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Family Accompaniment in Early Childhood Learning and Emotional Regulation: A Scopus Bibliometric Analysis support and its influence on the teaching process.

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Family accompaniment in early childhood is a fundamental axis for the integral development of children, especially at the ages of 3 to 4 years, where learning, autonomy and emotional regulation are consolidated. The research was aimed at analyzing the scientific production indexed in Scopus, in order to understand how family participation influences educational and socio-emotional processes in early education: The question was : How does family accompaniment influence the teaching-learning process, autonomy and emotional regulation of children from 3 to 4 years old? The general objective was to examine the scientific production related to family accompaniment and its influence on the teaching-learning process. The methodology was developed under a quantitative, descriptive and retrospective approach, applying a non-experimental and cross-sectional design. Systematic review techniques and descriptive statistical analysis were used. The Scopus database was the main source, guaranteeing rigor and relevance in the information collected. The results showed a sustained growth in publications between 2022 and 2025. The geographical distribution showed greater concentration in countries with consolidated academic systems, while in Ecuador and other Latin American contexts production was limited. The conclusion reaffirms that family accompaniment is a determining factor in early education, as it contributes to children's learning, autonomy and emotional regulation. The bibliometric study met the objectives set by identifying research trends, applying rigorous methodological strategies, analyzing theoretical contributions, and recognizing limitations in academic production.

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1. Introduction

Family accompaniment in early childhood is one of the fundamental pillars for the comprehensive development of children, especially during the ages between 3 and 4 years, a stage in which processes related to learning, autonomy, emotional regulation and the construction of their learning with secure affective bonds are consolidated. Currently, various international studies recognize that the active participation of the family favors not only cognitive development but also the child's ability to express emotions, resolve conflicts, and develop progressively independently in the different contexts of social interaction (Goñi et al., 2025). From this perspective, the family environment is configured as a space for affective and pedagogical mediation that strengthens early educational experiences through support practices, emotional accompaniment, and constant stimulation within the home (del Milagro Segura Velásquez et al., 2022).

In different educational contexts in Europe, America and Asia, there is evidence of a growing appreciation of the co-responsibility between family and school as an essential element to promote comprehensive educational processes during early childhood. In countries such as Canada, Brazil, and Japan, institutional strategies have been implemented aimed at strengthening family participation within pedagogical processes, favoring safer, more affective learning environments that are consistent with children's emotional and developmental needs (Carvalho et al., 2024). Similarly, recent research highlights that family practices based on positive accompaniment contribute significantly to the development of socio-emotional skills, progressive autonomy, and the strengthening of children's self-esteem, essential elements for learning at an early age (Martínez-Conde et al., 2025).

In the case of Ecuador, different studies show that there are still difficulties related to strengthening family accompaniment during early education, especially in vulnerable contexts where economic, social, and emotional conditions affect the active involvement of families in children's educational processes (Nieto-Andrade et al., 2023). Although there are institutional efforts aimed at promoting educational co-responsibility between school and family, there are still limitations linked to the community between teachers and representatives, the lack of parental training, and the lack of systematic strategies focused on strengthening children's autonomy and emotional regulation (Riquelme Soto et al., 2024).

Similarly, various studies highlight that positive family dynamics promote children's emotional security and stability, enabling them to develop social interaction and adaptation skills within school settings. The presence of family practices based on

dialogue, family support, and active participation in educational activities fosters the creation of protective environments that stimulate learning and the child's progressive independence (Muñoz et al., 2024). In this context, contemporary research agrees that family support is a determining factor for the emotional and educational well-being of children in early childhood education (Rubio Hernández et al., 2025).

Based on the problematic situation exposed, the following research question is posed: How does family accompaniment influence the teaching-learning process, autonomy and emotional regulation of children aged 3 to 4 years according to the scientific production indexed in Scopus? Based on this question, the general objective of the research is to analyze the scientific production indexed in Scopus on family accompaniment and its influence on the teaching-learning process, autonomy and emotional regulation in infants from 3 to 4 years old, through a bibliometric study based on the PRISMA protocol. Likewise, the following specific objectives are proposed: to identify research trends related to family accompaniment in early education; establishing strategies for searching and selecting scientific information within the Scopus database; and to analyze the main theoretical and methodological contributions related to family participation, autonomy and development in early childhood.

Family accompaniment refers to the sustained participation of caregivers in children's educational experiences through dialogue, support, shared activities, guidance, and emotional availability. Positive family dynamics create protective environments that stimulate learning and facilitate adaptation to school settings (Muñoz et al., 2024). The articulation between home and school also strengthens meaningful learning, decision-making, and children's capacity to participate confidently in educational activities (Gómez-Pintado et al., 2025).

In early childhood, accompaniment is most effective when it provides guidance without replacing the child's own action. Families contribute by offering routines, opportunities for exploration, encouragement, and appropriate limits. This form of support differs from excessive control. It promotes initiative and allows children to learn through trial, error, and progressively independent action (Barrenechea et al., 2022).

In early childhood, it constitutes one of the fundamental pillars for the integral development of children, especially during the ages between 3 and 4 years, a stage in which processes related to learning, autonomy, emotional regulation, and the construction of their learning with secure affective bonds are consolidated (del Milagro Segura Velásquez et al., 2022).

Family accompaniment is therefore connected not only to academic support but also to psychological well-being and comprehensive health. Research in education, psychology, medicine, and neuroscience emphasizes that emotional regulation develops through stable relationships, sensitive guidance, and repeated opportunities to practice coping and decision-making (López-Marí et al., 2022).

Countries such as Chile, Colombia, and Mexico have developed programs aimed at strengthening the family-school relationship through parental participation strategies within the pedagogical and formative activities of early childhood education (Flores-Meza & Garrido-González, 2024). These initiatives seek to promote more active and consistent family involvement in teaching and learning processes, fostering children's emotional development and autonomy within educational contexts (Monforte-Garcia et al., 2024; Riquelme Soto et al., 2024).

In Ecuador, the limited visibility of locally produced evidence makes it difficult to design interventions that full reflect national and community realities. Contextualized research is needed to examine how socioeconomic conditions, family practices, and institutional support shape learning, autonomy, and emotional regulation in early childhood. This gap supports the relevance of a bibliometric analysis that maps the existing scientific field and identifies areas requiring further development.

2. Methods

This research developed under a quantitative approach, because it allowed to collect, organize and analyze numerical data related to scientific production on family accompaniment, autonomy and emotional regulation in early education. This approach facilitated the identification of patterns of bibliometric behavior, research trends, and levels of academic production within the Scopus database, allowing an objective interpretation based on statistical evidence (Zavala Guzmán et al., 2025).

On the other hand, the quantitative approach made it possible to develop a systematic analysis of scientific publications related to the teaching-learning process in early childhood, favoring the organization of information related to authors, years of publication, keywords and thematic areas. In this way, a rigorous and structured approach to the behavior of scientific production related to the role of the family in the integral development of children was guaranteed (Pinillos-Patiño, 2025).

The research was descriptive and bibliometric, aimed at the analysis of the characteristics and trends of the scientific documents indexed in Scopus related to

family accompaniment in children aged 3 to 4 years. This type of study made it possible to examine the growth of publications, the main research approaches, and the academic relevance of research related to early childhood education and child socio-emotional development (Barbosa et al., 2022).

In the same way, the research was retrospective, because scientific publications developed during a certain period were analyzed to understand the evolution of research related to family participation, autonomy and emotional regulation in early childhood. This procedure made it possible to recognize the behavior of the scientific community in the study of the family environment as an influential factor within the initial educational processes (Goñi et al., 2025)

A non-experimental and cross-sectional design was applied, since there was no manipulation of variables and the collection of information was carried out at a single time point from the documents available in Scopus. This design made it possible to observe and analyze bibliometric phenomena as they were presented within the database, favoring the systematic organization of scientific information related to family accompaniment and child development (Grisales-PasCuaza & rinCón-isaza, 2024).

In addition, transactional design facilitated the collection of metadata associated with authors, journals, countries, keywords, and emotional regulation. In this way, methodological coherence between the proposed objectives and the quantitative analysis of the scientific information obtained was guaranteed.

The main source of information used in the research was the Scopus database, selected for its international recognition and for indexing high-impact scientific journals in the areas of education, psychology, child development and social sciences. This database provided reliable and updated information for bibliometric analysis related to family accompaniment and the teaching-learning process in early childhood.

In the same way, the use of Scopus allowed access to scientific research related to family participation, child autonomy and emotional regulation from different theoretical and methodological perspectives. The centrality of this database favored the obtaining of relevant and quality academic references to support the development of the bibliometric study.

The search strategy was constructed by using class terms related to the object of study, including: "family accompaniment", "family participation", "early childhood education", "emotional regulation", "autonomy" and "teaching-learning process". In

addition, Boolean operators such as AND and OR were used to optimize the retrieval of information within the Scopus database.

Subsequently, filters related to the publication period, language, thematic area and type of document were applied, in order to delimit the results and guarantee the relevance of the selected studies. This procedure allowed obtaining research specifically related to family accompaniment, autonomy and emotional regulation in children from 3 to 4 years old.

The technique used was the quantitative systematic review based on the PRISMA protocol, which allowed the process of identification, selection and analysis of the scientific studies included in the research to be organized in a transparent manner. This technique facilitated the classification of documents related to family accompaniment and children's socio-emotional development within early childhood education (Goñi et al., 2025).

Through this technique, it was possible to collect information related to scientific productivity, research trends, frequency of publications, and main thematic lines present in the analyzed studies. In addition, the systematic review allowed the methodological process to be structured under rigorous inclusion and exclusion criteria, favoring the validity and reliability of the bibliometric analysis carried out (López-Marí et al., 2022).

The main collection tool was a systematization matrix developed to record the information obtained from the files downloaded in RIS format from the Scopus database. This matrix made it possible to organize metadata related to authors, years of publication, journals, keywords, countries, and thematic areas, favoring the statistical processing of the information collected (Zavala Guzmán et al., 2025).

For the analysis of the data, a descriptive and bibliometric statistical analysis technique was used, aimed at calculating frequencies, percentages and trends related to scientific production on family accompaniment in early education. This procedure made it possible to interpret the behavior of research related to autonomy, emotional regulation, and child learning from a systematic quantitative perspective (Grisales-PasCuaza & rinCón-isaza, 2024).

3. Results

In this section, the quantitative findings derived from the bibliometric analysis carried out from the records retrieved from the ScopusElsevier database within the period between 2022-2026 were presented. For the systematization and control of the

flow of information, the methodological criteria of the Prisma model were applied, which guaranteed rigor in the selection and purification of the documentary sample linked to the phenomenon of family accompaniment, teaching-learning processes and children's emotional regulation. This statistical processing of the data made it possible to structure the results according to key biometric indicators, such as the chronological evolution of scientific production, the geographical distribution by countries of origin, the formal typology of the documents and categorization by areas of scientific knowledge.

3.1.Chronological Evolution of Scientific Production

Figure 1 shows an upward trend from 58 documents in 2022 to 64 in 2023 and 70 in 2024. Production reached its maximum in 2025 with 96 documents. The 2026 value fell to 47 because data collection occurred before the end of the year, therefore, the decrease should be interpreted as a partial_period effect rather than evidence of declining scientific interest.

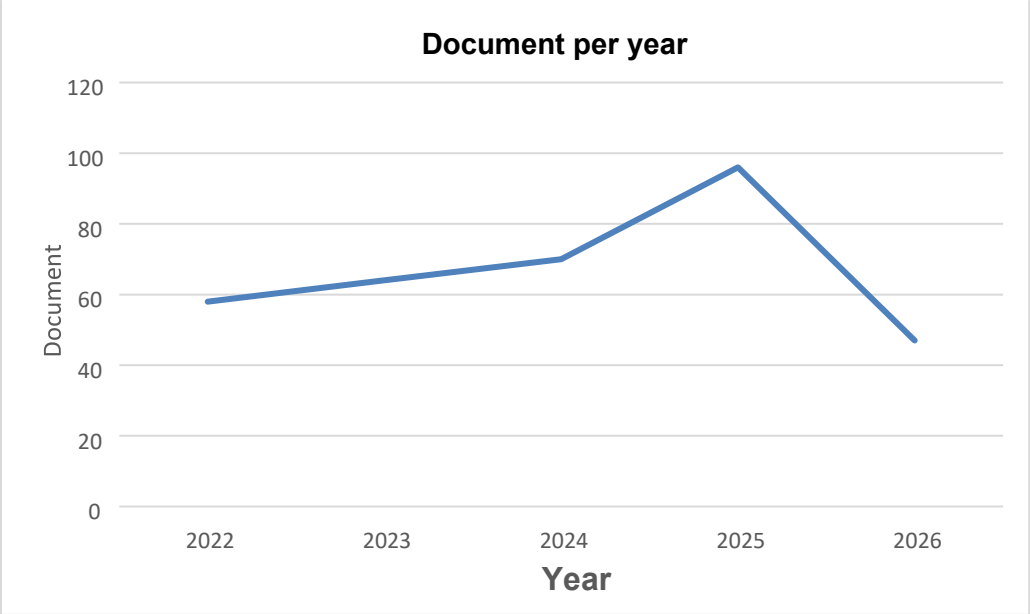


Figure 1. Documents per year on family support in the teaching process in early childhood education obtained from the Scopus-Elsevier database, 2022-2026.

3.2.Geographical Distribution of Publications

As presented in Figure 2, the United States concentrated the largest number of publications with 75 documents. China followed with 48, while Australia, Spain, and the United Kingdom contributed 23, 22, and 21 documents, respectively. Brazil registered 19, Canada 14, India and Italy 10 each, and Ecuador 4. The distribution

reveals a marked concentration of production in countries with stronger and more consolidated scientific systems.

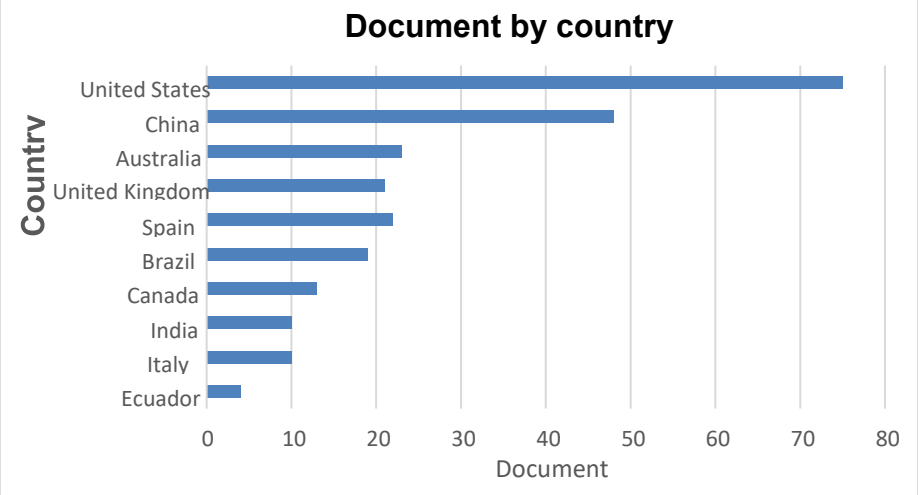


Figure 2. Distribution of Scopus-indexed documents by country, 2022-2026.

3.3.Distribution by Document Type

Figure 3 demonstrates that the scientific article was the predominant publication format. Conference papers, reviews, book chapters, and books formed smaller but visible portions of the output. Editorials, errata, notes, conference reviews, and letters appeared at substantially lower frequencies. The predominance of articles indicates that the field is mainly disseminated through original peer-reviewed research.

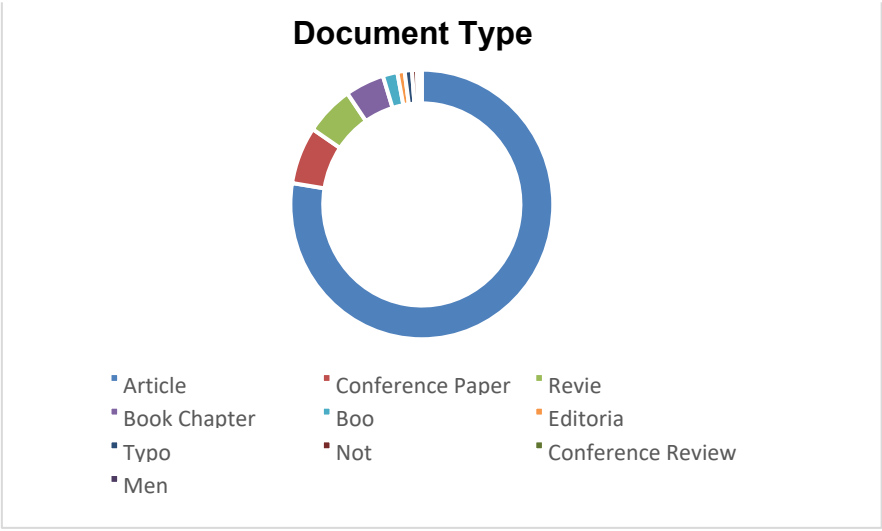


Figure 3. Distribution of scientific production by document type in the Scopus database.

3.4.Distribution by Subject Area

Figure 4 indicates that Social Sciences accounted for the largest share of the scientific output. The remaining production was distributed across health-related categories, including Medicine, Psychology, Computer Science, Neuroscience, Decision Sciences, and Arts and Humanities. This pattern confirms that family accompaniment is studied as an interdisciplinary phenomenon involving educational, psychological, social, and health dimensions.

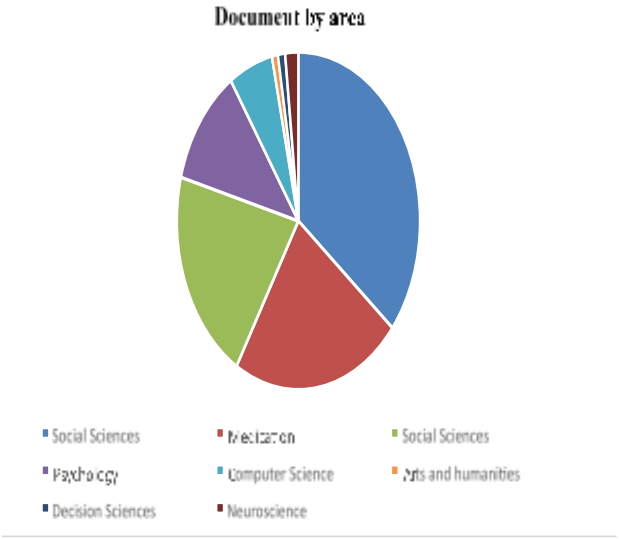


Figure 4. Distribution of Scopus-indexed documents by subject area.

Table 1. Summary of the principal bibliometric findings.

Indicator	Main finding
Annual production	Growth from 58 documents in 2022 to a peak of 96 in 2025; 2026 was a partial year.
Leading country	United States, with 75 documents.
Document type	Scientific articles were the predominant format.
Subject area	Social Science concentrated the largest share.
Ecuadorian contribution	Four indexed documents in the analyzed country distribution.

3.5.Discussion

The results showed that scientific production on family accompaniment, the teaching-learning process, and emotional regulation showed sustained growth between 2022-2025, reaching its highest volume of publications during this last year. This behavior allowed us to interpret that scientific interest in understanding the role of the family in child development has progressively increased in recent years (Monforte-García et al., 2024). The decrease observed in 2026 was due to the partial period of information collection and not to a reduction in research interest. From this perspective, the increase in studies reflected the need to strengthen strategies that integrate families into educational processes from an early age, favoring the development of emotional and cognitive competencies in children (Torralbas-Ortega et al., 2011).

The geographical distribution showed that the United States concentrated the highest scientific production, followed by China, Australia, Spain and the United Kingdom, while Ecuador registered a considerably lower participation. These results made it possible to identify a marked difference between countries with consolidated scientific systems and those where research on early childhood education is still under development (Pinillos-Patiño, 2025). The limited Ecuadorian representation evidenced the need to strengthen academic production related to family accompaniment from Latin American contexts considering social particularities (López-Marí et al., 2022).

The analysis of the type of document allowed us to identify that scientific articles constituted the main means of dissemination of knowledge, far surpassing reviews, conference papers and book chapters. This result showed that most of the research corresponded to original studies supported by rigorous methodologies and academic evaluation processes (Riquelme Soto et al., 2024). The diversity of formats also reinforced the interest of different scientific communities in analyzing family accompaniment from complementary perspectives. Under this interpretation, the predominance of the scientific article strengthened the confidentiality of the available evidence and confirmed the progressive consolidation of this line of research within the educational and socio-emotional field (Alonso Sánchez et al., 2025).

The classification by areas of knowledge showed that the Social Sciences concentrated the largest number of publications, followed by Medicine, Psychology and Neuroscience. This distribution allowed us to understand that family accompaniment was studied from an interdisciplinary perspective, integrating contributions related to education, health, and children's emotional development (Putri et al., 2024). The results coincided with research that indicated that family

participation favored not only academic learning, but also psychological well-being and the construction of secure emotional bonds during early childhood. From the researchers' interpretation, this behavior confirmed that the integral development of the child required permanent articulation between family, school, and other child care settings (Flores-Meza & Garrido-González, 2024).

The presence of research in areas such as Medicine and Psychology allowed us to interpret that family accompaniment was not only reduced to school support, but was also related to the emotional well-being and comprehensive health of infants. This finding was consistent with the results of the study, because emotional regulation appeared to be linked to family experiences, affective security, and the quality of daily interactions (López-Marí et al., 2022). From this perspective, the family was understood as a space of protection, guidance and emotional containment during the first years of life. Therefore, it was considered that strengthening family accompaniment could favor better conditions for child learning and adaptation (CanalsOssu et al., 2025).

The results also made it possible to recognize that family participation acquired greater relevance within recent studies because it directly influenced children's progressive autonomy (Barbosa et al., 2022). In the 3 to 4 years of age, the support of caregivers was decisive for infants to develop security, initiative and confidence when participating in educational activities. The literature reviewed maintained that positive family experiences favored exploration, the resolution of small problems, and the construction of habits linked to learning (del Milagro Segura Velásquez et al., 2022). From the interpretation made, family accompaniment should not have been understood as excessive control, but as an affective mediation that allowed the child to safely advance towards greater levels of independence (Barrenechea et al., 2022).

The low scientific production of Ecuador within Scopus represented a relevant finding, because it showed the need to expand contextualized studies on family accompaniment in early education. Although the country appeared among the results, its participation was reduced compared to nations with a greater research tradition (Rodrigo et al., 2026). This situation allowed us to interpret that there was still a gap between local educational needs and the international scientific visibility of Ecuadorian research. In this sense, it was considered necessary to promote studies that analyzed family, school, and community conditions typical of the national context, especially in vulnerable populations where family accompaniment could be affected by social and economic factors (Bazán-Riverón et al., 2014).

The global analysis of the results allowed us to maintain that family accompaniment was consolidated as a multidisciplinary and expanding line of research. The annual evolution of publications, the predominance of scientific articles, the concentration in Social Sciences and the presence of areas related to health and psychology showed that the phenomenon was approached from different dimensions of child development. This trend confirmed that learning and emotional regulation depended on the interaction between family, school and social context. From the interpretative position of the researchers, the bibliometric findings not only described the behavior of scientific production, but also showed the need to strengthen educational policies that recognized the family as a fundamental ally in the comprehensive education of children (Pinillos-Patiño, 2025).

4. Conclusion

The bibliometric study allowed the identification of research trends related to family accompaniment in early education. There was a sustained growth in publications between 2022 and 2025, reaching its highest point in 2025, which reflects a growing interest of the scientific community in understanding the influence of the family on the learning and emotional regulation of children aged 3 to 4 years. This behavior confirms that the topic is consolidated as a relevant line of research within the educational and socio-emotional field, although with an unequal representation between regions, being stronger in countries with consolidated academic systems and more limited in the Latin American context.

Regarding the specific objectives on the establishment of search and selection strategies for scientific research, the use of key terms such as family accompaniment, early childhood education and emotional regulation, together with Boolean operators, allowed the relevant studies to be precisely delimited. The application of the PRISMA protocol guaranteed transparency and methodological rigor in the selection of documents, which strengthened the validity of the analysis and ensured that the findings responded correctly to the problem raised.

In relation to the analysis of the main theoretical and methodological contributions, it was found that scientific articles were the predominant format, which evidences the preference for original and methodologically sound research. The diversity of approaches, coming from areas such as Social Sciences, Psychology and Medicine, confirm the interdisciplinary nature of the phenomenon. These theoretical contributions highlight that family accompaniment favors not only academic learning, but also the construction of secure affective bonds, progressive autonomy, and

emotional regulation in early childhood. Methodologically, there is a trend towards empirical studies with non-experimental designs, which reflects the intention to describe and understand the phenomenon rather than manipulate variables.

The analysis also made it possible to recognize that, although there are significant advances in scientific production, challenges persist in contexts such as Ecuador, where family participation in family education is limited by socioeconomic and cultural factors. This finding underscores the need to strengthen local research and to design educational strategies that promote greater co-responsibility between family and school, adapted to the realities of each community.

In summary, the specific objectives were met by identifying clear trends in scientific production, establishing a rigorous methodological procedure for the search and selection of information, and analyzing the theoretical and methodological contributions that support the importance of family accompaniment. The results confirm that the active participation of the family is a determining factor for the integral development of children at an early age and that studies from different perspectives open the possibility of generating educational proposals that are more inclusive and coherent with the emotional and cognitive needs of children.

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