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**PARENTS' SET OF VALUES AND CULTURAL
CONSUMPTION OFFERED TO CHILDREN**

SUMMARY OF THE DOCTORAL THESIS

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ARGUMENT

Key words: values, family, cultural consumption, values orientation, educational activities, parents

We propose an explorative approach of the family universe due to its importance upon the evolution and development of children, an importance given by the educational function of the family. This function has been kept, in one form or another, in any family type.

Although family has known various forms of organization lately, it has remained as shown by Claude Levi-Strauss, “a universal phenomenon, present in all types of society”. Two aspects characterize this union, more or less lasting, between a man, a woman and children socially approved of: association and filiation. (Roudinesco, E., 2006)

We have noticed how most of the researches in the field of family are oriented towards the association aspect, bringing out different particularities of this process. There are also direct preoccupations regarding children, not as a result of the family’s reproductive function, but as an “object” of the educational function. It is through our approach that we wish to insist upon dimensions of this function of the family and also to bring out another less researched aspect within the family- value orientation.

Thus, we start from a need that we consider to be real and serious, the need for clear and stable value guiding marks and the need for an inspirational cultural consumption and we also wish to identify scientifically the characteristics of the set of values and cultural consumption, following that, based on the results of the research, an efficient theoretical and practical approach to education and cultural influence within the family shall be proposed.

1. ATTITUDE AND VALUE ORIENTATION OF PERSONALITY

1.1. Theories and concepts regarding the approach to personality

Human personality, as a theoretical construct, which reflects an extremely complex psychological reality with multiple determinations, is hard to define exhaustively since the number of definitions goes over one hundred. Most of them develop a dynamic and integrative view, bringing out the specifically human, unitary and synthetic character of personality, its close connection to behavior, its social and biological determination (Cosmovici, 1998,p. 53).

1.2. The structure-system and relational-dynamic pattern to approach personality

In order to identify the tendencies in attitude and value orientation of personality we have chosen for our research the structure-system and relational-dynamic patterns. This pattern accomplishes a synthesis between the inner-psychological and the psychosocial-relational, interpersonal perspective, between the structural approach and the dynamic process approach. The theoretical premises for this pattern can be found in personality researches developed by well-known authors like J. Nuttin, K. Levin, A. Neculau, T. Cretu and others.(Dumitru, I. Al, 2001, p.51)

This explanatory pattern clearly points out, “within the structure of personality, the relational-value sub-system which “represents the configuration or the individual psychic structure relatively stable and definitive for man, which ensures the relation between individual and environment and the self-adjustment of activity and behavior related to his external requirements, social-culturally determined”. (Dumitru, 2001, p.59)

2. VALUES AS PARTS OF THE ORIENTATION SYSTEM

2.1. The concept of value. Definitions.

The term value so often used, not only in the specialized language but also in everyday speech, has led to a large variety of definition attempts. Their particularity was the knowledge domain or the human activity domain from the perspective of which the definition was given. Thus, every field of activity from philosophy, aesthetics to psychology and sociology use this term with specific accents. However, it is certain that every definition renders the normative connotation of value, associated to the aspect of desirability.

Out of the various perspectives of defining the concept of value, the following ones are relevant for or thesis:

- values are “abstract principles about what is important and to be cherished in life, about how people should behave and appreciate (in terms of good/evil, fair/unfair, ugly/pretty etc.) situations, events, people, as well as social and human objects.”(Ilut, 2004, p.11);

- value is the product of a social judgement, appointing itself as norm an evaluative standard, accepted and shared in by most of the members of a community with a specific culture. (Dumitru, 2001).

2.2. Conceptual explanations

In order that all references to values and personal system of values can be as clear as possible, a set of differences between this concept and concepts such as attitude, norm, interest, ideal is imposed. These differences must be pointed out both theoretically and practically. In the latter case the difficulty to differentiate is very high due to the emphasized subjectivity which characterizes all the aspects previously mentioned.

Gradating these concepts is imposed because of the orientation role of values and of other parts of personality on a cognitive, emotional or behavioral level.

2.3. Characteristics and functions of values

Considering the variety of definitions for values as well as their similarities to other concepts regarding the orientation role of behavior, one of the possibilities to limit the contents and meanings of values more clearly is to analyze their characteristics.

M. Rockeach(1968) considers that values correlated with attitudes constitute the main guideline of personality. This is his description of values: they possess a complex structure, having a cognitive, an affective and a behavioral component; they are relatively stable in time and represent the manifestation of beliefs and convictions; at the personality level they are organized in a hierarchic structure within a system guiding a person throughout their whole life.

To the human life values: constitute evaluation and judgement standards for objects, facts, events and human actions; they grant us a certain social and individual identity, providing for us comfort and existential safety; they help us act in our own way and by certain means; they guide us in relation to others and in our influence upon others; they ease adjustment and insertion in a specific social space. (Dumitru, 2001).

2.4. System of values

As one can notice in the above references, most authors mention as main characteristic of values their organization as systems. Danney Ursery (Ursery, 2006) underlines the fact that values are structured in a complex guiding system which reflects individual priorities and

policies adopted by a person in relation to the environment and manifested particularly in the decision making process. A person's system of values is dynamic but can undergo alterations, adjustments depending on the evolution of personality and the social environments in which the person is placed. Although one feature of the system of values is its stability, one cannot overlook the relativity note attached to it.

2.5.Types of values

Values, which form a complex axiological system, are organized, as shown by Petre Iluț (2004) on several levels: generally human values, values specific for a social-political system, values which characterize a certain culture or ethnicity, values of large and medium sized social groups, values of micro-groups (family, for instance) and individual values. It goes without saying that, at a certain moment a person does not belong exclusively to a certain group, completely isolated from the others, which leads to a saturation of the individual system with values, depending on the specific values of groups superior to the individual or micro-group level.

Identification of various types of values has made the object of numerous researches. Due to its complexity and its high degree of subjectivity, this knowledge process and classification of types of values is more difficult. To a great extent the relation to the researcher's own culture is involved, which makes the results obtained more diversified and with a certain degree of relativity.

In making up the research instruments for our thesis we have relied on the typology established by Rokeach (1973): instrumental values and final values.

3. FAMILY AND THE TRANSFER OF CULTURAL VALUES MODELS

Family is the first social group offered as background to the child's social becoming that is to the internalization of social norms, socialization process closely relying on the educational actions taken within the family. The importance of family life from birth to the age of school is essential to the formation of personality. Family is considered a background, which must meet almost all of a child's needs and it therefore must provide the love, attention, approval, and respect at a satisfactory level for the efficient socialization of children. (Muntean, 2006,p.81).

Parents continue to be active factors of socialization even if sometimes the contents of socialization in this passage of our society from tradition to modernity or even postmodernity have been altered.

3.1. Transfer of knowledge and abilities

It is through family that society proposes, transmits, imposes on individuals forms of activity, behavioral patterns, norms, forms of organization, values, customs, traditions which are known, learned and adopted by members of the family in order to facilitate their social integration. (Batâr, 2004, p.106). There is coherence between professional culture and values, which guide the educational activity of parents from different social-professional categories. According to the theory of Bourdieu, one can state that family socialization creates the habitus which guides towards a certain type of professional activity and facilitates its acquiring. (Stanciulescu, 1997, pp. 71-72)

3.2. Transfer of language

The important role of family is obvious also in the process of acquiring language, the mother tongue, which explains its name not because it is transmitted from the mother to the child through biological heredity, but it is learned from the mother, it is socially transmitted. A child's socialization is accomplished through language and for language because it does not only stand for a simple code, but it also contains the values that the child must internalize.

3.3. Transfer of values

Family mediates between individual and the social system as a whole and as a complex of sub-systems. It transfers onto the individual the behavior norms and specific values for the communities and societies to which it belongs itself.

3.3.1. Theoretical approaches on the transfer of values within the family

Regarding the way in which these values become specific to the individual, Petre Iluț (2004) indicates two sources of this internalization process of values, both having as a common element relation, connection. We are talking about the relation between subject and objects, external situations, on the one hand, and the relation between subject and what is proposed as social model accepted by the community, on the other hand. The effective mechanism of value assimilation is more difficult to point out. However, it can be said that it is here that learning process, imitation and identification all step in. The relation regards the

members of different groups which the child prefers, groups where he finds reference models which shape his own value model.

3.3.1.1 Socialization

Pavel Muresan defined socialization as: “process of integration and adjustment of a person to the social life by acquiring within the family, schools, institutions, organizations, profession the cultural products of that particular society, ways of thinking, profession, norms and moral, legal, scientific, political values, social roles”. (Mureșan, 1980, p.19)

Next to norms, values represent ideal behavior standards interpreted as individual obligations by every member of a community, which is why socialization in a certain culture represents internalization of values with a balancing role between culture and action. (Rădulescu, S. in Petre, Balica, Baniciu, 2002, p.167)

Inglehart (apud Voicu, Voicu, 2007, p.17) claims that depending on the socio-economic conditions in the period of the primary socialization, the previous set of values of a person is structured. People who during the period of primary socialization have benefited from material conditions at a high level will tend to manifest, as adults, value orientations which exceed the material level, which are superior. On the contrary, those who have not benefited from these conditions at a high level will tend, as adults, to prefer material values.

3.3.1.2. Social learning. Observational learning

Learning through models implies the observation of behavior and identification of the existence or absence of reward. If the behavior of the model is rewarded, it may be remembered as exemplary and there is a high probability that it will be imitated in order to obtain a similar benefit. (Neculau, 2004). Learning which completes direct learning through experience is called observational learning.

Within the family is transferred not only the information absolutely necessary to the autonomy and cognitive or affective functionality, but also that referring to social status, convictions and values guiding the behavior of parents and children. Influence plays an important part in the transfer process: the extent to which parents join a certain set of values, the way they try to pass it on, through various activities, to the children, the extent to which they behave in accordance with that system of values, are all aspects which the child, as an

observer of his parents behavior, through imitation will include in similar behavior in his way of relating.

3.4. Parents – children relations- cultural and educational connotations

In order to emphasize the importance that family has in shaping the child and the major influence it has in the social integration of the child – future adult- the relations established at a family level must be taken into consideration.

3.4.1. Role of the parents within the family

Given the particularities of a child's development, one may say that no other institution, however qualified it may be, does not correspond so well as family does to satisfying the identity needs of a child. These needs are always associated to certain values. Kohn (apud Voicu, Voicu, 2007, p.205) considers parental values to be conceptions of the parents of what is desirable in their children. Different authors have tried to establish classifications regarding these parental values, which coincide, to a certain extent. Duval (apud Voicu, Voicu, 2007, p.207) brings out two categories: developmental parental values- children's health, ability to cooperate, sharing, love towards the parents, desire to learn, self-control and independence – and traditional parental values – children' hygiene, obedience and respect towards adults, pleasing adults, looking after personal items, be faithful, diligent, take part in household activities.

3.4.2. Relations of the family with other educational agents

The relations established by the family with the following educational agents, in the context of offering a certain cultural consumption to children, are interesting: members of the extended family, similar groups, school, neighbors, providers of non-formal and informal education.

3.5. Cultural practices. Cultural consumption within the family

Our research step based on the theoretical principle of the connection between values, personality and culture, relation standing out from the “ thesis, raised in cultural anthropology over half a century ago, of the circular causality between cultural specificity and individual personality, in the sense that a certain cultural matrix produces through socialization and education a certain type of personality which, in its turn creates a particular culture.” (Rotariu, Ilut, 2006, p.33)

It is culture that ensures individual and group identity. “We are who we are through the language we speak, the historic heritage, values, traditions and customs we share, through literary, artistic and philosophic creations in which we have been shaped. Culture has strong affective resonance. It gives birth to feelings of social solidarity, it develops aesthetic sense, gives way to emotions, encourages creativity, spontaneity, originality.” (Malița, 1998, p.37)

Cultural consumption involves a series of actions undergone by individuals in order to have access to cultural products so as to achieve satisfaction and popularity, products offered by cultural services.

In the analysis of cultural consumption offered by parents to their children we had to take into consideration parents' behavior as culture consumers. It contains three important stages: pre-purchasing, purchasing (consumption) and post-purchasing. The process of deciding to purchase is considered to be based on the following succession of steps: awareness of the needs, prospecting the market – getting informed, analysis of choice, acquiring and using goods and services, evaluation of satisfaction/dissatisfaction related to cultural needs. These steps are influenced by a series of various factors: social and demographic characteristics, standard of living, lifestyle, interpersonal relations, prices and fees, organization of cultural services, as well as a series of factors on a personal level: preferences, needs, expectations, representations, experiences and all the psychic process which motivate the cultural consumption. (Moldoveanu, Ioan-Franc, 1997, pp.138-141)

4. RESEARCH METHODOLOGY

4.1. Upon the study

Due to the importance of cultural consumption upon personal becoming through values and principles transmitted by way of cultural products including the media type, several studies have been carried out on the subject of cultural consumption among children or young people, out of which we name here: the study “ Usage, attitudes and expectations of the Romanian mass-media consumers” effectuated by the Marketing and Survey Institute IMAS in the spring of the year 2004, on request from the National Audio-Visual Council (CNA); the study “ Exposure of children to TV and Radio programs” effectuated by Gallup Romania and Metro Media Transilvania in April 2004, on request from the CNA; a study effectuated on secondary school and highschool students introduced by G. Cucu in “Education and mass-media” 2000; study effectuated by the Institute of Educational Sciences(Bunescu, Negreanu, coord., 2005) which observes the young people’s high level of mass-media consumption, especially television, the internet, magazines specific of the age, and music; “Research on the analysis of the behavior of students’ consumption of audio-visual programs (ages 7 – 10) and comparative analysis on three age groups (ages 7 – 10, 11 – 14 and 15 –18) regarding cultural models” (CURS, 2005).

The studies carried out by Romanian and foreign authors referring to the cultural consumption have pointed out: the connection between the parents’ cultural consumption and the students’ school performances (apud Hatos, 2006); the reduction of cultural consumption depending on dysfunctional behavior in the family (Sthal, 2002); the difference of cultural consumption depending on social status (Virtanem, 2005; Chan, Goldthorpe, 2004; Mcarctry& Shrum, 2000; Halmann, 1996) as well as the influence on family relations through cultural consumption (Hynes, 2008; Campiche, Kellerhas, 1981).

The PISA studies carried out in 2000 and 2003 revealed that the socioeconomic factors at a family level (including cultural consumption) account for 17% of the variation in school performances. The novelty we wish to bring through this study to cultural consumption is that we take into consideration, adding to the steps mentioned above, capturing the actions taken by parents in guiding their children to access certain cultural products and activities from the perspective of the cultural consumer. We also take into consideration a possible connection between these activities and the values aimed by parents.

The value orientation of the family is the other direction of our exploratory study, a direction generated by the need to identify the subtlest mechanisms, which, in turn, generate parents' behavior.

Researches in this field have been made by Kohn and his collaborators (apud Voicu, Voicu, 2007, p.206) and point out the idea that parents' values reflect their ambitions for their children and their perspective on the most effective ways to achieve their goals. Based on the data in WVS for the USA, Xiao (apud Voicu, Voicu, 2007, p208) refers to two categories of parental values: conformity - obedience, good manners and religious belief – and autonomy – independence, perseverance and imagination.

The study effectuated by B. Voicu and M. Voicu (2007, pp.230-233) on parental values, based on Kohn's model of parental values and using data provided by WVS Romania 2005, points out the connection between social status and parental values. Another study by the same authors (Voicu, Voicu, 2007, pp.181-203) on family, but this time using the traditional-modern-postmodern values analysis perspective stresses the role of family in society, the tendency to alternative family models, family roles, tolerance. The study uses as base analysis data from EVS/WVS from 1990-1993, 1999-2001, 2005. Conclusions show that Romania scored the lowest values in all aspects regarding tolerance, which places it in the category of conservative countries. Similar conclusions were drawn from a study effectuated between 1997-2003 in the countryside from the Apuseni Mountains by Cristina Tîrhas (Iluț, coord.,2007,pp.148-149). The study stresses the predominantly traditionalist orientation in the countryside, especially with low schooling level people and isolated homes. Another study from 2001 (Banciu, D. in Petre, Balica, Banciu, 2002, pp.225-226) regarding value options among young people points out that values and ors coexist, promoted by some socializing institutions, the conservative type, which come into contradiction with the ones specific of the autonomous socioeconomic environment.

The **motivation** for choosing these directions in research comes from the empiric observations on the value crisis in nowadays' society; from the wish to cover a research field less covered in family research on Romanians; with the intention to point out cultural manifestations in the family and the degree of participation of parents to these events. We have chosen to observe only parents with children aged 7 to 11 because this is an age when children become more active consciously from the perspective of cultural consumption, but at the same time are still dependent on parents in having access to cultural products. On the other hand at this age of the child the family still plays an important role as a model, which

accounts for our preoccupation with the parents' set of values, the one actually offered to children as well.

Consequently, the **purpose** of the study is to create premises for the construction of educational approaches dedicated to parents in order to improve the offer and educational style where necessary, intervention achieved both on an informative level and on a formative level.

4.2. Objectives and hypotheses of the research

General objective: to bring out in a comparative way, depending on the residence environment of the types of values to which parents subscribe and the particularities of the cultural consumption offered to their children.

Specific objectives:

- a) To determine the set of values of parents with children aged 6-11
- b) To identify the dynamic, the main tendencies in value orientation of the parents
- c) To identify the main characteristics of the cultural consumption offered by parents to children
- d) To bring out the relations between the cultural consumption offered to children and the parents' set of values
- e) To elaborate a theoretical construct regarding classification of family types depending on the parents' set of values and the cultural consumption offered to children

Hypotheses

Main hypothesis

The hierarchy of values within the parents' set of values and the cultural consumption offered to children differ depending on the residence environment –urban-rural.

Work hypotheses

- a) Material values are considered more important by the parents to the relational and psycho-moral values
- b) Placing values within the parents' set of values is modified depending on the residence environment, gender of the parents, educational level and occupation of the parents.
- c) Cultural consumption activities and leisure time offered by parents to children are after school studying activities

d) Parents allocate little time to cultural consumption activities with their children

These are the objectives and the hypotheses, which will guide our research approach, following that the data we obtain to invalidate or to confirm our suppositions.

4.3 Sample

Taking into consideration the objectives and hypotheses of our research, we have chosen to use a sample of contrast, built on the criterion of residence rural-urban. Consequently, the research was done on a group of 520 subjects, that is 260 families: 147 families from the rural environment and 113 from the county of Arad, which is the only city in the county to provide access to culture significantly different from the rural environment. Within the group from the city (city of Arad) we used stratified sampling by choosing 10 schools to represent all the areas of the city. In the school there have been chosen parents from the primary level. The sample only included families in which both parents were present, regardless of the legal form of cohabitation, chosen depending on availability. In the rural environment there have been selected localities situated at different distances from the city of Arad, in order to regard their possibility of access to cultural products. 5 to 10 families have been selected from every locality, depending on the size of the locality and were there was at least one child aged 7 to 11, based on the same criterion of availability.

One of the main independent variables taken into consideration in our research is the one referring to residence. It was based on this criterion that the contrast sample was made up. 56,5% families from the rural environment have been chosen and 43,5% families from the urban environment.

4.4. Work instruments

Values, as orientative components of the personality system, are more difficult to investigate and to capture objectively; they are placed in the subjectivity sphere, the latent, and manifest themselves through verbal, nonverbal and action conduct of the individual. Hence the difficulty to undergo an investigation as exact as possible on the value structure of a person.

4.4.1. Hierarchization of the value attributes by the subject himself/herself

In order to bring out the place occupied by certain values within parents' set of values we have chosen as procedure the hierarchization of the value attributes by the subject himself/herself, presented by Petre Iluț in the work *Sociopsychology and anthropology of the*

family, (2005). As a limit of this method it is highlighted the one provided by hierarchization, but the possible disadvantages are counter-balanced by the possibility to order in pairs value-attributes, with the risk of transitivity in this case.

In order to accentuate the dynamic of parents' value orientation we have requested the hierarchization of these value attributes from the perspective of losing importance of those values, from the perspective of gaining importance and the perspective of keeping/restoring certain values for the future. I. Al. Dumitru (2001) used this variant in his research *Personality. Attitudes and values*.

The list of values we have used in this research is based on the list of values proposed by I.Al.Dumitru (2001) and Rokeach (1973). They drew up a list of values, which includes 20 value attributes, which characterize the parents' value orientation. These 20 value attributes have been obtained following a selection process out of a list of 40 values (chosen from those proposed by Rokeach and other authors).

Following the selection made by 60 experts – 20 professors (sociology, psychology, philosophy, educational sciences, theology) and 40 students (theology, educational sciences, Romanian-English) – the list of values was drawn up to be used as an investigation instrument of the axiological orientation of parents. The first 20 values were selected based on the number of picks registered.

4.4.2. Questionnaire

The method chosen to collect information referring to the cultural consumption offered to children by parents was the questionnaire.

In order to make the questionnaire the concept of cultural consumption offered to children was operationalized. Based on the theoretical data, as well as on the objectives and hypotheses of the research, the following categories of variables and indicators were obtained, which made it possible to make up the questionnaire.

Variables and indicators

1. Parents' personal orientation towards certain facilities, products and cultural activities
 - time allocated to cultural consumption;
 - preference for a certain type of service, product or cultural activity;
 - frequency of attendance to cultural activities
2. Parents' expectations regarding the cultural consumption of the children
 - knowing children's preferences in cultural consumption;
 - activities considered beneficial for children;

- respecting children's option for a certain content of cultural consumption;
 - Parents' satisfaction towards the children's options for cultural activities.
3. Parents' involvement in the management of children's cultural consumption;
- assuming responsibilities regarding the organization of cultural consumption for children;
 - activities of information regarding the offer of cultural-educational activities for children;
 - the frequency of consulting children regarding their own options for the cultural consumption;
 - activities proposed by parents to children;
 - activities imposed by parents on children;
 - time spent with children for supervision;
 - frequency of an active participation in cultural-educational activities at home, in the park, at school etc.;
 - financial resources allocated for products and cultural activities for children;
 - the efficiency of the actions organized to ensure a certain cultural consumption;
 - difficulties in accessing the cultural-educational activities wanted;
 - measures taken to improve the cultural offer for children;
4. Involving other persons in/from the family in organizing the cultural consumption offered to children
- assuming attributions regarding the organization of the cultural consumption;
 - daily time spent by other persons with children;
 - frequency of attendance in the cultural-educational activities of these persons.
5. Parents' expectations towards specialized leisure spending services
- availability to access such services;
 - characteristics of the services;
 - frequency of choosing such services

Independent variables: age, occupation, educational level, residence, religion, nationality, income level.

In drawing up the questionnaire we have tried that the questions used (introductory questions, filter, divergent, identification, factual) should be expressed in simple terms, avoid ambiguity, focus on clarity and have no double negation. Most questions were closed, using the Likert scale to reflect either frequency, or intensity or the manner with which a phenomenon occurs. Some questions provided variants of answer adequate to the content of

the followed aspect, the subject had to make a choice corresponding to his own behavior, own opinions.

4.5. The analysis and the interpretation of data

The tools built were used to collect data in May –June 2008 for the country's families and in October-November 2008 for the city's families. Ground operators were used who were trained to apply the questionnaire and the value list in such a way to avoid the operator's mistakes as much as possible. 285 questionnaires were applied to an equal number of families. After the first procession it was showed that there weren't complete data, the value list not being applied to one of two parents. In these cases they give up including the rest of the data, only 260 families were assigned with the analysis and the interpretation of the data. For the statistic processing of the data it was introduced in a data base which was utilized in the statistic processing program SPSS.

The analysis and the interpretation of the data were realized according to the aims and to the hypothesis of the research. The data were grouped into three categories: data related to underlying values of the family, data related to different types of activities and of cultural consumption proposed by the parents of the children and data related to cultural consumption proposed by the parents of the children from the age of 7 until the age of 11. As concrete results of the research were obtained : a typology of the family according to the values of the parents, a typology of the proposed activities and a series of characteristics of the parents actions for the children of 7-11 years old , to offer them a cultural consumption and educational activities.

4.5.1. Data related to values guidance

To establish the hierarchy we used the average values, based on which we establish a values order , the average and the little ones being consider the most important and being toggled on the first places on the values' list . We realized this hierarchy for each set of values, the results were presented.

From the results analyses we see that the most important value of the mothers is the affection (m=7,26), followed by honesty (m=7,65), the religion (m=8,12),the material comfort (m=8,17). The least important values are : social recognition (m=13,41) and the pleasures (m=14,79). The values of the mother from the past we find the affection as the most important value (m=8,60), followed by the material comfort (m=8,65) and honesty (m=8,95).Even this time the least important values are the social recognition (m=12,59) and the pleasures

(m=12,62). The most important future values of the mother are : the affection (m=7,03) , the material comfort (m=7,38)and the religion (m=7,70) and the least important are the friendships (m=12,77) and the pleasures (m=14,07). Analyzing the three sets of values of the mothers we see that the most important and the least important values are similar , the order for the others position is different.

The most important father values are: the material comfort (m=7,76), the affection (m=7,92) and the material achievement (m=8,61). The least important values for the father are : the friendships (m=12,70) and the pleasures (m=14,07).Analyzing the past father values we see that on the fist three places are :the independence (m=8,15), the material comfort (m=8,66) and the affection (m=8,98). On the last places are: the self-control (m=11,75) and the creativity (m=11,82). The most important future father values are: the material comfort (m=6,60), the religion (m=8,27) and the affection (m=8,61). The least important values are the friendships (m=13,08) and the pleasures (m=14,26). We can see variability in the case of the father sets of values. We also can see a difference between the mother and the father values.

The establishment of a typology of the values

To establish a factorial analyze we calculated an index of the parents values which represents the arithmetical mean of the values of the mother and the father. We establish a clue of correlation between the 20 values to see if there is any kind of correlation between these. To establish the number of factors we used many criteria: the percentage criterion of explained dispersion and the Cattell graphic criterion. The analysis type was an exploratory factorial analysis, with the option “the analysis of the main components”.

After the factorial analysis we can see that the values group after six factors. These correspond to a category of value after which we establish the next tipology:

- Material values : material comfort and material achievement;
- Relational values: friends, social recognition, creativity, pleasure, the power of communication;
- Reflective values: independence, self-control, responsibility and confidence;
- Emotional values: harmony, affection;
- Professional values: professional achievement, dignity;
- Psycho-morale values : politeness, honesty, intelligence, religion.

The prevalence of different type of family values

To establish which the types of values are, we calculated an index for every factor. The index is the result of addition of the mean given by the values of the mother and the father, value which is in the component factor and we divided this amount to the number of values adequate to each factor. We obtained comparable clues for each factor, for each type of value.

We constituted which type of values are the most important for every subject, for what type of value we have the least index. Analyzing the results we can see that most of the families believed that the most important values are material values (37,7%). The order of the values is: material values (37,7%), emotional values (30%), moral values (11,9%), professional values (8,8%), reflective values (8,5%) and relational values (3,1%).

The order of these values is not very different concerning the past, present and future, on the first places being: the affection, the material comfort, the religion and on the last places being: the social recognition, the friendships, the pleasures, for both the mother and the father.

To analyze the distribution of different types of values we compared the frequency of types of values according to demographic variables such as the environment of origin: rural and urban.

The hierarchy of the values

To establish an hierarchy of the family values and of the parents values, we calculated the average of index for each type value through factorial analysis. Descriptive processing were made for the family index, which were the average of the importance given to the value by the mother and by the father. The most important values are the emotional values (m=8,235). The most important values are: the material values (m=8,705), the psychological values (m=9,353), the reflective values (m=9,834), the professional values (m=10,34) and the relational ones (m=12,73). The most important values for the fathers are the material values (m=8,64), emotional values (m=8,64), reflective values (m=9,66), psychological values (m=10,03), professional values (m=10,35) and relational values (m=12,47).

In the urban environment the most important values are: material, relational, reflective, emotional, professional, and in the rural environment the moral values are more important than in the urban one.

The placement of the values is determined by the educational level of the parents and of their occupation. There are significant differences from statistic point of view. The material values are more important for the mothers with only high-school and less important for the ones with university degrees.

4.5.2 .Data concerning the typology of the family according to the activities proposed for the cultural consumption

During the evaluation of cultural consumption the families evaluate which the activities are proposed by the children's parents for the free time. First we realized the descriptive processing to see which activities are more often proposed. We grouped them in certain types of classes. A factorial analysis was made and it was seen that they grouped in five factors, which correspond to five types of activities:

- Cultural –sportive activities : to practice sport, to do trips or walks, to visit expositions, to go to the theatre, to the museum, to play in the park or street with friends;
- Intellectual activities: to read books, magazines, to learn a foreign language, to participate to courses of practical abilities;
- Lucrative activities: to do gardening, fishing, to participate to religious activities, to go to the parties;
- Religious activities: to meet their friends, to participate to religious activities;
- Consumer audio-video activities: to watch TV, rent films, to go to the cinema, entertaining shows, folk music, to listen to the music, to play on the computer.

The typology of the family according to the cultural consume proposed to the children

After the factorial analysis and identification of different types of activities proposed for children by their parents we made an index of frequency for the activities for their children. To calculate this arithmetical means of scores obtained for items corresponding to each activity was made.

Most of the families are oriented for intellectual activities (51,5%), followed by relational-religious activities (18,8), lucrative activities (11,9) and cultural sportive activities (10,8). We obtained a category of family with two equal index for two types of activities (6,5%).

The most proposed activities are: intellectual activities (m=3,5), followed by relational- religious (m=3,13), cultural- sportive (m=3,02) , lucrative (m=2,63) , consumer audio-video. Comparing them we saw that in the urban environment the most used are: cultural-sportive, intellectual, relational-religious and consumer audio – video activities. The lucrative activities are the most proposed. We can see that the intellectual activities proposed by the parents are different according to the residence environment.

4.5.3. Data concerning the activities and the cultural consumption proposed by the parents to their children

We made many comparison for the results obtained to each question from the cultural-consumer questionnaire. We verified the significance of the differences obtained using the adequate techniques of statistical inference. We used inference statistic parametric tests, the t student test, ANOVA techniques, and if these conditions were not accomplished we used inference non-parametric tests, test U, Friedman test, Krushkal- Wallis or square hi for the distributions of frequency.

- In most of the families (75%) there are parents who have a lot of free time (1-6 ore), 60% admitting that they spend this time with the child; it is interesting the fact that in 80% of the families the child spend in the family between 1 and 6 hours, the difference is explained that are families in which the children spend their time with the others members of the families.

- The time spend by the child with his family is the most used to do his homework (m=3,68), to eat and to have fun. The least used time is to work (m=1,55) and for sport (m=2,59).

- The surveillance and the activities of the child take mostly care the mother (average of 4,60), followed by father and the grandparents are a little involved (m=2,30), only a few persons asks for people outside of their family.

- The informing regarding the cultural activities and services is mostly realized by the mother and than by the father. Most of the parents and family members inquire for the free time activities of their children from the teachers, other parents, colleagues and books. The mass-media, the news- papers , the magazines and the TV are inquired the least.

- The most frequently activities for the children are: to read books, (story books, encyclopedia, religious books, and rarely literary genders), to learn a foreign language, to participate to religious activities, to go in trips, to extra learning. The least is inquired to watch rent movies and to go to the cinema. We have different averages for the rural and urban families. In the rural the most wanted are: to read books, gardening, to listen to folk music, religious activities, and in the urban to use the computer, TV programs, parties, shows, to watch movies etc.

- The most wanted activities for children and with an average higher than four are: playing in the park or street with friends and using the computer. Others are: listen to music, go to trips, meeting friends, watching TV programs or religious activities. Children like the least to watch rent movies and go the cinema. A big difference can be seen between

- The discussions about organizing free time and about cultural products lead to a more efficiently organizing of free time. Most of the parents (53,5%) say that they talk often , others very often (31,5%), rarely (13,8%) and very rarely (1,2%)with the children about their free time. Most of the parents said that they let their children to choose the activities (45,8%). Those are followed parents who let little their children to choose (27,7%) and fewer (15,4%).

- The parents participation to these activities differ according to the type of activity. The most wanted are: doing homework, reading, religious activities and trips. The least wanted are: watching cinema movies, visiting the museums or the activities from an organization. The reasons for the parents don't participate to the child's activities, in the rural and urban environment are: economic activities, the job, tiredness, the absence of the space and the reduced experience.

- Most of the parents (91%) propose religious activities: respecting holidays, going to church, reading religious books and participating to activities proposed by the church.

- In what concern the financial resources we can see that most of the parents (73%) give 150 lei every month for the child and this money are spent on supplies, clothes and books. The money are least used for visiting museums, music, equipments and parties.

- The reasons for the urban parents don't use the cultural services are the reduced time (2,96), the absence of the offers, the absence of specialists, the distance, the reduces information and the lack of money (m=2,10). In the rural environment the reasons are: the lack of offers, the distance, the lack of specialists, the reduced time, the reduced information and the money.

- Most of the parents have an average availability to consult specialists, answering the most (29,2%), not much not little (24,6%) and the least (17,7%). Only 8,1% say that they most ask for specialists and 20% say they don't. Concerning on what these services should offer, the parents from the urban environment want accessible prices, qualified personnel, material facilities, playing spaces, consultancy for the parents and spaces to do homework. In the rural environment they require: qualified personnel, accessible prices, material facilities , playing spaces, spaces for doing homework, consultancy for the parents.

- Another aspect is the wishes of the parents for the qualities that a child should have. The most important quality is the ability to manage on him self, followed by

- It is important for the child what conditions of development the parents offer. From this point of view the most important aspect is the affection (m=2,88), understanding and acceptance, time spent together, conditions for learning, material comfort, how to behave in society, conditions for playing and satisfying needs, which is on the first place. The parents from the rural environment are different from the urban parents. (Table 4.5.3.)

Table 4.5.3. The average for the most important aspect given to the child according to the residence

Urban		Rural	
Affection	2,92	Affection	2,86
Understanding and acceptance	3,44	Conditions for learning	3,54
Time spent together	3,52	Understanding and acceptance	3,76
Conditions for learning	4,07	Time spent together	3,79
Material comfort	5,12	Material comfort	4,7
Rules about how to behave in society	5,04	Rules about how to behave in society	5,13
Conditions for playing	5,72	Satisfying needs	5,93
Satisfying needs	6,55	Conditions for playing	6,2

CONCLUSIONS

The choosing this research is the one of the values which generated a series of theoretical and practical questions. The value term is a subject for many disciplines like: psychology, philosophy, physiology, anthropology, sociology – and generated the interdisciplinary need of approach of this thesis. Theoretical I emphasize the psychological approach of the values, considered to an integrative part of the person according to the structural system relational dynamic of approaching personality (Lewin, 1959; Neculau, 2004; Crețu, 2001; Dumitru, 2001). To operationalize the valuable concept we start from Rokeach 's concept according values and we obtain an working tool which doesn't want to eliminate the disadvantage of desirability in the measurement orientation value but we consider that it has the advantage of offering a more detailed image of value orientation of the parents.

We choose the family, the parents of the children of 7-11 years old to bring new information in this psychological-social area from the desire of founding new theories. Despite of the transformations the family is the key element of the social structure and stand out to every tendency of decreasing its structure and social functions (Levi-Strauss, 1982). The family is made by the most important of primary socialization, being responsible for forming the habitus (Bourdieu, 1999). The parents influences their way of action generate a premise for their future behaviors .We want to emphasize the particularity of the value of the parents , the values being build for the children and for the parents, as models through imitation (Muresan 1980). The recently researches say that the values are transmitted to the children.

Together with the value system I proposed the particularities of the cultural consumption as a part of the educational action that they do for their children. Regarding to the cultural consumption I observe the behavior of the parents as a consumer who inform, propose, endow and has several satisfactions. Near the cultural consumption I introduce as variables of researching different aspects of relationships with the educational functions who parents should assume (proposed activities, participation to those, persons involved in the child's education).

Through our research we consider that we succeed to stress some particularities which are present at groups: urban and rural families. These particularities I grouped into three categories: the underlying values of the parents, types of activities proposed to children and aspects of cultural consume of the children and not the parents.

According to the objectives and hypothesis of the research I succeed to catch all aspects of the parent values and of the cultural consume proposed for their children, without having the idea that I use up all the aspects. Contra we consider the research has some points for the next thesis of the family from the axiological and cultural point of view.

The main hypothesis is confirmed: the value of the parents differs from the rural to urban environment. The differences are of underlying values and cultural consume and make a difference between those two environments.

As the first hypothesis is confirmed regarding to underlying values of the parents , the data obtained stand out the fact that the material values are consider more important from the relational- psychological-moral. For the second hypothesis regarding to – the values of the parents modifies according to their occupation , the educational level, the environment and the type of parents- the confirmation is partially made (in just a part of the family with a certain level or a certain job arise differences of underlying value). The underlying value is different from rural and urban environment. The mothers values are: emotional, psychological- moral, materials, reflective, professionals, relational and the father values are: material, emotional, reflective, psycho – morale, professional and relational.

Hypothesis number 3- referring to the cultural consume of the children- is confirmed by the data obtained. We can see that, regardless the environment , the cultural consume and free time activities are learning activities , in extension of the school hours. It should be a warning to the responsible parents with their children education because the repletion can have a negative effect toward the development of the children.

The 4 hypothesis is partially confirmed- the parents give a reduce time to the social-consume activities of their children- because the parents (specially the mother) spend much time in common activities , even though these activities are entertaining or educational.

As a general conclusion I can say that the environment, the level of education, the occupation, the religion of the parents, the income, the number of children has a high or a low influence of all the consume and cultural and of underlying value of the parents, determining important changes in most of the cases.

Our research doesn't offer research directions but also data that can be used in the design and the implementation of educational intercessions in the family. We consider very important to make staff training for the parents to allow them to see the importance on a short or long term of their underlying value. It is not wanted to change the order of the values, but it is desirable to reconsider and reorganize the manifestation of the chosen value. For example it

is difficult to convince a parent that the material values are not important and to give credit to others, but is not difficult to assist him to review and reorganize them.

For the teachers it is considered important the knowledge of these particularities of the family in order to be able to help, where there is a lack in the educational system. We talk about the informative and formative aspect. Let's not forget to mention that the children of 7-11 years old still want to play and we can use it as a way of learning. The teacher can offer the parents different way for their children to spend free time efficiently.

From the theoretical point of view we offer a typology of the family according to its underlying value and the activities proposed to offer them another scientific theory to explain the behavior of the parents related to their children. (Table 6.1.)

As we can notice in our research there weren't found all the types of family mentioned above. They can be identified in different contexts, the typology proposed by us, near the utilized instruments, can be used in future researches on the underlying value of the family or together with the cultural consume proposed to children.

Table 6.1. Family orientation toward a category of activities based on the underlying value

Types of family	Types of value orientation	Types of proposed activities
1	1. material	1 cultural-sportive
2		2 intellectual
3		3 lucrative
4		4 relational–religious
5		5 audio-visual
6		6 more types of activities
7	2. relational	1 cultural-sportive
8		2 intellectual
9		3 lucrative
10		4 relational–religious
11		5 audio-visual
12		6 more types of activities
13	3. reflexive	1 cultural-sportive
14		2 intellectual
15		3 lucrative
16		4 relational–religious
17		5 audio-visual
18		6 more types of activities
19	4. emotional	1 cultural-sportive
20		2 intellectual
21		3 lucrative
22		4 relational–religious
23		5 audio-visual
24		6 more types of activities
25	5. professional	1 cultural-sportive
26		2 intellectual
27		3 lucrative
28		4 relational–religious
29		5 audio-visual
30		6 more types of activities
31	6. psycho-morale	1 cultural-sportive
32		2 intellectual
33		3 lucrative
34		4 relational–religious
35		5 audio-visual
36		6 more types of activities

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