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Systematic literature review on the influence of the family on the development of their children's school learning process

Revisão sistemática de literatura sobre a influência familiar na construção do processo de aprendizagem escolar dos seus filhos

Revisión sistemática de la literatura sobre la influencia familiar en la construcción del proceso de aprendizaje escolar de sus hijos

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Abstract: This study aimed to analyze the influence of the family on children's learning processes through a systematic literature review using the SciELO and CAPES Journal Portal databases. Initially, 750 papers were identified; after applying inclusion and exclusion criteria and removing duplicates, 16 publications—all from the CAPES database—were selected. Studies from other countries, literature reviews, research unrelated to the topic, and studies involving children with learning difficulties or disorders were excluded. The analysis was organized into three categories: language acquisition and communication; schooling and family socioeconomic status; and the family's relationship with learning. The results revealed a diversity of instruments used and a scarcity of research on family involvement in academic learning. It is concluded that further research on the family-school relationship is needed to foster learning and its continuity within the home environment.

Keywords: family influence; learning; school.

Resumo: Este estudo teve como objetivo analisar a influência da família no processo de aprendizagem dos filhos, por meio de uma revisão sistemática da literatura nas bases de dados SciELO e Portal de Periódicos da CAPES. Inicialmente, foram identificados 750 trabalhos e, após a aplicação dos critérios de inclusão e exclusão e a remoção de duplicatas, foram selecionadas 16 publicações, todas provenientes da CAPES. Foram excluídos estudos estrangeiros, revisões de literatura, pesquisas não relacionadas à temática e estudos envolvendo crianças com dificuldades ou transtornos de aprendizagem. A análise foi organizada em três categorias: aquisição da linguagem e comunicação; escolaridade e condição socioeconômica familiar; e relação da família com a aprendizagem. Os resultados demonstraram diversidade nos instrumentos utilizados e escassez de estudos sobre a participação familiar na aprendizagem acadêmica. Conclui-se que são necessárias mais pesquisas sobre a relação família-escola, visando favorecer a aprendizagem e sua continuidade no ambiente familiar.

Palavras-chave: influência familiar; aprendizagem; escola.

Resumen: Este estudio tuvo como objetivo analizar la influencia de la familia en el proceso de aprendizaje de los hijos mediante una revisión sistemática de la literatura en las bases de datos SciELO y el Portal de Revistas de CAPES. Inicialmente se identificaron 750 trabajos y, tras aplicar los criterios de inclusión y exclusión y eliminar los duplicados, se seleccionaron 16 publicaciones, todas procedentes de CAPES. Se excluyeron estudios extranjeros, revisiones de la literatura, investigaciones no relacionadas con el tema y estudios que incluían niños con

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dificultades o trastornos de aprendizaje. El análisis se organizó en tres categorías: adquisición del lenguaje y comunicación; escolaridad y condición socioeconómica familiar; y relación de la familia con el aprendizaje. Los resultados demostraron diversidad en los instrumentos utilizados y escasez de estudios sobre la participación familiar en el aprendizaje académico. Se concluye que es necesario realizar más investigaciones sobre la relación familia-escuela para favorecer el aprendizaje y su continuidad en el entorno familiar.

Palabras clave: Influencia familiar; aprendizaje; escuela.

1. Introduction

Within the systemic approach, every organism is characterized as a system. The family can therefore be understood as a system, since all its parts interact, complement one another and establish a relationship of interdependence, both influencing and being influenced by one another (Minuchin and Fishman, 2003).

According to Montoro (2008), the family is, above all, a system of affective bonds, in which the humanization of each subject occurs through the emotional relationships of the members.

Each family follows its own life cycle, that is, the natural events that affect this system. Each member experiences these events in a unique way and gives them a personal meaning. The group thus develops together, and these vital relationships directly influence its relationship with learning.

Just as moral values are first learned within the family, the earliest relationships with knowledge also develop there, and these relationships later become a determining factor in learning. However, relationships with knowledge can also be negative, preventing learning or creating difficulties in the learning process (Dessen and Polonia, 2007).

Although the earliest relationships with knowledge develop within the family, they are refined at school, particularly through the acquisition of knowledge in specific subject areas and content that schools are exclusively responsible for teaching. School teaching, however, extends beyond the syllabus. Through the interpersonal relationships established there, students also learn values and social attitudes that many carry with them throughout their lives.

For Ananias (2000), in addition to providing culturally organized knowledge, schools have a duty to develop individuals' understanding of politics and citizenship. Alongside intellectual education, this enables individuals to become critical citizens and agents capable of transforming the reality in which they live.

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Szymanski (1997), believes that both institutions are the first mirrors in which the individual sees and discovers himself, with his gifts and weaknesses; as they are also the first worlds where we inhabit and learn good and bad feelings, the beautiful and the ugly, which is why each of these institutions has its specific role and its importance in the academic training of an individual.

Many aspects directly affect learning: inappropriate and inadequate teaching methods, insufficient early stimulation, repressive environments, relationships within the family, lack of affection, and many others. Seemingly minor situations can cause irreparable harm. One very common situation that initially appears unrelated to a child's learning is a family secret. Such a secret does not always concern something unknown; rather, it can involve being forbidden to mention a fact. According to Fernandéz (1990), keeping this secret can lead to a learning problem: having to pretend not to know what others know, while they also pretend not to know, can cause individuals to extend this attitude to all knowledge and tell themselves, 'I cannot learn,' becoming blind and deaf to information.

We can say that if parents were aware of the influence of their relationships with their children, if they were guided about the importance of early stimulation and healthy family relationships, learning difficulties would possibly decrease.

Paín (1985), makes it clear that the environmental factor is especially decisive in diagnosing the learning problem, as it allows us to understand its coincidence with the ideology and values in force in the group.

Although the family has been identified as one of those responsible for the student's academic failure, its contribution to the individual's learning (Carvalho, 2000) is undeniable. Cultural, social and psychological aspects of parents are resources that promote intellectual and human development.

Thus, we can say that there is an influence on the part of the family on the individual's learning, since no action is neutral. Even if the family does not play its specific role adequately in the intellectual life of its child, it will be influencing the child's learning process, although in this case, in a negative way.

However, to what extent does the family influence a child's learning process? How can the family contribute to this process?

In research on the impact of family relationships on children's school learning, six literature reviews were found, the most recent of which was dated 2005.

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The study by Paín (1985) defines two necessary conditions for learning: internal and external. The external ones refer to the “stimulus field” and the internal ones refer to the “subject”. Regarding external conditions, children with learning problems manifest some real difficulties in their environment, due to the confusion caused by the stimuli or their speed, for example, or due to the lack of these, reinforcing the importance of the family for the development of the child as a whole.

Fernandéz (1990) states that human beings learn when they identify with the person teaching them. This occurs first within the family and later at school and in the social environment, where individuals are accepted as thinking beings. These environments encourage questions and make room for differences, thereby fostering 'authorship of thought.' According to her, intelligence, thinking activity, attention and the ability to pay attention are all constructed. For this to happen, Szymanski (1997) argues that the relationship between family and school must be positive, grounded in mutual respect and trust, with each institution understanding its own role so that they can work together to develop new educational models.

The review of Carvalho (2000) concluded that academic success often depends on the direct support that the family invests in their children and, in this way, compensates for their individual and academic difficulties. According to her, the families that are most present are those with greater economic and cultural resources, and in which free time and the mother's level of education stand out. This corroborates the findings of Polity (2001), that when the subject is understood in a specific context, such as in the family environment, it becomes easier to create a broader picture to understand learning difficulties.

The most recent review carried out by Dessen & Polonia (2005) proposes that to overcome interruptions between family and school environments, it is essential to know what are the modes of involvement between parents and school to provide a dynamic educational process. This would result in more effective actions for learning.

Based on these reflections, and considering that there is a need to develop a literature review including studies from the last decade, it is proposed to carry out a systematic review with the aim of presenting the results of Brazilian research that dedicated itself to studying the family influence in the construction of the children's learning process.

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2. Methodology

For this systematic review, searches were carried out in two databases, namely: Periodicals of CAPES and SCIELO. The following combinations of descriptors were established for the search: 'school learning' added to the descriptors 'parents' and 'family'; 'child development', 'parents', 'school' and also, 'child development', 'family' and 'school', with this survey carried out in November 2017. The inclusion criteria were determined: empirical studies developed with children enrolled in early childhood education or primary education, which addressed families and how they relate to the learning process and studies carried out from the year 2000 onwards.

The exclusion criteria were established: foreign studies, literature reviews, research not related to the theme of family and learning, studies that included children with disabilities, difficulties or learning disorders.

3. Results

Initially, 750 works were found, among them, 718 in the CAPES Journals and 32 in the SCIELO database. After applying the inclusion and exclusion criteria and removing repeated articles, the result was a total of 16 publications analyzed.

Table 1 - Articles found

Authors	Year	Title
Zamberlan, Ottoni and Sônego	2005	Learning situations and resources in families of school children
Bolsoni-Silva and Marturano	2007	The quality of positive interaction and parental consistency in its relationship with preschool behavior problems
Bolsoni-Silva and Marturano	2010	Marital relationship, behavior problems and social skills of preschoolers
Cia, Barham and Fontaine	2010	Impacts of an intervention with parents: children's academic performance and behavior at school
Ferreira and Barrera	2010	Family environment and school learning in early childhood education students
Lamy filho, Medeiros, Lamy and Moreira	2011	Home environment and developmental changes in children from a community on the outskirts of São Luís

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Authors	Year	Title
Marin, Piccinini and Tudge	2011	Stability and change in maternal and paternal educational practices throughout the child's preschool years
Piccolo	2012	Psychosocial variables and reading performance of children from low socioeconomic status
Zuanetti and Fukuda	2012	Perinatal, cognitive and social aspects and their relationships with learning difficulties
Marin, Martins, Freitas, Silva, Lopes and Piccinini	2013	Intergenerational transmission of parental educational practices: empirical evidence
Bragança, Alves and Lemos	2014	Study of the communicative profile of children aged 4 to 6 in early childhood education
Knijnik and Junges	2014	The Family-School Relationship and the Practice of Mathematics "Homework": a study on its tensions
Leme and Marturano	2014	Predictors of behavior and academic competence of children from nuclear, single-parent and remarried families
Silva, Ferreira and Queiroga	2014	Development of oral narrative and maternal education level
Bispo	2015	The importance of family participation in children's school teaching and learning in the early years of elementary school
Dourado, Carvalho and Lemos	2015	Development of communication in children aged one to three years and their relationship with the family and school environment.

Source: research

After reading the 16 articles, it was possible to observe that several studies were carried out by scholars in the areas of Psychology and Speech Therapy, with the school and family as their field of research, highlighting the social behavior of the child/family and the development of language and family. There were few articles that presented the influence of the family on academic learning. Although some themes are not the central focus of this study, it is important to highlight that some research topics raised are linked to this systematic literature review. Therefore, for this theme, some categories were established for analyzing the studies, as shown in table 2.

Table 2- Articles classified by categories

	Categories		
Authors	Language acquisition and communication	Education level and socioeconomic level of the family	Family's relationship with learning
Zamberlan et al. (2005)			X
Bolsoni-Silva and Marturano (2007)			X

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	Categories		
Authors	Language acquisition and communication	Education level and socioeconomic level of the family	Family's relationship with learning
Bolsoni-Silva and Marturano (2010)			X
Bragança et al. (2010)	X		
Cia et al. (2010)			X
Ferreira and Bezerra (2010)		X	
Lamy Filho et al. (2011)		X	
Marin et al. (2011)			X
Piccolo (2012)		X	
Zuanetti and Fukuda (2012)	X		
Marin et al. (2013)			X
Knijnik and Junges (2014)			X
Leme and Marturano (2014)			X
Silva et al. (2014)	X		
Bispo (2015)			X
Dourado et al. (2015)	X		

Source: research

Year of publication

When observing the timeline of publications, it is noted that between 2005 and 2007, only 2 articles were produced, indicating that studies on the topic were still in their infancy. There was a gradual increase in publications between 2010 and 2013, culminating in a greater volume of academic production in 2014.

This analysis reveals the need and importance of continuing to develop a greater quantity of research with effective and relevant publications to fill the lack of content on the topic studied.

Regions

Regarding the distribution of publications by region, the southeast followed by the south region, with respective values of 8 and 5 articles, are the places where the largest amount of

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research carried out is concentrated. In the northeast and central-west regions, publications are on a small scale with 2 and 1 articles, while in the north region no published studies related to the topic were found. It is possible to see that the most developed regions of the country are also the regions that have the best schooling rates, a differentiating factor that encourages the high production of studies and publications.

Participants

Of the works analyzed, five had parents/families as research participants, one of them involved only mothers, one included both parents and teachers and the remaining nine had children as informants. The age of these children varied, from the youngest, 18 months old, to the oldest, 12 years old, with the average age group being 7 years old.

The fact that the largest number of research concerns both parents/families and children, may enable a greater understanding of the family's influence on their children's academic learning.

The educational levels where the research took place were in early childhood education and elementary education, with eight of the articles carrying out research in early childhood education and eight in elementary education.

Context

The context where the research took place most was in public schools, municipal and state, totaling eleven articles, followed by an article on private schools and an article on private and public schools. In four articles, the context of the research was not clearly defined.

Instruments

When analyzing the instruments used, it is observed that the vast majority of publications used standardized instruments as shown in table 3.

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Table 3 - Standardized instruments

Authors	Instruments
Bolsoni-Silva and Marturano (2007)	Socially desired behaviors questionnaire for teachers- QCSD- PR (adapted from Silva, 2000); Children's Scale B- ECI (adapted from Santos, 2002); Parental educational social skills questionnaire- QHSE-P (adapted from Silva, 2000).
Cia, Barham and Fontaine (2010)	School Performance Test - TDE (Stein, 1994); Social Skills Rating system - SSRS-BR (validated by Bandeira, Del Prette, Del Prette & Magalhães, 2009); Assessment of Academic Performance and Behavior of students (Omeño, 2004).
Ferreira and Barrera (2010)	Family environment resource inventory - RAF (Marturano, 2006).
Lamy filho, Medeiros, Lamy and Moreira (2011)	Questionnaire Home observation for measurement of the environment (Bradley & Caldwell, 2001); Gesell Scale (Gesell, 1999).
Piccolo (2012)	Self-report questionnaire - SRQ-20 (Who, 1994); Beck Depression Inventory- BDI (Beck, Ward, Mendelson, Mock & Erbaugh, 1961); Child risk indicators (Farjado et al.,2004); Denver Test II (Frankenburg et al., 1992); Wechsler Intelligence Scale-WASI- vocabulary and material reasoning subtest (The Psychological Corporation, 1999).
Zuanetti and Fukuda (2012)	School Performance Test - TDE (Stein, 1994); Sequential assessment instrument – CONFIAS(Moojen et al. 2003); Illinois Test of Psycholinguistic Abilities –ITPA-subtest 5 (Bogossian & Santos, 1997); Alternating and overlapping disyllables test – SSW (Borges, 1997)
Bragança (2014)	Script for observing the behavior of children aged 0 to 6 years (chiari, Basilio, Nakagawa, Cormedi, Silva, Cardoso and al, 1991); Inventory of family environment resources - RAF (Marturano, 2006); Infant and Toddlers Environment Rating Scale-ITERS-R (Lima & Bhering, 2006).
Leme and Marturano (2014)	Parenting Practices Inventory - IPP (Benetti & Balbinotti, 2003); Social Skills Rating system - SSRS-BR (validated by Bandeira, Del Prette, Del Prette & Magalhães, 2009); Family environment resource inventory - RAF (Marturano, 2006).
Dourado, Carvalho and Lemos (2015)	Infant and Toddlers Environment Rating Scale- ITERS-R (Lima & Bhering, 2006); Inventory of family environment resources - RAF (Marturano, 2006); Communicative profile protocol * when necessary (Chiari, Nakagawa, Cormedi, silva, Matos, Cardoso, 1991).

Source: research

Another condition observed was the simultaneous use of standardized instruments and instruments designed specifically for research in order to obtain greater data collection.

In publications made by Zamberlan, Ottoni and Sônego (2007), Bolsoni-Silva & Marturano (2010), Marin, Piccinini & Tudge (2011), Marin, Martins, Freitas, Silva, Lopes and Piccinini (2013), Knijnik and Junges (2014), Silva, Ferreira and Queiroga (2014) and Bispo (2015) the exclusive use of instruments designed specifically for the research carried out is

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noted, such as socio-demographic questionnaires, observation scripts and semi-structured interviews.

Considering the use of instruments, it is essential to analyze their validity, which will directly interfere with the research results. Therefore, standardized instruments show greater reliability due to the validation procedures to which they are subjected so that they can be used safely, therefore it is necessary to consider these issues when starting scientific production.

Language acquisition and communication

Through a systematic literature review, three articles were found referring to the family's relationship with language learning. Bragança et al. (2010), analyzed children in the preschool phase and highlighted the importance of adequate stimuli in the family environment for children's cognitive development, highlighting language acquisition.

The study by Dourado et al. (2015) highlighted the interrelationship between the environmental resources in which children are inserted, one of them being the family environment, and reinforced that, if in this environment there are stimuli and a routine established appropriately for the age group, this will favor the development of communication.

The family is the child's first social environment and it is there that the first interactions between the child and others are established, through language, and this relationship of interactive exchange, between the subject and the environment, promotes this development. (Vygotsky,1987).

In their study, Zuanetti and Fukuda (2012) mention that factors such as: low weight, prematurity, mother's gestational age and otitis problems in childhood did not show a risk for the development of language and written language. However, they highlighted the factor of phonological awareness that directly interferes with learning to write.

Phonological awareness is an important skill that is related to learning to write. This ability allows the child to understand that the written code is directly linked to the structure of the spoken language, that is, by establishing the correspondence between the oral code and the written code, the literacy process is favored. (Barrera et al., 2003)

In this way, phonological skills help with orthographic knowledge and reading opportunities with word recognition. However, it is genetic and environmental conditions that directly influence a child's reading profile, that is, a child's reading difficulties tend to be a characteristic of family members. According to the author, the processes linked to word

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recognition are more limited by genetic factors than the processes linked to text interpretation. (Snowling, 2004)

Silva et al. (2014) showed that the family's level of education is not the main factor in the acquisition of language repertoire, with regard to the development of oral narratives. For the authors, maternal education is not directly linked to this learning, although there is a significant correlation in their research between the habit of reading in the family environment and the development of oral narratives.

Education level and socioeconomic level of the family

Regarding the factors of education and socioeconomic level of the family, research by Piccolo (2012) showed that learning to read and write in large families with low socioeconomic status can be harmed, as in their longitudinal study they observed that mothers do not have quality time to study and encourage their children in academic tasks, nor the knowledge to guide them. He reported that mothers are more present in learning to read when they have smaller families and better socioeconomic conditions.

Families face many problems in surviving and keeping their children in school, and therefore, they do not have time to study and encourage their children. In this situation, school withdrawal occurs. (Bayma-Freire 2015).

For Ferreira and Bezerra (2010), school and family are considered educational environments since early childhood education, highlighting the importance of the family in this process regardless of its economic context, as in their study, they found that the family's cultural level did not interfere in the learning process. In this sense, they emphasize that it is early childhood education that must offer contact with culture and the possibility of learning through a playful environment, regardless of family resources. However, they found that the higher the parents' level of education, the more they are interested in their children's academic development. They also emphasize that low academic performance is not associated with the conventional family environment consisting of “father, mother and children”. In their research, they also reinforce the importance of schools guiding families on how to contribute to the learning process during their school life. They emphasize that sometimes family/school is nothing more than a unilateral relationship of demands, and it is important to work together between the two institutions seeking common goals and objectives.

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According to Bozza (2006, p.15), "although with the same weight and of equal importance, these roles should not mix, but complement each other. Home and school form and inform, encourage and challenge, support and demand. All this in different spheres".

Lamy Filho et al. (2011) also highlighted that a large family environment with low education levels sometimes offers few stimuli that contribute to children's academic learning.

Stimuli and resources for learning such as: books, newspapers, journals (different literary genres), and communication with parents, especially the interaction between these resources and family, as a means of aiding learning, are factors less available in families with a low socioeconomic level, thus this context affects the cognitive stimulation of this family environment. (Burges, 2013)

It is essential to recognize each child's subjectivity. Children need parents who educate and teachers who guide their development to mediate learning. This also depends on a direct relationship with high-quality stimuli and the affective relationships surrounding them (Parolin, 2010).

Family's relationship with learning

The learning possibilities of children/adolescents require important mediation by adults throughout their lives. It is through this good mediation that these subjects can have access to cultural codes, social values and meanings, and the multiple languages of their peers, collaborating to learn. (Parolin, 2010)

Educational practices between fathers and mothers, the focus of research by Marin et al. (2011), investigated a group of children aged between 24 and 72 months of life, and based on longitudinal research with fathers and mothers, they showed that both fathers and mothers tend to be more inductive at 36 months and 72 months of life. They also emphasize that such practices change with the child's cognitive maturity, considering language development an important condition, as parents tend to use verbal guidance and rational explanations in a way that contributes to learning from the child's 36th month onwards.

In line with this theme, Marin et al. (2013), agree that parental educational practices, highlighting inductive and coercive practices, involve a dynamic process between parents and children, and such practices on the part of parents with their children may be the result of behaviors learned intergenerationally.

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Still regarding educational practices, dialogue between parents and children can contribute to social interaction, acting as a facilitator in the development of social skills. In this sense, dialogue can also guide children to understand the needs of others, in order to broaden their social perspective and inherit notions of moral values and social rules from the family. (Marin et al, 2012).

The study by Cia et al. (2010), evaluated the impact of a parental intervention program on the academic performance of elementary school children. In this study, the authors highlight the lack of information that exists among parents about their children's school routine and the little interaction between parents and school, as these reasons can result in learning problems among students. In this intervention program, specific themes were addressed with families, about academic development, frequent quality interaction between parents and children and family involvement in children's learning, encouraging the need for families to participate not only in the school environment, but being part of the knowledge construction process, in a positive way. In this way, they realized that there were significant changes in the children in relation to their academic performance, whose families participated in this study, concluding that the parents' attendance at the sessions was decisive for the result.

The professionals' lack of knowledge about what the family really knows about the institution and the fact that parents are unaware of the internal school routine are factors that end up being the target of great tension between family and school (Casanova, 2011).

> We know that the family needs the partnership of schools, that they alone cannot handle the education and socialization of their children, we also know that children and young people are inattentive at school because they did not receive attention in their families, and as a result, they have learning and relationship difficulties, but it is difficult to take decisive, competent steps to resolve this issue. The school will need to reframe concepts and build new practices to meet the needs of today's students (Parolin, 2010, p.14).

The family must support and assist children in their studies, this is what Bispo (2015) recommends in his research, in which he highlighted that it is in the family environment that the first learning takes place through social contact and that the family needs to commit to ensuring that children continue their development at school. One way to be present in academic learning is to approach parents when doing homework. Knijnik and Junges (2014) observed the practice of a school that used playful resources for mathematical homework. Every time the children performed an activity at school, it was corrected and reinforced at home. Through these tasks, families felt mobilized to help their children with their “math homework”. In this way,

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the school strategically shared the responsibility with families for reinforcing the content taught at school.

The practice of homework, in addition to stimulating the development of learning, acts as an integrating process between family and school and consequently a division of tasks and responsibilities between them. (Carvalho, 2004)

The data revealed in the research by Zamberlan et al. (2005), showed that the stimuli dedicated to children, by families in their routine, such as contact with different literary genres, can help in their development. Based on interviews with families, it was noted that there is a concern and monitoring of studies in the first year of elementary school, however, as children gain autonomy to study, this monitoring tends to decrease.

Although children at this school stage demonstrate greater autonomy to learn, Casarin (2007) encourages the importance of continuous monitoring during the school years, as children and adolescents are not mature enough to keep up with school demands, without guidance, limits and incentives from the family.

Families' relationship with their children's learning process

In our study we found other important categories, raised during the collection of data from publications. One of them was about how remarried families relate to their children's learning process. In view of this theme, the article by Bolsoni-Silva and Marturano (2010) was found, which described that the variables of the marital relationship and the parent/child relationship can affect children's behavior. However, this study does not refer to academic learning, but to the children's social skills. In this sense, the hypothesis was confirmed that the occurrence of marital conflicts, problems due to the lack of adequate communication and affection between them, causes behavioral problems to appear in preschool children.

Another study, still on the topic of social skills, also carried out by Bolsoni-Silva and Marturano (2007), showed the relationship between parental practices and behavioral problems, highlighting the communication factor and the positive reinforcement of socially skilled behaviors.

A third study, involving a similar theme, on social skills, behavioral problems and academic competence of children, in nuclear, single-parent and remarried families, by Leme and Marturano (2014), showed that the child's relationships with the biological father and negative parental practices were the best predictors of children's behavior and academic

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competence. The study pointed out that current research on fatherhood indicates that the father's affection and participation in caring for his child promote their academic development and social skills. On the other hand, the fact that separated or remarried mothers become less affectionate or involved with their children means that parental practices are negative and this is reflected in the school environment.

Cia et al. (2006) agree with the authors mentioned above when they say that the family context, the relationship with parents and their performance are of paramount importance for the social development of children, especially in childhood, as this is the decisive period for learning social skills. However, unconstructive parenting practices or a lack of relationships with parents constitute risk factors for children.

4. Final considerations

The objective of this work was to analyze how the family relationship impacts the children's learning process. To achieve this purpose, a systematic analysis of 16 articles on the topic was carried out.

It was noticed that few articles discussed the family's relationship with learning and none collected data that demonstrate the impact of the family on children's academic learning, in a more concrete way.

There is a shortage of studies in the field of Education: this literature review showed that a large proportion of the studies were conducted by professionals in Psychology and Speech-Language Pathology. Research in the South and Southeast regions predominated. A literature review covering studies from other countries, disabilities and work with adolescents is also needed.

We noticed that some articles raised questions about the relationship between school and family, however they did not demonstrate how families worry or act when faced with learning, but that sometimes there is a concern, on their part, with learning difficulties. Research that addresses the topic of the family and its relationship with academic learning is considered essential, or how schools can guide families to encourage their children to study regardless of their academic performance.

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