



EXAMINING THE FAMILY INFLUENCE ON THE STUDENT'S SCHOOL LIFE

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Abstract: This study aims to evaluate the impact of the family on the student's school life as a result of examining 26 studies covering the years 2020-2024 with the document analysis method. The data were collected from digital databases such as Google Scholar and YÖK Thesis Center and analyzed with content analysis. In the light of the findings obtained, it is seen that the studies examined were mostly conducted with the qualitative research method and the school administrator sample was used the most. In the themes created with the content analysis, school-family communication and collaboration processes are at the forefront. In the studies examined, it is emphasized that the effectiveness of school-family collaboration makes a positive contribution to the academic success of the students. However, it is striking that the participation of parents in school life is insufficient and the samples covering the students are limited. In this direction, it is recommended that education stakeholders be represented more balancedly in the studies, studies should be conducted for the effective participation of parents in school life, and diversity should be sought in the methods to be used.

Keywords: Family, education, school, cooperation.

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Introduction

The need for trained human resources in countries is constantly being updated. The efforts of developed countries to keep their qualified human resources constantly up-to-date in order to achieve their development goals increases the importance they give to education (OECD, 2022; UNESCO, 2021). This situation causes the constantly developing and transforming world we live in to find a place for itself in education. The foundations of the education process are the learning of the individual. The learning process of the individual first starts in the family and is continued in a structured manner in the school environment together with institutional education (Gökçe, 2000). The school, which is the institution where generations communicate with the real world outside the home and learn about life, has an important task of providing knowledge and skills as well as communicating with the environment. Schools directly contribute to the society they are in through the functions they undertake (Ameti et al., 2020).

Schools' fulfillment of this responsibility depends on being in a healthy environment. Healthy communication between the school and the families of students is a condition for the formation of this environment (Yıldırım & Dönmez, 2008). In Ecological Systems Theory, Bronfenbrenner states that the interaction between the individual and the institutions in the immediate environment is the most effective in the development of

a person (Bronfenbrenner, 1979). All stakeholders in the school environment should act within the goals determined by the school. In this way, the school and the environment can move forward together (Çatalakaya, 2020).

The cooperation between the school and the family is very important. Because the family is the first educator for children and the most important structure that affects their development and tendencies (Xiaoyang et al., 2018). The active participation of the family in school activities and the harmony achieved between family members have an important effect on the student's academic success (Çelenk, 2003). Thanks to this active participation, the student feels the support of his/her family closely and develops a positive attitude towards the school. In this way, he/she can express himself/herself comfortably by participating in the activities to be held (Arslan & Aslanargun, 2024). Therefore, a healthy relationship established between the school and the family will contribute to both the school achieving its goals and the positive development of student behavior (Genç, 2005). The educational background of the parents is effective in the participation of families in education. Parents with a higher level of education participate in more education, which is closely related to the performance of the students (Stevenson & Baker, 1987). One of the determining factors in the level of participation of parents in their children's education is the level of academic expectations they have (Jeynes, 2022). As families' expectations from their children



increase, their interest in their education may increase. As a result of this situation, it can be assumed that students' academic success will also increase. Another factor affecting student success is the existence of a positive relationship between the family and the school. It has been observed that the family's satisfaction with the school has an effect on this (Hampden-Thompson & Galindo, 2017). It is thought that the increase in the level of satisfaction that families have with the school positively reinforces the cooperation established with the school. Thus, it can be said that this cooperation will also affect the success of the students.

In this study, the relationship established between the school and the family and the family's perspective on education were evaluated, especially from the perspective of teachers and administrators working in the field. Therefore, it is thought that the data obtained for practice will guide researchers interested in the field.

The aim of this research is to examine the content of academic studies focusing on school-family collaboration between 2020 and 2024 using document analysis method and to reveal the basic themes, methodological features and trends of these studies. With the findings obtained in the research, the contribution of school-family collaboration to education will be evaluated more comprehensively, and implementation recommendations will be developed especially for teachers and administrators working in the field. The interaction and relationship developed between school and family is considered an important feature that supports the academic, social and emotional development of students (Epstein, 2001; Çelenk, 2003). However, studies on systematic examination of academic publications on this subject are limited. This situation creates a gap in the educational research literature. In this context, this compilation study aims to guide both practitioners and researchers by revealing the trends in the current literature. In addition, the findings obtained are important in terms of guiding future studies. Answers were sought to the questions expressing the sub-objectives given below around the determined purpose of the research.

- What are the types of academic studies published on school-family collaboration between 2020 and 2024?
- What research methods were used in these studies?
- What themes stand out in studies on school-family collaboration?
- With which sample groups were these studies conducted?
- What conclusions and recommendations were reached in the studies reviewed?

Method

Research Model

This research was conducted using the document analysis method, which is one of the qualitative research designs. The document analysis method is a qualitative data analysis process that enables the production of research-based information by evaluating written documents in a certain systematic way (Bowen, 2009). It stands out as a method that enables the examination of the documents obtained within the scope of the research in terms of their formal and semantic aspects (Sak et al., 2021).

Study Group

The data of the study were collected through digital databases such as Google Scholar and YÖK Thesis Center between the years 2020–2024 using keywords such as "school-family collaboration", "family participation", "school-family relationship". As the research criteria to be used in the study, articles directly addressing the theme of school-family collaboration, accessible in full text, published in refereed journals, master's and doctoral theses, and official reports were taken into consideration.

Analysis of Data

The documents obtained were classified thematically by subjecting them to content analysis. In this classification process, coding was done under headings such as the publication type of the studies, methodological features, sample structure, thematic focus, and results achieved. The data obtained at the end of the coding process were presented with comparative tables and explanatory texts. No data collection process requiring ethics committee approval was carried out in this study. Open documents were used in the research and ethical principles were followed.

Results

The findings obtained as a result of the content analysis of the studies on school-family collaboration are presented under the following headings.

The distribution of studies on school-family collaboration by type is given in the table below;

Table 1.

Distribution of Studies by Type

| Type | Number of Studies | Sample Sources |
|-------------|-------------------|--|
| Article | 23 | Ameti vd. (2020), Arslan & Aslanargun (2024), Atik vd. (2024), Buza & Hysa (2020), Çakır & Yavuz (2020), Çayır vd. (2023), Çelik (2021), Çetin vd. (2024), Daraga vd. (2023), Demir vd. (2021), Gözcü Binbir & Ertürk Kara (2020), Gürler vd. (2023), Jeynes (2022), Kayacı & Dede (2022), Kurt vd. (2024), Özkır Özbal vd. (2022), Paccaud vd. (2021), Pascua & Dulos (2020), Petek & Bozyiğit (2022), Ülker & Barış (2020), Yulianti vd. (2022), Kelty & Wakabayashi (2020), Gökalp vd. (2021) |
| Thesis | 2 | Çatalkaya (2020) Yüksek Lisans Tezi, Babaoğlu Öztürk (2023) Yüksek Lisans Tezi |
| Declaration | 1 | Gökalp (2022) |
| Total | 26 | |

Within the scope of the research, a total of 26 studies published between 2020-2024 on school-family collaboration were examined. These studies were classified according to their types. According to the findings, it is seen that the vast majority of them are articles. This table shows that the subject of school-family collaboration is especially concentrated in the article format. In addition, it is seen that theoretical foundations and international reports are frequently included in the studies. This situation reveals that the subject is addressed multidimensionally at both the application and policy levels.

The distribution of methodological approaches used in studies on school-family collaboration is given in the table below;

Table 2.

Distribution of Methodological Approaches Used in the Examined Studies

| Method | Number of Studies | Percentage (%) |
|--------------|-------------------|----------------|
| Qualitative | 17 | %65.4 |
| Quantitative | 8 | %30.8 |
| Mixed | 1 | %3.8 |
| Total | 26 | %100 |

When Table 2 is examined, it is seen that the majority of the studies on school-family collaboration between 2020 and 2024 were conducted with qualitative research methods (65.4%). This situation shows that researchers address the concept of school-family collaboration with approaches aimed at collecting in-depth data and understanding the views of the participants. The predominant preference for qualitative studies reflects the need to understand the subject in detail from social and cultural aspects. On the other hand, the presence of studies conducted with quantitative methods at a rate of 30.8% shows that the measurable dimensions of the subject are also examined. However, the rate of studies conducted with quantitative methods is low compared to qualitative studies. Finally, mixed method studies at a rate of 3.8% reveal that the effort to combine the advantages of both methods is limited. These findings show that the method-based diversity in the field is limited and that there is a need to increase the number of mixed method studies in particular.

The distribution of sample types used in studies on school-family collaboration is given in the table below;

Table 3.

Sample Types

| Sample Type | Number of Studies | Percentage (%) |
|------------------------|-------------------|----------------|
| Teacher | 5 | %19.2 |
| Parent | 5 | %19.2 |
| Manager | 8 | %30.8 |
| Student | 1 | %3.85 |
| Teacher+Parent | 4 | %15.4 |
| Teacher+Parent+Student | 2 | %7.7 |

| | | |
|-----------------|----|-------|
| Teacher+Student | 1 | %3.85 |
| Total | 26 | %100 |

The data in Table 3 show that the most frequently used sample type in studies on school-family collaboration published between 2020 and 2024 is school administrators (30.8%). The high representation of this group indicates that the administrative perspective has an important place in the evaluation of educational policies and practices, the interest in the management dimension of school life, and the active role of school principals in decision-making processes are at the forefront. This situation is significant in that school administrators have a significant role in decision-making in educational environments and are frequently included in studies. Teachers and parents, who are in second place with a rate of 19.2%, are important in that they are individuals who observe students' school experiences firsthand. It is thought that these two groups, which are extremely important in educational processes, are frequently included in studies that involve collaboration with families and schools. Asking for teachers' opinions in research provides direct observations and data on students' academic and social development. The equal representation of teachers and parents in the sample group shows that school-family cooperation is considered more important in the effect on students' academic success. In the studies examined, it is seen that there are few studies that deal with student samples alone (3.85%). This situation suggests that students are considered as indirect data sources. In addition, the limited consideration of the views of students who are directly involved in education suggests that student views are not given enough space in practices. Therefore, the studies examined reveal that information about students' school lives is obtained from adults. It also suggests that studies in this field give limited space to the student-centered perspective. The fact that the total of studies that include more than one stakeholder in education, such as teacher + parent (15.4%), teacher + parent + student (7.7%), teacher + student (3.85%), is 27% shows that the relationship between stakeholders is important in the studies examined. It shows that education is attempted to be conceptualized as an ecosystem with the multiple samples used in the studies examined. Thus, it provides the opportunity to analyze not only a single sample but also the relationships between the determined samples. This situation is compatible with Bronfenbrenner Ecological Systems Theory and supports the evaluation of education together with school, family and society processes. However, it is thought that this holistic approach is not at the desired level in the studies examined and needs to be developed. These findings reveal that the issue of school-family cooperation is mostly addressed through adult actors (teacher, parent, administrator) and students are less represented in this process and offer an important development area for future research.

The distribution of themes obtained from research on school-family collaboration is given in the table below;

Table 4.

Themes

| Themes | Number of Studies | Percentage (%) |
|---|-------------------|----------------|
| School-Family Communication and Collaboration Processes | 10 | %38.5 |

| | | |
|---|----|-------|
| Teacher Opinions | 3 | %11.5 |
| Parent Expectations and Involvement | 4 | %15.4 |
| School Administrator Opinions | 7 | %26.9 |
| School-Family Relations During the Pandemic | 1 | %3.8 |
| Impact on Student Success | 1 | %3.8 |
| Total | 26 | %100 |

According to the data presented in Table 4, it is seen that the studies conducted on school-family collaboration between 2020 and 2024 largely focused on "School-Family Communication and Collaboration Processes" (38.5%). This situation shows that the communication channels and collaboration established between the school and the family play a central role in educational processes. Relevant studies reveal the impact of effective communication strategies and sharing mutual responsibilities between the school and the family on students' success. This finding is consistent with the literature advocating effective communication between the school and the family. The changing and transforming attitude of the school towards the student and the active role that schools of the future play in the individual and social development of the child are also closely followed by families (Potočárová, 2016). Studies have found that parents have healthy communication with teachers (Buza & Hysa, 2020; Çatalkaya, 2020; Gözcü Binbir & Ertürk Kara, 2020). However, Çetin et al. (2024) found in their research that parents had deficiencies in communication and participation. Another study found that parents' satisfaction with schools was high (Paccaud et al., 2021). Arslan and Aslanargun (2024) found in their research that parents had high expectations regarding cooperation with the school, but there were deficiencies in effective cooperation with themselves. The theme of school administrators' views came in second place with a rate of 26.9%. This situation shows that the managerial perspective has an important role in shaping school-family collaboration. The guiding and implementing aspects of the managers have been emphasized. This situation shows that the management perspective has an important place in school-family collaboration research and is effective in the formation of policies and practices. This finding is significant in that the implementation processes in schools are shaped by the decisions taken by the school administration. The theme of parent expectations and participation, which is 15.4%, shows that parents' perceptions of the school and their active role in cooperation with the school are the focus of the research. These studies reveal that families are becoming more visible in the education process. It is also seen that parents' expectations from the school and the teacher and their participation in the education process are becoming more research topics. The research conducted in this field seeks to answer the question of how parents will be more involved in the education process. Studies that include the theme of teacher opinions are represented by 11.5%. This result suggests that the role of teachers in school-family interaction has been overshadowed. However, since teachers are important actors in school-family collaboration, more studies need

to be conducted in this area. Studies reveal teachers' perceptions and experiences of the relationships established between school and family. This shows that teachers are the subject of research not only in their educational processes but also in their relationships with families outside of school. It has been revealed that teachers' invitations to families for school-family collaboration are effective (Daraga et al., 2023; Yulianti et al., 2022). In addition, Petek and Bozyiğit (2022) found in their research that, according to teachers' opinions, parents do not actively participate in school-family cooperation and that home visits will be effective in school-family cooperation. In order for student parents to take an active role in the development of their school, they are expected to take ownership of the school and be effective in management (Atik et al., 2024; Çelik, 2021; Özkır Özbal et al., 2022). The most active role in the establishment of school family associations belongs to the school principal and administrative staff (Ülker & Barış, 2020). In addition, Çakır and Yavuz (2020), Gürler et al. (2023) concluded in their research that the greatest expectation of school principals from student families is to have effective communication skills. In addition, Çayır et al. (2023) and Gökalp (2022) stated in their research that school administrators did not see the cooperation between the school and the family at a sufficient level and that not enough efforts were made to ensure that families were more involved in education. Only one study each included the themes of school-family relations and impact on student achievement during the pandemic period, representing 3.8%. This situation reveals that some areas are not sufficiently represented in the literature and that there are important gaps for future research. It reveals that despite the changes in education, especially during the pandemic, school-family collaboration has not been investigated in depth in this context. Among the themes revealed in the studies, impact on student achievement shows that the subject is also addressed in terms of student development and social interaction. The increase in collaboration between student families and teachers has also led to a significant increase in student performance (Dede, 2022; Demir et al., 2021; Kayacı & Kurt et al., 2024; Pascua & Dulos, 2020; Wilder, 2014).

Discussion

As In this study, 26 studies focusing on school-family collaboration between the years 2020-2024 were examined in detail and evaluations were made in the light of various themes in line with the data obtained. The general findings of the study show that the subject of school-family collaboration is intensively addressed, especially in the form of articles. This situation reveals that the subject is an area that maintains its relevance in academic literature and continues to be systematically examined. In addition, the fact that most of the studies examined are supported by theoretical foundations shows that the subject of school-family collaboration is addressed not only at the level of practice, but also in relation to education policies and global strategies.

When evaluated in terms of method, it is striking that 65.4% of the studies were conducted with qualitative methods. This finding shows that researchers approach the phenomenon of school-family collaboration with an approach that is more focused on understanding the views of the participants and collecting in-depth data. It can be said that it is meaningful to study this area, which has a strong social and cultural context, with qualitative methods. However, the limited number of quantitative (30.8%) and mixed-method (3.8%) studies reveals that methodological diversity is insufficient and that there is a need for research that can provide

more holistic data in this area. In particular, an increase in the number of mixed-method studies will contribute to a multi-faceted understanding of school-family collaboration with both quantitative and qualitative data.

In the classification made in terms of sample type, the most frequently preferred group is seen to be school administrators (30.8%). This finding points to the decisive role of the administrative perspective in school-family collaboration processes. The fact that administrators are effective in decision-making processes makes it meaningful to seek their opinions. However, the fact that teachers and parents are equally involved in the studies (19.2%) shows that two main actors in the direct environment of the students are considered important in the context of school-family collaboration. However, the fact that the student sample is represented at a low rate of 3.85% reveals that the student perspective is not sufficiently addressed in this process. This situation brings to the agenda the need for student-centered research, as students are generally seen as indirect data sources.

The fact that the total of studies where sample types were designed to include more than one stakeholder is 27% shows that researchers tend to conceptualize educational processes as an ecosystem. This approach is compatible with Bronfenbrenner's Ecological Systems Theory and is important in terms of understanding the dynamics of cooperation in the school-family-society triangle. However, it is seen that multi-stakeholder structures are still not used at the desired level. Therefore, more holistic structures that include all actors should be preferred in future studies.

The results of the thematic analysis also provide important clues about research trends in the field. The fact that 38.5% of the reviewed studies focused on the theme of school-family communication and collaboration processes reveals the central role of communication channels in educational processes. This finding is also consistent with the literature advocating the contribution of effective school-family communication to student success (Potočárová, 2016; Buza & Hysa, 2020; Gözcü Binbir & Ertürk Kara, 2020). However, some studies have also stated that parents experience deficiencies in communication processes or that their expectations are not met in the relationships they establish with the school (Çetin et al., 2024; Arslan & Aslanargun, 2024). This situation shows that the adequacy of existing communication models should be questioned and that more functional collaboration models need to be developed.

The high rate of studies focusing on the views of administrators (26.9%) emphasizes that the political and implementing level is effective in school-family collaboration. The shaping of school practices by administrators supports this finding. On the other hand, the fact that 15.4% of studies focused on parent expectations and participation shows that the visibility of families in educational processes has increased. However, the fact that teacher-themed studies are limited to only 11.5% suggests that the roles of teachers in this collaboration are not sufficiently represented in research. However, teachers' capacity to communicate directly with families has a significant impact on students' academic and social development (Daraga et al., 2023; Petek & Bozyiğit, 2022). Another striking finding is that the number of studies focusing on specific topics such as the pandemic process or the impact on student success is very limited (3.8%). However, the pandemic has been a period that has created radical changes in education and has required the redefinition of school-

family collaboration. Therefore, more data is needed on how school-family relationships have evolved during and after the pandemic. In addition, the limited study of the theme of student success indicates that the outcome-oriented effects of school-family collaboration should be examined in more depth (Kayacı Dede, 2022; & Kurt et al., 2024).

Conclusion and Recommendations

In this study, the effect of the family on the student's school life was examined by examining 26 studies published between 2020-2024 through document analysis. In line with the findings obtained, it was concluded that effective and sustainable cooperation to be established between the school and the family has positive effects on the academic success of the students. In the majority of the studies, it was observed that parents have a positive attitude towards school-family cooperation, and that their satisfaction with the school increases, especially when they establish healthy communication. However, a significant number of teachers stated that parents do not contribute sufficiently to school-family cooperation and that there are some deficiencies due to this. School administrators stated that the participation of families in the cooperation is limited and that they should be included in the process more actively. The studies were mostly shaped according to the opinions of school administrators, teachers and parents; it was seen that student opinions were limited. This situation revealed the need for a balanced representation of all stakeholders in future studies.

In light of the findings of the research, suggestions for improving the impact of school-family collaboration on the student's school life are presented below.

- It is noteworthy that the studies examined mainly included the opinions of school administrators, teachers and parents, and that student opinions were limited. In future studies, student opinions can be included sufficiently and the process can be addressed in a holistic manner.
- Studies show that parents are inadequate in their cooperation with the school. For this reason, regular information, training and guidance can be provided to parents.
- Seminars can be held at regular intervals for teachers and school administrators to initiate and maintain effective communication between the school and the family.
- It is understood from the studies that the majority of the studies are carried out with qualitative methods and quantitative and mixed methods are used less. In addition to the in-depth information provided by qualitative studies, it is recommended to increase quantitative and mixed studies for more generalizable results.
- In today's world where technology has developed and especially communication has made observable progress, it is recommended that schools and parents use digital communication tools effectively. The necessary assistance can be provided for both teachers and parents to use this technical infrastructure effectively.
- Considering the environmental conditions where the school is located, models that pay attention to and adapt to social and cultural diversity can be developed instead of a single type of model in school-family cooperation.

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