Systematic Literature Review of Parent-Child Interactions on Strengthening Children's Character

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ABSTRACT

The research aims to analyze parent-child interactions to strengthen children's character through previous research. A thorough literature review was performed as the research methodology for this investigation (SLR). The studies included in this systematic review followed the PRISM (Preferred Reporting Items for Systematic Reviews and Metanalyses) recommendations. The research results show that parent-child interactions play a crucial role in shaping children's positive character. Findings from various articles highlight the importance of playtime with children, conversation and language, and parent training programs can improve the quality and quantity of parent-child interactions which can strengthen children's character.

Keywords: Parenting, Interaction, Character, Child Development

ABSTRAK

Penelitian bertujuan untuk menganalisis interaksi orang tua-anak terhadap penguatak karakter anak melalui penelitian-penelitian terdahulu. A thorough literature review was performed as the research methodology for this investigation (SLR). Studi-studi yang termasuk dalam tinjauan sistematis ini mengikuti rekomendasi PRISM (Item Pelaporan Pilihan untuk Tinjauan Sistematis dan Metanalisis). Hasil penelitian menunjukkan bahwa interaksi orang tua-anak memainkan peran yang krusial dalam membentuk karakter positif anak. Temuan dari berbagai artikel menyoroti pentingnya waktu bermain bersama anak, percakapan dan bahasa, serta program pelatihan orang tua dapat meningkatkan kualitas dan kuantitas interaksi orang tua anak yang dapat menguatkan karakter anak.

Kata kunci: Pengasuhan, Interaksi, Karakter, Perkembangan Anak

1. INTRODUCTION

The family is an institution that has a central role in shaping children's character. Interaction within the family is not only the initial foundation for children's personal development, but also plays a crucial role in shaping their positive character. In every family dynamic, the values, norms and behavior shown by parents are the main pillars of forming a child's character. The presence of positive family

interactions opens up great opportunities for children to develop moral, social, and emotional qualities that will guide them throughout life. The importance of family interaction in shaping children's positive character cannot be ignored, considering that the family is the first environment in which children begin to interact with the world around them. In this context, interactions between parents and children are not just an exchange of words or daily behavior, but are a means of transmitting core values that will form the basis of children's character. Therefore, this paper will explore in depth how family interaction is a determining factor in shaping children's positive character.

Research on interactions within the nuclear family began to attract the attention of family scholars starting in 1917, Burgess began teaching about the family as a "unit of interacting personalities" (Farber 1964). By the end of World War II, this perspective had become so widely accepted that the most popular subject category among publications written in English about the family since the 1950s had been the family as a small group (Aldous & Hill 1967). This category, which includes interaction literature, has also ranked at least second for the past fifteen years among family publications in other languages (Aldous and Dahl 1974).

Family interaction studies generally have two dimensions: husband and wife interactions and parent-child interactions. The main studies on family interactions in the past focused on marital relationships, while parent-child relationships were considered less important (Adams, 1972). Because interactions can be considered as an indicator of how a family is managed and how a family remains intact (intact family) and survives with these interactions, the study of interactions is very important. Surviving in the sense that a family not only remains physically intact, not separated, but also intact in terms of values, including positive character values. The influence on the outcome of the interaction is on the units affected and the way they are affected. In families, the unit involved may be the family itself, as in research on problem-solving effectiveness (Tallman & Miller 1974). Marital satisfaction is the outcome of interactions related to particular relationships within the family (Dizard 1968), and outcomes that affect individuals, such as their cognitive abilities, have also been studied (Swanson 1974). Through a deep understanding of the importance of family interactions in forming children's positive character, how every action, word and value passed down by the family can form children's moral foundation for their future. Therefore, through this systematic literature review, researchers analyzed the role of parent-child interactions in strengthening children's positive character.

2. METHOD

A thorough literature review was performed as the research methodology for this investigation (SLR). A technique for regularly synthesizing, assessing, and identifying (Rahayu et al., 2019). The studies included in this systematic review followed the PRISM (Preferred Reporting Items for Systematic Reviews and Metanalyses) recommendations. The PRISM guideline is strongly advised for literature review research since it helps readers understand how articles are chosen for study (Knobloch et al., 2011). The use of PRISM standards can also prevent publication bias (PB) towards the papers and journals that will be under investigation. Publication bias might manifest as difficulty in the systematic article search process in finding published or unpublished scientific papers. This study used data sources from the ScienceDirect database to conduct a systematic review of the literature. ("parent-child interaction") AND ("positive character") AND ("child character") were the search terms used to go

through the literature. The chosen articles are those with a range of publications in 2015–2023, with individual participants—not organizations or institutions—with a range of educational and occupational backgrounds, as well as age and gender—across a range of age groups. The publications in the journal under review used a quantitative, qualitative, or mixed-method research design as their research methodology. Scientific journal article search methodology is shown in Figure 1 using PRISM principles. The first step is to use a database from ScienceDirect to identify scientific journal articles. The second stage, screening, is done in two parts and involves filtering the different kinds of articles that are discovered in the form of journals or non-journals, as well as the possibility of duplicate journal search results. The PRISM method's eligibility phase is the third. The journal papers that have been screened will now be arranged according to keywords, titles, abstracts, and access from each journal. The last stage, the articles that will be used as references will first be filtered.

3. RESULTS AND DISCUSSION

Through a systematic literature review, parent-child interactions towards strengthening children's positive character can be summarized into three groups of activities, namely: 1. playing and activities with children; 2. conversation and language, 3. parent programs and training. Based on the results of 31 articles presented in table 1, the findings show that parent-child interactions have a positive impact on children's character development. As research by Pasarín, Bernedo, Martín (2023), it was found that parent-child interaction programs have the potential to improve the parenting abilities of biological mothers, strengthen interactions during contact visits, and encourage cooperation between biological families and foster families. Likewise, research by Brezack, Radovanovic, Woodward (2021) emphasizes that children who experience positive interactions with caregivers and are active in actions that support learning, such as assembling objects, have a better relationship with learning. In this context, Knauer et al. (2020) show that parent training programs can increase reading frequency and reading interactions, with particular benefits for children from non-literate families. This important aspect of parent-child interactions in the context of children's positive character development is also illustrated in Changa and Yeh's (2015) research which highlights that playtime with children and various types of games can create strong bonds, support parent-child relationships, and build positive attitude. Findings by Murayya et al. (2023) highlighted that dialogic book sharing training had a positive impact on parents' behavior and children's expressive language. Along with the focus on parent-child interactions, research by Cimon-Paquet, Tétreault, and Bernier (2019) revealed that high-quality mother-child interactions can predict longer sleep duration, emphasizing the positive association between parent-child relationships and aspects of child welfare. Meanwhile, Liu and Wang's (2021) research highlights that parental emotional warmth and parental emotional closeness to peers are positively correlated with adolescents' character strength. Referring to these findings with reference to the respective authors can provide strong empirical support that parent-child interactions have an important role in shaping children's positive character.
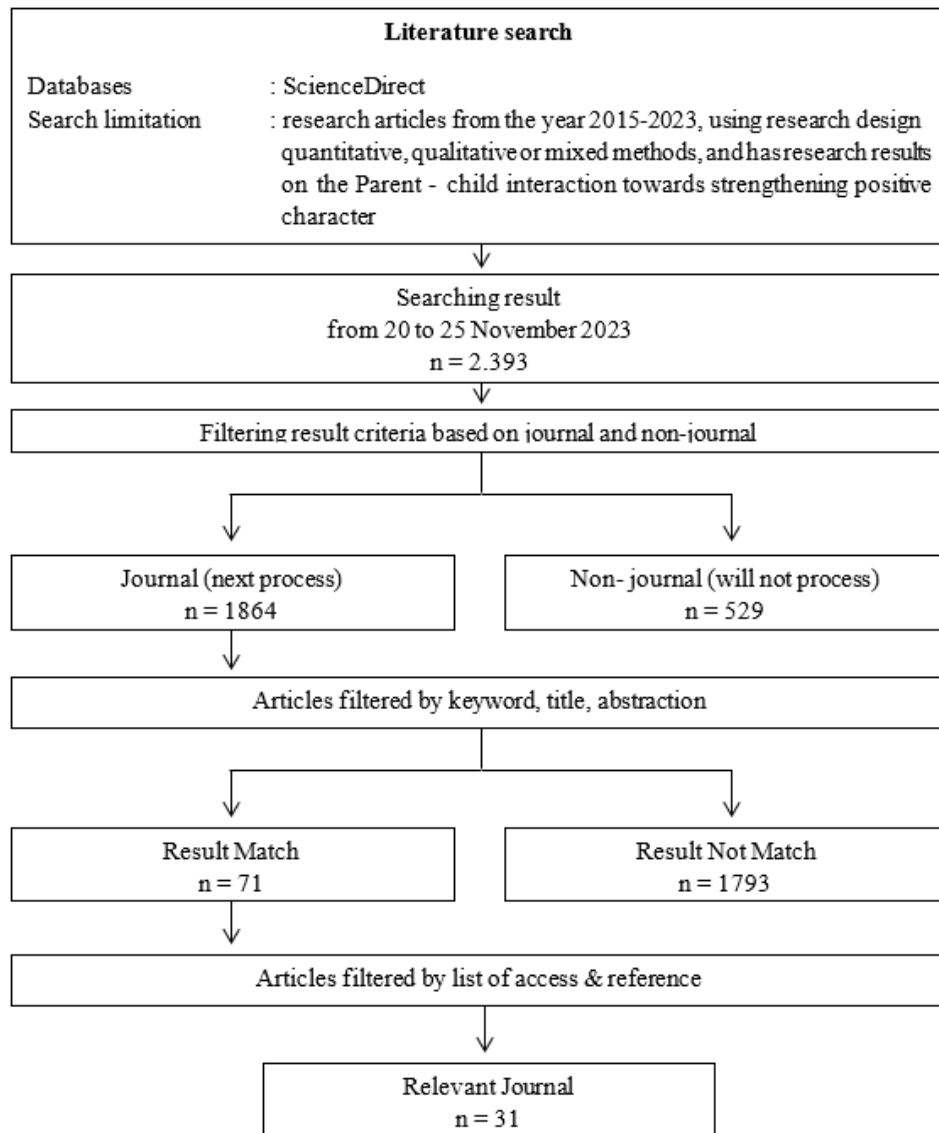
Figure 1. Methodology for searching scientific journal articles using the PRISM principle

3.1. Playing and Activities with Children

Basically, parent-child interaction is a central aspect in child development, and various studies provide an in-depth understanding of how play and joint activities can shape children's positive character. Research findings covering these interactions reflect the diversity of research approaches and focuses, opening insights regarding various aspects of children's lives that are influenced by the quality of interactions with parents. Changa and Yeh (2015) highlighted the important role of playtime with children in forming strong bonds between parents and children. Playing with dough, drawing, and playing with number and letter marking toys have been proven to make a positive contribution to children's development. These activities not only create excitement but also play a role in building children's confidence, reducing fear of new things, and strengthening family relationships. Based on the findings, the most recommended activity with children that can improve parent-child interaction and strengthen children's character is reading books. Henkaline and Wagner's (2020) research shows that extra-textual conversations during book sharing with children can mediate the relationship between

maternal beliefs and children's language abilities. This shows that sharing time in reading activities is not just a routine, but can also be a valuable moment to strengthen the parent-child bond and advance the child's language development.

The importance of quality interactions during joint activities was also emphasized by Murayya et al. (2023) who found significant benefits from dialogic book sharing training on parental behavior and children's expressive language. Book sharing activities not only improve children's cognitive intelligence, but also enrich parent-child interactions by creating an environment that supports language and social development. In addition, research by Brezack, Radovanovic, and Woodward (2021) shows that children's tendencies to assemble objects and have richer vocabularies correlate with a positive relationship to learning. Although caregivers' speech does not directly support learning, caregivers' actions are related to children's learning, highlighting the importance of the caregiver's role in guiding and creating an environment that supports children's growth. Knauer et al. (2020) added another dimension by showing that parent training programs involving culturally appropriate children's books can increase reading frequency and the quality of reading interactions between caregivers and preschool children. This emphasizes that playing and interacting with appropriate materials can provide a positive boost to children's reading and comprehension skills. Meanwhile, research by Pilkauskaite and Valickienea (2015) highlights that adolescents who see all aspects of positive development can achieve higher levels of life satisfaction and contribution. This suggests that positive interactions in support of character development can form an important foundation for achieving well-being and positive contributions in society.

Table 1. Summary of parent-child interaction and Children's Character

No	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
1	A qualitative study about changes that parents experience through a pilot parenting support program to improve the quality of contact visits in non-	Lucía Gonzalez-Pasarín; Isabel M. Bernedo; Miguel A. Garcia-Martin	Children and Youth Services Review 148 (2023) 106871. https://doi.org/10.1016/j.childyouth.2023.106871	Analyzing perceptions of changes in biological parents who have completed the initial program of "parenting support" developed in Spain.	This research uses a qualitative design with pretest, intervention and post-test stages. The aim is to analyze biological parents' perceptions regarding changes in parenting abilities and quality of	(1) The program has the potential to improve the parenting abilities of biological mothers. (2) Increase parent-child interactions during contact

N o	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
	kinship foster care				visits with children after participating in the "Visits: a context for family development " (Bernedo et al., 2020). Data were collected through semi-structured interviews with birth parents and combined with participant-observer notes taken by one of the two program facilitators.	visits. (3) Encourage cooperation between biological families and foster families.

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2	Everyday interactions support toddlers' learningof conventional actions on artifacts	Natalie Brezack; Mia Radovanovic; Amanda L Woodward	Journal of Experimental Child Psychology 210 (2021) 105201. https://doi.org/10.1016/j.jecp.2021.105201	This study aimed to investigate how natural caregiving interactions between caregivers and their children support conventional action learning in toddlers.	This research uses an experimental method with a cross-sectional research design. Participants: Included 32 toddlers (mean age = 23.4 months, range = 22.1–26.2; 17 boys) along with primary caregivers (30 mothers, 1 father, and 1 grandmother). Families were recruited through a database to participate in a laboratory at a large research university.	1. Children who have a tendency to assemble objects and have a richer vocabulary have a positive relationship with learning.2. Although caregivers' speech does not directly support learning, caregivers' actions are negatively related to children's learning.3. Children's own actions are related to learning; children who performed more actions relative to their caregivers

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						, with greater accuracy, demonstrated better learning.4. Children who "drive" teaching sessions and are more accurate in their actions the better they learn.5. Caregivers contribute by supporting children's actions, especially by providing more specific instructions and praise.

No	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
3	Enhancing young children's language acquisition through parent–child book-sharing: A randomized trial in rural Kenya	Heather A. Knauer; Pamela Jakiela; Owen Ozier; Frances Aboudd; Lia C.H. Fernalda	Early Childhood Research Quarterly 50 (2020) 179–190. https://doi.org/10.1016/j.ecresq.2019.01.002	This study aims to test various variants of an intervention program that could potentially be widely implemented and cost efficient to increase cognitive stimulation by parents and improve early literacy skills in children.	The study used a controlled trial design with randomized groups (cluster randomized controlled trial). There were four intervention groups and one control group.	(1) Parent training programs combined with the provision of culturally appropriate children's books increase the frequency of reading and improve the quality of reading interactions between caregivers and pre-school age children. (2) Treatment involving training increases storybook-specific expressive vocabulary. (3) Children of non-literate caregivers benefit at

N o	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
						least as much as children of literate caregivers. (4) For some outcomes, the effects are comparable; for other outcomes, there were differentially larger effects for children of nonliterate caregivers.
4	Effects of training parents in dialogic book-sharing: The Early-Years Provision in Children's Centers (EPICC) study	Lynne Murayya; Susie Jennings; Hayley Perry; Martin Andrews; Katherine De Wildea; Amber Newell; Alicia Mortimer; Emily Phillips;	Early Childhood Research Quarterly 62 (2023) 1–16. https://doi.org/10.1016/j.ecresq.2022.07.008	This study aimed to evaluate the impact of a dialogic book sharing program in children's centers in the UK on children's language development, attention, executive	Experimental	(1) Impact on Parental Behavior: There are significant benefits from dialogic book sharing training on parent behavior during book sharing sessions,

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		Xiaonan Liub; Claire Hughes; Edward Melhuishe; Leonardo De Pascalis; Corinne Dishingtonh, John Duncanc; Peter J Cooper		function, social development and emotional behavioral difficulties.		especially in terms of sensitivity and cognitive coaching. (2) Impact on Children's Language Development: There was a small-to-medium effect of dialogic book sharing training on children's expressive language; For the population who followed the protocol and who interacted well with the intervention, there were comparable effects on

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						children's receptive language and attention. (3) No Impact on Other Aspects of Child Development: There was no evidence of the benefits of dialogic book sharing on other aspects of child development such as executive function, social development, and emotional behavioral difficulties.

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5	The Role Of Character, Confidence, And Connection On Contribution And Subjective Well-Being	Pilkauskaite-Valickienea flavor	Procedia - Social and Behavioral Sciences 197 (2015) 265 – 270. doi: 10.1016/j.sbspro.2015.07.134	This research aims to determine whether teenagers differ based on the Positive Youth Development (PYD) construct, namely Character, Connection, and Confidence; and if there are groups that differ based on these aspects, do these groups differ in various aspects of well-being, namely subjective well-being and contribution.	The research used a quantitative research design with a sample of students from several secondary schools. Participants consisted of 1723 students (47.1% boys) aged 14-19 years from secondary schools in one administrative area.	Lithuanian Teenagers can be distinguished by Character, Connections, and Beliefs. Six groups with different PYD patterns were identified. These groups differ in levels of life satisfaction and contribution. Adolescents who viewed all aspects of PYD positively reported the highest levels of life satisfaction and contribution.

No	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
6	The influence of parent-child toys and time of playing together on attachment	Jo-Han Changa; Tien-Ling Yeh	Procedia Manufacturing. Doi:10.1016/j.promfg.2015.07.628	This study aims to investigate the effect of playing with parents using various types of toys and playing time on the attachment between parents and children in families caring for grandchildren in Taiwan.	Literature review and questionnaire analysis.	1. Playing time with children is 15 minutes, but still creates a strong bond.2. Symbolic play toys, such as dolls, provide a sense of security when played by children themselves, supporting parent-child relationships.3. Playing with dough or drawing with children increases bonding and builds trust, reduces fear of new things.4. Structured

N o	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
						construction toys such as building blocks, Legos, or puzzles help children explore learning, stimulate secure attachment, and support the development of positive attitudes.5 . Playing with children in sensory-motor games, such as sliding and climbing frames, for 1 hour can produce a high level of bonding and reduce fear of

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						unfamiliar environments.6. Playing with number and letter sign toys for 60 minutes trains children to think and make decisions, allowing them to adapt quickly to changing environments.
7	The influence of book sub-genres on parent-child reading interactions	Kristin Henkaline, Laura Wagner	Cognitive Development 55 (2020) 100907. https://doi.org/10.1016/j.cogdev.2020.100907	This research aims to explore the extent to which sub-genres of children's books can influence the amount and quality of extra-textual talk between parents	The study used an experimental design where four types of children's books representing different sub-genres were used as independent variables. Participants consisted of 48 parents and preschool	(1) Some types of extra-textual conversation, such as conversations that promote vocabulary development, are constant in all types of children's

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				and children while reading books together. This research involved four types of children's books representing different sub-genres, namely traditional narratives, character studies, alphabet books, and life skills books.	children (mean age of children = 4.6 years).	books. (2) There are differences in the amount of extra-textual conversation and in the proportion of decontextualized abstract conversation which varies between books.
8	Early parent–child relationships and child sleep at school age	Catherine Cimon-Paquet, Émilie Tétreault, Annie Bernier	Journal of Applied Developmental Psychology 64 (2019) 101057 https://doi.org/10.1016/j.appdev.2019.101057	This study aims to investigate the longitudinal relationship between the quality of parent-child interactions in toddlerhood and the	The research method used is a longitudinal method. The research sample consisted of 88 families. The quality of mother-child and father-child interactions was assessed	The results showed that high-quality mother-child interactions (but not father-child interactions) predicted longer

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				duration and quality of sleep in early school age.	independently through observations when children were 18 months old. When children were 7 years old, their sleep was measured objectively for three consecutive nights using actigraphy twice a calendar year.	sleep duration nearly 6 years later. These findings suggest that some of the assumed influences of the mother-child relationship on children's sleep may be long-term.
9	PCIT-Health: Preventing Childhood Obesity by Strengthening the Parent–Child Relationship	Larissa N. Niec, Mitchell Todd, Irene Brodd, Sarah E. Domoff	Cognitive and Behavioral Practice (2020) https://doi.org/10.1016/j.cbpra.2020.07.001	This research aims to address the problem of obesity in children by strengthening parent-child relationships and teaching parents strategies for managing children's general	The researchers conducted a literature review of obesity-related interventions in children and described an adaptation of a behavior-based parent training program, namely Parent-Child Interaction Therapy	The results of this study attempt to adapt a parent-child training program, namely PCIT-Health, and explain how this program can be implemented effectively

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				and health-related behaviors, with the potential to reduce the risk of obesity in children.	(PCIT). This adaptation is referred to as PCIT-Health and focuses on children's behavior in obesity-relevant contexts, such as meal times, screen time, and sleep time. As a case example, the research illustrates how PCIT-Health can be implemented effectively.	in addressing children's behavior in contexts related to obesity, such as meal times, screen time , and sleep time. .
1 0	Parental behaviors associated with the level of pragmatic language ability among 42-month-old neglected children	Mélissa Di Santea, Audette Sylvestrea, Caroline Bouchardc, Jean Leblond	Child Abuse & Neglect 104 (2020) 104482 https://doi.org/10.1016/j.chiabu.2020.104482	Research purposes: This study aimed to investigate the impact of exposure to neglect on children's pragmatic skills (social language use). Disruptions in	Observations of Parent-Child Interactions (COPI), which was developed to observe ten parental behaviors related to early language development. The level of children's pragmatic abilities was	The results showed that parents in neglect situations scored lower than parents in the control group on eight of the ten observed behaviors (p < 0.001).

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				parent-child interactions that typically occur in the context of neglect may compromise some parental behaviors that are known to enhance language skills, such as pragmatics.	measured using the Language Use Inventory: French, a standardized questionnaire filled in by parents of both groups.	Parental reciprocity was related to the level of pragmatic abilities of children who experienced neglect aged 42 months (p = 0.04).
11	Father involvement in kinship care: A risk and resilience perspective	Stephen M. Ghibson, Qiana R. Cryer-Coupet, Jerica L. Knox, Kimberly Field	Children and Youth Services Review 119 (2020) 105354 https://doi.org/10.1016/j.childyouth.2020.105354	The aim of this research is to better understand the experiences of fathers who have children living in family care (kinship care).	The research used a qualitative approach and applied interviews or observational methods to collect data regarding fathers' experiences, their involvement with children, and barriers and facilitating factors in family care	The results suggest that the quality of relationships between fathers and children and between fathers and caregivers has implications for fathers'

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					arrangements.	involvement in family caregiving arrangements.
12	Associations between parental emotional warmth, parental attachment peer attachment, and adolescents' character strengths	Qianwen Liu, Zhenhong Wang	Children and Youth Services Review 120 (2021) 105765 https://doi.org/10.1016/j.childyouth.2020.105765	The aim of this study was to investigate how parental emotional warmth and emotional closeness to parents and peers together contribute to character strength in adolescents.	This study used statistical analysis methods involving 1380 adolescents and instruments used such as the Chinese version of the Short-Form Egna Minnen av Barndoms Uppfostran (s-EMBU-C), a simplified Chinese version of the Inventory of Parent and Peer Attachment-Revised (IPPA-R), and VIA Inventory of Strengths for Youth (VIA-	The results showed that there was a significant positive correlation between parental emotional warmth, emotional closeness of parents and peers, and adolescent character strength.

N o	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
					Youth) to measure parental emotional warmth, emotional closeness of parents and peers, and adolescent character strengths.	
1 3	Mothers' cognitive state talk during shared book reading and children's later false belief understanding	Virginia Tompkins	Cognitive Development 36 (2015) 40-51http://dx.doi.org/10.1016/j.cogdev.2015.08.004	The aim of this study was to evaluate the influence of mothers' cognitive conversations while reading books with children aged 3 to 5 years on children's false beliefs understanding six months later.	The study involved 50 children aged 3 to 5 years and their mothers, in which mothers' cognitive conversations while reading books with their children were evaluated. Measurements were carried out using three hierarchically related variables: (1) the mother's total use of cognitive state	The results of the study showed that there was a significant correlation between the use of mothers' cognitive state and contrastive vocabulary and children's understanding of erroneous beliefs in the future.

N o	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
					vocabulary, (2) the mother's complementary syntax using the verb "think", and (3) the mother's complementary syntax which directly compares thought and reality (i.e. , contrastive).	
1 4	Links among parents' mental state language, family socioeconomic status, and preschoolers' theory of mind development	Susanne Eberta, Candida Peterson, Virginia Slaughter, Sabine Weinert	Cognitive Development 44 (2017) 32-48 https://doi.org/10.1016/j.cogdev.2017.08.005	The aim of this study was to examine individual differences in theory of mind (ToM) development in preschool-aged children in relation to parents' preferences for using language about mental states in conversations with	Measurements were carried out in three longitudinal phases for German families and simultaneously for Australian families. This study involved 121 German families and 47 Australian mother-child pairs.	The results showed that SES contrasts in children's ToM development were visible at all longitudinal measurement points for the German sample. Results also showed a positive associatio

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				their children.		n between parents' use of elaborate mentalistic speech and higher ToM scores in children, especially for families with middle SES levels in Germany and Australia.
1 5	Examining relationships between parent-child narrative talk and children's episodic foresight and theory of mind	So Yeon Shin, Kathryn A. Leech, Meredith L. Rowe	Cognitive Development 55 (2020) 100910 https://doi.org/10.1016/j.cogdev.2020.100910	The aim of this study was to explore preschool-aged children's and their parents'; participation in narratives about the past and future, as well as the relationship between narrative features elaborated	This study used statistical analysis involving 36 4 year old children and their parents. Narratives about past and future events are created by parents and children in a laboratory setting.	The results showed that there was no difference in elaboration between past and future narratives for either parents or children.

No	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
				by parents and children with future episodic abilities and Theory of Mind. children.		
16	Where language meets attention: How contingent interactions promote learning	Lillian R. Masek, Brianna T.M. McMillan, Sarah J. Paterson, Catherine S. Tamis-LeMonda, Roberta Michnick Golinkoff, Kathy Hirsh-Pasek	Developmental Review 60 (2021) 100961 https://doi.org/10.1016/j.dr.2021.100961	The goal of this research is to understand how contingent interactions between caregivers and infants, in which caregivers respond quickly and meaningfully to infant behavior, provide the basis for language learning.	This research method involves a theoretical approach and literature analysis to develop a new conceptual framework about the reciprocal relationship between infant attention and contingent interactions.	Contingent interactions not only influence language development, but also contribute to overall learning.

No	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
17	Mother–child interaction quality in shared book reading: Relation to child vocabulary and readiness to read	Kathryn E. Bojczyka, Anna E. Davis, Verda Rana	Early Childhood Research Quarterly 36 (2016) 404-414 http://dx.doi.org/10.1016/j.ecresq.2016.01.006	The aim of this study was to investigate the relationship between maternal beliefs about shared reading strategies and children's readiness to learn to read, observed shared reading behavior in mothers, and children's vocabulary size.	Mother-child interactions while reading books together were observed, and mothers' beliefs were measured through self-report and ratings on video vignettes depicting reading strategies. Children's expressive and receptive vocabularies were measured. Statistical analysis was used to evaluate the relationship between maternal beliefs, quality of shared reading, and child vocabulary size.	The results showed that the quality of dyadic shared reading interactions mediated the relationship between maternal beliefs and children's expressive vocabulary, but no mediation was found for children's receptive vocabulary.

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18	Parent engagement in a Head Start home visiting program predictions sustained growth in children's school readiness	Robert L. Nixa, Karen L. Bierman, Mojdeh Motamedi, Brenda S. Heinrichs, Sukhdeep Gill	Early Childhood Research Quarterly 45 (2018) 106-114 https://doi.org/10.1016/j.ecresq.2018.06.006	The purpose of this study was to examine three components of parent involvement in an enriched Head Start home visiting program: attendance at the intervention, the working alliance between parents and home visiting counselors, and parents' use of program materials between sessions.	Data analysis was carried out using correlation and hierarchical multiple regression equations.	Results showed that family characteristics such as warm parent-child interactions, and child functioning predicted working alliance and use of program materials, but only race/ethnicity predicted intervention attendance.

N o	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
1 9	Mothers' and Fathers' Language Input from 6 to 36 Months in Rural Two-Parent-Families: Relations to children's kindergarten achievements	Elizabeth Reynolds a, Lynne Vernon-Feagans, Mary Bratsch-Hines, Claire E. Baker, The Family Life Project Key Investigators	Early Childhood Research Quarterly (2018) https://doi.org/10.1016/j.ecresq.2018.09.002	The aim of this study was to examine the relationship between specific features of mothers' and fathers' early language during shared reading experiences and children's achievement in kindergarten (vocabulary, literacy, and mathematics).	This research involved a sample of 567 children from the Family Life Project, which was economically and culturally diverse using a multiple regression model which was used to test whether these language features could predict children's achievement in kindergarten, taking into account a number of demographic controls.	The results showed that both mother's and father's language were related to children's achievement in kindergarten, beyond a number of demographic controls.
2 0	RCT of a reading aloud intervention in Brazil: Do impacts differ depending on parent literacy?	Alan L. Mendelsohn, Luciane da Rosa Piccolo, João Batista Araujo Oliveira, Denise	Early Childhood Research Quarterly 53 (2020) 601-611https://doi.org/10.1016/j.ecresq.2020.07.004	The aim of this study was to investigate whether parental literacy is related to parent-child shared	This study used a secondary analysis of a single-blind cluster randomized controlled trial (RCT) of a parent intervention	This research shows that parental literacy is positively associated with parent-child verbal/joi

No	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
		S.R. Mazzuchelli, Aline Sá Lopez, Carolyn Brockmeyer Cates, Adriana Weislede		reading interactions, the overall home cognitive environment, and child language and cognitive outcomes.	(Universidade do Bebê [UBB]) conducted at a child care center in Boa Vista, Brazil.	nt reading interactions and child developmental outcomes.
21	Parenting and social identity contributors to character development in Muslim American adolescents	Charissa S.L. Cheah, Hatice Gürsoy, Merve Balkaya-Ince	International Journal of Intercultural Relations 81 (2021) 68-78 https://doi.org/10.1016/j.ijintrel.2021.01.002	The purpose of this research is to use a strengths-based approach to investigate the mediating role of dual social identities (Muslim and American) on the relationship between maternal religious socialization and positive character developme	The study involved 212 Muslim American teenagers (ages 13 to 18 years; 59% girls). Adolescents' dual social identities (Muslim identity and American identity) were measured, and the mediating role of American identity in the relationship between maternal religious socialization	The results showed that adolescents' American identity does not mediate the relationship between maternal religious socialization and character development, regardless of perceived maternal warmth. However, maternal religious

N o	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
				nt in American Muslim adolescents.	and positive character development was explored.	socialization is related to better character development through a stronger Muslim identity, especially at medium and high levels of maternal warmth.
2 2	Parent-child interaction during the first year of life in infants increases the likelihood of autism spectrum disorder	M.K.J. Pijl, C. Bontinck, N.N.J. Rommelse, J. Begum Ali, E. Cauvet, A Niedzwiecka, T. Falck-Ytter, E.J.H. Jones, C. Van den Boomen, S. Bolte, M.H. Johnson,	Infant Behavior and Development 62 (2021) 101521 https://doi.org/10.1016/j.infbeh.2020.101521	The aim of this study was to investigate parent–child interactions in children at high risk for autism spectrum disorder (ASD) in the first year of life.	This research method uses mixed model analysis. The newly developed Parent-Infant/Toddler Coding of Interaction (PInTCI) scheme was used to analyze global characteristics of infant and parent behavior. Observations were made on 62 high risk (EL) babies and	There were no significant differences between infant or parent behavior at 5 or 10 months of age (all ps ≥ 0.09, d ≤ 0.36), controlling for infant gender and age, as well as parental education level. However, without

No	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
		T. Charman, P. Warreyn, H. Roeyers, J.K. Buitelaar, I.J. Oosterling, the EuroSibs Team			47 babies at the typical risk level (TL) at the age of 5 months, as well as 101 high risk siblings and 77 siblings at the typical risk level at the age of 10 months .	adjustment, high-risk (EL) infants showed fewer and less obvious initiatives at 10 months of age compared with infants at typical risk (TL) levels.
23	Crying babies, empathic toddlers, responsive mothers and fathers: Exploring parent-toddler interactions in an empathy paradigm	Gabrielle McHarg, Elian Fink, Claire Hughes	Journal of Experimental Child Psychology 179 (2019) 23-37 https://doi.org/10.1016/j.jecp.2018.11.002	The aim of this study was to understand children's ability to show a caring response to another child's sadness as a key aspect of early empathy, as well as to investigate the influence of the gender	Data were collected through observation of children's responses to baby doll sadness, including attentional, emotional and behavioral responses. recorded at home with their mother or father. Children are brought into a new paradigm involving	The results showed that parental responses did not differ based on the gender of the child or parent, and appeared to closely match the child's behavior.

No	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
				composition of the parent-child relationship on children's displays of empathy.	crying baby dolls.	
24	Surfacing complexity in shared book reading: The role of affordance, repetition and capital appropriation in children's participation	Lucy Rodriguez Leon, Jane Payler	Learning, Culture, and Social Interaction 28 (2021) 100496 https://doi.org/10.1016/j.lcsi.2021.100496	The aim of this study was to investigate the practice of shared book reading between adults and children (Shared-Book-Reading/SBR)	This research involved in-depth observation of eight SBR episodes involving two children, using a multimodal approach.	The results show complexity in the way multiple contexts and children's prior experiences with texts contribute to children's participation and influence narrative interpretation.

No	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
25	Narrative constructions of school-oriented parenthood during parent–teacher-conferences	Helga Kotthoff	Linguistics and Education (2015)http://dx.doi.org/10.1016/j.linged.2014.12.002	The aim of this study was to investigate parent-teacher conferences in primary and secondary schools in Germany.	This research uses an ethnomethodological and interactional sociolinguistic approach.	The research results show that fragment stories are a very functional means of communication in this context.
26	Conditional granting in parent-child interactions at mealtimes	Hansun Zhang Waring	Journal of Pragmatics 167 (2020) 116-130 https://doi.org/10.1016/j.pragma.2020.05.014	The aim of this study was to investigate young children's routines involving delaying, arguing, and preventing the primary activity of eating during mealtimes	This research is a conversation analysis study that uses a corpus of more than 35 video recordings of family meals involving a three-year-old child and his parents.	The findings of this study contribute to the literature on parent-child interactions and responses to requests.

No	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
27	Endearment and address terms in family life: Children's and parents' requests in Italian and Swedish dinner time interaction	Franco Pauletto, Karin Aronsson, Giorgia Galeano	Journal of Pragmatics 109 (2017) 82-94 https://doi.org/10.1016/j.pragma.2016.12.014	The aim of this study was to explore the use of affectionate words and affective markers (including other words of greeting and nonverbal calibration) in a series of requests in intergenerational interactions, with a focus on parent–child interactions during mealtimes.	This research used video analysis methods and involved 30 hours of video recordings of mealtime conversations between parents and children.	The results of the analysis show that affectionate words are repeatedly used in a series of requests, signaling both distress and social closeness.
28	Parent language with toddlers during shared storybook reading compared to coviewing	Katherine G. Hanson, Heather J. Lavigne, Stephanie G. Gover, Daniel R.	Infant Behavior and Development 65 (2021) 101646 https://doi.org/10.1016/j.infbeh.2021.101646	The aim of this study was to compare the language used by parents when watching television	Quantitative analysis was carried out on the language used by parents while watching television with their children and	The results of the analysis show that the language used by parents is more frequent,

No	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
	television	Anderson		with their children with the language used when reading story books with their children.	while reading story books with their children.	richer and more complex when reading storybooks than when watching television, regardless of the child's age.
29	Unpacking the relationship between home literacy environment and word reading in Chinese children: The influence of parental responsive behaviors and parents' difficulties with literacy activities	Lei Wang, Duo Liu	Early Childhood Research Quarterly 56 (2021) 190-200 https://doi.org/10.1016/j.ecresq.2021.04.002	The aim of this study was to examine the relationship between family socioeconomic status (SES), children's interest in reading, literacy environment at home, and children's word reading ability.	Parents filled out questionnaires regarding their children's education, employment, literacy environment at home, and interest in reading. Chinese character reading ability and reading fluency were tested in children. Statistical analysis was carried out to evaluate the relationship between	The results showed that formal literacy experiences and access to literacy resources had significant effects on children's word reading abilities.

No	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
				variables and moderation by parents' perceptions of difficulties in literacy activities.		
30	Bidirectional relationship between parental psychological control and adolescent maladjustment	Xiaoxia Yu, Xinyuan Fu, Zhixu Yang, Mei Zhang, Xiaolan Liu, Yufeng Fu, Yichen Lv	Journal of Adolescence 92 (2021) 75-85 https://doi.org/10.1016/j.adolescence.2021.08.007	The aim of this study was to explore the longitudinal and reciprocal relationship between maternal/paternal psychological control and adolescent maladjustment, which involves internalizing symptoms, aggression, and associations with deviant peers.	This research was conducted longitudinally with two measurements at two times one year apart. Measurements involved maternal/paternal psychological control, adolescent internalizing symptoms, aggression, associations with deviant peers, and demographic information.	The results of the cross-lagged model analysis showed that fathers' psychological control was longitudinally and positively related to adolescents' internalizing symptoms and aggression.

No	Journal Title	Writer	Journal Name and DOI	Research purposes	Research methods	Results
31	Improving parent–child interactions through interactive reading workshops	Nathalie Thomas, Jacqueline Leybaert, Cécile Colin	European Review of Applied Psychology 71 (2021) 100669 https://doi.org/10.1016/j.erap.2021.100669	The aim of this study was to analyze the effects of an intervention to increase parent-child interactions during reading sessions using interactive reading techniques.	The research method is exploratory with an intervention group and a control group.	The results showed that parent and child behavior improved after the intervention, with the implementation of literacy strategies and increased child involvement in interactions.

3.2. Conversation and Language

A number of studies highlight the important role of conversation and language in parent-child interactions for strengthening children's character. Henkaline and Wagner's (2020) research shows that extra-textual conversations during book sharing with children can mediate the relationship between maternal beliefs and children's vocabulary development. These findings highlight the importance of rich and in-depth verbal communication in supporting children's language development. Another approach to identifying the impact of conversation and language on children's character development comes from research by Cimon-Paquet, Tétreault, and Bernier (2019) who found that high-quality mother-child interactions predicted longer sleep duration in children almost 6 years later. This provides further understanding that language and conversation not only influence cognitive aspects but can also play a role in supporting children's health and well-being.

Research by Bojczyka, Davis, and Rana (2016) shows that the quality of reading interactions with children (dyadic shared reading) is proven to mediate the relationship between maternal beliefs and children's expressive vocabulary. Thus, language is not only a means of communication but also a catalyst for the development of children's vocabulary and language skills. Likewise, research by Tompkins and Virginia (2015) shows that there is a significant correlation between the mother's use of cognitive state vocabulary and the child's understanding of erroneous beliefs in the future. It emphasizes

the role of language in shaping children's understanding of abstract and complex concepts. In addition, research by Santea et al. (2020) showed that parents in neglect situations scored lower on eight out of ten observed behaviors. This confirms that the quality of conversations and interactions within the family can have a significant impact on a child's character, especially in the context of less supportive parenting.

3.3. Parent Programs and Training

Various studies that have been described highlight the importance of parent programs and training in supporting parent-child interactions and strengthening positive characters in children. Pasarín, Bernedo, and Martín (2023) found that the program was able to improve birth mothers' parenting abilities, stimulate parent-child interactions during contact visits, and encourage cooperation between birth families and foster families. Likewise, research by Knauer et al. (2020) show that parent training programs, especially those involving the provision of culturally appropriate children's books, can increase the frequency of reading and the quality of reading interactions between caregivers and pre-school aged children. In line with this, research by Murayya et al. (2023) highlighted the significant benefits of dialogic book sharing training on parents' behavior during book sharing sessions. In addition, research by Chang and Yeh (2015) emphasizes the importance of playtime with children, with various types of play such as symbolic, constructional, and sensori-motor play, which have been shown to support strong bonds between parent-child. The importance of verbal and linguistic interactions in supporting children's positive character is also revealed in Henkaline and Wagner's (2020) research, where extra-textual conversations during children's book sharing can mediate the relationship between maternal beliefs and children's expressive vocabulary. Through these findings, it is illustrated that parent programs and training have a significant impact on parent-child interactions, playing a crucial role in shaping children's positive character. The implications are very relevant for designing daily approach strategies that strengthen parental involvement and support children's positive development in various aspects of their lives.

4. CONCLUSION

The conclusion of this research is that parent-child interactions play a crucial role in shaping children's positive character. Findings from various articles highlight the importance of playtime with children, activities such as book sharing, and various parent training programs. In the context of play, various types of play, such as symbolic, constructional, and sensory-motor play, have been shown to increase parent-child bonding, build trust, and stimulate children's learning. Likewise, extra-textual conversations during book sharing were associated with children's vocabulary development.

Furthermore, a comprehensive analysis of this research demonstrated that training programs, such as the implementation of dialogic book sharing, play an important role in improving parents' behavior during book sharing sessions and at the same time make a significant contribution to children's cognitive development. The implications are not limited to the character development dimension alone, but also extend to aspects of children's health and welfare.

In addition to providing a foundation for character, these findings also detail the positive impact on children's cognitive development. Dialogic book sharing training specifically creates an environment

that supports children's language and vocabulary learning. This shows that interaction through shared reading not only provides intimacy, but also becomes a vehicle for substantial learning. Therefore, the implementation of this kind of program can be considered an investment in children's intellectual development. Suggestions that can be drawn from this research are the need to increase awareness and educate parents about the vital role of their interactions with children. Training programs that cover various aspects, from play to book sharing, can be strengthened and implemented more widely. Community support and supporting policies are also needed to create an environment that supports children's holistic development. In conclusion, parent-child interaction is not just about creating an emotional bond but also about forming a strong foundation for the development of children's positive character and creating a better future.

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