

## EDUCATION AND RESILIENCE: HOW TEACHER–PARENT COMMUNICATION CAN SHAPE CHILDREN'S FUTURES

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**Abstract:** *In today's context, marked by instability and uncertainty, children's ability to develop resilience is essential for their success and emotional balance. This article explores the role of communication between teachers and parents in shaping this fundamental skill. Drawing on contemporary psycho-pedagogical theories and recent research, the paper demonstrates that authentic and empathetic collaboration between the significant adults in a child's life is key to developing healthy adaptation and learning strategies.*

**Keywords:** *resilience; education; communication.*

### Introduction

Resilience is a key concept in developmental psychology and education, defined as an individual's ability to cope with, adapt to, and recover from difficult experiences (Masten, 2014). In the school environment, where children face both academic demands and social pressures, support from both family and teachers can be the difference between failure and harmonious development (Panisoara, 2017). In this context, teacher–parent communication gains particular value, acting as a bridge that supports the child throughout their learning and growth journey.

Resilience is not merely an innate trait but rather a skill that can be developed and strengthened over time through supportive relationships and meaningful experiences. This cultivation process depends heavily on the environment in which a person lives and the quality of their interpersonal relationships. According to Ungar (2011), resilience emerges from the interaction between individual factors, social environment, and life experiences—a dynamic framework that can be improved. Protective factors play an essential role in facilitating this

development. These include stable and trusting relationships with supportive adults—such as parents, teachers, or mentors—who offer emotional support and guidance. Safe school environments that foster mutual trust and support also contribute to the growth of resilience. A coherent emotional support system that meets individual needs and encourages personal development is another critical component in strengthening this ability (Masten, 2014). Hence, investing in the creation of stable and supportive environments and promoting trust-based relationships and emotional support systems are essential for fostering resilience at the individual, family, and community levels.

Teacher–parent communication is a process of co-participation and ongoing collaboration that significantly influences students' behavior, attitudes, and academic performance. This partnership contributes to creating a favorable educational climate and supports the child's holistic development. According to Epstein (2001), effective and open communication between teachers and parents enhances family involvement in the educational process, which leads to better learning outcomes and a more positive attitude toward school.

Additionally, Pânișoara and Pânișoara (2010) emphasize that the teacher–parent relationship should be grounded in fundamental elements such as empathy, active listening, and mutual respect. Empathy enables parents and teachers to understand and respond to one another's needs and emotions, fostering a climate of trust and openness. Active listening ensures effective communication in which both parties feel heard and understood, facilitating information exchange and problem-solving. Mutual respect strengthens the relationship and helps build a solid partnership focused on the child's well-being and development.

By adopting an approach based on empathy, open communication, and mutual respect, the teacher–parent relationship not only fosters a positive educational atmosphere but also promotes a shared sense of responsibility for the child's progress and well-being. In essence, effective and empathetic communication between teachers and parents is a foundational pillar for establishing a learning environment that supports school success and the development of appropriate student behaviors and attitudes.

Joyce Epstein's (2001) model identifies six essential types of parental involvement in education, each playing a distinct role in supporting children's development and promoting school success. In addition to communication and active collaboration, which facilitate information exchange and direct parental participation in education, the model includes: promoting high expectations, supporting learning at home,

participating in school decisions, and volunteering in school activities (Epstein, 2001).

Promoting high expectations involves parents showing clear and consistent interest in their children's academic performance, expressing confidence in their abilities, and setting ambitious educational goals (Epstein, 2001). Research shows that positive parental expectations correlate with greater student motivation and higher academic achievement (Jeynes, 2007). Supporting learning at home means creating a study-friendly environment, providing adequate learning resources, and engaging in educational activities such as helping with homework or discussing school topics (Epstein, 2001). This involvement reinforces cognitive processes and helps develop the skills needed for autonomous learning (Fan & Chen, 2001).

Parental involvement in school decision-making refers to participating in governance structures and shaping school policy, which fosters a sense of shared responsibility and institutional support (Epstein, 2001). This engagement encourages an inclusive school climate that adapts to students' needs (Sheldon & Epstein, 2005). Volunteering in school activities involves direct parental contributions to events and projects, providing logistical and emotional support (Epstein, 2001). Such activities strengthen family-school connections and boost students' sense of belonging (Epstein & Sheldon, 2006).

The importance of these forms of involvement is confirmed by numerous studies that show positive effects on children's socio-emotional and cognitive development. Notably, parental involvement supports children's ability to manage stress and challenges and fosters the development of independent, informed decision-making (Desforges & Abouchaar, 2003; Hill & Tyson, 2009). Thus, Epstein's model offers a comprehensive and practical framework for educational policies focused on close collaboration between family and school to maximize children's developmental potential.

An interesting method for enhance communication is bibliotherapy. This activity plays a significant role in enhancing communication between parents and teachers by providing a shared framework for understanding children's emotional and behavioral development. Through carefully selected books and stories, both parties can explore common challenges, gain insights into children's needs, and develop a mutual language for discussing sensitive topics. This collaborative approach fosters empathy, builds trust, and encourages open dialogue, ultimately leading to a more supportive and effective educational environment for the child. (Dughi, Cotrău, 2014)

Effective and ongoing teacher-parent communication is fundamental in supporting students' emotional development and, consequently, in

strengthening their resilience. An open and consistent communication channel allows for early detection of emotional and social issues such as anxiety, stress, or adjustment difficulties, thereby enabling timely and tailored interventions (Siegel & Bryson, 2018). Close collaboration between parent and teacher facilitates the sharing of relevant information about the student's behavior and emotional state, creating a support network that helps the child navigate academic and personal challenges (Epstein, 2001).

This communication also allows parents and teachers to coordinate emotional support strategies, contributing to a deep sense of security and belonging at school and home (Masten, 2014). The feeling of safety is crucial for students to feel protected and encouraged to express emotions and develop effective emotional regulation strategies (Siegel & Bryson, 2018). In this way, teacher-parent communication becomes a vector for resilience development, helping children cope with stress and recover from adverse events by fostering constructive adaptation skills (Luthar, Cicchetti, & Becker, 2000).

Moreover, parental involvement in educational and emotional dialogue with teachers contributes to a positive climate based on mutual trust and respect, which directly influences the child's emotional state (Hill & Tyson, 2009). Thus, the emotional dimension of teacher-parent communication involves not only problem identification but also the construction of a psychological support environment, essential for developing students' resilience competencies. In this context, perceived social support, as highlighted by Dughi, Demeter, and Vancu (2020), plays a crucial role in reducing anxiety levels, reinforcing the importance of strong collaborative relationships as parents and teachers.

Ongoing communication between teachers and parents about learning styles, difficulties, or progress is crucial for creating a coherent and effective educational plan. Through continuous information sharing, both the parent and the teacher can tailor educational interventions to the child's specific needs, avoiding inconsistencies that could hinder the learning process (Pânișoară, 2017). Transparent collaboration enables early detection of academic issues and the implementation of personalized solutions, significantly contributing to the student's academic success (Epstein, 2001).

Well-structured communication builds an educational support network that not only promotes academic progress but also strengthens the child's self-confidence (Panisoara, 2017). Confidence in one's abilities is a key factor in resilience, as it provides the motivation and perseverance necessary to overcome difficulties and persist in learning despite challenges (Zimmerman, 2002). Thus, effective educational

communication not only facilitates tailored pedagogical interventions but also creates an environment where the student feels supported and encouraged to express needs and develop autonomy.

Furthermore, this type of dialogue between parents and teachers promotes a shared understanding of educational goals and the responsibilities of each party, reinforcing active involvement and partnership in the educational process (Epstein, 2001). Therefore, the educational dimension of teacher–parent communication plays a vital role in developing students' resilience by helping them acquire cognitive skills and effective coping strategies.

Effective and frequent teacher–parent communication also contributes to creating a coherent framework of rules and expectations, reducing ambiguity and providing students with clear guidance in their learning process (Eccles & Harold, 1996). This clarity supports the development of self-regulation and academic responsibility—core skills for building resilience, as students learn to manage time, effort, and learning strategies autonomously and efficiently (Pintrich, 2000). Thus, teacher–parent communication not only enables appropriate educational interventions but also fosters a sense of competence and control in students over their own educational journey.

School programs that actively involve parents through various forms of communication and collaboration have demonstrated significant positive impacts on student engagement and the development of adaptive and resilient skills. Regular meetings between parents and teachers provide a structured framework for exchanging information about students' progress and needs, facilitating personalized and coordinated educational interventions (Weiss, Caspe & Lopez, 2006). These meetings help build a strong school–family partnership that reinforces students' sense of support and belonging.

Interactive workshops for parents are another effective practice, equipping them with practical strategies to support both educational and socio-emotional development at home. Parent participation in such activities increases involvement levels and positively affects students' motivation and adaptability (Epstein, 2001). The use of digital communication platforms between parents and teachers has also become increasingly common and effective in modern education. These tools allow for continuous, rapid, and transparent dialogue, facilitating mutual updates on students' academic performance, challenges, and behavioral development (Damşa et al., 2020). As such, digital technology helps create a dynamic support network that strengthens both the educational and emotional dimensions of children's resilience development.

In the Romanian educational context, effective teacher–parent communication is crucial for developing students’ resilience, especially in the face of challenges such as limited resources, overburdened teachers, and students’ diverse socio-economic backgrounds (Ministry of Education, 2022). While regular class-level meetings, such as parent-teacher conferences, are a traditional practice, their frequency and quality vary significantly across schools and regions.

In many Romanian schools, active parental involvement is limited by cultural or logistical barriers. However, the use of digital platforms like WhatsApp or school-specific apps is beginning to facilitate more consistent and accessible communication, particularly in urban areas (Ionescu & Marinescu, 2021). These tools allow teachers to quickly share updates about students’ progress and enable parents to participate more actively, even with busy schedules.

Educational programs that include parent workshops organized by schools or school inspectorates add significant value by offering practical strategies for supporting children’s learning and emotional development at home (Ștefan, 2019). In rural areas, where access to educational resources is often limited, such initiatives can play a decisive role in reducing performance gaps and boosting students’ confidence.

### **Conclusion**

For teacher–parent communication models to be truly effective in Romanian schools, they must be adapted to local contexts. This includes leveraging digital technologies, consistently organizing interactive activities for parents, and creating open communication channels that encourage genuine and sustained family involvement in children’s education.

Despite the proven benefits of effective teacher–parent communication, there are still significant challenges that may limit its positive impact on students’ resilience. One of the most common difficulties is the lack of time—both for parents and teachers—which hampers regular, in-depth interactions (Panisoara & Panisoara, 2010). In the Romanian school system, where teachers face heavy administrative loads and parents may work demanding schedules, finding shared time for meaningful dialogue is a real challenge.

Cultural and social barriers can also negatively affect communication. In some communities, the parental role in education is seen as passive, and some parents may display defensiveness or mistrust toward teachers, limiting openness and collaboration (Epstein, 2001). These attitudes may be rooted in past negative experiences or in the lack of a culture of partnership between families and schools, a phenomenon

frequently encountered in certain communities in Romania (Ionescu & Marinescu, 2021).

Another important aspect is the lack of shared responsibility in the educational process. Both parents and teachers may have misaligned expectations regarding their roles, which leads to tensions and to a dysfunctional or even non-existent dialogue (Panisoara & Panisoara, 2010). This highlights the need for specific education for parents, emphasizing the importance of their active involvement and open communication for the well-being and development of children.

Moreover, teacher training in relational and communication skills is essential to overcoming these obstacles. Teachers must be prepared to manage the cultural and socio-economic diversity of families, adopt an empathetic attitude, and use communication strategies that encourage constructive dialogue and genuine partnership (Epstein, 2001; Panisoara & Panisoara, 2010). Only through sustained efforts in training and awareness can an inclusive and collaborative educational environment be built, in which parent-teacher communication becomes a cornerstone of children's resilience development.

Parent-teacher communication represents a key pillar in the process of developing resilience in children, influencing both their academic progress and emotional well-being. A genuine partnership, based on mutual trust, transparency, and active cooperation, has the potential to transform students' educational trajectories and emotional lives, offering them strong resources to cope with challenges and adapt constructively to changes in their school and social environments (Epstein, 2001; Siegel & Bryson, 2018).

To fully harness these benefits, it is imperative that national and local educational policies promote and support authentic forms of collaboration between parents and teachers. Thus, school practices must include systematic mechanisms for communication and parental involvement, provide specific training for teachers in relational competencies, and develop parenting education programs tailored to the cultural and social diversity of communities (Panisoara & Panisoara, 2010; Masten, 2014).

In conclusion, strengthening an educational framework that facilitates open dialogue and genuine partnership between school and family is an essential condition for the harmonious and balanced development of students. Only through a joint effort, based on respect and involvement, can children develop the resilience necessary to build a successful educational path and a healthy personal life.

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