

Towards an integrative framework of family guidance and counseling in children's educational psychology: A systematic literature review

Chandra Duwita Ela Pradana¹, Rani Ditia Ningsih^{2*}, Maria Mistika Magho³, Vendy Kurniawan⁴, Muhamad Agung Febrianto⁵

¹ Universitas Moch. Sroedji, Jember, Indonesia

*Corresponding Author: ditalovers22@gmail.com

Submission: 27 June 2026

Revision: 8 July 2026

Accepted: 18 July 2026

Abstract

Research on family guidance and counseling and children's educational psychology has developed rapidly. However, the relationship between these two fields has generally been examined separately, resulting in the absence of a comprehensive conceptual synthesis. This study aimed to analyze and synthesize the relationship between family guidance and counseling and children's educational psychology while developing an integrative conceptual framework. The study employed a *Systematic Literature Review* (SLR) following the PRISMA guidelines by reviewing 26 studies that met the inclusion criteria. The findings identified two major themes, namely *preventive family support* and *collaborative family-based interventions*, which operate by strengthening children's psychological resources, including self-efficacy, learning motivation, self-regulation, emotional regulation, and academic resilience. These psychological resources subsequently contribute to improved learning engagement, academic achievement, socio-emotional competence, student well-being, and mental health. This study contributes by proposing an integrative conceptual framework that strengthens the connection between family guidance and counseling and educational psychology while providing a theoretical foundation for developing more preventive and collaborative family-based interventions.

Keywords: Family guidance and counseling; Educational psychology; Family support; Child development; Systematic literature review.

Abstrak

Perkembangan kajian bimbingan dan konseling keluarga serta psikologi pendidikan anak berlangsung pesat. Namun, keterkaitan kedua bidang tersebut masih cenderung dikaji secara terpisah sehingga belum tersedia sintesis konseptual yang komprehensif. Penelitian ini bertujuan menganalisis dan mensintesis hubungan antara bimbingan dan konseling keluarga dengan psikologi pendidikan anak serta mengembangkan kerangka konseptual yang integratif. Penelitian ini menggunakan metode *Systematic Literature Review* (SLR) dengan mengikuti pedoman PRISMA terhadap 26 artikel yang memenuhi kriteria inklusi. Hasil penelitian mengidentifikasi dua tema utama, yaitu *preventive family support* dan *collaborative family-based interventions*, yang bekerja melalui penguatan sumber daya psikologis anak, meliputi efikasi diri, motivasi belajar, regulasi diri, regulasi emosi, dan resiliensi akademik. Sumber daya psikologis tersebut selanjutnya berkontribusi terhadap peningkatan keterlibatan belajar, prestasi akademik, kompetensi sosial-emosional, kesejahteraan siswa, dan kesehatan mental. Penelitian ini memberikan kontribusi melalui pengembangan kerangka konseptual integratif yang memperkuat hubungan antara bimbingan dan konseling keluarga dengan psikologi pendidikan sekaligus menjadi landasan teoritis dalam pengembangan intervensi keluarga yang lebih preventif dan kolaboratif.

Kata Kunci: Bimbingan dan konseling keluarga; Psikologi pendidikan; Dukungan keluarga; Perkembangan anak; *Systematic literature review*.

Introduction

Children's educational psychology development cannot be separated from the role of the family as the primary environment in which children's cognitive, emotional, and social capacities are established from an early age. The family not only provides children's first learning experiences but also serves as the primary context for fostering learning motivation, self-regulation, and sustainable learning habits. From the perspective of *Ecology of Development*, the family constitutes part of the *microsystem*, exerting the most direct influence on children's developmental processes through continuous interactions in everyday life. The relevance of this perspective continues to be supported by recent studies demonstrating that the quality of interactions between families and educational environments is a critical determinant of children's overall development (Yang & Eunjoo Oh, 2024). Nevertheless, a report by the National Literacy Trust revealed that parental involvement in children's home-based learning activities has declined compared with previous years, indicating that family support can no longer be regarded as an automatic or self-evident condition (Trust, 2024).

Meanwhile, family guidance and counseling has developed rapidly as an academic discipline dedicated to strengthening family functioning in addressing various child developmental issues. Systemic approaches, family counseling, and family therapy have consistently demonstrated their effectiveness in improving family relationships, reducing behavioral problems, and enhancing children's psychological well-being (Carr, 2025). Ironically, these developments have not been fully reflected in educational psychology practice within schools. Hendricker et al. (2024) reported that family-based interventions remain rarely implemented by school psychologists because of limited training and insufficient competencies in integrating family-centered approaches into educational services. This condition suggests that family guidance and counseling and educational psychology continue to evolve as two parallel disciplines, despite sharing the common objective of supporting children's optimal development.

The separation of these two disciplines has resulted in the absence of a comprehensive understanding of the mechanisms through which family support influences children's educational psychology development. To date, parental involvement, parenting styles, family-school partnerships, home literacy environments, and family therapy have predominantly been examined as independent factors rather than as interconnected components within a unified system. In reality, children's educational psychology development emerges from the complex interaction among various forms of family support, educational environments, and children's psychological capacities. Therefore, an integrative perspective is required to combine these diverse forms of support into a comprehensive framework that explains their interrelationships more systematically. Such an integrative approach has become increasingly important in

response to the growing complexity of contemporary educational challenges, which demand close collaboration among families, schools, and professional support services.

Numerous studies have examined the relationship between family factors and children's educational psychology development using various approaches. Wilder (2014) demonstrated that parental involvement contributes to improved academic achievement, learning motivation, and student engagement in the learning process. Other studies have shown that positive parenting styles foster self-regulation, self-efficacy, and children's ability to adapt to academic demands (Tan et al., 2026). Likewise, Sheridan et al. (2019) explained that family-school partnerships enhance students' social-emotional competence as well as academic outcomes. Furthermore, Thompson et al. (2025) demonstrated that family therapy effectively improves family dynamics, thereby supporting children's emotional and behavioral development. Although these studies consistently highlight the importance of family support from multiple perspectives, Dávid and Danis (2025) argued that attempts to connect family studies with other disciplines remain largely conceptual and have yet to produce a comprehensive synthesis explaining the relationship between family guidance and counseling and children's educational psychology. Consequently, there remains a need for an integrative framework capable of explaining how different components of family support interact to promote children's educational psychology development.

In response to this research gap, the present study aims to analyze and synthesize empirical evidence regarding the relationship between family guidance and counseling and children's educational psychology through a *Systematic Literature Review* (SLR) following the PRISMA protocol (Wulansari, 2026). Specifically, this study seeks to identify the major themes emerging from the literature, explain the psychological mechanisms linking various forms of family support to children's educational psychology development, and develop an integrative conceptual framework that synthesizes these findings into a unified model. The significance of this study lies in providing a conceptual foundation that bridges family guidance and counseling with educational psychology. In doing so, it not only advances theoretical development in both disciplines but also offers practical guidance for family counselors, educational psychologists, educators, and policymakers in designing interventions that are more preventive, collaborative, and oriented toward strengthening children's psychological capacities.

Method

This study employed a *Systematic Literature Review* (SLR) approach following the PRISMA 2020 guidelines to identify, screen, and synthesize scientific evidence regarding the contribution of family guidance and counseling to children's educational psychology (Page et al., 2021). This approach was selected because it provides a

systematic, transparent, and replicable procedure, enabling the processes of identification, screening, eligibility assessment, and literature synthesis to be conducted objectively while minimizing the risk of selection bias (Kitchenham & Charters, 2007; Mannarath, 2026). Consequently, each stage of the review was thoroughly documented, enhancing the validity, reliability, and accountability of the synthesis compared with conventional narrative reviews.

The literature search was conducted using Google Scholar as the primary database because of its extensive coverage of scholarly publications in education, psychology, and guidance and counseling. The search strategy employed eleven Boolean keyword combinations, including ("family counseling" OR "family guidance") AND ("educational psychology" OR "academic achievement" OR "parental involvement" OR "self-regulated learning"). To maximize search comprehensiveness, this study also applied forward and backward snowballing techniques by examining the reference lists of selected studies and identifying publications that cited the primary articles (Wohlin, 2014). Eligible studies were limited to publications from 2016 to 2026, available in full text, employing clearly described methodologies, and directly relevant to the research focus. The entire process of identification, screening, eligibility assessment, and final study selection followed the PRISMA 2020 guidelines, as illustrated in Figure 1.

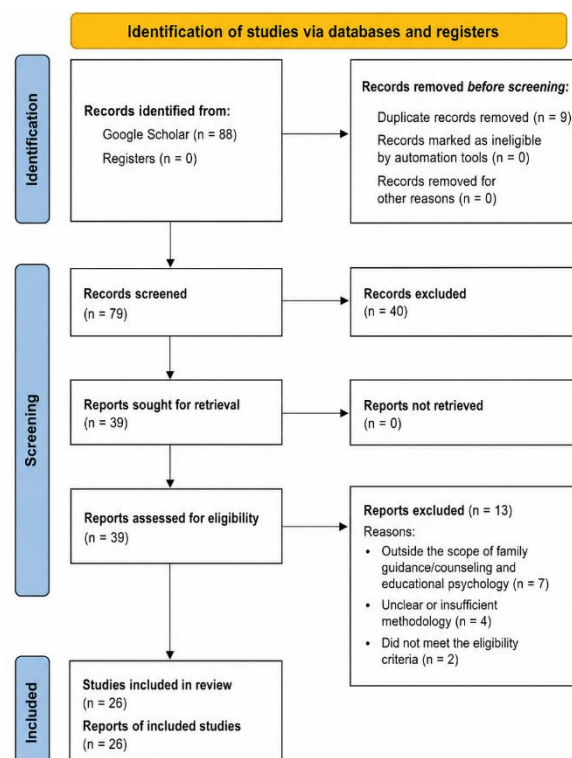


Figure 1. PRISMA 2020 Flow Diagram of the Literature Selection Process

Source: Adapted from Page et al. (2021) and developed by the authors (2026).

A total of 26 studies that met all inclusion criteria were subsequently analyzed using the *thematic synthesis* method proposed by Thomas and Harden (2008). The analysis consisted of three stages: *line-by-line coding*, the development of descriptive themes, and the generation of analytical themes to identify patterns across the included studies. This process produced four descriptive themes—*parental involvement*, *parenting style*, *family–school partnership* and *family systems*, and *home literacy environment and family therapy*—which were subsequently synthesized into two overarching analytical themes: *preventive family support* and *collaborative family-based interventions*. These analytical themes served as the foundation for explaining the mechanisms through which family guidance and counseling contributes to the development of children's psychological resources and a broad range of educational psychology outcomes.

Results and Discussion

Preventive family support for children's educational psychology development

Children's educational success is determined not only by the quality of instruction provided in schools but also by the family's capacity to create a psychological environment that supports the learning process. The synthesis of thirteen studies indicates that preventive family support serves as a fundamental foundation for fostering learning motivation, self-efficacy, self-regulation, academic resilience, and student engagement in learning. Across the reviewed literature, this preventive function operates through two primary mechanisms: *parental involvement* and *parenting style*. Rather than functioning independently, these mechanisms complement one another in creating conditions that enable children to develop optimally before more intensive educational or counseling interventions become necessary. Accordingly, the family should be viewed as a preventive system that strengthens children's psychological readiness while simultaneously enhancing their academic success.

Table 1. Synthesis of studies on preventive family support for children's educational psychology development

Author(s)	Focus	Key findings
Wilder (2014); Jain & Puri (2025)	Relationship between parental involvement and children's academic development	Parental involvement consistently improves academic achievement, emotional regulation, and social adjustment, indicating that family engagement contributes to both cognitive and socio-emotional development.
Zhao et al. (2026); Eker & Yildizli (2025); Djekourmane et al. (2025)	Psychological mechanisms underlying parental involvement	The effects of parental involvement are mediated by academic self-efficacy, intrinsic motivation, professional identity, and mathematical self-efficacy, leading to

		stronger learning engagement and academic achievement.
Mocho et al. (2025)	Conceptualization and measurement of parental involvement	Existing studies apply diverse conceptual and measurement frameworks, highlighting the need for more standardized definitions and evaluation indicators.
Tan et al. (2026); Alrajhi & Aldhafri (2024); Hayek et al. (2022); R (2025)	Effectiveness of parenting styles on educational outcomes	Authoritative parenting consistently promotes self-concept, self-efficacy, emotional regulation, and academic achievement, outperforming authoritarian, permissive, and neglectful parenting styles.
Shengyao et al. (2024); Isufi & Haskuka (2024); Fute et al. (2024)	Parenting style and psychological competencies	Parenting style influences academic resilience, <i>self-regulated learning</i> , motivation, and learning engagement, whereas emotionally rejecting and overprotective parenting inhibits students' academic independence.

Source: Authors' synthesis of the reviewed studies (2026).

Parental involvement emerged as the most consistent form of preventive family support for promoting children's academic and psychological development. The reviewed studies demonstrate that *parental involvement* is no longer understood merely as assisting with homework or monitoring academic performance but rather as parents' active engagement in fostering meaningful communication, emotional support, and enriching learning experiences. Wilder (2014) and Jain and Puri (2025) consistently reported that parental involvement is associated with improved academic achievement, emotional regulation, and children's social adjustment. The consistency of these findings, despite differences in research contexts and methodological designs, reinforces the view that the family constitutes the primary environment in which children's psychological readiness is established before they enter formal educational settings.

The influence of parental involvement on academic success is not direct but is mediated through multiple psychological mechanisms. Zhao et al. (2026), Eker and Yildizli (2025), and Djekourmane et al. (2025) explained that parental involvement enhances academic self-efficacy, intrinsic motivation, professional identity, and mathematical self-efficacy, which subsequently strengthen students' learning engagement and academic achievement. These findings suggest that families first cultivate children's confidence in their own abilities before improvements in academic performance become evident. Nevertheless, Mocho et al. (2025) argued that the concept of *parental involvement* continues to be operationalized using diverse indicators, resulting in the absence of a fully standardized conceptual framework.

Therefore, the development of more comprehensive measurement instruments is necessary to enable the effectiveness of family-school partnership programs to be evaluated more objectively.

Beyond parental involvement, parenting style represents a critical dimension that shapes how family support is experienced and interpreted by children. Numerous studies have consistently shown that authoritative parenting produces more favorable psychological and academic outcomes than authoritarian, permissive, or neglectful parenting styles (Tan et al., 2026; R, 2025). This superiority arises because authoritative parenting first fosters positive self-concept and self-efficacy, as demonstrated by Alrajhi and Aldhafri (2024) and Hayek et al. (2022). These findings indicate that the quality of emotional relationships within the family constitutes a fundamental prerequisite for children's learning readiness and academic success.

The contribution of parenting style extends beyond the development of self-efficacy to influencing children's capacity to regulate their own learning processes. Shengyao et al. (2024) demonstrated that supportive parenting enhances academic resilience by strengthening motivation and self-efficacy, whereas Isufi and Haskuka (2024) found that authoritative parenting promotes the development of *self-regulated learning*, including metacognitive strategies, time management, and learning autonomy across diverse cultural contexts. In contrast, Fute et al. (2024) reported that emotionally rejecting and overly protective parenting reduces learning engagement by limiting the development of students' independence. These contrasting findings underscore that the quality of emotional interactions within the family is equally as important as the intensity of parental involvement in educational activities.

Overall, this synthesis demonstrates that parental involvement and parenting style constitute two complementary preventive mechanisms that operate simultaneously to foster children's educational psychology development. Parental involvement provides behavioral support through communication, guidance, and active participation in the educational process, whereas parenting style establishes the emotional context that determines the effectiveness of such support. The integration of these two dimensions contributes to stronger learning motivation, higher self-efficacy, improved self-regulation, and greater academic resilience. Therefore, family guidance and counseling should extend beyond encouraging parental participation in education to promoting supportive parenting practices as a preventive strategy for strengthening children's psychological development and academic success.

Collaborative family-based interventions in supporting children's educational psychology

Family support for children's educational psychology development extends beyond parenting practices and parental involvement within the home environment. Numerous studies indicate that the effectiveness of such support is strongly influenced

by families' ability to establish collaborative partnerships with schools while implementing interventions that correspond to children's developmental needs. From the perspective of educational psychology, families, schools, and professional services constitute three interconnected systems, meaning that effective intervention cannot be achieved when any one of these systems operates in isolation. The synthesis of thirteen studies within this theme demonstrates that the effectiveness of family guidance and counseling services depends on three major forms of intervention: *family-school partnership*, the *family systems* approach, and home-based interventions combined with family therapy.

Table 2. Synthesis of studies on collaborative family-based interventions in supporting children's educational psychology

Authors	Research focus	Synthesized findings
Sheridan et al. (2019); Smith et al. (2020)	Family-school partnership interventions	Meta-analyses consistently demonstrate that family-school partnerships improve academic achievement, socio-emotional competence, self-regulation, and students' attitudes toward school.
Power et al. (2012); Hidajat et al. (2026)	Family-school collaboration in specific educational contexts	Collaborative interventions effectively address ADHD symptoms and school attendance through adaptive partnerships, parental agency, and coordinated educational support.
Pamisa & Cabigas (2025); Paylo (2011); Collins et al. (2024)	Family systems and school counseling	Family structure and <i>family systems</i> perspectives strengthen school counseling practices, facilitate the early identification of students' problems, and enhance collaboration between parents and school counselors.
Romero-González et al. (2023); Hayes et al. (2026)	Home literacy environment	Active and passive home literacy environments improve reading motivation, affective relationships, and early literacy development across diverse cultural settings.
Thompson et al. (2025); Bachman et al. (2024)	Family therapy and school mental health	Family-focused therapy and sustained family engagement improve emotional regulation, reduce behavioral problems, and strengthen school mental health interventions.

Source: Authors' synthesis of the reviewed studies (2026).

Partnerships between families and schools emerged as the most consistently effective intervention for promoting children's academic and socio-emotional development. Meta-analyses conducted by Sheridan et al. (2019) and Smith et al. (2020) demonstrated that family-school collaboration positively influences academic achievement, socio-emotional competence, self-regulation, and students' attitudes toward school. These findings are further supported by Hidajat et al. (2026), who extended Epstein's framework by emphasizing collaborative relationships and *parental*

agency as effective strategies for addressing school attendance problems. In a more specific context, Power et al. (2012) found that collaborative interventions also improve academic performance while reducing behavioral symptoms among children with ADHD. The consistency of these findings suggests that successful educational services depend not only on the quality of classroom instruction but also on the active involvement of families as collaborative partners throughout the intervention process.

The effectiveness of such collaboration is strongly influenced by the internal characteristics of the family. Pamisa and Cabigas (2025) demonstrated that family structure, including *blended families*, affects children's academic resilience through distinct relational dynamics within each family. This perspective was further developed by Paylo (2011), who emphasized the importance of incorporating the *family systems* approach into the preparation of school counselors so that they can better understand family interaction patterns through Bowen, structural, and *solution-focused* perspectives. Similarly, Collins et al. (2024) reported that parents increasingly perceive school counselors as strategic partners in supporting children's mental health. These findings indicate that the competencies of school counselors should extend beyond addressing students' needs within school settings to include the ability to establish collaborative and equitable communication with families as integral components of children's developmental support systems.

Beyond family-school collaboration, the home environment also functions as an important context for interventions that directly influence children's educational psychology development. Research on the *home literacy environment* indicates that literacy activities shared between parents and children, such as shared reading and the provision of reading materials at home, enhance reading motivation, strengthen affective relationships, and promote early literacy development (Romero-González et al., 2023; Hayes et al., 2026). These relatively simple interventions possess substantial preventive value because they simultaneously strengthen emotional bonds and establish positive learning habits from an early age. However, when academic and emotional difficulties become more complex, preventive approaches alone are often insufficient, making more intensive interventions through family therapy necessary.

Within this context, family therapy serves as an essential complement to the educational psychology support system. Carr (2025) explained that family therapy enhances emotional regulation and promotes family structures that are more conducive to children's learning processes. These findings are reinforced by Thompson et al. (2025), whose twenty-year scoping review demonstrated that family-focused interventions effectively reduce students' disciplinary and behavioral problems in school settings. Meanwhile, Bachman et al. (2024) emphasized that the sustainability of school mental health programs depends substantially on the active involvement of families throughout the intervention process. Accordingly, school

counselors should possess the competence to recognize the limits of school-based interventions while determining when students require referral to more comprehensive family therapy services.

Overall, this synthesis demonstrates that family-based interventions operate through three complementary levels. The first level consists of *family-school partnerships*, which strengthen coordination in supporting children's academic and socio-emotional development. The second level involves reinforcing the family's internal functioning through the *family systems* approach, enabling school counselors to understand family dynamics more comprehensively. The third level comprises direct interventions through the development of *home literacy environments* and family therapy when children's difficulties become increasingly complex. The integration of these three levels underscores that the effectiveness of family guidance and counseling depends not only on the quality of school-based services but also on the continuity of support provided by families and professional services. Therefore, collaborative family-based approaches should serve as a fundamental framework for developing educational psychology practices that emphasize prevention, family empowerment, and the sustainable development of children's psychological well-being.

Conceptual synthesis of family support for children's educational psychology development

Although numerous studies have confirmed the importance of family support in promoting children's academic and psychological development, the literature continues to examine parental involvement, parenting styles, family-school partnerships, the *home literacy environment*, and family therapy as largely independent approaches. This fragmentation has prevented a comprehensive understanding of the relationships among these components, making it difficult to explain how different forms of family support collectively contribute to children's educational psychology development. In reality, children's psychological development results from the complex interaction among the family environment, schools, and multiple forms of mutually reinforcing interventions. Based on the synthesis of 26 studies that met the inclusion criteria, this study developed an integrative conceptual framework that consolidates the empirical findings into a unified model explaining the relationships among family support, children's psychological resources, and educational psychology outcomes, as illustrated in Figure 2.

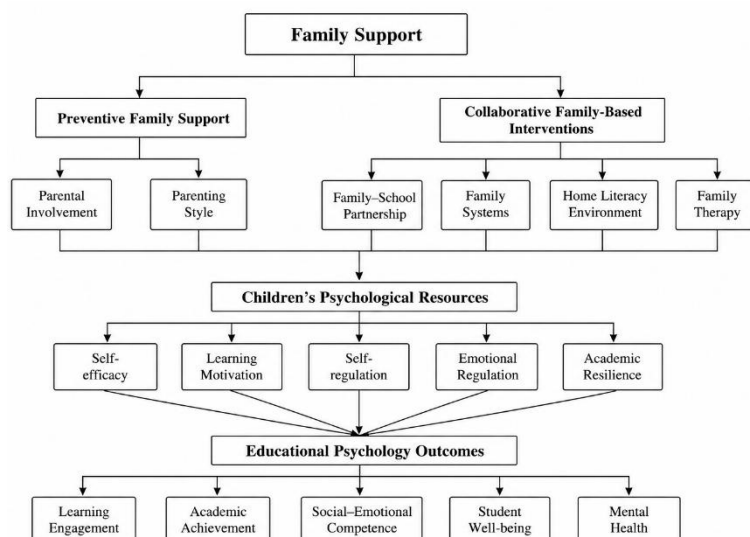


Figure 2. Conceptual framework of family support for children's educational psychology development
Source: Developed by the authors based on the synthesis of 26 selected studies (2026).

Figure 2 presents a conceptual representation of the overall synthesis generated in this study. Unlike the two preceding subsections, which organized the findings according to thematic categories, this conceptual model illustrates how all components interact to shape children's educational psychology development. The framework positions *Family Support* as the primary foundation operating through two principal pathways: *Preventive Family Support* and *Collaborative Family-Based Interventions*. These pathways subsequently foster various *Children's Psychological Resources*, which ultimately contribute to a range of *Educational Psychology Outcomes*. Accordingly, the figure serves not only as a summary of the synthesized findings but also as a conceptual representation of the mechanisms that integrate the empirical evidence analyzed in this review.

The concept of *Preventive Family Support* emphasizes the family's role as a preventive system that establishes children's psychological readiness before academic or socio-emotional difficulties emerge. Consistent with Wilder (2014), parental involvement enhances not only academic achievement but also children's emotional regulation and social adjustment. These findings are further supported by Tan et al. (2026), who demonstrated that authoritative parenting consistently promotes self-efficacy, learning motivation, and self-regulation as fundamental determinants of academic success. Together, these studies indicate that parental involvement and parenting style should not be regarded as separate components but rather as complementary mechanisms that jointly foster children's psychological capacities from the earliest stages of development. Consequently, the conceptual model positions both as preventive foundations that determine the effectiveness of subsequent family support.

In contrast to the preventive approach, which focuses primarily on interactions within the family, *Collaborative Family-Based Interventions* emphasize the importance of

synergy among families, schools, and professional services in supporting children's development. Sheridan et al. (2019) demonstrated that family-school partnerships positively influence students' socio-emotional competence and academic achievement through active parental engagement in the educational process. These findings are extended by Thompson et al. (2025), who showed that when children's difficulties progress into behavioral or emotional disorders, family therapy becomes an effective follow-up intervention for improving emotional regulation and creating a more supportive learning environment. This synthesis indicates that the effectiveness of family support depends not only on the quality of relationships within the family but also on the ability to establish adaptive cross-system collaboration that responds to children's developmental needs.

The resulting conceptual model further demonstrates that all forms of family support ultimately contribute to the development of *Children's Psychological Resources*, including self-efficacy, learning motivation, self-regulation, emotional regulation, and academic resilience. These psychological resources function as the mechanisms through which family support influences educational psychology outcomes. Consistent with Zhao et al. (2026), self-efficacy emerges as the primary mechanism explaining how parental involvement enhances students' learning engagement. These findings also reinforce the work of Shengyao et al. (2024), who demonstrated that academic resilience develops through strengthened motivation and self-regulatory capacities. Accordingly, the model suggests that family support does not directly influence academic achievement; rather, its effects are mediated through the enhancement of children's psychological capacities, enabling them to adapt more effectively to academic demands.

Overall, the conceptual model illustrates that family support functions as a sequential and integrated system, beginning with the strengthening of the family's preventive role, followed by collaborative interventions, which subsequently foster children's psychological resources and ultimately produce educational psychology outcomes, including learning engagement, academic achievement, socio-emotional competence, student well-being, and mental health. Unlike most previous studies, which have examined these components separately, the present synthesis integrates the available evidence into a comprehensive conceptual framework that clarifies the relationships among the various components supporting children's educational psychology development. Therefore, this model not only contributes to the theoretical advancement of family guidance and counseling but also provides a conceptual foundation for designing intervention programs that are more comprehensive, collaborative, and oriented toward the sustainable development of children's psychological capacities.

Conclusion

The synthesis of 26 studies demonstrates that family support constitutes an integrated system that plays a fundamental role in fostering children's educational psychology development through interconnected mechanisms. This review identified two principal dimensions: *Preventive Family Support*, encompassing parental involvement and parenting style, and *Collaborative Family-Based Interventions*, comprising family-school partnerships, the *family systems* approach, the *home literacy environment*, and family therapy. These two dimensions operate by strengthening children's psychological resources, including self-efficacy, learning motivation, self-regulation, emotional regulation, and academic resilience, which subsequently contribute to improved learning engagement, academic achievement, socio-emotional competence, student well-being, and mental health. These findings suggest that the effectiveness of family guidance and counseling depends not on a single form of intervention but on the integration of preventive family functions, cross-system collaboration, and the continuous development of children's psychological capacities.

This study contributes conceptually by proposing an integrative model of family support that unifies diverse family-based interventions within a comprehensive framework for understanding children's educational psychology development. The proposed model provides a theoretical foundation for advancing both research and practice in family guidance and counseling, particularly in designing intervention programs that are more preventive, collaborative, and responsive to children's psychological needs. Nevertheless, this review has several limitations. First, the literature search was restricted to studies indexed through Google Scholar, which may have excluded relevant publications available in other international databases. Second, the synthesis is conceptual in nature and therefore does not empirically examine the relationships among the proposed constructs. Future research should expand the literature search to include major scholarly databases, such as Scopus and Web of Science, and conduct empirical studies to examine and validate the proposed conceptual model across diverse educational and cultural contexts.

References

- Alrajhi, M. N., & Aldhafri, S. S. (2024). Predicting students' academic achievement through teaching and parenting styles: Self-concept as a mediator. *Education Research International*, 2024(1), 9614992. <https://doi.org/10.1155/2024/9614992>
- Bachman, H. F., Cunningham, P. D., & Boone, B. J. (2024). Collaborating with families for innovative school mental health. *Education Sciences*, 14(3), 336. <https://doi.org/10.3390/educsci14030336>

- Carr, A. (2025). Family therapy and systemic interventions for child-focussed problems: The evidence base. *Journal of Family Therapy*, 47(1), e12476. <https://doi.org/10.1111/1467-6427.12476>
- Collins, G., Kovac, K., Rigney, G., Benveniste, T., Gerace, A., Dittman, C. K., & Vincent, G. E. (2024). Parental expectations of school counsellors and their role in supporting student mental health and wellbeing: A qualitative study. *Journal of Psychologists and Counsellors in Schools*, 34(4), 415–432. <https://doi.org/10.1177/20556365241298071>
- Dávid, B., & Danis, I. (2025). Foreword to the 2025 special compilation on "Family therapy and family studies in supporting mental health." *European Journal of Mental Health*, 20, 1–4. <https://doi.org/10.5708/EJMH.20.2025.0045>
- Djekourmane, D., Zhang, Y., Zhang, X., & Wang, Z. (2025). The mediating role of math self-efficacy between school-based parental involvement and math performance among students in Southeast Asia: Evidence from PISA 2022. *Frontiers in Psychology*, 16, 1594131. <https://doi.org/10.3389/fpsyg.2025.1594131>
- Eker, S., & Yildizli, H. (2025). The effect of perceived parental academic involvement on achievement: The mediating role of academic motivation. *Psychology in the Schools*, 62(11), 4740–4759. <https://doi.org/10.1002/pits.70036>
- Fute, A., Oubibi, M., Sun, B., Zhou, Y., Bassiri, M., & Chen, G. (2024). Parenting for success: Exploring the link between parenting styles and adolescents' academic achievement through their learning engagement. *Sage Open*, 14(2), 21582440241255176. <https://doi.org/10.1177/21582440241255176>
- Hayek, J., Schneider, F., Lahoud, N., Tueni, M., & de Vries, H. (2022). Authoritative parenting stimulates academic achievement, also partly via self-efficacy and intention towards getting good grades. *PloS One*, 17(3), e0265595. <https://doi.org/10.1371/journal.pone.0265595>
- Hayes, C., Murnan, R., & Bequette, S. (2026). Family, culture, and literacy: Unlocking the power of home for early literacy achievement. *Early Childhood Education Journal*, 54(3), 1971–1981. <https://doi.org/10.1007/s10643-025-01986-9>
- Hendricker, E., Bender, S. L., Ouye, J., & Kenney, E. (2024). School-based family intervention services: Current school psychologists' practices. *Contemporary School Psychology*, 28(4), 584–606. <https://doi.org/10.1007/s40688-023-00476-2>
- Hidajat, T. J., Nguyen, T.-A., Edwards, E. J., Lynch, D., & Carroll, A. (2026). Family-school partnership initiatives to improve student attendance: A systematic review. *Review of Education*, 14(2), e70175. <https://doi.org/10.1002/rev3.70175>

- Isufi, A., & Haskuka, M. (2024). Parenting styles and teacher interaction on self-regulated learning and academic performance. *International Journal of Adolescence and Youth*, 29(1), 2365881. <https://doi.org/10.1080/02673843.2024.2365881>
- Jain, B., & Puri, J. (2025). Parental engagement as a catalyst for academic success and emotional development in students: A literature review. *International Journal of Research - GRANTHAALAYAH*, 13(6), 82–96. <https://doi.org/10.29121/granthaalayah.v13.i6.2025.6242>
- Kitchenham, B., & Charters, S. (2007). *Guidelines for performing systematic literature reviews in software engineering*.
- Mannarath, A. K. (2026). Systematic literature review for an effective research: A structured framework for social science researches. *Quality & Quantity*, 60(2), 4773–4799. <https://doi.org/10.1007/s11135-025-02458-3>
- Mocho, H., Martins, C., Dos Santos, R., Ratinho, E., & Nunes, C. (2025). Measuring parental school involvement: A systematic review. *European Journal of Investigation in Health, Psychology and Education*, 15(6). <https://doi.org/10.3390/ejihpe15060096>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>
- Pamisa, H. J., & Cabigas, M. (2025). Family structure and academic resiliency. *International Journal of Multidisciplinary Research and Analysis*, 8(4), 1959–1974. <https://doi.org/10.47191/ijmra/v8-i04-50>
- Paylo, M. (2011). Preparing school counseling students to aid families: Integrating a family systems perspective. *The Family Journal*, 19, 140–146. <https://doi.org/10.1177/1066480710397130>
- Power, T. J., Mautone, J. A., Soffer, S. L., Clarke, A. T., Marshall, S. A., Sharman, J., Blum, N. J., Glanzman, M., Elia, J., & Jawad, A. F. (2012). A family-school intervention for children with ADHD: Results of a randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 80(4), 611–623. <https://doi.org/10.1037/a0028188>
- R, A. (2025). Parenting styles and their influence on child development: A critical review of contemporary research. *Premier Journal of Social Science*, 2, 100007. <https://doi.org/10.70389/PJSS.100007>

- Romero-González, M., Lavigne-Cerván, R., Gamboa-Ternerero, S., Rodríguez-Infante, G., Juárez-Ruiz de Mier, R., & Romero-Pérez, J. F. (2023). Active home literacy environment: Parents' and teachers' expectations of its influence on affective relationships at home, reading performance, and reading motivation in children aged 6 to 8 years. *Frontiers in Psychology*, 14, 1261662. <https://doi.org/10.3389/fpsyg.2023.1261662>
- Shengyao, Y., Salarzadeh Jenatabadi, H., Mengshi, Y., Minqin, C., Xuefen, L., & Mustafa, Z. (2024). Academic resilience, self-efficacy, and motivation: The role of parenting style. *Scientific Reports*, 14(1), 5571. <https://doi.org/10.1038/s41598-024-55530-7>
- Sheridan, S. M., Smith, T. E., Moorman Kim, E., Beretvas, S. N., & Park, S. (2019). A meta-analysis of family-school interventions and children's social-emotional functioning: Moderators and components of efficacy. *Review of Educational Research*, 89(2), 296–332. <https://doi.org/10.3102/0034654318825437>
- Smith, T. E., Sheridan, S. M., Kim, E. M., Park, S., & Beretvas, S. N. (2020). The effects of family-school partnership interventions on academic and social-emotional functioning: A meta-analysis exploring what works for whom. *Educational Psychology Review*, 32(2), 511–544. <https://doi.org/10.1007/s10648-019-09509-w>
- Tan, C. Y., Cheung, H. S., & Lee, S. M. S. (2026). Parental involvement, parenting styles, and children's academic outcomes: A second-order, three-level meta-analysis. *Review of Educational Research*, 96(4), 1287–1327. <https://doi.org/10.3102/00346543251346792>
- Thompson, C. M., Fields, A. M., Schneider, K. M., Perez, L. M., & Limberg, D. (2025). Family therapy and school discipline concerns: A 20-year scoping review of interventions by family therapists and clinical mental health counselors. *The Family Journal*, 33(3), 288–302. <https://doi.org/10.1177/10664807241293148>
- Trust, N. L. (2024). *Parents' support for early years literacy at home 2024*.
- Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377–397. <https://doi.org/10.1080/00131911.2013.780009>
- Wohlin, C. (2014). Guidelines for snowballing in systematic literature studies and a replication in software engineering. *Proceedings of the 18th International Conference on Evaluation and Assessment in Software Engineering*. <https://doi.org/10.1145/2601248.2601268>
- Wulansari, W. (2026). Bridging the unbridgeable? The structural nature of urban-rural educational inequality in Indonesia. *Edusia: Jurnal Ilmiah Pendidikan Asia*, 6(1), 20–38. <https://doi.org/10.53754/amjvpx17>

- Yang, S., & Oh, E. (2024). Analysis of children's development pathways based on Bronfenbrenner's ecological systems theory. *International Journal of Education and Humanities*, 16(3), 250–258. <https://doi.org/10.54097/vaap3p97>
- Zhao, Y., Qin, Y., & Zhang, L. (2026). The influence of parental educational involvement on learning engagement among first-year college students: The mediating effects of academic self-efficacy and professional identity. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1738085>