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**INVESTIGATION OF THE COMPONENTS OF SOCIAL
COMPETENCY
RELATED TO THE SATISFACTION WITH THE SCHOOL**

**QUESTIONNAIRE SURVEY IN THE YEARS 7, 9, 11 OF
A DOMESTIC SMALL TOWN,
AMONG PARENTS AND PEDAGOGUES
IN THE SCHOOL-YEAR 2012–2013**

THESES OF THE DOCTORAL DISSERTATION

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INTRODUCTION

Education and training have gone through a **significant change** during the recent centuries both in content and in institutional relation. In the recent period these changes were **multi-directional** and **multi-phasic**. The institutionalization of education has become typical from the second half of the 19th century. With the passing of the decades its **knowledge intermediating role** has remained further significant.

The biggest change in public education – technical development, education politics, **knowledge as value** – can be observed from the second half of the 20th century, where globalization has played a dominant role.

It has proven that knowledge is an export article highly appreciated by the international market. The question arises, how and by which means is the education system able to align itself with the accelerated world and the varying requirements? Can the pupils, experts, parents, decision makers in relation with education find their place and fill their role in this structure? The Delors-report answers these and other relevant questions, which describes the **education of the 21st century**.

Beside life long learning the **life-span development** is significantly emphasized as well. Upon the theoretical approach of life-span development **the displacement of emphasis observable in the process of socialization** comes to the fore, which results the accentuation of the development and necessity of social competencies. It has allowed that in the recent decades the **emphasis of the socialization process** (Kron 2000, Zrinszky 2002) and **of the importance of social competence** (Spence 1983, Stephens 1992, Nagy 1996, 2000, 2003, Zsolnai 1995, 2006) has become always more explored. The researches flash a beam of light on the fact, that during socialization the **family** as medium and as model shall be

extremely **dominant**. The sample adaptation, the control and the conflict dealing culture of the family are also significant (Cole-Cole 1998). These components clearly influence the development of socialization. Beside the importance and the emphasis of family socialization however the **institutes** play a significant **role** in the formation of the new generation. The **school atmosphere** has a significant role in the development of social abilities (Nagy 2003, Nagy–Zsolnai 2001, Hamvai–Pikó 2009). It can support or delay school integration, depending, whether it effects as positive or negative confirmation.

SUBJECT AND OBJECTIVES OF THE DISSERTATION

Several international and domestic investigations and researches deal with the importance, possibilities of the development of sociability, with preparation of programs and the analysis of their effects.

The **development possibilities of behaviour** in and outside the school are investigated by Van Der Zee, Thijs and Schakel (2002), Shin Ann and Cooney (2006). The investigations related to the **operation of social components** and the **relation between environment and personality** were owing to József Nagy (1996, 2003, 2010), Anikó Zsolnai (1998, 1999, 2006) and László Kasik (2007, 2008) among others in domestic relations.

As result of the researches always more **development programs** arise. Their objective is to develop the psychic components, which are essential for the social integration, establishment in the world of labour and private welfare.

The **significant part of the programs is of preventive character**, because the number of families increases, who hardly or cannot establish the conditions for the learning and operation of the effective behaviour forms required for the development of their children, which are essential components of social coexistence.

The final target of every behaviour is **the effective accommodation to environment** as Hartmann thinks (1958, 1964). The mentioned **examinations seize first of all the parameters of the component system, the attitude**. The correlation of social competence and the feeling of satisfaction, the components in the background are not investigated, which together with the feeling of satisfaction visualize the deeper reasons and correlations behind the visible phenomena of the component set of social competence.

The basic **target** of my **research work** is to know the **opinion** of the different **pupil age-classes** (class 7, 9, 11), the **pedagogues** teaching them, further that of the **parents** about **school satisfaction**; to indicate the **assessment of objective and subjective components related to socialization**, the possible relationships; to disclose the **relation and strength of school satisfaction and the attitude and features in correlation with social competence, further that of the components related to school-life**.

During the investigation I have focused on the assessment, **to which extent the pupils are satisfied with the pupil-pupil, teacher-pupil, further the parents and the pedagogues with the teacher-pupil and teacher-parent relationship**.

I have disclosed the **opinion of the pedagogues about the development work of their schools and the relation between spiritual health and social competence**.

I have requested an answer from the **pupils** and the **parents** in connection with **future vision**.

My research work looks for the answer to the question, whether it **contributes to successful school life and the feeling of school satisfaction** respectively. The successful school life does not limit to the results of the five-grade mark scale, of course, but the components of school welfare on the basis of the complete school life.

The **investigation** represented in the dissertation **can support the researches**, which **orientate** to the **components** related to socialization and the **recognition of the component set**.

The **intervention points** shall be **planned** in consideration of the **recoverable parameters**, on the basis of which the pupils make **decisions** in possession of the existing key competences, knowledge and value orientations that they **contribute to their school satisfaction**. In this process the **supporting family background** and the **formation of thinking about the necessity of the social competence development of the education institute** are essential. All this is necessary to **visualize the approach emphasizing the school satisfaction and the welfare feeling** in the process of the daily education practice – within the frame of the class or outside –, which contributes to the establishment of healthy personality development.

RESEARCH QUESTIONS AND HYPOTHESES

After the appointment of the research objectives the following **research questions** and **hypotheses** were composed.

The **basic question** of the dissertation is how the components of social competence appear on the basis of the answers of **pupils, parents** and **pedagogues** in relation with school satisfaction.

During the questionnaire data record I have looked for the answer to the following questions with **closed questions**, whether:

- Is there a correlation between social background and enjoying the school?
- Does the school satisfaction correlates with the satisfaction with school-mates and pedagogues?
- How does the school satisfaction correlate with the enjoying of school?

- How does the school satisfaction correlate with subjective and objective factors influencing the satisfaction?
- Is the pedagogue satisfied with his school, if he is satisfied with the development work of the school?

During the questionnaire data record I have looked for the answer to the following questions with **open questions**, whether:

- Does the school satisfaction of pupils correlate with their future visions?
- How does the school satisfaction of parents correlate with the future visions related to their children?
- Does the school satisfaction of the pedagogue correlate with the importance of the maintenance of his spiritual health?
- Do the pedagogues attaching importance to the maintenance of their spiritual health attach importance also to the development of social competence?

The **hypotheses** were composed on the basis of the research questions and the international and domestic theoretic approaches and investigation results.

- I have supposed that the socio-demographic components relate with school satisfaction and the enjoying of school both among pupils and parents and pedagogues.
- I have assumed that the parent, who attaches importance to the interest for school is more satisfied with the school of his child.
- My pre-assumption was that the pupils are more satisfied with their school-mates than with the pedagogues.
- I have assumed that the opinion of pupils about institution components and attitudes, features related to social competence and about components in connection with school-life correspond more with the opinion of their parents than that of their teachers.

- I have assumed that there is a relation between attitude and features related to social competence and school-life competence and school satisfaction also among pupils, parents and pedagogues.
- According to my previous assumptions the objective and subjective components influencing the satisfaction and the attitude and features related to social competence and the school-life components can be interpreted as a kind of index, further these can be well measured with questionnaires.

RESEARCH METHODS

The establishment of the empiric research was ensured by the **theoretic background** demonstrated in the first part of the dissertation (Trower 1982, Argyle 1983, Topping et al. 2000, Fiske 2006, Nagy 1996, 2003, 2010, Józsa 2002, 2007, Kasik 2007, 2008, Zsolnai 1998, 2006), the **research results** (Rinn and Markle 1979, Meichenbaum et al. 1981, Stephens 1992, Webster-Stratton and Reid 2004, Zsolnai 2006, 2007, Zsolnai, Lesznyák and Kasik 2007, Zsolnai and Kasik 2007), further the **publications and literatures belonging to the discipline**.

The **purpose** is to examine the **assumption about school among pupils, parents and pedagogues** on the basis of information from a wider range, with special regard to the role, importance of the objective and subjective components influencing the satisfaction, to the congeniality or diversity of their estimation. School satisfaction and the attitude, the features related to social competence are focused and the examination of the components in connection with school life among pupils, parents and pedagogues. The opinion of the pupils was investigated about their relationship with the age-class group and pedagogues and the recognition of future visions among pupils

and parents. For those disclosure the below represented methods were selected.

In the research mainly the **quantitative research** appears. At the beginning of the research the character and structure of the problem were known. Within the **quantitative research describing research**, regarding its type **questionnaire survey with self-filling**. (Babbie 2003, Sajtos-Mitev 2007) The qualitative method is represented by the open questions; however the detailed analysis of the answers – despite the extensive data – could not be performed due to the scope of the dissertation. I intend to continue this area of the research and to publish the results.

During the data recording it was not possible to survey the whole population, for this reason I have performed **sampling**. The part selected from the population, in present case the pupils of the class 7, 9 and 11 of a settlement, their parents and pedagogues are covered, providing the data source, further the criterion of comparability in this regard.

From the **sampling techniques** the **non-accidental** and within that the **arbitrary sampling technique** was applied.

In the research deeper layers were also explored behind the generally typical tendencies.

According to the **method of statistic analysis** the answers given to the closed questions of the questionnaire were prepared with the **statistic program SPSS 15.0** with single- and multi-variable analyses. The answers given to the open questions of the questionnaire were classified in categories, and then the data received were analyzed.

During the analysis of the investigated variables **describing statistic tests** were applied in the first step. The describing statistics were followed by **mathematic statistic tests**. For the mathematic statistic analysis cross-table analysis, within that the Pearson-like Khi-square

test, the Spearman-like nonparametric correlation analysis and factor analysis were applied. (Sajtos–Mitev 2007, Falus–Ollé 2008)

This dissertation investigates the correlations of social components with other factors. The examination of the component set of competence appears as dominant element in relation with social competence and assumption about school.

The **number of primary-school pupils** in the research is 166, that of the **secondary-school pupils** 517. Regarding the pupils the sampling consists of totally 683 persons.

The **number of primary-school parents** is 107 and that of the **secondary-school parents** 310. Regarding the parents the sampling is totally 417 persons.

The **number of pedagogues in primary-school** is 68, in **secondary-school** 68. Regarding pedagogues the sampling consists of totally 136 persons.

In total the data of 1236 persons were prepared and analyzed during the research.

The research has started in the spring of 2012 and finished in the autumn of 2013.

The **questionnaire** of the pupils is a question-sequence consisting of 21 closed and 2 open questions, in case of parents and pedagogues a questions-sequence consisting of 11 closed and 2 open questions was composed. For the determination of the sequence of the questions the content aspects have governed. The questions were grouped similarly in the questionnaires of pupils, parents and pedagogues respectively. Regarding the wording I have considered the range of respondents.

RESULTS OF THE DISSERTATION

The introduction questions were constituted by **socio-demographic parameters**, by means of which I have mapped the gender of the respondents, the highest school qualification of the parents and related to the present the family status (e.g.: number of children, economic activity of parents, coexistence indices).

The **proportion of genders** with regard to pupils distributes uniformly in the primary-schools. In the secondary-schools the difference can be experienced, the disproportion of distribution is basically determined by the type of the institute selected for post-graduation. The boys (or parents) mainly prefer institutes providing (also) a profession during secondary-school studies, while in the grammar-school girls are over-presented, it can be explained by the post-graduating activity in university education.

The **school qualification of the parents** shows a variable picture regarding schools and genders. We can find a significant correlation between the selection of school and the school qualification of the mother and the father. In case of mothers attachment is measurably bigger, which is confirmed by the higher school studies of the children of mothers with higher school qualification.

Regarding the **number of sisters and brothers** the demographic indices deviate from the KSH-data. The number of families with two or more children is higher in the settlement than the country average. However between the qualification of the parents and the number of children the relevant sociologic researches are confirmed, according to which the higher is the school qualification of the parents, the less number of children they take.

The **economic activity of the parent(s)** shows a slightly lower level than the country average, it obviously correlates with the classification of the settlement as disadvantaged. However it can be safely stated, that there is a significant correlation of the relation

between spouses and economic activity. Where one of the parents is working in a family, the other parent is probably also active in economy. The persons with safe economic activity can provide their family members with **telecommunication devices** (computer, mobile phone for every family member), while the ones with other income can realize that to a smaller extent.

During the analysis of the **socio-demographic data related to pedagogues** it can be stated regarding the work relations that the time spent with service shows a balanced picture. There is one institute, where pedagogues with experience of many decades are in a very high proportion. Most of the pedagogues live locally, they are resident.

The relation between **school satisfaction and enjoying the school** shows the following results: There are pupils, who like to go to school and there are some, who do it less. It can be observed that **school satisfaction shows an increasing tendency among pupils, if the enjoying of school shows increasing tendency**, at the same time the less they enjoy school, they are less satisfied with it. Regarding education it is an important statement, because **this dimension can be well integrated in the process of pedagogic planning**.

Investigating school satisfaction **among pupils** upon examination of the relation between **12 components** it can be observed, that in schools, where the pupils are satisfied with the equipment of the school, with the knowledge of teachers, the curiosity of classes, the participation in the school programs and the parents are interested for the events in the school, further the pupils attach importance to their own recognition, there the relation shows a significant correlation with the school satisfaction. Based on the answers of the pupils the curiosity of classes, the kindness of teachers and the knowledge of the teachers is also significantly dominant. From the aspect of the dissertation it is of great importance that the pupils consider the class more interesting, if they assess the pedagogues more kind and having

a bigger knowledge. The respondents **consider the person of pedagogues in the everyday of school**. In our info-communication world this result is of great importance, because it **strengthens the demand of pupils for the necessity of personal relations and the dominant role of pedagogues**.

Investigating school satisfaction **among parents** upon examination of the relation between **12 components** shows the following results. From the data analysis it can be observed, that the parents assess the preparedness, the knowledge and the person of the pedagogues as extremely significant, but the equipment of the school is less important. The **parents attach more importance to the person of the pedagogue, so the personal relation between the pedagogue and their children, than the importance of devices**.

Investigating school satisfaction **among pedagogues** upon examination of the relation between **12 components** shows the following results. For the pedagogues their preparedness, the selection of methods and the equipment of the school is of great importance, here is the biggest attachment. At these components **the task of the pedagogue focuses on the transferring of the school-work**. However in case of class community, the recognition of pupils and the co-operation with the colleagues **contact building is the focus of the task of the pedagogue**. During its emphasis the **pedagogue can transfer/visualize the features, standards, social component elements, which are dominant in the establishment and development of personal relations**.

The **classification** of variables **into factors** is an important element of the research. Their **comparison** has explored the following. The **qualification of satisfaction shows a balanced picture** among pupils, parents and pedagogues in total. It is considerable that **with a minimum deviation, but the concent/agreement was bigger between the answers of parents and pedagogues than in the answers between pupils/parents**. Based on the answers of pupils-

parents in six cases, from the answers of parents-pedagogues in seven cases total sameness can be observed, while in case of pupils-teachers five answers are the same. **Considering the closeness** of the relation between variables however upon classification of the element numbers of factors the **congeniality regarding pupils and parents is obvious**, nine variables are in the same factor classification. **It confirms the closeness of the correlations between the opinion of pupils and parents.** Regarding parents and pedagogues the variables were classified in seven cases into the same factor.

During the analysis **of school satisfaction and personal relations** it can be stated that the **school satisfaction of the pupils is significantly influenced by the relation with the teachers.** (It is confirmed by the attachment received upon the analysis of 12 components.) The pupils, who have a good relationship with the pedagogues, are satisfied with the school and the better is their relationship, the more satisfied they are. The pupils not satisfied with the school do not have an appropriate relationship with their school-mates. In case the relationship of the pupil with his school-mates is not appropriate, the he probably cannot find his place in the everyday of school life, he cannot become the active, creative member of the community. **In present research the closeness of the relation with teachers has proven stronger** during the statistic analysis **than the relation with the school-mates** within school satisfaction. This is one significant partial result of the research. It is important to state whether the result can be indicated only in case of this population or a representative research would bring similar results? I intend to perform this investigation in the future.

Considering the **answers of the parents** I have received the following results during the personal investigations. The parents are satisfied with the school, where their child goes to, if they are satisfied with the teacher-pupil relationship. In case they are not

satisfied with the teacher-pupil relationship, then they are not satisfied with the school as well. The satisfaction index is defined by the personal relation. It is of great importance, that the parental satisfaction shall be positive in teacher-pupil relation of the institute.

In case of **pedagogues** a statistic correlation can be indicated between school satisfaction and the relationship with the colleagues, during which the **satisfaction of pedagogues can be considered as more definite, the better relationship they have with each other.**

The school satisfaction and the attitude, features related to social competence and the relation of components in relation with school life were also focused by the examination. Regarding its analysis in case of **pupils** an attachment can be indicated with regard to the following variables: endurance, independence, openness, concentration, expressiveness, good performance, self-knowledge, tolerance, co-operation, situation recognition, helping others, respect others, empathy, many tasks, following rules. These **are components, which** according to the distribution of Nagy (2010) contain **pro-social, social communicative, coexistence and interest enforcing basic functions and basic motives** within social key competences.

From the answers of **parents** respectfulness has received the highest percentage. In their opinion openness, problem solution, eloquence, expressiveness and endurance are dominant and these influence the independence of the child to a great extent. The more open, enduring is their child and has better concentration, their problem solution is better. It was proven that the parents are satisfied with the school, if their children have a better performance and if they are more helpful. This approach reflects performance-orientated, traditional narrative. It is necessary to **extend the modern pedagogic approach** – the new pedagogic culture as mentioned by József Nagy – **among parents in relation with the expectation against institutes.**

The **pedagogues** see, the more independent are the pupils, the better their problem solution is and the braver they are, the more open they are. They think that the tolerance of the pupils is appropriate, if they are co-operative, flexible, helpful, and respectful and if they have a good conflict solving ability. The quality of the empathic ability of pupils is determined by independence and creativity. Based on the answers of pedagogues attachment can be indicated in six cases in relations between school satisfaction and variables, these are as follows: independence, openness, eloquence, braveness, expressiveness and creativity. These are mainly components, which **significantly define the contact handling ability** of pupils.

During the factor analysis and comparison of data it has proven that **the attachment between pupils and parents** can be confirmed in case of 11 variables, while in case of parents-pedagogues and pupils-pedagogues in case of 8 variables each.

The **school satisfaction of pedagogues and the satisfaction with the development work of the school** were also focused by the examination, during which the following results were confirmed. In the institutes the pedagogues are less satisfied with the formation of behaviour and self-discipline. They are mostly satisfied with objective knowledge and preparation to post-graduation. In their opinion the higher the general literacy, the diligence, the endurance and the self-discipline of the pupils are, the more they can be prepared for post-graduation and work. It draws the attention to the fact that according to the approach of the concerned the existence and development of non-specific competences are of great importance regarding the after-school world. **Also in this case the importance of the strengthening of the new pedagogic culture** mentioned by József Nagy **shall be emphasized** during the development of the existential competences of the personality.

The **school satisfaction and future vision** were in front of the pupils and parents in form of open sentences. I have decoded the answers

and those were prepared in this manner. In the answers of the **pupils** the readiness to help, material safety, and career, desire for family, self-consciousness and endurance can be observed as returning elements. These cover a wide range from the personality components, to which the social environment has an extreme effect: family and school. It can be stated as extraordinary, that I have hardly received back such questionnaire, the open question of which was not filled in by the pupils. It confirms the statement, according to which **the future is important for the pupils, they keep their minds occupied by the possibility of their adulthood**. It is the task of the **school to help and to be partner**, to collectively find the areas and possibilities, which are most appropriate for their individualities, where their abilities can be evolved.

Upon the composition of the future visions of **parents** regarding their child components arise, which emphasize balance, diligence and the attainment of life targets, projecting the welfare of their child as grown-up. **The attainment of the life target of their child** symbolizes their life target as well. In their answers it is clearly defined to **demand the long-term satisfaction of their child, orientation to future**, which influences every segment of life in total, both the private and the professional area.

An attachment between the spiritual health of pedagogues and the importance of the development of social competences can be represented. The more important the pedagogue considers the development of the areas of social competence; the more important is the maintenance of his spiritual health. The appropriate development and advancement of social competence assumes the existence of components, which are suitable for the realization of multi-dimensional social intercourse and the living of the feeling of welfare.

CONCLUSION

The **basic question** of the research was how the components of social competence appear in relation with school satisfaction based on the answers of **pupils, parents and pedagogues**. The investigation questions were built on that, and then the hypotheses were composed.

Below you can find the answers to the questions, at first considering **closed questions**:

The **first** question has focused on the relations between social background and the enjoying of school. In this question group **any significant correlation could be interpreted**. The home circumstances of the pupils, the demographic indices and the economic indices of the family do not have any influence on the enjoying of school. However in the connection of social components between each other correlations can be detected, these were explained in the dissertation.

The **second** question has orientated to the relation of school satisfaction and school-mates, pedagogues. From the pupils' aspect it turned out, that the pupils not satisfied with the school are not satisfied with the pedagogues. However the higher is the satisfaction with the teachers, the higher is the school satisfaction. The **statistically justifiable significant correlation** reflects well that the **pupils need the relationship** (good relationship) **with the pedagogues** and they consider its positive evaluation important. Based on the opinions of pupils **the closeness of the relationship with teachers has proven to be stronger than their relationship with the school-mates**. In case of every age-group the closeness of the relationship with pedagogues has proven to be stronger. This inspection result confirms that **pedagogues play an important role in the everyday of teenagers**. In the process of education bigger attention has to be drawn to its importance. Not the importance of the contemporary groups is queried, because the question did not focus

on that, but to the fact, how the respondents have evaluated their relationships with teachers and school-mates on the school stage.

The **third** question has looked for the answer to relations between school satisfaction and the enjoying of school by pupils. The pupils have declared about their schools with variable satisfaction. **The index of enjoying the school is the highest in the institute, with which the respondents are most satisfied.** It is the school's task to provide an education stage, where the pupils become satisfied, so the school satisfaction and the enjoying of school show a proportionally increasing tendency.

The **fourth** question has explored the relations between school satisfaction and the components influencing the satisfaction. The relations have shown **significant correlations** regarding pupils, parents and pedagogues. According to the assessment of the respondents the school satisfaction is significantly determined by the objective and subjective components of the question sequence consisting of 12 components in the questionnaire.

The **fifth** question has focused on the disclosure of relations between school satisfaction of pedagogues and the satisfaction with the development work of the school. Based on the answers of the pedagogues they were mostly satisfied with post-graduation, it has received the highest qualification. Regarding **school satisfaction the relation between formation of behaviour and the development of self-discipline is the closest** considering variables. There is not any tendentious difference between the answers of primary-school and secondary-school pedagogues.

The answers to the **open questions** are as follows:

The **first** open question has orientated to the examination of relation between school satisfaction and future vision among pupils. The question group relates to the components of school satisfaction. In the answers of **primary-school pupils** mainly the features regarding the school performance are emphasized. It shows **the**

process and change of the development of social abilities and capabilities. In the composition of the future vision of pupils such variables appear with high proportion, which are **conditions of social intercourse, contact creation and contact keeping.**

The **second** open question has orientated to the relation between school satisfaction and the future vision of pupils among parents. In the composition of the future vision by the **parents** regarding to their child components appear, which cover balance, diligence and the attainment of life targets, projecting the welfare of their child as grown-up. In case of parents **the delayed bonus in deviating performance orientation and future orientation** appear.

The **third** and **fourth** open question has examined the assessment of the school satisfaction, spiritual health of **pedagogues** and the importance of social competence. The maintenance of their spiritual health allows the pedagogues to develop the areas of social competence. In case the maintenance of the spiritual health is important for the pedagogue, so he considers important also the development of the areas of social competence. Regarding the development of the social key competence of children it is of great importance. In case the pedagogue reaches the objective set with the pupils educated by him on the area of education, in that case it has influence not only on the school satisfaction of pupils, but on the feeling of satisfaction of the pedagogues and their welfare as well.

From the **hypotheses** the followings were confirmed or contravened:

At **first** I have assumed the relation between socio-demographic components, school satisfaction and the enjoying of school among pupils, parents and pedagogues. This assumption was **not confirmed**, neither among pupils, parents, nor among pedagogues.

The **second** one has assumed the correlation between the importance of school interest of parents and their school satisfaction. This hypothesis was **confirmed**. The parents are satisfied with the

school; if they inquire/can inquire more about the school activity of their child. **The parents need and consider important the appropriate information about the events of the school.** It is the task of the **school to provide opportunities in appropriate quantity and quality** in the higher grade and also in the secondary-school. The free-time activities spent together can be classified here – collective excursions, afternoon programs -, which allow free conversation between pedagogue and parent about the child.

In the **third** hypothesis I have assumed that the pupils are more satisfied with their school-mates than with pedagogues. This hypothesis was **not confirmed**. Based on the answers of the pupils it was stated that they consider the person and knowledge of the pedagogues more important than the coexistence with their school-mates. During the evaluation of school satisfaction and the relationship a closer attachment could be observed regarding the school-mates and pedagogues. It has to be noted that the question did not concern friends, but expressly school-mates. School satisfaction is dominantly determined by the relationship with teachers and school-mates, however in the sample the closeness of the relationship with teachers has proven to be stronger on the basis of the statistic analysis. Regarding the pupils it is a clear sign that **the pedagogue is further a dominant, important person for them** in the process of education-training, **who can make it more dominant with active and trustful presence.**

According to the **fourth** the approaches of the pupils correspond more with the approaches of their parents, than that of their teachers regarding institutional components and school satisfaction and attitude, features related to social competence and the components related to school-life. This hypothesis was **partly confirmed, however partly not.**

Regarding the **institutional components the approach of parents and pedagogues has shown identity in case of more components**

than the approach of pupil-parent or pupil-pedagogue, this assumption was not confirmed. However the closeness of relationship has shown a bigger correspondence in the approach of pupils and parents.

Regarding school satisfaction and **the attitude and features related to social competence and the components in relation with school-life** during the analysis of the answers among **parents and pedagogues the qualification of more answers were corresponding than among pupils and parents, what contravenes this part of the hypothesis.**

The closeness of relations has **confirmed the part** of the assumption, according to which during the relation between social components and the attitude, feature and the components correlating with school-life **the correlation between the answer of the child and the parent has proven to be stronger than in the relation between the evaluation of child-pedagogue or parent-pedagogue.**

The **fifth** has oriented to the relation between school satisfaction and attitude, features related to social competence and the components correlating with school-life among pupils, parents and pedagogues. **The hypothesis was confirmed.** During the analysis of school satisfaction and the attitude, features related to social competence and the components correlating with school-life congenialities can be observed. The same denominations confirm this upon classification of the components into factors, but in the answers the approach of the pupils, parents and pedagogues can be separated. The relationships indicate a significant correlation in the approach of pupils, parents and pedagogues.

During the **sixth** hypothesis the components influencing satisfaction, further the attitude, features related to social competence and the interpretation of the components factor correlating with school-life as index and the measurability with questionnaire were composed. Among pupils, parents and pedagogues the factor weight

of the groups can be interpreted as index, defining an important position by that. Its measurement has proven to be executable with the questionnaire applied in the research, disclosing the well or less well operating variables.

PROPOSALS

In the 21st century the characters, conditions, results of education, the necessity of changes creates **new possibilities in the social intercourse, in the creation, establishment and maintenance of relationships.**

The family and institutional education shall contribute to the multi-dimensional social role-playing of the growing-up generation, the feeling of welfare and the living and development of physical, spiritual and social health dimensions together, supplementing each other.

The exploration of the research areas has flashed the beam of light in the scope of every concerned person, that the school satisfaction is significantly determined by the quality of personal relations. **The examination has detected that personal relation is a dominant element for the respondents:** in relation of pupil-pupil, pupil-parent, pupil-pedagogue and parent-pedagogue. The attachment between variables has shown a closer relation regarding personal relationships than the equipment of the school or the curiosity of classes.

The pedagogues have to consciously pay attention to its importance on every area of school-life. **Along this dimension the planning and organization of class and outside-class activities shall be emphasized in the daily planning work,** keeping an eye on the quality indices of communication.

The examination of future vision among pupils and parents has confirmed the dominant role of institutes, what is realized in a future vision complying with social expectations. In order to have the development balanced on institutional level, the family and institutional education need **harmonization along the connection**

points. In case the family education does not transfer a sample complying with the social expectations, it is the task of the institutional education to substitute the missing components and to solve the disharmony. Every opportunity shall be taken with class and outside-class possibilities, direct and indirect methods, **in order that the future generation consists of future-orientated, satisfied citizens.**

For the establishment of the new pedagogic culture new pedagogic discussion and existential competencies are required, within that the richness of the component system of social key competence. **Providing the selection and the application of the behaviour methods complying with the given situation, that is the condition of multi-dimensional social intercourse.** In our current accelerated world **the person of pedagogues play a more significant role in the school-life of pupils than assumed.** It is also confirmed by the research results. The pupils collect the attitudes, features and information as magnet, which are provided by the pedagogues additional to the school material. **They need the person of an adult, who can give them answers to their questions and advice,** independent on the effect and importance of contemporary groups/friends.

The questionnaire applied during the research allows the exploration of the existing and missing components in the disclosure of school satisfaction and the living of welfare feeling. It creates the conditions, that **the child becomes suitable in the school of the 21st century to understand his school-mates, the world around him better and to face professional and private challenges as child and later as adult.**

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