, the essential and structural dimensions of self – confidence were explored, and the hierarchical structure model of self – confidence of university students was built up.

Part Three: Empirical study on the systematic structure of self – confidence of university students. The researcher investigated 389 undergraduates using the self – confidence questionnaire for pretest, then explored and verified the structural model and dimensions of self – confidence by means of factor analysis. The conclusion is so such: the structural model of self – confidence of university students consisted of 4 dimensions and 13 factors, namely the whole self – confidence (synthesized confirmation, total affirmation, negative self), school self – confidence (handling and creation, profession confidence, confidence of foreign language), social self – confidence (family members and teacher, classmates and others) and physical self – confidence (physical activity, health quality, action and figure, appearance and facial expression, looks and stature); The questionnaire of self – confidence has good reliability and validity.

Part Four: Study on the developmental and correlative tendencies of university students' self – confidence. This part consisted of 5 researches (research 4 – 8). Research 4 investigated 931 university students, indicated the differences and developmental variety trend, characteristics of self – confidence of university students on the primary measures, such as sex, grade and school type. Research 5 studied the relations of university students' self – confidence with achievement motivation and school scores by means of canonical analysis, linear regression, and path analysis. It found that the relations of university students' self – confidence and achievement motivation is remarkable, the notable correla-

tion only found for a few dimensions of self – confidence with students' school scores, and the correlation of achievement motivation and students' school scores was not evident. Research 6 examined the relation of type A personality and self – confidence by using of diversified study means. The results showed: There is evident correlation between individual personality characteristics and the whole self – confidence, but its correlation with other 3 dimensions of self – confidence did not reach statistical level. Research 7 explored the correlation between university students' self – confidence and locus of control: the higher scores they got in the control scale, the little internal tendency they had, and their self – confident degree is more low, more little affirmation and positive confirmation to themselves. Research 8 examined the total relation of self – confidence, achievement motivation, personality characteristics and internalexternal control tendency comprehensively, the finding showed that this four kinds of personalities existed different correlation, and most of them was evident; the student's achievement motivation, internal – external control tendency and sex can predict individual self – confidence obviously; the achievement motivation and locus of control have direct effect to the self – confidence and locus of control and personality characteristic have indirect effect.

Part Five: Experimental study on the factors which influenced self-confidence of university students. This research designed two experiments. Experiment 1 examined the effect of others' success and failure experience on self – confidence of university students. The results showed: The sex have evident influence to students' self – confidence, female is higher than male; The self – confidence of subjects who accepted feedback of others' success experience is higher than those got others' failure experience or those got no feedback. Success experience of others

was an important factor, which affects individual self – confidence; espe-
cially the successful experience of others who is similar to one can in-
crease the self – confident level of individual obviously. Experiment 2 ex-
amined the effect of individual success and failure experience on self –
confidence of university students. The results indicated that three different
experiment handles had evident influence to the self – confidence and the
self – confidence of successful group was obviously higher than those of
failure group and control group. Different success or failure experience
was the direct reason that caused differences of the self – confidence. And
the successful experience in some field can increase individual self – con-
fidence in the same field.

    Part Six: Clinical study on the forming of self – confidence of uni-
versity students. There are six representative individuals to be interviewed
in this case study. The findings of interviewing process showed that the
self – confidence of individual whose self – confidence degree is different
had differences, the forming of self – confidence of different individual
had different characteristics. The self – confidence rooted in oneself and
his outside environment, school self – confidence and social self – confi-
dence were the most important aspects for university students, and they
were the main sources of their self – confidence. The forming of self –
confidence was a dynamic process that kept developing and varying, and
it had two different levels of implicit and explicit self – confidence. The
self – confidence had special quality, but may also overrun and trans-
ferred from one field to others.

    Part Seven: General discussion. The discussion centered around
the instruments of investigation, the characteristics of self – confidence of
university students, the relation between self – confidence and other per-
sonality characteristics, factors that affect self – confidence and the nature

of fosming of self – confidence. The possible weaknesses of this research program were evaluated and directions for future researches were suggested.

Part Eight: The major findings in this qrogram were summarized.

Part Nine: Education and cultivation on the self – confidence of u-niversity students . This part discussed concrete measures on how to cultivate the self – confidence of university students for higher education, and gave some suggestions to university students for strengthening self – educations of! self – confidence.

To conclude, by means of multi – dimensional measures and per-spectives, this research program explored different aspects of characteris-tics of self – confidence of contemporary university students and gained some essential understanding of the structure of self – confidence, the tendency of development and variety of self – confidence, the correla-tions, the influence factors and its formation. This program thus not only enhanced and expanded our knowledge of self – confidence, but also pio-neered a new research perspective on self – confidence personality, the findings of this research program also had important academic revelation and significance for enriching and developing theories of personality, the-ories of self, especially for indigenous psychology of personality. What is more, the findings had important revealing implications and practical ap-plication values for the selection and fostering of talents, the mental health education, the promotion of national quality and the formation of healthy personality.

Key words: self – confidence, personality characteristic, systemic structure, hierarchical model, the whole self – confidence, school self – confidence, social selfconfidence, physical self – confidence, and self – confident degree.

目　　录