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Satisfaction of the first-grade teachers with children's readiness for school²

Summary: This paper investigates the satisfaction of the first-grade teachers with children's achievements after attending the preschool curriculum. The aim of the research is to determine the influence of work experience, gender and place of work of the teachers on their attitudes and perception of children's readiness to start school, as well as to present differences in teachers' satisfaction with children's preparation in relation to these factors. The subject of this research is an analysis of the structure of the sample of teachers and their satisfaction with the children's preparation for school. The research sample comprises 46 teachers employed in urban and rural schools. A questionnaire composed of 14 items, rated on a five-point Likert scale, was used to assess teachers' satisfaction with children's school readiness. Factor analysis using the method of principal components (PCA) and Varimax rotation confirmed the adequate metric validity of the instrument ($KMO = 0.712$; Bartlett's Test of Sphericity, $p = 0.000$). The results of the research showed that teachers mostly expressed satisfaction

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with the achievement of children who attended preschool institutions, especially in the domain of the developed social skills, basic academic knowledge and work habits. However, the need for additional work on encouraging children's independence and developing critical thinking was highlighted. The conclusions of the research can contribute to the improvement of the preschool curricula and better cooperation between preschool institutions and primary schools in order to prepare children for school duties.

Keywords: *first-grade teachers, school readiness, preschool institution, school, work experience*

Introduction

Early experiences of children in preschool institutions play a key role in shaping their abilities, social skills, emotional stability and attitudes towards the learning process. Allen defined "school readiness" (2011, pp. 2-3) as having basic social and emotional skills for progress in speech, perception, ability to understand numbers and quantities, motor skills, attitude to work, concentration, memory and social behavior; the ability to interact positively and non-aggressively with other children, together with the ability to respond appropriately to the teacher's demands. Thus, attention is focused on providing support and assistance to children of preschool age in certain specific situations in order to develop the social and emotional basis that is necessary for their future progress and potential. Therefore, according to Milivojević and Sretenović (2018), a successful start to school requires a synergy of the child's physical, social, emotional and intellectual readiness. In essence, the preparatory function helps a child to acquire basic skills that will enable him or her to be physically and intellectually ready for school, while maturity includes the emotional readiness of the child to adjust to the new environment and to deal with new challenges.

Achievements of preschool children represent the foundation upon which their further upbringing and education is built. A certain number of children of preschool age do not show readiness for static, cognitively demanding school activities that involve sitting for a certain amount of time and doing school assignments. Recent stud-

ies show that parents (Ring et al., 2016), as well as preschool teachers (Niklas et al., 2018) and school teachers (Hustedt et al., 2018) identify socio-emotional skills as an important – sometimes even the most important – criterion for determining school readiness. Children's socio-emotional skills are increasingly being recognized as a very important indicator of school readiness. Emotional development is generally considered a milestone and important aspect of school readiness (Schmitt, Flay & Lewis, 2014). Children who develop emotional maturity, such as the ability to regulate emotions, self-control and empathy, manage social situations more easily, build positive relationships with peers and adults, and show greater motivation for learning. Jovanović and Ružić (2016) emphasize that emotional maturity is crucial for a successful start to school, because it allows the child to manage the stress of going to school. Emotional stability helps a child focus on tasks and confront challenges that arise in a new environment. Furthermore, parents (Wesley & Buysee, 2003), educators in preschool institutions (Flender, 2009) consider language development to be a crucial component of a child's development, meaning language development has an important role in the overall development of a child. Children's language skills develop rapidly during this period. Speech development refers to understanding the meaning of a particular word or concept and the ability to connect words and form sentences. The way, pace and direction in which this process will develop depend solely on the child's environment (Miljak, 1984). Children begin to use more complex sentences, expand their vocabulary and improve their ability to

interact verbally. Similarly, cognitive skills play a significant role in school readiness according to parents (Altun, 2018) and preschool teachers (Niklas et al., 2018).

Play enables children to explore the world around them, develop creativity, solve problems, and learn how to communicate with others. "The preschool education curriculum concept is based on the idea that a child learns through play, learns how to play, and in doing so develops into an active and creative being, as play is a creative act" (Kopas-Vukašinović, 2006, p.175). During play, children transform ideas, materials, resources, media, actions, and behaviors from one thing into another, thereby creating new meanings, interpretations, and combinations (Wood, 2009). Play also contributes to the development of verbalization, language comprehension, attention, concentration, curiosity, imagination, impulse control, problem-solving strategies, and encourages participation and cooperation within a group (Miller & Almon, 2009). The findings of modern pedagogy and developmental psychology imply that it is necessary to respect the individual differences of each child during the maturation process and provide conditions for learning through experience and research, which corresponds to their development and natural need for movement, interaction and children's play. The study of learning skills and strategies is based on innate mental abilities, preschool and school experience, thinking, learning and memory skills and strategies, and can be improved by systematic practice if there is motivation (Weinstein & Mayer, according to Mavrić, 2023). A properly structured and pedagogically designed educational context enables those children to actively participate in the educational process and develop their competencies in accordance with their own developmental potential. First-grade teachers assess children's skills and abilities to meet school requirements on a daily basis. The satisfaction of teachers with the achievement of children in preschools thus becomes an indicator of the success of preschool programs, but also an important land-

mark for the improvement of mutual cooperation between preschools and primary schools.

However, teachers' perceptions of children's school readiness may vary depending on a variety of factors, including preschool's teaching methods, individual student abilities, and teachers' expectations. The question that arises is to what extent teachers consider that children coming from preschools are ready for school requirements and which aspects of development they consider to be crucial for further success in education. The new foundation from 2018 provides a broad framework for the comprehensive development of children, in which preparation for school implies not only intellectual, but also emotional and social preparation. Teachers and educators are essential to this process, employing diverse strategies to help each child achieve their highest potential.

Methodology

The subject of this research, conducted on the territory of Novi Pazar, is an analysis of the structure of the sample of teachers and their satisfaction with the children's preparation for school. The aim of the research is to determine how teachers' work experience, gender and place of work influence their attitudes and perception of children's readiness to start school, as well as to present differences in teachers' satisfaction with children's preparedness depending on these factors.

For the purposes of this pedagogical research, the following methods were employed: the method of theoretical analysis, the descriptive method, and the quantitative and qualitative methods. Each of these methods holds equal significance for the study. In accordance with the research objective, a questionnaire for teachers and an assessment scale were constructed.

Metric characteristics of the first-grade teachers' satisfaction questionnaire with children's preparation for starting school

Since the questionnaire that measures teachers' satisfaction with children's preparation for school was created for the purposes of this research, we examined the dimensionality and reliability of this instrument.

The dimensionality of the questionnaire for assessing teachers' satisfaction with children's preparation for school

The assessment scale of teachers' satisfaction with children's preparation for school consists of 14 items. Respondents assessed the degree of agreement on a five-point Likert-type scale, where one is the lowest degree of agreement, and five is the highest degree of agreement. Factors are extracted using the method of principal components³. Varimax rotation was chosen as the rotation method. To determine the suitability of the data set for factor analysis, the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity were conducted.

Table 1. Kaiser-Meyer-Olkin and Bartlett's test

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			0,712
Bartlett's Test of Sphericity	Approx. Chi-Square	1806,92	
	Df	325	
	P	0,000	

According to the results presented in the table 1, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy is greater than 0.6 and equals 0.712 and the Bartlett's Test of Sphericity value is statistically significant ($p=0.000$), thus the factor analysis is justified.

³ Principal Component Analysis (PCA) is a procedure for simplifying data by reducing the number of variables.

Reliability⁴ of the questionnaire for assessing teachers' satisfaction with children's preparation for school

Table 2 portrays results on the reliability calculated by the use of Cronbach alpha coefficient. Acceptable values of the Cronbach Alpha coefficient are those above 0.70.

Table 2. Reliability of the questionnaire for assessing teachers' satisfaction with children's readiness for school

	Cronbach's Alpha
He/she asks meaningful questions when he/she does not understand something	0,833
Can participate in dramatization based on the story told	0,850
Can retell a story or an event so that the story has the right storyline	0,847
Can draw a human figure, with distinctive features	0,835
Can follow the learning process during the class	0,835
Takes care of his/her own needs and habits	0,842
Displays a socially desirable behavior	0,847
Can wait for his/her turn	0,858
Behaves nicely	0,870
He/she is communicative	0,846
Respects rules of the group	0,854
Can apologize and accept an apology when another child did not do something on purpose	0,838
Initiates playing with peers	0,838
Understands the meaning of competitive games and tries to win	0,841
Overall teachers' satisfaction	0,845

⁴ Reliability of a measuring instrument is a metric characteristic that indicates to what extent the same or similar results can be expected using the same measuring instrument in future research.

Upon examining the correlation between the items, it is evident that all items exhibit acceptable correlations ($r \leq 0.40$). This indicates that all items are adequately correlated with one another. The homogeneity value obtained from the data in the educator's questionnaire is 0.80, and the inter-item correlation within the questionnaire is $r = 0.855$.

Sample structure

As far as gender of the sample is concerned, women make up the dominant part of the teacher sample; out of 46 teachers, 82.6% or 38 women, while 12 men or 17.4% of male teachers.

According to the area to which the school belongs, out of the total number of teachers N=46, 23.9% or 11 teachers work in schools located in rural areas, while 76.1% or 35 teachers work in schools in urban areas.

Considering the work experience, the largest number of teachers have over 15 years of experience (67.4%) or 31 teachers, 10 or more years of service have 19.6% or 9 teachers have worked 10 or more years, while 13% or 6 teachers have 5 or more years of work experience.

Interpretation of the research results

Teachers' Satisfaction with Children's Readiness for School

Table 3. displays results of the teachers' satisfaction with children's preparation for the first grade.

Table 3. Descriptive Indicators of Topics on the Scale: Assessment of Teachers' Satisfaction with Children's Readiness for School

	N	Min	Max	M	SD
Behaves nicely	46	3	5	4,85	0,51
Can draw a human figure, with distinctive features	46	4	5	4,46	0,5
Takes care of his/her own needs and habits	46	3	5	4,37	0,57
Displays socially desirable behavior	46	3	5	4,2	0,45
Can participate in dramatization based on the story told	46	3	5	4,17	0,57
Can retell a story or an event so that the story has the right storyline	46	3	5	4,13	0,54
Can wait for his/her turn	46	3	5	4,09	0,51
Respects rules of the group	46	3	5	4,02	0,58
Can apologize and accept an apology when another child did not do something on purpose	46	3	5	3,65	0,85
Can follow the learning process during the class	46	3	5	3,59	0,65
Understands the meaning of competitive games and tries to win	46	3	5	3,59	0,78
He/she asks meaningful questions when he/she does not understand something	46	3	5	3,57	0,75
He/she is communicative	46	3	5	3,57	0,75
Initiates playing with peers	46	3	5	3,54	0,81

N=number of respondents, Min=minimum sample value, Max=maximum sample value, M=arithmetic mean, SD=standard deviation

As shown in Table 3, the respondents demonstrated the highest level of agreement with the item 'Behaves nicely' ($M = 4.85$, $SD = 0.51$), and the lowest with the item 'Initiates playing with peers' ($M = 3.54$, $SD = 0.81$). Overall, all items were rated highly,

indicating a strong level of agreement among teachers. Notably, even the lowest-rated item had a mean score above 3.5, suggesting generally positive evaluations across all assessed behaviors.

When examining how teachers assessed the children's progress and readiness for school, it is clear that the teachers consistently awarded high ratings (averaging over 3.5). This suggests that the teachers' evaluations reflect significant progress among the children involved in the program, particularly in the socio-emotional and intellectual domains. Providing conditions and an environment in which children will develop communication and creative skills, basic elements for literacy, environmental awareness, as well as continuous cooperation between educators and parents, are just some of the conditions for a successful transition from the preschool to the school education system. According to Pianta (2003), the key factor in predicting successful transitions is the network of relationships among social settings (such as teachers, parents, and preschool care providers) (Kara & Selcuk, 2021). To enhance long-term academic performance, more focus must be placed on determining successful, evidence based early childhood programs and assessing students' preparation for school (Daily et al., 2010; Patton & Winter, 2022). Effective communication between parents and educators has a progressively stronger influence on children's development, particularly during early childhood. This includes the reinforcement of positive relationships across all interactions, which serves as a foundation for the future success of children (Muratović et al., 2022, pp. 178). When analyzing the areas of progress, it is evident that teachers' ratings are particularly high for items related to socioemotional competence. When examining individual items, it is clear that teachers report progress in the development of social competencies. Additionally, significant progress is noted in more complex verbal skills (such as story retelling and asking meaningful questions) and graphomotor abilities. This finding is not surprising, as it is often assumed that teachers with a more traditional approach to schooling tend to maintain a con-

ventional view of teaching. They may be resistant to innovations in pedagogical practices and are typically less inclined to adopt methods that extend beyond the established curriculum for young children.

Table 4. Descriptive indicators of teachers' overall satisfaction with children's readiness for school

	N	Min	Max	M	SD
Teachers' satisfaction	46	3,36	4,86	3,98	0,37

N=number of respondents, Min=minimum sample value, Max=maximum sample value, M=arithmetic mean, SD=standard deviation

Factor analysis revealed that all items loaded onto a single factor, which was labeled Teacher Satisfaction. A composite score was computed to represent teachers' overall satisfaction with children's preparedness for the first grade. The average satisfaction score was $M = 3.98$ ($SD = 0.37$), indicating a generally high level of satisfaction among teachers.

Differences in teachers' satisfaction with children's readiness for school, with regard to socio-demographic variables

An analysis has been conducted to determine whether teachers' satisfaction with children's preparedness for first grade varies significantly based on socio-demographic variables, including the urban or rural schools, teacher gender, and years of experience. Therefore, the t-test for independent samples has been employed to examine potential differences between teachers in rural and urban schools regarding their level of agreement with the items on the scale measuring satisfaction with children's readiness for the first grade. The results indicated that none of the t-tests were statistically significant, as the p-values for all items exceeded the threshold of $p < 0.05$. After examining the differences in the degree of agreement with each item of the scale, the differences were also examined in general satisfaction of the teacher, taking into account whether the teacher works in a rural or urban

school. There is no statistically significant difference, ie. satisfaction is similar regardless of the working area.

These results are consistent with the previous empirical findings of Jahreie (2023), which highlight that teachers observe a high level of school readiness among children, particularly in terms of social-emotional skills, regardless of geographical or demographic differences. This suggests that even when children come from different socio-economic backgrounds or attend urban and rural schools, teachers often assess that the core competencies necessary for the start of

formal education are present in most students. The results of our research, with an average score of $M = 3.98$ ($SD = 0.37$), confirm this tendency, indicating that teachers generally perceive children as well prepared for the first grade.

Table 5. displays the results on whether there is a difference in the degree of agreement of teachers with the items of the scale of satisfaction with children's preparation for entering the first grade with regard to gender.

Table 5. Difference in the scale of teachers' satisfaction with children's readiness for school, with regard to the gender of the teacher

	Gender			
	Male	Female	T	P
He/she asks meaningful questions when he/she does not understand something	M SD	3,75 0,71	3,53 0,76	0,763 0,449
Can draw a human figure, with distinctive features	M SD	4,13 0,64	4,18 0,56	
Can retell a story or an event so that the story has the right storyline	M SD	4,00 0,53	4,16 0,55	-0,745 0,460
Can draw a human figure, with distinctive features	M SD	4,75 0,46	4,39 0,50	
Can follow the learning process during the class	M SD	3,88 0,64	3,53 0,65	1,863 0,069
Takes care of his/her own needs and habits	M SD	4,75 0,46	4,29 0,57	
Displays a socially desirable behavior	M SD	4,25 0,46	4,18 0,46	0,370 0,713
Can wait for his/her turn	M SD	4,38 0,52	4,03 0,49	
Behaves nicely	M SD	4,88 0,35	4,84 0,55	0,162 0,872
He/she is communicative	M SD	3,75 0,89	3,53 0,73	
Respects rules of the group	M SD	3,75 0,71	4,08 0,54	-1,485 0,145
Can apologize and accept an apology when another child did not do something on purpose	M SD	3,75 0,89	3,63 0,85	
Initiates playing with peers	M SD	3,63 0,92	3,53 0,80	0,355 0,724
Understands the meaning of competitive games and tries to win	M SD	3,88 0,83	3,53 0,76	

M=arithmetic mean, SD=standard deviation, t=t test, p=statistical significance

There is a statistically significant difference in the item: *he/she can take care of his/her own needs and habits* ($t=2.15$, $p=0.037$). Looking at the average achieved values, it was found that male teachers ($M=4.75$) agree to a higher degree than female teachers ($M=4.29$) with the statement that pupils are

capable of taking care of their own needs and habits independently.

Finally, difference in the degree of agreement with the items of the teacher satisfaction assessment scale considering their work experience has been examined (Table 6).

Table 6. Differences on the scale of teachers' satisfaction with children's readiness for school, with regard to the teacher's work experience

	M	Work experience			F	P
		5 and more years	10 and more years	15 and more years		
He/she asks meaningful questions when he/she does not understand something	M	4,17	3,67	3,42		
	SD	0,75	0,71	0,72	2,807	0,071
Can draw a human figure, with distinctive features	M	4,33	4,33	4,10		
	SD	0,52	0,71	0,54	0,866	0,428
Can retell a story or an event so that the story has the right storyline	M	4,33	4,11	4,10		
	SD	0,52	0,60	0,54	0,475	0,625
Can draw a human figure, with distinctive features	M	4,83	4,78	4,29		
	SD	0,41	0,44	0,46	6,460	0,004
Can follow the learning process during the class	M	4,00	4,00	3,39		
	SD	0,63	0,50	0,62	5,317	0,009
Takes care of his/her own needs and habits	M	5,00	4,44	4,23		
	SD	0,00	0,73	0,50	5,681	0,006
Displays a socially desirable behavior	M	4,33	4,22	4,16		
	SD	0,52	0,67	0,37	0,371	0,692
Can wait for his/her turn	M	4,17	4,22	4,03		
	SD	0,75	0,67	0,41	0,560	0,576
Behaves nicely	M	4,67	4,78	4,90		
	SD	0,82	0,67	0,40	0,623	0,541
He/she is communicative	M	4,17	4,00	3,32		
	SD	0,98	0,71	0,60	6,247	0,004
Respects rules of the group	M	4,33	3,89	4,00		
	SD	0,82	0,78	0,45	1,143	0,328
Can apologize and accept an apology when another child did not do something on purpose	M	3,67	3,78	3,61		
	SD	0,82	0,83	0,88	0,127	0,881
Initiates playing with peers	M	4,00	3,89	3,35		
	SD	1,10	0,93	0,66	2,836	0,070
Understands the meaning of competitive games and tries to win	M	4,17	4,00	3,35		
	SD	0,98	0,87	0,61	5,120	0,010

M=arithmetic mean, SD=standard deviation, F=ANOVA, p=statistical significance

As can be concluded from the table 6, there are statistically significant differences in the items: *He/she can draw a human figure, with distinctive features* ($F=6.46$, $p=0.004$), *he/she can follow the learning process during the class* ($F=5.31$, $p=0.009$), *he/she takes care of his/her own needs and habits* ($F=5.68$, $p=0.006$), *he/she is communicative* ($F=6.24$, $p=0.004$) and *he/she understands the meaning of competitive games and tries to win* ($F=5.12$, $p=0.010$).

A good start in life, in a nurturing and safe environment that enables children to survive and be physically healthy, mentally alert, emotionally secure, socially competent, and able to learn, is an excellent example of more contemporary concepts of school readiness (Yıldız, Kılıç & Acar, 2022). First-grade teachers' agreement is highest among those with up to 5 years of experience ($M=4.83$) regarding the ability of pupils to draw a human figure with details, while it is lowest among those with 15 or more years of experience ($M=4.29$).

These findings indicate the presence of differences in teachers' perceptions of children's readiness, which depend on their professional competencies, although children's ability to draw the human figure itself remains a key indicator of their development. Drawing the human figure is considered a reliable indicator of fine motor development, visual-spatial perception, and cognitive development in children (Goodenough, 1926; Koppitz, 1968). Gallohu and Ozmun (2006) emphasize that detailed drawing reflects progress in motor skills, hand-eye coordination, and body perception, all of which are important aspects of school readiness.

Teachers with the fewest years of experience agree the most that these first-graders are communicative ($M=4.17$), and those with the most work experience agree the least ($M=3.32$). Communication between teachers and students should exhibit the characteristics of pedagogical communication, which involves a high level of interaction, understanding, openness, interpersonal connection, active listening, emotional presence, and empathy

(Zukorlić, 2016). Communication skills represent an important aspect of a student's development, as they enable the student to participate successfully in the learning process, develop social relationships with peers and teachers, and independently express their needs and thoughts. These elements can be considered highly significant for assessing school readiness, as they foster the development of socio-emotional competencies that allow the child to adapt to school life and actively engage in the educational process. We can conclude that teachers with fewer years of experience tend to place greater value on these pedagogical aspects of communication and perceive students as more ready to meet school demands.

Teachers with the shortest work experience ($M=4.17$) most strongly agree that a first-grader understands the concept of competitive games and strives to win, while those with the longest work experience ($M=3.35$) are the least in agreement.

The research results indicate a significant difference in the attitudes of the first-grade teachers regarding students' understanding of the concept of competitive games. Teachers with the least work experience ($M = 4.17$) most strongly agree with the statement that students understand the concept of competitive games and strive for victory, while teachers with the most work experience ($M = 3.35$) agree with this statement the least. Teachers with less experience may be more open to innovation and the adaptation of teaching methods, including the use of games as learning tools. The study by Rustempašić et al. (2023) provides empirical confirmation of these findings, emphasizing that games – particularly competitive ones – are effective in developing students' socio-emotional and cognitive skills. Understanding the concept of competitive games has a significant impact on student development, as learning about fair play, teamwork, and respect for rules contributes to the enhancement of social and emotional skills. Competitive games encourage students to respect rules, engage in team-

work, and think strategically. These games, which received the highest ratings in this study, are particularly important for developing self-regulation and motivation, both of which are crucial for students' adaptation to the school environment. Future research could focus on analyzing specific teaching methods used by teachers with different levels of experience in the context of games, as well as on assessing the effectiveness of these methods in improving students' understanding of the concept of competitive games and examining how teachers' professional development influences their readiness to integrate innovations into their teaching practice.

Conclusion

This paper investigates the satisfaction of the first-grade teachers with the achievement of children who attended preschool institutions. The aim of the research is to examine to what extent educational programs in preschools influence children's readiness to start school and how teachers assess their progress in the first years of formal education. A special focus is placed on the areas of cognitive, social and emotional development of children, as well as on their work habits and ability to adapt to the school environment. Focusing on teachers' perceptions offers a deeper understanding of the quality of children's readiness for formal education, as teachers, drawing on their direct pedagogical experience, evaluate the development of key competencies such as initiative, independence, attention, communicativeness, work habits, and the ability to carry out school duties and tasks. The research has shown that first-grade teachers recognize the multifaceted role of preschool education in develop-

ing children's readiness for school. The results indicate that the ability to draw a detailed human figure reflects progress in fine motor skills, visual-spatial perception, and cognitive development, while communication skills and understanding of competitive games contribute to students' social and emotional readiness. Competitive, exploratory, and social/digital games represent effective and motivating tools for developing key competencies, including self-regulation, creativity, social interaction, and the ability to follow rules.

The differences in teachers' perceptions based on their levels of experience highlight the importance of pedagogical communication and the objective monitoring of students' progress. Establishing continuity between preschool and primary education, through collaboration between teachers and preschool educators, alignment of educational goals, and active parental involvement, can enhance students' adaptation and increase teacher satisfaction.

Based on these findings, it is recommended to integrate various types of games into teaching, conduct a continuous assessment of children's progress, and apply pedagogical strategies that foster cognitive, social, and emotional development. These conclusions provide practical guidelines for improving teaching practices in the early grades of primary school and for strengthening the impact of preschool education on children's preparation for formal learning. It is also recommended to implement a systematic monitoring of children's development and provide an ongoing professional support for educators and teachers, with the aim of promoting pedagogical practices that support optimal child development.

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ЗАДОВОЉСТВО УЧИТЕЉА ПРВИХ РАЗРЕДА ПРИПРЕМЉЕНОШЋУ ДЕЦЕ ЗА ШКОЛУ

Тема овој рада је испитивање нивоа задовољсћа учитеља првих разреда постизнућима деце која су преходно похађала обавезни првојрама предшколске васпитања и образовања. У средишту истраживања налази се анализа перцепције учитеља о сремносћи деце за ћопазак у школу, са поседним најласком на процени утицаја предшколске првојраме на развој кључних компетенција неоходних за усјешан и квалифициран школски почетак. Циљ рада је да се на основу ставова учитеља утврди у којој мери предшколски првојрами постичу развој којнијивних, социјалних, емоционалних и радних компетенција деце, које представљају темељ њихове усјешине транзиције у систем основног образовања и васпитања. Осим тоа, у раду се разматра и утицај различитих социодемографских и професионалних варијабли, и то: поса учитеља, дужине радној стажа и радној окружењу (градској или сеоској) на стапаку задовољсћа њиховом припремљеношћу.

Истраживање је спроведено на првогном узорку од 46 учитеља првих разреда, а понаци су прикупљени инструментом конструисаним од 14 тврђији процењених на постепеној Ликеровој скали. Применом факторске анализе (PCA метода са Varimax ротацијом) постврђене су задовољавајуће меријске карактеристике инструментала, укључујући валидносћ и поузданосћ ($KMO=0,712$; Bartlett's test $p<0,001$), што омогућава релевантно стумачење добијених резултата.

Резултати указују на јенерално висок ниво задовољсћа учитеља постизнућима ученика, посебно у дому развијених социјалних компетенција и вербално-графомоторичких способности. Ипак, уочена је потреба за додатним оснаживањем у подручјима која се односе на развој самосталности, иницијативности и критичко мишљења код деце. Анализом варијабли утврђено је да задовољство учитеља блајо ојада са постапом радној стажа, док значајне разлике у односу на ћоп и месец рада нису евидентиране.

Закључци овој раду указују на значај континуирање и квалификоване предшколске припреме као темељног фактора усјешине укључивања деце у први разред основне школе. Добијени налази налази најлашавајући предуслов за унапређењем сарадње између предшколских устаниона и школа, било усклађивањем курикулума, као и обезбеђивањем континуирање стручне постројке учитељима. Полазећи од добијених резултата, препоручује се увођење различитих облика итера у наставни процес, као и континуирано праћење и процењивање развоја и напређка деце. Неоходна је примена поса учитеља који постичу развој којнијивних, социјалних и емоционалних компетенција. Изнейи закључци представљају основу за унапређивање наставне практике у раним разредима основне школе и јачање утицаја предш-

колскої образовања на припремљеносї деџе за формално учење. Додатно, прејоручује се систематско праћење развојних покова деџе и обезбеђивање прајне стручне подршке васпитачима и учитељима ради подстицања педагошких практика које омогућавају оптималан развој дејетија.

Кључне речи: учитељи, зрелосћ деџе, предшколска устанива, школа, радно искуство