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Level of Satisfaction in School – Pupil and Teacher Perceptions

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Abstract:

The need to cope with the raising expectations which the society has from the education, compels the teachers to enlarge the limitations of the traditional education system in order to discover, filter and implement new teaching and assessment methods by which it could harness the cognitive and emotional potential of all the children they work with. By applying the multiple intelligence theory, the teachers meet the pupils' needs to benefit from the opportunity of learning in ways that match each one's unique way of thinking. The study is based on applying a questionnaire which studies the satisfaction degree of the pupils within the Romanian traditional educational system and the ways to attract them to school.

Keywords:

multiple intelligence, satisfaction, support, opinions.

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1. Introduction

The world's continuous movement determines the future adults to adjust to the greater requirements of a more and more competitive society. The teachers must think, discover and apply the best methods by which the pupils are able to develop their cognitive abilities meant to help them meet the demands of the different social environments throughout their lives. During primary education there are established the bases of human personality development. It is very important for the pupils to be a part of an environment concerned with intelligence development, which makes the difference between people and explains different behavioural aspects. The multiple intelligence theory makes teachers meet the children needs to find in school an appropriate environment for them to be incited, stimulated, trained and amused.

The literature reveals more concepts regarding human intelligence. Furtună (2012) presents, chronologically, the grand philosophers' and psychologists' concerns regarding the human psyche. There is described the perception on human intelligence evolvement over time. As Platon asserts human's success is assured by dialect. Aristotel approached intelligence from the scientific human thinking perspective. Rene Descartes argued that the intelligence is able to reach certified knowledge of the things by intuition and deduction. Immanuel Kant describes three instruments of human knowledge: sensitivity, intellect and reason. Charles Darwin was convinced that all the superior qualities of the people, especially intelligence, are hereditary. Charles Spearman is the author of the intelligence factorial analysis, which proves that this derives from the mental energy which every human has. Joy Paul Guilford defined intelligence as being the product of a series of factors elaborating the information having a tridimensional structure: stimulus – organism – response. The intelligence triarhic theory is based on Robert Jeffrey Sternberg research. This tries to explain human intelligence by means of three sub-theories: contextual, componential and experiential. Howard Gardner is the author of the multiple intelligence theory. Gardner (1983) described the eight intelligences: linguistic, logic-mathematic, spatial, musical, intrapersonal, interpersonal, kinesthesis, naturalistic. The theory of multiple intelligence criticises the traditional theories according to which the intelligence is unique and measurable by standard psychometric methods. It asserts that the multiple intelligences are independent of each other, have a certain

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projection on the cortex, but interact and operate together when needed. Gardner (2006) defines intelligence as being the ability of processing a certain type of information found within the human's biology and psychology. The author considers that this theory's relevance for school training may be externalized by broadening the teacher's conception on intelligence and the teaching and assessment methods. Armstrong (2009) suggests a wide range of teaching, assessment and class management strategies in the spirit of the multiple intelligence theory, which can be easily implemented. These can offer to the pupils learning experiences which can help them learn better in many ways. The importance of approaching this matter results come from the growing expectations that the society has from education (Clipa & Iorga, 2013, p 198).

The study is based on the application of a questionnaire aiming at investigating the satisfaction level which pupils have within school environment and the ways to attract them to school. It was aimed at identifying the perception of pupils about school, highlighting the attitude which might help fixing the lack of satisfaction for school, identifying solutions that can improve the development of school interest. The general hypothesis of the research was the one that the contemporary society, at pre-academic level, finds that, at a general scale; pupils are less interested in school.

2. Methodology

2.1. Research objectives:

• identifying the students perception on school;

• highlighting the attitude which might help in growing interest in school;

• identifying solutions which can improve the developed interest in school;

• doing correlations between the factors that determine the lack of satisfaction and can help at improving interest in school.

2.2. Hypothesis:

1. There is a positive significant statistic relation regarding the perception pupils have as related to school with respect to the results they take when assessed at the activities that target the development of linguistic and logic-mathematical intelligences;

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2. There is a positive significant relation between the way in which the pupil is supported by its family and its attitude towards school;

3. There is a positive significant relation between the teachers' attitude regarding the pupils' satisfaction in school and their attitude towards this field.

2.3. Research variables:

V.I. (independent variable): the results of the assessment towards activities that aim at developing the linguistic and logic-mathematical intelligences

V.D. (the dependent variable): the level of satisfaction which pupils have within the traditional school environment

V. MED. (mediator variable): family support, teachers' interest

2.4. Research methods:

The study is based on a 15 items questionnaire with variable answer, each aiming at clarifying different aspects regarding the satisfaction pupils have with respect to the teaching act with all its implications: family's support, teachers' interest and the assessment results in activities targeting the linguistic and logical-mathematical intelligences. The items refer to different characteristics which can point at the satisfaction degree that pupils have within the traditional Romanian education system. These are: the pupils knowledge about the teachers expectations from them, covering the needs for supplies, the interest manifested by the parents in relation to school, the opportunities to do in school what they know best, the appreciations for a work well done, teachers empathy, encouraging evolution in school, valuing opinions, awareness of their own work importance targeting a common aim, the last semester averages in Romanian language and Mathematics.

The questionnaires have been given in the classroom under personal surveillance. The answers confidentiality was ensured and the pupils were rewarded for their participation in the study.

2.5. The research group:

The questionnaires have been applied to a plot of 75 subjects belonging to gymnasium (52, Vth and VIth grade, 12 – 13 years old and 23, VIIth grade, 13-14 years old) from schools in Suceava County, in the second semester of the academic year 2014-2015.

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There were not registered any refusals.

DATA PROCESSING:

- Data processing was done by means of the descriptive statistics (frequencies analysis)and by identifying some variables crossing by joining two variables –Crosstabs method.

Linking the variables at the hypothesis level:

1. Do you know what teachers **expect** from you?

The subjects had to surround one of the answer options: Yes, No, N.A

Expectations

	Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
					Bias	Std. Error	95% Confidence Interval	
							Lower	Upper
Yes	67	89,3	89,3	89,3	,0	3,6	82,7	96,0
No	3	4,0	4,0	93,3	-,1	2,2	,0	9,3
N.A.	5	6,7	6,7	100,0	,1	3,0	1,3	13,3
Total	75	100,0	100,0		-,1	3,2	100,0	100,0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From the total of 75 pupils, 67 (89,3%) answered yes, while, 3 (4,0%) did not know and 5 (6,7%) did not want to answer this question.

2. Do you have the **necessary** supplies to do your homework properly?

The subjects had to circle one of the answer options: Yes, No, N.A. From the total of 75 subjects, 61 (81,3%) answered that they have all they need for the school activity, 14 (18,7%) had nothing to do their homework with. There were no non-answers.

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3. During the last week **did one of your parents discuss with you, at home**, about your school evolution?

The subjects had to circle one of the answering variants: Yes, No, N.A.

Parents interest

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Yes	32	42,7	42,7	42,7	-,1	5,8	30,7	54,7
	No	43	57,3	57,3	100,0	,1	5,8	45,3	69,3
	Total	75	100,0	100,0		,0	,0	100,0	100,0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From the total of 75 subjects, 32 (42,7%) answered that their academic situation is discussed weekly in their home, while 43 (57,3%) answered that there is no discussion in their home on this topic. There were no non-answers.

4. Do you have the possibility in school to do what you know best, day by day?
The subject had to circle one of the answer options: Yes, No, N.A.

Opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Yes	4	5,3	5,3	5,3	,0	2,5	1,3	10,7
	No	71	94,7	94,7	100,0	,0	2,5	89,3	98,7
	Total	75	100,0	100,0		-1,8	13,3	100,0	100,0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

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From the total of 75 subjects, 4 (5,3%) answered that in school they have the opportunity to do what they know best day by day, while, 71 (94,7%) answered that school does not offer them this opportunity. There were no non-answers.

5. In the last seven days, **were you praised at home** for your well done work?
The subjects had to circle one of the answer options: Yes, No, N.A.

Home appreciations

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Yes	27	36,0	36,0	36,0	,1	5,5	25,3	46,7
	No	48	64,0	64,0	100,0	-,1	5,5	53,3	74,7
	Total	75	100,0	100,0		,0	,0	100,0	100,0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From the total amount of 75 subjects, 27 (36%) answered that they are appreciated at home for their work, 48 (64%) said that they are not. There were no non-answers.

6. Do you seem to matter as a person to your class master or any other teacher from your school?
The subjects had to circle one of the answer options: Yes, No, N.A.

Teachers empathy

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Yes	30	40,0	40,0	40,0	,0	5,8	28,0	52,0
	No	45	60,0	60,0	100,0	,0	5,8	48,0	72,0

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Total	75	100,0	100,0		,0	,0	100,0	100,0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From the total of the subjects, 30 (40%) answered that there are teachers which empathize with them, while 45 (60%), asserted that the teachers seem to not care for them as a person. There were no non-answers.

7. Is there someone **at school** who **encourages** you to develop and evolve?
The subjects had to circle one of the answers options: Yes, No, N.A.

Encouraging school

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Yes	27	36,0	36,0	36,0	-,1	5,7	25,3	48,0
	No	48	64,0	64,0	100,0	,1	5,7	52,0	74,7
	Total	75	100,0	100,0		,0	,0	100,0	100,0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From the 75 subjects, 27 (36%) are encouraged in school to develop and evolve while48 (64%) answered that they are not encouraged. There were no non-answers.

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8. Do your **opinions** matter in school?
The subjects had to circle one of the answering options: Yes, No, N.A.

Opinions at school

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Yes	3	4,0	4,0	4,0	-,1	2,2	,0	8,0
	No	68	90,7	90,7	94,7	,0	3,4	82,7	97,3
	N.R.	4	5,3	5,3	100,0	,1	2,6	1,3	10,7
	Total	75	100,0	100,0		-,1	3,2	100,0	100,0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From the total of subjects 3 (4%) answered that their opinions seem to matter in school while 68 (90,7%) replied that their opinions do not matter in school.

9. Does your school's mission or target make you feel that **your work is important**?
The subjects had to circle one of the answering options: Yes, No, N.A.

The importance of school work

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Yes	68	90,7	90,7	90,7	,0	3,4	84,0	97,3
	No	2	2,7	2,7	93,3	,0	1,8	,0	6,7
	N.R.	5	6,7	6,7	100,0	,0	2,9	1,3	13,3
	Total	75	100,0	100,0		-,1	3,2	100,0	100,0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

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From the total of subjects 68 (90,7%) think that their work is important at school, 2 (2,7%) did not seem to think their work is important, while 5 (6,7%) did not want to answer.

10. Do your colleagues **want** to do **quality work**?
The subjects had to circle one of the answering options: Yes, No, N.A.

Colleagues perception about learning

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Da	42	56,0	56,0	56,0	-,1	5,9	42,7	66,7
	Nu	12	16,0	16,0	72,0	,0	4,4	8,0	24,0
	N.R.	21	28,0	28,0	100,0	,0	5,2	18,7	40,0
	Total	75	100,0	100,0		,0	,0	100,0	100,0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From the total number of subjects, 42 (56%) say about their colleagues that they want to do a quality work, while 12 (16%) assert about their colleagues that they do not intend to do a good work. There were no non-answers.

11. Do you have a best friend in school?
The subjects had to circle one of the answering options: Yes, No, N.A.

friends

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Yes	62	82,7	82,7	82,7	-,2	4,5	73,3	90,7
	No	9	12,0	12,0	94,7	,1	3,9	5,3	20,0

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N.A.	4	5,3	5,3	100,0	,0	2,6	1,3	10,7
Total	75	100,0	100,0		,0	,0	100,0	100,0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From the total number of subjects, 62 (82,7%) answered that they have a best friend in school while, 9 (5,3%) did not have one, and 4 (5,3%) did not want to answer.

12. Did someone from your **school discussed** with you **during the last** month about your evolution**, progress** in school**?**
The subjects had to circle one of the answering options: Yes, No, N.A.

Development school

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Yes	9	12,0	12,0	12,0	-,2	3,9	5,3	20,0
	No	66	88,0	88,0	100,0	,2	3,9	80,0	94,7
	Total	75	100,0	100,0		,0	,0	100,0	100,0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From the total of subjects, 9 (12%) answered that their progress was discussed in school while, 66 (88%) answered they had no such discussions. There were no non-answers.

13. Did you have the **possibility to develop and learn in school**during the last year?
The subjects had to circle one of the answering options: Yes, No, N.A.

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School possibilities for development

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	Yes	57	76,0	76,0	76,0	-,2	5,0	65,3	85,3
	No	7	9,3	9,3	85,3	,1	3,4	2,7	16,0
	N.A.	11	14,7	14,7	100,0	,1	4,2	8,0	24,0
	Total	75	100,0	100,0		,0	,0	100,0	100,0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From the total number of subjects, 57 (76%) answered that they have possibilities to develop in school but 7 (9,3%) denied such possibilities while 11 (14,7%) did not want to give an answer.

14. The last semester average in Romanian grammar and literature:
The subjects had to circle one of the following answer options: 1-4, 5-6, 7-8, 9-10.

Average in Romanian language and literature

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	1-4	2	2,7	2,7	2,7	,1	1,9	,0	6,7
	5-6	31	41,3	41,3	44,0	,2	5,9	29,3	53,3
	7-8	18	24,0	24,0	68,0	-,3	5,0	14,7	34,6
	9-10	24	32,0	32,0	100,0	,0	5,5	21,3	42,7
	Total	75	100,0	100,0		,0	,0	100,0	100,0

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Only 2 (2,7%) subjects answered that their average in Romanian language was comprised in the interval 1-4, while 31 (41,3%) declared that their average ranges between 5 and 6, 18 (24%) have an average in the range of 7-8 while 24 (32%) answered that their average ranges between 9 and 10.

15. The average at Mathematics during the last semester:
The subjects had to circle one of the following answer options: 1-4, 5-6, 7-8, 9-10.

Math average

		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent[a]			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	1-4	3	4,0	4,0	4,0	,0	2,3	,0	9,3
	5-6	31	41,3	41,3	45,3	,2	5,8	29,3	53,3
	7-8	17	22,7	22,7	68,0	-,3	4,9	13,3	33,3
	9-10	24	32,0	32,0	100,0	,1	5,6	21,3	42,7
	Total	75	100,0	100,0		,0	,0	100,0	100,0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

From the total number of subjects, 3 (4%) answered that their Math average ranges between 1-4, for 31 (41,3%) subjects it lies in the interval 5-6, 17 (22,7%) answered that their average ranges between 7-8 while 24 (32%) declared their Math average to be comprised in the interval 9-10

Applying the Crosstab method, by crossing the tables, highlighted the following:

Comparing the **average in Romanian language and literature** with **parents' interest**:

Crosstab
Count

	media lb. romana	Total

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		1-4	5-6	7-8	9-10	
Parent's interest	Yes	1	1	8	22	32
	No	1	30	10	2	43
Total		2	31	18	24	75

As a result of the comparison it was revealed that only one parent of the two subjects with averages between 1 and 4 was interested of its progress in school; from the 31 pupils with averages ranging between 5 and 6 only the parents of one pupil are interested in its progress; from the 18 pupils with averages between 7 and 8, the parents of 8 of them are interested in school progress; while from the 24 pupils with averages ranging between 9 and 10, 22 parents are interested in school progress.

The comparison of the **average at Romanian language and literature** to **the necessary of supplies:**

Crosstab
Count

		media lb. romana				Total
		1-4	5-6	7-8	9-10	
Supplies necessary	Yes	2	18	17	24	61
	No	0	13	1	0	14
Total		2	31	18	24	75

After comparing the tables it resulted that from the plot of 2 subjects with low averages between 1 and 4, both had the necessary supplies to accomplish their school activities; from the 31 pupils with averages ranging between 5 and 6 only 18 have all the necessary supplies for school; only 17 from 18 pupils with averages comprised between 7 and 8 have all the supplies they need; while from the 24 pupils with averages comprised between 9 and 10 all have the supplies they need for a good work at school.

The comparison of the **average at Romanian language and literature** to the appreciations done related to the **good work**:

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Crosstab
Count

		Romanian language average				Total
		1-4	5-6	7-8	9-10	
Home appreciations	Yes	0	2	6	19	27
	No	2	29	12	5	48
Total		2	31	18	24	75

After the comparison, it resulted that from the two pupils with low averages between 1 and 4, none of them is praised at home for a good work; while from the 31 pupils with the average ranging from 5 to 6, only two are praised at home; from the 24 subjects whose average ranges between 7 and 8 only 6 are praised at home for a good work and from the 24 with great averages comprised between 9 and 10 only 19 are praised for the good work they did.

Comparing parents' interest to the Math average**:**

Crosstab
Count

		media matematica				Total
		1-4	5-6	7-8	9-10	
Parents' interest	Yes	0	3	8	21	32
	No	3	28	9	3	43
Total		3	31	17	24	75

The result of the comparison revealed that from the 3 pupils with low averages between 1 and 4 none of the parents are interested in their school progress while 3 parents of the 31 pupils with averages between 5 and 6 are interested of their children progress in school; from 18 children with averages ranging between 7 and 8 only 8 parents are interested in their children progresses and from the 24 pupils with averages of 9 and 10, only the parents of 22 of them are interested in their children progresses at school.

After the comparison it resulted that from the 3 subjects with averages between 1 and 4 only 2 have the necessary supplies for school;

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19 of the 31 pupils with averages between 5 and 6 have these supplies while from the 17 pupils with averages of 7 and 8 only 16 have the necessary supplies but all the 24 pupils with great averages ranging between 9 and 10 have all the supplies they need for school.

The comparison of the **appreciations done at home** as related to a work well done to **Mathematics average**:

Crosstab
Count

		media matematica				Total
		1-4	5-6	7-8	9-10	
Home	Da	0	2	6	19	27
	Nu	3	29	11	5	48
Total		3	31	17	24	75

The results of the comparison proved that none of the 3 subjects with averages ranging between 1 and 4 are praised at home while from the 31 with averages comprised between 5 and 6, 2 are praised at home for a good work; 6 of the 17 subjects with averages ranging from 7 to 8 are praised at home for a job well done and only 19 of the 24 pupils with 9 and 10 averages are praised at home.

Comparing the **empathy** shown by the teachers to the **Romanian Language average:**

Crosstab
Count

		media lb. romana				Total
		1-4	5-6	7-8	9-10	
Teachers empathy	Yes	0	0	8	22	30
	No	2	31	10	2	45
Total		2	31	18	24	75

When comparing the two situations presented above resulted that the students with averages comprised between 1 and 6summing a total of 33 pupils think that the teachers they work with have no interest what so ever to know them as persons and understand their needs; while

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from the 17 pupils with the averages between 7 and 8 eight think that there are teachers within the school that care for them. From the 24 pupils with averages ranging between 9 and 10, 22 answered also positively at the above mentioned question.

The comparison of the **Romanian language average** with the **encouragement from school**:

Crosstab
Count

		Romanian language average				Total
		1-4	5-6	7-8	9-10	
School encouragement	Yes	0	0	8	19	27
	No	2	31	10	5	48
Total		2	31	18	24	75

As a result of the comparison the 2 subjects with the averages ranging between 1 and 4 and 31 subjects with averages between 5 and 6 answered that, at school, they are not encouraged to develop; from the 18 pupils with averages ranging between 7 and 8, and 24 pupils with 9 and 10 averages, 8 respectively 19, answered that there are teachers at school that encourage them to improve.

The comparison of the **Romanian language** average to the pupils' **opinions** expressed at school:

Crosstab
Count

		media lb. romana				Total
		1-4	5-6	7-8	9-10	
School opinions	Yes	0	2	1	0	3
	No	2	26	17	23	68
	N.A.	0	3	0	1	4
Total		2	31	18	24	75

As a result of the comparison, the 2 pupils with averages ranging between 1 and 4 answered that their opinions do not matter at school;

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from the 31 pupils with averages comprised in the interval 5 and 6 only 2 answered that they think that their opinions matter; while from the 18 pupils with 7 and 8 averages only one thinks that his opinion counts; from the pupils with averages ranging between 9 and 10, 22 of 24 think that their opinion does not matter at school and one did not want to answer.

Comparing the teacher's **empathy** to **Mathematics average:**

Crosstab

Count

		media matematica				Total
		1-4	5-6	7-8	9-10	
Teachers empathy	Yes	0	0	8	22	30
	No	3	31	9	2	45
Total		3	31	17	24	75

From the comparison resulted that the 3 subjects with averages ranging between 1 and 4 and the 31 with averages of 5 and 6 think that the teachers are not interested to know them as a person and understand their needs; from the 17 pupils with averages ranging between 7 and 8, and 24 pupils with averages between 9 and 10, eight, respectively 22 answered that there are teachers in school that care for them as persons.

The comparison of the **Mathematics average** to **encouragement** at school:

Crosstab

Count

		media matematica				Total
		1-4	5-6	7-8	9-10	
Encouragement at school	Yes	0	0	8	19	27
	No	3	31	9	5	48
Total		3	31	17	24	75

As a result of the comparison, 3 subjects with averages between 1 and 4 and 31 with averages between 5 and 6 answered that at school

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they are not encouraged to evolve; 8 of the 17 pupils with averages ranging from 7 to 8 asserted that there are teachers in school that encourage their evolution; answer given also by 19 of the 24 pupils with averages of 9 and 10.

The comparison of the **Mathematics average** with the **opinions** of the pupils expressed at school:

Crosstab
Count

		Math average				Total
		1-4	5-6	7-8	9-10	
School opinions	Yes	0	2	1	0	3
	No	3	26	16	23	68
	N.R.	0	3	0	1	4
Total		3	31	17	24	75

The comparison revealed that the 3 pupils that have averages between 1 and 4 answered that their opinions do not seem to matter at school; from the 31 children with averages of 5 and 6, only 2 answered that they think their opinions matter; one of the 17 pupils with averages ranging between 7 and 8 thinks that his opinion is important at school, while 23 from the 24 pupils with averages of 9 and 10 think that their opinions do not count at school. One pupil did not want to answer.

5. Conclusions:

Hypothesis 1: (the influence of the assessments results)

After applying the methods it was noticed that there is a significantly positive statistic relation between the assessment results for activities targeting the pupils linguistic and logico-mathematic intelligences development and the child perception on school.

Thus, the satisfaction pupils have in school environment varies in direct proportion with the assessment results of the activities aiming at the linguistic and logico-mathematic intelligences development, meaning that, the better the grades the better the pupils feel at school.

Hypothesis 2: (family's support)

The study results asserted that there is a significantly positive relation between the family's support and the child's attitude towards school, confirming thus hypothesis 2.

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The pupil's attitude increases in direct proportion with the family's involvement in this regard.

Hypothesis 3: (teachers influence)

As a result of the data processing and statistic analysis, it can be asserted that teachers influence in the pupils' satisfaction degree within school environment is very strong acting in all fields. The pupils' attitude towards school increases in positive correlations with the way in which teachers involve in the teaching act (Clipa & Boghean, 2015, p. 908).

The research results lead to the conclusion that the pupils are unsatisfied with school because that deal with the lack of ability to put up with the demands, with their parents lack of interest regarding school activity, but also because of poor material resources. They want the teachers to communicate with them more, encourage them and show appreciation for their efforts and small improvements. The pupils want to be listened and see that their opinions matter.

The research results reveal the fact that the pupils that have better developed the linguistic and logico-mathematical intelligences feel good at school, are appreciated by the classmates, teachers and parents, while for the others school becomes an hostile environment in which they must spend almost four or five hours a day, are not motivated, encouraged and their opinions do not matter. The teachers can support these children by approaching the multiple intelligences theory.

As research limitation we can described: the instrument used is possible to be not so refined, the sample (number of subjects), the environment the pupils come from and study in.

The possible research directions resulted from the research data processing might be ways for parents raising awareness about their role in creating a solid bridge for the pupils to feel comfortable during school years; ways for the teachers to influence constantly and permanently the pupils' attitude towards school.

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