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**开题报告**

**Research Proposal**

**1. 研究背景与意义**

**1. Research Background and Significance**

在信息技术飞速发展的背景下，互联网与移动设备已经深度嵌入大学生日常学习与生活的各个层面。智能手机、社交媒体、短视频平台等的高频率使用，极大地便利了信息获取和人际交往，但也带来了严重的负面影响，尤其是大学生网络成瘾问题逐渐凸显，成为高校教育管理与心理健康干预中的重点关注对象。

With the rapid advancement of information technology, the internet and mobile devices have been deeply integrated into the daily lives of college students. While the frequent use of smartphones, social media, and short video platforms has greatly facilitated access to information and communication, it has also led to serious negative consequences—most notably, internet addiction, which is increasingly becoming a major concern in higher education and campus mental health initiatives.

“网络成瘾”通常被界定为一种强迫性或过度使用互联网的行为模式，个体表现为对网络产生高度依赖、在无网络状态下出现明显焦虑、注意力难以集中等问题。这一现象在大学生群体中尤为常见。根据《卫生软科学》2024年一项覆盖3000余名高校学生的研究显示，超过35%的大学生存在中度及以上的网络成瘾风险，并显著影响其学业表现与生活质量[1]。  
Internet addiction is generally defined as a compulsive or excessive pattern of internet use, characterized by strong dependence on online activities and withdrawal-like symptoms such as anxiety and distraction when access is restricted. College students are particularly vulnerable to this issue. A 2024 study published in Soft Science of Health, which surveyed over 3,000 university students, found that more than 35% were at medium or high risk of internet addiction, significantly affecting their academic performance and quality of life [1].

学界对于网络成瘾的成因与后果已展开大量研究。有研究指出，网络成瘾的发生往往伴随着心理层面的失衡，包括社交焦虑、孤独感、自我效能感低等[3][4]。与此同时，性别、年级、专业背景以及居住环境等变量也被认为对网络使用行为具有重要影响[2][6]。Zhang等人（2021）从量表适配角度分析了四种主流网络成瘾测评工具，为后续的问卷调查研究提供了方法学支持[2]。而在国外研究中，Giunchiglia等（2020）通过行为追踪和问卷调查发现，大学生社交媒体使用时间与学业成绩呈负相关关系[7]，进一步佐证了网络成瘾的潜在危害。

Academic research has explored the causes and consequences of internet addiction from multiple perspectives. Psychological factors such as social anxiety, loneliness, and low self-efficacy have been identified as key contributors [3][4]. Meanwhile, demographic factors like gender, academic year, and residential environment also play important roles [2][6]. Zhang et al. (2021) evaluated the applicability of four widely used internet addiction scales, providing methodological support for future questionnaire-based studies [2]. Internationally, Giunchiglia et al. (2020) found a significant negative correlation between time spent on social media and academic performance among college students [7], further demonstrating the risks posed by excessive internet use.

然而，从现有文献来看，目前关于大学生网络成瘾的研究仍存在以下不足：

Nevertheless, current research still faces several limitations:

1. 研究方法单一，偏重定性访谈与主观量表，缺乏系统的问卷调查与多变量分析支持；

(1) A lack of methodological diversity, with most studies relying heavily on qualitative interviews or subjective scales, lacking systematic surveys and multivariate analysis;

（2）数据样本区域分布集中，代表性不足，难以全面反映不同高校与背景学生的差异性；

(2) Limited sample diversity, with most data collected from single regions, thus lacking representativeness;

（3）部分研究缺乏对网络行为背后心理动因与外部环境之间关系的深入探讨。

(3) Insufficient exploration of the relationship between psychological drivers and environmental factors influencing internet behaviors.

基于此，本研究将以“问卷调查法”为核心，选取多个高校样本，聚焦大学生网络成瘾行为的发生机制与影响因素，综合运用描述性统计与因果分析方法，力图在以下两个方面做出贡献：

To address these gaps, this study will adopt a **questionnaire survey method** as the primary research tool, incorporating data from multiple universities. It aims to investigate the mechanisms and influencing factors of internet addiction among college students using both descriptive and inferential statistics.

一方面，丰富国内在“网络成瘾–心理健康–学习适应”三者关系的实证研究成果，弥补当前理论与数据层面的空白；另一方面，为高校学生管理部门、心理健康教育工作者提供可行的数据支撑与干预策略建议，提升大学生网络行为的自我管理与数字素养水平。

On the academic level, the study is expected to contribute empirical insights into the relationship between internet addiction, psychological health, and academic adjustment. On the practical level, the results will offer data-driven strategies for university administrators and mental health educators to improve students’ digital literacy and behavioral self-regulation.

**2. 问题定义与研究目标**

**2. Problem Definition and Research Objectives**

**2.1 问题定义**

**2.1 Problem Definition**

随着互联网技术的高速发展和智能手机的普及，大学生的网络使用行为呈现出多样化和高频率的特点。网络成瘾作为一种行为成瘾，其对大学生的学业、心理健康和社会功能均产生了显著影响。尽管已有大量研究关注大学生网络成瘾的现象及其危害，但关于其成因的多维度机制、不同影响因素的交互作用以及有效干预路径的研究尚不充分。

With the rapid development of Internet technology and the widespread use of smartphones, college students exhibit diversified and frequent online behaviors. Internet addiction, as a behavioral addiction, significantly impacts students' academic performance, mental health, and social functioning. Although many studies have focused on the phenomenon and harms of internet addiction among college students, research on its multidimensional mechanisms, interactions of various influencing factors, and effective intervention approaches remains insufficient.

具体来说，当前研究中存在以下几个亟待解决的问题：

Specifically, several urgent problems remain unsolved in current research:

1. **大学生网络成瘾的具体影响机制尚不明确。**部分研究着眼于网络成瘾与心理健康的单向关系，而缺乏对心理因素（如自尊、孤独感、抑郁等）如何中介或调节网络成瘾影响的深入探讨[3][4]。不同心理变量之间是否存在交互作用，及其在成瘾形成中的作用机制，仍需系统分析。

(1) **The specific influencing mechanisms of internet addiction among college students are unclear.** Some studies focus on the unidirectional relationship between internet addiction and mental health but lack in-depth exploration of how psychological factors (such as self-esteem, loneliness, depression) mediate or moderate the effects of internet addiction [3][4]. Whether there are interactions among different psychological variables and their roles in addiction formation requires systematic analysis.

（2）**影响大学生网络成瘾的外部环境因素研究不足。**除心理因素外，社会支持、学业压力、家庭环境、同伴影响等外部因素对网络成瘾行为的作用尚缺乏量化研究[5]。尤其是在中国多样化高校背景下，区域差异、专业差异对网络成瘾的影响未被充分覆盖。

(2) **Research on external environmental factors influencing internet addiction in college students is insufficient.** Besides psychological factors, the effects of social support, academic pressure, family environment, and peer influence on addictive behaviors lack quantitative study [5]. Especially in the diverse context of Chinese universities, the impacts of regional and disciplinary differences on internet addiction remain underexplored.

（3）**网络成瘾的行为表现及其与学业适应的关系有待进一步厘清。**现有研究多聚焦网络成瘾的消极影响，但较少关注成瘾行为的具体类型（如游戏、社交媒体、视频观看等）与学业适应策略之间的联系[6][7]。不同类型网络行为可能对学业表现产生不同影响，亟需深入区分分析。

(3) **The behavioral manifestations of internet addiction and its relationship with academic adaptation need further clarification.** Existing studies focus mostly on the negative effects of internet addiction but pay less attention to the specific types of addictive behaviors (e.g., gaming, social media, video watching) and their links to academic adaptation strategies [6][7]. Different types of online behaviors may have distinct impacts on academic performance and require detailed analysis.

（4）**干预措施的设计缺乏理论和数据支撑。**目前高校关于网络成瘾的管理主要依靠心理咨询和行为引导，但缺少基于大规模实证数据的精准干预方案，难以满足不同学生群体的多样化需求[5][8]。

(4) **Intervention designs lack theoretical and data support.** Currently, university management of internet addiction mainly relies on psychological counseling and behavioral guidance but lacks precise intervention schemes based on large-scale empirical data, making it difficult to meet the diverse needs of different student groups [5][8].

基于上述问题，本研究拟通过设计并实施大规模、多维度的问卷调查，综合考察大学生网络成瘾的心理机制、环境影响因素及其行为表现，进一步明确其与学业适应之间的关系，为高校制定科学有效的管理策略和心理干预方案提供数据支持和理论依据。

Based on these issues, this study intends to design and conduct a large-scale, multidimensional questionnaire survey to comprehensively examine the psychological mechanisms, environmental influencing factors, and behavioral manifestations of internet addiction among college students. It further aims to clarify its relationship with academic adaptation and provide data support and theoretical basis for universities to formulate scientific and effective management strategies and psychological interventions.

**2.2 研究问题与假设**

**2.2 Research Questions and Hypotheses**

基于现有文献与问题定义，本研究拟回答以下核心研究问题：

Based on the literature review and problem definition, the study will address the following core research questions:

* **RQ1：大学生网络成瘾的主要心理影响因素有哪些？**

**RQ1: What are the main psychological factors influencing internet addiction among college students?**

假设H1：心理因素（如孤独感、自尊水平、抑郁程度）与网络 成瘾显著正相关。

Hypothesis H1: Psychological factors (loneliness, self-esteem, depression) are positively correlated with internet addiction.

假设H2：心理因素在网络成瘾对学业适应影响中起中介作用。

Hypothesis H2: Psychological factors mediate the effect of internet addiction on academic adaptation.

* **RQ2：外部环境因素（学业压力、社会支持、家庭环境）如何影响大学生网络成瘾行为？**

**RQ2: How do external environmental factors (academic pressure, social support, family environment) affect internet addiction behavior?**

假设H3：社会支持水平越高，网络成瘾风险越低。

Hypothesis H3: Higher social support is associated with lower risk of internet addiction.

假设H4：学业压力和家庭环境负面影响与网络成瘾正相关。

Hypothesis H4: Academic pressure and negative family environment positively correlate with internet addiction.

* **RQ3：不同类型的网络使用行为（游戏、社交媒体、视频观看）在网络成瘾中的表现有何差异？**

**RQ3: What differences exist among various types of internet usage (gaming, social media, video watching) in addiction manifestation?**

假设H5：游戏类网络行为更易导致网络成瘾，且对学业适应影 响更大。

Hypothesis H5: Gaming behavior is more likely to lead to addiction and has a greater impact on academic adaptation.

* **RQ4：网络成瘾与大学生学业适应之间存在何种关系？**

**RQ4: What is the relationship between internet addiction and academic adaptation among college students?**

假设H6：网络成瘾程度越高，学业适应能力越弱。

Hypothesis H6: Higher levels of internet addiction are associated with poorer academic adaptation.

**2.3 研究目标**

**2.3 Research Objectives**

为了回答上述研究问题，本研究设定以下主要目标：

To answer the above research questions, this study sets the following main objectives:

* **明确大学生网络成瘾的心理影响因素及其作用机制**，分析心理变量对网络成瘾的中介和调节效应，丰富网络成瘾理论模型[3][4]。

**To clarify the psychological factors influencing internet addiction among college students** and analyze the mediating and moderating effects of psychological variables, enriching theoretical models of internet addiction [3][4].

* **系统考察外部环境因素对大学生网络成瘾行为的影响**，重点分析学业压力、社会支持和家庭环境的作用路径，填补区域和专业差异的研究空白[5][6]。

**To systematically examine the impact of external environmental factors on internet addiction behaviors**, focusing on the pathways of academic pressure, social support, and family environment, filling research gaps related to regional and disciplinary differences [5][6].

* **细化不同类型网络行为对成瘾形成及学业影响的差异性分析**，为精准识别高风险行为类型提供依据[7]。

**To refine the differential analysis of various types of internet behaviors on addiction formation and academic impact**, providing a basis for precise identification of high-risk behavior types [7].

* **探讨网络成瘾与学业适应的具体联系及潜在机制**，评估网络成瘾对学业表现和心理健康的综合影响[6][8]。

**To explore the specific links and potential mechanisms between internet addiction and academic adaptation**, assessing the comprehensive effects of internet addiction on academic performance and mental health [6][8].

* **基于问卷调查数据提出科学的干预策略建议**，为高校心理健康教育和学生管理部门提供实证支持，促进学生网络使用的健康管理。

**To propose scientific intervention strategy recommendations based on questionnaire data**, providing empirical support for university mental health education and student management departments to promote healthy management of student internet use.

**2.4 研究意义**

**2.4 Research Significance**

本研究不仅有助于深化对大学生网络成瘾行为的理论理解，丰富现有心理学和行为科学领域的相关研究成果，更具备重要的现实意义。首先，准确识别影响网络成瘾的多维因素及其机制，有利于高校制定个性化的心理干预和管理措施，减少网络成瘾带来的负面影响，提升大学生的心理健康水平和学业表现[1][5]。其次，本研究以多校区、跨专业的样本为基础，数据具有较强代表性，能够反映不同区域与背景下的网络成瘾特征，增强研究的推广价值。最后，结合问卷数据提出的干预策略，可以为政策制定者和高校教育管理者提供切实可行的参考，推动构建更健康的校园网络环境和支持系统[8]。

This study not only helps deepen the theoretical understanding of internet addiction behaviors among college students and enrich related research in psychology and behavioral sciences but also holds significant practical value. Firstly, accurately identifying the multidimensional factors and mechanisms influencing internet addiction facilitates universities in developing personalized psychological interventions and management measures, reducing negative impacts of internet addiction and improving students' mental health and academic performance [1][5]. Secondly, based on samples from multiple campuses and disciplines, the data are highly representative, reflecting internet addiction characteristics across different regions and backgrounds, enhancing the generalizability of the study. Finally, the intervention strategies proposed based on questionnaire data can provide practical references for policymakers and university education administrators, promoting the construction of a healthier campus network environment and support system [8].

综上所述，明确研究问题、设定具体目标，对推动大学生网络成瘾问题的科学解决具有重要意义，为学术界与实务界搭建了桥梁。

In summary, clearly defining research problems and setting specific objectives is crucial for advancing scientific solutions to the issue of internet addiction among college students, bridging the gap between academia and practice.

**3. 研究方法与技术路线**

**3. Research Methodology and Technical Approach**

**3.1 研究方法总体设计**

**3.1 Overall Research Design**

本研究采用定量研究方法，主要通过问卷调查收集数据，结合统计分析和结构方程模型等多种分析技术，全面探讨大学生网络成瘾的影响机制及其与学业适应的关系。问卷设计基于现有权威量表并结合本研究目标进行调整，确保数据的有效性与信度[2][3][4]。

This study employs a quantitative research approach, primarily using questionnaire surveys to collect data. The analysis combines statistical methods and structural equation modeling to comprehensively explore the influencing mechanisms of internet addiction among college students and its relationship with academic adaptation. The questionnaire is designed based on established authoritative scales and tailored to this study’s objectives to ensure validity and reliability[2][3][4].

研究分为三个主要阶段：

The research is divided into three main stages:

* **问卷设计与预调查阶段**：通过文献综述和专家访谈，确定问卷内容框架，进行小规模预调查验证问卷的信效度。

**Questionnaire Design and Pilot Study Stage**: Based on literature review and expert interviews, determine the questionnaire framework and conduct a small-scale pilot survey to validate reliability and validity.

* **正式数据收集阶段**：大规模发放问卷，确保样本的代表性和多样性。

**Formal Data Collection Stage**: Distribute questionnaires on a large scale to ensure representative and diverse samples.

* **数据分析与模型构建阶段**：使用SPSS、AMOS等软件进行数据清洗、描述统计、因子分析和结构方程模型分析，验证假设并解释结果。

**Data Analysis and Model Construction Stage**: Use SPSS, AMOS, and other software for data cleaning, descriptive statistics, factor analysis, and structural equation modeling to test hypotheses and interpret results.

**3.2 数据收集方法**

**3.2 Data Collection Methods**

**3.2.1 样本选择**

**3.2.1 Sample Selection**

本研究以中国不同地区多所高校的在校大学生为研究对象，采用分层随机抽样方法，覆盖文、理、工、医等多个专业，确保样本的代表性和广泛性。目标收集有效问卷不少于1000份，以满足统计分析需求和模型拟合的样本量标准[5][7]。

This study targets enrolled college students from multiple universities across different regions of China. Stratified random sampling will be employed to cover various disciplines such as humanities, science, engineering, and medicine, ensuring representativeness and diversity. The goal is to collect at least 1,000 valid questionnaires to meet statistical analysis requirements and sample size standards for model fitting[5][7].

**3.2.2 问卷设计**

**3.2.2 Questionnaire Design**

问卷内容包含以下几个部分：

The questionnaire consists of the following parts:

* **人口学信息**：性别、年龄、专业、年级等基本信息。

**Demographic Information**: Gender, age, major, grade, and other basic details.

* **网络成瘾行为**：采用改编自Young网络成瘾量表（IAT）的条目，测量成瘾程度。

**Internet Addiction Behavior**: Items adapted from Young’s Internet Addiction Test (IAT) to measure addiction levels.

* **心理因素量表**：包括UCLA孤独感量表、自尊量表和抑郁量表[2][3][4]。

**Psychological Scales**: Including UCLA Loneliness Scale, Self-esteem Scale, and Depression Scale[2][3][4].

* **外部环境因素**：学业压力、家庭环境和社会支持量表，基于国内外研究设计。

**External Environmental Factors**: Scales on academic pressure, family environment, and social support based on domestic and international research.

* **学业适应**：通过相关学业表现和适应能力自评量表衡量。

**Academic Adaptation**: Measured by self-evaluation scales on academic performance and adaptation ability.

**3.2.3 预调查**

**3.2.3 Pilot Survey**

预调查将随机选取100名学生进行问卷测试，通过Cronbach α系数评估量表的内部一致性，采用探索性因子分析检验结构效度，确保问卷的科学性和准确性[2][3]。

The pilot survey will randomly select 100 students for testing the questionnaire. Cronbach’s alpha will assess internal consistency, and exploratory factor analysis will test structural validity to ensure scientific accuracy[2][3].

**3.3 数据分析方法**

**3.3 Data Analysis Methods**

**3.3.1 数据预处理**

**3.3.1 Data Preprocessing**

收集完成后，首先对数据进行清洗，剔除无效或异常样本，处理缺失值，保证数据质量。使用SPSS软件进行描述统计，描绘样本基本特征。

After data collection, initial cleaning will remove invalid or abnormal samples and handle missing values to ensure data quality. SPSS will be used for descriptive statistics to characterize the sample.

**3.3.2 信度与效度检验**

**3.3.2 Reliability and Validity Testing**

采用Cronbach α系数评估问卷各量表的信度，进行验证性因子分析（CFA）检验量表的构念效度，确保测量工具科学有效[2][3][4]。

Cronbach’s alpha will assess the reliability of each scale, and confirmatory factor analysis (CFA) will test construct validity to ensure scientific measurement tools[2][3][4].

**3.3.3 描述性统计与差异分析**

**3.3.3 Descriptive Statistics and Difference Analysis**

对主要变量进行均值、标准差等描述性统计，利用独立样本t检验和单因素方差分析（ANOVA）分析不同性别、年级、专业学生的网络成瘾差异。

Descriptive statistics such as means and standard deviations will be computed. Independent sample t-tests and ANOVA will analyze differences in internet addiction across gender, grade, and major.

**3.3.4 相关分析**

**3.3.4 Correlation Analysis**

计算主要变量间的皮尔逊相关系数，探讨网络成瘾与心理因素、环境因素及学业适应的相关关系，为后续模型构建提供基础。

Pearson correlation coefficients will be calculated among key variables to explore relationships between internet addiction, psychological factors, environmental factors, and academic adaptation.

**3.3.5 结构方程模型（SEM）**

**3.3.5 Structural Equation Modeling (SEM)**

使用AMOS软件构建结构方程模型，检验研究假设，分析心理因素和环境因素对网络成瘾的直接与间接影响，探讨网络成瘾对学业适应的影响机制。

AMOS will be used to construct structural equation models to test hypotheses, analyze direct and indirect effects of psychological and environmental factors on internet addiction, and explore the impact mechanism on academic adaptation.

**3.4 技术路线图**

**3.4 Technical Route Diagram**

以下为本研究的技术路线图，明确各阶段的工作内容和时间节点：

|  |  |  |  |
| --- | --- | --- | --- |
| **阶段** | **工作内容** | **时间安排** | **方法说明** |
| 1 | 文献调研与问卷设计 | 第1-2个月 | 梳理理论基础，设计问卷，专家评审 |
| 2 | 预调查与问卷修订 | 第3个月 | 预调查100份，信效度检验，调整问卷 |
| 3 | 正式调查数据收集 | 第4-5个月 | 分层随机抽样，发放回收问卷1000份以上 |
| 4 | 数据整理与分析 | 第6-7个月 | 数据清洗、统计分析、SEM建模 |
| 5 | 结果解释与报告撰写 | 第8个月 | 结果讨论，撰写论文及总结 |

The following is the technical roadmap of this research, clearly defining the work contents and time nodes of each stage:

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage** | **Task** | **Timeframe** | **Method Description** |
| 1 | Literature Review and Questionnaire Design | Months 1-2 | Theoretical framework, questionnaire design, expert review |
| 2 | Pilot Survey and Questionnaire Revision | Months 3 | 100 pilot surveys, reliability and validity testing, questionnaire adjustment |
| 3 | Formal Survey Data Collection | Months 4-5 | Stratified random sampling, distribute and collect over 1000 questionnaires |
| 4 | Data Processing and Analysis | Months 6-7 | Data cleaning, statistical analysis, SEM modeling |
| 5 | Result Interpretation and Report Writing | Months 8 | Discussion of results, thesis writing and summary |

**3.5 研究质量保证措施**

**3.5 Quality Assurance Measures**

为保证研究质量，本研究采取多项措施：

To ensure research quality, multiple measures will be implemented:

* **问卷科学设计**，结合权威量表和专家建议确保测量准确。

**Scientific questionnaire design** integrating authoritative scales and expert input to ensure measurement accuracy.

* **多校区、多专业样本覆盖**，提升数据代表性。

**Multi-campus and multi-discipline sampling** to enhance data representativeness.

* **严格数据质量控制**，清洗异常数据，排除无效问卷。

**Strict data quality control** to clean outliers and exclude invalid questionnaires.

* **采用多种统计方法验证结果稳健性**，如多元回归和结构方程模型交叉检验。

**Use of multiple statistical methods** such as multiple regression and SEM for robustness checks.

* **伦理审查与受访者匿名保护**，确保研究符合伦理规范[8]。

**Ethical review and respondent anonymity protection** to comply with ethical standards[8].

**3.6 本部分小结**

**3.6 Summary of This Section**

本部分详细阐述了研究设计、数据收集、分析方法和技术路线。通过科学的问卷设计与多层次数据分析，力求全面揭示大学生网络成瘾行为的成因与影响机制，为后续研究和干预策略提供坚实基础。

This section elaborated on research design, data collection, analysis methods, and the technical route. Through scientific questionnaire design and multi-level data analysis, the study aims to comprehensively reveal causes and impact mechanisms of internet addiction among college students, providing a solid foundation for future research and interventions.

**4. 创新点与预期成果**

**4. Innovation Points and Expected Outcomes**

**4.1 研究创新点**

**4.1 Research Innovations**

本研究围绕大学生网络成瘾的多因素影响机制展开，整合心理学、社会学和教育学视角，探索其成因、行为表现及干预路径，具备以下四方面创新点：

This study centers on a multifactorial analysis of Internet addiction among university students, incorporating interdisciplinary perspectives from psychology, sociology, and education. It presents the following four major innovations:

1. **多维度因素系统整合，建构复合型网络成瘾模型。**

**(1) Integration of multidimensional factors to construct a composite addiction model.**

现有研究大多采用单一维度探讨网络成瘾，例如仅从心理学或社会环境入手[1][3]。本研究基于结构方程模型（SEM）构建一个整合性分析框架，系统考察包括心理特征（如孤独感、自尊、自我控制）、外部环境（如家庭结构、学业压力、社会支持）和网络使用行为三类变量间的动态关系。此模型的提出有助于弥合理论模型与现实复杂情境之间的差距。

Most existing research investigates Internet addiction from a single dimension, focusing solely on psychological or environmental factors[1][3]. This study constructs a comprehensive analytical framework using Structural Equation Modeling (SEM), incorporating psychological traits (e.g., loneliness, self-esteem), external conditions (e.g., academic stress, social support), and online behavioral patterns. This integrated model bridges the gap between theoretical abstraction and practical complexity.

1. **引入交互效应与中介机制，探讨变量间的复杂关系。**

**(2) Incorporation of interaction effects and mediation mechanisms.**

多数文献采用线性回归或相关分析，未能全面揭示心理与环境变量之间的中介与调节作用[2][4]。本研究通过引入\*\*心理变量的交互效应（Interaction Effect）\*\*与中介路径（Mediation Path），例如探讨“孤独感 × 学业压力”对网络成瘾的交互影响机制，以提高分析的解释力和预测力。

While many previous studies relied on linear regressions or bivariate correlations, they failed to capture deeper mechanisms between variables[2][4]. This research introduces **interaction effects (e.g., loneliness × academic stress)** and **mediation effects**, such as the mediating role of self-esteem between social support and addiction risk. These analytical refinements enhance the study’s explanatory and predictive power.

1. **细分网络行为类型，精细化理解成瘾行为。**

**(3) Behavioral segmentation for refined analysis.**

传统研究往往将网络成瘾作为统一现象处理，忽视不同网络使用行为对成瘾路径的差异[6][7]。本研究将网络使用行为划分为**游戏型、社交型、信息获取型与娱乐平台型**四类，比较其对成瘾倾向及学业适应的差异化影响。通过这一创新路径，可为精准干预提供更具针对性的方向。

Traditional studies often treat Internet addiction as a homogenous construct, neglecting behavioral differences[6][7]. This study categorizes behaviors into **gaming, social networking, information seeking, and entertainment streaming**, and compares their varying impacts on addiction severity and academic adaptation. This nuanced perspective supports the development of targeted intervention strategies.

1. **数据覆盖范围广，样本代表性强。**

**(4) Broader data coverage with stronger sample representativeness.**

相较于多数以单所高校为样本的研究[5]，本研究计划在东部、中部与西部高校同步发放问卷，涵盖文理工农医多个专业，构建跨地域、跨学科的调查样本群体，增强研究结论的推广性与普适性。

Most previous studies are limited to single institutions or regional data[5]. This project conducts a large-scale, cross-institutional questionnaire survey covering universities in Eastern, Central, and Western China, across multiple academic disciplines. This enhances the generalizability and policy applicability of the research findings.

**4.2 预期研究成果**

**4.2 Expected Research Outcomes**

**理论贡献：**

**Theoretical Contributions:**

1. 构建多因素综合作用的大学生网络成瘾分析框架，丰富网络成瘾行为成因的理论体系；

(1) Establishment of a multi-factorial analytical framework for understanding Internet addiction in college students, enriching the existing body of addiction theory;

（2）提出心理-社会交互模型，揭示心理变量如何在社会环境与网络成瘾之间发挥中介与调节作用，弥补现有文献中机制研究的空白；

(2) Development of a psychosocial interaction model that explains how psychological variables mediate or moderate the relationship between environmental factors and addiction behavior;

（3）从行为类型出发，提出网络成瘾异质性观点，为今后开展网络行为个性化研究提供基础模型和理论支持。

(3) Introduction of behavioral heterogeneity in Internet addiction, laying the foundation for future research into personalized online behavior patterns and intervention models.

**实际应用价值：**

**Practical Applications:**

1. 为高校构建基于风险识别的网络成瘾干预机制提供数据支持。结合问卷结果，精准识别高风险群体，实现差异化教育与干预策略；

(1) Provide empirical support for the development of risk-based intervention systems in universities. By identifying high-risk groups through questionnaires, differentiated educational and psychological interventions can be implemented;

（2）为高校心理咨询与教育工作者提供实证工具，便于开发干预性心理课程与学生发展手册；

(2) Offer data-driven tools for counselors and mental health professionals in designing intervention programs and curriculum development;

（3）为高校管理层和政策制定者提供参考依据，有助于完善网络使用管理制度，优化学生网络环境和学业支持系统；

(3) Assist policy makers and educational administrators in establishing effective campus policies for managing digital behavior and supporting students’ academic development;

（4）推动多部门联动机制构建，如心理健康中心、辅导员系统与家庭之间的合作，提高大学生心理健康与行为规范的整体水平。

(4) Promote interdepartmental collaboration between student affairs offices, mental health centers, and families to improve overall student well-being and self-regulation in Internet use.

5. 研究计划与时间安排

5. Research Plan and Timeline

为了保证本课题顺利推进并在规定时间内完成，本文基于前文所述的研究方法和技术路线，制定了阶段明确、目标清晰的研究计划。本研究共分为五个阶段，涵盖研究准备、问卷设计、数据采集、数据分析与建模、论文撰写与成果总结五大任务模块，整体研究周期为 **2025年6月至2026年1月**，共计8个月。下表展示了详细的工作安排与时间分配：

To ensure the successful execution of this research within the scheduled time, a five-stage plan is developed based on the proposed methodology and technical roadmap. The project includes research preparation, questionnaire design, data collection, data analysis and modeling, and final report writing. The research is expected to be conducted from **June 2025 to January 2026**, with a total duration of eight months. The detailed schedule is shown below:

|  |  |  |
| --- | --- | --- |
| **阶段** | **时间范围** | **任务内容** |
| 第一阶段：研究准备阶段 | 2025年6月 | 明确研究主题与问题，撰写开题报告，制定理论框架与变量模型。 |
| 第二阶段：问卷设计与预测试 | 2025年7月-8月 | 设计调查问卷，采用成熟量表并结合自编题项，进行预测试和修改。 |
| 第三阶段：正式数据收集 | 2025年9月-10月 | 发放问卷、收集样本数据，完成初步统计与数据清洗。 |
| 第四阶段：数据分析与建模 | 2025年11月-12月 | 运用SPSS、AMOS等工具进行信效度分析、路径分析与假设验证。 |
| 第五阶段：论文撰写与成果汇总 | 2026年1月 | 整合分析结果，撰写论文初稿，进行查重、修改与定稿，准备答辩。 |

|  |  |  |
| --- | --- | --- |
| **Stage** | **Time Horizon** | **Task Description** |
| Phase One: Research Preparation Stage | June 2025 | Define research topic and questions, write the proposal, and establish the theoretical framework. |
| Phase Two: Questionnaire Design and pre-test | July - August 2025 | Design and pretest the questionnaire using validated and custom items. |
| Phase Three: Formal Data Collection | September - October 2025 | Distribute questionnaires, collect samples, and clean preliminary data. |
| Phase Four: Data Analysis and Modeling | November - December 2025 | Conduct reliability and validity tests, path analysis, and hypothesis testing using SPSS and AMOS. |
| Phase Five: Thesis Writing and Summary of Achievements | January 2026 | Write the thesis, conduct plagiarism checks, revise drafts, and prepare for the oral defense. |

本研究计划体现了从理论到实证、从工具设计到成果输出的完整研究路径。通过明确时间节点与任务内容，不仅有助于提高研究效率，也保证了成果的质量与科学性。

This structured plan ensures a coherent process from theoretical formulation to empirical validation and practical output. The clear timeline and task assignment contribute to enhanced research efficiency and result quality.

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**论文考核评分表（双语）**

**Paper Assessment Scoring Table (Bilingual)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 自  主  学  习  任  务  评  分 | 评价分项  Assessment Items | 评分标准  Scoring Criteria | | 学生得分  Student Score |
| **理论基础与创新性Theoretical Foundation & Innovation**(40%) | 21~40 | 研究立意具有显著的创新性，理论基础扎实，能够融会贯通课内外相关理论知识，展现深度思考与批判性分析能力。Research concept shows significant innovation, solid theoretical foundation, able to integrate relevant theoretical knowledge inside and outside the course, demonstrating in-depth thinking and critical analysis skills. |  |
| 0~20 | 研究立意基本合理，理论基础一般，能运用课内基本理论和知识点，但深度不足。Research concept is basically reasonable, average theoretical foundation, able to apply basic in-course theories and knowledge points, but lacking depth. |  |
| **研究方法与逻辑性Research Methodology & Logic**(30%) | 15~30 | 研究方法选择合理且应用正确，逻辑结构较清晰，论证过程基本完整。Research methods are reasonably selected and correctly applied, logical structure is relatively clear, argumentation process is basically complete. |  |
| 0~15 | 研究方法基本适用，逻辑结构一般，论证过程有一定缺失。Research methods are basically applicable, logical structure is average, argumentation process has some deficiencies. |  |
| **文献综述与引用Literature Review & Citations**(20%) | 11~20 | 文献综述较为全面，引用文献较新（近5年文献占40%以上），引用基本规范，有一定分析性。Literature review is relatively comprehensive, citations are relatively current (over 40% from the past 5 years), citation format is basically standardized, with some analysis. |  |
| 0~10 | 文献综述基本完成，引用文献时效性一般（近5年文献占30%以上），引用有小错误，分析性不足。Literature review is basically complete, citations have average timeliness (over 30% from the past 5 years), minor errors in citation, insufficient analysis.课本，自我学习和持续发展能力较差 |  |
| **格式规范与完整性Format Standards & Completeness**(10%) | 6~10 | 基本遵循格式要求，结构较完整，语言表达基本准确（双语部分）。Basically follows format requirements, relatively complete structure, basically accurate language expression (bilingual parts). |  |
| 0~5 | 格式有少量错误，结构基本完整，语言表达一般（双语部分）。Format has few errors, basically complete structure, average language expression (bilingual parts). |  |
| 总分 Score： | | |  |
| 日期 Date： | | |  |