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The Effect of Family Psychological Dynamics on Children's Achievement Outcomes: A Meta-Analysis Study

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Abstract

Family psychological dynamics play a critical role in children's academic, social, and emotional development. This meta-analysis examined the effect of family psychological dynamics on children's achievement outcomes. Relevant studies were identified by searching the YÖK Thesis and ProQuest databases in January 2025. The search yielded 97 dissertations, 32 of which could be included in the meta-analysis. In this study, 32 dissertations were combined and a sample group of 7928 people was obtained. The results of the analysis using the random effects model showed that psychological dynamics within the family had a low-level effect on children's achievement outcomes. Country, psychological dynamics, year of publication, and data collection instrument were found to be moderating variables. Subject based on academic achievement was not found to be a moderator variable.

Introduction

The family is crucial as the first socialization environment for children, and the experiences that children have in this first environment continue to have an impact in later stages of their lives. Therefore, an in-depth examination of relationships within the family is important for understanding children's educational outcomes (Jeynes, 2015; Pinquart, 2016). Emotional support, healthy communication, and the presence of structured boundaries increase children's academic achievement and emotional resilience (Vasquez et al., 2016; Kwok et al., 2015). Psychological dynamics within the family play a very important role in children's academic, social, and emotional developmental processes. These dynamics include variables such as the quality of communication within the family, parental attitudes, emotional support mechanisms, and conflict in the family environment (Pinquart, 2016; Erkan & Sop, 2018). A child's performance and experiences in many areas, from academic success to self-confidence, from future career orientation to social relationships, are directly influenced by the emotions, attitudes, and behavioral patterns formed within the family (Hill, 2015; Wahab, 2022).

A review of the relevant literature shows that the relationship between family dynamics and children's educational outcomes has been addressed more comprehensively in recent years (Peng & Kievit, 2020; Deng et al., 2022; de Sousa et al., 2024). In particular, it has been emphasized that factors such as the quality of family communication, parents' emotional support capacity, parental attitudes, and levels of family conflict strongly shape both children's academic achievement and psychosocial development (Marjoribanks, 2017; Qin, 2008). Despite the increasing

number of related studies, there is no meta-analysis study in the literature that collectively addresses the studies on this topic. In this study, a meta-analysis approach is used to analyze the effect of psychological dynamics within the family on children's achievement outcomes.

Psychological Dynamics within the Family

Psychological dynamics within the family refers to a multidimensional concept that includes elements such as interaction among family members, emotional sharing, communication patterns, and role distribution. These dynamics have a critical impact on the functioning of the family, the degree to which individuals' emotional and social needs are met, and the child's developmental trajectory (Crouter & Crouter, 2003). In particular, the mutual sense of responsibility and support mechanisms of family members increase children's self-confidence and motivation to learn (Kwok et al., 2015). The functioning of psychological dynamics within the family is generally shaped by factors such as openness of communication among family members, emotional closeness, trust, and conflict management. According to family systems theory, each family member is in constant interaction with other members, and a change in one of them affects the others (Harris et al., 2010). In this sense, conflict or cooperation between parents may be the prototype of the behaviors that children will exhibit in their social relationships and school life. In addition, the quantity and quality of emotional support shared within the family directly affects the child's emotional regulation skills (Fitzgerald et al., 2020). Research shows that children with positive family dynamics have greater academic success and problem-solving skills (Corona et al., 2024; Pinquart, 2016). In contrast, children who grow up in an environment of high conflict and low emotional support have increased anxiety and decreased academic motivation (Cross et al., 2018).

When examining the theoretical underpinnings of psychological dynamics within the family, theories such as Bowen's Family Systems Theory, Minuchin's Structural Family Therapy approach, and Bowlby's Attachment Theory are found to guide the way in understanding the holistic impact of the family on child development (Roksa & Kinsley, 2019). Family systems theory argues that the family is a system independent of individuals and that the problems or changes experienced by one member affect the whole family (Sabatelli & Anderson, 1991). This approach suggests considering the roles, boundaries, and interaction patterns within the family rather than focusing solely on the child's individual skills or learning styles, especially when assessing children's academic performance (Cross et al., 2018). Structural family therapy, on the other hand, analyzes the hierarchical structure and boundaries of the family and explains how family interactions guide children's behavior (Moon et al., 2024). Attachment theory, on the other hand, suggests that the secure or insecure bond that the child forms with the parent in the early period has an impact on academic adjustment and social relationship skills in later periods (Harris et al., 2010). In fact, it is supported by findings that children who develop secure attachments communicate better with their teachers and peers at school, use problem-solving skills more effectively, and have higher emotional regulation skills (Heath & Cole, 2012).

Family Communication

Family communication is one of the most critical elements that determines the quality of the exchange of feelings,

thoughts, and information between parents and children. In families with open and supportive communication styles, children feel more comfortable expressing themselves and seeking solutions by sharing the problems they experience in the family (Xiao et al., 2011). This free and supportive atmosphere allows children to develop a similar attitude at school and helps them interact more effectively with their teachers and peers (Smith et al., 2009). In addition, in families with open communication, children actively participate in the learning process without fear of making mistakes and are willing to receive feedback (Meeusen, 2014). Such communication patterns produce positive outcomes in terms of both academic achievement and social skills.

On the other hand, in families where a closed or repressive communication style is dominant, children are hesitant to hide their emotions, avoid expressing their opinions, and avoid conflict (Aybey, 2017). This situation both reduces the child's participation in classroom discussions and hinders the development of self-confidence and autonomy. This results in undesirable outcomes such as poor performance, social isolation, and indiscipline in the educational environment. Therefore, family communication styles have a profound effect on every stage of the child's learning process (Musaağaoğlu & Güre, 2005). When the family develops communication that is sensitive and respectful of the child's psychological needs, the child's ability to solve problems, create motivation, and self-regulation skills are strengthened (Erkan & Sop, 2018). In this regard, the impact of open communication on children's educational outcomes also supports the formation of a positive emotional atmosphere within the family. The quality of communication within the family significantly shapes the child's future relationship network and academic motivation (Yıldırım & Kızmaz, 2019). Studies have shown that there is a direct relationship between children's communication skills, emotional intelligence levels, and problem-solving skills and the communication style prevalent in the family (Atan & Buluş, 2018; Taner Derman et al., 2020). For example, when parents engage in constructive discussions with their children, respect their opinions, and use supportive language, it strengthens the child's self-confidence and academic curiosity. In this way, the child becomes more interested in school lessons and is more likely to communicate with peers in a similarly respectful and open manner (Silinskas et al., 2015). On the other hand, children who grow up with critical and judgmental communication often develop a similar perspective in the school environment or in peer relationships, leading to adjustment problems (Yazgan, 2017). Especially during adolescence, a healthy communication channel within the family makes it easier for the child to cope with the difficulties experienced during the identity development process (Musaağaoğlu & Güre, 2005). In addition, the communication styles modeled within the family also determine the professional and social relationships that the child will establish in the coming years, thus affecting the child's academic and professional success in the long run (Rhoades & Stanley, 2011). For these reasons, it can be said that communication within the family has not only temporary or momentary results, but also deep and lasting effects that cover the entire life of the child.

Parental Attitudes

Parental attitudes are one of the most important elements of psychological dynamics within the family. There are three basic parenting models that stand out in the relevant literature. These are authoritarian, permissive (lax) and democratic (competent) attitudes (Pinquart, 2016). In authoritarian parenting, rules and boundaries are strictly enforced, the child's opinions are largely ignored, and punishment is emphasized. In a family environment

dominated by such attitudes, the development of children's decision-making skills is limited and lack of self-confidence or submissive behavior may be observed (Erkan & Sop, 2018). In permissive parenting, rules are loose, supervision is inadequate and boundaries are unclear, children do not have the opportunity to experience the consequences of their own behavior and their ability to take responsibility may remain weak (Sabat et al., 2021). In contrast, in democratic parenting, the child's ideas and feelings are valued, certain limits and rules are clearly stated, and the child is allowed to express himself or herself (Liu et al., 2022). This approach generally contributes to a better adaptation of children to the educational environment by improving their self-confidence, responsibility, self-regulation and problem-solving skills (Pinquart, 2016). Thus, many studies support that there is a strong relationship between parental attitudes and children's educational outcomes (Yörtük-Topuz & Cihangir-Çankaya, 2022).

The effects of parental attitudes on children's academic performance are not only at the individual level, but are also related to the overall functioning of the family system. For example, in families with authoritarian attitudes, children generally adopt a passive approach to learning and avoid taking initiative and expressing their curiosity (Li et al., 2024). This may lead them to be less active in educational processes and thus their academic achievement may be limited. In families with permissive attitudes, children may have difficulty following rules and completing tasks, which is reflected in school performance as lack of motivation and disorganization (Haspolat et al., 2024). On the other hand, parents with democratic attitudes are found to identify academic and social problems early and develop solution-oriented approaches thanks to the dialogue they establish with their children (Peng & Kievit, 2020). In addition, parents' attitudes shape the general atmosphere of the family by determining the interactions between siblings. In particular, parents who overemphasize academic achievement or performance indicators in certain areas may create a competitive environment among children. This situation puts some children under extreme stress and leads to imbalances in academic achievement (Maguire-Jack et al., 2022). Therefore, parental attitudes are considered to be a critical factor that affects all interactions within the family and directly determines children's educational outcomes.

Emotional Support and Engagement

Emotional support is one of the most important components of the psychological dynamic within the family, enabling the child to feel safe, overcome fear of failure, and be more open to new learning experiences. Parents' unconditional love, affection, and understanding of their children contribute to the child's development of a positive self-image (Fitzgerald et al., 2020). When a child receives a positive approach from his/her parents, even when he/she makes mistakes or fails, he/she is less anxious about the learning process and is better able to discover his/her own potential (Radmacher & Azmitia, 2016). This is critical not only in the academic realm, but also in the development of social and emotional skills. Children who find emotional support in the family seem to be more successful at empathizing, expressing their emotions, and resolving conflicts constructively in peer relationships (Tsai et al., 2016). At the same time, an emotionally supportive family environment increases a child's sense of belonging at school and motivation to learn in general (Hill, 2015). This, in turn, leads to more efficient use of time spent in school and higher academic achievement. Conversely, children who lack emotional support within the family are more likely to suffer from problems such as lack of confidence, low self-esteem,

and chronic anxiety. Such negativity can lead to learning difficulties that threaten academic achievement.

The phenomenon of trust, as a natural extension of emotional support, is critical to maintaining healthy family relationships. Establishing a sense of trust within the family allows children to freely express their feelings and thoughts, be open to new experiences without fear of making mistakes, and establish a secure bond with their parents (Giesbers et al., 2019). This environment of trust is of great value to the child's ability to take risks, ask questions, and demonstrate critical thinking skills in the educational process (Li et al., 2025). An atmosphere in the family where the child is supported and accepted without judgment increases motivation to learn; the child is better able to manage stress levels when faced with academic tasks. Conversely, in families where the sense of trust is damaged, children often act with anxiety and discomfort, which reduces their performance in academic and social settings (Nadeem et al., 2017). Lack of trust limits trial and error learning in learning processes and suppresses children's creativity and independent thinking skills (Peng & Kievit, 2020). In this context, the context of emotional support and trust that develops within the family lays the foundation for children's academic and psychosocial progress. Strategies to maintain this environment include regularly reviewing parent-child interactions, clearly stating household rules, providing positive feedback to express emotions, and seeking professional help when needed (Papadopoulos, 2021).

Family Conflict and Stress Level

Family conflict and high levels of stress have serious negative effects on children's academic performance, attitudes, and motivation. In a family environment where there are constant arguments or violent behaviors, children often do not feel psychologically safe and this situation weakens their attention, desire to learn and cognitive performance (Yıldırım & Kızmaz, 2019). Children may have difficulty concentrating due to the negative atmosphere at home and may experience anxiety and low motivation, which is reflected in their performance at school (Deng et al., 2022). In addition, it has been observed that in families with high levels of stress, parents do not devote enough time and energy to their children's educational needs, sometimes even neglecting to take care of the child (Giunchi et al., 2023). This lack of attention results in the child not receiving the necessary guidance in studying or completing school projects, resulting in lower academic achievement. Furthermore, in environments where family conflict is frequent, children may show delays in communication skills and emotional regulation strategies, leading to problems in peer relationships and disciplinary problems at school (Cross et al., 2018). Therefore, developing strategies to reduce the level of conflict within the family is critical for the child to have a healthy educational process. Programs carried out in collaboration with family counseling, psychological support services and school guidance units can provide a more conducive environment for the child's education by providing conflict and stress management skills to the family (de Sousa et al., 2024). In conclusion, ignoring the level of conflict and stress within the family provides an incomplete perspective in the process of evaluating children's educational outcomes; therefore, including these factors in the analysis provides a holistic understanding of family psychological dynamics.

The mechanisms by which family conflict and stress affect children's academic performance manifest themselves in both direct and indirect ways. The direct effect is manifested in the inability to concentrate on the lesson due to

the tension and emotional burden that the child is exposed to in his/her daily life and the depletion of the energy that he/she devotes to learning (Moon et al., 2024). Indirect effects are observed when parents, depending on their own stress levels, offer less patience, less attention and guidance, or fail to provide an environment that encourages the child's achievement and motivation (Zhang & Kong, 2021). In addition, these stressful environments may result in a lack of support for homework or a lack of financial and emotional resources to participate in school activities (Roksa & Kinsley, 2019). In environments with high levels of family conflict, it is difficult for parents to communicate positively with the child, which leads to the child's emotional and academic needs being overlooked (Deng et al., 2022). Therefore, family conflict and stress negatively affect both the child's emotional state during the learning process and the parent-child interaction. Some studies have reported that children who grow up in such environments are more likely to be bullied or victimized by their peers, resulting in decreased academic success (Cross et al., 2018). All these findings suggest that family conflict and stress management must be addressed in strategies to increase children's educational outcomes. Therefore, it is recommended that early intervention programs and school-family collaboration mechanisms should be developed to protect children's motivation to learn and emotional health (Maguire-Jack et al., 2022). In conclusion, understanding the effects of family conflict and stress on children's educational journey represents an indispensable dimension for holistic educational reforms and psychosocial support approaches.

Relationship between Psychological Dynamics and Educational Outcomes

Many studies linking family psychological dynamics and educational outcomes show that a positive family environment improves children's academic achievement, positive attitudes, and high motivation, as well as other social skills (Pinquart, 2016; Nadeem et al., 2017). Achievement is often associated with the measurement of academic performance and defined in terms of test scores, grades, or scores on standardized exams (Wang et al., 2020). However, the scope of achievement is not limited to grades on report cards; it also includes deeper indicators of student learning such as critical thinking, problem solving, and creativity (Peng & Kievit, 2020). A variety of methods and assessment tools are used to measure educational outcomes. Quantitative methods typically include exam scores, academic performance indicators, and survey-based measures, while qualitative methods include interviews, observations, and in-depth case studies (Hill, 2015; Jeynes, 2015).

The relationship between educational outcomes and family psychological dynamics is bidirectional and complex. The child's performance and behavior during the educational process can affect the quality of family interaction, and the quality of family interaction shapes the child's educational process (Peng & Kievit, 2020). Comprehensive analyses that take into account this bidirectional interaction provide an important basis for determining the most effective strategies for increasing children's educational success.

Previous meta-analyses and systematic reviews on the relationship between family psychological dynamics and children's educational outcomes have yielded mixed results. A comprehensive meta-analysis by Pinquart (2016) highlights the positive effect of democratic parenting styles on children's academic achievement and self-regulation skills. Similarly, separate meta-analyses by Jeynes (2015) and Hill (2015) show that active father involvement and the quality of family interactions are associated with significant improvements in children's

academic performance. In addition, studies examining levels of family conflict and stress have found that children raised in high-conflict environments show significant declines in academic achievement (Cross et al., 2018). However, most of these meta-analyses typically focus on a single family dynamic or parental attitude and do not comprehensively address the multidimensional nature of family dynamics. In addition, research from different cultural contexts is not sufficiently synthesized, and there may be shortcomings in accounting for socioeconomic differences (Liu et al., 2020). Thus, there is a clear need for more comprehensive meta-analyses that examine family psychological dynamics in a multidimensional framework and with a variety of samples in the existing literature.

Another limitation of previous meta-analyses stems from the limited data collection methods and sample diversity used. For example, in some studies, data are based only on parent reports, and objective indicators of the child's opinion or school performance are not sufficiently taken into account (Pinquart, 2016). This situation causes the evaluation of psychological dynamics within the family from a one-sided perspective. In addition, studies mostly focus on samples from Western cultures, and family structures and dynamics in different cultural contexts such as Asia, Africa or the Middle East are not sufficiently represented (Huang & Gove, 2015). Therefore, it is difficult to generalize the findings of previous meta-analyses to different sociocultural contexts. On the other hand, technological developments and new communication tools are transforming family communication and the parent-child relationship, especially among the younger generations (Dilber, 2019). However, comprehensive research at the meta-analysis level on how this transformation is reflected in educational outcomes is relatively limited. All these reasons reveal the need for new meta-analysis studies that will bring together more holistic, up-to-date and culturally diverse data sets on family psychological dynamics.

Another notable shortcoming in previous studies is the relatively limited number of process-oriented analyses examining the effects of family psychological dynamics on children's educational outcomes. Most meta-analyses or systematic reviews focus on relatively linear relationships, such as the correlation between parental attitudes and academic achievement (Pinquart, 2016; Hill, 2015). However, family interactions are part of a complex system that changes over time and mutually affects each other (Crouter & Crouter, 2003). For example, an increase in family conflict can negatively affect the child's attitude at school, and this negative attitude can further increase the family conflict by increasing the stress level of the parents. It is important to use longitudinal data and include this data in the meta-analysis to explain such cyclical and dynamic processes. However, the small number of such longitudinal meta-analysis studies in the existing literature causes process-oriented explanations to remain incomplete (Wang et al., 2020). Therefore, new meta-analyses should be designed to take into account the mutual and time-extended effects of parent-child interactions. This approach will not only facilitate a better understanding of causal relationships, but also the determination of which processes should be prioritized in the design of intervention programs.

Considering all these deficiencies and needs, the meta-analysis to be conducted within the scope of this study aims to address the effects of family psychological dynamics on children's educational outcomes in a more holistic and up-to-date framework. Such an analysis will be designed to examine different sub-dimensions such as family communication, parental attitudes, emotional support, and conflict under the same roof, and to include different

cultural and socioeconomic samples. Thus, the data presented by individual studies in the literature will be evaluated from a broader perspective, and general trends and consistent patterns regarding the educational outcomes of family psychological dynamics will be revealed (Peng and Kievit, 2020). In addition, the findings of process-oriented and longitudinal studies will be integrated into the meta-analysis, and the temporal and cyclical nature of family interactions will not be ignored (Wang et al., 2020). In this way, the results to be obtained will not only contribute to the academic literature, but will also form the basis for concrete recommendations in applied fields such as family therapy, parent education, and school guidance services. For example, seminars aimed at improving the quality of family communication, counseling programs to improve parenting attitudes in a balancing way, or therapy approaches to reduce family conflicts can be made more effective by utilizing the results of this meta-analysis.

In this meta-analysis study, the effect of family psychological dynamics on children's achievement outcomes was tested. In addition, the moderator variables that were thought to affect the average effect size of the study were determined as (i) the country where the study was conducted, (ii) psychological dynamics, (iii) the year of publication of the studies, (iv) the data collection tool, and (v) the course on which success was based. With all these variables, the following hypotheses were tried to be tested in this study in the light of previous research results:

H₁: Family psychological dynamics have a significant effect on success.

H₂: The underlying psychological dynamics is a moderator in the effect of family psychological dynamics on success.

H₃: The country where the research was conducted is a moderator in the effect of family psychological dynamics on success.

H₄: The publication year of the research is a moderator in the effect of family psychological dynamics on success.

H₅: The data collection tool used in the research is a moderator in the effect of family psychological dynamics on success.

H₆: The course that is the basis for success is a moderator in the effect of family psychological dynamics on success.

Method

Research Design

In this study, the effect of family psychological dynamics on children's success outcomes was tested using the meta-analysis method. Meta-analysis is a method of combining the results of multiple independent studies conducted on a specific subject and performing statistical analysis of the research findings (Littel et al., 2008).

Screening Strategy and Inclusion/Exclusion Criteria

In order to determine the studies to be included in the meta-analysis in the study, firstly, a literature search was conducted in the YÖK Thesis and ProQuest databases (see Table 1). At this stage, the terms family communication

and achievement, parental attitudes and achievement, family and support and achievement, family and conflict and achievement, family and trust and achievement were used for Turkish searches. For English searches; family communication and achievement, parental attitudes and achievement, family support and achievement, family conflict and achievement, family trust and achievement were used. The scanning process was performed in thesis titles. The deadline for the studies included in this study is January 2025. In this study, master's and doctoral theses were included in the analysis (see Appendix for the characteristic summary of the theses used in the analysis of the study).

Table 1. Information on the Theses included in the Meta-analysis

Variables	Category	n	%
Publication Year	Before-2000	4	12.5
	2001-2015	4	12.5
	2016-2020	18	56.25
	2020-2025	6	18.75
Country	Turkey	26	81.25
	USA	6	18.75
Psychological Dynamics	General Parent Attitudes	6	18.75
	Democratic Attitude	5	15.63
	Intra-family Communication	4	12.50
	Authoritarian Attitude	4	12.50
	Parent-school Communication	4	12.50
	Intra-family Conflict	2	6.25
	Protective Attitude	2	6.25
	Over Protectiveness	1	3.13
	Paternal Care	1	3.13
	Emotional Responsiveness	1	3.13
	Behavior Control	1	3.13
	Parent Involvement	1	3.13
Index	YÖK	26	81.25
	ProQuest	6	18.75
Achievement Course	General Achievement	20	62.50
	Sports	7	21.88
	English	4	12.50
	Mathematics	1	3.13
Total		32	100.00

Many strategies were used to determine the studies suitable for meta-analysis in the study. First, all the studies related to family psychological dynamics and success were obtained and the study pool (97 studies) was created. 12 studies whose full texts could not be accessed from the reviewed studies were excluded. In the second stage, the remaining 85 studies were examined in depth and it was determined that 53 of these studies were not suitable for the study due to reasons such as not having the required statistical analyses and common searches in databases. Descriptive statistics for the remaining 32 studies are presented in Table 1.

The inclusion criteria determined in this study are as follows;

- It contains the statistical information required for correlational meta-analysis (n with r or R2 value),
- It has studies examining the relationship between psychological dynamics within the family and success,

The reasons for not including the studies in the meta-analysis are as follows;

- No quantitative data is stated,
- The study does not contain a correlation value,
- It does not address the study variables.

When the distribution according to the year of publication is examined, the publications in the period 2016-2020 have the highest rate with 56.25%, while the periods 2001-2015 and before 2000 follow with 12.5% each. The period 2020-2025 is 18.75%. In the geographical distribution, theses from Turkey are 81.25%, while theses from the USA are 18.75%. In terms of psychological dynamics, general parental attitudes are the most represented category with 18.75%, while democratic attitudes continue with 15.63%, family communication 12.50%, authoritarian attitudes 12.50%, and parent-school communication 12.50%. Family conflict and protective attitudes are 6.25%, overprotection, paternal care, emotional responsiveness, behavioral control, and parental involvement are 3.13%. In terms of index, the YÖK Thesis database constitutes the majority with a rate of 81.25%, while ProQuest is represented by 18.75%. In the field of achievement, general success has the highest rate with 62.50%, followed by sports with 21.88%, English with 12.50% and mathematics with 3.13%. In total, the number of theses included in the meta-analysis is 32.

Coding Process

The coding process is basically a data sorting process, and it is the extraction of clearer and more suitable data from complex information in research. In this context, a coding form was created before moving on to statistical analysis in this study, and coding was carried out in accordance with this form. Our main purpose here was to develop a coding system that is both general enough to see all research and special enough not to miss the characteristics of even a single research. The coding form created in the study consisted of the following components;

- Research bibliography
- Sample group and number
- Database and country where theses were published
- Data collection tools
- Publication year

- Quantitative values

Statistical Procedures

The effect size obtained in meta-analysis is a standard measurement value used to determine the strength and direction of the relationship in the study (Borenstein et al., 2009). In this study, the Pearson Correlation Coefficient (r) was calculated as the effect size. Since the correlation coefficient takes a value between +1 and -1, this r value is converted to the value it takes in the z table in the calculations (Hedges & Olkin, 1985). When more than one correlation value is given between the same structure categories in correlational meta-analysis studies, there are two different approaches to which one can be used in the meta-analysis (Kulinskaya et al., 2008). In this study: (i) First, if the correlations are independent, all relevant correlations were included in the analysis and accepted as independent studies. (ii) When dependent correlations were given, the average of the correlations was taken. Although there are different methods to correct these average correlations, most of these methods lead to high correlation estimates (Schyns & Schilling, 2013). Because of this criticism, using the average correlation yields a conservative estimate of the overall correlation, and therefore the conservative estimate was used in this study.

There are two basic models in meta-analysis studies: *fixed effect model* and *random effect model*. When deciding which model to use, the characteristics of the studies included in the meta-analysis are considered to meet the prerequisites for which model (Hedges & Olkin, 1985). *The fixed effect model* includes (i) the assumption that the studies are functionally identical and (ii) the purpose of calculating the effect size only for a defined population. If it is believed that the studies are functionally unequal and generalization is desired to be made to larger populations with the calculated effect size, the model that should be used is the random effect model. When these conditions are evaluated together, *the random effect model* was used in the meta-analysis processes in this study. *The Comprehensive Meta-Analysis program* was used in the meta-analysis processes.

Moderator Variables

Moderator analysis is an analysis method that allows testing the direction of differences between subgroups and the differences between the average effect sizes of variables (moderators). In a meta-analysis study, moderator analysis is planned well in accordance with the purpose of the study and the procedures are carried out in accordance with this plan (Littel et al., 2008). The statistical significance of the difference between moderator variables is tested with the Q statistic method developed by Hedges and Olkin (1985). In this method, Q is divided into two as Q_{between} [Q_b] and Q_{within} [Q_w] and the analyses are carried out on these two different Q s. While Q_w tests the homogeneity of the moderator variable in question within itself, Q_b tests the homogeneity between the groups (Kulinskaya et al., 2008).

Since the statistical significance of the differences between moderators was aimed to be examined in this study, only Q_b values were used. It is thought that the effect size will play a role in the study; (i) the country where the research was conducted, (ii) psychological dynamics, (iii) the publication year of the research, (iv) the data collection tool, and (v) the course on which success was based were determined as moderator variables.

Publication Bias

Publication bias is basically based on the assumption that not all studies on a subject may be published. In particular, studies in which statistically significant relationships cannot be determined or in which low-level relationships are determined are not considered worthy of publication, thus negatively affecting the total effect level and biasedly increasing the average effect size (Hanrahan et al., 2013). This publication bias effect, which we can also call missing data, negatively affects the total effect of meta-analysis studies. In this sense, the possibility of publication bias is taken into consideration in meta-analysis studies. In this study, the following questions were answered to examine publication bias.

- Is there any evidence of publication bias?
- Could the overall effect size be a result of publication bias?
- How much of the total effect size is due to publication bias?

In meta-analyses, a number of calculation methods are used to provide a statistical answer to the questions that include the above possibilities. The most important of these is the funnel plot method. Although the figure provided by this method is not completely objective, it allows us to see whether the obtained studies are affected by publication bias. The funnel plot of the studies included in the meta-analysis in this study is presented in Figure 1. In Figure 1, no evidence was observed that there may be an effect due to publication bias in the studies included in the meta-analysis. In publication bias, the funnel plot is expected to be seriously asymmetric. In particular, the concentration of the studies located in the lower parts of the funnel on one side of the line showing the average effect size (especially on the right side) indicates the possibility of publication bias. In this study, no evidence was observed regarding publication bias in the 32 studies included in the meta-analysis.

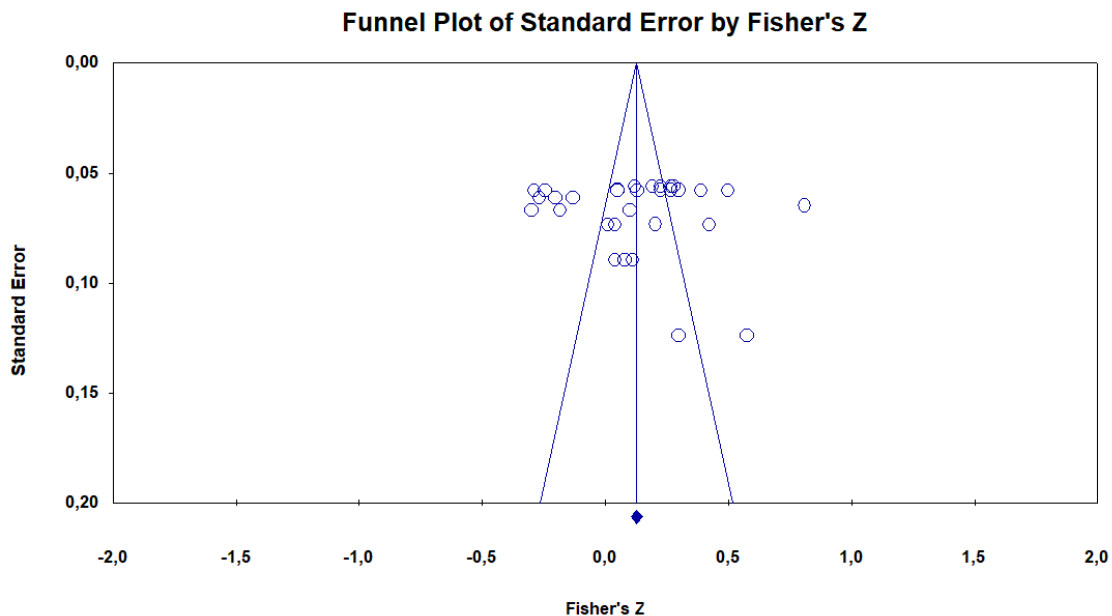


Figure 1. Effect Size Funnel for Publication Bias

Although no evidence of publication bias was observed in the funnel plot, the results of the Duval, Tweedie's trim

and fill tests performed to assess the amount of effect due to publication bias in the effect size obtained as a result of the meta-analysis performed according to the random effect model are presented in Table 2. As seen in Table 2, there is no difference between the observed effect size value and the virtual effect size created to correct the effect arising from publication bias.

Table 2. Duval, Tweedie's Trim and Fill Test Results

	Extracted Study	Point Estimate	CI (Confidence Interval)		Q
			Lower Limit	Upper Limit	
Observed values		.13	.10	.14	496.46
Adjusted values	0	.13	.10	.14	496.46

Findings

Table 2 shows the meta-analysis results between family psychological dynamics and children's success. The findings supported the H1 hypothesis, which was determined that there is a positive relationship between family psychological dynamics and children's success. The effect value of family psychological dynamics on children's success was calculated as .13. This value shows that family psychological dynamics have a low level (see Cohen, 1988) positive effect on children's success. The moderator analysis supported the H2 hypothesis, which states that the psychological dynamics on which the thesis is based, i.e. which family psychological variable the thesis is based, plays a moderator role in the effect level on success. In the moderator analysis, the difference in the effect level between the psychological dynamics on which the studies are based and success is statistically significant ($Q_b=22.32$, $p<.05$). In this context, it was observed that democratic attitude [$r=.20$], general parent attitudes [$r=.18$] and parent-school communication have a low level positive effect on success in the theses included in the meta-analysis. However, intra-family conflict [$r=-.31$] was found to have a moderate negative effect on success. The effect of other family psychological dynamics on student success was not found to be statistically significant ($p>.05$).

The findings supported the H3 hypothesis that the country where the study was conducted plays a moderator role in the level of effect on success. In the moderator analysis, the difference in the level of effect between the country variable and student success was found to be statistically significant ($Q_b=3.89$, $p<.05$). In this context, in the studies included in the meta-analysis, a moderate positive effect of family psychological dynamics on student success was found in the USA [$r=.31$]. However, this effect was not found to be statistically significant in Turkey ($p>.05$).

The H4 hypothesis that the publication years of the study play a moderator role in the effect of family psychological dynamics on student success was supported. In the moderator analysis, the difference in the level of effect between the publication years of the studies was found to be statistically significant ($Q_b=28.69$, $p<.01$). In this context, it was seen that the thesis published in 1984 [$r=.67$] among the studies included in the meta-

analysis had a high level of positive effect. However, this effect was determined to be low level and positive in theses published in 2018 [$r=.21$] and 2020 [$r=.15$]. On the other hand, the effect of family psychological dynamics on student success was not found to be statistically significant in the studies published in other years ($p>.05$). The findings supported the H5 hypothesis, which states that the data collection tool used in the theses included in the meta-analysis is a moderator in the effect of family psychological dynamics on student success. In the moderator analysis, the difference in the effect level between the data collection tools used in the studies is statistically significant ($Q_b=31.01, p<.01$). In this context, the FAS (Bulut, 1990) [$r=.21$] scale used in the studies included in the meta-analysis has a low level of positive effect and the PTOCS (Alston, 2020) [$r=.52$] scale has a moderate level of positive effect. In addition, the effect of other data collection tools and the scales prepared by the researchers themselves was not found to be statistically significant ($p>.05$). In the theses included in the meta-analysis, the course taken as the basis in terms of the success variable did not support the H6 hypothesis, which states that psychological dynamics within the family are a moderator in the effect on student success. In the moderator analysis, the difference in the level of effect between the courses is not statistically significant ($Q_b=6.61, p>.01$). In this context, the General Achievement [$r=.13$] and Sport [$r=.18$] courses have a low level of positive effect in the theses included in the meta-analysis. This effect is moderate and positive for the Mathematics [$r=.52$] course. In addition, this value was not found to be statistically significant in the other English course ($p>.05$).

Table 3. Correlation findings between family psychological dynamics and children's achievement outcomes:
Meta-analysis results

Variable	k	N	r	CI (Confidence Interval)		Q	Q _b
				Lower Limit	Upper Limit		
Achievement	32	7928	.13**	.10	.14	496.46**	
Moderator [Country]							3.89*
Turkey	26	7167	.09	-.00	.19		
USA	6	761	.31*	.11	.48		
Moderator [Data Collection Tool]							31.01**
FAS (Bulut, 1990)	10	3126	.21**	.10	.32		
FAS (Polat, 1986)	6	1800	.08	-.06	.23		
PTOCS	3	377	.52**	.33	.67		
PAS (Kuzgun, 1972)	3	678	-.12	-.33	.09		
PAS (Lamborn et al. 1991)	3	564	.15	-.06	.36		
PSQ (Maccoby & Martin, 1983)	1	189	.20	-.18	.52		
SFPSP (Epstein & Salinas, 1993)	3	384	.07	-.15	.29		
PARI (1958)	3	810	-.19	-.39	.01		
Moderator [Course]							6.61

Variable	k	N	r	CI (Confidence Interval)		Q	Q _b
				Lower	Upper		
				Limit	Limit		
General Achievement	20	5206	.13*	.03	.23		
Sport	7	1776	.18*	.01	.35		
English	4	878	-.09	-.32	.14		
Mathematics	1	68	.52*	.06	.79		
Moderator [Publication year]							28.69**
1984	1	241	.67**	.40	.83		
1997	3	384	.07	-.15	.29		
2011	3	810	-.19	-.39	.02		
2016	1	189	.20	-.18	.53		
2018	10	3126	.21**	.09	.32		
2020	8	1936	.15*	.02	.28		
2021	3	564	.15	-.06	.36		
2022	3	678	-.12	-.33	.09		
Moderator [Psychological Dynamics]							22,32*
Authoritarian attitude	5	1317	-.15	-.33	-.03		
Behavior control	1	319	.12	-.30	.50		
Intra-family communication	1	319	.22	-.20	.57		
Democratic attitude	5	1399	.20*	.01	.38		
Emotional responsiveness	1	319	.27	-.15	.60		
General parental attitudes	6	1598	.18*	.01	.35		
Husband and wife conflict	1	270	-.13	-.51	.29		
Intra-family conflict	3	879	-.31**	-.60	.19		
Over Protectiveness	1	270	-.26	-.60	.16		
Parent Involvement	1	128	.08	-.35	.48		
Parent–school communication	4	392	.24*	.01	.44		
Paternal care	1	189	.20	-.23	.56		
Protective attitude	2	529	.02	-.27	.31		

* $p < .01$, ** $p < .05$; FAS: Family Assessment Scale, PTOCS: Parent–Teacher Online Communication Scale, PAS: Parental Attitude Scale, PSQ: Parenting Styles Questionnaire, SFPSP: School and Family Partnerships Survey of Parents, PARI: The Parental Attitude Research Instrument

Discussion and Conclusion

The purpose of this study is to comprehensively examine the effects of family psychological dynamics on children's success outcomes. Family psychological dynamics include multidimensional factors such as family communication quality, parental attitudes, emotional support, and conflict level. It is stated in the literature that

these factors are determinants in many areas from children's academic performance to social adaptation (Hill, 2015; Pinquart, 2016; Peng and Kievit, 2020). The 32 theses included in the meta-analysis consist of both Turkish and US samples and cover different data collection tools and psychological dynamic categories.

The results obtained in the study show that family psychological dynamics have a positive effect on children's academic success, albeit at a low level. This situation reveals that the quality of communication, support, attitude, and interaction between family members contribute directly or indirectly to children's learning process. This low-level effect has important consequences in the context of educational and developmental psychology (Hill, 2015). A positive atmosphere and low levels of conflict within the family ensure that the child goes to school in a more positive mood. However, family interactions alone may not be sufficient to shape academic success, and other factors such as school environment, teacher qualifications, and peer groups should also be taken into account (Wang et al., 2020). However, it is emphasized that a positive environment provided in the family creates a “support mechanism” and gives children confidence in overcoming obstacles in the learning process (Vasquez et al., 2016). Studies also confirm that in situations where there is high emotional support in the family, children cope better with the anxiety of failure and fulfill their academic responsibilities more willingly (Kwok et al., 2015). These findings partially overlap with the results of numerous studies in the literature on the relationship between family dynamics and academic success (Jeynes, 2015; Pinquart, 2016). A comprehensive meta-analysis conducted by Pinquart (2016) reports that positive attitudes in parenting styles and family communication have significant effects on children's academic outcomes. Similarly, Jeynes (2015) also points out that fathers' active involvement and emotional support positively affect students' grade point averages, but this effect is not always high. Although some studies have found higher correlations between family psychological factors and academic achievement (e.g. Cross et al., 2018), these studies usually focus on certain subgroups or specific contexts.

The results show that when the subcategories of the concept of “family psychological dynamics” are taken into account, different directions and strengths of effects on success may emerge. More positive psychological factors such as democratic parental attitudes, parent-school communication and general parental attitudes positively affect children's academic success even if it is low. In contrast, it is understood that the effect of negative dynamics such as family conflict or authoritarian attitude on success is more pronounced and often negative. This situation indicates that family psychological dynamics should be evaluated not as a homogeneous whole but as sub-factors with different characteristics (Pinquart, 2016). While a democratic approach can nourish the child's motivation to learn and increase their self-confidence, excessive conflict or strict discipline style increases the child's stress level and makes it difficult for them to focus on academic goals (Hill, 2015). Open and empathic family communication is also positively reflected in the student's classroom interactions and relationships with teachers. On the other hand, uncertainty or overprotection in parental attitudes prevents the child's development of autonomy and makes it difficult for them to take responsibility for learning (Erkan & Sop, 2018). The findings reveal the moderating role of these different sub-factors, suggesting that each family dynamic affects academic achievement with its own unique mechanism. The different effects of the sub-dimensions of family dynamics on achievement are frequently emphasized in the relevant literature (Marjoribanks, 2017; Qin, 2008; Pinquart, 2016). Cross et al. (2018) show that the level of family conflict can feed children's anxiety and attention problems, which has a negative impact on academic performance. On the other hand, in families where parent-school collaboration

is active, it is reported that the student shares the responsibility for success with teachers and receives more regular feedback in monitoring academic progress (Alston, 2020). Minuchin's structural family therapy approach also suggests that the hierarchical organization of the family and the clarity of roles can directly affect the child's sense of responsibility and academic performance (Moon et al., 2024). The importance of democratic attitude and emotional support is a concept that is also supported within the framework of Bowlby's Attachment Theory and Bowen's Family Systems Theory (Harris et al., 2010). In the studies conducted by Erkan and Sop (2018), it is explained that the democratic parenting approach creates positive outcomes not only in academic but also in social and emotional areas, and this finding strengthens the paths to success. Thus, the current meta-analysis results confirm that when broad concepts such as "general parenting attitudes" are examined, which specific attitude or dynamic is dominant is of critical importance in terms of success. Studies in the literature try to measure these different sub-dynamics with separate scales or different methods, and the results obtained can gain meaning with moderator analysis (Pinquart, 2016).

It is observed that the country variable in which the study was conducted plays a moderator role in the relationship between family psychological dynamics and academic achievement. In particular, studies from the USA present relatively higher positive correlation values between family dynamics and achievement, while in studies from Turkey, the effect size is at levels that are too low to be statistically significant. The basis of this difference lies in cultural norms, parenting practices and the characteristics of education systems themselves (Huang and Gove, 2015). For example, in the USA, parent-teacher communication, democratic attitudes and individual-centered education philosophy may be more common, which creates a basis that supports the child's self-confidence, self-regulation and responsibility skills (Jeynes, 2015). In Turkey, on the other hand, the family structure is more collectivist, and it can be observed that parents often approach academic achievement from an exam-centered perspective rather than discipline, authority or individual effort (Erkan and Sop, 2018). Although such approaches strengthen children's perception of family support, they can sometimes bring about excessive pressure or anxiety factors. The findings on the importance of country-based differences largely coincide with previous international comparative studies (Hill, 2015; Liu et al., 2020). For example, when Willms and Somers (2001) examined the effect of family support on students' test scores in Latin American countries, they found significant differences between countries, although the effect of family interaction appeared high. Similarly, in their research covering the USA, European and Asian countries, Peng and Kievit (2020) stated that democratic and participatory parenting practices made more significant contributions to academic success in Western countries, while traditional or authoritarian elements were still effective in Eastern societies. Cultural differences affect many elements, from parents' definition of "success" to their attitudes, and therefore the relationship between family psychological dynamics and educational outcomes is reshaped by cultural codes (Huang and Gove, 2015). Again, Cross et al. (2018) argue that in Western societies where the level of conflict is low, children's participation in peer interactions and social activities is higher, which indirectly increases academic performance. In countries with more exam-oriented education systems, such as Türkiye, even if parents sometimes attach importance to communication, the stress factor created by the expectation of success on the child can come into play (Erkan & Sop, 2018).

The findings reveal that the years of publication of the research are an important moderator in the effect of family psychological dynamics on success. While some theses published in certain years emphasize that this relationship

is moderately or slightly positive, no significant correlation is observed in other years. This situation can be associated with many factors such as methodological approaches, sample types from which the data were collected, and academic trends of that period. Effect sizes that vary according to the year of publication are also observed in previous meta-analyses and systematic reviews (Pinquart, 2016; Hill, 2015). For example, Hill (2015) states that studies conducted in different periods report the effect of parental involvement on children's success at different rates and that this is due to the change in methodological tools and data collection strategies over time. The inclusion of digital technologies in family communication, especially since the early 2000s, has radically transformed the ways parents monitor and support their children's educational processes (Alston, 2020). Therefore, it is considered normal that data obtained from traditional family attitudes in the 1980s do not show the same level of relationship with technology-supported parenting practices in the 2020s (Dilber, 2019). In addition, in some periods, the reflection of social events such as family conflict, economic difficulties or wars on children's education can be more striking, making it difficult to compare the findings of studies conducted in those years with other periods (Cross et al., 2018). The current meta-analysis makes an important contribution to the literature by systematically treating the publication years of the theses as a moderator and showing that this change is statistically significant. In addition, studies such as Wang et al. (2020) emphasize that the evolution of education policies and parental attitudes over time should not be ignored in the interpretation of academic outputs.

The results of another hypothesis of the study show that the data collection tools used play a critical role in determining the strength of the relationship between family psychological dynamics and academic achievement. The observation of an above-average effect size in scales focusing on parent-teacher online communication, such as PTOCS, supports the thesis that digital interaction can facilitate family-school collaboration (Alston, 2020). More established and comprehensive scales, such as FAS (Bulut, 1990), also evaluate family dynamics in a holistic manner and reveal statistically significant correlations. On the other hand, findings obtained with measurement tools consisting of some old or limited items may not capture a significant relationship. This table indicates that the specificity of the scale to the subject and its psychometric quality increase the accuracy rate in determining family factors (Hedges & Olkin, 2014). There are similar results in the literature regarding the importance of scale types. For example, Pinquart (2016) stated that different parenting attitude scales show significant variances when evaluating the relationship between children's academic and emotional outcomes. While some scales include more discipline or control-focused questions, others assess emotional support and communication in depth; this differentiates the effect on achievement (Cross et al., 2018). It has been observed that scales that focus on online communication, such as PTOCS, can reveal the mediating role of technology between parents and teachers, thus measuring the effect on achievement more clearly (Alston, 2020). On the other hand, older measurement tools such as PARI or PAS can sometimes fall short of reflecting modern parenting practices and therefore produce lower correlations (Hedges & Olkin, 2014). It is also frequently emphasized in the literature that the validity and reliability values of measurement tools should be evaluated together with cultural adaptation processes (Huang & Gove, 2015). While country and cultural differences can enrich the world of meaning of scales, they can sometimes cause loss of meaning. The current meta-analysis also shows, with the findings of H5, that the selection of the scale is not a random choice in studies on family psychological dynamics, but a strategic decision that can significantly change the results. Therefore, studies that use more up-to-date, digital-based tools or tools that measure the child's emotional state in depth can capture the real interaction

between success and family dynamics with higher correlation values.

Finally, the study revealed that the “subject used as the basis for success” variable did not play a significant moderator role in the relationship between family psychological dynamics and academic performance. This finding suggests that different subjects (e.g. mathematics, foreign language, sports) are affected by family interactions in the same way or at least that the data within the scope of the meta-analysis is not sufficient to show differences based on subjects. Although a single finding obtained for mathematics stands out, it is stated that this exceptional situation stems from only one thesis and its level of generalizability is low. When the effect sizes reported in the areas of sports, English or general academic success are examined, although there are some small differences, no statistically significant distinction is indicated. This situation shows that family dynamics contribute to the general learning climate of the child, not to a specific subject (Hill, 2015). For example, while strong parental support or positive communication prepares a foundation that can lead the child to be successful in any subject, attitudes that cause conflict or anxiety can have a negative effect on all subjects (Vasquez et al., 2016). Therefore, while family psychological factors play a role in strengthening or weakening educational performance in general, they may not specifically affect a specific type of course. This finding suggests that it may be more efficient to develop a holistic communication and support mechanism with the family instead of course-based programs or interventions. At the same time, it is thought that family strategies specific to courses may not be necessary and more energy can be focused on the general motivation, autonomy and emotional support that the family offers to the child (Kwok et al., 2015). There are not many studies in the literature on whether family factors create differences specific to certain types of courses or subject areas. Researchers generally prefer to measure academic success through general grade point average, exam scores or standardized test scores (Wang et al., 2020). Although this approach does not provide a course-based detail, it reflects the contribution of family factors to general learning processes in a broader framework. For example, although Hill (2015) suggests that parental involvement may be more effective in STEM fields such as mathematics or science, this effect is not supported by strong empirical evidence and is usually limited to small samples. In the current meta-analysis, the result that the type of course does not play a moderating role is obtained from a larger thesis pool, which contradicts the previous small-scale findings or at least cannot generalize them. Although some studies claim that areas such as sports or arts are more closely related to family support, these studies are mostly at the correlation level and based on special samples (Erkan & Sop, 2018).

This research has certain limitations when addressing the effect of family psychological dynamics on children's success outcomes through meta-analysis. First of all, the majority of theses included in the meta-analysis come from the context of Turkey and the USA, and a comprehensive data pool from different cultural geographies is not represented. Focusing only on master's and doctoral theses also prevents the findings in articles published in peer-reviewed journals from being fully reflected. In addition, the correlation values or sample sizes reported in some theses are very limited, reducing the generalizability of the results. Differences in the standardization level of measurement tools complicate the evaluation of the findings within a common framework. Indeed, scales used in some theses and whose validity-reliability analyses were not fully reported may cause inconsistency in the effect size calculations of the meta-analysis. In addition, considering that family dynamics are a multidimensional structure, most of the studies included in the meta-analysis can draw a limited framework by addressing a single

or a few dimensions. Measuring children's success outcomes solely through academic performance also leads to failure to adequately assess the social-emotional dimensions of success. It is not possible to examine in detail the relationship between the differences in country and publication year moderators and the socio-political or economic conditions specific to that period within the scope of this study.

Recommendations

As a result of the research findings, it is recommended that further studies examine the effects of family psychological dynamics on children's academic success in larger and multicultural samples. When parental attitudes and family communication patterns in different geographies, such as Asia, Africa or Latin America, are comprehensively evaluated at the meta-analysis level, it can be better understood how cultural differences direct this relationship. Similarly, the inclusion of longitudinal research designs in meta-analysis provides the opportunity to monitor the change in family dynamics on children's academic success over time (Wang et al., 2020). In future studies, it is considered useful to comprehensively test variables that may play a mediating or conditioning role between the parent-child relationship and school performance (e.g. self-regulation, peer support, teacher-student relationship).

Based on the results of the research, some recommendations for family counselors and school guidance specialists are expected to be implemented. Programs to support family psychological dynamics should be designed to include not only parents but also extended family members who directly or indirectly affect children's educational process. The widespread use of parent-teacher communication platforms facilitates regular monitoring of children's academic progress, enabling early intervention in case of failure (Alston, 2020). At the same time, workshops or seminars can be organized to adopt democratic parenting attitudes, and parents can be made aware of communication skills, emotional support, and positive discipline methods. Psychoeducation programs or group therapies aimed at reducing family conflicts are also effective in preventing the child's academic motivation from weakening (Cross et al., 2018).

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Appendix. Characteristic Summary of Theses in the Analysis of Findings

