

学前儿童害羞与社会适应：师幼关系的调节作用*

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摘要 本研究对 360 名幼儿进行为期一年半的追踪, 探讨害羞幼儿的社会适应和师幼关系在害羞与社会适应之间的调节作用。幼儿母亲完成儿童社会偏好量表, 幼儿教师完成师幼关系量表和对儿童社会适应的评价。结果表明, 害羞与儿童人际技能和口头主张显著负相关, 与内化问题、不合群行为和同伴排斥显著正相关; 师幼关系与儿童社会适应相关, 并在害羞与儿童社会适应之间具有调节作用。

关键词 学前儿童 害羞 社会适应 师幼关系

1 引言

害羞是指在面对社会新异情境和对知觉到的社会评价所表现出来的过度警觉和紧张 (Coplan & Armer, 2007)。在人际互动中, 尽管害羞儿童很想与同伴交往 (趋近动机), 但因为社交恐惧和焦虑, 他们不敢发起交往行为 (回避动机) (Coplan, Ooi, & Nocita, 2015)。这种“趋近-回避冲突”可能在学校情境中更为明显, 因为学校环境会让害羞儿童感到同伴交往和社会评价的压力 (Kalutskaya, Archbell, Moritz Rudasill, & Coplan, 2015)。在西方文化背景下, 从童年早期到青少年, 害羞与一系列消极发展结果有关, 如内化问题 (如孤独、焦虑和抑郁症状)、同伴关系困难 (如同伴拒绝和同伴侵害)、学业问题 (如学校回避和更差的学业成就), 社会技能缺乏以及较为消极的师幼关系 (Arbeau, Coplan, & Weeks, 2010; Coplan, Arbeau, & Armer, 2008; Hughes & Coplan, 2010; Karevold, Ystrom, Coplan, Sanson, & Mathiesen, 2012)。

社会适应 (social adjustment) 是个体在与社会环境的交互作用中, 不断地学习或修正各种行为和生活方式 (李彩娜, 张曼, 冯建新, 2010)。害羞在不同时期的中国具有不同的适应意义, 上个世纪 90 年代的研究表明害羞与积极的适应结果相关, 如害羞儿童表现出较高的领导力和受到同伴喜欢 (Chen, Rubin, & Sun, 1992), 因为那时害羞被认为

是成熟、谦逊和善解人意的 (Chen, 2010)。近年来中国社会发生了巨大的社会变革, 一些西方价值观诸如独立、自我主张和主动性在中国开始具有适应意义, 近期一些对中国都市害羞儿童的研究发现, 从童年早期到青少年前期, 害羞与内化问题、同伴关系问题及较差的学业成绩等有关 (李丹, 陈峰, 陈欣银, 陈斌斌, 2011; Chen, Chen, Li, Wang, & Wang, 2015; Coplan et al., 2016; Li, Zhu et al., 2016; Liu et al., 2014, 2015; Zhang & Eggum-Wilkens, 2016), 但针对儿童害羞的研究尚比较缺乏。

尽管害羞与社会适应困难相关, 但不是所有的害羞儿童都表现出适应困难, 研究者已开始找到一些加剧害羞儿童消极适应的因子 (即“风险”因素) 和一些减缓他们消极适应的因子 (即“保护”因素)。如对西方文化背景下 6~7 岁害羞儿童研究发现, 较高的语言能力可缓解害羞儿童的消极适应 (Coplan & Weeks, 2009)。在家庭情境中, 母亲的人格特征和教养方式也会加剧或减弱害羞儿童的适应。如母亲神经质的人格和过度保护的教养方式会加剧害羞儿童的消极适应, 而宜人性和权威型教养方式会减缓害羞儿童的消极适应 (Coplan et al., 2008)。此外, 不安全亲子依恋也会加剧害羞儿童的同伴问题 (Chen & Santo, 2016)。

学校环境也是影响害羞儿童适应的重要因素。有研究者检验了班级情绪氛围 (如敌意的氛围, 易

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怒的老师等)在儿童害羞与同伴关系和抑郁症状之间的调节作用(Gazelle, 2006),在学校环境中,教师与幼儿之间有大量亲密的接触,师生关系是对儿童最重要的关系,其对儿童社会、情绪及学业发展方面起着关键作用,这种作用在儿童早期尤为明显。在父母缺席或者亲子关系质量较差的情况下,教师成为帮助和引领孩子发展的权威人物(O'Connor, Dearing, & Collins, 2011)。正如亲子关系会影响幼儿社会适应一样(Chen & Santo, 2016),师幼关系也会影响幼儿的社会适应。具体来讲,师幼关系具有亲密性、冲突性和依赖性等特征(Arbeau et al., 2010)。亲密性是指教师和幼儿之间温暖和开放的交流,它与幼儿积极的发展结果相关;冲突性表现为教师和幼儿之间高度紧张和敌意的关系;依赖性即学生特别依赖老师。后两种师生关系与儿童消极的发展结果相关(Hughes, Bullock, & Coplan, 2014)。在对我国都市学龄儿童(平均年龄10.78岁)研究表明,拥有低质量师生关系的害羞儿童有更多的内化问题和更差的学业成绩(Coplan, Liu, Cao, Chen, & Li, 2017)。学前教师对害羞儿童日后的发展表现出更多的担心(Li, Coplan et al., 2016),与教师消极的关系可能更会加剧害羞幼儿的消极适应,但对于中国学前害羞儿童来讲,该领域的研究不多。

因此,本研究将探讨害羞与儿童社会适应的关系,以及师幼关系在害羞与儿童社会适应之间的调节作用。本研究假设 害羞与学前儿童消极的社会适应有关,害羞儿童更容易与教师形成低亲密的关系;亲密的师幼关系与儿童积极的发展结果相关,冲突和依赖的师幼关系与儿童消极发展结果相关,此外,冲突和依赖的师幼关系在害羞与社会适应之间具有调节作用。

2 方法

2.1 被试

随机选取上海市两所公立幼儿园,向这两所幼儿园发放母亲知情同意书,知情同意书回收率为98%,最后参与测试的被试为360名幼儿(男孩有200名,占55.6%, $M=4.73$ 岁, $SD=.57$,其中3~4岁51人,占14.4%,4~5岁181人,占51.0%,5~6岁123人,占34.6%(6人年龄缺失)。对这360名被试进行为期一年半的追踪,因其中66名幼儿(即部分的5~6岁幼儿)上了小学或转学导致无法继续收集数据,因此最终有效被试为294名,流失率为18%。Little's MCAR检验结果表明本研究中变量的缺失值呈完全

随机分布($\chi^2=15.95$, $df=21$, $p>.05$) (Little, 1988)。

2.2 研究程

数据收集在两个时间点完成。时间1(2015年6月),母亲完成对儿童害羞的评价。时间2(2016年12月),教师完成师幼关系量表和对儿童社会适应(社会技能和行为)的评价。

2.3 研究工具

时间1。母亲完成中文版儿童社会偏好量表(Child Social Preference Scale, CSPS; Coplan, Prakash, O'Neil, & Armer, 2004; Li, Coplan et al., 2016)。本研究中采用该量表的害羞维度(7个项目, Cronbach's $\alpha=.87$),5点计分,从1(完全不符合)到5(完全符合)。分数越高表示害羞水平越高。以往研究表明CSPS在中国学前儿童中具有较好的信效度(Li et al., 2016)。

时间2。教师评定师幼关系和儿童社会适应。

师幼关系的评价采用师幼关系量表(Student-Teacher Relationship Scale, STRS; Pianta & Steinberg, 1992),中文版由国内学者张晓(2010)修订。STRS有28个项目,3个维度:亲密性(closeness, 11个项目, Cronbach's $\alpha=.84$),冲突性(conflict, 12个项目, Cronbach's $\alpha=.81$)和依赖性(dependency, 5个项目, Cronbach's $\alpha=.71$)。采用5点计分,从1(完全不适用)到5(完全适用)。

儿童社会适应的评价采用儿童社会技能量表和儿童行为量表。儿童技能评价采用儿童社会技能量表(Social Skills Rating System, SSRS; Gresham & Elliott, 1990),中文版由朱晶晶等(朱晶晶,李燕,张云,谢庆斌,许玘,2017)修订,SSRS共有40个项目,用于评价儿童的社会技能。本研究主要采用人际技能(11个项目, Cronbach's $\alpha=.92$)、口头主张(指发起诸如向他人请求信息的行为以及回应他人的行为;7个项目, Cronbach's $\alpha=.87$)和内化问题(4个项目, Cronbach's $\alpha=.79$)三个维度。3点计分,从0(从来不)到2(经常)。教师完成儿童行为量表(Child Behavior Scale, CBS; Ladd & Profilet, 1996)的评定,35个项目,本研究采用该量表的不合群(asocial with peers, 6个项目, $\chi^2=24.28$, $df=9$, RMSEA=.08, GFI=.97, TLI=.97, CFI=.98, Cronbach's $\alpha=.85$)和同伴排斥(excluded by peers, 7个项目, $\chi^2=63.30$, $df=13$, RMSEA=.10, GFI=.94, TLI=.90, CFI=.94, Cronbach's $\alpha=.85$)两个维度。3点计分,从1(不符合)到3(完

全符合)。

2.4 共同方法偏差检验

根据周浩和龙立荣(2004)推荐的验证性因素分析进行对教师评定的数据进行共同方法偏差检验,设定公因子数为1,结果发现拟合指数($\chi^2/df=16.35$, RMSEA = .21, RFI = .50, TLI = .52, CFI = .73)不理想,表明本研究数据不存在严重的共同方法偏差。

3 结果

3.1 初步分析

采用独立样本 t 检验来探索幼儿性别在害羞水平、师幼关系各维度及社会适应的差异,结果表明,男孩和女孩在害羞、依赖的师幼关系和内化问题上

差异不显著。男孩与教师有更多的冲突性关系($t=1.89, p=.06$),女孩与教师有更高的亲密性关系($t=-2.53, p<.05$)。男孩的人际技能显著低于女孩($t=-4.45, p<.01$),男孩的不合群行为和同伴排斥显著高于女孩($t=1.89, p<.10$; $t=2.21, p<.05$)。因此在接下来的分析中将性别作为控制变量。此外,表1结果显示:幼儿年龄与害羞负、冲突和依赖的师幼关系、儿童的内化问题以及不合群行为负相关,与人际技能和口头主张正相关。结果变量之间的相关见表2。

3.2 害羞、师幼关系和儿童社会适应

在控制儿童性别和年龄后,对害羞、师幼关系和幼儿的社会适应进行偏相关分析,表3结果表明,

表1 幼儿年龄与害羞及师幼关系各变量的相关

	害羞	冲突	亲密	依赖	人际技能	口头主张	内化问题	不合群	同伴排斥
		STRS	STRS	STRS	SSRS	SSRS	SSRS	CBS	CBS
年龄	-.16**	-.22***	-.06	-.38***	.19**	.16*	-.12*	-.13*	-.11+

注: * $p<.10$, ** $p<.05$, *** $p<.01$, **** $p<.001$ 。STRS为师幼关系量表, SSRS为儿童社会技能量表, CBS为儿童行为量表。

表2 结果变量之间的偏相关及均值和标准差 $M(SD)$

	1	2	3	4	5
1. 人际技能SSRS	1.55(.43)				
2. 口头主张SSRS	.85***	1.38(.48)			
3. 内化问题SSRS	-.46***	-.34***	.19(.35)		
4. 不合群CBS	-.65***	-.53***	.62***	1.27(.39)	
5. 同伴排斥CBS	-.52***	-.36***	.57***	.64***	1.23(.41)

注: ** $p<.01$, *** $p<.001$ 。SSRS为儿童社会技能量表, CBS为儿童行为量表。

害羞与儿童人际技能、口头主张显著负相关,与内化问题、不合群和同伴排斥显著正相关。冲突的师幼关系与幼儿积极发展结果相关,冲突和依赖的师幼关系与幼儿消极发展结果相关。SPSS PROCESS回归结果中害羞对结果变量和师幼关系各维度对结果变量的关系如表3结果所示,为减少赘述,在表4中只呈现了交互作用项。

为了进一步探讨师幼关系在儿童害羞与社会适应之间的调节作用。采用SPSS macro PROCESS

(Hayes, 2012)检验调节作用,并采用Johnson-Neyman做调节作用图。在进行SPSS PROCESS调节效应检验时,将儿童性别和年龄作为控制变量。结果显示,冲突的师幼关系在儿童害羞和人际技能、口头主张、内化问题、不合群行为和同伴排斥之间有调节作用,依赖的师幼关系在儿童害羞和同伴排斥行为之间有调节作用(见图1~6)。在图1~6中,对角的虚线表示害羞对结果变量预测值的95%置信区间,对角的实线表示害羞随着师幼关系不同维度得分的不同对结果变量的预测,即随着冲突和依赖

表3 害羞、师幼关系和适应之间的偏相关及均值和标准差 $M(SD)$

	害羞	冲突STRS	亲密STRS	依赖STRS
人际技能SSRS	-.24***	-.38***	.47***	-.20**
口头主张SSRS	-.20**	-.27***	.45***	-.10
内化问题SSRS	.16**	.45***	-.25***	.26***
不合群CBS	.31***	.39***	-.31***	.28***
同伴排斥CBS	.18**	.45***	-.24***	.20**
$M(SD)$	14.71(5.24)	20.10(7.36)	42.51(8.60)	10.65(3.72)

注: ** $p<.01$, *** $p<.001$ 。STRS为师幼关系量表, SSRS为儿童社会技能量表, CBS为儿童行为量表。

表 4 害羞和师幼关系各维度交互作用项对儿童适应的预测

因变量	交互作用项	<i>B</i>	<i>SE</i>	<i>t</i>	95%CI
人际技能SSRS	害羞 × 冲突STRS	-.0012*	.0006	-2.06	[-.0023, -.0001]
	害羞 × 亲密STRS	-.0004	.0004	.3635	[-.0012, .0005]
	害羞 × 依赖STRS	-.0022	.0012	-1.74	[-.0046, .0003]
口头主张SSRS	害羞 × 冲突STRS	-.0013 ⁺	.0007	-1.91	[-.0026, .0000]
	害羞 × 亲密STRS	-.0002	.0005	-.49	[-.0012, .0007]
	害羞 × 依赖STRS	-.0016	.0014	-1.14	[-.0045, .0012]
内化问题SSRS	害羞 × 冲突STRS	.0011*	.0005	2.44	[.0002, .0021]
	害羞 × 亲密STRS	.0007	.0004	1.61	[-.0001, .0015]
	害羞 × 依赖STRS	.0012	.0011	1.13	[-.0009, .0033]
不合群CBS	害羞 × 冲突STRS	.0016**	.0005	3.13	[.0006, .0026]
	害羞 × 亲密STRS	.0005	.0004	.28	[-.0004, .0013]
	害羞 × 依赖STRS	.0026*	.0011	2.30	[.0004, .0048]
同伴排斥CBS	害羞 × 冲突STRS	.0010*	.0005	2.23	[.0001, .0019]
	害羞 × 亲密STRS	.0004	.0004	1.06	[-.0004, .0012]
	害羞 × 依赖STRS	.0017	.0010	1.59	[-.0004, .0037]

注：* $p < .10$, * $p < .05$, ** $p < .01$

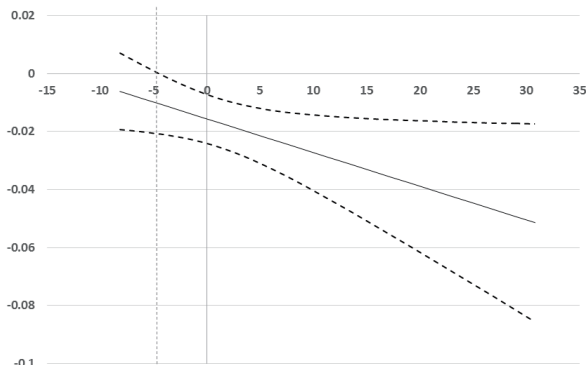


图 1 冲突 STRS 在害羞与儿童人际技能之间的调节作用

注：垂直虚线值得为 -4.54。

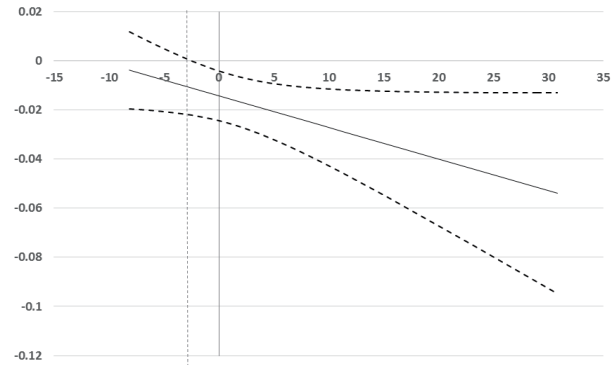


图 2. 冲突 STRS 在害羞与儿童口头主张之间的调节作用

注：垂直虚线值得为 -2.54。

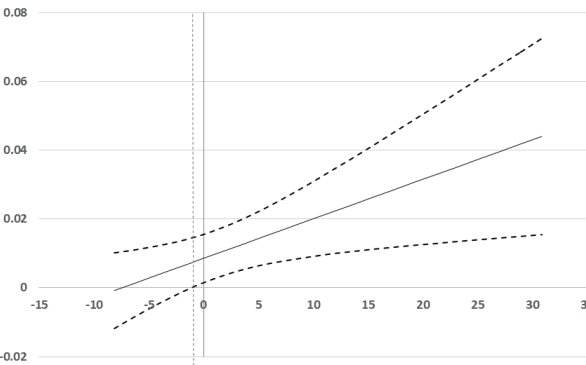


图 3 冲突 STRS 在害羞与儿童内化问题之间的调节作用

注：垂直虚线的值为 -1.16。

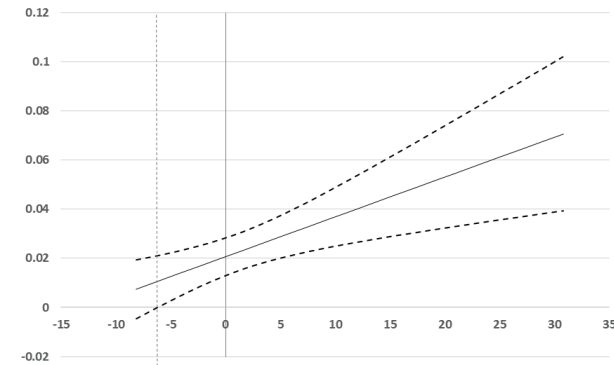


图 4 冲突 STRS 在害羞与儿童不合群行为之间的调节作用

注：垂直虚线的值为 -6.23。

师幼关系得分的增高，害羞对结果变量的预测由不显著到显著（每个图中的左侧垂直虚线为这一分界值），且 95% 置信区间增大。

4 讨论

本研究以中国都市学前儿童为研究对象，对其

进行一年半的追踪，探讨了害羞与适应之间的关系，并检验了师幼关系在害羞与儿童社会适应之间的调节作用。

4.1 学前儿童害羞与社会适应

与以往研究结果一致（Coplan et al., 2016, 2017; Li, Zhu et al., 2016; Zhang & Eggum-Wilkens, 2016），

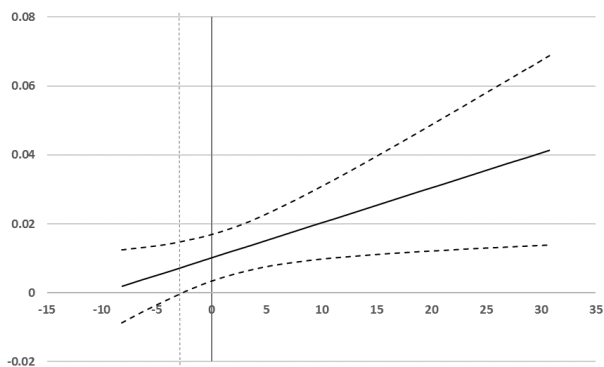


图5 冲突 STRS 在害羞与儿童同伴排斥之间的调节作用

注：垂直虚线的值为 -2.60。

本研究也发现，害羞与儿童的人际技能和口头主张显著负相关，而与内化问题、不合群行为和同伴排斥显著正相关。害羞儿童回避人际互动，没有更多机会实践人际交往技能，也少有机会得到同伴积极反馈，教师对他们也有较为负面的期望（Li, Coplan et al., 2016），因此他们在早期教育情境中就开始表现出较差的社会适应，如经常旁观游戏而不加入，容易被同伴忽略或受到同伴排斥和同伴侵害等，并因此产生更为负面的情绪体验，表现出内化问题。其原因可能在于中国社会发生了巨大的经济变革，一些西方价值观如自我主张和主动性在中国都市更具适应性，这既影响了害羞儿童的适应，也影响了社会对害羞特质的评价和社会期望。

4.2 师幼关系的调节作用

本研究结果进一步证明了师幼关系对儿童发展的重要作用（Arbeau et al., 2010），例如，亲密的师幼关系与教师评定的儿童人际技能和口头主张正相关，与内化问题、不合群行为和同伴排斥负相关。正如亲子关系影响儿童的发展结果一样（Chen & Santo, 2016），师幼关系也会影响幼儿发展结果。以往研究有以师幼关系为自变量，来探讨师幼关系对幼儿发展结果的影响（Roorda, Koomen, Spilt, & Oort, 2011; Rudasill & Rimm-Kaufmann, 2009），如有研究表明，亲密性的师幼关系与幼儿积极的发展结果有关，从依恋角度来看，与教师有亲密关系的幼儿会形成积极的内部工作模式，进而会有很好的适应（Hamre & Pianta, 2001），这种关系也会为幼儿提供温暖、宽松、自由和支持的环境，幼儿会将教师当作安全基地探索周边环境（Thijs & Koomen, 2008）。与以往研究一致（Zhang & Nurmi, 2012; Hughes et al., 2014），冲突和依赖的师幼关系与幼儿消极发展结果相关，如冲突的师幼关系与教师评定

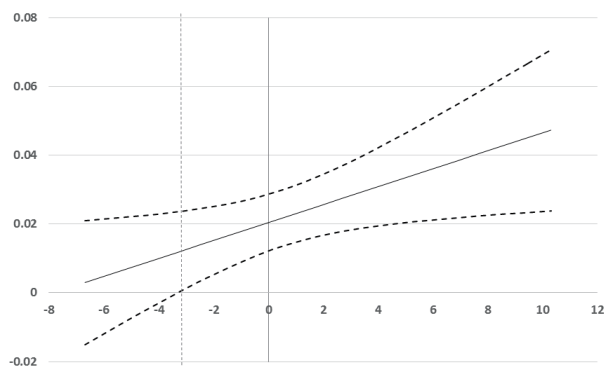


图6 依赖 STRS 在害羞与不合群行为之间的调节作用

注：垂直虚线的值为 -3.33。

的儿童人际技能和口头主张负相关，与内化问题、不合群行为和同伴排斥正相关，依赖的师幼关系与教师评定的儿童人际技能负相关，与内化问题、不合群行为和同伴排斥正相关。这是因为与教师有冲突关系的儿童会因此不喜欢学校情境，对同伴交往也持回避的态度，表现出不合群行为，因此受到同伴的排斥，进而产生内化问题等。而过度依赖教师的儿童会错失与同伴交往的机会，会被同伴当作是“教师的宠物”，进而表现出较低的人际技能并受到同伴排斥。由于本研究中师幼关系和幼儿的社会适应是同时测量的，因此得出的结论是相关性，而非因果性的，因此未来的研究可通过纵向研究探究师幼关系和幼儿的社会适应之间的因果关系。此外，本研究也发现，害羞儿童倾向于与教师建立低亲密的关系（Arbeau et al., 2010），这是因为害羞儿童旁观、不参与和表达性语言少的特征，容易受到教师的忽略，因此不太容易与教师有亲密的关系。

与本研究假设一致，冲突和依赖的师幼关系在害羞和儿童社会适应之间有调节作用，具体为：冲突的师幼关系会强化害羞儿童的消极适应（如更差的人际技能和口头主张、内化问题、不合群行为以及同伴排斥），这是因为冲突的师幼关系对害羞儿童来说，是一种让害羞儿童感到不安全和不信任的关系，正如不安全的亲子关系会让害羞儿童在社交活动中变得更加回避和不自信（Chen & Santo, 2016），冲突的师幼关系也会让害羞儿童更加不自信，因此表现出更差的社会技能如人际技能和口头主张，此外，害羞儿童在敌意的情绪氛围中更容易受到同伴拒绝和侵害（Gazelle, 2006），冲突的师幼关系会让害羞儿童处在消极的情绪氛围中，这会影响害羞儿童的社会交往，而教师对害羞儿童表现出忽略和低评价的态度（Li, Coplan et al., 2016），这种态度也

会影响同伴对他们的态度，因此与教师有冲突的关系会加剧害羞儿童的消极适应。本研究也发现依赖的师幼关系在害羞与儿童不合群行为之间具有调节作用，即过度依赖教师的幼儿，其表现出更高的不合群行为。这是因为过度依赖教师使得害羞儿童行为更加抑制，如会抑制其探索周围环境。实际上，依赖教师获得支持和解决问题会抑制害羞儿童社交能力的发展，这些害羞儿童遇到有压力的社交情境（如学校环境）会表现出回避或不参与交往的行为（Coplan et al., 2008）。

5 结论

（1）害羞与儿童人际技能和口头主张负相关，与儿童内化问题、不合群行为和同伴排斥正相关。

（2）冲突和依赖的师幼关系与儿童的消极适应有关，亲密的师幼关系与儿童的积极适应有关。

（3）冲突和依赖的师幼关系在害羞与儿童社会适应之间存在调节作用。即当冲突和依赖的师幼关系达到一定程度时，这种关系便会加剧害羞儿童的消极适应。

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Shyness and Social Adjustment among Chinese Preschoolers: The Moderating Role of Student-Teacher Relationship

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Abstract Shyness is characterized by wariness and anxiety when faced with novel social interactions and the perception of social evaluation (Coplan & Armer, 2007). Although shy children may desire to initiate social contact with others (i.e., social approach motivation), this approach motivation is inhibited by social fear and anxiety (i.e., social avoidance motivation) (Coplan, Prakash, O'Neil, & Armer, 2004). Over the last 20 years, China has experienced large-scale societal reforms, some Western cultural values such as initiative, self-expression, and assertiveness are becoming more adaptive in urban areas of China. Shy children in recent years show maladjustment, including internalizing problem (loneliness, anxiety, depressive symptoms), peer difficulties (peer rejection, victimization), low quality student-teacher relationship and poor academic achievement.

However, not all shy children suffer adjustment difficulties. Researchers have explored factors ameliorating or exacerbating the maladjustment between shyness and social adjustment. Relationships with teachers play a critical role in children's socio-emotional development, particularly in early childhood. Negative relationship with teachers are associated with children's negative outcomes. To our knowledge, there are little previous studies of shyness and student-teacher relationship, especially among Chinese preschoolers.

The goal of the current study was to examine the student-teacher relationship between shyness and indices of adjustment (i.e., interpersonal skills, verbal assertion, internalizing problems, asocial behavior, and excluded by peers). Participants were 360 children (200 boys, 55.6%, *Age* = 4.73, *SD* = .57) from two public kindergartens, Shanghai. Mothers completed Child Social Preference Scale (CSPS; Coplan et al., 2004), of particular interest for the present study was the subscale of shyness (11 items, $\alpha = .87$). One and a half years later, teachers rated Student-Teacher Relationship Scale (STRS; Pianta & Steinberg, 1992), the STRS consisted of 28 items and has been shown to contain the following three factors: Closeness (11 items, $\alpha = .84$), Conflict (12 items, $\alpha = .81$), and Dependency (5 items, $\alpha = .71$). Teachers also completed the Social Skills Rating System (SSRS; Gresham & Elliott, 1990), of particular interest for the present study was the subscale of Interpersonal skills (11 items, $\alpha = .92$), Verbal assertion (7 items, $\alpha = .87$), and Internalizing problems (4 items, $\alpha = .79$). Teachers finally completed the Child Behavior Scale (CBS; Ladd & Profilet, 1996), of particular interest for the present study was the subscale of Asocial with peers (6 items, $\alpha = .85$), and Excluded by peers (7 items, $\alpha = .85$).

Among the results, shyness and negative student-teacher relationship were related to child social adjustment difficulties (i.e., internalizing problem, asocial behavior, and excluded by peers), whereas close student-teacher relationship was associated with indices of positive outcomes

(interpersonal skills, verbal assertion). However, the research further explored the moderating role of student-teacher relationship between shyness and outcomes. The results indicated conflict student-teacher relationship played a moderating role between shyness and interpersonal skills, verbal assertion, internalizing problem, asocial behavior and exclude by peers. Dependent student-teacher relationship moderated the association between shyness and asocial behavior.

Key words preschoolers, shyness, social adjustment, teacher-child relationship

Job Description for Dean of the School of Psychology and Cognitive Science, East China Normal University

East China Normal University (ECNU) is a top public research university in Shanghai, China. Under the patronage of the Ministry of Education, ECNU is a core institution in China's national education projects, including the "211" and "985" projects. In 2017, ECNU was ranked as Class A and selected as one of the first 42 participating higher education institutions in the "Double First-Class" Project (world-class universities and first-class disciplines).

The field of psychology at East China Normal University was set in 1951. In 1979, it was among one of the four earliest departments of psychology in China. In 2008, School of Psychology and Cognitive Science was officially established. The School currently hosts the discipline (Applied Psychology) authorized to confer the Doctor's degree in the first national round (1981), National Key Discipline (Basic Psychology) (2001), Scientific Base of Psychology (1997), Post-doctoral Station (1999), Approved Doctoral Programs of First-Level Discipline (2003), Shanghai First-class Discipline (Level B), Shanghai Key Discipline (2012), National Teaching Experiment Demonstration Center (2012) as well as Shanghai Key Laboratory (2001). There are two departments (Department of Psychology and Department of Applied Psychology), two research institutes (Institute of Developmental and Educational Psychology and Institute of Cognitive Neuroscience),

The School owns the staff of 80 and has a team of leading scholars in the field of psychology including Changjiang Scholar Distinguished Professor, scholars of New Century Talents by the Ministry of Education, scholars of Shanghai Leading Talent Program and the like. The highly international faculty unfold as follows: the proportion of foreign faculty exceeds 10%; around 30% of faculty have acquired their PhD degrees in overseas highly-ranked universities; 65% of faculty engaged in overseas advanced studies. Furthermore, we have an excellent team of more than 10 part-time professors who are scholars of National Thousand Talents Program and Changjiang Scholar Distinguished professors.

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3. Candidates must have rich experience in the development of research discipline, broad international perspective and an exploratory, creative spirit; must have rich experience in management and have superior leadership and coordination skills.
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5. Candidates must be healthy and be able to work full-time at ECNU.

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