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PARENTAL COUNSELING FOR A BETTER PARENT-CHILD RELATIONSHIP

©A.M. Breaz

Aurel Vlaicu University

Information about the Author:

Alina Maria Breaz: ORCID: 0000-0001-9484-8771; alinamariabreaz@gmail.com; Assoc prof, PhD; Aurel Vlaicu University, Boulevard of Revolution 77, Arad, 310032, Romania

Parenting is a newly developed field, because there are no schools and courses to teach you how to be a parent and how to educate your children to develop harmoniously and integrate into society. Permanent counseling is a method designed to help parents redefine their relationship with children, overcome existing communication difficulties and improve parenting skills. Parental counseling is presented as a broad configuration of actions / activities of guidance and guidance of parents.

Specialized literature points to many articles related to parenting. The topics are very different: the psychology of parental control (Grolnik, 2003), family structure and school outcomes (Hatos, Baltatescu, 2013), parenting behavior to ensure success (Kalil, Dcleire, 2004); parenting and emotional development (Mercer, 2006), parental counseling (cuznetov, 2013) etc. The articles in the literature have been analyzed in the theoretical part of the article in order to highlight the stage in which the research is currently in progress.

The purpose of the article is to present the results of our research among professionals and to enrich the literature in this field. The main objective of the research was to improve the parent-child relationship, The main objective was to improve the parent-child relationship with the help of parental counseling.

The article includes a theoretical part with the problem data and the analysis of articles in the literature on this topic. The second part is the research consisting of: objectives and hypotheses, working methodology, studied batch, results and discussions, conclusions and references.

The obtained results show a statistically significant improvement of the parent-child relationship following parental counseling. Our research can be a starting point for other future research that will also contribute in the field and help to develop techniques designed to improve parenting activity.

Key words: parental counseling, children, parent-child relationships, parental skills

Бреза Марія Аліна «Батьківська консультація для найкращих відносин батьків-дитини»

Виховання дітей є новою областю, тому що немає шкіл і курсів, які б навчили вас, як бути батьком і як навчити своїх дітей гармонійно розвиватися і інтегруватися в суспільство. Постійне консультування – це метод, покликаний допомогти батькам переглянути свої відносини з дітьми, подолати існуючі труднощі в спілкуванні і поліпшити батьківські навички. Батьківське консультування представлено як широка конфігурація дій керівництва і керівництва батьків.

Спеціалізована література вказує на безліч статей, пов'язаних з вихованням дітей. Темі дуже різні: психологія батьківського контролю, структура сім'ї та шкільні результати, поведінка батьків для забезпечення успіху; виховання дітей і емоційний розвиток, батьківське консультування і т. д. Статті в літературі були проаналізовані в теоретичній частині статті, щоб виділити етап, на якому в даний час ведуться дослідження.

Мета статті – представити результати наших досліджень серед професіоналів і збагатити літературу в цій області. Основною метою дослідження було поліпшення відносин між батьками і дітьми за допомогою батьківського консультування.

Стаття включає теоретичну частину з проблемними даними і аналізом статей в літературі з даної теми. Друга частина – це дослідження, що складається з: цілей і гіпотез, методології роботи, вивченої області, результатів і обговорень, висновків і посилань.

Отримані результати показують статистично значуще поліпшення відносин між батьками і дітьми після консультування батьків. Наше дослідження може стати відправною точкою для інших майбутніх досліджень, які також допоможуть в цій області розробити методи, призначені для поліпшення батьківської діяльності.

Ключові слова: батьківське консультування, діти, батьківсько-дитячі відносини, батьківські навички.

Бреза Марія Аліна «Родительская консультация для лучших отношений родителей-ребенка»

Воспитание детей является новой областью, потому что нет школ и курсов, которые бы научили вас, как быть родителем и как научить своих детей гармонично развиваться и интегрироваться в общество. Постоянное консультирование – это метод, призванный помочь родителям пересмотреть свои отношения с детьми, преодолеть существующие трудности в общении и улучшить родительские навыки. Родительское консультирование представлено как широкая конфигурация действий / действий руководства и руководства родителей.

Специализированная литература указывает на множество статей, связанных с воспитанием детей. Темы очень разные: психология родительского контроля, структура семьи и школьные результаты, поведение родителей для обеспечения успеха; воспитание детей и эмоциональное развитие, родительское консультирование и т. д. Статьи в литературе были проанализированы в теоретической части статьи, чтобы выделить этап, на котором в настоящее время ведутся исследования.

Цель статьи – представить результаты наших исследований среди профессионалов и обогатить литературу в этой области. Основной целью исследования было улучшение отношений между родителями и детьми с помощью родительского консультирования.

Статья включает теоретическую часть с проблемными данными и анализом статей в литературе по данной теме. Вторая часть – это исследование, состоящее из: целей и гипотез, методологии работы, изученной области, результатов и обсуждений, выводов и ссылок.

Полученные результаты показывают статистически значимое улучшение отношений между родителями и детьми после консультирования родителей. Наше исследование может стать отправной точкой для других будущих исследований, которые также помогут в этой области разработать методы, предназначенные для улучшения родительской деятельности.

Ключевые слова: родительское консультирование, дети, родительско-детские отношения, родительские навыки

Theoretical framework (Problem statement). As parents, adults play the most important social role, which involves training and educating the young generation. Adults face a number of problems as a parent. When we talk about an adult, we have as a reference a mature person, with certain capacities and competences, able to freely and independently adopt decisions regarding the own life and education of children within the family. Adults often face multiple problems and situations in which they must make rational and appropriate decisions for themselves and children.

Adult difficulties are problems related to: raising and educating children; communication and parent-child relationship; lifelong learning and training; profession, career, job; professional and social ascension; family (as a parent and parent); housing and personal comfort (tangible goods); social life (status and role in the community, friends, etc.); free time, vacations, personal projects etc. (Cuznetov, 2013).

The psycho-pedagogical counseling of adults as parents should be focused on their help, support and guidance in order to solve optimally the problems related to the birth, care and education of children (Webb, 2001).

Adults are responsible persons who have multiple social and family obligations. They are concerned not only about their own person and career, but also about the education of their

children, the safety and comfort of their family members and close relatives. Sometimes adults have problems in this area, which requires the support and guidance of the counselor). Such problems could be those related to: relationships with family members, including children; conflicts with the spouse, possibly divorce; strictly personal issues, including sentimental issues; difficulties in the education of children, etc .; communication and relationship problems with relatives; the difficulties of collaboration with the educational institution frequented by the child (teachers, managers, etc.); internal conflicts and personality crises; interpersonal conflicts at work, etc. (Mercer, 2006). All these problems can be the working object of parental counseling.

Parental counseling is one of the counseling methods used in the social work of the school, aimed mainly at improving the parent-child relationship, overcoming the difficulties existing in family relationships and acquiring by adults skills and competences that ensure their efficiency in good education. of children.

Parental counseling has a psychological and psychological side, presenting some specific characteristics, which distinguish it from the other types of counseling:

- it is addressed to parents who are in different situations and stages of the process of forming and developing their own personality.

- it is based on a psychoeducational model of personality formation and development (and not a clinical, curative one, as is the case with psychotherapy); it involves support and guidance for learning some parenting skills, skills and competences through which the person will successfully cope with the demands of life, family, children, will develop optimally and have a comfortable life (Haine-Schlagel, Brookman-Fraze, 2012).

- it has, above all, a preventive and developmental role. She guides and supports the person to teach her how to prevent possible crisis situations in which she might be at some point, to raise awareness and to know how to value her and her children's resources and resources to better adapt to reality. . Psycho-pedagogical counseling helps parents learn to find acceptable solutions to solve the problems they face, instilling in them the idea and developing their conviction that everyone is able to overcome the difficulties of reality.

- it is a specific educational approach: the essential task of the counselor is not to train, but rather to support parents so that they can help themselves independently in solving the problems that have arisen (Cuznetov, 2013).

Psycho-pedagogical counseling integrates and enhances the perspective of humanistic psychology regarding the formation and development of human personality. According to her, the success of parental counseling is given by the conscious, active and responsible involvement of the family, the parents in the self-development of the self and of their own personality, considered as basic elements of the evolutionary-adaptive change of the person (Ford-Sori, 2006).

The essential characteristics of parental counseling are mentioned in the literature in numerous works:

- parental counseling is a professional service offered to people by competent and qualified persons called counselors (school, family education);

- parental counseling activities are based on the specific relationship between the counselor and the parent / parents, in which, the counselor gives support and guidance to him / her, so that he / she can adapt to the demands regarding education, communication and relationship with the child in family framework (Haine-Schlagel, Brookman-Fraze et al., 2012);

- the counseling relationship implies a positive interaction, mutual respect and focus on the individual, his or her child's problems;

- parental counseling is a process of learning by adults of appropriate and efficient

attitudes and behaviors, learning achieved through the intervention and with the support, help and guidance of the counselor (Blocher, 2000);

- the result of the counseling activities is the acquisition by parents of the competences, skills and procedural strategies necessary to make optimal decisions in difficult situations of family education; communication and relationship with children, starting with their young age and ending with their adolescence and maturity.

- parental counseling helps parents adopt a healthy and dignified lifestyle / lifestyle, which would provide them in optimal psycho-emotional balance, psychological and moral comfort, the feeling of self-realization, happiness and personal fulfillment (Dumitru, 2008).

Recent research analysis: Parental counseling can be done in two ways:

- *formal* – when it comes to a set of influences and actions with a formative and corrective purpose of the type of influences and actions carried out in an institutionalized framework (in schools, high schools, centers and special offices for counseling parents etc.) or

- *non-formal* when this action is carried out outside institutions with special educational purpose, in various life contexts (advice offered by colleagues, relatives, friends, etc.).

Regardless of the level at which the aims of the activities of parental psycho-pedagogical counseling are established, the same reference should be made: the parent, the child and their problems. Whether they are established at the formal, institutional level, as fundamental goals, structured into a possible curriculum for psycho-pedagogical counseling, or goals formulated by the counselor, which transpose into adult activities the conception and practice of the adult (a certain model of psycho-pedagogical counseling practice, with specific methods and techniques), whether they are the expression of the request of the parents or the children, the objectives of the psycho-pedagogical counseling activities aim to provide support, help and guidance to both parents / children and children at the right time and situation, so that their personality develops and to function effectively in all life situations, current or future (Lian, Han, 2008).

As a specific activity, for certain purposes, of an educational-formative nature, psycho-pedagogical counseling has a certain content and is carried out under certain forms for the benefit and benefit of adults and children. From the integrative synthetic perspective we can determine five essential components of parental counseling:

- the content of the activities of parental counseling, refers to the goals and the essential areas of the family life, raising and education of the children. The activities of parental psycho-pedagogical counseling have as content and, implicitly, aims to make more efficient: the functionality and optimal development of the parent-child relationship; promoting health and general well-being; effective and sustainable learning; adapting to the demands of the school; orientation in the school career; orientation in the profession; learning and capitalizing on coping strategies, etc. (Dadash, 2004)

- the forms of parental psycho-pedagogical counseling include the ways of conducting it, respectively the creation of situations in which specific actions of complementary counseling to the instructional-educational ones are needed (school, university training, training and consolidation of parental competences through specific courses or stages). In accordance with this dimension, integrative and systemic psycho-pedagogical counseling takes various forms, namely: – development counseling (optimal); – preventive counseling; – crisis counseling; – remedial counseling (Fine, Moreland, Schwebel, 1983).

- the technological component, which includes the modalities of carrying out the psycho-pedagogical counseling, considering the institutionalized framework (more or less formal), as well as the beneficiaries of these activities and the concrete methods, procedures and techniques used by the specialist. The beneficiaries of the psycho-pedagogical counseling activities can be: – a parent (individual counseling); – both parents (group / group counseling); – couple and / or family (couple counseling and / or family counseling); – grandparents or other persons who substitute parents. In agreement with the purpose of parental counseling, problem specific, age particularities, personality, gender, health status, we will select, combine and use a set of methods: conversation, explanation, gathering and specifying information, metaphor, interpretation, reformulation, structured exercise, psychodrama, sociodrama etc. (Runca, Constantineanu et al., 2012).

– the creation of favorable conditions for parental counseling includes a number of aspects that require a good adjustment to capitalize on a pleasant environment, facilitating sincere, open relationships, focused on empathy, trust and optimism. Everything is of great importance here: the deontological culture of the specialist (professional ethics), the moral support and support;

nonverbal and para-verbal; deep indulgence and humanism; combining the aesthetic, the philosophical and the real, etc. (Parhizgar, 2002)

- focusing on learning strategies to overcome problems, crisis situations and continuous self-improvement of parent / family quality. The optimal correlation of these two aspects will ensure the orientation of adults and children towards permanent self-education and self-education (Roy, 2009).

By combining the five components of parental counseling into a unitary integrative conception, a penta-dimensional structure is obtained.

All the problems of adults mentioned at the beginning of the article can be the object of the activity of psycho-pedagogical counseling of adults. The efficiency of the adult as a family member and parent depends on the quality of solving these problems. Adult counseling is a dimension of comprehensive education with a prospective character, carried out throughout the life of the individual.

Parental counseling is a complex process that involves several stages. These are ten:

1) establishing a specific connection with the parent and his world;

2) the invitation to the conversation addressed to the parent and his encouragement to "tell his story";

3) active listening of the parent and observing his manifestations;

4) clarifying (identifying, defining) the problems of the parent;

5) ensuring the increase of the parent's awareness of his problems and identifying the ways of solving them;

6) confronting the parent with his own beliefs and beliefs that represent sources of resistance to change;

7) the analysis of possible alternative solutions and the adoption of a decision;

8) active facilitation of evolutionary change;

9) experimenting and practicing new behaviors;

10) optimal adaptive functioning (Grolnik, 2003)

The optimal level of functioning of the personality of the parents in the family and in the society, is reached when each person has the functional skills and skills necessary to successfully solve the problems of family life of any kind, but, above all, to overcome the difficulties in education, communication and relationship. with their children of any age. The ability of the person to maintain an optimal state

of health, to cope with stress, the problems that arise in the family life, as a spouse and parent; the belief that it will be effective for living its life, fully and honestly, represents the indicators of a harmonious education and a quality psycho-pedagogical counselor, professionally made, with direct effects on self-education, that is on permanent improvement (Kalil, Dcleire, 2004).

The goals of parental psycho-pedagogical counseling can be set at several levels, which implies the achievement of several types of objectives:

- *The fundamental goals* are those goals that are designed and used in most psycho-pedagogical counseling activities and with reference to most parents.

- *Goals formulated by the counselor* focused on the prevention of difficulties. Purpose and objectives, which have a pronounced preventive character and ensure the formation, continuous and optimal development of the personality of the parents

- *The goals formulated by parents and family.* The goals formulated by parents, before or even during the psycho-pedagogical counseling process itself, for the fulfillment of which adults require support, help and guidance (Lak, Rajabi et al. 2013).

Aims. The purpose of the article is to present the results of our research among professionals and to enrich the literature in this field.

Objectives and hypothesis

The main objective was to improve the parent-child relationship. In order to achieve the goal it was based on the following hypothesis:

H: parental counseling causes a change in attitudes and improves the parent-child relationship.

Two second classes from a general school in Arad were included in the research. The children from the two classes were asked to appreciate the relationship they have with their parents. Of the 42 children in the two classes, almost half (a number of 20 children) reported difficulties with their parents.

The parents of these children were in fact the lot on which the intervention took place. They were 21, because both parents participated in one of the children.

Methods used. Parents were included in two groups with parenting counseling sessions. The sessions were held for one hour, every week, for three months. Finally, all the parents attended a number of 12 sessions of parental counseling.

The sessions focused on topics related to family and school life of children: the impact of divergent opinions between parents on children; daily homework program; involvement of parents in the child's school and play activities; the level of the parents' demands regarding the school performance of the children etc.

The nature of the parent-child relationship was assessed on a five-step Likert scale, from 1 – meaning very bad, up to 5 meaning very good. The scales were completed by both parents and children, at the beginning of the research and at the end, after the three months of parental counseling.

The data obtained were compared with the t-Student test to determine the significance of the difference between the means.

Results and discussions. The results obtained by parents and children in evaluating the relationship between them at first application can be seen in table 1 and figure 1.

Table 1.

Appreciation of the parent-child relationship upon first application

	Parents	Children
very bad	0	6
bad	1	5
medium	5	3
good	10	6
very good	6	0

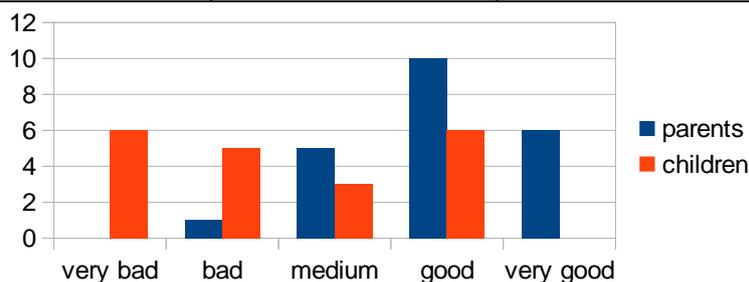


Figure 1. Appreciation of the parent-child relationship upon first application

The differences of opinion regarding the nature of the parent-child relationship are markedly different at the first evaluation. Children have worse opinions about the nature of the relationship: 6 of them consider it to be very bad, 5 children consider it bad, 3 children considered it medium and 6 children considered the relation as good. No child considers the relationship with parents to be very good. Children complain that parents observe them and punish them, sometimes without any fault.

They also accuse the parents of having exaggerated demands on them and giving them to work much more for school than the subjects the teacher gives them. The children are upset because they do not have enough time to play and they lose almost the whole afternoon doing homework and working extra what their parents ask for. In this way they come to believe that they do not like too much in school and that it was better when they were in kindergarten and nobody had any claim from them.

From the perspective of parents 16 parents consider the relationship with children to be good (10) and very good (6). Six parents (6) consider it medium and only one parent considers it bad. This is a parentage, forming an incomplete family. The school results of the child are weaker than the other children, being in accord with the data obtained in the specialized literature regarding the relationship between the incomplete family and the school results of the children (Hatos, Baltatescu, 2013). On the other hand, the parents consider that good performances cannot be obtained if the child do not

work sustainably and that is why they ask the children to work in addition to the required topics. Parents accuse the children, that they are distracted, that they do not focus enough on the topics, that they make mistakes and that is why they have to work extra. Parents believe that children have grown up now and play should no longer be their main activity, but learning and homework. That's why they feel that the children shouldn't play as long as they used to and that they should do writing or math exercises and read.

Of course, both groups are right from their point of view, which is a subjective point. On the one hand, the children would like more play and less homework and are upset with their parents when they disagree and do not let them play. On the other hand, parents would like their children to be among the best in the class and consider that this requires daily exercises and extra work as required by the teacher.

It is a very good topic for parental counseling, because if the misunderstandings and divergences of the parents children are not improved, it can lead to much greater difficulties: negative attitude towards the school from the children, which will result in absenteeism and running away from school, with lies regarding the qualifications received, the hiding from parents of the dissatisfaction of the teacher related to their activity in the class.

From a statistical point of view, the differences of opinion between the two groups (parents and children) are significant at a threshold of $p < .01$, see table 2.

Table 2.

The significance of the parent-child difference of opinion at the first evaluation of the relationship

Parents average	Children average	t	p
4.24	2.71	3.84	<.01

This difference between the appreciation of the relationship between the parents and that of the children shows us that the two groups are situated in very different positions, neither of them having to give in and take into account the opinion of the others. Especially parents keep their opinions firmly, the more they consider that they know better what is good for their child.

This is why parental counseling has considered addressing issues such as parents' attitude to school and topics, the need for the child to alternate school activities with play breaks, tempering demands on the child's school performance, conducting joint activities, establishing a program of topics in common with the child to be respected with pleasure by the latter. The children will feel important and will

have the feeling of responsibility when asked for their opinion on the rhythm in which to follow the periods of themes and those of pause.

After the 12 sessions of parental counseling, the children and parents were again asked to appreciate the nature of the relationship between them on the same Likert scale. The results of the second assessment are shown in table 3 and figure 2.

It is very clear that the two groups are no longer in extreme positions, reaching a relative consensus in appreciating the nature of the relationship between them. Parents no longer fully consider that relationships are good and very good and are in middle positions, judging them as average, having better and worse parts. Further work is being done to improve the relationship with children.

Table 3.

Appreciation of the parent-child relationship after parental counseling

	Parents	Children
very bad	1	2
bad	2	3
medium	12	10
good	3	4
very good	1	1

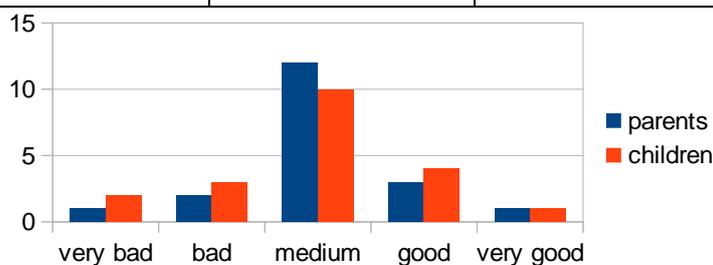


Figure 2. Appreciation of the parent-child relationship after parental counseling

Children, on the other hand, end up becoming victimized and no longer justified and begin to understand that parents have their dose of justice in what they ask for. For this reason, the children's appreciation of the relationship with their parents is more towards the middle values. In fact, this was the purpose of parental counseling: to arrive at approximately similar opinions regarding the nature

of the parent-child relationship. This can be seen better from establishing the significance of the difference between the environments for the second appreciation. Therefore, the value of t is statistically insignificant (see table 4), which demonstrates precisely what we have stated above: a convergence of parents' and children's opinions about the nature of their relationship has been reached.

Table 4.

Significance of parent-child difference of opinion after parental counseling

Parents average	Children average	t	p
3.21	3.84	1.63	n.s.

Both parents and children have radically and significantly changed their views on the nature of their relationship. This can be easily

observed in table 5 and figure 3 for parents' opinion and table 6 and figure 4 for children's opinion.

Table 5.

Parents' appreciation of the relationship with children before and after counseling

	before counseling	after counseling
very bad	0	1
bad	1	2
medium	5	12
good	10	3
very good	6	1

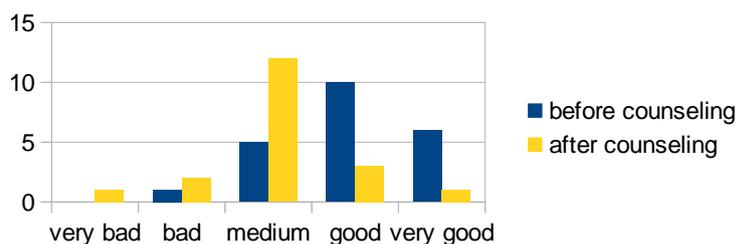


Figure 3. Parents' appreciation of the relationship with children before and after counseling

Table 6.

Children's appreciation of the relationship with parents before and after counseling

	before counseling	after counseling
very bad	6	2
bad	5	3
medium	3	10
good	6	4
very good	0	1

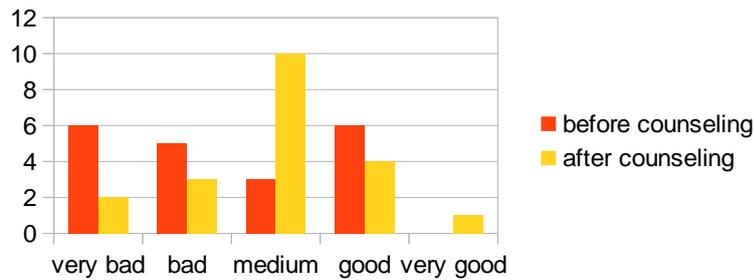


Figure 4. Children's appreciation of the relationship with parents before and after counseling

For both groups, the differences between the assessments made before and after the

relationship are significant at a threshold $p < .01$ for parents and $p < .02$ for children (see Table 7).

Table 7.

Significance of differences between averages for parents' and children appreciation of the relationship before and after counseling

	Average before	Average after	t	p
Parents	4.24	3.21	2.87	<.01
Children	2.71	3.84	2.54	<.02

The results show that the parental counseling program was successful and influenced the nature of the relationship between parents and children: parents understood a lot of things about the nature of this relationship and concluded that the program with children (regardless of whether they are homework or play) must be done in a democratic manner through discussions with the children and not in an authoritarian way, imposing itself from the position offered by the role of parents. The children, on the other hand, have noticed the change of the parents' attitude, and they have also become more receptive and malleable in terms of establishing a program of themes and playing together, without becoming more victimized and without being considered persecuted.

Improving the parent-child relationship was the goal of the research conducted and the results confirmed the hypothesis made at the beginning of the study: parental counseling can significantly contribute to improving the parent-child relationship.

In addition, we must point out that the attitude of the children towards the school has improved and that some of them even expressed

their desire to go to school more often. This new attitude towards school and learning will greatly help them in their future professional development.

Conclusions and future research. The use of parental counseling as a method of improving the relationship between parents and children has proven to be effective, the results obtained after the research conducted showing that the relationship is significantly improved following the parental counseling program. As a result of improving the parent-child relationship, the attitude of the children towards the school and towards the learning activity improves, which is no longer regarded as an imposed chore but as another playground with other implications and results. Both parents and children felt closer and closer as a result of counseling and began to carry out more activities together, which led to a significant relaxation of the relationships between them.

The research also has limits due to the small number of parents and children included in the study. This limitation of the number of participants was imposed by the number of subjects that can be part of a parental counseling group. We consider

that further research is needed to highlight on a greater number of subjects the beneficial effects of parental counseling for both parents and children.

Acknowledgement: We hereby state that the subjects involved in our research were informed about the voluntary character of participation in this research, about the

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