



## Factors Influencing Family Support for Education Patterns in School-Age Children

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### ABSTRACT

**Introduction:** The family's role in providing the child with education and supporting his/her success is critical. The relationship between the child and parenting behavior can affect the child's achievements at school. **Objective:** Aimed to map and summarize critically the scientific evidence of the factors which influence family support for education patterns in school-age children. **Method:** A systematic search was carried out on five database PubMed, Science Direct, ProQuest, DOAJ, and search engine Google Scholar. Journal articles were extracted and selected under the PRISMA guide. Fifty-six journal articles were qualified based on the predetermined criteria. **Results:** The factors which influence family support for education patterns in school-age children identified in this scoping review include structural factors (family composition, the genders of the parents and the child, the social condition of the family and the child, the economic condition of the family and the child, and family education) and functional factors (family communication and the psychological conditions of the family and the child). The family and the child are an integral unity, and they support each other in education. **Conclusions:** Continuous support of the family for the education pattern of the school age child would shape the child's behaviors and achievement's

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### Kata kunci:

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### ABSTRAK

**Latar Belakang:** Pentingnya peran dari keluarga dalam memberikan pendidikan dan menunjang keberhasilan anak. Hubungan dari anak dan perilaku parenting dapat memberikan efek pada prestasi anak sekolah. **Tujuan:** untuk memetakan dan meringkas secara kritis terhadap bukti ilmiah tentang faktor yang mempengaruhi dukungan keluarga terhadap pola pendidikan pada anak usia sekolah. **Metode:** Pencarian sistematis dilakukan dari 5 database yaitu PubMed, Science Direct, ProQuest, dan DOAJ serta melalui mesin pencari, Google Scholar. Artikel jurnal diambil dan diseleksi dengan mengikuti pedoman PRISMA. Lima puluh enam artikel jurnal memenuhi syarat berdasarkan kriteria yang telah ditentukan sebelumnya. **Hasil:** Faktor yang mempengaruhi dukungan keluarga terhadap pola pendidikan pada anak usia sekolah yang didapatkan dari scoping review ini meliputi factor struktural (komposisi keluarga, jenis kelamin orangtua dan anak, sosial keluarga dan anak, ekonomi keluarga serta pendidikan keluarga) dan faktor fungsional (komunikasi keluarga serta psikologis keluarga dan anak). Keluarga dan anak merupakan satu kesatuan yang saling mendukung dalam pendidikan. **Kesimpulan:** Dukungan keluarga yang berkesinambungan terhadap pola pendidikan anak usia sekolah membentuk perilaku dan prestasi anak

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**INTRODUCTION**

Parent involvement is an investment on the part of the parents or the caregivers in their children’s education and behaviors (Larocque et al., 2011; Smolkowski et al., 2017). Parents are a central element in children’s achievements (Arcillas et al., 2018) and welfare (Fernandez, 2007). Child rearing gives extraordinary happiness and at the same time responsibility. Parents have a role as educators for children. In most cases, parents and caregivers are the first teachers or children. With schools parents and caregivers may establish a collaboration which support all aspects of children’s achievements at school. The family and the child are an integral unity, and they support each other in education. The relationship between the child and parenting behavior can affect the child’s achievements at school (Rodrigues et al., 2015). Parents have a critical role in improving the variables pertaining to students’ success at school (Power et al., 2013).

The nurses are the main component in hospital service system, because they have a high intensity of interaction with patients.(Imallah & Kurniasih, 2021) The nurses perform their duty according to the role and function as to provide a safe and effective service according to the determined standard.(Kieft et al., 2014) The nurses perform all those tasks together with the team, so it needs teamwork and discussion among team members.(Skyberg & Innvaer, 2020) The teamwork system is needed to create a balanced division of tasks, role, responsibility, and general purpose.(Mendo-Lázaro et al., 2018) The communication ability and social relationship are also required in teamwork, so the health service system can be more complex with patient-centered care.(Mendo-Lázaro et al., 2018).

The success of nursing team performance is related to nursing service quality and patient satisfaction.(Muhith, 2016) Thus, those aspects should be considered in the

management of health service system.(S. Li et al., 2021) This success is affected by several factors either from nurse or system built in the hospital.(Prawirodihardjo, 2019) The supervision, leadership authority character, and compliance of nursing team member affect patient nursing quality.(Hastuti et al., 2020) The nursing team performance and system built in an institution are a measurement standard of organizational success relating to health service.(Prawirodihardjo, 2019) This article aimed to examine the factors that can affect teamwork success in performing nursing care which could increase the quality of nursing service for the society. The nursing team must know the factors that influence the success of teamwork in carrying out effective and efficient nursing care for patients during a pandemic. Nursing care that is following patient needs can improve the quality of nursing services and patient satisfaction in health services. The aim of this scoping review was to critically synthesize scientific evidence on the factors which influence family support for education patterns in school-age children. This pertains to the understanding of the level of family support in society.

**METHODS**

*Search Strategy*

This study extracted journal articles from five databases PubMed, Science Direct, ProQuest, Google Scholar, and DOAJ with a focus on the factors which influence family support for education patterns in school children. Literature search was commenced in September 2020. The keywords used were “family support”, “learning patterns in school children”, and “school-age children”. Language use is to be a consideration in this scoping review.

**Table 3** *Search Strategy*

| No | Databases      | Keywords   | Based on         | Number of Articles | Search Dates                      |
|----|----------------|--|------------------|--------------------|-----------------------------------|
| 1. | PubMed         | "family support" or "learning patterns in school children" and "school-age children" | Titles/Abstracts | 256                | 19 August 2020–29 September 2020  |
| 2. | Science Direct | "family support" or "learning patterns in school children" and "school-age children" | Titles/Abstracts | 360                | 19 August 2020–29 September 2020  |
| 3. | ProQuest       | "family support" or "learning patterns in school children" and "school-age children" | Titles           | 263                | 16 September 2020–10 October 2020 |
| 5. | Google Scholar | "family support" or "learning patterns in school children"                           | Titles/Abstracts | 340                | 21–26 October 2020                |
| 6. | DOAJ           | "family support" or "learning patterns in school children"                           | Titles           | 190                | 21–26 October 2020                |

*Articles Selection and Restrictive Criteria*

This study involved qualitative and quantitative journal articles. This scoping review used the criteria of population, concept, and context. Factors which influence family support for education patterns in school children were explored in this study (Figure 1). The title and abstract of every publication were to be screened for relevant article. Access to full-text and published (non-preprint) articles became a consideration in the article extraction for review. The restrictive criteria of this scoping review consisted of inclusion and exclusion criteria. The inclusion criteria were as follows: 1) the populations and samples used were

families with school-age children; 2) the interventions applied in the publications were examined through questionnaires related to the factors that influence the support of families with school-age children; 3) the results were obtained from measurements of the variable factors which influence the support of families with school-age children; and 4) the research designs employed either the cross-sectional, longitudinal, or cohort study approach. The exclusion criteria were as follows: 1) they used languages the reviewers had no comprehension of, 2) they are not classified as research articles, e.g., systematic reviews, 3) they were published outside the predetermined publication

year range; and 4) the article titles were irrelevant with this scoping review's topic.

The Calgary Family Assessment Model (CFAM) is a multidimensional, integrated framework based on principles of systems, cybernetics, communications, and change theory and is influenced by postmodernism and cognitive biology. It combines nursing concepts and family therapy based on system theory, cybernetics, communication theory, change theory, and biology. Making up as components of this model are structural, developmental, and functional factors (Wright & Leahey, 2010). This model still needs integration with other theories which can support families with school children in a positive way.

Family management and strategies in supporting education are expected to have a positive effect on school children's social conditions with emotional adjustment (e.g., fewer behavioral and emotional problems, reduced defiant behaviors with alcohol or drugs, positive interactions with peers) and increased student involvement at school (e.g., attendance, completion of school-assigned homework, and positive attitude toward school) (Smolkowski et al., 2017). The conceptual framework for the theories above is as follows.

#### Screening and Data Extraction

After selecting journal articles according to the keywords, the authors applied a synthetic-integrative-narrative approach to summarize the factors which influence family

support for school children's education and to have an understanding on the mechanism of the influence. The authors extracted information (based on the conceptual framework into a data presentation matrix) on the research authors, research years, research populations, research variables, research main findings (e.g., findings at a 95% confidence interval and  $p < 0.05$ ), implications, and conclusions. This would give a significant summary of the study findings. This summarization involved synthesis, analysis, and interpretation of the data from the quantitative and qualitative studies to discern the mechanism of the influence of the identified factors. The article filtering and extraction to retrieve information covered six domains: 1) authors and publication year; 2) study identification (article title, journal title, impact factor, author(s), publication year, research organizing institution); 3) country or region in which the research population resided; 4) methodological characteristics (study design, study objective, research questions or hypotheses, sample characteristics, sampling method, statistical analysis); 5) research main findings and implications for clinical practices; and 6) conclusion.

#### Research Ethics

The design characteristic of this research was of a systematic review. Evaluation of the research ethics was not necessary. However, statement of research ethics in the journal articles would serve as a consideration for the use of the publications for the scoping review process.

**Tabel 4 Studies Included**

| Authors                       | Title  | Database | Country                            | Year of Publication | Type of Research         |
|-------------------------------|--|----------|------------------------------------|---------------------|--------------------------|
| (Bevilacqua et al., 2017)     | The role of family and school-level factors in bullying and cyberbullying: a cross-sectional study   | PubMed   | South-East England                 | 2017                | Cross sectional study    |
| (Bender & Lösel, 2011)        | Bullying at school as a predictor of delinquency, violence and other anti-social behaviour in adulthood  | PubMed   | Germany                            | 2011                | Longitudinal study       |
| (Stapinski et al., 2014)      | Peer Victimization During Adolescence And Risk For Anxiety Disorders In Adulthood  | PubMed   | Englanc                            | 2014                | Cohort Study             |
| (Power et al., 2013)          | Family-School Intervention for Children with ADHD: Results of Randomized Clinical Trial  | PubMed   | USA                                | 2012                | Cohort Study             |
| (Coe et al., 2019)            | Callousness and Negative Internal Representations as Mediators   | PubMed   | Northeastern United States         | 2019                | Longitudinal study       |
| (Fomby & Kravitz-wirtz, 2020) | Family Systems and Parents' Financial Support for Education in Early Adulthood   | PubMed   | USA                                | 2019                | Longitudinal study       |
| (Nusinovici et al., 2018)     | Impact of parental separation or divorce on school performance in preterm children: A population-based study                                   | PubMed   | Pays-de-la-Loire region (Perancis) | 2018                | A population based study |
| (Simpson et al., 2012)        | Evolution, Stress, and Sensitive Periods: The Influence of Unpredictability in Early Versus Late Childhood on Sex and Risky Behavior           | PubMed   | USA                                | 2012                | Longitudinal study       |
| (Zwierzynska et al., 2013)    | Peer Victimization in Childhood and Internalizing Problems in Adolescence: A Prospective Longitudinal Study.                                   | PubMed   | England                            | 2013                | Longitudinal study       |
| (Bachman et al., 2011)        | Maternal relationship instability influences on children's emotional and behavioral functioning in low-income families                         | PubMed   | USA                                | 2011                | Cross Sectional study    |
| (Bi et al., 2018)             | Parenting styles and parent-adolescent relationships: The mediating roles of behavioral autonomy and parental authority                        | PubMed   | China                              | 2018                | Cross Sectional study    |
| (Janicke et al., 2005)        | Family functioning in school-age children with cystic fibrosis: An observational assessment of family interactions in the mealtime environment | PubMed   | USA                                | 2005                | Cross Sectional study    |
| (Lin MJ et al.,               | The experiences of primary caregivers raising  | PubMed   | Taiwan                             | 2009                | Cross                    |

|                              |   |                |                 |      |  |                       |
|------------------------------|---|----------------|-----------------|------|--|-----------------------|
| 2009)                        | school-aged children with attention-deficit hyperactivity disorder  |                |                 |      |  | Sectional study       |
| (Luther et al., 2005)        | Coping and social support for parents of children with autism   | PubMed         | USA             | 2005 |  | Cross Sectional study |
| (Yeung WJ et al., 2008)      | Black-white achievement gap and family wealth   | PubMed         | USA             | 2008 |  | Cross Sectional study |
| (O' Donnell et al., 2002)    | Multidimensional resilience in urban children exposed to community violence   | PubMed         | Spain           | 2002 |  | Cross Sectional study |
| (Morris & Butt, 2003)        | Parents' perspectives on homelessness and its effects on the educational development of their children  | PubMed         | USA             | 2003 |  | Cross Sectional Study |
| (V. C. H. Chen et al., 2014) | Symptoms of attention deficit hyperactivity disorder and quality of life of mothers of school-aged children: The roles of child, mother, and family variables                       | Science Direct | Taiwan          | 2009 |  | Cross Sectional Study |
| (Düşek & Ayhan, 2014)        | A Study on Problem Solving Skills of the Children from Broken Family and Full Parents Family Attending Regional Primary Boarding School   | Science Direct | Turkey          | 2014 |  | Cross Sectional Study |
| (Rodrigues et al., 2015)     | Family-school Cooperation in the Context of Inclusion of Children with Special Educational Needs  | Science Direct | Portugal        | 2015 |  | Cross Sectional Study |
| (Shaw et al., 2019)          | Do social support and eating family meals together play a role in promoting resilience to bullying and cyberbullying in Scottish school children?                                   | Science Direct | Scotland        | 2019 |  | Cross Sectional Study |
| (Akesson, 2015)              | School as a place of violence and hope: Tensions of education for children and families in post-intifada Palestine  | Science Direct | Palestine       | 2015 |  | Cross Sectional Study |
| (K. H. Chen et al., 2011)    | Multilevel influences of school and family on alcohol-purchasing behaviors in school-aged children  | Science Direct | Taiwan          | 2010 |  | Cross Sectional Study |
| (Flouri et al., 2015)        | Neighbourhood, school and family determinants of children's aspirations in primary school.  | Science Direct | England         | 2015 |  | Cohort Study          |
| (Fucci & Cavaletto, 2012)    | Educational Choices of the Elites. Autonomy and Responsibility of Italian and Foreign Children Between Family and School  | Science Direct | Turin, Italy    | 2012 |  | Cross Sectional Study |
| (Lau & Li, 2011)             | The extent of family and school social capital promoting positive subjective well-being among primary school children in Shenzhen, China  | Science Direct | China           | 2011 |  | Cross Sectional Study |
| (Liang et al., 2019)         | Revision and validation of a short scale to assess home environment for elementary school children in transnational families in Taiwan  | Science Direct | Taiwan          | 2019 |  | Cross Sectional Study |
| (J. D. Lin et al., 2013)     | Modification effects of family economic status and school factors on depression risk of single-father family children in Mid-Taiwan area  | Science Direct | Taiwan          | 2013 |  | Cross Sectional Study |
| (Sonney et al., 2019)        | Parent- and Child-Reported Asthma Responsibility in School-Age Children: Examining Agreement, Disagreement, and Family Functioning  | Science Direct | USA             | 2019 |  | Cross Sectional Study |
| (Tang et al., 2012)          | Spanish-speaking Mexican-American families' involvement in school-based activities and their children's literacy: The implications of having teachers who speak Spanish and English | Science Direct | Mexico          | 2012 |  | Cross Sectional Study |
| (Kayama & Yamakawa, 2020)    | Acculturation and a sense of belonging of children in U.S. Schools and communities  | Science Direct | USA             | 2020 |  | Cross Sectional Study |
| (F. G. Lin et al., 2011)     | Interactive influences of family and school ecologies on the depression status among children in marital immigrant families   | Science Direct | Taiwan          | 2011 |  | Cross Sectional Study |
| (Thomas, 2019)               | Parental influence and private school enrollment among children in blended families.  | Science Direct | USA             | 2019 |  | Longitudinal study    |
| (Erdamar et al., 2009)       | Examination of the family structures of families in lower and higher socio-economical levels with children attending first and third grades of primary schools and preschools.      | Science Direct | Ankara (Turkey) | 2009 |  | Cross Sectional Study |
| (Saaritsa, 2008)             | Family economy and informal social security in early 20th century Finnish households  | Science Direct | Finland         | 2008 |  | Cross Sectional Study |

|                              |   |                |          |      |                       |
|------------------------------|---|----------------|----------|------|-----------------------|
| (Hauser-Cram P et al., 2007) | Early feelings about school and later academic outcomes of children with special needs living in poverty  | Science Direct | USA      | 2007 | Cross Sectional Study |
| (Lachance JA et al., 2006)   | A longitudinal analysis of sex differences in math and spatial skills in primary school age children  | Science Direct | USA      | 2006 | Longitudinal study    |
| (Smits J et al., 2006)       | Effects of family background characteristics on educational participation in Turkey   | Science Direct | Turkey   | 2006 | Longitudinal study    |
| (Nyamukapa C et al., 2005)   | Extended family's and women's roles in safeguarding orphans' education in AIDS-afflicted rural Zimbabwe   | Science Direct | Zimbabwe | 2005 | Cross Sectional Study |
| (Brunello G et al., 2005)    | School quality and family background in Italy   | Science Direct | Italy    | 2005 | Cohort Study          |
| (Hou WP et al., 2020)        | The effect of increased family finance and dual-parental absence since infancy on Children's cognitive Abilities  | Science Direct | China    | 2020 | Cross Sectional Study |
| (Martíne RA et al., 2004)    | Children's school assessment: Implications for family-school partnerships   | Science Direct | Spain    | 2004 | Cross Sectional Study |
| (Somchit S et al., 2004)     | The relationships among resilience factors, perception of adversities, negative behavior, and academic achievement of 4th- to 6th-grade children in Thad-Thong, Chonburi, Thailand                                      | Science Direct | Thailand | 2004 | Cross Sectional Study |
| (Brandon PD et al., 2003)    | Determinants of out-of-school childcare arrangements among children in single-mother and two-parent families  | Science Direct | USA      | 2003 | Longitudinal study    |
| (Mumtaz S et al., 2001)      | Children's enjoyment and perception of computer use in the home and the school  | Science Direct | England  | 2001 | Cross Sectional Study |
| (Kagıtcıbası C et al., 2001) | Long-term effects of early intervention: Turkish low-income mothers and children  | Science Direct | Turkey   | 2001 | Cross Sectional Study |
| (Pačliková et al., 2019)     | What role do family composition and functioning play in emotional and behavioural problems among adolescent boys and girls?   | ProQuest       | Slovakia | 2019 | Cross Sectional Study |
| (Spencer et al., 2018)       | Parental engagement in school-based health promotion and education  | ProQuest       | England  | 2018 | Cross Sectional Study |
| (Danet, 2020)                | Parental Concerns about their School-aged Children's Use of Digital Devices   | ProQuest       | France   | 2020 | Cross Sectional Study |
| (Pluta et al., 2020)         | The analysis of social support level in foster families in the context of their leisure time activities   | ProQuest       | France   | 2020 | Cross Sectional Study |
| (Morgan et al., 2019)        | Socio-economic inequalities in adolescent summer holiday experiences, and mental wellbeing on return to school: Analysis of the school health research network/health behaviour in school-aged children survey in wales | ProQuest       | UK       | 2019 | Longitudinal study    |
| (Z. Li & Qiu, 2018)          | How does family background affect children's educational achievement? Evidence from Contemporary China  | Google Scholar | China    | 2018 | Cross Sectional Study |
| (Seitz V et al., 1985)       | Effects of family support intervention: a ten-year follow-up  | Google Scholar | USA      | 1985 | Longitudinal study    |
| (McCabe KM et al., 2010)     | Journal of Clinical Child Psychology Family protective factors among urban African American youth   | Google scholar | Michigan | 2010 | Cross Sectional Study |
| (Walker LJ et al., 1991)     | Family Interactions and the Development of Moral Reasoning  | DOAJ           | USA      | 1991 | Cross Sectional Study |
| (Nagy-Pénzes G et al., 2020) | Contributing factors in adolescents' mental well-being—the role of socioeconomic status, social support, and health behavior  | DOAJ           | Hungaria | 2020 | Cross Sectional Study |

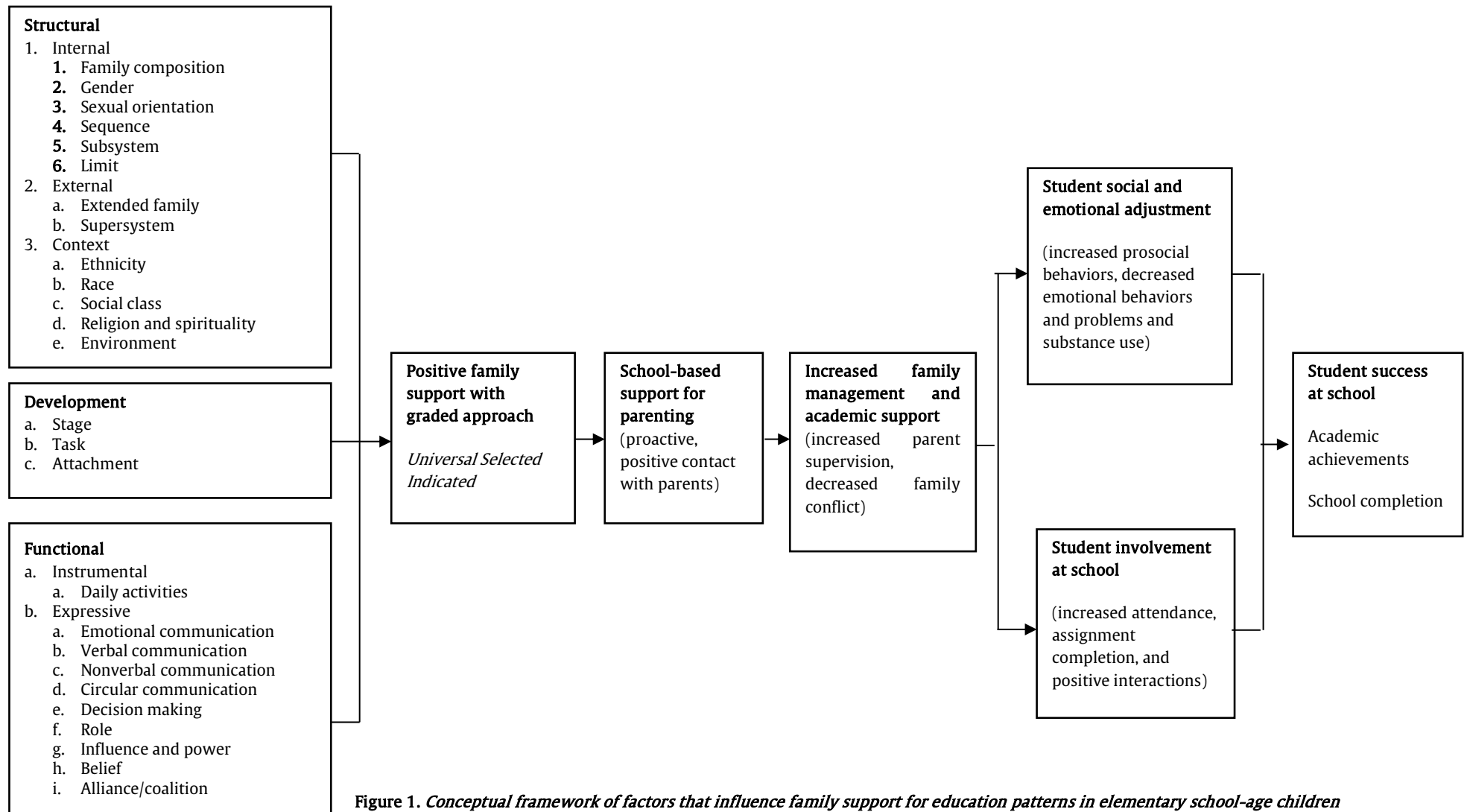


Figure 1. Conceptual framework of factors that influence family support for education patterns in elementary school-age children

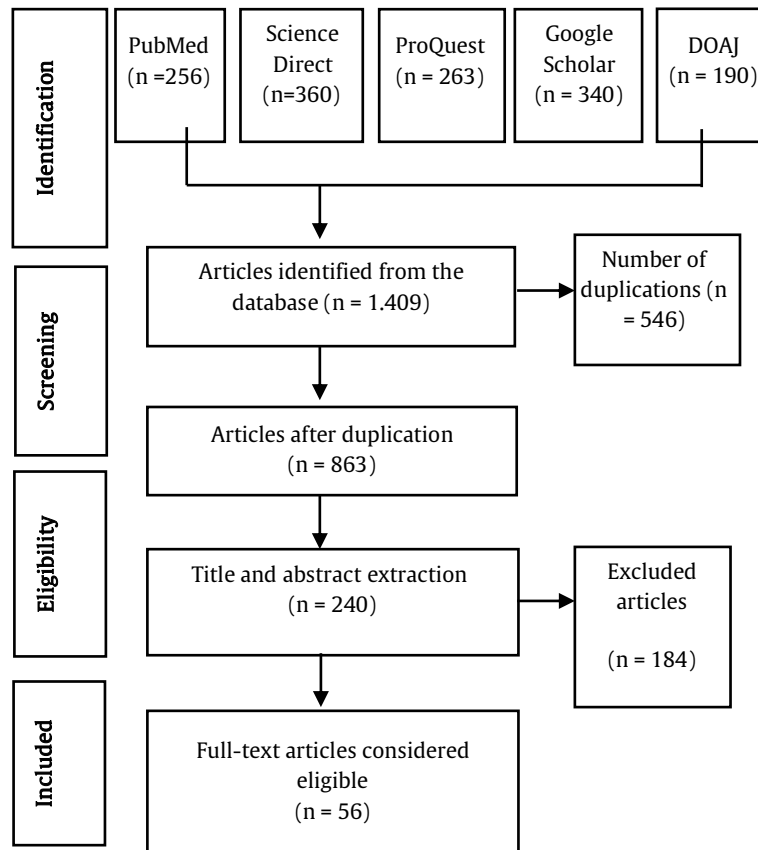


Figure 2. PRISMA Flow Chat Diagram

## RESULTS

### Articles Selection

Table 1  
 Study Characteristics

| Results of Variables Analysis                        | N  |
|--|----|
| Influencing factors                                  | 56 |
| Structural   |    |
| Family composition                                   | 14 |
| Genders of the family and the child                  | 7  |
| Social condition of the family and the child         | 15 |
| Economic condition of the family                     | 14 |
| Family education                                     | 10 |
| Functional   |    |
| Family communication                                 | 13 |
| Psychological conditions of the family and the child | 7  |
| <b>Data sources</b>                                  | 42 |
| Cross-sectional studies                              | 10 |
| Longitudinal studies                                 | 4  |
| Cohort studies                                       |    |
| <b>Data Levels in Analysis</b>                       |    |
| Regional   | 28 |
| National   | 16 |
| Multinational  | 12 |

Prior to the articles review, duplication extraction process was conducted. The review process of the selected duplication-free articles was conducted in three stages: title

review, abstract review, and review of the whole article. Of the 1,409 articles obtained, 546 were excluded due to duplication. The 240 articles which were considered eligible were subjected to full-text selection. As many as 184 articles were excluded because they investigated a specific group in a population, took the form of reviews, preprints, and retrospective studies, and employed qualitative designs. After complete screening, 56 research articles were found to meet the inclusion criteria and thus were considered eligible for the scoping review.

### Research Characteristics

The greatest sample size used among the 56 articles was 132,424. The total number of participants in all articles was 329,019. The minimum participant age was 1 year, while the maximum 55 years. This was because there was an article investigating under five participants. The studies reviewed here consisted of 41 cross-sectional studies, 10 longitudinal studies, and 4 cohort studies. The 56 articles were based in different countries, including England (6 articles), Germany (1 article), the U.S. (16 articles), France (2 articles), Taiwan (6 articles), Turkey (4 articles), Portugal (1 article), Scotland (1 article), Palestine (1 article), Italy (2 article), China (4 articles), Mexico (1 article), Slovakia (1 article), the U.K. (1 article), Poland (1 article), Spain (2 articles), Finland (1 article), Zimbabwe (1 article), Thailand (1 article), and Hungary (1 article). However, due to the limitations on the part of the researchers, this scoping review only involved seven factors which influence the support of families with school-age children.

### *Measurement Instrument*

The majority of the studies measured family support for education patterns in school-age children and the influencing factors using questionnaires. The questionnaires were disseminated to the families and children who were willing to become participants. The majority of the questionnaires were existing standard questionnaires. Using those questionnaires the factors influencing family support were identified based on the opinions of both the children and the parents.

### *Resultant Influencing Factors*

Family support is a significant predictor in the internal environment of the family (K. H. Chen et al., 2011). Education for children is important (Akeson, 2015). Families that support children in their school commitment usually have children with a fair socializing ability (Fucci & Cavaletto, 2012). Upon review, a number of influencing family support factors in school-age children were found to be as follows:

#### **Structural Factors**

##### a. Family composition

There are a variety of family compositions. School-age children may live with biological or step fathers or mothers or with grandfathers or grandmothers or any other caregivers (Bevilacqua et al., 2017). Family composition is consistently associated with children's mental health (Bender & Lösel, 2011; Bevilacqua et al., 2017; Nusinovici et al., 2018). Parent separation is linked with children's decreased ability to maintain attention in the classroom (Nusinovici et al., 2018) and emotional (J. D. Lin et al., 2013; Paclikova et al., 2019) as well as behavioral problems (Paclikova et al., 2019). Moreover, families with immigrants usually have a sevenfold increased risk of depression in children (F. G. Lin et al., 2011). Objective and perceived family problems include broken home, unemployment, parent substance abuse, marital conflicts, unfavorable family climates, and aggressive and inconsistent parenting patterns (Bender & Lösel, 2011; Nusinovici et al., 2018). Children with both parents and siblings have a greater level of problem-solving skill (Bi et al., 2018). Children born with only a parent will receive a greater degree of aid in education from other family members such as relatives from the mother line (Brandon & Hofferth, 2003; Nyamukapa & Gregson, 2005). Families with an authoritarian parenting style face more conflicts (Bi et al., 2018). Finally, the more the number of biological siblings the lower a child's ability is to solve problems (Düşek & Ayhan, 2014; Smits & Hoşgör, 2006).

##### b. Genders of the Parents and the Child

There is a trend that school age bully victims are mostly female and that emotional signs are more prevalent at the age of 10 years (Stapinski et al., 2014). Family characteristics such as financial problems, mothers with higher education levels, domestic violence, child abuse, parental hostility, and mothers and fathers with symptoms of anxiety and depression will affect children's friendship (Flouri et al., 2015; Stapinski et al., 2014). Girls are relatively weaker in interpersonal interactions with parents at home than boys (Lau & Li, 2011). However, on the other side, girls have stronger relationships with peers than boys. Female children tend to be more achievement-driven (Lau & Li, 2011).

Another work states that gender did not cause any difference in mathematic prowess at school (Lachance & Mazzocco, 2006). Other than the abovementioned, difference in gender is shown by boys spending more time playing computer games while girls using the Internet to send their friends emails (Mumtaz, 2001).

##### c. Social Condition of the Family and the Child

Positive social norms and support from peers and family encourage children's involvement in physical activities with their peers (Lau & Li, 2011; Stapinski et al., 2014) and improve family support (Luther et al., 2005; Pluta et al., 2020; Somchit & Sriyaporn, 2004) and behaviors (Spencer et al., 2018). If the family support is minimal, children will adopt negative behaviors such as purchasing alcohol (K. H. Chen et al., 2011). Family support allow for increased social and interpersonal skills in the school environment as well as academic achievements (Somchit & Sriyaporn, 2004). Seeing parents about to conduct a physical activity with them and encouraging to do a sport or another physical activity (V. C. H. Chen et al., 2014; Stapinski et al., 2014). Family should instill in children safe working models from themselves and others, a greater level of belief and social cooperation, reduced risk-taking to achieve a status and popularity with peers and school community, reduced harassment (Danet, 2020; Lau & Li, 2011; Nusinovici et al., 2018; Shaw et al., 2019; Simpson et al., 2012), and lowered depression (Nagy-Pénzes et al., 2020). Children playing and learning in schools which are situated in places other than their places of birth experience a greater challenge and desire to socialize (Kayama & Yamakawa, 2020).

##### d. Economic Condition of the Family

Family system varies in terms of characteristics and compositions. Children with single parents and step parents more often experience economic loss during their early lives with a potential consequence of intergenerational transmissions (Fomby & Kravitz-wirtz, 2020; J. D. Lin et al., 2013). Families with a greater level of occupational engagement have a lowered level of supervision over school-age children (K. H. Chen et al., 2011; Lau & Li, 2011; Z. Li & Qiu, 2018; Rodrigues et al., 2015). Family social class also clearly comes out as a central element in representation in terms of goal setting for academic outcomes (Fucci & Cavaletto, 2012). A high economic status is inextricably linked with children's cognitive achievements at school, for example, in math (Hou et al., 2020; Yeung & Conley, 2008). A low economic status, on the other hand, will lead to low child education (Morris & Butt, 2003; Smits & Hoşgör, 2006) but gives a stronger motivation to study (Hauser-Cram et al., 2007).

##### e. Family Education

Parent education renders significant differences in child problem-solving skills (Düşek & Ayhan, 2014; Rodrigues et al., 2015) and academic achievements (Brunello & Checchi, 2005; Martínez et al., 2004). With regard to selection of education institution school-age children are to attend (Seitz et al., 1985), parent education also causes elementary school-age children who attend institutions such as Islamic boarding schools (pesantren) to experience separation from parents and their loved ones, face difficulty in adapting to their new environments, and be unable to find family environment and love (Düşek & Ayhan, 2014; Flouri et al.,



2015; Pluta et al., 2020). The education of the parents, especially the mothers, will determine children's study continuance to the high school level (Smits & Hoşgör, 2006).

## Functional Factors

### 1. Family Communication

Given the criticality of school and the potential impact of the relationship with school-age children's academic performance and social functions, increasing interactions in family significantly improves adequate education (V. C. H. Chen et al., 2014; Danet, 2020; Liang et al., 2019; Power et al., 2013). Family with a lack of attention or poor communication will face the problem of in compliance with rules (e.g., children are unaware of their tasks and do not perform their school assignments) (Nusinovici et al., 2018; Power et al., 2013). For instance, communication over a meal with the family will enhance tenacity by protection (Shaw et al., 2019), emotional state (Paclikova et al., 2019), and health management of school-age children (Sonney et al., 2019). Families that allow children understanding and involvement (Tang et al., 2012) will be able to counter the children's fear and sense of struggle (Akesson, 2015).

### 2. Psychological Conditions of the Family and the Child

Family involvement in child education may influence the child's psychological development and in turn his/her success and life in general. Poor psychological condition in the family may lead to instability of the family with a school-age child (Nusinovici et al., 2018). Uncertainty and chaos that come with family instability can disturb the system's ability to breakdown emotional aspect and interpersonal relationship significance, hence leading to the development of callousness in children (V. C. H. Chen et al., 2014; Coe et al., 2019; Nusinovici et al., 2018). Unstable family microenvironment has generated an insecure work model, lowered level of confidence and cooperation, increased risk-taking designed to raise status and popularity with colleagues, short-term orientation, and weakened commitment to parent romantic relationship (V. C. H. Chen et al., 2014; Nusinovici et al., 2018). Parents and teachers have a role in improving children's mental health in family by reducing depression (F. G. Lin et al., 2011).

## DISCUSSION

School performance is a prominent basis for considering the relationship between generations and the hope related to investments in the education sector (Fucci & Cavaletto, 2012). The relationship between school and family is also of importance to school-age children's education (Benard, 1991). Children's levels of commitment constitutes constantly expressed family's hope, and forward-oriented socialization such as learning that provides plenty of opportunities, taking closer to professional and relational contexts which are qualified and respected socially (Fucci & Cavaletto, 2012). Family and school support has a significant positive effect on resilience and peer relationship (O'Donnell et al., 2002). As a result, children have a high level of motivation about education (Nusinovici et al., 2018). Support from parents have multiple continuous effects on academic achievement, higher elementary school scores,

higher language scores, and better social adaptation (Kagıtcıbası et al., 2001).

Through this review, it was found that there are a couple of factors that influence the support of families with school-age children. These factors are family composition, genders of the parents and the child, social condition of the family and the child, family economy, family education, family communication, and psychological conditions of the family and the child.

## Structural

### 1. Family composition

Children tend to depend on previous family representation as a way to simplify and understand challenging and new interpersonal contexts (Nusinovici et al., 2018). Children with both parents do not demonstrate any significant difference in problem-solving skills from children who experience family breakup (Düşek & Ayhan, 2014), but they have more advanced cognitive development (Hou et al., 2020). Children born to single parents, on the other hand, tend to suffer from emotional problems (J. D. Lin et al., 2013). Relationship between family composition which is instable, unpredictable, and potentially variable may lead to negative internal representation from the family relationship process, which limits the generation of effective coping in threatening contexts. With time this coping response is deemed to expand and deepen the problem of school adaptation, which is consistent with the finding of this research and previous empirical work (Nusinovici et al., 2018; Rodrigues et al., 2015).

Although family instability has repeatedly been linked to children's negative adaptation (Bachman et al., 2011), findings show that it predicts not only the increase in callousness among children and negative internal representation of family relationship from time to time but also worsened school adaptation over a 2-year period (Coe et al., 2019; Nusinovici et al., 2018). The ability of children from unstable families to process and respond to emotional interpersonal events may be increasingly disturbed (Bevilacqua et al., 2017; Nusinovici et al., 2018). Biological responses to emotional stimuli can affect the function of protection and lead to a greater level of risk for the development of callousness and increased vulnerability to behavioral problems and social difficulties (Düşek & Ayhan, 2014). The intensity of conflict between the parents and the child in authoritarian and abusive parenting styles is higher than between that in spoiling parenting style. Parent-child relationship is stronger among mothers than fathers (Bi et al., 2018). On average, biological families select better places of education than do step families (Thomas, 2019).

### 2. Genders of the family and the child

Gender has a role in a selected behavior (Lau & Li, 2011; Stapinski et al., 2014). Girls are relatively weaker in interpersonal interactions with parents at home than boys (Lau & Li, 2011). Girls will have stronger relationships with their peers than boys (Lau & Li, 2011). Only children, either female or male, have stronger interpersonal interactions and stronger perceived bonds with their parents at home. Meanwhile, those with siblings at home feel stronger relationships with teachers and fellow students than with their parents (Lau & Li, 2011). Mothers spoil female more than male children (Bi et al., 2018).

**Table 2 Overview of the Factors that Influence the Support of Families with School-Age Children**

| <b>Structural Factors</b>   | <b>Functional Factors</b>  |
|---|--|
| Family composition<br>- Living with <ul style="list-style-type: none"> <li>• Biological father and mother</li> <li>• Step father and mother</li> <li>• Grandfather and grandmother</li> <li>• Caregiver</li> </ul> - Number <ul style="list-style-type: none"> <li>• Both parents</li> <li>• Siblings</li> </ul> - Problem <ul style="list-style-type: none"> <li>• Parent separation</li> <li>• Immigrant presence</li> <li>• Parenty style</li> </ul> - Impact <ul style="list-style-type: none"> <li>• Mental health</li> <li>• Emotional problem</li> <li>• Behavioral problem</li> </ul> Genders of the parents and the child<br>- Emotional signs <ul style="list-style-type: none"> <li>• High mother emotions</li> <li>• Low father emotions</li> </ul> - Desire for achievements <ul style="list-style-type: none"> <li>• Greater in female</li> <li>• Lower in male</li> </ul> - Interaction in family <ol style="list-style-type: none"> <li>1. Low in female</li> <li>2. High in male</li> </ol> - Interaction with peers <ul style="list-style-type: none"> <li>• Lower in male</li> <li>• Higher in female</li> </ul> - Playing difference <ul style="list-style-type: none"> <li>• Male playing computer</li> <li>• Female sending emails</li> </ul> Social condition of the family and the child<br>- Increased physical activities<br>- Increased support and behavior<br>- Sense of security<br>- Interaction with school community<br>- School achievements<br>- Level of confidence<br>Family economy<br>- Step parents with low economy in the beginning<br>- Low economy, high supervision and child's low education, high motivation<br>- High economy, low supervision<br>- Social class<br>Family education<br>- Improved problem-solving<br>- Selection of school to attend<br>- Family environment<br>- Increased child's school level | <b>Family communication</b><br>- Cause <ul style="list-style-type: none"> <li>• High education</li> <li>• Attention</li> <li>• Understanding</li> </ul> - Effect <ul style="list-style-type: none"> <li>• Child compliance</li> <li>• Child emotional state</li> <li>• Health management</li> <li>• Fear</li> <li>• Sense of struggle</li> </ul><br><b>Psychological conditions of the family and the child</b><br>- Instability<br>- Chaos<br>- Uncertainty<br>- Confidence<br>- Cooperation<br>- Microenvironment<br>- Character development<br>- Short-term orientation<br>- Lowered depression |

### 3. Social Condition of the Family and the Child

Family does not have any significant role in the family and school social capital gained by children (V. C. H. Chen et al., 2014). Children with highly educated parents and with monthly family incomes have closer relationships with their parents and stronger social interactions with their peers than children with previously underprivileged positions (V. C. H. Chen et al., 2014; Danet, 2020; Nusinovici et al., 2018; Shaw et al., 2019; Simpson et al., 2012; Spencer et al., 2018). Those who study in public and highly accredited schools have stronger bonds with their parents and peers, namely structural and social cognitive capital (Simpson et al., 2012). Meanwhile, those who attend private and lowly accredited schools cognitively have close relationships with their

teachers and fellow students, and there is a stronger bond between parents and the school (13,20–23). Lack of social skills in children may be attributed to parenting style and parent involvement (McCabe et al., 2010).

School teachers assert that the focus of performance for children from higher social class is that middle- and upper-class parents strictly supervise their children and make sure that their children achieve excellent and sustainable outcomes (K. H. Chen et al., 2011; Fucci & Cavaletto, 2012; Lau & Li, 2011; Z. Li & Qiu, 2018; Rodrigues et al., 2015). Meanwhile, the children will continuously make the best effort to please their parents and internalize the prerequisites for an excellent performance (Fucci & Cavaletto, 2012). Lower-class families have a greater balance between leisure time and accompanying children to play but

fewer make school a priority (Fucci & Cavaletto, 2012; Lau & Li, 2011). Although solutions to poverty that are more structural in nature remain important, the intervention of school vacation may have a significant potential to close the socioeconomic gap in mental health and welfare when children return to school through reduced loneliness and provision of nutritious foods and opportunities for social interactions (Morgan et al., 2019). It is important for families to raise their social positions, continuously allow for training and education, and constantly cooperate with institutions or organizations related to their children's education (Walker & Taylor, 1991).

#### 4. Family Economy

School-age children with single parents certainly will face difficulties in economic matters (K. H. Chen et al., 2011; Lau & Li, 2011; Z. Li & Qiu, 2018; Rodrigues et al., 2015). In their early lives, their families will strive to adapt by earning a living on their own (18,29). Yet, families of this type will have more time to spend with and pay greater attention to their children (Fomby & Kravitz-wirtz, 2020; J. D. Lin et al., 2013). By contrast, families of middle-upper economic conditions supervise their children less (Fomby & Kravitz-wirtz, 2020; J. D. Lin et al., 2013). Family social class is prominent in the determination of school-related matters, such as the selection of the school, peers, and so forth (Fomby & Kravitz-wirtz, 2020; Fucci & Cavaletto, 2012). In families with single parents and step parents, the children or parents will have limited economic resources (Fomby & Kravitz-wirtz, 2020). Besides, most families are dependent on males' incomes (Saaritsa, 2008). Families with low economic status or with no home are associated with several factors such as unstable relationship, harassment and violence, negligence of parental responsibilities, and bad parenting model (Morris & Butt, 2003).

#### 5. Family Education

Family education level will render a difference in parenting skills (Düşek & Ayhan, 2014; Rodrigues et al., 2015). Families with mothers and fathers of high education levels adopt the democratic attitude. Positive family relationship and democratic attitude of the parents are critical to the development of the sense of security and to the psychological development in children (Erdamar et al., 2009). They also allow for a greater academic success in children. However, a contrast has been found with problem-solving skills, supervision, and social skills which are low. Families spare more time for work than for accompanying their children (Düşek & Ayhan, 2014). The selection of place in which to pursue education also has an impact on school-age children. For example, the selection of pesantren will cause children to experience separation from their parents and their loved ones, face difficulties in adapting to their new environments, and be unable to find family environment and love, but in later times the children will become more independent in problem-solving (Düşek & Ayhan, 2014; Flouri et al., 2015; Pluta et al., 2020).

#### Functional

##### 1. Family Communication

Children with sound communication skills will experience stronger connections with their parents, teachers,

and peers (2,12,18,21,23,24,29). This will lower the likelihood of negative subjective welfare in them (Danet, 2020; Z. Li & Qiu, 2018). The communication of immigrant mothers with others in the community and participation in child activities are believed to be vital in supporting literacy (K. H. Chen et al., 2011; Danet, 2020; Z. Li & Qiu, 2018). Besides, they will also improve the academic development of school-age children (23,29). A substantial body of literature has attempted to determine whether the association observed is caused by parent characteristics even prior to the child's birth, that is, the selection mechanism or the specific process that is underway (K. H. Chen et al., 2011; Danet, 2020; Fomby & Kravitz-wirtz, 2020; Z. Li & Qiu, 2018). The lack of social interaction with children is caused by the parents' lifestyles and the children's preference for spending time on gadgets, leading to a lack of communication (Danet, 2020). Families are hoped to have good communication, influence management, interpersonal involvement, and behavioral control for the education of school-age children (Janicke et al., 2005).

##### 2. The Psychological Conditions of the Family and the Child

Family support is a significant predictor in the domain of psychology (V. C. H. Chen et al., 2014). This may take the form of stressful past experience (Simpson et al., 2012) (McCabe et al., 2010). Bad experience will have an impact on the future (V. C. H. Chen et al., 2014; Coe et al., 2019; Nusinovi et al., 2018; Simpson et al., 2012). The stress dimension in psychology shapes important developmental outcomes in the future (V. C. H. Chen et al., 2014; Coe et al., 2019; Nusinovi et al., 2018). The application of life history thoughts will explain why certain experiences or events encountered previously in life prospectively predict the outcome development (Nusinovi et al., 2018; Simpson et al., 2012). This will also direct researchers to develop new hypotheses by traditional social development theory (Nusinovi et al., 2018; Simpson et al., 2012). Parenting burden (emotion and conflict), inadequate support system (from professional setting, significant other, and other family members), and coping mechanism (cognitive and social) will have an impact on parenting style in educating children (M. J. Lin et al., 2009). Victimization can increase the risk of depression and emotional problems (Zwierzynska et al., 2013). This finding shows that victimization serves as a risk factor for problem internalization along the entire spectrum. Victimization influences not only the incidence but also the chronic of depression (Zwierzynska et al., 2013).

#### CONCLUSIONS

The family and the child are an integral unity, and they support each other in education. The factors influencing family support for education patterns in school-age children that were discovered in this scoping review consist of structural factors (family composition, genders of the parents and the child, social condition of the family and the child, family economy, and family education) and functional factors (family communication and psychological conditions of the family and the child). Continuous family support for the education patterns of school-age children forms the children's behaviors and achievements.

## STUDY LIMITATION

This scoping review focused on the seven most frequently found factors in research articles. The factors referred to are family composition, genders of the parents and the child, social condition of the family and the child, family economy, family education, family communication, and psychological conditions of the family and the child. Therefore, this review did not include such other factors as family limitation, values, developmental tasks, stages, roles, and decision-making. Moreover, in some articles no samples could be certainly found along with their sociodemographic information. Genders of the samples were not mentioned in the articles.

The analysis of the relationships and influence mechanisms between different variables in the studies was based on restrictively available proofs. In addition, the titles of the articles that came out were extremely complex, most of which were irrelevant with the theme raised. Not all between-variables relationships were explored in this scoping review. Nonetheless, the researchers still attempted to more comprehensively look into the relationships between variables by synthesizing proofs from quantitative and qualitative studies.

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