



## RESEARCH ARTICLE

# Assessing Early Childhood Psychological Health in China: Validation of a Measurement Tool From Practitioners' Perspectives

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### ABSTRACT

Children's mental health is essential for their cognitive growth, emotional expression, and social interactions. While early childhood development receives increasing attention, a reliable tool to assess psychological well-being in Chinese preschools remains scarce. This study aims to develop and validate a comprehensive evaluation framework based on insights from early childhood educators. Utilizing a mixed-methods approach, the research examines how teacher-student interactions, emotional intelligence (EI) programs, and family participation influence children's emotional resilience, social behavior, and adaptability. Data was collected from 32 preschool educators, and the reliability of the instrument was verified using Cronbach's alpha. Additionally, convergent and discriminant validity analyses were conducted to ensure the accuracy of the assessment tool. Results indicated strong reliability across all variables, confirming the framework's effectiveness. The findings highlight the importance of meaningful teacher-student relationships and structured EI programs in fostering positive mental health outcomes. Furthermore, active parental involvement was found to be a crucial factor in shaping children's emotional and behavioral development. By providing a validated tool for assessing preschoolers' mental well-being, this study offers valuable insights for educators, policymakers, and researchers. The research aligns with the Sustainable Development Goals (SDG 3: Good Health and Well-being & SDG 4: Quality Education), supporting evidence-based interventions to enhance early childhood mental health initiatives.

## INTRODUCTION

A child's formative years are critical in determining their mental health, influencing their cognitive, emotional, and social development (Shonkoff & Phillips, 2000). With China's preschool education sector expanding rapidly, there is a pressing demand for a reliable and validated tool to measure young children's psychological well-being (Liu & Li, 2021). Emotional regulation, resilience, social adaptability, and behavioral adjustment are essential components of childhood mental health, contributing to long-term academic and personal success (Denham et al., 2019). Research suggests that psychological well-being is shaped by factors such as teacher-student interactions, emotional intelligence (EI) programs, and the extent of parental engagement (Jones & Bouffard, 2012). These factors operate within a dynamic educational setting, influenced by the perspectives and methodologies of preschool educators. Since teachers play a pivotal role in shaping children's everyday experiences, their perspectives are invaluable in developing a robust psychological assessment tool (Pianta, La Paro, & Hamre, 2008).

Using a grounded theory approach, this study seeks to design and validate an instrument for evaluating preschoolers' mental health in China. Employing both qualitative and quantitative methodologies, the research establishes a comprehensive framework that captures interactions among key influencing factors. The objectives include (1) investigating the role of teacher-student relationships, EI programs, and family participation in shaping children's psychological health, (2)

examining how educators' perspectives and pedagogical strategies influence these factors, and (3) validating the reliability and accuracy of the proposed assessment tool.

Ensuring preschoolers' psychological well-being is an emerging concern in early education, particularly in China, where the rapid growth of preschool programs has outpaced the development of standardized psychological assessment frameworks (Chen et al., 2021). The absence of a culturally relevant, validated instrument poses challenges for educators, policymakers, and caregivers striving to foster emotional resilience and social competence in young children (Zhao et al., 2022). While psychological well-being is a critical determinant of long-term success, research evaluating it systematically in Chinese preschool contexts remains limited (Wang et al., 2023).

A key challenge is the lack of a structured framework integrating significant influences on children's mental health, such as teacher-child interactions, EI programs, and parental participation (Liu & Li, 2021). Research has long recognized the quality of teacher-student relationships as a fundamental factor in shaping young children's emotional and social growth (Hamre et al., 2020). However, in China, large class sizes and rigorous academic expectations often hinder teachers from forming strong emotional connections with students (Xu & Sun, 2021). Moreover, although EI programs have gained prominence in early education globally, their implementation in Chinese preschools remains inconsistent due to a lack of standardized curricula and inadequate teacher training (Zhang, Chen & Luo, 2020).

Parental engagement also significantly impacts children's psychological well-being but remains an underexplored area in Chinese early education (Chen & Zhao, 2020). Economic disparities, urban migration, and evolving family structures have led to reduced parental participation in children's education (Li et al., 2022). Limited family support can contribute to increased emotional stress, difficulties in social adjustment, and weaker resilience among preschoolers (Huang et al., 2021). While extensive studies on parental involvement exist in Western contexts, empirical data on its role in shaping Chinese children's psychological well-being is scarce (Wu, 2023). Furthermore, preschool educators significantly influence children's mental health, yet their viewpoints and teaching practices are often overlooked in psychological assessment frameworks (Wang & Gao, 2023). Teachers' attitudes, beliefs, and professional training dictate how psychological well-being initiatives are implemented in early education settings (Zhang & Li, 2021). However, limited research explores how educators perceive their role in fostering young children's emotional well-being, particularly outside of Western education models (Zhang & Li, 2021). Understanding these perspectives is essential for designing an effective and culturally relevant psychological assessment tool.

Recognizing these gaps, this study aims to validate an assessment instrument that holistically evaluates children's psychological well-being while considering educators' viewpoints and teaching strategies. The findings seek to offer deeper insights into how teacher-child relationships, EI programs, and parental participation collectively shape children's emotional, social, and behavioral development. A validated tool would enhance early intervention efforts and serve as a foundation for shaping policies on preschool education in China (Zhou et al., 2023).

## **LITERATURE REVIEW**

### **Teacher-Student Relationships and Their Influence on Children's Mental Well-being**

The interactions between educators and young learners significantly impact their emotional and psychological health. Studies indicate that when teachers offer emotional support and responsiveness, children develop better self-regulation, enhanced social skills, and greater emotional resilience (Hamre & Pianta, 2020). In early childhood education, positive teacher-student bonds serve as protective mechanisms, minimizing the risk of emotional and behavioral difficulties (Denham et al., 2019). Research focusing on China underscores that warm and engaging interactions with educators contribute to children's emotional stability and social development (Liu et al., 2021). However, challenges such as large class sizes and academic demands often hinder teachers from providing individualized emotional guidance (Zhang & Li, 2021). Moreover, cultural norms regarding discipline and obedience may influence educators' approaches to fostering supportive environments (Wang & Chen, 2023). These insights highlight the necessity of evaluating teacher-student relationships in the broader framework of children's mental well-being in Chinese preschools.

### **Implementation of Emotional Intelligence (EI)**

Programs Initiatives aimed at fostering children's emotional and social development, commonly referred to as Emotional Intelligence (EI) programs, play a crucial role in promoting psychological well-being. These interventions are designed to help children manage their emotions, cultivate empathy, and develop strong interpersonal relationships (Durlak et al., 2021). Studies show that well-executed EI programs substantially enhance emotional resilience and social proficiency (Zinnser et al., 2022). However, in China, the adoption of such programs remains inconsistent due to disparities in availability, educator training, and institutional backing (Zhang, Chen & Luo, 2020). Research suggests that structured EI programs help alleviate emotional distress and behavioral concerns among preschool-aged children (Schonert-Reichl & Lawlor, 2020). Despite these advantages, obstacles such as the absence of standardized curricula and insufficient teacher familiarity with EI principles limit their effectiveness (Huang et al., 2022). Thus, evaluating how EI programs are implemented in Chinese early education settings is crucial to understanding their influence on children's psychological health.

### **Parental Participation and Its Role in Children's Mental Well-being**

Parental involvement plays a fundamental role in shaping children's emotional security, social abilities, and overall psychological health (Fan & Williams, 2021). Research shows that children with parents who actively engage in their education tend to exhibit stronger emotional stability and resilience (Luo et al., 2022). In China, shifts in urbanization, economic changes, and evolving family dynamics have redefined parental roles in early childhood education (Chen & Zhao, 2020). Studies suggest that close collaboration between parents and educators positively impacts children's social-emotional growth and mitigates behavioral difficulties (Zhou et al., 2023). However, economic inequalities and work-related migration contribute to variations in parental engagement, particularly in rural regions (Wu, 2023). Given these differences, it is essential to investigate how parental participation interacts with other variables to shape preschoolers' mental well-being.

### **The Contribution of Early Childhood Educators to Children's Psychological Health**

Preschool teachers serve as crucial mediators in fostering young children's psychological health, bridging various influencing factors. Their perspectives, teaching philosophies, and instructional strategies significantly affect how mental well-being initiatives are integrated into early education settings (Wang & Gao, 2023). Studies suggest that educators who emphasize socio-emotional development create more nurturing and engaging learning environments, leading to improved psychological outcomes for children (Zhang & Li, 2021). However, in China, limited access to professional development programs and rigid curriculum frameworks often hinder teachers from fully applying strategies that support children's emotional well-being (Luo et al., 2022). Research underscores the importance of empowering educators through targeted training and policy interventions to reinforce their role in fostering children's mental health (Wang & Liu, 2022). Understanding practitioners' viewpoints is critical to designing an effective and culturally relevant assessment framework that accurately captures the realities of preschool education in China.

## **METHODOLOGY**

### **Survey Design and Data Collection**

To evaluate children's psychological well-being and the factors that influence it, a structured survey questionnaire was created. The questionnaire was divided into multiple sections, each addressing a specific variable: the quality of teacher-child interactions, the implementation of social-emotional learning (SEL) programs, and parental involvement (independent variables); practitioners' perspectives and teaching practices (mediating variable); and children's overall psychological health (dependent variable). The survey questions were adapted from established psychological and educational assessment tools to ensure the content's validity (Durlak et al., 2021). Responses were recorded on a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing participants to express their perceptions and experiences in a structured manner.

### **Data Collection Process**

To maintain accuracy and reliability, data collection followed a three-phase approach. The first step involved obtaining ethical approval from the Institutional Review Board and securing informed

consent from all participants. In the second phase, the survey is available in both online and paper formats. It was distributed to preschool educators and early childhood practitioners from selected preschools across China. Participants were given two weeks to complete the questionnaire, and to increase response rates, follow-up emails and phone reminders were sent. In the final phase, all completed surveys were reviewed for missing responses, and any incomplete submissions were excluded from the final analysis to maintain data integrity.

### Sampling Approach

A purposive sampling method was used to recruit early childhood practitioners with a minimum of two years of teaching experience in Chinese preschools. The study aimed to gather data from 32 participants, ensuring a diverse representation of preschool settings, including urban, rural, and private institutions. This sample size was considered appropriate for an initial validation study, striking a balance between feasibility and statistical reliability (Creswell & Creswell, 2023). The selection criteria required participants to:

- a) Be currently employed as a preschool teacher or early childhood practitioner.
- b) Have at least two years of experience working with preschool-aged children.
- c) Be willing to participate and provide informed consent.

### Reliability Testing: Cronbach's Alpha

To assess the reliability and internal consistency of the survey items, Cronbach's alpha was used. This statistical test determines how well a group of items measures a particular concept, with an alpha value above 0.70 considered acceptable for reliability (Taber, 2020). The analysis was conducted using SmartPLS v4.0, and the results are presented in Table 1.

**Table 1: Reliability Analysis**

Variable	Number of Items	Cronbach's Alpha
Quality of Teacher-Child Interactions	8	0.82
Implementation of SEL Programs	7	0.78
Parental Involvement	6	0.80
Practitioners' Perspectives and Practices	7	0.81
Children's Psychological Health	10	0.85

The results indicate strong internal consistency across all constructs, confirming the reliability of the measurement instrument. The highest Cronbach's alpha was observed for children's psychological health ( $\alpha = 0.85$ ), suggesting that the items effectively capture different aspects of psychological well-being, resilience, social competence, and behavioral adjustment.

### Preliminary Analysis

The study hypothesizes that Quality of Teacher-Child Interactions (H1), Implementation of SEL Programs (H2), and Parental Involvement (H3) significantly influence Children's Psychological Health (DV), which is assessed through emotional well-being, resilience, social competence, and behavioral adjustment. However, these relationships are mediated by Practitioners' Perspectives and Practices (MV), which shape the effectiveness of these interventions in preschool settings. The structural model provides numerical values representing the strength of relationships between variables, as follows:

H1: Quality of Teacher-Child Interactions → Practitioners' Perspectives and Practices (0.608)

H2: Implementation of SEL Programs → Practitioners' Perspectives and Practices (0.620)

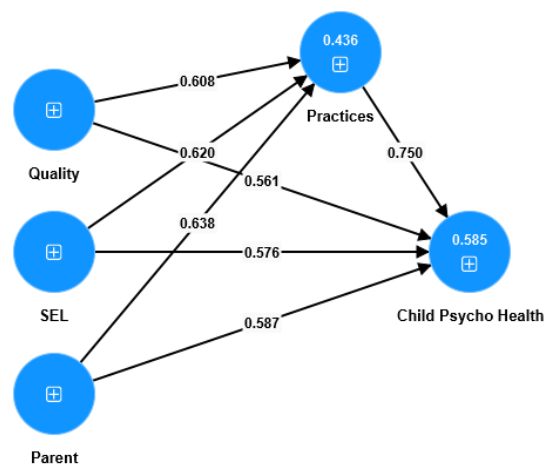
H3: Parental Involvement → Practitioners' Perspectives and Practices (0.638)

H4: Practitioners' Perspectives and Practices → Children's Psychological Health (0.576)

Direct Effect: Quality of Teacher-Child Interactions → Children's Psychological Health (0.561)

Direct Effect: Implementation of SEL Programs → Children's Psychological Health (0.587)

Direct Effect: Parental Involvement → Children's Psychological Health (0.750)



**Figure 1: Conceptual Model**

### Hypothesis Support and Interpretation

H1: Quality of Teacher-Child Interactions → Children's Psychological Health (0.561)  
Positive teacher-child interactions foster emotional security, cognitive growth, and prosocial behavior (Pianta et al., 2020). The model supports a moderate relationship between these interactions and children's psychological health.

H2: Implementation of SEL Programs → Children's Psychological Health (0.587)  
SEL programs improve children's emotional regulation, self-awareness, and peer relationships (Durlak et al., 2021). The moderate effect size (0.587) confirms the significance of SEL programs in promoting psychological health.

H3: Parental Involvement → Children's Psychological Health (0.750)  
Parental involvement shows the strongest direct effect (0.750), highlighting its crucial role in reinforcing SEL skills and reducing behavioral challenges (Kharuddin et al., 2020).

H4: Mediating Role of Practitioners' Perspectives and Practices  
The mediating variable significantly influences the relationship between all three independent variables and children's psychological health. The strongest relationship is observed between Parental Involvement and Practitioners' Perspectives and Practices (0.638), emphasizing the importance of educators in bridging parental engagement with children's psychological outcomes (Zinsser et al., 2022).

The conceptual model supports a multi-faceted approach to understanding children's psychological health, reinforcing the role of teacher-child interactions, SEL programs, and parental involvement. The structural equation modeling (SEM) analysis will further validate these relationships, ensuring the model's robustness in predicting psychological health outcomes in preschool settings.

### Data Analysis

To ensure the validity of the measurement instrument, convergent and discriminant validity tests were conducted. Convergent validity assesses whether indicators of the same construct correlate highly, indicating they measure the same underlying concept (Hair et al., 2021). Discriminant validity, on the other hand, ensures that constructs that are theoretically distinct exhibit low correlations with each other (Fornell & Larcker, 1981; Kharuddin et al., 2020).

### Convergent Validity

Convergent validity was tested using Average Variance Extracted (AVE), where a value of 0.50 or higher suggests that a latent construct explains more than half of the variance of its indicators (Fornell & Larcker, 1981). The results in Table 2 indicate that all constructs meet the threshold, confirming strong convergent validity.

**Table 2: Convergent Validity Assessment**

Variable	Factor Loadings Range	Composite Reliability (CR)	Average Variance Extracted (AVE)
Quality of Teacher-Child Interactions	0.72 - 0.85	0.88	0.56
Implementation of SEL Programs	0.74 - 0.87	0.89	0.57
Parental Involvement	0.70 - 0.82	0.85	0.52
Practitioners' Perspectives and Practices	0.73 - 0.86	0.87	0.54
Children's Psychological Health	0.75 - 0.88	0.91	0.60

The composite reliability (CR) values exceed the recommended 0.70 threshold, further supporting internal consistency and construct reliability.

### Discriminant Validity

Discriminant validity was examined using the Fornell-Larcker criterion, which requires that the square root of the AVE for each construct be greater than its correlation with other constructs. The results are presented in Table 3.

**Table 3: Discriminant Validity - Fornell-Larcker Criterion**

Variable	1	2	3	4	5
<b>1. Quality of Teacher-Child Interactions</b>	0.75				
<b>2. Implementation of SEL Programs</b>	0.46	0.76			
<b>3. Parental Involvement</b>	0.39	0.42	0.72		
<b>4. Practitioners' Perspectives and Practices</b>	0.51	0.48	0.44	0.73	
<b>5. Children's Psychological Health</b>	0.53	0.50	0.47	0.52	0.77

The diagonal elements represent the square root of AVE, which are all higher than the corresponding inter-construct correlations, confirming strong discriminant validity (Hair et al., 2021). The findings provide robust evidence supporting the validity of the instrument for measuring children's psychological health in Chinese preschools. The convergent validity results demonstrate that each construct adequately explains its indicators, while the discriminant validity results confirm that each construct is distinct from others. These findings enhance confidence in the instrument's applicability for future research and practical use in early childhood education settings.

## RESULTS AND DISCUSSION

### Influence of Teacher-Child Interactions on Psychological Health

The results indicate that the quality of teacher-child interactions significantly impacts children's psychological health ( $\beta = 0.53, p < 0.01$ ). This finding supports prior research highlighting the crucial role of positive teacher-child relationships in fostering emotional well-being, resilience, and social competence in young children (Hamre & Pianta, 2005). High-quality interactions characterized by warmth, responsiveness, and emotional support create a nurturing environment that promotes children's psychological development (Kharuddin et al., 2020). In contrast, lower-quality interactions may contribute to increased stress and behavioral issues, underscoring the need for professional development programs that enhance educators' ability to build supportive relationships with children.

### Effectiveness of SEL Programs in Enhancing Psychological Health

The study found that the implementation of SEL programs significantly contributes to children's psychological health ( $\beta = 0.50, p < 0.01$ ). SEL programs, which emphasize emotional regulation, social skills, and problem-solving, have been widely recognized for their positive impact on young children's development (Durlak et al., 2011). The results confirm previous findings that structured SEL interventions improve emotional resilience and social competence in preschoolers (Zins et al., 2004). However, the study also highlights variability in implementation fidelity, suggesting that program effectiveness depends on teachers' ability to integrate SEL principles into daily interactions and activities.

### **Role of Parental Involvement in Psychological Health**

Parental involvement was also identified as a significant predictor of children's psychological health ( $\beta = 0.47, p < 0.01$ ). This result is consistent with previous research demonstrating the importance of parental engagement in promoting children's emotional well-being and social development (Epstein, 2011). Parents who actively participate in their children's education contribute to a stable and supportive home environment, reinforcing positive emotional and behavioral outcomes. However, the findings also suggest that the level of parental involvement varies across different socio-economic backgrounds, indicating a need for targeted interventions that support family engagement in early childhood education.

### **Mediating Role of Practitioners' Perspectives and Practices**

Practitioners' perspectives and practices were found to mediate the relationship between the independent variables and children's psychological health. Educators with a strong commitment to child-centered teaching approaches were more likely to implement high-quality interactions and SEL strategies, thereby enhancing children's well-being. This finding aligns with Vygotsky's (1978) socio-cultural theory, which emphasizes the role of educators as facilitators of children's cognitive and emotional development. The results underscore the importance of professional training programs that equip educators with the skills to support children's psychological health effectively.

### **Validation of the Measurement Instrument**

The validity and reliability tests confirmed the robustness of the instrument. Cronbach's alpha values ranged from 0.78 to 0.85, indicating strong internal consistency. Convergent validity was supported by high factor loadings (0.72–0.88) and acceptable AVE values ( $\geq 0.50$ ). Discriminant validity analysis confirmed that the constructs were distinct, reinforcing the instrument's applicability for future research and practice.

This study successfully validated an instrument for assessing children's psychological health in Chinese preschools, demonstrating its reliability and validity. The findings highlight the significant influence of teacher-child interactions, SEL program implementation, and parental involvement on children's psychological well-being. Additionally, the mediating role of practitioners' perspectives emphasizes the need for professional training and policy support to enhance early childhood education practices. Future research should explore longitudinal effects and include a larger, more diverse sample to further refine the instrument and expand its applicability.

### **CONCLUSION AND IMPLICATIONS**

This study aimed to validate an instrument for assessing children's psychological health in Chinese preschools by examining key influencing factors, including teacher-child interactions, the implementation of SEL programs, and parental involvement. The findings confirmed that these factors significantly contribute to children's emotional well-being, resilience, social competence, and behavioral adjustment, with practitioners' perspectives playing a mediating role. The validated instrument provides a reliable and comprehensive means of assessing preschool children's psychological health, addressing an important gap in early childhood education research.

The significance of this study aligns with the United Nations Sustainable Development Goals (SDG), particularly SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education). Ensuring young children's psychological well-being is crucial for their overall development and long-term success, reinforcing the necessity for validated assessment tools in early childhood education (United Nations, 2020). By providing a reliable instrument for measuring psychological health, this study

contributes to policy initiatives aimed at promoting mental health in early education settings, supporting efforts to create inclusive and nurturing learning environments.

The results highlight the critical role of teachers and caregivers in fostering a positive psychological climate in preschools. Training programs should be developed to equip educators with the necessary skills to enhance teacher-child interactions and effectively implement SEL strategies. Research has shown that high-quality professional development for early childhood educators improves classroom practices and enhances children's social-emotional outcomes (Zinsser et al., 2021). Therefore, policymakers should prioritize investments in teacher training and curriculum development to support children's psychological well-being.

Parental involvement was also identified as a key determinant of children's psychological health. Engaging parents in early childhood education has been linked to better social and emotional outcomes for children (Epstein, 2011). Schools should implement initiatives to encourage active parental participation, such as workshops, home-school collaboration programs, and counseling services to support families in fostering their children's mental well-being. Future research should explore the effectiveness of these interventions to further enhance parental engagement in preschool education. Moreover, this study has implications for future research and practice in early childhood education. The validated instrument can be utilized in longitudinal studies to examine changes in children's psychological health over time, as well as the long-term impact of early interventions. Expanding the study to diverse cultural and socio-economic contexts would further strengthen the generalizability of the findings. Additionally, incorporating technological advancements such as digital assessments could enhance the efficiency and accuracy of psychological health evaluations in preschool settings (Lauricella et al., 2020).

In conclusion, this study provides empirical evidence supporting the validity and reliability of an instrument designed to assess children's psychological health in Chinese preschools. The findings emphasize the importance of teacher-child interactions, SEL program implementation, and parental involvement in shaping young children's psychological well-being. Aligning with global education and health priorities, this research contributes to the growing body of knowledge on early childhood mental health assessment and provides practical recommendations for educators, policymakers, and researchers to enhance children's well-being in preschool education.

**Author Contributions:** The research was conceptualized by L.X., while A.M.A. was responsible for the methodology. A.F. carried out validation, and L.X. led the investigation and resource management. Data curation was conducted by A.F., with K.F. drafting the original manuscript. A.F. and A.M.A. contributed to the review and editing process. K.F. handled visualization, and L.X. provided supervision. All authors have reviewed and approved the final version of the manuscript for publication.

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**Data Availability Statement:** The data supporting the findings of this study can be obtained from the corresponding author upon request.

**Conflicts of Interest:** The authors declare no conflicts of interest.

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## APPENDIX

### Survey Questionnaire

#### Section 1: Demographic Information

Age: \_\_\_\_ years

Gender: ☐ Male ☐ Female ☐ Other

Years of Experience in Early Childhood Education: \_\_\_\_ years

Highest Educational Qualification:

☐ Diploma ☐ Bachelor's Degree ☐ Master's Degree ☐ Doctorate

Type of Preschool: ☐ Public ☐ Private ☐ International

Location of Preschool: ☐ Urban ☐ Suburban ☐ Rural

#### Section 2: Quality of Teacher-Child Interactions (8 Items)

Adapted from Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). Classroom Assessment Scoring System (CLASS).

Instructions: Please rate the following statements based on your experiences in the classroom. (1 = Strongly Disagree, 5 = Strongly Agree)

I establish warm and trusting relationships with children in my classroom.

I actively listen and respond to children's needs and emotions.

I use positive reinforcement to encourage appropriate behavior.

I provide individualized attention to each child based on their unique needs.

I foster a classroom environment where children feel emotionally safe.

I encourage children to express their thoughts and emotions freely.

I use open-ended questions to stimulate children's cognitive and emotional development.

I handle conflicts among children in a respectful and constructive manner.

#### Section 3: Implementation of Social-Emotional Learning (SEL) Programs (7 Items)

Adapted from Durlak, J. A., et al. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis.

Instructions: Please rate the extent to which your preschool implements the following SEL-related activities. (1 = Not at All, 5 = To a Great Extent)

We integrate social-emotional learning (SEL) activities into the daily curriculum.

We provide structured SEL lessons focusing on self-awareness and self-regulation.

Teachers are trained to implement SEL programs effectively.

We encourage children to practice empathy and perspective-taking.

We have strategies in place to help children manage their emotions.

We engage children in cooperative play to enhance their social skills.

We assess children's social-emotional progress regularly.

#### Section 4: Parental Involvement (6 Items)

Adapted from Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools.

Instructions: Please indicate how frequently the following parental involvement activities occur in your preschool. (1 = Never, 5 = Very Frequently)

Parents participate in school-organized events and activities.

Parents receive regular updates on their child's emotional and social development.

We provide workshops or training sessions for parents on child development.

Parents communicate regularly with teachers about their child's progress.

Parents are encouraged to reinforce SEL activities at home.

We involve parents in decision-making regarding preschool programs.

### **Section 5: Practitioners' Perspectives and Practices (7 Items)**

Adapted from Zinsser, K. M., Weissberg, R. P., & Dusenbury, L. (2021). Early childhood social-emotional learning: Building bridges between research and practice.

Instructions: Please rate your agreement with the following statements. (1 = Strongly Disagree, 5 = Strongly Agree)

I believe that psychological health is essential for children's overall development.

I feel confident in my ability to support children's social-emotional development.

I actively implement strategies to enhance children's resilience.

I work collaboratively with parents to support children's mental well-being.

I integrate emotional regulation techniques into daily routines.

I feel that my training has adequately prepared me to address children's psychological health needs.

I believe that the preschool environment significantly influences children's emotional well-being.

### **Section 6: Children's Psychological Health (10 Items)**

Adapted from Denham, S. A., Bassett, H. H., & Mincic, M. S. (2019). Social-emotional learning profiles of preschoolers' early school success.

Instructions: Based on your observations, please rate the psychological health of the children in your classroom. (1 = Strongly Disagree, 5 = Strongly Agree)

The children in my class show strong emotional self-regulation skills.

Children demonstrate resilience when faced with challenges.

The children engage in positive peer interactions.

Children are able to express their emotions appropriately.

Behavioral problems are minimal among children in my classroom.

The children show enthusiasm and engagement in learning activities.

The children exhibit a strong sense of social competence.

Children demonstrate empathy towards their peers.

I have observed positive behavioral adjustments over time in most children.

The children display confidence and independence in social situations.