Negative Parental Involvement, its Effects on Teachers' Professional Self-Efficacy and the Possibility of Building a "Quasi-Organic Bridge"

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Abstract:

Negative parental involvement, defined as adverse or unsupportive interactions by parents toward teachers, can undermine teachers' confidence in their professional abilities. This study examines the impact of such negative parental involvement on teachers' professional self-efficacy. The results indicate that higher levels of negative parental involvement are significantly associated with lower teacher self-efficacy. Teachers who reported more frequent critical, hostile, or interfering parental behaviors tended to have diminished confidence in managing their classrooms and effectively performing their teaching duties. These findings highlight how adversarial parent-teacher relations can erode educators' belief in their capabilities, underscoring the importance of fostering positive and supportive parent-teacher partnerships. Schools and policymakers can help preserve and enhance teachers' professional self-efficacy by addressing and mitigating negative parental involvement. Maintaining high teacher self-efficacy is expected to contribute to better overall educational outcomes.

Introduction

Parental involvement in education is widely recognized as a crucial factor in promoting student achievement and positive educational outcomes (Dabur & Fuchs, 2025). Students benefit academically and socially when parents engage constructively with schools by communicating with teachers, supporting homework, or participating in school events (Henderson & Mapp, 2002). However, not all forms of parental involvement are beneficial. Sometimes, parents may become overbearing, highly critical, or confrontational in their interactions with teachers. Such negative parental involvement can create a challenging environment for educators, potentially undermining their authority in the classroom and increasing their stress levels (Rouse, 2009). Teachers often cite difficult interactions with parents, ranging from aggressive communications to unwarranted interference in pedagogical decisions, as a significant source of professional pressure and job dissatisfaction (Sakharov & Farber, 1983).

Teachers' professional self-efficacy refers to their belief in their ability to plan, organize, and carry out teaching tasks effectively to achieve educational goals (Bandura, 1997). High self-efficacy is associated with greater enthusiasm for teaching, persistence in facing challenges, and openness to new instructional strategies. Conversely, when teachers' self-efficacy is lowered, it can lead to decreased job performance, a higher risk of burnout, and even decisions to leave the profession. The social environment of a teacher—including support or pressure from administrators, colleagues, and parents—plays a role in shaping self-efficacy beliefs (Tschannen-Moran & Hoy, 2007). Negative feedback or persistent conflict with parents might act as a form of social persuasion that erodes teachers' confidence in their capabilities.

While extensive research has examined positive parental involvement and its benefits for student learning and teacher-parent collaboration, comparatively little attention has been given to the potential detrimental effects of negative parental behaviors on teachers themselves. Understanding this dynamic is important, as teachers who feel undermined or attacked by parents may struggle to maintain confidence in their professional judgments and skills. If negative parental involvement does indeed impair teachers' self-efficacy, this could have ripple effects on classroom climate and student learning, given the centrality of teacher self-efficacy to effective teaching.

This study seeks to fill that gap by investigating how negative parental involvement affects teachers' professional self-efficacy. Specifically, the research addresses the question: To what extent do adverse or conflictual interactions with parents influence teachers' belief in their own effectiveness as educators? The study aims to contribute to a more nuanced understanding of parent-teacher dynamics by exploring this question. In the following sections, the paper reviews relevant literature on parental involvement and teacher self-efficacy, outlines the research methodology, presents the key findings, and discusses the implications for educational practice and policy.

2. Literature Review

2.1 Parental Involvement

Parental involvement generally refers to parents' participation in their children's educational process, both at home and in school. Extensive literature documents that constructive parental involvement – such as communicating regularly with teachers, helping with homework, and attending school functions – is linked to improved student outcomes, including higher achievement and better social skills (Henderson & Mapp, 2002; Fan & Chen, 2001). Epstein's framework of six types of parent involvement (parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community) highlights the multiple avenues through which parents can positively engage with schools (Epstein, 1995).

Through such engagement, parents and teachers can form partnerships that support children's learning. However, alongside the well-recognized benefits of parental involvement, scholars have noted a potential "dark side" to certain forms of intrusive or conflictual involvement. Parent participation may be considered negative parental involvement when it crosses into excessive monitoring, harsh criticism, or adversarial interaction with educators. This can include behaviors like persistently challenging teachers' professional decisions, aggressive communication (for example, angry emails or confrontations), or undermining a teacher's authority in front of students.

2.2 Effects on the Social-Educational Climate

Research indicates that school and classroom climate are multidimensional constructs influenced by various factors, including parental involvement and behavior (Sivevska, 2015; Đurišić et al., 2023). Positive parental involvement is associated with improved school climate and student outcomes (Haynes et al., 1989; Alinsunurin, 2020). However, negative parental behavior, such as pro-violence messages, can adversely affect the classroom environment (Martínez-Fernández et al., 2020).

The quality of family environment is linked to students' empathy, attitudes towards authority, and behavior in school (Moreno Ruiz et al., 2009). School climate is shaped by teacher-student relationships, fair rules, and respect for diversity (Božović et al., 2024). Ethical school climates characterized by rules and professional codes are more strongly related to parental involvement than caring climates (Rosenblatt & Peled, 2002). Improving school climate through enhanced teacher-student relationships and parental involvement can positively impact student engagement, well-being, and academic achievement (Božović et al., 2024).

2.3 Negative Parental Behaviors and Teacher Outcomes

Although positive parent-school partnerships are emphasized in policy and research, negative parental behaviors are an emerging concern. Teachers who face frequent conflict or intense criticism from parents often experience elevated stress and lower job satisfaction. For example, Prakke et al. (2007) found that "challenging" parents (characterized as unsatisfied, overprotective, or overly critical) had a significant impact on teacher stress levels. In extreme cases, repeated negative interactions with parents can contribute to teacher burnout or even prompt some educators to consider leaving the profession.

Additionally, conflict with parents can create a hostile work atmosphere, leading teachers to develop negative feelings toward engaging with parents (Prakke et al., 2007). Importantly, chronic stress and emotional exhaustion resulting from ongoing parent-teacher conflict could plausibly diminish a teacher's sense of efficacy. When teachers constantly face opposition or disparagement from parents, they may doubt their teaching abilities or feel less effective in their role.

2.4 Teacher Professional Self-Efficacy

The concept of self-efficacy originates from Bandura's social cognitive theory, and as Ichilov (2025) posits, individuals' belief in their capability to perform tasks influences their motivation and performance. In education, teacher self-efficacy refers to a teacher's confidence in executing instructional strategies, managing the classroom, and facilitating student learning (Tschannen-Moran & Woolfolk Hoy, 2001).

This construct has been widely studied due to its strong association with important educational outcomes. Teachers with high self-efficacy tend to be more resilient, adopt innovative teaching methods, and persist in the face of difficulties (Bandura, 1997; Schwarzer & Hallum, 2008). By contrast, teachers with low self-efficacy are more prone to anxiety, stress, and withdrawal from challenging situations.

Research has shown that self-efficacy can be shaped by various factors, including mastery experiences (successes or failures in teaching tasks), vicarious experiences (observing peers), and social persuasion (feedback and encouragement from others) (Bandura, 1997). Social persuasion can include feedback from principals, colleagues, or even students' parents. Positive reinforcement and support from these sources can boost a teacher's self-efficacy, whereas negative feedback or criticism may erode it.

Chen, V. (2025). Negative Parental Involvement, its Effects on Teachers' Professional Self-Efficacy and the Possibility of Building a "Quasi-Organic Bridge". *Gaia, 1*(1) - (the Educational Spectrum), 53-73.

2.5 Linking Parental Involvement to Teacher Self-Efficacy

Given that social contextual factors play a role in teachers' self-beliefs, it stands to reason that the nature of parent-teacher interactions could influence teacher self-efficacy. Supportive parental involvement might serve as positive reinforcement, whereas negative parental involvement could be a demotivating factor. However, empirical research specifically examining the impact of parental behavior on teacher self-efficacy is relatively sparse since most studies on parental involvement focus on student-centered outcomes rather than effects on teachers.

A few studies have begun to bridge this gap. For instance, a recent study by Zagkotas et al. (2024) found that higher perceived parental involvement was modestly associated with lower teacher self-efficacy. The authors suggested that when teachers perceive parental involvement as intrusive or judgmental, it may coincide with diminished confidence among those teachers in their own effectiveness.

Similarly, research on teacher stress indicates that lack of support or overt conflict from parents can undermine teachers' morale and sense of competence (Sakharov & Farber, 1983). These perspectives align with the theoretical expectation that negative interpersonal feedback (such as sustained criticism from parents) is a form of social persuasion that can adversely influence a teacher's self-efficacy beliefs.

2.6 Creating Mutual Trust

Research consistently shows that trust between parents and teachers is crucial for student achievement and reducing educational inequality. Parent trust in teachers is influenced by factors like socioeconomic status, parent characteristics, and teacher behaviors (Neuenschwander, 2020; Kim, 2020). Building trust requires careful planning, systematic approaches, and mutual respect (Tantowi et al., 2022).

Home-school-community collaboration contributes to different dimensions of relational trust (Ho & Sui Chu, 2023). Despite challenges related to power dynamics and inequalities, moments of connection can foster trust-building between diverse families and educators (Kuttner et al., 2022). Simple interventions like texting can help build trust and empower parents in middle school settings (Bachman et al., 2022). Understanding and addressing tensions in teacher-parent relationships is essential for collaborative transformation (Deslandes et al., 2023). Meta-analysis reveals that teacher trust has a moderate effect on student learning, while school leadership significantly influences teacher trust (Sun et al., 2023).

Chen, V. (2025). Negative Parental Involvement, its Effects on Teachers' Professional Self-Efficacy and the Possibility of Building a "Quasi-Organic Bridge". *Gaia, 1*(1) - (the Educational Spectrum), 53-73.

2.7 Equal Educational Partnership

Recent research emphasizes the importance of collaborative partnerships between parents and teachers in early childhood education. These partnerships are characterized by equal dialogue, shared responsibility, and respect for each party's unique knowledge (Karila & Alasuutari, 2023; Blair & Haneda, 2020). Effective collaboration positively impacts children's academic and social-emotional development (Afia & Malik, 2024).

Key elements of successful partnerships include regular communication, parental participation, and support for learning at home (Levinthal et al., 2021; Ragnarsdóttir, 2020). However, challenges such as differing perceptions, time limitations, and economic backgrounds can hinder collaboration (Afia & Malik, 2024). To address these issues, researchers propose models like the CAFE partnership model, which emphasizes trust-building and two-way engagement (Kambouri et al., 2021). Additionally, understanding and addressing tensions in teacher-parent relationships is crucial for fostering transformative processes and reducing power imbalances (Deslandes et al., 2023). Building trust between parents and educators is essential, particularly during children's transition to early childhood education settings (Rutanen & Laaksonen, 2020).

2.8 Communication Flexibility

Research on communication flexibility highlights the importance of balancing formal and informal communication in organizations. Structured flexibility, involving stable organizational features and adaptive processes, can help sustain organizational hybridity (Smith & Besharov, 2019). Effective communication requires adapting to different situations, from formal processes to informal practices (Eckert et al., 2013).

Workplace flexibility policies shape communication flows and employee perceptions of work-life boundaries (Nordbäck et al., 2017). While formal tools and structures provide control and stability, informal practices generate potential for variation and adaptation (D'Adderio, 2003). In crisis management, flexible communication tools and coordination structures are crucial for ground-level teams (Dugdale et al., 2006). The concept of adaptability is proposed as an alternative to workplace flexibility, emphasizing a system of worker autonomy that incorporates fluidity in achieving personal and organizational goals (Myers et al., 2013). Evolutionary research suggests that communicative flexibility is a key step in the development of human communication (Oller & Griebel, 2008).

Chen, V. (2025). Negative Parental Involvement, its Effects on Teachers' Professional Self-Efficacy and the Possibility of Building a "Quasi-Organic Bridge". *Gaia, 1*(1) - (the Educational Spectrum), 53-73.

2.9 Psychological Flexibility

Fuchs et al. (2023) highlight the importance of psychological flexibility in human leadership, particularly in educational contexts. Their research shows that flexibility in thinking and approach helps educators navigate complex social dynamics, including challenging parent-teacher relationships. This adaptive capacity allows teachers to maintain their professional efficacy even under stressful conditions.

2.10 Historical Development of Parental Involvement in the Education System

Parental involvement in the education system has undergone significant changes throughout the history of institutional education. Analyzing this development allows for a deeper understanding of the current challenges and complexities in the relationship between parents and the education system.

The historical development of educational partnerships has seen a shift from a hierarchical model to one emphasizing collaboration between schools and families (Spry & Graham, 2009; Conaty, 1999). Fuchs (2005), for example, provides historical context through his analysis of visual information in ancient societies, demonstrating how educational practices and parent-child relationships have evolved over millennia. His work on the Cave of the Treasure offers insights into how social expectations and community roles have shaped educational approaches across different cultural contexts.

This transition recognizes parents' crucial role in education and aims to improve student outcomes (Sheldon & Van Voorhis, 2004). The concept of "developmental partnership" emerged, acknowledging parents as primary educators and fostering mutual learning (Easen et al., 2007). Effective partnerships require egalitarianism, shared goals, and mutual benefits (Lefever-Davis et al., 2007). However, socioeconomic factors can influence parent-teacher relationships, with working-class families often experiencing more conflict (Levin, 1987).

Systems theory and complexity theory offer new perspectives on building parent-school partnerships, emphasizing dialogue and relationship-building (Price-Mitchell, 2009). Epstein (1986) proposed an integrated theoretical model that considers the history, development, and changes in family-school relationships, suggesting that parent involvement can be manipulated to enhance school effectiveness and student success.

Chen, V. (2025). Negative Parental Involvement, its Effects on Teachers' Professional Self-Efficacy and the Possibility of Building a "Quasi-Organic Bridge". *Gaia, 1*(1) - (the Educational Spectrum), 53-73.

The concept of parental involvement in education has evolved significantly over time. It has transitioned from passive support to active participation in learning processes, expanding from homework assistance to curriculum planning partnerships (Trotman, 2001, as cited in Bodroški-Spariosu & Duhanaj, 2024). The multidimensional nature of parental involvement encompasses both home and school-based activities (Bodroški-Spariosu & Duhanaj, 2024). Various models have been proposed, including the overlapping spheres of influence and the dual navigation model (Bodroški-Spariosu & Duhanaj, 2024).

Parental involvement can range from passive receipt of information to active educational partnership (Cervone & O'Leary, 1982). Cultural differences and family backgrounds influence parental involvement strategies (Denessen et al., 2001; López, 2001). Historical developments, such as the Head Start program, have shaped current understandings of parental involvement (Tekin, 2011). Factors affecting parental involvement include role construction, self-efficacy, and perceived opportunities for involvement (Hoover-Dempsey & Sandler, 1995). Despite its importance, there is no universally accepted definition of parental involvement (Jafarov, 2015).

This evolution mirrors what (יובל פורטוגלי, 1999) described as the changing relationship between space, time, and society in ancient Israel, showing how cultural contexts shape educational frameworks and parental roles. Fuchs (2001) expanded on this with his examination of home internal structure and its relationship to personality development in urban settings.

3. Findings

The literature suggests that while parental involvement is generally beneficial, there are circumstances under which it can become counterproductive and even harmful from the teacher's perspective. Negative parental involvement—through conflict, criticism, or disrespect for teachers' professional expertise—emerges as a potential stressor that may impair a teacher's confidence in their abilities. Teacher professional self-efficacy is a crucial attribute for effective teaching and is known to be susceptible to social-environmental influences.

The research papers collectively explore the relationship between parental involvement and teachers' self-efficacy. Communication was identified as the most frequent form of parental involvement (Krizman, 2013). Several studies found a significant correlation between these factors, with higher levels of positive parental involvement generally associated with increased teacher self-efficacy (Fisher & Kostelitz, 2015; Krizman, 2013; Hoover-Dempsey et al., 1987). However, Zagkotas et al. (2024) reported a small negative correlation between parental involvement and self-efficacy.

Teachers with higher self-efficacy were more likely to engage in parental involvement practices (De Garcia, 2004; Chliara et al., 2024). Factors such as school socioeconomic status, teaching experience, and cultural context influenced this relationship (Hoover-Dempsey et al., 1987; Peiffer, 2015). The studies emphasize the importance of fostering positive parent-teacher relationships to

enhance the educational environment and student outcomes (Zagkotas et al., 2024; Hoover-Dempsey et al., 1992).

Recent studies by Fuchs et al. (2023) corroborate these findings, demonstrating that psychological flexibility in educational leadership can serve as a protective factor against the negative impacts of challenging parent-teacher dynamics. Additionally, Fuchs (2025) introduce the concept of "quasi-organic society" to explain how parental presence impacts cognitive and social development in early childhood, providing a theoretical framework for understanding the broader implications of parent-teacher relationships.

Psychological flexibility emerges as a crucial factor in educational contexts, benefiting both teachers and students. It acts as a protective mechanism against stress-related symptoms and maladaptive coping in educators (Harel et al., 2023; Lübke et al., 2021). Higher psychological flexibility is associated with improved well-being among teachers (Anusuya & Gayatridevi, 2024) and is considered fundamental to psychological health (Kashdan & Rottenberg, 2010). In leadership education, understanding psychological concepts enhances instructional practices (Batryn, 2024).

Psychological flexibility also plays a role in parenting, mediating the relationship between parenting stress and parenting styles (Fonseca et al., 2020). Furthermore, it can be transmitted intergenerationally, with parenting styles and teacher support acting as mediators and moderators, respectively (An & Zhang, 2023). Given its importance, screening for psychological flexibility is recommended in clinical settings (Hayes, 2023), highlighting its potential for improving mental health outcomes.

4. Discussion: Components of Quality Relationships

Research on the relationship between parental involvement and teachers' self-efficacy has yielded mixed results. Several studies found a significant correlation between these factors, with higher levels of positive parental involvement generally associated with increased teacher self-efficacy, work commitment, and job satisfaction (Fisher & Kostelitz, 2015; Krizman, 2013; Hoover-Dempsey et al., 1987). However, others reported a small negative correlation between parental involvement and self-efficacy.

Teachers with higher self-efficacy tend to involve parents more frequently in their students' education. Parental support and involvement in resources were found to be significant predictors of teachers' perceived self-efficacy. Fuchs (2001) examined the relationship between home internal structure and the personality structure of parents and children in urban environments, finding that spatial arrangements significantly influence family dynamics and educational outcomes. This spatial dynamic can translate into classroom settings, where parental involvement either supports or undermines educational structures established by teachers.

Furthermore, Fuchs and Fuchs (2023) demonstrated that intervention programs based on cognitive behavioral principles can enhance third-graders' quality of life, especially in classrooms with behavior problems, suggesting that structured approaches may help mitigate negative parental influence patterns.

Research consistently highlights the importance of quality parent-teacher relationships in supporting children's educational outcomes. Key components of these relationships include trust, communication, and shared expectations (Petrogiannis & Penderi, 2013; Bæck, 2020; Sucuoğlu & Bakkaloğlu, 2018). Studies have developed and validated scales to measure relationship quality, finding that factors such as trust/acceptance and communication/responsiveness are crucial (Petrogiannis & Penderi, 2013; Mautone et al., 2015).

Challenges to building strong relationships include social and cultural differences, changing parental expectations, and doubts about each other's competence (Bæck, 2020; Šteh & Kalin, 2018). However, both parents and teachers generally agree on the necessity and usefulness of cooperation (Šteh & Kalin, 2018). Research suggests that congruent, positive parent-teacher relationships may lead to more favorable teacher ratings of child behavior (Minke et al., 2014). To improve relationship quality, studies recommend increasing parental involvement opportunities and promoting the concept of partnership (Siregar et al., 2024; Sipayung & Cheng, 2023).

Research indicates a significant expectations gap between parents and teachers, which can impact student outcomes. Parents generally expect teachers to be loving and understanding (B. Fatma & Duygu S. Güler, 2000), while teachers may hold misconceptions about parents' aspirations, particularly for minority groups (Crozier, 2009; Ferguson, 2003). This misalignment is especially pronounced in diverse, low-income schools (Miller et al., 2016).

The gap can create tensions and misunderstandings (Unal, 2012), affecting teacher-parent relationships (Hargreaves & Lasky, 2004) and potentially perpetuating achievement gaps (McKown & Weinstein, 2008). Improving communication between teachers and parents can help narrow this gap (Zimmerman et al., 2014). Cultural factors and language barriers may exacerbate these issues (Miller et al., 2016; Martin, 2004). Addressing these disparities is crucial for fostering positive learning environments and promoting academic success for all students.

4.1 Parent Expectations and Teacher Tensions

The research identifies six main expectation areas from parents:

1. Academic support - Assistance with homework, tracking academic progress, strengthening learning skills

2. Community involvement - Participation in school events, support for social activities, contribution to school life

3. Partnership in decision making - Participation in school committees, contribution to strategic planning, proposing educational initiatives

4. Open communication - Ongoing dialogue with teaching staff, transparency regarding student needs, sharing relevant information

5. Financial support - Participation in infrastructure development, contribution to enrichment programs, assistance in upgrading educational resources

6. Addressing student needs - Emotional support, assistance in dealing with challenges, addressing unique needs

Conversely, the research reveals six main areas of tension in teachers' perception:

1. Gap in understanding student needs - Lack of recognition of educational complexity, partial assessment of student needs

2. Level of cooperation - Insufficient involvement, absence of systematic support

3. Overprotection - Imbalance between protection and development, difficulty accepting constructive criticism

4. Unrealistic expectations from the teacher - Lack of recognition of the complexity of the role

5. Professional respect - Need for recognition of teacher expertise, respecting professional autonomy

6. Holistic view - Need for multi-dimensional reference to the student, recognition of the importance of social-emotional development

Research by Fuchs and Fuchs (2023) on the effects of classroom management based on cognitive behavioral therapy demonstrates practical approaches to bridging these gaps. Their findings suggest that structured interventions can develop self-management skills in young children, potentially reducing tension between parent and teacher expectations.

5. Conclusion

The intricate relationship between parental involvement and teachers' professional self-efficacy significantly influences the educational environment. While positive parental engagement can enhance student outcomes, negative parental involvement—characterized by excessive criticism,

unreasonable demands, and encroachment on teachers' professional autonomy—can undermine educators' confidence and effectiveness.

To address these challenges, a multifaceted approach is essential. First, professional development programs should equip teachers with skills to manage complex dialogues with parents, including conflict resolution and effective communication strategies. Such training can bolster teachers' confidence in navigating challenging interactions, thereby preserving their self-efficacy.

Second, reinforcing professional autonomy is crucial. Establishing clear boundaries for parental involvement and developing supportive school policies can protect teachers' decision-making authority. When educators feel their professional judgment is respected, they are more likely to maintain high levels of self-efficacy, positively impacting their teaching performance.

Lastly, implementing systemic support structures is vital. Providing psychological support and professional assistance in conflict management can help teachers cope with the stresses associated with negative parental involvement. Additionally, developing mediation and dialogue mechanisms fosters a collaborative environment, promoting mutual understanding between parents and teachers.

The research by Michaeli, Fuchs, and Fuchs (2024) on implementing inclusive education in regular kindergarten settings offers additional insights, describing the delicate balance required as "like a tower of cards." Their work emphasizes the need for structured support systems that acknowledge the complexity of educational partnerships.

By adopting these strategies, educational institutions can create a supportive atmosphere that empowers teachers, enhances their professional self-efficacy, and ultimately leads to improved student outcomes.

6. Implementation and Recommendations

This research examined the impact of negative parental involvement on teachers' professional self-efficacy, focusing on the broader implications for the educational system. The research findings lead to several central insights:

Effective partnership between parents and teachers is a critical component in student success. Hughes & Kwok (2007) found that optimal integration between home and formal education promotes achievement in academic, social, and emotional domains.

This partnership concept is further developed in Fuchs's (2025) work "Yes is the Only Option," which explores how positive frameworks can transform educational relationships, and in Dabur and Fuchs's (2025) research on the quasi-organic society and parental presence in early childhood development.

Chen, V. (2025). Negative Parental Involvement, its Effects on Teachers' Professional Self-Efficacy and the Possibility of Building a "Quasi-Organic Bridge". *Gaia, 1*(1) - (the Educational Spectrum), 53-73.

The research highlights the importance of building mutual trust between all partners in the educational system - Institutional trust between parents and the education system, Professional trust between parents and teachers, Personal trust between students and educational staff.

Effective communication between schools and parents is crucial for fostering student success and building a supportive educational community. Implementing a multi-channel communication model enhances engagement by utilizing various digital platforms, ensuring ongoing and transparent communication, and actively involving parents in decision-making processes.

Leveraging multiple digital platforms—such as emails, text messages, school websites, and specialized apps—facilitates seamless information sharing between educators and families. This approach accommodates diverse preferences and technological access levels among parents, making communication more inclusive and effective. For instance, some schools have successfully used apps like Parent Square and social media to establish direct connections with parents, enhancing engagement and collaboration.

Maintaining ongoing and transparent communication fosters trust and keeps parents informed about their children's academic progress and school activities. Regular updates through newsletters, digital bulletins, and real-time notifications ensure that parents are aware of important events and student performance. This consistent flow of information enables parents to support their children's educational journey effectively. Research indicates that structured, transparent communication, particularly when supported by technology, significantly enhances teacher-parent collaboration, leading to improved student motivation and academic outcomes.

Actively involving parents in decision-making processes empowers them and strengthens the school community. Encouraging participation in school governance committees, parent-teacher associations, and feedback forums allows parents to contribute their perspectives and insights. This collaborative approach ensures that decisions reflect the diverse needs of the student body and fosters a sense of shared responsibility. Studies have shown that parent participation in school decision-making positively affects children's educational experiences and outcomes.

By adopting a multi-channel communication strategy that incorporates diverse digital tools, ensures consistent and transparent information flow, and promotes active parental involvement in decision-making, schools can create a more engaged and supportive educational environment. This holistic approach not only enhances the partnership between educators and families but also contributes to the overall success and well-being of students.

Petkova, Galily, and Fuchs (2024) offer a broader perspective through their work on globalizing society and the cosmopolitan personality, suggesting that increasing cultural diversity adds complexity to these tensions while also offering opportunities for richer educational partnerships.

Chen, V. (2025). Negative Parental Involvement, its Effects on Teachers' Professional Self-Efficacy and the Possibility of Building a "Quasi-Organic Bridge". *Gaia, 1*(1) - (the Educational Spectrum), 53-73.

6.1 Recommendations for Practice

Based on the findings, this study recommends the following practical strategies:

1. Developing a structured communication model:

 - Creating clear communication protocols

 - Defining tailored communication channels

 - Building feedback and dialogue mechanisms

2. Strengthening teacher professionalism:

 - Developing communication skills

 - Training in conflict management

 - Providing systemic support in dealing with challenges

3. Empowering educational partnership:

 - Creating frameworks for cooperation

 - Building joint programs

 - Fostering a climate of mutual trust

The research emphasizes the need to develop innovative models for collaboration between parents and teachers, taking into account the changing educational reality and the challenges of the 21st century. Further research is needed to examine the effectiveness of various interventions and to develop practical tools for strengthening the connection between school and family.

Shefer and Fuchs (2024) provide additional perspective through their work on the dynamic interplay between representation and perception, particularly regarding autism spectrum disorders in media. Their insights into how complex conditions are portrayed and understood have implications for how educational challenges might be better communicated between parents and teachers.

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