

THE IMPACT OF THE FAMILY ENVIRONMENT ON THE YOUTH'S ACADEMIC PURSUIT

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Abstract: *Education has played a key part in the contemporary society after the fall of the communist regime in 1989. More and more frequently people have shown great interest in the attempt to quench their thirst for knowledge and success. Most of them have chosen to continue studying, to start a family and opt for a high-quality job. In this paper we have tried to emphasize the fact that the parents' involvement in the education of the youth aged 18 - 25 has an influence on their academic pursuit. When parents are responsibly committed to their children's education the latter tend to consider the educational process more seriously and thus obtain better results. The findings resulting of the quantitative research have confirmed that the more the parents get involved in their relationship with the child and the school, the better their results and their schoolwork efficiency will be. Considering that school is an element which the human personality development crucially depends on, it is also true that a well-balanced education should take into account the part played by family.*

Key words: *education; family environment; academic pursuit; youth*

1. Introduction

P. Osterrieth says that "it has become a habit to discredit and blame the family for all evil, a faulty habit that is, because it does not clearly state that the family is guilty, but the flaws the family has, its psychological, pedagogical and moral inability." (Osterrieth, 1976, p.138).

The family is the group of people who constitutes the molding environment from the birth of a child until the young person is capable of making their own decisions. It is also the place where the youth feels at ease being him/herself.

The education of the past was based on the imposing elderly. Today we are facing other values and the youth now cannot be seen like the one a few decades ago. To educate a young generation, more libertine, more autonomous and revolting against imposed prohibitions constitutes a real challenge. The involvement of the family in the education of the youth is essential (Gavrila-Ardelean, 2014). Parents are the child's first source of information about the surrounding world, they offer him/her a set of values, good manners, attitudes, ideas and rules, they educate and protect him/her. This is why I have chosen this topic for my degree thesis. This way I wanted to work out if the family environment has a strong influence on the youth's performance.

Family remains the most widespread basic social form of individuals connected relatively permanently in societies all over the world. Each individual lives in two families: firstly in his/her family of origin, into which he/she was born, his/her parents' family and another one he/she founds through marriage, his/her own family where he/she will play the part of husband or wife.

During the last century, significant changes have occurred in family behavior and relationships in most European countries. In this regard, parents' behavior is also influenced by their professional life. For example, due to their busy schedule, businessman or individuals working in the business sector no longer have time for family life, for spending time with their children, and thus children grow up without them and without their attention (Coman, 2007, p.15). Trancă (2014) showed in a study on the dysfunctions in the families of workaholics that the relationship with other family members and communication between them is insufficient, it taking place especially when the topics discussed were vital. Although workaholic parents bring substantial income to the family, they do not take responsibility for raising the child and do not play an active role in their growing process. In his turn, Otovescu (2017, p.68) points out the negative influence on children of the emigration of one of the parents "to be able to work abroad, meant not only depriving them of the emotional support necessary for personal development, but also losing control over their schooling and the education they needed." In both cases, when parents emigrate, or when they are extremely busy, they do not find enough time for their children and they will try to compensate with gifts. The most appreciated gifts at the moment by children are electronic devices, like smartphones. Spending a lot of time by themselves, without being properly supervised can lead children to an internet, or smartphone addiction (Vintila, M., Tudorel, O., Goian, C., Barbat, C., 2018; Gavrilă-Ardelean, 2018; Tudorel, O., Vintila, M., Vlaicu, L., Balauta, D., Goian, C., Rusu, A., 2018).

The word *family* is of Latin origin. It used to signify "house slave" given that the family was the man's property and the family relationships meant subjection to its founder.

At the beginning of the 20th century, the family consisted of a husband who represented the only source of income for his family, as well as its whole authority and power, and of a wife who took care of the household and the children's education, without taking part in other working activities, thus being economically dependent on her husband. All through that period the family functioned as a unique regulatory model in which women brought up their children on their own, the divorce and cohabitation being seen as deviant acts.

Starting with 1970, alongside with the increasing economic independence of women, the family does not maintain its weight in the fabric of society and it gradually loses its status as a unique regulatory model. At the same time, some changes take place in the family roles, since the woman is no longer economically dependent on her husband, both parents start to get involved in the children's education, and the authority and power which used to be the incontestable attributes of the male are equally shared between the partners. Thus, towards the end of the 20th century a transformation happened: the number of childless families increased due to various causes: either the wish for freedom, intimacy, the pursuit of a professional career – to the achievement of which the children would become obstacles, or simply based on the lack of parenting skills.

Young couples today would rather live on their own after marriage, separated from their original families in order to have more privacy and freedom. The modern family has become an institution more and more restricted by the socio-economic changes, thus influencing the very essence of the evolution of society. In addition to personal, life decisions, certain structural factors, such as demographics, maintain and amplify these trends: "The difficulty of the young people to form a family and to increase the marrying age to over 25 years old, and even over 30 years old in some cases, when, it is known, the fertility is reduced and, moreover, the number of the alive new-born babies is sensibly diminished." (Otovescu & Otovescu, 2019, p.375).

2. Theoretical Aspects

Although the angles from which the notion of family is being scrutinized are different and varied, one thing is certain, namely it does play a complex part expressed by several types of functions. There are a few authors who made a short presentation of the main functions, but according to Maria Voinea, the most important family functions are four. These are: the economic function, the socializing or educational function, the sexual reproduction one and the family solidarity (Voinea, 1978). There is no doubt that not all the families are willing to play all these roles and to rise up to the difficult parts. Some families succeed in building and offering an affection secure frame, while others are torn apart by inner conflicts and family issues such as unemployment, poverty, lack of housing, domestic violence.

Family is for a child his/her emotional, social, cultural environment. Children learn through imitation and later on through identification, all children think at first at least that their parents are perfect and they try to copy their behavior, no matter if it is good or bad. If the model is good they will acquire a good bases, else they risk to fail in their social relationships and get isolated or even bullied (Fond-Harmant, Gavrița-Ardelean, 2016; Goian, 2019). Up to now there has not been discovered another institution which comprises human beings so vitally connected to the child as the mother and father. A. Adler stated that the preparation for life begins with the very birth. An important part is played by the parents in this preparation. A child will learn how to be a grown up firstly from his/her parents. If the child grows up in a family based on principles, then he/she will perpetuate the model and will build a life similar to his/her parents'. However, if he/she grows up in a dysfunctional family, he/she will tend to do the same. (Adler, 1995)

In the specialized literature, one can find various descriptions of parenting styles done by several authors. The parenting style represents the structural mode of a family. The specialized literature displays quite a range of family typologies. Authors like Iolanda Mitrofan and Cristian Ciuperca made a synthesis in order to understand and identify the family types, based on the following criteria (Mitrofan, Ciuperca, 1997):

- the number of partners that form a family:
 - polygamous families, when marriage with more than one partner at the same time is allowed
 - monogamous families, in which the man and woman are allowed to marry one partner;
 - nuclear families, consisting of husband, wife and their children, this being the most common family type in society;
 - extended families, which comprise several members of a family living together: siblings, parents, grandparents, grandchildren;
- the number of parents who start a family:
 - bi-parental families, having both parents;
 - mono-parental families, with only one of the parents present.
- the number of children born in a family:
 - childless families, in which the family does not have children yet or never will;
 - only child families, the most frequent type for young families;
 - two children families, the most appreciated model in society;
 - families with more than two children, where there is a high probability for the siblings to raise each other;
- the sexual orientation of the couple partners:
 - heterosexual families, when the partners are naturally attracted to the opposite sex;
 - homosexual families, in which the partners are attracted by the same sex.

In the second half of the 20th century, Diana Baumrind identified three main parenting styles while working with preschool children and their families. These styles are: authoritarian, permissive, authorized and neglectful (Baumrind, 1978).

In a review of over 500 studies regarding the interaction between children and parents, the two authors, Maccoby and Martin present four parenting styles, namely: authoritarian-autocratic, indulgent-permissive, mutually authoritarian and indifferent-uninvolved (Maccoby, Martin, 1983).

On the other hand, R. Vincent classifies the parents as rigid, anxious, infantile, bohemian, incoherent, too lenient, too gentle, mocking (Vincent, 1972).

Each style has advantages and disadvantages, so that a hierarchy cannot be established. The parent is the one that analyses the different options and solutions so that, in the end, the child is happy and lacks nothing.

Despite all the changes it has gone through, the family remains a social unit of undiminished value, playing a key role in the development of society, adjusting to changes. Therefore, the family's effort to educate the child is crucial in leading to the optimal adaptation of the child to his/her social environment, to the achievement of his/her wellbeing, to the maintenance of his/her mental and emotional health. The wellbeing of a family represents the wellbeing of society. The family is past, present and future to the whole world, to the entire existence.

For each young person, the family represents the first educator. Out of all the family members, the mother is the most directly involved and efficient in the educational process starting even from birth. School intervenes later to bring its educational contribution. That means that a complete education can only be ensured by school and family together, the cooperation between the two institutions playing an important part. According to M. Montessori, the most important stage in a young person's life is not the university tuition, but the one from birth to the age of 6 (Montessori, 2006). The family must not limit its role at just looking after the child, attending to his/her basic needs, but it should take part actively in the child's life, by getting involved in educational activities at school and various social events or voluntary deeds. The educational part of the family does not end the moment he/she starts school. Continuous and effective cooperation between family and school is required. Those two should form a partnership in order that the youth obtains good results at school but also leads a successful life. The purpose of the relationship between school and family is to know the beneficiaries' vision and satisfy their needs through mutual involvement, the axis around which the partnership is built being the young child. An optimal non-functioning of the family-school-community partnership can contribute to the increase of the risk of dropping out of school (Trancă, 2020)

The normal functioning of this partnership represents the condition at the foundation of the youth's schoolwork efficiency and pro-social behavior. Whenever this relationship does not work properly the coherence of the whole educational process is not guaranteed and the collaboration between family and school is affected on several levels of social life. That is why we ought to take into account the factors which may block the connection between family and school. Among those factors, we can count: the degree of parents' subjectivity, a personal view on education, the low pedagogical level of some families. These obstacles that get in the way of school and family cooperation can be avoided by the parents' pedagogical training and by influencing the cultural approach of the family. This could then trigger a change in the parents' attitude towards school. Thus they will become able to understand the part the school plays in the cultural perspective growth of the young generation and its preparation for life.

In order to achieve a really effective family – school relationship and not just a formal one, the collaboration between these two factors must rely on solid knowledge about each other, school thus becoming an educational center for parents too.

Parents and teachers can form a successful partnership, by getting involved in a variety of activities for common study focusing on the child's interest. Both teachers and parents have well defined roles and regulated behavior patterns in this context.

In their relationship with parents, teachers should break a certain subjective view which the former have when assessing their own children. Some parents, out of misunderstanding, keep away from the school environment and create a suspicious, doubtful mood about the teachers. That is why it is highly advisable that teachers should be very careful when starting a conversation with the youth's parents, behaving gently, rightfully and wisely. There are schools which have to face challenges from certain parents who have the wrong perception about the mission the school has in shaping a bright future for the youth. Hence, this wrong perception might also be influenced by mass media, and the information sent through its communication channels such as television, who has gained importance over time and who has the power "to act like a replacement for peoples' everyday experiences" (Coman, 2010, p.51). Even more, due to a low pedagogical level, some families treat their involvement in school life irresponsibly, by not even visiting the school or attending the formal meetings organized by it. At the same time, the teachers are not supposed to forget the fact that the parents who come to inquire about the school situation of their child keep their parental rights and they should be treated accordingly. I. Dragan says, in his work *Psycho-pedagogical Research*, that when talking to parents, teachers should manifest a different attitude to that used in their relationship with the pupils (Drăgan, Nicola, 1993).

In order to form a prosperous partnership with beneficial results with parents, teachers should know the socio-professional environment of the family, the moral and cultural background in which the youth grew up, the number of family members, as well as the emotional and stable atmosphere in the family. A teacher must know such aspects of the family in order to understand a pupil's behavior, to establish the school efficiency factors and get a fair perspective on the family environment.

3. Methodology

The main factors playing a key part in a person's education are family and school. Each of these aim at the same educational goal and contribute to the development and integration of a human being in society by shaping the skills required for that.

This research has observed the following issue: the way in which the family influences the youth's decisions regarding their academic pursuit. Therefore, my purpose is to establish if there is a statistically significant relation between the parents' involvement in the youth's education and the academic potential of the latter.

The type of research

The research in this paper is based on a correlational type of descriptive study aiming to identify the relation between the impact of the family environment and the school efficiency in youth aged between 18 and 25. Thus, descriptive analysis refers to the "use of certain methods in order to assemble, organize and present data" (Coman & Netedu, 2011, p.9). This is a quantitative type of research and measuring instruments have been applied to the subjects only once.

The purpose of the research

The purpose of this paper is to establish to what extent the family environment can influence the academic pursuit of youth.

Objectives and hypotheses of the research

The main objectives of the research done in this paper concern *the analysis of family structures among the youth aged between 18 and 25; the observing of the modalities in which the family gets involved in the youth's education, but also an assessment of the relationship with the nuclear family*. Likewise, *identifying the support given by families as an influence on school results of youth aged between 18 and 25* is another objective of this research. The hypothesis represents, according to Claude Bernard, the main instrument of a research. The first hypothesis is: *If the family structure is solid, then the school performances are*

better. The second hypothesis focuses on this: *The more the parents get involved in the youth's education, the higher their performances will be.* The third hypothesis states: *If the relationship with the nuclear family is stable, the youth's school performances are better.* The last one is: *The bigger the financial support of the family, the higher the youth's school performances.*

Presentation of the sample

Due to the fact that the population represented in the study is too large, I have decided to opt for a certain age group. Therefore, the sample for the research consists of young people aged between 18 and 25. A number of 186 person, both male and female have been inquired. The sampling method is non-probabilistic with an arbitrary selection.

The instruments of the research

In order to measure the influence that the family environment has on the youth's decisions regarding their academic pursuit, I have chosen to run the research by means of sociological survey using as a research instrument the questionnaire. The questionnaire contains 18 questions having two possible types of answers: paragraph or multiple choice. The questionnaire was applied online via internet. I chose to send the questionnaire via email or using a direct access link to a page where the questionnaire could be filled in. Before sending the questionnaire, I initiated the young people in view into the general aspect of this measuring instrument, making it clear to them that the answers would be confidential and used for academic purposes only.

4. Findings

In order to validate the first hypothesis, *if the family structure is solid, then the school performances are better,* we have correlated two questions: *What is your parents' marital status?* And *To what extent do you feel prepared for your future job?* The following table resulted from this correlation.

Table nr. 1 The correlation between family structure and youth's performance

		To what extent do you feel prepared for your future job?					Total
		Not at all	Some extent	Medium extent	Large extent	Full extent	
What is your parents' marital status?	Both passed away	0	1	0	0	0	1
	Married	3	17	58	35	27	140
	Separated	0	1	0	0	0	1
	Divorced	0	6	10	7	3	26
	Monoparental adoption	0	1	0	0	0	1
	Remarried	0	0	4	2	0	6
	One parent deceased	0	0	6	3	2	11
Total	3	26	78	47	32	186	

According to the data in table one, we can notice that the only subject whose parents are both deceased feels prepared for the future job to some extent.

Out of the total number of respondents, the highest percentage is represented by the second category, subjects whose parents are married, and only 2.14% of them are not interested in the future job. Most of them state that they feel prepared for the coming job to a medium

extent (41.4%), a quarter (25%) that they will manage well in a new working place, and 19.2% feel most capable of starting a job. On the other hand, the only subject whose parents are separated feels prepared for the future job only to some extent.

Out of the 25 subjects whose parents are divorced, 23% reckon they are not properly trained for their future job, while 26.9% of them see themselves as quite fit for it. The best prepared for the future job represent 11.5%.

As far as the adopted young people are concerned, only one of them answered that he/she does not feel prepared to enter the labor market, followed by those whose parents remarried, out of which 33.3% feel prepared for the coming job to a large extent.

Although in the last category one of the parents is deceased, one can notice a significant interest of the youth for the professional field, half of them feeling ready for the coming job to a medium extent, and even more, 18.1% being quite determined to start a job in the future.

In conclusion, the outcome of this analysis is that subjects coming from families with the parents' marital status – married feel more determined to start work in the near future, unlike all the other categories.

To check the first hypothesis once again, we have correlated the following questions: *The number of members your family has is:* and *To what extent do you feel prepared for your future job?* Based on this correlation we have obtained the data included in table number 2.

Table nr. 2 the correlation between family member number and youth's performances

		To what extent do you feel prepared for your future job?					Total
		Not at all	Some extent	Medium extent	Large extent	Full extent	
The number of members your family has is	Only child family	1	5	19	15	13	53
	2 children family	1	14	45	26	14	100
	3 children family	0	7	8	4	3	22
	More than 3 children	1	0	6	2	2	11
Total		3	26	78	47	32	186

In the families with an only child one can notice there is just one subject who feels completely unprepared for the future job. Only 9.43% feel prepared to start work to some extent compared to 28.3% who consider themselves prepared for a future job to a large extent. The best trained in the professional field represent about a quarter of the respondents, that is 24.5%.

The largest group is that of families with two children out of which however, only one subject does not feel prepared at all for the coming job. Almost half of them (45%) assess their training for the future job as satisfactory and only 14% feel best equipped to enter the labor market.

Out of a total of 33 people born in families with 3 children, the percentage of young people who feel prepared for a future job to a full extent is reduced (13.6%), in contrast with those who assess their readiness for a future job as poor (31.8%).

The category of families with more than 3 children is poorly represented compared to the other categories. Out of the total number of subjects (11), only one person does not feel

capable at all to start a job. 18.1% think that they will do well in a future job a percentage similar to that represented by people who feel ready to practice a job to a full extent. Therefore, after analyzing the data in table 2, one can notice the influence of the family structure. Thus, young people coming from families where the attention is focused and channeled on one or two children admit that they are very well prepared in the professional domain.

In order to validate the hypothesis *the more the parents get involved in the youth's education, the higher the youth's school performances will be*, we have correlated the following questions: *On a scale from 1 to 5 to what extent were your parents interested in your school performances? (in which 1 - not at all, 5 - to a full extent) High school cycle* and *To what extent do you feel prepared for your future job?* based on which table number 3 has been done.

Table nr. 3 the correlation between parents' involvement in education and youth's performances

		To what extent do you feel prepared for your future job?					Total
		Not at all	Some extent	Medium extent	Large extent	Full extent	
On a scale from 1 to 5 to what extent were your parents interested in your school performances? (in which 1 - not at all, 5 - to a full extent) high school cycle	Not at all	0	2	2	1	1	6
	Some extent	1	5	7	6	2	21
	Medium extent	1	8	24	5	6	44
	Large extent	1	4	22	16	10	53
	Full extent	0	7	23	19	13	62
Total		3	26	78	47	32	186

According to the table above one can notice that the smallest percentage is represented by the subjects whose parents were not interested at all in their children's school performance in high school and who feel prepared for a future job only to some extent (33.3%) followed by

those whose parents were a little involved in their children's school education out of which 28.5% state that they are ready for a future job to a large extent.

From the category of respondents whose parents were informed about their school performance during high school to a medium extent, 18.1% feel little prepared to cope with the demands of a future job, 13.6% being the most skillful for a future job.

Regarding those parents who were interested in their children's school performance in the high school cycle, there is still a 7.54 percentage who feel in doubt about a future job, whereas 30.1% are prepared for a future job to a large extent. Those who feel capable to enter a working place to a full extent represent a significant 18.8%.

Compared to the other groups, subjects with parents who treated the school education responsibly and involved result in the highest percentage of young people who see themselves able to handle a future job to a large extent (30.6%), followed by 11.2% who feel poorly prepared for a future job though.

Subsequently, analyzing the data in the table one can state that there is a positive influence of the parents' interest in the school performance during the high school cycle and it significantly impacts the labor prospects for the subjects tested. Therefore, the more the parents get involved in the youth's education, the higher their school performances are.

Based on the correlation of the following two questions *On a scale from 1 to 5 to what extent were your parents interested in your school performances? (in which 1 - not at all, 5 - to a full extent)* University cycle and *To what extent do you feel prepared for your future job?* We have obtained the data comprised in table number 4.

Table nr. 4 the correlation between parents' involvement in education during the university cycle and youth's performances

		To what extent do you feel prepared for your future job?					Total
		Not at all	Some extent	Medium extent	Large extent	Full extent	
On a scale from 1 to 5 to what extent were your parents interested in your school performances? (in which 1 - not at all, 5 - to a full extent)	Not at all	0	4	9	2	3	18
	Some extent	1	7	14	8	3	33
	Medium extent	2	7	23	11	8	51
	Large extent	0	3	19	12	8	42
	Full extent	0	5	13	14	10	42

university cycle							
Total		3	26	78	47	32	186

Out of the total number of respondents, the lowest percentage is illustrated by the first category, that of the subjects whose parents were not at all interested in their school performances during the university cycle. The rate of those who emphasized that they do not feel prepared for their future job, i.e. 22.2 %, is higher than that of the subjects who see themselves very well prepared for the coming job (16.6%). These are followed by the group of youth whose parents were little involved in their school education, out of which about a quarter (24.2%) feel capable of starting a new job to a large extent.

The lowest percentage is of the respondents whose parents were, to a medium extent, interested in their children's school performances during the university cycle, out of which 15.6% is represented by those who feel that they are really prepared for a future job.

Regarding the group of subjects whose parents were quite involved in their school situation during the university cycle, only 7.14% feel like they have few skills for the coming job, while 19% consider themselves very well prepared.

The last category consists of subjects whose parents were really involved in their children's education during the university tuition and out of those the highest percentage is represented by respondents who believe to a large extent that they will be able to cope properly with their future job requirements (33.3%).

Based on this analysis we can conclude that the level of interest parents take in the youth's performance during the university cycle has a serious influence on the respondents' employment prospects. Thus, when the parents' involvement and support are high, the youth feel much better prepared for a working position.

In order to validate the third hypothesis *If the relationship with the nuclear family is stable, the youth's school performances are better*, we have correlated the following questions: *How well do your parents get on with each other?* and *To what extent do you feel prepared for your future job?* based on which table number 5 has been done.

Table nr 5 the correlation between nuclear family stability and youth's performances

		To what extent do you feel prepared for your future job?					Total
		Not at all	Some extent	Medium extent	Large extent	Full extent	
How do your parents get on?	Very badly	0	1	2	0	0	3
	Badly	0	1	6	4	2	13
	Neither well nor badly	3	8	14	6	2	33
	well	0	10	28	14	6	58
	Very well	0	6	28	23	22	79
Total		3	26	78	47	32	186

According to the data in the table above, one can notice that just one subject whose parents have a very bad relationship thinks he/she will cope with a future job poorly compared to the subjects whose parents have a bad relationship, where there is a significant percentage of those who feel well equipped for the coming job (30.7%).

Approximately a quarter of the subjects who stated that their parents' relationship is average, neither good, nor bad, feel capable only to a small extent to cope with a job (24.2%), and only 6% out of them claim to be very well prepared for the coming work position.

Considering the category whose parents have a good relationship and get on well together, one can see that 24.1% of them feel prepared to start a job to a large extent, 10.3% assess themselves as ready to cope successfully with the coming job, followed by the last category with the highest percentage, that of the subjects whose parents have a very good relationship, out of which 29.1% feel ready to get involved in the coming job to a large extent.

Therefore, by studying the data presented in table 5, one can conclude that the positive relationship between parents influences the youth's confidence about their employment prospects, compared to those whose parents have improper relationships.

Starting from the correlation of the following questions: *On a scale from 1 to 5 to what extent do your parents face the following issues? (in which 1 - not at all, 5 - to a full extent) Fights/conflicts* and *To what extent do you feel prepared for your future job?* We have obtained the data included in table number 6.

Table nr 6 the correlation between family issues and youth's performances

		To what extent do you feel prepared for your future job?					Total
		Not at all	Some extent	Medium extent	Large extent	Full extent	
On a scale from 1 to 5 to what extent do your parents face the following issues? (in which 1 - not at all, 5 -to a full extent) Fights/conflicts	Not at all	0	6	7	11	11	35
	Some extent	0	6	38	23	15	82
	Medium extent	1	5	22	8	2	38
	Large extent	1	8	8	2	1	20
	Full extent	1	1	3	3	3	11
Total		3	26	78	47	32	186

Out of a total of 35 persons whose families have satisfactory relationships, without fights or conflicts, the percentage of the subjects who feel prepared to start a future job to a large extent is similar to that of youths who feel ready to a full extent for the coming job (31.4%).

The highest percentage is represented by the respondents whose families have conflicts or fights to some extent, out of which the most, i.e. 28%, see themselves rather well trained for a coming working position.

In contrast with the first two categories, the subjects whose families face conflicts once in a while reckon that their training for the future job is good (21%), followed by the 13.1% who claim that they are ready to enter the labor market only to some extent. The youths whose parents have frequent fights consider themselves little able to perform in a future job (40%).

Regarding those families where conflicts occur very often, one can see that the percentage of subjects who feel that they will manage quite well in their future job is close to that of the respondents who see themselves as very well trained for the coming job (27.2%).

Therefore, based on this analysis one can notice the high level of influence family has. Thus, if the family structure is solid and there are no issues such as conflicts or fights, then the youth's interest in their job prospects is higher.

In order to validate the last hypothesis *The bigger the financial support of the family, the higher the youth's school performances*, we have correlated the following questions: *How well do you think your family gets along financially?* and *To what extent do you feel prepared for your future job?* based on which table number 7 has been obtained.

Table nr 7 the correlation between financial support and youth's performances

		To what extent do you feel prepared for your future job?					Total
		Not at all	Some extent	Medium extent	Large extent	Full extent	
<i>How well do you think your family gets along financially?</i>	We barely have enough money for the basic needs	0	0	2	0	1	3
	We have enough for a decent life style	1	5	19	6	7	38
	We manage to buy some goods, but refrain from acquiring certain items	1	10	30	16	3	60
	We manage to buy whatever we need, no restriction necessary	1	11	27	25	21	85
Total		3	26	78	47	32	186

Based on the data presented in table 7, one can see that there is just one subject in the category of those who barely have money for the basic needs and he/she feels very well prepared for the future job, followed by those whose families have a decent life, out of which 18.4% are definitely ready for the coming job.

Out of a total of 60 persons whose financial resources cover some purchases but are restrained in certain domains, 16.6% admit to having poor training for the future job, a relatively low percentage, considering the proportion of 26.6% who claim to be very much ready for the coming job.

Moving on to the group of respondents with the highest representation, those who manage to have everything they need without the necessity to refrain from anything, there is however one subject who reckons that he/she does not feel prepared at all for the coming job. On the other hand, about a quarter out of them feel very much ready for their future job (24.7%).

In conclusion, analyzing the data in the table we can state that a stable financial status of a family has a strong influence on the youth thus manifesting more interest in their professional development.

Also in order to confirm the last hypothesis, we have correlated the questions *How well do you think your family gets along financially?* and *On a scale from 1 to 5, how do you assess the exam difficulty level in the previous exam periods? (in which 1 – very easy, 5 – very difficult)* based on which table number 8 has been done.

Table nr 8 the correlation between financial contribution and youth's performances

		<i>On a scale from 1 to 5, how do you assess the exam difficulty level in the previous exam periods? (in which 1 – very easy, 5 – very difficult)</i>					Total
		Very easy	Easy	Neither easy, nor difficult	Difficult	Very difficult	
<i>How well do you think your family gets along financially?</i>	We barely have enough money for the basic needs	0	0	1	1	1	3
	We have enough for a decent life style	0	1	23	9	5	38
	We manage to buy some goods, but refrain from acquiring certain items	1	5	29	22	3	60
	We manage to buy whatever	3	9	44	27	2	85

	we need, no restriction necessary						
Total		4	14	97	59	11	186

According to the data in the table above, one can notice that the subjects whose families have limited income assess the exam difficulty levels in the previous exam periods as difficult and very difficult, to whom we may add those coming from families with a decent life, out of which 23.6% represents the youths who see the exams as difficult, only one person assessing the exams in the previous exam periods as easy.

The subjects whose families have the means to buy the necessary things but are restricted in certain domains passed the exams easily, seeing them as not quite difficult (8.33%), but the percentage is low compared to that of those who perceived the exams as complicated (36.6%).

The category which differs from the other three, of people living in abundance, no restriction needed, covers the biggest percentage and consists of subjects who emphasized that the exams in the previous exam periods were easy (10.5%), followed by 2.35% who evaluated the exams in the previous sessions as difficult.

The analysis based on the data presented in table 8 proves that most of the young people coming from a wealthy family, with good and very good financial background, still admit that the exams they took were difficult or very difficult.

5. Conclusions

The parents' educational role, its problematics and the parents-children relationship has been and shall remain an important, complex topic, widely debated on by specialists. In nowadays' society, it is the parents' mission to found a family based on love, empathetic communication, nonviolence, responsibility, spirituality and emotional maturity. All of these form a favorable climate for the child's development. Every parent wants well-brought-up, vigilant, intelligent children, with a well-defined, chiseled behavior, looking forward to a successful future.

This paper started from the idea according to which the family environment has an influence on the decisions regarding the youth's academic pursuit. Thus, I was interested in finding out to what extent the parents' involvement in the youth's education at home, at school, as well as in the family discussions, has a positive impact on the school performances of youth aged between 18 and 25.

At the end of the research, one can notice that the hypotheses launched have been confirmed by the findings obtained. Therefore, the more the parents keep a solid structure of the family and have a satisfactory relationship with the youth, choosing to get involved and offer financial support, the higher the youth's performances will be. On the other hand, the conversations the young people have with their family members have a strong impact on the increase of self-esteem, self-confidence, motivation and school efficiency.

From the very beginning of the research it became obvious that the youth's school performance is higher in families with one or two children, where the parents are lawfully married. Besides, the analysis confirms the fact that the parents' efforts to get involved in the youth's education influences the subjects' professional prospects. At the same time, another advantage for the youth who manifest great school performances is represented by the gratifying relationship they have with their parents, but also by the financial support received from them.

Moreover, these conclusions are in accordance with a study conducted by Graduate Assistant Raluca Balasoiu in 2001 who emphasized that besides the economic situation, the family

climate, the educational level and the structural stability of the family matter to a large extent (Balasoiu, 2001).

In order to set a solid foundation to the education process we have to create some parent involvement strategies, such as the intellectual stimulation of the youth, the increased attention given to school and school connected activities, free and open parents-youth conversations, preserving permanent contact with the school, getting involved together in school and family events, as well as organizing home activities which may contribute to an increased motivation for school and to the acquisition of learning and self-organizing skills. The most favorable context appears when families and school act together. Two authors, Harris and Godall claim that the parents' involvement is beneficial both for the youth's performances and for the school results in general (Harris, Godall, 2007). Likewise, regarding the support given to the young people in school, one may take into account a list of possible recommendations, such as: encouraging the youth to become responsible and work independently; monitoring the time the young person spends using electronic devices; encouraging the young people to participate at cultural activities (theater, cinema, outdoor concerts); supervising the preparation of school tasks and homework; motivating them to read and spend time at the library; offering guidance, advice and also financial support.

Therefore, by corroborating the ideas presented above, the key primordial role lies within the family, which represents the youth's social cradle and their help all through their lifetime.

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