

**EXPLORING THE POWER OF PSYCHO-PEDAGOGY:
INTEGRATING PSYCHOLOGY, EDUCATION, AND
STUDENT DEVELOPMENT FOR EFFECTIVE LEARNING
AND ACADEMIC SUCCESS**

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Abstract: *The nucleus of education sciences is represented by the learning outcomes, because only through them can one judge an educational strategy or an effective educational method etc. Here, the aim of this study emerged, which is to shed light on the points of intersection between the three main axes of the educational process, pedagogy, psychology, and education, about enhancing learners' skills that have an impact on facilitating their access to more. High-quality learning outcomes in the long term. In educational settings, it is crucial to grasp psychological theories and incorporate them. This content examines psycho-pedagogy concepts, including the integration of psychology and education. Investigating the influence of issues like emotional management, active involvement in the classroom, and teacher-student relationships is a way to support both learner growth and academic performance through the educational process. It will also be discussed the potential psychologist's findings in educational contexts, emphasizing the importance of creating a comfortable, joyful classroom environment for academic success. Examining the intersection of pedagogy and psychology, the benefits of using positive psychology, immersive learning strategies, and mindfulness techniques are demonstrated to enhance learner engagement and motivation to learn.*

Keywords: psycho-pedagogy; psychology; pedagogy; effective learning; classroom engagement.

Introduction

The profound impact that psychopedagogy has had on teaching and learning processes has sparked a significant amount of attention in recent years. Psycho-pedagogy arose from the fusion of pedagogy with psychology, which allowed the study of educational phenomena and their interpretation by returning to psychology. Education is commensurate with the requirements of the classes in which they participate, and thus the possibility of achieving more effective learning outcomes has increased. This field expertly combines principles from psychology and education to boost student development and academic achievement. Teachers who give importance to the cognitive, emotional, and behavioral aspects of learners, are able to use effective strategies that cater specifically to their unique needs.

Employing psychological theories, concepts, and research findings is vital for harnessing optimal learning environments. By merging the fields of psychology and education, teachers can create a deeper understanding of student motivation, memory retention, cognitive processes, and effective assessment techniques. So that this knowledge can be used to develop and design educational curricula in an integrated manner with customized educational methods to enhance meaningful and lasting learning experiences.

In the educational context, psycho-pedagogy highlights the significance of acknowledging students' social and emotional well-being. Emphasizing that emotional management and relationships based on trust and mutual interaction between the learner and the teacher and the inclusion of active participation within the educational activities within the classroom have a direct impact on improving academic performance and enhancing the success of learners and their achievement of long-term learning compatible with their goals and needs, depending on the age group.

Comparative study between pedagogy, psychology, and psycho-pedagogy

Psychology is a science and specialists in this field are psychologists, and this science is based on a set of knowledge that can be verified by experiment and observation, and therefore specialists in this field do not take things for granted but rather observe and verify them to discover their essence by themselves. (Sathiy, 2021, p. 7) Psychology is concerned with the study of human behavior and mental processes, and like other sciences, it has philosophical origins through which

some phenomena such as rational thought, free will, and determinism were dealt with. While the techniques of introspection and cognitive processing appeared as an inevitable result of the development in the wake of early studies such as those carried out by William James and other functionalists. The biological study of the human brain has advanced our understanding of behavior mechanisms, with early attempts like physiognomy and phrenology influencing modern techniques. Psychology has diverse perspectives, including traditional behavioral, biological, humanistic, psychodynamic, and cognitive approaches. The number of specialized fields in psychology is constantly growing, including both basic and applied research. (Joseph G. Johnson, Ann L. Weber, Kevin Filter, 2011, pg. 31-32)

The word 'education' has several connotations of growth, feeding, treating, and caring. From educational literature, many definitions of the term emerge, such as: 'It is a process in which the adult generation transfers its social and historical experience to the emerging new generation to prepare it for work and life'. (Mona, 2023, pg. 10-12)

Educational psychology goes beyond the direct application of the principles of psychology to educational phenomena, by studying the psychological aspects of educational situations. It aims to help teachers develop their professional and personal knowledge and skills by facilitating an understanding of the essence of the educational process, especially about learning while teaching during formal teaching activities. (Sathiy, 2021, p. 9)

Educational psychology is concerned with studying the mechanism by which learning takes place in all stages of life, that is, it explains learning from the point of view of developmental psychology, bypassing formal learning to include all aspects of human life. Psychology has provided an explanation of human behavior from different perspectives according to the most well-known schools of psychology, which include behaviorism, psychoanalysis, Gestalt psychology, and humanistic psychology, on which educational psychology relies on studying how individuals learn in different contexts and across the course of life using a variety of methods. To study learning processes, including observation, experimentation, and inquiry.

Educational psychology is a fertile field for research to raise the quality of the educational path's outputs, because it analyzes the mechanism of human learning within different environments and for different goals, allowing for the development of more effective

teaching methods, and introducing teaching and learning theories based on educational foundations related to psychology in educational activities.

Understanding the foundations of psycho-pedagogy: psychology, education, and student development

Current issues and research apply psychological theory to educational practice. As such, this course will explore the fundamental themes in behavioral, developmental, and cognitive areas of psychology as they relate to education. Topics include learning, motivation, growth and development, cognitive processes, intelligence tests, measurements, evaluations, etc (Penn, University of Pennsylvania, Courses A-Z, Education (EDUC) 2023)

In this course, students will explore the etiology, course, and prevalence of psychological disorders in childhood and adolescence. Particular focus is on the role of these issues in the development of the developing person within the context of family, school, and culture. Major clinical and empirical classification systems (DSM IV and the new DSM5) are examined, as are some of the diagnostic and assessment strategies used to aid the conceptualization and treatment of these disorders (Penn, University of Pennsylvania, Courses A-Z, Education (EDUC) 2023)

The peculiarities of psycho-pedagogical training and its role in the preparation of future teachers for the preservation and strengthening of occupational health, the formation of their professional stress resistance, and the harmonization of personality are revealed in the article. The activity of the training group was described as aimed at the formation of skills of productive interaction and constructive overcoming of professional difficulties, the formation of strategies of protection against stress, the teaching of methods and techniques of self-regulation, and the formation of cyanogenic thinking. The dynamics of psychological indicators of the occupational health of future teachers who took part in the work of psycho-pedagogical training were checked (School of education, Online programs, 2020).

The role of psychology in enhancing teaching and learning.

Due to the birth of positive psychology in education, classroom engagement has flourished and played a remarkable role in the academic field. The other significant determining factor of success in education is motivation, which is in line with classroom engagement. Moreover, based on the constructivist approach, experiential learning

(EL) as a new method in education and a learner-centric pedagogy is at the center of attention as a result of its contributions to improving the value of education, which centers on developing abilities and experiences. The current review makes an effort to consider the role of EL in students' classroom engagement and motivation by inspecting its backgrounds and values. Subsequently, the efficacy of findings for academic experts in educational contexts is discussed (Kong, 2021).

This study investigated how teachers who support children with learning difficulties utilize psychologists' reports in their teaching practice. Previous research has examined teachers' preferences for how reports should be written rather than how they might be used. Semi-structured, qualitative interviews with 12 teachers (seven primaries, four high schools, and one preschool teacher) were undertaken and followed up with member checks and interrater reliability (School of education, Online programs, 2020)

From a psychological point of view, motivating learners and engaging them in the classroom are closely related (Yawen Han, Yongliang Wang, 2021); nevertheless, motivation consists of factors that are psychological and difficult to observe, while engagement involves behaviors that can be observed by others that are not simple to notice and estimate learners' motivation (Reeve, 2012) In other words, educators cannot concretely understand the fulfillment of their learners' basic mental necessities and enthusiasm for learning (Reeve, 2012). Nonetheless, Reeve asserted that, in contrast to motivation, learners' engagement is, by all accounts, a phenomenon that is distinctive and can be nearly noticed. Generally, educators can impartially consider whether or not a specific learner is engaged in the class exercises, such as problem-solving. (Kong, 2021)

The Principles of Effective Education

Understanding the impact of feelings on the learning process is of paramount importance because of its profound impact on creating the educational environment, so either you make it conducive to the learning process or not.

Emotions have an essential role in human function by affecting our attention, the way we memorize events or pieces of information, and how we look for solutions to problems.

Emotions are classified as positive or negative, and this characteristic is given by observing their effect on human development or the reactions of individuals. Positivity is not a passing thing practiced in

life; positivity and motivation are part of applied psychology and are called positive psychology. Applied psychology is a trend in psychology and part of it, using its scientific theories to apply them not only in the clinical field but also in daily, professional, emotional, educational, and therapeutic life, of course, as it extends to all aspects of life. Positive psychology can be a strong contributor to the field of education, educational institutions, the educational system in particular, and the student. Applied psychology is not limited to something that you hear as a patient but also to what you see so that you are an effective worker and have an active role in being positive in your life in the educational field.

The learner's personal qualities are classified in a pyramid that reaches its peak through the development of various skills and abilities based on several types of intelligence, the most important of which are mental, emotional, and social, which allows him to enhance his positive qualities. By bypassing the learner to a class stage, he approaches the top of the pyramid, and therefore, when he graduates from the educational system, they are considered elements of a strong personality that have been attained, allowing him to use them in his daily, professional, and practical life for the future.

In the teaching process, curiosity and enthusiasm are useful because of their ability to facilitate learning by increasing the learner's ability to participate in the learning process and motivating him to think and analyze information, which makes it easier for him to fix it and keep it in his memory for a long time and enable him to retrieve it to be used when needed. While negative emotions, such as fear and anxiety, impede learning because they affect the learner's ability to pay attention and fix the initial information in his memory, he will not have the ability to retrieve and employ it in similar situations, and therefore learning is not achieved. To improve learners' learning experiences, it is necessary to recognize the nature and triggers of these sensations, whether negative or positive. The relationship between academic performance and emotional intelligence is undeniable. Learners with greater levels of emotional intelligence, which includes the capacity to perceive, comprehend, and control emotions successfully, typically outperform their peers in academics. Controlling their responses, dealing with difficult events, and keeping attention during the study all contribute to the development of long-term learning outcomes. It is also worth emphasizing that instructors play an important role in fostering a supportive and caring classroom atmosphere, particularly via the development of emotional intelligence and the incorporation of social learning into schooling.

To enhance learning well-being and resilience, it is important to implement different strategies involving teaching basic skills, such as thoughtful organization and expression of emotion, as well as showing perseverance and resilience when faced with obstacles. Another critical part is the establishment and maintenance of appropriate boundaries between teacher and learner.

A proactive and holistic approach to mental health is essential when developing a resilient education system. By prioritizing the emotional well-being of learners and providing them with the necessary tools and support.

Recognizing the influential role of emotions in the acquisition of knowledge is critical. To establish a conducive atmosphere for the development of the learner's personality, instructors and parents must first grasp the tremendous influence of emotions on the learning process. Enhancing learners' emotional intelligence not only allows them to regulate their emotions more effectively but also improves their overall well-being through the use of techniques that promote resilience and well-being, such as mindfulness practices and social and emotional learning programs.

We must prioritize emotional intelligence and well-being in education to provide learners with the indispensable skills needed to grow academically and personally.

The Role of Education in promoting student development and academic success

First, examining academic success via teacher reports provides important information regarding the student's academic behavior in the classroom, such as the ability to independently attend to and complete assignments. Second, the teacher report also provides information regarding the student's ability to independently grasp new information and complete classroom assignments accurately. Thus, teacher ratings provide a more comprehensive and representative sample of academic content (Gresham, F., Reschly, D. Carey, M. , 1987), as well as provide unique information on children's academic behavior. The method of using teacher ratings of children's academic success, however, has its limitations such as rater bias. For example, children who display good interpersonal skills are typically also rated higher in intellectual competence (Bjorklund, 2022). Thus, to obtain a comprehensive assessment of children's academic competence and to build on previous research, the current study examined both a teacher rating of academic success as well as individually administered

standardized achievement tests (Paulo A. Graziano, Rachael D. Reavis, Susan P. Keane, Susan D. Calkins, 2007)

Explores research, policies, and practices that promote a high-quality teacher workforce, and effective instruction. Topics include recruitment, retention, mentoring, induction, professional development, certification, value-added, merit pay, etc. Appropriate for students from different programs, including education, social/public policy, psychology, political science, sociology, business, and current and future teachers and school leaders (Penn, University of Pennsylvania, Courses A-Z, Education (EDUC), 2023).

The quality of the student-teacher relationship was also related to greater academic success/productivity in the classroom and math and reading standardized test scores. This finding further solidifies the importance of having a positive relationship with teachers for children's academic functioning and is consistent with previous research (Pianta R, Steinberg M, Rollins K., 1995). Kindergarteners who had a positive relationship with teachers were more likely to complete assignments with thoroughness, accuracy, and in a timely way. This finding suggests that teachers have a motivational role in children's early academic success. Teachers who have a positive relationship with students are more likely to encourage these students to achieve, and in turn, these students may be motivated to achieve to please their teachers (Urden, T. C. and Maehr, M. L., 1995). The fact that a positive student-teacher relationship was also related to better performance on math and reading standardized tests provides evidence that our finding is not simply due to a rater bias (Paulo A. Graziano, Rachael D. Reavis, Susan P. Keane, Susan D. Calkins, 2007).

Integrating Psychology and education for effective learning outcomes

This course introduces the essential theories and practices of cognition-based educational assessment and the focus will be on exploring the implications of recent developments in cognitive psychology and learning theories for educational assessment by reviewing available assessment examples and research assessment prototypes. It includes topics like what is the purpose of assessment, how can we design fair and valid assessments to elicit student cognition, how technologies can support the measurement of student cognition and learning processes, and assessment and social justice

and accessibility issues (Penn, University of Pennsylvania, Courses A-Z, Education (EDUC), 2023).

If we look at the cognitive component of subjective well-being separately, we see that it has been consistently linked to school adaptation indicators such as perceived academic ability, positive attitudes toward school, school engagement, and the value of the importance of school. There are also theoretical approaches that support the connection between academic performance and satisfaction with life. As regards the affective component of subjective well-being, longitudinal studies have linked negative emotions with non-adaptive results at school and school failure. Regarding the positive affect indicator of subjective well-being, evidence exists, that points to positive emotions being associated with school success (Arantzazu Rodríguez-Fernández, Estibaliz Ramos-Díaz, Inge Axpe-Saez, 2018)

This course will expose students to the various ways in which mindfulness is being used to improve the health and achievement of students of all ages. Mindfulness-Based Stress Reduction (MBSR), which utilizes secularized practices from Asian and South Asian traditions for the remediation of various health concerns, has revolutionized behavioral medicine, and the scientific evaluation of MBSR has shed new light on the biomechanical pathways linking mind and body. This course will 1) explore the fundamental principles underlying mindfulness, 2) the scientific data on its effects, and 3) how mindfulness is being applied to clinical and educational settings to support healthy human development. Contemplative practices include all forms of meditation, including contemplative dimensions of yoga, tai chi, qigong, and other mind-body wellness activities. By far the most well-known contemplative practice in the U.S. today is "mindfulness." Mindfulness meditation was introduced into clinical medicine in the 1980s in the form of Mindfulness-Based Stress Reduction (MBSR) by Jon Kabat-Zinn and his colleagues at U Mass; since that time it has had a significant impact on psychoneuroimmunology, clinical medicine, and especially behavioral medicine. Both psychological theory and practice have slowly been transformed by new findings emerging from mindfulness research. Brain imaging studies of persons engaged in meditation suggest that focused mental activities can change cerebral blood flow (Newberg et al 2010), brain morphology, and neural circuitry, in addition to strengthening the immune system (Davidson et al 2003) and improving attention skills (Jha et al 2007). MBSR has been

repeatedly documented to be effective in treating mental health problems, particularly depression, and anxiety, in numerous adult populations (Goyal et al 2014). Now, researchers are testing MBSR and other mindfulness approaches in children and adolescents as both a way to treat social-emotional dysfunction as well as to promote health and enhance (Penn, University of Pennsylvania, Courses A-Z, Education (EDUC), 2023).

Strategies and approaches for implementing psycho-pedagogical principles in the classroom

Finally, and from the perspective of psycho-pedagogic guidance rather than scientific research, Skinner and Pitzer propose a perspective on school engagement that emphasizes its role in organizing the daily school experiences of children and youth, as well as their cumulative learning, long-term achievement, and eventual academic success. The proposed intervention is enriched by the inclusion of concepts such as “daily resilience,” which focuses on the analysis of how students respond to mistakes, difficulties, or failures at school. The authors conclude that the same personal and interpersonal resources that promote engagement may shape students’ reactions to challenges and obstacles, with academic coping being an especially important bridge back to re-engagement (Arantzazu Rodríguez-Fernández, Estibaliz Ramos-Díaz, Inge Axpe-Saez, 2018)

This course is about looking at elementary school classrooms and understanding children's experiences of school from a variety of perspectives, and from a variety of theoretical and methodological lenses from which the student can interpret children's educational experiences. This course is about developing the skills of observation, reflection, and analysis and beginning to examine some implications for curriculum, teaching, and schooling. This course requires you to spend time in an elementary school classroom (Penn, University of Pennsylvania, Courses A-Z, Education (EDUC), 2023).

The purpose of this course is to expand the student's awareness of the multifaceted responsibilities and roles of school counselors in primary and secondary school settings. Through readings, class discussions, and guest lectures, it is intended that students will acquire additional competencies and a broader appreciation for professional issues confronted by school counselors and the varied responsibilities they have in helping students focus on academic, personal, social, and career development to achieve success in school and lead fulfilling lives. An important emphasis of this course will be

on school counseling from an ecological and multicultural perspective. Prerequisite: Students must be enrolled in the M. Phil. ED. in Professional Counseling Program (Penn, University of Pennsylvania, Courses A-Z, Education (EDUC), 2023)

The impact of psycho-pedagogy on student motivation, engagement, and overall academic Achievement

The independent contribution of emotion regulation to academic success, after accounting for children's intellectual functioning, the student-teacher relationship, and behavior problems—significant factors that the literature has shown to be important for academic functioning— supports Blair's (2002) assertion that emotion dysregulation disrupts cognitive processing of executive functions that are important for learning. Children with good emotion regulation skills are thus better equipped to handle the qualitative shift in the learning environment that occurs during kindergarten compared to children with poor emotion regulation skills. Future research may want to examine the extent to which specific executive functions (i.e. attention, working memory, and planning) are disrupted in children with poor emotion regulation skills (Paulo A. Graziano, Rachael D. Reavis, Susan P. Keane, Susan D. Calkins, 2007) .

Due to the significant relationship between emotion regulation and children's academic success across settings, we conducted mediational analyses to examine the quality of the student-teacher relationship and children's behavior problems as potential mechanisms by which emotion regulation affects academic success. Based on Rimm-Kaufman and Pianta's (2000) Ecological and Dynamic Model of Transition we expected that the transactional process evidenced by a positive student-teacher relationship would mediate the relation between children's emotion regulation skills and academic success. We also expected that the student-teacher relationship would be the most salient mediator, above and beyond the effects of an individual factor such as behavior problems (Paulo A. Graziano, Rachael D. Reavis, Susan P. Keane, Susan D. Calkins, 2007).

Intellectual, emotional, and behavioral development in the college years. Illustrative topics: developing intellectual and social competence; developing personal and career goals; managing interpersonal relationships; values and behavior. Recommended for sub-matriculation in Psychological Services Master's Degree program

(Penn, University of Pennsylvania, Courses A-Z, Education (EDUC), 2023).

Conclusions

Highlighting the strong potential of combining psychology, education, and student development, this in-depth analysis delves into the role they play in promoting successful academic learning. The focus is on the importance of merging pedagogy and psychology in educational settings to improve teaching and learning methods. By recognizing the influence of emotions on the learning journey and creating a supportive classroom atmosphere, educators have the ability to positively impact students' academic achievement and overall happiness.

Enhancing learner engagement and motivation, the valuable tools that emerge are positive psychology, immersive learning strategies, and mindfulness techniques. Furthermore, supporting learners' growth and academic achievements in the long term are the emphasis on emotional management, active involvement in the classroom, and the establishment of strong teacher-student relationships.

Moreover, the field of psycho-pedagogy acts as an essential link connecting psychology and education. This connection allows for the creation of individualized teaching techniques and effective educational strategies that cater to the distinctive requirements of learners. By emphasizing the cultivation of emotional intelligence in learners, psycho-pedagogy highlights the direct correlation between improved academic achievements and overall well-being.

Understanding and applying various strategies such as mindfulness-based stress reduction and the incorporation of emotional intelligence in teaching practices is crucial in implementing psycho-pedagogical principles in the classroom. Teacher-student relationships that are positive and the addressing of challenges and obstacles in academic settings are also highlighted as essential aspects that influence students' engagement and re-engagement in their educational journey. Contemplative practices are another strategy that can be employed.

Emphasizing emotional well-being, resilience, and social-emotional learning, this study supports a comprehensive and proactive approach to education. By integrating psycho-pedagogy, educators can foster student growth and achievement, cultivating an enriching and optimistic learning atmosphere.

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