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The Parent-Pupil-Teacher Relationship and its Role in Preventing Human Trafficking among High School Pupils

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Abstract: *Although human trafficking can take very different forms and does not consider gender or age, studies have shown that adolescents have a higher degree of risk, the most vulnerable categories being children aged 14-17 years, especially female gender. As a result, a series of studies have been undertaken to establish adequate solutions to prevent this scourge. In this context, our research aimed to analyze the extent to which the parent-pupil-teacher trio can be considered an active tool for preventing human trafficking among high school pupils. The article presents the results of a quantitative study carried out at the level of Dambovita county of Romania, on a representative sample of high school pupils, a study that analyzed as items: the communication between adolescent and parents regarding the adolescent's friends, the trusted person for the adolescent, the parent's interest in the adolescent's school situation and emotional support relationships.*

Keywords: *parent-pupil-teacher relationship, human trafficking, high school pupils, Romania.*

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Introduction

Risk is a factor that has accompanied people in all times and human societies, and the forms of risk have evolved and diversified. As for human trafficking, the phenomenon is not new either, and professionals involved in combating it seek to reduce the risk factors that define it. Among the measures adopted, there is mainly the institutional and legislative framework, as well as its alignment with the standards adopted at the international level. At the same time, an important role belongs to information and prevention campaigns in which not only potential victims of human trafficking are targeted, but also people who can contribute to combating or preventing the effects of this phenomenon.

An extremely vulnerable category to human trafficking is that of young people, especially teenagers, mainly when there are favorable economic, social and educational factors. The risk for these young people are all the greater as they are at the beginning of their life and can compromise their psychological development, social and professional integration. As a result, the school became a partner in actions to prevent human trafficking, by caring out information campaigns among pupils. However, there are still teenagers who are victims of human trafficking in Romania, and prevention of their phenomenon requires the closest cooperation at the community level. In this sense, we decided to highlight the relationship between teenagers and two categories of people who can play an important role in preventing human trafficking: parents and teachers. Studies in pedagogy, but also in psychology, have emphasized the role of teachers and parents in supporting the emotional and social development of children. The interest of these categories in the prevention of human trafficking, especially regarding children and adolescents is obvious. Regarding the ways of involvement, we believe that an important role is played by development of a communication relationship and solid emotional relationship with young people. As a result, in this article, we aimed to present the results of a study carried out among teenagers and which analyzes the extent to which the parent-pupil-teacher communication relationship is functional and can contribute to the prevention of human trafficking.

Research context: conditions of vulnerability of young people regarding human trafficking

At the national level, each county compiles statistics on human trafficking, the data being necessary not only to follow the dynamics of the phenomenon, but also to understand its nature and the degree to which it affects different categories of the population. Thus, in the case of Romania, the National Agency against Trafficking in Persons (hereinafter abbreviated ANITP) is responsible for the annual collection and public dissemination of this data. The analysis of the reports published in the period 2017-2020 (respectively 4 years) allows us to outline a profile of the victims of human trafficking, respectively of the vulnerabilities shown by them and which predispose them to end up in this category.

As regards adult victims, the main risks that can cause a person to become a victim of human trafficking are: poor economic conditions, lack of education and lack of information, the search for opportunities. In the case of children and adolescents, the main causes are the lack of experience in social life, naive attitudes and judgments such as „it won't be that bad", the existence of an abusive or neglectful family environment, or the situation of people with disabilities (ANITP, 2018).

It should be noted that in the case of minor victims, there are other favorable factors, which are related to social relationships and, in particular, to those with the family: dysfunctional communication and attachment relationships between mother and daughter, insufficient supervision, guidance and parental control, the children's desire of financial independence, the negative influence of an inappropriate environment.

In the structure, the analysis of the data provided by ANITP indicates a greater weight among the victims of women and minors respectively. Thus, in 2018, 73% of the victims of human trafficking are women, resulting in an equal age distribution between adult and minor women (ANITP, 2018). The ANITP 2019 report concludes that the share of minor victims increases by 4%, from 43% in 2018 to 47% in 2019, the majority being female. According to data from 2019, the share of female victims amounts to 83.2%, decreasing in 2020 to 77.7%.

Regarding the place of residence, the data collected over time show a relatively balanced situation, with a slightly weight in the case of the rural residence. In 2017, the share of victims from rural areas was 51.3%, 53.9% in 2018, 55% in 2019 and 52.5% in 2020 (ANITP, 2017, 2018, 2020).

By age category, the most vulnerable group is between 14 and 17 years old. For example, in 2019, the structure of victims by age category,

under 19 years, is as follows: 2.7% (1-9 years), 8.4% (10-13 years), 31.5% (14-17 years) and 10.1% (18-19 years), these categories totaling 53% of victims of human trafficking in 2019 (ANITP, 2019). In 2020, the share evolved as follows: 0.9% (1-9 years), 7.3% (10-13 years), 38.7% (14-17 years), 18.1% (18-19 years), respectively 65% of all victims of human trafficking in 2020 (ANITP, 2020).

As studies at the national and European level have shown, there are a number of factors that contribute to the spread of human trafficking. Among them, an important role belongs to the lack of information, the low level of schooling, the lack of practical skills, the inclination to trust certain people or intermediaries (CPE, 2003).

We therefore note that great importance in the prevention of human trafficking belongs to education and information actions carried out by both professional and educational institutions. On the other hand, a non-negligible component in the prevention of human trafficking comes from the relationship established between teenagers, on the one hand, as a vulnerable category, and parents and teachers, on the other hand. We believe that this relationship of communication and emotional support can contribute both to the improvement of school results, with the obvious effects on the decrease of school dropout and therefore, the vulnerability of young people, and to obtaining adequate counseling in the event that adolescents face situations that may lead to the risk of human trafficking. In this sense, the specialized literature in the field of pedagogy, but also of psychology, has studies that have highlighted the positive effects of a relationship of communication and emotional support between the three actors mentioned (pupil, teacher, parent).

Thus, from the point of view of pedagogy, the teacher-pupil relationship has complex values in the educational process. In this sense, studies show the importance of the attachment relationship and its role in motivating pupils, understanding pupils behavior, as well as increasing school performance (Rogers, 2013). In school, the acquisition of knowledge specific to the educational curriculum should be complemented by skills regarding the assumption of responsibilities, the management of work tasks, the efficient use of time, these also having a positive influence on the development of the critical and self-critical sense, the feedback sent by pupils and communication with didactic frameworks in general (Raţă et al., 2022).

Proponents of social constructivism theory also recognize the importance of the environment in which learning takes place and the fact that learning is based on social interaction (Richardson, 1998).

In the case of children from vulnerable categories (low incomes, the tendency to drop out) studies have shown that ownership and relationships have beneficial effects on school satisfaction, but also on social-emotional skills, the development of critical behavior, a better knowledge of own person and a better relationship with the world in which he lives (Baker, 2006). Children with secure attachment manage to focus their attention better and participate in the classroom, having in most situations positive results and, at the same time, demonstrate a greater ability to adapt to difficult, stressful situations. They are much more likely to form internal representations of others as supportive, helpful, and positive, and as a self-image, they see themselves as competent, deserving of respect and affection (Kennedy &. Kennedy, 2004).

At the same time, recent studies have emphasized the need for collaboration between the school and the community, as the only solution to overcome some complex problems faced by pupils and which the school alone cannot solve. Joice Epstein, for example, since 70s, has studied the issue of parents' involvement in children's education. These researches draw attention to the existence of „shared responsibilities" between school and family regarding children's education, emphasizing the importance of parental implication as a guarantee of the quality of education, as well as for the improving the educational environment and its safety. (Florea & Ţăranu, 2007).

In this context, we set out to analyze the extent to which this relationship of communication and emotional support between pupils, on the one hand, and parents and teachers, on the other, manifests itself with regard to the sensitive subject of human trafficking.

Study methodology regarding the parent-pupil-teacher relationship among high school pupils

We have already stated above that over 50% of the victims of human trafficking are minors, the most vulnerable being pupils over 14 years old. The reasons for traffickers' interest in this age group is the desire for sexual exploitation, combined with the possibility of easier manipulation and recruitment of victims. On the other hand, a favorable factor is the personality of the victim, who is at the age of adolescence, with specific psycho-social traits. Thus, from a psychological point of view, in the age range of 15-18 years, we identified the period of preadolescence and adolescence, the period of self-identity, emotional experiences in which the young person needs independence, look for acceptance among groups of friends, is sensitive in the evaluations of others and role confusion occurs.

The desire for independence can lead the teenager to easily accept promises related to finding a job. In such a situation, the offer of well-paid jobs can easily lead to victimization of young people regarding the human trafficking.

Precisely for these reasons, we proposed to carry out our research at the level of adolescent pupils, aged between 14-18 years, ***the objective*** of the study being to analyze the existence of a relationship of communication and emotional support parent-pupil-teacher capable of contributing to the prevention of trafficking of people among children.

For the analysis, four items were defined, respectively: the communication between adolescent and parents regarding the adolescent's friends, the trusted person for the adolescent, the parent's interest in the adolescent's school situation and emotional support relationships.

The hypotheses we wanted to analyze in the study are the existence of an influence between the four demographic variables targeted by the study and preventive behavior regarding human trafficking, behavior expressed through the four established items:

- Hyp. 1. The influence of demographic variables on parent-pupil communication regarding the adolescent's friends;
- Hyp. 2. The influence of demographic variables on the people who enjoy the adolescent's trust;
- Hyp. 3. The influence of demographic variables on the parent's interest in the school situation of the adolescent;
- Hyp. 4. The influence of demographic variables on the relationships of emotional support enjoyed by the adolescent.

The statistical population considered for the research is made up of high school pupils from one of Romania's counties, Dâmbovița County. In this County, the total number of high school pupils in the 2021-2022 school year was 13,231 people. The selection of the sample was random, so that the results could be extrapolated to the whole County level. The sampling method was cluster type; the number of valid questionnaires obtained was 441. Under the conditions of a probability of guaranteeing the results P = 95%, the margin of error is e = ±4.67%. The results can thus be extrapolated at the level of the analyzed County and, even if they are not representative at the level of the entire state, they can provide a clear breakdown of the situation for one of the counties, with the possibility of extending the analysis to the national level in the future. The questionnaire was applied online between April 11-15, 2022 and May 2-6, 2022, on the MS Office Forms platform. The questionnaire was completely anonymous, no

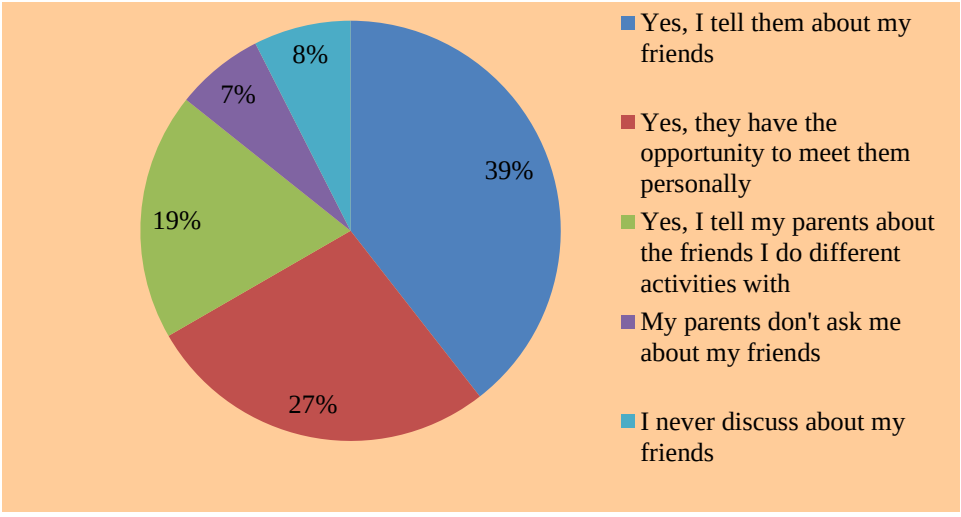
personal data was requested or stored that would allow the identification of respondents.

The answers collected were analyzed using descriptive statistics, but also the bivariate analysis designed to determine if there are certain demographic criteria that can significantly influence the parent-pupil-teacher relationship. These demographic criteria retained for the analysis are: the sex of the teenagers, the age (14-16 years and 16-18 years), the place of residence of the teenager (urban/rural) and the location where the attended high school is located (urban/rural). The use of Chi-square significance test (χ^2) helped us to determine for which of these demographic variables significant differences are manifested in terms of the analyzed objective.

Parent-pupil communication regarding the adolescent's friends

When asked if they talk to their parents about their friends, 39.5% of respondents stated that „yes, I tell them about my friends", 27.2% answered that "yes, they have the opportunity to meet them personally", 19.1% answered that "yes, I tell my parents about the friends I do different activities with", 6.8% stated that "my parents don't ask me about my friends", while 7.5% stated "I never discuss about my friends" (graph 1).

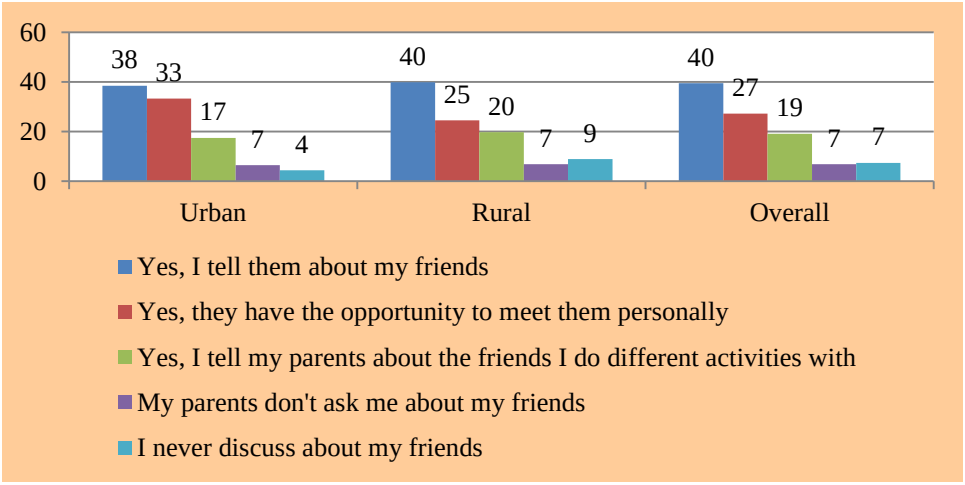
Graph 1. Adolescent-parent conversations about friends (%)



Depending on the place of residence of the respondents, it is observed that the share of pupils who declared "yes, I tell them about my friends" is lower in urban than in rural areas and vice versa, the share of

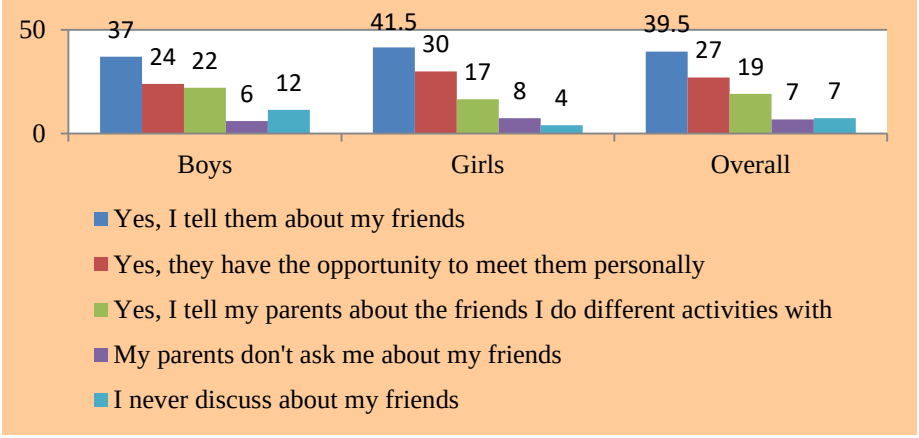
pupils who declared ”I never discuss about my friends” is higher in rural areas than in urban areas (graph 2).

Graph 2. Adolescent-parent conversations about friends, by residence (%)



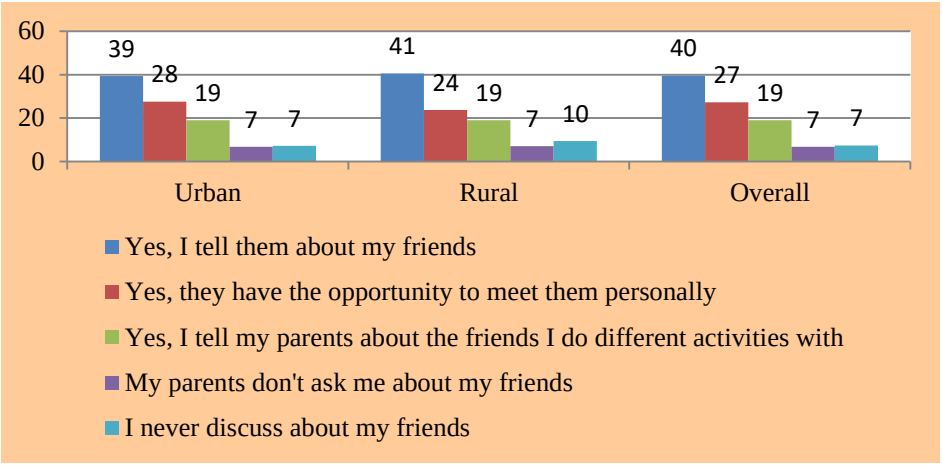
By gender, the share of pupils who declare ”yes, I tell them about my friends” is lower among boys than among girls, and reciprocally, the share of pupils who declared that ”I never talk about my friends” is higher among boys than among girls. In other words, we notice that respondents from the girls’ category are willing to communicate about friends, to a much greater extent than those from the boys’ category (graph 3).

Graph 3. Adolescent-parent conversation about friends depending on the gender of the respondent (%)



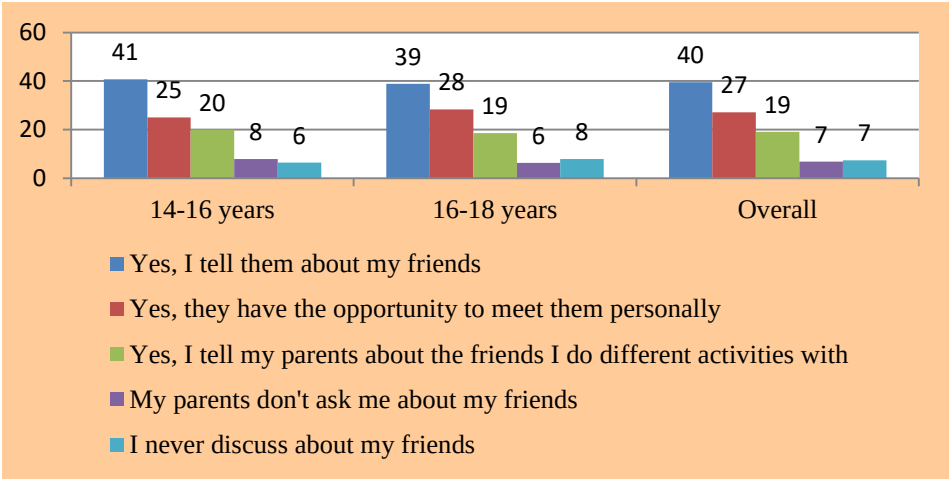
Depending on the location of the high school where they study, the differences between respondents are small: the share of pupils who declared ”yes, I tell them about my friends” is approximately equal among pupils from the two environments (urban/rural), while the share of pupils who stated that ”I never discuss about my friends” is higher in rural than in urban areas (graph 4).

Graph 4. Adolescent-parent conversations about friends depending on the location of the high school (%)



The analysis by age category highlights that the share of pupils who answered that ”yes, I tell them about my friends” is lower among pupils aged between 16-18 years than in the category of respondents aged between 14-16 years and in contrast, the share of pupils who declared that ”I never discuss my friends” is higher in the category of respondents aged between 16-18 years than those aged between 14-16 years (graph 5).

Graph 5. Adolescent-parent conversations about friends by age group (%)



In order to determine which of the percentage differences noted are statistically significant, we applied the Chi-square test for the four variables. The results obtained, presented in table no. 1, indicates that the only „significant dependence" is by sex. In other words, the gender of the respondent "significantly" influence the extent to which he talks to his parents about friends.

Table no. 1. Level of χ^2 for "Communication with parents about friends" According to the 4 variables of influence analyzed

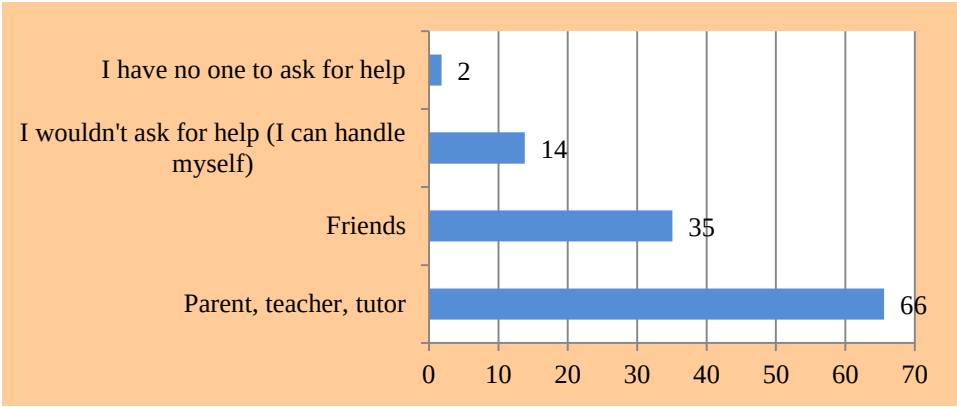
Influence variable	Value χ^2	Level of dependence
Residence of respondent	5.77*	Not significant
High school location	0.48**	Not significant
Sex of respondent	12.32***	Significant
Age category of respondent	1.19****	Not significant

Note: calculated for 4 degrees of freedom and a 1-p probability level of 78.33%, 82.03%, 98.49%***, 12.00%*****

The trusted person for the adolescent

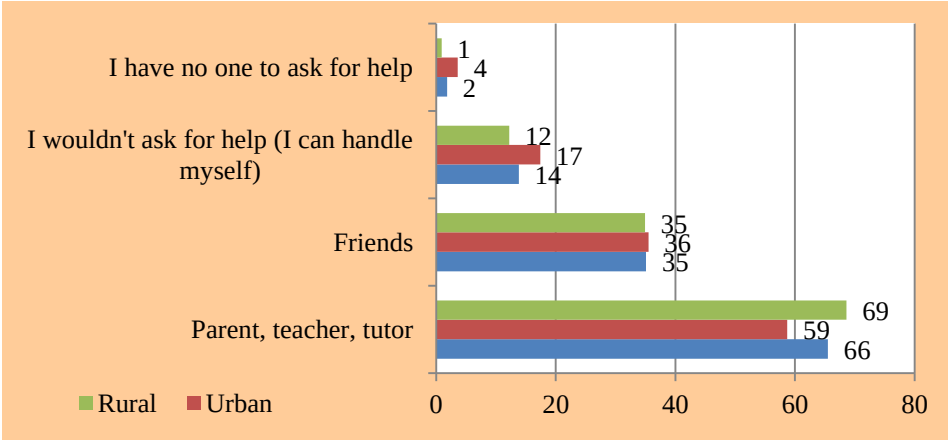
When asked about the identification of the person to whom they would ask for help if they were in a hypothetical situations with no way out, 65.5% of the responding pupils declared that they "request help from their parents, teachers (responsible teacher, tutor)", 35.1% ask for help from "friends", 13.8% answered that "they would not ask for help because they can handle it alone", while 1.8% stated that "they do not have anyone to ask for help" (graph 6).

Graph 6. The trusted person for the adolescent (%)



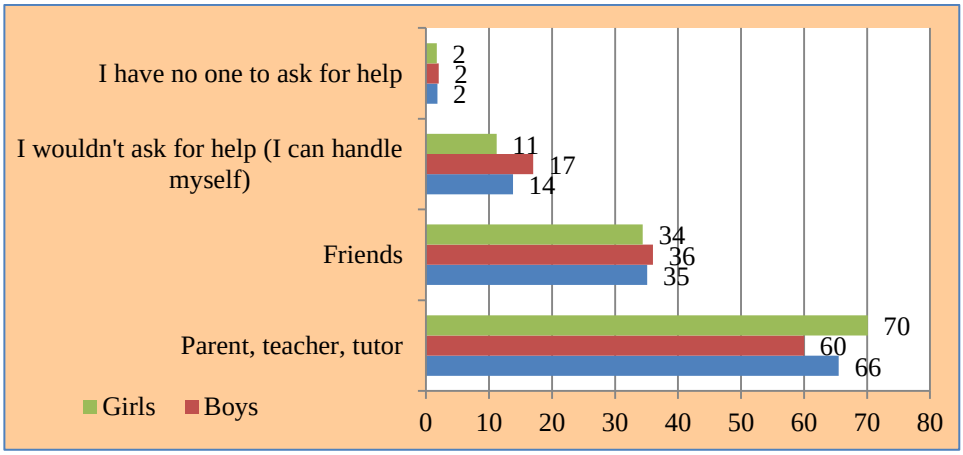
By residence, the pupils answered that they ask for the help of a "parent, teacher, tutor" to a lesser extent in urban than in rural areas and reciprocally, the share of pupils who declared that "I don't have any person to ask the help" is in the urban environment than in the rural environment (graph 7).

Graph 7. The trusted person for the adolescent by residence category (%)



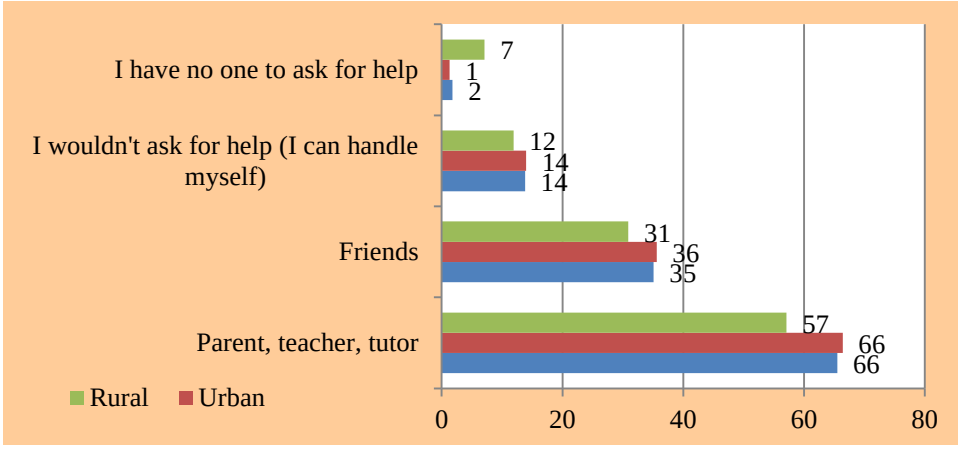
The analysis by category according to gender shows that the share of pupils who answered "parent, teacher, tutor" is lower among boys than in the category of girls, and vice versa, the share of pupils who declared that "I have no one to ask for help" is higher among boys than among girls (graph 8).

Graph 8. The adolescent's trusted person by gender (%)



Depending on the location of the high school where they study, it is observed that pupils who request the help of "parent, teacher, tutor" are in a higher proportion in urban high schools than in rural ones, while in rural high schools there is a higher share of those who declare that they have no one to ask for help (graph 9).

Graph 9. The adolescent's trusted person according to the location of the high school (%)



By age category, the share of pupils who address a "parent, teacher, tutor" is lower among respondents aged 16-18 years than in the category of pupils aged 14-16 years (graph 10).

Graph 10. The adolescent's trusted person by age category (%)

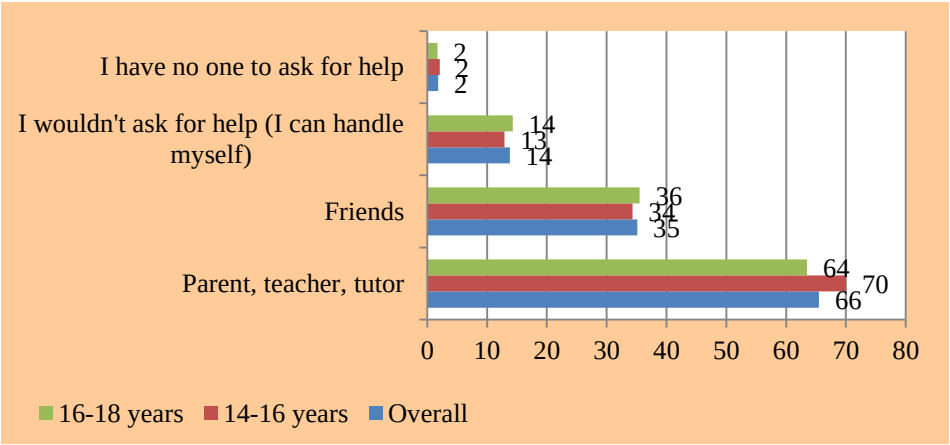


Table no. 2 result by applying the χ^2 test in the case of the question regarding "identification of a reference person from whom help is requested in a hopeless situation" shows that the residence exerts a "slightly significant influence", the location of the high school a "significant influence", while the other 2 variable do not have an influence.

Table no. 2. The level of χ^2 for "Adolescent's trusted person by age category" according to the 4 influence variables analyzed

Influence variable	Value χ^2	Level of dependence
Residence of respondent	6.92*	Slightly significant
High school location	8.38**	Significant
Sex of respondent	4.46***	Not significant
Age category of respondent	0.77****	Not significant

Note: calculated for 3 degrees of freedom and a 1-p probability level of 92.55%, 96.13%**, 78.45%***, 14.25%*****

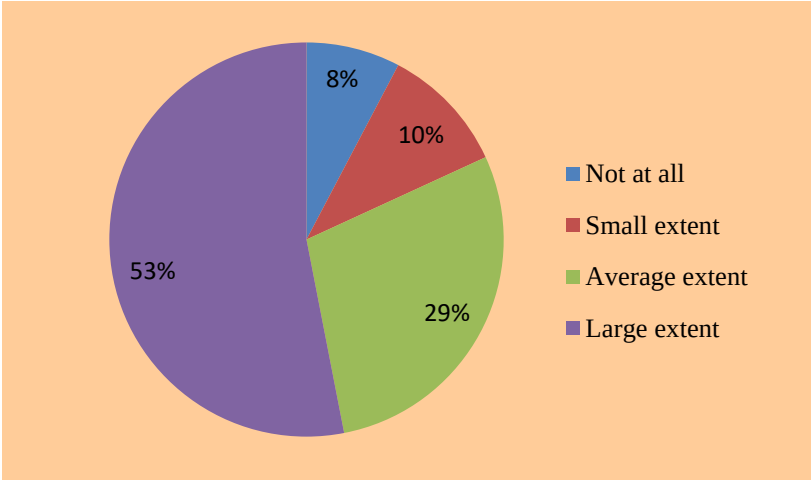
In other words, it is observed that the share of pupils who declared that "I don't have anyone to ask for help" is higher in the rural high school category than the one registered in the urban high school location, the difference being statistically significant. At the same time, the share of pupils who declared "I don't have anyone to ask for help" is higher among those who live in the rural environment than those who live in the urban one, but the degree of statistical dependence is "slightly significant".

The parent's interest in the school situation of the adolescent

To evaluate this item, pupils were asked to what extent parents are willing to take an interest in the school situation, under its various aspects (absences, grades, behavior, school activities and extracurricular activities). To measure the responses, a semantic differential scale with four level was used, from "not at all (interest)" (level 1) to "a large extent" (level 4).

Overall 8.1% of respondents indicated "not at all" interest or "to a small extent", while 28.8 % declared an "average extent" and 53.1% a "large extent" (graph 11).

Graph 11. The parent's interest in the adolescent's school situation (%)



The use of the semantic differential allowed us to calculate scores for each of the four variables considered (residence of respondents, sex of respondents, location of the high school, age category of the respondents) (table no. 3).

Table no. 3. The parent's interest in the adolescent's school situation (scores on analyzed variables)

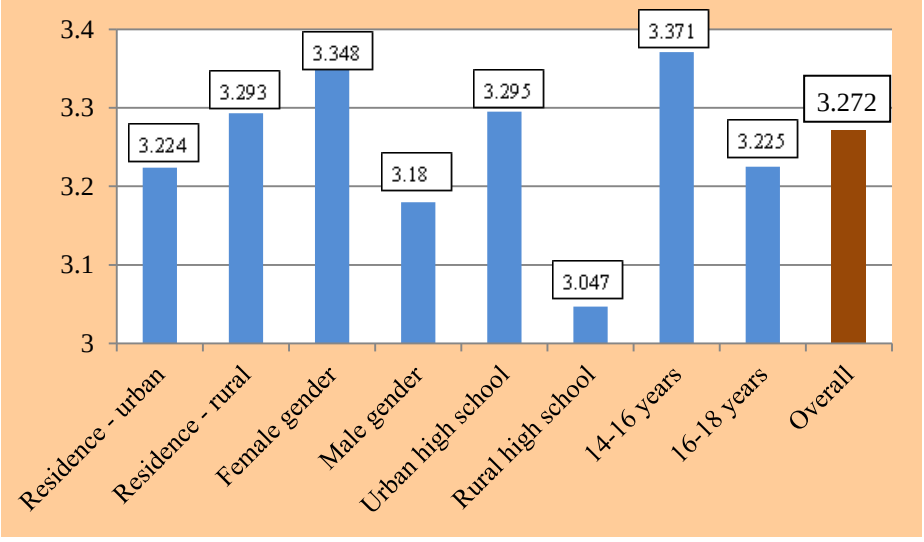
Variables analyzed	Resulting scores		
Residence of respondent	Urban	Rural	Overall 3.272
	3.224	3.293	
Sex of respondent	Boys	Girls	
	3.180	3.348	
High school location	Urban	Rural	
	3.295	3.047	
Age category of respondent	14-16 years	16-18 years	
	3.371	3.225	

On average, it is observed that on a scale from 1 = "not at all" to 4 = "to a great extent", the respondents consider that parents are willing to take an interest in the school situation between "average extent" and "large extent" (score 3.272 out of 4).

Pupils who live in urban areas have a lower score (Score $_{urban}$ = 3.224, i.e. measurement level between "average" and 'high") compared to those who live in rural areas (Score $_{rural}$ = 3.293 i.e. measurement level between "average" and "high"). However, the application of the chi-square test indicated a results of χ^2 = 3.12 and an "insignificant" dependence between the level of parents' interest regarding the school situation of the respondents and the residence category.

Depending on the gender, it is observed that the boys have a lower score (Score $_{boys}$ = 3.180 i.e. measurement level between "average" and "high") compared to those in the girls' category (Score $_{girls}$ = 3.348 i.e. measurement level between "average" and "high"). However, the application of the chi-square test indicated a result of χ^2 = 3.92 and an "insignificant" dependence between the level of interest of the parents regarding the school situation of the respondents and the gender of the respondents.

Graph 12. Parent's interest in adolescent's school situation (scores)



Depending on the location of the high school, a lower score was recorded for pupils from rural high school (Score $_{rural}$ = 3.047 i.e. measurement level between „average" and „high") compared to those from urban high schools (Score $_{urban}$ = 3.295 i.e. measurement level between

"average" and "high"). The application of the chi-square test indicated a result of $\chi^2 = 5.88$ and a "slightly significant" dependence between the level of parents' interest regarding the school situation of the respondents and the location of the high school.

Regarding the two age groups, it is observed that the pupils in the age category 16-18 years have a lower score (Score $_{16\text{-}18\text{years}} = 3.225$ i.e. measurement level between "average" and "high") compared to those from the age category 14-16 years (Score $_{14\text{-}16\ \text{years}} = 3.371$ i.e. measurement level between "average" and "high"). However, the application of the chi-square test indicated a result of $\chi^2 = 2.69$ and an insignificant dependence between the level of interest of the parents regarding the school situation of the respondents and the age category of the respondents.

Table no. 4. The level of χ^2 for "Level parents' interest in school situation of the adolescent" according to the 4 variable analyzed

Influence variable	Value χ^2	Level of dependence
Residence of respondent	3.12*	Not significant
High school location	5.88**	Slightly significant
Sex of respondent	3.92***	Not significant
Age category of respondent	2.69****	Not significant

Note: calculated for 3 degrees of freedom and a 1-p probability level of 62.60%, 88.26%**, 73.03%***, 55.83%****

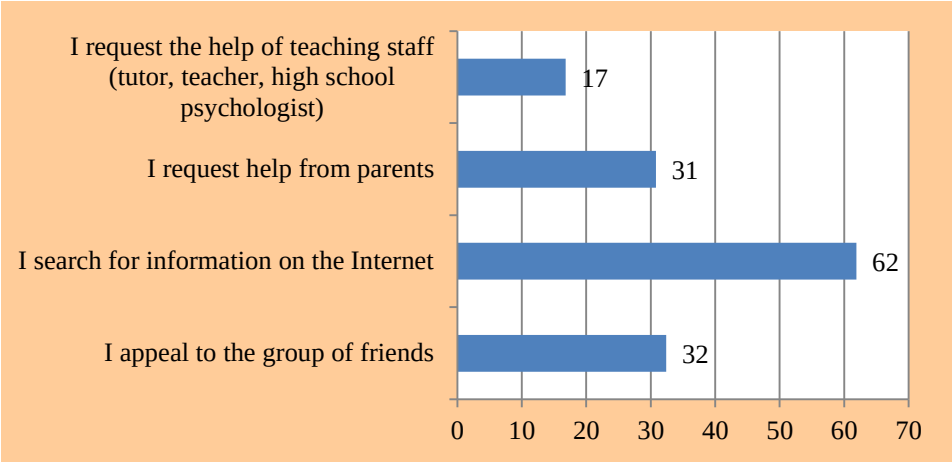
Starting from the table no. 4 that centralizes the values of the χ^2 test we can conclude that, regarding the profile variables used for the analysis concerning the question "if parents are willing to take an interest in the adolescents' school situation", the high school location variable registered a level of dependence slightly significant.

In other words, to the question of whether parents are willing to take an interest in the school situation, it is observed that the share of pupils in the rural high school category registered a lower score than those in the urban high school category and the difference has a statistical significance even if the level is low.

Emotional support relationships

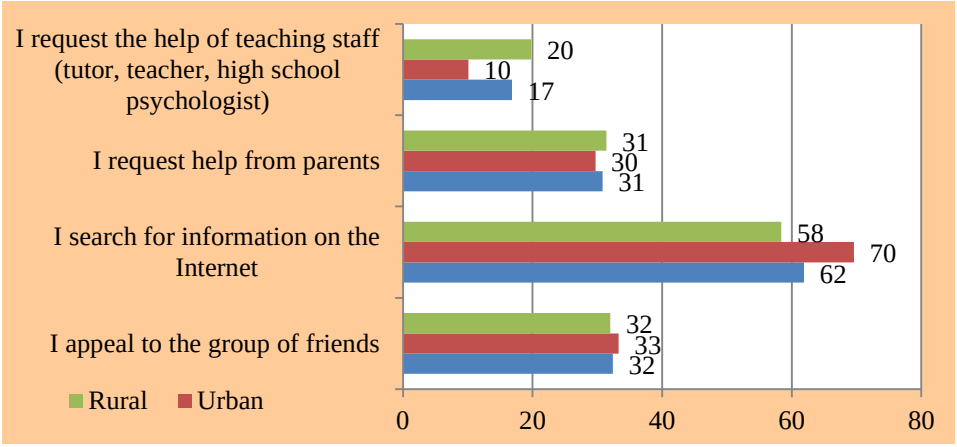
Asked about "how they proceed when they do not know information about a certain subject", 32.4% of the responding pupils declared "they turn to their group of friends", 61.9% "search for information on the Internet", 30.8% "requests help from parents", while 16.8% stated that they seek help from teaching staff (tutor, teacher, the high school psychologist) (graph 13).

Graph 13. Information seeking through emotional support relationships (%)



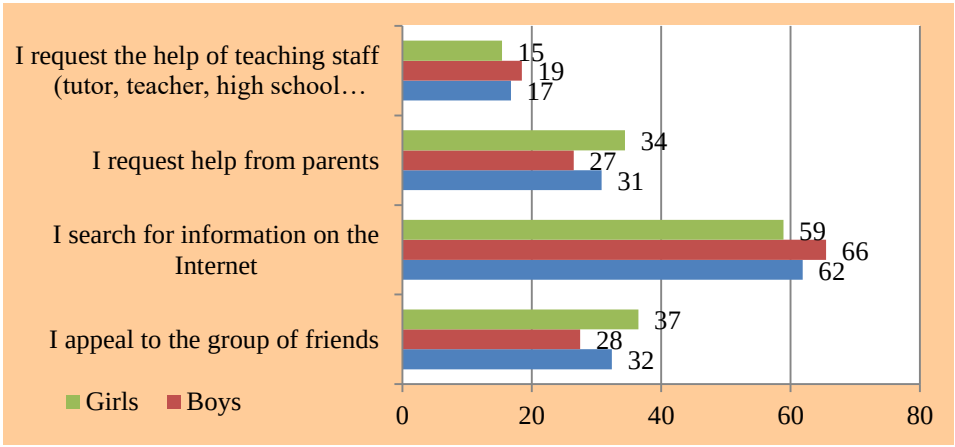
Between the two areas of residence, it can be observed that the share of urban pupils is higher for the answer "I look for information on the Internet", while in the case of those from rural area the share is higher for the answer "request the help of teaching staff (tutor, teacher, the high school psychologist)" (graph 14.)

Graph 14. Searching for information through emotional support relationships by residence category (%)



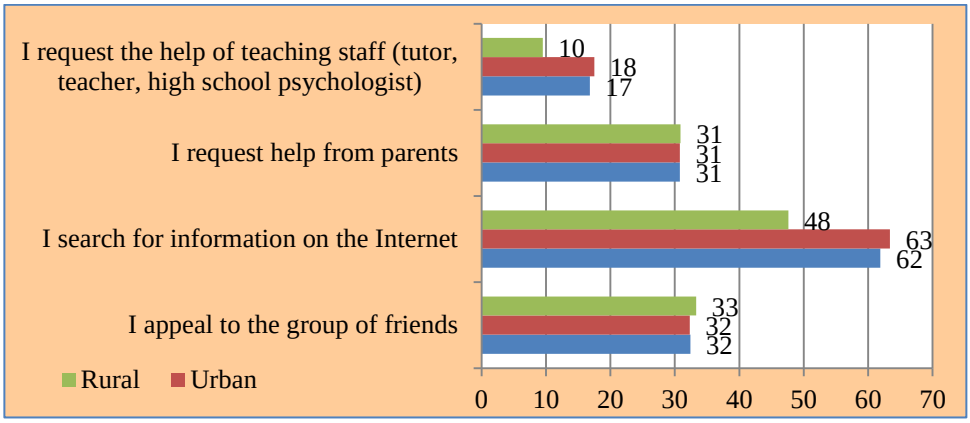
By gender, there are differences regarding the information sought: girls turn more to the help of their parents and the group of friends, while boys look for information on the Internet and request the help of teachers to a greater extent (graph 15).

Graph 15. Searching for information through emotional support relationships by gender category (%)



Also, depending on the location of the high school, differences in behavior are observed: pupils from urban high school have an above-average preference for searching for information on the Internet and asking teachers for help, unlike pupils from rural high schools. In the case of parents and group of friends, the weight of the answers is quite similar (graph 16).

Graph 16. Information seeking through emotional support relationships by high school location (%)



In terms of age, a slight difference can be observed between the two categories of adolescents: those between 14-16 years old have a greater share of the help requested from teaching staff, parents and friends, while those in the 16-18 year-old category a level above average is obtained in case of „looking for information on the Internet" (graph 17).

Graph 17. Information seeking through emotional support relationships by age category (%)

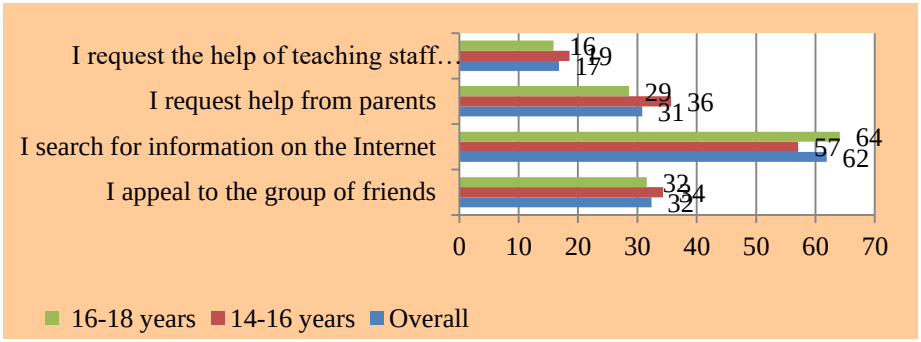


Table no. 5 The level of χ^2 for "Seeking information through emotional support relationships" according to the 4 influence variable analyzed

Influence variable	Value χ^2	Level of dependence
Residence of respondent	7.28*	Slightly significant
High school location	1.87**	Not significant
Sex of respondent	6.01***	Slightly significant
Age category of respondent	2.70****	Not significant

Note: calculated for 3 degrees of freedom and a 1-p probability level of 93.64%, 39.96%**, 88.90%***, 82.02%****

The calculation of the χ^2 level for this item ("the manner in which adolescent proceeds when no information is known about a certain subject") shows that only in the case of the variables "sex" and "residence" there is a relationship of dependence between the variables and the type of behavior adopted, but the level of dependence is "slightly significant". In the case of the other two variables, although differences in response were observed, the chi-square test shows that there is no significant dependence relationship.

Discussion and conclusions of the study

The phenomenon of human trafficking is a major concern both at the European and global level, its combat being done through measures adopted in several sectors. In this context, our study addressed the problem of relationship between parents, teachers and pupils, as a solution for reducing the vulnerability of young people to the challenges of human trafficking. For this purpose, based on the results of some studies in the field of psychology and pedagogy, a series of factors were retained that define the relationship between parents-pupils-teachers and can help prevent the trafficking of young people. These factors were analyzed in a quantitative

study carried out at the level of a county in Romania, and the results obtained allow us to evaluate the manifestation of these factors.

Even if the study was not extended nationally, its results are a useful detailed picture for how the parent-pupil-teacher relationship works in Romania. Moreover, the conclusions obtained show us the current advantages and disadvantages of this relationship in terms of the possibility of using it as a tool to prevent human trafficking and could be integrated into a national wider plan of socio-educational measures to discourage this phenomenon that concerns all states of the world. On the other hand, the obtained results have a practical contribution in terms of pedagogy, by highlighting the way in which the communication between pupils and teachers, or between pupils and parents, is effectively manifested in the educational system in Romania, in case the young people are faced with personal problems or school difficulties, Thus, the main conclusions of the study are as follow:

The parent-pupil communication relationship regarding the adolescent's friends

66% of respondents stated that they communicate in detail with their parents about the friends they have (either tell them about these friends or even have the opportunity to meet them in person). Added to them are 19% of pupils who communicate with their parents occasionally, when doing certain activities with friends. However, there are also 15% of respondents whose parents do not ask them about their friends or they do not want to communicate with their parents about their friends, which is the situation in which the parent-pupil communication relationship does not work. By sub-category, the data show that the communication relationship is better in the case of adolescents who live in rural area, girls, young people aged 14-16 years and communication is weaker in the case of adolescents who live in urban area, boys, young people aged 16-18 years. Applying the chi-square test showed that the only variable with a statistically significant influence on the communication relationship is the gender of the respondents. Hypothesis no. 1 is partially validated, i.e. only in the case of the "adolescent sex" variable.

The trusted person for the adolescent

Parents and teachers are the people to whom teenagers would turn in proportion of 65.5% in case of a hopeless situation. Although the indicated response rate is high, it leaves room for better, especially since 35.1% state that they address "friends" (although statistics show that "friends" can themselves be factors favoring human trafficking), and 15.4%

declare that they do not ask for help or have no one to ask for it. The relationship of trust with parents and teachers is stronger in the case of rural teenagers, girls, pupils aged 14-16 years and weaker in urban teenagers, boys, pupils aged 16-18 years. It is also observed that teenagers who study in urban high school tend to develop a better relationship of trust with parents and teachers, compared to those who study in rural high schools. The chi-square test indicates only two variables as having a statistical influence on the adolescent-parent/teacher trust relationship: the pupils' residence and the location of the high school, the 2nd hypothesis being partially validated.

The parent's interest in the school situation of the adolescent

The average score obtained regarding parents' interest in pupils' school situation, under all aspects involved (grades, absences, school activities and extracurricular activities) is 3.272 (out of 4), respectively a level slightly above "average". The score is slightly higher in the case of girls, young people aged 14-16 years and those studying in urban high schools. However, the application of the chi-square test shows that only the variable "high school location" has a statistical influence on the interest in the adolescent's school situation, but the influence is not very significant. Hypothesis no. 3 is thus partially validated.

Emotional support relationships enjoyed by the adolescent

When they do not know information about a certain subject, about 62% of teenagers turn to the Internet. Only 17% turn to a teaching staff, who can be the tutor, a teacher or the school psychologist, and about 31% ask for help from their parents, a lower percentage than those who turn to the "group of friends" (32.4%). By sub-category, those who request help from teachers or parents live in rural area, belong to female category (only in the relationship with parents, not with teachers), age 14-16 years. It should be noted in the case of girls the group of friends is more important than in the case of boys, this being a risk factor. The chi-square test shows that the variables "residence" and "gender of respondent" statistically influence the adolescent's behavior when he need information about an unknown subject, but the influence is "slightly significant". Hypothesis no. 4 is partially validated.

The results of the study show, first of all, that in most respondents there is a relationship of communication and emotional support between teenager, teachers and parents, and this relationship is used when young people face borderline situations or need information/help. The difference on the sub-categories, according to the four analyzed variables, although

they exist, are not statistically significant except to a small extent. Despite communication with parents and teachers is indicated as a solution by most of teenagers surveyed, the situation is far from ideal: 33% of pupils communicate with their parents occasionally or not at all about their friends, which represents a risky situation as the ANITP statistics shows that acquaintances and friends can be recruiters for human trafficking. Moreover, 65.5% of the teenagers would turn to their parents or teachers in a hopeless situation, while 35.1% prefer "friends" and 15.4% have no one to turn to. The group of friends is also a source of information, more important than parents or teachers, being overtaken only by the information provided by the Internet.

These results show that there is still a need for information on the risks of human trafficking through close people, considered trustworthy because "they are friends". On the other hand, there is a need to develop a better communication relationship between teachers and pupils that leads to that type of attachment intended to help the adolescent not only in the educational process but also in his personal and social orientation. Regarding adolescent-parent communication, it can be improved through two types of actions: raising awareness of the importance of the communication and emotional support relationship and involving parents in activities organized at the school level. The fact that there are no significant differences in the sub-categories of teenagers can be considered an advantage in the case of the analyzed county because it can allow the development of prevention programs focused on the parent-pupil-teacher relationship and to be carried out in partnership at the level of educational institutions for high school pupils.

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