Adult Education determinant of children's education
La formazione degli adulti, determinante dell'educazione dei bambini

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ABSTRACT
Adult education is a priority issue addressed in terms of personal and professional training to promote socio-cultural integration. This paper, given the context in which it is drawn, suggests a perspective for the analysis of adult education, namely, that the education of adults, regardless of the forms it takes, can favorably influence a new generation of lifelong learners. Based on statistical data from a research carried out in either with the entire adult population in Romania and with specific segments of the population – the population of school teachers – we reveal how a series of cultural and educational activities undertaken by adults together with their children, has impact on attitudes, behaviors, values exhibited by adults; moreover, these values are taken by children and have a significant impact on the education of the latter.

La formazione degli adulti è una questione prioritaria che va affrontata sia in termini di formazione personale sia professionale per favorire l'integrazione socio-culturale. Il presente lavoro, tenuto conto del contesto in cui è stato disegnato, suggerisce una prospettiva per l'analisi della formazione degli adulti, vale a dire, che la formazione degli adulti, a prescindere dalle forme che può prendere può influenzare favorevolmente le nuove generazioni di lifelong learners.. Sulla base dei dati statistici provenienti da una ricerca svolta per l'intera popolazione adulta in Romania, e per specifici segmenti della stessa – la popolazione degli insegnanti della scuola – si rivelano come una serie di attività culturali ed educative intraprese dagli adulti insieme con i loro figli, ha un impatto sugli atteggiamenti, comportamenti, valori degli adulti, che hanno un significativo impatto sulla formazione dei bambini.

KEYWORDS
Adult Education, Cultural And Educational Activities, Parenting Practices, Educational Success
Formazione degli adulti, attività culturali e educative, Pratiche di genitorialità, successo formativo.

Introduction

One of the main objectives of most education systems in the world is that to attract and maintain for a longer period of time in school, all school-age population. For that goal has proved – at least until now – impossible attention of sociologists, psychologists, economists, specialists in educational sciences etc. focused on identifying those factors likely to influence the course of public education. A long time dominated the belief that increasing the living standards of the population, progressively extending the duration of compulsory schooling, its massification of education at all levels will be able to bring a large number of children in a position to complete the high levels of education.

Highly developed countries but experience shows that educational success is not only related to the level of living standards or mandatory schooling period. Studies and research conducted mainly in the second half of the twentieth century revealed that adults' attitude towards education, the perception that they have on the role and place of education in their children's lives proves at least as important as and living conditions and the learning environment provided by the school. The conclusion of these studies was that prior to educate school-age population must be educated adults have a favorable attitude to school.

Attitude, behavior of adults towards children's education is reflected best in action, educational and cultural activities they undertake together. This type of activity can take many forms: from child support to perform homework, until the discussions that parents bear their own children on various subjects, from leisure with them in enrolling your child in circles clubs to develop his particular inclinations, talents etc. This type of action, activities by parents begin to manifest in the early days of the child's life and continues at least until the child leaves the educational system.

Preoccupied with solving situations considered crucial for the progress of education – improving learning conditions in schools in Romania, attracting and retaining qualified teachers in all institutions of education, increasing educational performance of pupils and students – we tend to lose sight of a number of issues. One of them is that the family is the important factor in the evolution of educational youth as adults' level of involvement in their children's education and success depends largely on the activities carried out by the school. The basic idea of this paper is that adults – parents of children in the training – play a significant role in the evolution of educational younger generation.

1. Literature review

In the scientific literature there are many theories, which focus their current attitudes and behavior vis-a-vis adult education and how they are reflected in children's schooling. Among these theories we will refer only to those who serve best objective that we have set.

"Equality of Educational Opportunity" is considered one of the most relevant studies on the equality/inequality of opportunity in the face of education. American sociologist J. Coleman – coordinator of the study conducted in the U.S in 1964 – highlighted the research underlying this study that more than characteristics of educational institutions, issues such as parental interest in their children education, their level of aspirations inspired children confidence in the school as a source of personal fulfillment and socio-occupational influences a greater extent children's educational path (Forquin, 1979).

In the same period – the 60s – in the UK have developed a series of research at the request of the government in order to identify the determinants of children's educational success: Report Robbins, *Higher Education* (1963), Report Plowdwn, *Children and Their Primary Schools* (1967). The conclusions reached are that the access and success in education of children are better explained by "*attitude variables*" (parents' attitudes toward school, to the future of children's education, parental involvement in school and extra-curricular activities, etc.) than the "*object variable*s"- living conditions, living standards, employment status and so on. (Forquin, 1979)

One of the best known and most respected sociologists, R. Boudon (1973) describes the education system as marked by numerous *points of bifurcation*: exams, tests that support individual must be to enter the education system either frequency of a particular branch, specialization, or to obtain a diploma level to accredit completion opportunities. Every time you meet with such bifurcation points, individuals – parents where children are minors – must make a choice: leave the education system or decide to continue their studies, opting for school closest to home or one which, although it is located at a greater distance, offer some type of specialization, some extra-curricular education opting to attend public or private table etc. R. Boudon argues that to make the best choice for themselves and their children, the family needs an *educational strategy*. In general terms, the strategy is defined as "the art of using all available means to ensure success in an activity" (Marcu, 2002:827). The educational strategy means not only achieving a simple cost-benefit calculation – how much education one or more family members and the benefits it expects to derive family through education of its members – but also anticipate changes in the education system, labor market, harnessing all resources (financial, social, cultural) development of a set of activities, actions to ensure the child/children a positive learning pathways. Decisions on the future of adult education their children are strongly influenced by their level of education. Only adults who in turn invested in education – have reached the highest level of education – and have used this investment, by filling a better paid job, which offers better working conditions, offers greater secure from unemployment – build educational strategies for their children.

R. Boudon points out in his study that in families where adults have low levels of education rarely have a strategy and long-term educational environment for their children and, more importantly, is aware of the importance of such a strategy.

One of the best known theories in sociology of education is made by P. Bourdieu and J.C. Passeron (1975) – *theory of social reproduction*. At the heart of this theory are two defining concepts that facilitate understanding how "*the court for emancipation and progress (mobility-knowledge), education (school) is par excellence court symbolic control and social reproduction*" (Dandurand, et all. 1987: 14): ***habitus and capital***.

The concept of habitus is defined as "*acquired system of preferences, principles of vision and division (which is usually called taste) lasting cognitive structures (which are essentially the product incorporating the object structure) and the scheme of action oriented situation awareness and response adopted.*" (Bourdieu, 1999:32, cited Hatos, 2006, p. 212). First principles, perceptions, cognitive structures are formed in the family. Parents are the ones who are building the future adult personality building with these principles, norms, values, etc. child enters the school system will contribute to their finalization and what will be learned in the family and in school will help then to integrate into social and professional life.

The difference between those who have a favorable educational journey and those who fail in education is given, says Bourdieu, the distance between culture circulated in school – *school culture* – and the socio-circulated in the child's family of origin. In social and family environments in which adults have a high level of education is the vehicle of a culture identical or very close to the school circulated which facilitates educational success of children of these families. Culture circulated socioeconomic disadvantaged family – adults with low education, manual occupations or unemployed – is no less rich or less important than the school circulated but is very far from it. Hence the lower educational performance of children from disadvantaged backgrounds.

To ensure that the child or children access to the best educational institutions in additional training (private tutoring, intensive language courses etc.) Family will enable all forms of capital available: *material and financial, cultural, relational*.

Thus, in order to enroll their children in after-school classes (classes of language, learning and IT courses) parents will have to cover additional costs (*financial capital*) to attend the educational institution that it considers best for their child will turn to advice, information within the education system on preparedness and interest in teacher education, learning about the conditions that will enable *relational/sociale* **c***apital*. Referring to the cultural capital Bourdieu says: "*Le capital culturel peut exister sous trois formes: á l'état objectivé, sous la forme de biens culturels, tableaux, livres, dictionnaires, instruments, machines, qui sont la trace ou la réalisation de théories ou se critiques de ces théories, de problematiques etc.; et enfine á l'état institutionnalisé, forme d'objectivation qu'il faut mettre á part parce que, comme on le voit avec le titre scolaire, elle conferé au capital culturel qu'elle est censeé garantir des propriétés tout á fait originales*" (Bourdieu, 1979, cited Fayfant, 2011, p. 3)

Thus to be able to properly assess this information and to anticipate the educational needs of their children and future needs of the labor market, parents will have themselves a high level of education and be familiar with education – *cultural capital*.

The two French sociologists thus demonstrates that children's educational path is influenced both by economic factors (income, standard of living), relational factors (within the family, circle of friends, coworkers of persons who have information, knowledge about the quality of schools, the conditions of admission to these institutions on labor market developments etc.) and the cultural factors (early familiarizing children with a particular set of skills, social skills, language, cultural).

The two theories – that of unequal opportunities for access to education by Boudon and that of social reproduction and Passeron and Boudieu enroll in macro-sociological type approach.There are also theories that put micro-sociologic type in their heart that they have impact on behaviors, attitudes, values the educational pathways of young adults generations.

B. Charlot and colleagues (Jigau,1998, p. 39) are educational youth parry that evolution depends on the meaning that they give him the knowledge that understands a young man by learning what motivation underlies learning activity. Adults are the ones that help young people to find the answer to those questions. If a child's family will notice in respect to education when education will see a way to get success in life. If his parents will have reached a high level of education and have a favorable socio-professional position is expected that children follow the same route. On the contrary, an attitude of indifference towards

education of the adults who live in the company, difficulties encountered by adults to integrate professional will result in a low involvement of the youth in their own learning process.

Young personality is formed through interactions that they have with adults: teachers, parents, members of the community to which they belong, or school classmates, etc. Supporters of the current interactionist (Grisay, Perrenoud, Bloom) points out that communication means interactions, exchange of opinions, expressing verbal and/or written opinions and arguments etc. activities which are in the process of training young accumulates knowledge, what information will be useful in school and beyond. The frequency with which young children in contact with adults, the quality of communication between them and the child, the richness of information conveyed in the interaction will evolve depends on how young people. For this reason not only attending school programs, school attendance is required, but the development of extra-curricular activities such as attendance at theaters, museums, further reading, trips, school clubs, etc. It is expected that adults who have a high level of education to be more willing to investesca in cultural activities such as attending museums, theater, travel to dispose of resources, achizitonarii a book of fiction or who specialitate.Youth who have parents with a high level of education are more likely to be involved in such activities end compared with children whose parents have a low level of education.

2. Objective and hypotheses of the study

In this paper we propose that the main objective of the analysis relationship between the level of education of adults in Romania and extra-curricular school activities and held by them along with their children to improve access to education and success of the latter. The premise is that we leave, frequency, type of activities performed by adults or children along their perception of such activities depends largely on the level of education of the former.

In other words, the higher the level of education of adults is higher the more we expect the frequency of extra-curricular school activities and held together or for their children to be more intense, diverse activities, the perception of the importance of this type of activity to be one positive.

2.1 *Data Analysis*

The theme of this paper adopted both a quantitative and a qualitative approach. Given the data that we have available we opted for a quantitative approach. The statistics adopted were taken from national research conducted with the entire adult population of Romania – *Diagnosis quality of life*, research conducted by the Research Institute for Quality of Life (*Romania public institution with responsibilities in the fields of social research*) in 1990-1998, 2003, 2006, 2010 – and the research that took into account certain segments of the population (school children, teachers in secondary education) – *Quality research students from pre-university education*, research conducted in 2007 by Metro Media Transilvania (*Romania private institution with responsibilities in the fields of social research*).

All data from this research was processed using SPSS 17.

2.2 *Results and discusions*

Population of a country, regardless of the particular socio-economic, cultural, educational, etc. engage in development activities, actions unless trusts utility actions and social system in which to invest. In these circumstances we felt that this analysis must begin with an assessment of the sentiment of the people in the education system. For this we took into account two elements of any education system: the accessibility and quality of education. We consider that a positive perception of the population on the accessibility of education in Romania and forms its quality education leads to positive action to include the school in strategies, plans and long-term population.

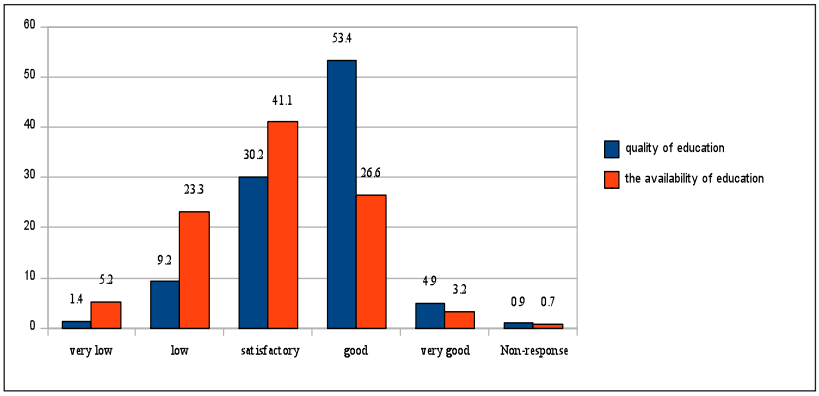


Fig. 1 - Perceptible population on education quality and accessibility of education in Romania (%)
Source: *Diagnosis of quality of life*, ICCV 2010

The survey data show that most of the adult population in Romania has a favorable perception of the education system: the quality of education and availability of education are seen as the least satisfactory. (Fig.1) In these conditions we expect in terms of investments adults deployment of the cultural and educational activities in the educational future of their children, to be at least the same level and the school to participate in educational strategies families in Romania. Another aspect revealed by the data in Fig.1 aims and how people will deal with the bifurcation points of the system: if people perceive the education system as having a high degree of accessibility and quality when it is expected to decide in favor of maintaining the school children for a longer period of time.

An a thorough analysis of the perception of the accessibility and quality of education by gender, residence of respondents, their education level led us to the following observations: the accessibility of our system of education is perceived favorably in greater measure the population of the urban, female population and those with at least medium education. Regarding the quality of education, urban population, men and people with a higher education are more critical than the rural population, women and those with low education.But the differences are not significant. Moreover, at any study that includes questions about adult intentions vis-a-vis supporting children in school, most people in Romania are in favor of children remaining in school for a longer period of time. Beyond intentions but most important are actions taken to putting them into practice.

Educational strategies include cultural and educational activities undertaken

by adults – usually parents – along with their children. Conducting such activities demonstrates a greater extent that adults are concerned about their children's educational future. Unlike who attend school up to a certain level binding cultural-educational activities outside school are optional.

Positive perception of the education system is an important factor in determining the population to invest in children's education. Because this investment be translated effectively into practice requires more than the existence of "good thoughts."Income, job offer, the social value of school diplomas on the labor market, family life, living conditions, etc. are just some of the factors that influence population investments in education, school and extra-curricular activities.

In any household responsibilities, including those related to the conduct of cultural and educational activities are distributed more or less evenly the members that compose it. Some activities are performed more often by women, others by men. One of the most important responsibilities incumbent upon adults in the household consists of raising and educating children. It is very important that both parents are equally present in children's lives.

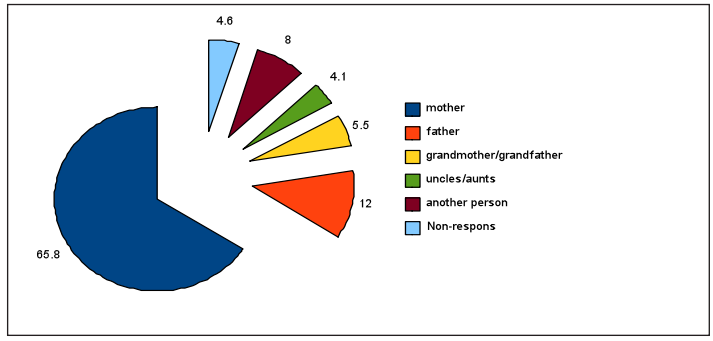


Fig. 2 - Person in the company of the child spends the most time
Source: *Quality research students from pre-university education*, Metro Media Transilvania, 2007

As evidenced by the survey data, the majority of children in Romania spends most of his time with his mother (65.8%) which is likely to favorably influence over the education of children (Fig.2). At a great distance – 12% of children say they spend more time with dad – is positioned men. Even worse is that a large number of children spending time with people who are not family members (8%) and about one child (4.6%) did not know the company whose people spend their time.

	Not	Rare	Frequently
male	52,2	65,0	34,2
female	47,8	35,0	65,8

Table 1 - Who takes care of the children (and) in your spare time? (%)
Source: Diagnosis of quality of life, ICCV 2010

Interestingly, by another research – *Diagnosis of quality of life* – a significant part of the respondents claimed that free time and leisure or work with children (8.9% of respondents said they rarely occupy children and 23.4 % children often dealing leisure). And in this case women who devote more time to raising and educating children. (Table 1)

Opinions adults and children confirms what support: it is the mother who spends most of his time with them, whether it is leisure or another part of his time.

Education level person in the company that the child spends most of the time is very important. Research on the involvement of parents – especially the mother – in children's education showed that "les méres les plus instruites organisent, quant á elles, la vie quotidienne de leur enfant autour de visées éducatives, en incluant des activités parascolaires, sportives et artistiques et orchestrant le tout, travail scolaire inclus, de manière quasi professionnelle." (Durru-Bellat, 2003, p. 40)

Currently, in Romania, the level of education of women is higher than that of men but in the medium and long term this situation is likely to change. Statistical data published annually by the Ministry of Education show that girls, especially those living in rural areas, socio-economic backgrounds and families tend to leave school in a higher proportion than boys. Thus, for all levels and for all indicators considered (school participation rate, enrollment rate in education, national assessment results, etc.) differences between rural and urban elevated ay – over 20% – in favor urban environment.(Report on the state of school education in Romania in 2011)

The level of education of adults in a family – especially parents – make their mark on their relationship.

Children, especially at young ages, they tend to take the behaviors, attitudes in the company of adults who spend most of the time. It is a fact that women returning in greater responsibilities for the upbringing and education of children. But the situation of women in Romania is less favorable because they have no responsibility for these tasks, but because most of them return to their domestic responsibilities. Thus, recent studies on the situation of children and families in Romania, reveals that the responsibilities of women in Romania are larger and more difficult compared with other European countries: household activities hampered by lack of equipment of the household or its precarious, poorly paid jobs even with the same level of training and education like men etc. At other recent research conducted in Romania is confirmed children's opinion: most of the child rearing of families responsibility lies mainly women, participation of spouses are quite limited. Although the duties and responsibilities of women in Romania are more numerous than those of men their authority, especially outside the home, is, according to the same research, limited. Men who are characterized by a higher authority in public. (Popescu, 2007)

Restricting women's private space authority may have negative effects on future adult training and the relationship between children and parents, the family and its external institutions. Children may perceive the lack of authority of the mother as a lack of trust of other members of the household and her decisions in the future, their families, can reproduce the same kind of distribution of responsibilities.Working in the family, in which all members are involved, the child must note and understand that everyone has to fulfill a number of responsibilities but did not like about that person. Success or failure in execution of responsibilities should be taken with seriousness, competence, consistency in her performance and not gender or other psycho-physical features, socio-economic etc.

The manner in which the child has the opportunity to experience different roles and responsibilities is where certain activities with family to which it belongs. Leisure carrying out some joint family is the most accessible way of knowledge between children and adults. Offer leisure in Romania is quite large and is addressed equally to adults and children. In general, people rely on free type is to rest, to relax – *passive leisure* – either to do those things, activities that make them happy, help personal development – *active leisure*. Of the two ways of spending leisure time, only the latter offers greater opportunities for parents and children to interact.We considered it important to analyze how adults spend their leisure time in Romania because thus we can predict what kind of activities will involve children.

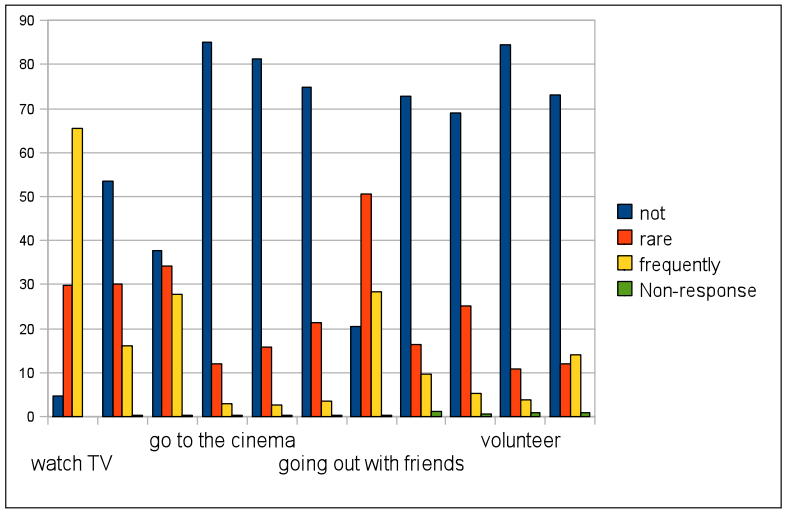


Fig. 3 - Leisure activities carried out by the adult population in Romania (%)
Source: *Diagnosis of quality of life*, ICCV 2010

The data in the chart above reveals that most adults in Romania chooses the passive leisure: watching television shows, read newspapers or magazines, and meet with friends or relatives. (Fig. 3).

How adults spend their leisure time is very important for children's education. Involving children in leisure activities means their contact with different patterns of thought and behavior, the possibility that the less experienced to clarify on issues related to culture, history of places, people (by trips, visits to museums) etc. Parents also have the opportunity to identify their children possible talents, inclinations while growing activities can bring success, satisfaction.

Moreover, all activities by adults with their children helps to achieve at least two important goals for psycho-intellectual development of the latter: on the one hand strengthen relations between adults and children, generate feelings of trust and respect and on the other hand contribute to the development of children's knowledge horizon. A part of television broadcasts, as well as some magazines provide important cultural information but do not allow interaction. Maintaining close relationships with extended family and friends can be relational capital, social capital, however limited. Leisure activities may also serve to reduce significant endorsement differences between people from different socio-economic backgrounds precisely because they are free and require passions

rather than specific skills. Extended family and friends of the family are certainly the same values, norms, principles as the child's family of origin so that even contact classmates from other socioeconomic backgrounds, family, culture of which he can create problems accommodation.

In 2007, how often...?	At all	Once a year	Once every 6 months	Once every 3 months	Monthly	Non-respons
You went with your family or someone in your family on a trip	17,8	32,6	19,0	19,1	9,1	2,5
Did you visit any museum	39,1	31,8	13,1	10,8	2,7	2,5
You went to the theater, the opera or the philharmonic	67,4	18,0	5,4	3,4	2,1	3,6
You went to town	6,5	8,5	10,7	20,0	52,2	2,0

Table 2 - Educational and cultural activities carried out in the family (%)
Source: *Quality research students from pre-university education*, Metro Media Transilvania, 2007

Children confirmed statistics on adults dominant mode of leisure time is passive. Besides watching TV and reading newspapers and magazines, most often adults and our children go to the city whether it means going shopping or a walk. (Table 2) Because it is a relaxing activity this way of spending leisure can facilitate discussion between child and parent and a better understanding between them but that is limited to a family circle that does not include contact with objects or things that symbolize something for society, culture is able to contribute greatly to the development of children's knowledge horizon.

Frequency that can be carried some leisure activities depend on the type of activity, preferences and choices of individuals, the offer available on the market, the resources of time or money available to people. Although it is desirable for adults to involve their children in as many such activities and often it is difficult to determine the ideal frequency with which they have performed but certainly the fact that they are not applied has a significant negative impact on children. For this reason we were interested to check the activities of such households are never developed. I recoded the education level of parents of students in three categories: low education (more than 8 years of school), middle education (persons who have completed secondary level education) and high level of education – parents who completed a form of post-secondary education (post-secondary, university and post –graduate). We analyzed the lack of involvement of children in various leisure activities according to the level of education of their parents.

Education level of father	You went with your family or someone in your family on a trip	Did you visit any museum	You went to the theater, the opera or the philharmonic	You went to town
high level of education	10,2	30,8	60,3	2,8
low level of education	30,0	50,9	80,3	6,3

Table 3 - Cultural and educational activities in which children are involved (%)
Source: *Quality research students from pre-university educatio*n, Metro Media Transilvania, 2007

Education level of mother	You went with your family or someone in your family on a trip	Did you visit any museum	You went to the theater, the opera or the philharmonic	You went to town
high level of education	11,3	28,1	60,0	5,1
low level of education	31,9	45,7	85,1	10,5

Table 4 - Cultural and educational activities in which children are involved (%)
Source: *Quality research students from pre-university education*, Metro Media Transilvania, 2007

The data in the tables above highlight at least two important aspects. On the one hand, the fact that mothers are frequently carrying cultural and educational activities with children compared to fathers regardless of their education level. On the other hand we see that children whose parents – whether it's about fathers,whether it's about mothers – have low levels of education are to a lesser extent involved in cultural and educational activities.(Table 3 and Table 4)

What limits them the most value and bring your other possibilities for leisure? The level of education of parents is one of the reasons but certainly not alone.

One of the reasons could be the available household income in Romania.

The survey data that we use in this paper reflects the situation in the period before the onset of the economic crisis facing most countries today.

In the years 2007, Romania was one favorable economic situation and the level of satisfaction of most people on income level is significantly improved compared to previous years and the current situation. This is very important if we take into account that not only school costs, but also the activities of children out of school.

Analysis of household income, compared to several years, it is very important in the context of this paper because of the way he considers members of a household depends on the financial resources to invest in children's education but also in other types of activities related to the psycho-intellectual of children. In the mid 2000s the share of their revenue estimate as sufficient for a decent breeding was in previous years and those to come. (Fig. 3) and this means more willingness to invest in leisure and education. Resources allocated accordingly and investments in education are lower compared to previous years. National Institute of Statistics of Romania (INS) showed that less than 5% of the total consumption expenditure of the population are allocated for recreation and worship and below 1% for education (INS, 2011).

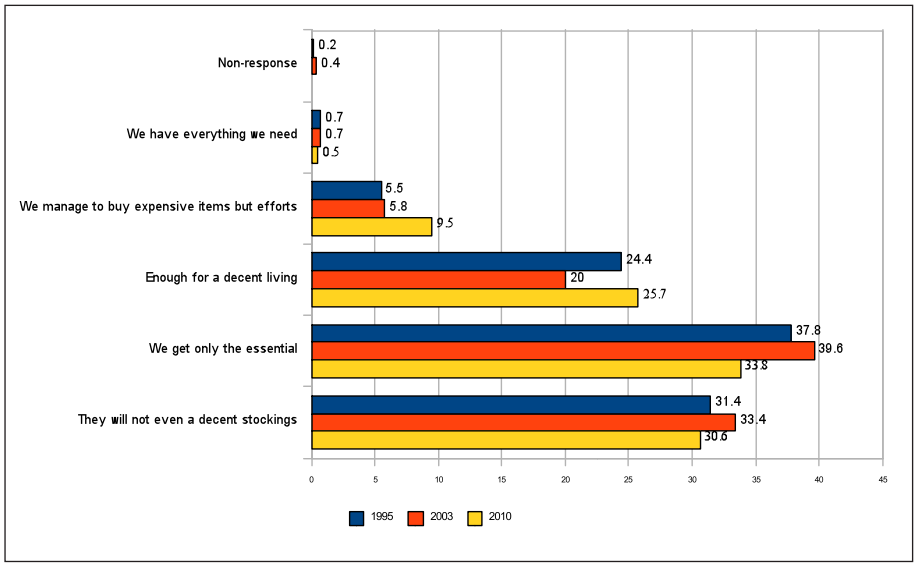


Fig. 4 - Findings of income at the household level in Romania (%)
Source: *Diagnosis of quality of lif*,e ICCV 2010

No doubt the low incomes of the population of Romania is an impediment in the growth of private investment in education. Another reason, besides those raised so far – the level of education and income – is the perception of the population on the importance of carrying out cultural and educational activities.

In a study conducted in 2011 by the Soros Foundation Romania, on the topic of extra-curricular activities, the researchers concluded that the adult population shown in this type of activity only alternative to "*loss of time on the street*"(Popescu & Ionescu, 2012). In other words, educational activities organized either by the school or the family is not considered a way psycho-intelectuall development, but a continuation of the surveillance and control of the child.

Leisure for adults and children actively is not one of the favorite activities we were interested in whether the activities are closer to school are more common.

I included the child activities with adults preparing homework, discussions on various issues of children and adults exercise of parental authority forms: reward and sanction. Regarding homework for school, I had two aspects. On the one hand this type of activity is not a "*minor affair*" (Macbeth, 1989 cited in Montandon, 1996, p. 65) if only because it takes place regularly and is assigned at least 1 hour per day. On the other hand, working together, the parent has the opportunity to be informed about the requirements, changes in children's education and the child establish a better relationship with the parent.

Observed that in most families with school age children, dominates discussions of these themes that concern them children. Also, the second operation, the frequency swing is the preparation of homework. A positive aspect to be noted in the behavior of adults in Romania who have children of school age is that they prefer to reward a greater extent than to punish. (Table 5)

How often do your parents...?	At all	Once a year	Once every 6 months	Once every 3 months	Monthly	Non-respons
It helps you prepare for school	24,1	16,5	23,5	23,3	10,0	2,7
Talk to you about your problems	2,3	7,8	17,7	41,7	28,4	2,1
You quarrel	10,1	23,1	40,8	18,0	6,1	1,8
You rewards (money, gifts)	5,4	9,3	24,9	42,0	15,9	2,5

Table 5 - Activities at home with dominant character education (%)
Source: *Quality research students and teachers from pre-university education*, Metro Media Transilvania, 2007

Adults with children in Romania prefer activities that are to a greater extent related to school (to help their children to prepare lessons, discuss with them the problems they have is that they do at home, or on the rare outlets in town). Activities that involve interaction with other members of society, other than family members, trips, attending cultural objectives etc. not customary for adults and children in Romania. This way adults to spend the time you have available to younger members of their family deprives the latter of the opportunity to develop critical thinking in a way, to know and other people who are different them in terms of social, cultural, physical, psychological, ethnic, etc.

Education level of father	It helps you prepare for school	Talk to you about your problems	Spending time with you
high level of education	24,6	1,0	2,7
low level of education	30,6	3,6	3,6

Table 6 - Dominant educational activities with parents not involved (%)
Source: *Quality research students and teachers from pre-university education*, Metro Media Transilvania, 2007

Education level of mother	It helps you prepare for school	Talk to you about your problems	Spending time with you
high level of education	25,6	1,7	2,3
low level of education	24,5	4,2	4,2

Table 7 - Dominant educational activities with parents not involved (%)
Source: *Quality research students and teachers from pre-university education*, Metro Media Transilvania, 2007

As with other types of activities, in terms of dominant character education activities with highly educated parents are more involved compared with those with a low education. Also, the mother participate in a greater extent in such activities than fathers.(Table 6 and Table 7)

The types of activities we see that regardless of education level parents involved in a lesser extent in those that target support to prepare children for school than those involving children talk about personal problems or leisure.The types of activities we see that regardless of education level parents involved in a lesser extent in those that target support to prepare children for school than those involving children talk about personal problems or leisure. (Table 6 and Table 7) Nearly a quarter of parents do not support her in any way in preparing children for school and the differences between adults with high levels of education and those with low levels are very low.

	high level of education	low level of education
mother	37,5	18,9
father	36,1	16,4

Table 8 - Children who receive training private lessons (tutoring school) depending on the level of education of parents (%)
Source: *Quality research students and teachers from pre-university education,* Metro Media Transilvania, 2007

Parents with high levels of education not only supports its staff in preparing children for school in a greater extent compared to parents with low education, but calls and personnel in this regard. Notice that the percentage of children receiving private lessons is double for those who have parents with higher level of education than children whose parents have a low level of education.(Table 8)

Conclusions

Interactions between Romania's adult population and children are less diversified. The space is often limited to personal, family and work-related are dominant in the classroom. The reasons are multiple. Some are subjective – and other family characteristics are likely objective – low income, costs too high for some families to capitalize on opportunities. The worst is the fact that an important part of adults not realize that such activities are complementary to those carried out at school and because it involves a lot of freedom of choice, passion, relaxation and much liked by children.

To understand the benefits of conducting such activities would be required to better inform, educate adults about thezimpact that we have on psycho-intellectual development of children on educational performance.

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