

REFLECTION OF THE COMMUNITY LIFE QUALITY IN THE AWARENESS OF THE EDUCATIONAL PATH OF HIGH SCHOOL STUDENTS IN THE CURRENT CONTEXT

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Abstract: *The hereby work, mainly relying on data having resulted out of our own research, yet, analyzed and interpreted in the context of the results obtained by other researchers during the previous years, attempts at emphasizing the elements that influence high school students' educational and social trajectory. In fact, the work stresses the importance of the economic, human, and social intra-familial capital while choosing the school where children are to learn as well as upon the latter's future professional trajectory after graduating secondary education. Our research goal was the carrying out of an all-inclusive research, which finally resulted in the questioning of 327 students out of a total number of about 400 high school students. We chose as the method of our research the questionnaire-grounded inquiry. The inquiry was indirect, collective, and test-type, while the instrument of the research was the questionnaire, which included 35 items, most of them related to opinion and attitude, though, not neglecting factual questions, mainly those connected to identification. The results obtained confirm certain previous studies, both in Romania and abroad, regarding the influences of children's social origin on their entire educational and professional career, starting with the choice of high school and continuing with that of the University in which they complete their educational and professional training. The article demonstrates that the image of the community, the way it is reflected in the conscience of young people can influence their plans for the future.*

Keywords: community, economic capital, social intra-family capital, educational trajectory, status acquiring

1. Introduction

The quality of life - in the sense of the definition specified by the University of Medicine and Pharmacy "Grigore T. Popa" Iasi - means the perception of individuals on their social situations, in the context of cultural value systems in which they live and depending on their own needs, standards and aspirations. Jenkinson Crispin (2020) defines quality of life as "the extent to which a person is healthy, comfortable and able to participate in or enjoy the events of life." The quality of life is important for every person and especially for young people whose characters are under construction. The quality of some aspects related to family, social, cultural values or the nature of income influences more or less the decision of young people when it comes to the educational path and their professional future.

This study focuses on a socio-demographic category that is of overwhelming importance for the future of any country: high school students. The personality traits of high school students crystallize during adolescence, along with their externalization, gradual detachment from family and orientation towards certain concerns or passions, whereas inclinations, talent, passions begin to demand public and critical exposure to

others (Drăghici 2016, pp. 216–233). Viewed as a "universal process" by each individual, adolescence in Pombei's vision represents the transition from childhood to adulthood (2003, p.309). This period is characterized by "actively overcoming a series of development tests by acquiring appropriate skills" (Ibidem). During this period, transformations take place both physically, cognitively and mentally. The teenagers realize the orientation towards certain fields (technical, literature, science, etc.) developing practical or ideological inclinations, which go through phases of testing, verification, and then to be fixed and consolidated. During the high school years, students self-identify their abilities, qualities, personal talents and structure and prioritize their goals (Andrioni, 2018, Andrioni, 2021), but these goals are closely interrelated with family, social, community, educational, cultural and educational factors. the milieu where they develop their character. Family, political, educational and cultural values are reflected in the personal and professional development of young people.

2. Methodology

Regarding investigated population, the subjects of the hereby work are the 11th-grade students of the high schools located in the Municipality of Petrosani. We did not extract a sample as our goal was the carrying out of an all-inclusive research, which finally resulted in the questioning of 327 students out of a total number of about 400 high school students. We chose as the method of our research the questionnaire-grounded inquiry. The inquiry was indirect, collective, and test-type, while the instrument of the research was the questionnaire, which included 35 items, most of them related to opinion and attitude, though, not neglecting factual questions, mainly those connected to identification. The following dimensions of analysis were taken into account: (1) High school students' perception of the social problems of the community; (2) Analysis of the way high school students design their professional future; (3) Analysis of the influence of family income on the educational path; (4) Influence of the institution attended by the high school students and of the intra-family social capital.

3. Results

3.1. The dimension of analysis 1: High school students' perception of the social problems of the community

The 11th-grade graduates in all the secondary-education institutions of Petrosani, included in our research, will have to choose, after their passing of Baccalaureate examination, their own (educational and/ or professional) trajectory, within maximum one year from the moment of their inclusion within the hereby analysis. It is quite important to understand that such options are not taken by chance; on the contrary, they are shaped by the whole social and economic context where the pupils were socialized and educated. The already mentioned context is the result of a series of factors and conditionings that exert their influence upon the manner they perceive the reality of the region and community while (hypothetically) acting in consequence. Owing to the fact that we wanted to see the manner such reality is perceived by the pupils, we asked them to show the most serious issues community has to face. *Lack of jobs, in general* (37.6%), as well as *lack of jobs for young people* (24.8%) are the social issues which the 11th-grade pupils are aware of as they consider them omnipresent within the community and place them atop. They are followed by

other serious problems such as the *poor economy of the area* (12.8%), the *migration of young people abroad* (10.7%), and by aspects regarding the *declining quality of the environment* (5.5%), the *social and economic inequities within the community* (4.9%) or the *increased criminality rate* (3.7%).

In fact, what happens in Petrosani and, to a larger scale, in the whole Jiu Valley, is a phenomenon whose characteristics are also encountered in other places in Romania. Various studies have shown that mono-industrial areas and the communities that inhabit them difficultly adapt to the new reality as compared with diversified economies. Nonetheless, the neighboring of large urban centers positively influences the phenomenon of commuting through decreasing the pressure of unemployment in such places as well as the tendency towards migrating abroad in order to find a job (Humă, Chiriac, 2012, pp.9-21). Yet, such phenomena do not occur in Petrosani, where depopulation prevails due to the long-time migration of young people.

As a series of previous specialized studies resorted to sociological inquiry, for instance, Jahoda's inquiry carried out in Austria, which targeted parents' unemployment and its unpredictable consequences upon the children of unemployed persons, emphasizing the skepticism that dominate such families and its unfortunate influence on the inner universe of children (apud V. Miftode, 1995, p.97), we were eager to find out how the high school students in Petrosani envisage their future.

3.2 The dimension of analysis 2: Analysis of the way high school students design their professional future

The graduation of secondary education represents only a stage of the process defining pupils' personality and allowing status acquiring. We set out to grasping their projections about future, one year before the Bacalaureate examination and we noticed that, for most of them, acquiring a status is conceived in terms of entering a faculty and successfully graduating it. On the whole, in a form or another (student at a university in Romania, in Petrosani or abroad), almost 80% of the high school students (78.9%) want to *become university students*. Far behind come those who want to *get employed* (15%, out of which 9.5% in the Jiu Valley and 5.5% in a different area in the country), those who *have no plans* (4%) or those who envisage *something different* (2.1%), yet, without specifying what. The upsetting feature characterizing the community of Petrosani is the high percent of those convinced that the coming true of their future plans is strictly conditioned by their migration outside Petrosani and the Jiu Valley (63.3% envisage becoming students of a university in Romania, 10.1% would like to study at a university abroad, and 5.5% see themselves employed in a large urban centre in different areas of the country). The chronic unemployment of the region these high school students live and learn, combined with a regional economy lacking in showing any signs of revival, determined the existent thinking pattern manifested within the familial milieu, which shows that migration, irrespective of its form, is compulsory in case someone wants to reach a better social status. All paths the high school students might follow imply the influence of several factors, which, although display different shares, nonetheless exert a common action. This is the reason why we have correlated a series of such future projects (as independent variables) with other variables that determine their accomplishment.

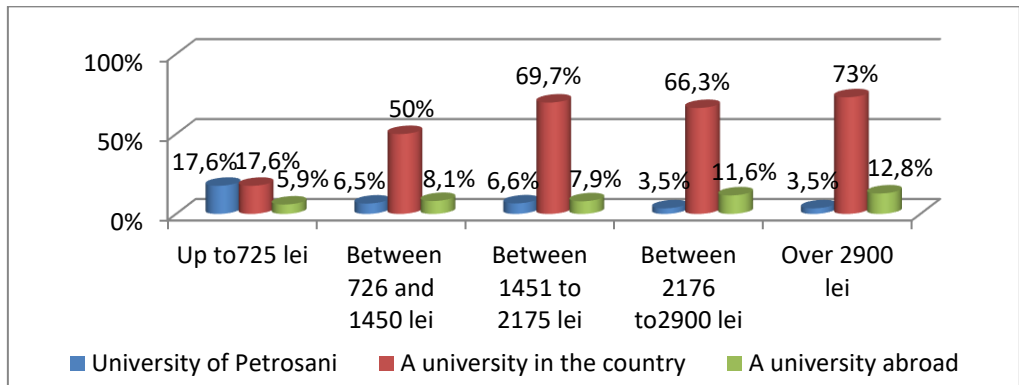
The previous considerations follow the theoretical grounds of Blau, Duncan and Tyree (1978), which show that social origin influence both the educational level and the occupational positions of the individuals. The theory states that there are influences implying, on the one hand, the preexistence of the social status (the social condition of the parents largely determine the education, occupation, and ultimately, the income of the individual), and, on the other hand, the acquiring of a status (the connection between education and occupation, education and income, occupation and income) (apud P. A. Tufiş, 2011, p.318). In our case, owing to the chronological characteristic of the analyzed facts, we had the opportunity to question a series of elements that concern the preexistence of the social status, while leaving aside those which are related with status acquiring. Even under such circumstances, the analysis is mainly limited to the individuals' education perceived as an effect of their social origin.

3.3 The dimension of analysis 3: Analysis of the influence of family income on the educational path.

Quite often, pupils' choice of a certain academic specialization and university is not correlated with what they want, but rather with what they afford. Previous researches confirm the importance of the economic capital (and of the socio-cultural one) the family of the pupil owns. Those families owning economic resources choose for their children schools valued as good, although the distance up to such schools is longer, consequently determining the increase of the duration of commuting. At the opposite pole, we find poor families, which are compelled to choose the closest school to their homes in order to be able to bear the costs (G.Neagu, 2011, p.256).

The direction of educational trajectory in connection with the financial means of the family represents a feature of poor communities rather concerned with settling their primary needs. Meanwhile, a parallel devaluation of education as a factor allowing an ascendant social mobility occurs (M.Vasile, 2011, p.270). The family's monthly income, as an element of economic capital, plays an important part in choosing a life pattern out of the numerous available variants. We have already showed that for most pupils, attaining a status is primarily conceived through entering a faculty, yet, the choosing of a university is conditioned by the family's economic capital, starting with the level of their intention. Due to clarity reasons, we are not going to display graphically the correlation among variables, in its entirety, including all available options, but only the significant inter-categories comparisons (accordingly, the summing up of the percents is not going to represent 100%):

Fig.1. Correlation between family income and the intention of choosing the courses of a certain university



In the case we sum up high school students' options to follow a faculty depending on each category of family monthly income, we notice that the last category of income (over 2900 de Lei, that is 89.3%) exhibits an intention of status acquiring, through graduating higher education, which is 2.17 times higher than that of the first category of income (up to 725 de Lei, that is 41.1%). The hereby comparison re-asserts the importance of the economic capital of the family and its role capable of determining a positive educational mobility or social reproduction, in the case of those families attaining a maximal condition of this type. Nonetheless, the increase of the family monthly income determines a growth of the high school students' intention to attend the courses of a different university in Romania (and even abroad), and vice-versa: the pupils belonging to families displaying a poorer financial condition (especially those exhibiting incomes lower than 725 Lei) choose the university in the town they graduated secondary education. An important observation should be made in order to define the context: most of the pupils whose families have monthly incomes lower than 725 Lei (35.3%) would like to get employed, being aware of the fact that their social origin does not support them in continuing their education.

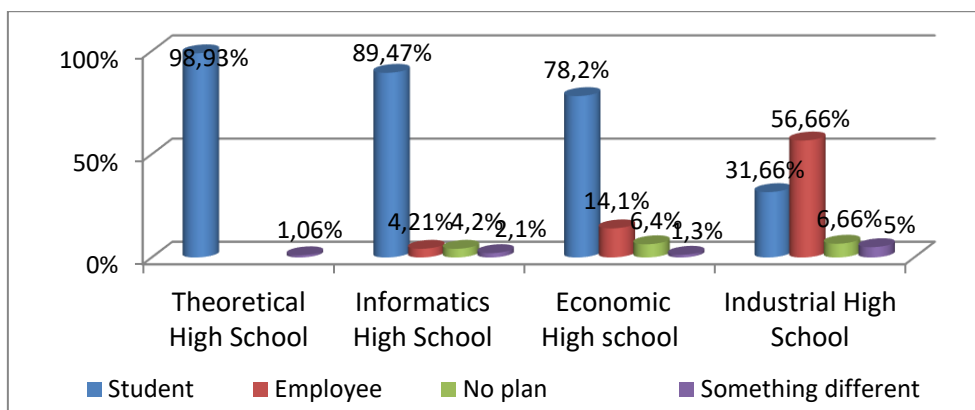
This situation has also been perceived by other researchers having analyzed environments similar to that in Petrosani and having setting forth the idea that poverty (besides parents' education and family milieu) represents a barrier between pupils and school (G. Neagu, 2011, p.255). The issue of the economic and cultural capital transmitted by the family to its descendents has also been studied by other authors, who show that, at least for the moment, Romania's condition is uncertain. Romania, except for the large towns, is deeply affected by the lack of a middle class, which might determine the increase of the opportunities of equal chances in education, while restoring the confidence in school diplomas as objective and merits-grounded instruments of social mobility. And although it occasionally comes out, nonetheless, it is accompanied by important discrepancies between the economic and the cultural capital. Too often, those owning economic capital lack cultural capital, and those owning cultural capital (they are more numerous) lack the economic one and,

consequently, deviate from the final objective: the diminishing of the inequity of chances from the point of view of education accessing (Neagu, 2006, p.159).

3.4 The dimension of analysis 4. Influence of the educational institution attended by the high school students and of the intra-family social capital

Being a high school student at a certain educational institution represents a means of guiding the teenagers' future plans. This is especially valid as choosing a high school occurs in accordance with social origin, which is made visible through the incomes of the families of high school students and parents' educational level. Further, we are going to graphically display the correlation between the high school students' education and their envisaged path after graduation; we should mention that we have put together, in a single category (student), those categories that concern the choosing of faculties as well as those that concern employment (employee).

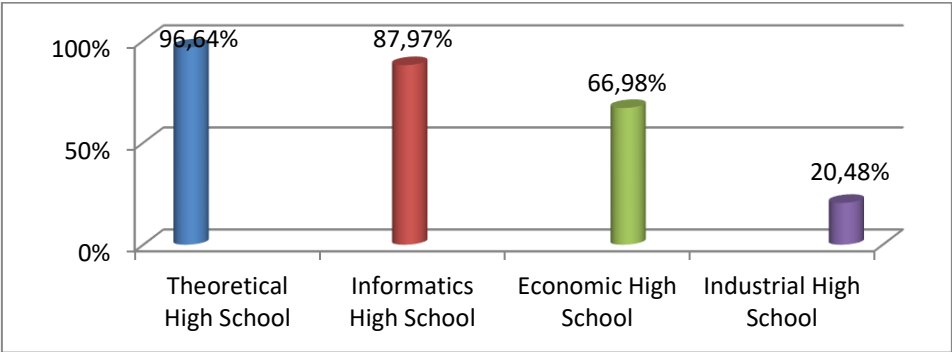
Figure no. 2. Correlation between high school educational institution and high school students' future plans



Except for the Industrial High School, where less than one third of the pupils wish to attend the courses of a faculty (31.66%), in the case of all the other high schools, percents that start from over three thirds of the pupils (78.2%, in the case of the Economic High School) and reach almost 100% (98.93%, in the case of the Theoretical High School), represent those who would like to become university students. The ranging obtained by us through collecting the opinions of the 11th-grade high school students shows the objective reality of the performance of these high schools; the halo effect is eliminated as the high schools' positive or negative image is not the product of the subjectivity of those who choose them as educational institutions. We'd rather consider that the positive image and performance are (also) due to the so-called Pygmalion effect. The fact that they become the pupils of a high school acknowledged as good represents a first success, which further determines them to behave in accordance and become aware that the acquiring of such a condition is one of the fundamental grounds enabling the reaching of their own status. We consider that we deal here with a larger scale replica of the manner the high school students from whom

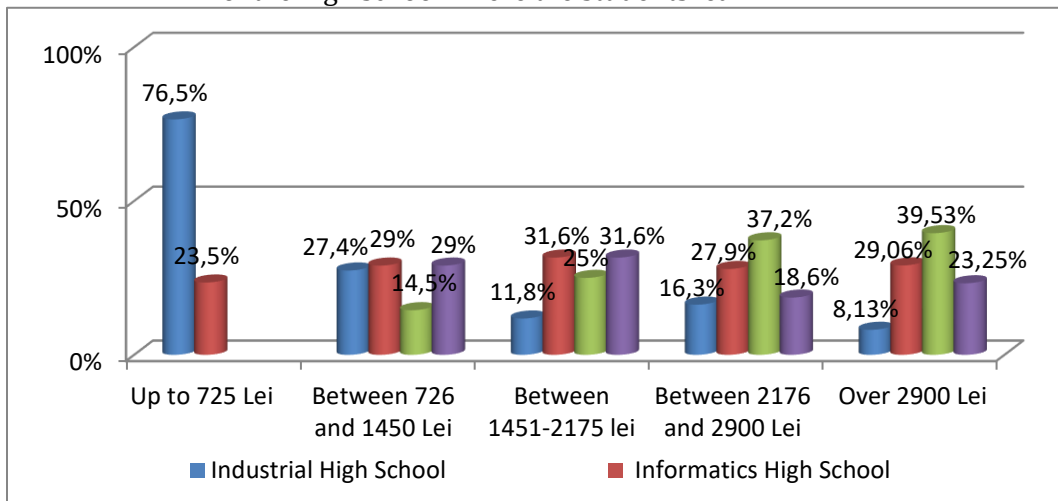
the teachers had higher expectations, (previously telling them that they were promising young people) use to react. (R. Rosenthal, L. Jacobson, 1968, p.20). Consequently, when entering a good high school, the students get the confirmation of the fact that they are intellectually promising young persons; as testimonies of such circumstances come the results during the comprehensive school as well as all supplemental proofs brought in by colleagues belonging to older generations, which decisively contribute to the image of the high school owing to their performance at baccalaureate examinations. In order to support the assertions, we are going to display the results obtained by the 12th-grade high school students at the Baccalaureate exam, during the summer of 2015, which reinforce the ranging of each high school within the categories of “good or less good” schools:

Figure no. 3. Passing of Baccalaureate examination



We previously asserted that the choosing of a high school depends on the social origin of the high school students, along too elements: family’s monthly income (a component of economic capital) and parents’ education (a basic element of cultural capital), which we shall further demonstrate. This is a supplemental reason for having the students’ future plans influenced by the parents, due to the fact that the social position of the descendants generally tends to equal and even surpass that of the ascendants. We shall start by showing that the choosing of the high school is not the result of hazard nor only determined by the entrance mean; on the contrary, it is also related with the status of the student’s family:

Figure no. 4. Correlation between family's monthly income and the choosing of the high school where the students learn



When considering the poles of the categories of family incomes, we find out that in the case of the Industrial High school, ranged as the least performing from the point of view of the final Bacalaureate results, over three thirds of the students (76.5%) come from families who had a monthly income lower than 725 Lei. Nevertheless, it is necessary to mention that the high school's ranging as the poorest high school in Petrosani is not the result of a deficient training of the teaching staff, but of what specialized works call the "composition effect". Those schools, mainly including students who do not own a good social and economic status, mostly exert demands on their teaching staff in the field of providing order and discipline rather than in the field of transmitting knowledge (G. Neagu, 2011, p.254). At the opposite side, we find the Theoretical High School. Almost 40% (39.53%) of the students who attend its courses have a family income that surpasses 2900 Lei per month. It is worth mentioning that the families ranging within the inferior category of incomes (between 2176 Lei and 2900 Lei, namely 37.2%) also decided upon this educational institution. The reason explaining why not all the families having a high income choose to send their children to the Theoretical High School, considered the best high school in the area, or the motivation that explains why certain families, which do not have high incomes, nonetheless, do their best in order that their descendants become pupils of this high school, resides in the lack of balance between the different types of capital.

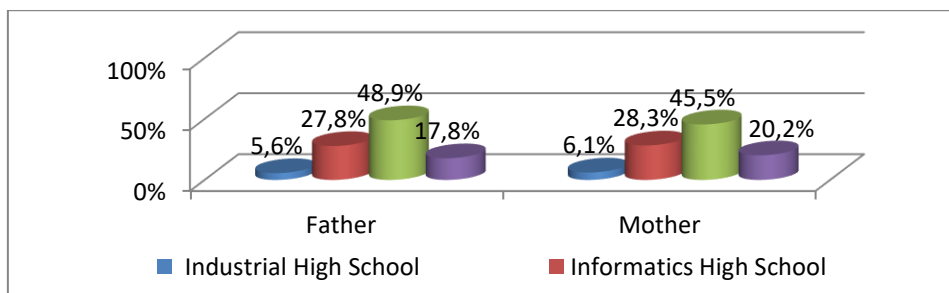
When considering a good economic capital, yet, not supported by the social intra-family capital, we may speak about a certain lack of interest manifested by the parents, about the transfer of educational worries towards other members of the family, towards tutors, or about parents' implication in other fields. When we analyze the case of the families that, despite the fact that they do not have a special economic capital, but own a social intra-family one, we deal with a situation previously encountered in sociology. Almost half a century ago, a team of sociology researchers, whose leader was James Coleman, based on a vast inquiry, observed that the best solution in increasing education chances does not consist in schools leveling, but rather in students leveling, through the social component of school groups (apud A. Hatos,

2006, p.125). The fact that, a good high school, such as the Theoretical High School in Petrosani, also registers students coming from families whose economic capital is not very high, expresses, in fact, a positive behavior of those parents who want to increase the chances of educational and social success of their own children, confirming Coleman's theory set forth decades ago. According to him, the previously mentioned facts are included within the sixth conclusion of his report: the most powerful school factor of educational success, completely independent from the child's social origin, is that of the social composition of the class the child belongs to (J. Coleman, 1966, p.325).

As a matter of fact, in another research, James Coleman shows the astonishment of the U.S.A. educational authorities when confronted with the fact that the parents of certain Asian children, who were immigrants, bought two handbooks for each child. The explanation was surprising: the second handbook was used by one of the parents, especially by mothers, in order to study with a view to help the child with the homework. Although the parents' human capital (J. Coleman, 1988, p.110), understood as the capacity of the human individuals to invest in themselves through education, training, and self-care and as a manner of increasing their incomes throughout their life (Woodhall apud A. Hatos, 2006, p.79), was low, it was replaced by the intra-family social capital targeting children's education. Once again, this proves the importance of social capital in the intellectual and educational development of children. Accordingly, a powerful human capital of the parents becomes insignificant as an influence upon the future school evolution of their children, in the case it is entirely used outside the family. In other words, in order that children get noticeable positive educational results, it is compulsory to combine the human capital with the intra-family social capital (J. Coleman, 1988, p.110).

The significance test χ^2 shows that there is a connection between the family income and the high school students learn at: accordingly, those high schools with high performance are preferred by the students who generally belong to families whose monthly incomes are higher than those of the families of the students who learn at less performing high schools ($\chi^2 = 64.21$, at $p < 0.01$). Meanwhile, the correlations showed that, at least, in the case of the parents who attended higher education courses, a certain influence upon their children is exerted with a view to determining them to become students at a specific high school (the Theoretical High School, in our case):

Figure no. 5. Correlation between the higher education training of the parents and the choosing of a high school



Let's notice, according to Figure 5, that we deal with a precise family situation while choosing a secondary educational institution, which is also confirmed by the correlation coefficient of Spearman's ranges (in our case representing 0.513, at a significance margin of 0.01) that show the powerful link between the training of the two parents. In other words, from the point of view of the parents' education, families are, to a large extent, homogeneous, relying on the endogamous principle. The influence of the parents upon choosing a good high school is understood through the performance such a secondary education institution exhibits while educating its students, through the results obtained at school Olympiads and various other national competitions, through the results of the baccalaureate examinations and the percent of the high school students admitted to higher education institutions in the country and abroad.

We shall further show the manner students' projections of the future give a clue upon the functioning of social mobility influenced by the educational level of their parents, at least, at the level of intention:

Figure no. 6. Correlation between father's education and students' future plans

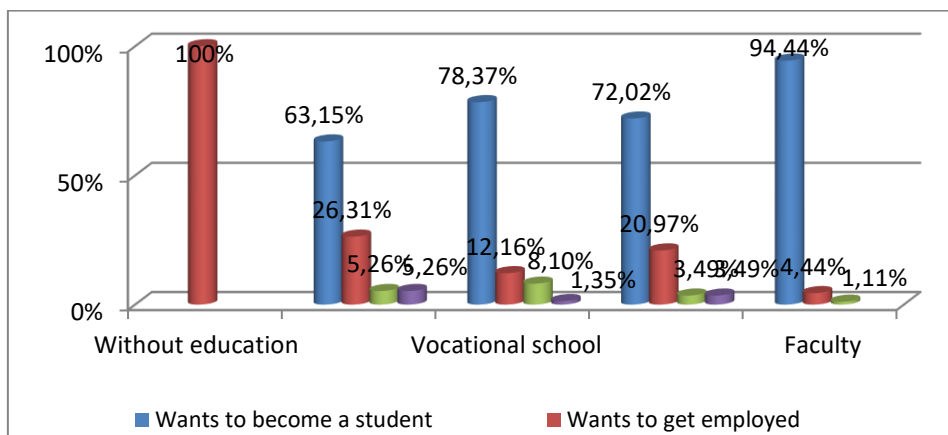
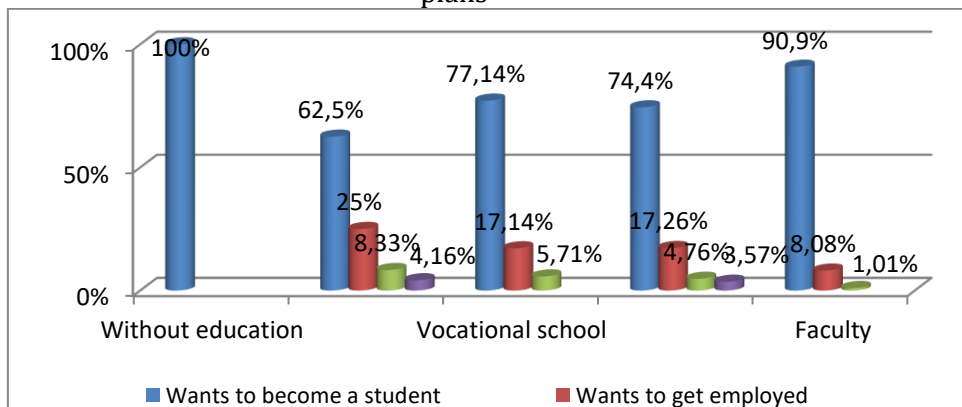


Figure no.7. Correlation between mother's education and students' future plans



There is a powerful similarity between the two correlations, graphically represented. Irrespective of the fact that we deal with father's education or with mother's education, their level of education similarly influence the high school students' future trajectory. The inter-generation educational mobility, *at least at a declarative level*, is also present. In the case when we consider each of the educational categories of the parents as students' social origin classes (1st class – without education, 2nd class – comprehensive school, 3rd class – vocational school, 4th class – high school, 5th class – faculty), then the target classes of the students envisaged by their future plans are the categories of: *student* (which implies higher education, once a high school student enters a faculty), *employee* (which means the ending of the high school student's educational trajectory with secondary education), *no plan* category (also similar with the ending of the educational trajectory of the high school student with secondary education) and the *something different* category (also implying secondary education).

Table no.1. Absolute and relative frequencies representative for the educational intended inter-generation mobility

Father's education	Student's target class					Total	T
	Without education	General school	Vocational school	High school	Faculty		
Without education	0	0	0	0	1	1	1
Comprehensive school	0	0	0	7 (36.84%)	12 (63.15%)	9	1
Vocational school	0	0	0	16 (21.62%)	58 (78.37%)	4	7
High school	0	0	0	40 (27.97%)	103 (72.02%)	43	1
Faculty	0	0	0	5 (5.55%)	85 (94.45%)	0	9
Total	0	0	0	68	59	2	3
						27 (100%)	

The cases delineating the diagonal of Table no. 1 represent the students who are supposed to be characterized by educational immobility; those placed above the diagonal represent the students who consider themselves as mobile along an ascendant path; below the diagonal, we find those students who are mobile along a descendent path, according to their own anticipations. The calculations show the following:

- a) Rate of educational immobility (anticipated) = $(125 \times 100) / 327 = 38.22\%$
- b) Rate of ascendant educational mobility (anticipated) = $(197 \times 100) / 327 = 60.24\%$
- c) Rate of descendant educational mobility (anticipated) = $(5 \times 100) / 327 = 1.52\%$

Owing to the data contained by Table no. 1, we are able to calculate students' relative chances to get a certain education depending on their fathers' education. Relative chance is calculated as the ratio of absolute chances (Hout M. apud P. A. Tufiş, 2011, pp.314-316). We should stress again that we deal with students' anticipations and opinion data concerning their future educational ranking. Factual data are those that represent their parents' educational status. According to Table no. 1, there is, for instance, a statistic chance (probability) of 94.45% that a student whose father attended higher education also attends the same type of higher education. On the other hand, there is a statistic chance (probability) of 63.15% that a student whose father attended comprehensive studies might attend higher education. In such a case, the relative chance to attend higher education of those students whose fathers attended higher education is 1.49 times higher than that of those students whose fathers attended comprehensive studies. Certain of these chances are surely overrated and the real situation is to be known only at the moment when the students graduate and subsequent comparisons involving factual data may be undergone. Nonetheless, in such a case we deal with panel researches that imply an expectation margin of several years.

4. Conclusions

Population's quality of life leaves its mark on young people and influences their vocational decisions and implicitly their educational and professional path. The search for vocation is essential and should be done responsibly and seriously by all teenagers and all youth due to the fact that choosing the right vocation for individual skills leads to an appropriate educational and professional path. The life quality of the family and community is reflected in the conscience of young people, influencing the educational and professional path of high school students.

The results obtained confirm certain previous studies, both in Romania and abroad, regarding the influences that children's social origin has on their entire educational and professional path, starting with the choice of high school and continuing with that of the University where they want to complete their educational and professional training. We tried to show that the image of the community, the way it is reflected in the conscience of the youth can influence their future plans. A community perceived as weak from an economic perspective, dominated by unemployment and poverty will generate the desire of thy youth to leave it, young people being aware that only territorial mobility will provide them with more social mobility. So social origin is no longer sufficient to occupy a social position valued as good in a community that is no longer resilient. The reality we have encountered in the field is nothing new. For example, we managed to confirm in the educational space of the Jiu Valley the sixth conclusion from the report of J. Coleman which makes direct reference to the social composition of the class of high school students as a first-rate school factor in educational performance, totally independent of social origin of the child. We have shown how students who do not come from families with a remarkable economic status, once they choose to continue their studies at one of the good high schools in the locality obtain performances similar to those that have a different social origin from an economic perspective. Although our survey was conducted only on high schools of Petroşani, we consider that its results can be extrapolated to the entire Jiu

Valley, as the population of this urban microregion with a predominantly industrial profile, is quite homogeneous, which allows an extrapolation of conclusions.

The main conclusions of the analysis are as follows:

1. About 80% of the 11th grade high school students are convinced that their chance of social success is maximized, or becomes possible, only if they leave Petroșani or the Jiu Valley;

2. In the case of the high school students who come from families with high economic status, the desire to go to college is 2.17 times higher than in the case of the high school students who come from families with the lowest incomes;

3. More than a third (35.3%) of the students who come from families with an income of up to 725 lei want to get employed, being fully aware that their social origin does not allow a financial support for the entire duration of their higher education;

4. There is a directly proportional relationship between the high school quality and the desire of its students to go to college. In the case of the lowest rated high school only 31.66% of the high school students want to attend college, whereas in the case of the best rated high school this proportion is almost 100%;

5. The choice of high school is not made randomly, nor is it based exclusively on the admission average grade, but we witness a direct influence of the child's social origin, both from a financial perspective and depending on parents' level of education: a) high performance high schools are preferred by students who generally come from families whose monthly income is higher than that of the families of students who attend high schools less efficient when it comes to results; b) there is a real family atmosphere created around the choice of the secondary education institution, confirmed by the correlation coefficient of the Spearman's ranks which indicates the strong connection between the studies of the two parents;

6. The future plans of the high school students are strongly influenced by the parents' education, aspects, as we have seen, that tend to overlap to a considerable extent;

7. The relative chances of high school students to attend higher education differ depending on the social origin, favouring the children who come from families in which parents themselves are college educated.

Family, as a psycho-social environment, represents a factor that exerts its influence not only in the choosing of the high school, but also represents, as we have already shown, an important support in carrying out future plans through influencing the chances of social mobility. The previous assertion is made in the context of a series of larger studies, such as J. Goldthorpe's research, which were meant to find out the existing relations between *social origin and education*, between *social origin and social destination*, or between *education and social destination*. According to such analyses, although the last years show that, in Western society, education mediates the transmission of the status between generations, leaving aside social origin, to a certain extent, we cannot demonstrate the diminishing of the prescriptive forces of social origin in personal success. This means that, from the point of view of inter-generation status, there is still a permanent association between social origin and the target class (apud Georgescu, 1998, p.58).

Although we live in a society where the educational system has become democratic, allowing children and young people, belonging to different environments, to attend the courses of the most prestigious educational institutions, nonetheless,

certain aspects seem to have remained unchanged. We have in view the importance of family milieu, understood through the common action of economic capital, human capital, and intra-family social capital. Irrespective of the degree of democratization of the educational system, through offering equal chances in attending education to all children, the students' social success might be null or largely limited, in the case their parents and origin family, in general, are not able to provide the elements required by their development.

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