

BUILDING ADOLESCENT RESILIENCE THROUGH EDUCATION: THE ROLE OF TEACHERS IN STRENGTHENING POSITIVE PARENTING

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Abstract: *The article investigates the contribution of teachers to the development of adolescent resilience by cultivating an inclusive educational climate and by stimulating a collaborative relationship between school, family and community. Based on self-determination and ecological theories of development, the interactions between individual and contextual factors that facilitate the positive adaptation of young people are analyzed. The importance of the support provided by teachers in reinforcing positive parenting styles and in promoting a multisystemic network of support for adolescents is highlighted.*

Keywords: *resilience; adolescents; teachers; positive parenting; educational partnerships.*

Introduction

In a society characterized by instability and accelerated change, adolescents face multiple pressures – academic, social, and family – that can affect their psychological balance. In this context, the development of resilience can no longer be conceived as an isolated individual attribute, but as the result of an ecological process, rooted in the interactions between the adolescent and his or her support systems (Ungar, 2011; Twum-Antwi, Jefferies & Ungar, 2019).

Resilience, understood as the ability to overcome adversity and return to optimal functioning, is supported by the interrelational dynamics between youth, family, school, and community (Masten, 2014). According to Bronfenbrenner's ecological model, teachers occupy a central position in the adolescent's microsystem, exerting a direct influence on motivation, self-regulation, and social development (Bryan & Henry, 2012).

Self-determination theory (Deci & Ryan, 2000) provides a pertinent framework for understanding how meeting the needs for autonomy, competence, and relatedness supports intrinsic motivation and school engagement. These needs can be cultivated in both the family and educational settings through a pedagogy centered on relationship and collaboration (Ryan & Deci, 2000).

In this sense, the article proposes a transdisciplinary analysis on how teachers can support positive parenting and become key factors in strengthening adolescent resilience.

Positive parenting as a vector of resilience

Positive parenting is a set of educational practices focused on emotional support, authentic communication, setting consistent boundaries, and promoting child autonomy. According to Heryanti and Nurhayati (2023), this parenting style promotes the harmonious development of the child and functions as a protective factor against stress and daily adversities. When the parent-adolescent relationship is characterized by empathy, mutual respect, and emotional validation, it becomes an important source of emotional security and support for exploring the outside world and one's own identity.

The importance of a positive family climate is also supported by the ecological model of resilience, according to which the family constitutes a fundamental support system in building adaptive capacities (Ungar, 2011; Masten, 2014). In this sense, positive parenting not only responds to the basic needs of adolescents, but also actively contributes to the development of emotional and social skills necessary for healthy psychological functioning.

Self-Determination Theory (Ryan & Deci, 2000) provides a robust theoretical framework for understanding the influence of positive parenting on adolescent development. Thus, a parenting style characterized by affection and democratic orientation promotes the satisfaction of three fundamental psychological needs: autonomy, competence, and relatedness. The fulfillment of these essential needs is associated with an increase in intrinsic motivation, a higher level of school engagement, and an enhanced subjective well-being among adolescents (Zhang, He & Deng, 2023).

Further, in the study by Liu, Cho, & Liu (2025), they also found that positive parenting predicts learning engagement, which is mediated by grit, as a combination of consistency of interests and perseverance of efforts toward long-term goals. These findings emphasize that having a positive perception of parental support is associated with higher grit, which in turn is directly related to engagement in school, academic resilience and being able to sustain effort.

It can be observed that the Grit-PE dimension (persistence of effort) presents a higher predictive value than the Grit-CI dimension (consistency of interests), suggesting that parental support primarily supports the willingness to make an effort despite difficulties.

The research also highlights a significant association between positive parenting and high levels of social competence, emotional self-regulation, and prosocial behaviors (Twum-Antwi, Jefferies & Ungar, 2019; Bryan & Henry, 2012). These indicators are specific to a resilient, persevering, and relational-skilled profile.

In such a family context, adolescents not only benefit from emotional support, but also learn through modeling behaviors of effective problem management and responsibility. This experience is reinforced by teachers, who – by collaborating with parents – can support the values and practices of positive parenting. Teachers thus become true educational mediators, who can strengthen the sense of coherence between what the adolescent lives at home and what he experiences in the school space.

Last but not least, according to data from Zhang, He, and Deng's (2023) study, consistent satisfaction of psychological needs in the family environment is associated with lower levels of academic burnout and higher life satisfaction. These results reinforce the idea that positive parenting is not only an effective educational practice, but also a strategic vector for promoting adolescent resilience in an increasingly challenging social environment.

In conclusion, positive parenting, through its functions of protection, emotional support and autonomy stimulation, becomes a key element in the architecture of adolescent resilience. When supported by teachers through an authentic educational partnership, it can amplify young people's internal resources and facilitate their development of an autonomous, stable and involved identity.

The role of teachers in supporting positive parenting

Within the ecological paradigm of human development (Bronfenbrenner, 1979), teachers are recognized as primary educational agents, whose influences are not limited to the cognitive level, but extend to the affective, social and relational dimensions of students. Teachers act in interdependence with the family and other community actors, constituting essential nodes in a network supporting child and adolescent development.

In this perspective, the school is reconfigured from an institutional space for transmitting information into a relational ecosystem, which mediates between family, child and community (Bryan & Henry, 2012). The role of the teacher is no longer strictly didactic, but

integrative and relational, involving functions of counseling, facilitation and educational mediation. Teachers become promoters of inclusive education and partners in supporting positive parenting, especially in situations where parents are faced with socio-economic, emotional or educational difficulties.

According to the analysis proposed by Bryan and Henry (2012), teachers can actively contribute to strengthening adolescent resilience and supporting positive parenting through four strategic directions:

1. **Providing constant emotional support**– teachers who practice relational and empathetic pedagogy become alternative sources of secure attachment for adolescents, especially in unstable family contexts. Positive school relationships contribute to the development of socio-emotional skills and the modeling of healthy behaviors.
2. **Setting clear expectations and encouraging high standards**– by providing a predictable framework, teachers can contribute to the development of students' sense of competence and self-efficacy, indirectly reflecting on parenting style. Thus, parents can be encouraged to adopt similar educational practices – firm, but emotionally supportive.
3. **Involving parents in the educational process**– joint activities organized by teachers (meetings, parenting workshops, community projects) can reduce the symbolic distance between school and family. These initiatives strengthen parents' confidence in their own educational role and provide concrete models of positive interaction with their children.
4. **Facilitating access to resources**– teachers can function as bridges between families and community support services (counseling centers, NGOs, educational support programs), especially in the case of marginalized families.

The importance of this role becomes particularly evident in the context of family vulnerability. Studies by Kourkoutas et al. (2015) show that teachers who demonstrate inclusive attitudes and intercultural competences manage to establish functional supportive relationships with parents and create a school climate perceived as safe and encouraging. Thus, the school becomes a space of mutual learning, where parents are not judged for their shortcomings, but supported to improve their parenting skills through collaboration and dialogue.

Also, from the perspective of promoting positive parenting, teachers play an important role in indirectly shaping parental behavior. Through their style of interaction with students – respectful, predictable and supportive – teachers provide parents with concrete examples of empathetic communication, setting limits and encouraging autonomy.

In this sense, they can constitute true models of “educational co-parenting”.

A key aspect of this process is building a school climate based on mutual respect, equity, and emotional security. According to Twum-Antwi, Jefferies, and Ungar (2019), such an environment helps to strengthen adolescent resilience by reducing toxic stress and promoting healthy relationships with significant adults. Teachers who invest in the relationship with the family and the student contribute to creating a cohesive educational framework that supports the balanced development of young people.

Moreover, interactions between school and family must go beyond administrative or bureaucratic logic and become dialogic processes, focused on finding solutions and understanding the real needs of adolescents. Communication should not be unidirectional (from teacher to parent), but a partnership, based on active listening, constructive feedback and mutual support (Bryan & Henry, 2012).

In conclusion, teachers are essential educational actors in supporting positive parenting, especially in the current context, in which the family and the school are facing multiple challenges. Through empathetic involvement, transdisciplinary collaboration and continuous professional training, teachers can contribute to strengthening a support network around the adolescent, maximizing his or her potential for positive adaptation.

Educational partnerships and community support

In the current context, where the challenges faced by adolescents are increasingly complex and multisystemic, educational partnerships are becoming an essential condition for promoting the harmonious development and resilience of young people. The relationship between school, family and community must be seen as a collaborative trinomial, in which each actor contributes to shaping a coherent, inclusive and adapted ecosystem of support to the individual needs of the adolescent.

According to Bryan and Henry (2012), effective educational partnerships are based on mutual trust, transparency, ongoing communication, and shared goals, and these elements allow for the creation of a solid relational framework that supports students’ educational and personal progress. Such a framework prevents the fragmentation of educational messages and ensures normative and behavioral coherence between the family, school, and community environments. Adolescents need stable and congruent landmarks to build a coherent identity and to develop functional mechanisms for adapting to stress and uncertainty.

From a systemic perspective, the development of resilience does not occur in isolation, but is the result of an ecological process, in which the positive interaction between the adolescent and his or her support networks plays a crucial role (Ungar, 2011; Twum-Antwi et al., 2019). In this sense, educational partnerships become vectors of social inclusion and educational equity, especially in vulnerable communities or in areas where parents have limited resources.

Parental involvement in school life, facilitated by constant dialogue, shared activities, and the provision of accessible educational resources, contributes to an increased sense of parental efficacy and the development of coherent educational practices. Recent studies highlight the fact that parents who actively participate in their children's school activities are more confident in their own parenting skills and become more receptive to positive parenting strategies (Heryanti & Nurhayati, 2023). On the other hand, children who come from such families show a higher level of academic engagement, self-regulation, and social responsibility.

The effectiveness of educational partnerships is all the more visible when they are accompanied by an institutional openness towards the community. Community activists – for example NGOs, psychopedagogical support services, religious leaders, or intercultural mediators – may also act as a reinforcing support network around the adolescent. They provide access to resources, relational models as an alternative proposal and discipline the promotion of social inclusion, particularly in case of adolescents in situations of marginalization or at psycho-social risk (Kourkoutas et al., 2015). School, NGO, and public sector partnerships have been successful in delivering socioemotional development, psychological support, and parenting education programs to underprivileged communities (Twum-Antwi et al., 2019). When implemented as part of the local education policy, such interventions may help to reduce educational inequalities and contribute to a safer environment for all adolescents, irrespective of their socio-economic background.

These partnerships also support intergenerational learning and the building of a community educational culture. Adolescents begin to perceive education not as an isolated process in the classroom, but as a phenomenon integrated into social life, supported by adults from diverse backgrounds.(Iosim, Runcan, Runcan et al., 2022)This perspective contributes to increasing intrinsic motivation and developing a sense of belonging – fundamental factors of personal resilience.

A strategic and systematic vision is needed from school institutions for these partnerships to be sustainable and effective. At the same time,

clear policies for parent and community involvement, professional training for teachers in the field of communication and collaboration, as well as periodic evaluation sessions of the needs of the educational community must be implemented.(Gavrilă-Ardelean & Gavrilă-Ardelean, 2017).

Therefore, partnerships between school, family, and community are not merely complementary options, but represent fundamental pillars of a resilient and equitable educational system. They contribute to the formation of a collaborative ecosystem, in which adolescents benefit from coherent, stable, and tailored support for their needs, and parents are encouraged to effectively manage their own parental role.

Conclusions and directions for action

Teachers, as facilitators of resilience development and promoters of positive parenting, play a central role in shaping an inclusive, collaborative and balanced educational environment. Through empathetic communication, personalized support and the strengthening of authentic partnerships with family and community, teachers significantly contribute to the formation of a generation of autonomous, responsible and resilient adolescents.

For the results of this mission to be effective, it is essential that educational policies promote the continuous training of teaching staff in fundamental areas such as communication with the family, social inclusion and socio-emotional development. In parallel, the school curriculum should integrate, in a manner adapted to current realities, topics such as mental health and emotional intelligence, thus responding to the authentic needs of contemporary adolescents.

Therefore, it is necessary to adopt multisystemic, sustainable interventions that support collaboration between teachers, parents and the community, in order to build an educational ecosystem capable of responding to the complexity of current challenges and contributing to the development of solid resilience among adolescents.

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