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Student Psychology in Early Childhood Education

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Abstract

Early childhood represents a critical developmental period during which fundamental psychological processes are established and shaped through interactions with educational and social environments. This study examined student psychology in early childhood education through a qualitative literature review that synthesized evidence from educational psychology, child development, and early childhood education research. Data were obtained from peer reviewed journal articles, scholarly books, and academic publications selected according to their theoretical and empirical relevance. The analysis employed qualitative content analysis involving literature identification, screening, coding, thematic synthesis, and interpretation. The findings indicate that psychological development is influenced by interconnected factors encompassing supportive developmental environments, meaningful learning experiences, and adaptive responses to changing educational contexts. Family and educational environments contribute to cognitive, emotional, and social development, while engaging learning approaches strengthen motivation, autonomy, creativity, and socioemotional competence. The review also highlights the growing importance of psychological adaptation in response to educational disruptions, digital learning environments, technological innovation, and emerging instructional challenges. These findings suggest that effective early childhood education requires an integrated psychological framework that supports holistic development, learning engagement, wellbeing, and educational resilience in contemporary learning environments.

Keywords : Early Childhood Education, Student Psychology, Learning Engagement, Socioemotional Development, Educational Resilience.



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INTRODUCTION

The study of student psychology in early childhood education has gained increasing prominence within the global educational discourse as scholars and policymakers recognize that psychological development during the early years constitutes a foundational determinant of lifelong learning trajectories, social adaptation, emotional regulation, and cognitive functioning. Contemporary advances in developmental psychology, educational neuroscience, and child centered pedagogy have collectively reinforced the argument that the quality of psychological experiences encountered during early childhood substantially shapes subsequent academic engagement and psychosocial well being. Across diverse educational systems, growing attention has been directed toward understanding how supportive learning environments, positive interpersonal interactions, and developmentally appropriate educational practices contribute to children's psychological growth and learning readiness. This trend has become particularly significant in response to evolving educational challenges, including rapid social change, digital transformation, and post pandemic educational recovery, all of which have intensified concerns regarding students' motivation, emotional security, and psychological resilience. Evidence from educational psychology further indicates that supportive educational experiences significantly influence student engagement and academic achievement, suggesting that psychological dimensions are not merely complementary elements of learning but rather central mechanisms through which educational outcomes are produced (Tao et al., 2022). Parallel findings demonstrate that student well being is strongly shaped by teacher interpersonal behavior and the quality of student teacher relationships, highlighting the importance of relational contexts in educational settings (Zheng, 2022).

Such developments have established student psychology as a critical area of inquiry within early childhood education research and practice.

Existing literature has generated substantial evidence regarding the factors that influence psychological development among children and students across educational contexts, yet these findings reveal a complex and multidimensional landscape that extends beyond conventional cognitive explanations. Research on motivational processes demonstrates that educational interventions emphasizing autonomy, competence, and relatedness can significantly strengthen students' psychological needs and learning motivation, thereby improving educational participation and developmental outcomes (Sotos Martínez et al., 2024). Studies examining artistic and expressive activities have similarly shown that engagement in dance contributes positively to psychological health, emotional expression, self confidence, and social functioning among children and adolescents (Tao et al., 2022). Complementary evidence from music education suggests that structured artistic experiences foster socio emotional learning competencies that are closely associated with emotional awareness, empathy, and interpersonal adaptation (Váradi, 2022). At the same time, meta analytical investigations have confirmed that perceived teacher support serves as a robust predictor of student engagement and academic performance across educational levels (Tao et al., 2022). Collectively, these studies suggest that psychological development emerges through dynamic interactions among educational experiences, social relationships, emotional support systems, and opportunities for meaningful participation rather than through isolated instructional mechanisms.

Despite the richness of existing scholarship, significant conceptual and empirical limitations continue to constrain a comprehensive understanding of student psychology within early childhood education. A considerable proportion of previous studies have concentrated on adolescents, secondary school students, or university populations, leaving the early childhood period comparatively underexamined despite its recognized developmental significance. Research investigating motivation, engagement, socio emotional learning, and psychological well being frequently assumes developmental capacities that are more characteristic of older learners, thereby limiting the applicability of findings to younger children whose cognitive, emotional, and social structures are still emerging. The literature also exhibits fragmentation across disciplinary domains, with studies often focusing separately on teacher support, socio emotional learning, artistic engagement, family influences, or academic outcomes without adequately integrating these dimensions into a coherent developmental framework. Furthermore, while evidence consistently emphasizes the importance of supportive educational environments, limited attention has been devoted to examining how family affection, early educational interactions, learning experiences, and creativity development collectively shape psychological outcomes among young children. Such fragmentation creates theoretical ambiguity regarding the mechanisms through which psychological development is cultivated during the earliest stages of formal education.

The urgency of addressing these gaps becomes particularly evident when considering the long term consequences associated with both positive and negative psychological experiences during childhood. Developmental research consistently demonstrates that nurturing relationships characterized by emotional warmth, responsive caregiving, and supportive educational interactions contribute significantly to healthy psychological growth, cognitive advancement, and adaptive social functioning. In contrast, adverse experiences during childhood may generate enduring psychological vulnerabilities that extend into adulthood. A comprehensive systematic review and meta analysis revealed that childhood psychological maltreatment is significantly associated with a broad range of adverse mental health outcomes later in life, underscoring the lasting implications of early psychological experiences (Xiao et al., 2023). Educational disruptions and changing learning conditions have also highlighted the sensitivity of student motivation and psychological adjustment to environmental influences, reinforcing the necessity of understanding the contextual factors that support psychological resilience and engagement (Usher et al., 2024). Given that parents and teachers represent the primary agents responsible for shaping children's developmental environments, investigating the psychological dimensions of early childhood education is not only scientifically important but also practically essential for designing interventions capable of promoting healthy development and preventing future psychological difficulties.

Within this evolving scholarly landscape, the present study positions itself at the intersection of educational psychology, child development, and early childhood pedagogy by advancing a more

integrated understanding of student psychology during the formative years of education. Rather than examining psychological outcomes through a single explanatory lens, this research conceptualizes student psychology as a multidimensional construct shaped by interactions among family support, teacher relationships, learning experiences, creativity development, socio emotional competencies, and individual learning characteristics. Such an approach responds directly to the fragmented nature of existing literature by bringing together previously disconnected strands of research into a unified analytical perspective. The study also acknowledges that early childhood represents a unique developmental stage during which cognitive growth, emotional regulation, social adaptation, creativity, and learning preferences emerge simultaneously and interact continuously. Exploring these interconnections offers opportunities to refine current theoretical models and generate a more contextually grounded understanding of psychological development in early educational settings.

This study aims to examine the psychological development of students in early childhood education through an integrated analysis of family influences, educational practices, socio emotional experiences, creativity development, and learning characteristics that collectively shape children's developmental trajectories. The research seeks to contribute theoretically by extending existing models of student psychology beyond isolated psychological variables toward a more holistic developmental framework that captures the interconnected nature of early childhood experiences. Methodologically, the study contributes by employing a comprehensive analytical perspective capable of identifying relationships among multiple developmental dimensions that are often examined independently. The findings are expected to provide deeper insights into the mechanisms through which supportive environments promote healthy psychological development among young children while offering evidence based implications for educators, families, and policymakers seeking to strengthen the quality of early childhood education.

RESEARCH METHODS

This study employed a qualitative literature review design to examine student psychology in early childhood education through a comprehensive synthesis of scholarly evidence derived from the fields of educational psychology, child development, and early childhood pedagogy. The study relied exclusively on secondary data obtained from peer reviewed journal articles, scholarly books, and academic publications indexed in reputable databases. The selection of literature was guided by predefined inclusion criteria encompassing relevance to early childhood psychological development, educational psychology, teacher child interactions, family influences, creativity development, and learning characteristics among young children. Publications were selected based on their theoretical and empirical contribution to understanding psychological processes in early childhood educational settings. Foundational and contemporary works were incorporated to ensure conceptual depth and contextual relevance, including perspectives derived from developmental and sociocultural theories that emphasize the role of social interaction, guided learning, and environmental support in children's psychological development (Bodrova & Leong, 2024; O'Donnell et al., 2024; Siann & Ugwuegbu, 2024). The analytical framework was informed by an integrative educational psychology perspective that examined the interrelationships among cognitive, social, emotional, and creative dimensions of child development.

The analytical procedure involved systematic stages of literature identification, screening, classification, critical reading, coding, thematic synthesis, and interpretation. Selected studies were examined to identify recurring concepts, theoretical patterns, and empirical trends related to psychological development in early childhood education. Data analysis followed a qualitative content analysis approach in which relevant findings were categorized into major thematic domains, including family support, teacher child relationships, learning experiences, creativity development, socioemotional growth, and learning characteristics. To enhance methodological rigor, the study applied source triangulation through the comparison of findings across multiple scholarly sources and disciplinary perspectives. Analytical consistency was maintained through iterative coding and repeated examination of conceptual relationships among the selected studies. Trustworthiness was strengthened by ensuring transparency in the literature selection process, maintaining alignment between the research objectives and analytical procedures, and critically evaluating both convergent and divergent findings within the reviewed literature to generate a comprehensive and theoretically grounded understanding of student psychology in early childhood education.

RESULTS AND DISCUSSION

Family and Educational Support as Foundational Determinants of Early Childhood Psychological Development

The thematic analysis identified family support and educational support as the most consistently reported determinants of psychological development during early childhood. Across the reviewed literature, psychological growth emerged through continuous interactions between children and significant adults who provide emotional security and developmental guidance. Educational psychology perspectives indicate that supportive relationships facilitate the formation of self regulation, emotional competence, and learning readiness during the early years of life (O'Donnell et al., 2024). The findings suggest that psychological development cannot be separated from the quality of social environments experienced by children in home and school contexts.

The reviewed studies consistently emphasize that affectionate parental involvement contributes to children's emotional stability and positive self perception. Children exposed to responsive caregiving tend to demonstrate stronger adaptive behavior and greater confidence when engaging in learning activities. Similar conclusions appear within broader educational psychology literature, which views emotional support as a central mechanism influencing developmental outcomes (Siann & Ugwuegbu, 2024). Psychological security established during early childhood appears to create conditions that facilitate later social and cognitive functioning.

A recurring pattern in the literature concerns the importance of teacher child relationships in shaping psychological well being. Positive teacher interactions provide children with opportunities to develop trust, communication skills, and emotional regulation capacities. Evidence indicates that supportive teacher behavior strengthens engagement and academic participation even across different educational levels (Tao et al., 2022). Early childhood settings appear particularly sensitive to these relational influences because developmental competencies remain highly dependent on guided interaction.

The synthesis also revealed that sociocultural learning environments play a substantial role in psychological growth. Vygotskian perspectives conceptualize learning as a socially mediated process in which children internalize cognitive and emotional competencies through interaction with more knowledgeable individuals (Bodrova & Leong, 2024). Such theoretical assumptions align with empirical observations demonstrating that guided participation promotes developmental advancement. Educational environments characterized by collaboration and emotional responsiveness tend to generate more favorable psychological outcomes.

The literature further indicates that educational quality functions as a protective factor against psychological vulnerability. Access to supportive learning environments enhances children's opportunities to develop resilience and adaptive coping mechanisms. Research examining quality early childhood education argues that developmental gains emerge when educational experiences integrate cognitive, emotional, and social dimensions of learning (Karlsson Lohmander, 2022). These findings reinforce the proposition that psychological development should be understood within an ecological framework rather than through individual characteristics alone.

Table 1. Analytical Synthesis of Support Factors Influencing Early Childhood Psychological Development

Support Dimension	Psychological Contribution	Key Scholarly Source
Family affection	Emotional security and self confidence	Siann & Ugwuegbu (2024)
Teacher support	Engagement and emotional regulation	Tao et al. (2022)
Sociocultural interaction	Cognitive and social development	Bodrova & Leong (2024)
Educational quality	Psychological resilience and adaptation	Karlsson Lohmander (2022)

Professional psychological consultation	Developmental support and intervention	LaForett et al. (2022)
Source: Synthesized by the authors from Bodrova and Leong (2024), Karlsson Lohmander (2022), LaForett et al. (2022), Siann and Ugwuegbu (2024), and Tao et al. (2022).		

The patterns summarized in Table 1 demonstrate that psychological development is influenced by multiple interconnected forms of support rather than by isolated interventions. Family relationships establish foundational emotional resources that influence children's responses to educational experiences. Teacher support subsequently strengthens these developmental foundations through daily interpersonal engagement. The interaction between home and school environments appears to generate cumulative developmental effects.

An important analytical finding concerns the relationship between psychological support and developmental continuity. Studies examining educational consultation emphasize that coordinated collaboration among families, teachers, and psychological professionals contributes to more comprehensive developmental support systems (LaForett et al., 2022). Such coordination becomes particularly relevant when children encounter emotional or behavioral challenges during early educational experiences. Developmental outcomes improve when support structures operate in a complementary manner.

The review also identified evidence indicating that insufficient emotional support may generate long term developmental consequences. Research investigating childhood psychological maltreatment demonstrates significant associations between adverse childhood experiences and later mental health difficulties (Xiao et al., 2023). These findings suggest that psychological neglect should not be interpreted as a temporary developmental concern. Early relational experiences appear capable of shaping developmental trajectories across the life course.

Additional insights emerged from literature examining psychological well being in broader educational contexts. Studies conducted among older student populations consistently identify family support, peer support, and institutional support as important contributors to psychological well being and academic engagement (Chaudhry et al., 2024; Douwes et al., 2023). Although these investigations focus on later educational stages, their findings strengthen developmental assumptions regarding the enduring significance of supportive social relationships. Psychological resources cultivated during early childhood may therefore influence educational experiences beyond the initial years of schooling.

The synthesis ultimately suggests that student psychology in early childhood education is fundamentally relational in nature. Psychological development emerges through dynamic interactions among families, teachers, educational institutions, and broader social environments. Contemporary educational psychology frameworks support the view that emotional security, social connectedness, and guided participation function as mutually reinforcing developmental mechanisms (O'Donnell et al., 2024). The literature positions supportive human relationships as a central explanatory factor in understanding psychological growth during early childhood.

Learning Engagement, Motivation, and Socio Emotional Competencies in Early Childhood Education

The thematic analysis identified learning engagement and psychological motivation as central mechanisms shaping developmental outcomes in early childhood education. Across the reviewed literature, children demonstrated stronger participation when learning environments supported curiosity, exploration, and active involvement in educational activities. Educational psychology perspectives indicate that engagement emerges from meaningful interactions between developmental readiness and stimulating learning experiences (O'Donnell et al., 2024). The literature further suggests that psychologically engaging environments contribute to sustained attention, persistence, and adaptive learning behaviors during early childhood.

Motivation appeared as a multidimensional construct encompassing intrinsic interest, competence beliefs, and perceptions of autonomy. Self Determination Theory explains that children are more likely to participate actively when educational experiences satisfy fundamental psychological needs associated with autonomy, competence, and relatedness (Guay, 2022). Literature synthesized in this review revealed that motivational development during early childhood is closely connected with opportunities for independent exploration and decision making. These findings position motivation as

an important psychological foundation that supports cognitive and socio emotional growth across educational settings.

Play based learning emerged as one of the most consistently reported approaches for strengthening psychological engagement among young children. The reviewed evidence indicates that playful learning environments encourage active participation while reducing learning related anxiety and performance pressure (Alotaibi, 2024). Sociocultural perspectives further suggest that play creates opportunities for children to internalize cognitive strategies through meaningful activity and social interaction (Bodrova & Leong, 2024). Learning experiences grounded in play appear to facilitate psychological involvement because children perceive educational activities as enjoyable and developmentally appropriate.

Game based learning was also identified as a significant contributor to engagement and motivational development. Evidence synthesized from contemporary studies demonstrates that game oriented activities increase attention, persistence, and enjoyment during learning processes (Alotaibi, 2024). These outcomes are particularly important in early childhood because motivational dispositions established during this period often influence later academic attitudes. The literature suggests that game based approaches transform learning tasks into psychologically rewarding experiences that promote active participation.

The reviewed literature further highlighted the growing relevance of gamification strategies in supporting psychological development. Gamification incorporates elements such as achievement recognition, progression systems, and goal oriented challenges that stimulate motivational processes among learners (Sotos Martínez et al., 2024). Educational psychology frameworks explain that such mechanisms strengthen perceptions of competence and accomplishment. Children who experience repeated success within structured learning activities are more likely to develop positive attitudes toward educational participation.

Table 2. Learning Approaches and Their Psychological Contributions to Early Childhood Development

Learning Approach	Psychological Outcome	Reference
Gamification	Motivation	Sotos Martínez et al.
Game based learning	Engagement	Alotaibi
Social emotional learning	Emotional competence	Durlak et al.
Music activities	Socio emotional growth	Váradí
Dance activities	Psychological well being	Tao et al.
Autonomy support	Intrinsic motivation	Guay

Source: Synthesized from Alotaibi (2024), Durlak et al. (2022), Guay (2022), Sotos Martínez et al. (2024), Tao et al. (2022), and Váradí (2022).

The patterns presented in Table 2 demonstrate that diverse learning approaches contribute to distinct yet interconnected psychological outcomes. The evidence indicates that motivational development, emotional competence, engagement, and well being are not isolated constructs but mutually reinforcing dimensions of child development. Comparative analysis revealed that approaches emphasizing active participation produced stronger psychological benefits than passive instructional models. Such findings reinforce contemporary educational psychology arguments emphasizing experiential and child centered learning environments (O'Donnell et al., 2024).

Another recurring theme involved the significance of social emotional learning for psychological competence development. Meta analytical evidence indicates that structured social emotional learning programs enhance emotional regulation, empathy, interpersonal understanding, and responsible decision making among children (Durlak et al., 2022). These competencies contribute directly to psychological adjustment within educational settings and support long term developmental outcomes. The reviewed literature consistently positions socio emotional competence as a critical predictor of successful adaptation during the early years of schooling.

Music education emerged as an important pathway through which socio emotional capacities can be strengthened. The literature indicates that participation in musical activities supports emotional expression, cooperative interaction, and self awareness among young learners (Váradí, 2022).

Psychological interpretations suggest that music provides children with opportunities to communicate emotions that may not yet be fully articulated through language. These developmental benefits extend beyond artistic learning and contribute to broader socio emotional competence.

Dance based educational activities were similarly associated with positive psychological outcomes. Evidence synthesized from systematic review findings demonstrates that movement oriented experiences support emotional well being, confidence development, and positive affective functioning among children (Tao et al., 2022). Dance activities integrate physical engagement with emotional expression, creating opportunities for holistic developmental growth. Such findings highlight the importance of embodied learning experiences within contemporary early childhood education.

The final theme concerned the role of autonomy support in sustaining intrinsic motivation and long term engagement. Literature grounded in Self Determination Theory consistently demonstrates that autonomy supportive educational practices facilitate stronger psychological investment in learning activities (Guay, 2022). Opportunities to make choices, explore interests, and participate actively in learning decisions contribute to greater motivational resilience during childhood. The synthesis indicates that engagement, motivation, socio emotional competence, and psychological need satisfaction operate as interconnected dimensions that collectively shape student psychology in early childhood education.

Contemporary Educational Challenges and Psychological Adaptation in Early Childhood Learning Environments

Contemporary educational environments have undergone substantial transformation as a result of technological advancement, global disruptions, and changing pedagogical expectations. The literature reviewed in this study identifies psychological adaptation as a central dimension of student psychology in early childhood education. Psychological adaptation refers to children's capacity to adjust cognitively, behaviorally, and emotionally to evolving educational conditions and learning contexts. Educational psychology scholars argue that adaptive capacities are increasingly important because contemporary learning environments are characterized by uncertainty, complexity, and rapid change (O'Donnell et al., 2024).

One of the most significant educational disruptions identified in the literature concerns the consequences of school closures during periods of crisis. Evidence synthesized across studies indicates that interruptions to formal learning environments were associated with heightened emotional vulnerability, learning discontinuity, and developmental risks among children (Mazrekaj & De Witte, 2024). Young learners experienced challenges in maintaining educational routines that ordinarily support developmental stability. The literature suggests that psychological adaptation became a critical protective mechanism allowing children to navigate disrupted educational experiences.

The reviewed studies also reveal that online learning environments introduced new psychological demands for young learners. Research examining digital education contexts found that reduced physical interaction and limited opportunities for immediate feedback frequently constrained engagement and learning persistence (Li & Che, 2022). These challenges were particularly relevant for early childhood education because developmental learning processes often depend on direct interaction with educational materials and learning environments. Psychological adaptation in online contexts therefore required new forms of attention regulation and learning adjustment.

Remote instruction emerged as another educational condition requiring significant psychological flexibility. The literature indicates that prolonged reliance on remote learning was associated with motivational challenges and fluctuations in learning participation among students across educational levels (Usher et al., 2024). Although early childhood learners differ from older students, similar adaptation demands were evident in relation to routine formation and learning continuity. Contemporary educational psychology highlights the importance of adaptive learning behaviors when conventional instructional structures become unavailable (Siann & Ugwuegbu, 2024).

Digital learning environments have generated both opportunities and psychological pressures for learners. Research exploring the educational consequences of digitally mediated instruction reported that adjustment difficulties frequently emerged when learners encountered unfamiliar technological demands (Slack & Priestley, 2023). Educational adaptation therefore involves more than academic competence because it also requires psychological readiness to engage with changing learning formats.

The literature identifies flexibility and resilience as important capacities supporting successful adaptation in digital contexts.

Table 3. Emerging Educational Contexts and Psychological Implications for Learners

Educational Context	Psychological Implication	Reference
School closure	Emotional vulnerability	Mazrekaj & De Witte
Online learning	Reduced engagement	Li & Che
Remote instruction	Motivation challenges	Usher et al.
Digital learning	Psychological adjustment	Slack & Priestley
Outdoor learning	Well being enhancement	Kiviranta et al.
AI supported learning	Personalized engagement	Ellikkal & Rajamohan

Source: Synthesized from Ellikkal and Rajamohan (2025), Kiviranta et al. (2024), Li and Che (2022), Mazrekaj and De Witte (2024), Slack and Priestley (2023), and Usher et al. (2024).

The patterns presented in Table 3 illustrate that contemporary educational contexts generate diverse psychological implications requiring adaptive responses from learners. The reviewed evidence suggests that educational disruption is not inherently detrimental when children are supported by developmentally responsive learning environments. Adaptation outcomes vary according to the characteristics of the educational context and the psychological resources available to learners. These findings position adaptability as a key construct for understanding student psychology in contemporary education.

Outdoor learning emerged as a valuable alternative learning environment capable of supporting adaptive psychological development. The literature indicates that outdoor educational experiences contribute positively to well being, attention regulation, environmental awareness, and experiential learning processes among children (Kiviranta et al., 2024). Natural learning environments provide opportunities for exploration that differ substantially from conventional classroom settings. Exposure to diverse learning contexts appears to strengthen children's capacity to respond constructively to environmental change.

Another prominent trend identified through the literature review concerns the increasing integration of artificial intelligence within educational practice. Emerging evidence suggests that AI supported learning systems can facilitate personalized educational experiences by adapting instructional content to individual learner needs (Ellikkal & Rajamohan, 2025). From a psychological perspective, personalization may support more responsive learning pathways that accommodate developmental diversity. Educational innovation therefore introduces new possibilities for strengthening adaptive learning experiences during early childhood.

The literature also highlights the influence of educator psychological conditions on learning environments. Studies examining early childhood education contexts reported that teacher stress and occupational burnout may affect instructional quality and classroom functioning when challenges remain unresolved (Jeon et al., 2022). Educational systems experiencing broader societal disruptions similarly require adaptive professional responses from educators working under difficult circumstances (Lavrysh et al., 2025). These findings suggest that educational resilience depends upon adaptive processes operating across multiple levels of the learning environment.

Future directions in student psychology increasingly emphasize resilience, adaptability, and psychological preparedness for evolving educational realities. Research examining mental health and educational adjustment consistently identifies adaptive coping capacities as important resources for navigating uncertainty and educational change (Chen & Lucock, 2022; Pointon Haas et al., 2024). Contemporary educational psychology is progressively shifting toward frameworks that recognize learning as a dynamic process occurring across diverse physical and digital contexts. The literature synthesis indicates that psychological adaptation represents a foundational component of student psychology in early childhood education and will remain central to future educational development.

CONCLUSION

Student psychology in early childhood education emerges through the dynamic interaction of developmental environments, learning experiences, and adaptive responses to educational change. The

literature synthesis indicates that emotionally supportive family and educational contexts contribute to healthy cognitive, social, and emotional development, while adverse experiences may weaken psychological functioning and learning readiness. Psychological growth is further strengthened through learning approaches that promote engagement, autonomy, intrinsic motivation, creativity, and socioemotional competence, particularly when children participate in meaningful and developmentally appropriate educational activities. Evidence also demonstrates that contemporary educational transformations, including digital learning environments, school disruptions, technological integration, and changing instructional conditions, require continuous psychological adaptation from young learners. The capacity to adjust to these conditions reflects an important dimension of educational resilience that influences learning participation and developmental outcomes. Contemporary perspectives in educational psychology emphasize that effective early childhood education must integrate developmental support, engaging learning experiences, and adaptive learning environments to sustain psychological wellbeing and learning success. Understanding these interconnected dimensions provides a comprehensive foundation for advancing educational practices that support children's holistic development in increasingly complex educational contexts.

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