



Review paper

Mothers, Literacy, and Policy: A Bibliometric and Systematic Review

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ABSTRACT

Indonesia's persistent literacy gap — reflected in low PISA and PIRLS rankings — signals a structural failure to leverage the family, particularly mothers, as the primary site of children's literacy development. Grounded in an integrated theoretical framework drawing on Bronfenbrenner's ecological systems theory, Taylor's and Auerbach's family literacy theory, and Bourdieu's cultural capital theory, this study employs a methodological integration of Systematic Literature Review (SLR) and bibliometric analysis to examine the role of mothers in children's literacy education and to formulate an evidence-based family literacy policy for the Indonesian context. Bibliometric analysis of Scopus-indexed publications (2015–2025) using Biblioshiny/Bibliometrix reveals a multidisciplinary convergence of health, psychology, and education in family literacy research, a strong geographical concentration of knowledge production in high-income countries, and a field-wide theoretical transition toward informal learning ecosystems — all patterns with direct policy implications. SLR synthesis of empirical studies identifies three core mechanisms through which mothers contribute to children's literacy: cognitive-linguistic scaffolding, socio-emotional support, and cultural-identity mediation through translanguaging and intergenerational practices. Integrating both analytical layers, this study proposes a five-pillar Evidence-Based Family Literacy Policy model — encompassing collaborative ecosystem development, parental capacity strengthening, literacy access and infrastructure, language and cultural preservation, and empirical monitoring and evaluation — in which each pillar is explicitly traceable to specific bibliometric and SLR findings. This model offers a contextually adaptive, empirically grounded policy framework applicable to Indonesia and other developing countries facing comparable literacy challenges.

Keywords: literacy policy, family-based literacy, mothers' role, children's education

Indonesia still faces serious family literacy challenges, which is reflected in the PISA achievement (ranked 57th out of 65 countries; only 0.4% of students at a high literacy level), the results of the PIRLS (ranked 41 out of 45), and INAP's findings that 46.83% of students are still lacking in reading, while the average provincial literacy rate for the 2020–2022 period reached 98.15% but the gap between regions remains wide (Dayantri & Nasution, 2024; Fatmawati, 2023; Islam et al., 2026). Family has a significant influence on children's literacy, as

evidenced by the positive correlation of family literacy practices with reading interest ($R=0.258$; significance 0.000), differences in achievement based on parents' welfare and education, and the role of family communication patterns and the social environment in shaping adolescent financial literacy (Sayekti et al., 2023). The government, through the National Literacy Movement—which includes literacy, numeracy, science, digital, financial, and cultural and civic literacy—needs to sharpen strategies for equitable access to education, expand electrification, and improve the quality of teachers, so that strengthening family-based literacy practices and sustainable program implementation can close the gap in children's literacy achievement in Indonesia (Dayantri & Nasution, 2024; Fatmawati, 2023; Gülhan, 2023).

Family literacy plays a crucial role because the family forms the initial foundation of children's literacy skills and because literacy levels affect education, health, and household socio-economic resilience (Auerbach, 1995; Taylor, 1993). The decline in reading interest at home poses a risk of delaying children's literacy and reinforcing the cycle of poverty across generations (Auerbach, 1995; Taylor, 1993). Health literacy in the family improves the ability of household members to manage health problems and reduces stress, depression, and anxiety (Ishikawa & Kiuchi, 2019). Family literacy interventions improve children's basic reading and writing comprehension and skills—especially in low-income families—and improve school-family relationships (Dahl-Leonard et al., 2025; Fikrat-Wevers et al., 2021; Van Steensel et al., 2011; Hall & Quinn, 2014). Literacy environments at home, such as reading together and daily literacy activities, encourage language development, reading motivation, and long-term academic achievement, including in children at risk of dyslexia (Friedlander, 2020; Roberts & Rochester, 2021; Tatel-Suatengco & Florida, 2020; Torppa et al., 2021; Köşger & Görgülü, 2025). Based on this evidence, stakeholders need to prioritize family literacy policies and programs to break the poverty chain, strengthen family resilience, and optimize child growth and development (Dahl-Leonard et al., 2025).

Family literacy interventions have been shown to consistently improve children's academic achievement, although the magnitude of the impact depends on the type and intensity of the program implemented. The results of meta-analysis and systematic review showed that family literacy programs had a positive effect on reading, writing, and academic achievement with an average effect from small to moderate ($d = 0.18-0.50$), where more focused and intensive interventions resulted in greater impact (Dahl-Leonard et al., 2025; Fikrat-Wevers et al., 2021; Van Steensel et al., 2011). Parental involvement in more specific literacy activities, such as guiding children in reading, writing, and interactive dialogue, has been shown to be more effective than simply reading a book (Silva-Chelles et al., 2025; Garbe et al., 2020). In developed countries, community-based programs generally emphasize parent training and school-family partnerships (Smith et al., 2020; Steiner, 2014), while research in Southeast Asia is still limited and tends to focus on school-based interventions, not families (Fikrat-Wevers et al., 2021). The context of developing countries, including Indonesia, emphasizes the importance of adapting literacy programs to local needs and the conditions of low-income families (Fikrat-Wevers et al., 2021; Manz et al., 2010; Rizou & Kostoulas, 2026). Thus, structured family literacy interventions involving school-family collaboration have great potential in improving children's academic achievement, but research in Southeast Asia, especially Indonesia, still needs to be expanded to ensure the relevance and impact of programs in a sustainable manner.

The lack of research that specifically examines the role of mothers in children's literacy in the Indonesian context shows a significant academic gap, considering that mothers often play a major role in the process of early childhood literacy education (Beyer, 2019). The limited literature that explicitly links family literacy theory with public policy formulation further weakens the conceptual basis for designing relevant and applicable intervention strategies (Halpern et al., 2025). In addition, it is still rare to find studies methodologically combine the systematic literature review (SLR) approach with bibliometric analysis to produce evidence-based policy recommendations, even though this combination is important to ensure measurable, contextual, and sustainable family literacy policy direction.

These gaps are not merely academic in nature; they carry direct consequences for the quality of literacy policy formulation at the national level. Addressing this problem requires a study that is both evidence-based and contextually sensitive to the Indonesian setting—which is precisely the problem this study seeks to solve. Efforts to strengthen family literacy have strategic relevance because they are in line with the Sustainable Development Goal (SDG) 4 target on Quality Education, which emphasizes the importance of inclusive and quality education for all children. This agenda also supports the implementation of national literacy policies in Indonesia, especially through the National Literacy Movement (GLN), which focuses on improving literacy culture in various domains, including the family as the smallest social unit. Furthermore, the development of family literacy contributes to formulating a post-pandemic education policy strategy that places the family as a key factor in accompanying the children's learning process, to be able to answer the challenges of the education gap while strengthening the resilience of the national education system.

The purpose of this study is to identify the contribution of mothers to children's literacy education through a systematic literature review (SLR) study that allows a more comprehensive mapping of the role of mothers in the

context of family education. In addition, this study also aims to analyze the trends of family-based literacy research using a bibliometric approach, so that it can provide an empirical picture of the development, focus of the study, and research gaps that are still open. Furthermore, the results of these two approaches are expected to be used to formulate a family literacy policy direction that is more contextual and relevant to social, cultural, and educational challenges in Indonesia.

The contribution of this research can be seen from three main dimensions. First, from the academic side, this research provides a new synthesis of family-based literacy through the integration of systematic literature review (SLR) methods and bibliometric analysis, thereby enriching the scientific treasures with a more comprehensive and data-based perspective. Second, from a practical aspect, this study offers an evidence-based family literacy policy framework, so that it can be a reference for stakeholders in designing effective and sustainable interventions. Third, in the contextual dimension, this study produces recommendations that are relevant not only for Indonesia but can also be used as a reference by other developing countries that face similar challenges in strengthening the role of families, especially mothers, in children's literacy education. To achieve these contributions and address the identified problem of fragmented and policy-disconnected research, a carefully chosen methodological framework is required—one that is capable of both mapping the breadth of existing evidence and producing actionable policy directions.

THEORETICAL FRAMEWORK

This study is grounded in the integration of three complementary theoretical perspectives that collectively provide conceptual architecture for examining the role of mothers in children's literacy and for constructing an evidence-based family literacy policy model. Each theory addresses a distinct but interrelated dimension of the research problem—the systemic context of family literacy, the nature of literacy practices within families, and the role of maternal agency as a form of cultural capital.

Ecological systems theory

The first theoretical pillar draws on Bronfenbrenner's (1979) ecological systems theory, which conceptualises child development as shaped by a series of nested environmental systems—from the microsystem of the immediate family to the macrosystem of cultural norms and national policy. This framework is particularly relevant to the present study because it situates the family not as an isolated unit but as a dynamic node within interconnected layers that include schools, communities, libraries, and government institutions. The five-pillar policy model proposed in this study—which integrates families, educational institutions, regional libraries, community organisations, and health services—directly reflects the multi-system logic of Bronfenbrenner's framework. The persistent literacy gap in Indonesia, reflected in its PISA and PIRLS rankings, can thus be understood not merely as a household-level deficit but because of misalignment across multiple ecological systems that the family operates within.

Family literacy theory

The second theoretical pillar is Taylor's (1983) foundational conceptualisation of family literacy, subsequently enriched by Auerbach's (1995) critical perspective. Taylor's work established that literacy is not an abstract skill acquired in isolation but is embedded in the social practices, routines, and interactions of everyday family life. Auerbach extended this by challenging deficit-oriented views of low-income families, arguing instead for a strengths-based understanding that recognises the diverse and valid literacy practices that families—including those with limited formal education, already engage in. This perspective directly informs the analytical lens of the present study: rather than framing Indonesian families as lacking in literacy, the study examines how maternal literacy practices constitute a rich, contextually rooted foundation for children's development. The translanguaging practices, dialogic reading, and cultural storytelling documented in the SLR findings are expressions of exactly the kind of embedded family literacy that Taylor and Auerbach theorised. Auerbach's critique further reinforces the study's policy direction, which advocates for programs that validate and amplify existing maternal practices rather than imposing externally standardised models.

Cultural capital and habitus theory

The third theoretical pillar is drawn from Bourdieu's (1984) concepts of cultural capital and habitus. Cultural capital refers to the knowledge, skills, and cultural dispositions that individuals acquire through socialisation and that confer advantages in educational and social fields. Habitus denotes the internalised system of durable dispositions that shapes how individuals perceive and act within their social world. Applied to the present study, these concepts illuminate why the role of mothers extends beyond discrete literacy activities: mothers are the

primary agents through whom children acquire the habitus of literacy—the taken-for-granted dispositions toward reading, language, and learning that shape long-term academic trajectories. The bibliometric finding that socioeconomic status consistently differentiates family literacy environments (Thomsen et al., 2024) is consistent with Bourdieu's insight that cultural capital is unevenly distributed across class positions. This theoretical lens thus explains why the policy model proposed in this study specifically addresses resource equity—through book provision grants, digital lending access, and subsidised learning packages—as a structural mechanism for redistributing the cultural capital that enables effective family literacy practice.

Theoretical integration

Together, these three theories establish a multi-level analytical framework for the study. Ecological systems theory explains where literacy development is shaped—across nested systems from family to national policy. Family literacy theory explains what literacy in the family consists of—socially embedded practices rather than formal instruction. Cultural capital theory explains why mothers occupy a central position in this process—as the primary transmitters of the habits and capital that determine children's literacy trajectories. This integrated framework guides both the SLR synthesis (which examines maternal mechanisms at the family level) and the bibliometric analysis (which maps the macro-level patterns of knowledge production and research collaboration), and it provides the conceptual foundation upon which the five-pillar Evidence-Based Family Literacy Policy model is constructed. Building on this theoretical framework, the following section describes the methodological approach adopted to operationalise the research objectives.

RESEARCH METHODS

Research design

This study applies a systematic literature review (SLR) approach that is integrated with bibliometric analysis. The selection of the methodological approach aims to gain a comprehensive understanding of the role of mothers in children's literacy education, as well as identify research trends at the global and local levels. The integration of these two approaches allows researchers to conduct an in-depth study of various empirical findings that have been published, so that the direction of family-based literacy policies can be formulated more systematically and based on strong scientific evidence.

Data sources and search strategies

This study uses the Scopus database as the main source for article search. The search strategy is carried out by arranging keywords in the form of a combination string, namely: ("Child" OR "Family" OR "Mother") AND ("Family literacy policy" OR "Family Learning" OR "Family Literacy" OR "family literacy programmes"). The time limit is set in the range of 2015 to 2025 to capture the latest developments in the study of family literacy. Meanwhile, the language criteria used are English-language articles to ensure the consistency of analysis and accessibility of international literature.

Inclusion and exclusion criteria

The inclusion criteria in this study include articles published in the period 2015 to 2025, focusing on discussions about the role of mothers in family literacy or children's education, that are empirical studies, and are written in English. The exclusion criteria are set to get rid of publications in the form of books, book chapters, conference proceedings, conference reviews, and article reviews. In addition, articles that use languages other than English, research that is outside the topic of family-based literacy, and publications published before 2015 are also excluded from the analysis.

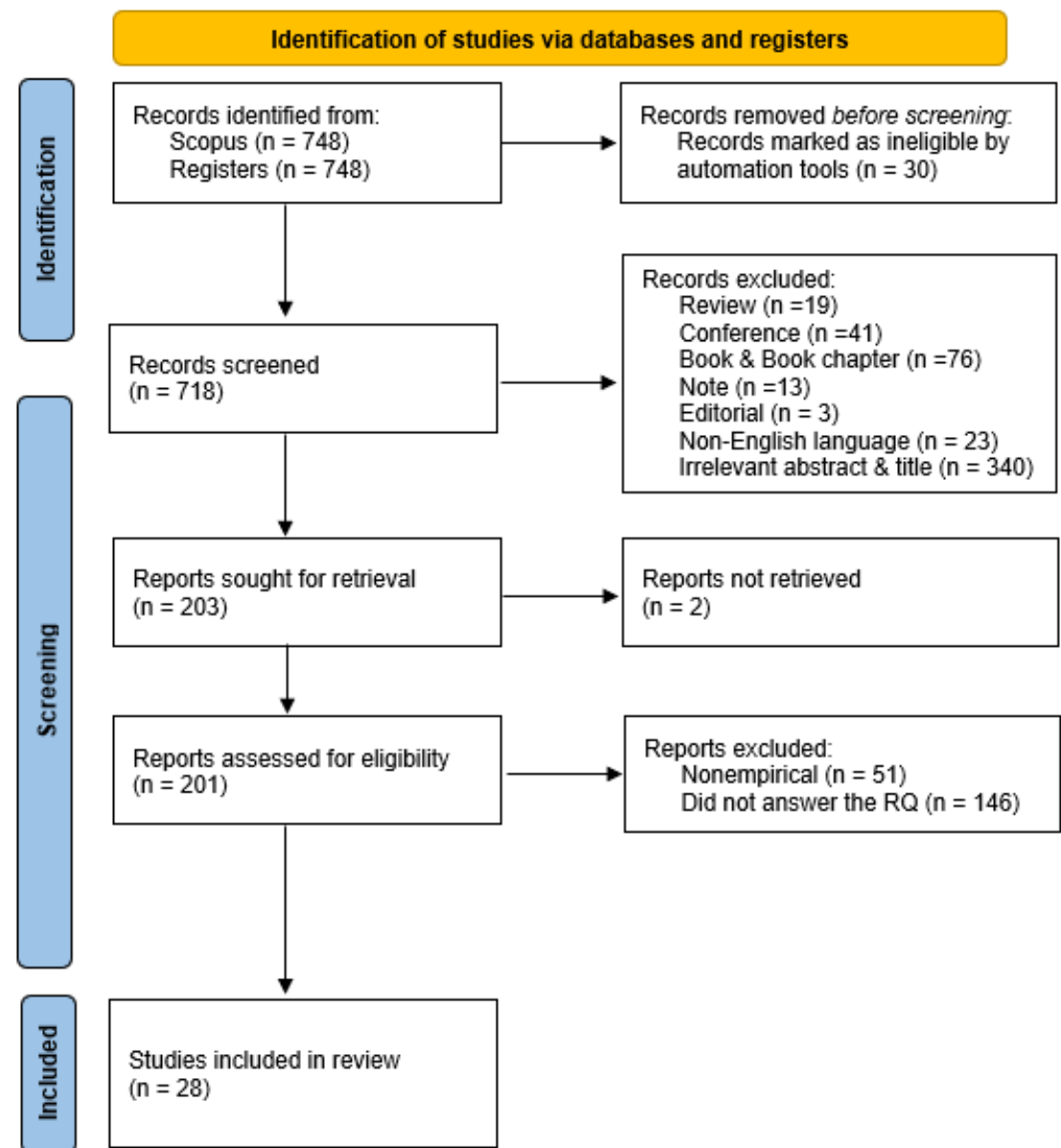
Article selection process

The article selection process in this study is carried out through several systematic stages. The first stage is identification, which is collecting all articles obtained from the database according to predetermined search keywords. Furthermore, a screening stage is carried out by selecting articles based on titles and abstracts to ensure initial suitability with the focus of the research. At the eligibility stage, each article is read in full-text to verify the relevance of the content to the research purpose. Articles that meet the requirements then enter the inclusion stage, which is determined as the final article to be further analyzed. To ensure the methodological quality of the selected articles, a critical assessment process was carried out using the Mixed Methods Appraisal Tool (MMAT). The MMAT instrument is used to assess aspects of the suitability of research design, data quality, accuracy of analysis methods, and consistency between data and interpretation, so that the results of the resulting

study have higher validity and reliability. The complete article selection process, from initial database search through final inclusion, is illustrated in **Figure 1** using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow diagram.

Figure 1

PRISMA flow diagram



Data Analysis

The analysis in this study is divided into two main approaches, namely Systematic Literature Review (SLR) analysis and bibliometric analysis. In the SLR analysis, thematic coding was carried out on the contribution of mothers in children's literacy education, which was then synthesized to integrate findings between studies to obtain a comprehensive understanding. Meanwhile, bibliometric analysis was carried out by utilizing Biblioshiny software (Bibliometrix-R) to map publication trends, analyze keyword co-occurrence, authorship network, distribution of the country of origin of the research, and citation patterns that provide a comprehensive overview of the development and characteristics of research in the field of family literacy involving the role of mothers. Together, these two analytical approaches generate complementary layers of evidence that directly respond to the core problem of this study: the absence of an integrated, evidence-based framework for family literacy policy centered on the role of mothers in the Indonesian context.

caregivers whose influence spans cognitive, emotional, and health dimensions simultaneously. This finding extends Taylor's (1983) and Auerbach's (1995) family literacy framework by demonstrating empirically that the field itself has evolved beyond narrow-skill instruction toward a broader ecological understanding of maternal roles. In the broader literature, this multidisciplinary convergence mirrors calls by Dahl-Leonard et al. (2025) and Fikrat-Wevers et al. (2021) for integrated, cross-sectoral literacy interventions rather than siloed school-based programs. From a policy standpoint, the co-occurrence pattern provides direct justification for the multi-sectoral design of the five-pillar model proposed in this study: a family literacy policy that addresses only the educational dimension—without integrating health services, psychological support, and community networks—would fundamentally misrepresent the nature of the phenomenon as the research field itself has mapped it.

Country collaboration analysis

Visualization analysis of country collaboration maps shows that family literacy research and the role of mothers in children's education are dominated by countries with high international collaboration intensity, such as the United States, the United Kingdom, and Australia, which serve as centers for global research networks with strong connections to various other regions (Figure 3). The pattern of international relations shows a concentration of collaboration between North America, Europe, and the Asia-Pacific region, which signifies the integration of cross-continental knowledge in strengthening the development of global research, while demonstrating the universal relevance of family literacy research, even though each country brings different social and cultural contexts. However, the collaboration map also identifies the limitations of the participation of developing countries, including Indonesia, whose contribution is still relatively small with a lack of lines of collaboration, thus confirming the gap in global knowledge production while opening up opportunities to increase academic participation through more intensive international research cooperation to realize a more inclusive and representative perspective of family-based literacy research.

Figure 3

Map of state collaboration in family literacy research and the role of mothers (2015–2025)



Source: Biblioshiny/Bibliometrix (2025) data processing

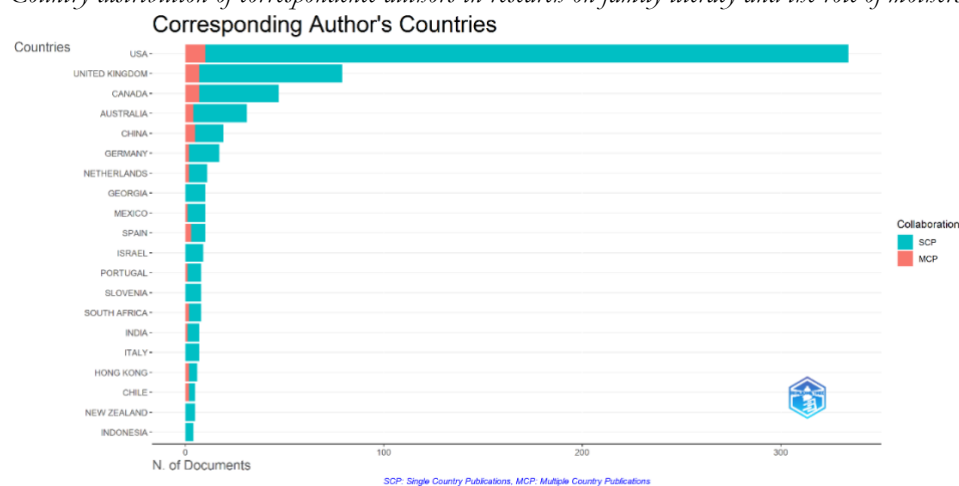
The geographical concentration of collaboration networks carries both theoretical and policy consequences that extend well beyond bibliometric observation. Theoretically, this pattern reflects what Bourdieu (1984) would characterize as an uneven distribution of academic capital: the knowledge, frameworks, and conceptual tools used to understand family literacy globally are disproportionately produced within Western, high-income institutional contexts. This means that the dominant theoretical models—including those that inform policy design—are calibrated to social, economic, and linguistic realities that differ fundamentally from those of Indonesia and comparable developing nations. The practical consequence is a risk of policy transfer without contextual adaptation, whereby intervention models proven effective in the United States or United Kingdom are applied in Indonesia without adequate modification for local infrastructure, language diversity, and family structure. In the wider literature, this risk has been explicitly identified by Fikrat-Wevers et al. (2021) and Manz et al. (2010), who caution that the effectiveness of family literacy programs in developing countries cannot be assumed based on evidence generated in high-income settings. For Indonesia specifically, closing this participation gap is not merely an academic ambition—it is a precondition for building a policy evidence base that is genuinely grounded in Indonesian social realities.

Distribution of publications by country of author

The Corresponding Author's Countries visualization shows a very strong dominance of publications from developed countries, especially the United States, followed by the United Kingdom, Canada, and Australia (Figure 4). This confirms that the center of knowledge production in the field of family literacy and the role of mothers in children's education is still concentrated in countries with high research capacity. In contrast, contributions from developing countries, including Indonesia, are still very limited. The relatively small number of publications from the region indicates a gap in global academic participation. This can be caused by limited research resources, access to reputable journals, and international collaboration networks that are not optimal. The comparison between Single Country Publications (SCP) and Multiple Country Publications (MCP) also provides an important picture of the intensity of international collaboration. In developed countries, the dominance of publications is still supported by the SCP, but the MCP shows active involvement in cross-border cooperation. In contrast, in developing countries, the existing publications are mostly SCP with a very small proportion of MCPs, indicating low integration in global research networks. These findings emphasize the need for increased international collaboration, especially for developing countries, so that family-based literacy studies can be more inclusive and representative in a global perspective.

Figure 4

Country distribution of correspondence authors in research on family literacy and the role of mothers (2015–2025)



Source: Biblioshiny/Bibliometrix (2025) data processing

The stark SCP-to-MCP disparity for developing countries, including Indonesia, reflects a structural condition that has direct implications for the quality and relevance of family literacy policy. Theoretically, this pattern suggests that knowledge production about family literacy in developing-country contexts remains largely self-contained and disconnected from the international discourse that shapes global research agendas and funding priorities. Consequently, locally generated findings—even when methodologically rigorous—are less likely to inform international frameworks or attract the cross-national validation that increases policy credibility. From a policy perspective, this finding directly motivates the fourth pillar of the policy model proposed in this study, which prioritizes Indonesia's integration into global research collaboration networks. Without deliberate investment in international partnerships, Indonesia risks perpetuating a condition in which its most contextually relevant family literacy knowledge remains invisible to the global field, and in which its policy design continues to depend on evidence generated for very different social contexts. Strategically, this calls for targeted support mechanisms—including national research funding incentives for cross-border collaboration, university partnerships with institutions in Southeast Asia and beyond, and open-access publication requirements for publicly funded literacy research.

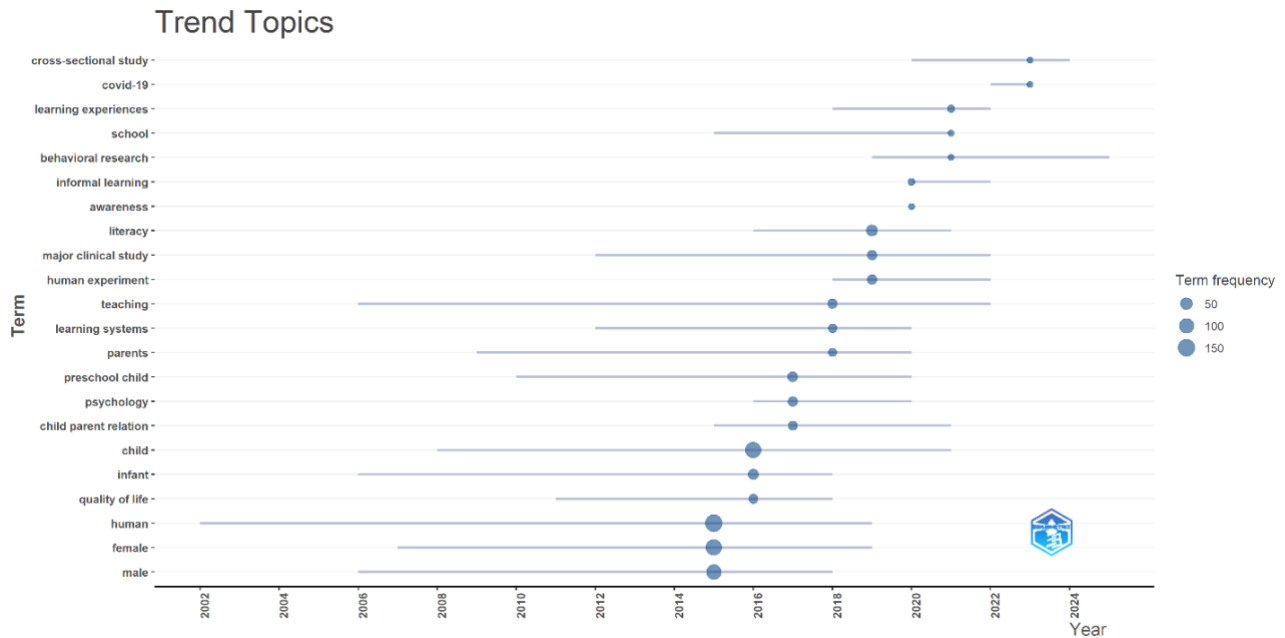
Trend analysis of research topics

The visualization of trend topics shows the dynamic evolution of research topics from year to year. In the early period, the study focused more on fundamental issues such as human, female, child, preschool child, and psychology which reflected attention to child development and parent-child relationships (Figure 5). This theme consistently appears all the time, indicating that the issue of the role of mothers, child development, and literacy education remains the main pillar in literature. Over time, new themes have also emerged that mark the expansion of the scope of the study, such as informal learning, behavioral research, and awareness. These themes indicate a shift in attention from just practicing literacy at home to a broader understanding of the learning process that takes place not only in formal institutions, but also in non-formal and social settings. In addition,

topics such as COVID-19 show the academic response to the global context that affects the dynamics of family education. Based on this development pattern, it can be predicted that the future direction of research will increasingly emphasize a multidisciplinary approach that combines aspects of literacy, psychology, and non-formal learning. Research on the role of mothers in family literacy is expected to shift towards strengthening family learning ecosystems that are more adaptive to social, technological, and global challenges, to be able to provide policy recommendations that are relevant to the needs of contemporary society.

Figure 5

Trends in family literacy research topics and the role of mothers in children's education (2002–2025)



Source: Biblioshiny/Bibliometrix (2025) data processing

The trajectory from foundational themes toward informal learning, behavioral research, and pandemic-responsive inquiry reflects a field in active theoretical transition—one that is progressively moving from a school-adjacent understanding of family literacy toward recognition of the family as an autonomous and dynamic learning ecosystem. Theoretically, this shift is consistent with the ecological systems perspective (Bronfenbrenner, 1979): as external shocks such as COVID-19 disrupted formal education, the microsystem of the family was exposed as both the most resilient and the most under-supported site of children's literacy development. This finding has resonance for Indonesia, where school closures during the pandemic placed an abrupt and unmediated burden on mothers to sustain children's learning—a burden for which national literacy policy provided no systematic framework. From a policy standpoint, the emergence of informal learning and awareness as growing research themes signals that future family literacy policy must move beyond school-partnership models toward approaches that strengthen the family's autonomous capacity for learning, irrespective of formal institutional support. This is precisely the rationale underlying the collaborative ecosystem pillar and the parental capacity pillar of the five-pillar model, both of which are designed to function independently of school calendars and institutional access, making the policy model resilient to future disruptions of the kind revealed so starkly by the pandemic.

Synthesis of analysis results

The integration of the results of the four bibliometric analyses provides a comprehensive picture of the dynamics of family literacy research with a focus on the contribution of mothers in children's literacy education. The analysis of keyword co-occurrence shows that the role of mothers occupies a very central position, with the dominance of the keyword's female, child, and education representing the multidisciplinary linkage between health, psychology, and education. These findings directly support the research goal of identifying the contribution of mothers as the main actors in strengthening children's literacy. Furthermore, the analysis of collaboration between countries and the distribution of publications shows that there is a significant gap between developed and developing countries. The United States, the United Kingdom, Canada, and Australia appear as centers for knowledge production, while developing countries, including Indonesia, show a limited contribution. This condition emphasizes the urgency of increasing research capacity in developing countries and strengthening

integration into global research networks so that the perspective of family literacy is more inclusive. In addition, the topic trend analysis confirms the consistency of themes related to the role of mothers and child development, while revealing the emergence of new themes such as informal learning and behavioral research that mark a shift in research direction towards a multidisciplinary approach and a family learning ecosystem that is adaptive to social changes and global challenges. This evolution is in line with the research objectives to analyze global and local trends while formulating the direction of family-based literacy policies that are relevant to the needs of contemporary society. Overall, the application of bibliometric analysis in this study provides evidence-based insights that are essential for policy formulation. The quantitative results obtained not only strengthen the validity of the literature synthesis but also serve as an empirical basis for assessing the contribution of mothers to children's literacy education, identifying gaps in academic participation between countries, and mapping the direction of future research development. Thus, bibliometric analysis serves a dual purpose: to enrich academic understanding while supporting the formulation of family literacy policies that are more inclusive, adaptive, and evidence based.

The academic contribution of this research lies in strengthening evidence-based understanding of the dynamics of family literacy research with a focus on the role of mothers, while showing geographical gaps in global knowledge production. Theoretically, this study enriches the study of literacy by integrating the dimensions of health, psychology, and education in a more holistic analytical framework. From a policy perspective, these findings emphasize the urgency of developing family-based literacy policies that are not only oriented towards formal education but also include a non-formal learning ecosystem that is responsive to social and global changes. For further research, especially in the Indonesian context, it is suggested to strengthen international collaboration so that local perspectives are better represented in global discourse. In addition, future research can be directed at the exploration of family learning ecosystems that emphasize the role of mothers in facing the challenges of digitalization, socio-economic disparities, and changes in family interaction patterns. A more in-depth empirical study at the local community level in Indonesia is also needed to formulate a family-based literacy policy model that is inclusive, adaptive, and in accordance with the socio-cultural context of Indonesian society.

The family literacy research agenda for the next 5–10 years can be directed to several key complementary focuses. First, strengthening the role of mothers in the family literacy ecosystem needs to be a priority, with research emphasizing family-based intervention models as well as longitudinal studies on the impact of maternal involvement on children's literacy development from early childhood to adolescence. Second, the digitization of family literacy is an important theme, especially related to the adaptation of mothers to digital platforms, educational applications, and strategies to prevent the digital divide. This can be studied through edtech-based experiments in various contexts, both urban and rural. Third, family literacy needs to be researched from a multidisciplinary perspective that integrates aspects of psychology, health, and education, for example through research on the relationship between maternal mental health and the success of children's literacy. Fourth, global collaboration as well as knowledge localization is a strategic aspect, where Indonesia's academic participation in international research networks can be combined with comparative studies across Southeast Asian countries to strengthen the representation of local perspectives. Fifth, research on non-formal literacy and community can be directed at the role of mothers in supporting children's learning through community groups, reading gardens, and digital communities, with action research as an approach to create inclusive family learning ecosystems. Sixth, public policy analysis and social interventions need to be carried out to assess the effectiveness of family literacy policies in Indonesia, so that they can produce evidence-based recommendations that are relevant to the central and regional governments. Seventh, research on literacy resilience in the face of global crises also needs to be developed, with a focus on family strategies, especially the role of mothers, in maintaining the sustainability of children's literacy during pandemics, natural disasters, or social conflicts. These bibliometric findings establish the macro-level landscape of the field; however, to understand the specific mechanisms through which mothers contribute to children's literacy—the central problem motivating this study—a deeper qualitative synthesis through SLR is necessary. The following section presents precisely that analysis.

Analisis SLR

Mothers' contribution to children's literacy education: Global and contextual perspectives

Literature review shows that mothers' contributions to children's literacy education are an important foundation for language, cognitive, and social development from an early age. The role of mothers is not only limited to reading activities together but also includes the formation of a household literacy environment, the cultivation of cultural and language values, and the provision of emotional support that strengthens children's interest in literacy. In a global context, recent research highlights the variety of roles of mothers, ranging from empowerment in migrant families, engagement in digital literacy, to active participation in building cultural

identity through family literacy practices. These findings show that mothers function as the main agents in building bridges between children's domestic experiences and the demands of formal education. To provide a more structured picture, [Table 1](#) in the APPENDIX summarizes articles that explicitly discuss the contribution of mothers in children's literacy education.

The results of the analysis confirm that mothers contribute to children's literacy education through cognitive-linguistic, socio-emotional, and cultural mechanisms. Studies show that mothers build home literacy habits by facilitating reading together, initiating reflective conversations, and orchestrating translanguaging practices that connect home language with school language. The findings also show that parents' efficacy and confidence in literacy practices increase when intervention programs provide targeted mentoring, for example, through the provision of curated books and family-friendly library services—so that families implement more consistent reading routines. Mother-child interaction in digital media, music, and writing activities packaged as games also fosters children's agency as well as critical sensitivity to issues of identity, race, and gender. Cross-contextual analysis shows that migration conditions, socioeconomic status, and religious identity frame variations in parenting strategies, but the role of mothers continues to serve as a connecting agent that bridges domestic experiences with the demands of literacy in schools. Given this evidence of mothers' central and multidimensional role, the critical question becomes: what policy framework is needed to formally recognize, support, and amplify this role at a systemic level? The following section addresses this question by examining the direction of family-based literacy policy.

Viewed through the theoretical framework established in this study, these SLR findings collectively demonstrate that the role of mothers in children's literacy education is not a peripheral or supplementary contribution but the primary mechanism through which children acquire the habits of literacy (Bourdieu, 1984). The cognitive-linguistic, socio-emotional, and cultural dimensions of maternal contribution identified across the studies reviewed correspond precisely to the three overlapping ecological layers—microsystem, mesosystem, and ecosystem—within which Bronfenbrenner (1979) situates child development. Mothers are simultaneously managing the intimate microsystem of daily reading routines, mediating the mesosystem interface between home and school language expectations, and navigating the ecosystem pressures of socioeconomic constraint, migration, and digital transition. In the broader international literature, this multi-dimensional portrait of maternal agency aligns with and extends the findings of Van Steensel et al. (2011) and Silva-Chelles et al. (2025), who demonstrate that the most effective family literacy interventions are those that engage mothers not as passive recipients of literacy instruction but as active agents whose existing practices are recognized, extended, and connected to institutional support. For Indonesian policy, this means that effective family literacy programs cannot be designed around a deficit model—they must be built on the recognition that mothers are already performing complex, contextually adaptive literacy work, and that the policy task is to resource, validate, and systematize what mothers are already doing rather than to substitute it.

Family-based literacy policy direction: Strategies, Challenges, and implications of education

In addition to emphasizing the contribution of mothers in children's literacy education, recent research also underscores the importance of family-based literacy policy directions as a sustainable strategy in improving the quality of education. Family literacy policies are not only seen as short-term interventions but also as a strategic framework that emphasizes collaboration between families, schools, and public institutions. This approach includes the development of community-based programs, strengthening the capacity of parents, and efforts to preserve language and culture in a multilingual context. Furthermore, this policy highlights socio-economic gaps in literacy access, thus providing a foundation for inclusive and evidence-based policy recommendations. For this reason, the following [Table 2](#) in the APPENDIX summarizes articles that discuss the direction of family-based literacy policies and their implications for educational practices in various contexts.

The literature study presents a comprehensive mapping of the direction of family-based literacy policies that place family institutions at the core of the learning ecosystem. In this context, the family functions as a main node that is systematically connected with various supporting components, including formal educational institutions (schools), public information facilities (libraries), community social networks (communities), and children's health care systems. The synthesis of various empirical evidence shows the need to strengthen pedagogical approaches oriented towards the preservation of culture and language. This aims to ensure that policy formulation can accommodate and recognize the existence of multilingual literacy practices that have been rooted in family traditions, while narrowing the gap that has been occurring between the home and school environments. Policy differentiation is a crucial aspect that needs to be optimized using household literacy environmental profiles that are adjusted to the socioeconomic status gradation of the community. This approach allows policy interventions, including the provision of resource support, increased accessibility of reading material ownership, and the development of school-home communication systems—to be implemented more targeted and effectively. The establishment of cross-sectoral partnerships that integrate multilingual programs,

the implementation of community-based participatory design, and the implementation of large-scale interventions have resulted in implementation models that have high replicability potential for developing country contexts. However, the implementation of the model requires adaptations that consider the local infrastructure conditions and the institutional capacity available in each region. Building upon the evidence of mothers' contributions identified in the preceding SLR analysis, and informed by the policy directions synthesized above, this study proposes a concrete, operationalizable policy recommendation model designed to close the implementation gap identified as a core problem of this research.

The policy directions synthesized across the studies reviewed converge on a shared understanding that has not yet been fully operationalized in existing national literacy frameworks: effective family literacy policy is inherently cross-sectoral, culturally grounded, and differentiated by socioeconomic context. Theoretically, this convergence validates the multi-pillar architecture of the policy model proposed in this study—each pillar corresponds to a distinct institutional layer identified in literature as necessary for systemic impact. The collaborative ecosystem pillar responds to the evidence for school-family-library partnerships (Evans et al., 2024; Cobb & Blachowicz, 2024; Zhang & Stansbury, 2025); the cultural preservation pillar responds to the evidence for culturally sustaining multilingual approaches (Harris et al., 2025; Acharya & Robinson-Pant, 2025; Lara et al., 2025); and the resource equity pillar responds to the evidence that socioeconomic gradients in home literacy environments require targeted material support (Hamplůvá & Markóvá, 2024; Chen et al., 2025). Positioned within the international literature, the five-pillar model advances beyond previous frameworks by integrating these typically siloed policy levers into a single, coordinated architecture specifically calibrated for developing-country conditions. Where existing models—such as China's Reading Sharing Program (Chen et al., 2025) or Scotland's Learning Together policy (Cameron et al., 2024)—address one or two dimensions of family literacy support, the model proposed here addresses all five simultaneously, making it more suitable for contexts like Indonesia where infrastructure gaps, linguistic diversity, and socioeconomic inequality demand a comprehensive rather than incremental policy response.

Family literacy policy recommendation model

The policy recommendation model proposed in this study is conceptualized as an “Evidence-Based Family Literacy Policy” that adopts a holistic approach through the integration of five fundamental operational pillars. Critically, each pillar is not a prescriptive assumption but a direct analytical response to specific findings produced by this study's bibliometric analysis and SLR synthesis. Pillar 1 (Collaborative Ecosystem Development) responds to the country collaboration analysis (Figure 3) and publication distribution analysis (Figure 4), which revealed that family literacy knowledge is concentrated in high-income countries and disconnected from cross-sectoral institutional networks—necessitating a deliberate multi-institutional architecture connecting schools, libraries, communities, and health services under coordinated local government leadership. Pillar 2 (Strengthening Parental Capacity) responds directly to the SLR finding (Table 1) that mothers' effectiveness as literacy agents increases significantly when intervention programs provide structured, targeted mentoring—particularly through dialogic reading, reflective conversation, and translanguaging approaches documented across studies including Dyne et al. (2025), Harris et al. (2025), and Kim et al. (2025). Pillar 3 (Literacy Access and Infrastructure) responds to the keyword co-occurrence analysis (Figure 2), which identified socioeconomic status and resource access as structurally embedded determinants of family literacy outcomes, and to the SLR finding (Table 2) that book provision and digital lending programs produce measurable improvements in home literacy environments, as demonstrated by Chen et al. (2025). Pillar 4 (Preservation of Language and Cultural Heritage) responds to the SLR synthesis showing that translanguaging practices, intergenerational religious literacy, and multilingual identity construction are active and valuable maternal contributions—documented by Acharya & Robinson-Pant (2025), Lara et al. (2025), and Choi (2024)—which existing national literacy policies have systematically failed to recognize. Pillar 5 (Empirical Monitoring and Evaluation) responds to the topic trend analysis (Figure 5), which showed a field-wide shift toward behavioral research and awareness measurement, and to the absence of data-driven feedback mechanisms identified as a gap across the SLR policy literature (Table 2). Within the institutional framework, local governments, through the education office, play the role of the main coordinator who facilitates the establishment of a network of strategic partnerships between educational institutions, regional libraries, community organizations, and health service facilities. This coordinator is responsible for the preparation of standard operating procedures for services that are responsive to the needs of families, while integrating various resources across programs to create optimal synergy.

Pillar 2: Strengthening parental capacity. The aspect of strengthening parental capacity is realized through the development of a structured curriculum that is systematically designed with pedagogical content, including dialogical reading techniques, reflective conversation methodologies, and translanguaging approaches that accommodate the use of mother tongue and local wisdom. Evidence supports the effectiveness of this approach:

a parent-focused dialogic book reading intervention conducted in Italy demonstrated that even a brief six-week program produced sustained improvements in children's early language and literacy skills (Dicataldo et al., 2022). Similarly, a randomized controlled trial in low-income South African communities—a context comparable to Indonesia in terms of resource constraints—confirmed that a dialogic book-sharing intervention significantly improved children's receptive and expressive language development. Furthermore, research on translanguaging in multilingual settings shows that incorporating home languages into literacy practices not only strengthens literacy acquisition but also preserves children's cultural identity (Moraru et al., 2025). This approach allows families to internalize literacy practices as a sustainable habitus in daily life.

Pillar 3: Literacy access and infrastructure. Improving accessibility and developing literacy infrastructure is implemented through several intervention mechanisms, including: (1) grant programs to encourage the ownership of quality children's books; (2) the development of a circulation system and digital lending services that are integrated with regional libraries; and (3) the provision of subsidized learning packages for underprivileged families. The evidence base for book provision programs is robust: a qualitative study involving 43 parents from racially and linguistically diverse backgrounds found that book distribution programs significantly shaped home literacy practices, deepened parent-child bonds, and were perceived as culturally relevant (Gillanders & Barak, 2024). A further study comparing kindergarten reading performance found measurably higher scores among children who had participated in monthly home-based book distribution programs from birth to age five (Neuman et al., 2025). These interventions are designed to ensure the availability of contextual and affordable reading materials for all levels of society. In the context of formal educational institutions, this policy advocates the recognition of literacy artifacts developed in the family environment. Schools are encouraged to design collaborative learning projects that bridge community literacy practices with academic language of instruction, consistent with the Brookings Institution's (2024) finding that family, school, and community partnerships are essential to transforming education systems toward greater equity and quality. Furthermore, research on cross-sectoral collaboration in inclusive education confirms that intersectoral partnerships strengthen community ties and advance institutional sustainability. This approach aims to validate the diversity of literacy practices while strengthening the cultural identity of students.

Pillar 5: Empirical monitoring and evaluation. A comprehensive monitoring and evaluation system is developed by establishing measurable key indicators, including: frequency of reading activities together per week, communication quality index between home and school, level of parental self-efficacy in assisting children's learning, ratio of children's reading material ownership per household, achievement of basic biliteracy competencies, and level of participation in library programs. The evaluation methodology adopts a quasi-experimental design that compares the intervention region with the control region to measure program effectiveness and equitable distribution of benefits. This choice of design is empirically grounded: a meta-analysis of 48 (quasi-)experimental studies on family literacy programs for low-SES families found a medium average effect size ($d = 0.50$) on immediate outcomes, confirming that quasi-experimental evaluation is both feasible and informative in family literacy contexts (Fikrat-Wevers et al., 2021). The implementation strategy is designed over a span of 24 months with four systematically structured phases. The preparation phase (months 1-6) is focused on the preparation of a regulatory framework, the development of training modules, and the establishment of an inter-agency coordination mechanism. The pilot phase (months 7-12) piloted interventions on a limited sample to evaluate operational feasibility and refine measurement instruments. The expansion phase (months 13-18) expands the scope of the program with the support of performance-based funding mechanisms and technical assistance for local governments. The standardization phase (months 19-24) consolidates best practices into standard operating procedures equipped with periodic reporting systems. The feasibility of this phased approach in the Indonesian context is supported by a pilot study of the Family United program conducted in West Java and East Java, which demonstrated significant improvements in parenting skills and child resilience through a comparable pilot-to-expansion design (Haar et al., 2023). This phased implementation approach allows the government to systematically measure verified program achievement, reduce socio-economic disparities in literacy access, and institutionalize family literacy practices that are responsive to the needs of child development and the characteristics of the local education ecosystem. This policy model is expected to be an adaptive and sustainable frame of reference to improve the quality of family literacy in Indonesia. Taken together, the five pillars of this model constitute a direct, traceable response to the evidence produced by this study: the bibliometric analyses identified where the field's knowledge gaps and structural asymmetries lie, the SLR synthesis revealed the specific maternal mechanisms and contextual conditions through which literacy develops, and the policy model translates both layers of evidence into operational pillars that address each identified gap in sequence—making this the first family literacy policy framework for the Indonesian context that is explicitly anchored, pillar by pillar, in a systematic and bibliometrically mapped evidence base.

CONCLUSION

This study makes a distinctive contribution to the field of family literacy research through three dimensions of novelty. First, methodologically, this is among the first studies to systematically integrate Systematic Literature Review (SLR) and bibliometric analysis as a unified framework specifically directed at formulating family-based literacy policy—a combination that remains rare in the existing literature, particularly within the Southeast Asian and Indonesian academic context. Second, substantively, this study uniquely positions mothers not merely as subjects of literacy research but as the central policy actors around whom an evidence-based, operationalizable intervention model is constructed, moving beyond descriptive findings toward a concrete five-pillar policy framework with a phased 24-month implementation roadmap. Third, contextually, while the global literature on family literacy is dominated by studies from high-income countries, this research produces policy recommendations that are explicitly calibrated to the socio-economic, cultural, and institutional realities of Indonesia and comparable developing nations—filling a critical gap in region-specific, mother-centered literacy policy design. Together, these three dimensions position this study as a foundational reference for researchers, policymakers, and practitioners working to strengthen family literacy ecosystems in contexts where the evidence base has historically been thin.

The conclusion of this study shows that family-based literacy, especially the role of mothers in children's literacy education, plays a very significant role in the development of children's literacy skills. Mothers contribute through the cognitive, linguistic, social-emotional, and cultural mechanisms that shape the literacy environment at home. The findings of this study highlight the importance of strengthening evidence-based family literacy policies, considering socio-economic disparities, as well as the need to expand collaboration between families, schools, and public institutions in creating an inclusive and sustainable learning ecosystem.

Practically, family literacy policies involving mothers as the main agents can strengthen family resilience and improve the quality of children's education. This study suggests that family-based intervention programs, such as curated book provision and the development of family-friendly library services, can increase parental involvement in literacy practices. Therefore, for policymakers and practitioners in the education sector, it is important to prioritize programs that facilitate active family involvement, as well as ensure that they are relevant to local socio-economic and cultural conditions.

However, the study also acknowledges limitations, especially in the methodology used and the geographical coverage is limited to some countries. Therefore, for further research, it is recommended to expand the scope of the study to involve more developing countries, as well as to further delve into the challenges faced by mothers in the context of digitalization and socio-economic disparities. Follow-up research can also explore the integration of family literacy with non-formal learning ecosystems and communities, as well as examine more deeply the impact of family literacy policies on long-term academic achievement.

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Ethical statement

The authors declare that this study did not involve human subjects or experimental animals. All data were obtained from publicly accessible secondary sources, so ethical approval was not required.

Competing interests

The author declares that he has no financial interests or personal relationships that could be perceived as influencing the objectivity or results of this research.

Author contributions

FN: Conceptualization, Methodology, Project administration, Writing – original draft, Writing – review & editing; Ismiatun: Conceptualization, Data curation, Investigation, Writing – original draft; WSWMS: Methodology, Validation, Writing – review & editing; NP: Methodology, Validation, Writing – review & editing; W: Conceptualization, Supervision, Writing – review & editing; NLVA: Data curation, Formal analysis,

Investigation; APG: Data curation, Formal analysis, Software; ATW: Data curation, Formal analysis, Resources, Validation.

Data availability

The data supporting the findings of this study were derived from publicly available publications indexed in Scopus and from the studies included in the systematic literature review. The list of reviewed studies and bibliometric sources is provided in the references and appendix.

AI disclosure

The author used Grammarly (<https://app.grammarly.com/>) to improve the accuracy and readability of the text. The author has reviewed the edited version and takes full responsibility for the final version.

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APPENDIX

Table 1

Articles Discussing Identifying Mothers' Contributions in Children's Literacy Education

Title	Author (years)	Mother's Contribution
<i>"Aba, so that's how it's done!" – parents' voices on an early language and literacy intervention</i>	(Dyne et al., 2025)	"Parents play an important role in forming children's early language and literacy environment in the home. Their beliefs about shared reading have been shown to be closely related to parental actions regarding reading in the home"
<i>Dialogically Constructing a Culturally Sustaining Multilingual Family Literacies Approach in Early Childhood Settings</i>	(Harris et al., 2025)	"Parents may express strong desire for their children to learn and maintain their home/community languages and cultural heritages; yet, they also want their children to learn English where English is their new nation's dominant language"
<i>Enrichment, empowerment, and emancipation: Chinese and Latinx immigrant parental investment in U.S. bilingual education</i>	(Chang, 2024)	"Immigrant parents have varied yet comparable language ideologies, perspectives, and experiences... The study identifies three types of sociocultural investment: enrichment, empowerment, and emancipation"
<i>Experimental impacts of a large-scale book giveaway intervention on parental literacy education beliefs</i>	(Chen et al., 2025)	"RSP participation increased the value parents placed on purchasing picture books and their sense of efficacy in home literacy practices, especially among lower-education mothers"
<i>FLP As prevention vs. FLP as reaction: exploring parents' perspectives...</i>	(Yu, 2025)	"The findings reveal that all parents have high expectations for their children's home language development and view school entry as a critical juncture in their children's multilingual development and their FLP"
<i>Fostering Critical Media Conversations About Race and Gender in Bilingual Families</i>	(Kim et al., 2025)	"Parent-child conversations during literacy practices have a positive relationship with children's learning about critical thinking, which often influences factors such as school performance and higher academic achievement"
<i>Supporting Parents in Early Literacy Through Libraries (SPELL): A Mixed Methods Study</i>	(Zhang & Stansbury, 2025)	"Despite the challenges posed by SES, parents can mitigate its impact by actively participating in high-quality shared book-reading activities with their children at home."
<i>Sybil and the Screen: A very young child's digital literacy practices in a home environment</i>	(Perera & Nilaweera, 2025)	"In many settings, children are initiated to literacy by their families prior to formal education... emergent research shows that children's awareness and learning of digital literacy begins in family settings."
<i>Towards a reconceptualisation of family literacy: exploring religious literacy learning and practices</i>	(Acharya & Robinson-Pant, 2025)	"...ethnographic-style research was conducted with families in a Muslim community, where teenage girls were teaching Urdu literacy to siblings, and in a Gurung community where intergenerational learning had become central to the development of Tibetan Buddhist texts."
<i>Translanguaging space through pointing gestures: Multilingual family literacy at a science museum</i>	(Choi, 2024)	"The analysis of two literacy events highlights that a child and his mother translanguaged with various semiotic resources to organize museum performances, joint attention, and telling, and that pointing gestures played a role in constructing a translanguaging space..."
<i>Understanding the value of parental engagement through pupil voice in a Scottish Primary School</i>	(Cameron et al., 2024)	"The findings indicate the young participants had an acute understanding of the significance of home learning for their ongoing and future development."
<i>Using Music Media to Facilitate Family Critical Media Literacy Practices: A Multiple Case Study with Preschool</i>	(Kim et al., 2025)	"...analysis of participatory observations of mother-child interactions during literacy activities reveals that critical conversations about music videos in two languages helps

Title	Author (years)	Mother's Contribution
<i>Bilingual Children</i>		children analyze content..."
<i>Writing as Play: Highlighting Children's Agency and Creativity Through Home-Based Literacy</i>	(Son & Wee, 2024)	"This qualitative case study explores the affordances of home-based multimodal literacy activities... emphasizing the importance of recognizing writing as a playful and meaningful activity... highlighting the interplay of children's diverse interests, linguistic and cultural backgrounds, and personal experiences."

Source: Table constructed by the author based on the review findings (2025)

Table 2.

Articles discussing the direction of family-based literacy policy

Title	Author (Years)	Policy Direction
<i>Concentric Learning Communities: Educating Rural Library Staff in Principles of Collaborative Family Learning</i>	(Evans et al., 2024)	"Researchers use design-based research methods, partnering with libraries to create a program based on principles in the connected learning framework... families and public library staff collaborate to create a series of podcasts"
<i>Dialogically Constructing a Culturally Sustaining Multilingual Family Literacies Approach in Early Childhood Settings</i>	(Harris et al., 2025)	"We believe it is vital to apply CSP to how we frame a multilingual family literacies approach that not only recognises and validates, but also proactively works to sustain, families' cultural and linguistic practices"
<i>Experimental impacts of a large-scale book giveaway intervention on parental literacy education beliefs</i>	(Chen et al., 2025)	"As the largest home literacy intervention program for Chinese children, RSP has a profound social impact and provides an important empirical reference for promoting early family literacy interventions in China and other developing countries"
<i>Family learning environments in Scandinavia: dimensions, types and socioeconomic profiles</i>	(Thomsen et al., 2024)	"The dimensions and types of family learning environments provide a conceptual framework for identifying a set of mechanisms... and distinguishing socioeconomic gradients in family learning environments"
<i>FLP As prevention vs. FLP as reaction: exploring parents' perspectives...</i>	(Yu, 2025)	"This longitudinal ethnographic study... investigates parents' perspectives on the relationship between school entry and FLP and analyses how families with differing beliefs navigate challenges in HL learning during the school transition"
<i>Identifying Emotional Expressions During Family Science Engagement at Home—A Case Study From a Parent's Perspective</i>	(Shaby et al., 2025)	"...we employed a mixed methods approach... to identify the emotional expressions of a mother as she engaged in five science activities with her children at home. By focusing on how a parent guides home science activities, it fills critical gaps in understanding family-based science engagement..."
<i>Latine emergent bilinguals' translanguaging in family literacy practices in Texas</i>	(Lara et al., 2025)	"...the students' translanguaging practices at home helped them develop their biliteracy skills while aiding their family members and improving family well-being..."
<i>Learning About the Literacy Practices of Mothers with Refugee Backgrounds</i>	(Cun, 2024)	"...the participants had multiple identity positions as cultural experts and parents who provided educational resources for their children..."
<i>Literacy Skills and Practices in Cambodian-American Families: A Portraiture of Ten Women</i>	(Tep, 2025)	"...ten Cambodian-American women shared their literacy practices that shaped their children's literacy development and cultural identity..."
<i>Promoting Family Science Conversations in the LaCuKnoS Project</i>	(Buxton et al., 2025)	"...One key component... brings families together as co-learners and co-teachers... mothers often participated actively in discussing science with their children..."
<i>Ready and Healthy for</i>	(Lakata et al., 2025)	"...The program highlights how parents, educators, and

Title	Author (Years)	Policy Direction
<i>Kindergarten: A Collaborative Multilingual Family Involvement Program</i>		pediatricians can come together... families were able to establish routines that promote health and well-being, along with some literacy skills.”
<i>Schools and Families of Early Learners Collaborating to Support At Home Read Alouds</i>	(Cobb & Blachowicz, 2024)	“...the single most frequent suggestion given to families and caretakers is ‘Read to your children.’ Research supports that this is a powerful suggestion...”
<i>Science Triggers and Situational Interest in Everyday Family Life</i>	(Vivante & Vedder-Weiss, 2025)	“...the family plays a major role in supporting the development of children's interest in science by eliciting and fostering engagement...”
<i>Latine emergent bilinguals' translanguaging in family literacy practices in Texas</i>	(Lara et al., 2025)	“...These findings have important implications for researchers and educators leveraging home translanguaging, (bi)literacy practices, and knowledge to bridge the home-school divide.”
<i>Parental Aspiration, Book Ownership, and Scholarly Culture</i>	(Hamplová & Marková, 2024)	“...the number of books in a household... is significantly linked to the educational aspirations of parents for their children... suggesting relevance for family literacy policy and cultural capital development.”
<i>Ready and Healthy for Kindergarten: A Collaborative Multilingual Family Involvement Program</i>	(Lakata et al., 2025)	“...the program’s development reflects a collaborative partnership of teachers, pediatricians, families, and an advisory board of multilingual parents dedicated to preparing preschoolers and their families for kindergarten.”
<i>Schools and Families of Early Learners Collaborating to Support At Home Read Alouds</i>	(Cobb & Blachowicz, 2024)	“...Surveys open lines of communication between school and home... emphasizing models of school–family collaboration as a foundation for literacy development.”
<i>Supporting Parents in Early Literacy Through Libraries (SPELL): A Mixed Methods Study</i>	(Zhang & Stansbury, 2025)	“These insights provide actionable recommendations for libraries to strengthen early literacy programming and outreach efforts.”
<i>Towards a reconceptualisation of family literacy: exploring religious literacy learning and practices</i>	(Acharya & Robinson-Pant, 2025)	“Through exploring intergenerational religious literacy learning in Nepal, this paper develops new understandings of ‘family literacy’ and proposes how these could be integrated into current educational policy.”
<i>Understanding the value of parental engagement through pupil voice in a Scottish Primary School</i>	(Cameron et al., 2024)	“In Scotland, the most recent national policy on parental engagement and involvement, Learning Together (Scottish Government 2018), at least recognises that parental engagement at home is not well understood. The policy draws attention to the value of learning at home...”

Source: Table constructed by the author based on the review findings (2025)