

UNIVERSITY BABEȘ-BOLYAI CLUJ-NAPOCA
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DOCTORAL THESIS ABSTRACT

FACTORS OF ACADEMIC SUCCESS AT PRESCHOOL AGE

Scientific coordinator:

Univ. Prof. Dr. Vasile CHIȘ

PhD candidate:

Mutașcu (Gana) Marta

Cluj-Napoca

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KEYWORDS

Early education, educational theories, preschoolers, family climate, predictive system, preschool academic success, sequential mediation, attention capture, language development, preschool teachers, parent involvement

II. ARGUMENT

The doctoral thesis examines the factors that contribute to academic success in preschool age. The study emphasizes the importance of research in this area, because academic success at this critical age has a significant impact on the further development of preschoolers, in the educational system and in socio-professional life.

The study aims to identify and understand the key factors that influence preschool academic success in order to develop appropriate educational measures and policies that support optimal development and maximize the potential of preschoolers.

Previous research has highlighted that adaptation to the educational environment and a holistic approach to academic success, which emphasizes cognitive, social-emotional and motor skills, are essential.

The study also analyzes the influence of personality traits and educational theories, such as those regarding multiple intelligences and constructivist pedagogy, in the context of academic success in preschoolers. Sociological perspectives are also considered, highlighting contextual and social influences on academic success. The purpose of this thesis is to make a theoretical and practical contribution to the identification and promotion of key factors for the academic success of preschoolers and the development of appropriate educational policies.

This doctoral research has as its central objective the identification of the factors that contribute to the academic success of preschoolers, focusing on the importance of the family environment, the quality of preschool education, personality traits of preschoolers and various psychopedagogical and sociological perspectives.

The adaptation of preschoolers to the demands of the educational environment, the holistic approach to academic success and the impact of personality traits on their performance are particularly relevant aspects in this study.

Based on previous research and the analysis of multiple theoretical perspectives, the thesis provides a comprehensive look at academic success at the preschool age. It is emphasized that early academic success can predict later success in primary education and working life, which emphasizes the importance of investing in the appropriate development of preschoolers.

III. PRESENTATION OF CHAPTER I: THEORETICAL FRAMEWORK OF THE INVESTIGATED PROBLEM

An essential aspect of early education is the provision of a safe and socially stimulating environment. Bowlby's attachment theory highlights the importance of stable emotional relationships between preschoolers and their educators within the educational environment.

Also, planning and organizing educational activities, as well as clear and consistent messages sent by educators to preschoolers, support a successful adaptation to the educational environment. Erikson's theory of social-emotional development emphasizes the importance of a structured yet flexible educational environment for developing planning and decision-making skills as well as self-confidence.

Recent studies have shown that the need for safety is one of the most important problems of preschoolers in the educational environment. It is recommended to create a comfortable and familiar environment for preschoolers to help them adapt successfully and feel safe. The relationship between educational expectations and the satisfaction of preschoolers' safety needs is critical, and educators should provide emotional support and help preschoolers overcome their fear of failure and judgment.

Another aspect specific to preschoolers concerns the need for play and exploration. Preschoolers need social interaction, play and meeting other children to develop social skills and stimulate creativity. Play is recognized as having multiple functions, from cognitive and social development to the structuring of emotional skills and the acquisition of ethical imperatives.

The development of language and communication is also an important psychopedagogical feature in preschoolers. An educational environment that promotes verbal communication, listening and expressing ideas and emotions has a key role in the adjustment of preschoolers.

In general, the adaptation of preschoolers to the demands of the educational environment depends on their specific needs, personality and previous experiences. It is important for educators to create a stable, positive and interactive educational environment that takes into account each preschooler individually, so as to facilitate their adjustment and the development of skills necessary for later academic success.

Another important aspect of adapting preschoolers to the educational environment is the promotion of play and exploration. Preschoolers need social interaction and play to

develop social skills and creativity. Play is a powerful tool for learning and development and should be an integral part of the preschool curriculum. Through play, preschoolers can explore and experiment, developing their cognitive and social-emotional skills in a natural and enjoyable way.

Also, the development of language and communication is of major importance in the adaptation of preschoolers to the educational environment. An educational environment that promotes verbal communication as well as active listening encourages preschoolers to express their ideas and emotions and develop their language skills. Also, using technology appropriately can support preschoolers' language development through interactive and fun activities.

Kindergarten is the child's first experience in the educational system and plays a crucial role in his future development. The adaptation of preschoolers to the educational environment and the formation of a solid base of knowledge and skills are priorities in this context (Sturge-Apple et al., 2008).

The holistic approach in early education is an integrated perspective on preschool development, taking into account physical, cognitive, social and emotional aspects. This approach focuses on the complete development of preschoolers and the formation of well-balanced and life-ready learners (Greaves & Bahous, 2021).

Studies have shown that the holistic approach has many benefits, improving cognitive skills, communication, social interactions and the level of satisfaction and engagement in kindergarten activities (Jones et al., 2018).

The theories of Piaget and Vygotsky emphasize the importance of active interaction with the environment and with other children in the development of preschoolers. Also, parental and community involvement in education has a positive impact (Ardoin & Bowers, 2020; Acevedo-Garcia et al., 2020).

Creating a stimulating and safe educational environment that encourages exploration and active learning is central to the holistic approach (Lee et al., 2021).

In conclusion, the holistic approach in early education promotes the overall development of preschoolers and ensures their adequate preparation to successfully face life's challenges. Through the active involvement of parents and the community, along with the creation of a stimulating and secure environment, it is possible to contribute to the formation of balanced and well-prepared preschoolers for the future. The consistent implementation of this approach in education can have a significant impact on the academic success and socio-emotional development of preschoolers during the early education period.

It is highlighted that academic and social success are two fundamental concepts for the development and integration of preschoolers in the educational system. Analyzing the correlation between these two aspects can help identify risk and protective factors that influence preschoolers' learning and social-emotional adaptation.

Academic success refers to preschoolers' academic performance and achievements, such as cognitive, language, and motor skills. On the other hand, social success refers to preschoolers' ability to interact positively with others, develop healthy social relationships, and adapt to their social and emotional environment.

It is emphasized that academic and social success are interdependent and must be approached holistically within the educational system. By understanding the relationship between them, practical solutions can be developed to optimize the educational process at this critical stage of preschoolers' development.

Also, the close connection between the concept of socialization and the concept of education is highlighted. Education and socialization are interconnected processes, in which preschool children assimilate the values and norms of society and learn the skills and knowledge necessary for their proper integration into society.

It is mentioned that there are three types of education in the context of kindergarten: informal education, non-formal education and formal education.

Informal education refers to spontaneous learning that occurs through interaction with the environment and everyday experiences.

Non-formal education comprises extra-curricular programs and activities and aims to develop individual skills and competences outside the formal curriculum.

Formal education takes place within preschool educational institutions and involves a pre-established framework for carrying out instructional-educational activities.

The academic and social success of preschoolers depends on the interaction between education and socialization, as well as the broader social and economic context. Society and the education system have a key role in the formation and development of preschoolers, and investment in education plays a crucial role in the development of a progressive and integrated society.

However, there are challenges and dysfunctions in the education system, such as underfunding and the educational crisis, which can affect the academic and social success of preschoolers. It is important to develop appropriate educational strategies and policies to overcome these problems and ensure quality education for all learners.

The personality psychology perspective on preschool academic success highlights the essential role of personality and environmental interaction in young children's academic development.

This section brings to the fore two major classes of psychological theories that address the personality of preschoolers. The first class focuses on internal and individual aspects of personality, including cognitive processes, emotions, and motivation, and includes theories from the field of clinical psychology. The second class of theories refers to the influence of the immediate environment on the personality and development of preschoolers and comes from social psychology.

A relevant example of a first-class theory is Jean Piaget's theory of cognitive development, which emphasizes the distinct stages of cognitive development that preschoolers go through and how they construct knowledge and understanding of the world.

Regarding the second class of theories, Lev Vygotsky's sociocultural theory is relevant, highlighting the importance of interaction with the social environment in the development of preschoolers, including the use of cultural and semiotic tools in their everyday activities.

To prevent academic failure, it is important for educators to be aware of the cognitive and emotional particularities of preschoolers and to adapt learning strategies according to their developmental level. It also emphasizes the importance of a stimulating and supportive educational environment that promotes exploration and social interaction to facilitate the development of cognitive skills and academic success of preschoolers.

Next, academic failure is discussed in the context of individual personality traits in preschoolers, mentioning various theories that have attempted to explain these inappropriate behaviors. Theories include psychiatric and genetic theories, psychoanalytic theories, moral development theory, and psychosocial development theory.

Also discussed is Aaron T. Beck's cognitive theory, which emphasizes the importance of healthy thinking and maladaptive irrational cognitions in the adaptive behavior of preschoolers.

Understanding the personality and interaction with the environment in which preschoolers develop can help create more effective educational approaches and support the harmonious development of preschoolers in an appropriate social and educational context. At the same time, paying attention to and adequately supporting early cognitive and social-emotional development can prevent academic failure and promote learning success.

IV. PRESENTATION OF CHAPTER II: PREDICTORS OF ACADEMIC SUCCESS AT PRESCHOOL AGE

In this chapter, the topic of predictors of academic success at preschool age is addressed. The importance of understanding the complexity of unusual behavior in preschool education is emphasized and the focus is on identifying factors that contribute to difficulties in the development and learning of preschoolers at this stage.

Different theoretical perspectives from sociology, psychosociology and pedagogy are explored to provide explanations for difficulties in preschool education. The sociological perspective emphasizes the influence of socio-economic factors and the family environment on the development of preschoolers, while psychosociology brings into question psychological and emotional factors such as low self-confidence and difficult relationships with peers and adults. The pedagogical perspective focuses on learning and teaching methods and adapting the curriculum to the individual needs of preschoolers.

In order to develop effective strategies and approaches to prevent and reduce difficulties encountered by preschoolers in the educational system, it is necessary to understand and integrate these theoretical perspectives. It is proposed to adopt individualized pedagogical approaches, taking into account the specific characteristics and needs of each preschooler, as well as the creation of strong links between the kindergarten, the family and the local community.

Field research into the causality of academic failure in preschoolers has revealed relevant results. These studies investigate the interaction between socio-economic factors, family environment, individual characteristics of preschoolers and educational practices within preschool educational institutions. For example, the influence of the level of involvement and support offered by parents on the academic success of preschoolers and the importance of the quality of relationships between educators and preschoolers were found.

Assessing and understanding these predictors requires the use of specific assessment techniques and tools. Researchers use various statistical techniques and analysis models to identify relationships between predictors and academic failure.

The traditional individualist perspective, which has dominated until two decades ago, focuses on individual and psychological factors that may influence inappropriate behavior in preschool education. However, nowadays, the collectivist approach, which focuses on structural and institutional factors, is becoming more and more relevant in understanding the phenomenon.

In this chapter, the differences in behavior and performance between boys and girls in preschool education are discussed, with an emphasis on the influence of endogenous (biological) factors. It is found that girls appear to be more order- and conformity-oriented, with greater capacity for behavioral self-regulation and increased adaptability of executive processes compared to boys.

There are also differences in the approach to tasks, with girls being more attentive to requirements and solving them faster than boys. It is suggested that biological factors, such as health status, may influence preschoolers' academic success or failure, and preschoolers with special needs may have difficulty accessing education. In conclusion, it is proposed to promote an inclusive learning environment that supports diversity and equal opportunities for all preschoolers.

In this chapter, two theoretical models are presented that refer to preschoolers' attitude towards preschool education: the self-esteem-frustration model and the participation-identification model. The first model suggests that negative learning outcomes can lead to low self-esteem and feelings of frustration, causing preschoolers to withdraw emotionally. To prevent this, solutions are proposed that focus on developing self-esteem and creating a safe and stimulating learning environment.

The second model, participation-identification, emphasizes the importance of preschoolers' active involvement in didactic activities and their identification with the values and culture of the kindergarten. Through participation and identification, preschoolers can acquire a positive self-image and achieve favorable academic outcomes.

In addition, it is noted that cognitive and emotional intelligence play an essential role in academic success. Factors such as short-term memory and emotional intelligence have been correlated with preschoolers' academic performance. To ensure academic success in preschool education, it is essential to pay attention to both intellectual and emotional development, and to create a stimulating and developmental educational environment for preschoolers. Regarding family predictors, parenting style plays an important role in preschoolers' adjustment and performance in the educational environment. Authoritative parenting styles seem to encourage academic performance, while permissive styles may be associated with academic underachievement. The family is considered the main agent of socialization, and dysfunctions within the family can affect the socialization and development of preschoolers in the educational environment.

Pedagogical predictors include factors specific to the preschool environment that may influence preschoolers' development and learning. Preschooler and educator personality,

temperament type, and anxiety level can affect how preschoolers interact and learn. The importance of adapting the preschool environment to the characteristics and needs of each preschooler is emphasized to ensure their success and harmonious development.

Socioeconomic predictors include social and economic factors that influence success in preschool education.

Low income, prolonged unemployment, and a culture of poverty can affect the development and academic performance of preschoolers. Preschoolers in rural communities may experience difficulties accessing education and fostering an interest in learning. Geographic mobility and adjustment to new environments may also be associated with preschoolers' academic underachievement, particularly among immigrant preschoolers.

Academic success in preschool education is influenced by a wide range of exogenous factors, such as parenting style, preschool environment, socioeconomic background, and geographic mobility. Improving the performance and harmonious development of preschoolers requires a holistic and coordinated approach to these factors, ensuring adequate support for both preschoolers and the families and communities in which they develop.

V. PRESENTATION OF CHAPTER III : CURRENT GUIDELINES AND TRENDS IN PROMOTING ACADEMIC SUCCESS IN INCLUSIVE PRESCHOOL EDUCATION

In the third chapter of the paper, current guidelines and trends in promoting academic success in inclusive preschool education are addressed. It highlights the progress made in global access to preschool education, but also the stagnation among the most disadvantaged preschoolers. It is also shown that access to education does not guarantee the adequate development of critical thinking skills in all preschoolers.

The early education of preschoolers involves multiple aspects that influence their well-being, including physical, social, emotional and mental health. The pace of development may vary from one preschooler to another, and parental expectations and practices may differ depending on the cultural context. In this sense, the importance of ensuring safe and stimulating learning environments for every preschooler is emphasized.

Statistics show that more than half of preschoolers aged 3 to 4 are developing adequately in most countries. However, the level of academic and socio-emotional development varies considerably, and literacy and numeracy skills are generally low. The influence of trauma, such as that from conflict situations, on the cognitive development of preschoolers is also shown, emphasizing the importance of providing safe learning environments.

In an attempt to ensure an inclusive and equitable education for all preschoolers, the importance of investing in their development, care and education is emphasized, with a focus on those from disadvantaged backgrounds. Educators play a crucial role in achieving educational goals, and their adequate training and support are essential for the implementation of inclusive education. Inclusive education focuses on creating equal and engaging learning environments where all preschoolers can develop individually.

The study also discusses the impact of the COVID-19 pandemic on preschool education, highlighting the significant consequences that the closure of kindergartens had on the learning process of preschoolers and the accentuation of social inequalities.

Chapter three highlights the importance of promoting academic success in inclusive preschool education and emphasizes the need for appropriate investments and policies to ensure access to quality education for all preschoolers, regardless of their social and cultural context.

This review aims to assess and synthesize existing research on evidence-based strategies and methods for promoting Sustainable Development Goal (SDG) 4.2 in early childhood education globally. SDG 4.2 is about ensuring that all preschoolers have access to quality, inclusive and equitable early childhood education.

Although there is much information and practice in early childhood education, little is supported by systematic evidence of its global impact.

The analysis focuses on three main areas: the micro level, the meso level and the macro level. At the micro level, the importance of positive social involvement, participation in daily activities and a preschool-centered educational approach is emphasized.

It also highlights the crucial role of family involvement in the early education and socio-emotional development of preschoolers. The active involvement of parents can help increase the level of involvement in education and support inclusive education.

At the meso level, the educational environment in preschool institutions is analyzed. Here, the focus is on creating a friendly environment for each preschooler, a holistic curriculum and qualified staff. The professional development of teachers plays a crucial role in ensuring inclusive and quality education. Continuous training, collaborative reflection and coaching support are essential for increasing the competences and skills of female educators.

At the macro level, issues related to education policies and systems are explored. To ensure inclusive early childhood education globally, it is necessary to have well-defined policies and strategies, adequate financial investments and a coherent vision for the development of this field. Communication and collaboration between different levels of government and organizations are also critical to the successful implementation of SDG 4.2.

In conclusion, the analysis highlights the importance of promoting and developing inclusive early childhood education globally. To achieve this goal, it is crucial to act at the micro, meso and macro levels. Involvement of parents and families, continuous training and professional development of teachers and establishment of appropriate policies and systems are essential steps to ensure quality and inclusive education for all preschoolers.

In a recent qualitative study by Agbenyega & Klibthong in 2021, thematic analysis revealed two themes related to the meaning and implementation of inclusion in early childhood education. These themes are the search for vital assistance and the desire for transformative practice.

Research in Finland by Engelbrecht et al. (2013) and Saloviita & Schaffus (2016) showed that pre-school teachers were less receptive to inclusion than their colleagues in Western countries. This reluctance towards inclusive education was caused by unpleasant

educational experiences, insufficient support from educational institution officials and lack of practical skills, as highlighted by Ahmmed et al. (2014) and Bornman & Donohue (2013).

Although preschoolers with and without disabilities regularly participate and learn together, the professional competence of preschool teachers is a major barrier to achieving the goals of inclusion in early education, according to Agbenyega & Klibthong's 2022 research. Thus, it is necessary to develop effective professional development programs for early childhood teachers, preparing them for successful inclusive practices.

Previous studies have shown that favorable teacher attitudes are associated with effective inclusive teaching techniques and positive learning experiences (Aiello et al., 2017; Sun, 2022). Early childhood teachers play a crucial role in ensuring the maximum development of all preschoolers and engage in additional tasks when working with preschoolers with disabilities and collaborating with interdisciplinary teams to provide high quality services (Allan, 2008; Jones, 2014; Ashman & Elkins, 2012; Fler, 2011; Jones & Gillies, 2014).

The period of early education is crucial for the development of healthy social and emotional skills necessary for later academic and social success (Haug, 2017). Thus, implementing inclusive approaches, personalized educational programs, individualized family service plans, transition arrangements, professional development, and family involvement are all important aspects in promoting inclusive early education (Zhang, 2011).

At the macro level, to promote academic success in inclusive early childhood education, universal availability for all preschoolers, compliance with national curriculum regulations, teacher training for inclusive early childhood education, adequate funding and governance, as well as effective evaluation and monitoring are essential (Agbenyega & Klibthong, 2022).

According to Bronfenbrenner's theory, human development is influenced by the complex interactions between the various environmental contexts in which a person lives (Bronfenbrenner, 2005). Therefore, both the educational environment, interpersonal interactions within the kindergarten, the structure and functions of the educational institution, as well as the child's family environment and the influences of society in general have a significant impact on development (Moos, 1973; Waters et al., 2009).

Social investment in preschool children is an essential component of a prosperous investment strategy in the social policy of modern societies (Van Lancker, 2021). By implementing a flexible and adapted curriculum, as well as by providing adequate resources,

it is possible to contribute to the academic success of preschoolers, thus reducing inequalities of opportunity and promoting the development of strong human capital in society.

To promote academic success in inclusive preschool education, several aspects are essential. One of them is to create a stimulating and safe learning environment that stimulates preschoolers' curiosity, creativity and active participation in learning activities. This environment should provide adequate educational resources, varied teaching materials and challenges adapted to the individual needs of preschoolers.

Also, the development of social-emotional skills is crucial for academic success in preschool education. Interaction and collaboration among preschoolers should be promoted to develop skills such as communication, problem solving, and cooperation. Learning through play and active exploration can be used to foster the development of these social-emotional skills.

Parental and community involvement is another crucial factor in promoting academic success in preschool education. Collaboration between education and family can support the development of preschoolers and strengthen the connection between the educational and family environments.

VI. PRESENTATION OF THE GENERAL RESEARCH METHODOLOGY

The study aims to investigate the factors that influence the academic success of preschoolers in the context of early education. To achieve this objective, the research was carried out in several stages, based on a cross-sectional research design and using a sequential mediation model.

Sampling: The sample consisted of 200 preschoolers and their parents from the Western region of Romania. Participants were randomly selected from different groups of preschoolers, and parents were invited to participate voluntarily in the study. The sample included preschoolers between the ages of 4 and 6, thus ensuring variety in their development and preparation for later educational experiences.

Research instruments: For data collection, several research instruments were used. An interdisciplinary test adapted to this age group was applied to assess the level of preschoolers' academic abilities. To assess the family atmosphere and climate, parents filled in questionnaires with questions about family relationships, communication style and support provided to their children. Also, to measure attention to the activity and language development, the psycho-pedagogical characterization sheet completed by the preschool teachers was used.

Research procedure: The research was carried out over a period of several months and included several stages. In the first phase, data on the family atmosphere and climate were collected through the questionnaires applied to the parents, and in parallel, the psycho-pedagogical characterization sheets were created

In the second stage, the preschoolers participated in an interdisciplinary test that aimed to verify their abilities as well as their performance in various didactic activities. The data obtained from these tests were later analyzed to identify the relationship between academic success and the other factors investigated.

Statistical analysis: The collected data were analyzed using appropriate statistical methods including Pearson correlation analysis and sequential median analysis. These analyzes aimed to identify the relationships between the variables and highlight the mediating mechanisms that explain the influence of the family atmosphere and climate on the academic success of preschoolers.

of the participants and the use of a representative sample were considered . Robustness analyzes were also applied to check the consistency and validity of the obtained results.

The research methodology was designed to allow in-depth investigation of the relationships between atmosphere and family climate, attention to activity and language development, as well as academic success of preschoolers. The application of a sequential mediation model and the use of valid and reliable measurement tools allowed obtaining relevant and valuable results for the understanding and optimization of early educational processes.

VII. PRESENTATION OF CHAPTER IV: STUDY ON THE PREDICTION OF ACADEMIC SUCCESS AT PRESCHOOL AGE

Chapter four of the research focuses on the study on the prediction of academic success at preschool age. The purpose of the research is to identify and analyze the factors that influence the academic performance of preschoolers, in order to develop an effective system for predicting their academic success. During early childhood education, preschoolers form their fundamental foundations of learning and social-emotional skills, so it is important to understand how we can identify and support their academic success from an early age.

The research addresses a relevant issue in the field of early education, namely the lack of an effective prediction system that provides information on preschoolers' potential for academic success. By developing such a system, preschoolers who are at risk of encountering difficulties in their academic course can be identified earlier. Thus, personalized strategies and programs can be implemented to support their development and ensure their academic success. The study aims to identify the key factors that influence academic success in preschoolers and build a prediction model based on these factors. Among the variables analyzed are family background, socio-economic level, participation in extracurricular activities, motivation to learn, language skills, attention and concentration capacity, as well as social relationships and other relevant factors.

The research aims to achieve three main objectives:

- a) identifying the key factors that influence academic success in preschoolers,
- b) building a prediction model based on these factors,
- c) providing recommendations for identifying and supporting preschoolers in their academic development.

By gaining a deeper understanding of the factors that influence academic success in preschoolers and by developing an effective prediction system, the research aims to contribute to the creation of a more equitable and inclusive educational environment, ensuring that every preschooler has an equal chance to achieve his or her maximum potential in regarding academic success.

The study is based on theoretical-methodological premises such as the importance of early education, the identification of influencing factors on academic success and the development of a system for predicting academic success in preschoolers.

In terms of research design, the dependent and independent variables are identified. The dependent variable is the academic success of preschoolers, and the independent

variables include the active involvement of parents and teachers for preschool education in the preparation of preschoolers, cognitive skills and emotion regulation in preschoolers, attention to activity, language development, and family atmosphere and climate.

The research aims to make a significant contribution to the field of early education by providing practical recommendations for identifying and supporting the academic development of preschoolers, with a view to ensuring a stimulating and supportive educational environment where every preschooler can thrive and realize their full potential.

Overall, research focuses on identifying factors that may influence the development of academic skills in preschoolers and identifying appropriate educational and support strategies to improve these skills. By understanding these aspects, it is aimed to provide important information for improving the educational process in this crucial stage of preschoolers' lives.

The research focuses on two categories of participants:

- 200 preschoolers: A sample of 200 preschoolers was selected to participate in the study, taking into account various selection criteria such as the dimensions and variables of the prediction system. This sample includes preschoolers from a variety of socioeconomic backgrounds and geographic regions to ensure representativeness. The interdisciplinary test was administered to these preschoolers to assess their linguistic and logical-mathematical skills. Psychopedagogical characterization sheets were also collected and analyzed, providing additional information about the family environment and the individual needs of preschoolers.

- 200 parents of preschoolers: The involvement of parents in the study is particularly high important for understanding and promoting the academic development of preschoolers. Working with parents provides a comprehensive perspective on preschoolers' lives and experiences outside of the educational environment. Parental feedback and observations complement assessments and provide a deeper understanding of preschoolers' progress in developing academic skills. The involvement of parents can lead to a closer collaboration between the kindergarten and the family, contributing to the development of the educational community. Parents can also provide relevant information about the family environment, daily routines and other aspects that may influence their children's development.

By combining these two samples, the research aims to obtain robust results and develop effective educational strategies to support the development of language and logical-mathematical skills in preschoolers. The selection of a significant number of participants and

the involvement of parents in the research process contribute to the representativeness and applicability of the results at the level of the entire educational community. Thus, the study has the potential to positively impact preschoolers' lives and academic success.

Three hypotheses were investigated in this study:

Hypothesis 1: The active involvement of parents and preschool teachers in the preparation of preschoolers will contribute to achieving academic success. The study confirmed this hypothesis, demonstrating that there is a significant correlation between parent and teacher involvement and skill development in preschoolers. Thus, the formative activity at kindergarten, supported and continued at home by parents, increases the chances of success in developing linguistic and logical-mathematical skills in preschoolers.

Hypothesis 2: The better preschoolers know and regulate their own emotions, the better the results will be in the instructional-educational activities. This hypothesis was disproved, showing that there is no significant correlation between the ability to control emotions and the academic performance of preschoolers. Level of emotional development does not seem to be such a strong predictor of academic success because at this age, preschoolers' emotional regulation is in a developmental stage and variable over time.

Hypothesis 3: There is a model of predictive factors that explain variance in preschoolers' academic performance. The study confirmed this hypothesis, highlighting that a positive and stimulating family environment, as well as language development and attention to activities, have a significant impact on the academic success of preschoolers. Family atmosphere and climate directly influence academic performance, and attention to activity and language development are intermediary factors in this relationship.

The study claims that the active involvement of parents and educators, as well as the creation of a positive and stimulating family environment, have a significant impact on the development of academic skills in preschoolers.

The study also shows that emotional development does not have a direct effect on academic success at this age. Thus, understanding and addressing the identified predictive factors can support preschoolers' academic development and performance.

VIII. PRESENTATION OF CHAPTER V: RESEARCH RESULTS

The study focuses on developing a model for predicting academic success in preschoolers using a sequential mediation methodology. Research explores the indirect effect of family atmosphere and climate on preschoolers' academic success through the mediators: attentional engagement and language development.

Results indicate partial sequential mediation of these factors in the relationship between family atmosphere and climate and preschoolers' academic success. The sequential mediation model explains about 29% of the variance in preschoolers' academic success.

These findings suggest that the harmonious functioning of the family environment and teachers' attention and language development in group activities are beneficial for preschoolers' academic success.

The results of this study have significant implications for improving the understanding of preschool development and how the family environment can influence this process. The study underscores the crucial role of the family environment in preschoolers' academic success and highlights the importance of attention capture and language development as key mediators in this relationship.

These findings can be used by parents and educators to develop an appropriate family environment and to develop educational programs adapted to the specific needs of preschoolers in order to support their academic development.

Also, the study emphasizes the consistency of the findings with other similar research in the specialized literature, which showed that the involvement of parents and the creation of an appropriate family environment have a significant impact on the academic success of preschoolers.

Thus, the presented results contribute to a deeper understanding of how the family environment can influence the academic success of preschoolers and can be useful for scientific research and educational practice, in order to develop effective educational programs and strategies for the development of preschoolers.

Overall, research reveals that the academic success of preschoolers is influenced by the complex interaction between the family environment and the educational environment. Family atmosphere and climate play a significant role in the development of preschoolers, and these effects can be mediated by factors such as attention capture and language development in instructional-educational activities. Therefore, it is essential to pay special

attention to the stimulation of the positive family environment and the involvement of parents and educators in the education and development of preschoolers.

The study also emphasizes the need for a personalized approach adapted to the specifics of each preschooler. The ability to capture attention and develop language may vary according to the individuality of the preschooler, so educators and parents should identify and develop methods that fit the unique needs of each preschooler.

For future research in this area, other variables that could have an impact on preschoolers' academic success can be explored, such as parents' parenting style, the level of educational support from the family, and the impact of digital technology on preschoolers' development. An interdisciplinary and long-term approach in this direction could bring a better understanding of the complex processes involved in the development of preschoolers and the influence of the family environment on them.

In conclusion, the presented research provides new data for understanding the relationship between atmosphere and family climate, mediators such as attentional capture and language development, and preschoolers' academic success.

These findings may be useful for parents, educators, and educational decision makers to develop educational programs and strategies to support preschool children's development and maximize their academic potential.

IX. CONCLUSIONS AND FURTHER DEVELOPMENTS

The study carried out has an applied nature, being focused on preschool education and on promoting a conducive environment that supports the academic success of preschoolers. The results have a wide scope of applicability, including in the improvement of educational processes and policies, pedagogical practices and increasing the academic performance of preschoolers.

Regarding recommendations for optimizing educational policies, it is suggested to create a positive and stimulating family environment, support parents in managing the relationship with preschoolers, and include interactive activities and games in the preschool curriculum to capture the attention and develop the language of preschoolers.

A novel and original aspect of the study is the use of a sequential mediation model, which provides a more complex perspective on the relationship between family atmosphere and climate and preschoolers' academic success. This is an innovative approach, being the first of its kind in our country.

However, the study also has important limitations. For example, the results may be limited by the fact that it was conducted on a specific sample from a specific geographic region, and the measures used to assess family atmosphere and climate were self-reported by parents and not independently validated.

In conclusion, the study provides valuable information about the development of academic skills in preschoolers and the relevance of the impact of the family environment on academic success. Despite its limitations, the research provides important insight for optimizing educational policies and supporting the academic development of preschoolers.

The main objective of the study is to identify the factors that influence the academic success of preschoolers, with an emphasis on the family environment and educational practices. Therefore, there is partial sequential mediation of attention to activity and language development on the relationship between family atmosphere and climate and preschoolers' academic success. The results revealed that the active involvement of parents and teachers for preschool education in the preparation of preschoolers have a positive impact on the development of skills and academic success. Thus, recommendations for educational policies focus on developing a positive and stimulating family environment, as well as promoting communication and cooperation between parents and educators of preschoolers.

The study also emphasizes the importance of engaging in activities and language development in preschoolers with educational programs that include interactive activities and games. Continuous training of teachers for preschool education is considered essential for the implementation of these practices.

In conclusion, research in the field of educational sciences and early childhood education is an essential approach for understanding learning and development processes and for optimizing educational policies. The present study makes a valuable contribution in this regard by providing recommendations for improving the academic performance of preschoolers and increasing the chances of academic success in primary education and beyond. With all its limitations, this study represents an important starting point for future research and for the implementation of more effective and well-founded educational policies in the field of early childhood education.

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