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Systematic review of the school-family relationship: Perspectives and trends

Revisión sistemática de la relación escuela-familia: Perspectivas y tendencias

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Abstract

The school and family play critical roles in shaping the education of preschool, primary, and secondary students. Despite ongoing academic debates, the relationship between these institutions and their impact on student performance has been recognized as a vital strategy in promoting children's and adolescents' learning. This study aims to map the scientific production related to school-family relationships through a scientometric analysis using the Web of Science (WoS) and Scopus databases. Following the PRISMA methodology for systematic reviews, the research identifies major contributing countries, journals, and academic communities in this field. Furthermore, the Tree of Science (ToS) algorithm is applied to classify the literature into foundational, structural, and emerging research areas. Results highlight the interdisciplinary nature of the topic, with contributions spanning education, psychology, and sociology. Strengthening the scientific understanding of these dynamics could contribute to developing more effective educational policies and practices that enhance collaboration between schools and families across diverse socio-cultural settings.

Keywords: Family; school; scientometrics; tree of science.

Resumen

La escuela y la familia desempeñan un papel fundamental en la formación de la educación del alumnado de preescolar, primaria y secundaria. A pesar de los continuos debates académicos, la relación entre estas instituciones y su impacto en el rendimiento estudiantil se ha reconocido como una estrategia vital para promover el aprendizaje de niños y adolescentes. Este estudio busca mapear la producción científica relacionada con las relaciones escuela-familia mediante un análisis cienciométrico utilizando las bases de datos Web of Science (WoS) y Scopus. Siguiendo la metodología PRISMA para revisiones sistemáticas, la

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investigación identifica los principales países, revistas y comunidades académicas que contribuyen en este campo. Además, se aplica el algoritmo Árbol de la Ciencia (ToS) para clasificar la literatura en áreas de investigación fundamentales, estructurales y emergentes. Los resultados destacan la naturaleza interdisciplinaria del tema, con contribuciones que abarcan la educación, la psicología y la sociología. Fortalecer la comprensión científica de estas dinámicas podría contribuir al desarrollo de políticas y prácticas educativas más efectivas que fomenten la colaboración entre escuelas y familias en diversos entornos socioculturales.

Palabras clave: Familia; escuela; cienciometría; árbol de la ciencia.

Introduction

Parents often dream of raising their children to be talented, conscious, thoughtful, loving, and humble, yet possessing strong character and willpower (Molas-Castells *et al*., 2022). They believe that through proper education, their children can shape their destinies and lead fulfilling lives. However, this dream comes with a great sense of concern as to whether the school alone can provide the necessary emotional, cognitive, economic, and overall quality of life education to promote well-being and happiness (Quiceno, 2013). There is a challenging paradigm: Should parents entrust their children's education entirely to school or take an active role in their education?

Despite the abundance of scientific literature on school and family, existing reviews often focus on specific aspects within the field, leaving a gap that urgently needs a comprehensive view. In this context, Henderson and Mapp, (2002) emphasize the critical role of collaboration between schools and families in promoting student success, particularly in academic performance, motivation, and behavior. Auerbach, (2012) introduces the "family leadership" model to foster increased family engagement in educational processes. Similarly, Weiss *et al*. (2018) advocate for schools to provide resources that support learning in the home environment, reinforcing the home-school connection.

Furthermore, Desforges and Abouchaar, (2003) and Wilder, (2020) underscore the essential role of parental involvement, particularly during the early stages of schooling, as a key factor in a child's educational development. Globally, the relationship between school and family has gained attention, as the need for a more integrated approach to education that addresses cognitive, social, and emotional aspects becomes evident. Teachers and parents are working together to support

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children's holistic development. This trend is seen in countries such as the United States, Spain, the United Kingdom, Australia, Brazil, China, Canada, the Netherlands, Belgium, and Chile, demonstrating the global importance of school-family collaboration in fostering children's cognitive growth. This study recognizes that terms such as "family-school relationship," "family-school collaboration," and "parental involvement" present important approaches. While the "family-school relationship" refers to general ties between the two institutions, "collaboration" implies active cooperation in educational processes, and "parental involvement" typically focuses on specific actions parents take to support their children's learning (Fan & Chen, 2001).

Literature employs different strategies as a systematic analysis to map and review the relationship between school and family. The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework plays a crucial role in systematic reviews, offering a clear standard for transparent and comprehensive reporting (Page *et al.,* 2021). By guiding researchers in structuring and documenting their work, PRISMA helps ensure the reproducibility and reliability of studies. This approach enhances research quality, promoting a culture of trust and integrity within the academic community. This study also employs Scopus and Web of Science (WoS) databases to conduct a scientometric mapping of parental engagement in school. The methodology consists of two steps. The first step is to perform a scientometric analysis to determine SF's scientific output and impact as measured by citations. The analysis also explores the relationships between countries based on scientific collaboration networks and their average productivity, impact, and article quality. Citation analysis examines the journals' themes and depicts the academic and social networks of school and family. The second step applies to the Tree of Science (ToS) algorithm to classify the articles into roots, trunks, and branches (Robledo *et al*., 2022).

The above offers a comprehensive understanding of PE (parental engagement) from its origins to the current sub-areas. Also, the methodology explains in detail the search, pre-processing, and analysis of the data generated from the search in Scopus and WoS. Finally, the results are divided into two parts: first, a scientific mapping of the academic production and an analysis of the countries, journals, and authors are done. Second, the ToS results are explained. The article concludes with the findings and recommendations, providing practical insights to empower

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educators, researchers, policymakers, and parents to enhance children's education through parental engagement.

Materials and Methods

This study examines research's academic production and impact on school and family relationships. The researchers explored the Scopus and Web of Science (WoS) databases, which are widely recognized in the academic community and contain approximately 170 million records (Moral-Muñoz *et al*., 2020). Scopus and WoS are crucial for scientometric studies due to their extensive coverage and capability to track scientific impact. Scopus enables detailed analyses of trends and collaboration networks in research (Bornmann & Haunschild, 2023), while WoS is vital for evaluating academic performance using citation metrics (Zhu & Liu, 2022). Both databases have been utilized to create tools like the "Tree of Science," which visualizes the relationships between publications and identifies emerging areas across various disciplines (Martínez-Gómez *et al*., 2023). These two databases are used manually (not using Artificial Intelligence) to provide a more comprehensive mapping of this research field (Robledo *et al*., 2022; Zuluaga *et al*., 2022).

The search used "family school" or "parent family" as keywords. In this case, the words "family school" or "parent family" were used since these two words share similar meanings, according to an initial review. The methodology includes a scientometric data analysis, including a mapping of academic production, an analysis of countries, journals, and authors, and classification of articles using the Tree of Science algorithm. The criteria used to identify the relevant records are shown in Table 1. Education-specific databases such as ERIC were not included, as the objective was to conduct a broad scientometric mapping based on impact indicators and international collaboration. Scopus and WoS provide more indexed articles and citation metrics necessary for the Tree of Science methodology (Martínez-Gómez *et al*., 2023).

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Table 1.

Parameters used in Scopus and WoS in virtual teaching.

Criteria	Web of Science	Scopus
Range	2000 – 2022	
Date	January 9 of 2022	
Document types	Articles, books, chapters, conferences	
Words	Title: “family school” OR “parent family”	
Results	320	548
Total (Wos+Scopus)	671	

The database results showed 320 records were found in Web of Science (WoS) and 548 in Scopus. The R package bibliometrics (Aria & Cuccurullo, 2017) and the tosr package combined these two datasets. The result was a dataset of 671 records. Notably, 123 (18.33%) WoS documents were not found in Scopus, highlighting the importance of analyzing both WoS and Scopus simultaneously to obtain a larger number of studies. The identified group of documents was classified into various categories, with the majority being articles (72.88%) and books or book chapters (15.80%). The remaining categories included reviews (4.32%), meeting abstracts (3.28%), editorials (1.49%), conferences (1.40%), notes (0.60%), short surveys (0.30%), erratum (0.15%), and letter (0.14%). These results indicate that most of the output in virtual education is articles and books (88.68%). Based on the 671 records, two forms of analysis were conducted to gain a comprehensive understanding of the scientific landscape of the field. The first analysis was a scientometric mapping that aimed to shed light on the scientific production dynamics, the interactions between countries, the themes of journals, and scientific collaboration networks. The second analysis was a conceptual analysis using the Tree of Science metaphor (Zuluaga *et al*., 2022). Figure 1 shows the selection process of the documents, and each step of the analysis process will be explained in detail in the subsequent sections.

Figure 1

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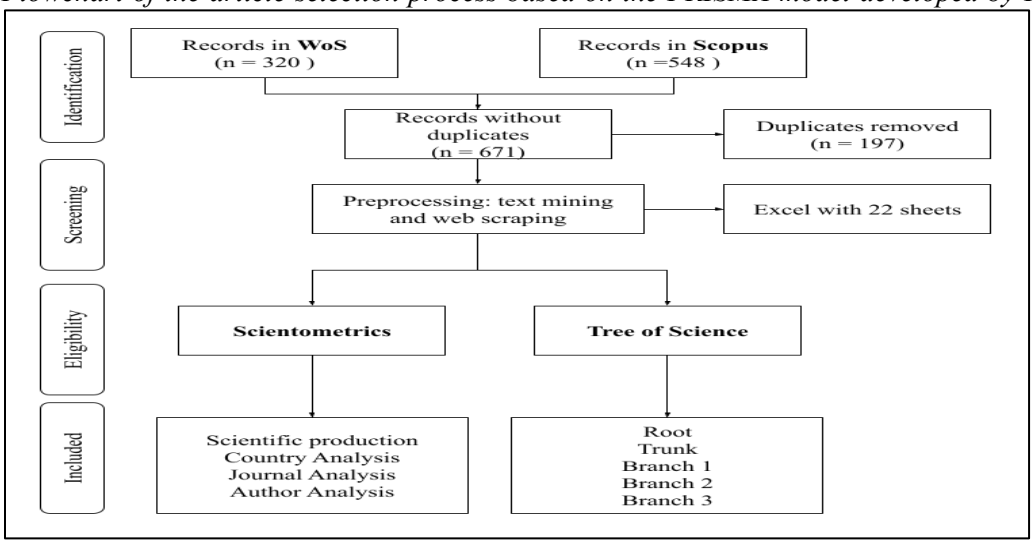
Flowchart of the article selection process based on the PRISMA model developed by Page et al. (2021).



Scientific Mapping.

Scientometric mapping for scientific analysis is an important approach employed in literature (Lu *et al*., 2023). Scientometrics involves the quantitative evaluation of scientific information (Mingers & Leydesdorff, 2015) and can be used to uncover the intellectual structure of a field of knowledge (Xu *et al*., 2023). Recently, this technique has been used to reveal trends in a specific field (Grisales *et al*., 2022) or to examine social interactions among researchers on a particular subject (Sulyok *et al*., 2023).

This step aims to gather data from references such as journals, authors, and years to create a database to do advanced analysis. Figure 1 shows the PRISMA diagram process used in this work. The pre-processing also involves web screening of the documents to gather additional information about the authors. The code for this step is available in the Core of Science Corporation GitHub repository. This process results in an Excel file containing 22 spreadsheets: the country citation network based on affiliations, the journal citation network, and the scientific collaboration network. The scientific collaboration network is created using the proposal by Hurtado-Marín *et*

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al. (2021), which leverages the social connections found in the references to provide a more structured social network and better understand the academic interaction dynamics of the most productive researchers.

Evolution Using Tree of Science

The Tree of Science (ToS) algorithm metaphorically represents a scientific area (Robledo *et al*., 2022; Martínez-Gómez *et al*., 2023; Valencia-Hernández *et al*., 2020). The ToS algorithm creates a citation network from the union of the two results to select the articles in the root, trunk, and branches. This algorithm mimics the photosynthesis process of a plant, first creating a metric that travels through the network from root to leaf and then back to the root from the leaves (a detailed explanation can be found in the work of Valencia-Hernández *et al*., 2020). ToS has been used to map areas of knowledge such as marketing (Barrera-Rodríguez *et al*., 2023; Torres *et al*., 2021), education (Muñoz *et al*., 2022; Semanate-Quiñonez *et al*., 2022), psychology (Correa-Duque & Gómez-Tabares, 2021; Gómez-Tabares, 2022) and entrepreneurship (Torres *et al*., 2021). During the first year, the platform had around 5,000 users, and over a million records were uploaded (Eggers *et al*., 2022). Currently, the platform has two versions: one for WoS (Zuluaga *et al*., 2022) and another for Scopus (Valencia-Hernández *et al*., 2020). The results allow us to identify the classic (root), structural (trunk), and sub-areas (branches) articles. Three subareas with the most articles were identified for the present investigation.

Results

This section presents the results of the scientometric analyses, divided into the following subsections: a scientometric analysis of scientific production and analyses of countries, journals, and authors.

Scientometric Analysis: Scientific Production

The scientometric analysis of the data in the field of SF (School-Family) calls for a careful examination of the data quality and distribution. Figure 2 provides an initial overview of the

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information collected from the Scopus and WoS databases, covering the time frame from 2000 to 2022. The selected period includes two decades of face-to-face education and two years of online education impacted by the COVID-19 pandemic (Sulyok *et al*., 2023; Tan *et al*., 2021; Pozzoli *et al*., 2022). The study aims to shed light on the correlation between citations and total publications in the findings by analyzing the citation trends of various topics. The combined growth rate of citations from Scopus and WoS databases was 6.12%. This growth reflects the increasing interest of the scientific community in EF. However, it is worth noting that this growth is subject to fluctuations, with minimum and maximum peaks in the relationship between total publications and total citations.

Scientific analysis requires closely examining the data and its quality for a broad, diverse topic such as SF. Figure 2 provides an overview of the information obtained from the Scopus and WoS search engines from 2000 to 2022. This time frame was chosen to highlight the evolution of SF over two decades, including the impact of the COVID-19 pandemic. The total number of citations generated by the combination of both platforms provides insight into the relationship between citations and total publications, which is vital to understanding the trends in the field. The growth rate of citations over time is 6.12% (as indicated by both Scopus and WoS), and the results will be discussed in further sections.

This growth rate results from the scientific community's sustained interest in SF despite fluctuations in the relationship between total publications and total citations. The number of publications significantly increased starting in 2018 and continuing until 2022. The above highlights the importance of using Scopus and WoS databases in conducting extensive documentary studies. Between 2018 and 2022, the average number of citations in the two databases was 15.75 per publication.

Data from 2019 is particularly noteworthy, with 39 citations in WoS and 64 in Scopus, with citations predominating by 80%. The argumentative topics can be divided into three scenarios based on the chronology from 2000 to 2010, 2011 to 2019, and 2020 to 2022. The third scenario covers the period from 2020 to 2022 and is relevant since it represents a critical point in scientific

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production, with data updated until January 2023. A thorough documentary count is necessary to understand the worldwide production levels and the significance of central themes in this study. Rigorous scientific work, including doctoral and postdoctoral levels of scientometric reviews, is crucial to avoiding repetition and ensuring the importance of the research's categorical, methodological, and problematic aspects.

Stage 1 (2000-2010): there was a transition in the theme of the family and its integration into the school. The bibliographic presence on the topic increased by 5.40%. This decade has marked a significant change in the world regarding the role of the school in family life. A large percentage of the publications were in English. The top five journals were (1) Journal of Educational Psychology, (2) Conjoined Behavioral Consultation: Promoting Family-School Connections and Interventions, (3) American Educational Research Journal, (4) Pediatrics, and (5) Applied Developmental Science), contributed to a total of 1,082 articles, all based in the United States. These journals are recognized for their importance and editorial efforts.

Stage 2: This passage refers to a historical period from 2011 to 2019 in scientific production related to the topic in question. It mentions that the growth rate of scientific production in this period was 18.01%, indicating an increase in thematic production. The production was at its maximum peaks in 2014, 2018, and 2019, with the most important metadata being found in the Scopus search engine, with more than 50% of the citations being recorded compared to WoS.

Stage 3 (2020-2022) reveals the profound impact of the pandemic on scientific production. The two-year period selected shows a decline in production with a decrease of 2.02%, a clear indication of the pandemic's influence on the topic. This reduction is due to the shift of work from the classroom to the home, where the necessity of social distancing impacted parents and teachers.

Figure 2.

Measurement of production vs. the total number of citations.

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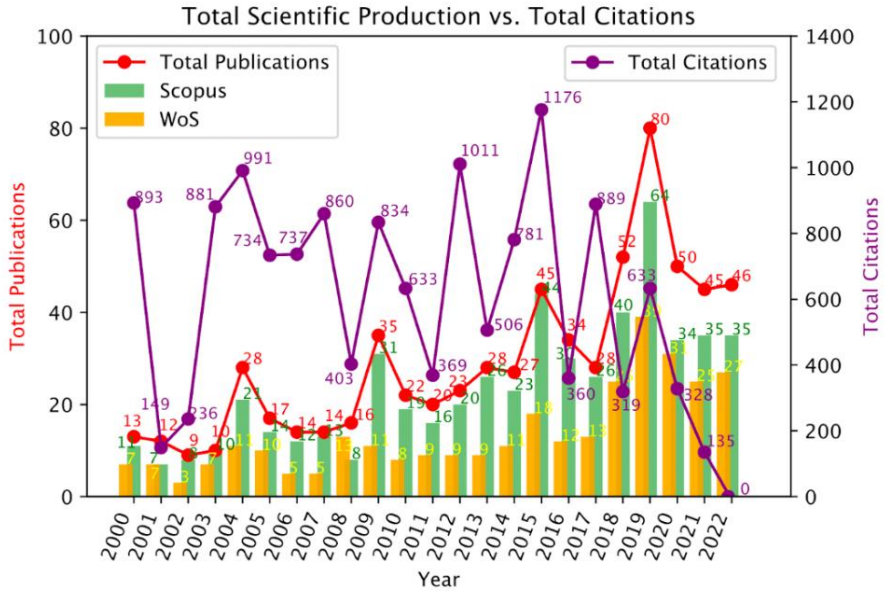

Country Analysis

From a qualitative perspective in scientific research, this study aims to understand why researchers from numerous countries are drawn to topics such as Physical Education (PE) and how they generate interest in monitoring cognitive function. A key aspect of our methodology is using scientific metrics tools, which provide valuable support to the scientific community by enabling a thorough quantitative analysis of the research landscape. The results indicate that certain countries have researchers who exhibit more significant interest in SF, each with specific research interests.

Upon examining the ten countries with the most research interest, it is evident that researchers in the United States not only dominate intellectual production with 40.8% of the existing material, but their citations also account for 60.81% of all citations, representing 6,383 works that have been read and utilized by others. This production of 284 indexed journals includes 123 papers in Q1 journals, 44 in Q2 journals, 29 in Q3 journals, and 6 in Q4 journals (refer to Table 2). These results highlight the quality and relevance of the research in the United States.

Table 2.

Science generation of major countries measured by production, impact (citations), and quality (quartiles).

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Countries	Production	Citation	Q1	Q2	Q3	Q4
USA	284 (40.8 %)	6383 (60.81 %)	123	44	29	6
Spain	48 (6.9 %)	210 (2 %)	8	10	16	3
United Kingdom	45 (6.47 %)	886 (8.44 %)	23	6	3	0
Australia	42 (6.03 %)	783 (7.46 %)	21	8	4	2
Brazil	39 (5.6 %)	97 (0.92 %)	2	5	6	5
China	36 (5.17 %)	430 (4.1 %)	17	9	2	1
Canada	20 (2.87 %)	255 (2.43 %)	4	3	3	2
Netherlands	15 (2.16 %)	229 (2.18 %)	13	0	0	1
Belgium	9 (1.29 %)	112 (1.07 %)	7	0	1	0
Chile	9 (1.29 %)	14 (0.13 %)	1	2	2	0

Figure 3 shows the country's collaboration in this field of research. In Spain, researchers exhibit a solid commitment to production and research in this subject area. Spain ranks second in the world for research on school and family, publishing 48 works, equivalent to 6.9% of all production. These works have received 210 citations. Of these, 210 are cataloged in Q1, 10 in Q2, 16 in Q3, and 3 in Q4. Also, it represents a significant contribution to the field of research. The United Kingdom is also deeply invested in the subject, as evidenced by its 45 publications, representing 6.47% of all production recognized or referenced in WoS and Scopus. The impact of this research is significant, with 23 of these publications in Q1 journals, a higher number compared to Spain. Six publications were in Q2 journals, and three were in Q3 journals.

The citations from other researchers amount to 886, demonstrating the profound significance and impact of the research carried out in the United Kingdom. Australia, United Kingdom, is similarly interested in the subject with 42 publications, equivalent to 6.47% of all production, and 783 citations (7.46%). The 21 publications were in Q1 journals, 8 in Q2 journals, 4 in Q3 journals, and 2 in Q4 journals. It shows that the subject continues to interest researchers in various countries. 39 papers were produced in Brazil, representing 5.6% of all production, with 97 citations. These citations were distributed as follows: 2 in Q1, 5 in Q2, 6 in Q3, and 5 in Q4. Other countries, including China, Canada, the Netherlands, Belgium, and Chile, also contribute to the scientific

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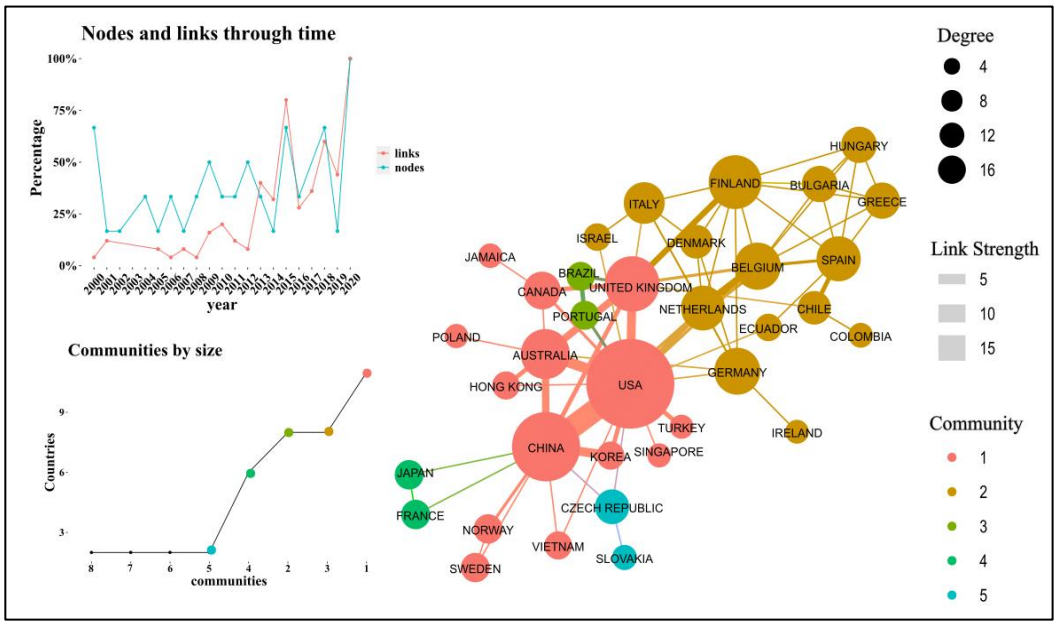
community's research on this topic. This diverse group collectively accounts for 12.78% of the research, with 89 publications in indexed journals. The results in Table 2 do not solely reflect the work of those who cite them but also a large group of students, researchers, and parents from diverse backgrounds who strive to establish educational models globally and culturally engage in their children's cognitive development and family involvement in education.

Figure 3.

Country collaboration of School-Family.



Journal Analysis

Table 3 highlights a unique aspect of the search by limiting it to two books that, although appearing in Scopus as compilations of various SF-related texts, need to demonstrate a significant citation presence. Notably, social sciences and education journals range from Q1 to Q3 regarding their impact factor. The Children and Youth Services Review stands out as a noteworthy international multidisciplinary review focusing on the well-being of young people. Surprisingly, as indicated in the table, only one journal has a low citation impact despite its recent publication in 2021.

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However, this text is still relevant to the study due to its systematic methodology in bibliometric analysis and educational models. These findings reflect the need for increased citations in family and school relationships, school psychology, social relationships, teaching, and mental health.

Table 3.

Quality Indicators and Indexing of Publications on Family–School–Community Relationships.

Journal	Wos	Scopus	Impact Factor	H index	Quantile
Establishing Family-School Partnerships in School Psychology: Critical Skills	0	9	-	-	-
The Wiley Handbook of Family, School, and Community Relationships in Education	0	8	-	-	-
Journal of Education for Teaching	7	7	1.19	41	Q1
School Mental Health	3	7	0.9	37	Q1
Aula Abierta	3	3	0.37	12	Q3
Children and Youth Services Review	4	5	0.8	97	Q1
Revista Brasileira de Educação do Campo-Brazilian Journal of Rural Education	6	0		*	*
School Psychology Review	5	5	0.73	95	Q1
International Journal of Educational Research	0	6	0.92	69	Q1
International Journal of Psychology	8	0	0.64	68	Q1

Figure 4 visually represents a selected sample of citations from the Scopus and WoS database searches. The mapping reveals three main clusters of journals, Community 1, Community 2, and Community 3, for analysis. Community 3 focuses on biomedical topics, and Community 2 focuses on psychological and mental health. In contrast, Community 1 highlights the relationship between childhood experiences and well-being, which is crucial for the study's theme.

Author analysis

This section will analyze the most productive authors (as seen in Table 4) and the relationships they have established within the field of SF (as shown in Figure 5). Table 4 displays the top 10 researchers in Education and Family based on the search, with their h-index (according to Scopus) and affiliation. The top researcher is Dr. Susan M. Sheridan from the University of Nebraska-Lincoln, who has published 15 articles. Her most highly cited work presents a framework for

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implementing and enhancing family-school relationships (Sheridan & Kratochwill, 2007), and her latest publication is a meta-analysis examining Education and Family interventions (Smith *et al*., 2022). The next researcher is Professor Thomas J. Power from the Hospital of Philadelphia (USA), who has 11 articles and focuses on interventions for young people with ADHD through Education and Family (Morris *et al*., 2019). Based on these findings, the countries with the most productive researchers are the United States, Spain, and China.

Figure 4.

Journal citation network of SF.

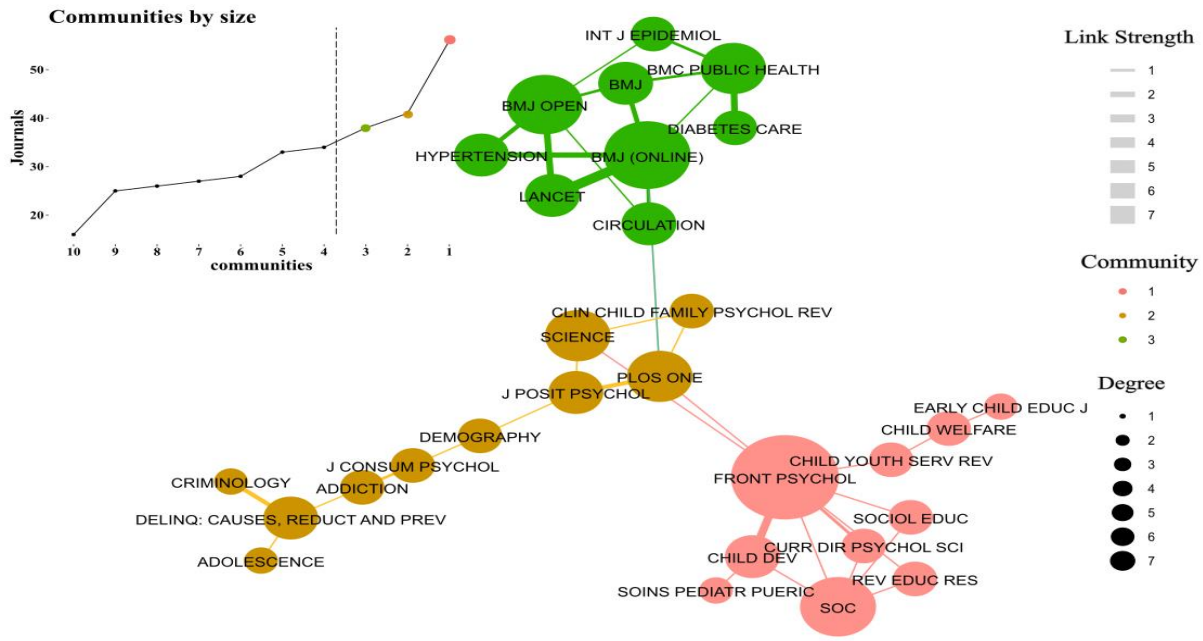

Table 4.

Top 10 most productive authors in SF.

No .	Researcher	Total papers	Scopus h-index	University
1	Susan Sheridan	M.15	36	Department of Educational Psychology, Nebraska Center for Research on Children, Youth, Families, and Schools, University of Nebraska, Lincoln, NE, 68588, United States

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No .	Researcher	Total papers	Scopus h-index	University
2	Thomas J. Power.	11	42	The Children's Hospital of Philadelphia, Philadelphia, United States
3	Mautone, Jennifer A.	10	14	The Children's Hospital of Philadelphia, Philadelphia, United States
4	Marshall, Stephen A.	6	11	Ohio University, Athens, United States
5	Smith, Tyler E.	6	7	University of Missouri, Columbia, United States
6	Garreta-Bochaca, Jordi	5	8	Universitat de Lleida, Lleida, Spain
7	Macia-Bordalba, Monica	5	5	Universitat de Lleida, Lleida, Spain
8	Kim, Elizabeth Moorman	5	8	Emory University, Atlanta, United States
9	Saltmarsh, Sue	5	18	The Education University of Hong Kong, Hong Kong, China
10	Xu, Lijuan	5	7	Lishui University, Lishui, China

Figure 5 visually represents the academic social network based on the personal connections of each author listed in Table 4. Drs. Sheridan and Power have the most extensive scientific collaboration within the network. The size of each node reflects the number of connections established during article co-authorship. A scientific collaboration network is formed whenever Dr. Sheridan publishes an article with other co-authors. Interestingly, Professors Eagle and Brown are the link between Drs. Sheridan and Power, with the former focusing on educational processes and the latter on medical interventions. Professors Mautone and Marshall stand out in Dr. Power's cluster for their close collaboration. They have worked together on various articles, including an analysis of the role of parents in implementing EF for children with ADHD (Dawson *et al*., 2016). This closeness is likely due to their shared affiliation at the Children's Hospital of Philadelphia. Similarly, Dr. Sheridan has collaborated with Professor Smith on research related to PE and the social-emotional functioning of boys and girls (Sheridan *et al*., 2019).

The scientific collaboration network was divided into four components, with the first emphasizing the scientific collaboration among US researchers and two major groups representing different approaches to EF. The second component highlights the impact of Dr. Xu's networking, as demonstrated by her collaboration with Professor Song from the Nursing College of Chungnam National University in South Korea on topics such as the appropriateness of PE scales for China

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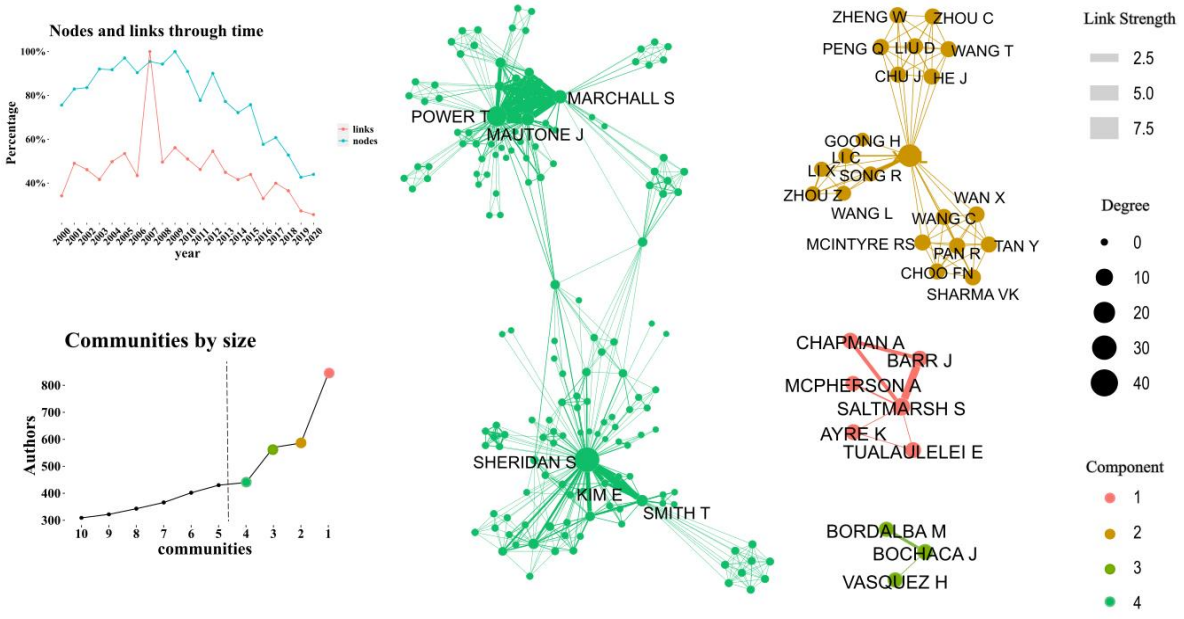
(Song *et al*., 2021) and the influence of social support (Xu & Song, 2016). These works have a nursing application.

Figure 5.

Academic Social Network of the most productive researchers.



Discussion

Tree of Science: Roots

This section analyzes the tree's roots, referencing the theory of systems (ToS), the Web of Science (WoS), the Scopus theoretical framework, and some perspectives on the school-family relationship. Bronfenbrenner (1979) analyzes the existence of support links between environments, especially home, school, and the workplace. The author adds that the progressive erosion of such links in American society contributes to the disorganization of families, schools, and upbringing environments, interrupting the essential socialization processes for cognitive development.

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Meanwhile, Epstein (2010) stresses the importance of analyzing how schools care for children, which is reflected in how schools care proportionally for the families of the children. The above is a complex way of analyzing that relationship; if the child is seen as a mere student, then the families will be separated from the school, and the role will be that of a service user. Leaving the task of education in the hands of the school is challenging, which is why Fan and Chen (2001) place particular emphasis on the involvement of parents in cognitive processes, with favorable results. However, they refer to studies showing excessive parental supervision can weaken academic performance.

This underscores the need for a balanced approach, one that is informed by both experience and knowledge. Despite this, some authors speak of the student's self-efficacy, such as Epstein and Van Voorhis (2001), who relate four main processes: cognitive, motivational, affective, and selection. Self-sufficiency contributes to academic development; however, it is important to strike a balance in fostering it. The parents would think that the school should contribute to the students' happiness index, which leads to the happiness index of families. Fan and Chen (2001) use a subjectivist approach to evaluating happiness. In this sense, reliability is highlighted, leading to a good to excellent state.

Hill and Tyson, (2009) understand that the participation of parents in the child's learning models leads to lower academic performance. On the other hand, Henderson and Mapp (2002) focus on the impact of the school, family, and community on connections with academic performance. Over time, there has been a conviction that marks the difference between forming and educating and the need to send the formed child to school. For the authors, children achieve more positive outcomes when schools, families, and community groups work together to support learning. In this sense, some authors highlight the family's participation in the child's education.

Hill and Tyson, (2009) argue that family involvement in early preadolescence or adolescence in the school context and family relationships is important in academic socialization and the developmental stage. Similarly, Christenson, (2004), relying on the family's relationship with the school, proposes an ecological system thinking by implementing family-school partnership

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programs. The above involves a cooperative approach to improving student outcomes and ensuring the child's academic and personal success.

The role of family analysis and schooling is crucial. Still, we must recognize the reality of disrupted families where we find homes without families, meaning children without parents or even without both parents. Rojas-Quiceno, (2018) analyzes the cultural importance attributed to the birth of a child in Latin American contexts, highlighting its biological, affective, and formative character. In this sense, the author points out: “Taking this family sentiment into account, the birth of a child, according to our culture, is more than a paternal, social, and spiritual responsibility. It must be a permanent structure of affection, values, principles, education, tenderness, forgiveness, example, tolerance, and coexistence” (Rojas-Quiceno, 2018, p. 45).

Trunk of Tree of Science

The first article in the trunk introduces a collaborative model between teachers, parents, and students, as demonstrated in a three-year longitudinal study (Minke & Anderson, 2003). The authors emphasize such collaborative scenarios' significant and positive impact on educational institutions. They also note that while some initial apprehension among participants may be expected, the overall outcomes are overwhelmingly positive. The above work is further supported by Christenson (2004), who found a positive relationship in children's abilities when a family-school model was involved. Additionally, Crosnoe, (2009) identifies the influence of social capital generated by interactions between primary and secondary school parents and teachers on students' academic performance in mathematics. The authors propose connecting these three actors to engage students more and positively impact their performance. These interactions between parents and teachers have also shown a negative effect on developing behavioral problems (Powell *et al*., 2010). Due to the positive evidence of the family-school, Daniel, (2011) collects theoretical concepts to propose a pedagogical model that guides strategies to improve relationships between teachers and parents. Similarly Dusi, (2012) reviews the main concepts based on narrative research. The concept of the family-school has consolidated, showing its positive effects on the development and performance of students.

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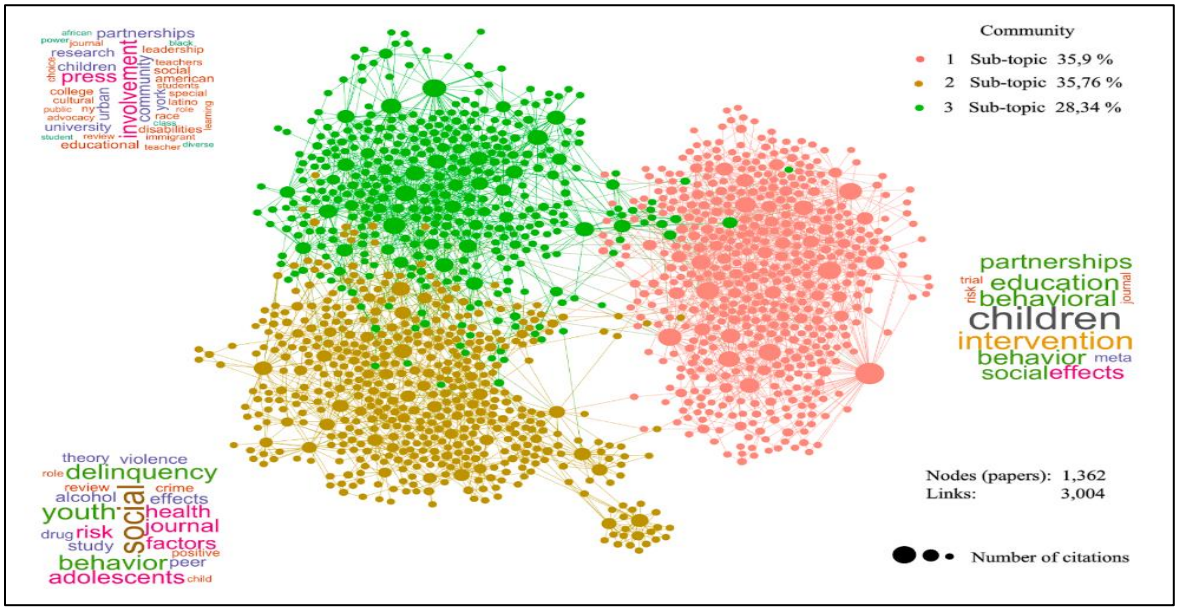
The family school methodology has been incorporated into students with special needs. For example, Power *et al.,* (2012) conducted a family-school experiment that was applied to children with attention deficit hyperactivity disorder (ADHD). The results positively affected performance, family-school relationships, and parent behavior. Also, Mautone *et al*. (2012) showed that these practices improved teacher-student relationships when ADHD existed. On the other hand, when there are social and economic risks for children, the family school is a powerful tool for reducing behavioral problems and increasing positive teacher appreciation (Serpell & Mashburn, 2012). Finally, it is important to understand the challenges teachers face when implementing a family school. For example, Evans (2013) identified that it is important to increase self-confidence and self-awareness in teachers to implement the family school successfully. Figure 6 shows the citation network with the group of topics according to Blondel *et al.,* (2008) algorithm. Each group (cluster) is a branch, which will be explained in the next sections.

Figure 6.

Citation network of SF.



Branch 1: From Cooperation to a Constituent Relationship.

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The manuscript reinforces the idea of active and collaborative parental participation in the institution and home setting. It persistently and significantly studies the interrelationship between family and school in supporting literacy in childhood (Bonanati & Rubach, 2022). In a 2022 multinomial study, the learning resources for the interaction of parents with their children facing learning difficulties were made notable, which was presented as a situation before the COVID-19 pandemic and was exacerbated during the lockdown period. The above was evidenced by identifying important traces about race and levels of education among parents (Jabbari *et al.,* 2022). The study finds a significant degree of parental collaboration in schoolwork in the context of Chinese immigration (recent study), which significantly contributes to specific tasks such as attending the institution for socialization with teachers and other parents. The strength of this study lies in the sociodemographic context and the degree of participation in the school (*Yamamoto et al.,* 2022).

A study on parents' beliefs in school environments validates their perception of learning in ethnic environments, providing valuable insights for educators and policymakers. Considering the category of participation challenges other research that involves the leading role and role of these school experiences (Gale *et al.,* 2022). Ultimately, the study references how trauma interferes with school participation when the language barrier persists among parents concerning their positive arrival in the school environment. This parent-child-school asymptote becomes feasible when the language and direct connection with the school occurs mainly among Spanish speakers in different language use environments. The above presents a challenge for new research that addresses this challenge (Woodard *et al.,* 2021).

A 2021 qualitative study presents the inherent reference on training and formation in parenting among mothers who attend school institutions seeking informational support on key topics regarding home-based accompaniment. The challenge of the solution-focused study, in sum, suggests that vulnerability, alienation, collaboration, and participatory action are crucial in the building of conversation between mothers and the school (McManus & Suizzo, 2021). This mixed study conducted over four consecutive years argues its results in the degrees of participation and collaboration from families towards the school on topics related to the educational performance of

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children, the self-management of new knowledge among parents to be at the discursive level of the school which is hopeful as a factor of care and protection, and finally towards a new position of shared leadership. This ability suggests a new condition for each family that assumes the challenge of coherence with actively and dysfunctionally participating in other studies (Susnara *et al.,* 2021).

This quasi-experimental analysis conducted in Brazil demonstrates a new characterization of the family-educational relationship called debate circles, a contribution from predominantly mothers aimed at finding nodal points of contributing discussions related to discipline of their children in the face of stress from both parents and children in the school environment (Detoni *et al.,* 2021). In early childhood, family relationships with the school shape a bonding history that harmonizes the level of participation and the quality of involvement, setting a precedent for young children on how their parents appear in the school environment. The study's conclusion does not differentiate the points of convergence and divergence among the three levels of participation in the educational institution (Meng, 2020). The associativity implies a close relationship and a sense of responsibility in the family-school bond; the study proposes the notion of effective associations that drive children to engage in relationships of trust, care, and protection, which is made possible through the connections established between parents and teachers while preserving their acquired and assumed roles (Stapleton & Chen, 2020). This proposal underscores the crucial role of parents in the educational process, empowering them and making them feel important.

Branch 2 - Build Relationships / Resonant Links.

Meaningful changes occur towards a transition from early childhood in the family to school that determine a new connected consolidation based on what is learned at home and what is experienced in the institutional setting. This step is fundamental and is described by the study's four authors with a final consideration encoded in the contribution of successes and failures in the transition between the family and the school in early childhood (Tobin *et al.,* 2022).

The present study examines the relationship dimension of support, mental health, and its relationship with families. A value spectrum is given between peers and teacher-students, the final

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impact of which is fundamental for mental health, providing a protective effect in the school environment. The mutualities among peers stand out compared to the adult-student relationship, indicating a better-developed understanding of student relationships (factor resilient-potent) (Butler *et al.,* 2022). The study was conducted in 2022 and focuses on student work in terms of intrinsic motivation as a student-learner.

The metamorphosis of collaborative support between family and school may initially arise as tension as roles and responsibilities are accommodated. However, it ultimately focuses on collaboration, co-participation, and collective motivation. It is suggested that this study be continued to develop the dispute between roles and their assumption in individual functions (Hernández González & Blackford, 2022). The study on emotions and their relational phases focused on family, school, and work on conflicts that arise there, highlighting the need to regulate healthy emotions as an independent protective factor and from the perspective of the three relationships (Suh *et al*., 2022). In the text "Distance Learning during the COVID-19 Lockdown in Italy: The Role of Family, School, and Individual Factors," mental health reappears when regulating emotions in confinement environments. Establishing communication focused on the family and school helped regulate significant, valuable, and calm learning experiences; a favorable family and school climate for academic life represented a significant challenge (Pozzoli *et al.,* 2022). These two studies share a common denominator that strengthens the argument regarding the meaning of culture-family-school relationships: a triptych that narrates under the premise of knowing how to be and be in community environments of dialogue, bonds, and protection. The first study makes possible the importance of group processes, and the second, the significant relationships woven by family and edu-community factors. As an additional premise in both studies, the multidimensional and holistic aspect defines one as a social being to others (Christensen *et al.,* 2022; Mijs & Nieuwenhuis, 2022).

The promotion and prevention in school environments continue to be an idea to be developed in the world of education, acquiring a positive connotation, especially under the rigor of aspects in mental health, relationships-bonds, and participation associated with family and school. In this regard, it is important to emphasize the importance of self-care in terms of the main psychological

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aspects of children and adolescents (Eugene, 2021). Learning and understanding as an opportunity go beyond a resilient narrative regarding child labor; it detracts from educational resources regarding accessibility and availability for those who need it most (Sanfo, 2021).

The journal Psychological Science and Education recently published a study that explores the role of friends in relationships in life and how, from a well-being perspective, a positive factor contributes to meaningful relationships with family and school. This component contributes to mental health (Bruk & Ignatjeva, 2021). To conclude this section, a longitudinal study is presented that examines the symbiotic relationship between the risks of depression and anxiety in adolescents. The two findings aim to promote positive experiences in family and school environments for the majority of mental health and to counteract depression. Levels of proximity and relationship with the community were found to be determining protective factors (Wang *et al*., 2021).

Branch 3 - Experiences and Practices in Singularity: A Tribute to the Riches Present in Family and School.

In the vast and fantastic world of school and family, we continue to explore the branches of the ToS tree to interpret the world of science and school, where those we love are instilled. There, we expect to find true teachers capable of generating confidence with the highest human standards, those considered to have entered the path of being, doing, and teaching to love life. These teachers have sought to consolidate the learning relationship between children and their families and have taken the stance of participating in the children's cognitive achievements along with the school. Baxter and Kilderry (2022) describe how they foster the connection between families and their children's learning. The above is one of the aims and focuses of schools today. It is about rethinking and improving the school-family practice. Given the association schools promote with families, schools promote the connection between families and their children's learning as a focus for schools in research work (Hannon & O'Donnell, 2022). It is important to consider the emotional and affective aspects that underlie the family-school relationship based on approaches supported by empirical evidence on the role of affective connection in child development (Butler *et al*., 2022).

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Based on the above, it is possible to perceive the permanent interest that the school has in linking families to the formation process. In the case of Gerdes *et al*. (2022) regarding the study of Dutch families, pleasure shows the crossing of borders in equal and interdisciplinary collaboration, leading to practical knowledge. However, the socio-cultural part cannot be left behind. There is an urgent need to know more about the behavior of families toward the students. In this case, McWayne *et al*. (2022) describe the internal understanding of families to build their role in supporting children's education involving the family and school from an ethnocultural perspective. The above is an inclusive, welcoming, and pleasant school with spaces that help to think. One question arises: how could we reach the practice of involving the student and the family in the cognitive process? To that end, Williams (2022) suggest teacher training practices to engage the students in developing associations between family and school (Malinen & Roberts-Jeffers, 2021).

In these specific cases, where the topic of education and family is addressed, involving ethnic issues, we should look at Afacan *et al*. (2021), who used the Expansive Learning Action method to successfully observe the formation and maintenance of a diverse work constellation that represented families, educators, researchers, and community members regarding race. In education and training, focusing on early childhood is crucial. For this, Otero-Mayer *et al.,* (2021) cite preliminary studies, particularly in the context of the global pandemic, but specifically in Spain, where a lack of experience in home-based early childhood training is perceived. Expanding our focus beyond children to include teenagers, particularly those from immigrant families, leads us to a case study by Carey, (2021).

This study centers on Salvadoran children living in the United States. The family's cultural influence on the school process is unmistakable as it conveys educational messages. In-depth research on behavior in Wuhan, China, during critical times, as shown by Tan *et al*. (2021), reveals an enhancement in relationships between families and preschools. The fact that children, teenagers, and adult students from diverse backgrounds view their families as a source of strength is both impactful and heartening. It represents a cognitive and emotional support system, a support structure for children from different countries. From the school's perspective, the family is a pillar for the student's formation and learning process.

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Conclusions

School has increasingly become vital for children's and youth's social and emotional development, especially when family structures face challenges. Studies show that the school and the family recognize their shared responsibility in shaping individuals who can positively contribute to society. This awareness has led to efforts to foster stronger ties between these two key environments, resulting in greater collaboration and an enhanced relationship between schools, families, and students.

One remarkable finding is the growing involvement of teachers who understand the need to integrate families into the learning process. When schools actively engage families, there is a noticeable improvement in the acceptance and effectiveness of educational initiatives, with students benefiting from the combined support of both institutions. Moreover, a committed family actively participating in the learning process significantly contributes to a student's success.

Research from multiple countries further validates the importance of this connection, as the relationship between school and family strengthens students' academic performance and emotional well-being. This body of work underscores the potential of family-school partnerships to drive transformative educational experiences that enhance learning outcomes and promote a holistic approach to education.

Open communication channels between families and schools are not just beneficial; they are necessary. They foster direct and honest dialogues, which are crucial in addressing current educational challenges. Recognizing cultural differences in family support systems is also essential, as each context requires tailored approaches to bridge these gaps effectively.

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Furthermore, the role of schools in shaping lifelong learning is central to the broader goal of transforming society.

The COVID-19 pandemic's impact on this relationship must be considered. The shift to remote learning has underscored families' critical role in supporting education while presenting opportunities to rethink how schools and families collaborate. The pandemic has provided a unique opportunity to strengthen this partnership, paving the way for more integrated, cooperative approaches to education.

The research reaffirms the fundamental role of family-school collaboration. This collaboration shapes academic performance and significantly influences students' socio-emotional development. As we move forward, inclusive policies and flexible strategies will ensure that all families can effectively engage in their children's education, regardless of their socio-economic or cultural background. This continued collaboration will be vital in addressing the evolving needs of education in a rapidly changing world.

Author Contributions

The three authors participated in all steps of the manuscript preparation: methodology, investigation, formal analysis, writing—original draft, writing—review and editing. All authors have read and agreed to the published version of the manuscript.

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