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The family of the 21st century and the influence on the child's school performance

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Abstract. From a sociological perspective, „the family is a relatively permanent social group of individuals linked to each other by blood, origin, marriage or adoption, who share primary responsibility for the reproduction and care of members of society. The family is the fundamental instrumental core of the broader social structure, in the sense that all other institutions depend on its influences.” The family is also referred to as the foundation of society, later becoming a factor of social stability, being responsible for the tone it gives in relation to society, its stability also determining the stability of society. The way in which the family influences the development of children is complex and research can determine the effects of specific characteristics of parents in learning specific characteristics in children. The family climate is very important in determining educational influences and is a major role in the growth and education of the child and adolescent.

Keywords. Family, influence, performance, school, child.

1. Theoretical aspects regarding the family of the 21st century - the definition of the family

The family is “a form of the human community consisting of two or more individuals, united by marriage and/or paternal bonds, achieving more or less the biological and/or psychosocial side” (Mitrofan, Ciuperca, 1998, p.17). This implies that there are two partners, with or without children, or a partner with one or more of their own children. But I think it is worth highlighting the fundamental function of the family to form the personality of the children that appear within it. Within the family, each of us acquires the characteristics that will define us as persons.

Starting from the idea that the child's emotional development begins at birth, children need a stable home to identify with and a stable emotional environment in which they have the chance to progress constantly and naturally from the early stages of development.

From the middle of the 19th century onwards, the sense of family and childhood is unquestionable among the intellectuals and the economically privileged. The unity of parents and children is symbolically drawn, the child representing for its parents a way of extending their lives. In the working families of field workers (landless peasants), merchants, priests, it is the mother who raises the children: *"My mother raised us because our father was too tired from*

working. When he came home, he ate and lay in bed. He slept hard, the sleep of a hard-working man". (cf., Herseni, 1970:79). In very poor families, the child can be with the parents in any situation and at any time, from overnight rest to work in the fields, both as a simple observer and as a direct participant. In the very wealthy families of those days, neither parent spent much time around the child, devoting more time to male-run businesses and the bohemian taboos of women's estates.

Therefore, whether or not they are around their children, parents are the primary and important providers of identification resources, the power of example having a major impact on them. Modern Romanian families appear as the main points of orientation and introduction of children in a social order, the family determinism of the child's identity construction being very important. During that period of time, the schooling of children is a priority on the paternal line, thus acquiring a superior social position.

The family of the 21st century is represented by the modern family, modern parents, who wait, plan and read. These parents feel that they have to perform tasks designed to give the child a rich environment, regardless of his age, and that set goals for themselves to be very good parents. The family of the 21st century is generally made up of a maximum 1, 2 or 3 children, the expansion of relationships and opportunities being achieved with the help of relatives, kindergartens, nurseries, day-care educational centers.

The main functions of the family, according to Maria Voinea in her book "Sociology of the Family" (1993) are:

- *The economic function* – means to provide the material, financial resources necessary for the existence of the family (housing, food, clothes, etc.). This function is very important. If it is done properly, then the family can concentrate and perform the other functions. This function is performed by both spouses by bringing income (as a result of practicing a profession, most often), by procuring and producing food, clothing and living objects, by transmitting the profession and/or supporting children in choosing a profession.

- *Social function* – means to transmit, the attitudes, values, principles, and patterns of behavior characteristic of a certain social group for the purpose of assimilating by children, especially, but also by all family members. In other words, it is the educational function. The purpose of this is the integration into society of the person (child). Education manifests itself on all levels: Material, physical, psychological, moral, spiritual. Obviously, families have different levels of manifestation of this function: Some are very concerned with educating their members, while others are not at all.

- *Solidarity function* - means ensuring the unity and stability of the family. It involves showing feelings of affection, respect, belonging to the family group, trusting each other, helping and supporting each other over time, developing intimacy. It is noticed that lately this function seems to be less and less fulfilled, a fact proven by the increase in the rate of divorces and the multiplication of concubinage relations, celibates and single-parent families.

- *Sexual-reproductive function* – involves the two spouses sexually satisfying each other and giving birth to children. These two components of this function are performed differently, in the sense that in some families the emphasis is on sexual fulfillment, while in other families, greater importance is attached to the birth of children. Obviously, this depends on the culture of the families, the level and type of education they have, the religious beliefs, the desire and the physical and psychological characteristics of the two spouses (partners). Nowadays, in more economically advanced societies, couples and families tend more and more to put sexual affective fulfillment in the forefront, after which the reproductive one.

- Like adults, children learn best when they are supported and informed. Building a healthy parent-child relationship requires a combination of warmth and safety throughout its development, from birth to adulthood. This combination can be achieved through a way of thinking focused on long-term goals and ensuring a warm learning climate to achieve them.

- In addition to providing basic resources such as food, clothing, housing, access to medical services, etc., the variables in the family environment that may affect the way the child develops may be: the level of education of adults (parents), their profession, income level, but also their priorities or consumption strategies. Sometimes this latter aspect becomes very important, because perhaps the difference between families with comparable income levels or comparable economic statuses, which are, however, very different in terms of parental skills, especially in relation to this function of satisfying the child's basic needs.

2. Theoretical aspects of the child's school performance

2.1. Definition of school performance

Love, the most important feeling in the family, which underlies our development as human beings, and the intimacy that is the fundamental characteristic of family and couple life, is detailed by Rachel Harris in her book "How our children are formed" (Ed. Humanitas). Love is the strong feeling of affection, attraction and union of the two partners who form the couple (married or not). Currently, love is the main motivation for transforming erotic couples into conjugal couples (marriage).

A promising approach to school reform that is gaining significant ground at national level is the School Positive Behavior Support System (SPBSS), a scientifically-based, culturally sensitive set of interventions designed to achieve socially validated behavioral changes while achieving academic success (United States Department of Education, 2000).

2.2 Factors on which school performance depends

In the parent-child relationship, everyone influences and is influenced in the communication process. The problem of communication with children is no less complex than that with adults, even sometimes harder to realize and more complicated. The factors that make communication effective must be present in the parent-child relationship. In order to achieve an effective parent-child relationship, it is necessary to know the stages of personality development, namely, parents need to know what happens in their child's life during the times of crisis they face. Every transition from one stage to another is a crisis. Parents who move from one stage to another in life also face certain crises. Taking into account the problems that arise during this period, the alienation will be avoided and communication will be emphasized. (Education of parents – UNICEF)

It is important that, for each stage of personality development, parents behave and act according to the child's needs in order to provide the child with the environment for healthy development. The influence of the family system on the process of child formation is decisive. Specialists in this field specify that the parent-child relationship plays a special role in fixing behavioral skills, but also in ensuring normal psychological conditions. (Education of parents – UNICEF)

The parent-child relationship should not be left to chance. There are certain precise norms that underlie these relationships: The need for love that provides protection, ensures some fair and balanced relationship reports, and the complementarity of parental roles. Parents must form a relationship with the child, an inseparable unit in which they divide their roles and tasks. (Education of parents – UNICEF)

In *Each with its Role* (Public Agenda, 1999), a national survey of parents and teachers in public schools revealed that most parents believe that their children's teachers are accessible and involved, with teachers generally being praised rather than criticized. However, when it came to engaging in decision-making, the Public Agenda found that most parents felt discomfort in assuming leadership roles, and most teachers felt uncomfortable involving parents in such roles. In fact, despite the federal policy (No Child Left Behind Act¹ from 2001, NCLB; Individuals with Disabilities Education Improvement Act² from 2004, IDEA) that clearly mandates the involvement of families and the community, most teachers and school principals “still believe that they are the individual leaders of the class, school, or district, giving little importance to teamwork and collaboration with parents and community partners” (Epstein & Sanders, 2003, p. 82). As noted by the National Association of State Mental Health Program Directors³ and the National Association of State Directors of Special Education⁴, “successful partnerships between community agencies are making every effort to include family members in the decisions and actions that affect their children. Parents and family members are the experts when it comes to their children and, as far as possible, they should be allowed, encouraged and supported by active participation in every aspect of decision-making concerning their children” (2002, p. 25).

The main barriers include (a) unilateral power relations between school and family (Nogera, 1999); (b) inadequate teacher participation in establishing and sustaining the relationship with parents (Epstein & Sanders, 2006); (c) limited time and material resources for parental involvement; and (d) pressures due to national and state accountability measures, but lacking sufficient resources. Finally, the attitudes of teachers and directors to parental involvement are often shaped by middle-class cultural values, assumptions, and experiences, and do not correspond to those of families or communities (Henderson, Johnson, Mapp, & Davies, 2006). When these barriers cannot be satisfactorily addressed, they often regress to blame and the search for the scapegoat, with the likelihood of giving up involvement increasing significantly.

Schools that respond to the requirement to intentionally review the role of parents in creating better learning environments for children aim to empower *all* parents – regardless of their educational and socioeconomic status – to be actively involved in their children’s school experience.

Such schools productively channel the involvement efforts of parents who are typically active and effectively reduce feelings of marginalization, inferiority or insecurity in parents who typically feel less capable. In both cases, parents are recognized as important members of the school community, increasing the likelihood of improving academic progress and social skills for all children.

Expanding the definition of “family involvement” is the first step for schools to create more inclusive and productive learning places for students and adults. Commitment falls onto building trust with family members. This means relationships in which parents and teachers respect each other, believe in the ability and desire of others to fulfill their roles, have great regard for each other, and trust others to put the child’s interest first.

1 The law No Child is left behind

2 Law on improving the Education of Persons with Disabilities

3 National Association of Directors of Mental Health Programs in the State System

4 National Association of Directors of Special Education in the State System

2.3. Personal factors - the student's psychological development, intelligence, ability, creativity, health or disease state, fear of negative evaluation

Epstein (2002) presents a broad framework for teachers to seriously think about how they support and facilitate parental involvement, home learning, communication, volunteering, participation in decision-making and collaboration with the community. Schools on the road to real inclusion of families recognize that parents (and grandparents or carers) are involved in the educational experience of children when they meet their basic physical and psychological needs, promote learning of children at home, volunteer in the classroom, support the rights of the child in relation to teachers and directors, participate in decision-making committees, become active in community organizations that promote school empowerment and child welfare, or any combination of the above. Many schools in New Hampshire involved in the SSSPC, through the Positive Behavioral Interventions and Support initiative- NH⁵ (PBIS-NH), have begun to use the framework established by Epstein (2002) to change the way teachers and families perceive the partnership regarding the academic and socio-emotional growth of students. They do not proceed from the assumption that families who have been commonly considered uninvolved make this conscious choice not to engage in the educational experience of their children. Instead, schools admit that certain difficulties can prevent well-meaning families from getting involved effectively. As a result, these schools implement proactive and reactive systems and practices that address a variety of needs and difficulties.

At the intensive level, a small number of families can be considered by the school where the child learns, for various reasons: their own school failure, inefficient relationships with their own child, personal difficulties, or previously compromised relationships. Unpleasant relationships or experiences cause shirking or avoidance behaviors that make it difficult for school and family to engage. In these cases, teachers and directors must adopt a highly individualized and respectful approach that essentially requires an understanding of the unique needs of families, correlated with specialized interaction and relationship-building skills, as well as knowledge and access to specific resources and support sources. These families may feel that they lack the power or ability to initiate change for their children and see disconnection from school as the only viable solution.

2.4. Environmental factors – access to information, media, access to social networks, family support, social, emotional and financial support; type of family, family pressure to achieve performance, opportunities available, entourage

Emotional expressions and behaviors are learned in the course of life. In social life, some emotional expressions and behaviors are strengthened and valued, others inhibited and rejected, and training takes place. Then some emotional expressions become standardized, generalized, and associated with a series of affective gene signs, thus giving rise to an affective language. Education involves following the following conditions: Imitation of emotions, emotional transfer, affective combination, affective maturation (some do not touch it), and systematic education of emotions. Higher feelings are created in school. They form gradually, they cannot appear suddenly.

The educational intervention has the following roles: The regulation of individual relationships; training and education for life; support, protection and protection, affection and love.

5 Interventions and positive behavior support – New Hampshire

In addition to a number of qualities such as: balanced personality, sense of humor, optimism, self-confidence, capacity for expression and communication, leadership skills, decision-making capacity, generosity, understanding, respect, ability to adapt to new situations, strategies and appropriate teaching materials are also needed in order to succeed both the school performance and the integration of the child into society.

3. Research methodology

3.1. Objectives

The research aims to demonstrate whether parents' involvement in children's school education will lead to better results and success in life. The children's attitude toward school, self-perception, time allocated to study, motivation and maintenance in school, and results obtained will be followed.

3.2. Hypothesis of research

Hypothesis 1: It is presumed that there are differences in the attitude of students who do not have family support compared to those who receive all the support and affection of a family, regardless of this, regarding school and the positive contribution of the family in everyday life – in the sense that those supported prove to be more motivated;

Hypothesis 2: It is presumed that there are differences in the attitude of pupils from disadvantaged families compared to those from families who provide support in terms of learning and the seriousness with which they treat this area – in the sense that those from these families prove to be more serious.

Hypothesis 3: It is presumed that there are differences in the performance of pupils from disadvantaged families compared to those from families involved in school success and success in life – in the sense that those from families involved prove more successful and those from disadvantaged families do not equal chances of success, the impact of the family on them is huge.

3.3. Participants in the Study

The research sample is established by convenience and is composed of 62 people, from secondary and high school education, with ages between 13 to 19 years

It follows that 68.3% of respondents are male and the difference of 31.7% are female.

From the point of view of the residence environment, 74.6% live in urban areas and 25.4% in rural areas.

The average structure of respondents shows a percentage of 42.88% of respondents with annual general averages between 9 and 10.

4. Research results

For question “1. *In general, I like to learn*” a percentage of 25.4% of respondents stated their total agreement and 44.44% of the partial agreement. In total disagreement with the statement, a percentage of 1.59% was declared, while in partial disagreement 12.70%, and undecided were 15.87% of respondents.

For question “2. *It is worth learning only for the teaching itself*” a percentage of 34.92% of respondents stated their total agreement and 28.57% their partial agreement. In total disagreement with the statement, a percentage of 4.76% was declared, while in partial disagreement 14.29%, and undecided were 17.46% of respondents.

For question “3. *I have more confidence in myself if I learn*” a percentage of 39.68% of respondents stated their total agreement and 33.33% of the partial agreement. In total disagreement with the statement, a percentage of 5.52% was declared, while in partial disagreement 7.94%, and undecided were 9.52% of respondents.

For question “4. *Learning is only good if it allows you to get a job.*” 19.05% of respondents said they agreed fully and 23.81% agreed partially. In total disagreement with the statement, a percentage of 20.63% was declared, while in partial disagreement 15.87%, and undecided were 20.63% of respondents.

For question “5. *Nowadays, no matter how many schools you have, it is still difficult to get a job*” a percentage of 19.05% of respondents stated their total agreement and 23.81% partial agreement. In total disagreement with the statement, a percentage of 20.63% was declared, while in partial disagreement 15.87%, and undecided were 20.63% of respondents.

For question “6. *If you learn, think more inventive*” 36.51% of respondents said they agreed fully and 30.16% agreed partially. In total disagreement with the statement, a percentage of 6.35% was declared, while in partial disagreement 15.87%, and undecided were 11.11% of respondents.

For question “7. *School is a waste of time*” 7.94% of respondents said they agreed fully and 4.76% agreed partially. In total disagreement with the statement, a percentage of 42.86% was declared, while in partial disagreement 25.40%, and undecided were 19.05% of respondents.

For question “8. *The more studies you have, the better you can have a job.*” 38.10% of respondents agreed fully and 33.33% agreed partially. In total disagreement with the statement, a percentage of 11.11% was declared, while in partial disagreement 7.94%, and undecided were 9.52% of respondents.

For question “9. *I am attentive to the classes*” a percentage of 26.98% of respondents stated their total agreement and 39.63% the partial agreement. In total disagreement with the statement, a percentage of 6.35% was declared, while in partial disagreement 6.35%, and undecided were 20.63% of respondents.

For question “10. *Today, if you are unqualified, you cannot get a good job.*” 23.81% of respondents stated their total agreement and 26.98% the partial agreement. In total disagreement with the statement, a percentage of 12.70% was declared, while in partial disagreement 15.87%, and undecided were 20.63% of respondents.

For question “11. *In general, I do not like to learn*” a percentage of 14.29% of respondents stated their total agreement and 19.05% of the partial agreement. In total disagreement with the statement, a percentage of 15.87% was declared, while in partial disagreement 12.20%, and undecided were 38.10% of respondents.

For question “12. *If you learn, think more clearly*” 38.10% of respondents said they agreed fully and 28.57% agreed partially. In total disagreement with the statement, a percentage of 7.94% was declared, while in partial disagreement 11.11%, and undecided were 14.29% of respondents.

For question “13. *Teaching does not help you to get a job*” a percentage of 6.35% of respondents stated their total agreement and 12.70% their partial agreement. In total disagreement with the statement, a percentage of 41.27% was declared, while in partial disagreement 22.22%, and undecided were 17.46% of respondents.

For question “14. *I have fun during the hours*” a percentage of 15.87% of the respondents stated their total agreement and 17.46% the partial agreement. In total disagreement

For question “18. I don’t learn, in general, because... choose the three main reasons” the most often cited reasons are “I don’t like the teaching style” and “I don’t have time” – in 57.1% of cases. For 46% of respondents, the reasons were made up of lack of will, also 46% choosing as an option “I do not know/do not answer”. Other reasons cited for lack of involvement in learning were: Beliefs such as “the book does not help you succeed in life” in 23.8% of respondents, lack of access to information in 12.7% of the study participants, lack of financial availability – 15.9%, 11.1% motivated the choice by not being able to meet the family’s requirements regarding school performance and another 6.3% motivated by the aspect that it does not matter to their family. A minority of 4.8 percent said they were spending time on sports at the expense of learning.

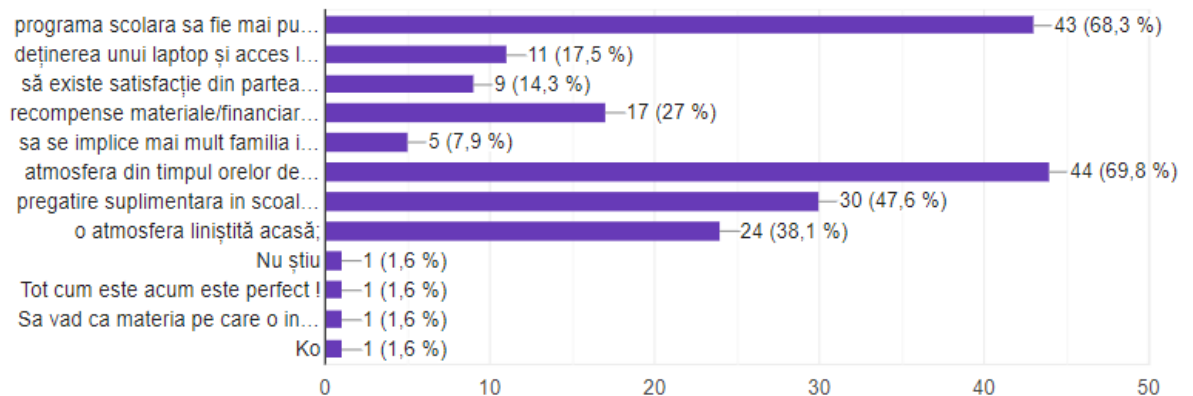


Figure 3. Structure of the answers to question 19

For question “19. What could help you learn more? Choose three options.” the main reasons chosen by the respondents were the ventilation of the school curriculum and the change/improvement of the atmosphere in the classes (68.3% of the answers), while 38.1% aimed at changing the atmosphere at home, 47.6% opted for additional training, 27% for material rewards, and 17.5% for owning a laptop and 7.9% for family involvement.

For question “20. Usually, before an exam, how do you express yourself emotionally?” the responses were structured as follows: 60.3% of respondents said they have emotions, 15.9% declined their emotions due to self-confidence in their knowledge, 15.9% said they have no emotions and are indifferent to what is happening, 7.9% opting for the answer “I don’t know/don’t answer”.

For question “21. How important do you think the impact of family on school performance is?” the responses were structured as follows: 53.97% of respondents responded that it was very important, 34.92% important only sometimes – therefore situational, while 11.11% said it was not important at all.

For statement “22. It is important for you to succeed in life” the answers were structured as follows: 76.2% of respondents responded that they fully agree with the statement, 14.3% that they agree in part, 4.8% that they do not agree or disagree, and 4.8% expressed total disagreement.

For question “23. Do you find in the family the moral and emotional support you need to get a favorable exam result?” The answers were structured as follows: 74.6% of respondents believe that without the support of the family, they would never have succeeded, 7.9% that the family does not provide them with constant and safe support, 44.3% that the family does not

offer them this support, 1.6% that they should not find such support at home and 1.6% were undecided about the answer to the question.

For question “24. *To what extent does school success contribute to your success in life?*” the responses were structured as follows: 22.2% rated that to a very large extent, 27% that to a large extent, 30.2% to a suitable extent, 15.9% that to a small extent and 4.8% that to a very small extent.

For question “25. *To what extent does the family contribute to your school success and success in life?*” the responses were structured as follows: 38.1% rated that to a very large extent, 5.4% that to a large extent, 19% that to a suitable extent, 7.9% to a small extent and 9.5% that to a very small extent.

Question 26 refers to the educational unit in which the respondents study, within the area of Constanta County and I can specify that from a statistical point of view I do not consider it relevant due to a large scattering, with few representatives for each, therefore I do not consider its graphic representation necessary.

For question “27. *I live with:*” The answers were structured as follows: 63.5% of respondents live with both parents, 15.9% with one parent, 9.5% with grandparents or extended family, 1.59% with adoptive parents, 9.52% with someone else than mentioned.

For question “28. *The atmosphere in the place I call “home” is one:*” The answers were structured as follows: 58.7% of respondents said it was a quiet and warm one, 20.6% that a safe one, 11.1% that a stressful one and 9.5% that a tense one.

For question “29. *Financial resources from my family can facilitate my necessary access to information and support for tutoring if necessary:*” The answers were structured as follows: 39.7% of respondents said that to a very large extent, 11.1% that to a very small extent, 22.2% that to a large extent, 9.5% that to a small extent and 7.94% that to no extent and 22.2% that to a suitable extent.

Testing statistical hypotheses

Hypothesis 1: It is presumed that there are differences in the attitude of students who do not have family support toward those who receive all the support and affection of a family, regardless of this, in terms of school and positive family contribution in everyday life (those who are supported are more motivated.)

Applying the ANOVA test results in significant differences between the two groups of attitudes depending on the support that families give or not.

		Sum of Squares	df	Mean Square	F	Sig.
Positive attitude toward school and the positive contribution of the family in everyday life	Between Groups	13.284	3	4.428	6.139	.001
	Within Groups	42.556	59	.721		
	Total	55.840	62			

The negative attitude toward school and the positive contribution of the family in everyday life	Between Groups	7.241	3	2.414	8.691	.000
	Within Groups	16.386	59	.278		
	Total	23.627	62			

In the context of obtaining a value of the sig coefficient. by 0.00 and 0.01 below the 0.05 meaning threshold, these differences result and they come – both positive and negative ones from the differences between the quiet and warm and tense groups, respectively stressful on both types of attitudes.

Table 2. Table of multiple comparisons

Dependent Variable		(I) 28. The atmosphere in my house called "home" is one:	(J) 28. The atmosphere in my house called "home" is one:	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Positive attitude toward school and the positive contribution of the family in everyday life	Tukey HSD	Tense	Stressful	.19048	.47250	.978	-1.0587	1.4397
			Safe	-.61859	.41916	.458	-1.7268	.4896
			Peaceful and warm	-1.05856*	.37378	.031	-2.0467	-.0704
		stressful	Tense	-.19048	.47250	.978	-1.4397	1.0587
			Safe	-.80907	.39815	.188	-1.8617	.2436
			Peaceful and warm	-1.24903*	.35005	.004	-2.1745	-.3236
		Safe	Tense	.61859	.41916	.458	-.4896	1.7268
			Stressful	.80907	.39815	.188	-.2436	1.8617
			Peaceful and warm	-.43997	.27382	.383	-1.1639	.2840
	Peaceful and warm	Tense	1.05856*	.37378	.031	.0704	2.0467	
		Stressful	1.24903*	.35005	.004	.3236	2.1745	
		Safe	.43997	.27382	.383	-.2840	1.1639	
The negative attitude toward school and the positive contribution of the family in everyday life	Tukey HSD	Tense	Stressful	.30272	.29319	.731	-.4724	1.0779
			Safe	.94322*	.26010	.003	.2556	1.6309
			Peaceful and warm	.99550*	.23193	.000	.3823	1.6087
		Stressful	Tense	-.30272	.29319	.731	-1.0779	.4724
			Safe	.64050	.24706	.057	-.0127	1.2937
			Peaceful and warm	.69277*	.21721	.012	.1185	1.2670
		Safe	Tense	-.94322*	.26010	.003	-1.6309	-.2556
			Stressful	-.64050	.24706	.057	-1.2937	.0127
			Peaceful and warm	.05227	.16991	.990	-.3969	.5015

		Peaceful warm	Tense	-.99550*	.23193	.000	-1.6087	-.3823
			Stressful	-.69277*	.21721	.012	-1.2670	-.1185
			Safe	-.05227	.16991	.990	-.5015	.3969

*. The mean difference is significant at the 0.05 level.

We can also advance in this context under the assumption that there is a correlation between the importance given to the impact of the family on the attitude toward school and the positive contribution of the family.

Table 3. Correlation table - Pearson coefficient

		21. How important do you think the impact of family is on school performance?	Positive attitude toward school and the positive contribution of the family in everyday life	The negative attitude toward school and the positive contribution of the family in everyday life
21. How important do you think the impact of family is on school performance?	Pearson Correlation	1	.412**	-.406**
	Sig. (2-tailed)		.001	.001
	N	63	63	63
Positive attitude toward school and the positive contribution of the family in everyday life	Pearson Correlation	.412**	1	-.517**
	Sig. (2-tailed)	.001		.000
	N	63	63	63
The negative attitude toward school and the positive contribution of the family in everyday life	Pearson Correlation	-.406**	-.517**	1
	Sig. (2-tailed)	.001	.000	
	N	63	63	63

** . Correlation is significant at the 0.01 level (2-tailed).

The calculation of the Pearson coefficient reveals statistically significant correlations between the importance given by respondents, the impact of the family on school performance and the positive attitude toward school and the positive contribution of the family in daily life, by obtaining a Pearson coefficient of 0.412, significantly at the 0.01 threshold - the correlation being **positive**, but also with the negative attitude regarding school and the positive contribution of the family in everyday life, by obtaining a Pearson coefficient of -0.406, significant at the 0.01 threshold - but the correlation being **negative** this time.

In this context, it follows that **hypothesis 1**: It is presumed that there are differences in the attitude of students who **do not** have family support compared to those who receive all the support and affection of a family, regardless of this, as for school and the positive contribution

of the family in everyday life (in the sense that those supported prove more motivated) are confirmed on our study lot.

Hypothesis 2: It is presumed that there are differences in the attitude of pupils from disadvantaged families compared to those from families who provide support in terms of learning and the seriousness with which they treat this field (in the sense that those from these families prove to be more serious).

Applying the ANOVA test results in significant differences between the two groups of attitudes depending on the family's contribution to school success and the life success of the respondents. These differences are also revealed from the starting statistical indicators highlighted in **Annex 3**.

Table 4. Table ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Positive attitude toward school and the positive contribution of the family in everyday life	Between Groups	12.173	2	6.086	8.363	.001
	Within Groups	43.667	60	.728		
	Total	55.840	62			
Negative attitude toward school and the positive contribution of the family in everyday life	Between Groups	4.299	2	2.150	6.673	.002
	Within Groups	19.327	60	.322		
	Total	23.627	62			

In the context of obtaining a value of the sig coefficient. by 0.00 and 0.01 below the 0.05 meaning threshold, these differences result and they come – both positive and negative ones from the differences between groups that are not important and important only sometimes and not important and very important, respectively, on both types of attitudes.

Table 5. Table of multiple comparisons

Dependent Variable		(I) 21. How important do you think the impact of family is on school performance ?	(J) 21. How important do you think the impact of family is on school performance ?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Positive attitude toward	Tukey HSD	not important at all;	important only sometimes.	-1.21104*	.37020	.005	-2.1007	-.3214

school and the positive contribution of the family in everyday life			Very important	-1.44800*	.35408	.000	-2.2989	-.5971	
			important only sometimes.	not important at all;	1.21104*	.37020	.005	.3214	2.1007
		Very important	Very important		-.23697	.23342	.570	-.7979	.3240
			not important at all;		1.44800*	.35408	.000	.5971	2.2989
			important only sometimes.		.23697	.23342	.570	-.3240	.7979
Negative attitude toward school and the positive contribution of the family in everyday life	Tukey HSD	Not important at all	important only sometimes.	.61596*	.24629	.040	.0241	1.2078	
			Very important	.84934*	.23557	.002	.2832	1.4155	
		Important only sometimes	not important at all;	-.61596*	.24629	.040	-1.2078	-.0241	
			Very important	.23338	.15529	.297	-1.398	.6066	
		Very important	not important at all;	-.84934*	.23557	.002	-1.4155	-.2832	
			important only sometimes	-.23338	.15529	.297	-.6066	.1398	
*. The mean difference is significant at the 0.05 level.									

In this context, it follows that **hypothesis 2**: It is presumed that there are differences in the attitude of pupils from families who do not support their children in school work compared to those from families who provide support in terms of learning and seriousness with which they treat this field (in the sense that those in these families prove more serious) is confirmed on our study lot.

Hypothesis 3: It is presumed that there are differences in the performance of pupils from disadvantaged families compared to those from families involved in school success and success in life – in the sense that those from families involved prove more successful and those from disadvantaged families do not equal chances of success, the impact of the family on them is very high.

	34. Annual general average in the previous school year	21. How important do you think the impact of the family is on school performance?	23. Do you find in the family the moral and emotional support	25. To what extent does the family contribute to your school's success	28. The atmosphere in my house called "home" is one:
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					you need to achieve favorable exam/s results?	and success in life?	
Spearman's rho	34. Annual general average in the previous school year	Correlation Coefficient	1.000	.183	-.462**	.343**	.312*
		Sig. (2-tailed)	.	.152	.000	.006	.013
		N	63	63	63	63	63
	21. How important do you think the impact of the family is on school performance?	Correlation Coefficient	.183	1.000	-.172	.367**	.273*
		Sig. (2-tailed)	.152	.	.178	.003	.030
		N	63	63	63	63	63
	23. Do you find in the family the moral and emotional support you need to achieve favorable exam/s results?	Correlation Coefficient	-.462**	-.172	1.000	-.589**	-.560**
		Sig. (2-tailed)	.000	.178	.	.000	.000
		N	63	63	63	63	63
	25. To what extent does the family contribute to your school's success and success in life?	Correlation Coefficient	.343**	.367**	-.589**	1.000	.521**
		Sig. (2-tailed)	.006	.003	.000	.	.000
		N	63	63	63	63	63
28. The atmosphere in my house called "home" is one:	Correlation Coefficient	.312*	.273*	-.560**	.521**	1.000	
	Sig. (2-tailed)	.013	.030	.000	.000	.	
	N	63	63	63	63	63	
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

The correlation table shows that there is a negative correlation between the size of the overall average obtained and the moral and emotional support that respondents need to achieve a favorable exam result (Pearson coefficient equal to 0.462 – significant at 0.01;), There is also

a positive correlation between general environments and the extent to which the family contributes to school success and achievements (Pearson coefficient equal to 0.343, significant to 0.01). A positive correlation is also identified between the overall average and the atmosphere in the respondents' homes (Pearson coefficient 0,312, also significant at 0.01.)

In this context, it follows that hypothesis 3: It is presumed that there are differences in the performance of pupils from disadvantaged families compared to those from families involved in school success and success in life – in the sense that those from families involved prove more successful and those from disadvantaged families do not have equal chances of success, the impact of the family on them being huge, it is confirmed on our study lot.

Conclusions

The main purpose of this paper was to analyze the influence of the family of the 21st century on the child's school performance and the research to demonstrate whether the involvement of parents in the school education of children will lead to better results and their success in life.

For this, a research was carried out based on three established objectives aimed at students' attitudes toward school in terms of their expectations from life, students' attitude toward learning and the seriousness with which they treat this field, as well as the impact of the family on school performance and their success in life.

The research was able to confirm all 3 hypotheses that the family's contribution, their involvement, the atmosphere in the family and their financial situation are major factors on which the child's school performance depends.

Thus, I can only express my gratitude for the opportunity to research this topic which, as a parent of two children, confirmed to me the importance of how I will react and get involved in their lives, given that the family support of the pupils, parental support, parents' expectations, social and material resources of the family, the atmosphere in the home are key factors that can make their mark and influence their success in life more than the school will do as an institution.

The motto of N. Iorga with which I started this work - "The child does not owe the parent life, but growth."- was not chosen by chance. As parents, we want to cultivate in the child all the necessary skills to help him find an inner balance and be happy, and the seven years at home are certainly defining, guiding his way for the rest of his life.

Thus, success in life is guaranteed by the way children are educated, and its members remain the basis for a healthy development.

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