

## Role of Family in Educating Children

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**Abstract:** *The family is one of the important elements in society and education; of course, because it is about it. The importance of the family is to guide or to orientate the people who are part of it in order to obtain or guide a more efficient and useful life path. Beyond guiding the individual in society, the family has an exemplary role in educating the student. That is why, nowadays, there is no emphasis only on the educational unit regarding the education of the child, but the family has an extraordinary contribution in this way. In this partnership (family-school), we encounter topics debated and debated, such as "the gifted child", "the child alone in parents", or "the child with special needs who presents a medical problem or who comes from a socially or single parent defamed family, etc. "In cooperation between families, schools or other institutions that aim to educate and model the student, it is important to have this complementarily report. Because what ends in an institution going on in the other and where an institution fails to make its full contribution, the other comes and completes crowns. Of course, here, I want to tell my family and her role in shaping and incorporating laurels sent home by the student. Therefore, the contemporary challenges represent a real diagnosis. The medicine is owned by the family, and in this sense she has to make an exemplary contribution to modelling the student.*

**Keywords:** family, education, children, society, tradition.

### Introduction

Speaking about family, in a European context, I would turn to the title of this article, and more specifically to the term "education". What does education mean? What is education? Who is it? And I could go with the questions further. According to Pascariu and Oprea, the term education has three more important meanings: "formation, development, growth".<sup>1</sup> U. Șchiopu and E. Verza say about education that "it is the activity of facilitating adaptation to all environmental conditions, i.e. to the total environment, cultural, technical, scientific, artistic, etc."<sup>2</sup>, so, in other words, education is present throughout our human life.

We meet education in society through a well-organized form based on a dominant information program. According to Pascariu, the present society, deeply kneeling on moral issues, puts man in a situation of reference to the surrounding reality.<sup>3</sup> Thus, the more advanced a country or nation, the

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<sup>1</sup> C. Pascariu, I.M. Oprea, "Ora de religie! – disciplină obligatorie în școlile de stat din România," in O. Moșin, I. Scheau, D.Opriș, (eds.), *Educația din perspective valorilor*, Bucharest, Ed. Eikon, 2017, p. 216.

<sup>2</sup> U. Șchiopu, E. Verza, *Psihologia vârstelor, ciclurile vieții*, Bucharest, Ed. Didactică și Pedagogică, 1995, p. 37. Irina V. Vasenina, Valentina A. Sushko, "The Role of Religion in the Formation of the Family Values of Youth," in *Astra Salvensis*, VI (2018), no. 12, p. 452.

<sup>3</sup> C. Pascariu, "De ce să studiezi disciplina religie la școală?", in D. Pătroc, A.Perțe, K. Barth, M. Florescu (eds.), *Mai învață! Modernitate, Acceptare, Inovație în învățământul românesc.*, Cluj-Napoca, Ed. Presa Universitară Clujeană, 2018.

more varied and richer the educational system. Education is met in school as the development of skills, abilities, in the form of certain interests on the student's or student's life profile later. And, of course, education is in the family since childhood. To begin with, we want to define what the family is.

The term "family" originates from the Latin *famulus* and means *domestic slave*. Throughout the history of mankind, the family has undergone several changes, so that in the sec. Twentieth we see the family as a form of human community founded by marriage that spiritually unites husbands and their children through close biological, economic relationships; a wider group, comprising all those who come from a common ancestor.<sup>4</sup>

A very representative family definition defines Murdock. He says that "the family is a social group characterized by common residence, economic cooperation and reproduction ... it includes adults of both sexes, of which at least two have socially recognized sexes and one or more children of their own or adopted I care and grow."<sup>5</sup>

According to Marin, the family is the first psycho-human and cultural environment that develops the organization of the child's behaviour ... it is the place of the emotional experiences, of the intimacy and of the exclusive trust where the child is helped to build himself as a human being integrate into the social life according to the pattern of those who surround it and with which it is naturally inclined to identify".<sup>6</sup>

The family is the oldest form of society organization since ancient times. It is the one that contributes to the development of the human species. In the family we meet "life". In the family, the child meets for the first time with the society. We can also say about the family that it is the sacred image of life. The family includes the child's security form. As Ciobanu, emotional intelligence and creativity are characteristics worth developing from early age in family environment. Nurturing both emotional intelligence and creativity giftedness is therefore an issue to individual development, and also of great concern for developing school performance.<sup>7</sup>

So we see that the family is defined by certain characteristics, namely: for a social group to be called "family", that group must live together and live together; the social group has to communicate economically, meaning family incomes are common to its members. These revenues are aimed at

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<sup>4</sup> V. Breban, *Dicționar al Limbii Române Contemporane*, Bucharest, Ed. Științifică și enciclopedică, 1980, p. 135.

<sup>5</sup> E. Bonchiș, *Familia și rolul ei în educarea copilului*, Iasi, Ed. Polirom, 2011, p. 18.

<sup>6</sup> C. Marin, *Teoria Educației—Fundamentarea epistemică și metodologică a acțiunii educative*, Bucharest, Ed. All, 1996, p. 135. Cristian Stan, Adriana Denisa Manea, "The Dimensions of Intercultural Education," in *Astra Salvensis*, VII (2018), no. 12, p. 239.

<sup>7</sup> N. R. Ciobanu, "Inteligența emoțională și creativitatea, factori în dezvoltarea performanțelor școlare", in I. Herman, S. Spînu, L. Tăușan, (eds), *Tradiție și perspective în didactica modernă*, vol. 1, Bucharest, Ed. Didactică și Pedagogică, 2017.

developing and securing each individual enrolled in that family; another communication is sexual. The family as a salvation and procreation role has the duty to give life give birth to children; another feature of the family is to raise their own children or adopted children, if necessary. This growth is actually the education the family offers to the child.

How is the contemporary family? The answer to this question is found at Turliuc.<sup>8</sup> It highlights a number of features attributed to the contemporary family:

- The family is on a transit route;
- We will discuss the structure of the family, its values;
- The divorce rate is getting bigger;
- The number of births is steadily decreasing;
- More emphasis is placed on "concubinage" relationships;
- Traditional marriages are continually decreasing;
- Greater personal independence is desirable, which makes marital engagements fall;

In the continuation of this article, we will address, as I said above, this stage in our life, namely education coming from the family.

### **Main Body**

Every institution of society is presented through a structure. Similarly, the family presents a structure that refers to certain aspects of it: organization, administration, number of members, etc. From a sociological point of view, we encounter two branches of the family:

- The patriarchal (extended) family is the traditional family.
- The marital (nuclear) family is the modern family.

Next we will deal with some family typologies:

#### a) Extended family

It is also called the united family. This type of family consists of: parents, children, siblings or spouse, grandparents, uncles, aunts, etc.<sup>9</sup>This type of family is a traditional one with paternity leadership. What we need to know about this type of family is that it has a well-organized organizational structure. Every family member knows what he has to do, knows what his role or place is. They live together 2-3 generations, and the decisions are taken by parents. Usually those who earn income are men, and women are responsible for household and children's education. The main feature of this family type is conservatism. We can also look at the extended family as a micro society / community. As advantages we can list: it has a high degree of religious and cultural values; presents a slightly more traditional childhood

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<sup>8</sup> E. Bonchiș, *Familia și rolul ei în educarea copilului*, Iași, Ed. Polirom, 2011.

<sup>9</sup> P. Iluț, *Familia. Cunoaștere și asistență*, Cluj-Napoca, Ed. Argonaut, 1995.

education style based on a set of rules and rules; solidarity is a fairly present element; the large number of members and the encouragement of perpetuation. As a disadvantage, we could say that being a large family, and spending is on the table, which means that it needs a lot of financial support.

b) The nuclear family

It is also called a marital family. We are talking about a small group that is based on the love of husband and wife, and from their love children are born. This type of family is composed of both parents and children. This form of family is the most widespread in European society, and Murdock describes it as the type of "elementary family".<sup>10</sup>

The lifeblood of this type of family is equality. Each member is considered to be equal in the social group (family) of which he is a member.

The nuclear family is important in raising and educating children. Being a small group, ethical norms in child education are important. This type of family is based on harmony, love, protection offered to each other.

c) Single parent family

This type of family consists of one parent and one or more children. The situations encountered in this type of family can be:

- father - child / children
- mother - child / children

In this type of family, it is important to observe the circumstances of this type of family, namely: the birth of an unwanted child; divorce of parents; the death of one of the parents; the decision of a partner to have a child (adoption). As disadvantages we can list: low income; the failure of children to attend school due to the absence of the parent in the child's life; the child's predisposition to delinquent entourage; The absence of one of the parents can lead to inadequate parental guidance.

d) Family with stepparents

Sociologists also call this family, mixed or mixed family. This type of family consists of a parent, the child / children of that parent, and a parent who is absent through concubinage or marriage with the child's biological parent. There are several opinions about this type of family:

- the biological parent is considered to be superior to the stepfather, which will lead to inferior inferiority to the child.
- parents' responsibility for child / child education can be shadowed.
- existence of rights and responsibilities of stepchildren in front of children.

Most families who form such a family type are families that have been divorced, and most times custody is taken by their mother. Thus, the

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<sup>10</sup> E. Bonchiș, *Familia și rolul ei în educarea copilului*, p. 23.

stepfather, in most cases, is a male presence. We will highlight some aspects of the child's relationship with the stepfather. According to Erikson<sup>11</sup>, the child will show an attitude towards the stepfather following a period divided into 4 stages:

- the child's antipathy towards the stepfather;
- although it is distant, the child is eager to relate to the stepfather;
- the child is about to accept his stepfather;
- the child is able to understand the presence of the stepfather in his home, that is, his mother's husband and his father for him as a child.

According to Marin<sup>12</sup>, there are two dimensions of child education in the family: protection and support. In the development of the child's intellectual development in the family, some variables of the family environment are addressed:

- professional and material variables (parents' income, culture and profession) that influence the child's behaviour, the nature of his or her relationships with others, the way to look at the world, his cultural preferences (the music he listens to, his passions, etc.)
- family composition that contributes to establishing a certain relationship of the child with other members (relationship with brothers, grandparents, or other members with whom they live)
- parental identity (marital relationships that may be tender or conflictual), gives the child a psychological climate in which to develop.
- the parents attitude towards the child, which contributes to a "healthy, moral and spiritual education".<sup>13</sup>

Being a parent does not just mean having a special mission, it can be considered as a job where your presence is continually demanded. The presence of a child is a challenge for the current family. Most couples make sure that the child will not miss anything as a material aspect. The role of parent is the most difficult role a person may have. Children's education is primarily family-owned, and they are also meant to carry on the values of the family they grew up in. Factors that influence parents in their involvement in education children are related to: their culture and educational level; problems and problems family specificities in childcare; influences groups to which they belong; the attitude of the school.<sup>14</sup>

Each family has a special style. Each family adopts their own style in their child's education:

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<sup>11</sup>E. Bonchiş, *Familia și rolul ei în educarea copilului*, , p. 24.

<sup>12</sup>C. Marin, *Teoria Educației–Fundamentarea epistemică și metodologică a acțiunii educative*, p. 135.

<sup>13</sup>C. Pascariu, "De ce să studiezi disciplina religie la școală?"

<sup>14</sup> A.D.Manea, "The Interrelation Teacher-Student-Family-Society Promoted through Educational Partnership", in *Astra Salvensis*, III(2015), no.6, p.133

a) The demanding style - is characterized by a careful attention of the parents towards their child. Parents who adopt such a style will have major expectations in terms of schooling and behaviour. The family will impose some clear and firm rules from which there is no way of deviating. The child can express his / her opinion on certain issues. There are intense feelings of affection in the family and in the parent-child relationship.

b) Authoritarian style - it is characterized by a very rigorous parental control over the child. Excessive punishment is present if the child does not meet the standards imposed by the parents. Children are not listening and their opinion does not matter. There is no more communication between parent and child, and there is fear of punishment when the child deviates from the rules. In this context, the child can develop certain acts of rebellion.

c) Permissive style - is characterized by a high level of affection and heat from parents to the child, but also a very low level of control. Parents are extremely tolerant. The rules are very few or even absent. Children can manipulate their parents through sentimental blackmail.

d) Uninvolved style - characterized by emotional detachment and lack of involvement of parents in relation to their child. These children do not receive proper attention from their parents, nor enjoy their support.

### **Conclusion**

In conclusion, we can say that the family plays an important role in the child's education. From the first day of life to the death of their parents, they have a holy purpose. That is, to lead the child / their children along the path of their lives as a candle. As I have been able to see, the child lives and receives education in a society in which immoral becomes moral and abnormal becomes normal. Here the family is the first institution to play an important role in education.

As we have seen, different definitions, different typologies, different styles of education have been approached. But all of these have a common goal, namely the education of the child. And this type of education is different as families are different, just as we could see in this article. At one point, the role of parent becomes an observer. And who until yesterday fulfilled the role of child, will now fulfil the role of parent.