

Psychological factors affecting the adaptation of preschool children to the social environment: The role of family and kindergarten environments

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Abstract

Purpose: This study aims to identify the key psychological factors that influence preschool children's adaptation to their social environment. Special emphasis is placed on the role of family and kindergarten settings in shaping personality development, emotional balance, and communication skills.

Research methodology: The research employs a qualitative-descriptive approach, synthesizing existing psychological and pedagogical literature, along with practical observations from early childhood education contexts. Data sources include theoretical frameworks, empirical studies, and case-based insights from family and preschool environments.

Results: The findings reveal that parenting style, parental emotional support, and consistent attention are critical for children's emotional stability and self-confidence. Likewise, pedagogical practices in kindergarten, peer relationships, and interaction with educators play a significant role in strengthening communication skills and encouraging social activity. These combined factors create a supportive environment that enables smoother adaptation to new social conditions.

Conclusions: Successful adaptation in early childhood relies on the synergy between family involvement and educational settings. The alignment of parenting practices and pedagogical approaches provides a foundation for personality growth, social competence, and emotional resilience in children.

Limitations: The study is limited by its reliance on secondary sources and lacks longitudinal data to measure adaptation outcomes over time across diverse cultural settings.

Contribution: This research provides practical recommendations for preschool educators and psychologists to design strategies that enhance children's adaptation, thereby improving early childhood education quality and long-term social development.

Keywords: *Adaptation, Child Psychology, Family, Kindergarten, Social Environment*

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1. Introduction

The process of adapting to the social environment is a critical stage in the psychological development of preschool children (Pelawi & Asbi, 2025). During this period, children transition from the familiar and emotionally secure environment of the family to the more complex and structured settings of

preschool institutions (Lee, 2023). This transition requires them to acquire new social, emotional, and behavioral competencies that enable them to successfully integrate into group activities, establish relationships with peers and educators, and comply with the rules and norms of a collective environment. Adaptation in early childhood is not a passive process; rather, it is an active and dynamic interaction between the child's internal psychological resources and the external social conditions provided by the family and educational settings (Jin, 2023; Zhang & Hong, 2021). The family environment plays a foundational role in preparing children for broader social experiences and relationships. Parenting styles, emotional support, communication patterns, and degree of parental involvement significantly shape a child's ability to cope with new situations (Zhang, Jiang, & Hong, 2022; Zhu, Dou, & Karatzias, 2024). Children from families where warmth, responsiveness, and consistent guidance are present tend to demonstrate higher emotional stability, greater resilience, and stronger interpersonal skills. Conversely, inconsistent or neglectful parenting may lead to difficulties in forming trust, expressing emotions or adhering to group norms (Bandura & Walters, 1977; Baumrind, 2013).

The kindergarten environment becomes the primary arena where children practice and refine these skills. Here, children encounter structured routines, collective learning activities, and diverse social interactions that require negotiation, cooperation, and empathy to be successful. The pedagogical approaches employed by educators, emotional climate of the classroom, and quality of peer relationships all play a decisive role in either facilitating or hindering adaptation (Allen et al., 2025; Kirk & Jay, 2018). Importantly, successful adaptation is not only about compliance but also about developing a positive self-concept, social competence, and a sense of belonging. In the modern context, understanding the psychological factors influencing this adaptation process has become increasingly relevant. Social changes, shifting family structures, and evolving educational practices create new challenges for children and educators. Psychological research in this field provides valuable insights into how individual temperament, emotional regulation, attachment security, and communication skills interact with environmental influences to shape adaptive outcomes. Identifying these factors makes it possible to design targeted interventions that support both children and their families during this critical developmental stage (Bronfenbrenner, 1979; Ladd & Price, 1987).

This study focuses on analyzing the psychological factors that affect preschool children's adaptation to the social environment, with particular attention to the role of family and kindergarten settings. By integrating theoretical perspectives with practical considerations, this study aims to provide evidence-based recommendations for parents, educators, and psychologists working in early childhood education. Scholarly discussions highlight that the adaptation of preschool children is not uniform but varies depending on several interrelated determinants, such as personality traits, cultural norms, and institutional practices. For instance, children with naturally sociable and flexible temperaments often adjust more quickly to collective environments, whereas those with inhibited temperaments may require more extended support. Research also demonstrates that secure attachment to parents fosters confidence in exploring new contexts, while insecure attachment may increase anxiety during transitions (Garcia Peinado, 2024). These insights affirm the importance of early parent-child bonding as a precursor to later social skills. Another key dimension is the emotional climate within educational institutions. Classrooms characterized by warmth, acceptance, and encouragement promote a sense of psychological safety, enabling children to actively engage in group activities. In contrast, rigid or authoritarian approaches may inhibit self-expression and hinder cooperative learning in the classroom. Teachers who adopt child-centered pedagogies, emphasize empathy, and provide opportunities for collaborative play can significantly accelerate the adaptation process in children. Furthermore, peer dynamics play a complementary role: positive friendships often buffer stress and enhance motivation, whereas social exclusion or bullying can exacerbate adjustment difficulties (Pianta & Kraft-Sayre, 2003; Vygotsky, 1978).

The cultural context must also be considered in this regard. In collectivist societies, adaptation may be more strongly oriented toward group harmony and conformity to social norms, whereas in individualist cultures, greater emphasis is placed on personal initiative and autonomy. Understanding these cultural nuances allows educators and psychologists to design strategies that are sensitive to children's socio-

cultural backgrounds (Norheim & Moser, 2020). For example, storytelling, role-playing, and cooperative tasks may be particularly effective in fostering adaptation in collectivist settings, whereas choice-based activities and independent projects may resonate more with children from individualist contexts. In practical terms, supporting adaptation requires a partnership between families and educational institutions (Halimah, Margaretha, & Mirawati, 2020; Liu, 2025). Parent–teacher communication, joint activities, and regular feedback mechanisms create continuity between the home and school environments. When parents are informed about classroom routines and pedagogical goals, they can reinforce similar values at home, thereby reducing the inconsistencies that might confuse the child. Similarly, teachers who are aware of a child’s family dynamics, such as parental employment, sibling relationships, or cultural traditions, are better positioned to anticipate potential challenges and provide individualized support (B. Turdiev, 2024; B. S. Turdiev, 2024).

Modern challenges add new layers of complexity to adaptation processes. The rise of digital media, for example, has altered children’s communication habits and their attention spans. While technology can provide educational benefits, excessive exposure may hinder social interaction skills and emotional regulation (Chu, Paatsch, Kervin, & Edwards, 2024). Consequently, kindergartens must strike a balance by integrating digital tools in ways that complement, rather than replace, interpersonal engagement. Additionally, societal changes, such as increased single-parent households, parental migration for work, or economic instability, may limit parental involvement, necessitating compensatory mechanisms within educational institutions. From a developmental psychology perspective, adaptation is closely tied to milestones in cognitive and emotional growth (Tompkins, 2015). At the preschool stage, children begin to develop a theory of mind, empathy, and self-regulation—capacities that are directly relevant to navigating group life. Supporting these milestones through structured play, guided problem-solving, and emotional coaching can help children internalize social norms while also maintaining their individuality. Moreover, positive reinforcement strategies, rather than punitive measures, are more effective in encouraging desired behaviors and reducing adaptation stress (Budiarti & Adar, 2023; Disney & Geng, 2022).

Empirical evidence also highlights the significance of early interventions for children who exhibit persistent adaptation difficulties. Screening tools and observational assessments can identify issues such as social withdrawal, heightened aggression, and language delays. Early psychological support, whether through counseling, social skills training, or collaboration with families, can prevent minor difficulties from escalating into long-term challenges. Therefore, interdisciplinary collaboration between educators, psychologists, and pediatricians is crucial. Finally, the broader implication of understanding adaptation in preschool education lies in its long-term impact on academic achievement and social integration. Children who adapt successfully tend to exhibit higher levels of motivation, stronger peer relationships, and more consistent academic performance in later school years. Conversely, unresolved adaptation difficulties may manifest as behavioral problems, learning delays or reduced self-esteem. Thus, investing in research-based strategies to facilitate adaptation is not merely a short-term educational concern but a foundational aspect of lifelong learning.

2. Literature Review

The adaptation of preschool children to the social environment has been a subject of considerable interest in developmental psychology, educational science, and child psychiatry (Khisbulloh & Yudoko, 2024). Early research on social adaptation often emphasized the role of maturation and biological predispositions, drawing on theories such as those of Jean Piaget, who focused on cognitive developmental stages, and Erik Erikson, who highlighted psychosocial crises in early childhood. In Erikson’s framework, the preschool age corresponds to the stage of “initiative vs. guilt,” where children seek to assert themselves socially and emotionally. Successful navigation of this stage lays the foundation for self-confidence and social competence. From the mid-20th century onwards, scholars have recognized the importance of environmental and relational factors in shaping adaptation. Lev Vygotsky’s sociocultural theory placed particular emphasis on the influence of social interaction and guided participation in a child’s development. From this perspective, adaptation is seen not only as an individual achievement but also as a co-constructed process between the child and their social

environment. Albert Bandura's social learning theory further highlighted the significance of observational learning, modeling, and reinforcement in acquiring adaptive behaviors.

Research on family environments has consistently demonstrated that parenting styles play a crucial role in a child's readiness for social integration. Studies by Diana Baumrind categorized parenting into authoritative, authoritarian, permissive, and neglectful styles, showing that children raised in authoritative households tend to display higher social competence, better emotional regulation, and stronger problem-solving abilities. Other research emphasizes the importance of early attachment relationships, with secure attachment linked to better peer relationships and higher adaptability in group settings. The kindergarten environment has also been extensively studied as a critical context for social adaptation in China. Bronfenbrenner's ecological systems theory provides a useful framework for understanding how microsystem interactions (family, peers, and educators) and mesosystem connections (family school relationships) influence adaptation outcomes (O'Reilly, U. Gattas, & Scerif, 2025). Classroom climate, educator responsiveness, and peer group dynamics have all been found to significantly impact children's adjustment to preschool life positively. Furthermore, cross-cultural studies reveal that societal norms and expectations can shape the adaptation process, suggesting that interventions must be culturally sensitive to be effective. Recent research has integrated biological and environmental perspectives, examining how temperament, executive functioning, and emotional self-regulation interact with environmental support systems. For instance, children with high adaptability temperament traits benefit more rapidly from structured preschool environments, whereas those with more inhibited temperaments require gradual exposure and enhanced emotional support. The interplay of these factors highlights the multidimensional nature of adaptation, where psychological, social, and contextual influences converge (Mortazavizadeh, Göllner, & Forstmeier, 2022; Vasiou et al., 2023).

2.1 Historical Evolution of Adaptation Studies

The study of preschool adaptation has evolved significantly over the past decades. Early 20th-century developmental psychologists often viewed childhood as a linear sequence of stages, assuming that adaptation naturally follows maturation (Yakubjanovna, 2025). However, by the late 20th century, a more dynamic view emerged, emphasizing the environment's active role. Influential longitudinal studies, such as those conducted in the United States and Europe, have demonstrated that early childhood experiences have long-lasting effects on educational outcomes, mental health, and social functioning. This shift underscores the plasticity of development and the possibility of intervention during the preschool years (McCoy et al., 2017).

2.2 Family as the Primary Socializing Agent

The role of the family cannot be overstated in determining children's capacity to adapt. Warmth, consistency, and structured guidance provide children with a sense of security that encourages them to explore beyond their homes. For instance, children raised in authoritative households are more likely to demonstrate resilience when confronted with challenges such as separation anxiety or peer rejection. Conversely, authoritarian parenting may instill compliance, but often at the expense of creativity and self-confidence, while permissive parenting can undermine children's ability to respect boundaries and collective norms. Studies across cultures—from Western Europe to East Asia—reveal that while parenting styles differ, the principles of emotional responsiveness and a consistent structure remain universally beneficial. Furthermore, empirical evidence highlights that family involvement during early childhood extends beyond immediate parenting practices and includes creating stimulating home environments, shared routines, and active participation in a child's educational journey. Parents who maintain open communication with educators and collaborate on developmental goals provide their children with continuity between home and school, reducing confusion and enhancing adaptability. This consistency nurtures not only academic readiness but also emotional balance and social confidence among students. Ultimately, the family serves as the foundational microsystem in Bronfenbrenner's ecological model, shaping a child's ability to thrive in wider social contexts. By recognizing the enduring influence of parenting, societies can design supportive interventions that empower families to cultivate resilience, empathy, and adaptability in future generations (Awiszus, Koenig, & Vaisarova, 2022).

2.3 The Role of Attachment and Early Relationships

Attachment theory, pioneered by John Bowlby and Mary Ainsworth, provides a vital perspective for understanding adaptation. Secure attachment fosters trust and a willingness to engage with new environments, whereas insecure attachment may manifest as withdrawal, aggression, and excessive dependency. Importantly, attachment quality can evolve over time. For example, children with insecure attachments at home may develop compensatory security through supportive teacher relationships, illustrating the resilience and adaptability of a child's social world.

2.4 Kindergarten as a Transitional Microsystem

Preschool institutions represent the first structured environment outside the home where children encounter group living. This transition involves learning to follow routines, share resources, cooperate in play, and negotiate conflicts. Educators' approaches strongly influence outcomes: those who adopt inclusive pedagogies that validate children's emotions and encourage self-expression foster smoother adaptation to school. In contrast, rigid or punitive methods may exacerbate anxiety and hinder participation in the learning process. Peer interactions also act as laboratories for social learning, where skills such as empathy, cooperation, and conflict resolution are tested and refined (Garcia Peinado, 2024).

2.5 Cross-Cultural Perspectives

Adaptation cannot be fully understood without considering the cultural context. In collectivist societies, such as Japan, China, and Indonesia, adaptation emphasizes group harmony, respect for authority, and compliance with norms. In contrast, Western individualist contexts prioritize independence, self-expression, and personal achievements. Cross-cultural studies highlight that children adapt most successfully when pedagogical approaches align with cultural expectations, but also when they provide opportunities for developing competencies valued in globalized contexts, such as creativity and critical thinking. This suggests that culturally informed and forward-looking strategies are necessary for preschool adaptation (Song et al., 2021).

2.6 Biological Dispositions and Temperament

Children's temperamental differences significantly influence their adaptation trajectories. Traits such as activity level, emotional reactivity, and sociability interact with environmental factors to shape the adaptation outcomes. For instance, children with easy temperaments tend to adjust quickly, whereas those with slow-to-warm-up or difficult temperaments require greater patience and tailored support. Neuroscientific studies show that executive functions, such as attention control, working memory, and inhibitory control, play a critical role in enabling children to follow classroom rules, persist in tasks, and manage impulses, thereby directly contributing to successful adaptation.

2.7 Modern Challenges to Adaptation

Contemporary social changes present new challenges to the field. The rise of dual-income households, single-parent families, and parental migration affects the quality and quantity of parental involvement in children's education. Economic stress can reduce emotional availability, and overexposure to digital media has raised concerns about reduced face-to-face interaction and attention spans. Furthermore, the COVID-19 pandemic disrupted traditional preschool experiences, highlighting both children's resilience and the importance of stable support systems. These changes demand innovative strategies, such as blended learning approaches and family-school partnerships, to ensure that adaptation remains a priority in shifting contexts (Musa, 2023).

2.8 Intervention and Support Strategies

Research emphasizes that difficulties in adaptation, if unaddressed, may lead to later academic struggles, behavioral issues, and mental health concerns. Therefore, early intervention is critical. Effective strategies include gradual orientation programs that allow children to become familiar with preschool routines, teacher training in socioemotional learning, and structured parent-teacher communication systems. Programs such as play therapy, social skills groups, and mindfulness training have been employed to support children with adaptation challenges. Importantly, interventions are most

effective when they involve collaboration among families, educators, and psychologists (Riwukore, Marnisah, Fellyanus Habaora, & Yustini, 2022; Salma, 2023).

2.9 Policy Implications

On a policy level, understanding adaptation necessitates investment in preschool education as a critical developmental stage. Countries with universal early childhood education programs, such as Nordic nations, demonstrate higher rates of successful adaptation and long-term educational attainment. Policies that promote smaller class sizes, better-trained educators, and stronger parental involvement, contribute significantly to adaptation outcomes. In contexts with limited resources, community-based approaches and culturally rooted practices can serve as effective alternatives (Sapariati, Widnyani, & Dewi, 2025).

2.10 Future Directions of Research

The study of adaptation is increasingly interdisciplinary, drawing insights from developmental psychology, neuroscience, sociology and education. Future research must address gaps, such as the role of digital environments, adaptation in multicultural classrooms, and the experiences of children with special needs. Additionally, longitudinal studies are needed to trace how early adaptation influences academic success, career trajectories, civic participation, and overall well-being in adulthood. As societies become more diverse and globalized, the ability of preschools to foster adaptive, resilient, and socially competent individuals will remain a central concern (Lestari, Artisa, Nurliawati, & Maulana, 2025).

The adaptation of preschool children is a multidimensional process shaped by the interaction of biological, psychological, familial, educational, and cultural factors. The theories of Piaget, Erikson, Vygotsky, Bandura, Baumrind, and Bronfenbrenner provide rich frameworks for understanding the complexity of parenting. Modern challenges, from digitalization to shifting family structures, require both theoretical sophistication and practical innovation. By integrating research-based insights with culturally sensitive practices, educators, parents, and policymakers can ensure that children's adaptation lays a strong foundation for lifelong development.

3. Research Methodology

This study adopted a qualitative and descriptive-analytical approach, supplemented by quantitative elements, to comprehensively examine the psychological factors influencing preschool children's adaptation to the social environment. The research is grounded in a cross-sectional design, which allows for the observation of children's adaptation behaviors at a specific point in time while also considering retrospective information on family and early social experiences. The population for this research consisted of preschool-aged children between four and six years old, enrolled in both public and private kindergartens. The sampling strategy employed purposive sampling to ensure representation across different socioeconomic backgrounds, family structures, and educational settings. Parents, educators, and kindergarten psychologists were also included as informants to provide a multi-perspective view of the adaptation process. Data collection methods include structured observations in the classroom and play settings, semi-structured interviews with parents and educators, and standardized assessment tools for measuring social skills, emotional regulation, and adaptability. Instruments such as the Preschool and Kindergarten Behavior Scales (PKBS-2) and the Social Skills Improvement System (SSIS) are used to ensure reliability and validity in quantifying social competence. For the qualitative dimension, thematic analysis was applied to the interview transcripts to identify recurring patterns related to family dynamics, teaching approaches, and child temperament.

Ethical considerations were strictly adhered to, including informed consent from parents and guardians, anonymity of participants, and sensitivity to the emotional well-being of children during observations and assessments. This study also incorporated triangulation by combining data from different sources and methods, enhancing the credibility and robustness of the findings. The methodological framework is designed to bridge theoretical insights with practical implications, enabling the formulation of targeted recommendations for educators, parents and policymakers. By integrating perspectives from developmental psychology, educational theory, and social ecology, this study aims to provide a

comprehensive understanding of how family and kindergarten environments jointly shape preschool children's adaptation to the social world.

4. Result and Discussion

The findings of this study underline the complex and multifaceted nature of preschool children's adaptation to their social environment. The results demonstrate that successful adaptation is not determined by a single factor but rather by the dynamic interaction between family influences, kindergarten conditions, and children's own psychological characteristics. This aligns with Bronfenbrenner's ecological systems theory, which posits that development occurs through continuous and reciprocal exchanges between children and their immediate environments. One of the most significant observations is the decisive role of the family in shaping a child's readiness for social integration. Children who experienced secure emotional bonds, consistent guidance, and open communication within their families displayed greater confidence, resilience, and willingness to engage in group activities. This supports the existing literature on the importance of authoritative parenting styles, as defined by Baumrind, which combine high responsiveness with appropriate control. In contrast, children from families characterized by inconsistent discipline, low emotional support, or high conflict levels are more likely to exhibit signs of social withdrawal, aggression, or emotional instability in the preschool setting. This suggests that early interventions should not focus solely on the child but also on improving the emotional climate and parenting practices of the family.

The kindergarten environment emerged as the second critical determinant of children's adaptation. Observations revealed that children who entered classrooms with warm, responsive educators and clearly structured routines adapted more smoothly and quickly to the new social norms. Educators who provided individualized attention and encouraged cooperative learning created conditions that fostered positive peer relationships and reduced behavioral issues. This finding resonates with Vygotsky's sociocultural theory, which emphasizes the importance of guided interaction and scaffolding in learning and adaptation. In contrast, rigid teaching methods, lack of emotional responsiveness, and overcrowded classrooms often lead to slower adaptation, higher anxiety levels, and conflict among peers. Peer interactions have also been shown to be key factors. Positive peer relationships act as a buffer against the stress of adaptation, helping children feel accepted and supported. However, difficulties in forming peer connections can exacerbate feelings of isolation and hinder participation in group activities. This finding mirrors previous research by Ladd and Price, who found that peer acceptance is strongly correlated with school adjustment during early childhood. This also suggests that fostering inclusive play and conflict resolution skills should be an explicit objective in preschool curricula.

The interplay between temperament and environment further highlights the individualized nature of adaptation. Children with naturally flexible or sociable temperaments generally adapt more quickly, even in less supportive environments, whereas those with more inhibited or reactive temperaments require structured support, gradual exposure, and enhanced emotional guidance. This interaction effect echoes Thomas and Chess's "goodness-of-fit" model, which states that optimal development occurs when environmental demands align with a child's temperament and abilities. Importantly, these findings highlight the need for cultural sensitivity in adaptation strategies. Social expectations, parenting norms, and educational practices vary across cultural contexts, meaning interventions must be tailored to local realities rather than relying on universal models. For example, in cultures where collective harmony is valued over individual expression, adaptation strategies might focus more on group cohesion and cooperative tasks, whereas in cultures that emphasize independence, strategies might encourage self-assertion and initiative-taking.

Overall, this study reinforces the notion that adaptation to the social environment in early childhood is an ongoing process influenced by multiple systems—family, school, and peers—each interacting with the child's psychological resource. Therefore, effective adaptation strategies must address all these systems simultaneously, providing guidance and support to both children and the adults responsible for their development. The findings underscore the importance of integrated approaches that combine parental education programs, teacher training in socio-emotional development, and classroom practices that actively promote inclusivity and emotional wellbeing.

4.1 Analytical Section

The analysis of the collected data revealed a strong interdependence between the family environment, kindergarten context, and psychological readiness of preschool children for social adaptation. The findings point to several underlying mechanisms through which these domains interact, each uniquely contributing to the child's capacity to navigate new social environments. From the perspective of family dynamics, the results highlight that parenting styles exert a long-term influence on children's adaptability to school. Authoritative parenting, characterized by balanced warmth and discipline, fosters higher levels of self-regulation, problem-solving ability, and emotional resilience. This can be analytically interpreted as a form of early skill development that equips children with adaptive strategies before they encounter formal group settings, such as preschool. In contrast, authoritarian or neglectful parenting styles may create developmental gaps in these competencies, making the adaptation process more stressful and prolonged for children.

The kindergarten environment, which serves as the child's first structured social institution outside the family, was found to either amplify or mitigate the effects of the home environment. Educators who adopted responsive and inclusive teaching practices often succeeded in compensating for deficits in the child's family background, whereas rigid or emotionally detached approaches tended to reinforce the existing difficulties. This finding suggests that the educational environment functions as a compensatory or reinforcing mechanism depending on its quality and responsiveness to individual needs. An important analytical insight from this study is the role of peer relationships as mediators in the adaptation process. Peer acceptance and participation in cooperative activities not only facilitated smoother adaptation but also provided children with opportunities to develop conflict resolution skills, empathy, and social initiatives. Conversely, exclusion or peer rejection is often correlated with increased withdrawal, aggression, or dependency behaviors. This underscores the necessity of peer-focused interventions to promote inclusivity and reduce social isolation in preschool settings.

The interaction between child temperament and environmental variables is another crucial factor. Flexible and outgoing children adapt more readily across diverse environments, whereas children with more sensitive or inhibited temperaments require environments that are predictably structured and emotionally supportive. This interplay confirms the "goodness-of-fit" principle, according to which adaptation outcomes improve when the demands and opportunities of the environment align with the child's inherent characteristics. The analysis also indicates that adaptation is not a one-time event but rather a gradual, ongoing process shaped by cumulative experiences. This process is influenced by the consistency between family and kindergarten values, expectations, and the behavioral norms. When these environments presented congruent expectations, the children adapted more quickly and confidently. However, when there was a significant mismatch—for example, a permissive home environment followed by a highly structured kindergarten—the adaptation process was prolonged and often accompanied by behavioral resistance. In conclusion, the analytical examination reveals that the adaptation of preschool children to the social environment is best understood as a systemic phenomenon involving multi-layered interactions between personal, familial, and institutional factors. This interplay—rather than any single determinant—most strongly predicts whether adaptation will be smooth, challenging, or delayed.

5. Conclusion

5.1 Conclusion

The adaptation of preschool children to the social environment is a multifaceted process shaped by continuous interaction between family influences, kindergarten conditions, and the child's individual psychological characteristics. This study demonstrated that both the emotional climate and educational practices within the family and preschool settings play decisive roles in determining the speed, quality, and sustainability of children's adaptation. The family environment provides the first and most influential context for social and emotional development in children. Warmth, consistent guidance, and responsive communication within the family foster emotional stability, self-confidence, and readiness to participate in group activities. Conversely, inconsistent, neglectful, or overly rigid parenting can

hinder the development of essential social skills, making adaptation to the preschool environment more challenging.

The kindergarten setting serves as both a continuation and expansion of the child's social world. The responsiveness of educators, inclusivity of classroom practices, and overall emotional climate of the preschool significantly influence adaptation outcomes. Positive peer relationships and supportive teaching approaches can compensate for deficiencies in the family environment, whereas rigid structures and limited emotional engagement may exacerbate existing difficulties in the family environment. This study also confirmed that temperament and environmental fit are crucial. Children adapt most successfully when there is harmony between their personal characteristics and the demands of their surroundings. Moreover, adaptation should be viewed not as a single event but as an ongoing developmental process requiring consistent support from both family and educational institutions. In summary, successful adaptation in early childhood is best achieved through a collaborative approach involving parents, educators and psychologists. Interventions should be holistic, addressing not only the child's immediate needs, but also strengthening the systems around them. Such an approach will not only ease the transition into formal education but also lay the foundation for healthy social, emotional, and cognitive development in later life. Additionally, policymakers and community organizations should actively support early childhood education by promoting parent-teacher partnerships, improving access to high-quality preschool programs, and offering resources for families from diverse cultural and socioeconomic backgrounds. By ensuring that all stakeholders are involved, adaptation can be strengthened as a shared responsibility of all.

5.2 Suggestion

Based on the findings and conclusions of this study, several recommendations are proposed to enhance preschool children's adaptation to their social environment. First, parents should be encouraged to adopt warm, consistent, and responsive parenting practices. A family environment characterized by emotional support, constructive communication, and clear guidance fosters children's self-confidence, emotional stability, and readiness to participate in group activities. Parental involvement in daily routines and active engagement in children's educational experiences are essential for ensuring smooth adaptation. Second, educators should create inclusive, supportive, and emotionally engaging classroom environments. Preschool teachers are advised to use pedagogical strategies that promote cooperation, empathy, and positive peer interaction. By fostering a climate of trust and responsiveness, teachers can help compensate for possible deficiencies in the family environment and provide children with the tools necessary to develop social competence.

Third, child psychologists should provide holistic interventions that consider the interplay between individual temperament, family context, and preschool conditions. Early identification of children experiencing difficulties, followed by targeted support, can prevent long-term challenges in social, emotional, and cognitive development. Psychologists should also work closely with families and educators to design integrated programs that address children's immediate needs, while strengthening their long-term developmental capacities. Fourth, collaboration among parents, educators, and professionals must be reinforced as an ongoing process rather than a one-time intervention. Effective adaptation requires consistency and continuity, ensuring that children experience coherent support across their home and school environments.

Finally, educational institutions should implement structured orientation programs and transition activities that involve both parents and children. Such initiatives not only ease the initial adjustment to preschool life but also establish a shared framework for supporting children to grow. Through these recommendations, the adaptation process can be facilitated more effectively, laying the foundation for healthy social, emotional, and cognitive development in the later stages of life. Governments and policymakers should strengthen institutional frameworks that prioritize the quality and accessibility of early childhood education. Investing in teacher training, parental education workshops, and community-based programs can ensure that support networks extend beyond the classroom. Moreover, culturally sensitive approaches should be integrated into these initiatives, recognizing families' diverse backgrounds and tailoring interventions accordingly. Research collaborations between academic

institutions and preschool centers can further refine best practices, ensuring that strategies are evidence-based and adaptable to local needs. By combining family support, professional expertise, and institutional commitment, society can create an ecosystem that maximizes children's potential and promotes their successful adaptation.

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